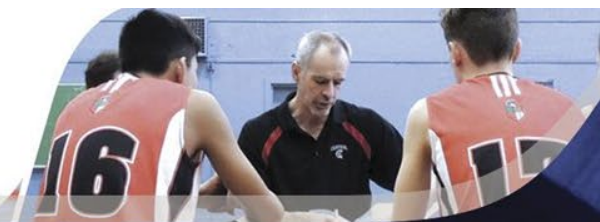


All Things Designations



One *Learning* Community



Territorial Acknowledgement



Overview

Special Ed Codes Overview

Designation Process - General

Designation Process - Specific to each designation

Provisional Designations

De-designation

Questions



GVSD Designation Breakdown

BC Ministry of Education Code Designations	Reach Out to:	Deadline Dates
A - Physically Dependent - Multiple Needs B - Deaf - Blind E - Visual Impairment (VI) F - Deaf or Hard of Hearing (DHH)	Pam Halverson VI and DHH Itinerant Teachers	Ongoing
C - Moderate to Profound Intellectual Disabilities (MPID) K - Mild Intellectual Disabilities (MID) Q - Learning Disabilities (LD)	Your School Psychologist	Ongoing
D - Physical Disability or Chronic Health Impairment (PDCH) G - Autism Spectrum Disorder (ASD)	Debra Caso-Rohland Pam Halverson	Ongoing Monthly Sept 23 deadline for Sept 30 count
H - Students Requiring Intensive Behaviour Intervention or Students with serious Mental Illness (IBI)	Dana Marchant Sean McCartney	Ongoing Sept 23 deadline for Sept 30 count
P - Gifted	Sean McCartney	Ongoing
R - Students Requiring Behaviour Support or Students with Mental Illness (MBS)	Your School Administration	Ongoing

Support for Learning Website

All forms and information can be found on Staff Portal site:



Support for Learning 

We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.

Staff Resources Password: **GVSDINCLUSION**

Authorization Forms to Exchange Information

- Authorization to share information or to request information from agencies or personnel outside of the GVSD
- Parent/Guardian signatures
- Valid for the school year it is signed in



Request to Designate Form



556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

Request to Designate Physically Dependent – Multiple Needs (A)

Student: _____ PEN: _____

School: _____ DOB: _____ Current Grade: _____
(dd/mo/year)

Form completed by: _____ Date: _____
(dd/mo/year)

This category covers a wide range of health conditions. Please complete the Ministry of Education Auditor's Checklist on the reverse side of this form and submit it, with all the appropriate diagnostic and assessment reports from professionals, as indicated in the Greater Victoria School District Process for Designation Document.

SCHOOL AUTHORIZATION

Administrator: _____
Print Name Signature

Created for each
designation category

Must be signed by
school administration

A - Physically Dependant

Medical Diagnosis	School Documentation
<ul style="list-style-type: none">● VIHA multi-disciplinary reports● Pediatric assessments● Medical Specialist assessments (geneticists)	<ul style="list-style-type: none">● SBT Notes and tracking information● Outside agency information (e.g. preschool)● MOE ASD Planning Tool● SLP/OT/PT● BC Ministry of Ed Physically Dependent Auditor's Checklist

B, E, F- Deaf, Blind, Visually Impairment Deaf and Hard of Hearing

School Based Team contacts
VI and DHH itinerant teachers

- review diagnostic reports based on MOE criteria found within specific Auditor's Checklist

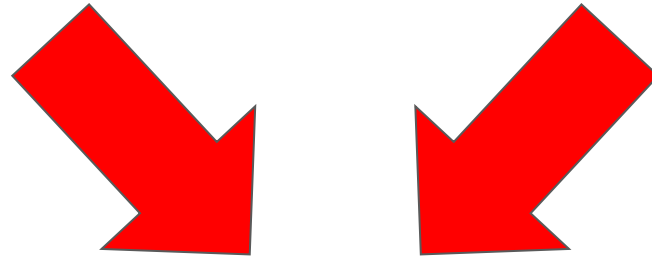
<p>Visual Impairment</p> <p>Level 2 funding allocation 1701 Code E</p> <p>This checklist should only be used in conjunction with Section E.9 of <u>Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</u></p>	<p>Student's Name _____</p> <p>PEN _____</p> <p>Date _____</p>
<p>To be eligible the following must be met</p> <p>A documented report from an ophthalmologist, optometrist, orthoptist or the Visually Impaired Program at the BC Children's Hospital describes the student's vision impairment as one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a visual acuity of 6/21 (20/70) or less in the better eye after correction; or <input type="checkbox"/> a visual field of 20 degrees or less; or <input type="checkbox"/> Any progressive eye disease with a prognosis of becoming one of the above within a few years; or <input type="checkbox"/> A visual problem or related visual stamina that is not correctable that results in the student functioning as if his/her visual acuity is limited to 6/21 (20/70) or less. 	<p>There must be documentation to support that the student has been appropriately assessed and identified by the school district or independent school authority as meeting the criteria of the special education category.</p> <p>This category does not include students described as having visual perceptual difficulties.</p>
<p>There is documented evidence that...</p> <ul style="list-style-type: none"> <input type="checkbox"/> A current IEP is in place, dated after September 30, previous school year. <input type="checkbox"/> The IEP has individualized goals and measurable 	

C, K, Q, P- Designation Process: LD, MID, MPID & Gifted

School Psychologists are able to diagnose and/or designate students with a Learning disability, an intellectual disability, or as gifted.

Psych-ed conducted
by a School
Psychologist within
SD #61

Psych-ed completed
outside of SD #61,
which has been
reviewed within district



LD, MID, MPID, or Gifted
Designation

Process SD #61 PsychEds

Step 1: SBT Identifies need

- Student has received considerable pre-referral assessment and intervention
- SBT has consulted with student's parents/ guardians and their School Psychologist

Step 2: Referral Package Submitted to Inclusive Learning

- Parent Information Regarding Psycho-Educational Assessments and the Use of Electronic Scoring Form
- Assessment Referral Form and School Information Form
- KTEA-3
- Any additional documentation requested by your school psychologist

Step 3: Outcomes

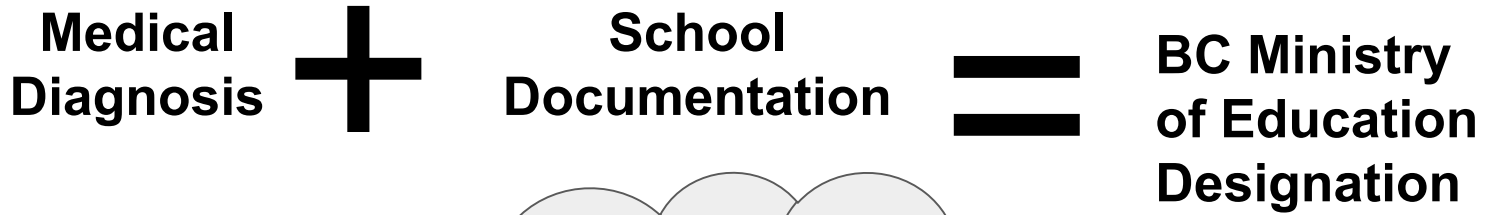
- Goal of a Psych-ed is to gather specific information to better understand a student's learning
- A secondary outcome may be a designation or a de-designation

Process: Students Assessed Outside SD #61

- Assessments completed outside of SD #61 must be reviewed within district.
- Information gathered from this review will be shared in with the SBT to support planning and instruction
 - Review may or may not also result in a designation

Required Documentation	Supporting Documentation
<ul style="list-style-type: none">● Request for File Review/Consultation - Outside Assessment Form● Psych- Ed/ Psychological Assessment Report	<p>Documentation that helps us understand their “Learner Profile”</p> <ul style="list-style-type: none">● Report Cards● Learning support reports● IEP/SLP● Additional testing results● Relevant professional reports (e.g., OT/SLP/medical documentation)● Collaborative checklist of student supports● Ministry Planning tools● Consultation with school psychologist

D & G - ASD/PDCH Process



****impact on the
learner within
the school
setting****

G - ASD Designation

Medical Diagnosis	School Documentation
<ul style="list-style-type: none">● VICAN/BCAAN Report● PANTER (Provincial Autism Network Testing Evaluation Report) BCAAN Clinical Outcome Form● MCFD Confirmation of Diagnosis with outside BC assessment● BC Private Assessment	<ul style="list-style-type: none">● SBT Notes and tracking information● Outside agency information (e.g. preschool)● MOE ASD Planning Tool● SLP/OT/PT● BC Ministry of Ed ASD Auditor's Checklist

D - PDCH Designation

Medical Diagnosis	School Documentation
<ul style="list-style-type: none">● VIHA multi-disciplinary reports● Pediatric assessments● Medical Specialist assessments (geneticists)	<ul style="list-style-type: none">● SBT Notes and tracking information● Outside agency information (e.g. preschool)● MOE PDCH Planning Tool● SLP/OT/PT● Specialized clinics● BC Ministry of Ed PDCH Auditor's Checklist

H - IBI/Serious Mental Health Designation

$$\begin{array}{ccccc} \text{Medical} & & \text{School} & & \text{Community} & & \text{BC Ministry} \\ \text{Diagnosis} & + & \text{Documentation} & + & \text{Agency} & = & \text{of Education} \\ \text{Or Clinical} & & \text{identifying} & & \text{currently} & & \text{Designation} \\ \text{Impressions} & & \text{impact of} & & \text{involved for} & & \\ & & \text{behaviour/mental} & & \text{the school} & & \\ & & \text{health} & & \text{year} & & \end{array}$$



H - IBI/Serious Mental Health Designation

Assessment	School Behaviour Documentation	Community Agency
<ul style="list-style-type: none">• Psychologist, Psychiatrist, Pediatrician, GP assessment• Medical diagnosis/clinical impression• Behaviour assessment• Ed Psych Assessment with behaviour rating scale• MOE Planning Tool	<ul style="list-style-type: none">• Counsellor/YFC report• SBT Notes and tracking information• Student Support Plan• Incident report/suspension• Impact statements• IEP if a renewal	<p>Confirmation of Community Agency for school year</p> <p>Community Agencies</p> <ul style="list-style-type: none">• Phoenix Human Services• Child & Youth Mental Health (CYMH) <p>Renewal Requests</p> <ul style="list-style-type: none">• shared planning consultation & collaboration minimum once per school year

Q - Gifted Designation

2 ways to designate in SD61:

1) Private psych ed assessment - internal file review by school psychologist

1) OLSAT (Otis-Lennon School Ability Test)

- Conducted by gifted contact teacher at school (elem/ middle)
- Annual Gr 4/ 5 District gifted testing

*COVID resulted in no centralized testing 2019/ 20

*All OLSAT assessments for 2020/ 21 will be done at the school level (more info/ details coming soon)

R - Students Requiring Behaviour Support or Students with Mental Illness (MBS)

School Documentation

- SBT Notes and tracking information
- Outside agency information (e.g. preschool)
- SLP/OT/PT
- Functional Behavioural Assessment
- BC Ministry of Ed MBS Auditor's Checklist
- Behaviour/Mental Illness Planning Tool
- Norm referenced assessments (e.g. BASC)

Provisional & De -designations

Provisional Designations	De-designation
<ul style="list-style-type: none">● Diagnosis paperwork or doctor appointment(s) may be in process, receiving within the school year● Short term, temporary● Significant impact on learning identified	<ul style="list-style-type: none">● Diagnosis changed● Student success● Completed by school

Questions



Next Zoom Session

Monday, September 21

1:00 - 2:00 pm

Q&A time for follow -up
questions

