



# **SPECIAL EDUCATION PLAN**

Building a Community that Accompanies

2023-2024

# Strategic Priorities 2021-2025



being **CREATIVE**



being **WELL**



being **COMMUNITY**

## **Vision**

Creating a culture of faith, hope and love to ensure equity and well-being.

## **Mission**

To accompany our students as we strive for excellence in Catholic Education.  
We educate students in faith-filled, loving, safe, inclusive schools to develop the God-given abilities of each person.

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The theme of accompaniment, in PVNC's Strategic Plan 2021-2025, is about "taking the time to walk alongside one another to listen, and in doing so, to transform. If the global pandemic has taught us anything, it is that the road ahead is unpredictable and it is more important than ever that we walk this road together" (Strategic Plan 2021-2025, p. 2).

[\*In Renewing the Promise: A Pastoral Letter for Catholic Education\*](#), our Catholic Bishops, along with Catholic community leaders from across Ontario, remind us that:

Our Catholic schools offer an extraordinary contribution to the social and environmental fabric of our society and world. In partnership with parents, who bear the primary responsibility for the education of their children, all those who work in Catholic education are called upon to reflect, in a faithful and discerning fashion, God's presence in this world (p.3).

We are also reminded that "Catholic schools are places where children and young people may find solid and enduring values to give hope, meaning and purpose to life through an authentic relationship with Jesus Christ. This relationship, and the certain knowledge of God's unwavering love for us, provides a firm place to stand in shifting times" (p. 15). The Eucharist as a model comes to life in our schools as Christ is the centre and in relation to all of the work we do.

PVNCCDSB has a *vision of creating a culture of faith, hope and love to ensure equity and well-being*. As such we are an inclusive school board that celebrates the uniqueness and strengths of all learners. We believe that we are wonderfully made in the image and likeness of a God who created us and loves us unconditionally. We are called to love and celebrate one another, just as God loves and celebrates each one of us. We honour the inherent dignity of every person by treating one another with care, compassion, and respect. Pope Francis calls us "to discover the gifts of each person, to promote that which unites us, and to regard our differences as an opportunity to grow in mutual respect" (Fratelli Tutti, [134]).

## **INSTITUTE FOR CATHOLIC EDUCATION**

### **Ontario Catholic School Graduate Expectations**

The life roles, knowledge, skills and attitudes describe the distinctive expectations that the Catholic community has for graduates of Catholic secondary schools.

These expectations are based on research which identifies current and future educational goals and priorities across the province and enhances the expectations of the Ontario Ministry of Education as outlined in provincial curriculum documents.

### **Purpose**

The starting point for the design of a provincial curriculum framework begins with the learning expectations which define what all students are expected to know, to do and to value when they graduate from secondary school.

The knowledge, skills and values described by ICE create a common reference point from which Catholic curriculum writers can develop a more comprehensive and specific curriculum in each subject area.

Catholic curriculum and resource materials, at all grade levels, contribute to achieving these expectations for graduating students. Teachers in Catholic schools will use these expectations to make curriculum decisions concerning program planning, instructional strategies, individual programming, evaluation and assessment.

Catholic schools provide educational programs and services for students with a variety of learning needs and abilities. This framework document recognizes the need for flexibility to accommodate individual student differences and will serve as a foundational understanding for the IEP process.

As growth to full Christian maturity is a lifelong journey, attainment of these expectations will continue beyond graduation from secondary school. Because faith development is also an internal process, some expectations are beyond quantitative measurement.

Because of our human condition, it is not expected to achieve all of these guiding principles perfectly; yet we persevere courageously, grounded in our essential humanity and humble dependence on God.

The Christian vision regarding the value of the human person and his/her journey is passed on only through community. Therefore, it is imperative that everyone in the Catholic community shares the responsibility to educate our young people.

The Institute for Catholic Education along with students, teachers, parents, guardians, school councils, employees, business, labour community groups and individuals use this shared understanding to guide the education and faith formation of students in Ontario Catholic schools

## **Expectations of the Ontario Catholic School Graduate**

Distinctive expectations for graduates of Catholic schools are determined and shaped by the vision and destiny of the human person emerging from our faith tradition. This Christian anthropology or world view reveals the dignity and value of the person. Our tradition tells us God creatively and lovingly calls each of us into the wonder of life, sustaining us by the power of the Holy Spirit, throughout the human journey, into eternal life. We acknowledge that the journey includes moments of brokenness and sin. We recognize in the person of Jesus, the risen Christ, the human face of God sharing our life in order to heal us of our brokenness and liberate us from sin.

This Christian vision of the human journey is best understood within the context of relationship. It is accomplished in community, in solidarity with brothers and sisters in the Church and beyond.

Catholic education views human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of Catholic graduates, therefore, are described not only in terms of knowledge and skills, but in terms of values, attitudes and actions.

The Graduate of the Catholic School Is Expected to Be:

- **A discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
- **An effective communicator**, who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- **A reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- **A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.
- **A collaborative contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- **A caring family member** who attends to family, school, parish, and the wider community.
- **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

## Introduction

On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario and for ensuring greater accountability in the area of special education. The document, *The Standards for School Boards' Special Education Plans*, describes the province-wide standards that school boards must meet when developing their special education plans. These standards support the government's goal of ensuring that exceptional students in Ontario receive the best-quality education possible. System-wide implementation of these standards makes school boards more accountable to students, parents, caregivers, guardians and taxpayers.

School boards must comply with the requirements for special education plans set out in Regulation 306 under the Education Act, entitled "Special Education Programs and Services", and in the document, *The Standards for School Boards' Special Education Plans*. These requirements for standards build on requirements for school boards' Special Education Plans previously set out in memoranda from the ministry.

In accordance with Regulation 306, each school board is required to prepare and approve a report on the special education programs and special education services provided by the board and to submit it to the ministry. Each board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendment(s) to the Minister for review.

One of the purposes of a school board's special education plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and ministry policy on special education.

Beginning in 2001, the Ministry of Education reviews each school board's Special Education Plan to determine whether it complies with the standards mentioned above. The aim of the review is to ensure that standards are maintained across the province in the development and provision of special education programs and services. Where the ministry determines that a board's plan does not comply with the standards, the ministry requires the board to amend its plan. The PVNCCDSB reviews and revises the Special Education Plan yearly and gathers input and recommendations from SEAC. The revised plan is posted on the board's website.

Regulation 306 permits the Minister, at any time, to require a board to amend its Special Education Plan in a manner that the Minister considers necessary so as to ensure that the board provides special education programs and services to meet the current needs of the exceptional students of the board.

The intent of the consultation process and the development of the Peterborough Victoria Northumberland and Clarington Catholic District School Board's Special Education Plan is to meet the provincial standard as described by the Ministry of Education. Appreciation is extended to members of the community and staff for their in-put in the development of the Peterborough Victoria Northumberland and Clarington Catholic District School Board's Special Education Plan.



## Pupils Identified as Exceptional 2021

Category	Numbers
Behaviour	24
Communication: Autism	428
Communication: Deaf/Hard of Hearing	9
Communication: Language Impairment	272
Communication: Speech Impairment	4
Communication: Learning Disability	828
Intellectual: Giftedness	22
Intellectual: Mild Intellectual Disability	104
Intellectual: Developmental Disability	45
Physical: Physical Disability	17
Physical: Blind/Low Vision	3
Multiple: 2 or More Exceptionalities	105
Total # Identified	1861

## **EQAO Results for Students with Special Needs (excludes students identified as Gifted)**

2021-2022 EQAO Board Results are available through the link below:

<https://www.eqao.com/report/?id=53&mid=67067>

*Note: Full-scale EQAO Assessments did not take place in 2019 - 2020 and 2020 - 2021 because of the COVID-19 pandemic.*

## **BOARD'S CONSULTATION PROCESS**

For the year 2023-2024, school boards are required to use a provided checklist to report on the provision of special education programs and services and provide a description of any variance, as necessary. School boards must submit the 2023-24 Checklist, along with the URL to their publicly available 2023-24 Special Education Plans, to the ministry for review by July 31, 2023.

Special Education Planning is included in the board improvement planning process focused on improving student achievement. The PVNCCDSB Special Education Advisory Committee (SEAC) has been consulted on this current plan.

The updated Special Education Plan is available on the Board's website [www.pvnccdsb.on.ca](http://www.pvnccdsb.on.ca) or by calling (705)748-4861 extension 1226.

# **SPECIAL EDUCATION PROGRAMS AND SERVICES**

## **The Board's General Model for Special Education**

### **Philosophy**

Welcome to the Peterborough Victoria Northumberland and Clarington Catholic District School Board's Special Education Plan. This Special Education Plan was initially developed through consultation with Trustees, the PVNCCDSB Special Education Advisory Committee [SEAC], Executive Council, Association of Principals and Vice-Principals; Special Education Curriculum Chairs and Guidance Curriculum Chairs, Special Education Services Department Staff, Special Education Resource Teachers, Educational Assistants, District Catholic School Council, Catholic School Councils, Parents of Students Living with Exceptionalities, Students Living with Exceptionalities, Representatives from Community Agencies and Health Care, as well as the Review of Special Education Forms Committee (PVNCCDSB). Much appreciation is extended for the care and dedication which has been a part of this plan's development.

The Special Education Plan serves as the implementation protocol for programs and services that are provided by the Board in accordance with legislation and Ministry policy on special education.

In a commitment to *Being Creative, Being Well, and Being Community*, PVNCCDSB strives to ensure equitable and inclusive learning environments that identify and remove barriers to student achievement, participation, and well-being. We are committed to classrooms with Universal Design that ensure all learners can access and participate in meaningful and challenging learning opportunities. The PVNCCDSB is committed to inclusion and the support of programs which equip students with the skills necessary to participate meaningfully in an inclusive classroom setting. May we continue to dialogue as we strive to develop and deliver Special Education programs and services with reverence, admiration and in service for the students living with exceptionalities who attend our Catholic Schools today.

### **Legislation**

The school board's Special Education Plan outlines in detail the Peterborough Victoria Northumberland and Clarington Catholic District School Board's general philosophy and service-delivery model for the provision of Special Education programs and services. The Peterborough Victoria Northumberland and Clarington Catholic District School Board's Special Education Plan is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the act, and any other relevant legislation.

## **Roles and Responsibilities**

It is important that all involved in Special Education understand their roles and responsibilities, which are outlined below.

### **The Ministry Of Education:**

- defines, through the Education Act, regulations, and policy/program memorandum, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant and other special purpose grants;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievements;
- requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- requires school boards to establish Special Education Advisory Committees (SEACs);
- establish Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placements of exceptional pupils;
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on Matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

### **The Peterborough Victoria Northumberland & Clarington Catholic District School Board:**

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memorandum;
- monitors school compliance with the Education Act, regulations, and policy/program memorandum;
- requires staff to comply with the Education Act, regulations, and policy/program memorandum;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as requested;

- prepares a parent guide to provide the parents with information about special education programs, services, and procedure;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

**The Special Education Advisory Committee of the PVNCCDSB:**

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils in the board;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education;
- reviews the financial statements of the board as they relate to special education;
- provides information to parents, as requested.

**The Catholic School Principal:**

- carries out duties as outlined in the Education Act, regulations, and policy/program memorandum, and through board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicate board policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

**The Catholic School Teacher:**

- carries out duties as outlined in the Education Act, regulations, and policy/program memorandum;

- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- communicates the student's progress to parents;
- works with other school board staff to review and update the student's IEP.

**The Special Education Teacher, In Addition To The Responsibilities Listed Above Under "The Catholic School Teacher":**

- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student's progress with reference to the IEP and modifies and/or accommodates the program as necessary;
- assists in providing education assessments for exceptional pupils;
- supports Tier 2 and Tier 3 Interventions;
- supports Universal Design for Learning in the classroom;
- supports alternative programming.

**The Parent/Guardian:**

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- becomes acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to solve problems;
- is responsible for the student's attendance at school.

**The Student:**

- complies with the requirements as outlined in the Education Act, regulations, and policy/program memorandum;
- complies with board policies and procedures;
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

## **Early Identification Procedures and Intervention Strategies**

### **The Guiding Principles and Philosophy Used by the Board for Early Identification of Children's Learning Needs**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board has in place procedures to facilitate the early identification of each child's development, learning abilities and needs. "These procedures are part of a continuous assessment and program planning process which is initiated when the child is first enrolled in school, or no later than the beginning of a program of studies immediately following Kindergarten, and should continue throughout a child's school life." (Policy/Program Memorandum No: 11)

Early and ongoing identification of a child's learning needs is a systematic process through which each child's individual strengths and needs are identified and documented. The ultimate purpose of this process is to ensure that each child develops to maximum potential through the provision of appropriate programming. Early identification is not a separate program. Rather, it is an integral part of a continuous process of assessment and program planning. Parents are included at every stage of the early identification and intervention process through phone calls, letters, meetings, interviews and classroom visits.

The early identification procedures begin at registration time in the fall of the school year prior to attendance in Junior or Senior Kindergarten. PVNC practices early registration for Kindergarten and the Board has a full year registration entry process. In November, parents of children eligible for Junior or Senior Kindergarten are invited to contact the school for an appointment to bring their child to the school to meet with the Principal. This is a good time to plan for the transition from home or daycare to school.

A Kindergarten Registration Kit is available at each school, as well as at the Education Centre. Registration includes the gathering of information about the child and the family. Parents are asked to fill out a School Entry Questionnaire and are encouraged to share pertinent information from outside sources to assist in a smooth transition to the school environment. The School Entry Questionnaire gives the teacher an indication of needs for each child. Outside information may be available if the child has attended day care or nursery school, been under the care of a private caregiver or been involved in a special needs program.

If a child has a severe physical or learning need, a new student intake procedure is initiated. The school at which the child is being registered completes a Special Education – School Entry Form. Most regions of the Board also use the Nipissing District Developmental Screen to help flag potential signs of difficulties with speech, language attention etc. This screening is part of the registration package for Peterborough, Northumberland and Kawartha. Durham uses a speech and language screening. In many cases, outside agencies who have children in special programs contact the appropriate school when the

child is eligible to register in Junior or Senior Kindergarten. The Principal and possibly the resource teacher meet with the parent and child at the school or preschool setting to observe the child. A history of the child's needs is gathered and requirements for equipment, resources and personnel are identified. For high needs children, this process should occur in February or March, prior to their first September at school. Other professionals who are involved with the child may also provide input into program or placement decisions. Once the necessary data has been compiled, the school and Special Education Services staff meet to determine if significant support is required. If a student registers later in the year, a delayed entry may be necessary in order to secure the support required.

### **The Teacher's Role in Early Identification**

Ongoing and systematic observation is the main strategy for gathering information about the child. Throughout the school year, Junior and Senior Kindergarten teachers observe and record information about each child's development and needs. Junior and Senior Kindergarten teachers maintain a record of skills achievement for each student by completing the Kindergarten Checklist. This checklist matches the expectations of the Ontario Kindergarten Program. It has been developed by Learning Support Services Department staff within the PVNC CDS Board. The Kindergarten Checklist is available from the child's school. Phonological awareness is critical to later success in reading. The Kindergarten teacher and the Special Education Resource teacher review phonological awareness skills for all students. Kindergarten teachers complete the Phonemic Awareness Assessment in incremental phases throughout the school year. Ongoing collaboration between the Kindergarten teacher, the Integrated Literacy teacher and the Special Education Resource Teacher help to focus on students who are experiencing difficulty in this critical area. The School Resource Team (SRT) Screening Tool is used by the Special Education Resource Teacher in order to address areas of difficulty. Early Literacy is an ongoing part of the curriculum which supports development in these areas throughout the Primary years.

At the end of the Senior Kindergarten year, the teacher meets with the Grade 1 teacher and the Special Education Resource Teacher (if applicable) to share information about each child's development and special needs.

### **The Parent's Role in Early Identification**

Parents are encouraged to contribute to their child's success at school by sharing any concerns they might have about their child's entry into school, and information that might assist the classroom teacher in preparing a program for the child. The fall term begins at each school with a parent-child visit with the teacher in the classroom. It is at this time that information from the School Entry Questionnaire and other sources is discussed. During this visit, the child has the opportunity to become familiar with the classroom and the



teacher. The teacher also uses this opportunity to make anecdotal observations of the child. Junior Kindergarten children enter school on a staggered basis, in small groups, allowing the teacher to give each student more personal attention on their first day, and to give students a more relaxed introduction to the classroom environment.

### **Policies and Procedures on Screening, Assessment, Referral, Identification, and Program Planning For Students Who May Be In Need Of Special Education Programs and Services**

Students experiencing difficulty; the results of the inventory and screening assessment and staff/parent/community agency input are discussed with the School Resource Team. All Kindergarten teachers have a copy of "Predicting and Preventing School Failure" by Marvin L. Simner, which addresses concerns raised by the Teacher's School Readiness Inventory. All Special Education Resource Teachers have a copy of "Promoting Reading Success" by Marvin L. Simner, as well as "Phonemic Awareness in Young Children" by Marilyn Adams and The Phonological Awareness Kit. Programs are tailored to meet the needs of each child. The degree and extent to which a program is adjusted will vary from child to child. For example, it may be necessary to accommodate the entire program or just one aspect of it. Modifications to curriculum depart from regular grade level, age-appropriate curriculum expectations. Therefore, modifications are only recommended for inclusion in an Individual Education Plan with a thorough understanding of the student's difficulty; consent of the parent/guardian/care-giver and an IPRC, if applicable.

The following are sample indicators of the need for program accommodations:

- the child has a limited background of experience and general knowledge;
- the child is experiencing learning difficulties in one or more areas of the program;
- the child is exhibiting behavioural difficulties;
- the child has difficulty attending;
- the child is having difficulty relating to/getting along with others;
- the child is overly shy or overly compliant;
- the child has speech or language difficulties;
- the child has a vision or hearing deficit;
- the child displays gross or fine motor difficulties;
- the child's first language is other than English.

Program extensions which surpass regular grade level, age-appropriate curriculum expectations may also be required for the child who is advanced in one or more areas and displays some of the following characteristics:

- the child is socially adept and demonstrates maturity in interpersonal relationships;
- the child displays acute curiosity and is rarely satisfied with superficial explorations;
- the child learns rapidly and easily with very little repetition;

- the child becomes engrossed in a single activity for an extended period of time and requires little or no direction;
- the child has learned to read early and possesses a sound understanding of the nuances of language;
- the child utilizes advanced thought processes and has the capacity for perceiving unusual and diverse relations;
- the child has understanding of skills and concepts not formally taught;
- the child is able to deal with abstractions (e.g., time, cause and effect) better than age peers;
- the child demonstrates advanced physical skill development.

### **Procedures for Providing Parents with Notice That Their Child Is Having Difficulty**

Students experiencing difficulty are reviewed by the School Resource Team. The Principal chairs the SRT and shares with the parent specific details about the difficulties which the child is experiencing; strategies the school staff is implementing to address those difficulties and a date to review the child's progress.

### **Procedures Used Within The Board For Referring A Student For An Assessment Should Learning Problems Be Identified That Might Result In The Student's Being Referred Eventually To An IPRC**

- Ongoing communication with the Classroom Teacher; Special Education Resource Teacher and Principal about the difficulties which the child is experiencing; strategies the school staff is implementing to address those difficulties and how the child's progressing. A lack of progress signals the need to consider formalizing the identification of the child's needs by beginning to prepare for an IPRC.
- As the information about the student is collected to provide information about the student's difficulty, it is communicated to the parents along with how the school is programming for the student and how the student is or is not responding.
- Notify parents in accordance with the relevant legislation pertaining to the IPRC process and involve parents in the process
- Assessments are conducted by in-school staff and/or by professional resource staff from the Special Education Services Department
- Documentation presented at the IPRC aligns with the Standards of Identification for each Exceptionality (PVNCCDSB, 2002)

### **Procedures for Providing Parents with Notice That Their Child Is Being Considered For Referral to an IPRC**

After an assessment and/or diagnosis have been completed some students will be referred to the Identification Placement and Review Committee. Parents receive notification about an IPRC in accordance with provincial regulation and the parents receive a copy of the PVNCCDSB Parent Guide to Special Education.

### **Procedures for Providing Parents with Notice That Their Child Is Being Considered For A Special Education Program and Related Services If the Child Is Not Referred To an IPRC**

Some students may require an accommodated IEP even if they are not identified as exceptional. An Individual Education Plan (IEP) outlines their program and is reviewed each term. Parents are involved in the development and review of the IEP. Where accommodations do not meet the needs of the student and standardized data indicates that the student's program should be modified, parents will either be asked to consider formal identification through an IPRC or they will be fully informed of the impact of curriculum modifications during the IEP development process. It is important for parents to be informed that modifications fall below regular grade level and age-appropriate curriculum expectations. Curriculum modifications are recommended to meet students' needs where standardized assessments indicate a need; however, future potential impacts of this decision on the educational career of the student are communicated clearly to the parent.

### **Assessment tools/strategies used to gather appropriate information on students in order to assist in the development of appropriate educational programs**

The effectiveness of the strategies is monitored and reviewed at the School Resource Team Meetings. If these interventions are not effective and the student continues to experience difficulty, other assessments may be considered. Further assessments or additional information from parents, community agencies; audiologist; ophthalmologists and/ or medical practitioners informs appropriate decision-making for the educational program of the student.

Assessments may include one or more of the following:

- Brigance Inventory of Basic Skills
- Test of Auditory Analysis Skills (Jerome Rosner)
- Informal Classroom Assessments
- Wechsler Fundamentals: Academic Skills (WFAs)
- Test of Auditory Perceptual Skills, Fourth Edition (TAPS-4)
- Speech Screening Tool and/ or the Language Checklist
- Psychological Assessment
- Speech Language Assessment
- Fifth Block Language Assessments

## **Early Intervention Strategies That Are Used To Support Students Prior To Referral to an IPRC**

The suggested strategies are intended to indicate the kinds of experiences children may be given. Teachers use strategies to match the student's educational needs.

### **Language and Literacy Development**

#### **Oral Language**

Provide the child with increased opportunities to:

- be immersed in meaningful and relevant experiences which involve language and the need to communicate;
- engage freely in all program activities without the teacher or children focusing on the language difficulty;
- experiment with language and various other means to communicate (accept all approximations of the intended speech);
- participate in activities with adults and children which involve books, reading, conversation, etc.;
- use puppets, play telephones, etc., in dramatic play situations;
- retell stories and describe experiences which are interesting and meaningful to the child;
- participate in interactive games with adult support that promote turn taking and involve talking (e.g., card games, board games);
- engage in listening and auditory discrimination activities;
- practice segmenting, blending and manipulating phonemes;
- engage in activities which include language such as singing songs, reciting finger plays, rhymes and poems;
- expand his/her vocabulary through modeling by the teacher or other adults;
- use the tape recorder or listening centre for taping conversations, following stories and repeating songs, etc.

The advanced child should also be provided with opportunities to:

- discuss topics within and beyond the curriculum with adults or more able students;
- participate in activities or discussions that involve more advanced language comprehension (e.g., analogies, humour, satire, metaphors);
- practice using mature language with older students, the teacher or people in the community (e.g., make the call to the fire station to arrange a visit).

#### **Reading**

Provide the child with increased opportunities to:

- develop phonological awareness skills;
- listen to quality children's literature, (fiction and non-fiction);
- choose his/her own books to look at/read;

- be surrounded with print in various forms;
- develop an awareness of environmental print;
- see demonstrations of how print works through shared reading of Big books, patterned books, songs, rhymes, chants, etc.;
- participate in before, during and after reading activities;
- re-read picture books after listening to an adult read them;
- read patterned and highly predictable books;
- read and re-read familiar stories;
- retell, relate and reflect on familiar stories;
- generate her/his own questions prior to and during the reading of a story;
- talk about stories and their meanings;
- read along with stories at the listening centre;
- read with a partner (a more able reader);
- participate in shared reading experiences;
- build a bank of sight vocabulary through language experiences;
- build personal word lists;
- identify word patterns (words that start the same; rhyming words);
- identify/locate frequently-used words in a story;
- participate in cloze activities (oral/written);
- respond to reading experiences (e.g., through picture making, painting, writing, dramatic play);
- make use of the school library;
- take books home to read or have read;
- participate in small group reading intervention activities with a fifth block teacher.

The early or advanced reader should also be provided with opportunities to:

- read to others;
- read for both enjoyment and information;
- discuss with the teacher stories he/she has read;
- keep a record of books read;
- choose books from a wide variety of genres and a range of reading levels;
- choose whether or not to read during free-choice activity times.

## **Writing**

Provide the child with increased opportunities to:

- experiment with print using a variety of writing implements;
- share his/her writing with others;
- incorporate writing into play experiences;
- see demonstrations of writing for a variety of purposes;
- have access to authentic meaningful writing activities;
- participate in a classroom message centre or mailbox system;

- manipulate plastic or magnetic letters;
- dictate labels, sentences, stories to go with paintings, drawings, constructions
- use writing informally in the course of daily activities
- have access to a variety of picture dictionaries, word lists;
- write cooperative stories based on experiences;
- develop an awareness of letter-sound relationships by:
  - ❑ hearing language and then seeing it in print
  - ❑ seeing her/his own words and sentences in print
  - ❑ hearing language while following the print;
- write daily using topics of his/her own choice
- engage in both shared and independent writing;
- write for different purposes;
- learn the conventions of print (e.g., capitals, punctuation)
- use word processing

The early or advanced writer should also be provided with opportunities to:

- write to other age peers with similar abilities;
- keep a personal dictionary and journal;
- extend the writing process through probing, questioning, and feedback;
- be encouraged to use advanced vocabulary and detailed description.

### **Cognitive and Mathematical Development**

Provide the child with increased opportunities to:

- initiate his/her own activities;
- plan and use time;
- share her/his personal plan with others;
- listen to the plan of others;
- engage in open-ended tasks;
- engage in sensory experiences (e.g., listening to music, modelling with clay, dancing);
- use a variety of senses to look for detail;
- examine things carefully;
- describe observations in detail;
- experiment and test things out;
- test out new possibilities (e.g., mixing paints, combining sounds);
- play strategy games and describe strategies used;
- play guessing games (e.g., Twenty Questions);
- play describing games (e.g., I Spy);
- give a step-by-step explanation of how she/he might make something;
- participate in before, during and after lesson activities;
- solve problems in more than one way (e.g. activities on the 100 carpet);

- describe the thinking involved in solving a problem;
- expand upon, clarify or defend his/her ideas;
- explore with graduated objects which lend themselves to ordering (e.g., Cuisenaire Rods);
- order objects by length, mass, area, etc.;
- explore with objects that lend themselves to sorting and patterning (e.g., buttons, seashells);
- sort and re-sort objects according to the attributes;
- explain his/her sorting rule and identify the sorting rules of others;
- translate a pattern from one form to another (e.g., from concrete to verbal);
- play quantitative games (e.g., board games requiring counting);
- play games requiring spatial reasoning;
- play games requiring logical and/or strategic thinking;
- use squared paper if she/he is having difficulty lining up figures;
- use manipulative materials to assist reasoning;
- play counting games and learn counting chants and songs;
- play games in which the number facts are repeated;
- count objects in the course of daily classroom activities;
- have his/her attention drawn to numerals in the environment;
- explore measurement concepts through play with concrete materials;
- sequence events from their daily lives.

The advanced child should also be provided with opportunities to:

- extend topics in depth, breadth or complexity;
- pursue topics or ideas outside of the regular program on her/his own initiative;
- be encouraged in creativity and intellectual risk-taking;
- utilize questioning that stimulates thought-provoking responses;
- relate activities to real-life issues, problems or themes;
- engage in cross-grade learning opportunities and mentorship;
- discover complex patterns, relationships and rules in number, time and space;
- create mathematical problems for others to solve;
- explore probability;
- find more than one solution to a problem;
- design original games for class use;
- explore patterns and relationships with the calculator.

## **Social and Emotional Development**

### **Self-Esteem**

Provide the child with increased opportunities to:

- experience a non-judgmental and affirming environment;
- work at a level where he/she can achieve success;
- engage in a variety of experiences which are meaningful and challenging without being excessively difficult;
- help other children in areas of his/her strengths;
- learn and practice strategies to manage anxiety and unnamed fears;
- receive encouragement and feedback which is authentic and appropriate to the situation;
- recognize and celebrate his/her achievements.

### **Aggression**

Provide the child with increased opportunities to:

- experience an environment characterized by stability, consistency and firm limits;
- engage in relaxation activities such as listening to music, breathing exercises, etc.;
- release aggressive feelings through the use of punching bags, playdough and clay;
- act out emotions through the use of puppets, dress-up activities or other dramatic play experiences;
- use water, sand, finger painting and other kinesthetic activities to relax tensions;
- develop conflict resolution skills;
- regain control through appropriate time-out procedures.

### **Attention Span**

Provide the child with increased opportunities to:

- participate in a classroom environment with clearly established and simple rules;
- set realistic goals and be provided with frequent feedback on progress toward them;
- be provided with a variety of rewards and privileges for goals accomplished;
- be in close proximity to the teacher in large group situations;
- be involved in small-group activities which include appropriate peer role models;
- work in a quiet area which is free of non-essential and potentially distracting stimuli;
- work on particular tasks with specific time limits;
- work on tasks that have been divided into discrete steps;
- use a timer to pace her/himself more effectively;
- respond to specific and brief directions which are given after the child's attention is obtained.

### **Independence**

Provide the child with increased opportunities to:



- participate in activities which are appropriate to his/her interest and level of ability;
- interact with supportive and nurturing adults;
- evaluate his/her own ideas and choices rather than depending on external feedback;
- learn self-help skills;
- learn appropriate strategies for seeking help when necessary;
- ease into new situations gradually.

### **Social Skills**

Provide the child with increased opportunities to:

- have appropriate Behaviour modelled;
- practice conversational skills through role playing or puppets;
- learn conflict resolution skills;
- participate in activities which encourage sharing and cooperating;
- role play situations in which participants offer and receive criticism appropriately.

The advanced child should also be provided with opportunities to:

- participate in shared decision-making;
- provide leadership and positive modelling for other students;
- extend the time given to work on a project;
- accept his/her own abilities and develop an appreciation for self and others;
- engage in activities which promote tolerance and acceptance of intellectual diversity.

### **Physical Development**

#### **Gross Motor**

Provide the child with increased opportunities to:

- hold a balanced position when he/she stops moving;
- observe her/his total body in a full length mirror;
- use equipment such as tricycles, wagons, balance beams, climbing apparatus;
- participate in riding and climbing activities;
- crawl through a large cylinder (e.g., a barrel with both ends open);
- walk and balance on toes and knees;
- walk on masking tape (forward, backward, sideways);
- roll a ball with the feet;
- jump over a wiggling rope;
- play hopscotch, kickball, Simon Says, Frozen Tag;
- march, skip and jump to music;
- crawl, jump, run, hop, etc., through an obstacle course;
- perform cross lateral toe-touching to a rhythmic beat (for children experiencing difficulties with cross lateral body movements).

## **Fine Motor**

Provide the child with increased opportunities:

- scribble on blackboards and chart paper using a variety of writing tools;
- print on various surfaces using different utensils such as brushes, sponges, fingers, print-making materials, etc.;
- cut different kinds of paper using appropriate scissors;
- thread materials such as beads, button, macaroni shapes, etc.;
- trace in sand, paint, on sandpaper, etc.;
- mold materials such as playdough, plasticine, clay;
- handle knobs and buttons on radios, tape recorders, etc.;
- manipulate toys with small parts such as telephones, clocks, cash registers, pop-up toys;
- dress dolls and self-using dress-up clothes with buttons, zippers, snaps, etc.;
- handle magnetic letters and forms, plastic stick-ons, stickers, puzzle pieces, etc.;
- explore tools such as tongs, clothes-pins, eye-droppers;
- use eating utensils such as plastic forks, and aprons in dramatic play and cooking activities;
- engage in finger play activities such as “This Little Piggy”, “Tommy Thumb Where Are You?”
- engage in block-play using a variety of table wooden blocks, Duplo, Lego, etc.

The advanced child should also be provided with opportunities to:

- demonstrate particular skills to the class;
- provide leadership by assisting other children who are experiencing difficulty in learning and applying some skills;
- referee games;
- develop skills at an increasingly advanced level and apply them according to her/his interests and abilities.

## **The Identification, Placement and Review Process and Appeals**

Before a student's needs are considered by the Identification, Placement and Review Committee (IPRC), a School Resource Team (SRT) Meeting is held. SRTs include the principal, resource teacher, and special education consultant and classroom teacher. These meetings provide a forum for sharing concerns about the student, and allow for the early development of preliminary interventions and program modifications. Parents are made aware of concerns about the student's progress and educational needs prior to an IPRC Meeting possibly through more informal meetings or a case conference.

### **Identifying the Needs of Exceptional Pupils**

The needs of exceptional pupils are identified by an Identification, Placement, and Review Committee (IPRC). Upon receiving a written request from a student's parent(s)/guardian(s), the principal of the school must refer the student to an IPRC. The IPRC will decide whether the student is an exceptional pupil and, if so, what type of educational placement is appropriate. The principal may also, on written notice to the parent(s)/guardian(s), refer the student to an IPRC. The parent(s)/guardian(s), as well as a student who is sixteen years of age or older, have the right to attend the IPRC meeting and may request that the IPRC discuss proposals for special education programs or services to meet the student's needs. On the basis of these discussions, the IPRC can recommend special education programs and services that it considers to be appropriate for the student.

The regulation governing the identification and placement of exceptional pupils directs the IPRC to consider the integration of exceptional pupils into regular classes. Before considering the option of placing a student in a special education class, the committee must consider whether placement in a regular class, with appropriate special education services, would meet the student's needs and is consistent with the parent(s)/guardian(s) preferences. Where placement in a special education class is chosen, the committee must provide written reasons for its decision.

Other options exist to meet the student's need, and parents and school board staff are encouraged to explore them. For example, they may need to consider applying for admission to:

- placement in a regular class with withdrawal for part of the day to receive special services or special education instruction by a qualified special education teacher or support professional;
- placement in a special education class for part or all of the school day;
- placement in a special education class with partial integration into a regular class;
- application to provincial schools and demonstration schools are coordinated and submitted by the school board. Applications to care and treatment a committee for consideration of eligibility for admission to one of the Provincial Schools for blind,

deaf or deaf-blind students, or to one of the Provincial Demonstration Schools for students with severe learning disabilities

- application to a Care and/or Treatment, Custody, and Correctional Program (CTCC) may be undertaken.

### **Requirements of Regulation 181/98**

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. This regulation provides information about the Identification, Placement and Review Committee (IPRC) and sets out the procedures involved in identifying a pupil as “exceptional”, deciding the pupil’s placement, or appealing such decisions when the parent does not agree with the IPRC.

\*Note: The word “parent” when used, includes guardian.

### **What Is An IPRC?**

Regulation 181/98 requires that all school boards set up an Identification, Placement and Review Committee (IPRC). An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.

### **What Is The Role Of The IPRC?**

The IPRC will:

- decide whether or not the student should be identified as exceptional;
- identify the areas of the student’s exceptionalities provided by the Ministry of Education:
  - ☐ Behaviour: Behaviour
  - ☐ Communication: Autism
  - ☐ Communication: Deaf/Hard of Hearing
  - ☐ Communication: Language Impairment
  - ☐ Communication: Speech Impairment
  - ☐ Communication: Learning Disability
  - ☐ Intellectual: Giftedness
  - ☐ Intellectual: Mild Intellectual Disability
  - ☐ Intellectual: Developmental Disability
  - ☐ Physical: Physical Disability
  - ☐ Physical: Blind and Low Vision
  - ☐ Multiple: Two or more exceptionalities
- decide an appropriate placement for the student and:
- review the identification and placement at least once in each school year.

### **Where Are The IPRCs Held?**

The IPRCs within the Peterborough Victoria Northumberland and Clarington Separate School Board are held at local schools.

### **Who Is Identified As An Exceptional Pupil?**

The Education Act defines an exceptional pupil as “a pupil who’s behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program.” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

### **What Is A Special Education Program?**

A special education program is defined in the Education Act as an education program that:

- is based on and modified by the results of continuous assessment and evaluation; and
- includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

### **What Are Special Education Services?**

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

### **What Is An IEP?**

The IEP must be developed for a student, in consultation with the parent. It must include:

- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which the student’s progress will be reviewed; and
- for students 14 years and older (except those identified as exceptional solely on the basis of giftedness) a plan for transition to appropriate post-secondary school activities, such as work, further education and community living.

The IEP must be completed within 30 days after the student has been placed in the program, and the principal must ensure the parent receives a copy of it.

### **How Is An IPRC Meeting Requested?**

The principal of the student’s school:

- must request an IPRC meeting for the student, upon receiving a written request from the parent;
- may, with written notice to the parent, refer the student to an IPRC when the principal and the student’s teacher or teachers believe that the student may benefit from a special education program.

Within 15 days of receiving a written request, or giving the parent notice, the principal must provide a copy of the board's Parents' Guide to Special Education to the parent, as well an acknowledgement of the parent's request and a written statement of approximately when the IPRC will meet.

### **May Parents Attend The IPRC Meeting?**

Regulation 181/98 entitles parents and pupils 16 years of age or older:

- to be present at and participate in all committee discussions about the student; and
- to be present when the committee's identification and placement decision is made.

### **Who Else May Attend The IPRC Meeting?**

- the principal of the student's school;
- other resource people such as the student's teacher, special education staff, board support staff, or the representative of an agency, who may provide further information or clarification;
- a representative of the parent or student 16 years of age or older – that is, a person who may provide support or speak on behalf of the parent or student; and
- an interpreter, if one is required, e.g. sign language, oral, specific language.

### **Who May Request That Others Attend?**

Either the parent or the principal of the student's school may make a request for the attendance of others at the IPRC meeting.

### **What Information Will Parents Receive About The IPRC Meeting?**

At least 10 days in advance of the meeting, the chair of the IPRC will provide to the parent, written notification of the meeting and an invitation to attend the meeting as an important partner in considering their child's placement. This letter will provide notification of the date, time, and place of the meeting, and it will ask the parent to indicate whether they will attend.

Before the IPRC meeting occurs, the parent will receive a written copy of any information about their child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

### **What If Parents Are Unable To Make The Scheduled Meeting?**

If the parent is unable to make the scheduled meeting, he or she may:

- contact the school principal to arrange an alternative date or time; or
- let the school principal know he or she will not be attending, and as soon as possible after the meeting, the principal will forward to the parent, for their consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

### **What Happens At An IPRC Meeting?**

- the chair introduces everyone and explains the purpose of the meeting.
- the IPRC will review all available information about the student. They will:
  - ☐ consider an educational assessment;
  - ☐ consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
  - ☐ interview the student, with the parent's permission, if the child is less than 16 years of age, if they feel it would be useful to do so; and
  - ☐ consider any information that the parent submits about their child or that the student submits if he or she is 16 years of age or older
- the committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent's request, or at the request of the student if the student is 16 years of age or older;
- parents are encouraged to ask questions and join in the discussion;
- following the discussion, after all the information has been presented and considered, the committee will make its decision.

### **What Will The IPRC Consider In Making Its Placement Decision?**

Before the IPRC can consider placing the student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's needs; and
- be consistent with parental preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet the student's needs and that such a decision is consistent with parental preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that the student should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

### **What Will The IPRC Written Statement Of Decision Include?**

The IPRC's written statement of decision will state:

- whether the IPRC has identified the student as exceptional;
- where the IPRC has identified the student as exceptional;
- the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;

- the IPRC's description of the student's strengths and needs;
- the IPRC's placement decision; and
- the IPRC's recommendations regarding a special education program and special education services;
- where the IPRC has decided that the student should be placed in a special education class, the reasons for the decision.

### **What Happens After The IPRC Has Made Its Decision?**

- If the parent agrees with the IPRC decision, he or she will be asked to indicate, by signing their name, agreement with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.
- If the IPRC has identified the student as an exceptional pupil and the parent has agreed with the IPRC identification and placement decision, the board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for the student.

Once a child has been placed in a special education program, can the placement be reviewed?

- A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from the parent, dispensing with the annual review.
- The parent may request a review IPRC meeting any time after their child has been in a special education program for 3 months.

### **What Does A Review IPRC Consider and Decide?**

- The review IPRC considers the same type of information that was originally considered.
- With the parent's written permission, the IPRC conducting the review will consider the progress the student has made in relation to the IEP.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

### **What Can Parents Do If They Disagree With The IPRC Decision?**

If the parent does not agree with either the identification or placement decision made by the IPRC, he or she may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns; or
- within 30 days of receipt of the decision, file a notice of appeal with the secretary of the board.



If the parent does not agree with the decision after the second meeting, he or she may file a notice of appeal within 15 days of receipt of the decision.

If the parent does not consent to the IPRC decision and does not appeal it, the board will instruct the principal to implement the IPRC decision and to notify the parent that this action has been taken.

### **How Does The Parent Appeal An IPRC Decision?**

If the parent disagrees with the IPRC's identification of their child as exceptional or with the placement decision of the IPRC, he or she may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, given written notification of their intention to appeal the decision to the secretary of the board.

The notice of appeal must:

- indicate the decision with which the parent disagrees; and
- include a statement that sets out his or her reasons for disagreeing.

### **What Happens In The Appeal Process?**

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear the appeal. The appeal board will be composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- The parent, and student, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make a recommendation within 3 days of the meeting ending. It may:
  - ☐ agree with the IPRC and recommend that the decision be implemented; or
  - ☐ disagree with the IPRC and make a recommendation to the board about the student's identification, placement, or both.
- The appeal board will report its recommendations in writing, to the parent and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).

- The parent may accept the decision of the school board, or may appeal to a Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

### **A Guide for Parents/Guardians – Special Education**

This Guide has been prepared by staff. It has been published and distributed to trustees, SEAC, Special Education Services Department and schools. It is sent to parents/care-givers/guardians prior to every IPRC meeting. The information of the Parent Guide reflects Appendix H of the Ministry of Education document, Special Education: A Guide for Educators (MOE, 2001). The Parent Guide to Special Education is available on the Board's website [www.pvnccdsb.on.ca](http://www.pvnccdsb.on.ca) under Special Education.

## **Educational and Other Assessments**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board's Special Education Plan provides information on the types of assessment tools used within the board, including educational assessments for students who are in need of special education programs and services.

Assessment and evaluation are integral parts of the education process that identify the needs of students and measure effectiveness of programs presented.

Assessment of students starts when the child is first enrolled in school and continues throughout the student's school career. Assessment is an ongoing process that includes evaluation of daily progress, identification of student needs, and the relationship of these needs to effective program modification. Assessment as an integral part of delivery of educational services may result in an altered program designed to increase student success and skill mastery. For exceptional students, the assessment process is a critical step that is carried out by teachers, Special Education resource teachers, and professional support staff from the Special Education Services Department of the Board.

Students who experience learning or adjustment problems in the classroom may be referred for a psychological assessment and/or a speech –language assessment to identify their strengths and needs. A referral for these assessments is made by the School Resource Team (SRT) under the direction of the school principal with informed and signed consent of the parent or legal guardian. Assessments are normally carried out by a psychometrist who has a Master's Level degree in assessment and psychology or a speech – language pathologist who has a Master's Level degree in Communication Disorders. Psychometrist evaluations are supervised by the school board psychologist who is regulated by the College of Psychologists of Ontario and the Regulated Health Professions Act, 2002. Speech – language pathologists are regulated by the College of Audiologists and Speech Language Pathologists of Ontario. Both fall under the Regulated Health Professions Act, 2002.

### **School-Based Assessment**

The province-wide Grade 3 and Grade 6 assessments of reading, writing and mathematics have been designed to provide information that will help teachers adapt curriculum and instruction using province-wide standards. This formative assessment process provides additional input for improving student learning and supporting curriculum change. A province-wide assessment of communication skills called the Ontario Secondary Schools Literacy Test based on the Grade 9 curriculum is carried out in Grade 10 and will be part of the secondary school graduation requirements.

School based assessment of students who experience learning difficulties is carried out by the Special Education Resource Teacher who holds additional qualifications in the area of Special Education. Students experiencing difficulty are brought to the agenda of a school resource team meeting chaired by the school principal. The meeting is attended by the Special Education Resource Teacher, the classroom teacher, and other staff involved with the educational program of the student. Discussion and decisions considered at the school resource team meeting include the progress of the student; assessment data; information from parent/community agencies/ medical practitioners/audiologist/ ophthalmologist; information from the student's OSR; use of teaching accommodations; development of an Individual Education Plan; and/or further assessment.

The school assessment reports may include the following types of tests:

- Achievement tests (standardized and non-standardized assessment instruments that provide information about reading, math, written language and spelling competencies)
- Information processing tests
- Functional Behaviour Rating Scales helps identify areas of behavioural concern.
- Speech Screening Tool and/or Language Checklist

This information is reviewed at a school resource team meeting and becomes the basis for the Special Education programs and services to support the progress of the student.

### **Psychological Assessment**

Information for a psychological assessment may be gathered by:

- interviewing relevant school staff about the student's strengths and needs
- reviewing materials and report cards in the Ontario Student Record (OSR)
- viewing work samples provided by teachers
- observing the student at school or in the assessment room
- interviewing the student in a quiet room at school
- administering standardized tests to the student to learn more about his/her strengths and needs compared to other students at his/her age level
- requesting further information from outside persons or agencies (See Ontario provincial Form 14 for consent to release and exchange information among professionals from community agencies or medical / psychological institutions.)

The assessment may involve individual administration of the following types of tests:

1. Achievement tests (how the student is doing in basic school subjects such as reading, math and spelling)
2. Intelligence tests (how capable the student is and how the pattern of strengths and needs help to explain possible learning problems)
3. Information processing tests (specific strengths and needs in processing, memory and making sense of the information presented at school)

4. behaviour scales (strengths and needs in behavioural, socio-emotional and social functioning at school)

When the information is gathered, it will be interpreted in order to understand why the student may be experiencing learning or adjustment problems at school. There will be a case conference held at the school involving relevant school staff, parents or guardians and outside personnel (if required). The purpose of the conference is to share and discuss the assessment findings and recommendations. Sometimes, it is appropriate to include the student as part of the conference. A written assessment report will be made available for the school's Ontario Student Record (OSR) file, the parent or guardian and copies will be maintained in the Special Education Services department office. Parents have the right to request additional copies for other professionals with signed consent.

The assessment findings could result in:

- development or revision of an Individual Education Plan (IEP) including
- program accommodations and modifications in the classroom
- resource support at the school
- special education identification through the Identification, Placement and Review Committee (IPRC)
- additional support services (behaviour resource, speech – language pathologist, occupational therapist)
- a psychological diagnosis of a disorder such as a learning disability or an intellectual disability

A parent guide to psychological assessment is provided when parents receive the consent form. Additional copies are available from the school or through the Special Education Services Department at the Education Centre.

### **Speech-Language Assessments**

Students who experience speech-language difficulties may be referred by the School Resource Team (SRT) to the Special Education Resource Teacher for individual administration of the Speech Screening Tool and / or the Language Checklist. The Screening Tool and Checklist contain information which guides the referral process appropriately.

Students may be referred to:

- the local Community Care Access Centre, for speech therapy
- the local Children's Treatment Centre if they are preschool age
- Speech-Language Pathologist of the Board for language assessment or Augmentative and Alternative Communication needs.

When the information from the Speech Screening Tool and/or Language Checklist is referred to the Speech-Language Pathologist from the Board, consultation takes place between the SERT and SLP to confirm the student is appropriate for an assessment. If the referral is appropriate, the SERT submits referral paperwork and notifies the parent of the referral.

Once the paperwork is received by the SLP, the SLP contacts the parent to discuss the assessment and obtain informed verbal consent. The SLP signs the parental consent form and the SERT sends the consent form home for the signature of the parent or legal guardian. Informed consent (verbal and/or written) is obtained before the assessment is administered. The parent guide to Speech and Language Services and the parent guide to the Personal Health Information Protection Act are provided when parents receive the consent form.

The Speech-Language Pathologist is a registered member of the College of Audiologists and Speech-Language Pathologists of Ontario. The Board's Speech Language Pathologist uses a variety of standardized and non-standardized assessment tools for speech and/or language. The assessment tools assess receptive language, expressive language including phonological awareness skill development, and articulation. The assessment is completed within the school year. Assessment results/reports are discussed with and sent to parents and school personnel.

Information from these assessments result in:

- individualized treatment initiatives to improve a student's listening, speaking, reading and writing skills
- referral to additional support services (outside agencies) that work with non-speech communication, articulation/speech sound production, fluency disorders, voice and resonance disorders
- program accommodations and modifications in the classroom
- resource support at school
- revision of an Individual Educational Plan

Assessment results are confidential and can only be released to agencies beyond the school with the written consent of the parent/guardian.

### Categories of Staff Who Conduct the Assessment and/or Provide Diagnoses

Categories of staff who conduct the assessment and/or provide diagnoses	Qualifications of categories of staff who conduct the assessment and/or provide diagnoses	Regulated by the Education Act; the Regulated Health Professions Act, 2002; or other legislation, as appropriate	Each type of Assessment Tool administered or Diagnosis
Psychologist	PhD: Psychology	College of Psychologists of Ontario	Standardized tests; diagnosis
Psychometrist	MA: Psychology Master Degree	College of Psychologists of Ontario; Supervised by a Psychologist	Standardized tests administered individually
Speech-Language Pathologist	Master's Degree in Communication Sciences and Disorders	College of Audiologists and Speech-Language Pathologists of Ontario	Standardized test
Autism Spectrum Disorder (ASD) Team	Teacher Certificate with Special Ed. qualification; Bachelor's Degree Psychology; Masters of Communication Sciences	Education Act	Autism spectrum disorder reports and recommendations for programming
Teacher of the Deaf	OTC Deaf – Specialist	Education Act	Educational Assessments for Students living with Deafness or Hearing Impairments
Teacher of the Blind	OTC Blind – Specialist	Education Act	Educational Assessments for Students living with Blindness or Visual Impairments

### Wait Times for Assessments to Be Conducted and the Criteria for Managing Waiting Lists

Referrals for Psychological or Speech-Language assessments come from the School Resource Teams. Each potential referral is discussed with the psychological staff member or Speech-Language Pathologist to determine whether it is appropriate for this service. There is generally a four month waiting period between receiving the referral with signed parent consent and beginning the assessment at the school. This may vary depending on

staffing levels if changes in personnel are occurring. Wait lists are managed by this initial referral screening process; support of each school's educational programming process across the regions of the Board and then by priority of the assessment case.

### **How Requirements for Obtaining Parental Consent Are Met Prior To Conducting the Assessment**

Whenever a referral is made for a Psychological assessment or a Speech –Language Assessment. School staff ensure that parents receive a Parental Consent Form along with a brochure describing the appropriate assessment service. An assessment cannot proceed without the consent of the parent or legal guardian if the student is younger than 18 years. For students aged 18 or older, consent is obtained from the pupil or legally designated guardian.

### **How Results of an Assessment Are Communicated To Parents**

The results of a psychological or Speech-Language Assessment are communicated in an Assessment Report which is discussed at a meeting generally held at the student's school. Parents and school staff may meet together or they may meet separately for the presentation of the assessment results. Respect for the integrity of the information and dignity of the student and their family guides decisions about structuring meetings where assessment results are presented. In some cases, with parent consent, Educational Advocates may be included. If a diagnosis is made by the Psychologist, the Psychologist is present at the meeting to discuss the diagnosis of the student with the parent.

### **Description of Protocols for Sharing Information with Staff and Outside Agencies**

Information arising from a Psychological or a Speech-Language assessment is shared with school staff and administration who are involved in the delivery of programs and services for the student. Information is only shared with outside professionals or agencies upon receipt of consent from the parent. With the consent of the parent, information may be shared orally or by providing a copy of the Psychological or Speech-Language Assessment Report. All copies of reports are stamped **CONFIDENTIAL**.

### **How the Privacy of Information Is Protected**

All assessment information is stored in Psychology or Speech-Language file cabinets in a locked storage room at the Catholic Education Centre. A copy of the Assessment Report is stored in the central file cabinet in the same locked room. Another copy is provided to the school for the Ontario Student Record [OSR] and a copy is provided to the parent. Electronic versions of the report are stored in laptops with access only to individual Psychology or Speech-Language staff members. Access to laptops and reports are password protected.



### Specialized Health Support Services in School Settings

The Peterborough Victoria Northumberland and Clarington Catholic District School Board is serviced by the following specialized health support services:

<b>Specialized Health Support Service</b>	<b>Agency or position of person who performs the service (e.g., HCCSS, board, staff, parent, student)</b>	<b>Eligibility criteria for students to receive the service</b>	<b>Position of person who determines eligibility to receive the service and the level of support</b>	<b>Criteria for determining when the service is no longer required</b>	<b>Procedures for resolving disputes about eligibility and level of support (if available)</b>
Nursing	Home and Community Care Support Services – School Health Support Services, Nurse	Service required in order to enable the child to attend school (Ministry of Health)	Home and Community Care Support Service, Case Manager	Child has reached the treatment goals established by Home and Community Care Support Service personnel	Case Conference including Manager of Home and Community Care Support Service
Physiotherapy / Occupational therapy (Intensive Clinical Treatment)	Home and Community Care Support Service – School Health Support Services, Physiotherapist / Occupational Therapist	Service required in order to enable the child to attend school; OHIP #; attending physician (Ministry of Health)	Home and Community Care Support Service, Case Manager	Child has reached the treatment goals established by Home and Community Care Support Service personnel	Case Conference including Manager of Home and Community Care Support Service

General Maintenance Exercises	Home and Community Care Support Service – School Health Support Services, Physiotherapist, Occupational Therapist, Educational Assistant under the direction of Physiotherapist and/or Occupational Therapist	Service required in order to enable the child to attend school; OHIP #; need can be identify by attending physician, parent or school; Home and Community Care Support Service – School Health Support Services referral process (Ministry Health and School Board)	Home and Community Care Support Service, Case Manager	Child has reached the treatment goals established by Home and Community Care Support Service personnel	School Resource Team process; Case Conference including Home and Community Care Support Service
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<b>Specialized Health Support Service</b>	<b>Agency or position of person who performs the service (e.g., HCCSS, board, staff, parent, student)</b>	<b>Eligibility criteria for students to receive the service</b>	<b>Position of person who determines eligibility to receive the service and the level of support</b>	<b>Criteria for determining when the service is no longer required</b>	<b>Procedures for resolving disputes about eligibility and level of support (if available)</b>
Nutrition	Home and Community Care Support Service School Health Support Services, Nutritionist / Dietician	Service is required in order to enable the child to attend school; OHIP #; need is identified by attending physician (Ministry of Health)	CHome and Community Care Support Service, Case Manager	Child has reached the treatment goals established by Home and Community Care Support Servicepersonnel	School Resource Team process; Case Conference including Home and Community Care Support Service
Language and Augmentative Communication Services	Board Speech-Language Pathologist;	Language disorders and Augmentative Communication needs; communication programming; need can be identified by school (school Board) through screening process	School Board's Speech Language Pathologist	Child has reached the treatment goals established by the School Board Speech Language Pathologist.	School Resource team process; Case Conference

<b>Specialized Health Support Service</b>	<b>Agency or position of person who performs the service (e.g.,H CCSS, board, staff, parent, student</b>	<b>Eligibility criteria for students to receive the service</b>	<b>Position of person who determines eligibility to receive the service and the level of support</b>	<b>Criteria for determining when the service is no longer required</b>	<b>Procedures for resolving disputes about eligibility and level of support (if available)</b>
Speech Therapy Services (Moderate and Severe Cases)	Home and Community Care Support Service, School Health Support Services, Speech-Language Pathologist; Educational Assistant under direction of Speech Language Pathologist	Articulation/speech sound production problems; fluency disorders; voice disorders; resonance problems; school screening process; Home and Community Care Support Service, School Health Support Services referral process (Ministry of Health)	Home and Community Care Support Service, School Health Support Services; Case Manager	Child has reached the treatment goals established byHome and Community Care Support Service, School Health Support Services, Speech-Language Pathologist	School Resource Team process; Case Conference including Home and Community Care Support Service

<b>Specialized Health Support Service</b>	<b>Agency or position of person who performs the service (e.g., HCCSS, board, staff, parent, student</b>	<b>Eligibility criteria for students to receive the service</b>	<b>Position of person who determines eligibility to receive the service and the level of support</b>	<b>Criteria for determining when the service is no longer required</b>	<b>Procedures for resolving disputes about eligibility and level of support (if available)</b>
Oral Medication	Student as authorized; parent as authorized; principal, teacher or educational assistant as authorized	Attending physician or other health care professional (prescribed medications); parent (non-prescription medications); School Board Policy #401	Attending physician or other health care professional (prescribed medications); parents (non-prescribed medications); School Board Policy #401	Attending Physician / other health care professional or parent determines if medication is no longer required	Parents consult with an attending physician or other health care professional.
Injection of Medication (Epipen)	Student as authorized; parent as authorized; Home and Community Care Support Service nurse; school personnel	Attending physician, OHIP # or Home and Community Care Support Service Case Manager; School Board Policy # 404	Attending physician or Home and Community Care Support Service, Case Manager	Attending physician or Home and Community Care Support Service, Case Manager or parent determines if medication is no longer required	Attending physician or Home and Community Care Support Service Case Manager

<b>Specialized Health Support Service</b>	<b>Agency or position of person who performs the service (e.g., HCCSS, board, staff, parent, student</b>	<b>Eligibility criteria for students to receive the service</b>	<b>Position of person who determines eligibility to receive the service and the level of support</b>	<b>Criteria for determining when the service is no longer required</b>	<b>Procedures for resolving disputes about eligibility and level of support (if available)</b>
Catheterization	Home and Community Care Support Service, School Health Support Services, Nurse; Educational Assistant under the direction of the designated Health Professional	Service is required in order to enable the child to attend school; OHIP3; need is identified by attending physician (Ministry of Health)	Home and Community Care Support Service, Case Manager	Child has reached the treatment goals established by Community Care Access Centre Home and Community Care Support Service personnel or parent	Attending physician or Community Care Access Centre Case Manager
Suctioning  Deep Suctioning	Home and Community Care Support Service, School Health Support Services, Nurse	Service is required in order to enable the child to attend school; OHIP #; need is identified by attending	Home and Community Care Support Service, Case Manager	Child has reached the treatment goals established by Home and Community Care Support Service personnel or parent	Attending physician or Home and Community Care Support Service Case Manager

		physician (Ministry of Health)			
Shallow Suctioning	Home and Community Care Support Service School Health Support Services, Nurse; Educational Assistant under the direction of the designated Health Professional and or parent	Service is required in order to enable the child to attend school; OHIP #; need is identified by attending physician (Ministry of Health)	Home and Community Care Support Service, Case Manager	Child has reached the treatment goals established by Home and Community Care Support Service personnel, parent	School Resource Team process; Case Conference

<b>Specialized Health Support Service</b>	<b>Agency or position of person who performs the service (e.g., HCCSS, board, staff, parent, student)</b>	<b>Eligibility criteria for students to receive the service</b>	<b>Position of person who determines eligibility to receive the service and the level of support</b>	<b>Criteria for determining when the service is no longer required</b>	<b>Procedures for resolving disputes about eligibility and level of support (if available)</b>
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Lifting and positioning	Home and Community Care Support Service, School Health Support Services, Physiotherapist/ Occupational Therapist; Teacher and/or Educational Assistant under the direction of the Physiotherapist and/or Occupational Therapist and/or parent	Service is required in order to enable the child to attend school; need can be identified by attending physician, parent or school; Home and Community Care Support Service, School Health Support Services referral process (Ministry of Health and School Board)	Home and Community Care Support Service, Case Manager; School Resource Team – principal, special education resource teacher, classroom teacher and/or parent	Child has reached the treatment goals established by Home and Community Care Support Service personnel; School Resource Team and/or parent decides there is no longer a need	School Resource Team process; Case Conference
Assistance with mobility	Home and Community Care Support Service, School Health Support Services, Physiotherapist/ Occupational Therapist; Teacher and/or Educational	Service required in order to enable the child to attend school; need can be identified by attending physician, parent or school (Ministry of	Home and Community Care Support Service, Case Manager; School Resource Team – principal, special education resource teacher, classroom teacher	Child has reached the treatment goals established by Home and Community Care Support Service personnel; School Resource Team and/or parent decides there is no longer a need	School Resource Team process; case conference



	Assistant under the direction of the Physiotherapist and/or Occupational Therapist and/or parent	Health and School Board)			
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<b>Specialized Health Support Service</b>	<b>Agency or position of person who performs the service (e.g., HCCSS, board, staff, parent, student</b>	<b>Eligibility criteria for students to receive the service</b>	<b>Position of person who determines eligibility to receive the service and the level of support</b>	<b>Criteria for determining when the service is no longer required</b>	<b>Procedures for resolving disputes about eligibility and level of support (if available)</b>
Tube Feeding	Home and Community Care Support Service, School Health Support Services, Nurse; Educational Assistant under the direction of the designated	Service is required in order to enable the child to attend school; OHIP #; need is identified by attending physician (Ministry of Health)	Home and Community Care Support Service, Case Manager	Child has reached the treatment goals established by Home and Community Care Support Service personnel, parent	School Resource Team process; case conference in consultation with Home and Community Care Support Service, School Health Support Services or other health care professionals

	Health Professional				
Feeding	Home and Community Care Support Service, School Health Support Services, Health Professional; Educational Assistant under the direction of the designated Health Professional and/or parent	Service is required in order to enable the child to attend school; OHIP #; need is identified by attending physician (Ministry of Health)	Home and Community Care Support Service, Case Manager; School Resource Team – principal, special education resource teacher, classroom teacher	Child has reached the treatment goals established by Home and Community Care Support Service personnel; School Resource Team and/or parent decides there is no longer a need	School Resource Team process; Case Conference
Toileting	Home and Community Care Support Service, School Health Support Services, Health Professional; Educational Assistant under the direction of the designated Health	Need can be identified by attending physician, parent or school; service required in order to enable the child to attend school (Ministry of Health and School Board)	Home and Community Care Support Service, Case Manager; School Resource Team – principal, special education resource teacher, classroom teacher	Home and Community Care Support Service, Case Manager; School Resource Team – principal, special education resource teacher, classroom teacher	School Resource Team process; Case Conference in consultation with Home and Community Care Support Services, school health support services or other health care professionals

	Professional and/or parent				
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**Persons Coordinating Specialized Health Support Services in School Settings:**

Northumberland County	Special Education Consultant
Municipality of Clarington	Special Education Consultant
Peterborough (St. Peter's)	Special Education Consultant
City of Kawartha Lakes	Special Education Consultant

The School Principal, Special Education Resource Teacher and school assigned Special Education Consultant coordinate the specialized health support services in PVNC school settings.

## Categories and Definitions of Exceptionalities

BEHAVIOUR	
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: an inability to build or maintain interpersonal relationships; excessive fears or anxieties; a tendency to compulsive reaction; an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.	
<b>Characteristics</b>	
Students who are identified with this exceptionality may exhibit some or all of the following characteristics:	
<ul style="list-style-type: none"> <li>• acting out or withdrawn behaviours;</li> <li>• lacking social awareness/social skills;</li> <li>• lack of motivation or low self-esteem;</li> <li>• behaviour that is strongly interfering with that student's or other students' performance at school.</li> </ul>	
<b>Prior To Identification</b>	
<ul style="list-style-type: none"> <li>• School Resource Team Report (Sp. Ed. Form 01)</li> <li>• School Resource Tracking Sheet (Sp. Ed. Form 03)</li> <li>• Report of Case Conference (Sp. Ed. Form 04)</li> <li>• Record of Notification of IPRC Meeting (Sp. Ed. Form 05)</li> <li>• Individual Education Plan, if available.</li> </ul>	
<b>Diagnostic Information (Optional)</b>	
An assessment by the College of Psychologists or a member of the College of Physicians and Surgeons that identifies and describes behavioural difficulties such as ADHD, Tic Disorders, Oppositional Defiant Disorder, Conduct Disorder, Disruptive Behaviour Disorder not otherwise specified, Schizophrenia, Mood Disorder, Anxiety Disorder, Personality Disorder, Adjustment Disorder, Problems related to Abuse or Neglect, Autism Spectrum Disorders	
Information For IPRC	PVNCCDSB Criteria for Identification
<ul style="list-style-type: none"> <li>• Portfolio of classroom work or school documentation as available</li> <li>• Review of Student's OSR</li> <li>• Report Card and/or Alternate Progress Report (See page C25 of Special Education: A Guide for Educators, 2001)</li> <li>• Educational Assessment: Elementary Classroom Teacher for IPRC (Sp. Ed. Form 06)</li> <li>• Educational Assessment: Elementary Resource Teacher for IPRC (Sp. Ed. Form 07)</li> <li>• Behaviour Tracking Record</li> <li>• Functional Behaviour Rating Scale</li> <li>• Psychological Assessment</li> <li>• Language Checklist administered by classroom teacher or SERT</li> <li>• WF: AS/TAPs Tests administered by Special Education Resource Teacher</li> <li>• Suspension Letter(s)</li> <li>• Audiological assessment conducted by an audiologist</li> <li>• Assessment conducted by an optometrist or ophthalmologist to assess visual acuity</li> <li>• Speech Screening Tool and/or medical evaluation</li> <li>• Community agency input</li> <li>• Parent perspective / in-put / view</li> <li>• Student's views, concerns and hopes</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological assessment by regulated, qualified professional with a clear statement to substantiate learning ability</li> <li>• Evidence of compromised educational performance as a result of behaviour</li> </ul>

## COMMUNICATION: AUTISM

A Disorder that is characterized by deficits and impairments in multiple areas of development. They include impairment in social, communication and the presence of restricted and repetitive patterns of behaviours, interests and activities. The specific disorder significantly interferes with the student's academic and social functioning in the educational setting. The disorder is diagnosed by a qualified practitioner. (Definition Revised May, 2015)

### Characteristics

Students who are identified with this exceptionality may exhibit some or all of the following characteristics:

- impairment in verbal (both expressive and receptive) and nonverbal communication;
- lack of appropriate social or emotional interaction with others;
- failure to develop peer relationships;
- lack of make-believe-play or social imitative play;
- restricted, repetitive and stereotyped pattern of behaviour or
- extreme variability of intellectual functioning from low to average to high average.

### Prior to Identification

- School Resource Team Report (Sp. Ed. Form 01)
- School Resource Tracking Sheet (Sp. Ed. Form 03)
- Record of Notification of IPRC Meeting (Sp. Ed. Form 05)
- Individual Education Plan, if available.

### Diagnostic Information

- Diagnosis of Autism Spectrum Disorder (ASD) by a member of the College of Psychologists or the College of Physicians and Surgeons

### Information for IPRC

- Portfolio of classroom work or school documentation as available
- Review of Student's OSR
- Report Card and/or Alternate Progress Report (See page C25 of Special Education: A Guide for Educators, 2001)
- Educational Assessment: Elementary Classroom Teacher for IPRC (Sp. Ed. Form 06)
- Educational Assessment: Elementary Resource Teacher for IPRC (Sp. Ed. Form 07)
- Functional data from sources such as New- Intake process, registration and/or Screening Tools
- Speech and Language Pathologist Assessment if available
- Psychological assessment reports, if available
- Community agency input
- Parent perspective / in-put / view
- Student's views, concerns and hopes

### PVNCCDSB Criteria for Identification

- Assessment by regulated, qualified professional with a clear diagnosis to substantiate the identification
- Student achievement/functional data which documents a disturbance in social/emotional development and in the rate of educational development for age appropriate Grade level academic educational work

## COMMUNICATION: DEAF / HARD OF HEARING

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

### Characteristics

Students who are identified with this exceptionality may exhibit some or all of the following characteristics:

- a hearing loss which affects academic achievement and the acquisition of language;
- delayed speech and language;
- use of an alternate method of communication;
- use of amplification;
- some difficulties with social/emotional or interpersonal skills;
- require specialized curricula related to hearing loss e.g., amplification, speech reading, sign language, self-advocacy skills.

### Prior to Identification

- School Resource Team Report (SEOS Form 01)
- School Resource Tracking Sheet (SESO Form 03)
- Report of Case Conference (SESO Form 04)
- Record of Notification of IPRC Meeting (SESO Form 16)
- School Resource Team meeting with Teacher of the Deaf present
- Individual Education Plan, if available.

### Diagnostic Information for Initial I.P.R.C. (Mandatory)

- Within the past 2 years, a formal diagnosis by a member of the College of Physicians and Surgeons or an assessment report by an audiologist who is a member of the College of Audiologists and Speech-Language Pathologists identifying a hearing loss;
- A report documenting the use of amplification or specialized communication supports;
- A Speech Language assessment completed within the past 2 years by a Speech-Language Pathologist of Ontario
- NOTE: Students with a cochlear implant require a pre-implant audiogram

### Information for IPRC

- Portfolio of classroom work or school documentation as available
- Review of Student's OSR
- Report Card and/or Alternate Progress Report (See page C25 of Special Education: A Guide for Educators, 2001)
- Educational Assessment: Elementary Classroom Teacher (SEOS Form 17)
- Educational Assessment: Secondary Subject Teacher (SEOS. Form 46)
- Educational Assessment: Elementary Resource Teacher (SEOS Form 18)/ Secondary Resource Teacher (SEOS Form 19)
- Audiological assessment conducted by an Ear, Nose and Throat Physician or Audiologist
- Speech Language Assessment by a Speech Language Pathologist
- Visual Acuity Assessment Conducted by an optometrist or ophthalmologist
- Individual Education Plan
- Parent perspective / in-put / view

### PVNCCDSB Criteria for Identification

- Audiological Assessment conducted by an Ear, Nose and Throat Physician or Audiologist who is a member of the College of Audiologists and Speech Language Pathologists of Ontario stating a bilateral hearing loss with a minimum pure tone average of 31db in the better ear **or** a unilateral hearing loss with a minimum pure tone average of 71 dB in the affected ear;
- Speech Language Assessment by a Speech Language Pathologist who is a member of the College of Audiologists and Speech Language Pathologist of Ontario stating a receptive and/or expressive language delay within the moderate to severe range for the child's chronological age.

## COMMUNICATION: LANGUAGE IMPAIRMENT

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical or sensory factors, and which may involve one or more of the form, content and function of language in communication and include one or more of language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.

### Characteristics

Students who are identified with this exceptionality may exhibit some or all of the following characteristics:

- delay/disorder in the area of receptive language (understanding of language);
- difficulty with vocabulary, syntax/grammar; story/paragraph comprehension;
- difficulty with higher level language such as figurative language;
- delay/disorder in expressive language and narrative;
- difficulty with phonological awareness;
- difficulty with reading, writing, math word problems

### Prior to Identification

- School Resource Team Report (Sp. Ed. Form 01)
- Report of Case Conference (Sp. Ed. Form 04)
- Record of Notification of IPRC Meeting (Sp. Ed. Form 16)
- Individual Education Plan, if available.

### Diagnostic Information (Mandatory)

- Assessment Report of a Language Impairment by a member of Audiologists and Speech and Language Pathologists and/or a diagnosis of a Language Disorder by a member of the College of Psychologists or the College of Physicians and Surgeons

Information for IPRC	PVNCCDSB Criteria for Identification
<ul style="list-style-type: none"> <li>• Portfolio of classroom work or school documentation as available</li> <li>• Review of Student's OSR</li> <li>• Report Card and/or Alternate Progress Report (See page C25 of Special Education: A Guide for Educators, 2001)</li> <li>• Educational Assessment: Elementary Classroom Teacher for IPRC (Sp. Ed. Form 06)</li> <li>• Educational Assessment: Elementary Resource Teacher for IPRC (Sp. Ed. Form 07)</li> <li>• Language Checklist administered by Special Education Resource Teacher or classroom teacher (if there is no current assessment within 2 years)</li> <li>• Speech and Language Assessment by a Speech and Language Pathologist</li> <li>• Speech Screening Tool administered by Special Education Resource Teacher or classroom teacher</li> <li>• Audiological assessment conducted by an audiologist</li> <li>• Psychological Assessment (recommended by the Speech and Language Pathologist)</li> <li>• Parent perspective / in-put / view</li> <li>• Community agency input</li> <li>• Student's views, concerns and hopes</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language Assessment by Speech and Language Pathologist and/or diagnosis/identification of a language impairment by a regulated, qualified health professional.</li> </ul>

## COMMUNICATION: SPEECH IMPAIRMENT



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.	
<b>Characteristics</b>	
<p>Students who are identified with this exceptionality may exhibit some or all of the following characteristics:</p> <ul style="list-style-type: none"> <li>• articulation and/or phonological disorder;</li> <li>• dysfluency (stuttering);</li> <li>• motor speech disorders e.g., apraxia, dysarthria;</li> <li>• voice and/or resonance disorder such as effects of cleft lip and palate, etc.</li> </ul>	
<b>Prior to Identification</b>	
<ul style="list-style-type: none"> <li>• School Resource Team Report (Sp. Ed. Form 01)</li> <li>• Report of Case Conference (Sp. Ed. Form 04)</li> <li>• Record of Notification of IPRC Meeting (Sp. Ed. Form 16)</li> <li>• Individual Education Plan, if available.</li> </ul>	
<b>Diagnostic Information (Mandatory)</b>	
<ul style="list-style-type: none"> <li>• Assessment Report of a speech impairment by a member of the College of Audiologists and Speech and Language Pathologists and/or a diagnosis of a speech disorder by a member of the College of Physicians and Surgeons</li> </ul>	
<b>Information for IPRC</b>	<b>PVNCCDSB Criteria for Identification</b>
<ul style="list-style-type: none"> <li>• Portfolio of classroom work or school documentation as available</li> <li>• Review of Student's OSR</li> <li>• Report Card and/or Alternate Progress Report (See page C25 of Special Education: A Guide for Educators, 2001)</li> <li>• Educational Assessment: Elementary Classroom Teacher for IPRC (Sp. Ed. Form 06)</li> <li>• Educational Assessment: Elementary Resource Teacher for IPRC (Sp.Ed. Form 07)</li> <li>• Speech Screening Tool administered by Special Education Resource Teacher or classroom teacher</li> <li>• Language Checklist administered by Special Education Resource Teacher or classroom teacher</li> <li>• Speech and Language Assessment by a Speech and Language Pathologist</li> <li>• Audiological assessment conducted by an audiologist</li> <li>• Parent perspective / in-put / view</li> <li>• Community agency input</li> <li>• Student's views, concerns and hopes</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment by a Speech and Language Pathologist and/or a diagnosis of a speech disorder by a member of the College of Physicians and Surgeons from a health care provider.</li> </ul>

## COMMUNICATION: LEARNING DISABILITY

The Ministry of Education defines a 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 that:

- 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 at least 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 interactions (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 language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

### Prior to Identification

- School Resource Team Report (Sp.Ed. Form 01)
- School Resource Team Screening Tool (Sp.Ed. Form 01b)
- Report of Case Conference (Sp.Ed. Form 04)
- Individual Education Plan, if available.

### Diagnostic Information (Optional)

- Diagnosis from a licensed member of the College of Psychologist or the College of Physicians and Surgeons of a learning disability, perceptual handicap, a brain injury, minimal brain dysfunction, dyslexia, or developmental aphasia

### Information for IPRC

- Portfolio of classroom work or school documentation as available
- Review of Student's OSR
- Report Card and/or Alternate Progress Report (See page C25 of Special Education: A Guide for Educators, 2001)
- Educational Assessment: Elementary Classroom Teacher for IPRC (Sp. Ed. Form 06)
- Psychological assessment
- Audiological assessment conducted by an audiologist –optional
- Assessment conducted by an optometrist or ophthalmologist to assess visual acuity – optional
- WF: AS/TAPs Tests administered by SERT
- Language Checklist completed by classroom teacher
- Parent perspective / in-put / view
- Community agency input (if involved)
- Student's views, concerns and hopes

### PVNCCDSB Criteria for Identification

- Psychological Assessment outlining cognitive ability falling at or above the 25th percentile, a significant discrepancy between academic achievement and intellectual ability and deficits in at least one area of processing involved in learning.

## INTELLECTUAL: GIFTEDNESS

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

### Characteristics

Students who are identified with this exceptionality may exhibit some or all of the following characteristics:

- demonstrates or has the capacity for Level 4 achievement in core subjects;
- demonstrates unique abilities, creativity or talents;
- superior task commitment;
- may not necessarily be a high achiever.

### Prior to Identification

- School Resource Team Report (Sp. Ed. Form 01)
- School Resource Tracking Sheet (Sp. Ed. Form 03)
- Report of Case Conference (Sp. Ed. Form 04)
- Record of Notification of IPRC Meeting (Sp. Ed. Form 05)
- Individual Education Plan, if available.

### Diagnostic Information (Optional)

- Not applicable.

See the note under the exceptionality, Multiple, if you intend to identify the student as Giftedness for one of the exceptionalities.

### Information for IPRC

- Portfolio of classroom work or school documentation as available
- Review of Student's OSR
- Report Card and/or Alternate Progress Report (See page C25 of Special Education: A Guide for Educators, 2001)
- Educational Assessment: Elementary Classroom Teacher for IPRC (Sp. Ed. Form 06)
- Educational Assessment: Elementary Resource Teacher for IPRC (Sp. Ed. Form 07)
- PVNCCDSB Gifted Screening Process
  - Teacher recommendation through Gifted Screening Process checklist
  - Otis Lennon School Ability Test -8<sup>th</sup> Edition: Stanine 9 in one subtest and Stanine 8 in the other.
  - Psychological Assessment outlining intellectual ability at the 98<sup>th</sup> percentile or above.
- Parent perspective / in-put / view
- Student's views, concerns and hopes

### PVNCCDSB Criteria for Identification

- Psychological Assessment documenting cognitive ability falling at the 98<sup>th</sup> percentile or above and advanced learning ability.

## INTELLECTUAL: MILD INTELLECTUAL DISABILITY

A learning disorder characterized by: an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; an inability to profit educationally within a regular class because of slow intellectual development; a potential for academic learning, independent social adjustment and economic self-support.

### Characteristics

Students who are identified with this exceptionality may exhibit some or all of the following characteristics:

- difficulty learning and understanding new concepts and consolidating most skills at a basic level;
- difficulty with expressive and receptive language skills;
- difficulty with impulse control;
- difficulty with some independent living skills;
- some difficulty with social interactional skills;
- potential for academic learning, independent social adjustment, and economic self-support;
- able to meet some curriculum expectations with support.

### Prior to Identification

- School Resource Team Report (Sp. Ed. Form 01)
- School Resource Tracking Sheet (Sp. Ed. Form 03)
- Report of Case Conference (Sp. Ed. Form 04)
- Record of Notification of IPRC Meeting (Sp. Ed. Form 05)
- Individual Education Plan, if available.

### Diagnostic Information (Optional)

Diagnosis by a licensed member of the College of Psychologists or the College of Physicians and Surgeons of a mild intellectual disability

Information for IPRC	PVNCCDSB Criteria for Identification
<ul style="list-style-type: none"> <li>● Portfolio of classroom work with assistance provided and curriculum modifications</li> <li>● Review of Student's OSR</li> <li>● Report Card and/or Alternate Progress Report (See page C25 of Special Education: A Guide for Educators, 2001)</li> <li>● Educational Assessment: Elementary Classroom Teacher for IPRC (Sp. Ed. Form 06)</li> <li>● Educational Assessment: Elementary Resource Teacher for IPRC (Sp. Ed. Form 07)</li> <li>● Assistant support has been provided by Co-operative Education student, Volunteer, SERT or EA</li> <li>● Psychological assessment</li> <li>● Individual Education Plan, if available</li> <li>● WF: AS/TAPs Tests administered by SERT</li> <li>● Audiological assessment conducted by an audiologist</li> <li>● Assessment conducted by an optometrist or ophthalmologist to assess visual acuity</li> <li>● Community Agency reports</li> <li>● Community agency input</li> <li>● Parent perspective / in-put / view</li> <li>● Student's views, concerns and hopes</li> </ul>	<ul style="list-style-type: none"> <li>● Documentation of modified curriculum and Special Education support for IEP</li> <li>● Achievement data which demonstrates an ability to profit educationally within the regular class when modifications and assistance are in place</li> <li>● Psychological Assessment showing compromised learning ability and an assessment of daily living skills.</li> </ul>

## INTELLECTUAL: DEVELOPMENTAL DISABILITY

A severe learning disorder characterized by an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; an ability to profit from a special education program that is designed to accommodate slow intellectual development; a limited potential for academic learning, independent social adjustment and economic self-support.

### Characteristics

Students who are identified with this exceptionality may exhibit some or all of the following characteristics:

- great difficulty with impulse control and behaviour management;
- limited means of communication;
- extreme difficulty with social interaction and basic daily living skills;
- unable to attain most or all provincial curriculum expectations at any level;
- working exclusively on IEP goals/expectations;
- complex multiple needs;
- limited potential for academic learning, independent social adjustment, and economic self-support.

### Prior to Identification

- School Resource Team Report (Sp. Ed. Form 01)
- School Resource Tracking Sheet (Sp. Ed. Form 03)
- Report of Case Conference (Sp. Ed. Form 04)
- Record of Notification of IPRC Meeting (Sp. Ed. Form 05)
- Individual Education Plan, if available.

### Diagnostic Information (Optional)

Diagnosis of a developmental disability by a member of College of Physicians and Surgeons or College of Psychologists

#### Information for IPRC

- Portfolio of classroom work or school documentation/alternate expectations as available
- Review of Student's OSR
- Report Card and/or Alternate Progress Report (See page C25 of Special Education: A Guide for Educators, 2001)
- Educational Assessment: Elementary Classroom Teacher for IPRC (Sp. Ed. Form 06)
- Educational Assessment: Elementary Resource Teacher for IPRC (Sp. Ed. Form 07)
- Psychological assessment
- WF: AS/TAPs Tests, Brigance Life Skills Developmental Assessment administered by SERT
- Audiological assessment conducted by an audiologist
- Assessment conducted by an optometrist or ophthalmologist to assess visual acuity
- Occupational Therapist Report
- Physiotherapist Report
- Community Agency Reports
- Community agency input
- Parent perspective / in-put / view
- Student's views, concerns and hopes

#### PVNCCDSB Criteria for Identification

- Psychological Assessment showing compromised cognitive abilities and daily living skills.

## PHYSICAL: PHYSICAL DISABILITY

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

### Characteristics

Students who are identified with this exceptionality may exhibit some or all of the following characteristics:

- an on-going condition that limits physical functioning and requires sustained assistance to perform physical and social tasks;
- a chronic health need that may require a great deal of assistance with activities of daily living and may require ongoing medical intervention;
- demonstrates a need for program modifications related to the orthopaedic and/or physical handicap.

### Prior to Identification

- School Resource Team Report (Sp. Ed. Form 01)
- School Resource Tracking Sheet (Sp. Ed. Form 03)
- Report of Case Conference (Sp. Ed. Form 04)
- Record of Notification of IPRC Meeting (Sp. Ed. Form 05)
- Individual Education Plan, if available.

### Diagnostic Information (Mandatory)

- Formal diagnosis by a licensed member of the College of Physicians and Surgeons or Occupational Therapist or Physiotherapist Report

Information for IPRC	PVNCCDSB Criteria for Identification
<ul style="list-style-type: none"> <li>• Portfolio of classroom work or school documentation as available</li> <li>• Review of Student's OSR</li> <li>• Report Card and/or Alternate Progress Report (See page C25 of Special Education: A Guide for Educators, 2001)</li> <li>• Educational Assessment: Elementary Classroom Teacher for IPRC (Sp. Ed. Form 06)</li> <li>• Educational Assessment: Elementary Resource Teacher for IPRC (Sp. Ed. Form 07)</li> <li>• Human or technical support is provided to aid with physical limitations or deficiencies within the learning environment.</li> <li>• Community Agency In-Put</li> <li>• Occupational Therapist Report</li> <li>• Physiotherapist Report</li> <li>• Documented support provided for physical care and the need for assistance with activities of daily living are documented.</li> <li>• Parent perspective / in-put / view</li> <li>• Student's views, concerns and hopes</li> </ul>	<ul style="list-style-type: none"> <li>• Medical diagnosis of a physical handicap requiring assistance around the school facility</li> </ul>

## PHYSICAL: BLIND / LOW VISION

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

### Characteristics

Students who are identified with this exceptionality may exhibit some or all of the following characteristics:

- a physical condition which impairs visual functioning;
- demonstrates a need for special materials, teaching strategies, classroom accommodations and equipment to facilitate learning;
- corrected visual acuity in the better eye of 20/70 (6/19 metric) or less;
- a visual field reduced to an angle of twenty degrees or less in the widest diameter.

### Prior to Identification

- School Resource Team Report (Sp. Ed. Form 01)
- School Resource Tracking Sheet (Sp. Ed. Form 03)
- Report of Case Conference (Sp. Ed. Form 04)
- Record of Notification of IPRC Meeting (Sp. Ed. Form 05)

**Individual Education Plan, if available.**

### Assessment Piece (Mandatory)

- A formal diagnosis by a member of the College of Physicians and Surgeons or a member of the College of Optometrists that a student is legally blind (20/200 Imperial or 6/60 Metric) or has a severe field restriction or is low vision.

### Diagnostic Information (Optional)

- Functional Vision Assessment, Tactile Readiness Assessment or Braille/Print Medium Assessment, Teacher of the Blind Assessment

Information for IPRC	PVNCCDSB Criteria for Identification
<ul style="list-style-type: none"> <li>• Portfolio of classroom work or school documentation as available</li> <li>• Review of Student's OSR</li> <li>• Report Card and/or Alternate Progress Report (See page C25 of Special Education: A Guide for Educators, 2001)</li> <li>• Educational Assessment: Elementary Classroom Teacher for IPRC (Sp. Ed. Form 06)</li> <li>• Educational Assessment: Elementary Resource Teacher for IPRC (Sp. Ed. Form 07)</li> <li>• Assessment conducted by an optometrist or ophthalmologist to assess visual acuity</li> <li>• IEP developed in coordination with the Teacher of the Blind.</li> <li>• Parent perspective / in-put / view</li> <li>• Community agency input</li> <li>• Student's views, concerns and hopes</li> </ul>	<ul style="list-style-type: none"> <li>• Written medical documentation from an optometrist or ophthalmologist</li> <li>• Student achievement which demonstrates a difficulty attaining Grade and age level academic expectations</li> </ul>

## MULTIPLE EXCEPTIONALITIES

A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments or disabilities.

### Characteristics

Students who are identified with this exceptionality may exhibit some or all of the following characteristics:

- combination of learning exceptionalities;
- combination of learning and physical exceptionalities;
- meets the PVNC Catholic District School Board criteria for being considered exceptional in at least two exceptionalities.

### Prior to Identification

- School Resource Team Report (Sp. Ed. Form 01)
- School Resource Tracking Sheet (Sp. Ed. Form 03)
- Report of Case Conference (Sp. Ed. Form 04)
- Record of Notification of IPRC Meeting (Sp. Ed. Form 05)
- Individual Education Plan, if available.

### Diagnostic Information (Optional)

- Formal diagnosis of physical or intellectual impairment from a member of the College of Psychologists or the College of Physicians and Surgeons.

### MULTIPLE – Areas of exceptionality (Check ✓ two or more):

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Behaviour</li> <li><input type="checkbox"/> Communication: Autism</li> <li><input type="checkbox"/> Communication: Deaf / Hard of Hearing</li> <li><input type="checkbox"/> Communication: Language Impairment</li> <li><input type="checkbox"/> Intellectual: Developmental Disability</li> <li><input type="checkbox"/> Intellectual: Gifted</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Speech Impairment</li> <li><input type="checkbox"/> Communication: Learning Disability</li> <li><input type="checkbox"/> Physical: Physical Disability</li> <li><input type="checkbox"/> Physical: Blind/Low Vision</li> <li><input type="checkbox"/> Intellectual: Mild Intellectual Disability</li> </ul> |
|---|--|
- To identify the student as Multiple with Gifted as one of the exceptionalities, consultation with the Superintendent of Schools – Special Education Services is required.

### Information for IPRC

- Portfolio of classroom work or school documentation as available
- Review of Student's OSR
- Report Card and/or Alternate Progress Report (See page C25 of Special Education: A Guide for Educators, 2001)
- Educational Assessment: Elementary Classroom Teacher for IPRC (Sp. Ed. Form 06)
- Educational Assessment: Elementary Resource Teacher for IPRC (Sp. Ed. Form 07)
- Documentation about student needs meets the criteria for identification in two or more areas.
- Resource service is provided by a qualified Special Education Resource Teacher.
- Assistance is provided by a Co-Operative Education student, volunteer, peer tutor or Educational Assistant.
- parent perspective / in-put / view
- Community agency input
- Student's views, concerns and hopes

### PVNCCDSB Criteria for Identification

- Two or more files of documentation which support identification under PVNCCDSB criteria in two or more areas of exceptionality.



## **Special Education Placements Provided by the Board**

The Special Education Advisory Committee provides advice to the Board about placement options for students living with exceptionalities and supports innovative programs by forwarding recommendations to the Board. The placement descriptions align with page D10 of Special Education: A Guide for Educators.

At the elementary and secondary levels, placement of a student in a regular class is the first option considered by an IPRC.

### **Regular Class with Indirect Support**

The student is placed in the regular class for the entire day, and the teacher receives specialized consultative services. Class size is an average of 24.5:1 at Elementary School or 22:1 at Secondary with a PVNCCDS Board motion. (21:1 in accordance with Ministry of Education regulation)

### **Regular Class with Resource Assistance**

The student is placed in the regular class for all or most of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher. Class size is an average 24.5:1 at Elementary School or 22:1 at Secondary with a PVNCCDS Board motion. (21:1 in accordance with Ministry of Education regulation)

### **Regular Class with Withdrawal Assistance**

The student is placed in the regular class and receives instruction outside of the classroom for less than 50 percent of the school day from a qualified special education teacher. Class size is an average 24.5:1 at Elementary School or 22:1 at Secondary with a PVNCCDS Board motion. (21:1 in accordance with Ministry of Education regulation)

### **Special Education Class with Partial Integration**

The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to Regulation 298, section 31, (8:1) for at least 50 percent of the school day, but it is integrated with regular class for at least one instructional period daily.

### **Special Education Class Full Time**

The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to Regulation 298, section 31, (10:1 or 8:1 or 6:1 depending on the exceptionality) for the entire day.

Other options exist to meet the student's needs, and parents and school board staff are encouraged to explore them. For example, they may need to consider applying for admission to:

- A Provincial School for students who are deaf, blind or deafblind, or a Demonstration School for students who have severe learning disabilities; or
- A facility that provides the necessary care or treatment appropriate for the student's condition.

Applications to Provincial Schools and Demonstration Schools are coordinated and submitted by the school board. Applications to care and treatment facilities are made by the parents directly to the facility, although school board staff may be able to assist the parents in gathering useful information.

Special Education Placements Provided By PVNCCDSB

Type of Placement	Placement	Partners (support provided by)	Student Identification	Class Type/ Size	Criteria for Admission	Admission Process	Level of Assistance	Criteria for Change of Placement
Regular class with indirect support	Regular class any school	PVNCCDSB	Any exceptionality	Regular class	Eligible to register at school	School Resource Team (SRT)	Classroom Teacher in consultation with SERT	Reviewed by SRT & IPRC
Regular class with resource support	Regular class any school	PVNCCDSB	Any exceptionality	Regular class	Eligible to register at school	School Resource Team (SRT)	Classroom Teacher with resource & possibly EA support	Reviewed by SRT & IPRC
Regular class with withdrawal assistance	Regular any school	PVNCCDSB	Any exceptionality	Regular class	Eligible to register at school	School Resource Team (SRT)	Classroom teacher with resource & possibly EA support (out of class)	Review by SRT & IPRC
Special Education Class with Partial Integration	Learning for Living-Secondary	PVNCCDSB	Intellectual Physical Multiple	Special education class (20)	Identified as intellectual physical, multiple, needs alternate program	School (SRT) recommendation parent consent, program acceptance, IPRC	SERT; EA	Reviewed by SRT & IPRC

Placement	Location	Partners (support provided by)	Student Identificati on	Class Type/ Size	Criteria for Admission	Admission Process	Level of Assistance	Criteria for Change of Placement
Special Education Class Full Time	Centre for Autism Spectrum Assistance (10) (C.A.S.A.)  Peterborough 3 Clarington 3 Northumberland 2 CKL 2	PVNCCDSB	Communic ation: Autism	Special Education Class (6)	Identified as Communication Autism with difficulty in communication, socialization, behaviour & academics	School recommenda tion, parent consent, program acceptance, IPRC	SERT; Autism Spectrum Disorder Workers	Reviewed by C.A.S.A. team, SRT & IPRC
Special Education Class with Partial Integration	School Based Autism Program (2) (S.B.A.P.)  Holy Family CES St. Anthony CES	PVNCCDSB	Communic ation: Autism	Partial Integration (20)	Identified as Communication Autism with difficulty in communication, socialization, behaviour & academics	School recommenda tion, parent consent, program acceptance, IPRC	SERT; Autism Spectrum Disorder Workers	Reviewed by SR & IPRC

### **CASA (Centre for Autism Spectrum Assistance) and SBAP (School Based Autism Program)**

The Centre for Autism Spectrum Assistance (CASA) and School Based Autism Program (SBAP) are designed to specifically meet the learning needs of students with Autism Spectrum Disorders. (ASD). The goals of the CASA and SBAP programs are: to remediate the skills gaps in the areas of communication, self-regulation and social skills which are common to the diagnosis; and to encourage the acquisition of skills which increase student independence in the learning environment and in daily living. The CASA program is capped at six students as per Ministry of Education Recommendations for special programs for students with ASD. Students are accepted into the program through an application process and attend for two years. After the first two years, continued participation in the program is re-evaluated by the CASA team, in consultation with the parents/guardians, on a yearly basis. The

program consists of accommodated or modified expectations from the Ontario Curriculum., as well as alternative expectations in the areas of communication skills, self-regulation, social and life, organizational and independent living skills. Students are integrated into regular classroom settings and into the whole school community as appropriate to their needs. Each CASA host school has a snoezelen Room and the CASA students have daily access.

Each CASA/SBAP program contains a teacher who possesses Special Education Qualifications, training in TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) approach, as well as application of the principles of ABA in programming for students with ASD. There are two ASD workers in each program who have additional training specific to ASD.

CASA is for students living with ASD who, after intensive support and appropriate accommodations and modification, will benefit from increased learning and practicing of alternative skills to support integration. The CASA program is capped at six students maximum (in accordance with Ministry of Education recommendations for specialized ASD classrooms).

The elementary CASA program accepts students from grades 1 to 6 (but students may attend to grade 8 if required). The secondary CASA program accepts students typically from grades 7 to 12+ (21 years of age) . The school day is modified to ensure successful transitions, and that teams have adequate prep, planning and debriefing time for each student's programming needs.

Each program has one qualified Special Education Resource Teacher, two specialized ASD Workers and additional Support Staff, as deemed necessary or attached to a SIP Claim.

A Board Speech Language Pathologist provides regular visits to observe, coach, model and support the Augmentative and Alternative Communication (ACC) devices, as well as assist with Individualized Education Plan (IEP) goals.

The Itinerant ASD Teacher and/or Special Education Consultant visit the program throughout the year and are available to provide coaching, modelling and resources for Applied Behaviour Analysis (ABA), Functional Behaviour Assessment (FBA) and ASD programming.

The presentation of ASD characteristics are diverse in each CASA program and for some students reverse integration for specific learning can take place within the school. The secondary program can provide integration for credits, work placement and alternative learning options.

All CASA program structures employ the principles of Applied Behaviour Analysis for the development, implementation and assessment of each students' program and learning. Student programs are highly individualized and concentrate on Communication, Social Thinking, Self-Regulation, Functional Life and Schools Skills in addition to numeracy and literacy.

The secondary program also includes an increased focus on transitional skills such as daily living and advocacy to assist students with preparation for employment, adult service, independent living or continuing education.

## **Education Community Partnership Programs (ECPPs, formerly CTCCs and Section 23 Classrooms)**

As part of the Ministry's commitment to support all students and as an integrated part of Ontario's education system, some students might have the opportunity to attend an ECPP (Education and Community Partnership Program). The partnership programs are part of the Ministry's commitment to support all students so that they have the skills to succeed in school and in life and this is done with the pairing of an Ontario District School Board (with a school board designated Special Education Resource Teacher) and a government-approved community agency/organization. The pairing/partnership is to :

- Provide critical support to meet the needs of children and youth who have difficulty attending school and/or accessing learning due to their primary need for care, treatment and/or rehabilitation
- Facilitate transitions to future education successes

All qualifying children and youth are expected to attend school when possible, and where a child or youth has special education needs, these should be accommodated, if possible, through programs and services offered by the school board. ECPP is only for children and youth who cannot attend schools due to their primary need for care, treatment, and/or rehabilitation. ECPPs are designed to recognize the primacy of care, treatment and/or rehabilitation. Accordingly, ECPPs are based on a collaborative model for sharing responsibilities between the school board and the partner. The school board provides the educational programming and the partner provides the care, treatment, and/or rehabilitation.

The Special Education Resource Teacher in the program is expected to consider the need for care, treatment, and rehabilitation and, therefore, works jointly with the partner and as a part of a multi-disciplinary team to ensure consistent and continuous support for children and youth in ECPPs to assist them in achieving their education and care, treatment and/or rehabilitation outcomes. Joint planning includes the development of an Education Plan for each child and youth in an ECPP. In preparing and applying these Education Plans, education often becomes interwoven with the treatment services provided by the partner. This collaboration, informed by the strengths and needs of each individual child, thus, enhances both the education and care outcomes.

When a recommendation, by the Principal of the school, is made about a placement in an ECPP, an application process is undertaken. Once accepted, students become clients of the agency supported by the Special Education Resource Teacher of the partnering school board.

### **Snoezelen®**

The Snoezelen® Room is a safe environment which gently stimulates the primary senses, which allows students with sensory processing and integration needs, to experience aspects of their environment not normally accessed in their daily lives. Research has shown that multi-sensory environments offer a wealth of benefits, including improved student-caregiver communication, better understanding of students' needs, and increased trust in student-caregiver relationships. Snoezelen® can be used to calm or to energize assisting

students with sensory needs in regulating their sensory systems. This Snoezelen® Room is one strategy which is frequently used to support learning goals in the area of self-regulation and anxiety management. Participants experience increased self-control, enhanced self-esteem and reduced tension.

## **PVNCCDSB Individual Education Plan**

### **Reason for Development of IEP**

Regulation 181/98 requires that an Individual Education Plan (IEP) be developed for every student identified as exceptional by an Identification, Placement, and Review Committee. (IPRC) It is noted that the IEP in place remains in effect during the 30-day period to develop the new IEP after a change in placement.

In addition, the PVNCCDS Board develops an IEP for students who have not been identified as exceptional but may require special education programs/services. This would include:

- students who are to be assessed using modified expectations for reporting on the provincial report card and/or alternative expectations on an alternative report form; and/or
- students who regularly require accommodations for instructional, environmental, or assessment situations.

### **Student Profile**

#### **Exceptionality**

On the IEP, there is an indication of the Ministry-approved exceptionality as recorded on the IPRC Statement of Decision.

NOTE: For students who are identified as Communication: Autism, the student's Individual Education Plan complies with the expectations for Applied Behavioural Analysis and Transition programming as outlined in Ministry of Education Policy and Program Memorandum 140.

### **Placement**

(Extracted from the Ministry of Education's Special Education: A Guide for Educators, 2001)  
The IEP includes the student's placement as stated in the IPRC Statement of Decision.

#### **A Regular Class with Indirect Support**

- 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 where the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with regular class for at least one instruction period daily.

**A Special Education Class Full Time**

- 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.

**Assessment Data**

Information in this section is directly related to the reasons that give rise to the need for special education programs and services. Examples of possible sources include: medical/health assessments (vision, hearing, physical, neurological), speech/language assessments, occupational/physical therapy assessments, behaviour assessments, and psychological assessments. A current psychological assessment may be included as an additional information source. "Current" means within the past two years.

A summary of the assessment results is listed in a brief statement. Specific scores are not required. Possible examples include:

- Report supports a diagnosis of learning disabilities;
- Report affirms average cognitive functioning;
- Information indicates a mild to moderate hearing loss;
- Report finds a significant area of need for inexpressive language skills.

**Student's Strengths and Needs**

It is as important to identify a student's strengths as it is to determine need. Strengths identify areas where the student has effective learning skills. Assessment reports frequently identify areas of strength. Strengths also include information on learning modalities or styles and lead to the development of successful strategies and accommodations that maximize the student's ability to learn. Possible areas of strength include:

- verbal memory skills;
- task completion;
- expressive language skills;
- coordination and fine-motor control skills;

- organizational and time management skills

Areas of need are drawn directly from the assessment data. They are directly related to the reason why the student requires changes to curriculum or the learning environment, whether it be through accommodations, modified expectations, or the development of alternatives to the regular curriculum. The identified exceptionality is evident in the student's areas of need. Needs are not expressed in terms of needing a person or a specific program or service. For most exceptionalities the needs do not change significantly over time.

Areas of need are addressed through the development of accommodations and/or modified/alternative expectations. Possible areas of need include:

- visual memory skills;
- attention;
- receptive language skills;
- visual-motor speed;
- mobility

Strengths and needs in the IEP are consistent with the description contained in the IPRC statement of decision, wherever applicable.

### **Required Specialized Health Support Services**

This section of the IEP records the student's requirements for specialized health support services. These services are provided by individuals specifically assigned to administer the required procedures. In most cases, these health needs are addressed on a scheduled basis in order for the student to attend school. Examples of specialized health support services may include:

- suctioning;
- injections;
- tube feeding;
- personal care – lifting, toileting

### **Subjects, Courses, or Alternative Programs**

Prior to completing this section, all subjects/courses and alternative programs, for which the student will receive instruction, are sorted into the following organizing groups.

Accommodated only (AC) refers to subjects/courses from Ontario curriculum that require accommodations only for the student to access the regular grade expectations.

Modified (MOD) refers to subjects/courses from the Ontario curriculum that require the development of modified expectations that differ from the regular grade expectations. The student may also require specific accommodations for these subjects/courses.

Alternative (ALT) refers to programs that assist students to develop skills/knowledge (usually coded as “K” courses in secondary schools) and that require alternative expectations that are not included in the Ontario curriculum. Examples of alternative programs include: speech/language, anger management, orientation/mobility, and personal care programs.

All subjects/courses that require accommodations and/or modified expectations and all alternative programs are listed on the IEP. Each is identified as Modified (MOD), Accommodate only (AC), or Alternative (ALT).

### **Program Exemptions/Course Substitutions/Secondary Diploma**

Program decisions related to curriculum expectations and substitutions are included in this area. The educational rationale is stated. An indication of whether a secondary student is working toward the attainment of a secondary school diploma, a secondary school certificate, or a certificate of accomplishment is included. The certificate options are selected only when it is evident that the student is primarily enrolled in non-credit courses or not working towards achieving credits.

### **Accommodations**

Accommodations refer to the teaching strategies, supports, and/or services that are required in order for a student to access the curriculum and demonstrate learning. Accommodations do not alter the provincial learning expectations for the grade and they reflect what is different from what is provided for the other students in the class.

- Instructional Accommodations refer to changes in teaching strategies that allow the student to access the curriculum.
- Environmental Accommodations refer to changes that are required to the classroom and/or school environment.
- Assessment Accommodations refer to changes that are required in order for the student to demonstrate learning.

### **Individualized Equipment**

Individualized equipment includes any type or item of equipment or any electronic product or system commercially produced, adapted, or custom-made. Individualized equipment is intended to maintain, increase, or improve the student’s ability to access curriculum and demonstrate learning. It is not limited to ISA 1 purchases.

### **Accommodations and Exemptions for Provincial Assessments**

This section is completed if the student is in a grade for which a provincial assessment is scheduled. If the student requires assessment accommodations throughout the school year, and these accommodations are permitted by EQAO, they are listed in this section. If an exemption is planned for some or all of the provincial assessment, a statement explaining why the assessment is not appropriate for the student, as listed in EQAO policy, is included.

## **Special Education Program**

The Special Education Program page is completed for each modified subject/course and/or alternative program.

### **Current Level of Achievement**

For current level of achievement, the mark or letter grade for the most recent Provincial Report card for each subject or course with modified expectations is recorded, and the grade level of the expectations that were assessed is identified. If the modified expectations were taken from the regular grade curriculum but with significant changes to the number and/or complexity of the curriculum, the curriculum grade level can be followed by a “MOD” for modified expectations.

Current level of achievement for an alternative skill area is a description taken from the latest alternative report.

### **Annual Program Goal**

The annual program goal is a goal statement that describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, course or skill area. Annual program goals need to be expressed as observable, measurable achievements. For example:

- In mathematics, John will complete half of the expectations at the Grade 3 level.
- In reading, Pat will improve decoding and comprehension skills to the Grade 4 level as measured by the Informal Reading Inventory.

### **Learning Expectations**

Learning expectations indicate, by reporting period, the knowledge and/or skills the student is expected to demonstrate and have assessed. The minimum requirement during the IEP development phase (first 30 school days following the date of placement) is the recording of the learning expectations for the first reporting period. Subsequent learning expectations must be added at the beginning of each reporting period. Learning expectations must be added at the beginning of each reporting period. Learning expectations are to be written in such a way that the student and parent are aware of the specific knowledge and/or skills that the student can demonstrate independently, given the provision of appropriate assessment accommodations. For modified expectations, the curriculum grade level from which the learning expectations are derived must also be identified. Examples of learning expectations are:

- Recall addition and subtraction facts to 18 (Grade 3 expectation)
- Determine a line of symmetry of a 2D shape by using paper folding and reflections (Grade 2 expectation)
- Describe the basic structure and function of the major organs in one of the organ systems (Modified Grade 5 expectation)

### **Teaching Strategies**

Teaching strategies support the student in achieving his or her learning expectations. List only those strategies that are different for this student from those used with other students. Examples may include;

- teach visual strategies, like diagrams to represent content, for note making;
- allow the student to tape lessons for more intense listening at a later time;
- provide advance organizers to help the student structure the reading content.

### **Assessment Methods**

State the assessment method that will be used to assess the student learning outlined in each learning expectation. Assessment methods for a subject, course or alternative program should represent a range of methods and techniques and incorporate the previously recorded assessment accommodations. For example,

- For the learning expectation “Describe the basic structure and function of the major organs in one of the organ systems”, the assessment method could be: “Short oral presentation with visual aid”.

### **IEP Developed By:**

Each member of the school board staff involved in the development of the IEP must be identified in the IEP. List both the name and position for each.

### **Sources Consulted In Development**

A list of information sources used in developing and updating the student’s IEP must be provided.

### **Date of Placement**

Select the appropriate option for date placement as specified by either an Identification Placement and Review Committee (IPRC) meeting or a school team decision. For most students, this date will be the first day of attendance in a new school year or semester (secondary only). Regulation 181/98 requires that the completion date of the IEP Development Phase must be within 30 school days following the Date of Placement.

### **Transition Planning**

A Transition Plan is a guide which outlines the daily, short term and long term changes in a student’s program. The Ministry of Education Policy and Program Memo 156 states that by September 2014,

*“A Transition plan must be developed for all students who have an Individual Education plan (IEP), whether or not they have been identified as exceptional by an Identification Placement and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The Transition plan is developed as part of the IEP.”*

A Resource *Educator Support Guide for Transition Planning* has been developed to assist school staff in creating Transition plans for all students who have an IEP. Copies have been provided to all schools and it is also available electronically on our Board Website.

Regulation 181/98 requires that a transition plan be developed for exceptional pupils who are 14 years of age or older, unless solely identified as gifted. Additionally, for students who are identified as Communication: Autism, the student's Individual Education Plan complies with the expectations for Transition programming as outlined in Ministry of Education Policy and Program Memorandum 140. The transition plan must address goals, actions required, names of person(s) responsible for actions and timelines relating to the student's transition to post-secondary activities such as work, further education, and community living.

### **Definition**

A transition plan is a written plan to focus resources of the school system, other community organizations as appropriate, and the student (including his/her family and support network) to assist the student in the transition from school to post-secondary activities. According to Ontario Regulation 181/98, development of each Transition Plan must include the following for all exceptional students aged 14 years and older (accept the area of giftedness) and all students identified as Communication: Autism.

- Focus on plans for transition to appropriate post-secondary school activities (such as work, further education, community living).
- Take into consideration recommendations made by the Identification, Placement and Review Committee (IPRC) regarding special education programs or services.
- Consult the parent and student (16 years or older) and community agencies and post-secondary educational institutions as appropriate.
- Ensure plan is completed or revised and a copy sent to parent and student (16 years or older) within 30 school days after placement by the IPRC.
- Developed and included in Individual Education Plan (IEP) when a student attains age of 14 years, if a plan does not exist.
- Stored as part of the IEP in the Ontario Student Record (OSR), unless the parent objects in writing.

NOTE: For students who are identified as Communication: Autism, the student's Individual Education Plan complies with the expectations for Applied Behavioural Analysis and Transition programming as outlined in Ministry of Education Policy and Program Memorandum 140.

### **Rationale**

Transition services are intended to prepare students to make the transition from the world of school to the world of adulthood. The transition services themselves are a coordinated set of activities that are based on the student's needs and that take into account his or her

preferences and interests. Where school staff have worked with parents, employers, community agencies and providers of further education to develop detailed and coordinated transition plans for exceptional students, the probability of a successful transition has been significantly increased. All students with needs, whether identified by the school board as exceptional or not, may benefit from the development of an IEP and a Transition Plan.

## **Procedures**

### **A. The Team Leader and Participants**

The School Principal appoints a team leader, in most cases a special education staff member involved in development of the IEP. Since the Transition Plan is the responsibility of the school board, the team leader must be a board employee.

The Team Leader is encouraged to invite the participation of every student. The student's personal commitment and input is vital to transition planning.

The Team Leader invites the student's parents, family and advocates as appropriate. These participants are seen as important members of the student's support network.

School staff are included as appropriate. This may include classroom teachers, special education teachers, educational assistants, teacher-advisors, guidance teachers / counsellors, cooperative education teachers / coordinators, principals, vice-principals.

School board staff may also be invited to participate. This may include consultants and professional staff, who may provide consultation and further support.

Community partners may also be invited to participate, as appropriate. These may include community service and health care providers, representatives of agencies and institutions offering further education programs and personnel from the workplace. Team members are selected to ensure that the strengths and needs of the student are highlighted, goals are achievable and actions are identified in order to reach the goals.

### **B. Supporting the Transition Planning Team**

Team members should be oriented to the purpose of the transition planning meeting. This will often occur at the start of the meeting although it could occur in a separate session or during initial contact with participants (e.g., phone, email).

Resource documents should be made available at school sites. These may include an inventory of service providers, work experiences and further educational opportunities).

Background documentation about the student should be collected and available for the meeting. This may include IPRC decisions, Annual Education Plan (AEP), IEP, report cards, assessment reports.

Useful strategies to encourage participation of students, parents and community representatives are listed on pages 11, 12 and 15 of the Ministry of Education Guide, Transition Planning: A Resource Guide (2002).

### C. Developing the Transition Plan

Each Transition Plan should include the following steps:

**Goals** – which reflect both a vision for the student as an independent, responsible and productive adult and his or her realistic strengths, needs and interests. Goals should be attainable and strike a balance among the student's ideal vision of the future, the limitations or barriers to realization and the extent to which the limitations may be overcome by actions or support.

**Actions** – current and future, which are required to achieve the goals and which build on the student's strengths and needs. Actions may change depending on the student's placement and will be more clearly focused in later years as the student approaches school-leaving. Actions should be described in clear language.

**Responsibility** – of the student, parents, educators, support professionals, agencies, services and support systems for each action and their documented agreement to accept that responsibility. The team leader should obtain consent and confirm responsibilities of all persons or agencies identified in the plan.

**Timelines** – should be recorded for the implementation of each action. Anticipated actions for future years should be identified to clarify progression towards goals, test appropriateness of planned actions and alert team members to future responsibilities.

A Transition Plan Checklist is available as a stand-alone form to assist in tracking many of the routine actions involved in assisting exceptional students in planning their transitions to post-secondary activities. This form may be used throughout the secondary years (grades 9 to 12) and should be attached to the IEP. The steps of the checklist are explained in the supplementary Transition Plan Checklist Guide.

Since development of self-advocacy skills are important for exceptional students undergoing transitions to post-secondary activities, it is important to incorporate appropriate support as part of transition planning. Further resources in this area are listed on page 22 of the Ministry of Education Guide, Transition Planning: A Resource Guide (2002). Additional learning expectations and resources are listed on page 26.

Further ideas to assist participants of the transition planning team are listed in Tips for Transition Planning.

### D. Following Transition Planning

Transition Plans may affect other school planning. The goals and actions of a transition plan may assist the development of the IEP and alter curriculum expectations in order to assist the student in meeting his or her goals.



In the event of a lack of consensus, the normal process for resolution in matters of special education are followed: Contact the Curriculum Chair of Special Education and the School Principal.

All documentation is included with the IEP. As a minimum, each plan includes details of the goals, actions, responsibilities and timelines for accomplishing the actions. In many cases, the Transition Plan will be included as a section of the IEP. In cases of longer Transition Plans, the separate plan may be attached to the IEP. The IEP including the Transition Plan must be sent to parents and the student (when the student is 16 years or older) within 30 school days following the IPRC. All documentation pertaining to the IEP and the Transition Plan are stored in the student's OSR, unless the parent objects in writing.

Key: D=Completed C=Current Year N=Next Year F=Future			Gr ad e 9	Gr ad e 10	Gr ad e 11	Gr ad e 12
Recommendation						
Name: _____						
School: _____						
1	Annual Education Plan Goals					
2	Midterm Report Card Learning Goals (stated each semester)					
3	Student Selection of Courses for next year	meeting requirements for compulsory credits				
		attained reading test or equivalent				
		attained writing test or equivalent				
		completed community involvement				
4	Courses	Learning strategies (GLE10, GLE20, GLS10)				
		Career Studies (GLC20)				
		Co-operative Education				
		Strategies for After School (GLE30, GLE40, GLS40)				
5	Exit Program	future Planning After Secondary School				
		review of the student's achievements;				
		discussion and clarification of the student's plans for the immediate future;				
		skills assessment;				
		vocational assessment;				
		work preference scale				
		Explore options for school-to-work: take our kid to work;				
		co-operative education;				
		information on procedures for applying for employment;				
		volunteer experience				
		Explore options for post-secondary transition: information on post-secondary education option;				
		apprenticeship program information; Ontario Youth Apprenticeship Program (OYAP)				
		review assessment data/diagnosis;				
		application; review Transition Booklet				
6	"Life Plan" from agencies	Explore opportunities for independent living: information about community services and contacts; Ontario Disability Support Program (ODSP)				
		information on managing personal finances				
		Contact agencies to continue service after secondary school (i.e. healthcare)				

Planning Item		Details
1	Annual Education Plan Goals	AEP to be reviewed twice a school year with teacher-advisor, parent/guardian and student.
2	Midterm Report Card Learning Goals	Each midterm report card contains goal statements generated by the student, and reviewed by the teacher-advisor. A response form is then returned to the school by the parent/guardian with their comments regarding their student's progress and goal statement. This form is placed in the OSR and may be used as documentation for the IPRC. This occurs every semester.
3	Student Selection of Courses for next year	<ul style="list-style-type: none"> <li>meeting requirements for compulsory credits</li> </ul>
		<ul style="list-style-type: none"> <li>attained reading test or equivalent</li> </ul>
		<ul style="list-style-type: none"> <li>attained writing test or equivalent</li> </ul>
		<ul style="list-style-type: none"> <li>completed community involvement 40 hours</li> </ul>
4	Courses	<p>Skills that are necessary for the student's achievement of his/her transition goals may be stressed in some of the following courses:</p> <ul style="list-style-type: none"> <li>GLC20 Career Studies</li> <li>Co-operative Education – personalized placement learning plan (PPLP)</li> <li>GLS10 Learning Strategies 1: Skills for Success in Secondary School</li> <li>(GLE10/GLE20)</li> <li>GWL30 Designing Your Future</li> <li>GLS40 Advanced Learning Strategies: Skills for Success After Secondary School</li> <li>GLE30/GLE40)</li> </ul>
5	Exit Program	<p>As part of the school's guidance and career education program, schools are required to provide exit programs for students who leave school upon or before graduation.</p> <p>Future Planning – after secondary school may use some of the following guides:</p> <ul style="list-style-type: none"> <li>interest inventory;</li> <li>skills assessment;</li> <li>vocational assessment;</li> <li>work preference scale.</li> </ul> <p>Generic Skills: Some exceptional students require help in mastering skills in making the transition to work, further education, and independent living. These skills may include the following (self-advocacy skills, study skills, vocational/job skills, employability skills, daily living skills for independence, interpersonal skills, stress-management skills, problem-solving/decision-making skills). These skills are generally taught across the curriculum. However, some may become specific learning needs for exceptional students.</p> <ul style="list-style-type: none"> <li>some students may require accommodations or individualized teaching or learning strategies in order to acquire the skills – taking some of the courses listed above may fulfill this requirement.</li> <li>these skills are crucial to all types of learning, and their lack may be judged by the transition team to be a barrier to the achievement</li> </ul>

		of the student's goals – individualized/small group instruction may be needed.
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Planning Item		Details
6	Work: Explores options for work	<p>Explores options for school-to-work transition. Accommodations and/or assessments that the student may need to realize these goals. Where employment is the primary goal, early and ongoing work placement experiences are desirable. Planning should include appropriate supports in the workplace.</p> <ul style="list-style-type: none"> <li>• Will this school-to-work placement meet the student's interests and needs?</li> <li>• Is the Ontario Youth Apprenticeship Program (OYAP) an option?</li> <li>• Development of employability skills.</li> </ul>
7	Further Education and Training: Explores options for further education and training	<p>Where post-secondary study is a goal, the student and team begin to gather specific information on post-secondary institutions, programs, and support services, with special emphasis on any accommodations that will be required to meet the student's needs.</p> <ul style="list-style-type: none"> <li>• Exploratory visits to such institutions.</li> <li>• Note: website of the National Educational Association for Disabled Students (NEADS) (<a href="http://www.neads.ca/english/norc/edlink/directory.html">http://www.neads.ca/english/norc/edlink/directory.html</a>) maintains a link to the websites of the special needs offices of most Ontario post-secondary institutions.</li> <li>• The student and team should review assessment reports to determine if the information is sufficient to identify accommodations appropriate to the secondary school environment and to satisfy possible admission requirements of a college or university. Universities and colleges may require assessment reports and/or a diagnosis as a condition of admission for students seeking accommodations for special needs.</li> <li>• Will this institution and program meet the student's interests and needs?</li> <li>• What will be expected of the student within this program?</li> <li>• Can the workload be reduced or rearranged to meet the student's specific needs?</li> <li>• What are the minimal requirements for the college/university program of interest?</li> </ul>
8	Independent Living: Explores options for independent living in community	<ul style="list-style-type: none"> <li>• Development of life skills appropriate for independent living.</li> <li>• Are agencies required to assist with Independent Living?</li> <li>• What level of care is required?</li> <li>• How self-sufficient is the student?</li> <li>• Is Ontario Disabilities Support Program (ODSP) an option?</li> </ul>
9	"Life Plan"	Individual Support Agreement (ISA) allows for the continuation of assistance after secondary school

## **Tips for Transition Planning**

To improve transition results for students with exceptionalities, transition team members must work creatively. Many services exist in every community. If transition team members cultivate relationships with these resources and combine successful teamwork methods with available services, they will be able to create dynamic individual plans. Here are some tips to help the development:

### **Students**

- Write down your long-term goals and what you think you need to do to reach these.
- Read your IEP and transition plan and decide if the plan is being implemented.
- Learn about your disability, how to explain to people your strengths, and how ask for reasonable accommodations.

### **Family Members**

- Observe your son or daughter's independent living skills, work behaviours, social involvement, dreams, and hopes.
- Help your child learn about his or her disability and how to ask for support he or she needs.
- Research post-secondary options.
- Research agencies within your community which will assist with work placements.

### **Special Educators:**

- Talk to students and families about transition services.
- Provide youth with step-by-step activities that familiarize them with the IEP process and prepare them to take active roles. School or Agency Administrators
- Evaluate transition services in your system.
- Make a phone call to develop a new community agency contact.
- Set up a meeting with staff members to learn each person's expertise in transition.

### **Vocational Educators/Educators:**

- Offer to provide a tour of your program and share your knowledge and expertise in job competencies, job development, and job placement.
- Develop a plan to coordinate your work-study program with all the special education community based work programs.

### **Guidance Counsellors:**

- Promote self-advocacy skills that would promote success in post-secondary education or employment settings.
- Ask post-secondary representatives about services for students with disabilities.

**Community Agency Service Providers:**

- Develop a folder that contains some of the wealth of information you have about community resources and how to access them, and share with IEP Team members, transition members, families, students and administrators.
- Identify three things that could help you actively participate in the IEP process when appropriate, and share these with the secondary school administrator or special education/transition specialist.

**Human Resources**

Direct instruction and/or consultation provided by special education teachers, and support services such as teaching assistants or services provided in the areas of speech pathology, audiology, physical and occupational therapy, recreation, counselling, social work, and medical services are to be identified on the IEP. Information must include the type of service provided, the initiation date, planned frequency or intensity, and the location in which the service is to be provided. Although consultative support provided to classroom teachers by board staff is more difficult to quantify, the type of service and minimum frequency are required. Types of support services provided by non-board staff should be noted on the IEP but the recording of specific information is optional. Examples of human resource services include:

- Youth counsellor, time/frequency, location
- Special Education Teacher, time/frequency, location
- Educational Assistant, time/frequency, location
- Special Education Services Department Staff, time/frequency, location
- Community Agency Therapist, time/frequency, location

**Evaluation**

Student progress must be evaluated at least once in every reporting period in accordance with the PVNC Assessment Guideline. Three reporting dates are required for elementary and two for semestered secondary schools. As IEPs are generally developed each semester in a semestered secondary school, two reporting dates are recorded.

Student progress for modified expectations, as well as all subjects or courses that have been accommodated only, must be reported using the provincial report card. When modified expectations have been written for a subject or course, the IEP box must be checked on the provincial report card. It is not necessary to check the IEP box for subjects/courses that have been accommodated only. For alternative expectations, a different format should be used to report on student achievement. IEPs must indicate the format(s) that will be used to communicate achievement to parents.

### **Log of Parent/Student Consultation and Staff Review/Updating**

This section of the IEP is used to document parent/student consultations during the development and subsequent reviews of the IEP and to record the instances of IEP review/updating by school staff. The learning expectation must be reviewed and updated as necessary at least once every reporting period. If revisions result in significant changes to the students' learning expectations and/or level of accommodations and services, parent/student consultation must occur before the changes are implemented. This log will not be used to record all parent-school interactions.

### **Principal's Responsibilities**

An IEP reflects the school board's and the principal's commitment to provide the special education program and services, within the resources available to the school board, needed to meet the identified strengths and needs of the student. The principal is responsible for ensuring compliance with all of the requirements of the standards for the development and implementation of students' IEPs.

### **Parent/Guardian/Student Involvement**

The parent and the student (if 16 or older) must be asked to sign the form and indicate whether they were consulted in the development of the IEP or declined the opportunity to be consulted, and received a copy of the IEP. A space for parent/student comments must be provided on the form.

### **ASD Transition Planning**

In compliance with the Ministry of Education Policy and Program Memorandum 140 (PPM 140), every student with a diagnosis of Autism Spectrum Disorder, in the Board, is required to have transition planning evident in his/her IEP to support learning.

Currently, school teams are required to list the accommodations which are necessary to support the student with daily transitions throughout the school day in the "Accommodations" section of the IEP. In addition, school teams are required to target specific transitions, which are identified as problematic for the student, as an "alternate" subject area on the IEP and to write specific learning expectations to address the development of the skills required to improve the student's ability to transition more successfully and independently.

## IEP: Development and Review Process

Under Regulation 181/98, the principal is responsible for ensuring that an IEP is developed for each exceptional pupil. However, although the principal is responsible for ensuring the development of the IEP, he or she may delegate many tasks related to the IEP to the Special Education Resources Teacher and/or the classroom teacher. Once a student has been identified as exceptional and placed in a special education program, the principal should assign to one teacher the primary responsibility for coordination the development, implementation, and monitoring of the student's IEP.

A team approach underlies the IEP process, and the process is goal-oriented; that is, it focuses on the goals and expectations for the student.

The IEP process involves the following five phases:

- Gather information
- Set the direction
- Develop the IEP
- Implement the IEP
- Review and update the IEP

<b>1. Gather Information</b> <ul style="list-style-type: none"><li>• Review the student's records (including the previous IEP and the IPRC statement of decision)</li><li>• Consult with the student, parent, school staff, and other professionals</li><li>• Observe the student</li><li>• Review the student's current work</li><li>• Conduct further assessments, if necessary</li><li>• Consolidate and record information</li></ul>
<b>2. Set the Direction</b> <ul style="list-style-type: none"><li>• Establish a collaborative approach (including the student and parent)</li><li>• Establish roles and responsibilities</li></ul>
<b>3. Develop the IEP</b> <ul style="list-style-type: none"><li>• Identify and record the student's strengths and needs</li><li>• Identify goals and expectations</li><li>• Determine strategies and resources</li><li>• Develop a transition plan</li><li>• Establish a monitoring cycle</li></ul>
<b>4. Implement the IEP</b> <ul style="list-style-type: none"><li>• Share the IEP with the student, parent, school staff and other professionals (providing a copy to the parent and to the student, if 16 or older)</li><li>• Put the IEP into practice</li></ul>



<ul style="list-style-type: none"> <li>• Continuously evaluate the student's progress</li> <li>• Adjust goals, expectations, and strategies as necessary</li> </ul>
<p style="text-align: center;">5. Review and Update the IEP</p> <ul style="list-style-type: none"> <li>• Update the IEP periodically (at least once per reporting period)</li> <li>• Review and update the IEP at the end of each reporting period and when the student transfers to another school</li> <li>• Store the IEP in the Ontario Student Record</li> </ul>

### **IEP Dispute Resolution Process**

Collaboration is important to ensure that each member of the team has a common understanding of the student's strengths, interests, and needs. Each team member understands the student in a different way and can lend a different perspective. By bringing these perspectives together, the team can develop a common understanding of the student and a successful strategy from meeting the student's needs. A team approach enables all those who have an interest in and responsibility for meeting the student's need to:

- develop a thorough understanding of the student's strengths, interests, and needs;
- share information and observations about the student's behaviour and learning in a variety of settings;
- reach consensus about educational expectations for the student's learning at school, at home, and in the community, with the support of the student's family;
- reach consensus about the type and level of support required from related support services personnel;
- suggest appropriate educational methods and interventions;
- contribute to decisions about integrating support services into the classroom

Principals and teachers can support parental involvement by:

- openly and regularly communicating with parents in language that is clear and free of jargon;
- clarifying how parents can participate in the IEP process;
- giving parents the opportunity to specify how, and to what degree, they wish to become involved in their child's educational program;
- checking regularly with parents to share effective strategies and gather feedback;
- contacting parents by telephone as well as in writing to notify them of meetings of the IEP team;
- advising parents of the topics that will be discussed at the IEP meeting and who will attend;
- staying alert to possible parental concern or confusion (asking questions, if necessary);

- clarifying information where necessary to ensure that parents understand their child's IEP and the IEP process;
- ensuring that, as required by Regulation 181/98, parents are sent a copy of the IEP.

Should every attempt at meaningful collaboration fail, the parent may request that the IEP in dispute be referred to the Superintendent of Schools – Special Education Services. The Superintendent of Schools – Special Education Services will review the IEP by focusing on the student's needs and determining educationally how these needs will be met. The review may involve some or all parties who collaborated in the development of the IEP including staff, community agency representatives, the student and parents. The first attempt will be to mediate a consensus resolution. Failing consensus among the parties, a final decision will be made by the Superintendent. In accordance with the decision of the Superintendent, the principal will be directed to implement the original, revised or new IEP.

### **Shared Solutions**

Shared Solutions is a 2007 Ministry of Education Resource guide to assist parents, educators and students to work together to prevent conflicts and allow students to develop to their full potential and succeed in school. The Resource Guide includes the following areas:

1. Introduction
2. Overview of Special Education
3. Understanding Conflict
4. Preventing Conflicts
5. Resolving Conflicts
6. Collaborative Approaches to Resolving Conflicts
7. Conclusion

### **Goals of Shared Solutions**

The Goals of Shared Solutions is to improve outcomes from students with special education needs and enhance educator and administrative capacity in building collaborative relationships with parents. The Guide also supports parents to be active participants in the decision making processes related to programs and services for their children with special education needs.

Through the three sections on conflicts, Shared Solutions builds upon the effective practices on conflict and dispute resolution that already exist in school boards and works with stakeholders to develop a dispute resolution process regarding special education programs and services.

Principals and Resource staff were provided with workshops on the document and a review of issues and practices to reduce conflicts and support resolutions at the school level. The Special Education Advisory Committee (SEAC) also received a training session and were provided copies of the document.

For more information, check the Ministry of Education website.

## **Quality improvement plan**

### **2003 IEP Review**

#### **Background**

The Peterborough Victoria Northumberland and Clarington Catholic District School Board [PVNCCDSB] participated in the Ministry of Education [MOE] 2001 review of Individual Education Plans. Forty Individual Education Plans from the PVNCCDSB were reviewed by the MOE. Twenty-two elementary level IEPs and eighteen secondary level IEPs were among the sample.

The 2001 IEP Review made the following recommendations:

- Update the IEP template to meet MOE standards.
- Detail a clear link from psychological assessment data to education programs.
- Annual program goals should be measurable and tailored to meet unique student needs.
- Strategies should not be generic. Strategies in special education are specific to the student and different from standard teaching strategies.
- Accommodations should be clearly indicated. General accommodations for all subject areas do not need to be listed separately and repeated for each subject or program area.
- There is not a clear distinction between accommodations and modifications.
- Distinguish between assessment methods and accommodations.
- Include EQAO information in the template.
- The Transition Plan needs to be included for students who have attained age 14 years. Partnerships with community agencies and postsecondary institutions needs to be mentioned in the Transition Plan.
- There should be a record in the IEP of parent consultation.
- The IEP dates need to be clarified.
- Document the involvement and responsibility of the Principal.
- Show evidence that the IEP is a working document which is continually updated.
- Include placement note in the IEP.
- Note the reason for developing the IEP.
- Use MOE categories of identification.
- Strengths and needs statements about students need to be educationally focused and framed.
- The current level of achievement needs to be included in the IEP.
- Include the most recent IPRC date on the IEP.
- Move assessment data ahead of strengths and needs.

## **Response to the 2001 MOE Review**

**Update the IEP template to meet MOE standards.**

ACTION – Completed during the 2001-02 school year.

**Detail a clear link from psychological assessment data to education programs.**

ACTION – Psychological assessments include educational recommendations and these recommendations are noted on the student's IEP.

**Annual program goals should be measurable and tailored to meet unique student needs.**

ACTION – During the 2003-04 school year, professional development in Special Education has focused on writing measurable and attainable goals for student learning. Administration and staff have worked on measurable IEP program goals in small groups and school groups.

**Strategies should not be generic. Strategies in special education are specific to the student and different from standard teaching strategies.**

ACTION – The pull down menu is convenient but not encouraged as a catch all for every student. This matter has been addressed at administration and staff meetings.

**Accommodations should be clearly indicated. General accommodations for all subject areas do not need to be listed separately and repeated for each subject or program area.**

ACTION – The revised template includes a separate page for accommodations.

**There is not a clear distinction between accommodations and modifications.**

ACTION – During the 02-03 school year, Special Education in-service for staff and administration focused upon the difference between accommodation; modification; and alternate program.

**Distinguish between assessment methods and accommodations.**

ACTION – There is a separate page for accommodations which shape the teaching strategy and assessment methods are tailored to measure the program goals. This information has been included in professional development sessions about writing IEPs.

**Include EQAO information in the template.**

ACTION – The revised template includes this information for provincial assessments.

**The Transition Plan needs to be included for students who have attained age 14 years. Partnerships with community agencies and postsecondary institutions need to be mentioned in the Transition Plan.**

ACTION – During the 02-03 school year, a revised Transition Plan was developed and in-serviced.

There should be a record in the IEP of parent consultation.

**The IEP dates need to be clarified.**

ACTION – Dates for completion of a new IEP align with Regulation 181/94 and dates of effectiveness are reviewed on a term or semester basis.

**Document the involvement and responsibility of the Principal.**

ACTION – During the 02-03 school year, the PVNCCDSB established and currently maintains a Principal / Vice Principal Committee for the School Based Management of Special Education. This committee is an important voice which speaks to the role of school administration in Special Education and their legislated responsibilities. Much peer to peer professional development has taken place among Principals and Vice Principals at the Director's Meetings.

**Show evidence that the IEP is a working document which is continually updated.**

ACTION – Schools are working toward updating the IEP each semester / term.

**Include placement note in the IEP.**

ACTION – This is included in the revised template.

**Note the reason for developing the IEP.**

ACTION – This is included in the revised template.

**Use MOE categories of identification.**

ACTION – During the 02-03 school year, all identifications were reviewed and aligned with MOE categories of identification.

**Strengths and needs statements about students need to be educationally focused and framed.**

ACTION – This note was included in in-service sessions during the 03-04 school year.

**The current level of achievement needs to be included in the IEP.**

ACTION – This item is included for modified and alternate programs in the program goals and learning expectations. Grade levels are noted in brackets.

**Include the most recent IPRC date on the IEP.**

ACTION – This item is included in the revised IEP.

**Move assessment data ahead of strengths and needs.**

ACTION – This matter is under discussion with Principals, Vice Principals and Student Services Staff. It will likely be undertaken in the next revision of the IEP template.

### **2003 MOE Provincial IEP Review**

The following recommendations were included in the 2003 IEP Review:

- Link the IEP to the Ontario provincial curriculum. ✓Included in all PVNCCDSB professional development in-services about developing Individual Education Plans.
- Link psychological assessment data to student's curriculum strengths and needs. These items inform and shape the program plan. ✓Part of PVNCCDSB in-service about IEPs and committee discussions.
- Individual Education Plans are individual, not generic. ✓PVNCCDSB is looking at the impact of pull down menus in the review of the IEP template and ways that in-service can address this matter.
- The connection from the IEP to the provincial report card should be transparent. ✓The information from Page C25 of Special Education: A Guide for Educators is included on the provincial report card for students with IEPs which include modifications. ✓Principals are requesting that IEPs are sent home with the provincial report card.
- IEPs are working documents. ✓Principals are asking teachers to review IEP during the assessment and reporting period; to note student progress and difficulty on the IEP and to revise the IEP as necessary.
- IEPs which include alternate program expectations need to show the human resources available to deliver the alternate program expectations. ✓A note about human resources is included as per the standard in the Individual Education Plan.
- Students who only receive accommodations should not have IEPs which indicate current level of achievement. ✓Practice has been adjusted to align with this recommendation. On the IEP of students who receive accommodations only, the age appropriate grade level is indicated on the IEP. Current level of achievement is the assessment of that age appropriate grade level curriculum.

- Modification or alternate programs are decisions which need to be undertaken seriously. ✓In PVNCCDSB, every attempt in Special Education is made to reach the age appropriate grade level. Decisions to differ from the age appropriate grade level are carefully undertaken by the School Resource Team.
- The template for IEPs needs to be clear. ✓The PVNCCDSB IEP format was revised during the 2001-02 school year. It is currently being reviewed with the goal to make it clearer and more measurable.
- IEPs should not contain redundant or irrelevant information such as a long list of teaching strategies or assessment methods common to all students. ✓This note echoes the discussion of school administration, Department staff and school staff. Professional development and committee discussions are focusing on this matter. A commitment has been made to observe how the development process and the use of the IEP shape its format and content in alignment with the MOE Standards. This revision of the template is ongoing.
- IEPs need to record parent consultations. ✓This is included in the revised PVNCCDSB template. The development and review process aligns with Section E of Special Education: A Guide for Educators.
- Classroom teachers need to be involved in the development and assessment of IEPs. ✓This matter is under discussion at the Principal / Vice Principal Committee for the School Based Management of Special Education. A point of particular interest is the consistent management of the IEP at Secondary among four period teachers.
- Transition Plans need to link education goals to the student's work destination. ✓The PVNCCDSB Transition Plan was revised accordingly in the spring of 2003 to align with the MOE resource document about Individual Education Plans.
- The involvement; monitoring and responsibility of Principals in the Individual Education Plan needs to be clear and explicit. ✓Complete. This matter is a Board priority.
- Training for Principals in the development and monitoring of IEPs needs to be provided. ✓A training session for principals in the development of IEPs with measurable goals and the management of the IEP process was provided on April 28, 2004.
- Templates need to align with MOE standards. ✓The PVNCCDSB template was revised during 2001-02 to align with MOE standards.

- Develop a process to measure how developed IEPs meet the MOE Standards for IEPs. ✓ This recommendation will guide the next step of monitoring the IEP development; assessment and review process.

## **Summary**

The Special Education Advisory Committee of the Peterborough Victoria Northumberland and Clarington Catholic District School Board reviewed the Quality Improvement Plan on June 15, 2023. The Special Education Advisory Committee is satisfied with the Quality Improvement Plan as presented.

## **2009 IEP Review**

As a result of the recommendations from the Ministry of Education's IEP Collaborative Review in the fall of 2006, the Board underwent a review of our own IEPs in 2008-2009 to see how we can improve upon supporting students with specific learning needs.

Boothroyd Dewar and Draffin – Special Education Consultants were hired to review IEP from each elementary and secondary school to see if they were written in such a way that they linked to the students' report cards and assessment reports. This was a key recommendation from the Ministry in 2006, as well as moving towards the use of the new Ministry web-based IEP template.

Following the review, the following observations were made:

- Move toward full implementation of the ministry's IEP electronic template.
- Include current educational and /or functional assessments by the classroom teacher and/or SERT in the assessment data section.
- List only key instructional, environmental and assessment accommodations, as well as those permitted for EQAO assessments.
- Ensure that the current (baseline) level of achievement provides a specific benchmark from which to measure future progress. In most cases, this comes from the report card of the previous June.
- Express annual program goals for language, mathematics and alternative skill areas in observable and measurable terms.
- Write learning expectations as measurable performance tasks which follow logical from the annual program goal and describe what will be taught, assessed, evaluated and reported by terms
- Write leaning expectations as measurable performance tasks which follow logically from the annual program goal and describe what will be taught, assessed, evaluated and reported by term



- List teaching strategies that are unique to the individual student and ensure that they are aligned with respective learning expectations.
- Record at least one assessment method for each learning expectation and align the method(s) with the respective learning expectation
- Complete the parent/student consultation log with succinct entries that reflect parent/student engagement in the IEP development process
- Use a teacher/principal checklist to ensure that all required elements are included before the principal signs the IEP

On May 19<sup>th</sup>, 2009 we shared the results with all SERTs as well as Principals. On June 17, 2009 we assisted principals in moving forward with these recommendations by inservicing them in preparation for next year's professional development day dedicated towards IEP and special education. In 2009-2010 every school within the Board was using the Ministry IEP template.

### **2011-12 IEP INTERNAL REVIEW**

In 2011-2012 the Ministry of Education required all school boards to complete an Internal Review of Individual Education Plans. On April 4, 2012 a Ministry memo outlined the process of creating an IEP Review Team and the timelines of the request. A Webinar was posted on e-Community to guide the board team and provided slides, a scoring rubric and supplementary resources to support this review. The rubric reviewed all sections of the IEP using four levels: Emerging, Developing, Satisfactory, Proficient. The PVNC team reviewed the resources and participated in a teleconference prior to designing our review process.

On June 7, 2012 a team met that included a SEAC representative, School Administrators, Secondary Special Education Chair, Special Education Resource Teachers, Special Education Consultants and the Special Education Coordinator. The team reviewed the Provincial IEP Report collectively discussing and comparing our results on the rubric with the Ministry scores. The review team felt that they had high expectations for IEPs and often scored the rubrics lower than the Ministry.

PVNCCDSB's 2006-07 IEP Collaborative Review was also evaluated by the team using the scoring rubric and many areas were identified as emergent and developing while some were satisfactory and proficient. Overall, the team scored the IEPs reviewed in 2006-07 as 'developing'.

The Review Team looked at a Provincial IEP sample which encouraged lengthy discussions and interpretations of the IEP template and written expectations related to our current practices. The team worked in pairs to evaluate two IEPs (one secondary, one elementary) using the scoring rubric. Collectively the team scored the 2011-12 IEP's as 'satisfactory'.

The Review Team noted the following improvements in IEP development at PVNC:

- The Provincial template is consistently throughout the board
- Student strengths and needs are garnered from assessment data
- Appropriate accommodations are recorded in instruction, environmental and assessment areas
- Classroom teachers are actively involved in writing the IEP supported by the SERT
- IEP links effectively to the report card
- IEP checklists have assisted school teams in developing IEP's

The Review Committee recommends:

- Continued support and PD for Principals to review IEP's
- Assisting schools in writing more measurable annual program goals and expectations
- Support provided to assist schools in all types of Transition plans
- Reinforcing Parent Consultation section (who, what, why)

In the spring of 2014, Peterborough Victoria Northumberland and Clarington Catholic School Board developed their own Individual Education Plan (IEP) and it was piloted by a variety of the schools. The new IEP was accessed on our Special Education Online System (SEOS) which made it easier, more time effective and provided a more professional finished product. Teachers, Principals and system staff can now write, review and access student IEPs through the SEOS system. The IEP was launched for the system in September 2014 and was implemented throughout the school year with most elementary schools now completing all IEPs in the new program and secondary implementing about half of the IEPs this year and all by next year.

## **Provincial and Demonstration Schools in Ontario**

Provincial Schools and Provincial Demonstration Schools:

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- provide preschool home visiting services for students who are deaf or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services;
- play a valuable role in teacher training.

### **W. Ross Macdonald School: School for the Blind and Deaf-Blind**

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired or deaf-blind. The school provides:

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an interprovincial, cooperative basis.

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive “life skills” program;
- provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

### **Provincial Schools for the Deaf**

The following Provincial Schools offer services for deaf and hard-of-hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts school for the Deaf in London (serving western Ontario)

- Centre Jules-Leger in Ottawa (serving francophone students and families throughout Ontario)

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP).

Schools for the deaf:

- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
- operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within a reasonable commuting distance from the school.

Transportation for all students attending an English Language Provincial or Demonstration school is coordinated through the student's school board.

Each Catholic school has access to the PVNCCDSB Special Education Services Department which provides:

consultation and education advice to parents of deaf and hard-of-hearing children and school board personnel;  
information brochures; a wide variety of workshops for parents, school boards, and other agencies;  
an extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

Peterborough Victoria Northumberland and Clarington Catholic District School Board currently has 6 students attending Sagonaska Provincial School, and 2 students attending Sir James Whitney School.

## **Provincial School Contacts**

Teachers may obtain additional information from the Resource Services departments of the Provincial Schools and the groups listed on the following page.

### **Provincial Schools Branch, Ministry of Education**

Provincial Schools Branch  
255 Ontario Street South  
Milton, ON, L9T 2M5  
Tel: (905) 878-2851  
Fax: (905) 878-5405

### **Schools for the Deaf**

The Ernest C. Drury  
School for the Deaf  
255 Ontario Street South  
Milton, ON, L9T 2M5  
Tel: (905) 878-2851  
Fax: (905) 878-1354

The Robarts School for the Deaf  
1515 Cheapside Street  
London, ON, N5V 3N9  
Tel: (519) 453-4400  
Fax: (519) 453-7943

The Sir James Whitney  
School for the Deaf  
350 Dundas Street West  
Belleville, ON, K8P 1B2  
Tel: (613) 967-2823  
Fax: (613) 967-2857

### **School for the Blind**

W. Ross Macdonald School for the Blind  
350 Brant Avenue  
Brantford, ON, N3T 3J9  
Tel: (519) 759-0730  
Fax: (519) 759-4741

**School for the Deaf, Blind & Deaf-Blind**

Centre Jules-Leger  
281 rue Lanark  
Ottawa, ON, K1Z 6R8  
Tel: (613) 761-9300  
Fax: (613) 761-6301

**Provincial Demonstration Schools**

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities. These schools are the following:

Amethyst School  
1515 Cheapside Street  
London, ON, N5V 3N9  
Tel: (519) 453-4408  
Fax: (519) 453-2160

Centre Jules-Leger  
281 rue Lanark  
Ottawa, ON, K1Z 6R8  
Tel: (613) 761-9300  
Fax: (613) 761-6301  
TTY: (613) 761-9302 or 761-9304

Sagonaska School  
350 Dundas Street West  
Belleville, ON, K8P 1B2  
Tel: (613) 967-2830  
Fax: (613) 967-2482

Trillium School  
347 Ontario Street South  
Milton, ON, L9T 3X9  
Tel: (905) 878-2851, Ext. 321  
Fax: (905) 878-7540

Each Provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Leger, instruction is in French.

Application for admission to a Provincial Demonstration School is made on behalf of students by the PVNCCDSB Board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with the school board, some students require a residential school setting for a period of time in order to facilitate a more successful re-integration.

The Demonstration Schools were established to:

- provide special residential education programs for students between the ages of 5 and 21;
- enhance the development of each student's academic and social skills;
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.

In addition to providing residential schooling for students with severe learning disabilities, the Provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

The Trillium School operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social / emotional support.

Further information about the academic, residential, LEAD and LD/ADHD programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW).

An in-service education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

## Special Education Staff

### Elementary Schools (30)

Special Education Staff	FTEs	Staff Qualifications
Teachers of exceptional students		
Teachers of resource-withdrawal programs	40.5	Special Education Part 1
Teachers of self-contained classes	8	Special Education Part 1
Other special education teachers	0	
Teacher diagnosticians	0	
Coordinators	0	Special Education Part 3; Ont. Reg 184/97 Teacher Qualifications Section 34 Schedule D
Consultants	4	Special Education Part 3
Teacher of the Deaf/Hard of Hearing	0.75	OTC – Teacher of the Deaf – Specialist; AQ – Deaf Education; On Reg. 184/97 – Teacher Qualifications Sec. 19(1) to (6) Section 34 Schedule D
Teacher of the Blind	0.25	OTC – Teacher of the Blind Part 1; AQ – Blind Education; Ont. Reg. 184/97 Teacher Qualifications Section 34 Schedule D
Educational Assistants in special education		
Educational Assistants (EA)	250	Community College EA certificate
Autism Spectrum Disorder (EA)	12	Community College EA certificate, Training from Geneva Centre for Autism
Professional Resource Staff		
Psychologists	0.5	Ph.D.
Psychometrists	3	Master's Degree
Psychiatrists	0	
Speech-Language Pathologists	4	Master's Degree
Audiologist	0	
Occupational therapists	0	
Physiotherapists	0	
Social Workers	6	Bachelor of Social Work/Master's of Social Work
Other Paraprofessional Resource Staff		
Orientation and Mobility personnel	0	
Oral interpreters (for deaf students)	0	
Sign interpreters (for deaf students)	0	



Transcribers (for blind students)	0	
Interveners (for deaf-blind students)	0	
Auditory-verbal therapists	0	
Behaviour Resource Worker (BRW)	0	Bachelor of Psychology
Autism Spectrum Disorder BRW	0	Bachelor of Psychology, Training from Geneva Centre for Autism
Communicative Disorder Assistant	0	Communicative Disorders Assistant Qualification
Child & Youth Worker	0	Child and Youth Worker Certification

### Secondary Schools (6)

Special Education Staff	FTEs	Staff Qualification
Teachers of Exceptional Students		
Teachers for Resource-withdrawal programs	15	Special Education Part 1
Teachers for self-contained classes	13	Special Education Part 1
Other Special Education Teachers	2	Education Community Partnership Program; Special Education Part 1
Teacher Diagnosticians	0	
Coordinators	0	
Consultants	4 (as above)	Special Education Part 3
Teacher of the Deaf/Hard of Hearing	0.25	OTC – Teacher of the Deaf – Specialist; AQ – Deaf Education; On Reg. 184/97 – Teacher Qualifications Sec. 19(1) to (6) Section 34 Schedule D
Teacher of the Blind	0.75	OTC – Teacher of the Blind Part 1; AQ – Blind Education; Ont. Reg. 184/97 Teacher Qualifications Section 34 Schedule D
Educational Assistants in Special Education		
Educational assistants	40	Community College EA certificate
Autism Spectrum Disorder (EA)	11	Community College EA certificate, Training from Geneva Centre for Autism
Professional Resource Staff		
Psychologists	0.5	Ph.D.
Psychometrists	1	Master's degree
Psychiatrists	0	
Speech-Language Pathologists	1	Master's Degree
Audiologists	0	
Occupational therapist	0	
Physiotherapist	0	
Social Workers	3	Bachelor's of Social Work/Master's of Social Work
Other Paraprofessional Resource Staff		
Supervisor of Special Education Support Staff	1	
Orientation & mobility personnel	0	
Oral interpreters (for deaf students)	0	
Sign interpreters (for blind students)	0	
Brailist (for blind students)	0	
Interveners (for deaf-blind students)	0	
Auditory-verbal therapists	0	

## **Staff Development**

### **Goal of the Special Education Staff Development**

The goal of the Department specifically related to staff development is to:

- Provide opportunities for classroom teachers to learn how to program for specific exceptionalities while establishing a clear understanding of the child's special strengths and needs.
- Expand opportunities for administration, classroom teachers, special education resource teachers and support staff to learn about Autism Spectrum Disorder, behaviour disorders, mental health issues for students; strategies for assisting students living with behaviour exceptionalities, IEP development; and alternate resources within the community in regards to behaviour support
- Provide learning opportunities for administration through Professional Learning Communities, New Principals and New Vice-Principals Special Education Professional Development Sessions and job-embedded professional development.
- Provide learning opportunities for classroom teachers, special education resource teachers and educational assistants about intellectual disabilities, gifted education, speech and language programming and deaf and blind education.
- Support special education resource teachers by offering sessions in assessment practices, scoring and interpretation.
- Provide in-service to special education resource teachers at system wide meetings
- Provide in-service training to all Educational Assistants on Professional Development days regarding Behaviour Management Systems (BMS), as well as other special education areas which might include: Fetal Alcohol Syndrome Disorder (FASD), Autism Spectrum Disorder (ASD), technology training, and communication.
- In-service teachers new to the Board through the New Teacher Induction Program (NTIP).

### **How Staff Provide Input for the Plan**

Special Education Resource Teachers and all staff members along with administration are asked to review the PVNCCDSB Special Education Plan and to provide suggestions for in-service. Staff is consulted annually at in-service meetings to provide information about their staff development needs. In-put is compiled and considered by the Special Education Services staff at the planning session for the next academic year.

### **How the PVNCCDS Board's SEAC is consulted about staff development**

SEAC members regularly provide suggestions for enhancing staff skills in ways which render them more effective and confident. These suggestions are noted and become part of the discussions held by the Special Education Services staff at the planning session in June for the next academic year. SEAC may make recommendations about staff development needs emanating from the Special Education Plan which have staff development implications.

### **Methods of Determining Priorities in the Area of Staff Development**

Priorities are determined by a Board report about the exceptionalities present within the schools; Intensive Support Amount approved previously by the Ministry of Education, the Student Support Standards claims and the Special Incidence Portion claims. Input from classroom teachers and special education resource teachers are obtained through school resource team meetings. This data guides the decision-making process about priorities for staff development so that staff can be equipped to program effectively for the students in the Catholic Schools of the Board.

As previously mentioned, at the end of each school year, the special education services staff meet to review plans for staff development from the previous school year, to set priorities for the upcoming academic year and to determine staff development needs to support the successful implementation of these priorities.

### **Courses, In-Service Training, and Other Types of Professional Development Activities Offered By the Board**

- Special Education Parts 1, 2 and 3 are available through multiple Faculties of Education.
- Certification and update training is provided in Behaviour Management Systems for staff in the Board.

### **Ways in Which Staff Are Trained With Regard To the Legislation and Ministry Policy on Special Education, With Particular Attention to Training for New Teachers**

- Newly assigned Special Education Resource Teachers professional development occurs at the beginning of every school year
- Special Education Resource Teachers are invited to a series of professional development throughout the year to update them about Ministry of Education documents, initiatives, policies as well to engage them in learning particular to the priorities of the Board and Special Education Improvement Plans
- Professional Development includes learning specific to ASD for SERTS, CASA teams, and special education support staff (including ASDWs).
- Professional Development for SERTS includes: Executive Functioning Skills, Accommodations and Universal Design Learning, The Science of Reading, Student Self Advocacy and Empowering Student Voice, Supporting FSL Students in Special Education, Evidence Based Principles of ABA, Social Thinking, Learning Disabilities in the Classroom, and Self Regulation to name a few.

**Ways in Which School Board Staff Are Made Aware of the Board's Special Education Plan and of Professional Development Opportunities**

Staff have on-line access to the revised Special Education Plan. The revised Special Education Plan is presented at meetings of Principals; Vice-Principals; Special Education Resource Teachers and Educational Assistants annually.

## **Specialized Equipment**

### **Specialized Equipment Amount (SEA)**

The purpose of SEA funding is to provide funding to school boards to assist with the cost of equipment required to support students with special education needs. This funding is intended to provide students with accommodations that are essential to access the Ontario curriculum and/or alternative program. Students need not be formally identified as an exceptional student, but their need for equipment must be recommended by a relevant qualified professional. Evidence of the use of equipment must be documented in the student's Individual Education Plan (IEP).

There are 2 components to SEA funding:

- A) SEA Per Pupil Amount: this includes a base amount (\$10,000) + (school board specific per pupil amount \* ADE) which accounts for 85% of funding. This covers the purchases of computers, software, computing related devices and required supporting furniture, as well as training and technician costs.
- B) SEA Claims – Base Amount: the remaining SEA funding will continue to be accessed through claims based process (\$800 deductible) which accounts for approximately 15% of funding. Purchases of other 'non-computer/technology related' based equipment (i.e. sensory equipment, hearing support equipment, vision support equipment, personal care support equipment and physical assists support equipment) would be included in this. It is expected that equipment will be replaced or upgraded as needed to better meet the students' strengths and needs in the current IEP. The expected number of years of use for different types of equipment varies according to the equipment.

The Ministry of education will audit the list of ordered SEA equipment to ensure that appropriate documentation has been maintained and that claimed expenses are eligible for funding. The Ministry may also conduct student/classroom visits to ensure equipment is with the student for whom cost was claimed, it is in good repair and the student/staff are able to operate the equipment.

SEA claims must be for special, individualized equipment for use at school. Examples of such equipment are:

- computer hardware/software
- screen magnification software
- screen reading software
- voice recognition software
- text to braille software
- braille writers, braille displays and embossers
- closed circuit televisions (CCTVs)
- portable note-taking devices

- amplification systems
- communication aids e.g. Boardmaker, Intellikeys, Speech Synthesizers
- adjustable desks or computer tables
- positioning devices for sitting, standing, and lying
- other equipment that is required at school for the personal use of specific students to facilitate an approved course of study

The Board shall consider whether to purchase a desktop/laptop /or other portable devices based on the student's computer abilities, strengths, needs and the school/board context.

### **Required Documentation**

All SEA claims are submitted in the following manner:

Each claim must be documented by:

1. An assessment on file from an appropriately qualified professional\*; and
2. A copy of the invoice(s) or proof of cost of equipment to be purchased; this documentation should show the student number of the person assigned the equipment.
3. A copy of the student's current Individual Education Plan (IEP) that provides evidence of the intended use of the equipment in the student's program signed by the principal.

### **Outside Assessment Referrals**

In some cases, parents may present the school with an assessment that recommends specialized equipment. A review of the assessment will be conducted through the School Resource Team Process, and the appropriate next steps will be taken. Upon receiving the assessment form the parent, the school staff will send it to the Special Education Services Consultant responsible for SEA Claims for processing and/or other board personnel (i.e. Psychologist) for further input/direction.

### **An assessment on file from an appropriately qualified professional**

The appropriately qualified professional will vary depending upon the nature of the student's disability and the purpose and function of the equipment. Regardless of who performed the assessment, it should indicate:

- that this particular device is essential in order for the student to benefit from instruction;
- the disability that this device will help to ameliorate

Qualified professionals recommending equipment and/or software, are encouraged to write the assessment in "functional language", rather than specifying a brand name.

Assessments and all other documentation used in support of SEA equipment purchases, and the effective use of that equipment by the student are subject to review, approval and audit by the Ministry.

The following provides a list of the type of professionals that the ministry expects would be conducting relevant assessment to determine a student's needs and identify appropriate equipment supports. Assessments could be conducted by a:

- psychologist or psychological associate
- physician
- social worker
- audiologist
- speech and language pathologist
- augmentative communication therapist
- optometrist/ophthalmologist
- occupational therapist
- physiotherapist

\* Recommendations from a Provincial School are also acceptable for equipment required to support blind, deaf and deaf/blind students.

In addition, the Ministry will recognize recommendations from specialist teachers of the blind, deaf, or deaf-blind who work for a school board where their qualifications and expertise are recognized by the Provincial Schools Branch of the Ministry of Education.

## 2. A Copy of the Invoice or Proof of Cost

Proof of cost of equipment to be purchased followed by a copy of the actual invoice is required. This documentation should show the student number of the person assigned the equipment. The student number (or student name, date of birth, when student number is not provided) must be associated with the equipment. This permits equipment to be tracked should it move with the student to another board later on.

If a student received equipment as part of an insurance settlement or benefit, the Board must not make a SEA, as no cost will have been incurred.

### **SEA Portability**

Equipment purchased with SEA funding is portable, and moves with the student from school to school or board to board in Ontario. Where equipment is shared, the claim and cost should be assigned to one student with the others noted as sharing it. A Braille printer is an example of equipment that might be shared. If the student attached to this claim moves, the equipment can be left in the school to support the remaining students and a new claim may be made for the student who moves. The



student's old board does not get reimbursed for the \$800, unless the boards have made an agreement to do so. However, the student's new board will be responsible for any shipping and/or handling costs associated with the transfer of equipment.

a) Portability of Specialized Equipment

The following table provides a summary of the Ministry of Education's expectations of transfer situations where SEA funded equipment is expected to move with the student it was purchased for.

To	From	District School Board	District School Authority	Hospital School Authority
District School Board		Yes	Yes	Yes
District School Authority		Yes	Yes	Yes
Hospital School Authority		Yes	Yes	Yes
Section 23 Program		Yes	Yes	Yes
Provincial and Demonstration School		Loans may be arranged	Loans may be arranged	Loans may be arranged
Private School		No	No	No
Post-Secondary Institutions Employment settings, Student Homes		No	No	No
*Boards' policies on disposing of used equipment could allow it to be sold at a depreciated price. Boards should also have policies covering the loan of SEA funded equipment for use in home instruction.				

b) Ministry of Health and Long-Term Care Assistive Devices Program

The Ministry of Health and Long-Term Care's (MOHLTC) Assistive Devices Program (ADP) provides partial funding to individuals for some equipment intended for use primarily in the home. By its nature, some of this equipment is portable and therefore can be used at both home and school. Cost-sharing arrangements are encouraged and may be claimed when they surpass \$800 for the student in the school year. Where a duplicate piece of equipment is needed because it is not portable between home and school, the board may submit for the duplicate piece of equipment used at school. An SEA claim may not be made for the portion of the cost eligible for funding assistance under ADP for the equipment. For further information about the ADP program, please contact the MOHLTC - ADP office through the "blue pages" of your local telephone directory.

## **How to Access Service for Students Requiring an Augmentative or Alternative Communication or Writing Aid Assessment**

- The student who has a physical diagnosis and/or is nonverbal may benefit from an augmentative communication assessment to address face-to-face communication and/or writing aids needs. Schools would access the board's Speech-Language department and Clarington schools may also refer to the Communication and Writing Aids Service at Bloorview MacMillan Centre, (416) 424-3805.
- The student who does not have a physical diagnosis and whose written communication (pencil to paper) does not meet day to day needs (i.e., the child with a mild motor impairment or learning disabled child) may benefit from a writing aids assessment. Schools would access such an assessment through the local Community Access Centre School Health Support Services' (SHSS), Occupational Therapists or the Boards' Speech-Language department.
- An informal consultation with the augmentative communication or writing aid service provider over the telephone (without disclosing the student's name) is recommended to determine an appropriate referral.
- Referrals are initiated by a physician or by a parent, teacher or therapist.
- Once the Augmentative Communication or Writing Aids Assessment is completed, an assessment report is forwarded to the school contact or the Special Education Coordinator/Consultant assigned to the student's school. Appropriate equipment will be ordered through Special Education Services following SEA funding procedure.
- Inservice and training is generally recommended and purchased as part of the SEA claim. The appropriately qualified professional who recommended the equipment also provides some follow-up support to the school staff and the student.

## **Trialing Equipment**

In most cases, a trial of equipment and supporting documentation will be requested by the professional and/or school board to assess the ability of the equipment to meet the learning needs of the student.

## **Home-School Policy**

The Ministry of Education requires that all equipment purchased through the Special Equipment Amount (SEA) claim process remain the property of the school board. The equipment has been purchased for the student because it is "essential" for learning. Therefore,

- SEA equipment must be at school and available for the student use throughout the day

- **In order to accommodate the student's need to do homework assignments, portable equipment (i.e. laptop computers) may travel from school to home with the authorization of the Principal, but not before the computer has been inventoried and the SEA Computer Use Agreement, and where applicable, the Board's Acceptable Use Policy signed. No insurance is required.**
- The SEA Computer Use Agreement form must be clearly explained to the student and parents and signed by both to ensure the equipment's safety and to allow the equipment to travel from school to home. No home insurance is needed on the part of the family.
- Any difficulties which arise due to the transportation of equipment (i.e. damage, forgetting to return) must be dealt with on an individual basis by the school team. The parents should be contacted and a plan developed to address the needs of the students and the appropriate use of equipment.

### **Summer Use of Computer Equipment**

The Ministry of Education policy states very clearly that the laptops are to be used for curriculum related purposes. If the request is based on curriculum needs (e.g. summer school, practicing with software) the computer may go home with the permission of the Principal and the applicable documentation.

### **Graduating/Retiring Students with Equipment**

Specialized equipment remains the property of the school board once the student graduates or leaves the publicly funded school system in Ontario.

## Accessibility of School Buildings

The AODA is the Accessibility for Ontarians with Disabilities Act, 2005 is making Ontario accessible. The goal of the Ontario legislation is to allow everyone to have the same opportunities at school and throughout the community they live in. Businesses and organizations (including schools) have to meet the accessibility standards in five areas: customer service; transportation; information and communications; built environment and employment.

The Peterborough Victoria Northumberland and Clarington Catholic District School Board has completed the following to support accessibility.

- Created and maintaining a Multi-year Accessibility Plan with an Annual Compliance Report to track and communicate the priorities and development of accessibility in our schools - posted on our website
- Developed Updated Procedures in 2020-2021 particular to each area: Accessibility and Barrier Free Work Environment - Employment 818, Information and Communication 819, Transportation 820, Design of Public Spaces 821, Customer Service 822
- Providing ongoing professional development to school teams and administrators to support ongoing learning in Universal Design for Learning, Equity, Inclusivity, and Accessibility
- Created and maintaining annual learning packages for schools for National Accessibility Awareness Week that including prayers, lesson plans, resources, and activities promoting accessibility
- Applied for and secured a Grant in 2022-2023 supporting students with disabilities - working with 14 pilot schools in relationship based approaches to learning and universal design for learning as recommended in the March 2022 K-12 Report: <https://www.aoda.ca/major-potential-step-forward-for-students-with-disabilities/>

## Transportation

Students identified with an exceptionality are transported with other students whenever possible. In the event that the needs of an individual student are such that the student's welfare and/or the welfare of others is at risk, students may be transported individually or in small groups. Many bus companies have modified buses that provide ramps, seat belts and modified areas to accommodate students with an exceptionality. Students may also require special transportation for the following reasons:

- students in special education programs, including students who are in regular classrooms
- students in the Education Community Partnership Program;
- students attending Provincial and Demonstration Schools;

To arrange this transportation, a "Special Education Transportation" form is completed by the School Principal outlining the reason for the special transportation. The completed form and accompanying documentation is forwarded to the Superintendent of Learning/Special Education Services. Information is requested about the student's special needs, date and times applicable to the request, the location (from where and to where) and the duration for which the transportation is required. Upon approval, the form is forwarded to the Student Transportation Services of Central Ontario (STSCO) where arrangements are finalized. Where possible, this letter of request should be received a minimum of two weeks prior to the date when the special transportation arrangements are to begin.

All transportation providers used by the Peterborough Victoria Northumberland and Clarington CDS Board must comply with the Ministry of Transportation and Safety regulations and drivers must have a criminal record check.

A copy of the *Transporting Students with Special Needs* Manual can be obtained by contacting Student Transportation Services of Central Ontario at 1-800-757-0307.

## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

### Names and Affiliations of PVNCCDSB SEAC Members

SEAC member	Organization/Association & Address	Telephone
Clare Paterson	Northumberland Child Development Centre 38 Walton St., Port Hope, On, L1A 1N1	(905) 885-8137 ext. 212 <a href="mailto:clare@ncdcent.com">clare@ncdcent.com</a>
Shawna Belcourt	Community Living Peterborough 223 Alymer St. Peterborough, On K9J 3K3	(705) 743-2412 ext. 510 <a href="mailto:sbelcourt@clth.ca">sbelcourt@clth.ca</a>
Cheryl Kottelenberg	Catulpa Community Support Services 285 Aylmer St. Peterborough, ON K9J 7M4	(705) 876-7160 <a href="mailto:ckottelenberg@catulpa.on.ca">ckottelenberg@catulpa.on.ca</a>
Trustee	Kathleen Tanguay	(905) 885-1556 <a href="mailto:ktanguay@pvnccdsb.on.ca">ktanguay@pvnccdsb.on.ca</a>
RESOURCE		
Jonathan Di Ianni Superintendent of Learning/Special Education Services/Safe Schools	PVNC Catholic District School Board 1355 Lansdowne Street West Peterborough, ON, K9J 7M3	(705) 748-4861 Ext. 1226 1-800-461-8009 <a href="mailto:jdianni@pvnccdsb.on.ca">jdianni@pvnccdsb.on.ca</a>
Karen Spenceley Vice Principal of Special Education	PVNC Catholic District School Board 1355 Lansdowne Street West Peterborough, ON, K9J 7M3	(705) 748-4861 Ext. 1272 <a href="mailto:kspenceley@pvnccdsb.on.ca">kspenceley@pvnccdsb.on.ca</a>
Ashleigh Faulkner Administrative Assistant to Special Education Services	PVNC Catholic District School Board 1355 Lansdowne Street West Peterborough, ON, K9J 7M3	(705) 748-4861 Ext. 1226 <a href="mailto:afaulkner@pvnccdsb.on.ca">afaulkner@pvnccdsb.on.ca</a>

The Special Education Advisory Committee (SEAC) is dedicated to meeting the needs of all students. SEAC supports the Ministry and the Board's commitment to integration and providing an individual program to meet specific needs. SEAC also recognizes that some students require additional support to be successful and encourages a range of placements. SEAC members monthly review the programs and services for our exceptional students and make recommendations to the Board. Recommended actions are presented, voted on and discussed and when approved are forwarded to the Board of Trustees for consideration. Numerous new programs have been generated from SEAC's commitment and dedication to meeting student needs.

### **Meeting Times and Locations**

SEAC holds regular monthly meetings, held usually at the Education Centre. All meetings are open to parents and the school community. Meeting date, time and location are posted in the Bulletin from the Director of Education, 'From the Boardroom', the Board agenda and other publications which are available in all schools. The agenda is developed by the Chair, members of SEAC and the Superintendent of Learning/Special Education Services. SEAC members may request presentations or information from staff as agendas item. The agenda and minutes of SEAC meetings are public documents and are available upon request and on the Board's website.

### **Selection Procedures**

SEAC is composed of representatives who are nominated as SEAC representatives on behalf of their associations for Board approval, trustees and staff. The Board ensures that the membership of SEAC is in alignment with the requirements of Regulation 464/97. SEAC members come from all geographic regions of the Board as well as association groups which represent student exceptional needs proportionately. The committee consists of representatives from up to twelve parent associations and two trustees, all appointed by the Board for a three-year term. Administrative and Special Education Services staff as well as a recording secretary serve as resources for the work of the committee. The chairperson and vice-chairperson are elected by members of the committee annually.

In order to facilitate the fulfilment of their responsibility to the Board, SEAC and their alternatives are offered invitations to attend information and training sessions pertaining to special education as they occur. Information about professional development is shared at SEAC meetings. Following the election of a new Board, the role of SEAC is reviewed so that members can effectively carry out their responsibilities. Ministry of Education and Training legislation, regulations, meeting notices and Board policies are provided to SEAC members as they are released.

### **How SEAC participates In the Board's Annual Budget for Special Education**

Members from SEAC participate in the development of the Board's annual budget for Special Education by familiarizing themselves with the funding model; having the financial statements explained to them; identifying priorities for expenditures to meet students' needs; making recommendations to the Board and receiving reports about how the revenues are being spent in Special Education.

**How Parents Make Their Views Known To SEAC**

Parents who wish to contact members of SEAC may phone; e-mail or send letters. All mail addressed to the SEAC chairperson is forwarded directly and as quickly as possible.

Parents are also welcome to attend SEAC as an auditor. If the parent wishes to make a presentation to SEAC or engage in the discussion, the parent contacts the Superintendent of Learning/Special Education Services. Individual or personal concerns are redirected to school staff where the issue or concern can be resolved.



## **COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES**

### **School Entry**

When a new student with special needs is seeking a placement in one of our schools, the Principal contacts the parent(s)/guardian(s) of the student with special needs in order to schedule an intake meeting prior to the student being registered at the school. The parent(s)/guardian(s) are informed that they may bring to the meeting anyone they feel is an advocate for their child. The parent(s)/ guardian(s) are also asked by the principal to bring along any current therapy and/or assessment reports pertaining to their child. The intake team can also include the Special Education Resource Teacher (SERT), the Principal and the Coordinator of Special Education Services or Special Education Consultant. If the child is deaf, hard-of-hearing or blind, the Teacher of the Deaf and/or the Teacher of the Blind may also be asked to attend the intake meeting. The meeting includes sharing of agencies involved and programs provided by the board.

During the intake meeting, the team discusses the strengths and needs of the student, their level of skill development in various areas, the types and duration of therapy he/she has received and the community agencies that have had involvement with the student and his/her family. The level of support for specialized equipment, special transportation and/or a modified timetable are also discussed. Parent(s)/guardian(s) will also be asked to sign a Consent to Release Information form in order to allow the school to obtain assessment information from the various community agencies, physicians and therapists that currently work with the student and/or have worked with the student in the past. This information will assist the school in developing an appropriate program for the student. It is the Board's practice to accept outside assessments regarding the student if they are current (within 2 years). Occasionally, the Board receives students who have attended a Care & Treatment Program or correctional facility, or students who may have received frequent, ongoing therapy from one of the three local Children's Treatment Centres. In these instances, a case conference is scheduled, usually by the medical director of the Children's Treatment Centre, the principal of the receiving school and/or the case coordinator (if there is one working with the family). All of the individuals that provide service to the student (i.e., teachers, social workers, occupational and physical therapists, speech-language pathologists, psychologists, physicians, etc.) would be asked to attend and give insight into the student's development. As during an intake meeting, the parent(s) and/or guardian(s) of the child are given time to discuss with the team, their goals and expectations for the student within the regular school system. The information generated during the case conference is used by the receiving school to plan an appropriate program for the new student. This intake procedure and/or case conference also incorporates planning for students coming from a preschool nursery program, preschool programs for students who are deaf, preschool speech and language

programs, early intervention programs for children with autism, care, treatment and correctional programs and programs offered by other boards of education.

### **Referral to Other Programs**

When school staff or parents request that a referral be made for a student to attend one of the Provincial and/or Demonstration Schools, the appropriate Special Education Services staff member (i.e., Special Education Consultant in the case of referrals to Sagonaska; Teacher of the Blind for referrals to W. Ross MacDonald; Teacher for the Deaf and Hard-of-Hearing for referral to Sir James Whitney School) are responsible for ensuring that the proper procedures for the referral are followed. Documents and applications are submitted on behalf of the student.

When a student has been referred by their parent(s)/guardian(s), physician(s) and/or school staff to attend a Care & Treatment program offered by a community agency or a children's treatment centre or hospital, or the child has been relocated to a treatment or correctional facility, Consent to Release Information forms are signed by the student's parent(s)/guardian(s) in order for the school to share educational information with the receiving agency. If/when the student is accepted and registered in the new program, the Ontario Student Record (OSR) is forwarded by courier to that location by the school principal.

Persons responsible for ensuring the successful admission or transfer of students from one program to another are the Coordinator of Special Education Services and the Special Education Consultant for the area.

### **Agency Involvement in Student Programs**

Medical personnel support many students with special needs. Reports to support program needs are shared regularly at case conferences and personnel attend as they are able. School Health Support Services provide Physiotherapy, Occupational therapy and Speech therapy to students during school hours who qualify for this service. They also provide reports that recommend program goals and specialized equipment including computers, sensory equipment, lifts etc.

### **Agency & Ministry Committees**

The Coordinator and Consultants of Special Education Services participate in numerous local, regional and provincial committees. These committees support partnerships, services, review mandates and policies, develop procedures, create protocols, plan shared professional development, and respond to the needs of children and families with special needs.

Area	Health/Treatment Centre
Peterborough City and County	<p>Five Counties Children Centre 872 Dutton Rd, Peterborough, ON K9H 7G1</p> <p>Home and Community Care Support Services- Central East Branch 700 Clonsilla Avenue, Suite 202, Peterborough, ON K9J 5Y3</p>
City of Kawartha Lakes	<p>Five Counties Children Centre 9 Russell Street East, Lindsay, ON K9V 1Z7</p> <p>Home and Community Care Support Services- Central East Branch 370 Kent Street West, Lindsay, ON K9V 6G8</p>
Northumberland County	<p>Five Counties Children Centre 800 Division Street, Unit 2, Cobourg, ON K9A 5V2</p> <p>Home and Community Care Support Services- Central East Branch 151A Rose Glen Road, Port Hope, ON L1A 3V6</p>
Municipality of Clarington	<p>Grandview Children's Centre 600 Townline Rd S, Oshawa, ON L1H 0C8</p> <p>Home and Community Care Support Services- Central East Branch 920 Champlain Court, Whitby, ON L1N 6K9</p>

# **PPM 149 – PROTOCOL FOR PARTNERSHIPS WITH EXTERNAL AGENCIES FOR PROVISION OF SERVICES BY REGULATED HEALTH PROFESSIONALS, REGULATED SOCIAL SERVICE PROFESSIONALS AND PARAPROFESSIONALS**

## **AUTHORITY**

This Protocol is developed under the authority of the Ministry of Education Policy/ Program Memorandum No.149.

## **1.0 GUIDELINES**

The PVNC Catholic District School Board supports partnerships that are consistent with Catholic gospel values and the Board's mission and guiding principles as well as complying with all Board policies and applicable collective agreements. Partnerships are recognized as mutually beneficial and supportive arrangements between a school and an external mental health or social service agency, professional or paraprofessional. The intent of these partnerships is to enhance or expand opportunities for student success by collaborating with agencies, professionals and paraprofessionals who share values, objectives, resources and responsibilities to achieve desired learning outcomes.

## **3.0 OBJECTIVE**

To provide the Board with a framework to form partnerships with external agencies in the areas of regulated health professionals, regulated social service professionals and/or paraprofessionals.

## **4.0 DEFINITIONS**

### External Agency

An organization, not internal to the Board, that employs regulated health professionals, regulated social services professionals and paraprofessionals.

### Unionized Staff

Board-employed professional student services personnel (PSSP) and/or paraprofessionals that are represented by a bargaining agent recognized under the Labour Relations Act.

### Professional Student Services Personnel and Paraprofessionals

- audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- occupational therapists, as defined by the Occupational Therapy Act, 1991
- physiotherapists, as defined by the Physiotherapy Act, 1991
- psychologists and psychological associates, as defined by the Psychology Act, 1991
- social workers, as defined by the Social Work and Social Service Work Act, 1998
- other regulated professionals and/or paraprofessionals who are deemed by the Board to be essential for the delivery of programs and services for students with special needs
- Any future regulated categories will also be covered by this protocol

### Partnership Agreement

A formal, written document which outlines the terms and conditions of an external partnership that is signed prior to the implementation of the partnership activities.

## **5.0 PROCESS COMPONENTS**

### Responsibility

The Superintendent of Special Education Services shall be responsible to oversee this protocol.

### Board Level Committee

A board level committee will convene once each academic year or more often as necessary to identify potential new partners, review appropriate administrative mechanisms to complete a formal partnership agreement and review partnership agreements that were completed during the school year. This committee will be chaired by the Superintendent of Special Education Services or designate. The committee will include representatives from professional student services personnel (Psychology, Speech-Language Pathology, Social Work), the Manager of Human Resource Services or designate, one secondary school Principal or Vice-principal, one elementary school Principal or Vice Principal and one representative of CUPE Local 1453.

### Partnership Expectations

All partnerships shall be expected, in general, to enhance the quality of education for students in the Board. Partnerships are expected to supplement but not replace the delivery of services of professional student support services staff and/or paraprofessional staff. Partnership agreements shall be in compliance with collective agreements.

### Eligibility

Partnership agreements may be considered for approval for interventions that involve individuals, groups of students, classroom programs, school wide or board initiatives.

Individual, direct service to students may be delivered by partnership agency staff and, in general, will cover areas consistent with the agency's mandate of community support service. With the consent of parents/ guardians, partnership agency staff are permitted to provide service to individual students through one on one support, observation and attendance at school meetings.

## **6.0 PROCEDURES FOR ESTABLISHING A PARTNERSHIP AGREEMENT**

Partnership agreements will be most effective when developed collaboratively between school administration and community service providers. Schools are also encouraged to seek input from students and parents in the development of partnership agreements in order to provide relevant and appropriate programs for students.

In situations where a program has been previously implemented in PVNC schools, the partnership agreements should be reviewed and adjusted to meet the specific needs of the school. A single partnership agreement could involve more than one school in the Board. Upon request, relevant Special Education Services staff may provide assistance in the development of a Partnership Agreement.

Completed Partnership Agreements will be submitted for approval to the Superintendent of Special Education Services prior to implementation.

## **7.0 RESPONSIBILITIES**

The principal, in consultation with the Superintendent of Special Education Services, shall ensure that partnership agreements are consistent with Catholic gospel values and the Board's mission and vision statements and guiding principles as well as complying with all Board policies and applicable collective agreements.

The principal is responsible for the organization and management of the school as set out in the Education Act.

Principals shall consult with the Superintendent of Special Education Services regarding issues of professional conduct, service delivery and quality assurance.

Supervision of agency staff providing service at the school shall be the responsibility of appropriate agency staff who are members of relevant regulated colleges.

External providers must agree to participate in a dispute resolution process in the event of a disagreement. A joint advisory committee, which will consist of three representatives from the PVNC Catholic District School Board and three representatives of the external provider, will be convened in the event that a disagreement or dispute between the parties must be resolved.

All staff from external agencies must agree to adhere to the Board's standards of confidentiality, equity, safe schools, suspected child abuse reporting, human rights and Catholic gospel values.

## **8.0 PARTNERSHIP AGREEMENT- REQUIRED DOCUMENTATION**

The following documentation is required as an attachment when a partnership agreement is being considered:

- Description of External Agency  
Provide the following information: the name, address and a brief description of the agency's mandate.
- Description of Program  
The following information must be included: A description of the program, program goals and expected outcomes, format of the intervention (i.e., group, classroom, or school wide), specific grades, resources required (space, materials, etc...), program timelines, and contact person.

Evidence of congruence with the Board's mission statement, vision statement and guiding principles as set out at <http://www.pvnccdsb.on.ca/board/mission.asp>

**\*\*Given the limitations of space and resources, any such needs by the external provider must be clearly articulated and approved. Space for Board staff to execute their duties will be ensured prior to offering space to external providers.**

□ Confidentiality and Informed Consent

Procedures for obtaining informed consent and a copy of the sample letter informing the parent/legal guardian(s) or student who is of age of the services to be provided is required.

□ Police Reference Check - Vulnerable Sector Screening

In accordance with the Education Act, the board shall collect: 1) a criminal background check in respect of an individual before the individual first becomes a service provider at a school site of the board and an offence declaration and 2) an offence declaration from the individual by September 1 of each year in which the individual is a service provider at a school site of the board after that day.

□ Proof of Insurance

External providers must carry their own insurance which includes professional malpractice coverage (minimum \$2,000,000) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/ legal guardians. The external provider is required to provide assurances that their staff are covered while working on PVNC Board property.

□ Qualifications/ Supervisory Relationships

External agency staff who are members of a regulated professional college must include current qualifications as relevant to the services to be provided, current membership in the relevant regulated college, declaration of delivery of services in accordance with professional standards of practice and the name of the immediate supervisor.

External agency staff who are paraprofessionals must include evidence of work under the clinical supervision of staff from the agency holding current membership in a relevant regulated college, details of the paraprofessional's role and responsibilities as well as the name of the immediate supervisor, supervision plan with time and qualifications of the supervisor.

□ Evaluation

School boards and external agencies shall collaborate on the annual review and evaluation of programs and services provided.

Finances and Resources

Statement of any fees, resources or payments is required prior to the approval of the Partnership Agreement.

□ Termination of Agreement

The terms of termination should be specified in each Partnership Agreement. It will be understood that the Principal or Board may at any time terminate access to the school premises of any individual as per the Education Act. It will also be agreed that the external agency, the school or the Board may terminate the Partnership Agreement on thirty days written notice.

□ Research/ Program Evaluation

The Peterborough Victoria Northumberland and Clarington Catholic District School Board works in cooperation with institutions, agencies and individuals in the conducting of research which will be of benefit to the pupils and employees of the Board as well as the community at large. Research requests shall be made in accordance with Board Policy 702- Research Requests. The Board maintains the right to approve or deny any request to conduct research.



## **SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLAN**

The Ministry of Education requires school boards to submit a checklist indicating components of the Special Education Report that will be available on the Board's website. Copy of the checklist can be found on the next page.

### **How Members of the Public Can Obtain a Copy of the Complete Plan from the Board**

The PVNCCDS Board makes its Special Education Plan available to the public at the same time it submits the plan to the Ministry of Education. The plan is available on the Internet at [www.pvnccdsb.on.ca](http://www.pvnccdsb.on.ca) and by calling 1(705) 748-4861 Extension 1226 to request a paper copy.