

APPENDIX C (a)

The following section outlines the exceptionality groupings according to the Ministry of Education definitions as well as the additional criteria that are used when considering identification through Hastings and Prince Edward District School Board.

MINISTRY OF EDUCATION EXCEPTIONALITY	HPEDSB ADDITIONAL CRITERIA
BEHAVIOUR (B)	
<p>A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:</p> <ul style="list-style-type: none"> a) an inability to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; or d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof. 	<p>For consideration of the Behaviour (B) exceptionality, the criteria for identification must include:</p> <ul style="list-style-type: none"> < a summary of behavioural documentation that is obtained through the Continuous Assessment process clearly outlining the ongoing incidents < behaviours have occurred for at least 3 consecutive months of attendance during the current school year < documentation that indicates that the behaviour (s) are impacting on the success of his/her educational program and/or results in a serious disruption to the learning environment
COMMUNICATION	
<p>Autism (CA):</p> <p>A severe learning disorder that is characterized by:</p> <ul style="list-style-type: none"> a) disturbances in: <ul style="list-style-type: none"> < rate of educational development; < ability to relate to the environment; < mobility; < perception, speech, and language. b) lack of representational symbolic behaviour that precedes language. 	<p>A diagnosis of Autism Spectrum Disorder (ASD), as per DSM-5 criteria, concluded from a comprehensive assessment completed by a member of the College of Psychologists or College of Physicians and Surgeons.</p>
<p>Deaf and Hard of Hearing (CH):</p> <p>An impairment characterized by deficits in language and speech development because of a diminished or non-existent response to sound.</p>	<p>All permanent bilateral sensorineural, conductive or mixed hearing losses, greater than a 20 dB average at 500, 1K and 2k Hz.</p> <p>All permanent unilateral sensorineural, conductive or mixed hearing losses, greater than 40 dB average at 500, 1K and 2kHz</p> <p>Audiograms must be done by a registered audiologist, CASLPO</p>

MINISTRY OF EDUCATION EXCEPTIONALITY	HPEDSB ADDITIONAL CRITERIA
COMMUNICATION	
<p>Language Impairment (CL):</p> <p>A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, or sensory factors, and which may:</p> <p>a) involve one of more of the form, content and function of language in communication; and</p> <p>b) include one or more of the following:</p> <ul style="list-style-type: none"> < language delay < dysfluency; < voice and articulation development, which may or may not be organically or functionally based 	<p>Language: The student is one who exhibits a severe impairment in comprehension and/or use of verbal communication or other symbol system of communication and which may involve one or more of the form (morphology and/or syntax), content (semantics) and or use/function (pragmatics) of language for oral communication.</p> <p>The student must present with <u>severe</u> oral expressive and/or oral receptive language difficulties. Generally, this will equate to a standard score of 70 or less (two standard deviations below the mean) on a comprehensive standardized language test.</p> <p>The difficulties are not attributable to hearing or other sensory impairment motor dysfunction, or another medical or neurological condition and are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay.</p> <p>Fluency: The student presents with atypical fluency patterns in conversational speech which may include word or sound repetition, blocking, and/or prolongation of sounds, with or without the presence of secondary behaviours (e.g., eye blinking, facial distortion, postural shifts). Fluency difficulties may or may not involve a language formulation problem.</p>
<p>Speech Impairment (CS):</p> <p>A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.</p>	<p>Articulation: A severe impairment in articulation that significantly affects intelligibility of speech and which negatively impacts social and/or academic functioning.</p> <p>The student must present with a <u>severe</u> articulation delay. This will equate to speech that is less than 30% intelligible to an unfamiliar listener. A (CS) identification will rarely be required, as this level of articulation severity will result in a direct referral to School Health Support Services. There will be case-specific exceptions to this determination (e.g., where a child has been discharged from School Health due to limited therapeutic progress, but remains severely impaired with articulation difficulties).</p> <p>Fluency: The student presents with atypical fluency patterns in conversational speech which may include word or sound repetition, blocking, and/or prolongation of sounds, with or without the presence of secondary behaviours (e.g., eye blinking, facial distortion, postural shifts). Fluency difficulties may or may not involve a language formulation problem.</p> <p>Voice: The student may present with notably atypical voice quality, such as a chronically hoarse, harsh, or breathy voice, or may have intermittent or ongoing dysphonia or aphonia (complete loss of voice), in the absence of cold symptoms.</p>

MINISTRY OF EDUCATION EXCEPTIONALITY	HPEDSB ADDITIONAL CRITERIA
COMMUNICATION	
<p>Learning Disability (CLD):</p> <p>The Ministry of Education defines learning disability as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:</p> <ul style="list-style-type: none"> • affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are <i>at least</i> in the average range; • results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support; • results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; • may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); • may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction. <p>*Various factors and conditions (e.g., physical limitations, gender, cultural differences) that are <i>not</i> aspects of learning disabilities should also be taken into account when determining whether a student has a learning disability. Such factors and conditions may further complicate the recognition and identification of learning disabilities, and they may contribute to or exacerbates the challenges that students with learning disabilities may face.</p> <p>*All psychoeducational and psychological assessments must be performed by or under the supervision of a qualified member of the College of Psychologists of Ontario.</p>	<p>All psychoeducational and psychological assessments must be performed by or under the supervision of a qualified member of the College of Psychologists of Ontario.</p> <p>The diagnosis of a learning disability must be confirmed through a member of the College of Psychologists of Ontario or under the supervision of a qualified member of the College of Psychologists of Ontario.</p>

INTELLECTUAL EXCEPTIONALITY	
<p>Giftedness (IG):</p> <p>An unusual advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond these normally provided in the regular school program to satisfy the level of educational potential indicated.</p>	<p>Students who obtain a GAI (General Ability Index score) at or above the 98th percentile (standard score of 130 or above range) on the Wechsler Intelligence Scale will be recommended to proceed to an Identification, Placement and Review Committee (IPRC) to consider the Ministry of Education exceptionality of Intellectual Giftedness.</p>
<p>Mild Intellectual Disability (IMD):</p> <p>A learning disorder characterized by:</p> <ul style="list-style-type: none"> a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; b) an inability to profit educationally within a regular class because of slow intellectual development; c) a potential for academic learning, independent social adjustment, and economic self-support. 	<p>A mild intellectual disability is characterized by a pattern of cognitive deficits that consistently reflect slow intellectual development.</p>
<p>Developmental Disability (IDD):</p> <p>A severe learning disorder characterized by:</p> <ul style="list-style-type: none"> a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b) an inability to profit from a special education program that is designed to accommodate slow intellectual development; c) a limited potential for academic learning, independent social adjustment, and economic self-support. 	<p>A diagnosis of an Intellectual Disability (Intellectual Developmental Disorder), as per DSM-5 criteria that includes marked deficits both in intellectual and adaptive function. The diagnosis must be confirmed through assessment and standardized intellectual testing by or under the supervision of a qualified member of the College of Psychologists or College of Physicians and Surgeons.</p>
PHYSICAL EXCEPTIONALITY	
<p>Physical Disability (PD):</p> <p>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 or developmental level.</p>	<p>Consultation must occur with Central Board Staff to assist with determination.</p>
<p>Blind and Low Vision (PV):</p> <p>A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.</p>	<p>Diagnosis by a member of the College and Physicians and Surgeons or a member of the College of Optometrists.</p>

MINISTRY OF EDUCATION EXCEPTIONALITY	HPEDSB ADDITIONAL CRITERIA
MULTIPLE EXCEPTIONALITIES	
<p>Multiple (M):</p> <p>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 qualification in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.</p>	<p>Prior to setting an Identification, Placement, and Review Committee (IPRC), to consider a Multiple (M) exceptionality, consultation must occur with Specialized Services personnel to evaluate whether:</p> <ol style="list-style-type: none"> 1. All criteria are met for each individual exceptionality; 2. The combined exceptionalities meet the Ministry defined requirements for the Multiple (M) exceptionality; 3. Each exceptionality must be distinct (e.g., cannot be subsumed or considered associated to a broader exceptionality).