

Title	PROVINCIAL REPORT CARD: GUIDELINES FOR STUDENTS WITH SPECIAL LEARNING NEEDS	Procedure No.	9028
Department	PROGRAM SERVICES		
Resource(s)	Special Education - Provincial Report Card 1- 8 - Provincial Report Card 9-12 - Special Education: a Guide for Educators (2001)	Effective Date	2001 May 01

1.0 Rationale

Parents of students with special learning needs should have a clear understanding of the learning expectations that make up their student's program. Please refer to the Ministry of Education's *Guide to the Provincial Report Card, Grades 1-8*, pages 7 and 8 and the Memorandum: *Changes to the Elementary Provincial Report Card*.

Individual Education Plans (IEPs) will be used for students who have been formally identified as exceptional by an Identification, Placement, and Review Committee, as *well as for students with special needs who are receiving special education programs and services but who have not been formally identified*.

Parents and students who are 16 years of age or older must:

- be consulted in the development and review of the Individual Education Plan (IEP);
- receive a copy of the IEP when it is first developed; and
- receive copies of revised versions of the IEP.

2.0 Procedure for completing the Provincial Report Card, Grade 1-8:

2.1 If the student has an Individual Education Plan that applies to a particular strand/subject, check the IEP box for that subject, only if the student's program is modified. If the expectations in the IEP are based on *The Ontario Curriculum, Grades 1-8* but vary from the expectations of the regular program for the grade, the following statement must appear in the "Strengths/Weaknesses/Next Steps" section:

"The (grade/mark) for (strand/subject) is based on achievement of the expectations in the IEP, which vary from the Grade expectations."

Procedure: Provincial Report Card: Guidelines for Students with Special Learning Needs - continued

Administered By:	EXECUTIVE SUPERINTENDENT OF PROGRAM SERVICES
Amendment Date(s)	2002 December 17 2006 October 10

2.0 Procedure for completing the Provincial Report Card, Grade 1-8: - continued

2.2 When recording Achievement for Students with an IEP indicator:

- A letter grade or mark should appear in the achievement column.
- For Grades 7 and 8: The mark will be included in the class average.
- The indicator “R” must not appear in the achievement column for a student with the IEP box checked unless the student’s progress has been discussed at a Program Development Team (PDT) meeting and the parent has been informed.
- Parents must be notified in advance if a student is to receive an R or a mark below 50. Arrangements should be underway to present the student at a PDT meeting. Even if the student receives this mark due to personal choice or frequent absence, parents must be involved. In grades 7 and 8, the exact mark recorded on the report card would be based on professional accountability and discussion with parents.

2.3 Congregated Developmental Classes

Where none of the expectations in *The Ontario Curriculum Grades 1-8* form the basis of the student’s program, the Thames Valley District School Board Developmental Report Card will be used to report achievement.

3.0 Procedure for completing the Provincial Report Card, Grades 9-12

- 3.1 For students in grades 9-12, if the student has an IEP, teachers should check the IEP box for every course to which the plan applies.
- 3.2 If some of the student’s learning expectations for a course are modified from the curriculum expectations but the student is working towards a credit for the course, check the IEP box.
- 3.3 If the students’s learning expectations are modified to such an extent that the principal deems that a credit will NOT be granted for the course (see section 7.12 of *Ontario Secondary Schools, grades 9 to 12: Program and Diploma Requirements, 1999*), teachers should enter a zero (0) in the “Credit Earned” column, and then must include the following statement in the comment section of the report card:

“This percentage grade is based on achievement of the expectations specified in the IEP, which differ significantly from the curriculum expectations for the course.”

3.4 Congregated Developmental Classes

Where none of the expectations in *The Ontario Curriculum Grades 1-8* forms the basis of the student’s program, the Thames Valley District School Board Developmental Report Card will be used to report achievement.

The Ontario Provincial Report Cards are available on the following website:
<http://www.edu.gov.on.ca/eng/document/forms/report/1998/report98.html#elem>

Definitions

“Accommodated only”

The term accommodations is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

Accommodated only (AC) is the term used on the IEP form to identify subjects or courses from the Ontario curriculum in which the student requires accommodations alone in order to work towards achieving the regular grade expectations.

“Modified”

Modifications are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.

Modified (MOD) is the term used on the IEP form to identify subjects or course from the Ontario curriculum in which the student requires modified expectations - expectations that differ in some way from the regular grade expectations. Generally, in language and mathematics, modifications involve writing expectations based on the knowledge and skills outlined in curriculum expectations for a *different grade level*. In other subjects, including science and technology, social studies, history, geography, and health and physical education, and in most secondary school courses, modifications typically involve changing the number and/or complexity of the *regular grade-level* expectations.

The student may also require certain accommodations to help him or her achieve the learning expectations in subjects or courses with modified expectations.

“Alternative”

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute *alternative programs or alternative courses* (secondary school courses).

Examples of *alternative programs* include: speech remediation, social skills, orientation/mobility training, and personal care programs. For the vast majority of students, these programs would be given *in addition* to modified or regular grade-level expectations from the Ontario curriculum. Alternative programs are provided in both the elementary and the secondary school panels.

Alternative courses, at the secondary school level, are non-credit courses. The course expectations in an alternative course are individualized for the student and generally focus on preparing the student for daily living. School boards must use the “K” course codes and titles found in the Ministry's Common Course Code listings (at www.edu.gov.on.ca/eng/general/list/commoncc.html) to identify alternative courses. Examples of alternative courses include Transit Training and Community Exploration (KCC), Culinary Skills (KHI), and Money Management and Personal Banking (KBB).

Alternative (ALT) is the term used to identify alternative programs and alternative courses on the IEP form.

The Individual Education Plan (IEP), A Resource Guide, 2004, pages 25 and 26