



Special Education

Range of Placement Options

Categories of Exceptionality

Issued by:
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Superintendent of Schools
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Administrators' Handbook

Range of Placement Options

The Range of Placements Options document has been designed as a tool for parents/guardians, students, and Board staff to enhance understanding of placement options for exceptional students in the Rainbow District School Board. Identification, Placement, and Review Committee decisions are based upon the individual student strengths and needs. Informed placement decisions are made with input from parents/guardians and/or students.

This document has been reviewed by the Special Education Advisory Committee of the Rainbow District School Board.

Regulation 181/98 states that placement in the regular classroom will be considered as the preferred option for most exceptional students.

The Rainbow District School Board believes that integration and inclusion of exceptional students benefits the entire student population, the school staff, and the community as a whole. Therefore, regardless of placement, each exceptional student will be included or integrated into a regular classroom and/or regular school activities as much as possible. Integration/inclusion of exceptional students will be reviewed by the school on a regular basis.

Local Area Teams, Resource Teachers and Special Education Advisory Committee members are asked to direct questions to the Principal of Special Education Programs and Services at 523-3308.

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CATEGORY OF EXCEPTIONALITY: *BEHAVIOUR*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>4-8</p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Consultant • Compulsive/impulsive reactions • Episodes of non-compliance, temper or aggression • Manifested over a period of time. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher responds to crisis and manages I.E.P. development and implementation • Emphasis on prevention and intervention • Social skills programming • Family contracting. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by Special Education Consultant • Severe compulsive/impulsive reactions • Manifested regularly and consistently • Supervision is required • Clinical involvement is recommended. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher manages I.E.P. development and implementation • Direct support for social skills training • May receive E.A. support • Wrap-around model supported by school, home and community. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe compulsive/impulsive reactions • Manifested regularly and consistently • Constant supervision is required (safety) • Clinical involvement is essential. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Wrap-around model supported by Special Class Teacher or Itinerant Teacher for Behaviour (school, home, community) • Early Intervention Program or Section 20. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Psychiatric condition/diagnosis and/or clinical involvement. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Referral to care and treatment facility/program.

CATEGORY OF EXCEPTIONALITY: *BEHAVIOUR*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>8-14</p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Compulsive/impulsive reactions • Episodes of non-compliance, temper, aggression • Manifested over a period of time. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher responds to crises and manages I.E.P. development and implementation • Direct support for social skills training • Emphasis on prevention and intervention • Social skills programming • Family contracting. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe compulsive/impulsive reactions • Manifested regularly and consistently • Supervision is required • Clinical involvement is recommended. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher facilitates direct support for social skills training • Direct support for social skills training • May receive E.A. support • Wrap-around model supported by teacher, school, home, community. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe compulsive/impulsive reactions • Manifested regularly and consistently • Constant supervision required • Clinical involvement is essential. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Section 20 (Espanola, Manitoulin Island) • Alternative Program (Ages 11 and over, Sudbury) • Wrap-around model supported by teacher, school, home and community. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Psychiatric condition/diagnosis and/or clinical involvement. • Programming interventions have failed to reduce compulsive/impulsive reactions • Compulsive/impulsive reactions are a threat to the well-being of other students. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Referral to care and treatment facility/program • Home instruction during periods of stabilization • Central special education staff works with home, school and community on re-entry I.E.P.

CATEGORY OF EXCEPTIONALITY: *BEHAVIOUR*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>14-21</p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or Special Education Co-ordinator has approved. • Compulsive/impulsive reactions • Episodes of non-compliance, temper, aggression • Manifested over a period of time. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher responds to crisis and manages the I.E.P. development and implementation • Emphasis on behavioral contracting and family conferencing. 	<p><u>Characteristics</u></p> <ul style="list-style-type: none"> • Identified • Compulsive/ impulsive reactions • Episodes of non-compliance, temper, aggression • Manifested over a period of time. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher responds to crisis and manages the I.E.P. development and implementation • Learning Strategies course or alternative programming in the resource room. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe compulsive/impulsive reactions • Manifested regularly and consistently • Clinical involvement is recommended. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Alternative Program • Supported by Special Class Teacher, school, home, community. • Section 20 (Espanola, Manitoulin Island). 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Psychiatric condition/diagnosis and/or clinical involvement • Programming interventions have failed to reduce compulsive/impulsive reactions • Compulsive/impulsive reactions are a threat to the well-being of other students or self. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Referral to Care and Treatment • May require home instruction during periods of stabilization • Central special education staff works with home, school and community on re-entry I.E.P.

CATEGORY OF EXCEPTIONALITY: *COMMUNICATION-AUTISM*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class*	Self-Contained School
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by Special Education Consultant • Indicators of A.S.D. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher and Speech/ Language Pathologist works with the classroom teacher to develop the I.E.P. with emphasis on communication, social interaction and transitions • Special Education Consultant facilitates community support • Special Education Resource Teacher provides crisis support • Consultation with a Speech/ Language Pathologist may be provided. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Diagnosis of A.S.D.. • Functions for periods of time in the regular classroom • Experiences periodic episodes of perseveration or ritualistic behaviour. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with Classroom Teacher to develop and implement the I.E.P. • Direct instruction and crisis support • E.A. support may be provided • Consultation with a Speech/ Language Pathologist may be provided. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Presented through Child Care Resources • Diagnosis of A.S.D. with associated socialization/ behavioral or impulse control problems • Constant supervision is required • Clinical involvement is recommended. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Self-contained class • Where #'s and distance in a Local Area does not warrant the establishment of a class, E.A. support may be provided in the student's community school • Consultation with Interdisciplinary Team. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Profound difficulty relating to others and adapting to the environment • Compounded by significant developmental delay • Clinical involvement is essential. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Gatchell School • Consultation with Interdisciplinary Team.

CATEGORY OF EXCEPTIONALITY: *COMMUNICATION-AUTISM*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Diagnosis of A.S.D. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with the Classroom Teacher to develop the I.E.P. • Emphasis on communication, social interaction and transitions • Special Education Consultant facilitates community support • Special Education Resource Teacher provides crisis support • Consultation with a Speech/ Language Pathologist may be provided. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Diagnosis of A.S.D. • May be presented through Child Care Resources • Functions for periods of time in the regular classroom • Experiences periodic episodes of perseveration or ritualistic behaviour. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with Classroom Teacher to develop the I.E.P. • Direct instruction and crisis support • E.A. support may be provided • Consultation with a Speech/ Language Pathologist may be provided. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Presented through Child Care Resources • Diagnosis of A.S.D. with associated socialization/ behavioral or impulse control problems • Constant supervision is required • Clinical involvement is recommended. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Self-contained class • Consultation with Interdisciplinary Team. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Profound difficulty relating to others and adapting to the environment • Compounded by significant developmental delay • Clinical involvement continues to be essential. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Gatchell School • Consultation with Interdisciplinary Team.

CATEGORY OF EXCEPTIONALITY: *COMMUNICATION-AUTISM*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Diagnosis of A.S.D. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with the classroom teacher to develop the I.E.P. • Emphasis on communication, social interaction and transitions • Special Education Coordinator facilitates community support • Special Education Resource Teacher provides crisis support. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Diagnosis of A.S.D. • Intellectual ability and achievement consistent with Ontario Curriculum expectations. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with Classroom Teachers to develop the I.E.P. • Special Education Resource Teacher withdraws student to develop learning strategies and provide opportunities for calming. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Diagnosis of A.S.D. with associated socialization/ behavioral or impulse control problems • Constant supervision is required • Clinical involvement is recommended. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Self-contained class • Consultation with Interdisciplinary Team. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Profound difficulty relating to others and adapting to the environment • Compounded by significant developmental delay • Clinical involvement is essential. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Gatchell School

CATEGORY OF EXCEPTIONALITY: COMMUNICATION-DEAF AND HARD OF HEARING

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Consultant • Moderate bilateral sensorineural hearing loss • May require amplification. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher in consultation with the Itinerant Teacher of the Deaf, works with the Classroom Teacher to develop the I.E.P. • A speech/language program developed by a Speech/ Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Moderate bilateral sensorineural hearing loss (40 dB) across all frequencies • Bilateral loss drops suddenly at 1000 Hz-2000 Hz to severe or profound levels with additional identified learning difficulties • Prescribed amplification. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Itinerant Teacher of the Deaf works with the Special Education Resource Teacher and Classroom Teacher to develop the I.E.P. and to facilitate staff awareness • A speech/language program developed by a Speech/ Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe/profound bilateral sensorineural hearing loss • Prescribed amplification or cochlear implant <p><u>Support:</u></p> <ul style="list-style-type: none"> • Specialist Teacher of the Deaf up to 50% of the day • Where #'s in a local area warrant, a class will be established • Where #'s or distance in a local area do not warrant the establishment of a class, an Itinerant Teacher of the Deaf will be provided • Interpreter support may be provided. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe/profound bilateral sensorineural hearing loss • Meets the criteria for acceptance to a Provincial School for the Deaf. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Intensive residential program at a Provincial School.

CATEGORY OF EXCEPTIONALITY: COMMUNICATION-DEAF AND HARD OF HEARING

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Moderate bilateral sensorineural hearing loss • May require amplification. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher, in consultation with the Itinerant Teacher of the Deaf, works with the Classroom Teacher to develop I.E.P. • Speech and language program may be developed by a Speech/Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Moderate/severe/profound bilateral sensorineural hearing loss. • Prescribed amplification. <p><u>Support:</u></p> <ul style="list-style-type: none"> • The Itinerant Teacher of the Deaf works with the Special Education Resource Teacher and Classroom Teacher to develop I.E.P. • May require direct communication training • May require Interpreter/Note Taker • Speech and language program may be developed by a Speech/Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe/profound bilateral sensorineural hearing loss • Prescribed amplification or cochlear implant <p><u>Support:</u></p> <ul style="list-style-type: none"> • Specialist Teacher of the Deaf up to 50% of the day • Where #'s in a local area warrant, a class may be established • Where #'s or distance in a local area do not warrant the establishment of a class, an Itinerant Teacher of the Deaf will be provided • Interpreter/ Note Taker support may be provided. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe/profound bilateral sensorineural hearing loss • Meets the criteria for acceptance to a Provincial School for the Deaf. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Intensive residential program at a Provincial School.

CATEGORY OF EXCEPTIONALITY: COMMUNICATION-DEAF AND HARD OF HEARING

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Mild to moderate unilateral/bilateral hearing loss • May require amplification. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher in consultation with the Itinerant Teacher of the Deaf, works with the Classroom Teacher to develop I.E.P. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Moderate/severe/profound bilateral hearing loss. • Requires amplification. <p><u>Support:</u></p> <ul style="list-style-type: none"> • The Itinerant Teacher of the Deaf works with the Special Education Resource Teacher and Classroom Teachers to develop I.E.P. • May require direct communication training and/or delivery of credit courses through the Itinerant Teacher of the Deaf • May require Interpreter/ Note Taker. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe/profound bilateral sensorineural hearing loss • Prescribed amplification or cochlear implant. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Specialist Teacher of the Deaf up to 50% of the day • Where #'s in a local area warrant, a class may be established • Where #'s or distance in a local area do not warrant the establishment of a class, an Itinerant Teacher of the Deaf will be provided • Interpreter/ Note Taker support may be provided. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe/profound bilateral hearing loss • Meets the criteria for acceptance to a Provincial School for the Deaf. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Intensive residential program at a Provincial School.

CATEGORY OF EXCEPTIONALITY: COMMUNICATION-LANGUAGE IMPAIRMENT

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>4-8</p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Consultant • Moderate to severe expressive language difficulties • Moderate to severe receptive language difficulties • Moderate to severe pragmatic language difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> • Preventative and remedial intervention • Classroom Teacher and Special Education Resource Teacher reinforce strategies for speech and language development as prescribed and monitored by a Speech and Language Pathologist • Speech and Language program developed by Speech and Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Consultant • Moderate to severe expressive language difficulties • Moderate to severe receptive language difficulties • Moderate to severe pragmatic language difficulties <p><u>Support:</u></p> <ul style="list-style-type: none"> • Speech and Language Program developed by Speech and Language Pathologist and delivered by Communicative Disorders Assistant • Special Education Resource Teacher may provide direct support. 	<p><i>Not available.</i></p>	<p><i>Not available.</i></p>

CATEGORY OF EXCEPTIONALITY: COMMUNICATION-LANGUAGE IMPAIRMENT

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Consultant • Moderate to severe expressive language difficulties • Moderate to severe receptive language difficulties • Moderate to severe pragmatic language difficulties. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with Classroom Teacher to develop the I.E.P. • Remedial intervention • Classroom Teacher and/or Special Education Resource Teacher reinforce strategies for speech and language development as prescribed and monitored by a Speech and Language Pathologist • Speech and Language program may be developed by a Speech and Language Pathologist and delivered by a Communicative Disorders Assistant 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Moderate to severe expressive language difficulties • Moderate to severe receptive language difficulties • Moderate to severe pragmatic language difficulties. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Direct support from Special Education Resource Teacher for development of verbal communication • Speech and Language program developed by a Speech and Language Pathologist and delivered by a Communicative Disorders Assistant • Special Education Resource Teacher works with the Classroom Teacher to develop the I.E.P. 	Not available.	Not available.

CATEGORY OF EXCEPTIONALITY: *COMMUNICATION-LANGUAGE IMPAIRMENT*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Moderate to severe expressive language difficulties • Moderate to severe receptive language difficulties • Moderate to severe pragmatic language difficulties. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with Classroom Teacher to develop I.E.P. compensations and modifications. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Moderate to severe expressive language difficulties • Moderate to severe receptive language difficulties • Moderate to severe pragmatic language difficulties. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Direct support through learning strategy courses or alternative programming in resource room • I.E.P. includes compensations and modifications. 	<i>Not available.</i>	<i>Not available.</i>

CATEGORY OF EXCEPTIONALITY: COMMUNICATION-SPEECH IMPAIRMENT

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by Special Education Consultant • Severe articulation difficulties • Severe fluency difficulties. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Preventative and remedial intervention • Classroom teacher and special education resource teacher reinforce strategies for speech and language development as prescribed and monitored by a Speech and Language Pathologist • Speech and Language program developed by Speech and Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by Special Education Consultant • Severe articulation difficulties • Severe fluency difficulties. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Speech and Language Program developed by Speech and Language Pathologist and delivered by Communicative Disorders Assistant • Special education resource teacher may provide direct support. 	Not available.	Not available.

* NOTE: Often there are other factors impacting on language development and should problems persist beyond these early years a psycho-educational assessment should be considered.

CATEGORY OF EXCEPTIONALITY: *COMMUNICATION-SPEECH IMPAIRMENT*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>8-14</p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe articulation difficulties • Severe fluency difficulties. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with classroom teacher and parent to develop I.E.P. • Remedial intervention • Classroom Teacher and/or Resource Teacher reinforce strategies for speech and language development as prescribed and monitored by a Speech and Language Pathologist • Speech and Language program may be developed by a Speech and Language Pathologist and delivered by a Communicative Disorders Assistant 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe articulation difficulties • Severe fluency difficulties. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Direct support from Special Education Resource Teacher for development of verbal communication • Speech and Language program developed by a Speech and Language Pathologist and delivered by a Communicative Disorders Assistant • Resource teacher works with the classroom teacher to develop the I.E.P. 	<p><i>Not available.</i></p>	<p><i>Not available.</i></p>

CATEGORY OF EXCEPTIONALITY: *COMMUNICATION-SPEECH IMPAIRMENT*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe articulation difficulties • Severe fluency difficulties. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with classroom teacher and parent to develop I.E.P. compensations and modifications. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by Special Education Consultant • Severe articulation difficulties • Severe fluency difficulties. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Direct support through learning strategy courses or alternative programming in resource room • I.E.P. includes compensations and modifications. 	<p><i>Not available.</i></p>	<p><i>Not available.</i></p>

CATEGORY OF EXCEPTIONALITY: COMMUNICATION-LEARNING DISABILITY

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>4-8</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> • Identified or approved by Special Education Consultant • Mild to moderate. <p>Support:</p> <ul style="list-style-type: none"> • Special Education Resource Teacher and classroom teacher work collaboratively to develop the I.E.P. • Program is delivered through differentiated classroom instruction • Speech and language program developed by a Speech/ Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p>Characteristics:</p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Consultant • Moderate to profound • Recognized through performance assessment and in-school standardized assessment • Appears to have ability to understand, but does not demonstrate that ability academically • Considerable difficulty focusing on and completing tasks • Weak organizational and time management skills, requiring prompting , monitoring • Difficulty in learning and in dealing with information, particularly language-based information. <p>Support:</p> <ul style="list-style-type: none"> • Special Education Resource Teacher works collaboratively to develop the I.E.P. with the classroom teacher • Special Education Resource teacher supports differentiated classroom instruction and may provide direct support for skill development • Speech and language program developed by a Speech/ Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p><i>Not available.</i></p>	<p><i>Not available.</i></p>

CATEGORY OF EXCEPTIONALITY: COMMUNICATION-LEARNING DISABILITY

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>8-14</p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Consultant • Average/above average intellectual potential • Mild to moderate delay, i.e., achievement in language and/or math below their potential. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher and the classroom teacher work collaboratively to develop I.E.P. • Program is delivered through differentiated classroom instruction and may be supported through augmentative technologies • Speech and language program developed by a Speech/ Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Consultant • Average/above average intellectual potential • Moderate to severe delay, i.e., achievement in language and /or math well below potential • Considerable difficulty focusing on and completing academic tasks • Weak organizational and time management skills • Difficulty learning and dealing with information, particularly language- based information. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works collaboratively with the classroom teacher to develop the I.E.P. • Special Education Resource Teacher supports differentiated classroom instruction and may provide direct support for skill/learning strategy development • May be supported through augmentative technologies • Speech and language program developed by a Speech/ Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p><i>Not available.</i></p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Meets criteria for acceptance to a Provincial School for Student with Learning Disabilities. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Intensive residential program provided at a Provincial School.

CATEGORY OF EXCEPTIONALITY: COMMUNICATION-LEARNING DISABILITY

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>14-21</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Co-ordinator • Average/above average intellectual potential • Mild to moderate delay achievement in language and/or math below their potential. <p>Support:</p> <ul style="list-style-type: none"> • Special Education Resource Teacher manages in collaboration with the Classroom Teachers, I.E.P. development and implementation • Program is delivered through classroom differentiated classroom instruction/ accommodations • Program may be supported through augmentative technologies. 	<p>Characteristics:</p> <ul style="list-style-type: none"> • Identified • Average/above average intellectual potential • Moderate to severe delay, i.e., achievement in language and/or math well below their potential. <p>Support:</p> <ul style="list-style-type: none"> • Special Education Resource Teacher manages ,in collaboration with the Classroom Teachers, I.E.P. development and implementation • Direct withdrawal support from Special Education Resource Teacher for credit acquisition (learning strategy courses) • Program is delivered through classroom accommodations and/or curriculum modifications • Program may be supported through augmentative technologies. 	<p><i>Not available.</i></p>	<p>Characteristics:</p> <ul style="list-style-type: none"> • Meets criteria for acceptance to Provincial School for Students with Learning Disabilities. <p>Support:</p> <ul style="list-style-type: none"> • For ages 16 and under, an intensive residential program at a Provincial School.

CATEGORY OF EXCEPTIONALITY: *INTELLECTUAL-GIFTEDNESS*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> Significantly advanced level of general intellectual ability. <p><u>Support:</u></p> <ul style="list-style-type: none"> Classroom teacher provides modifications and adaptations through differentiated classroom curriculum. 	<p><i>Individual consideration.</i></p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> Significantly advanced level of general intellectual ability. <p><u>Support:</u></p> <ul style="list-style-type: none"> Classroom teacher provides modifications and adaptations through differentiated classroom curriculum. 	<i>Not available.</i>	<i>Not available.</i>

CATEGORY OF EXCEPTIONALITY: *INTELLECTUAL-GIFTEDNESS*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> Significantly advanced level of general intellectual ability. <p><u>Support:</u></p> <ul style="list-style-type: none"> Classroom teacher provides modifications and adaptations through differentiated classroom curriculum and community mentors. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> Significantly advanced level of general intellectual ability. Considered on an individual basis. <p><u>Support:</u></p> <ul style="list-style-type: none"> Classroom teacher provides modifications and adaptations through differentiated classroom curriculum and community mentors Access to the RDSB Virtual School Program (Grade 8 and older). 	Not available.	Not available.

CATEGORY OF EXCEPTIONALITY: *INTELLECTUAL-GIFTEDNESS*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
14-21	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> Significantly advanced level of general intellectual ability. <p><u>Support:</u></p> <ul style="list-style-type: none"> Classroom teacher provides modifications and adaptations through differentiated classroom curriculum and community mentors. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> Significantly advanced level of general intellectual ability. Considered on an individual basis <p><u>Support:</u></p> <ul style="list-style-type: none"> Access to the RDSB Virtual School Program Classroom teacher provides modifications and adaptations through differentiated classroom curriculum and community mentors. 	<p><i>Not available.</i></p>	<p><i>Not available.</i></p>

CATEGORY OF EXCEPTIONALITY: *INTELLECTUAL-MILD INTELLECTUAL DISABILITY*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p style="text-align: center;">4-8</p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Consultant • No delays in adaptive functioning and/or academic skills • Difficulty learning and understanding new concepts • Able to meet some curriculum expectations • Potential for academic learning, social adjustment and economic self-support. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works collaboratively with the Classroom Teacher to develop I.E.P. • Differentiated classroom instruction • Speech and language program developed by a Speech/ Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Consultant • No delays in adaptive functioning and/or academic skills • Difficulty learning and understanding new concepts • Able to meet some curriculum expectations • Potential for academic learning, social adjustment and economic self-support • Cognitive abilities fall within the 55 to 70 range: academic and social skills > 70 to 75 range. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher collaboratively works with the Classroom Teacher to develop the I.E.P. • Special Education Resource Teacher supports differentiated classroom instruction and may provide direct support for skill development • Intensive support may be necessary • Classroom teacher delivers program through accommodations and /or curriculum modifications • Speech and language program developed by a Speech/ Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p><i>Not available.</i></p>	<p><i>Not available.</i></p>

CATEGORY OF EXCEPTIONALITY: *INTELLECTUAL-MILD INTELLECTUAL DISABILITY*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>8-14</p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Consultant • No delays in adaptive functioning and/or academic skills • Difficulty learning and understanding new concepts • Able to meet some curriculum expectations • Potential for academic learning, social adjustment and economic self-support • Cognitive abilities fall within the 55 to 70 range: academic and social skills > 70 to 75. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works collaboratively with the classroom teacher to develop I.E.P. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by the Special Education Consultant • No delays in adaptive functioning and/or academic skills • Difficulty learning and understanding new concepts • Able to meet some curriculum expectations • Potential for academic learning, social adjustment and economic self-support • Cognitive abilities fall within the 55 to 70 range: academic and social skills > 70 to 75. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher collaboratively works with the Classroom Teacher to develop the I.E.P. • Special Education Teacher supports differentiated classroom instruction and may provide direct support for skill development • Intensive support may be necessary • Classroom teacher delivers program through accommodations and /or curriculum modifications. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Delays in adaptive functioning and/or academic skills • Difficulty learning and understanding new concepts • Able to meet some curriculum expectations with support • Potential for academic learning, social adjustment and economic self-support • Cognitive abilities fall within the 55 to 70 range • Academic and social skills > 70 to 75. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Comprehensive Class • Alternative curriculum • Integration opportunities into the regular classroom. 	<p><i>Not available.</i></p>

CATEGORY OF EXCEPTIONALITY: *INTELLECTUAL-MILD INTELLECTUAL DISABILITY*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>14-21</p>	<p><i>Individual Consideration.</i></p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • no delays in adaptive functioning and/or academic skills • difficulty learning and understanding new concepts • able to meet some curriculum expectations • potential for academic learning, social adjustment and economic self-support • cognitive abilities fall within the 55 to 70 range: academic and social skills > 70 to 75. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher manages in collaboration with the Classroom Teachers, I.E.P. development and implementation • Locally Developed Credit Courses • Program is delivered through classroom differentiated instruction/ accommodations • Program may be supported through augmentative technologies. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • no delays in adaptive functioning and/or academic skills • difficulty learning and understanding new concepts • able to meet some curriculum expectations • potential for academic learning, social adjustment and economic self-support • cognitive abilities fall within the 55 to 70 range: academic and social skills > 70 to 75. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher manages ,in collaboration with the Classroom Teachers, I.E.P. development and implementation • Direct withdrawal support from Special Education Resource Teacher for credit acquisition (learning strategy courses) • Locally Developed Credit Courses • Program is delivered through classroom accommodations • Program may be supported through augmentative technologies. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • delays in adaptive functioning and/or academic skills • difficulty learning and understanding new concepts • able to meet some curriculum expectations with support • potential for academic learning, social adjustment and economic self-support • cognitive abilities fall within the 55 to 70 range • academic and social skills > 70 to 75. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Transition Class • Alternative curriculum • Integration opportunities into Locally Developed Credit Courses. 	<p><i>Not available.</i></p>

CATEGORY OF EXCEPTIONALITY: *INTELLECTUAL-DEVELOPMENTAL DISABILITY*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
4-8	<i>Individual Consideration.</i>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Mild to severe level of developmental disability • Delays in adaptive functioning • Abilities and skills fall within the 40 to 55 range • Difficulties with impulse control, social interaction, some independent living skills • Limited means of communication. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works collaboratively with the Classroom Teacher to develop I.E.P. • Intensive support is necessary • Classroom Teacher delivers a uniquely designed program through accommodations and curriculum modifications • Special Education Resource Teacher support differentiated instruction in the classroom and provides direct support in skill development • Speech and language program developed by a Speech/ Language Pathologist and delivered by a Communicative Disorders Assistant. 	<p><i>Individual Consideration.</i></p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Complex multiple needs • Extreme difficulty with social interaction and adaptive functioning. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Gatchell School (Sensory stimulation/care) <p>Exceptional circumstances may be presented to the Superintendent for consideration of placement.</p>	<i>Not available.</i>

CATEGORY OF EXCEPTIONALITY: *INTELLECTUAL-DEVELOPMENTAL DISABILITY*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
8-14	<i>Individual consideration.</i>	<i>Individual Consideration.</i>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Mild to severe range of developmental disability • Delays in adaptive functioning • Difficulty understanding new concepts and consolidating most skills at a basic level • Limited potential for accredited academic learning • Below 70 in cognitive and adaptive skills. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Comprehensive Class • Alternative curriculum. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe to profound level of general intellectual disability • Delays in adaptive functioning • Abilities fall within the 25 to 40 range or lower • Great difficulty with impulse control and behaviour management, communication, social interactions and daily living skills. • Working exclusively on I.E.P. goals • Limited potential for academic learning, social adjustment and economic self-support • Below 36 in cognitive and adaptive skills. <p><u>Support:</u> Gatchell School</p> <p>Exceptional circumstances may be presented to the Superintendent for consideration of placement.</p>

CATEGORY OF EXCEPTIONALITY: *INTELLECTUAL-DEVELOPMENTAL DISABILITY*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
14-21	<i>Individual Consideration.</i>	<i>Individual Consideration.</i>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Mild range of developmental disability • Delays in adaptive functioning • Difficulty understanding new concepts and consolidating most skills at a basic level • Limited potential for accredited academic learning. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Transition Class with extensive accommodations/Life Skills Class • E.A. support may be provided • Alternative curriculum. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Moderate to profound range of developmental disability • Delays in adaptive functioning • Abilities fall within the 25 to 40 range or lower • Great difficulty with impulse control and behaviour management, communication, social interactions and daily living skills • Working exclusively on I.E.P. goals • Limited potential for academic learning, social adjustment and economic self-support • Below 55 in cognitive and adaptive skills. <p><u>Support:</u> Gatchell School.</p>

CATEGORY OF EXCEPTIONALITY: *PHYSICAL-PHYSICAL DISABILITY*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by Special Education Consultant • Condition confirmed by qualified professional • May require assistance in achieving Ontario curriculum expectations • May require some physical accommodations and/or assistive devices. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with Classroom Teacher to develop I.E.P. • May require EA support. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Condition confirmed by qualified professional • May require assistance in achieving Ontario curriculum expectations • May require some physical accommodations and/or assistive devices. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher manages I.E.P. development and implementation and provides direct support as necessary • May require EA support. 	<i>Individual Consideration.</i>	<i>Individual Consideration.</i>

CATEGORY OF EXCEPTIONALITY: *PHYSICAL-PHYSICAL DISABILITY*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by Special Education Consultant • Condition confirmed by qualified professional • Can achieve many or all curriculum expectations • May require some physical accommodations and/or assistive devices. <p><u>Support:</u></p> <ul style="list-style-type: none"> • May require E.A. support • Special Education Resource Teacher works with Classroom Teacher to develop I.E.P. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Condition confirmed by qualified professional • May require assistance in achieving Ontario curriculum expectations • May require some physical accommodations and/or assistive devices. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with Classroom Teacher and E.A. to develop I.E.P. • Direct support for technology assistance. 	<p><i>Individual Consideration.</i></p>	<p><i>Individual Consideration.</i></p>

CATEGORY OF EXCEPTIONALITY: *PHYSICAL-PHYSICAL DISABILITY*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>14-21</p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified or approved by Special Education Co-ordinator • Condition confirmed by qualified professional • Can achieve many or all curriculum expectations • May require some physical accommodations and/or assistive devices. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with Classroom Teacher to develop I.E.P. • Adaptations/modifications • EA support may be provided. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Condition confirmed by qualified professional • May require assistance in achieving Ontario curriculum expectations • May require some physical accommodations and/or assistive devices. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with Guidance Teacher to design course load • Training with assistive devices • EA support may be provided. 	<p><i>Individual Consideration.</i></p>	<p><i>Individual Consideration.</i></p>

CATEGORY OF EXCEPTIONALITY: *PHYSICAL-BLIND & LOW VISION*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
4-8	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Low vision • Blind but not requiring Braille. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with Classroom Teacher to develop I.E.P. • Special Education Consultant may arrange assessment and programming support through W. Ross MacDonald School. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Low vision • Blind but not requiring Braille. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Consultant works with Special Education Resource Teacher to develop I.E.P. including specialized equipment and direct support. • Special Education Consultant may arrange assessment and programming support through W. Ross MacDonald School. • May require EA support <p>OR</p> <p>Regular Class with Braille Instruction.</p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Legally blind • Learning Braille. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Itinerant Teacher of the Blind (up to 50% of the day) provides direct support for Braille • Itinerant Teacher of the Blind works with the Classroom Teacher to develop I.E.P. • May require EA support and/or orientation and mobility training. 	<p><i>Not available.</i></p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Legally blind • Learning Braille • Has met the criteria for acceptance at W. Ross MacDonald School (Brantford). <p><u>Support:</u></p> <ul style="list-style-type: none"> • Intensive residential program at W. Ross MacDonald School for the Blind.

CATEGORY OF EXCEPTIONALITY: *PHYSICAL-BLIND & LOW VISION*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
8-14	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Low vision • Blind but not requiring Braille. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with Classroom Teacher to develop I.E.P. • Special Education Consultant may arrange assessment and programming support through W. Ross MacDonald School. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Low vision • Blind but not requiring Braille. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Consultant works with Special Education Resource Teacher to develop I.E.P. including specialized equipment and direct support • Special Education Consultant may arrange assessment and programming support through W. Ross MacDonald School. <p>OR</p> <p>Regular Class with Braille Instruction</p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Legally blind • Learning Braille. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Itinerant Teacher of the Blind (up to 50% of the day) provides direct support for Braille • Itinerant Teacher of the Blind works with the classroom teacher to develop I.E.P. • May require EA support and/or orientation and mobility training. 	<p><i>Not available.</i></p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Legally blind • Learning Braille • Has met the criteria for acceptance at W. Ross MacDonald School (Brantford). <p><u>Support:</u></p> <ul style="list-style-type: none"> • Intensive residential program at W. Ross MacDonald School for the Blind.

CATEGORY OF EXCEPTIONALITY: *PHYSICAL-BLIND & LOW VISION*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>14-21</p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Low vision • Blind but not requiring Braille. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works with classroom teacher to develop I.E.P. • Consultant may arrange assessment and programming support through W. Ross MacDonald School. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Low vision • Blind but not requiring Braille. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Consultant works with Special Education Resource Teacher to develop I.E.P. including specialized equipment and direct support • Consultant may arrange assessment and programming support through W. Ross MacDonald School. <p>OR</p> <p>Regular Class with Braille Instruction</p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Legally blind • Learning Braille. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Specialist Teacher of the blind provides direct support for Braille • Specialist Teacher of the blind works with the classroom teacher to develop I.E.P. 	<p><i>Not available.</i></p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Legally blind • Learning Braille • Has met the criteria for acceptance at W. Ross MacDonald School (Brantford). <p><u>Support:</u></p> <ul style="list-style-type: none"> • Intensive residential program at W. Ross MacDonald School for the Blind.

CATEGORY OF EXCEPTIONALITY: *MULTIPLE*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
4 - 8	<i>Individual Consideration.</i>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Mild to moderate developmental disability • Identified - Moderate to severe physical/health disability • May require some physical accommodations and/or assistive devices. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special Education Resource Teacher works collaboratively with the classroom teacher to develop I.E.P. • EA support • Classroom teacher delivers a uniquely designed program/ alternative expectations through accommodations and curriculum modifications • Special Education Resource Teacher supports differentiated instruction in the classroom and provides direct support in skill development • May have the consultation services of a Speech and Language Pathologist and direct services of a Communication Disorders Assistant. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Moderate to severe developmental disability • Complex multiple needs • Extreme difficulty with social interaction and adaptive functioning • Chronic health needs compounded by significant intellectual delays and the need for positioning, changing, suctioning, drainage or other support. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special class teacher provides extensive modifications in order to access curriculum • EA support • Comprehensive Class • Alternative curriculum. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe to profound developmental disability • Complex multiple needs • Extreme difficulty with social interaction and adaptive functioning • Chronic health needs compounded by significant intellectual delays and the need for positioning, changing, suctioning, drainage or other support. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Special class teacher provides extensive modifications needed in order to access curriculum • Gatchell School • Alternative curriculum.

CATEGORY OF EXCEPTIONALITY: *MULTIPLE*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
<p>8-14</p>	<p><i>Individual Consideration - Placement Not Generally Recommended.</i></p>	<p><i>Individual Consideration - Placement Not Generally Recommended.</i></p>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Mild/moderate to severe level of general intellectual disability • Working exclusively on I.E.P. goals • Limited potential for academic learning, social adjustment and economic self support • Chronic health needs with the need for positioning, changing, suctioning, drainage or other support. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Extensive modifications needed in order to access any curriculum • Comprehensive Class • Alternative curriculum. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Severe to profound level of general intellectual disability • Working exclusively on I.E.P. goals • Limited potential for academic learning, social adjustment and economic self support • Chronic health needs with the need for positioning, changing, suctioning, drainage or other support <p><u>Support:</u></p> <ul style="list-style-type: none"> • Extensive modifications and or accommodations needed in order to access any curriculum • Gatchell School • Alternative curriculum.

CATEGORY OF EXCEPTIONALITY: *MULTIPLE*

Age Range	Regular Class With Resource Support	Regular Class With Resource Withdrawal	Self-Contained Class	Self-Contained School
14-21	<i>Individual Consideration - Placement Not Generally Recommended.</i>	<i>Individual Consideration - Placement Not Generally Recommended.</i>	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Mild developmental disability • Working exclusively on I.E.P. goals • Limited potential for academic learning, social adjustment and economic self support • Chronic health needs with the need for positioning, changing, suctioning, drainage or other support. <p><u>Support:</u></p> <ul style="list-style-type: none"> • Alternative curriculum and extensive accommodations needed in order to access any curriculum • Transition Class/ Life Skills Class. 	<p><u>Characteristics:</u></p> <ul style="list-style-type: none"> • Identified • Moderate/severe to profound level of general intellectual disability • Working exclusively on I.E.P. goals • Limited potential for academic learning, social adjustment and economic self support • Chronic health needs with the need for positioning, changing, suctioning, drainage or other support <p><u>Support:</u></p> <ul style="list-style-type: none"> • Alternative curriculum and accommodations needed in order to access any curriculum • Gatchell School.