

Glossary of Terms

Assessments administered by the Resource Teacher:

Brigance Comprehensive Inventory of Basic Skills

- Provides assessment of student's skills in readiness, language, reading, listening, speech and mathematics
- Results presented in grade equivalents
- Used to provide a beginning point of achievement and to measure academic growth over time to assist with making educational decisions for students encountering learning difficulties
- May be used prior to referral for Psychological testing

Canadian Achievement Test (CAT)

- A standardized test comparing an individual student with others of the same age on timed items
- May be administered as an individual or group test
- Standard rules for administration and scoring must be followed
- Measures academic achievement for students from Grade 2 to High School
- Many subtests may be used – reading vocabulary, reading comprehension, mathematics computation, mathematics concepts and applications most common
- Results presented in grade equivalents and percentiles
- Pre-requisite for students being referred for an initial IPRC

Canadian Cognitive Abilities Test (CCAT 7)

- Canadian cognitive abilities screener administered to all Grade 4 students
- Measures cognitive abilities across verbal, nonverbal and quantitative domains
- Used as a screener for Giftedness, but also provides a learning profile for all students who complete the assessment
- Assessment is designed to be English Language Learner friendly for increased equity and fairness
- Completed as a whole class or in small or individual groupings depending on student need
- Students complete the assessment by marking their answers on an answer page with a pencil
- Student answer sheets are sent to Nelson to be scored
- Schools are provided results through a secure website that includes the student learning profile for each student

Placements:

- A regular class with indirect support where 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 where 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.
- A regular class with withdrawal assistance where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- A *special education class with partial integration* where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to [Regulation 298, section 31](#), for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- A *full-time special education class* where the student-teacher ratio conforms to [Regulation 298, section 31](#), for the entire school day.

Special Education Class Full-Time:

ALLP (Alternative Learning and Life Skills Program)

- Available in selected schools on a full-time basis (with integration where appropriate) for students identified with Developmental Disabilities in need of a special program or special class
- Available for students of elementary and secondary age
- Program focus is on life skills and functional academics

Inclusion/Integration

- Most identified students will attend regular peer appropriate classes in their neighbourhood school with an IEP, accommodated or modified program and supports needed for success. Some identified students will be bussed and grouped into special classes of students of various ages with opportunities for integration in the appropriate age and grade levels, with inclusion in regular school activities.

LRC or Learning Resource Centre (or “Resource Centre”)

- Available in all elementary and secondary schools for students identified as exceptional, or non-identified students with significant learning difficulties
- Available for students of all ages
- Program focus is on accommodations and/or modifications of the Ontario Curriculum; support may include consultation, reinforcement of skills, in-class assistance, direct instruction or withdrawal from class for short periods of time

Procedures:

Grade Equivalents

- Results of a test are explained by relating them to a year and month of a school year (e.g. 3.2 would be approximately equal to the second month of Grade 3, or October of Grade 3)
- Results are used as a general guideline since the tests do not match exactly with the Ontario Curriculum and student achievement is not in definite monthly increments; cannot assume that a student has mastered all of the skills of the grades leading up to the score
- May be used effectively to measure achievement growth over time

IEP or Individual Education Plan

- A working document to communicate common goals for students with special needs
- IEP must include a number of specifics about the student – strengths, needs, expectations, measure of progress
- Must be developed in consultation with the parent, or the student if 16 or older
- Refer to Ministry of Education document *Individual Education Plans: Standards for Development, Program Planning, and Implementation* and *Individual Education Plan (IEP): A Resource Guide* for more information

IPRC or Identification Placement and Review Committee

- A process whereby students are identified as exceptional and are placed in the appropriate educational setting to meet their needs
- IPRC considers a regular classroom as the placement of first choice in consultation with parents
- Placement may be part-time or full-time with integration where appropriate
- IPRC may also consider programs and services designed to meet the needs of the exceptional student

Identified Student

- A student deemed to be exceptional by IPRC
- Categories and definitions of exceptionalities are determined by the Ministry of Education and include 11 subcategories of Behaviour, Communication, Intellectual, Physical and Multiple

Non-identified Student

- A student who has been referred by the classroom teacher to the school-based team as having special needs
- Assistance may take the form of consultation with the resource teacher, classroom assistance or other support services
- Classroom accommodations and strategies are recorded on a referral as part of the “Steps to Success” plan

Percentiles or Percentile Ranking

- Indicates the percentage of scaled scores in a norm group that fall below a given student's scaled score; e.g. if a student's scaled score converts to a percentile rank of 28, this means that the student scored higher than approximately 28 percent of the students in the norm group
- Another way of looking at this is – if 100 students of the same age were in a line, this student would stand in the twenty-eighth spot
- Does not mean “percentage” – i.e. 28 does not mean the student got 28% of the answers correct and 72% wrong
- Percentiles are not composed of equal-measuring units – e.g. the difference between percentile ranks of 5 and 10 or 90 and 95 are much greater than between percentile ranks of 50 and 55 (think of the slope or curve of a bell)

SEA or Special Equipment Amount

- SEA funding is available to purchase equipment required to support student access to the Ontario Curriculum.

SEPPA or Special Education Per Pupil Amount

- Additional funds are given to the Board based on the number of students enrolled
- Funds must be spent on Special Education programs and services and include such things as: specialist teachers, educational assistants, counsellors, speech pathologists, as well as learning materials and resources
- Funds allow the Board the flexibility to provide a range of programs and services to meet the needs of students

SIP or Special Incidence Portion

- Funds that school boards may apply for to provide additional staff support to ensure the health and safety both of students who have extraordinarily high needs related to their disabilities and of others in the classroom.

Strategies

- Skills or techniques used by students to assist learning
- Individualized to suit learning style, modality preference and developmental level
- Often related to retention and retrieval of information
- May include such things as acronyms, highlighting, rehearsal, jot notes, etc.

Accomplishment Program

Certificate of Accomplishment Requirements

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This Certificate may be a useful means of recognizing achievement for students who participate in the secondary school program, especially for those students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. A student may return to school or take additional credits after receiving the Certificate. A student may even continue earning credits to complete the requirements for the OSSC or OSSD.

Certificate and Diploma Requirements

Ontario Secondary School Certificate (OSSC) Requirements

The Ontario Secondary School Certificate will be granted upon request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits in selected areas.

Ontario Secondary School Diploma (OSSD) Requirements

- 30 credits (18 compulsory and 12 optional)
- 40 hours of community involvement
- OSSLT (Ontario Secondary School Literacy Test)