



SPECIAL EDUCATION PLAN

Building a Community that Accompanies

2024-2025

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 2024

Category	Numbers
Behavioural: Behaviour	18
Communicational: Autism	484
Communicational: Deaf/Hard of Hearing	10
Communicational: Language Impairment	265
Communicational: Speech Impairment	2
Communicational: Learning Disability	826
Intellectual: Giftedness	19
Intellectual: Mild Intellectual Disability	112
Intellectual: Developmental Disability	43
Physical: Physical Disability	19
Physical: Blind/Low Vision	6
Multiple: 2 or More Exceptionalities	117
Total # Identified	1921

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

2023-2024 EQAO Board Results are available through the link below:

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

BOARD'S CONSULTATION PROCESS

For the year 2024-2025, 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 2024-25 Checklist, along with the URL to their publicly available 2024-25 Special Education Plans, to the ministry for review by July 31, 2024.

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 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. We will continue to dialogue as we strive to develop and deliver Special Education programs and services with respect, 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;

- practices Tier 1 Interventions and Universal Design for Learning in the classroom;
- follows board policies and procedures regarding special education;
- implements current best practices in special education;
- participates in professional development to support special education practices;
- collaborates 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;
- collaborates 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;
- collaborates with the classroom teacher to support the development of the IEP
- collaborates with the classroom teacher to modify and/or accommodate 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 using evidence based resources.

The Parent/Guardian:

- become familiar with special education policies and practices through dialogue with the school;
- 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;
- collaborate 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 process begins at registration time in early January prior to attendance in Kindergarten. Parents of children eligible for 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.

Kindergarten Registration is available online by visiting PVNCCDSB [Kindergarten Registration](#). 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 Educator team an indication of needs for each child. Outside information may be available if the child has attended child care or nursery school, been under the care of a private child care provider 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. In many cases, outside agencies who have children in special programs contact the appropriate school when the child is eligible to register in Kindergarten. 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 support is required. If a student registers later in the year, a delayed entry may be necessary in order to determine the support required.

The Educators Team Role in Early Identification

Ongoing and systematic observation is the main strategy for gathering information about the child. Throughout the school year, Kindergarten Educators observe and record information about each child's development and needs.

Ongoing collaboration between the Kindergarten Educators, the Prep and Planning teacher and the Special Education Resource Teacher helps to focus on students who are experiencing difficulty. The PVNC Catholic Tiers of Support is used to guide and support necessary interventions in order to address areas of difficulty.

At the end of Kindergarten, Educators meet 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 Educators in preparing a program for the child. This transition process begins at each school with a parent-child visit with school personnel. 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 Educating team, consisting of an Ontario Certified Teacher and a Registered Early Childhood Educator. Educators also use this opportunity to make anecdotal observations of the child. Year 1 Kindergarten children enter school on a staggered basis, in small groups, allowing the Educators to give each student more personal attention on their first day, and to give students a more relaxed introduction to the classroom environment.

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

The Early Identification procedures for each child begins with Year 1 registration, and continues throughout the Kindergarten years. Parents are informed of their child's progress at various stages during the Early Identification process. Information related to each child's development is collected and the developed skills are recorded.

The process consist of the following four components:

- Parent Discussions and Information Gathering:

- Educators collect essential details about the child and engage with parents to understand their interests, habits, and any physical and/or medical considerations.
- Observation and Assessment:
 - Through observations and assessments, educators identify both student strengths and areas of need.
- Educator Collaboration:
 - Classroom educators work collaboratively with the School Resource Team (composed of the Special Education Resource Teacher (SERT), and school administration) to proactively plan strategies that will maximize student strengths and meet any exceptional needs as concerns arise.
- Support When Needed:
 - Whenever additional help is beneficial, educators provide personalized support to ensure every child can learn and grow effectively. This approach ensures each child receives the right help at the right time, focusing on making learning a positive experience.

UDL and Tier 1 Strategies that Support Early Intervention

The UDL strategies support student individual learning needs.

Language and Literacy Development

Oral Language

Provide all children with 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 an audio recorder for recording conversations, following stories and repeating songs, etc.

To enrich language development, children should also be provided with opportunities to:

- discuss topics within and beyond the curriculum with adults or other students;
- participate in activities or discussions that involve more advanced language comprehension (e.g., analogies, humour, satire, metaphors);
- Practice conversing with peer mentors (e.g., reading buddies).

Reading

Provide all children with opportunities to:

- engage in early screening measures to identify reading difficulties and ongoing progress monitoring as required;
- receive explicit instruction in phonemic awareness;
- receive explicit and systematic phonics instruction;
- improve fluency through such methods as repeated oral reading of texts, with corrective feedback;

- receive intentional vocabulary instruction;
- receive explicit instructional strategies for reading comprehension;
- engage in evidence based tiered systems of reading intervention;
- 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 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;
- participate in cloze activities (oral/written);
- respond to reading experiences (e.g., through picture making, painting, writing, dramatic play);
- make use of the school and community libraries;
- take books home to read or have read;
- read to others;
- read for both enjoyment and information;
- discuss with the teacher stories they have read;
- choose books from a wide variety of genres and a range of reading levels;
- read during free-choice activity times.

Writing

Provide all children with opportunities to:

- use phonics, orthographic, and morphological knowledge to spell words;
- 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;
- 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

To enrich writing development, children should also be provided with opportunities to:

- write to other peers;
- 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 all children with 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 they 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 their 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 a 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 they are 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 attention drawn to numerals in the environment;
- explore measurement concepts through play with concrete materials;
- sequence events from their daily lives.

To enrich cognitive and mathematical development, children should also be provided with opportunities to:

- extend topics in depth, breadth or complexity;
- pursue topics or ideas outside of the regular program on their 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 and Confidence

Provide all children with opportunities to:

- experience a non-judgmental and affirming environment;
- work at a level where they can achieve success;

- engage in a variety of experiences which are meaningful and challenging without inducing excessive stress;
- help other children in areas of personal 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 personal achievements;
- honour and value neurodiversity.

Antagonistic Behaviour

Provide all children with opportunities to:

- experience an environment characterized by stability, consistency and firm limits;
- engage in relaxation activities such as listening to music, breathing exercises, etc.;
- play experiences;
- use water, sand, finger painting, playdough and other kinesthetic activities to relax tensions;
- develop conflict resolution skills;
- regain control through appropriate time-out procedures;
- engage in co-regulation strategies when appropriate skills are modelled and coached.

Attention and Focus

Provide all children with opportunities to:

- participate in a classroom environment;
- set student-centred goals and be provided with frequent feedback on progress toward them;
- 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 and Self Directed Learning

Provide all children with 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;
- learn problem solving strategies appropriate to their age and level.

Social Skills

Provide all children with opportunities to:

- learn how to engage in positive peer interactions;
- have positive peer/adult interactions modelled;
- practice conversational skills through role playing, social stories or puppets;
- participate in activities which encourage sharing and cooperating;
- participate in shared decision-making;
- engage in activities which honour and value neurodiversity.

Physical Development

Gross Motor

Provide all children with opportunities to:

- hold a balanced position when he/she stops moving;
- participate in riding and climbing activities;
- 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;

Fine Motor

Provide all children with opportunities to:

- 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.;
- model materials such as playdough, plasticine, clay;
- manipulate toys with small parts;
- handle magnetic letters and forms, plastic stick-ons, stickers, puzzle pieces, etc.;
- explore tools such as tongs, clothes-pins, eye-droppers;
- engage in block-play using a variety of table wooden blocks, Duplo, Lego, etc.

The Identification, Placement and Review Process and Appeals

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 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. The IPRC will decide whether the student is an exceptional pupil and, if so, what type of educational placement is appropriate.

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 state 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:

- 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.
- application to an Education and Community Partnership Program 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:
 - Behavioural: Behavioural Exceptionality
 - Communicational: Autism
 - Communicational: Deaf and Hard of Hearing
 - Communicational: Language Impairment
 - Communicational: Speech Impairment
 - Communicational: 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 strategies 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 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 start 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 support program delivery. Classroom educators work collaboratively with the School Resource Team (composed of the Special Education Resource Teacher (SERT), and school administration) to proactively plan strategies that will maximize student strengths and meet any exceptional needs as concerns arise. 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 through consultation via the Board supported School Resource Team (SRT) under the direction of the school principal with informed and signed consent of the parent or legal guardian. The meeting is attended by the Special Education Resource Teacher, the classroom teacher, other staff involved with the educational program of the student, and the central special education team (special education consultant, psychology consultant, speech/language pathologist, social worker). Discussion and decisions considered at the board 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.

Where accommodations do not meet the needs of the student and standardized data indicates that the student's program should be modified, parents 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.

Professional assessments are carried out by clinicians who have a Master's Level degree in psychological assessment or speech language pathology. Psychological assessments are supervised by the school board psychologist who is regulated by the College of Psychologists of Ontario. 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 and are health information custodians.

School-Based 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 and/or board 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. Mental Health Wellness and 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);
- 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 recommendations (e.g., community mental health supports, children treat centre for occupational therapy, physical therapy and or speech therapy);
- 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 Children's Treatment Centre if they are preschool age, or in need of speech therapy;

- Speech-Language Pathologist of the Board for consultation, language assessment or Augmentative and Alternative Communication needs.

Information from the Speech Screening Tool and/or Language Checklist is brought to Board Supported School Resource Teams for consultation for discussion of next steps of support for the child. Discussion and decisions considered at the board 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 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.

Information from these assessments could 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.

Information is gathered and interpreted in order to understand why the student may be experiencing learning or adjustment problems at school. Results of the assessment and recommendations are shared via a case conference involving relevant school staff, parents or guardians and outside personnel (if required). 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. Assessment results are confidential and can only be released to agencies beyond the school with the written consent of the parent/guardian.

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:

- 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

Provincial Assessments

The province-wide Grade 3 and Grade 6 assessments of reading, writing and mathematics and the Grade 9 assessment of mathematics have been designed to provide data that will help teachers adapt programs and strategies 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 is carried out in Grade 10 and is part of the secondary school graduation requirements.

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
Psychological Consultant	Master's Degree in : Psychology/Child Development, training in assessment	College of Psychologists of Ontario; Supervised by a Psychologist	Standardized tests
Speech-Language Pathologist	Master's Degree in Speech language pathology	College of Audiologists and Speech-Language Pathologists of Ontario	Standardized tests
Special Education Resource Teacher	Special Education - Part 1	Education Act	Standardized tests
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 Board supported School Resource Teams (BSRT). Each potential referral is discussed with the BSRT team including psychological staff and Speech-Language Pathologists to determine whether it is appropriate for this service. The average wait time is four to six months. Wait lists are managed by the 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.

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 written 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 board central data systems and on 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:

Specialized Health Support Service	Agency or position of person who performs the service (e.g., HCSS, board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
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

<p>General Maintenance Exercises</p>	<p>Home and Community Care Support Service – School Health Support Services, Physiotherapist, Occupational Therapist, Educational Assistant under the direction of Physiotherapist and/or Occupational Therapist</p>	<p>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)</p>	<p>Home and Community Care Support Service, Case Manager</p>	<p>Child has reached the treatment goals established by Home and Community Care Support Service personnel</p>	<p>School Resource Team process; Case Conference including Home and Community Care Support Service</p>
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Specialized Health Support Service	Agency or position of person who performs the service (e.g., HCCSS, board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
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 Service personnel	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

Specialized Health Support Service	Agency or position of person who performs the service (e.g., HCCSS, board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
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 by Home 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

Specialized Health Support Service	Agency or position of person who performs the service (e.g., HCCSS, board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
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);	Attending physician or other health care professional (prescribed medications); parents (non-prescribed medications);	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, or Home and Community Care Support Service Case Manager; School Board	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

Specialized Health Support Service	Agency or position of person who performs the service (e.g., HCCSS, board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
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; 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 CentreHome 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; need is identified by attending physician	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

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	(Ministry of Health) Service is required in order to enable the child to attend school; 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
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Specialized Health Support Service	Agency or position of person who performs the service (e.g., HCCSS, board, staff, parent, student	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
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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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Specialized Health Support Service	Agency or position of person who performs the service (e.g., HCCSS, board, staff, parent, student	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
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; 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

Feeding	Health Professional	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; 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 Professional	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 Catholic school settings.

Categories and Definitions of Exceptionalities

BEHAVIOURAL	
<p>A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following: 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.</p>	
<p>Characteristics</p>	
<p>Students who are identified with this exceptionality may exhibit some or all of the following characteristics:</p> <ul style="list-style-type: none"> ● acting out or withdrawn behaviours; ● lacking social awareness/social skills; ● lack of motivation or low self-esteem; ● behaviour that is strongly interfering with that student's or other students' performance at school. 	
<p>Prior To Identification</p>	
<ul style="list-style-type: none"> ● 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. 	
<p>Diagnostic Information</p>	
<p>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</p>	
<p>Information For IPRC</p>	<p>PVNCCDSB Criteria for Identification</p>
<ul style="list-style-type: none"> ● 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) ● Behaviour Tracking Record ● Functional Behaviour Rating Scale ● Psychological Assessment ● Language Checklist administered by classroom teacher or SERT ● WF: AS/TAPs Tests administered by Special Education Resource Teacher ● Suspension Letter(s) ● Audiological assessment conducted by an audiologist ● Assessment conducted by an optometrist or ophthalmologist to assess visual acuity ● Speech Screening Tool and/or medical evaluation ● Community agency input ● Parent perspective / in-put / view ● Student's views, concerns and hopes 	<ul style="list-style-type: none"> ● Psychological assessment by regulated, qualified professional with a clear statement to substantiate learning ability ● Evidence of compromised educational performance as a result of behaviour

COMMUNICATIONAL: 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

COMMUNICATIONAL: 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 Form18)/ 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.

COMMUNICATIONAL: 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"> ● 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) ● Language Checklist administered by Special Education Resource Teacher or classroom teacher (if there is no current assessment within 2 years) ● Speech and Language Assessment by a Speech and Language Pathologist ● Speech Screening Tool administered by Special Education Resource Teacher or classroom teacher ● Audiological assessment conducted by an audiologist ● Psychological Assessment (recommended by the Speech and Language Pathologist) ● Parent perspective / in-put / view ● Community agency input ● Student's views, concerns and hopes 	<ul style="list-style-type: none"> ● Speech and Language Assessment by Speech and Language Pathologist and/or diagnosis/identification of a language impairment by a regulated, qualified health professional.

COMMUNICATIONAL: SPEECH IMPAIRMENT

<p>A disorder in language formulation that may be associated with neurological, psychological, physical or sensory factors, that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.</p>	
<p>Characteristics</p>	
<p>Students who are identified with this exceptionality may exhibit some or all of the following characteristics:</p> <ul style="list-style-type: none"> ● articulation and/or phonological disorder; ● dysfluency (stuttering); ● motor speech disorders e.g., apraxia, dysarthria; ● voice and/or resonance disorder such as effects of cleft lip and palate, etc. 	
<p>Prior to Identification</p>	
<ul style="list-style-type: none"> ● 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. 	
<p>Diagnostic Information (Mandatory)</p>	
<ul style="list-style-type: none"> ● 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 	
<p>Information for IPRC</p>	<p>PVNCCDSB Criteria for Identification</p>
<ul style="list-style-type: none"> ● 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) ● Speech Screening Tool administered by Special Education Resource Teacher or classroom teacher ● Language Checklist administered by Special Education Resource Teacher or classroom teacher ● Speech and Language Assessment by a Speech and Language Pathologist ● Audiological assessment conducted by an audiologist ● Parent perspective / in-put / view ● Community agency input ● Student's views, concerns and hopes 	<ul style="list-style-type: none"> ● 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.

COMMUNICATIONAL: 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 -8th Edition: Stanine 9 in one subtest and Stanine 8 in the other.
 - Psychological Assessment outlining intellectual ability at the 98th 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 98th 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"> ● Portfolio of classroom work with assistance provided and curriculum modifications ● 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) ● Assistant support has been provided by Co-operative Education student, Volunteer, SERT or EA ● Psychological assessment ● Individual Education Plan, if available ● WF: AS/TAPs Tests administered by SERT ● Audiological assessment conducted by an audiologist ● Assessment conducted by an optometrist or ophthalmologist to assess visual acuity ● Community Agency reports ● Community agency input ● Parent perspective / in-put / view ● Student's views, concerns and hopes 	<ul style="list-style-type: none"> ● Documentation of modified curriculum and Special Education support for IEP ● Achievement data which demonstrates an ability to profit educationally within the regular class when modifications and assistance are in place ● Psychological Assessment showing compromised learning ability and an assessment of daily living skills.

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

- 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)
- Human or technical support is provided to aid with physical limitations or deficiencies within the learning environment.
- Community Agency In-Put
- Occupational Therapist Report
- Physiotherapist Report
- Documented support provided for physical care and the need for assistance with activities of daily living are documented.
- Parent perspective / in-put / view
- Student's views, concerns and hopes

PVNCCDSB Criteria for Identification

- Medical diagnosis of a physical handicap requiring assistance around the school facility

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"> ● 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) ● Assessment conducted by an optometrist or ophthalmologist to assess visual acuity ● IEP developed in coordination with the Teacher of the Blind. ● Parent perspective / in-put / view ● Community agency input ● Student's views, concerns and hopes 	<ul style="list-style-type: none"> ● Written medical documentation from an optometrist or ophthalmologist ● Student achievement which demonstrates a difficulty attaining Grade and age level academic expectations

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"> <input type="checkbox"/> Behaviour <input type="checkbox"/> Communication: Autism <input type="checkbox"/> Communication: Deaf / Hard of Hearing <input type="checkbox"/> Communication: Language Impairment <input type="checkbox"/> Intellectual: Developmental Disability <input type="checkbox"/> Intellectual: Gifted | <ul style="list-style-type: none"> <input type="checkbox"/> Communication: Speech Impairment <input type="checkbox"/> Communication: Learning Disability <input type="checkbox"/> Physical: Physical Disability <input type="checkbox"/> Physical: Blind/Low Vision <input type="checkbox"/> Intellectual: Mild Intellectual Disability |
|---|--|
- 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

Regular Class with Indirect Support

The student is placed in the regular class for the entire day, and the teacher receives specialized consultative services.

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.

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.

Special Education Class with Partial Integration

The student is placed in a special education class for at least 50% of the school day and is integrated with a regular class for at least one instructional period daily.

Special Education Class Full Time

The student is placed in a special education class 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 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) recommend parent consent, program acceptance, IPRC	SERT; EA	Reviewed by SRT & IPRC

Placement	Location	Partners (support provided by)	Student Identification	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	Communication: Autism	Special Education Class (6)	Identified as Communication Autism with difficulty in communication, socialization, behaviour & academics	School recommendation, 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 (4) (S.B.A.P.) Holy Family CES St. Anthony CES St. Mary CES, Campbellford St. Elizabeth CES	PVNCCDSB	Communication: Autism	Partial Integration (20)	Identified as Communication Autism with difficulty in communication, socialization, behaviour & academics	School recommendation, 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)

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 . 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.

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 PVNC Catholic District School Board develops an IEP for students who have not been identified as exceptional but may require special education programs/services.

This may 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, based on provided data that demonstrates a need.

The IEP Includes:

Student Profile

- Exceptionality (if applicable)
- Placement
- Relevant Assessment Data
- SEA Equipment
- Student's Strengths and Needs

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 (outlined in PPM 81) 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.

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).

Provincial Assessment Exemptions

Information related to the student’s participation in Provincial Assessments.

Secondary Diploma

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.

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.

Special Equipment Allocation

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.

Special Education Program for Modified / Alternative Curriculum

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

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.

Learning Expectations

Learning expectations indicate, by reporting period, the knowledge and/or skills the student is expected to demonstrate and have assessed. Learning expectations must be added at the beginning of each reporting period. For modified expectations, the curriculum grade level from which the learning expectations are derived must also be identified.

Teaching Strategies

Teaching strategies support the student in achieving their learning expectations. List only those strategies that are different for this student from those used with other students.

Assessment Methods

The assessment method states what 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.

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.

Human Resources

Direct instruction and/or consultation provided by special education teachers, and support services such as educational assistants.

Date of IEP Completion

The IEP must be developed within 30 school days of the exceptional student's placement in a special education program.

Log of Parent/Student Consultation

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.

Transition Planning

As part of the IEP 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.”

The transition plan addresses the physical, social/emotional and learning needs of the student as they navigate their academic pathway. The written plan includes transition goals, required actions,, names of person(s) responsible for actions and timelines relating to the student's program. The plan is implemented, reviewed and updated to determine next steps as part of the IEP process.

For students with the identified of Communication: Autism, the PPM 140 provides specific transition planning requirements for the incorporation of Applied Behavioural Analysis in the transition plan.

A transition plan is a written plan to identify the strategies and actions required to support various transitions for students with an IEP. The plan is developed collaboratively and in consultation with the student's transition team including school and board staff, paraprofessionals, families, community partners and the student, when appropriate.

Transition planning for student with special education needs can include key macro and micro transitions:

- Entry to school
- Grade to Grade
- Class to Class
- Day to Day Activities and Routines
- Changes in School Support
- Transition to Post Secondary, Work or Community

Common Practices for Successful Transition Planning

To improve transition results for students with IEP's, transition team members must work creatively and collaboratively. When transition team members cultivate relationships with students, families, networks, and available resources they will be able to create dynamic transition plan. Here are some tips to help the development:

- Ensure student engagement, participation and voice (Ministry of Education Guide, Transition Planning: A Resource Guide (2002))
- Plan for and create space for inclusive and equitable family engagement and collaboration in planning
- Educate the transition team about the student strength, needs and transition options, resources and support
- Promote self-advocacy skills and actions that foster independence and wellbeing

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

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

- Continuously evaluate the student's progress
- Adjust goals, expectations, and strategies as necessary

5. Review and Update the IEP

- Update the IEP periodically (at least once per reporting period)
- Review and update the IEP at the end of each reporting period and when the student transfers to another school
- Store the IEP in the Ontario Student Record

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;;
- 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;
- 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.

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, hard of hearing, blind, visually impaired, deafblind and students with severe learning disabilities;
- 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, hard of hearing, blind, visually impaired, deafblind and students with severe learning disabilities;
- 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)

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 specialized programming as set out in their 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 student lodging 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.

Peterborough Victoria Northumberland and Clarington Catholic District School Board currently has 4 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

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

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

Special Education Staff

Elementary Schools (30)

Special Education Staff	FTEs	Staff Qualifications
Teachers of exceptional students		
Teachers of resource-withdrawal programs	38.5	Special Education Part 1
Teachers of self-contained classes	7.5	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)	206	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	5	Master's Degree
Audiologist	0	
Occupational therapists	0	
Physiotherapists	0	
Social Workers	7	Bachelor of Social Work/Master's of Social Work
Other Paraprofessional Resource Staff	.5	
Supervisor of Special Education Support Staff		
Orientation and Mobility personnel	0	
Oral interpreters (for deaf students)	0	

Sign interpreters (for deaf students)	0	
Transcribers (for blind students)	0	
Intervenors (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	20	Special Education Part 1
Teachers for self-contained classes	6	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	55	Community College EA certificate
Autism Spectrum Disorder (EA)	13	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	4	Bachelor's of Social Work/Master's of Social Work
Other Paraprofessional Resource Staff		
Supervisor of Special Education Support Staff	.5	
Orientation & mobility personnel	0	
Oral interpreters (for deaf students)	0	
Sign interpreters (for blind students)	0	
Brailist (for blind students)	0	
Intervenors (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:

- 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 Principals and 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;
- Provide in-service training to all Autism Spectrum Disorder Workers;
- In-service teachers new to the Board through the New Teacher Induction Program (NTIP).

How Staff Provide Input for the Plan

Staff are consulted throughout the school year at professional development meetings and Improvement Planning tables regarding the content and implementation of special education programs and services within the Board.

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

SEAC members are regularly provided with an overview of staff professional development sessions. 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

Through board and school improvement planning processes, priorities to improve student achievement and well-being are identified. This information guides the decision-making process about priorities for staff development .

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 for Administrators through a partnership with Catholic Principals' Council of Ontario;
- Special Education courses subsidised through the Ministry of Education;
- Certification and update training is provided in Behaviour Management Systems for staff in the Board;
- Empower training through SickKids;
- Lexia training;
- Regional Assessment and Resource Centre;
- Konnects;
- Restorative Practices Training;
- Relationship based learning.

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 & SBAP 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 Allocation (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).

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, 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
- Hearing/Vision Equipment
- Sensory Equipment
- Physical Assist Devices
- Personal Care Equipment

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 (see list below)
2. 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.

Demonstration of Need for Equipment

- aligns with the student's program.
- reflects a logical thread from assessment data to the student's areas of strength and need, accommodation and/or program section.
- provides, in the program section of the IEP, measurable learning expectations related to the Ontario curriculum for modified subjects/courses, and/or includes alternative skill areas as appropriate.
- demonstrates the student is using the equipment, and, where appropriate, that the student is using the equipment for provincial testing.

An assessment on file from an appropriately qualified professional

Assessments from qualified professionals serve to demonstrate need, but also to ensure safety and proper use of specialized equipment.

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

- A description of the condition the equipment is meant to address;
- A functional recommendation regarding the specific types of equipment the student requires to address their strengths and needs.

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.

Home-School Policy

The Ministry of Education requires that all equipment purchased through the Special Equipment Allocation (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 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 and 2023-2024 supporting students with disabilities - working with 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 more complex, 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 clare@ncdcent.com
Shawna Belcourt	Community Living Peterborough 223 Alymer St. Peterborough, On K9J 3K3	(705) 743-2412 ext. 510 sbelcourt@clth.ca
Tiffany Thickson	Therapeutic Family Care	Tiffany.Thickson@tfcprogram.ca 905-373-0522 ext. 3231
Kylee Baker	Alternatives Community Program Services 270 Braidwood Ave., Peterborough ON	KyleeB@alternativesptbo.ca
Trustee	Kathleen Tanguay	(905) 885-1556 ktanguay@pvncdsb.on.ca
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 jdianni@pvncdsb.on.ca
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 kspenceley@pvncdsb.on.ca
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 afaulkner@pvncdsb.on.ca

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, 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.

Summary

The Special Education Advisory Committee of the Peterborough Victoria Northumberland and Clarington Catholic District School Board reviewed and provided input into the Special Education Services - A Guide for Parents/Guardians, the Special Education Plan, budget, IPRC process at monthly meetings throughout the 2023-2024 school year.

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 Special Education Central Staff. 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.

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 Principal and Special Education Services Central Staff.

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. Home and Community Care Support Services & 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

Special Education Central Staff 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 data-bbox="797 243 1317 317">Five Counties Children Centre 872 Dutton Rd, Peterborough, ON K9H 7G1</p> <p data-bbox="797 380 1341 541">Home and Community Care Support Services- Central East Branch 700 Clonsilla Avenue, Suite 202, Peterborough, ON K9J 5Y3</p>
City of Kawartha Lakes	<p data-bbox="797 554 1292 630">Five Counties Children Centre 9 Russell Street East, Lindsay, ON K9V 1Z7</p> <p data-bbox="797 688 1341 808">Home and Community Care Support Services- Central East Branch 370 Kent Street West, Lindsay, ON K9V 6G8</p>
Northumberland County	<p data-bbox="797 827 1330 947">Five Counties Children Centre 800 Division Street, Unit 2, Cobourg, ON K9A 5V2</p> <p data-bbox="797 1005 1341 1125">Home and Community Care Support Services- Central East Branch 151A Rose Glen Road, Port Hope, ON L1A 3V6</p>
Municipality of Clarington	<p data-bbox="797 1138 1279 1213">Grandview Children’s Centre 600 Townline Rd S, Oshawa, ON L1H 0C8</p> <p data-bbox="797 1272 1341 1392">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 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, 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 Administrative Procedure 311 - 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.

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 and by calling 1(705) 748-4861 Extension 1226 to request a paper copy.