

Category – Physical

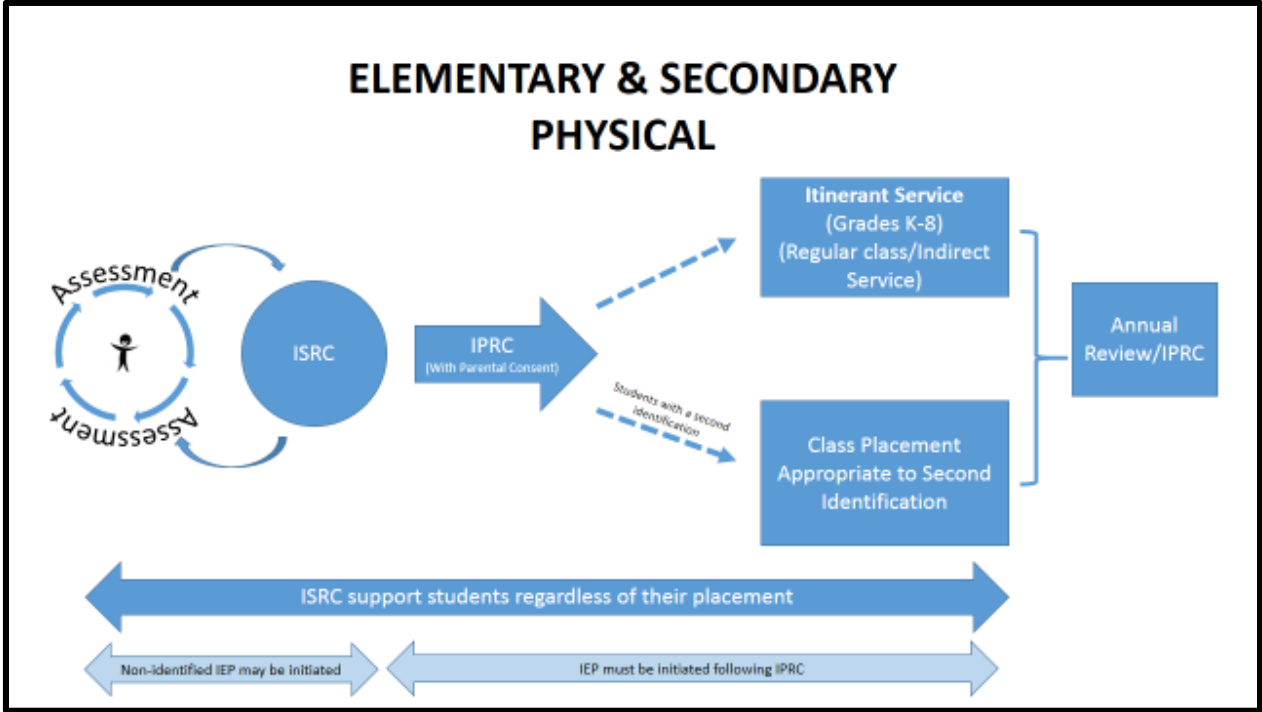
MINISTRY OF EDUCATION DEFINITION

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 pupils without exceptionalities who are of the same age of development level.

Peel District School Board Special Programs department supports students with special learning considerations (E.g. physical). They will have a medical diagnosis 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 are provided by Special Needs Itinerant Teachers.

Assessment/Diagnostic Information	IPRC Criteria Guidelines and Referral Process
<p>Information from a regulated health professional will contain information including:</p> <ul style="list-style-type: none"> ● assessment information relating to the student's physical or medical condition, adaptive functioning (conceptual, social, practical), academic achievement. 	<p>Guidelines:</p> <ul style="list-style-type: none"> ● Focus the discussion on the student's strengths and needs ● Consider assessment information from a variety of sources including specific assessments relating to the student's physical or medical condition, adaptive behaviour, academic achievement ● If the student is already Exceptional, review the current IEP ● The IPRC secretary will manage follow-up communication and record keeping. <p>Referral Process:</p> <ul style="list-style-type: none"> ● Relevant information should be entered into the Special Education Module so that the student profile can be used by the IPRC ● Schools make referrals to the Regional Special Programs IPRC for identification and placement ● Parents should be informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral ● Representatives from the referring school will manage the pre-meeting communication and record keeping.

PLACEMENT OPTIONS FOR STUDENTS IDENTIFIED AS EXCEPTIONAL: PHYSICAL



PLACEMENT: Special Needs Itinerant

Class Placement:	<i>Itinerant Support – Special Needs</i> Regular education class/Home school
Class Type:	Indirect
Program Grades:	All grades from Kindergarten to Grade 12
Class Size:	Ministry of Education regulations for class size
Staffing:	Regular Education Classroom Teacher Itinerant Special Needs Education Teacher

Program Description:

- Students are placed in the program through an Identification Placement and Review Committee (IPRC) meeting held at the school. The meeting identifies the student as Exceptional Physical and offers a placement at the local school with Itinerant Service: Special Needs.
- The 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 and emergency medical plans.
 - provides information and/or in-servicing to school staff regarding physical and/or health disabilities 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