

Pervasive Needs Criteria

Students identified with pervasive needs must meet one of the following **four categories**:

1. The student's program consists of a **Pathway 5 Functional Curriculum**.
2. The student has a **diagnosed exceptionality related to behaviour**:
 - < A Behaviour Management Plan is in place; **AND**
 - < The student is under the care of appropriate medical personnel; **AND**
 - < The student or others are at a significant risk for harm.
 - It is important to make the distinction between a student requiring additional teacher supports for the purpose of program delivery and a student requiring additional student assistant support. It may be that the student who behaves aggressively in the larger classroom may be able to be supported in either the larger classroom or a small group setting with the existing instructional resource teacher and/or a student assistant.
 - Students without a diagnosis or students whose behaviour is disruptive necessitating disciplinary action and/or counselling do not meet the criteria for additional support.
3. A **high school student who requires 75% or more of their courses be Pathway 4** curricular/non-curricular:
 - < The student has a cognitive delay but does not meet the criteria for Pathway 5; **AND**
 - < The student will not meet graduation requirements; **AND**
 - < The student will receive a High School Achievement Certificate upon high school completion.
 - In consultation with district level staff, in extenuating circumstances, support in this category could apply to students in Grades 4-9.
4. A **Student with Pervasive Developmental Disorder (PDD)** with significant needs related to the disorder who requires non-curricular programming that cannot be accommodated by the classroom or instructional resource teacher:
 - < Communication programming for a student who is nonverbal or has little meaningful speech; **OR**
 - < Anxiety management programming for a student who presents with severe anxiety that prevents him/her from being able to meaningfully participate and/or cope in the regular class setting; **OR**
 - < Self-regulation programming for a student who has severe difficulties in regulating his/her emotions and/or behaviour in the larger classroom setting.

- As we begin to transition students to servicing within the classroom by the regular teacher, or the instructional resource teacher, districts need to ensure that portions of the pervasive units are allocated to schools to support the learning needs of students no longer falling under the Pervasive Criteria. This may mean some students could receive partial pervasive support for a specified period of time as we transition to the new model.
- Where schools are ready to do so (i.e., those schools involved in the Inclusive Schools pilot), districts need to support them to transition a portion of the pervasive units to preventative services in K-3.