

## Model for Special Education

### Provision of Special Education Programs and Services within Toronto Catholic District School Board

#### Philosophy of Special Services

*"Our commitment is to every student. This means ...[ensuring] that we develop strategies to help every student learn, no matter their personal circumstances."*

***-Reach Every Student: Energizing Ontario Education, 2008***

In partnership with families, the parish and the community, our Catholic education system is directed at developing the full spiritual, physical, academic, cognitive, social and emotional wellbeing of each student. Through their learning experiences, students develop a sense of self-worth and dignity as people of God and are able to make a useful contribution in a complex and changing society.

Inherent in these beliefs is the recognition that all students, regardless of exceptionality, are entitled to education in the most enabling environment. The exceptional student is a unique child of God and has a right to be part of the mainstream of education, to the extent to which it is practical and beneficial.

In order to provide an education in the most enabling environment, TCDSB advocates the principle of inclusion as part of a continuum of services/programs which includes modification of the regular class program, withdrawal, intensive support programs, itinerant services and alternative curriculum where required.

*"...The integrity of Catholic education does not and cannot rest solely on the shoulders of a few individuals or belong only to certain groups of people..."*

*"We are bound together by a common faith and in common service."*

***-Fulfilling the Promise (Pp. 6-7)***

*"Only by helping every student reach his or her potential can we hope to close the achievement gap between groups of students."*

***-Learning for All, 2013 (p.12)***

Inclusion of students with special educational needs in our schools can be summed up in the following quote:

*"We invite you to become active participants in the process of Catholic Education. We urge you to bring your energy, enthusiasm and generosity to the task of building a Catholic community within your school and to shaping the vision of Catholic education."*

***-This Moment of Promise (P. 22)***

#### Parental Involvement in Education within the Toronto Catholic District School Board

The Toronto Catholic District School Board recognizes parents as the primary educators of their children. To this end, the Toronto Catholic District School Board recognizes and promotes the involvement of parents in all decisions that are made with regard to their children.

Parents are invited to be partners in the process utilized to address the learning needs of the child.

They are encouraged to share information, voice their opinions, express concerns and are recognized as valued partners in the education of each child to his/her full potential.

## **Identification, placement and Review Committee (IPRC) Process**

### **Identification Placement and Review Committee (IPRC)**

#### ***Regulation***

The composition and function of the Identification, Placement and Review Committee (IPRC) is governed by Regulation 181/98.

#### **Ministry of Education and Training Categories of Exceptionality and Definitions**

- Mild Intellectual Disability
- Learning Disability
- Multiple Exceptionalities
- Language Impairment
- Speech Impairment
- Autism
- Deaf and Hard of Hearing
- Developmental Disability
- Behaviour
- Giftedness
- Physical Disability
- Blind and Low Vision

For description of each category please refer to “Parent Guide to Special Education.”

#### **Composition of Function of Identification, Placement & Review Committee *Composition:***

- An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the Board. This is a requirement of Regulation 181/98 of the Ministry of Education for the Province.
- Where possible the size of the IPRC should reflect the Ministry requirements (3). Documentation can be presented and clarified, then those individuals can be excused.
- No member of the board may be appointed to a committee or may be designated to act on the committee.
- A board may establish procedures for committees in addition to those set out in Regulation 181/98.

Committee decisions must be consistent with the board’s special education plan.

- parents are entitled to participate in all discussions from SBST level to IPRC;
- parents are invited to have an advocate (or representative) present to speak on their behalf;
- interpreter/translators should be arranged by principal as required.

## **Timeline**

- notice of an IPRC must be provided to parents (students 16 years and older) in writing 10 days prior to the meeting being held;
- students 16 and older are entitled to participate and have a representative speak on their behalf;
- IEP must be completed within 30 school days of placement of student;
- principal must acknowledge an IPRC request in writing within 15 days outlining an expected IPRC date
- copy of Parent Guide (available in English, Spanish, Italian, Portuguese, Ukrainian, Polish, Chinese, Tamil, Tagalog, Braille, and Large Print) is provided (ParentGuide Appendix A)
- if parent has indicated they will attend and don't verbal permission is needed to continue with IPRC;
- conduct a review at least once a year or upon parental request after 3 months;
- parents may waive the review by notifying the principal.

## **Attendance at an IPRC**

- parents and students age 16 and older
- the principal or designate
- other resource people such as your child's teacher, special education and Board support staff
- students under the age of 16 with parent's consent
- an interpreter (requested through the principal of your child's school)
- a person to support or speak on the parent's and student's behalf

## **Function of IPRC**

### ***Function:***

The Identification, Placement and Review Committee (IPRC) has three essential functions:

- to determine the strengths and needs of students
- to identify the student's exceptionality according to the categories and definitions provided by the Ministry of Education and Training
- to recommend program placement, to be followed by the development/modification of the Individual Education Plan

### **IPRC must:**

- consider educational assessments
- consider other assessments, e.g., psychological, psychiatric, health, audiological, social work, speech and language as required
- dialogue with the parent (& student 16 years of age) if they agree;
- consider Joint Team recommendations

**IPRC documentation must:**

- identify strengths and needs
- declare student as exceptional or not exceptional
- provide an exceptionality definition based on ministry definitions
- recommend a placement where the student's needs can be addressed in consultation with the parents
- reason for placement in a class other than the regular class

A written statement must be provided to the parent outlining the above.

**Placement:**

- as per Regulation 181/98, the regular class with appropriate support is the first consideration if the parent declares this as their preference;
- additional settings can then be considered based on the range of service provided by the board. For the TCDSB this includes withdrawal to registered placements, congregated settings.

**Referral to IPRC Committee:**

The principal of the school at which a pupil is enrolled:

- may on written notice (10 days) to a parent of the pupil; and
- shall at the written request of a parent of a pupil
- refer the pupil to a committee established by the board.

**Individual Education Plan**

- responsibility of school principals;
- developed within 30 school days of placement as per the Regulation by teacher, special education teacher, principal;
- prepared in consultation with the parent;
- include strengths and weaknesses;
- learning expectations for students;
- accommodations/modifications to the curriculum expectations that can be expected;
- how progress will be evaluated;
- specific grade levels at which students are performing;
- a transition plan for pupils aged 14 or older;
- presented to parent for signature upon its completion;
- retained in OSR.

**Parent Guide for Special Education**

- available for any parent whose child is discussed at even first phase of discussion (SBST);
- provided in Braille, audio version and large print if requested by parent;
- provided in other languages (Polish, Chinese, Italian, Spanish, Tamil, Tagalog, Portuguese, Braille, and Large Print) for which it is available.

## **Identification, Placement Committee Reviews**

- to review identification or placement;
- convened at the request of parent after placement has been in effect for three months (not more than once in every three month period);
- principal will respond to the parental request within 15 days;
- as soon as possible after a review the chair of the committee shall send a written statement of the decision to appropriate individuals.
- a parent may wave the review under certain circumstances

**IPRC review committee** composition for which no issues have been raised and the recommendation is for a continued identification and placement, pending consultation with parents be:

- principal or vice-principal will chair the committee
- special education teacher;
- regular classroom teacher.
- IPRC reviews will be chaired by an outside chair (another Principal) under the following circumstances:
- for students requiring a regional classroom (Intensive Support Programs –ISP)

## Parent/Guardian/Student Role

- actively participate by sharing information about the student's approach to learning (i.e., talents, skills, interests)
- share up-to-date information as it relates to learning (i.e., recent assessment reports)
- support, reinforce, and extend the educational efforts/ activities at home
- maintain open communication with teacher and school
- acknowledge receipt of the IEP
- IEP is signed by Principal and parent
- experience has shown that educators and parents who work together in the development of the IEP share a common understanding that
- reduces potential future conflicts (Shared Solutions, Pg 14)

## IEP In-services

Assessment and Programming Teachers and Programming and Assessment Teachers provide:

- annual and ongoing supports for teachers and other TCDSB staff
- individual consultation with parents/guardians as requested

## Ministry of Education Resources



[http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

<http://www.edu.gov.on.ca/eng/parents/speced.html>

## Supports for IEP Development

### In-School Supports:

Classroom/Subject Teacher  
Special Education Teacher  
School Principal/Vice Principal

### Special Services Supports:

Assessment and Programming Teacher  
Autism Support Teacher/Team  
Behaviour Team  
DHH Itinerant Teacher  
Programming and Assessment Teacher  
Psycho-Educational Consultant  
Social Worker  
Speech/Language Pathologist

### As well as:

Curriculum Resource Teachers

**Linda Maselli-Jackman,**  
**Superintendent of Special Services**

**SEAC,**  
**Special Education Advisory Committee**

**Rory McGuckin,**  
**Director of Education**

**TORONTO CATHOLIC  
DISTRICT SCHOOL BOARD  
TRUSTEES 2018-2019**

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# The Parent Guide to THE INDIVIDUAL EDUCATION PLAN IEP

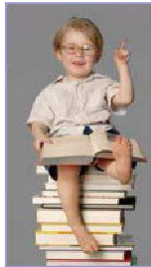


**Parents · Guardians · Students**



**Prepared by: TCDSB**

**Assessment and Programming Teachers  
Programming and Assessment Teachers**



# Understanding the Individual Education Plan

## An **IEP** is...

- a written plan/working document describing the special education program and/or services required by a particular student, based on assessments of the student's strengths and needs

## An **IEP** is not . . .

- a description of everything that will be taught to the student or a list of all the teaching strategies used in regular classroom instruction
- a document that records all learning expectations including those that are not modified from the regular grade level curriculum expectations

## The **IEP** timeline

- Principal ensures an **IEP** is completed within 30 school days after placement in the program / or start of a new school year/semester
- the modified and alternative learning expectations in an **IEP** must be reviewed and updated as necessary, at least once in every reporting period (Reg 181/98)

## The **IEP** summarizes...

- strengths and needs
- specialized health support services
- relevant assessment data
- current level of achievement in each modified or alternative program
- annual goals and representative samples of specific expectations for each reporting period in each modified or alternative subject/course
- program modifications and accommodations
- teaching strategies and assessment methods for modified/alternative subjects and/or courses
- parent/student consultations
- a Transition Plan (if required)

## Accommodations

- refer to the special teaching and assessment strategies, human supports and/or individualized equipment required to enable a student to learn and to demonstrate learning (e.g., extra time, scribing, assistive technology)
- do not alter the provincial curriculum expectations for the grade/course.
- can be instructional, environmental and assessment based
- unique to specific needs of the student

## Annual Program Goals

- statements that describe what a student can reasonably be expected to accomplish by the end of the school year in a subject/course
- set for students who require modifications and/or alternative curriculum expectations

## Modified Learning Expectations

- are curriculum changes in grade/subject expectations
- changes in number and/or complexity of grade level/course expectations
- representative samples expressed as observable and measurable outcomes

## Alternative Learning Expectations

- are knowledge and skills that are not represented in the Ontario curriculum
- examples may include social skills, self-advocacy skills, organizational skills, life skills, orientation/mobility training, personal care, non-credit courses, interpersonal skills etc.



## Teaching Strategies

- are instructional accommodations and teaching strategies that differ from the strategies used with other students
- support the student in achieving his/her learning expectations with a focus on the student's strengths and learning style—visual, auditory, kinesthetic

## Assessment Methods

- on-going assessment of expectations using range of methods and techniques and incorporating assessment accommodations identified in the **IEP**

## Evaluation and Reporting

Provincial Report Card:

- The **IEP** and the Provincial Report Card are interrelated documents
- Student progress is evaluated at least once every reporting period on the Provincial Report and/or an Alternative Report Card using the statements:

**IEP** with Modified Curriculum Expectations:

"This (letter grade/percentage mark) is based on expectations in the **IEP** that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."

**IEP** with Alternative Learning Expectations:

"This (letter grade/percentage mark) is based on alternative learning expectations in the **IEP**, which are not based on the Ontario curriculum."

## Transition Plan

- **Policy and Program Memorandum 156 (PPM 156): Supporting Transitions for Students with Special Needs** states that "A transition plan must be considered for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification Placement and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the **IEP**".