

# Special Education Program Overview and Improvement Planning

Exceptionality: Developmental Disability

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



## A. Definition:

The Ministry of Education defines a Developmental Disability as: “A severe learning disorder characterized by

- a) An inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development
- b) An ability to profit from a special education program that is designed to accommodate slow intellectual development
- c) A limited potential for academic learning, independent social adjustment and economic self-support.”

### TCDSB Identification Guidelines for DD:

*It is recommended that each exceptionality category be identified separately (consistent with other large school boards).*

The student has been diagnosed with Global Developmental Delay or Developmental Disability or Intellectual Disability which is demonstrated by intellectual functioning at or below the 1<sup>st</sup> percentile<sup>1</sup>, **and** has significant deficits in at least one area of adaptive functioning – conceptual, social, and/or practical<sup>2</sup>, **and** has significant academic delays.

If the assessment is from a medical or psychology practitioner from the community or other school board, a **Psychology File Note by TCDSB psychology staff is required** indicating that the student meets TCDSB identification criteria.

If ASD or other diagnoses are also present, each exceptionality will be identified separately, as per TCDSB and Ministry of Education criteria.

If no assessment has been completed, DD identification is not proposed and a referral for appropriate assessment(s) will be recommended.

<sup>1</sup> Based on psychological assessment conducted after the age of 7. If a student is younger than 7 years of age at the time of the assessment, a DD identification will not be used. Instead, an ME identification will be proposed and a review to clarify the identification will be conducted after the child is 7. (This may include a psychological re-assessment if deemed appropriate).

<sup>2</sup> DSM-5 criteria

## B. Placement options:

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

## C. Description:

For a student with a Developmental Disability, Special Education Class Placement with Partial Integration refers to placement in an Intensive Support Program (ISP) class for at least 50% or more of the day and s/he receives instruction from a qualified Special Education teacher. This placement may have students with other exceptionalities including multiple exceptionalities, Autism or language impairments. These placements meet the needs of students with a Developmental Disability who may also have another exceptionality and/or learning needs.

For the balance of the school day, each student may receive instruction with the regular classroom (i.e. integration), prepared and monitored jointly by the regular classroom teacher and the special education teacher.

Individualized educational programming in elementary and secondary schools for students with a Developmental Disability is provided in their areas of need, and where appropriate, across the curriculum through the application of appropriate accommodations and modifications to provide access to the Ontario curriculum, as documented in the IEP. Alternative programming may also be provided in the student's areas of need that are not part of the Ontario Curriculum in areas such as social skills, life skills and communication.

## D. Planning Components:

Key Contact(s): System Design : Chief of Autism Programs and Services Program Operation: Special Services Program Coordinator		
1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
Group size	<ul style="list-style-type: none"> <li>As per Ministry of Education Regulation 298</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Area and/or Special Services Superintendent</li> </ul>
Time & Frequency	<ul style="list-style-type: none"> <li>Instruction is delivered in the intense support program classroom for a minimum of 50% of the day</li> <li>Students are integrated into a regular class for at least one period per day, as appropriate</li> <li>Integration is scheduled based on student strengths, needs, interests and classroom timetables</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Special Education Teacher</li> <li>Regular Classroom Teacher</li> <li>SBSLT (School Based Support Learning Team) Staff, as required</li> </ul>
Facility Requirements	<ul style="list-style-type: none"> <li>A regular size classroom, and if possible, access or close proximity to accessible washroom</li> <li>Access to networked computers, when needed</li> <li>Access to cooking/food preparation area, if possible</li> <li>Access to a quiet space</li> <li>Specialized equipment depending on student needs</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Superintendent of Special Services</li> </ul>
Transportation	<ul style="list-style-type: none"> <li>Busing, as per board policy</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Transportation Department</li> </ul>
School selection criteria	<ul style="list-style-type: none"> <li>Home School</li> </ul>	<ul style="list-style-type: none"> <li>Area and/or Special Services Superintendent</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 and/or Special Services Superintendent</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>• 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 Protocol for Kindergarten to Grade 3</li> <li>• Intake meetings, case conferences, consultations</li> <li>• School Based Support Learning Team<sup>3</sup> meetings (SBSLT)</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Special Education teacher</li> <li>• Classroom teacher</li> <li>• SBSLT members</li> <li>• Parent</li> </ul>
<b>Referral</b>	<ul style="list-style-type: none"> <li>• Request for Identification Placement and Review Committee (IPRC) meeting based on Ministry of Education and TCDSB identification criteria, and may include                             <ul style="list-style-type: none"> <li>○ Psychological Assessment</li> <li>○ Medical Assessment</li> <li>○ Multi-disciplinary Assessment</li> </ul> </li> <li>• Parental/guardian consent</li> <li>• Student consent, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Home School Principal</li> <li>• SBSLT members, as appropriate</li> </ul>
<b>Identification by Identification, Placement and Review Committee (IPRC)</b>	<ul style="list-style-type: none"> <li>• Formal identification through Identification, Placement, Review Committee (IPRC)</li> <li>• School presents information</li> <li>• Parent/guardian consent</li> <li>• Student consent, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Principal or parent may request IPRC</li> <li>• Area Principal chairs IPRC</li> <li>• SBSLT member, as appropriate</li> <li>• Parent/Guardian</li> <li>• Student, if older than 16 years of age</li> </ul>
<b>Placement decisions by Identification, Placement and Review Committee (IPRC)</b>	<ul style="list-style-type: none"> <li>• Placement decision recommended through Identification, Placement, Review Committee (IPRC)</li> <li>• School presents information</li> <li>• Parent/guardian consent</li> <li>• Student consent, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Area Principal chairs IPRC</li> <li>• Principal</li> <li>• Parent/Student</li> </ul>
<b>Admission</b>	<ul style="list-style-type: none"> <li>• Based on student need, parental input and most appropriate classroom/program setting</li> <li>• Through IPRC process</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• SBSLT members, as appropriate</li> </ul>

<sup>3</sup> School Based Support Learning Team (SBSLT) includes members of the School Based Support Team (Psychologist, Speech & Language Pathologist, Social Worker, Assessment & Programming Teacher (elementary)/Programming & Assessment Teacher (secondary))

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Components	Description	Responsibility
<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 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, alternative curriculum expectations and transition plans, as appropriate</li> <li>IEPs are updated at every reporting period, as needed</li> <li>IEPs are required for any student who meets the exceptionality criteria</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Teachers</li> <li>Consultation from the SBSLT members, as appropriate</li> <li>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 (Ministry of Education, 2010) <a href="http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf">http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf</a></li> <li>Growing Success Kindergarten Addendum (Ministry of Education, 2016) <a href="http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf">http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf</a></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>School Principal</li> <li>Special Education Teacher, Regular Class Teacher</li> <li>Curriculum and Accountability resource staff, as appropriate</li> <li>SBSLT members, as appropriate</li> </ul>
<b>Formal assessment to inform student learning</b> (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> <li>Medical and/or Multi-Disciplinary may include: Psychological assessments, specific diagnosis, learning profile (strengths/needs) and programming recommendations</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>SBSLT members, as appropriate</li> <li>Professionals from outside agencies, as appropriate</li> </ul>

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Components	Description	Responsibility
	<ul style="list-style-type: none"> <li>• With parental consent, assessments by other disciplines may be required (SLP,OT, Audiology, PT)</li> <li>• Assessments are discussed with parent and school staff, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Parent consent is required</li> </ul>
<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/change placement may be based on:                             <ul style="list-style-type: none"> <li>○ Student needs</li> <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>• Area Principal 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>
<b>Transition</b>	<ul style="list-style-type: none"> <li>• Transition planning is required for all students with an IEP (PPM 156)</li> <li>• Exchange of information meetings; Grade 8 to Grade 9, as per board policy</li> <li>• Transition to post-secondary planning</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Teacher</li> <li>• Parent</li> <li>• SBSLT members</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>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</li> <li>Training in Data Integration Platform (DIP)</li> <li>PD opportunities offered by TCDSB Special Services, Curriculum and Accountability, and Student Success central staff</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> <li>CPI Training</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> <li>Teacher</li> <li>TCDSB Special Services, Curriculum &amp; Accountability, Student Success central staff</li> <li>SBSLT members</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>Teacher</li> <li>Special Services central staff</li> <li>Educational Research Department</li> </ul>
<b>Staff Appraisal</b>	<ul style="list-style-type: none"> <li>Teacher Performance Appraisal (TPA)</li> </ul>	<ul style="list-style-type: none"> <li>School Principal</li> </ul>
<b>Resources</b>		
Components	Description	Responsibility
<b>Classroom resources/materials</b>	<p>Resource materials may include:</p> <ul style="list-style-type: none"> <li>School block budget 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>School Principal</li> <li>Teachers</li> <li>Area Superintendent</li> <li>Consultation with SBSLT</li> </ul>



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Components	Description	Responsibility
	<ul style="list-style-type: none"> <li>Binder with resource material (from ME/DD course if applicable); Electronic Resources</li> <li>TCDSB curriculum resources (Literacy, Numeracy)</li> <li>Adaptive and Functional Curriculum resources</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> <li>As per Ministry of Education Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>School Principal</li> <li>Superintendent, Special Services</li> <li>SBSLT staff</li> <li>Information Technology staff, as required</li> <li>Ministry of Education</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>School Principal</li> <li>Teacher</li> <li>Superintendent, Special Services</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>School Principal</li> <li>Teacher</li> <li>SBSLT staff as appropriate</li> <li>Special Services, Curriculum and Accountability, Student Success central staff</li> </ul>
<b>Support documentation</b>	<ul style="list-style-type: none"> <li>Planning Entry to School, A Resource Guide (Ministry of Education, 2005) <a href="http://www.edu.gov.on.ca/eng/parents/planningentry.pdf">http://www.edu.gov.on.ca/eng/parents/planningentry.pdf</a></li> <li>Learning for All (Ministry of Education, 2009) <a href="http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf">http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf</a></li> <li>Student Success High Yield Strategies (TCDSB, 2010) <a href="https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/ESL/">https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/ESL/</a></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>

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<p><a href="#">ELL%20Documents/FINAL%202010%20HIGH%20YIELD%20SUPPORTING%20STUDENTS%20BOOK1.pdf</a></p> <ul style="list-style-type: none"> <li>• Supporting Student Success in Literacy (Ministry of Education, 2004) <a href="http://edu.gov.on.ca/eng/document/brochure/literacy/literacy.pdf">http://edu.gov.on.ca/eng/document/brochure/literacy/literacy.pdf</a></li> <li>• Differentiated Instruction Resources and kits from Ministry of Education</li> <li>• Special Education Guide for Educators (Ministry of Education, 2001) <a href="http://www.tncdsb.on.ca/new/resources/SPED%20A%20Guide%20for%20Educators%2001.pdf">http://www.tncdsb.on.ca/new/resources/SPED%20A%20Guide%20for%20Educators%2001.pdf</a></li> <li>• Transition Resource Guide (Ministry of Education, 2002) <a href="http://www.oafccd.com/documents/transitionguide.pdf">http://www.oafccd.com/documents/transitionguide.pdf</a></li> <li>• IEP Resource Guide (Ministry of Education, 2004) <a href="http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf">http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf</a></li> <li>• Documents on evidence-based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc.</li> </ul>	

## 4. PARENTS

Components	Description	Responsibility
<b>Home/School Communication</b>	<ul style="list-style-type: none"> <li>• Ongoing communication between classroom teacher and parent/guardian</li> <li>• Parent-teacher interviews</li> <li>• IPRCs and Annual Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• School Principal</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, 2007)  <a href="http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf">http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf</a> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Special Education Teacher</li> <li>• Parent</li> <li>• School Principal</li> <li>• Superintendent of Special Services</li> <li>• Area Superintendent</li> </ul>
<b>Parent Guide</b>	<ul style="list-style-type: none"> <li>• TCDSB Parent Guide to Special Education  <a href="https://www.tcdsb.org/ProgramsServices/SpecialEducation/ParentsGuide/Documents/Parent%20Guide%20-%20December%202015.pdf">https://www.tcdsb.org/ProgramsServices/SpecialEducation/ParentsGuide/Documents/Parent%20Guide%20-%20December%202015.pdf</a> </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 such as curriculum nights</li> <li>• Individual Education Plan (IEP)</li> <li>• Participate in Identification Placement Review Committee (IPRC) meetings</li> <li>• Participate in school based 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> </ul>

## 5. COMMUNICATION

Components	Description	Responsibility
<b>External</b>	<ul style="list-style-type: none"> <li>• TCDSB Website/Portal</li> <li>• Special Education Advisory Committee (SEAC)</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>• Principal</li> <li>• Communication Department</li> </ul>