SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

This section outlines the placements for students with exceptionalities. Placement of a student in a regular class is the first option considered by Identification Placement and Review Committee (IPRC). Students who have a placement in an intensive support program may be integrated into the regular classroom with appropriate accommodations, modifications, and resources in place as documented in the student's Individual Education Plan (IEP). Students may be identified as having more than one exceptionality.

Student placements may be reviewed at the student's annual IPRC Review Meeting. Any new and relevant information about the student presented by the school and/or parents will inform consideration of placement. Staff will support families with the exploration of alternative educational settings such as Care and treatment Education Programs (CTEP) and Provincial and Demonstration Schools, as required.

The TCDSB Special Education Advisory Committee (SEAC) meeting agendas include a standing item facilitating feedback on the Special Education Plan. Feedback is received, reviewed, and the plan is updated as appropriate. Feedback is presented to SEAC that captures updates to the plan.

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To access a specific exceptionality, please click on the title.

AUTISM (ASD)

DEFINITION:

The Ministry of Education defines Autism as, a severe learning disorder that is characterized by:

a) disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;
b) lack of the representational symbolic behaviour that precedes language

IPRC EXCEPTIONALITY CRITERIA

For Autism exceptionality:

- Medical Diagnosis of Autism Spectrum Disorder.
- For professional reports completed outside of TCDSB, a Psychological Services Referral Final Report with a recommendation for Autism Identification.

IPRC PLACEMENT CRITERIA

Placement recommendations will be recorded at a School Based Support Learning Team (SBSLT) meeting and will consider all student documentation that may be presented at an Identification Placement and Review Committee (IPRC) meeting.

SPECIAL EDUCATION CLASS FULL TIME/SPECIAL EDUCATION WITH PARTIAL INTEGRATION – AUTISM INTENSIVE SUPPORT PROGRAM (ISP)

Class size: 6

Student eligibility criteria:

- Identified as a student with an Autism Exceptionality.
- For students in Grades 3 to 6.
- A psychological assessment indicating at least average intellectual functioning or an academic assessment indicating the student is working at grade level.
- Evidence of alternative programming needs, such as social, communication, and self-regulation skills documented through professional and/or teacher assessments and reflected in the student's Individual Education Plan (IEP).
- Consultation with Behaviour Analyst, Autism Support Teacher, as appropriate.
- The student requires instruction in a Special Education class, from a qualified Special Education Teacher.

Note:
Students with Autism who have an identification of an additional exceptionality may be eligible for other ISP placements depending on need. Each exceptionality will be listed separately according to the Ministry of Education's definitions.

REGULAR CLASS WITH WITHDRAWAL ASSISTANCE

Student eligibility criteria:

1) The student requires instruction outside of the classroom from a qualified Special Education teacher to support programming as described in the student's Individual Education Plan (IEP).

2) Withdrawal Assistance through placement in the Program to Assist Social Thinking (PAST)
   - The student requires instruction outside of the classroom from a qualified Special Education teacher to support programming as described in the student's Individual Education Plan (IEP).
   - A diagnosis of Autism Level 1 indicating average cognitive functioning.
   - For students in Grades 3 to 6.
   - Recommendation by Autism Team members in consultation with school staff.

REGULAR CLASS WITH RESOURCE ASSISTANCE

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the student requires specialized instruction individually or in a small group, within the regular classroom, from a qualified Special Education teacher.

REGULAR CLASS WITH INDIRECT SUPPORT

Student eligibility criteria:

- Special consultative services are required to be provided to the regular class teacher to support the student's programming as described in the student's Individual Education Plan.

BEHAVIOURAL (BEH)

DEFINITION:

The Ministry of Education (MOE) defines Behavioural Exceptionality as, a learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

a) an inability to build or to maintain interpersonal relationships;
b) excessive fears or anxieties;
c) a tendency to compulsive reaction;
d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

IPRC EXCEPTIONALITY CRITERIA

For Behavioural exceptionality:

- Psychological assessment indicating social emotional difficulties, average cognitive ability and a recommendation for a Behavioural identification exceptionality.
- For professional reports completed outside of TCDSB, a Psychological Services Referral Final Report with a recommendation for a Behavioural Identification.
- Social Worker intervention with student and/or family for at least one term and a Social Work Services Referral Final Report for IPRC Committee consideration.
- Other assessments as appropriate.
- An Individual Education Plan (IEP) is in place for at least one term that includes alternative learning expectations to support skills to address behaviour needs.

IPRC PLACEMENT CRITERIA

Placement recommendations will be recorded at a School Based Support Learning Team (SBSLT) meeting and will consider all documentation that may be presented at an Identification Placement and Review Committee (IPRC) meeting.

SPECIAL EDUCATION CLASS FULL TIME/SPECIAL EDUCATION WITH PARTIAL INTEGRATION

Class size: 8

Student eligibility criteria:

- Identified as a student with a Behavioural Exceptionality.
- For students in grades 2-7 for initial admission.

- Consultation with Behaviour Analyst, as appropriate
- Evidence of alternative programming needs, such as social and self-regulation skills documented through professional and/or teacher assessments and reflected in the student's Individual Education Plan (IEP).
- The student requires instruction in a Special Education class, from a qualified Special Education Teacher.

REGULAR CLASS WITH WITHDRAWAL ASSISTANCE

Student eligibility criteria:

- The student requires instruction outside of the classroom from a qualified Special Education teacher to support programming as described in the student's Individual Education Plan (IEP).

REGULAR CLASS WITH RESOURCE ASSISTANCE

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the student requires specialized instruction individually or in a small group, within the regular classroom, from a qualified Special Education teacher.

REGULAR CLASS WITH INDIRECT SUPPORT

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the regular class teacher receives special consultative services.

BLIND AND LOW VISION (B/LV)

Definition:

The Ministry of Education defines Blind and Low Vision as:

- A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

IPRC EXCEPTIONALITY CRITERIA

For Blind and Low Vision exceptionality:

- Medical documentation indicating that the students' vision is worse than 20/70 (after best correction in the better eye), or who have a visual field of less than 20°, are entitled to some form of support for their vision-related needs.

IPRC PLACEMENT CRITERIA

Placement recommendations will be recorded at a School Based Support Learning Team (SBSLT) meeting and will consider all documentation that may be presented at an Identification Placement and Review Committee (IPRC) meeting.

REGULAR CLASS WITH WITHDRAWAL ASSISTANCE

Student eligibility criteria:

- The student requires instruction outside of the classroom from a qualified itinerant Vision Program Special Education teacher to support programming as described in the student's Individual Education Plan (IEP).
- The level of support depends on the severity of the eye condition and the results of a Functional Vision/Tactile Assessment.

REGULAR CLASS WITH RESOURCE ASSISTANCE

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the student requires specialized instruction individually or in a small group, within the regular classroom, from a qualified Special Education teacher.
- The level of support depends on the severity of the eye condition and the results of a Functional Vision/Tactile Assessment.

REGULAR CLASS WITH INDIRECT SUPPORT

Student eligibility criteria:

- Special consultative services are required to be provided to the regular class teacher to support the student's programming as described in the student's Individual Education Plan.
- The level of support depends on the severity of the eye condition and the results of a Functional Vision/Tactile Assessment

DEAF AND HARD OF HEARING (D/HH)

Definition:

The Ministry of Education (MOE) defines Deaf and Hard of Hearing as:

- an impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

IPRC EXCEPTIONALITY CRITERIA

For Deaf and Hard of Hearing exceptionality:

- An Audiological assessment indicating a permanent bilateral hearing loss within the mild to profound range
- Deaf/Hard of Hearing Assessment
- Speech and language assessment (as appropriate)
- Other assessments as appropriate

IPRC PLACEMENT CRITERIA

Placement recommendations will be recorded at a School Based Support Learning Team (SBSLT) meeting and will consider all documentation that may be presented at an Identification Placement and Review Committee (IPRC) meeting.

SPECIAL EDUCATION CLASS FULL TIME/SPECIAL EDUCATION WITH PARTIAL INTEGRATION – DEAF/HARD OF HEARING INTENSIVE SUPPORT PROGRAM

Class size: 8

Student eligibility criteria:

- Identified as a student with a Deaf/Hard of Hearing Exceptionality
- For students in pre-K to grade 8
- Significant hearing loss that results in substantial difficulty with communication and language development.
- Evidence of alternative programming needs, such as hearing loss management and technology, self- advocacy skills, speech and language development, auditory learning skills, American Sign Language, social skills documented through professional and/or teacher assessments and reflected in the student's Individual Education Plan (IEP).
- Consultation with Teacher of the Deaf, Audiologist, Speech-Language Pathologist, Deaf/Hard of Hearing team, as appropriate.
- The student requires instruction in a Special Education class, from a qualified Special Education teacher (Specialist Teacher of the Deaf).
- The student requires monitoring of equipment use and functionality (e.g., Hearing Aids, Cochlear Implants, Hearing Assistive Technology (HAT)) from an Audiologist.

REGULAR CLASS WITH WITHDRAWAL ASSISTANCE

Student eligibility criteria:

- The student requires instruction outside of the classroom from a qualified Special Education teacher (Specialist Teacher of the Deaf) to support programming as described in the student's Individual Education Plan (IEP).
- The student requires monitoring of equipment use and functionality (e.g., Hearing Aids, Cochlear Implants, Hearing Assistive Technology (HAT)) from an Audiologist.

REGULAR CLASS WITH RESOURCE ASSISTANCE

Student eligibility criteria:

- To support programming (i.e., monitor equipment and functionality as described in the student's Individual Education Plan, the student requires specialized instruction individually or in a small group, within the regular classroom, from a qualified Special Education teacher.
- The student requires monitoring of equipment use and functionality (e.g., Hearing Aids, Cochlear Implants, Hearing Assistive Technology (HAT)) from an Audiologist.

REGULAR CLASS WITH INDIRECT SUPPORT

Student eligibility criteria:

- Special consultative services are required to be provided to the regular class teacher to support the student's programming regarding equipment options (e.g., hearing aids, Hearing Assistance Technology) as described in the student's Individual Education.
- The student requires monitoring of equipment use and functionality (e.g., Hearing Aids, Cochlear Implants, Hearing Assistive Technology (HAT)) from an Audiologist.

DEVELOPMENTAL DISABILITY (DD)

Definition:

The Ministry of Education defines Developmental Disability as a severe learning disorder characterized by:

a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;
c) a limited potential for academic learning, independent social adjustment, and economic self-support

IPRC EXCEPTIONALITY CRITERIA

For Developmental Disability exceptionality:

- Medical and/or developmental assessment indicating Global Developmental Delay and/or psychological assessment indicating overall intellectual functioning at or below the first percentile with significant impairment in several areas of adaptive functioning
- For professional reports completed outside of TCDSB, a Psychological Services Referral Final Report with IPRC recommendation by TCDSB Psychology staff is required
- In addition to Developmental Disability, other exceptionalities which may be present will be identified separately.

IPRC PLACEMENT CRITERIA

Placement recommendations will be recorded at a School Based Support Learning Team (SBSLT) meeting and will consider all documentation that may be presented at an Identification Placement and Review Committee (IPRC) meeting.

SPECIAL EDUCATION CLASS FULL TIME/SPECIAL EDUCATION WITH PARTIAL INTEGRATION – MULTIPLE EXCEPTIONALITY/DEVELOPMENTAL DISABILITY (ME/DD) INTENSIVE SUPPORT PROGRAM

Class size: up to 16

Student eligibility criteria:

- Identified as a student with a Developmental Disability exceptionality.
- For students in grades 2-12.
- Evidence of alternative programming needs, documented through professional and/or teacher assessments and reflected in the student's Individual Education Plan (IEP).
- The student requires instruction in a Special Education class, from a qualified Special Education Teacher.

REGULAR CLASS WITH WITHDRAWAL ASSISTANCE

Student eligibility criteria:

- The student requires instruction outside of the classroom from a qualified Special Education teacher to support programming as described in the student's Individual Education Plan (IEP).

REGULAR CLASS WITH RESOURCE ASSISTANCE

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the student requires specialized instruction individually or in a small group, within the regular classroom, from a qualified Special Education teacher.

REGULAR CLASS WITH INDIRECT SUPPORT

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the regular class teacher receives special consultative services.

GIFTEDNESS

Definition:

The Ministry of Education defines as an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

IPRC EXCEPTIONALITY CRITERIA

For Giftedness exceptionality:

- Group administered ability test and inclusionary measures (if applicable) completed in grade 4 or above indicating advanced degree of general intellectual ability.
- For professional reports completed outside of TCDSB, for students aged 8 or older, a TCDSB Psychological Services Referral Final Report indicating TCDSB criteria for Giftedness has been met.

IPRC PLACEMENT CRITERIA

Placement recommendations will be recorded at a School Based Support Learning Team (SBSLT) meeting and will consider all documentation that may be presented at an Identification Placement and Review Committee (IPRC) meeting.

SPECIAL EDUCATION CLASS FULL TIME/SPECIAL EDUCATION WITH PARTIAL INTEGRATION – GIFTEDNESS INTENSIVE SUPPORT PROGRAM

Class size: up to 25

Student eligibility criteria:

- Identified as a student with Giftedness exceptionality.
- For students in Grades 6-8.
- Evidence of alternative programming needs, documented through professional and/or teacher assessments and reflected in the student's Individual Education Plan (IEP).
- The student requires instruction in a Special Education class, from a qualified Special Education Teacher.

REGULAR CLASS WITH WITHDRAWAL ASSISTANCE

Student eligibility criteria:

- For students in grades 5-8
- The student requires instruction outside of the classroom from a qualified Special Education teacher to support programming as described in the student's Individual Education Plan (IEP).

REGULAR CLASS WITH RESOURCE ASSISTANCE

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the student requires specialized instruction individually or in a small group, within the regular classroom, from a qualified Special Education teacher.

REGULAR CLASS WITH INDIRECT SUPPORT

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the regular class teacher receives special consultative services.

LANGUAGE IMPAIRMENT (LI)

Definition:

The Ministry of Education defines Language impairment (LI) as a learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication which may be associated with neurological, psychological, physical or sensory factors, and which may:

- involve one or more of the form, content, and function of language in communication; and
- include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.

IPRC EXCEPTIONALITY CRITERIA

For Language Impairment exceptionality:

- Speech-Language Pathology assessment indicating moderate to profound oral language difficulties with language difficulties as the primary area of need (i.e., language impairment is not secondary to developmental delay).
- Demonstrates significant academic needs according to classroom assessments.
- For professional reports completed outside of TCDSB, a TCDSB Speech and Language Services Referral Final Report indicating TCDSB criteria for Language Impairment exceptionality has been met.

IPRC PLACEMENT CRITERIA

Placement recommendations will be recorded at a School Based Support Learning Team (SBSLT) meeting and will consider all documentation that may be presented at an Identification Placement and Review Committee (IPRC) meeting.

SPECIAL EDUCATION CLASS FULL TIME/SPECIAL EDUCATION WITH PARTIAL INTEGRATION – LANGUAGE IMPAIRMENT INTENSIVE SUPPORT PROGRAM

Class size: 10

Student eligibility criteria:

- Identified as a student with a Language Impairment exceptionality.
- For students in grades 1-4.
- A speech-language pathology assessment indicating moderate to severe expressive and/or receptive language difficulties in the presence of typical development in other areas; difficulties are not due to ongoing hearing loss or second language issues.
- Evidence of alternative programming needs, such as social, communication and Augmentative and Alternative Communication skills documented through professional and/or

teacher assessments and reflected in the student's Individual Education Plan (IEP).

- Evidence of average cognitive ability.
  - for students in grade 2 and beyond, a psychological assessment by psychology staff
  - for students in grade 1 and under, assessed by psychology staff using developmental appropriate screener.
  - for students enrolled in the Kindergarten Language Program (KLP) only, assessed by a speech-language pathologist using an approved developmental screener.
- Consultation with Speech-Language Pathologist, Kindergarten Language Program Teacher, as appropriate.
- The student requires instruction in a Special Education class, from a qualified Special Education Teacher.

REGULAR CLASS WITH WITHDRAWAL ASSISTANCE

Student eligibility criteria:

1) The student requires instruction outside of the classroom from a qualified Special Education teacher to support programming as described in the student's Individual Education Plan (IEP).

2) Withdrawal Assistance through placement in the Kindergarten Language Program (KLP)

- The student requires instruction outside of the classroom from a qualified Special Education teacher to support programming as described in the student's Individual Education Plan (IEP).
- For students in kindergarten - year 2.
- Recommendation by Kindergarten Language Program team members.

REGULAR CLASS WITH RESOURCE ASSISTANCE

Student eligibility criteria:

- Consultation with School Based Support Learning Team (SBSLT), Speech-Language Pathologist, Kindergarten Language Program Teacher, as appropriate
- To support programming as described in the student's Individual Education Plan, the student requires specialized instruction individually or in a small group, within the regular classroom, from a qualified Special Education teacher.

REGULAR CLASS WITH INDIRECT SUPPORT

Student eligibility criteria:

- Consultation with Speech-Language Pathologist and Kindergarten Language Program Teacher, as appropriate.
- Special consultative services are required to be provided to the regular class teacher to support the student's programming as described in the student's Individual Education Plan.

LEARNING DISABILITY (LD)

Definition:

The Ministry of Education defines *learning disability* as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

IPRC EXCEPTIONALITY CRITERIA

For Learning Disability exceptionality:

- Psychological assessment indicating a learning disability diagnosis.
- For professional reports completed outside of TCDSB, a TCDSB Psychological Services Referral Final Report indicating TCDSB criteria for a Learning Disability exceptionality has been met.

IPRC PLACEMENT CRITERIA

Placement recommendations will be recorded at a School Based Support Learning Team (SBSLT) meeting and will consider all documentation that may be presented at an Identification Placement and Review Committee (IPRC) meeting.

SPECIAL EDUCATION CLASS FULL TIME/SPECIAL EDUCATION WITH PARTIAL INTEGRATION – LEARNING DISABILITY INTENSIVE SUPPORT PROGRAM

Class size: 8

Student eligibility criteria:

- Identified as a student with a Learning Disability exceptionality.
- For students in grades 3 to 6.
- Evidence of alternative programming needs as documented in the student's Individual Education Plan (IEP).
- Require intensive programming to support reading, language, writing and/or mathematics.
- The student requires instruction in a Special Education class, from a qualified Special Education Teacher.

REGULAR CLASS WITH WITHDRAWAL ASSISTANCE

Student eligibility criteria:

- The student requires instruction outside of the classroom from a qualified Special Education teacher to support programming as described in the student's Individual Education Plan (IEP).

REGULAR CLASS WITH RESOURCE ASSISTANCE

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the student requires specialized instruction individually or in a small group, within the regular classroom, from a qualified Special Education teacher.

REGULAR CLASS WITH INDIRECT SUPPORT

Student eligibility criteria:

- Special consultative services are required to be provided to the regular class teacher to support the student's programming as described in the student's Individual Education Plan.

MILD INTELLECTUAL DISABILITY EXCEPTIONALITIES (MID)

Definition:

The Ministry of Education defines Mild Intellectual Disability as:

a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service:
b) an inability to profit educationally within a regular class because of slow intellectual potential for academic learning, independent social adjustment, and economic self-support (Ontario Ministry of Education) are considered students with Mild Intellectual Exceptionalities (MID).

IPRC EXCEPTIONALITY CRITERIA

For Mild Intellectual Disability exceptionality:

- Medical and/or developmental assessment indicating Mild Intellectual Disability and/or psychological assessment indicating overall intellectual functioning between 1st and 5th percentile with mild to moderate impairment in at least one area of adaptive functioning.
- For professional reports completed outside of TCDSB, a TCDSB Psychological Services Referral Final Report indicating TCDSB criteria for Mild Intellectual Disability exceptionality has been met.

IPRC PLACEMENT CRITERIA

Placement recommendations will be recorded at a School Based Support Learning Team (SBSLT) meeting and will consider all documentation that may be presented at an Identification Placement and Review Committee (IPRC) meeting.

SPECIAL EDUCATION CLASS FULL TIME/SPECIAL EDUCATION WITH PARTIAL INTEGRATION – MILD INTELLECTUAL DISABILITY INTENSIVE SUPPORT PROGRAM

Class size: junior and intermediate – up to 16

Student eligibility criteria:

- Identified as a student with a Mild Intellectual Disability exceptionality.
- For students in grades 4-8.
- Evidence of alternative programming needs as documented in the student's Individual Education Plan (IEP).
- The student requires instruction in a Special Education class, from a qualified Special Education Teacher.

REGULAR CLASS WITH WITHDRAWAL ASSISTANCE

Student eligibility criteria:

- The student requires instruction outside of the classroom from a qualified Special Education teacher to support programming as described in the student's Individual Education Plan (IEP).

REGULAR CLASS WITH RESOURCE ASSISTANCE

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the student requires specialized instruction individually or in a small group, within the regular classroom, from a qualified Special Education teacher.

REGULAR CLASS WITH INDIRECT SUPPORT

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the regular class teacher receives special consultative services.

MULTIPLE EXCEPTIONALITIES (ME)

Definition:

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

IPRC EXCEPTIONALITY CRITERIA

For Multiple Exceptionalities exceptionality:

- Medical and/or developmental and/or psychological assessment indicating a combination of learning disorders, impairments, physical disabilities or diagnosis(es) that significantly impacts academic achievement and/or other areas of adaptive functioning.
- For professional reports completed outside of TCDSB, a TCDSB Psychological Services Referral Final Report indicating TCDSB criteria for Multiple Exceptionalities exceptionality has been met.
- In addition to Multiple Exceptionalities, other exceptionalities which may be present will be identified separately.

IPRC PLACEMENT CRITERIA

Placement recommendations will be recorded at a School Based Support Learning Team (SBSLT) meeting and will consider all documentation that may be presented at an Identification Placement and Review Committee (IPRC) meeting.

SPECIAL EDUCATION CLASS FULL TIME/SPECIAL EDUCATION WITH PARTIAL INTEGRATION –MULTIPLE EXCEPTIONALITY/DEVELOPMENTAL DISABILITY (ME/DD) INTENSIVE SUPPORT PROGRAM

Class size: up to 16

Student eligibility criteria:

- Identified as a student with a Multiple Exceptionalities exceptionality.
- For students in grades 2-12.
- Overall cognitive functioning below the 5th percentile based on a psychological assessment.
- Evidence of alternative programming needs as documented in the student's Individual Education Plan (IEP).
- The student requires instruction in a Special Education class, from a qualified Special Education Teacher.

REGULAR CLASS WITH WITHDRAWAL ASSISTANCE

Student eligibility criteria:

- The student requires instruction outside of the classroom from a qualified Special Education teacher to support programming as described in the student's Individual Education Plan (IEP).

REGULAR CLASS WITH RESOURCE ASSISTANCE

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the student requires specialized instruction individually or in a small group, within the regular classroom, from a qualified Special Education teacher.

REGULAR CLASS WITH INDIRECT SUPPORT

Student eligibility criteria:

- Special consultative services are required to be provided to the regular class teacher to support the student's programming as described in the student's Individual Education Plan.

PHYSICAL DISABILITY

Definition:

The Ministry of Education defines Physical Disability as:

- A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level.

IPRC EXCEPTIONALITY CRITERIA

For Physical Disability exceptionality:

- Medical documentation indicates that the student has a physical disability.

IPRC PLACEMENT CRITERIA

Placement recommendations will be recorded at a School Based Support Learning Team (SBSLT) meeting and will consider all documentation that may be presented at an Identification Placement and Review Committee (IPRC) meeting.

SPECIAL EDUCATION CLASS FULL TIME/SPECIAL EDUCATION WITH PARTIAL INTEGRATION – INTENSIVE SUPPORT PROGRAM

Students with a Physical Disability who have an identification of an additional exceptionality may be eligible for other ISP placements depending on need. Each exceptionality will be listed separately according to the Ministry of Education's definitions.

REGULAR CLASS WITH WITHDRAWAL ASSISTANCE

Student eligibility criteria:

- The student requires instruction outside of the classroom from a qualified Special Education teacher to support programming as described in the student's Individual Education Plan (IEP**).**

REGULAR CLASS WITH RESOURCE ASSISTANCE

Student eligibility criteria:

- To support programming as described in the student's Individual Education Plan, the student requires specialized instruction individually or in a small group, within the regular classroom, from a qualified Special Education teacher.

REGULAR CLASS WITH INDIRECT SUPPORT

Student eligibility criteria:

- Special consultative services are required to be provided to the regular class teacher to support the student's programming as described in the student's Individual Education Plan.

SPEECH IMPAIRMENT

Definition:

The Ministry of Education defines Speech Impairment as a disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

IPRC EXCEPTIONALITY CRITERIA

For Speech Impairment exceptionality:

- Speech-Language Pathology assessment indicating communication development due to severe speech impairment
- Demonstrates severe articulation, fluency or voice disorder difficulties

IPRC PLACEMENT CRITERIA

Placement recommendations will be recorded at a School Based Support Learning Team (SBSLT) meeting and will consider all documentation that may be presented at an Identification Placement and Review Committee (IPRC) meeting.

REGULAR CLASS WITH WITHDRAWAL ASSISTANCE

Student eligibility criteria:

- The student requires instruction outside of the classroom from a qualified Special Education teacher to support programming as described in the student's Individual Education Plan (IEP).

REGULAR CLASS WITH RESOURCE ASSISTANCE

Student eligibility criteria:

- Consultation with School Based Support Learning Team (SBSLT), Speech-Language Pathologist, as appropriate.
- To support programming as described in the student's Individual Education Plan, the student requires specialized instruction individually or in a small group, within the regular classroom, from a qualified Special Education teacher.

REGULAR CLASS WITH INDIRECT SUPPORT

Student eligibility criteria:

- Consultation with Speech-Language Pathologist, as appropriate
- Special consultative services are required to be provided to the regular class teacher to support the student's programming as described in the student's Individual Education Plan.