

## **Elementary Enhanced Learning in Peel – Parent Information**

The Peel District School Board offers a range of supports and services for students who have enhanced learning needs. A review of the process for identifying students as Exceptional Intellectual-Gifted and offering placements in Enhanced programs was completed in 2009. Recommendations were made which will align the Peel District School Board to the Ministry of Education guidelines and practices in neighbouring Boards. The key changes are the introduction of a Gifted Rating Scale (GRS) and the completion of a psycho-educational assessment to confirm identification of Exceptional Intellectual-Gifted. The new process allows the consideration of a broader spectrum of students to receive enhanced programming.

The Executive Summary of the Gifted Education Program Review can be found at: [www.peelschools.org/Documents/Gifted\\_Education\\_Program\\_Review\\_Executive\\_Summary.pdf](http://www.peelschools.org/Documents/Gifted_Education_Program_Review_Executive_Summary.pdf)

### **Frequently Asked Questions:**

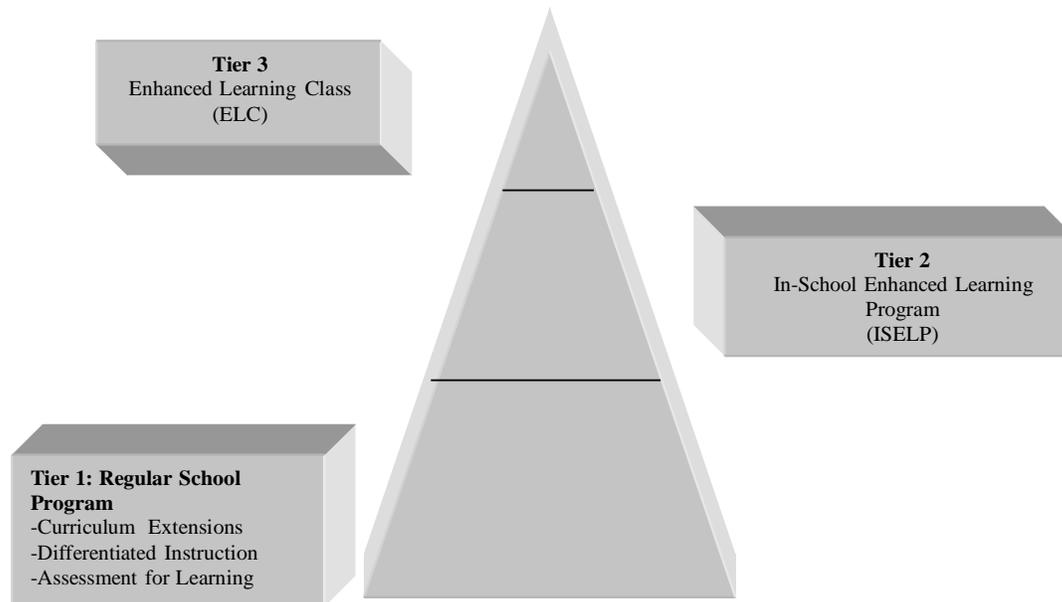
#### ***When will the revised Gifted Criteria be implemented?***

As of September 4, 2012.

#### ***How are students who have a demonstrated need for enhanced programming or who are identified as Exceptional Intellectual-Gifted supported in Peel?***

Supports and programs are provided based on the individual student learning profile through a tiered model of intervention. The intensity of the intervention increases based on the individual student need.

There are three tiers of intervention:



**Tier One: Regular School Program**

Classroom teachers differentiate assessment and instruction for all students based on their student profiles.

**Tier Two: In-School Enhanced Learning Program (ISELP)**

Students have demonstrated strong abilities and/or are rated by their teachers as needing differentiated instruction and enhancements beyond regular classroom programming. Teachers within the school provide an increased level of differentiation and enhancements.

**Tier Three: Enhanced Learning Class Placement (ELC)**

Students have very superior abilities as identified by a psycho-educational assessment, and are rated by their teachers as needing differentiated instruction and enhancements beyond regular classroom programming. Decisions regarding placement in an Enhanced Learning Class are made by an IPRC.

***How are decisions made regarding appropriate programming for students?***

The revised pathway for providing appropriate programming for students who demonstrate a need for enhanced learning is based on the following:

**The In School Review Committee (ISRC)**

Classroom teachers provide differentiated instruction for all students based on individual learning profiles. As teachers gather information about a student, including parent perspectives, they may notice high levels of achievement, intellectual curiosity, creativity and/or motivation. Teachers would present these students for discussion to the In-School Review Committee (ISRC) for enhanced programming considerations. The ISRC may recommend administration of the Canadian Cognitive Abilities Test (C-CAT), the completion of a GRS, the opportunity for enhancements through the ISELP and/or the completion of a psycho-educational assessment.

**The C-CAT**

The C-CAT is a norm-referenced measure of cognitive abilities that is helpful in screening students for special education purposes. C-CATs are normally administered to Grade 4 students. The ISRC may also recommend administration of a C-CAT for other students in any grade for whom additional information is required. Upon review of student C-CAT results, the ISRC may request the completion of the Gifted Rating Scales (GRS), recommend the In-School Enhanced Learning Program (ISELP), and/or completion of a psycho-educational assessment to meet students' needs.

**The Gifted Rating Scale (GRS)**

This is a rating scale completed by teachers. The completion of the GRS provides information to assist the school team in determining student needs for differentiation beyond regular classroom programming. It incorporates a multi-dimensional model of giftedness measuring Intellectual Ability, Academic Ability, Creativity, and Motivation. The purpose of the GRS is to identify, recommend, and create appropriate resources and programs to meet the learning needs of the individual student, by determining their strengths in one or more domains.

### **The Analysis of a Student Learning Profile**

The ISRC and the school psycho-educational consultant will work collaboratively to analyze the evidence collected in the student's profile, including ability test scores and teacher ratings. The analysis will determine whether a student is likely to be best supported by differentiated instruction within the regular classroom programming (Tier 1). Students who require differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program will be provided with program enhancements through the In School Enhanced Learning Program (ISELP-Tier 2). The degree of differentiation of the content, process, product and/or evaluation will be determined by the learner's needs and interests.

The focus of the **In-School Enhanced Learning Program (ISELP)** may include the further development of:

- critical and creative thinking skills
- problem solving skills
- planning, organizing, and evaluating skills
- independent learning
- self and group awareness
- concepts to extend knowledge and deepen understanding of the regular grade level curriculum

An Individual Education Plan will be developed for students who are serviced through the ISELP. Students do not require a psycho-educational assessment in order to receive ISELP support. Progress of students is continually monitored. The ISRC may recommend an individual psycho-educational assessment when there is a demonstrated need for more intensive programming support.

### **The Psycho-educational Assessment**

This is an essential element to identifying a student as Exceptional Intellectual-Gifted. After a student's profile is reviewed at an ISRC, like all other contained special education programs, a complete psycho-educational assessment is required prior to identification by an appropriate IPRC. A psycho-educational assessment will include a measure of intellectual ability, a measure of academic achievement and a measure of adaptive functioning, as measured on the GRS, which is completed by your child's teacher. The psycho-educational assessment and the Gifted Rating Scales (GRS) are part of the student profile that will be used by the Identification, Placement and Review Committee (IPRC) to determine whether a student meets the criteria to be identified as Exceptional Intellectual – Gifted and be offered placement in an Enhanced Learning Class (Tier 3). Students considered by the IPRC for placement in an Enhanced Learning Class will have a composite profile that includes high intellectual ability and a demonstrated need for enhanced programming beyond ISELP.

### ***What is an Enhanced Learning Class (ELC)?***

Enhanced Learning Classes are a Special Education placement option for a student who is identified as Intellectual - Gifted by an IPRC and who requires extensive programming and support beyond that which can be provided through an ISELP program. Decisions on placement into an ELC are made by an IPRC and are based on demonstrated need for extensive programming and support. These classes may not be located in the student's home school. An ELC may have multi-grades, with a grade range of two or three years. (e.g. grades 1,2,3, grades 4,5 or grades 3,4, 5)

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

- development of the student's academic ability, intellectual ability, creativity and/or motivation
- curriculum compacting to examine content at the student's grade level in greater breadth and depth
- development of the awareness of the "connectedness" of knowledge
- instruction in and practice of various styles of thinking (i.e. critical, creative, productive, divergent)
- emphasis on the development and application of a repertoire of problem solving and communication skills
- an expectation of independent, self-directed learning as well as development of interdependent and cooperative learning skills
- development of a greater understanding of multiple intelligences and the student's individual learning style and interests

### ***How is a student considered for placement in an Enhanced Learning Class?***

The Canadian Cognitive Aptitude Test (CCAT) may be used as an initial screener. Following a review of the CCAT results, the In School Review Committee (ISRC) may recommend completion of the Gifted Rating Scale (GRS) and these results may lead to a referral for an individual psycho-educational assessment. Results of this assessment may lead to referral to an Identification Placement Review Committee (IPRC). The IPRC will consider all assessments results and the student's demonstrated need for enhancements beyond those which can be provided through an ISELP program. The IPRC may make an identification of Exceptional Intellectual-Gifted and offer placement in an Enhanced Learning Class. Enhanced Learning Classes are a placement option for a student who is identified as gifted by an IPRC and who requires extensive programming and support beyond that which can be provided through an ISELP program.

***Why is a psycho-educational assessment required to identify a student Exceptional Intellectual-Gifted?***

Using a psycho-educational assessment to identify students as Exceptional Intellectual-Gifted will ensure the Board has consistent practice in its identification of all Exceptionalities defined by the Ministry of Education. Using a psycho-educational assessment to identify students as Exceptional Intellectual-Gifted will also align the Peel Board practice to neighbouring Boards of Education.

***Will psycho-educational assessments from qualified psychological service providers from outside the Peel board be accepted by Peel?***

Yes. An assessment from outside of Peel will be considered as part of the new process for identification and placement of students. If a psycho-educational assessment will be completed by a qualified psychological service provider outside the Peel board, parents should ask the service provider to contact Dr. Jack Kamrad, Chief Psychologist, Peel District School Board, prior to beginning the assessment. If a psycho-educational assessment has been completed it will not be necessary for your child to do the C-CAT screener. You will be asked to provide consent for the psycho-educational consultant at your child's school to review the assessment and summarize the results, which will then be reviewed by the In-School Review Committee (ISRC). Completion of the Gifted Rating Scales (GRS) may also be recommended by the ISRC at this time.

***Will students who are currently identified as Exceptional Intellectual-Gifted lose their identification or be demitted from the In School Enhanced Learning Program or Enhanced Learning Class if they have not had a Psycho-educational Assessment?***

No. Students who are currently identified, with placement in the In-School Enhanced Learning Program or a contained Enhanced Learning Class, will not be affected by the new criteria for identification and placement.

***Under the new criteria, could a student who is receiving the In-School Enhanced Learning Program be considered for a psycho-educational assessment?***

Yes. If the In-School Review Committee (ISRC) determines that the student demonstrates the need for program enhancements and support beyond that of the In-School Enhanced Learning Program, the ISRC may recommend that the student be referred for a psycho-educational assessment.

***What support will my child receive in Peel if he/she is identified as Exceptional Intellectual-Gifted in another board?***

Each student's learning profile is reviewed and decisions are made on an individual basis. In most cases, students will be supported in their home schools. Any documentation from the previous Board should be shared with the home school and the student's progress will be monitored over time by the In-School Review Committee (ISRC) to determine the most appropriate program and supports. Students will need to meet the criteria for identification in Peel for consideration of placement in an Enhanced Learning Class by the IPRC. Once residency in Peel is confirmed, please contact the Elementary Special Education Coordinator at 905 890 1010 Ext 2357, who will advise you regarding the next steps.

***How will the process work if my child is currently attending an independent school?***

Students moving into the Peel board from an independent school will attend their home school and will typically be placed in a classroom that matches the grade level for their age. Over time, the school may proceed with the processes for accessing enhanced learning programs, as described in this document. Any private assessments and assessments and report cards from the independent school can be provided to the Peel school at the time of registration.

***Can a student move ahead a grade level(accelerate) in Peel?***

Each student's learning profile is reviewed and decisions are made on an individual basis. Peel District School Board Operating Procedure indicates that students should be placed, as a general rule, in their age appropriate grades and progress through school with their age appropriate cohort. A student who has attended an independent school at an advanced grade placement will typically be placed in their age appropriate grade level for a period of time so that the information can be collected about the student's strengths and needs (learning profile). In rare circumstances a principal may choose to offer acceleration to a student based on demonstrated student need.

***How is information communicated to parents throughout the assessment process as well as decisions related to programming/placement?***

Parents are an integral partner in the dialogue related to their child's needs. School staff will listen to your interests and concerns related to the need for possible enhancements to your child's classroom program. Classroom teachers will consult with the school's Special Education teacher as they monitor progress and collect evidence of student learning over time related to the need for enhancements. Teachers may discuss your child's needs at an ISRC and share the recommendations with you. The ISRC may recommend the completion of the Gifted Rating Scale (GRS). Information you provide to the teacher will help to inform understanding of your child's learning profile and might assist the teacher in completion of the GRS. On-going discussion related to supporting your child's learning occur throughout the school year.

### ***What is the Individual Education Plan?***

All students who are receiving enhanced programming, either through the In-School Enhanced Learning Program (ISELP) or within a contained Enhanced Learning Class, require an Individualized Education Plan (IEP) to be developed. As part of the development process, parents are consulted and asked to provide input into the IEP. Through the Gifted Plan in the IEP specific goals and strategies are used to address the student's unique learning strengths and needs. The IEP is a working document which is reviewed regularly and is updated and revised as the individual student's needs change.

### ***Where are the In School Enhanced Learning Programs (ISELP)?***

In-School Enhanced Learning Programs (ISELP) are provided in every Peel school.

### ***Where are the Enhanced Learning Classes located?***

Enhanced Learning Classes are located in various schools in Peel, and may not be in your child's home school. These are regional programs and locations may change over time. If the Identification, Placement and Review Committee (IPRC) offers your child a placement in a contained Enhanced Learning Class, every effort is made to place the child where there is an available space, closest to home. For a current list of Enhanced Learning Class locations, please refer to the Special Education Plan for the current school year, which can be found on the Peel internet site: [www.peelschools.org/parents/programs/speced/plan](http://www.peelschools.org/parents/programs/speced/plan). The plan for the current year is at the top of the page. The page entitled Enhanced Learning Classes is in the program location section of the document. It is updated annually.

### ***Who can I contact for further information?***

The classroom teacher, Special Education teacher or Principal at your child's school  
The Special Education Resource Teacher (SERT) for your child's school; name and number can be provided by the school Principal  
The Peel District School Board Elementary Special Education Coordinator, available at (905) 890-1010 Ext. 2357