

Categories and Definitions of Exceptionalities

Exceptionality	Definition	Placement Decision**	Criteria for Admission
<i>Autism/P.D.D.</i>	<p>A severe learning disorder that is characterized by:</p> <p>(a) Disturbances in (i) rate of educational development; (ii) ability to relate to the environment; (iii) mobility; (iv) perception, speech, and language;</p> <p>(b) Lack of the representational-symbolic behaviour that precedes language</p>	Resource/Withdrawal Special Class	<p>Diagnosis of ASD</p> <ul style="list-style-type: none"> • IPRC • primary exceptionalality • severity of social, communication and behavioural needs • cognitive level
<i>Language Impairment</i>	<p>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:</p> <p>(a) involve one or more of the form, content, and function of language in communication;</p> <p>(b) Include one or more of: (i) language delay; (ii) dysfluency; (iii) voice and articulation development, which may or may not be organically or functionally based.</p>	Special Class, Part Time	<ul style="list-style-type: none"> • IPRC and diagnosis • degree of severity • Learning Disability and/or Language Impairment
<i>Deaf and Hard of Hearing</i>	An impairment characterized by deficits in language and speech development because of a diminished or nonexistent auditory response to sound (i.e., hard of hearing, deaf).	<ul style="list-style-type: none"> • Resource/Withdrawal is based on documented hearing loss and student's language and educational needs • Special Class, Part Time is based on documented hearing loss and student's language and educational needs 	<ul style="list-style-type: none"> • IPRC current audiological assessment indicating permanent hearing loss/and/or chronic temporary hearing loss ranging from mild to profound academic performance
<i>Blind and Low Vision</i>	A condition of partial or total impairment of sight or vision that even with correction adversely affects educational performance (i.e., limited vision, blind).	<ul style="list-style-type: none"> • Resource/Withdrawal • Primary and Junior grades, in congregated setting for students who require Braille to access the curriculum (ISA 8.3 claim) 	IPRC and the degree of impairment as indicated by report from Ophthalmologist
<i>Deaf and Hard of Hearing/Blind and Low Vision</i>	Both the above.	Resource/Withdrawal	Determined by W. Ross McDonald in conjunction with parents

*Resource/withdrawal placement decision acknowledges that the student is integrated in a regular class with supports put in place to meet the individual needs

**An additional placement decision may be Home Instruction:
The program will be delivered within a modified day with individual instruction that may be carried out in a location other than school. The Board recommends such a placement when a student displays behaviour(s) which interfere with the ability of the school to provide him/her with an educational service.*

Special Education Placements

Overview.....	97
Criteria for Presentation of Students at Community Case Conferences...	101
IPRC Statement of Decision	103

OVERVIEW

Philosophy of the Board

In 1995 the Board submitted this policy statement as part of its Annual Report on the Provision of Special Education Programs and Services to the Minister of Education and Training. The annual review committee developed this statement of philosophy on integration from the Board's Mainstreaming Policy document.

Report of the Mainstreaming Committee
(York Catholic District School Board, November 1988)

Philosophical Statement

In a very real sense the patterns and rhythms of learning are special and unique in every student. It is imperative that the philosophy and procedures of all those involved in facilitating the learning of all students be complementary and consistent. The Board, therefore, endorses the mainstreaming of learners with a focus on providing the most enabling learning environment.

The most enabling learning environment is one in which the students' academic, physical, spiritual, social and emotional needs are met, with appropriate support, in a classroom of age appropriate peers within the home school.

It is recognized that the implementation of mainstreaming is an evolutionary process that does not exclude the need for a continuum of responses. Principles for the systematic implementation of the process must be identified and articulated.

Statement of Beliefs and Principles about Special Education
(from the Special Education Annual Plan, 1995)

The Board endorses the integration of learners with a focus on providing the most enabling learning environment.

It is recognized that the implementation of integration practices includes the need for a continuum of responses.

All students, when they begin their involvement with Special Education Programs and Services, are supported in their home school in a class of age appropriate peers with Core Resource support. After Core Resource intervention and assessment, that placement is reviewed and alternate programs and placements may be considered, subject to a parental agreement.

- Students whose programming needs indicate a need for a gifted program are placed in a congregated class in a neighbourhood school, from Grade 5 onwards.

Special Education Placements

- Students whose programming needs indicate a learning disability can, if the disability is mild remain at their home school supported by core resource teachers. If the degree of disability is moderate to severe then the student would be considered, subject to parental agreement, for placement in a special class part time for up to two years, in a neighbourhood school. After this placement their ongoing needs would, once again, be supported by the Core Resource program.
- Students whose programming needs indicate a mild intellectual disability or developmental disability continue to be supported by a Core Resource teacher who develops and implements a program, in collaboration with the Classroom teacher, based on the student's individual strengths and needs.
- Students whose programming needs indicate a disability of P.D.D./Autism continue to be supported in their home school by the Core Resource Teacher. For a few students whose needs are such that they have difficulty succeeding in their home school, these students are placed in a P.D.D. class (Special class-full-time) for up to two years. These classes are located in a community school as close as possible to the majority of the students. Presently there are two such classes, both in the primary division.
- Students, whose programming needs indicate a language impairment and also may indicate a learning disability, are supported in a special class part-time, for up to two years. This class is located in a community school as close as possible to the majority of the students. After this placement, their ongoing needs would be supported by either an additional two year special class-part-time placement or be supported by the Core Resource Program, in the home school.
- Students, whose programming needs indicate that they are hard of hearing or deaf are supported in a special class part-time or by an itinerant Hearing Resource Teacher. The special class is located in a neighbourhood school. Students supported by an itinerant Hearing Resource Teacher may also access Core Resource support, at the school level.
- Students, whose programming needs indicated that they have limited vision even with correction or are blind, have their needs met by an itinerant Vision Resource Teacher. Students supported by an itinerant Vision resource teacher may also access Core Resource support, at the school level.

Criteria to Change a student's placement

- i. Student performance
- ii. Updated or new assessment information (e.g. academic, psychological, medical etc.)
- iii. Student needs
- iv. Duration of the program offered (e.g. I.S.A.P. has a specific two year placement), changes to this are dealt with through the Case Conference model)
- v. Parental input (e.g. P.A.C.E. program - student may wish to return to their home school)
- vi. Availability of a suitable program

A number of program documents have been developed and written to support program development and implementation. All these documents provide strategies that would assist with the integration of exceptional students within the regular classroom. The documents include:

- Creating a Climate for Success (Appendix 5)
- Educational Support Program (Appendix 6)
- P.A.C.E. (Program for Academic and Creative Extension) Document (Appendix 11)
- Functional Life Skills Program (Appendix 8)
- Social Communication Program, a Resource Document for Core Resource and Classroom Teachers (Appendix 14)

SEAC Input on Range of Placements offered by the Board

With the understanding of our mission statement, the York Catholic District School Board is attempting to meet its legislated responsibility to provide appropriate programs and services for all students. The major educational needs of most students are met within the regular classroom. However some students are exceptional, i.e. those students whose behavioural, communication, intellectual or physical need or a combination of these, are such that the student is considered to need special educational support programs and services. The Special Education Advisory Committee of the York Catholic District School Board was established, in accordance with the Education Act, to make recommendations to the Board with respect to any matter affecting the establishment and development of special education programs and services for students with exceptional needs.

SEAC is responsible for examining, reviewing and making recommendations and offering advice to the Board with respect to any matter affecting the establishment and development of special education programs and services and facilities for exceptional students of the Board.

Special Education Placements

Some of the areas of focus are philosophy and goals, program delivery systems, services and facilities, policies and procedures, funding, Annual Review of Special Education Plan, interaction with other Board committees in related areas and any other matters concerning special education as determined by the committee or requested by the Board.

This role of SEAC will ensure that the Board is aware and keeps pace with changing community and professional views and concerns.

SEAC members are available as a resource for students with exceptional needs, parents/guardians of such students, schools, educators, trustees and the community. Many members are parents of students with exceptional needs and are aware of the educational needs and abilities such students may demonstrate.

SEAC receives information with regards to criteria for placement, proposed program developments and proposed program changes for special education programs. This information is presented during regular monthly meetings, prior to presentation to Board. SEACs recommendations are considered and would accompany any proposal to Board.

CRITERIA FOR THE PRESENTATION OF STUDENTS AT COMMUNITY CASE CONFERENCES INVOLVING CENTRAL RESOURCE STAFF ATTENDANCE

Any student to be presented at a Community Case Conference **must first be conferenced at the school level** with pertinent area resource staff. When planning the transition of a student from elementary school, the Department Head of Special Education from the associated secondary school will attend the conference. One or more of the following would generally characterize the profile of the student presented at Community Case conferences:

- ◆ a lack of consensus and/or clarity about direction, involving students with high, multiple and complex levels of need
- ◆ admission of students to Central level programs, e.g. Vision, Hearing, Language Centre, P.D.D. Pilot Classes

Specific criteria for inviting individual Central Student Services staff is as follows: (Any or all criteria may apply.)

SUPERVISOR OF BEHAVIOUR RESOURCE SERVICES

- ◆ students with high and complex levels of need in the areas of socialization and behaviour management, regardless of exceptionality
- ◆ any student in the Social Communication Program experiencing social or behavioural difficulties

CHIEF PSYCHOLOGIST

- if mental health/emotional/personality/factors and/or complex cognitive/emotional profiles are the primary focus of the case conference
- any student in the Social Communication Program experiencing social or behavioural difficulties

CO-ORDINATOR, SPECIAL PROGRAMS, ELEMENTARY

- students with high, multiple, complex needs for whom a lack of consensus and/or clarity about direction exists

CO-ORDINATOR, SPECIAL PROGRAMS, SECONDARY

- students with high, multiple complex needs in transition to secondary from elementary school

ASD CO-ORDINATOR

- students in the Social Communications Program with high multiple, complex needs for whom a lack of consensus and/or clarity about direction exists.

SUPERVISOR OF PHYSICAL MANAGEMENT SERVICES

- students with complex medical and physical needs

PROGRAM CONSULTANT, HEARING

- students receiving or under consideration to receive Hearing Programs and Services

SUPERVISOR OF SPEECH/LANGUAGE SERVICES

- any student in the Social Communication Program with high levels of communication difficulty
- students in the Language Centre or the P.D.D. Pilot Class

VISION RESOURCE TEACHERS

- any student receiving or under consideration to receive Vision Programs and Services

I.P.R.C. Statement of Decision

Special Education Placements

Exceptionality	Placement Decision	Size	Program Service**	Criteria for Admission
<i>Learning Disabled</i>	Regular Class Monitoring Resource/Withdrawal	n/a	Core Resource Core Resource-Elementary/ Secondary Learning Strategies (Secondary)	IPRC or SE5
	Special Class/Part Time	12	Intensive Support and Assessment Centre (Elementary)	Diagnosis of LD, IPRC classroom performance & degree of severity
<i>Gifted</i>	Special Class, Full Time (Elementary) Special Class, Part time (Secondary)		<ul style="list-style-type: none"> Given that the level of need is great for identified students, then the level of intensive support deemed appropriate is special class full time. Class size not to exceed 25. 	IPRC
<i>Mild Intellectual</i>	Resource/Withdrawal	n/a	E.S. – Elementary – Secondary Core Resource - Elementary - Secondary	IPRC
<i>Developmentally Delayed</i>	Resource/Withdrawal	n/a	F.L.S. – Elementary – Secondary	IPRC and diagnosis of DD
<i>Autism/P.D.D.</i>	Resource/Withdrawal Special Class/Part Time (kindergarten/primary)	6	Social Communication Program Elementary/Secondary	Diagnosis of ASD <ul style="list-style-type: none"> IPRC IPRC & degree of severity lack of ability to manage within a regular class
<i>Language Impairment</i>	Special Class, Part Time	8	Language Support Centre	IPRC'd students and students with scores in the Speech & Language Assessment of expressive or receptive language totals at or below the 5 th percentile and 3 scores on the psychological assessment indicating solid average performance on 3 or more non-verbal cognitive tasks
<i>Deaf and Hard of Hearing</i>	Resource/Withdrawal Special Class, Part Time	n/a 8	Hearing (Direct) Hearing Centre	IPRC and degree of severity impairment and performance
<i>Blind and Low Vision</i>	<ul style="list-style-type: none"> Resource/Withdrawal Primary and Junior grades, in congregated setting for students who require Braille to access the curriculum (ISA 8.3 claim) 	1-1	<ul style="list-style-type: none"> Low Vision: Monitor Service Low Vision: Direct Instruction Blind: ISA 8.2 or 8.3 – learning Braille or using Braille to access the curriculum 	IPRC and the degree of impairment as indicated by report from Ophthalmologist
<i>Deaf and Hard of Hearing/Blind an Low Vision</i>	Resource/Withdrawal		Deaf-Blind (Intervener)	Determined by W. Ross McDonald in conjunction with parents

*Resource/withdrawal placement decision acknowledges that the student is integrated in a regular class with supports put in place to meet the individual needs

**Home Instruction: The Board recommends such a placement when a student displays behaviour(s) which interfere with the ability of the school to provide him/her with an educational service.