

E. Special Needs Categories

E.1 Considerations for Reporting

Students should be identified according to the following general guidelines:

- The current 'categorical' system is not intended to specifically identify all medically diagnosed conditions and syndromes that may have an impact on the student's needs and educational program.
- A medical diagnosis by itself does not determine the appropriate special needs category or service required.
- Identifying and reporting students should involve careful determination of the nature, extent and impact of their disabling condition(s) and the nature and extent of educational interventions required.
- Students with diagnosed conditions should be identified in the educational category that best reflects the type and intensity of educational interventions documented in the IEP.

Categories for Consideration:

E.2 Intellectual Disabilities

E.3 Learning Disabilities

E.4 Gifted

E.5 Students Requiring Moderate Behaviour Support or Students with Mental Illness

E.8 Physical Disabilities or Chronic Health Impairments

E.11 Autism Spectrum Disorder

All categories include recommendations for (all or some of the following):

Definition

Identification and Assessment

Planning and Implementation

Teachers and other professionals

Teachers' assistants

Evaluation and Reporting