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SPECIAL EDUCATION PLAN

Building a Community that Accompanies

2026-2027

Strategic Priorities 2025-2030



**Inspire
Thrive
Connect**

Vision

Rooted in community, formed in faith, ready to change the world.

Mission

We accompany students in faith-filled, safe, and inclusive Catholic schools - nurturing their God-given potential in heart, mind, and spirit.

Values



Table of Contents

Contents

Ontario Catholic School Graduate Expectations	4
Introduction	7
Boards Consultation Process	8
SPECIAL EDUCATION PROGRAMS AND SERVICES	9
The Board's General Model for Special Education	9
Roles and Responsibilities	9
Early Identification Procedures and Intervention Strategies	13
The Identification, Placement and Review Process and Appeals	16
Educational and Other Assessments	23
Categories and Definitions of Exceptionalities	39
Special Education Placements Provided by the Board	42
PVNC Catholic Individual Education Plan	48
IEP: Development and Review Process	51
Provincial and Demonstration Schools in Ontario	53
Special Education Staff	56
Staff Development	58
Accessibility of School Buildings	61
Transportation	62
SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)	63
Names and Affiliations of PVNC Catholic SEAC Members	
COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES	64
SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLAN	65

The PVNC Catholic 2025-2030 Multi-Year Strategic Plan (MYSP) is the guiding vision and road map for the Board over the next five years and beyond. It expresses who we are as a Catholic school system — and who we aspire to be.

The values that underpin the Strategic Pillars of Inspire, Thrive and Connect are: Faith, Wellness, Excellence, Belonging, Responsibility and Community.

PVNC Catholic has a mission to ...*accompany students in faith-filled, safe, and inclusive Catholic schools — nurturing their God-given potential in heart, mind, and spirit.* 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.

[*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.

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 the Institute for Catholic Education 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 Individual Education Plan 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.

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. PVNC Catholic 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.

BOARD'S CONSULTATION PROCESS

For the year 2026-2027, school boards are required to use a provided checklist to report on the provision of special education programs and services. School boards must submit the checklist, along with the link (on website) to the 2026-2027 Special Education Plan, to the Ministry for review by July 31, 2026.

The Special Education Advisory Committee (SEAC) formally reviews the Special Education Plan annually, and throughout the year as the need arises. SEAC members are able to share information and input from their respective associations/agencies and feedback from members of school communities in order to provide feedback on an on-going basis. In addition, input regarding programs and services are welcomed throughout the year to school staff.

SEAC contact information and meeting agendas are available on the Board website.

The updated Special Education Plan is available on the Board's website at www.PVNCatholic.on.ca.

SPECIAL EDUCATION PROGRAMS AND SERVICES

The Board's General Model for Special Education

Philosophy

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 *our Board vision of being “rooted in community, formed in faith and ready to change the world,”* PVNC Catholic 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. PVNC Catholic 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 PVNC Catholic's general philosophy and service-delivery model for the provision of Special Education programs and services. The PVNC Catholic'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;
- 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.

PVNC 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.

The Special Education Advisory Committee of PVNC Catholic:

- 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 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 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

PVNC Catholic 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 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. Parents are encouraged to communicate regularly with school personnel regarding any changes that may impact the student's learning. Where applicable, parents will be invited to participate in meetings such as case conferences. Parents/guardians may be asked to arrange updated assessments such as vision and/or hearing.

The Teacher's Role in Early Identification

Apart from the parents, classroom teachers are usually one of the first to recognize that a student is experiencing difficulty in learning. Teachers should discuss their concerns with the parents and with previous teachers and other subject teachers working with the student, review information in the student's Ontario Student Record (OSR), and utilize the PVNC Catholic Tiers of Support to assess the student's strengths and needs and support necessary interventions. Throughout this process, the teacher should keep the student's parents informed about the student's progress and the planned program adjustments.

If the student continues to have difficulty, a referral is usually made to the School Resource Team (SRT). This team is composed of the Principal, Special Education Teacher, classroom teacher and may include the school's Special Education Consultant.

The SRT may decide to do one or more of the following:

- determine whether interventions or accommodations are needed
- provide program interventions in the regular class
- provide specific supports in the classroom or withdraw the student from the classroom for limited periods of time
- monitor the student and review the student's progress after several weeks
- develop an IEP, including a transition plan, specifying the special education strategies, resources, or other accommodations that the student requires
- refer the student to a Board supported School Resource Team (BSRT)

The Board supported School Resource Team (BSRT) occurs under the direction of the school principal with informed 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, psychometrist, speech-language pathologist, social worker). Discussion and decisions considered at the Board supported School Resource Team (BSRT) 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. Following consultation at a BSRT, recommendations may include but are not limited to suggestions for program adjustments/ accommodations/modifications, follow up with agencies, monitoring, further informal or formal assessment and/or a referral to an Identification, Placement, Review Committee (IPRC).

In situations where accommodations alone do not meet the needs of the student, curriculum modifications are recommended to meet students' learning needs when standardized assessments indicate significant barriers to learning, despite accommodations to support skill acquisition. It is important for parents to be informed of any modifications moving away from current grade level or significant reduction in the number of curriculum expectations at grade level. Future potential impacts of curriculum modification decisions on the educational career of the student are communicated clearly to the parent.

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

The effectiveness of the strategies are 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:

- Ongoing assessment for, as and, of learning
- Classroom observations
- Standardized academic screening assessments
- Standardized assessments of auditory language processing
- 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.

The Identification, Placement and Review Committee (IPRC)

Pupils Identified as Exceptional 2025-2026

Number of New IPRC Referrals	312
Number of IPRC Reviews	1442
Number of IPRC Appeals	0

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, and parent/guardian rights and responsibilities throughout the process

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 PVNC Catholic are held at local schools.

Who Is Identified As An Exceptional Pupil?

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

What Are Special Education Services?

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

What Is An IEP?

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

- a description of the student’s strengths and needs and 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
- a transition plan that includes the specific goals, actions required, person(s) responsible for actions, and timelines for each educational transition where the student requires support.

The IEP must be completed within 30 days after the student has been placed in the program, and the principal must ensure the parent/guardian 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 the request, or giving notice, the Principal will respond and provide you with a copy of the Parent/Guardian Guide 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 other professionals, and/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.

Placement Decisions

- **A regular class with indirect support.**
The student is placed in a regular class for the entire day, and the teacher receives

specialized consultative services.

- **A regular class with resource assistance.**
The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
 - ❖ In Secondary, some students may access resource assistance by a Special Education Resource Teacher (SERT) in a resource room.
- **A regular class with withdrawal assistance.**
The student is placed in a regular class and receives instruction outside of the classroom for less than 50 percent of the school day, from a qualified special education teacher.
- **A special education class with partial integration.**
The student is placed by the IPRC in a special education class for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.
- **A special education class full time.**
The student is placed by the IPRC in a special education class for the entire school day.

What Will The IPRC Written Statement Of Decision Include?

The recommendations of the IPRC will be given to you in a written Statement of Decision. This Statement of Decision will inform you if the IPRC has identified your child as exceptional, and if so the category of exceptionality according to the categories and definitions of exceptionalities as defined by the Ministry of Education. It will also provide a description of your child's strengths and needs. The Statement of Decision will also indicate the recommended placement and the IPRC's recommendations about the programs and special education services your child may need.

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 principal of the school at which the special education program is to be provided will 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 principal will implement the IPRC decision and notify the parent/guardian.

How Does The Parent Appeal An IPRC Decision?

Within the timelines described above, written notification of your intention to appeal the decision must be sent to:

Peterborough Victoria Northumberland and Clarington Catholic District School Board
1355 Lansdowne Street West Peterborough, ON
K9J 7M3

Attention:
Chief Executive Officer/Chief Education Officer

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, no later than 30 days after the Committee 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 and shared by staff. The electronic copy is provided to parents/guardians prior to every IPRC meeting. A print copy is available upon request from each school. The Parent Guide to Special Education is also available on the Board's website www.PVNC.Catholic.on.ca.

Educational and Other Assessments

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 supported 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 during assessment;
- 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 when appropriate consent is granted (i.e, Consent to Share guidelines).

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

- Achievement tests (how the student is doing in basic school subjects such as reading, math and spelling);
- Intelligence tests (how capable the student is and how the pattern of strengths and needs help to explain possible learning problems);
- Information processing tests (specific strengths and needs in processing, memory and making sense of the information presented at school);
- Mental Health Wellness and Behaviour scales (strengths and needs in behavioural, socio-emotional and social functioning at school);

The assessment findings could result in:

- development or revision of an Individual Education Plan (IEP);
- program accommodations and modifications;

- recommendations for special education identification through the Identification, Placement and Review Committee (IPRC);
- additional support services recommendations (e.g., community mental health supports, children treatment 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.

When the information is gathered, it will be interpreted by trained, qualified staff 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/guardians and community partners(if required). The purpose of the conference is to share and discuss the assessment findings and recommendations. A written assessment report will be made available for the school's Ontario Student Record (OSR) file, the parents/guardians and copies will be maintained in the Special Education Services department files. All initial assessment data and documentation is kept in a confidential file with restricted access. Additional report copies for community professionals are only shared with signed consent provided by the parents/guardians.

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

Speech-Language Assessments

Information for a speech/language 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 during assessment;
- 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 when appropriate consent is granted (Following Consent to Share guidelines).

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

- tools that assess receptive language
- Tools that assess expressive language including phonological awareness 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;
- revision of an Individual Educational Plan;
- recommendations for special education identification through the Identification, Placement and Review Committee (IPRC);

Information is gathered and interpreted in order to understand why the student may be experiencing learning or adjustment problems at school. A parent guide to speech/language services is provided when parents receive a consent for service form. Results of the assessment and recommendations are shared via a case conference involving relevant school staff, parents/guardians and community partners (if required). A written assessment report will be made available for the school's Ontario Student Record (OSR) file, the parent/guardian and copies will be maintained in the Special Education Services department files. All initial assessment data and documentation is kept in a confidential file with restricted access. Additional report copies for community professionals are only shared with signed consent provided by the parents/guardians.

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

Categories of staff who conduct the assessment and/or provide diagnoses	Qualifications of categories of staff who conduct the assessment and/or provide diagnoses	Regulated by the Education Act; the Regulated Health Professions Act, 2002; or other legislation, as appropriate	Each type of Assessment Tool administered or Diagnosis
Psychologist	PhD: Psychology	College of Psychologists of Ontario	Standardized tests; diagnosis
Psychometrist	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/Hard of Hearing	OTC Deaf – Specialist	Education Act	Educational Assessments for Students living with Deafness or Hearing Impairments
Teacher of the Blind/Visually Impaired	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 stem from the Board supported School Resource Team (BSRT) meetings. 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 eight months. Wait lists are managed at a school level via the initial screening and monitoring processes and centrally through the BSRT process.

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 and parents/guardians.

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 parents/guardians. With the consent of the parents/guardians, information may be shared orally or by providing a copy of the psychological or speech/language assessment report. All copies of reports are indicated to be

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 and/or digitally on our board data system. Copies of the assessment report are stored confidentially at the Catholic Education Centre and at the school in the Ontario Student Record [OSR]. Copies are also provided to the parents/guardians. Electronic versions of the report are stored in board central data systems with restricted access granted only to individual Psychology or Speech-Language staff members and supervisor. All board laptops are restricted and require multifactor authentication .

Specialized Health Support Services in School Settings

The PVNC Catholic is serviced by the following specialized health support services:

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)
Nursing	Home and Community Care Support Services – School Health Support Services, Nurse	Service required in order to enable the child to attend school (Ministry of Health)	Home and Community Care Support Service, Case Manager	Child has reached the treatment goals established by Home and Community Care Support Service personnel	Case Conference including Manager of Home and Community Care Support Service
Physiotherapy / Occupational therapy (Intensive Clinical Treatment)	Home and Community Care Support Service – School Health Support Services, Physiotherapist / Occupational Therapist	Service required in order to enable the child to attend school; OHIP #; attending physician (Ministry of Health)	Home and Community Care Support Service, Case Manager	Child has reached the treatment goals established by Home and Community Care Support Service personnel	Case Conference including Manager of Home and Community Care Support Service

General Maintenance Exercises	Home and Community Care Support Service – School Health Support Services, Physiotherapist, Occupational Therapist, Educational Assistant under the direction of Physiotherapist and/or Occupational Therapist	Service required in order to enable the child to attend school; OHIP #; need can be identified by attending physician, parent or school; Home and Community Care Support Service – School Health Support Services referral process (Ministry Health and School Board)	Home and Community Care Support Service, Case Manager	Child has reached the treatment goals established by Home and Community Care Support Service personnel	School Resource Team process; Case Conference including Home and Community Care Support Service
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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.,H CCSS, 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 byHome and Community Care Support Service, School Health Support Services, Speech-Language Pathologist	School Resource Team process; Case Conference including Home and Community Care Support Service

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 Centre Home and Community Care Support Service personnel or parent	Attending physician or Community Care Access Centre Case Manager
Suctioning Deep Suctioning	Home and Community Care Support Service, School Health Support Services, Nurse	Service is required in order to enable the child to attend school; 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

		(Ministry of Health)			
Shallow Suctioning	Home and Community Care Support Service School Health Support Services, Nurse; Educational Assistant under the direction of the designated Health Professional and or parent	Service is required in order to enable the child to attend school; 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

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

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

	Professional and/or parent				
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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

- **Behavioural exceptionality:** 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 to 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.

Communicational

- **Autism:** A severe learning disorder that is characterized by:
 - disturbances in rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;
 - lack of the representational symbolic behaviour that precedes language.
- **Deaf and hard of hearing:** An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.
- **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.
- **Speech impairment:** A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.
- **Learning disability:** One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:
 - 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 interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

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.
- **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 support services;
 - 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.
- **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.

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 students without exceptionalities who are of the same age or development level.
- **Blind and low vision:** A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Multiple

- **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.

How does the Identification, Placement, and Review Committee (IPRC) apply these definitions in making decisions on identification and placement?

IPRC members review educational assessments and discuss options with parent(s)/guardian(s). Appropriate school staff (e.g., principal and/or vice principal, classroom teacher, special education resource teacher) and special education staff (e.g., Psychological Services, Speech-Language Services, Social Workers, Special Education Consultants) are consulted, as appropriate, prior to (through a BSRT) and possibly during the IPRC. The identification and placement which best facilitates the student's successful learning is determined by the Committee. Conversely, a determination may be made that these definitions do not apply, resulting in the student not being identified as exceptional. A student does not have to be identified as exceptional in order to have an Individual Education Plan (IEP) developed to support their learning needs.

Special Education Placements Provided by the Board

SEAC acts in an advisory capacity, making recommendations regarding the establishment and development of special education programs and services. Updates to the PVNC Catholic Special Education Model are developed in consultation with SEAC.

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

- meet the students needs; and,
- be consistent with parent/guardian 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.

PVNC's goal is, wherever possible, to educate individuals in classrooms with age-appropriate peers in their community schools. To support this, the following may occur: creation of entry plans for students with high needs in collaboration with partners, including parent(s)/guardian(s), school staff, community agencies, and Board staff, development, implementation, and review of an individual education plan (IEP), establishing targeted, intensive interventions based on student needs and/or facilitating deliberate transition and exit plans collaboratively with all parties.

Special Education Placements Provided By PVNC Catholic

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 Elementary Secondary	PVNC Catholic	Any exceptionality	Regular class	Eligible to register at school	School Resource Team (SRT)	Classroom Teacher in consultation with SERT	Reviewed by SRT & IPRC
Regular class with resource support	Regular class Elementary Secondary	PVNC Catholic	Any exceptionality	Regular class	Eligible to register at school	School Resource Team (SRT)	Classroom Teacher with SERT & possibly EA support	Reviewed by SRT & IPRC
Regular class with withdrawal assistance	Regular class Elementary Secondary	PVNC Catholic	Any exceptionality	Regular class	Eligible to register at school	School Resource Team (SRT)	Classroom teacher with SERT & possibly EA support (out of class)	Review by SRT & IPRC
Special Education Class with Partial Integration	Learning for Living- Secondary	PVNC Catholic	Intellectual Physical Communicational: Autism Multiple	Special education class (20)	Identified as intellectual physical, multiple, needs alternate program	School (SRT) recommendation, parent consent, program acceptance, IPRC	SERT; EA	Reviewed by SRT & IPRC

Placement	Location	Partners (support provided by)	Student Identificati on	Class Type/ Size	Criteria for Admission	Admission Process	Level of Assistance	Criteria for Change of Placement
Special Education Class Full Time	Centre for Autism Spectrum Assistance (9) (CASA) Elementary Secondary Peterborough 3 Clarington 3 Northumberland 1 CKL 2	PVNC Catholic	Communic ational: Autism	Special Education Class (6)	Identified as Communication Autism with difficulty in communication, socialization, behaviour & academics	Board supported school resource team (BSRT) recommenda tion, central team recommenda tion, parent consent, IPRC	SERT; Autism Spectrum Disorder Workers: EA	Yearly CASA placement reviews, SRT & IPRC
Regular Class with Indirect Support; Regular Class with Resource Support; or Regular Class with Withdrawal Assistance	School Based Autism Program (6) (SBAP) Holy Family CES St. Anthony CES St. Mary CES, Campbellford St. Elizabeth CES St. Joseph CES, Cobourg Good Shepherd CES	PVNC Catholic	Communic ational: Autism	Partial Integration (20)	Identified as Communication Autism with difficulty in communication, socialization, behaviour & academics	School recommenda tion, parent consent	SERT; Autism Spectrum Disorder Worker	Reviewed by SRT & IPRC

CASA (Centre for Autism Spectrum Assistance)

The Centre for Autism Spectrum Assistance (CASA) is designed to specifically meet the learning needs of students with Autism Spectrum Disorders. (ASD). The goals of the CASA program is: 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. All CASA programs have a modified school day to ensure successful transitions and 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.

Each program has one qualified Special Education Resource Teacher, two specialized ASD Workers and additional Support Staff, as deemed necessary. 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. A Special Education Consultant visits the program throughout the year and is available to provide coaching, modelling and resources for Applied Behaviour Analysis (ABA), and ASD programming.

Student placements in the CASA are determined through an established process and placement in the program is reviewed yearly with the goal of reintegration back into the student's homeschool.

SBAP (School Based Autism Program)

The SBAP program is a special education resource program that services specific learning goals, as well as academic learning of Autistic students. The focus of the program is enhancing classroom learning from the Ontario curriculum, and the additional alternative learning necessary to achieve IEP goals. SBAP programs are to remediate the skills gaps in the areas of communication, self-regulation and social skills which are common to the diagnosis of Autism Spectrum Disorder; and to encourage the development of skills which increase student independence in the learning environment and in daily living.

The SBAP staff includes a Special Education Resource Teacher and an Autism Spectrum Disorder Worker. The program and staff are regularly supported by a Special Education Consultant and a Speech and Language Pathologist.

Care and Treatment Education Programs (CTEP)

The Ministry of Education provides CTEP funding to all boards in Ontario to deliver Education Programs for students who cannot attend school because of their primary need for care and/or treatment. The treatment services should be delivered by facilities, funded by the Ministry of Children, Community and Social Services or the Ministry of Health. Students in CTEP are considered pupils of the board (POB) and should continue to have access to board resources and activities. CTEPs are designed to recognize the primacy of care and/or treatment needs of students and both should be provided daily. Accordingly, CTEPs are based on a collaborative model for sharing responsibilities between the school board and the approved facility. The school board provides the educational component ("Education Program") and the facilities provide the care and/or treatment services (CTEP Services). The Special Education Resource Teacher in the program is expected to consider the need for care and/or treatment and, therefore, works jointly with the facilities and as a part of a multi-disciplinary team (MDT) to ensure consistent and continuous support for children and youth in CTEPs to assist them in achieving their education and care and/or treatment outcomes. The Education Program should be interwoven with the care and/or treatment services provided by the CTEP. This collaborative approach, informed by the strengths and needs of the student, enhances both the education and care and/or treatment outcomes.

Project SEARCH

Project SEARCH is a unique, one-year transition program for senior students with developmental or intellectual disabilities. Offered by PVNC Catholic in partnership with the City of Peterborough and Fleming Employment Services, the program takes place entirely within a real-world business environment. Students complete three different workplace rotations, gaining over 700 hours of hands-on job training. Supported by both a PVNC special education teacher and a job coach, students learn valuable, marketable skills that help them successfully transition from high school into meaningful, competitive employment.

When a student's highly complex needs cannot be met within our standard school placements, the Board looks at alternative options, such as Provincial & Demonstration Schools or specialized community programs. Every decision is made with the student's best interest in mind to ensure they get the support required. We work closely with parents and community partners throughout this process. These options are shared openly with families during case conferences, where we look at the student's needs together and build a collaborative plan for their success.

PVNC Catholic 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 ([LINK](#)) :

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.

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 • 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 • Establish a collaborative approach (including the student and parent) • Establish roles and responsibilities
3. Develop the IEP • 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 • 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
● 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

Navigating Questions and Concerns Regarding my Child's IEP

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.

When parents/guardians and board staff have different perspectives on significant aspects of an Individual Education Plan (IEP), PVNC Catholic follows the below pathway meant to find solutions at the level closest to your child's classroom.

Step 1: Classroom

Schedule a mutually convenient time to discuss your specific IEP concerns directly with your child's classroom teacher or Special Education Resource Teacher (SERT).

Step 2: Principal

If matters require further attention after talking with the classroom teacher, request that the IEP be reviewed by the school principal. The principal will review the concerns and work with you to find a collaborative path forward in a timely manner.

Step 3: Superintendent

If the matter requires a broader review after working with the principal, you can request that it be brought to the school's Superintendent of Education.

Provincial and Demonstration Schools in Ontario

The Provincial and Demonstration Schools Branch (PDSB) is a branch of the Student Support and Field Services Division of the Ministry of Education and is responsible for the direct operation of **four (4) provincial schools and three (3) demonstration schools**:

- Three American Sign Language (ASL)/English provincial schools for the Deaf (Belleville, London, Milton)
- One English-language provincial school for the blind, low vision and Deafblind (Brantford)
- Three English-language demonstration schools for students who have severe learning disabilities (Belleville, London, Milton)

PDSB's Resource Services department provides preschool services for children who are Deaf, hard of hearing, blind, low vision and/or Deafblind and their families; and teacher training and consultation services to English language district school boards for Deaf, hard of hearing, blind, low vision, Deafblind and students with severe learning disabilities. PDSB's Alternate Educational Resources Ontario department develops and provides learning materials and media in accessible formats for elementary, secondary, and post secondary pupils with perceptual disabilities.

Applications to Provincial Schools and Demonstration Schools are coordinated and submitted by the school board.

Provincial School for the Blind

The Provincial School for the Blind, W. Ross Macdonald, provides specialized placement programs for students from Kindergarten to Grade 12 who are blind, low vision and Deafblind. Programming includes a strong focus on the Expanded Core Curriculum in an inclusive, accessible environment. Programs vary in duration, to suit the needs of the individual student.

Candidate students are placed in Provincial or Demonstration Schools through an application and screening process. Members from the central Special Education team assist

the candidate student's home school in assembling the application support materials and documentation. When a student is accepted for placement in a Provincial or Demonstration School, the student's home school Board calls an IPRC that will then place the student.

Provincial Schools for the Deaf

The Provincial Schools for the Deaf, Ernest C. Drury, Robarts and Sir James Whitney, provide instruction for students from Kindergarten to Grade 12. The schools provide bilingual-biliteracy-bicultural school and student lodging programs which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English.

Demonstration Schools

The demonstration schools, Amethyst, Sagonaska and Trillium, provide a one-year placement program for students diagnosed with a severe learning disability and resource support and consultation services for English district school boards to build capacity in teaching students with learning disabilities.

The demonstration school placement is a high intensity reading and writing intervention program where students are provided the classroom support needed to foster their success. All students are taught using the Empower reading program developed by the Hospital for Sick Children (SickKids). Intervention programs in mathematics are also provided in the elementary and secondary panels based on student needs.

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

For the 2026-2027 school year, PVNC Catholic will have four students attending Sagonaska Provincial School, one student attending Trillium Provincial School and two students attending Sir James Whitney Provincial School.

More information about Provincial and Demonstration Schools, can be found at the Provincial Schools website: <https://www.pdsbnet.ca/>

Demonstration Schools for students with severe learning disabilities:

Amethyst School

1515 Cheapside Street, London, ON N5V 3N9

Telephone: 519-453-4400

Website: <https://ame.pdsbnet.ca/>

Sagonaska School

350 Dundas Street West, Belleville, ON K8P 1B2

Telephone: 613-967-2830 / 1-800-501-6240

Website: <https://sag.pdsbnet.ca/>

Trillium School

347 Ontario Street South, Milton, ON L9T 3X9

Telephone: 905-878-2851

Website: <https://tri.pdsbnet.ca/>

Provincial Schools for the Deaf:

Ernest C. Drury School

255 Ontario Street South, Milton, ON L9T 2M5

Telephone: 905-878-2851

TTY: 905-878-7195

Website: <https://ecd.pdsbnet.ca/>

Robarts School

1515 Cheapside Street, London, ON N5V 3N9

Telephone: 519-453-4400

TTY: 519-453-4400

Website: <https://rob.pdsbnet.ca/>

Sir James Whitney School

350 Dundas Street West, Belleville, ON K8P 1B2

telephone: 613-967-2823 / 1-800-501-6240

TTY: 613-967-2823

Website: <https://sjw.pdsbnet.ca/>

Provincial School for the Blind and Deaf-blind:

W. Ross Macdonald School

350 Brant Avenue, Brantford, ON N3T 3J9

Telephone: 519-759-0730 / 1-866-618-9092

Website: <https://wrms.pdsbnet.ca/>

French-Language Provincial School for the Deaf and Demonstration School for students with severe learning disabilities:

Centre Jules-Leger

281 Rue Lanark, Ottawa, ON K1Z 6R8

Telephone: 613-761-9300 / 1-866-390-3670

Website: <https://ccjl.ca/>

Special Education Staff

Projected FTEs for 2026-2027			
Special Education Staff - Elementary/Secondary Panel		FTEs	Staff Qualifications
1.	Teachers of Exceptional Students		
1.1	Special Education Resource Teachers	39.49	Special Education Part 1
1.2	Teachers for self-contained classes	9.0	Special Education Part 1
2.	Other Special Education Teachers		
2.1	Itinerant teacher of the Deaf & Hard of Hearing	1.0	OTC –Teacher of the Deaf Specialist; AQ – Deaf Education; On Reg. 184/97 – Teacher Qualifications Sec. 19(1) to (6) Section 34 Schedule D
2.1	Itinerant teacher of the Blind and Low Vision	1.0	OTC – Teacher of the Blind Part 1; AQ – Blind Education; Ont. Reg. 184/97 Teacher Qualifications Section 34 Schedule D
2.2	Teacher Diagnosticians	0	
2.3	Coordinator of Student Services	0	
2.4	Consultants	4.0	Specialist, Special Education
3.	Educational Assistants in Special Education		
3.1	Educational Assistants	259.0	O.S.S.D., plus two years of specialized training, i.e., Educational Assistant Program, Child Youth Worker, Autism Support Worker or equivalent.
3.1	Autism Spectrum Disorder Workers	26.0	OSSD plus two years post-secondary training in one of the following disciplines: Educational Assistant; Child and Youth Worker; Social Services Worker; or Developmental Worker. Additional specialized training from Geneva Centre for Autism or Registered Behaviour Technician.
3.1	Itinerant Educational Assistants	3.0	OSSD plus a three year Child and Youth Care diploma, or equivalent. Additional specialized training related to behaviour management and Intervener Levels 1 and 2 from Kinark

			or the Geneva Centre for Autism.
4.	Other Professional Resource Staff		
4.1	Psychologists	1.0	Ph. D. in Psychology
4.2	Psychometrists	4.0	Master's Degree in: Psychology/Child Development, training in assessment
4.3	Psychiatrists	0	
4.4	Speech-Language Pathologists	5.5	Master's Degree in Speech-language pathology
4.5	Audiologists	0	
4.6	Occupational Therapists	0	
4.7	Physiotherapist	0	
4.8	Social Workers	9.0	Bachelor of Social Work/Master's of Social Work
4.9	Supervisor of Special Education Support Staff	1.0	University degree combined with a minimum of five years related experience with children with special needs.
5.	Paraprofessional Resource Staff		
5.1	Orientation and mobility personnel	0	
5.2	Oral Interpreters (for deaf students)	0	
5.3	Sign interpreters (for deaf students)	0	
5.4	Transcribers (for blind students)	0	
5.5	Intervenors (for deafblind students)	0	
5.6	Auditory-verbal therapists	0	

Staff Development

Goal of the Special Education Staff Development

The goal of staff development is to advance board-wide knowledge and inclusive educational practices to champion the unique gifts, talents, and success of every exceptional learner.

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 regarding staff development.

Methods of Determining Priorities in the Area of Staff Development

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

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

- Provide learning opportunities for various staffing groups
- 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;
- Executive Functioning;
- Lexia training;
- Regional Assessment and Resource Centre;
- Science of Reading;
- Konnects;
- Restorative Practices Training;
- Relationship based learning;
- School Mental Health Ontario;
- Prepare, Prevent, Respond;
- Exceptional student learning and tiers of intervention;
- Ministry directives regarding special education;
- Services available through community partners.

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

- New Teacher Induction Program (NTIP) sessions;
- Newly assigned Special Education Resource Teachers professional development at the beginning of every school year;
- Professional development sessions throughout the year to Special Education Resource Teachers including CASA & SBAP;
- Professional development opportunities for Special Education Support staff.

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

The Special Education Plan and professional development opportunities are shared through memos and Principal leadership.

Specialized Equipment Allocation (SEA)

The purpose of SEA funding is to provide funding to school boards to assist with the costs of equipment required to support students with special education needs. This funding is intended to provide students with special education needs with equipment and technology that are directly required and essential for attending school, accessing the Ontario curriculum, supporting or augmenting a board-determined alternative program and/or course, and supporting seamless transitions. Students do not have to be identified as exceptional pupils through the Identification, Placement, and Review Committee (IPRC) process to be eligible for equipment funded through SEA. However, students must be receiving special education programs and services and the use of SEA-funded equipment must be outlined in the student's Individual Education Plan (IEP). All equipment purchased with SEA funds remains the property of the school board, even after the student graduates.

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 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 such that it:
 - 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.

Professional assessments must include, at a minimum:

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

The appropriately qualified professional will vary depending upon the nature of the student's need and the purpose and function of the equipment. In some cases, more than one type of professional will need to be consulted to provide a complete picture of the student's needs and recommended equipment. Qualified professionals are members of a relevant governing college and as such are recognized to conduct assessments within their scope of practice to determine a student's needs, and to recommend appropriate equipment supports. This can include the following:

- Psychologist or psychological associate
- Behaviour analyst
- Physician
- Audiologist
- Speech-language pathologist
- Augmentative communication therapist
- Optometrist / ophthalmologist
- Occupational therapist
- Physiotherapist
- Orthopédagogue (Quebec registered)
- Other regulated health professionals as appropriate

Recommendations from a Provincial and Demonstration School consultant are acceptable for equipment required to support blind, deaf and deaf-blind students.

Recommendations from Specialist Teachers of the blind, deaf or deaf-blind who work for a board are also acceptable.

All required documentation maintained by boards may be requested for review by ministry staff.

Accessibility of School Buildings

The Board's multi-year capital planning relies on regular accessibility audits of all PVNC Catholic schools. Capital funds are allocated annually on a priority basis, focusing resources directly on upgrades that guarantee immediate, equitable school access.

To review the Board's Multi-Year Accessibility Plan, please visit the dedicated Accessibility page on the public PVNC Catholic website.

To foster an inclusive learning environment, PVNC Catholic modifies and enhances its school facilities to support students with diverse physical, medical, and sensory exceptionalities. Tailored retrofits are implemented based on individual student profiles and may include:

- Upgrading facilities to universal accessibility standards, including the addition of automated doors, grab bars, tracking systems and construction of exterior ramps.
- Integration of supportive medical and personal care equipment, such as height-adjustable changing tables and lifts.

PVNC Catholic remains committed to providing barrier-free, inclusive, and welcoming learning environments that uphold the dignity and independence of every student - in accordance with our obligations under the *Accessibility for Ontarians with Disabilities Act (AODA)* and the *Ontario Building Code*.

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 attending a Care & Treatment Educational Program;
- students attending Provincial and Demonstration Schools.

To arrange this transportation, a “Special Transportation Request” form is completed by the School Principal outlining the reason for the special transportation. 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. The completed form and accompanying documentation is reviewed by the Superintendent of Learning/Special Education Services in conjunction with the Superintendent of Business and Finance. 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 PVNC Catholic must comply with the Ministry of Transportation and Safety regulations and mandated screening requirements.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Names and Affiliations of PVNC Catholic 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 Trent Highlands 223 Aylmer St. Peterborough, On K9J 3K3	(705) 743-2411 ext. 518 sbelcourt@clth.ca
Kylee Doherty	Alternatives Community Program Services 270 Braidwood Ave., Peterborough ON	705-742-0806 ext. 235 Kyleed@alternativesptbo.ca
Vanessa Bruce	Down Syndrome Association of Peterborough 270 Braidwood Ave., Peterborough ON	705-749-6695 info@downsyndromepeterborough.ca
Kate Long	Autism Ontario	Katelong@compasselc.com
Trustee	Kathleen Tanguay	(905) 885-1556 ktanguay@PVNC Catholic.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 jdlianni@PVNC Catholic.on.ca
Christine Brodie Principal of Special Education	PVNC Catholic District School Board 1355 Lansdowne Street West Peterborough, ON, K9J 7M3	(705) 748-4861 Ext. 1272 cbrodie@pvnccdsb.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@PVNC Catholic.on.ca

Parents/guardians may contact members of SEAC. Parents/guardians are also welcome to attend SEAC as an auditor. Individual or personal concerns are redirected to school staff where the issue or concern can be resolved.

Meeting Times and Locations

SEAC holds regular monthly meetings, either at the Catholic Education Centre or virtually.. 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 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 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. Following the election of a new Board, the role of SEAC is reviewed so that members can effectively carry out their responsibilities.

The PVNC Catholic Special Education Advisory Committee provides feedback and input throughout the year, in alignment with regulation 464/97.

COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

School Entry

If a child has special needs, a new student intake procedure is initiated. The school at which the child is being registered will coordinate a case conference with parents, any outside agencies who are supporting the child, school staff and board staff. At this meeting, the School Entry Form is completed and a history of the child's needs is gathered and requirements for equipment, resources and personnel are identified. Once the necessary data has been compiled, the school and Special Education Services staff work collaboratively to determine the appropriate supports that are required. 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 and professionals

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.

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 members 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. 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.

SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLAN

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

The PVNC Catholic 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 Board website at www.PVNC.Catholic.on.ca and/or by calling 1(705) 748-4861 Extension 1226 to request a paper copy.