

8. SPECIAL EDUCATION PLACEMENTS PROVIDED by the BOARD

Purpose of the Standard

To inform the ministry and the public with details of the range of placements provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC

SEAC Involvement

The board has produced a document "Criteria for the Identification and Placement of Exceptional Students" which provides details on the range of placements offered by the board. SEAC was consulted in the development of this document. The statement "Placement in a regular classroom is the first option considered by an IPRC" is included in the section Placement Options.

Integration

Contained Placements

The IPRC should consider the needs of the whole child when offering placement in a special education program. The anticipated amount of integration into a regular classroom and the amount of support needed for this is one of the considerations. Decisions regarding integration are decided collaboratively at the school level based on the individual student's need. School staff, support personnel, parents and students may be a part of this process.

Integrated Placements

Many students remain in the regular classroom supported by a combination of the following strategies:

- learning accommodations which may include the following: environment, motivation, organization, presentation, assessment, behaviour, independence
- modification of curriculum expectations
- access to technology
- support from a special education teacher in class
- support from a special education teacher in an alternate setting
- support from an itinerant teacher
- support from a teaching assistant
- supports within the natural environment: peer buddies, circle of friends

Criteria for Intensive Support

Special Programs Teaching Assistant Allocations undergo a yearly review. Documentation is included which outlines the process and criteria used by the allocation committee to assign support for students who are in need of a great deal of assistance.

Alternatives

The board provides a continuum of special education service and programs for students of all exceptionalities. When necessary, alternatives within Peel's continuum may be designed to meet specific, individual needs for short term intervention. This may include an adjusted school day, an alternate learning environment or home instruction. Decisions regarding these alternatives are made in consultation with the school team, parents and, as appropriate, students.

Inclusions: Criteria for Placement and Program Descriptions

CRITERIA FOR PLACEMENT and PROGRAM DESCRIPTIONS

ELEMENTARY

Introduction

The purpose of this section of the manual is to define the criteria used in making IPRC placement decisions, and to describe the special education programs and services available in specific placements.

As IPRC decisions are made about individual students, there is a requirement that Committee members use the placement criteria described in a manner that provides consistency in student placements throughout the Board.

This section is also intended to reflect updates to Peel's Special Education Plan, which is the comprehensive description of our service delivery model submitted to the Ministry each year. Any changes to Peel's special education service delivery will have implications for current and future practice as they relate to IPRC decision-making, communication with parents, assessment of student achievement, and accountability.

The Question of Student Need

When an ISRC recommends that a student be presented at an IPRC, it is understood that every effort to assist the student in the regular classroom program has been made. This would include ongoing assessment and the use of specific strategies and interventions. The ISRC, then, is in a position to clearly formulate a profile of students' strengths and needs.

At the IPRC, the Committee will make any decisions and/or recommendations based on this profile, and summarize the strengths and needs in its written decision to parents.

Placement Options

Under Regulation 181/98, students who are identified as *Exceptional* by an IPRC must be offered placement in a special education program. In recommending special education placements, IPRCs should consider the following:

- assessment of the total needs of the student
- severity of current academic and/or adaptive behaviour needs
- social and emotional needs of the student
- success of previous intervention strategies
- anticipated amount of integration required and amount of support needed for this integration

In accordance with this regulation, placement in a regular classroom with special education support is the first placement option to be considered. Because Peel provides a range of placement options, the degree of student need and the intensity of support required will guide the IPRC as it makes placement decisions.

Demission from a Special Education Placement

When a student's needs change to the extent that the student no longer needs a special education program and/or service, then the IPRC will demit the student from the special education program and/or service and determine that the student is no longer exceptional at this time.

ELEMENTARY PROGRAMS FOR EXCEPTIONAL STUDENTS

Neighbourhood School Programs

Type	Name	Acronym	Recommended Class Size
Resource/withdrawal	In-School Enhanced In-School Support	ISELP ISSP	
Contained	Special Class	SC	10 junior 12 intermediate

Superintendency or Field Office Programs

Type	Name	Acronym	Recommended Class Size
Contained	Communication Class Enhanced Learning Class	COM ELC	8 20 primary 23 junior 25 intermediate
	General Learning Disabilities Class Special Class	GLD SC	14 12

Regional Programs

Type	Name	Acronym	Recommended Class Size
Resource/withdrawal	Itinerant	ITIN	
Contained	Autism Spectrum Disorder P/J	ASD	6
	Autism Spectrum Disorder/General Learning Disabilities/Intermediate	ASD/GLD/I	8
	Autism Spectrum Disorder Int. Resource Program	ASD/I	8
	Behaviour: Interval	INT	8
	Behaviour: Contact	CON	8
	Developmental Disabilities	DD	10
		DD-SN	10 Special Needs
	Hard of Hearing	HOH	8
	Regional Special Program	RSP	6
	Physical & Health Disabilities Class	PHD	6
	Primary Transition Program – ASD	PTP	6
	Kindergarten Transition Language Class	KTLC	6
	Kindergarten Support Program (Behaviour)	KSP	6

NEIGHBOURHOOD SCHOOL PROGRAMS

IN-SCHOOL ENHANCED LEARNING PROGRAM

Admission Criteria for Non-Exceptional Students:

A student to be admitted to an In-School Enhanced Learning program shall:

- a) need enhancement beyond the regular classroom program as characterized by any combination of the following:
- readiness for instruction of advanced curriculum
 - need for peer group of similar ability
 - demonstration of advanced learning in some areas of the curriculum
 - commitment to tasks of appropriate skill level and interest
 - consistent positive response to situations requiring critical thinking
 - evidence of creative thought

Demission Criteria for Non-Exceptional Students:

Non exceptional students who appear to no longer require Special Education support should be demitted from the In-School Enhanced Learning Program. Demission should be an ISRC recommendation.

Placement Criteria for Exceptional Students:

A student to be placed in an In-School Enhanced Learning Program shall:

- a) meet criteria to be identified as Exceptional Intellectual-Gifted.
- b) need enhancement beyond the regular classroom program as determined by an IPRC, and as characterized by any combination of the following:
- readiness for instruction of advanced curriculum
 - need for peer group of similar ability
 - demonstration of advanced learning in some areas of the curriculum
 - commitment to tasks of appropriate skill level and interest
 - consistent positive response to situations requiring critical thinking
 - evidence of creative thought

Program Description

In-School Enhanced Learning programs are designed for exceptional and non-exceptional students who require some extended learning opportunities beyond the regular class curriculum. The program details are co-planned between the regular classroom teacher and the In-School Enhanced Learning teacher. Usually, activities/skills which are introduced in this part-time program are further extended in the regular class.

The program focus of the In-School Enhanced Learning program may include:

- growth of critical thinking
- improvement of problem solving skills

- growth of independence in learning
- improvement in planning organizing and evaluating skills
- growth in self and social awareness
- growth in cultural appreciation
- extension of the regular grade level curriculum

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Learning Plans/Individual Education Plans.

IN-SCHOOL SUPPORT PROGRAM

Admission Criteria for Non-Exceptional Students

A student to be placed in an In-School Support Program shall:

- a) demonstrate the need for academic and/or behavioural support beyond the regular classroom program which may include difficulties in varying degrees and combinations with:
- listening
 - speaking
 - reading
 - writing
 - spelling
 - mathematics
 - behaviour which interferes with academic achievement
 - understanding of concepts

Demission Criteria for Non-Exceptional Students

Non exceptional students who are making good academic progress and appear to no longer require Special Education support should be demitted from the In-School Support Program. Demission or referral to an IPRC for appropriate placement should be an ISRC recommendation.

Placement Criteria for Exceptional Students

A student to be identified by an IPRC for placement in an In-School Support Program shall:

- a) meet criteria for identification as Exceptional (Communication, Intellectual, Physical, Behaviour, or Multiple)
- b) demonstrate the need for academic and/or behavioural support beyond the regular classroom program which may include difficulties in varying degrees and combinations with:
- listening
 - speaking
 - reading
 - writing
 - spelling
 - mathematics
 - behaviour which interferes with academic achievement
 - understanding of concepts

Program Description

In-School Support Programs are designed for exceptional and non exceptional students who require additional assistance for their individual learning difficulties while remaining in a mainstream class.

The program focus for students in an In-School Support Program may include the following:

- development and remediation of basic skills in reading, writing, spelling and mathematics
- development and remediation of language skills
- strategy instruction
- assistance in developing personal confidence in learning
- development of adaptive behaviour skills including personal competence, social skills and independence

Educational programs are designed for each student on the basis of individual needs. Individual Education Plans are written for exceptional students participating in In-School Support Programs.

SPECIAL CLASS

Placement Criteria

A student to be placed in a Special Class shall:

- a) meet criteria to be identified as Exceptional-Communication (all definitions); Exceptional Intellectual - Mild Intellectual Disability; Exceptional-Behaviour; or Exceptional-Physical (all definitions).
- b) have demonstrated a need for more intensive special education support, or the need for Itinerant Service

Program Description

These classes are designed for exceptional students of junior and intermediate age who require more individualized instruction than is available in an In-School Support Program. The classes have a projected enrolment of 10 students for junior classes and 12 students for intermediate classes.

The program focus for students in a Special Class may include the following:

- development and remediation of skills in listening, speaking, reading, writing and mathematics
- continued development of knowledge, skills and attitudes in content subjects
- instruction of specific learning strategies
- assistance in developing confidence for learning
- development of adaptive behaviour skills including personal competence, social skills and independence

Educational programs are designed for each student on the basis of individual needs. These programs are outlined in students' Individual Education Plans (IEPs).

SUPERINTENDENCY
or
FIELD OFFICE PROGRAMS

COMMUNICATION CLASS

Placement Criteria

A student for placement in a Communication Class shall:

- a) meet criteria to be identified Exceptional Communication – Learning Disability, or Exceptional Communication – Language Impairment, and
- b) have demonstrated a need for intensive Special Education support in a low pupil-teacher ratio class

NB: see *Appendix K* for further placement guidelines

Program Description

These classes are designed for students identified as Exceptional Communication – Learning Disability or Language Impairment who require instruction in a small class. Communication classes have a maximum enrolment of 8 students with one special education teacher (see *Appendix K*).

The program focus for students in a Communication Class may include the following:

- development and remediation of basic skills in listening, speaking, reading, writing, spelling and mathematics
- continued development of knowledge, skills and attitudes in content subjects
- assistance in developing emotional well being
- development of adaptive behaviour skills including personal competence, social skills and independence

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plans.

ENHANCED LEARNING CLASS

Placement Criteria

A student considered for placement in an Enhanced Learning Class shall:

- a) meet criteria to be identified as Exceptional Intellectual – Gifted, and
- c) demonstrate a need for the program enhancements and support beyond that of an In-School Enhanced Learning Program as determined by an IPRC

Program Description

Enhanced Learning Classes are designed for identified as Exceptional Intellectual-Gifted who require extensive and continuing modification of the regular class program. Maximum class size is 25 with primary and junior classes projected at 20 and 23 respectively. In particular the classes offer enhanced experiences in all of the major academic disciplines. Great care is taken to balance the academic, social-emotional, and interest/motivating components of the students program.

The program focus for students in an Enhanced Learning Class may include:

- acquisition and extension of information processing skills
- analysis of broad based questions, problems and themes
- development of a sense of the "connectedness" of all knowledge
- instruction and practice of various styles of thinking (critical, creative, productive, divergent)
- emphasis on a repertoire of problem solving skills
- development of independent, (interdependent) and cooperative learning skills
- growth in self-awareness, attitudes and communication skills
- access to curriculum expectations beyond their chronological grade as appropriate

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plans.

GENERAL LEARNING DISABILITY CLASS

Placement Criteria

A student considered for placement in a GLD class shall:

- a) meet the criteria to be identified as Exceptional Intellectual – Mild Intellectual Disability; or Exceptional Communication – Language Impairment, and
- b) have demonstrated a need for more intensive Special Education support than is available in an alternate special education placement, and
- c) have moderate to significant adaptive behaviour deficits (see *Appendix J*)

Program Description

These classes are designed for students who learn at a slower pace but not as a result of a known learning disability and who require a modified program in a small class setting. Integration opportunities are provided to meet social, emotional or curriculum objectives.

Projected enrolment:

Primary General Learning Disability classes	10 students.
Junior General Learning Disability classes	14 students.
Intermediate General Learning Disability classes	14 students.

The program focus for students in a General Learning Disability class may include the following:

- development and remediation of basic skills in reading, writing, spelling and mathematics
- continued development of knowledge, skills and attitudes in content subjects
- development of academic skills related to functional life skills
- assistance in developing emotional well being
- development of adaptive behaviour skills with applications in daily life activities within the community including personal competence, social skills and independence

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plans.

SPECIAL CLASS

Placement Criteria

A student to be placed in a Special Class shall:

- a) meet criteria to be identified as Exceptional-Communication (all definitions); Exceptional Intellectual - Mild Intellectual Disability; Exceptional-Behaviour; or Exceptional-Physical (all definitions).
- b) have demonstrated a need for more intensive special education support, or the need for Itinerant Service

Program Description

These classes are designed for exceptional students of junior and intermediate age who require more individualized instruction than is available in an In-School Support Program. The classes have a projected enrolment of 10 students for junior classes and 12 students for intermediate classes.

The program focus for students in a Special Class may include the following:

- development and remediation of skills in listening, speaking, reading, writing and mathematics
- continued development of knowledge, skills and attitudes in content subjects
- instruction of specific learning strategies
- assistance in developing confidence for learning
- development of adaptive behaviour skills including personal competence, social skills and independence

Educational programs are designed for each student on the basis of individual needs. These programs are outlined in students' Individual Education Plans (IEPs).

INTERVAL CLASS

Placement Criteria

A student considered for placement to an Interval class shall:

- a) meet the criteria for identification as Exceptional Behaviour, and
- b) have demonstrated a need for intensive behavioural support in a low pupil teacher ratio

Program Description

These classes are designed for primary and junior aged students with Behaviour exceptionalities who require specialized behavioural support in a small class. Interval classes have a maximum enrolment of 8 students.

The program focus for students in an Interval class may include the following:

- development and remediation of basic skills in reading, writing, spelling and mathematics
- continued development of knowledge, skills and attitudes in content subjects
- development of interpersonal skills with peers and adults
- development and acquisition of coping strategies to assist with personal confidence in learning
- development of adaptive behaviour skills including personal competence, social skills and independence
- development of skills for increased success in integrating into regular classroom settings

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plans.

CONTACT CLASS

Placement Criteria

A student considered for placement into a Contact class shall:

- a) meet criteria to be identified as Exceptional Behaviour, and
- b) have demonstrated a need for intensive behavioural support in a low pupil teacher ratio

Program Description

These classes are designed for intermediate aged students who require specialized behaviour support in a small class. Students in these classes are provided with increasing opportunities for integration. Contact classes have a maximum enrolment of 8 students.

The program focus for students in a Contact class may include the following:

- development and remediation of basic skills in reading, writing, spelling and mathematics
- continued development of knowledge, skills and attitudes in content subjects
- development of interpersonal skills with peers and adults
- development and acquisition of coping strategies to assist with personal confidence in learning
- development of adaptive behaviour skills including personal competence, social skills and independence
- development of skills for increased success in integrating into regular classroom settings

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plans.

**REGIONAL
ELEMENTARY
PROGRAMS**

ITINERANT SERVICE

Program Description

This program is designed for exceptional (as an IPRC placement) and non exceptional students (as an Internal Service) who require the additional assistance of a special education program while remaining in a mainstream class.

Itinerant Service provides specialized support to individual students and classroom teachers of students who are hard of hearing, visually impaired, have physical or developmental disabilities, or for those students who have a diagnosis of Autism Spectrum Disorder. Referrals for service are made through the Special Education Module of SIS to Special Education Support Services.

The program focus for students with Itinerant Service may include the following:

- understanding of the individual needs of the student
- understanding of specialized equipment
- development and remediation of language skills
- direct instruction when appropriate
- assistance in developing emotional and physical well being
- development of adaptive behaviour skills including personal competence, social skills and independence

Educational programs are designed for each student on the basis of individual needs. Individual Education Plans are developed for exceptional students while informal program plans may be developed for non exceptional students.

Referrals for Itinerant Service

In-School Review Committees may make a service referral for Itinerant Service using the Special Education Module. The appropriate Itinerant teacher will work through the ISRC to provide direct service and/or consultation based on the student's needs. A student does **not** have to be identified Exceptional by an IPRC before Itinerant service can begin.

IDENTIFICATION BY AN IPRC

Non-exceptional students who are receiving service from a Special Education Support Services Itinerant Teacher (Developmental Disabilities, Physically Challenged, Visually Impaired, Hard of Hearing) and require more intensive assistance should be referred to the **Regional Special Programs IPRC** for identification as Exceptional. The IPRC may determine that Itinerant Service continue, and/or that an alternative/contained class program is more appropriate.

Generally, mainstream students with a Pervasive Developmental Disorder are referred to a **Field Office IPRC** for identification as exceptional and offered appropriate placement in a superintendency/field office program. Any students requiring placement in a Regional Special Programs class, a Developmental Disabilities class, or a Primary Transition Program class should be referred to the **Regional Special Programs IPRC** for purposes of identification and placement.

All exceptional students who remain in a mainstream class are eligible for support through the In-School Support Program.

Demission Criteria

Non Exceptional Students

Non exceptional students who are making good academic progress and appear to no longer require support should be demitted from the Itinerant Program.

Exceptional Students

Initial demission from the program should be an ISRC recommendation which is supported by parents. Students identified for demission should be carefully monitored by the ISRC before being formally demitted from the program by the Special Programs IPRC.

Itinerant service for students with Developmental Disabilities

A student considered for Itinerant Service may:

- a) be identified as Exceptional Intellectual – Developmental Disability, and be placed in a regular class or special education class setting by an IPRC, or
- b) not yet be identified as an exceptional student pending further assessment/observation opportunities but still require specialized programming and tracking in the regular classroom setting by Special Programs personnel

Itinerant service for students with Autism Spectrum Disorder

A student considered for Itinerant service may:

- a) be identified as Exceptional by an IPRC and be recommended for placement in a regular or special education class, or
- b) not yet be identified as an exceptional student pending further assessment/observation opportunities but still requiring specialized programming and tracking in the regular classroom setting by Special Programs personnel, and
- c) in need of support such as specialized programming or instruction

Itinerant service for students with a Visual Impairment and/or, a Physical Disability, and/or a Hearing Loss

A student considered for Itinerant service shall:

- a) have appropriate medical information (i.e. ophthalmology report, functional vision assessment, audiological report, medical and/or therapist report), and
- b) be in need of support such as specialized equipment and/or programming strategies, in order to be successful (exceptional or non exceptional), and
- c) be identified as Exceptional Physical or Communication (HOH) by the Regional Special Programs IPRC and be recommended for placement in a regular class
- d) be not yet identified as an exceptional student pending further assessment/observation opportunities but still require specialized programming and monitoring in the regular classroom setting by Special Education Support Services personnel

KINDERGARTEN SUPPORT PROGRAM

Placement Criteria

A student considered for placement in a Kindergarten Support Program class shall meet the following criteria:

- a) Significant difficulty with personal and social development. The child may display difficulties in the following areas:
 - cooperating with adults and peers
 - following routines and expectations
 - appropriately asserting him/herself (without resorting to aggression)
 - resolving conflicts in an acceptable manner
- b) Available information will show that the child does not display significant needs related to: Intellectual or Communication categories of exceptionality.
- c) Able to learn and benefit from an intervention program, with the expectation of ultimate integration in a mainstream program

Program Description

These classes are designed for kindergarten aged students who require specialized behavioural support in a small class. Kindergarten Support Program classes have a maximum enrolment of 6 students.

The program focus for students in a Kindergarten Support Program class may include the following:

- a) intensive support focusing on social and academic skill development and positive behavioural change,
- b) partnerships with the students' families,
- c) ongoing involvement of the students' home schools.

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plans.

Access:

Students access this program through an Admissions Committee. Students will not be identified as Exceptional Behaviour at this time.

After consultation regarding the potential referral, application may be submitted to the principals of the schools housing the Kindergarten Support Program classes using (*Appendix E*). For information about program location contact Dr. Reena Kronitz @ 905 890-1010 ext. 2157. Information gathered from the Kindergarten Registration process or from Readiness Centres may lead to a referral.

DEVELOPMENTAL DISABILITIES CLASS

Placement Criteria

A student considered for placement in a Developmental Disabilities class shall:

- a) meet the criteria to be identified as Exceptional Intellectual – Developmental Disability, and
- b) have demonstrated a need for more intensive support than is available through the Itinerant support program, and
- c) have had an individual psychoeducational or developmental screening assessment indicating a developmental disability.

Program Description

Two types of classes are available for students identified as Exceptional Developmental Disability:

- **DD classes** - for students with moderate to profound cognitive impairments who require instruction in a small class (maximum enrolment = 10 students)
- **DD-Special Needs classes** - for students with developmental disabilities and physical or significant behavioural needs (maximum enrolment = 6 -10 students).

The program focus for students in Developmental Disabilities programs may include the following:

- development of functional communication
- assistance in developing emotional and physical well being
- behaviour training
- development of adaptive behaviour skills including personal competence, social skills and independence
- direct instruction when appropriate
- motor development and/or motor stimulation
- development of basic skills in reading, writing, spelling math as they apply to life situations and based on the students' cognitive level
- consultations with support personnel regarding medical and physical and speech and language needs

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Educational Plans. Observation and information from ongoing consultation with parents, school support staff, school personnel, and outside agencies where appropriate assist in the planning of future programs and placement.

HARD OF HEARING CLASS

Placement Criteria

A student for placement to a Hard of Hearing class shall:

- a) meet criteria to be identified as Exceptional Communication – Hard of Hearing, and
- b) have a hearing loss plus other factors resulting in speech/language deficits which require more intensive support than that available through the itinerant Hard of Hearing program, and
- c) have had a pure tone and speech reception audiological assessment and a speech and language consultation within the past year, or
- d) may have a cochlear implant and delayed language

Program Description

These programs are designed for students who have a hearing loss for which they require direct instruction by a specialist teacher of the deaf/hard of hearing for at least 50% of the day. A specialist teacher provides this support in a lower ratio classroom and students are integrated into regular age-appropriate classes for part of the day. The specialist teacher provides assistance to the regular classroom teacher regarding appropriate strategies that will enable the student to meet with success in the integrated setting. Projected class size is 8. The program focus for students in a program for the Hard of Hearing may include the following:

- speech and language development
- auditory training
- understanding of specialized equipment
- understanding of their hearing loss and development of adaptive behaviour skills including personal competence, social skills and independence
- modified or alternative curriculum
- assistance with other content areas (e.g. Mathematics, Science, etc.)

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plans.

A student considered for placement at **E.C. Drury School for the Deaf** shall:

- a) have a profound hearing loss, and
- b) require the intensive instructional and support services available at the provincial centre, and
- c) be between five and twenty one years of age, and
- d) require an alternative communication system (American Sign Language and English).

PHYSICAL AND HEALTH DISABILITIES

Placement Criteria

A student for placement to a Physical and Health Disabilities class shall:

- a) meet criteria to be identified as Exceptional - Physical Disability, and
- b) require a more specialized academic program than can be provided through the Itinerant Service program

Program Description

The programs are designed for primary- and junior-aged physically challenged students who require a small class setting with intensive therapy and specialized instruction related to technology and augmentative communication. Maximum class size is 6 students.

The program focus for students in the Physical and Health Disabilities class may include the following:

- development of early literacy and numeracy skills
- continued development of expressive and receptive communication skills using a variety of strategies and techniques that may include technology
- assistance in developing emotional well being and an understanding of their capabilities and limitations based on their physical challenges
- develop skills in the use of specialized equipment that may enhance their ability to perform activities within the school, home environment, community
- occupational, physical, and speech therapy consultations as necessary through the Community Care Access Centre
- development of adaptive behaviour skills including personal competence, social skills and independent thinking and self-advocacy skills

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plan. Observation and information from ongoing consultation with parents, support staff, outside agencies and school personnel assist in the planning of future programs and placement.

PRIMARY TRANSITION PROGRAM CLASS

Admission*/Placement Criteria

A student for placement to a Primary Transition Program Class shall:

- a) have a diagnosis of Autism Spectrum Disorder, and
- b) have an assessed need for intensive support and early intervention upon kindergarten entry
- a) **used only if student is being identified by an IPRC.**

Meet criteria to be identified Exceptional Communication – Autism

Program Description

These programs are designed for K1, K2 and grade 1 students with a diagnosis of a Autism Spectrum Disorder who require intensive specialized support upon school entry. Eligible students may remain in the program until the end of grade 2. Class size is projected at 6 students.

The program focus for students in the Primary Transition Program class may include the following:

- development and remediation of language skills
- development and remediation of basic skills in listening, speaking, reading and writing
- assistance in developing emotional well being and understanding of their capabilities and limitations based on their particular communication disorder
- development of adaptive behaviour skills including personal competence, social skills and independence related to their diagnosis
- comprehensive transition planning upon school entry and in readiness for the next school setting/special education placement.

* Students may access this program through an Admissions Committee as well as an IPRC. In either case, a student's learning profile should match the criteria listed above.

Access:

Calls should be directed to Special Education Support Services, Coordinator of Special Programs for information regarding access procedures.

AUTISM SPECTRUM DISORDER CLASS PRIMARY / JUNIOR

Placement Criteria

A student for placement to a Regional Special Program shall:

- a) be identified as Exceptional Communication-Autistic with a diagnosis of a pervasive developmental disorder, and
- b) have an assessed need for intensive support and specialized programming

Program Description

These programs are designed for students who have a diagnosis of a pervasive developmental spectrum disorder and require a specialized small class setting. Recommended class size maximum is 6 students.

The program focus for students in the Regional Special Program class may include the following:

- development and remediation of language, literacy and numeracy skills
- development of basic skills in listening, speaking, reading and writing
- assistance in developing emotional well being and understanding of their capabilities and limitations based on their particular communication disorder
- development of adaptive behaviour skills including personal competence, social skills and independence related to their diagnosis

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Educational Plan.

AUTISTIC SPECTRUM DISORDER/GENERAL LEARNING DISABILITY CLASS/INTERMEDIATE

Placement Criteria

A student for placement to an Autism Spectrum Disorder/General Learning Disability Class/Intermediate Program shall:

- a) be identified as Exceptional Communication-Autism with a diagnosis of autism spectrum disorder, and
- b) have an assessed need for intensive support and specialized programming, and
- c) have demonstrated cognitive weaknesses

Program Description

These programs are designed for students who have a diagnosis of Autism Spectrum Disorder and require a specialized small class setting. Recommended class size maximum is 8 students.

The program focus for students in the Autism Spectrum Disorder/General Learning Disability Class/Intermediate class may include the following:

- development and remediation of language, literacy and numeracy skills
- development of basic skills in listening, speaking, reading and writing
- assistance in developing emotional well being and understanding of their capabilities and limitations based on their particular communication disorder
- development of adaptive behaviour skills including personal competence, social skills and independence related to their diagnosis

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Educational Plan.

AUTISM SPECTRUM DISORDER-INTERMEDIATE RESOURCE PROGRAM

Placement Criteria

A student considered for placement in the Intermediate Autism Spectrum Disorder Resource Program class shall:

- a) meet the criteria to be identified Exceptional Communication – Autistic with a diagnosis of Asperger's ,or high functioning Pervasive Developmental Disorder, and
- b) have demonstrated average to above average cognitive functioning, and
- c) need significant assistance with the social function of language as characterized by Pervasive Developmental Disorder, and
- d) need intensive specialized support in order to make the future transition to secondary school and be successful in credit-granting courses at the applied or academic level

Program Description

The Autism Spectrum Disorder class is designed for students with significant social impairments related to Autism Spectrum Disorder. The intention of the program is to be an integrated resource room model. The program will have a recommended enrolment of 6 - 8 students.

The program focus for students in the Autism Spectrum Disorder may include the following:

- communication skill development will be a focus for small group instruction
- support in the regular subject classes
- assistance in developing emotional well being and understanding of their capabilities and limitations based on their particular communication disorder
- development of adaptive behaviour skills including personal competence, social skills and independence related to their diagnosis

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in student's Individual Educational Plan.

KINDERGARTEN LANGUAGE TRANSITION CLASS

Admission*/Placement Criteria

A student for placement in a Kindergarten Transition Language class shall:

- a) have assessment information indicating significant oral language learning delays, not attributable to language acquisition or acculturation of ESL/ESD students
- b) need substantial accommodation in instruction and assessment to improve oral communication skills needed for literacy instruction
- c) **used only if student is being identified by an IPRC.**

Meet criteria to be identified Exceptional Communication – Language Impairment, or Exceptional Communication – Speech Impairment, or Exceptional Communication – Learning Disability

Program Description

These classes are designed for kindergarten-age students who demonstrate severe oral communication difficulties who require intensive language instruction in a small-ratio setting. Kindergarten Transition Language classes have a maximum enrolment of 6 students with one special education teacher.

The program focus for students in a Kindergarten Transition Language class may include the following:

- development and remediation of basic skills in listening, speaking, vocabulary knowledge, functional language for students whose language difficulties are not primarily the result of second language acquisition or acculturation
- assistance in developing social skills related to weak communication skills
- development of pre-reading/phonemic awareness skills

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plans.

Access:

Application may be submitted to the Admissions Committee through Susan Bassili 905 890-1010 ext.2360 or the IPRC Chair using (*Appendix F*), from the following sources:

- a) Preschool Speech/Language Services (these services will be encouraged to refer appropriate students to the readiness centres).
- b) Speech and Language Pathologists in private practice.

SECTION V

CRITERIA FOR PLACEMENT

AND

PROGRAM DESCRIPTIONS

-SECONDARY-

CRITERIA FOR PLACEMENT and PROGRAM DESCRIPTIONS

SECONDARY

Introduction

The purpose of this section of the manual is to define the criteria used in making IPRC placement decisions, and to describe the special education programs and services available in specific placements.

As IPRC decisions are made about individual students, there is a requirement that Committee members use the placement criteria described in a manner that provides consistency in student placements throughout the Board.

This section is also intended to reflect updates to Peel's Special Education Plan, which is the comprehensive description of our service delivery model submitted to the Ministry each year. Any changes to Peel's special education service delivery will have implications for current and future practice as they relate to IPRC decision-making, communication with parents, assessment of student achievement, and accountability.

The Question of Student Need

When an ISRC recommends that a student be presented at an IPRC, it is understood every effort to assist the student in the regular classroom program has been made. This would include ongoing assessment and the use of specific strategies and interventions. The ISRC, then, is in a position to clearly formulate a profile of students' strengths and needs.

At the IPRC, the Committee will make any decisions and/or recommendations based on this profile, and summarize the strengths and needs in its written decision to parents.

Placement Options

Under Regulation 181/98, students who are identified as Exceptional by an IPRC must be offered placement in a special education program. In accordance with this regulation, placement in a regular classroom with special education support is the first placement option to be considered. In recommending special education placements, IPRCs should consider the following:

- assessment of the total needs of the student
- severity of current academic and/or adaptive behaviour needs
- social/emotional needs of the students
- success of previous intervention strategies
- anticipated amount of integration required and amount of support needed for this integration

Access to Special Education Programs

Placement in more than one program

Some students need support from more than one program and should be offered placement in these programs. Dual exceptionalities are not required before more than one placement may be offered.

For example:

- A student identified as *Exceptional Intellectual Gifted* who has significant behaviour difficulties may require placement in an Regional Enhanced Learning program and the secondary school Learning Support program (LSI or LSII).
- A student identified as *Exceptional Communication – Learning Disability* who has a physical disability may require in the Regional Communication - LD program along with service from an Itinerant teacher.

Non Exceptional Students

Non exceptional students can be provided with service from the Learning Support program, Special Programs Itinerant teachers and teaching assistants. Admission to the program or a referral for support is determined by the In School Review Committee.

Students in Extended and Immersion French Programs

Students in Immersion and Extended French programs can access the Learning Support program and Itinerant support while remaining in the French program. Special Education programs and services are provided in English.

Students in English as a Second Language/English Skills Development (ESL/ESD)

Students in these programs are eligible to access Special Education programs and services. Please refer to Operating Procedure #7 Peel District School Board, *Appendix A*.

Demission from a Special Education Placement

When a student's needs change to the extent that the student, no longer needs a special education program and/or service, then the IPRC will demit the student from the special education program and/or service and determine that the student is no longer exceptional at this time.

SECONDARY PROGRAMS FOR EXCEPTIONAL STUDENTS

Neighbourhood School Programs

Type	Name	Class Size
Resource/withdrawal	Learning Support Program (LS I and LS II)	LS I = 10* LS II = N/A

*Recommended maximum

0

Regional Programs

Type	Name	Class Size
Resource/Withdrawal	Regional Communication Program – PDD**	6*
Contained	Regional Communication Program – LD**	8*
	Regional Enhanced Learning Program	25*
Itinerant	Itinerant Service	N/A

*Recommended maximum

**placement through Regional Secondary IPRC

LEARNING SUPPORT PROGRAM IN SECONDARY SCHOOLS

Overview

The learning needs of most exceptional students impact on many curriculum areas in their high school program. For these students to be successful in secondary school, a team approach to curriculum modification (altered expectations of the curriculum) and learning accommodations (specific strategies which make curriculum accessible to the student) is essential. While some exceptional students will require curriculum modification to remediate learning gaps, and personal management support most exceptional students can meet curricular expectations if specific instruction, assessment strategies are woven into the daily classes they attend.

The Learning Support Program is available to all students in need of support. Priority will be given to exceptional students as placed by an IPRC. IPRCs will place exceptional students into one of two levels of the Learning Support Program as appropriate. Non-exceptional students will access the Learning Support Program at the recommendation of the ISRC and the support of parents.

Exceptional students participating in the Learning Support Model can receive two levels of support as recommended by an IPRC as follows:

Program Description

Level I (LS I) will be offered to students able to work at the Applied or Academic level but whose learning needs are significant (e.g. as influenced by a learning disability, Attention Deficit Hyperactivity Disorder, need for remedial support in basic numeracy/literacy, need for transition support to work/post-secondary education). Curriculum support for these students will be offered through the GLE courses, for a maximum of 4 credits. Currently, schools cluster students in groups of approximately 10 students for optimum learning support. Priority in this placement should be given to students in grades 9 and 10 to provide a solid transition to secondary school.

Level II (LS II) will be offered to students either as a supplemental support to Level I (e.g. as in Semester II); or as a stand-alone level of support for students who require ongoing monitoring and assistance, but may not require, or profit from, more intensive intervention offered in the GLE course. This placement will provide ongoing support to students as indicated on an IEP in a frequent and consistent manner. For example, students in Level II may have IEPs that demonstrate the need for:

- ongoing support for literacy development
- access to word processors for producing written assignments
- time extensions to formal assessment
- specific instructional accommodations, eg. visual cueing, organizational supports, etc
- support and monitoring to improve personal management skills
- specific assistance to reduce frustration
- some curriculum modification as permitted under OSS policy

The learning needs of most exceptional students impact on many curriculum areas in their high school program. For these students to be successful in secondary school, a team approach to curriculum modification (altered

expectations of the curriculum) and learning accommodations (specific strategies which make curriculum accessible to the student) is essential. While some exceptional students will require curriculum modification to remediate learning gaps, most exceptional students can meet curricular expectations if specific instruction and assessment strategies are woven into the daily classes they attend.

Placement Criteria

A student considered for placement in either LSI or LSII shall:

- a) meet the criteria for identification as Exceptional Communication (all definitions); Exceptional – Intellectual: Mild Intellectual Disability; Exceptional - Behaviour; Exceptional - Physical
- b) require a program based on the learning expectations of the Applied or Academic expectations of the Ontario curriculum with appropriate modifications and accommodations.

Guidelines for IPRC

- Secondary schools are encouraged to communicate IPRC timelines with feeder schools early in the school year so that the appropriate assessment updates can be obtained.
- Referrals made without assessment information that supports the referral should be deferred.
- For Peel students, supplementary documentation is not required provided that assessment information is updated and entered into the Special Education Module.
- Secondary school IPRCs may request additional documentation for students referred from outside the Peel District School board.

Referral Process

- Referring schools are encouraged to communicate early with parents and students if a referral to a secondary school IPRC is being planned. Principals continue to have an obligation to seek placements most appropriate to the student's assessed needs.
- Update all sections of the Special Education Module, especially Educational Assessment, Service Summaries, Strengths, and Needs.
- Review all existing educational assessments including any assessments of cognitive ability. Given the placement criteria, IPRCs may defer decisions when appropriate information is unavailable.
- Refer students to the appropriate secondary school IPRC using the Special Education Module

**REGIONAL
SECONDARY
PROGRAMS**

ITINERANT SERVICE

Program Description

This program is designed for exceptional (as an IPRC placement) and non exceptional students (as an Internal Service) who require the additional assistance of a special education program while remaining in a mainstream class.

Itinerant Service provides specialized support to individual students and classroom teachers of students who are deaf or hard of hearing, visually impaired, or physically disabled. Referrals for service are made through the Special Education Module of SIS to Special Education Support Services.

The program focus for students with Itinerant Service may include the following:

- understanding of the individual needs of the student
- understanding of specialized equipment
- development and remediation of language skills
- direct instruction when appropriate
- assistance in developing emotional and physical well being
- development of adaptive behaviour skills including personal competence, social skills and independence

Educational programs are designed for each student on the basis of individual needs. Individual Education Plans are developed for exceptional students while informal program plans may be developed for non exceptional students.

Referrals for Itinerant Service

In-School Review Committees may make a service referral for Itinerant Service using the Special Education Module. The appropriate Itinerant teacher will work through the ISRC to provide direct service and/or consultation based on the student's needs. A student does **not** have to be identified Exceptional by an IPRC before Itinerant service can begin.

Identification by an IPRC

Non-exceptional students who are receiving service from a Special Education Support Services Itinerant Teacher (Physically Challenged, Visually Impaired, or Hard of Hearing) and require more intensive assistance should be referred to the **Regional Special Programs IPRC** for identification as Exceptional. The IPRC may determine that Itinerant Service continue, and/or that an alternative/contained class program is more appropriate.

Exceptional – Physical students receiving Itinerant service may also require placement in the Learning Support Program in a secondary school.

Itinerant service for students with a Visual Impairment and/or, a Physical Disability, and/or a Hearing Loss

A student considered for Itinerant service shall:

- a) have appropriate medical information (i.e. ophthalmology report, functional vision assessment, audiological report, medical and/or therapist report), and
- b) be in need of support such as specialized equipment and/or programming strategies, in order to be successful (exceptional or non exceptional), and
- c) be identified as Exceptional Physical or Communication (HOH) by the Regional Special Programs IPRC and be recommended for placement in a regular class
- d) be not yet identified as an exceptional student pending further assessment/observation opportunities but still require specialized programming and monitoring in the regular classroom setting by Special Education Support Services personnel

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plans.

REGIONAL ENHANCED LEARNING PROGRAM

Placement Criteria

A student considered for placement in the Regional Enhanced Learning Program shall:

- a) meet the criteria for identification as Exceptional Intellectual-Gifted
- b) need enhancement beyond the regular classroom program as determined by an IPRC, and as characterized by any combination of the following:
 - readiness for instruction of advanced curriculum
 - need for peer group of similar ability
 - demonstration of advanced learning in some areas of the curriculum
 - commitment to tasks of appropriate skill level and interest
 - consistent positive response to situations requiring critical thinking
 - evidence of creative thought

Program Description

The Regional Secondary Enhanced Learning Program is designed for students identified as Exceptional Intellectual-Gifted who require extensive and continuing modification of the regular secondary program. The recommended maximum class size is 25. Courses offered in this program usually include Mathematics, English, Science and History/Geography for grades 9 through 12, or other subjects depending on student/staff interest. Great care is taken to balance the academic, social-emotional, and motivational components of the students' program.

The program focus for students in the Regional Enhanced Learning Program may include:

- acquisition and extension of information processing skills
- analysis of broad based questions, problems and themes
- development of a sense of the "connectedness" of all knowledge
- instruction and practice of various styles of thinking (critical, creative, productive, divergent)
- emphasis on a repertoire of problem solving skills
- development of independent, (interdependent) and cooperative learning skills
- growth in self-awareness, attitudes and articulation
- access to curriculum expectations beyond their chronological grade

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plans.

Guidelines for IPRC

- Secondary schools offering the Regional Enhanced Learning program are encouraged to communicate IPRC timelines with feeder schools early in the school year so that the appropriate assessment updates can be obtained.
- Referrals made without assessment information that supports the referral should be deferred.
- For Peel students, supplementary documentation is not required provided that assessment information is updated and entered into the Special Education Module.
- IPRCs may request additional documentation for students referred from outside the Peel District School board.

Referral Process

- Referring schools are encouraged to communicate early with parents and students if a referral to a Regional Enhanced Learning IPRC is being planned. Principals continue to have an obligation to seek placements most appropriate to the student's assessed needs.
- Effective September 2001, special education placements for secondary gifted students will only be offered in the Regional Enhanced Learning programs. Senior elementary schools will only refer grade 8 students identified as Exceptional Intellectual – Gifted to the appropriate Regional Enhanced Learning Centre for placement. Should parents decline this placement, then the student will attend his/her local secondary school which will offer the student a regular class but is not obliged to provide a special education placement or an IEP.
- Update all sections of the Special Education Module, especially Educational Assessment, Service Summaries, Strengths, and Needs.
- Review existing assessments of cognitive ability (eg: CCAT, psychoeducational assessments). Given the placement or Admission Criteria, IPRCs may defer decisions when appropriate information regarding cognitive ability is unavailable.
- Refer students to the appropriate Regional Enhanced Learning IPRC using the Special Education Module

Placement Criteria

A student considered for placement in the Regional Communication Program – Learning Disability shall:

- a) meet the criteria to be identified as Exceptional Communication-Learning Disabled or Exceptional Communication-Language Impairment, and
- b) have demonstrated a need for intensive Special Education support in low pupil-teacher ratio classes, and
- c) need substantial accommodation in instruction and assessment for successful integration

Students who are demitted from the Regional Communication Program – LD may require placement in the Learning Support Program for ongoing support of their learning needs.

Program Description

This program is designed to accommodate the learning needs of adolescents with severe learning disabilities. Through significant learning accommodations, students will follow the curriculum expectations of the Applied and/or Academic levels of the Ontario secondary curriculum. Instruction will occur in small ratio classes (recommended maximum 8 students) for English, Mathematics, History, Geography and Science (where appropriate) for grades 9 and 10. The grade 11 and 12 program will offer small ratio instruction for a variety of core subject classes subject to student needs. Students in this program will also participate in the Guidance: Learning Strategies curriculum for direct instruction in learning skills.

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plans.

Guidelines for IPRC

- Elementary and secondary schools intending to refer a student to the regional secondary IPRC for possible placement in the Regional Communication Program – LD should plan accordingly so that the appropriate assessment updates can be obtained.
- Referrals made without assessment information that supports the referral should be deferred.
- For Peel students, supplementary documentation is not required provided that assessment information is updated and entered into the Special Education Module.
- IPRCs may request additional documentation for students referred from outside the Peel District School board.

Referral Process

- Schools should contact the Special Education Consultant to discuss the timelines associated with referring students to the regional secondary IPRC, and to discuss the student's profile.
- Principals continue to have an obligation to seek placements most appropriate to the student's assessed needs.
- Update all sections of the Special Education Module, especially Educational Assessment, Service Summaries, Strengths, and Needs.
- Review existing educational assessments, including assessments of cognitive ability. Given the placement criteria, IPRCs may defer decisions when appropriate information is unavailable.
- Refer students to the Regional Secondary IPRC using the Special Education Module.

REGIONAL COMMUNICATION PROGRAM – PERVASIVE DEVELOPMENTAL DISORDER

Placement Criteria

A student considered for placement in the Regional Communication Program - PDD shall:

- a) meet the criteria to be identified as Exceptional Communication-Autism, and
- b) need intensive, specialized support in order to make the transition to secondary school and can be successful with support in credit-granting courses, and
- c) need significant assistance with the social function of language as characterized by Pervasive Developmental Disorder.

Students who are demitted from the Regional Communication Program – PDD may require placement in the Learning Support Program for ongoing support of their specific needs.

Program Description

The Regional Communication Program – Pervasive Developmental Disorder is designed to facilitate the transition to secondary school for students with significant social impairments related to Pervasive Developmental Spectrum Disorder. The program will focus on supporting the communication and social difficulties of these students by using a multi-disciplinary team approach. The program will have a recommended enrolment of 6 students. Communication skills and peer relations will be a focus for small group instruction with ongoing support in regular subject classes.

Guidelines for IPRC

- Elementary and secondary schools intending to refer a student to the regional secondary IPRC for possible placement in the Regional Communication Program – PDD should plan accordingly so that the appropriate assessment updates can be obtained.
- Referrals made without assessment information that supports the referral should be deferred.
- For Peel students, supplementary documentation is not required provided that assessment information is updated and entered into the Special Education Module.
- The Regional Secondary IPRC may request additional documentation for students referred from outside the Peel District School board.

Referral Process

- Schools should contact the Special Education Consultant in Special Education Support Services to discuss the timelines associated with referring students to the regional secondary IPRC, and to discuss the student's profile.
- Principals continue to have an obligation to seek placements most appropriate to the student's assessed needs.
- Update all sections of the Special Education Module, especially Educational Assessment, Service Summaries, Strengths, and Needs.
- Review existing educational assessments, including assessments related to the characteristics of Pervasive Developmental Spectrum Disorder. Given the placement criteria, IPRCs may defer decisions when appropriate information is unavailable.
- Refer students to the Regional Secondary IPRC using the Special Education Module.

Educational programs are designed for each student on the basis of individual needs. Programs are outlined in students' Individual Education Plans.

VOCATIONAL PROGRAMS

Program Description

Vocational programs in Peel are offered in two types of settings – regular vocational secondary schools and integrated secondary schools with vocational programs. The curriculum offered is based upon locally developed courses, workplace courses, modified expectations of the Applied level secondary curriculum, or upon alternate curriculum expectations. It is generally geared towards directing students to the workplace. As such, vocational IPRCs/Admissions Committees* require comprehensive information in order to make decisions for students requiring this level of specialized secondary school placement.

IPRCs/Admissions Committees may place students in two specific vocational programs as follows:

Vocational Program Level 1: a program designed for students with severe difficulties in acquiring academic skills most often as a result of a mild intellectual disability. This program focuses on the acquisition of basic literacy and numeracy skills. It emphasizes the life skills application of knowledge related to independent living and the workforce.

Vocational Program Level 2: a program designed for students with moderate but complex learning difficulties attributable to any of: a mild intellectual disability; a severe learning disability; or a specific language impairment. This program focuses on the acquisition of basic literacy and numeracy skills, practical application of knowledge related to employment opportunities, and the development of specific skills for the workforce.

****Admissions Committees admit students to vocational programs who are either not exceptional, or who are not currently registered in the Peel District School Board. IPRCs offer placement in vocational programs to exceptional students in Peel.***

PLACEMENT OR ADMISSION CRITERIA

A student considered for admission to or placement in the Vocational Program Level 1 shall:

- a) Meet criteria for identification as Exceptional Intellectual – Mild Intellectual Disability; Exceptional Communication – Learning Disability; Exceptional Communication - Language Impairment.
- b) Require an alternate curriculum, or possibly extensive modifications to the Applied Level expectations of the Ontario secondary school curriculum and workplace courses.
- c) Accumulate credits towards a Certificate of Accomplishment, an Ontario Secondary School Certificate.

A student considered for admission to or placement in the Vocational Program Level 2 shall:

- a) Meet criteria for identification as Exceptional Intellectual – Mild Intellectual Disability; Exceptional Communication – Learning Disability; Exceptional Communication - Language Impairment.
- b) Require curriculum based on locally developed courses, workplace courses, extensive modifications to the Applied Level expectations of the Ontario secondary school curriculum; or require an alternate curriculum.
- c) Accumulate credits towards a Certificate of Accomplishment, an Ontario Secondary School Certificate, or an Ontario Secondary School Diploma.

GUIDELINES FOR IPRC

- Vocational schools are encouraged to communicate IPRC timelines with feeder schools early in the school year so that the appropriate assessment updates can be obtained.
- For Peel students, IPRCs will consider information as updated on the Special Education Module and outlined in *Appendix G*
 - Referrals made without assessment information that supports the referral will be deferred.
- For students referred from outside Peel District School Board, documentation will be required and recorded on the **Candidates for Admission to Vocational Program** form, *Appendix I*.

Note: if initial vocational placement is declined by parents, the referring school will refer the student to the IPRC of the student's local secondary school, **see Figure 1**. Given the nature of the student's learning needs, and the support programs available at the local secondary school, the IPRC may wish to:

- Defer placement in the local secondary school pending further communication between the parent, student, and the vocational school contact, or
- Offer placement in the local secondary school with either LSI or LSII support with a commitment to review this placement with parents at mid-term.

Any IPRC decision, either to offer placement or to defer, will be communicated in writing to parents.

Figure 1

