



Special Education Program Overview and Improvement Planning

Exceptionality: Language Impairment

Placement: Regular Class with Resource Assistance

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 Support
- Regular Class with Resource Assistance²
- 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 students with Language Impairment who present with ***mild to moderate receptive and/or expressive oral language difficulties***, and demonstrate learning needs in the 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.

The goal of the Resource Support is to improve oral communication and enhance academic achievement through specialized instruction in core curriculum areas (typically language and/or math) as described in the student’s Individual Education Plan. The student is placed in a regular class for

¹ Ministry of Education (2001)

² Where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

most or all of the day and receives specialized instruction within the regular classroom from a qualified special education teacher. The specialized instruction may be delivered to an individual student or a small group.

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 Ontario Curriculum and alternative curriculum to address 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"> • Student attends their regular class • Direct support from special education teacher as needed 	<ul style="list-style-type: none"> • Principal • Regular Classroom and Special Education Teacher
Facility Requirements	<ul style="list-style-type: none"> • Regular size classroom • Access to networked computers 	<ul style="list-style-type: none"> • Area Superintendent • School Principal
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, Special Services

	<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"> According to TCDSB Early Identification of Children’s Learning Needs Strategy for JK to Gr.1 P/PM 11, Early Identification of Children’s Learning Needs Strategy Kindergarten Language Program (KLP), as appropriate Intake meetings, case conferences, consultations School-Based Support Learning Team³ meeting (SBSLT) Early Intervention conferences with Kindergarten, Year 1-grade 1 teachers Kindergarten Language Program (KLP), as appropriate 	<ul style="list-style-type: none"> School Principal Chief Speech-Language Pathologist Classroom teacher Speech-Language Pathologist SBSLT Superintendent, Special Services
Referral	<ul style="list-style-type: none"> Recommendation by SBSLT for speech and language assessment SLP conducts the assessment, determines the level of need and nature of the impairment, and shares findings with the SBSLT SBSLT makes a referral for Resource Support based on: <ul style="list-style-type: none"> speech and language assessment, and other assessments as appropriate need for strategic support in order to access the curriculum due to their oral language difficulty student’s response to previous interventions if appropriate 	<ul style="list-style-type: none"> Principal chairs SBSLT meeting Classroom 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 mild to moderate expressive and/or receptive language difficulties in the presence of typical development in other areas Demonstrates significant academic needs according to the classroom teacher that require accommodations and/or modifications Parent/guardian consent 	<ul style="list-style-type: none"> School Principal or Parent may request the IPRC Area Principal chairs the IPRC Speech-Language Pathologist attends the IPRC to speak to assessment results SBSLT members as appropriate Teacher(s) and Principal attend

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"> • Student consent, as appropriate <p>IPRCs are optional for students to receive school-based support that is consistent with Resource Support</p>	<ul style="list-style-type: none"> • Parent/Guardian • Student, if older than 16 years of age
Placement decisions by Identification, Placement and Review Committee (IPRC)	<p>Criteria for placement in Regular Class with Resource Support:</p> <ul style="list-style-type: none"> ○ mild/moderate oral and written language difficulties ○ student requires strategic support in order to access the curriculum due to language difficulties ○ student has academic needs that can be met within the context of the regular class setting with embedded resource support <ul style="list-style-type: none"> • Parent/guardian consent • Student consent, as appropriate <p>IPRCs are optional for students to receive school-based support that is consistent with Resource Support</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"> • SBSLT members, as appropriate • Principal
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	<ul style="list-style-type: none"> • As outlined in <i>Growing Success (2010)</i> • Elementary and secondary curricular assessments as outlined by 	<ul style="list-style-type: none"> • Principal • Special Education Teacher,

learning (assessment for/as/of learning)	<ul style="list-style-type: none"> 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"> regular class Teacher C/A resource staff Speech-Language Pathologist and other SBSLT members
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 be provided 	<ul style="list-style-type: none"> Speech-Language Pathologist SBSLT members, as appropriate Parent consent is required School Principal

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 resource 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 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"> Area principal chairs the review IPRC meeting School Principal chairs the SBSLT meeting Classroom teacher; Special Education Teacher Participation of SBSLT members as appropriate Speech-Language Pathologist 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
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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"> School Principal Area Superintendent 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 A professional learning series on Language Impairment is offered periodically; All course materials are available electronically Other PD opportunities outside of TCDSB 	<ul style="list-style-type: none"> Principal Teacher TCDSB Special Services, Curriculum & Accountability, Student Success central teams Speech & Language Department 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 Educational Research Department Special Services central team
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 (<i>insert link to list of documents</i>) • 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) 	<ul style="list-style-type: none"> • Teachers • School Principal • Superintendent, Special Services • SBSLT staff • Information Technology staff, as required
Special Incidence Portion (SIP)	<ul style="list-style-type: none"> • 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 • Consultation support by TCDSB central team staff (e.g., Special Services, Curriculum & Accountability, Student Success) • The focus of the support is on differentiating instruction and enhancing oral language and literacy learning opportunities in the classroom • Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements 	<ul style="list-style-type: none"> • School Principal • Teachers • SBSLT staff as appropriate • Special Services, Curriculum and Accountability, Student Success central teams
Support documents	<ul style="list-style-type: none"> • TCDSB Special Services document • Learning for All (Ministry of Education, 2009) • Education for All (Ministry of Education, 2005) • Student Success High Yield Strategies (TCDSB, 2010) 	<ul style="list-style-type: none"> • Special Services Department and Superintendent • Curriculum & Accountability Department

	<ul style="list-style-type: none"> • 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. • 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"> • 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 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 • 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 • 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 •
Parent Involvement	<ul style="list-style-type: none"> • Ongoing communication • Parent evening sessions – curriculum nights • Individual Education Plan (IEP) 	<ul style="list-style-type: none"> • School Principal • Teachers • Speech and Language

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

	<ul style="list-style-type: none"> • Parents participate in Identification Placement Review Committee (IPRC) meetings • Parent Teacher Interviews • School and School Board Information Fairs 	Department staff
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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 • TCDSB Special Services Parent Guide 	<ul style="list-style-type: none"> • Superintendent of Special Services • Communication Department • Chief Speech Language Pathologist
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 • Principal • Communication Department