

Special Education Program Overview and Improvement Planning

Exceptionality: Multiple Exceptionalities

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



A. Definition:

The Ministry of Education defines a Multiple Exceptionality as: “A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities. “

TCDSB Identification Guidelines for ME:

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

The Board adopts 2 pathways to ME identification:

- The student has a medical and/or developmental assessment completed indicating a combination (2 or more) of learning or other disorders, impairments, or physical disabilities; other diagnosis (es); *the needs will include cognitive delays and academic delays*; may present with delays in adaptive functioning
- A psychological and/or other assessments have been completed indicating a combination (2 or more) of learning or other disorders, impairments, or physical disabilities; diagnosis(es); the needs will include cognitive delays (Intellectual functioning around the 2nd percentile¹ based on recent psychological assessment) and academic delays; may present with delays in adaptive functioning

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, ME identification is not proposed and a referral for appropriate assessment(s) will be recommended.

When only a medical diagnosis is provided, a developmental history and/or a description of current developmental functioning is required.

¹ Based on psychological assessment

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 Multiple Exceptionalities, 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 developmental disabilities, Autism or language impairments. These placements meet the needs of students with Multiple Exceptionalities who 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 Multiple Exceptionalities 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"> As per Ministry of Education Regulation 298 	<ul style="list-style-type: none"> School Principal Area and/or Special Services Superintendent
Time & Frequency	<ul style="list-style-type: none"> Instruction is delivered in the intense support program classroom for a minimum of 50% of the day Students are integrated into a regular class for at least one period per day, as appropriate Integration is scheduled based on student strengths, needs, interests and classroom timetables 	<ul style="list-style-type: none"> School Principal Special Education Teacher Regular Classroom Teacher SBSLT (School Based Support Learning Team) Staff, as required
Facility Requirements	<ul style="list-style-type: none"> A regular size classroom, and if possible, access or close proximity to accessible washroom Access to networked computers, when needed Access to cooking/food preparation area, if possible Access to a quiet space Specialized equipment depending on student needs 	<ul style="list-style-type: none"> School Principal Superintendent of Special Services
Transportation	<ul style="list-style-type: none"> Busing, as per board policy 	<ul style="list-style-type: none"> School Principal Transportation Department
School selection criteria	<ul style="list-style-type: none"> Home School 	<ul style="list-style-type: none"> Area and/or Special Services Superintendent
Locations/schools involved	<ul style="list-style-type: none"> Student attends home school 	<ul style="list-style-type: none"> Area and/or Special Services Superintendent

Accountability Framework	<ul style="list-style-type: none">• Development of a framework for accountability and continuous improvement is in process• 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">• Superintendent of Special Services• Accountability Framework Committee
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2. STUDENTS

Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> • According to TCDSB Early & Ongoing Identification Protocol for Kindergarten to Grade 3 • Intake meetings, case conferences, consultations • School Based Support Learning Team² meetings (SBSLT) 	<ul style="list-style-type: none"> • School Principal • Special Education teacher • Classroom teacher • SBSLT members • Parent
Referral	<ul style="list-style-type: none"> • 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"> ○ Psychological Assessment ○ Medical Assessment ○ Multi-disciplinary Assessment • Parental/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • Home School Principal • SBSLT members, as appropriate
Identification by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Formal identification through Identification, Placement, Review Committee (IPRC) • School presents information • Parent/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • Principal or parent may request IPRC • Area Principal chairs IPRC • SBSLT member, as appropriate • 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"> • Placement decision recommended through Identification, Placement, Review Committee (IPRC) • School presents information • Parent/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • Area Principal chairs IPRC • Principal • Parent/Student
Admission	<ul style="list-style-type: none"> • Through IPRC process 	<ul style="list-style-type: none"> • School Principal • SBSLT members, 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

² 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))

2. STUDENTS

Components	Description	Responsibility
		<ul style="list-style-type: none"> • Special Education Teacher, Regular Classroom Teacher(s) • 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, alternative curriculum expectations and transition plans, as appropriate • IEPs are updated at every reporting period, as needed • IEPs are required for any student who meets the exceptionality criteria 	<ul style="list-style-type: none"> • School Principal • Teachers • Consultation from the SBSLT members, as appropriate • Input from parents
Assessment to inform student learning (assessment for/as/of learning)	<ul style="list-style-type: none"> • As outlined in Growing Success (Ministry of Education, 2010) 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., psychology, speech and language, etc.)	<ul style="list-style-type: none"> • Medical and/or Multi-Disciplinary may include: Psychological assessments, specific diagnosis, learning profile (strengths/needs) and programming recommendations • With parental consent, assessments by other disciplines may be required (SLP,OT, Audiology, PT) 	<ul style="list-style-type: none"> • School Principal • SBSLT members, as appropriate • Professionals from outside agencies, as appropriate • Parent consent is required

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Assessments are discussed with parent and school staff, when appropriate 	
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 placement 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 • Participation of SBSLT members, as appropriate • Parent participation
Transition	<ul style="list-style-type: none"> • Transition planning is required for all students with an IEP (PPM 156) • Exchange of information meetings; Grade 8 to Grade 9, as per board policy • Transition to post-secondary planning 	<ul style="list-style-type: none"> • School Principal • Teacher • Parent • SBSLT members • 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
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 staff 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 CPI Training 	<ul style="list-style-type: none"> School Principal Teacher TCDSB Special Services, Curriculum & Accountability, Student Success central staff SBSLT members
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 Teacher Special Services central staff Educational Research Department
Staff Appraisal	<ul style="list-style-type: none"> Teacher Performance Appraisal (TPA) 	<ul style="list-style-type: none"> School Principal
Resources		
Components	Description	Responsibility
Classroom resources/materials	<p>Resource materials may include:</p> <ul style="list-style-type: none"> School block budget and Special Services funding Elementary and secondary curricular resources (literacy, numeracy) Ministry of Education documents 	<ul style="list-style-type: none"> School Principal Teachers Area Superintendent Consultation with SBSLT

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Binder with resource material (from ME/DD course if applicable); Electronic Resources • TCDSB curriculum resources (Literacy, Numeracy) • Adaptive and Functional Curriculum resources 	
Special Equipment 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)	<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"> • School Principal • Teacher • Superintendent, Special Services • Support by SBSLT and Special Services staff
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) • Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements 	<ul style="list-style-type: none"> • School Principal • Teacher • SBSLT staff as appropriate • Special Services, Curriculum and Accountability, Student Success central staff
Support documentation	<ul style="list-style-type: none"> • TCDSB Special Services document • Planning Entry to School, A Resource Guide (Ministry of Education, 2005) http://www.edu.gov.on.ca/eng/parents/planningentry.pdf • Learning for All (Ministry of Education, 2009) http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf 	<ul style="list-style-type: none"> • Special Services Department and Superintendent • Curriculum & Accountability Department • Student Success

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> • Student Success High Yield Strategies (TCDSB, 2010) https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/ESL/ELL%20Documents/FINAL%202010%20HIGH%20YIELD%20SUPPORTING%20STUDENTS%20BOOK1.pdf • Supporting Student Success in Literacy (Ministry of Education, 2004) http://edu.gov.on.ca/eng/document/brochure/literacy/literacy.pdf • Differentiated Instruction Resources and kits from Ministry of Education • Special Education Guide for Educators (Ministry of Education, 2001) http://www.tncdsb.on.ca/new/resources/SPED%20A%20Guide%20for%20Educators%2001.pdf • Transition Resource Guide (Ministry of Education, 2002) http://www.oafccd.com/documents/transitionguide.pdf • IEP Resource Guide (Ministry of Education, 2004) http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf • Documents on evidence-based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc. 	

4. PARENTS

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

5. COMMUNICATION

Components	Description	Responsibility
External	<ul style="list-style-type: none"> • TCDSB Website/Portal • Special Education Advisory Committee (SEAC) • TCDSB Department Brochures • Information Fair • TCDSB Special Services Parent Guide 	<ul style="list-style-type: none"> • Superintendent of Special Services • Communication Department
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