



Special Education Program Overview and Improvement Planning

Exceptionality: Language Impairment

Placement: Regular Class with Indirect Support

A. Definition¹:

The Ministry of Education defines Language Impairment (LI) as:

“A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication which may be associated with neurological, psychological, physical or sensory factors, and which may:

- include one or more of the form, content and function of language in communication;
- Include one or more of the following: language delay, dysfluency, voice and articulation development, which may or may not be organically or functionally based.”

B. Placement options:

Indirect Support²

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:

This placement is available to elementary and secondary students with Language Impairment who present with **receptive and/or expressive oral language difficulties** of any severity, and demonstrate learning needs that can be met within the context of the regular classroom. The **primary area of need for these students is oral language**. Literacy skills are often impacted. Some students with LI may also present with significant speech impairments (relating to articulation, oral-motor functioning, and stuttering) which impact upon the student’s ability to communicate orally and which may also be formally identified.

For elementary students, the goal of the Indirect Support is to improve the student’s oral communication and enhance academic achievement. The regular classroom teacher receives consultative support from the Special Education Teacher regarding strategies to support oral communication and academic achievement, as described in the student’s Individual Education Plan.

¹ Ministry of Education (2001)

² Where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services

In the secondary panel, a student with special educational needs is assigned to a special education teacher who monitors the student’s academic progress and communicates relevant learning needs to subject teachers.

For elementary and secondary students, oral language is a vehicle for learning and achievement across all subject areas. The needs of students with Language Impairment may be apparent across many or all curriculum areas. Therefore, oral language learning opportunities are embedded across all subject areas through differentiated instruction.

Important instructional components include oral language (speaking and understanding), literacy skills, social skills, study skills, and self-advocacy.

D. Planning Components:

Key Contact(s): System Design - Chief Speech-Language Pathologist		
Program Operation – Chief Speech-Language Pathologist		
1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> JK – Grade 12 	<ul style="list-style-type: none"> Principal
Group size	<ul style="list-style-type: none"> Regular class sizes as per ministry guidelines and collective agreements 	<ul style="list-style-type: none"> Principal Area Superintendent
Time & Frequency	<ul style="list-style-type: none"> Consultative service to staff as needed 	<ul style="list-style-type: none"> Principal Regular Classroom and Special Education Teacher SBSLT (SBS + JT)³
Facility Requirements	<ul style="list-style-type: none"> Regular size classroom Access to networked computers 	<ul style="list-style-type: none"> Area Superintendent
Transportation	<ul style="list-style-type: none"> Offered in home school Bussing as per board policy 	<ul style="list-style-type: none"> Principal Transportation Department
School Selection criteria	<ul style="list-style-type: none"> N/A 	
Locations/schools involved	<ul style="list-style-type: none"> Student attends home school 	<ul style="list-style-type: none"> Principal
Accountability Framework	<ul style="list-style-type: none"> Framework program review committee for accountability and continuous improvement 	<ul style="list-style-type: none"> Superintendent of Special Services

³ School Based Support Learning Team (SBSLT) includes members of the School Based Support Team and the Joint Team

	<ul style="list-style-type: none"> 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"> Accountability Framework Committee
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2. STUDENTS		
Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> P/PM 11, Early Identification of Children’s Learning Needs Strategy According to TCDSB Early Identification of Children’s Learning Needs Strategy for Kindergarten, Year 1 to Gr.1 Intake meetings, case conferences, consultations School-Based Support Learning Team meetings (SBSLT) Early Identification conferences with Kindergarten, Year 1, to Gr.1 teachers Kindergarten Language Program (KLP), as appropriate 	<ul style="list-style-type: none"> Superintendent, Special Services Chief Speech-Language Pathologist Principal Classroom teacher Speech-Language Pathologist SBST SBSLT
Referral	<ul style="list-style-type: none"> Recommendation by SBSLT for speech and language assessment Speech-language pathologist conducts the assessment, determines the level of need and nature of the impairment, and shares findings with the SBSLT SBSLT makes a recommendation for Indirect Support based on: <ul style="list-style-type: none"> speech and language assessment, and other assessments as appropriate need for consultation between the Special Education Teacher and the Classroom Teacher in order to facilitate full access to the curriculum due to the oral language difficulty student’s response to previous interventions if appropriate parent input/consent is required 	<ul style="list-style-type: none"> Principal chairs SBSLT meeting Classroom Teacher, Special Education Teacher Speech-Language Pathologist SBSLT
Identification by Identification, Placement and Review Committee (IPRC)	<p>Criteria for Identification</p> <ul style="list-style-type: none"> Assessed by a speech-language pathologist – primary area of need is oral language Presents with expressive and/or receptive language difficulties in the 	<ul style="list-style-type: none"> School Principal or Parent may request the IPRC Area Principal chairs the IPRC Speech-Language Pathologist

	<p>presence of typical development in other areas</p> <ul style="list-style-type: none"> • Demonstrates significant academic needs according to the classroom teacher • Parent/guardian consent • Student consent, as appropriate <p>IPRCs are optional for students to receive school-based support in the manner of INDIRECT SUPPORT (consultation between the classroom and special education teachers)</p>	<p>attends the IPRC to speak to assessment results</p> <ul style="list-style-type: none"> • SBSLT members as appropriate • Teacher and Principal attend • Parent/Guardian • Student, if older than 16 years of age
Placement decisions by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Criteria for placement in Regular Class with Indirect Support: <ul style="list-style-type: none"> ○ Expressive and/or receptive oral language difficulties, documented within a speech and language assessment report ○ Reading and writing skills may also be impacted ○ Student has academic needs that can be met within the context of the regular class setting ○ Need for consultative services provided by the special education teacher to the regular class teacher • Parent/guardian consent • Student consent, as appropriate <p>IPRCs are optional for students to receive school-based support in the manner of INDIRECT SUPPORT (consultation between the classroom and special education teachers)</p>	<ul style="list-style-type: none"> • See above
Admission	<ul style="list-style-type: none"> • By IPRC decision • By Principal 	<ul style="list-style-type: none"> • Principal • Speech-Language Pathologist • SBSLT as appropriate
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) • Speech-Language Pathologist attends the review along with one or more additional SBSLT

		members as appropriate
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 needed IEPs are recommended for any student who meets the exceptionality criteria and is receiving support 	<ul style="list-style-type: none"> Principal Teachers Consultation from the SBSLT as appropriate With input from parents
Assessment to inform student learning (assessment for/as/of learning)	<ul style="list-style-type: none"> As outlined in <i>Growing Success (Ministry of Education, 2010)</i> http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf Growing Success Kindergarten Addendum (Ministry of Education, 2016) http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf Elementary and secondary curricular assessments as outlined by Curriculum and Accountability, appropriate to grade level Other standardized assessments as applicable (e.g., EQAO, CAT4) Assessment of individual expectations, as outlined in the IEP Specific assessments or accommodations suitable for students with this exceptionality 	<ul style="list-style-type: none"> School Principal Special Education Teacher, regular class Teacher Curriculum and Accountability resource staff, as appropriate SBSLT members, as appropriate
Formal assessment to inform student learning (e.g. speech-language, psychology)	<ul style="list-style-type: none"> All students receive a Speech and Language assessment prior to identification with Language Impairment Cognitive assessments may also provide valuable information to support programming or identification 	<ul style="list-style-type: none"> Principal Speech-language pathologist SBSLT members, as appropriate Parental consent is required

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 from indirect support may be based on: <ul style="list-style-type: none"> Student needs 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 	<ul style="list-style-type: none"> Area Principal chairs the review IPRC meeting School Principal chairs the SBSLT meeting Classroom teacher; Special Education Teacher Speech-Language Pathologist Participation of SBSLT members as appropriate

	<ul style="list-style-type: none"> Students whose placements or identifications are changed may also retain their LI identification if it continues to be appropriate (e.g., dual identifications of LI & LD are appropriate for students who fit both criteria) 	<ul style="list-style-type: none"> Parent participation
Transition	<ul style="list-style-type: none"> Transition planning is required for all students with an IEP (PPM 156) As documented in the IEP for identified students who are 14 years of age or older Exchange of information meetings; Grade 8 to Grade 9, as per board policy Consideration is given to transition to post-secondary 	<ul style="list-style-type: none"> Principal Teacher Parent student if 16 years or older SBSLT other elementary and secondary school staff as appropriate

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"> School Principal Area Superintendent Teacher Chief Speech-Language Pathologist
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 A professional learning series on Language Impairment is offered periodically; All course materials are available electronically 	<ul style="list-style-type: none"> Principal Teacher TCDSB Special Services, Curriculum & Accountability, Student Success central teams Speech & Language Department SBSLT Chief Speech-Language Pathologist

	<ul style="list-style-type: none"> • Other PD opportunities outside of TCDSB 	
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 • Special Services central staff • 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"> • School Principal

Components	Description	Responsibility
Resources:		
Classroom resources/materials	<ul style="list-style-type: none"> • School block and Special Services funding • Elementary and secondary curricular resources (literacy, numeracy) • Ministry of Education documents • Supplementary oral language, literacy and math resources • Alternative curriculum resources (i.e., for social skills and self-advocacy) • TCDSB Speech and Language Department resource documents 	<ul style="list-style-type: none"> • School Principal • Teachers • Chief Speech Language Pathologist • Area Superintendent • Consultation with SBSLT
Special Education Amount (SEA)	<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) • As per Ministry of Education Guidelines 	<ul style="list-style-type: none"> • Teachers • School Principal • Superintendent, Special Services • SBSLT staff • Information Technology staff, as required • Ministry of Education
Special Incidence Portion (SIP)	N/A	
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 	<ul style="list-style-type: none"> • School Principal • Teacher • SBSLT staff as appropriate

	<ul style="list-style-type: none"> • 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"> • Special Services, Curriculum and Accountability, Student Success central teams • Speech and Language Department staff
Support documents	<ul style="list-style-type: none"> • TCDSB Special Services documents • Learning for All (Ministry of Education, 2009) • Education for All (Ministry of Education, 2005) • 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) • Speech and Language Department resources (e.g., Supporting Students with Language Impairment in the Junior/Intermediate Grades) • Oral Language At Your Fingertips (OSLA, 2014) 	<ul style="list-style-type: none"> • Special Services Department and Superintendent • Curriculum & Accountability Department • Student Success

	Documents on evidence-based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc.	
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4. PARENTS

Components	Description	Responsibility
Home School Communication	<ul style="list-style-type: none"> • Ongoing communication between Regular Class Teacher and parent/guardian • Parent-teacher interviews • IPRC's and Annual Reviews 	<ul style="list-style-type: none"> • Regular Class Teacher • School Principal • Parent
Shared Solutions	<ul style="list-style-type: none"> • Follow process outlined in Shared Solutions (Ministry of Education) http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf 	<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 • Helping Students with Speech and Language Impairments: Parent Guide to Supporting Success at School ⁴ 	<ul style="list-style-type: none"> • School Principal • Superintendent, Special Services • Chief Speech Language Pathologist
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 • Speech and Language Department staff

5. COMMUNICATION

Components	Description	Responsibility
External	<ul style="list-style-type: none"> • TCDSB Website/Portal 	<ul style="list-style-type: none"> • Superintendent of Special

⁴ Ontario Association for Families of Children with Communication Disorders (2009)

	<ul style="list-style-type: none"> • Special Education Advisory Committee • TCDSB Department Brochures • Information Fair • TCDSB Special Services Parent Guide 	<p>Services</p> <ul style="list-style-type: none"> • Communication Department • Chief Speech Language Pathologist
Internal	<ul style="list-style-type: none"> • TCDSB Website/Portal • Email • Director's Bulletin • Speech and Language Department SharePoint site • TCDSB Policy and Procedures 	<ul style="list-style-type: none"> • Superintendent of Special Services • Principal • Communication Department • Chief Speech Language Pathologist