

Special Education Program Overview and Improvement Planning



Exceptionality: Autism

Placement: Special Education Class with Partial Integration

A. Definition:

The Ministry of Education defines Autism as:

“A severe learning disorder that is characterized by disturbances in rate of educational development, ability to relate to the environment, mobility, and/or perception, speech and/or language; or lack of the representational symbolic behaviour that precedes language. “

In the TCDSB, a diagnosis of Autism Spectrum Disorder is required for an identification of Autism. The basis of diagnosis is DSM-V, which includes the following characteristics:

- Persistent deficits in social communication and social interaction across multiple contexts
- Restricted, repetitive patterns of behaviour, interests, or activities
- Symptoms present in the early developmental period
- Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning
- Symptoms are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay¹

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 may be required** indicating that the student meets TCDSB identification criteria.

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

¹ DSM-V

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 diagnosis of Autism, 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, developmental disabilities or language impairments. These placements meet the needs of students with a diagnosis of Autism who may also have another exceptionality and/or learning needs.

Individualized educational programming in elementary and secondary schools for students with a diagnosis of Autism 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, self-regulation, sensory differences, life skills and communication.

Program development is also consistent with PPM 140 requirements – individualization in program planning, use of positive reinforcement, data collection and analysis to inform programming, programming for generalization of skills, attention and transitions.

D. Planning Components:

Key Contact(s): System Design: Chief of Autism Programs and Services Program Operation: Chief of Autism Programs and Services		
1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> JK – Grade 12 plus (age 21) 	<ul style="list-style-type: none"> School Principal
Group size	<ul style="list-style-type: none"> Regular class size as per ministry guidelines and collective agreements 	<ul style="list-style-type: none"> School Principal Area 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 Regular Classroom Teacher Special Education 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 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

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"> • Diagnosis of Autism is required for referral for service and IPRC • Referral for support requires the school to first consult with the Autism Support Teacher to determine the appropriate level of support • 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"> • Autism diagnosis required as documented by appropriate professional • Formal identification through Identification, Placement, Review Committee (IPRC) • School presents information 	<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

2. STUDENTS		
Components	Description	Responsibility
	<ul style="list-style-type: none"> • Parent/guardian consent • Student consent, as appropriate 	
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 • 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 	<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 • Autism Team members, as appropriate

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none"> 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 	
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) Assessments are discussed with parent and school staff, when appropriate Functional behaviour assessments, as needed 	<ul style="list-style-type: none"> School Principal SBSLT members, as appropriate Professionals from outside agencies, as appropriate Parent consent is required
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 Autism (PPM 140) and all students with an IEP (PPM 156) 	<ul style="list-style-type: none"> School Principal Teacher Parent

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none">• Support provided for entry to school transition (Connections for Students)• Exchange of information meetings; Grade 8 to Grade 9, as per board policy• Transition to Secondary service available for students going from Grade 8 to Grade 9• Transition to post-secondary planning	<ul style="list-style-type: none">• SBSLT members• Other elementary and secondary school staff, as appropriate• Autism Programs and Services staff, on request

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 Autism Support Teacher has Special Education qualifications and experience with students with Autism 	<ul style="list-style-type: none"> School Principal Area Superintendent Teacher Chief of Autism Programs and Services
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 Training in Data Integration Platform (DIP) 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 Chief of Autism Programs and Services
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 	<ul style="list-style-type: none"> School Principal Teachers Regional Program Coordinator

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> Elementary and secondary curricular resources (literacy, numeracy) Ministry of Education documents individualized materials recommended or provided by Autism Programs and Services Ministry and Board documents re: education of students with ASD 	<ul style="list-style-type: none"> Area Superintendent Consultation with SBSLT Autism Programs and Services Department Staff
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 Autism Programs and Services staff The focus of the support is on differentiating instruction and enhancing learning and social 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 Teacher SBSLT staff as appropriate Special Services, Curriculum and Accountability, Student Success central staff Autism Programs and Services staff

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
Support documentation	<ul style="list-style-type: none"> Effective Education Practices for Students with Autism Spectrum Disorders (Ministry of Education, 2007) http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismSpecDis.pdf Supporting Students with Autism Spectrum Disorders: A Resource Guide (TCDSB, 2012) Policy/Program Memorandum 140 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 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 Grades 7 - 12 (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 	<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">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 Autism Programs and Services brochures https://www.tcdsb.org/ProgramsServices/SpecialEducation/Autism/ProgramsServices/Pages/default.aspx 	<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 Behaviour Support/Safety Plan development 	<ul style="list-style-type: none"> School Principal Teachers Parents Autism Department support

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• Autism Programs and Services SharePoint site• TCDSB Policy and Procedures	<ul style="list-style-type: none">• Superintendent of Special Services• Principal• Communication Department