

SECTION E: SERVICE DELIVERY MODEL BY EXCEPTIONALITY

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Placement Options

The Peel District School Board is committed to providing the most appropriate educational opportunities for all students, where the student is integrated with other classmates, unless the educational needs of the student with special needs indicate that the educational program must be provided otherwise.

For students with special needs we are committed to:

- providing programs and support services wherever possible in home schools;
- providing a range of placements;
- providing a focus on inclusive practices in our schools as an integral part of school culture, planning, program development and delivery by:
 - believing all students can learn;
 - setting high attainable expectations;
 - providing appropriate accommodations and/or modifications as required;
 - developing learning communities that promote respect for differences, diversity and inclusivity;
 - recognizing, valuing and validating all students
 - inviting, encouraging and supporting students to be active participants in all aspects of the school environment;
 - creating environments for all staff, students, parents and other community partners to focus on shared understanding of common goals

In accordance with the Education Act all exceptional students in Ontario must have available to them appropriate special education services. An exceptional pupil is defined as: “A pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program” by an IPRC.

When an ISRC recommends that a student be presented at IPRC, it is understood that every effort to assist the student in the regular classroom has been made. This

would include ongoing assessment and the use of specific strategies and interventions. The ISRC, then, is in a position to clearly formulate a student's profile of strengths and needs.

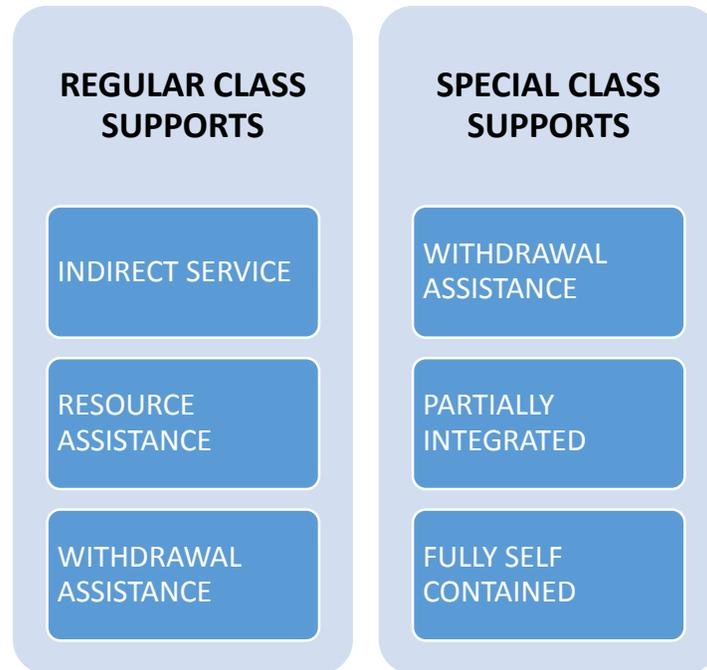
At the IPRC, the Committee will make any decisions and/or recommendations based on this profile, and summarize the strengths and needs in its written decision to parents. If the student is already Exceptional a review of the current IEP is recommended. Decisions regarding identification and placement should be deferred if more information is required.

Under Regulation 181/98, students who are identified as *Exceptional* by an IPRC must be offered placement in a special education program. In recommending special education placements, IPRCs should consider the following:

- assessment of the total needs of the student
- severity of current academic and/or adaptive behaviour needs
- social and emotional needs of the student
- success of previous intervention strategies
 - anticipated amount of integration required and amount of support needed for this integration

In accordance with this regulation, placement in a regular classroom with special education support is the first placement to be considered. Because Peel provides a range of placement options the degree of student need and the intensity of support required will guide the IPRC as it makes its placement decisions. The following placements are available to meet the needs of exceptional students who are school age, as identified by the IPRC according to Regulation 298 (31) which has to do with class size.

For those students whose needs cannot be met entirely in the regular classroom, an IPRC may consider a range of possible options:



- **A regular class with Indirect Service:** the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- **A regular class with Resource Assistance:** the student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- **A regular class with Withdrawal Assistance:** The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.
- **A special education class with Partial Integration:** the student is placed by the IPRC in a special education class with a regulated student-teacher ratio, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- **A special education class Fully Self-contained:** the student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

Service Delivery Model By Exceptionality

The Ontario Ministry of Education Identified Exceptionalities:

1. BEHAVIOUR
2. COMMUNICATION
 - Autism
 - Deaf and Hard of Hearing
 - Learning Disability
 - Speech and/or Language Impairment
3. INTELLECTUAL
 - Developmental Disability
 - Giftedness
 - Mild Intellectual Disability
4. PHYSICAL
 - Blind and Low Vision
 - Physical Disability
5. MULTIPLE EXCEPTIONALITIES

Service Delivery Model By Exceptionality: Placement Options

The remainder of **Section E – Service Delivery Model By Exceptionality** describes the various class options available for each exceptionality in the Peel District School Board. The descriptions will include the Ministry of Education definition for the exceptionality, the assessment/diagnostic information collected, the IPRC criteria guidelines, the referral process and then a brief outline of each class's service delivery model.

When reviewing these descriptions, the following information may be useful.

Adaptive Functioning

[from American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author].

Deficits in adaptive functioning refer to how well a person meets community standards of personal independence and social responsibility, in comparison to others of similar age and sociocultural background. Intellectual capacity, education, motivation, socialization, personality features, vocational opportunity, cultural experience, and coexisting general medical conditions

or mental disorders influence adaptive functioning. Adaptive functioning involves adaptive reasoning in three domains:

- **Conceptual (academic)**

This domain involves competence in memory, language, reading, writing, math reasoning, acquisition of practical knowledge, problem solving, and judgment in novel situations, among others.

- **Social**

This domain involves awareness of others' thoughts, feelings and experiences; empathy; interpersonal communication skills; friendship abilities; and social judgment, among others.

- **Practical**

This domain involves learning and self-management across life settings, including personal care, job responsibilities, money management, recreation, self-management of behaviour, and school and work task organization, among others.