

SECTION D: INTERVENTION, STRATEGIES AND PROCEDURES

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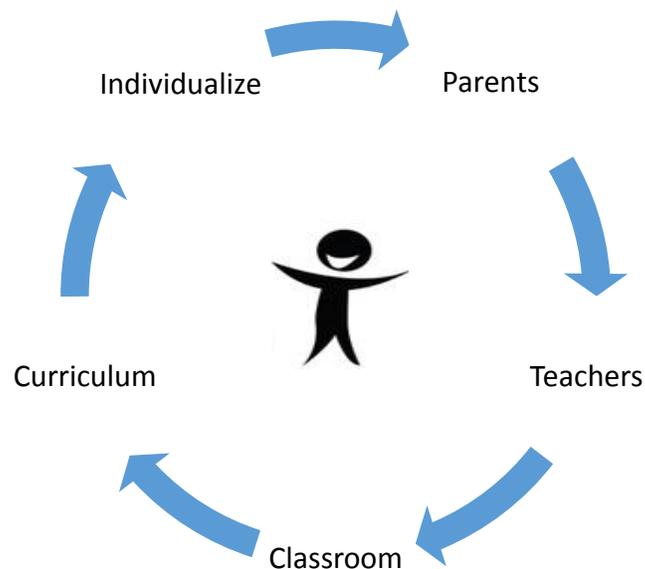
Requirements of the Early Identification Process

The Peel District School Board follows Policy/Program Memorandum (PPM) 11, “Early Identification of Children’s Learning Needs” and “ensures that educational programs are designed to accommodate these needs and to facilitate each child’s growth and development.” (PPM 11, 1982)

The Intervention Process

Classroom Assessment

The purpose of assessment is to improve student learning. Classroom teachers support the achievement of all students placed within their care. In order to ensure that the student’s needs are being met, classroom teachers engage in assessment practices which require them to gather information from a variety of sources in order to accurately assess how the student is achieving with respect to the curriculum and their learning goals. Assessment is at the center of student programming and occurs at the intersection of the student, the classroom, the family and the curriculum.

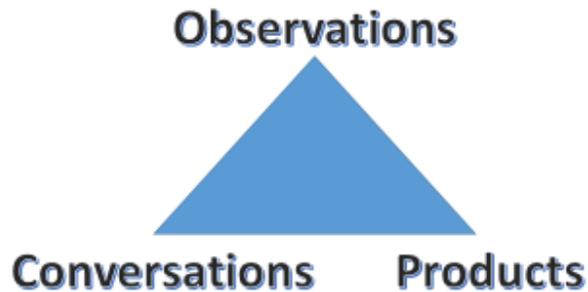


Types of Assessment

Learning For All, 2013 focuses on 3 types of assessment:

- assessment **for** learning;
- assessment **as** learning; and
- assessment **of** learning.

Assessment **for** learning refers to the collection of evidence demonstrating where a student is in their learning and then using that information to determine the next steps for the student. Teachers collect this information using a variety of sources such as: student observations, conversations with students, and student products. This triangulation of evidence allows for differentiated assessment opportunities and gives insight into effective differentiated instruction methods for individual students.



Assessment **as** learning refers to the students ability to engage in their own learning process. It is the process of teaching the student to link their own assessment to their own learning process.

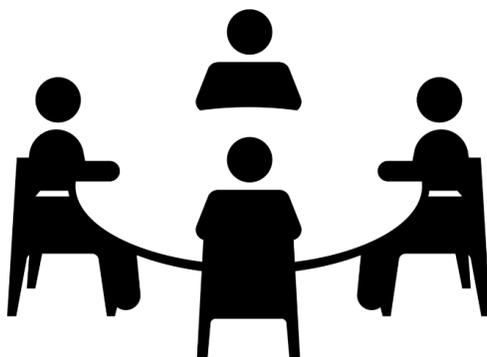
Assessment **of** learning is the process of confirming how students have progressed in their learning of the curriculum. Its purpose is to assess how students have done with respect to the curriculum outcomes.

These are the assessment tools that teachers rely on to inform their instruction within the classroom. It is a cycle that continuously informs the classroom programming for an individual student.

When this assessment cycle is struggling to support an individual student's learning, teachers may access additional supports at an In-school Review Committee.

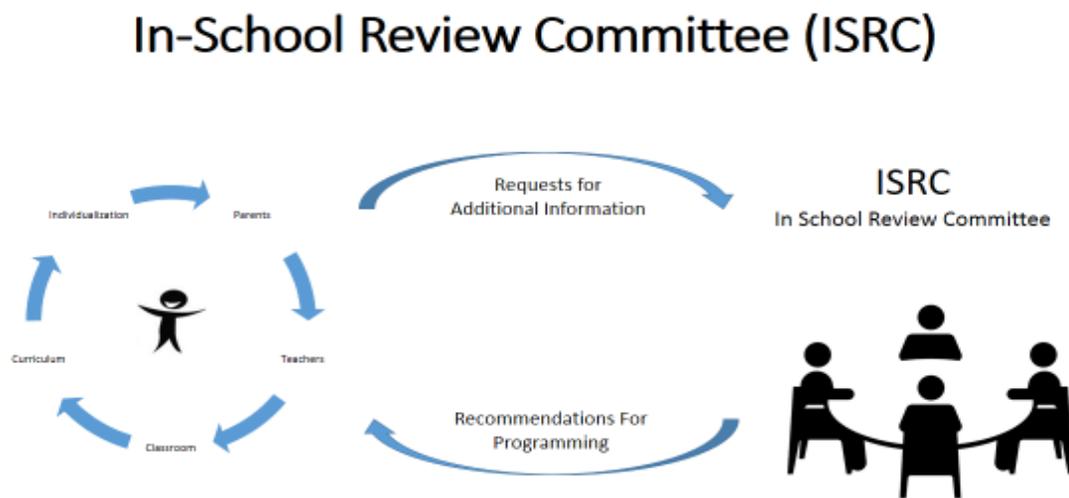
The In-school Review Committee (ISRC)

The purpose of the In-school Review Committee is to support the student's achievement by providing additional information to the classroom teacher so that the student's program can be further differentiated to meet the student's needs.



Members of ISRC in Elementary	Members of ISRC in Secondary
<p>School based staff:</p> <ul style="list-style-type: none"> • Principals and/or Vice principals • In-school Support Program (ISSP) Teacher • Classroom Teacher • Teaching Assistant (when necessary) <p>Regional Support Staff:</p> <ul style="list-style-type: none"> • Special Education Resource Teacher (SERT) • Itinerant Teacher (If applicable) • Social Worker • Psycho-educational Consultant • Speech and Language Pathologist 	<p>School based staff:</p> <ul style="list-style-type: none"> • Principal or Vice Principal (chairperson) • Student Services Head and/or Head of Counselling • regular and/or education teachers, where appropriate <p>Regional Support Staff (where appropriate):</p> <ul style="list-style-type: none"> • Special Education Resource Teacher (SERT) • Itinerant Teacher (If applicable) • Social Worker • Psycho-educational Consultant • Speech and Language Pathologist

The Referral Process



Each elementary and secondary school must establish an In-School Review Committee.

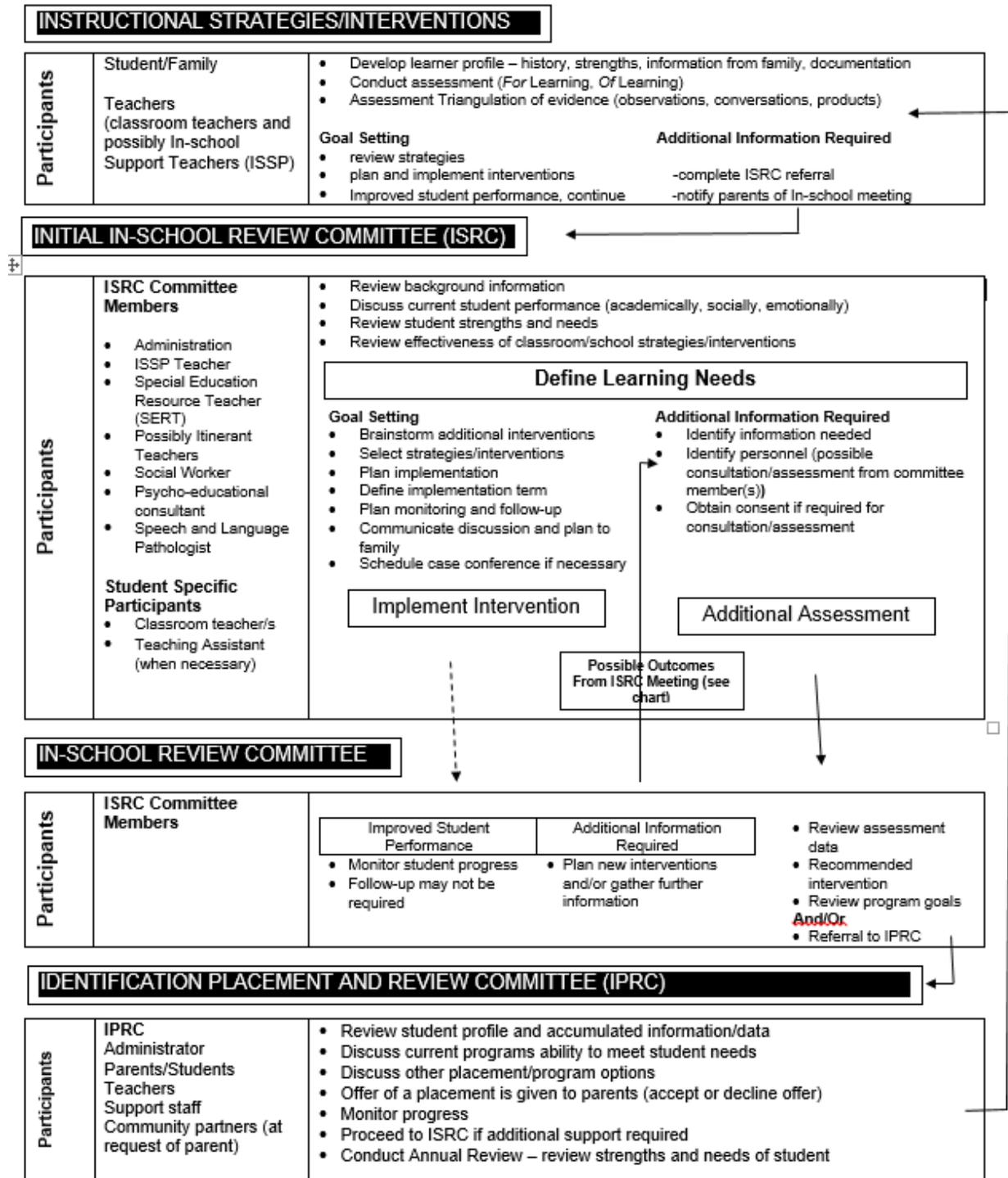
Functions

- will act as a resource to the principal in the identification and provision of support for students of concern within the school
- will review the educational programs of exceptional students and students of concern and monitor their progress
- will recommend program changes where appropriate
- may recommend that a referral be made for psycho-educational, speech language or social work services
- may recommend through the principal, a referral to an Identification, Placement, Review Committee (IPRC)

The In-school Review Committee continues to work collaboratively with classroom teams and families to support student success. The discussion at the committee meeting will be communicated to the family and a case conference can be scheduled at a family's request if further discussion is required.

These assessment and ISRC (if necessary) procedures are part of a continuous assessment and program planning process which is initiated when a child is first enrolled at school and continues throughout the child's school life.

The Referral Process



(Acknowledgement to York Region District School Board: Special Education Plan, 2016 for the Referral Process Chart)

Possible Outcomes From An ISRC Meeting

PRIMARY GOAL OF ISRC MEETING	
All Committee Members	<ul style="list-style-type: none"> To improve student learning by developing a deeper understanding of the student's profile Enriched at each ISRC meeting
POSSIBLE OUTCOMES FROM AN ISRC MEETING (not exhaustive)	
Personnel	Outcomes
Classroom Teacher & ISSP (In-school Support Program) Teacher	<ul style="list-style-type: none"> Additional strategies to consider for student program (instructional, environmental, assessment) Monitor student progress
SERT (Special Education Resource Teacher)/Itinerant	<ul style="list-style-type: none"> Specialized program support – additional classroom strategies (instructional, environmental, assessment) Monitor student progress
ESL (English as Second Language) Teacher	<ul style="list-style-type: none"> Monitor student for ELL (English Language Learner) considerations
Speech and Language Pathologist	<ul style="list-style-type: none"> Meeting between classroom/ISSP teacher/s and professional to further develop more specific instructional strategies
Psycho-educational Consultant	<ul style="list-style-type: none"> Meeting between classroom/ISSP teacher/s and professional to further develop more specific instructional strategies Consultation with classroom teacher and ISSP Teacher
Social Worker	<ul style="list-style-type: none"> Consultation with classroom teacher and ISSP Teacher
Speech and Language Pathologist	<ul style="list-style-type: none"> Referral for Speech and Language assessment Consent required from parent to initiate
Psycho-educational Consultant	<ul style="list-style-type: none"> Referral for Psycho-educational assessment Consent required from parent to initiate
Social Worker	<ul style="list-style-type: none"> Referral for social work support Consent required from parent to initiate Consent not required for attendance referrals and a Child in Need of Protection
In-school Support Teacher	<ul style="list-style-type: none"> ISSP teacher can support the student and the teacher in the classroom or with withdrawal support
Classroom/In-school Support Teacher	<ul style="list-style-type: none"> Begin development of an Individual Education Plan (IEP) for a non-identified student

Application Process For Teaching Assistant Support

Teaching assistants are assigned to support schools where there are students who have been identified with such significant needs that they require additional support in order to participate and achieve within their educational setting. Some students may need support to ensure the safety of self and/or others and their well-being. Accordingly, assistance may be required in one or more of the following categories:

- Personal care needs
- Physical/medical/health needs
- Social/emotional needs
- Behavioural needs
- Communication needs

Many of our Special Education classes are staffed with Teaching Assistant support. In Section E – Service Delivery Model By Exceptionality, the allocation of Teaching Assistant staff is provided for each class type.

For students in the inclusive/mainstream setting with a significant physical and/or pervasive developmental disability the school can submit a request for Teaching Assistant support.

After careful consideration of a student's needs and all the resources currently available within the school (i.e., creative timetabling, reverse integration, clustering of students, peer support) as well as from the school based resource team, the principal may decide to make a formal application for teaching assistant support.

If a school wishes to make an application for teaching assistant support, a Student Needs Assessment (S.N.A.F.) must be completed and referred to the T.A. Allocation Review Committee for consideration.

Based on the information provide from the school, the itinerant and the SNAF, the TA Allocation Review Committee will communicate with the school regarding possible Teaching Assistant Allocation.

In the spring of each year, a review of teaching assistant allocations to schools allotted through Special Education Support Services is conducted to determine needs for the subsequent school year, in accordance with the total number of allocations approved in the budget. The significant number of students with special needs anticipated each September necessitates that the allocation of clustering students and the use of a variety of other supports.

The Individual Education Plan (IEP)

What Is An IEP?

An IEP is.....

- a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs – that is, the strengths and needs that affect the student's ability to learn and to demonstrate learning;
- a working document that contains the Transition Plan, a detailed and coordinated plan that helps to ensure that a student has supports in place to facilitate educational transitions;
- a record of any accommodations needed to help the student achieve the learning expectations identified in the IEP, given the student's identified learning strengths and needs;
- a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, as outlined in the Ministry of Education's curriculum policy documents;
- a working document that identifies alternative expectations, if required, in program areas not represented in the Ontario curriculum;
- a record of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement of modified and/or alternative expectations;
- a record of the teaching strategies specific to modified and alternative expectations and of assessment methods to be used to determine the student's progress towards achieving these expectations;
- a working document that is developed at the beginning of a school year or semester or at the start of a placement and that is reviewed and adjusted throughout the reporting period;
- an accountability tool for the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

Special Education in Ontario, 2017

IEP Requirements

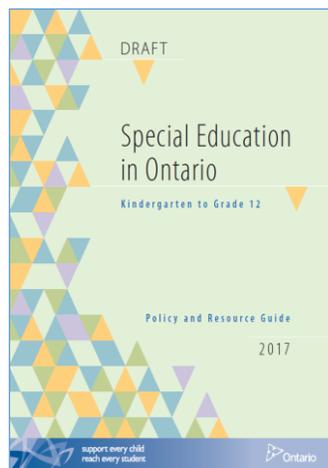
Individual Education Plans (IEPs) are a critical tool in driving achievement and well-being for students with special education needs.

The Individual Education Plan is a requirement for all students identified as exceptional by an Identification, Placement and Review Committee (IPRC) as per Regulation 181/98.

In addition, an IEP may be developed for a student who has not been formally identified as exceptional but who requires special education program and/or services.

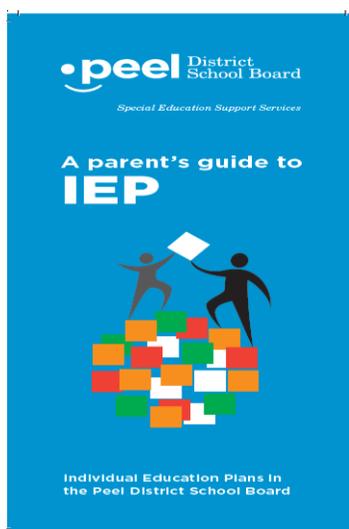
The IEP must be developed within 30 school days of a student's placement in a special education program and is designed in accordance with the requirements of The Education Act, Regulation 181/98, the *Special Education in Ontario: Kindergarten to Grade 12, 2017*.

Ministry Resource Guides



[*Special Education in Ontario: Kindergarten to Grade 12, 2017*](#)

Peel District School Board Parent Brochure



Click to view '***A Parent's Guide to the Individual Education Plan***'
Available in multiple languages.

Individual Education Planning

Individual Education Planning is a process.

In the Peel District School Board, this process is facilitated by:

- the In-school Review Committee (ISRC)
- ongoing assessment of the student's strengths and needs
- the IEP Software

Process of Developing an IEP

The Individual Education Plan is developed in consultation with parents/caregivers and the school team. It is a working document that may be amended at any time in consultation with families.

The development process includes five phases:

1. Gathering information
2. Setting the direction
3. Developing the IEP
4. Implementing the IEP
5. Reviewing and updating the IEP

For further information about this development process, please read [Special Education in Ontario: Kindergarten to Grade 12](#), pages E8 – E10.

Contents of an IEP

Every Individual Education Plan (IEP) must include the following elements:

- the strengths and needs that relate to the student's learning
- relevant assessment data
- any specialized health support services needed to enable the student to attend school
- a list of all subjects/courses in which the student requires modified expectations, accommodations and/or alternative programs
- a list of all accommodations the student requires
- the student's current level of achievement in each modified subject/course and/or alternative program area
- annual program goals and learning expectations for each reporting period in a subject/course in which modified expectations are required and/or in each alternative program area
- the assessment methods that will be used to assess the student's achievement of the modified or alternative expectations
- a clear indication of the way in which student progress will be reported to parents and the dates on which reports will be issued

- documentation of consultations with parents and the student (16+) during the development of the IEP and any subsequent reviews, and a record of the review and updating of learning expectations
- a transition plan (according to Policy/Program Memorandum 156)

Individual Education Planning is an ongoing process of gathering information, setting goals, identifying steps for achieving these goals and monitoring the student's progress.

Roles and Responsibilities

All team members have important roles and responsibilities in the IEP process. Such responsibilities and tasks will vary depending on the circumstances of the individual student.

Principal:

- assigns to one teacher the responsibility for coordinating the student's IEP
- facilitates collaborative planning, evaluation, and updating
- ensures that IEPs are completed within 30 school days of a student's placement in a special education program
- signs IEPs within 30 school days of a student's placement in the program
- ensures that IEPs are implemented and that, as part of implementation, the student's learning expectations are evaluated and updated at least once every reporting period
- ensures that any recommendations made by the IPRC regarding programs and services are taken into account in developing the IEP
- ensures that parents and the student, if the student is 16 years of age or older, are consulted in the development of the IEP
- ensures there is consultation with community agencies and postsecondary institutions as appropriate in the development of the transition plan
- ensures that a copy of the IEP is provided to the parents and to the student, if the student is 16 years of age and older
- ensures that the updated IEP is stored in the OSR, unless the parent objects in writing

Classroom Teacher:

- collaborates in the IEP development process
- provides input into the information-gathering stage (background information, assessment information, work samples, observations etc.)
- fulfils the role of the key curriculum expert on how the IEP can be developed to help the student progress through the Ontario curriculum
- plans and carries out instructional programs for the student as outlined in the IEP
- modifies or differentiates the expectations for the student's learning as required by the IEP
- implements accommodations required by the student to achieve the learning expectations
- develops strategies for assessing and communicating the student's progress
- maintains ongoing communication with the student's parents, other teachers and professionals involved with the student

Special Education Teacher:

- collaborates in the IEP development process
- administers diagnostic assessments, as appropriate, to determine the student's learning strengths and needs
- collaborates with classroom teacher on strategies and planning for program modifications and/or accommodations
- provides advice about materials and resources;
- provides support to the student's classroom teachers as appropriate
- plans and carries out instructional programs for the student as outlined in the IEP
- works with the classroom teacher(s) to maintain ongoing communication with the student's parents, teachers, support staff and other professionals as appropriate

Educational Assistant:

- as part of the student's educational team, collaborates in the IEP process
- helps the student with learning activities under the direction and supervision of the teacher
- assists with appropriate modifications and accommodations as described in the IEP
- monitors and records the student's achievements and progress relative to the expectations described in the IEP under the direction of the teacher
- maintains ongoing communication with the student's teachers

Other Professionals:

- participate in the IEP process and serve on the IEP team, if requested
- help determine the student's learning strengths and needs
- develop strategies for use in the school environment to assist the student in acquiring the knowledge and skills described in the learning expectations
- train staff to implement the strategies
- provide advice about materials and resources; provide technical assistance
- act as a resource for and support to the student's family
- maintain ongoing communication with the student's teacher, IEP team and relevant outside professionals
- conduct assessments, as necessary, with informed parental consent

Parents and Students 16 years of age or older, must:

- be consulted in the development of the IEP
- receive a copy of the IEP and be asked to sign the IEP

To support parental and student involvement and mitigate the instance of dispute:

- encourage parental dialogue and input
- communicate openly and regularly with parents and students in clear, plain language
- regularly monitor student achievement and keep parents aware of the development of the identified goals and expectations
- document all consultations with parents and the student (16 +) that occur during IEP development in the IEP
- clarify information, as necessary, to ensure that parents and the student understand the IEP and its connection to the Provincial Report Card.

The Identification Placement and Review Committee (IPRC)

What is the role of the IPRC?

IPRCs follow a formal process – governed by provincial law (Ontario [Regulation 181/98](#)) – to protect the rights of children and their parents. This regulation requires school boards to set up IPRCs and outlines the related rights and options of children and their parents. As a parent or guardian, your input is valued and essential to make the best possible decisions for your child's education.

The IPRC will:

- decide whether or not the student should be identified as exceptional;
- identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- decide an appropriate placement for the student; and
- review the identification and placement at least once in each school year.

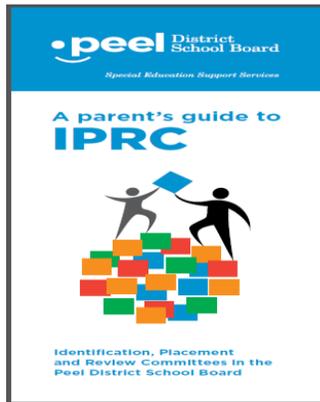
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/hilites.html>

A Parent's Guide To The IPRC

The Peel District School Board has published A Parent's Guide To The IPRC to support and inform parents as they prepare for their child's IPRC.

This guide explains how school staff and IPRC members prepare for the meetings and how they identify children who need special education programs. It also outlines your rights as a parent or guardian (and those of the student if over 16 years of age) and describes how you and your child are entitled to be involved in making good educational choices for your child. The guide is part of the Peel District School Board special education plan.

This brochure reflects the changes required by Ontario regulation 181/98. It has been produced by Special Education Programs and Services and Communications departments, in co-operation with SEAC.



Click to view **'A Parent's Guide to IPRC'**
Available in multiple languages.

Accessibility of A Parent's Guide To The IPRC

- We can provide braille, large print or audio for communications about your child's special education needs.
- An interpreter can be made available, if you are not at ease in using English for discussions with your classroom teacher or other school staff concerning special education matters.

Transportation

For most students, transportation needs are discussed at the IPRC meeting, following the decisions regarding identification and placement. If a student requires transportation, it is noted on the Statement of Decision and the Request for Special Transportation is completed by the current school staff for submission to Student Transportation Services.

What you will find in this section:

- description of the types of students with special needs who are eligible to receive transportation and the ways in which these students can access the transportation
- process for deciding whether a student with special needs will be transported with other children or whether it is in the best interests of the student to be transported separately
- safety criteria used by the board in tendering and the selection of transportation providers for exceptional students including driver training obligations.
- communication to applicable parties

Students who may require transportation include:

- students in special education programs, including students who are in regular classrooms;
- students in educational programs in care and treatment facilities;
- students attending Provincial and Demonstration Schools; and
- students with special needs who require transportation in order to attend summer school programs.

The school Principal, in consultation with the Special Education Coordinator, may request that special considerations be made for transporting a student when:

- there is concern for the safety of the student or the safety of others;
- assistance is required with embarking or disembarking;
and/or ☐
- there are mobility requirements (i.e. wheelchair).

Safety Criteria

Wheelchair Service	<ul style="list-style-type: none"> • all vehicles used comply with Ministry of Transport regulations, including wheelchair securement processes and devices • drivers are specifically selected for this service based on experience, personality and driving record
Assistive Devices	<ul style="list-style-type: none"> • Students' needs for assistive devices, such as walkers, crutches, braces etc. should be included in student transportation plans
Service Animals	<ul style="list-style-type: none"> • Approved service animals are permitted to accompany students with disabilities on school buses. • Special Education SS will communicate with the Transportation Department about the arrival of a service animal. • STOPR will communicate with the Transportation provider prior to the arrival of the service animal on the bus. • Orientation meeting between the driver, parent/guardian, student and service animal should occur prior to the service animal's first day on the bus. • Students or others with service animals must adhere to the following: <ul style="list-style-type: none"> ○ keep the animal under control at all times, ○ keep the animal on a leash or appropriately contained ○ keep the animal on the floor away from the aisle ○ make certain the animal is clean ○ adhere to the Responsibilities of <i>Students with Service Animals and their Parents/Guardians (Part 2 Section7) in the Operational Procedures and Protocols for the Use of Service Animals by Students with Disabilities. See Appendix 1</i>
Travel Assistants	<ul style="list-style-type: none"> • Travel Assistants are school Board personnel who provide assistance to students with disabilities on the bus. They do not leave the bus. Refer to <i>PDSB Operating Procedure Human Resources Support Services 15</i>.
Driver Training and Other Safety Related Requirements	<p>Each company trains their staff with respect to the transportation of students with special education needs. The following outlines the training provided and other safety related responsibilities:</p> <ul style="list-style-type: none"> • all drivers require a criminal record check • companies provide training on an individual needs basis to drivers transporting students with special needs • all companies train their drivers on the use of epi-pens • companies provide on-going training throughout the school year in areas such as evacuation, student behaviour, etc. • all drivers receive training as required under the AODA and the regulations made under it (e.g. Accessible Customer Service training). • Transit providers keep records of training as required by AODA regulations.

	<ul style="list-style-type: none"> • Drivers will provide notice as required under the Accessibility Standards for Customer Service under the (AODA) of temporary disruptions in a service, facility or feature used by students and others with disabilities (such as lifts and ramps). • Drivers will provide Board staff with feedback regarding any concerns for students and their transportation experience including accessibility related issues for students with disabilities.
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Communication to Applicable Parties

Communicate to the appropriate parties the roles and responsibilities of the transportation provider, driver/operator, applicable school staff, parents/guardians, and the student with the disability e.g. students with service animals must be informed of their responsibilities as set out in *Responsibilities of Students with Service Animals and their Parents/Guardians (Part 2 Section 7)* in the *Operational Procedures and Protocols for the Use of Service Animals by Students with Disabilities*.

Types of Students with Special Needs Eligible for Transportation and Access

Types of students/transportation	Ways to Access
Students in special education programs	<ul style="list-style-type: none"> • Special Education Resource Teachers/Consultants forward approved lists of students identified to special education programs to the Student Transportation Department • All identified students are considered eligible for transportation where the special class placement is in a school different from their home school and beyond the distance guidelines • A specific identified need may warrant transportation regardless of distance
Students in mainstream placements	<ul style="list-style-type: none"> • Consultants forward approved lists of students identified to special education programs to the Student Transportation Department • All identified students are considered eligible for transportation where the special class placement is in a school different from their home school and beyond the distance guidelines • A specific identified need may warrant transportation regardless of distance

<p>Students in educational care and treatment</p>	<ul style="list-style-type: none"> • Specific requirements and details regarding the student and service requirements are received from Care and/or Treatment Programs, Custody and Correctional Facilities co-ordinator • Service is provided utilizing either contracted minivan or taxis • Transportation to care and treatment facilities are maintained during the summer months for those students approved and designated as 12 month attendees
<p>Students attending Provincial and Demonstration schools</p> <ul style="list-style-type: none"> • E. C. Drury • Trillium • W. Ross MacDonald 	<ul style="list-style-type: none"> • Provincial Schools provide a list of students, from PDSB who are enrolled in the Provincial School • Transportation staff designs a segregated route system for the weekly residential students • Communication is directly with parents regarding pick up and drop off times as well as necessary adjustments • Revisions to student data and new or deleted student information is received from the Provincial school on an ongoing basis throughout the school year
<p>Students who require transportation in order to attend summer school programs</p>	<ul style="list-style-type: none"> • No transportation service is provided for secondary students attending summer school • Elementary summer school (Grade 7 and 8) students are provided with bussing to the designated summer school site from the neighbourhood school • Centralized stops, located only at schools, are established for this service and route information is provided to all schools prior to the end of June • Students are required to get themselves to the centralized stops • Exceptions to this apply only in the case of students with physical disabilities or exceptional rural circumstances
<ul style="list-style-type: none"> • 20 passenger van • 5 passenger minivan • wheelchair accessible vehicle • taxi • regular school bus 	<ul style="list-style-type: none"> • Decisions about type of vehicle are made collaboratively with the involvement of any or all of the following: SERT/Consultant Co-ordinator School personnel Superintendent Transportation officers