

# Category -- Multiple

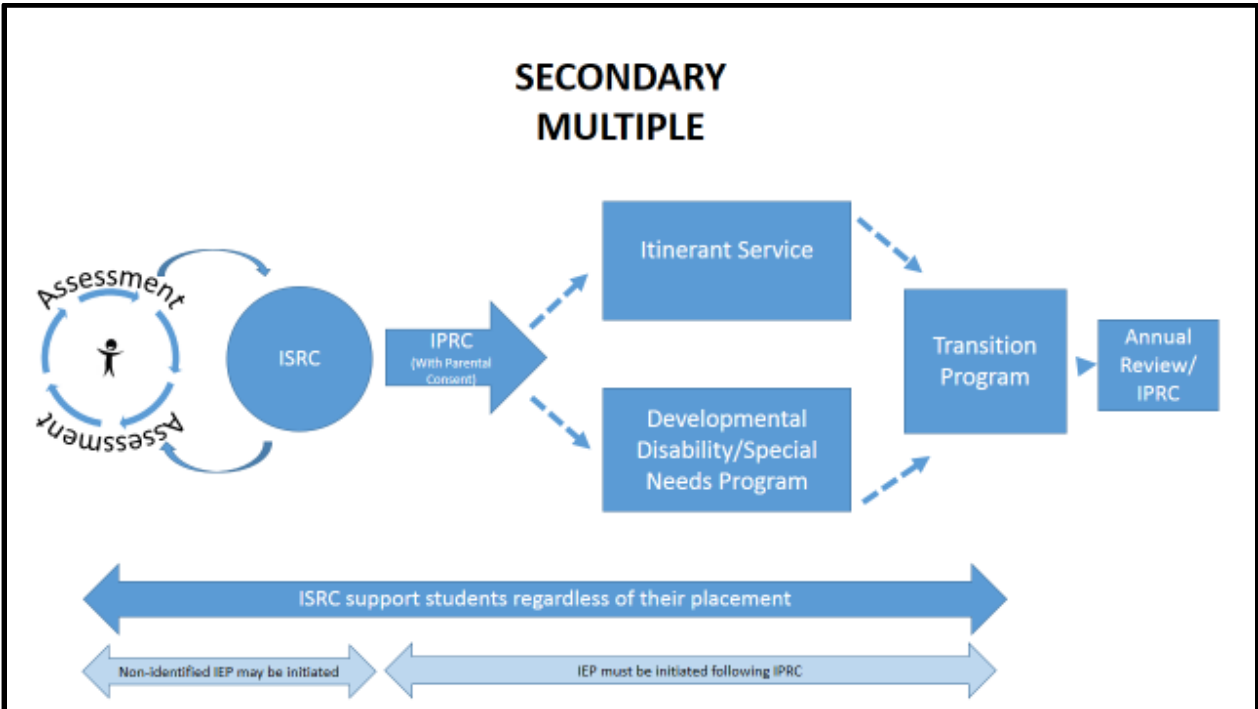
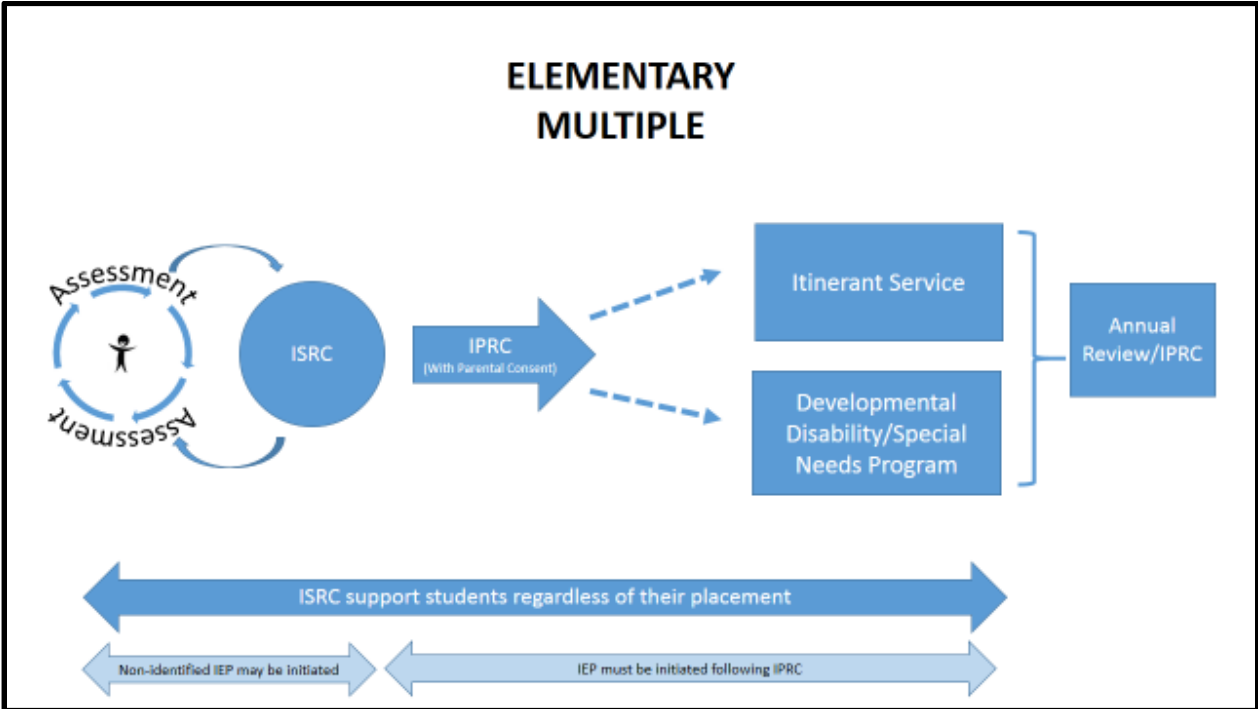
## MINISTRY OF EDUCATION DEFINITION

*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.*

Assessment/Diagnostic Information	IPRC Criteria Guidelines and Referral Process
<p>Information from a regulated health professional will contain:</p> <ul style="list-style-type: none"> <li>• Diagnostic and assessment information reflecting student's cognitive ability, adaptive behaviour, academic achievement, physical and/or medical conditions, sensory impairments, and social-emotional well being.</li> </ul>	<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 related to the student's vision impairment academic achievement, adaptive behaviour</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>• Schools make referrals to the Regional Special Programs 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> <p><b>Note:</b> In Peel, IPRC's may continue to identify students using two specific categories and definitions where appropriate. Only when students' complex needs include a significant degree of: <i>developmental impairment</i> (domains impacted may include cognitive, learning, language, or behavior) or <i>physical impairment</i> or <i>sensory impairment</i> would the category of Exceptional-Multiple be used.</p>

Peel District School Board Special Programs department supports students with special learning considerations (E.g. physical). They will have a medical diagnosis in conjunction with other impairments and may or may not be identified as an exceptional student by a Special Programs IPRC. Supports available to special programs students with a documented physical diagnosis and other impairments are provided by Special Needs Itinerant Teachers if placed in their home school, or a special program class.

# PLACEMENT OPTIONS FOR STUDENTS IDENTIFIED AS EXCEPTIONAL: MULTIPLE



## **PLACEMENT: Itinerant Service**

<b>Class Placement:</b>	<b><i>Itinerant Service (Special Needs)</i></b> <b>Regular education class/Home school</b>
<b>Class Type:</b>	<b>Resource/Indirect</b>
<b>Program Grades:</b>	<b>Kindergarten to Grade 12</b>
<b>Class Size:</b>	<b>Ministry of Education regulations for class size</b>
<b>Staffing:</b>	<b>Regular Education Classroom Teacher</b> <b>Itinerant Special Needs Education Teacher as Resource</b>

### **Program Description:**

Itinerant service is available through the Special Education Programs Services Department, Peel District School Board. The service is available for students placed in mainstream classes, with:

- a developmental delay or disability (DD) and /or who have autism with a moderate severe cognitive delay,
- Students who have been, or who are yet to be, identified as Exceptional.

The Special Needs Itinerant Teacher:

- provides consultation and resources to assist in developing appropriate educational goals and suggesting program modification and/or accommodation to achieve these goals
- consults with the classroom teacher in the development of the IEP, PBIPs, safety plans, emergency medical plans, etc.
- provides information and/or in-servicing to school staff regarding physical and/or health disabilities, developmental disabilities, autism and the implications for learning
- consults with school staff regarding safety issues (e.g. emergency evacuation procedures, seizure protocols, field trip transportation, etc.)
- assumes the role of case manager to liaise with other support staff and external agencies (e.g. ErinoakKids, CCAC, Holland Bloorview Pediatric Rehab Hospital, Sick Children Hospital, etc.) in order to coordinate transition/intake case conferences and develop an understanding of the students' needs
- in consultation with the school principal and OT/PT therapists, makes recommendations to the Co-ordinating principal of special programs regarding availability/purchase of specialized equipment,
- assists the school in facilitating optimum use of student equipment, training of staff by an OT or PT, transfer of equipment by board by the board equipment technician
- collaborates in providing workshops for school staff.

## **PLACEMENT: Developmental Disability/Special Needs**

**Class Placement:**        *Developmental Disability/Special Needs*  
**Special Education Program/Regional Placement**  
**(At designated school sites)**

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

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

**Class Size:**                **6 Students (Grade 3 - 5)**  
**6 Students (Grade 6 - 8)**

**Staffing:**                    **1 Special Education Teacher**  
**3 Teaching Assistants**

### **Program Description:**

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the Central Board Office. The committee identifies or confirms the student as Exceptional Intellectual: Developmental Disability and offers a placement in the *Developmental Disability Class*.
- The Developmental Disability/Special Needs (SN) programs for students who have a developmental disability and a physical disability and are considered medically fragile and technology dependent.
- The students in this program are often confined to a wheel chair or have limited mobility, and can be non-verbal.
- They would require support for their feeding, toileting and everyday living needs.
- In addition they would require support to access an alternate curriculum.
- In many cases, CCAC (Community Care Access Centres) supports the students' attendance to school through the utilization of a qualified nurse for g-tube feedings etc. that an educator is not qualified to perform but allows the child to be at school.
- Regular consultation with support personnel regarding medical, physical, speech and language needs is planned along with the parents.
- These students require highly individualized programs that promote their participation in directing their care to their fullest potential.