

All Things Designations



One *Learning* Community



Overview

Special Ed Codes Overview

Designation Process - General

Designation Process - Specific to each designation

Provisional Designations

De-designation



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 Sept 23 deadline for file reviews for Sept 30 1701
D - Physical Disability or Chronic Health Impairment (PDCH) G - Autism Spectrum Disorder (ASD)	Debra Caso-Rohland Sean McCartney	Ongoing Monthly Sept 23 deadline for Sept 30 1701
H - Students Requiring Intensive Behaviour Intervention or Students with serious Mental Illness (IBI)	Pam Halverson Sean McCartney	Ongoing Sept 23 deadline for Sept 30 1701
P - Gifted	Sean McCartney	Ongoing
R - Students Requiring Behaviour Support or Students with Mental Illness (MBS)	Your School Administration	Ongoing

All forms and information can be found on website: Staff Resources - Designation

The screenshot shows the homepage of the Greater Victoria Learning Support website. The header features the Greater Victoria School District logo on the left, the text 'Greater Victoria LEARNING SUPPORT' in the center, and navigation links for 'CONTACT' and 'TRANSLATE' on the right. Below the header is a search bar and the text 'GREATER VICTORIA SCHOOL DISTRICT #61 VICTORIA, BC, CANADA'. A horizontal menu lists 'Learning Support Team', 'Learning Opportunities', 'Collaborative Supports', 'Staff Resources', and 'Parent Resources'. The main content area includes a 'District Teams' sidebar with links to 'The Learning Team', 'Learning Support', 'Indigenous Education', 'Healthy & Caring Schools', and 'Tech for Learning'. The central banner features an illustration of a hand holding a megaphone and the text 'New Referral App!'. Below this banner is a caption: 'NEW Referral App for the 2021-2022 school year. Visit the [referrals](#) page for'. To the right, a white box says 'WELCOME TO SUPPORT FOR LEARNING' above an illustration of an open envelope labeled 'newsletters'.

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)● SLP/OT/PT● BC Ministry of Ed Physically Dependent Auditor's Checklist

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

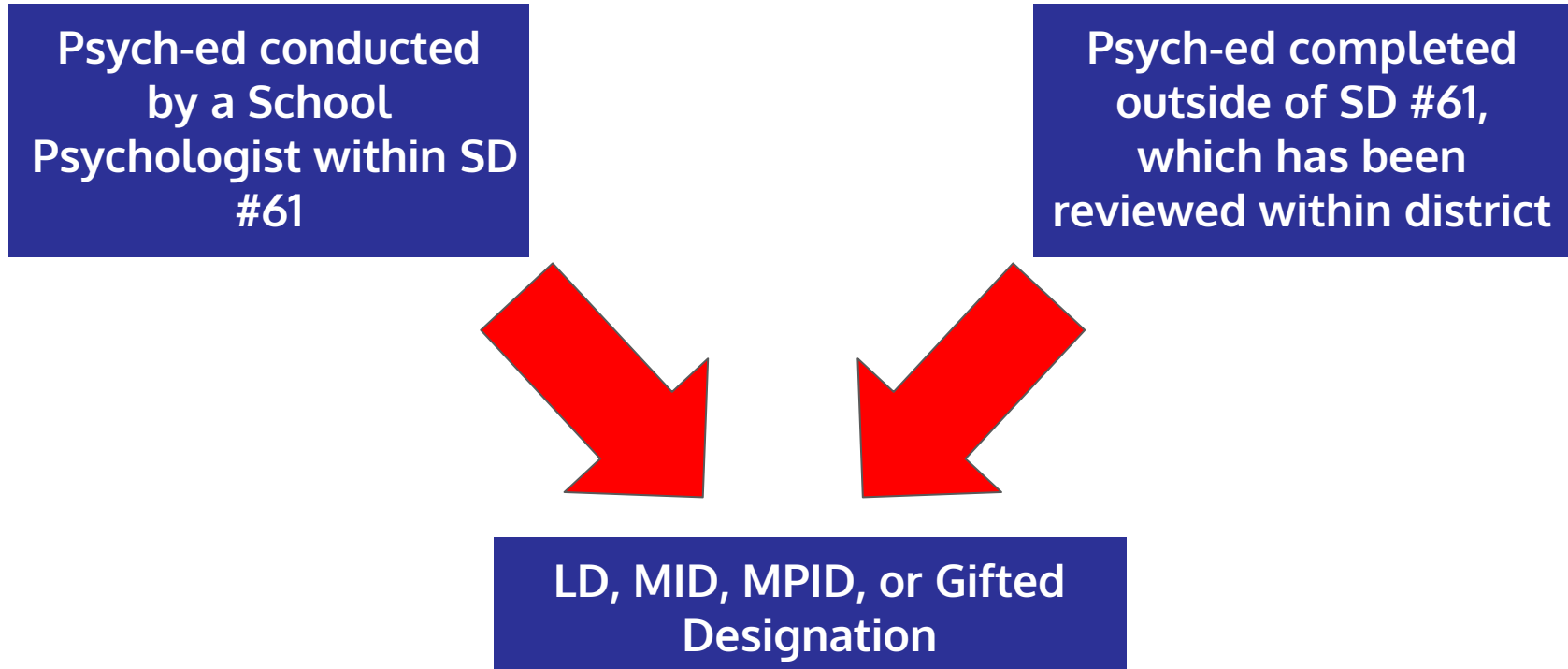
School Based Team contacts
VI and DHH itinerant teachers

- 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 Special Education Service: A Manual of Policies Procedures and Guidelines (Nov. 2010)</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.



Process SD #61 Psych-Eds

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 is
Generated and
Submitted in App

- Case Manager requests a referral through the App
- Referral is validated by School Psychologist → generate package
- Paperwork is completed and uploaded through the referral App along with any other necessary supporting documentation required

Step 3:
Outcomes

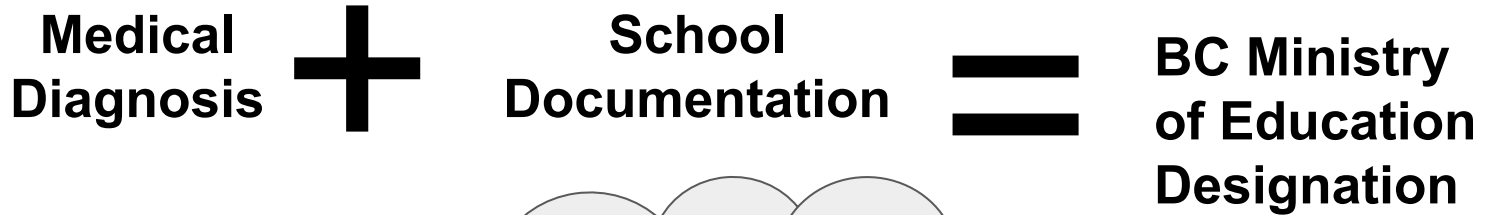
- Goal of a Psych-ed is to gather specific information to better understand a student's learning
- A secondary outcome may be a designation or a de-designation

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">● Submitted through referral App. Psych validation is not required, but consultation may be helpful<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

D & G - ASD/PDCH Process



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



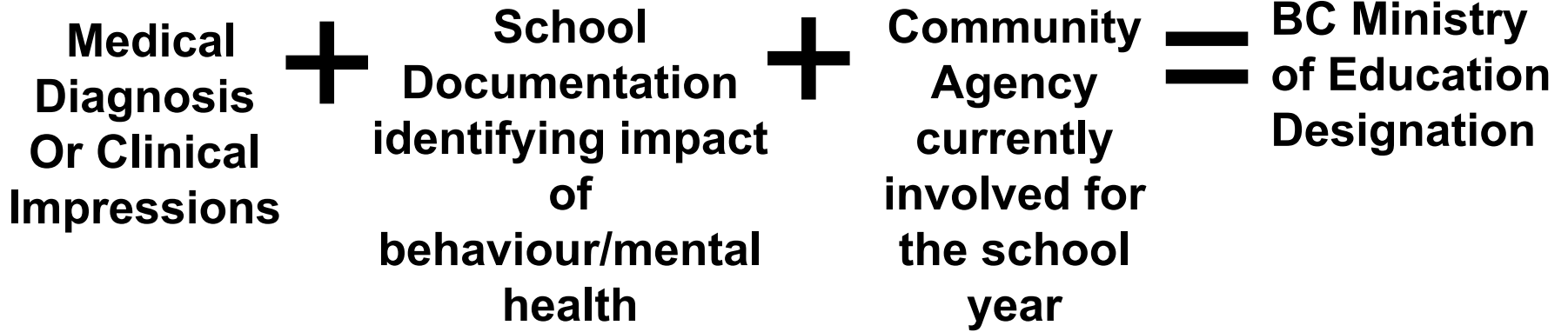
G - ASD Designation

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)● CDBC assessments	<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



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

P - Gifted Designation

2 ways to designate in SD61:

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

2) OLSAT (Otis-Lennon School Ability Test)

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

*COVID has resulted in no centralized testing

*All OLSAT assessments for 2021/22 will continue to be done at the school level. Info coming in March/April for annual Gr 4/5 process

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

Assessment	School Behaviour Documentation	Designation Process
<ul style="list-style-type: none">● Behaviour assessment● Medical diagnosis/clinical impression● Ed Psych with behaviour rating scale● MOE Planning Tool	<ul style="list-style-type: none">● SBT Notes and tracking information● Impact statement● Incident reports/suspension● Student support plan● Counsellor/YFC report● IEP, if in place	<ul style="list-style-type: none">● Designation request submitted in Referral App <p style="text-align: center;">OR</p> <p>* For Sept 2021, administrator signs designation request form, scans and email to inclusive learning inbox</p>

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