

# Category – Intellectual – Mild Intellectual Disability

## MINISTRY OF EDUCATION DEFINITION

*A learning disorder characterized by:*

- *an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;*
- *an inability to profit educationally within a regular class because of slow intellectual development; and*
- *a potential for academic learning, independent social adjustment and economic self-support.*

Assessment/Diagnostic Information	IPRC Criteria Guidelines and Referral Process
<p>Information from a registered health service provider will contain:</p> <ul style="list-style-type: none"> <li>• An assessment indicating an intellectual disability-mild severity</li> <li>• Intellectual ability has to be two standard deviations below average</li> </ul> <p>Impairments of adaptive functioning in one or more of the areas: conceptual, practical and social.</p>	<p><b>Guidelines:</b></p> <ul style="list-style-type: none"> <li>• Focus the discussion on the student’s strengths and needs</li> <li>• Consider assessment information from a variety of sources including specific assessments which show:               <ul style="list-style-type: none"> <li>• Mild cognitive disability, and</li> <li>• Mild to significant delays in adaptive behaviour</li> </ul> </li> <li>• If the student is already Exceptional, review the current IEP</li> <li>• The IPRC secretary will manage follow-up communication and record keeping.</li> </ul> <p><b>Referral Process:</b></p> <ul style="list-style-type: none"> <li>• Relevant information should be entered into the Special Education Module so that the student profile can be used by the IPRC</li> <li>• Elementary schools make referrals to the Field Office IPRC or their own in-school IPRC for identification and placement</li> <li>• Secondary schools refer students to their own in-school IPRC for identification and placement</li> <li>• Parents should be informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral</li> <li>• The IPRC may defer making identification or placement decisions</li> <li>• Representatives from the referring school will manage the pre-meeting communication and record keeping.</li> </ul>

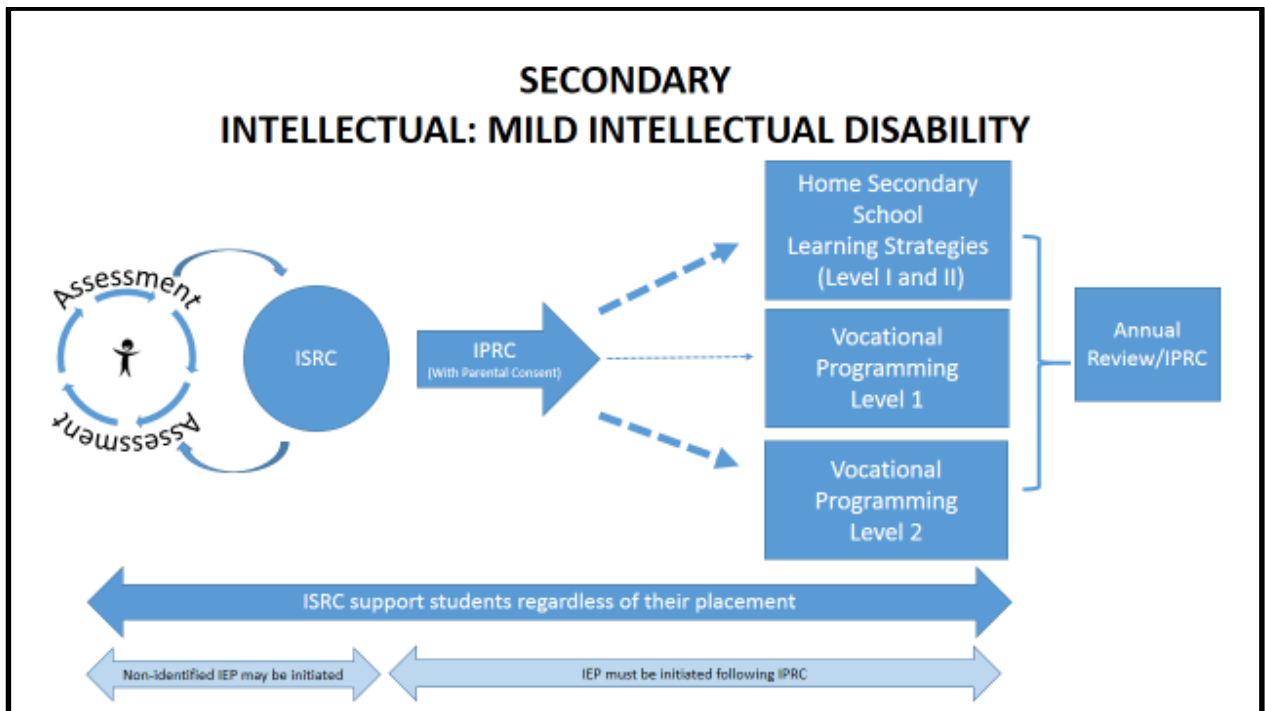
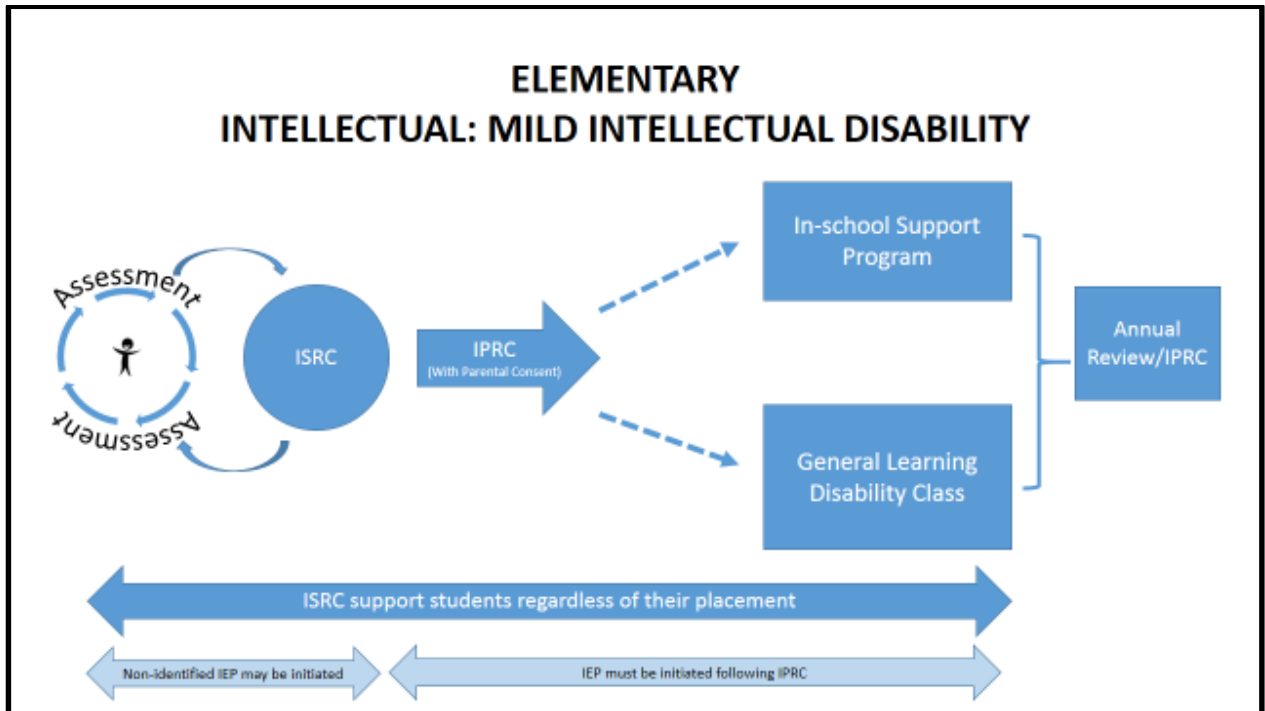
Students who are identified with the exceptionality of Mild Intellectual Disability (MID) sometimes have medical diagnoses that are not, in and of themselves, an exceptionality; thus, some students who receive this identification may have been diagnosed by a doctor with one or more of the following:

- Fetal Alcohol Spectrum Disorder
- Down Syndrome
- Fragile X Syndrome
- Cerebral Palsy
- William Syndrome

The above list is an example of different medical diagnoses which may coincide with an identification of MID. This is not meant as an exhaustive list, but is meant as a list of possible examples. Educational strategies that have proven to be effective for specific populations will be described in the students Individual Education Plan (IEP) and will be part of the students programming regardless of the student placement.

The Peel District School Board makes every effort to place students in their home-school. Additional Special Education class placements are also available to all students. At the elementary level, placements include a regular classroom placement with Resource Assistance or Withdrawal Assistance (ISSP) or a Special Education classroom that is Fully Self-Contained. At the secondary level, placements include regular classroom placements with Withdrawal Assistance provided through a Learning Strategies Class and/or Resource Assistance or Indirect Support (during the semester when Learning Strategies is not being offered) by a Special Education teacher.

# PLACEMENT OPTIONS FOR STUDENTS WITH A MILD INTELLECTUAL DISABILITY



## **PLACEMENT: In-school Support Program (ISSP)**

<b>Class Placement:</b>	<b><i>In-school Support Program (ISSP)</i></b> <b>Regular education class/Home school</b>
<b>Class Type:</b>	<b>Withdrawal Assistance/Resource Assistance/Indirect (One of the above stated class types)</b>
<b>Program Grades:</b>	<b>Grade 1 to Grade 8</b>
<b>Class Size:</b>	<b>Ministry of Education regulations for class size</b>
<b>Staffing:</b>	<b>Regular Education Classroom Teacher Special Education Teacher (ISSP Teacher)</b>

### **Program Description:**

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the school. The meeting identifies or confirms the student with an exceptionality and offers a placement in the *In-school Support Program*.
- Students placed in regular classrooms with Resource Assistance/Withdrawal (E.g. ISSP) will receive a combination of instruction provided by a Special Education Teacher and classroom teacher which include accommodations and modifications as set out in the IEP.
- Indirect Service provides support to the classroom teacher through the In-school Support Teacher.
- The Special Education teacher will support the classroom teacher in the development of the Individual Education Plan (IEP) to ensure that the psycho-educational assessment information and medical information is guiding the development of the student's strengths and needs and includes the corresponding strategies in the IEP.

## **PLACEMENT: General Learning Disability Class**

**Class Placement:** *General Learning Disability Class*  
**Special Program Class/Regional Placement**

**Class Type:** **Fully Self Contained**  
(With integration opportunities)

**Program Grades:** **Grades 1 - 3, Grades 4 - 5, Grades 6 - 8**

**Class Size:** **10 Students (Grade 1 - 3)**  
**14 Students (Grade 4 - 5, Grade 6 - 8)**

**Staffing:** **1 Special Education Teacher**  
**1 Teaching Assistant**

### **Program Description:**

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the Field Office. The meeting identifies or confirms the student's exceptionality and offers a placement in the *General Learning Disability Class*.
- The program is designed to support students with an intellectual disability in the mild range and/or students with a language impairment.
- Students placed in the *General Learning Disability Class* receive instruction from a teacher with Special Education qualifications and support from a Teaching Assistant.
- The classroom teacher, in the development of the Individual Education Plan (IEP), uses information from the psycho-educational assessment and medical documentation to inform the identification of the student's strengths and needs and includes the corresponding strategies in the IEP.
- These students receive individualized programming which may incorporate opportunities to generalize skills to the regular class environment.
- The program focus for students in the General Learning Disability Class may include the following:
  - development and remediation of language, literacy and numeracy skills
  - development of adaptive behaviour skills outlined in the alternative pages of the individual student's IEP.

## **PLACEMENT: Vocational Program (Level 1)**

**Class Placement:** *Vocational Program (Level 1)*  
**Special Education Program/Regional Placement**  
**(At designated school sites)**

**Class Type:** **Fully Self Contained**

**Program Grades:** **Grades 9 – until 21 years of age (7 years)**

**Class Size:** **15 Students**

**Staffing:** **Classroom Teachers**  
**Special Education Teachers (Resource Support)**

### **Program Description:**

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the Vocational Secondary School. The meeting identifies or confirms the student's exceptionality and offers a placement in the *Vocational Program Level 1*.
- The placement is designed for students who require more intensive support to access programming.
- The curriculum offered is based upon workplace courses and alternate curriculum expectations.
- The program focuses on:
  - the acquisition of basic literacy and numeracy skills
  - life skills application of knowledge related to independent living and the workplace
  - offering many choices of "hands-on" courses such as cosmetology, auto-mechanics, hospitality, baking/food services and horticulture (site specific)
  - does not require students to attempt or pass the Ontario Secondary School Literacy Test (OSSLT) or complete 40 hours of Community Service
  - results in an Ontario Secondary School Certificate (OSSC) – 14 credits
- Students may receive programming at the secondary level for a maximum of seven years.
- This program offers transition support to post-secondary options.

## **PLACEMENT: Vocational Program (Level 2)**

**Class Placement:** *Vocational Program (Level 2)*  
**Special Education Program/Regional Placement**  
**(At designated school sites)**

**Class Type:** **Partially Integrated**

**Program Grades:** **Grades 9 – until 21 years of age (7 years)**

**Class Size:** **17 Students**

**Staffing:** **Classroom Teachers**  
**Special Education Teachers (Resource Support)**

### **Program Description:**

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the Vocational Secondary School. The meeting identifies or confirms the student's exceptionality and offers a placement in the *Vocational Program Level 2*.
- The curriculum offered is based upon locally developed courses, workplace courses, and alternate curriculum expectations.
- It is generally geared towards directing students to the workplace.
- The program focuses on:
  - acquisition of basic literacy and numeracy skills
  - has practical application of knowledge related to employment opportunities
  - provides development of specific skills for the workplace
  - offering many choices of "hands-on" courses such as cosmetology, auto, hospitality, baking/food services and horticulture (site specific)
  - passing the OSSLT or completion of the Ontario Literacy Course (OLC)
  - meeting the 40 hours requirement of Community Service
  - resulting in an Ontario Secondary School Diploma, (OSSD) – 30 credits
- Students may receive programming at the secondary level for a maximum of seven years.
- Students may then transition to post-secondary options.

**PLACEMENT:**            **Learning Support Levels 1 & 2**

**Class Placement:**        **Learning Support Level 1 (LS1)**  
Learning Strategies Course (GLE)  
**Learning Support Level 2 (LS2)**  
Monitor

**Class Type:**            **Indirect/Resource/Withdrawal**  
(As indicated on IEP)

**Program Grades:**        **Grades 9-12**

**Class Size:**            **16 Students Maximum**

**Staffing:**                **Special Education Teacher**

**Program Description:**

**Learning Support Level 1 (LS1):**

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the Home Secondary School. The meeting identifies or confirms the student's exceptionality and offers a placement in the *Learning Support Level 1*.
- Withdrawal Assistance is provided by a special education teacher as indicated in the IEP.
- The Learning Strategies Course (GLE) will be one of the 8 courses taken during the academic year.
- Students can earn up to 4 GLE credits towards their 30 credit diploma requirement.
- The strands in the Learning Strategies Course are:
  - Learning Skills (Grade 9-12)
  - Personal Knowledge and Management Skills (Grade 9-12)
  - Exploration of Opportunities (Grade 9-12)
  - Interpersonal Knowledge and Skills (Grade 9-10)
  - Preparation For Transition and Change (Grade 11-12)
- This course focuses on:
  - learning strategies that helps students become better, more independent learners
  - improving personal management and self advocacy skills, both in school and other contexts
  - developing and applying a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills.



### **Learning Support Level 2 (LS2):**

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the Home Secondary School. The meeting identifies or confirms the student's exceptionality and offers a placement in the *Learning Support Level 2*.
- Is a level of support for students who are not enrolled in the Learning Strategies course and are monitored by a Special Education teacher, who collaborates between both student and classroom teachers.
- This support does not generate a credit.
- Indirect/Resource/Withdrawal Assistance will be provided.