



Special Education Annual Plan 2023-2024

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INTRODUCTION AND OVERVIEW

The Halton Catholic District School Board (HCDSB) recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of HCDSB to provide in all its operations an educational environment which supports and fosters diversity, equity and inclusion within its Catholic community. (Equity and Inclusive Education Policy No. II-45).

The Halton Catholic District School Board's Special Education Annual Plan is intended to provide both an overview of Special Education Programs and Services in the Board, as well as accompanying details that support our work throughout the system. This plan is meant to provide information about Special Education Services and to accurately summarize and highlight key system initiatives, projects, and processes that support students with special education needs and their families. The plan has been developed in compliance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Regulations made under the Act, and other relevant legislation.

Contained within this plan are provincial and Ministry of Education (MOE) expectations, which include the Identification Placement Review Committee (IPRC), placement options, transition planning, and information about the Individual Education Plan (IEP). There is also information about approaches and philosophies specific to HCDSB such as inclusion and student independence. Specific details about equipment, transportation in Halton, assessment processes, and coordination with community partners is also included. Specific programs, projects, and strategies such as, ABA for All, and the Mental Health Strategy, to name a few, are also highlighted within this document. Governed by the Education Act and further defined by Policy/Program Memoranda (PPM) concerning special education, we have a philosophy of inclusion which provides transparency in our development of processes and procedures, and our projects and initiatives illustrate how inclusion has been actualized. Our faith and obligation to each student with special education needs is what guides our daily work and informs our ongoing work on behalf of the students and families we serve.

The various special education academic staff and clinical departments collaboratively contribute to this document. Academic contributions are made by our Itinerant Special Education Resource Teachers (I-SERTs) and Special Education Consultants and Coordinator. Our Social Work, Psychology, Speech and Language Pathologists, Mental Health, and Behaviour Analyst departments make clinical contributions. The Board's Special Education Advisory Committee (SEAC) also plays a key role in contributing to this document by providing feedback throughout the year on presentations and discussions at SEAC, as well as through time set aside at SEAC meetings to discuss elements of the Special Education Plan. The insight provided from SEAC is an important part of the development of the Special Education Plan, as members of SEAC represent local organizations and the community at large. They bring an important lens to both the content and clarity of the plan.

This plan should always be considered as it is intended, as an overview of provincial mandates and expectations, processes, projects and initiatives that are current in the special education department. We encourage feedback from our valued stakeholders and community associations represented on SEAC to evolve a plan that best suits the needs of the students in our care.



SPECIAL EDUCATION PLAN CONSULTATION PROCESS

Timelines and Methods Regarding the Consultation Process on the Special Education Plan:

On April 19, 2010 (revised April 5, 2011), the Ministry of Education released a memorandum entitled *Instructions Regarding School Boards'/School Authorities' Plans for the Provision of Special Education Programs and Services, 2011*. The memorandum advised that as of 2011, school boards are not required to submit a special education plan to the Ministry of Education. However, school boards are required to ensure that a report is available to the community regarding the special education programs and services available to meet the needs of the students in the board. When preparing or amending this annual report, school boards and school authorities **must continue to consult with their respective Special Education Advisory Committees as per Regulation 464/97**.

The Ministry of Education requires that each school board ensure that updated and comprehensive information regarding special education programs and services is made available to the community by the start of each school year. This is accomplished through this Special Education Annual Plan.

In developing and modifying the Special Education Plan annually, HCDSB takes into consideration ongoing feedback from multiple sources, including the board's Special Education Advisory Committee (SEAC) and community stakeholders.

1. SEAC's Involvement in the Annual Review

The Special Education Plan is reviewed by SEAC on an ongoing basis and is posted on the HCDSB's public website annually.

The Special Education Plan is informed by SEAC through:

- information and opportunities for feedback and consideration on presentations and staff reports at monthly public meetings of the SEAC,
- local association reports/information; sub-committee updates; and reports from other stakeholder meetings,
- discussions, presentations, and interactions between SEAC representatives, trustees, and staff,
- SEAC webinars, goals and priorities, including SEAC budget priorities,
- participation of SEAC members in various sub-committees with special education staff, including a sub-committee to review the plan,
- the 'SEAC Input on Annual Review of Special Education Plan' form provided to all members, and
- the review of draft(s), and receipt of the proposed final version of the document.

2. Community Consultation Process

The Special Education Plan is informed by the community through:

- SEAC members at formal association meetings, or informal conversations with the community, including parents/guardians,
- school and board level staff, who have ongoing, formal and informal communication and feedback from parents/guardians, students, and community agencies,
- feedback to special education related questions that are embedded in various board and school surveys and consultation processes,



- the review of SEAC meeting recordings, minutes, and agenda materials, as well as the [Parent Guide to Special Education](#), as points of reference for feedback,
- the use of the SEAC email, seac@hcdsb.org, to provide feedback on the plan, including questions or comments, which can be provided at any time in the school year, and,
- a summary of the feedback received, which is collated annually and shared accordingly.
- results of internal and external reviews of existing special education programs and services within the board that have taken place in the previous or current school year will be included in the plan, as well as a list of planned reviews for the following year. See Appendix L for expansion of Elementary Community Classrooms.

Furthermore, the Special Education Leadership Team, including the Superintendent of Special Education, Special Education Coordinator, Consultants, Clinical Chiefs, and Managers, meet regularly to discuss and implement programs and services; PPMs and initiatives from the Ministry of Education; Board Equity and Improvement Plan (BEIP), associated HCDSB policies and relevant research, informing edits and revisions to the plan.



MODEL FOR SPECIAL EDUCATION

As a model learning community that is distinctly Catholic, all HCDSB students are supported to **Achieve, Believe, and Belong** in accordance with the core principles of our Catholic Social Teachings that create equitable outcomes for all.

The HCDSB has long promoted the inclusion of students with special education needs in regular classrooms in the student's neighbourhood school, where possible. This approach is motivated by an interest in maintaining students in the communities in which they reside, by promoting a sense of belonging in the school, in the worship community of the parish and in the neighbourhood.

The regular classroom in a student's community school is the first placement option considered for all students according to the MOE for the Province of Ontario [[Regulation 181/98 S. 17 \(1-2\)](#)]. Nevertheless, the Education Act provides for a variety of placements for identified students which range from fully integrated regular class placement to fully specialized special education class placement with no integration. In recognition of the direction in both regulations, the Halton Catholic District School Board has developed [Policy II-29: Inclusion and Range of Placement – Options for Identified Exceptional Students](#).

In this policy, placement options offered in HCDSB are outlined. The placements range from classes within the student's home school to specialized class placements for students identified as exceptional within the Intellectual category, including : Giftedness, Mild Intellectual Disability, and Developmental Disability. A description of each of the five placement options is contained in the policy document which can be accessed through Appendix B. When a student's needs cannot be met within the Board's range of placements, the Education Act requires that "every board shall...provide or enter into an agreement with another board to provide in accordance with the regulations special education programs and special education services for its exceptional pupils."

The placement of students through the Identification, Placement, Review Committee (IPRC) is outlined in further detail in this plan. All placements consider relevant student information along with school and parental/guardian feedback with the best interests of the student at the centre of all decision making. The HCDSB endeavours to offer options that meet the needs of exceptional students while keeping their academic, social-emotional, mental health, physical, and spiritual needs at the heart of our decision-making.



IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS

Part D of the MOE's publication *Special Education in Ontario: Kindergarten to Grade 12 - Policy and Resource Guide 2017* specifically addresses the IPRC process, which is congruent with the process at HCDSB. This can be found on the MOE's website [by clicking here](#).

The Halton Catholic District School Board's IPRC process aligns with the MOE's expectations as outlined in Regulation 181/98 of the Education Act and is outlined in Appendix B. This process is referenced in the Board's Parent Guide: Special Education Programs & Services (Appendix I) and is included in this section.

What is an IPRC?

An IPRC is an Identification, Placement, and Review Committee. All school Boards in Ontario has these committees. The committee is made up of at least three people: i) The committee "Chair" must be the school Principal or designate, or a supervisory officer; ii) The other two members are either special education resource teachers or regular teachers appointed by the Chair. This committee makes the formal decision about whether a student is exceptional and whether they require a special education program. Parents/Guardians (and students who are 16 years of age or older) are invited to attend and encouraged to participate during the IPRC meetings. The Parent/Guardian may agree with and consent to the student's identification and placement, request further discussion, or disagree with the IPRC and appeal the decision.

What is the role of the IPRC?1

First, the IPRC decides whether a student should be identified as exceptional. A lot of information is considered and discussed when making this decision: e.g., assessments, parent/guardian and teacher observations. Second, if the student is exceptional, the committee must identify the area(s) of exceptionality, according to the definitions of exceptionalities provided by the Ministry of Education. Third, the IPRC considers the strengths and needs of the student to determine the appropriate special education "placement". A placement defines where the special education program will be delivered and the reason for the placement if other than a regular class. After the initial IPRC meeting, parents/guardians are invited by the school to review the student's identification and placement annually as the needs of the student may change.

1Ontario Regulation 181/98

How is an IPRC meeting requested?

An IPRC meeting can be initiated in two ways: i) If it is believed that a student may benefit from a special education program, the Principal may, with written notice to the parent/guardian, refer a student to an IPRC or ii). If a parent/guardian believes their student would benefit from a special education program, they also can request an IPRC by sending the Principal a letter requesting the meeting. Upon receipt, the Principal, will request an IPRC meeting on their behalf. Within 15 days of receiving the request or giving notice, the Principal, will provide a copy of this [Parent Guide](#) and a written statement of approximately when the IPRC will meet. IPRC meetings are usually held where the student attends school.

Who attends an IPRC meeting?

Parents/Guardians (and students 16 years of age or older), are invited to be present at, and participate in all committee discussions and be present when the committee's identification and placement decision is made. In addition, other than the committee members, the student's teacher(s), special education staff, or HCDSB support staff may be invited to attend. The parent/guardian may also invite representatives for support to speak on behalf of the parent/guardian or on behalf of the student, or who can, at the parent/guardian's request, provide further information or clarification. Principals shall make every effort to accommodate parental/guardian requests for specific relevant resource staff to be present at the IPRC meeting. In addition, Principals should assist



parents/guardians with suggestions regarding who might be able to provide them with additional information, support and guidance. A language interpreter or sign language interpreter can be made available if one is required. The interpreter can be requested through the Principal of the student's school.

What information will I receive before the IPRC meeting?

At least 10 days before the meeting, the parent/guardian will receive a letter inviting them to the IPRC meeting and will indicate when and where the meeting will take place. The parent/guardian will also receive a written copy of any information about their student that the Chair of the IPRC has received. This may include assessments, reports or a summary of information. In the letter the parent/guardian will also be invited to indicate whether they will attend the meeting.

What if I am unable to attend the scheduled meeting?

If the parent/guardian are unable to attend the scheduled meeting, they can contact the school Principal to arrange an alternate date or time. If the parent/guardian do not wish to attend, the Principal will send the written IPRC Statement of Decision after the meeting which will inform the parent/guardian of the outcome of the IPRC. The parent/guardian will be asked to sign and return the Statement of Decision to the school Principal.

What happens at an IPRC meeting?

After the Chair introduces everyone and explains the purpose of the meeting, the IPRC will review all available information, including any results of assessments, and any other information submitted or that the student submits if they are 16 years of age or older.

With parent/guardian consent (if the student is less than 16 years of age), and if the IPRC feels it would be useful, they could request to interview the student. The parent/guardian will be encouraged to ask questions and join in the discussion. Following this, the committee will make its decision about whether the student is an exceptional student and in what category. Sometimes the IPRC will recommend that further assessments be carried out before a decision is made. If the student is identified as exceptional, the committee will then also make a decision about the student's "placement".

How does the IPRC decide on placement?

The Ministry of Education remains committed to the principle that the integration of exceptional pupils should be the normal practice in Ontario. The Inclusion and Range of Placement Policy of the HCDSB indicates that the first placement for all exceptionalities is the regular classroom, but that the appropriateness of the placement is determined through an examination of the student's needs. *The placement chosen must be in the best interest of the student and must take into consideration the parent's/guardian's wishes.*

What happens after the IPRC has made all its decisions?

The recommendations of the IPR Committee will be given in a written Statement of Decision. This Statement of Decision will inform the parent/guardian if the student was identified as exceptional, and if so, the category of exceptionality according to the categories and definitions of exceptionalities as set by the Ministry of Education. The Statement of Decision will also indicate the recommended placement. Also listed will be the student's strengths and needs, and the IPRC's recommendations about the programs and services the student may need, if any.

If the parent/guardian agree with the IPRC decisions, they will be asked to sign their name to the Statement of Decision. The parents/guardians are not obligated to sign the consent at the IPRC meeting, but can take more time to consider the decision. The Statement of Decision may be taken home and then returned within 15 days. If after 15 days the statement is not signed, but no appeal is made, the IPRC decision is upheld. If the parent/guardian



signs consent to the Statement of Decision, and the student has been identified exceptional, the Principal of the school at which the Special Education Program is to be provided, will be notified to begin the process of developing an Individual Education Plan (IEP) for the student.

Regulation 181/98, regarding the legislation supporting the identification and placement of exceptional pupils, requires Boards to review the identification and placement at least once in each school year, unless the parent/guardian gives written notice dispensing with the review, thus maintaining access to special education programs and services as determined by the most recent IPRC. While IPRC meetings are convened annually, more than one IPRC can be held each year provided three months has elapsed since the last IPRC meeting, and at the formal written request of the parent/guardian and/or recommendation of the school. In collaboration with home and school, the HCDSB endeavours to ensure appropriate identification and placement for all students through positive collaboration and communication between home and school.

Additional information on the appeal process can be found in the [HCDSB Parent Guide to Special Education Programs and Services](#).

Note, the provision of educational programming may include the formal identification and placement of the student pursuant to Regulation 181/98, preparation of an Individual Education Plan and ongoing consultation by and between professional staff. An Individual Education Plan (IEP), which describes the special education program and services required by a particular student, including any accommodations, modified expectations, and/or alternative expectations or programs, must be developed for each student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC). An IEP *may* also be developed for any student who is receiving special education programs and/or related services but who has not been identified as exceptional by an IPRC. Not all students with special education needs meet specific criteria to fit into one of the five exceptionality categories, defined by the Ministry of Education. Although these students would not require an IPRC, they are entitled equally to special education supports and services as are students whose needs are known but a formal identification is not yet determined.

Below are the number of students formally identified and with no identification for the school year 2022-2023:

School Year	Elementary		Secondary	
	Identified	Non-Identified	Identified	Non-Identified
2021-2022	2271	811	2066	487
2022-2023	1879	720	1891	532



SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Range of Placements: Options 1, 2, 3, 4, & 5

In the Halton Catholic District School Board, the range of placement options offered to students and parents/guardians are often referred to as Options 1 through 5. These placements are explained in detail below.

Placement Option 1: Regular Classroom with Indirect Support The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services from a qualified special education teacher.

Placement Option 2: Regular Classroom with Resource Support The student is placed in the 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.

Placement Option 3: Regular Classroom with Withdrawal Assistance The student is placed in the regular class and receives instruction outside of the classroom for less than 50 percent of the school day, from a qualified special education teacher.

Placement Option 4: Special Education Classroom with Partial Integration The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to the standards in [O. Reg. 298, section 31](#), for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

Placement Option 5: Special Education Classroom Full Time The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to the standards in [O. Reg. 298, section 31](#), for the entire school day.

Available Placements in Elementary

Elementary Panel	Regular Classroom with			Special Education Classrooms	
	Indirect Support	Resource Support	Withdrawal Assistance	With Partial Integration.	Full Time
Learning Disability	†	†	†		
Deaf and/or Hard of Hearing	†	†	†		
Language and/or Speech Impairment	†	†	†		
Autism	†	†	†		
Giftedness	†	†	†	†	
Mild Intellectual Disability	†	†	†	†	†
Developmental Disability	†	†	†	†	†
Behaviour	†	†	†		
Physical Disability	†	†	†		



Blind and Low Vision	†	†	†		
Multiple	†	†	†	†	†

Available Placements in Secondary

Secondary Panel	Regular Classroom With			Special Education Classrooms	
	Indirect Support	Resource Support	Withdrawal Assistance	With Partial Integration	Full Time
Exceptionality					
Learning Disability	†	†	†		
Deaf and/or Hard of Hearing	†	†	†		
Language and/or Speech Impairment	†	†	†		
Autism	†	†	†		
Giftedness	†	†	†		
Mild Intellectual Disability	†	†	†	†	
Developmental Disability	†	†	†	†	†
Behaviour	†	†	†		
Physical Disability	†	†	†		
Blind and Low Vision	†	†	†		
Multiple	†	†	†	†	†



Option 1: Indirect Support: Elementary and Secondary

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services from a qualified Special Education Resource Teacher. If a change of support is being considered, information is gathered from specialized staff, parents/guardians and school staff as part of the problem-solving process.

Option 2: Resource Support: Elementary and Secondary

The student is placed in the regular class for most or all day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified Special Education Resource Teacher. Students are integrated into the regular classroom in a purposeful manner, considering their need for professional and paraprofessional support. If a change of support is being considered, information is gathered from specialized staff, parents/guardians and school staff as part of the problem-solving process. If a change of placement is being considered between a regular classroom and any specialized system class, a system or Regional IPRC would then be convened (see chart above).

When parents/guardians choose to have resource support as their student's placement, they understand that the responsibility for program planning and evaluation lies with the classroom teacher. The Special Education Resource Teachers provide support to the programs and services outlined in a student's IEP. Resource support may include modified program support in the classroom, direct intervention and assistance by other staff (e.g., Special Education Resource Teacher (SERT), Child and Youth Counsellor (CYC) or Social Worker, Educational Assistant (EA) or withdrawal by the SERT, CYC or Social Worker).

Option 3: Withdrawal Assistance: Elementary and Secondary

The student is placed in a regular class and receives instruction outside of the classroom for up to 50 percent of the school day from a qualified Special Education Resource Teacher. Through withdrawal assistance students access more frequent, integrated and ongoing programming provided by specialized staff in their home schools. Withdrawal programming may include enrichment, direct instruction in alternative curriculum as outlined in a student's IEP and/or intervention to address a student's identified need. If a change of support is being considered, information is gathered from specialized staff, parents/guardians and school staff as part of the problem-solving process.

Options 4 & 5 – Special Education Classes with Partial Integration or Full time: Criteria for Entry into a Regional Special Education Specialized Class

- the student is registered and enrolled with the Halton Catholic District School Board
- the student has been identified as exceptional through an IPRC process, with committee members from HCDSB
- based upon parent/guardian consultation and the recommendation of the committee, a decision regarding the most beneficial placement in a specialized class is made. Consideration is based upon the student's strengths and needs, assessment data, and whether the student meets the criteria for identification
- the student is placed in a Special Education class for a minimum of 50 percent of the school day with Option 4
- the student is placed in a Special Education class for the entire school day with Option 5

Schools share information about the range of placement options prior to the IPRC. Parents/guardians and students have an opportunity to visit the host schools of the specialized classes to assist them in making placement determinations. These visits are generally scheduled before or after school in an effort to maintain student confidentiality and minimize program disruption. In the spring of each school year, open houses are scheduled for each of our specialized classes including the Gifted Classes, the Essential Skills Classes, and the Structured Teaching Classes.



Community Living Class: Elementary

There is currently one special education classroom that serves elementary students identified as Multiple and/or Intellectual: Developmental Disability. The Community Living Class is for students with multiple exceptionalities. This class rarely exceeds 6 students. The admission criteria for this class is heavily weighted in favour of students who have complex needs, are not ambulatory, and require support for adaptive functioning needs (e.g., feeding and toileting), and in some cases, nursing care. Community Living Classes are for students from junior kindergarten to grade 8. The class is currently located in Oakville.

Structured Teaching Classes: Elementary

Sometimes, a student's profile indicates that a specialized class would best suit his or her needs. The Structured Teaching Class is a Community Class for students with developmental disabilities who are on an alternative academic program. The emphasis is on functional skill development in literacy and numeracy. In addition, the program encompasses refining students' daily living and employability skills, social skills and communication skills. Elements of Structured Teaching methods are introduced to increase student independence and to prepare the students as they transition to secondary school. Students participate in many events and activities offered in a regular school day. Structured Teaching Classes are for students in grades 5 to 8 with up to 10 students in the class.

Essential Skills Classes: Elementary

The Essential Skills Classes are specialized classes for students with Mild Intellectual Disabilities who are working on modified curriculum expectations. Programming is focused on helping students who would benefit from a small class setting to address their specific learning needs. By implementing curriculum modifications, based on the individual student's IEP, the program helps students to acquire essential skills in literacy and numeracy, in an environment that supports the development of social skills and fosters learning skills. Students are usually integrated for a portion of the day to be with their same-age peers for subjects such as music, art, religion, gym, drama and dance. The HCDSB Essential Skills Classes serve students in grades 5 to 8 with up to 16 students in the class.

Life Skills Program: Secondary

The secondary Life Skills program is designed for students who are working on alternative (non-credit) curriculum with post-secondary goals of supported living and/or supported employment. Students may have a special education placement of 'Special Education: Full-Time', 'Special Education: Partial Integration' or 'Special Education: Withdrawal'. Integration is based on special education placement as determined by IPRCs and in consultation with parents/guardians. Education goals focus on the improvement of employability or leisure skills. All students work on literacy and numeracy goals daily with a special education teacher. There are up to 13 students in each class.

Specialized Classes for Gifted: Elementary

Specialized classes for students identified as Gifted provide opportunities for growth and friendship with students from regular classes as well as from likeability peers in a specialized class setting. Modifications of pace, depth and complexity will be provided according to the grade level Ontario curriculum. For a student to be considered eligible for gifted programming, his/her intellectual functioning must fall in the very superior range, at or above the 98th percentile as indicated on an appropriate full-scale psycho-educational assessment or relevant sub-tests as determined by the supervising psychologist or psychological associate. Students formally identified as Intellectual: Gifted in grades 5-8 are eligible to attend with up to 25 students in the class.

Clustering: Secondary

Secondary placements include options 1-3, as determined through an IPRC. Subsequently, clustering and accelerated learning opportunities are available to students who are identified as Gifted. Clustering is not a placement, as defined by the Ministry of Education, and cannot therefore be considered a Special Education class. Clustering refers to grouping Gifted students in a class otherwise heterogeneous in nature. HCDSB is committed to clustering students identified as Gifted, where possible, and timetabling allows, across course levels and subject



areas, to allow for maximum opportunities for participation and collaboration between likeability peers. A decision about clustering a student in grade 9 will be made in collaboration with home and school at the transition meeting from grade 8 to grade 9. Continued collaboration between Guidance, the Special Education Department, and the family/student, will occur at all secondary schools, to determine if clustering is appropriate for that individual student. Parents/guardians will be made aware at the elementary gifted open house when considering placement options for newly identified students.

Summary of Support Options for All Exceptionalities:

Identification	Placement Range	Support Options
Behaviour	1, 2 or 3	Teacher, Application to Care, Treatment, Custody and Correction Programs, HCDSB Alternative Programs, CYC, EA Support, SERT, Itinerant SERT and Itinerant EA, Behaviour Analysts (BA), Mental Health Nurses, Social Work
Communication – Autism	1,2 or 3	Teacher, CYC, BA, EA Support, SERT, Itinerant SERT and Itinerant EA, SLP
Communication – Deaf and Hard of Hearing	1,2 or 3	Teacher (Deaf/HH), CYC, SERT, Consulting Audiologist, Provincial Schools, SLP, CDA, ASL Interpreter
Communication – Language Impairment	1,2 or 3	Assessment/intervention by Speech and Language Pathologist, SERT, CDA programming support
Communication – Speech Impairment	1,2 or 3	Assessment by Speech and Language Pathologist, SERT, School Based Rehab Services
Communication – Learning Disability	1,2 or 3	Teacher, SERT, Itinerant SERT, CYC, SLP, Provincial Schools
Intellectual – Giftedness	1, 2, 3, 4	Teacher, CYC, SERT, Itinerant SERT, SET
Intellectual - Developmental Disability	1,2,3 4, 5	EA Support, CYC, SERT, Itinerant SERT and Itinerant EA, BA, SLP, CDA, SET
Intellectual – Mild-Intellectual Disability	1,2, 3, 4, 5	CYC, SERT, Itinerant SERT, SET, SLP, CDA
Physical	1,2,3, 4, 5	EA Support, CYC, SERT, Itinerant SERT and Itinerant EA, LHIN, SET
Blind and Low Vision	1,2 or 3	Orientation and Mobility Instructor, CYC, SERT, Itinerant SERT, Provincial School, Brailist
Multiple	1,2,3, 4, 5	Speech and Language Pathologist, Qualified Brailist, Orientation and Mobility Instructor, Consulting Audiologist, Provincial Schools, Itinerant SERT and Itinerant EA, CYC, BA, SERT, LHIN, CDA, EA Support, Mental Health Workers, Social Worker

Support from the school CYC and/or school Social Worker is available for all students when necessary and appropriate upon parental/guardian consultation and consent.



STUDENT INDEPENDENCE

In alignment with the Ontario Catholic Graduate Expectations, the Halton Catholic District School Board promotes a mindset and belief amongst staff, students, and parents/guardians that building student independence best prepares them for secondary school and post-secondary pathway options. The more independence a student can achieve, the greater number of opportunities they can have post-secondary. HCDSB is committed to providing smart, appropriate support to students, with the goal of increasing independence.

While some students may require support for their entire academic career and beyond, many who require support in the early years can progress, with thoughtful support focused on developing independence, to the point of requiring little to no support in later years. This is accomplished using the HCDSB Independence Rubric, and the EA Allocation Algorithm which focuses on individual student needs over time. The deployment of Educational Assistants is reviewed each year and is revised, as needed.

The Independence Rubric assesses a student's level of independence in six domains, as listed below:

- Safety
- Adaptive Functioning
- Communication
- Social/Emotional
- Academic
- Community/Leisure/Work

In alignment with the Ministry Achievement chart, the revised rubric considers independence in each of these above areas in terms of four levels of achievement, defined as follows:

- Level 1 – Awareness
- Level 2 – Emerging/Developing
- Level 3 – Acquiring/Consolidation
- Level 4 – Generalization

For each of the six domains, students are categorized as either Level 1, 2, 3, or 4. The four levels represent how much support a student requires in any given domain. For example, Level 1 indicates that significant support is required, whereas Level 4 indicates that no support is required. Using a points system, the appropriate level is determined for each area of independence and an overall independence level score is tabulated. A platform has been developed to allow for electronic submission of the rubrics, which facilitates data collection and analysis in an Independence Database.

The revised rubric was implemented system-wide in the Spring of 2015 and was further refined in the Spring of 2016, 2020, and again in 2021. Revisions were made in 2023, resulting in the creation of two separate rubrics specific to Elementary and Secondary. The revision process is a collaborative, ongoing effort between Board and school staff. Feedback from the schools provided to central staff several times per year, helps generate refinements to the rubric.

School teams continue to use information from the completed Independence Rubric to identify and develop independence goals for each student. These goals are reflected in each student's IEP and are assessed and reported upon in each reporting period.

A format for reviewing the rubric with parents/guardians has been developed (Appendix J). Parents/guardians are invited to collaborate with their child's school team in the development of the IEP. Together, school teams and parents/guardians use the Independence Rubric as a tool to jointly identify potential areas for growth in independence and develop related annual goals and more specific expectations by term.



INDIVIDUAL EDUCATION PLANS (IEP)

The Halton Catholic District School Board's IEPs comply with the Ministry of Education's standards for the development, implementation, monitoring, and review of IEPs. All members of the Halton Catholic District School Board continue to commit to on-going professional development and acquisition of new information and best practices regarding the development of individual education plans.

The Halton Catholic District School Board has a preventative and collaborative model which encourages extensive parent/guardian, school and central office staff involvement. Parent/guardian involvement is critical to the development of the IEP and input from community personnel, where appropriate, is sought.

Consultation with the student's parent/guardian and the student, school staff, support personnel and representatives of outside agencies or services are valuable sources of information and should be a continuous process throughout the development and implementation of a student's IEP.

Consultation with Parents/Guardians

Parents/guardians provide a tremendously valuable perspective regarding their student's personality, development and learning profile. Open communication and cooperation between home and school ensures that all stakeholders involved have similar expectations with respect to the student's special education program and services. Principals are legally required to ensure that parents/guardians are consulted in the development of the IEP.

Parents/guardians receive communication from their school team in September inviting them to identify their preferred method of consultation regarding the development of their student's IEP (see Appendix K for sample parent/guardian communication letters). Options that are offered to allow for parent/guardian consultation in the development of the IEP include: a meeting; a phone call; written or electronic correspondence or sending home a draft version of the IEP for review and input. Parents/guardians are invited to indicate their preference and return the letter to their student's teacher or the SERT at the secondary level. The school team will then determine a plan of action to address the parents/guardians' selection.

The Halton Catholic District School Board continues to utilize an electronic management system for IEPs which allows editing capabilities to consistently edit, revise, and develop the IEP to meet Ministry expectations (for a sample copy see Appendix D). On-going professional development for all technical aspects of the IEP is provided annually, with lead consultants attending in-services each year. In addition, eLite updates (our IEP Management System) are provided at every elementary FOS meeting and Department Head meeting.

IEPs for non-identified students may be developed in the intervening period between school-based educational assessment and psychological educational assessment. IEPs may also be developed for students who do not meet Ministry criteria for identification as exceptional, but whose profile and learning needs would benefit from the development of an IEP including various types of equipment to support student learning.

IEP Reviews and IEP In-Service Sessions

IEPs & IEP Reviews: A Historical Perspective

Year(s)	Goal(s)/Purpose
2019-2020	In-service opportunities for all new Special Education Resource Teachers on the electronic management system for IEPs also known as eLite Collaborated across disciplines to develop consistent strengths and needs to be utilized on IEPs
2020-2021	In-service opportunities for all new Special Education Resource Teachers on the electronic management system for IEPs



	<p>Digital IEP process has been implemented for Term 2/Semester 2 IEPs. In-service on this new enhancement provided to all staff in Special Education including, Elementary and Secondary Special Education Resource Teachers, Department Heads, Elementary Special Education Teachers and Life Skills Teachers as well as Elementary and Secondary Administrators</p> <p>All elementary and secondary teachers have read only access to their student IEPs via the IEP management system</p> <p>2 Sessions for Essential Skills Special Education Teachers to improve practices with IEPs that have highly modified curriculum or alternative program areas</p> <p>Launched a referrals module in eLite; currently working on digital consent process</p> <p>Developing an electronic process for creating and sharing SE17's</p> <p>Developing a digital PPE request form</p> <p>Developing a transition comment bank to support SERTs with transition plan writing</p>
2021-2022	<p>Digital consent process implemented</p> <p>Electronic process for creating and sharing SE17s implemented Developed electronic delivery of Alternative Report Card for Term 2</p> <p>eLite updates a standing item at every SERT FOS</p> <p>Development of IEP Standards checklist for SERTs and Administrators</p> <p>Development of a month-at-a-glance resource for Elementary Reporting and IEP Review and Updates and Secondary Reporting and IEP Review and Updates</p>

Individual Education Plan in-service sessions are scheduled regularly during the academic school year for: Special Education Resource Teachers (SERTs), Special Education Teachers (SETs), Principals and Vice Principals, and Classroom Teachers as necessary.

Dispute Resolution

The Halton Catholic District School Board’s IEP development process alleviates many differences of opinion at the outset since parents/guardians are encouraged to be fully engaged in the development of an IEP. A draft IEP is developed and sent home within 30 instructional days after the beginning of a new placement or a new school year, and during each reporting period, with additional input from parents/guardians. If revisions to an existing IEP are required, this procedure would be adhered to and a parent/guardian meeting could follow to discuss the revised IEP. Parent/guardian suggestions are incorporated into the student’s IEP whenever possible.

We believe that when parents/guardians are actively involved in the development of the IEP, the potential for disputes is significantly minimized. A collaborative model which involves meaningful and ongoing parent/guardian input is a necessary part of the development, implementation and maintenance of an effective and responsive IEP.

We continue to find that the sharing of information by all parties is also important to the development, implementation and maintenance of an effective and responsive IEP. In addition, equal access to information is necessary for dispute resolution to ensure that the needs of the student are best met. It is important, as part of the process, that both parties have access to information which directly affects the outcome of the IEP resolution process so that ultimately the needs of the student are best met.

Dispute resolution is a process by which parent/guardian(s) can engage with school and board staff if they disagree with contents of the IEP. The purpose of the dispute resolution process is to support the ongoing collaboration between parent/guardian(s) and staff. The following dispute resolution process will be implemented in the event of a dispute:



IEP Dispute Resolution

1. Parent/Guardian to Classroom Teacher and/or SERT (if unresolved)
2. Parent/Guardian to Principal (if unresolved)
3. Parent/Guardian to Special Education Consultant (if unresolved)
4. Parent/Guardian to Superintendent of Special Education Services (if unresolved)
5. Parent/Guardian to Director of Education

Ministry of Education staff would then be consulted if a situation could not be resolved.



SPECIAL EDUCATION STAFF 2023 - 2024
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Special Education Staff	FTEs	Staff Qualifications
1. Teachers of exceptional students:		Ontario Teacher Certificate (OTC)
1.1 Teachers for resource-withdrawal programs	118.5	OTC, Special Education Part 1 (minimum)
1.2 Teachers Specialized classes–Elementary	18	OTC, Special Education Part 1 (minimum)
1.3 Teachers for Life Skills classes - Secondary	22	OTC, Special Education Part 1 (minimum)
2. Other special education teachers:		
2.1 Itinerant Teachers	18	OTC, Special Education Part 1 (minimum)
2.2 Coordinators	1	OTC, Special Education Specialist
2.3 Consultants	7	OTC, Special Education Part 1 (minimum)
2.4 Department Heads (Secondary)	10	OTC, Special Education Part 1 (minimum)
3. Educational assistants in special education:		
3.1 Educational Assistants	505	Recognized College Certification or Equivalent Specialty Training
4. Other professional resource staff:		
4.1 Psycho-Educational Consultants	10.6	Defined by College of Psychologists of Ontario
4.2 Speech-Language Pathologists	11	Defined by College of Audiologists & Speech-Language Pathologists of Ontario
4.3 Communicative Disorders Assistants (CDA)	5	CDA Ontario College Graduate Certificate
4.4 Audiologists	1	Services contracted
4.5 Occupational therapists		
4.6 Physiotherapists		
4.7 Child & Youth Counsellors	55	CYC Diploma
4.8 Social Workers	16	Masters of Social Work
4.9 Behaviour Analysts	6	Post Graduate Program in Autism, Behavioural Science or Psychology; recognized ABA Training
5. Paraprofessional resource staff:		
5.1 Orientation and mobility personnel		Community College Certificate
5.2 Oral Interpreters (for deaf students)		
5.3 Sign interpreters (for deaf students)	3	Community College Certificate
5.4 Transcribers (for blind students)		Community College Certificate
5.5 Auditory-Verbal Educators	2	

* Special Education and Student Mental Health and Wellbeing temporary COVID funding allowed for temporary staff to be hired for the 2020-2021 and the 2021-2022 school years.

Two itinerant teachers of deaf and hard of hearing are certified in Auditory Verbal Intervention (AVI).

The Halton Catholic District School Board Special Education Services continues to recognize the impact of building teacher and staff capacity in schools on student learning. The support structure of the HCDSB encourages the implementation of an instructional coaching model, a design intended to achieve effective teaching and learning in our schools.

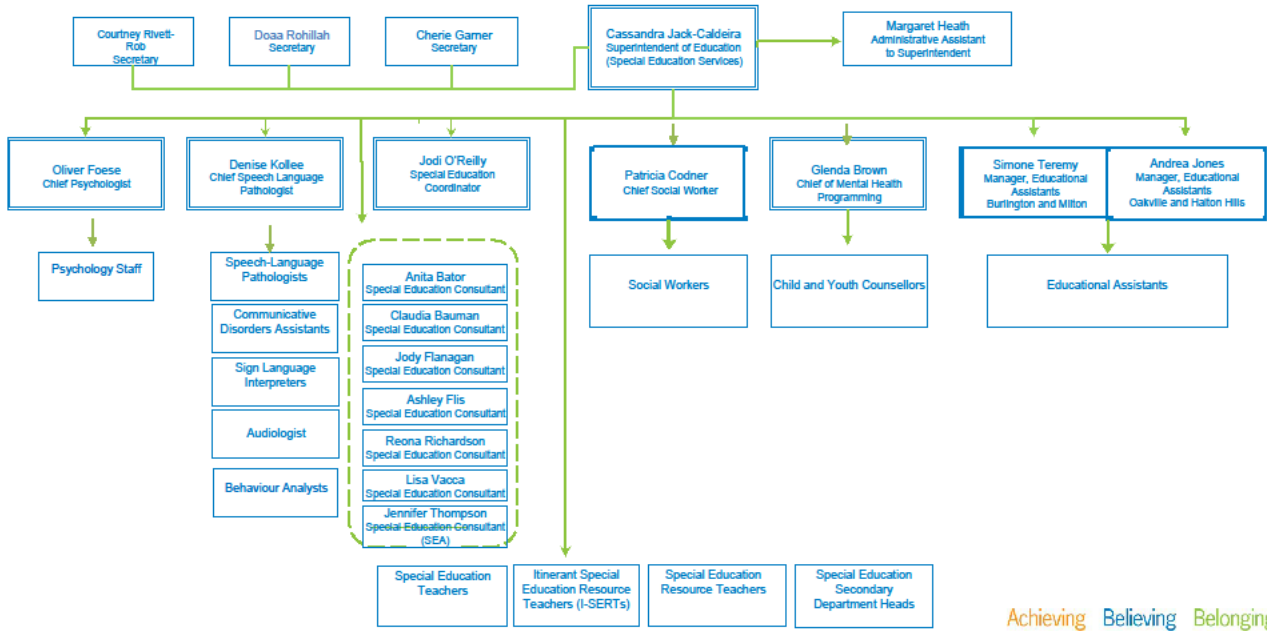


SPECIAL EDUCATION ORGANIZATIONAL CHART



**Special Education Services
Organizational Chart**

Effective September 2023



Achieving Believing Belonging



SPECIAL EDUCATION TIERED MODEL OF INTERVENTION

Special Education staff from central office support schools, families, staff, and students through regular visits and communication with schools. Under the direction of the Special Education Consultant and following the tiered model of support, Board-based school teams interact with the in-school team to problem-solve, build capacity, advocate for students and families, and provide strategies and support for school-based staff. This Board-based support team, led by the Special Education Consultant, includes an Itinerant Special Education Resource Teacher (I-SERT) and Itinerant Educational Assistant (I-EA), known as the Itinerant team (I-Team). Through the Special Education Consultants, other central office resources such as clinical and behavioural staff can be accessed. Led by the Special Education Consultant who is responsible for each Family of Schools (FOS), the Board-based team has an important role to play in school program monitoring and improvement.

SPECIALIZED EQUIPMENT

A Special Equipment Amount (SEA) process has been developed to accommodate students who require SEA funded equipment (e.g., technology, mobility equipment, hearing equipment, equipment for vision needs, physical needs-based equipment and sensory equipment etc.) to access the curriculum. SEA is comprised of two components:

Claims-Based Amount

This component covers expenditures for non-computer related equipment to be utilized by students with special education needs including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment and physical assists support equipment.

The Special Education Services Department reviews recommendations from qualified professionals (e.g., psychologists, occupational therapists, physiotherapists, and speech and language pathologists etc.) based on the assessment of student needs. When a qualified professional makes a recommendation for equipment in the range of \$200 - \$800, the Halton Catholic District School Board purchases the equipment. When a qualified professional makes a recommendation for equipment that is appropriate for the student over \$800, the Halton Catholic District School Board purchases the equipment, and submits a SEA claim to the Ministry of Education, using SEA Claims-based Funding. HCDSB pays \$800 deductible for each claim over \$800. The equipment is made available to the student for the purposes of programming and/or access to curriculum and remains the property of the HCDSB.

Per Pupil Amount

The HCDSB receives a Per Pupil Amount (PPA) from the Ministry of Education. The HCDSB receives a base amount of \$20,000 plus an amount based on the Board's average daily enrollment. This component supports the purchases of all technology-based equipment, computing-related devices, software and applications, training and technician costs. The Special Education Services Department reviews recommendations from qualified professionals (e.g., psychologists, occupational therapists, physiotherapists, and speech and language pathologists etc.) based on the assessment of student needs. A SEA claim for required technology can be submitted on behalf of the student. This claim will ensure the student has access to technology while at school to support programming and/or access to curriculum. In accordance with changes to the Ministry of Education Guidelines and in collaboration with the HCDSB Psychology department, the HCDSB developed a Track B process which allows schools to submit SEA claims for technology on behalf of students who do not meet the criteria of a professional recommendation but who demonstrate need based on the results of a KTEA. The equipment is made available to the student for the purposes of programming and/or access to curriculum and remains the property of the HCDSB.

The HCDSB's Special Education Services Department continues to ensure inclusivity is an integral part of receiving equipment. The purchase of Board-wide software (*Read & Write*) in 2017, enables all students to have access to assistive technology tools that are essential to some students to access curriculum, but beneficial for all.



In collaboration with our Curriculum Department, *Boardmaker Online* was made available as Board-wide software to make curriculum available in an accessible, interactive, and engaging way.

In addition, the HCDSB has partnered with *LEARNStyle* to promote independence and increased self-esteem for all students, with a focus on students who receive SEA claims through strategy-based technology instruction for students. HCDSB recognizes the importance of providing staff professional development and continues to facilitate a variety of in-services and hands-on workshops to support capacity building throughout the system. This partnership grew in 2020-2021 to include specific staff training for Special Education Teachers in our Structured Teaching, Community Living and Life Skills classrooms. In 2022-2023, a pilot project for a whole class training model was completed in collaboration with research.

Please refer to the updated Special Equipment Amount (SEA) Parent Brochure (Appendix G) for further information and frequently asked questions.



TRANSPORTATION FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

All students identified with special education needs who are eligible for transportation may receive alternate transportation if they cannot be safely transported on regular school bus routes. The [*Halton Student Transportation Services \(HSTS\)*](#) has provided a program for student transportation arrangements to be requested online. To initiate alternate transportation, the home school staff enters an online *Special Transportation Request Form* to HSTS for submission to the Special Education Consultant to confirm eligibility. The Halton Catholic District School Board transports students who are admitted to government-approved facilities for care, treatment, custodial or correctional purposes, and who cannot attend a local school because of their primary need for the services provided by the facility. These programs are referred to as Care, Treatment, Custodial or Correctional Programs (CTCC), also commonly referred to as Section 23 programs. The Halton Catholic District School Board collaborates with the Provincial and Demonstration Schools to arrange transportation.

The criteria to determine whether students are transported individually or collectively are based exclusively on safety concerns, availability of vehicle space and equipment. A special transportation request may be made for students who have been identified and approved by the school board based on one or more of the following criteria:

- has a physical disability that prevents him/her from boarding a bus and walking to his/her seat
- attends a specialized program outside his/her school catchment area
- has been identified by the school boards' Special Education/Student Services Department as requiring special transportation

Special transportation requests are submitted and reviewed on an annual basis. Pick up and drop off locations are determined by HSTS based on program and/or student needs.

All bus drivers are trained to operate the vehicles and transport students with special education needs. Criminal record and vulnerable sector checks are completed on all drivers. Companies providing transportation for pupils are required to comply with Ministry of Transportation regulations. Parents/guardians receive notification from the school when such plans are developed and filed with Halton Student Transportation Services. Parents/guardians can visit the HSTS website and enter their student's Ontario Education Number (OEN) to view the transportation arrangements for their student.

The [*Accessibility for Ontarians with Disabilities Act \(AODA\)*](#) mandates that school Boards develop individual accommodation plans for students who require special transportation. In order to be compliant with AODA, these plans are developed annually at the beginning of each school year and submitted on the Halton Student Transportation website.



TRANSITION PLANNING

The HCDSB is committed to developing and supporting effective transition processes for all students with special education needs. School teams that include the principal and/or vice principal, the Special Education Department Head (DH), the Special Education Resource Teacher (SERT), the Itinerant SERT, the Classroom Teacher, the Early Childhood Educator (as appropriate), Behaviour Analyst (as appropriate); Speech Language Pathologists (as appropriate) and the Special Education Consultant, work collectively to support student transitions. HCDSB personnel work collaboratively with parents/guardians, students, school Board personnel and pertinent community agencies to develop and implement transition plans for all students: entering or exiting the Halton Catholic District School Board to or from home, community programs, or other schools; or transitioning from elementary schools to secondary schools both within and outside the HCDSB. (For further information please see below).

Transition processes may include a request to exchange information with external agencies, in which case written consent in the form of a signed “Release of Information” is obtained. Observation visits and case conferences are also scheduled as required. In addition, parents/guardians are referred to the HCDSB Parent Guide for information regarding special education.

When students who have been identified as exceptional in other boards, enter HCDSB the HCDSB school team does not automatically assume the identification. HCDSB special education staff will begin the identification process as outlined in the [HCDSB Parent Guide](#).

Supporting the Transition to Kindergarten

As all parents/guardians register their children at their local school, they are invited to voluntarily complete the HCDSB Kindergarten Questionnaire, which is available online (provided by a link when the parent/guardian registers online). The questionnaire is for all students entering the Junior Kindergarten year. In addition, parents/guardians of children who have special education needs, are also requested to complete a Student Information Form (SE14). The information gathered from the completed HCDSB Kindergarten Questionnaire along with the Student Information Form are shared with the Special Education Consultant who will support the school/student in the transition plan process.

All parents/guardians of incoming students with special education needs will be invited to participate in a Kindergarten Information Session typically held in February/March of each school year. The parent session consists of:

- a presentation by a representative(s) from SEAC on their role and availability as a support to parents/guardians
- an overview of the special education delivery model, including the support available through community agencies
- an introduction to Speech and Language Services within the Board
- a description of transition to school planning
- an opportunity for questions to be shared

The Special Education Consultant or designate (school based SERT) contacts the parent(s)/guardian(s) and arranges a visit to the pre-school program, daycare, or home of the child for observation. The Special Education Resource Teacher (SERT) from the home school attends the observation with the Special Education Consultant and/or designate (e.g., ISERT). This process occurs in the spring of every year. Following the observation, a case conference is scheduled with parents/guardians, daycare providers and other outside agencies/professionals involved with the child (e.g., ErinoakKids for Occupational therapy/ Physiotherapy/ Speech and Language therapy, and or Halton Region Resource Consultant). Information sharing occurs with all parties. Attendees may include the principal, the SERT, the ISERT, the Consultant, the Classroom Teacher for next school year (if determined), the Early



Childhood Educator and as appropriate, before/after school care providers. A transition plan is developed with parental/guardian involvement. At this time, a discussion about the IPRC process and a brief explanation of an Individual Education Plan (IEP) may occur.

The Halton Catholic District School Board collaborates with ErinoakKids Centre for Treatment and Development/Halton Peel Preschool Speech and Language Program to provide a seamless transition to school. Typically, Kindergarten transition plans include collaboration with pre-school nursery programs, pre-school programs for students who are Deaf and Hard of Hearing, and the Pre-school Speech and Language Program. Halton Region Resource Consultants, private SLPs, and ROCK, are examples of other community supports families are typically involved with who can offer information that can assist with a student’s transition to the school setting.

Supporting the Transition from Elementary to Secondary

In accordance with [Regulation 181/98](#) and [Policy Program Memorandum 156](#), a transition plan is developed for all students who are identified as Exceptional under the Education Act. Each student’s *All About Me Portfolio* and *Individual Pathways Plan (IPP)* should be referenced to support the transition process throughout the school year and ongoing from year to year.

Planning for the transition to secondary school begins when a student enters the junior division. School teams and parents/guardians will begin to discuss secondary pathways as part of the administration and student participation in the Junior Education Quality and Accountability Office (EQAO) Assessment. Students who plan to work towards earning credits in secondary school are strongly encouraged to complete the EQAO Junior Assessment in grade 6.

- **Students with Special Needs who are working on Alternative Programs**
 Parents/Guardians of students who are working on completely alternative curriculum will be introduced to the family resource titled, [HCDSB Family Transition Guide](#) . This resource provides a guide to the processes and partnerships involved in successful transition planning. It is intended to assist parents/guardians in delineating and working towards a particular “destination pathway” for their child on alternative curriculum. As family, school and community agencies work together to program for a student with special education needs, reference to this resource will be helpful in outlining five possible post-21 years of age destinations in the Halton community and the support level associated with each destination. Below is a summary of the pathways and the various support levels:

Post – Secondary Destination Pathway	Support Levels
<p>Pathway 1: Support at Home</p>	<p>Approximate support ratio 1:1or more - 1:5 Respite and community support provide 24/7 support.</p> <p>Respite/Community Participation Supports (Passport funding)</p>
<p>Pathway 2: Community Involvement</p>	<p>Varies depending on the nature of community involvement. Respite/Community Participation Supports (Passport funding)</p>



<p>Pathway 3:</p> <p>Day Programs Level One</p> <p>Level Two</p>	<p>Approximate support ratio 1:5 1:8 Respite/Community Participation Supports (Passport funding)</p> <p>Approximate support ratio 1:8-1:16 Respite/Community Participation Supports (Passport funding)</p>
<p>Pathway 4:</p> <p>Employment</p>	<p>Community Participation Supports (Passport funding) Employment Supports</p>
<p>Pathway 5:</p> <p>College and Continuing Education Program</p>	<p>Community Participation Supports (Passport funding) Employment Supports</p>

Please see the *HCDSB Family Transition Guide* for full descriptors of each of the Pathways.

▪ **Students with Special Education Needs who are accessing the Ontario Curriculum**

Planning for the transition to secondary school continues throughout grade 7 and grade 8 as students are introduced to possible secondary pathways through the completion of the Individual Pathways Plan (IPP) using *My BluePrint*. *The completion of Individual Pathways Plans (IPPs) is supported by the Student Success Pathways Itinerants and Guidance Department from each HCDSB secondary school.* Information is also provided to students about the various programs offered in our board. Students are invited to attend the different transition activities and information events that are held at their home school as well as those events at any school that may provide information about a special program of interest.

Starting as early as November in the grade 8 year and prior to the option sheet deadline, the elementary school team including the principal, classroom teacher, Special Education Resource Teacher, the Secondary Department Head and Parents/Guardians are invited to participate in Transition Plan meetings. At this time, the student's IPP, option sheet recommendations, accommodations and other questions and concerns are reviewed and addressed. In consultation with all stakeholders, an individual transition plan is developed for each student with special education needs. As required, other support staff may participate in the transition planning process and the implementation of the transition plan (e.g., CYC, Social Worker, Pathways Itinerants etc.).

Supporting the Post-Secondary Transition

As outlined above, transition planning for post-secondary transition may begin as early as grade 6 for students accessing completely alternative curriculum.

For students accessing the Ontario Curriculum, transition planning for post-secondary typically includes accessing information about post-secondary institutions, their course/program offerings, and their admission requirements. The Guidance Department in conjunction with Special Education Department can support students with special education needs who are investigating this information.

Supporting the Transition to/from a Regional Specialized Class within HCDSB

HCDSB develops a student-specific plan to facilitate the process to/from a specialized class. This plan is a consultative process that involves the staff and parent(s)/guardian(s). The process considers the student's exceptionality, his/her social-emotional well-being, and the child's strengths and needs.



Through the process of transitioning into a specialized class, parent(s)/guardian(s) are invited to attend an Open House at the host school sites. In cases where grade 8 students are transitioning into Life Skills classrooms in secondary schools, transition visits are scheduled for the students to visit and tour the secondary school, meet the staff, and be presented with important school-related information.

When a student is transitioning out of a specialized class and returning to his/her homeschool classroom, a consultative process involving both staff from the specialized class, and the homeschool determines the need, and supports the transition plan. In addition to the transition meeting, a regional IPRC is convened whenever a student transitions to/from a placement in a specialized class. The transition meeting and IPRC may occur back-to-back to support parent's/guardian's schedules but are separate and distinct processes.

Ministry of Education Policy Program Memorandum (PPM 140): Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)

The purpose of this memorandum was to provide direction to school Boards to support their use of Applied Behaviour Analysis (ABA) as an effective instructional approach in the education of students with ASD. In the spring of 2018, the Ontario government announced changes to the Ontario Autism Program (OAP).

School principals are responsible for ensuring that all the following applicable transitions are planned for any student diagnosed with autism spectrum disorder (ASD) in the school:

- entry to school
- between activities, settings, or classrooms
- between grades
- between schools
- between elementary and secondary school
- between secondary and post-secondary or workplace/community placement destination
- between outside agency and school

The principles of ABA are to be used in designing the transition support plans. School Board staff members are to collaborate with community-based professionals already working with a student when obtaining input on the transition plan design. Below are examples of distinct transition plans for students with ASD.



A: Long Term Goal: Student will complete a Certificate of Accomplishment and pursue semi-independent work experience upon graduation of secondary school.

Action	Responsibility	Timeline
Will learn to use an individualized daily schedule to make transitions throughout the day	Classroom teacher, Educational Assistant, SERT	June
Will demonstrate safe and appropriate behaviours for working alongside others	Classroom teacher, Educational Assistant, SERT	June
Hold annual transition meeting to determine annual goals	Classroom teacher, parents/guardians, community staff	May – Annually
Co-op in-school experience	Classroom teacher, Educational Assistant, SERT	Grade 11
Co-op community experience	Classroom teacher, community staff	Grade 11, 12+

B: Short Term/Current Goals: (e.g., Daily – Class to Class, Period by Period)

1. To provide for successful transition during the day.
2. To provide for successful transition to changes in the daily routine such as masses, assemblies etc.

Action	Responsibility	Timeline
Provide student with appropriate supports to facilitate daily transition.	Classroom teacher, Educational Assistant, SERT	ongoing
Student will use visual aids, (visual schedule, social script, countdown calendar etc.) to prepare for the change in routine.	Classroom teacher, Educational Assistant, SERT	ongoing

C: Goal: (Grade to Grade)

To provide a successful transition into the next grade.

Action	Responsibility	Timeline
1. Current Classroom teacher meets with receiving classroom teacher to share pertinent information.	SERT, current classroom teacher and receiving classroom teacher	June



2. Observation of student with ASD (by new teacher) in his/her current classroom	SERT to coordinate with principal, both teachers	June
3. Visual Supports (Transition Social Narrative, Countdown Calendar) are sent home	Itinerant SERT, Itinerant EA, SERT	June
4. Resource Kits are returned to school SERTs for safe keeping for next year	Current classroom teacher	June
5. Meeting involving parents/guardians and receiving classroom teacher	Classroom teacher, parent/guardian	Prior to school entry
6. Classroom visit for student	Classroom teacher, parent/guardian	Prior to school entry



TRANSITION SUPPORT

Planning for Transition of Students Arriving from Other Programs, Private Facilities or Home School Setting

For students entering HCDSB from other programs or private facilities, the appropriate staff work with the parents/guardians to meet with the sending institution or facility to discuss the student's needs. Services and supports are arranged in accordance with individual requirements and the support of all pertinent school and Board staff. For students with high needs entering the system from other districts, every attempt is made to gather information prior to admission to have supports in place for the student. A delayed entry to school may be required to facilitate appropriate program supports and services. Assessments accompanying the students are reviewed by our Psychology Department and an IPRC is scheduled shortly upon student admission if required.

Planning for Transition of Students to Care, Treatment, Custody and Correctional Programs

Information is shared regarding students attending programs offered by other school boards or by Care Treatment and Correctional Facilities through the case conference process. Parents/guardians sign a '*Release of Information*' form, and all information is released between parties. The Ontario Student Record (OSR) is sent to a CTCC/Section 23 program. The Special Education Services Team is responsible for ensuring the successful admission or transfer of students from one program to another.

Behaviour Analyst Transition Support

The Transition Support process is approved by the Special Education Consultant and parent/guardian consent is obtained to activate the support of the Behaviour Analyst (BA). The BA works collaboratively alongside the Itinerant Team (I-SERT & I-EA) to support the student in their transition into/within an HCDSB school. During this process, evidence-based ABA behavioural and programming strategies are considered and implemented where appropriate.



ROLES AND RESPONSIBILITIES

The Halton Catholic District School Board subscribes to the division of responsibilities and a description of roles for the partners in the education of exceptional students offered in the Education Act and Regulations and support documents.

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework
- funding
- school system management
- programs and curriculum

It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

The Ministry of Education:

- sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services
- prescribes the categories and definitions of exceptionality
- requires through the Education Act that school boards provide appropriate special education programs and services for their exceptional students
- establishes the funding for special education through the structure of the funding model
- requires school boards to report on their expenditures for special education through the budget process
- sets province-wide standards for curriculum and reporting of achievement
- requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry
- requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs)
- establishes a Minister's Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- operates Provincial and Demonstration Schools for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities

The District School Board:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda
- monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda
- requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda
- provides appropriately qualified staff for programs and services for the exceptional pupils of the board
- plan and reports on the expenditures for special education
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board
- reviews the plan annually and submits amendments to the Minister of Education
- provides statistical reports to the Ministry of Education as required and as requested
- prepares a parent guide to provide parents/guardians with information about special education programs, services, and procedures



- establishes one or more Identification, Placement, and Review Committee (IPRCs) to identify exceptional pupils and determine appropriate placements for them
- establishes a Special Education Advisory Committee (SEAC)
- provides professional development to staff on special education
- adheres to all applicable legislation

The Special Education Advisory Committee (SEAC):

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board
- participates in the board's annual review of its special education plan
- participates in the board's annual budget process as it relates to special education
- reviews the financial statements of the board as they relate to special education

The School Principal:

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda and board policies
- communicates Ministry of Education and school board expectations to staff
- ensures that appropriately qualified staff are assigned to teach special education classes
- communicates board policies and procedures about special education to staff, students, and parents/guardians
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies
- consults with parents/guardians and with school board staff to determine the most appropriate program for exceptional pupils
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan
- ensures that parents/guardians are consulted in the development of their student's IEP and are provided with a copy of the IEP
- ensures that the program is delivered as set out in the IEP
- ensures that appropriate assessments are requested and that, if necessary, parental/guardian consent is obtained

The Teacher:

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda
- follows board policies and procedures regarding special education
- works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices
- works with special education staff and parents/guardians to develop the IEP for an exceptional pupil, as appropriate
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP
- communicates the student's progress to parents/guardians
- works with other school board staff to review and update the student's IEP

The Special Education Teacher: (in addition to the responsibilities listed above under "The Teacher"):

- holds qualifications, in accordance with the regulations under the Education Act, to teach special education within a specialized classroom
- monitors the student's progress with reference to the IEP and makes changes to the program as necessary
- assists in providing educational assessments and programming for exceptional pupils within the Special Education Teacher's specialized classroom (e.g., Gifted, Structured Teaching, Community Living Classroom, Life Skills Classroom)



The Special Education Resource Teacher: *(in addition to the responsibilities listed above under “The Teacher”):*

- holds qualifications, in accordance with the regulations under the Education Act, to teach special education
- monitors the student’s progress with reference to the IEP and modifies the program as necessary
- assists in providing educational assessments for exceptional pupils within the school
- assists in providing resource-withdrawal programs for exceptional pupils within the school
- assists in developing and supporting effective transition processes for all pupils with special education needs

The Early Childhood Educator: *(The early childhood educator, in coordination and cooperation with the classroom teacher):*

- plans for and provides education to students in Full Day Kindergarten (FDK)
- observes, monitors, and assesses the development of FDK students
- maintains a healthy physical, emotional, and social learning environment in the classroom
- communicates with families
- performs duties assigned by the principal with respect to the FDK program

The Parent/Guardian:

- is familiar with and informed about board policies and procedures in areas that affect the student
- participates in IPRCs, parent/guardian-teacher conferences, and other relevant school activities
- participates in the development of the IEP
- is acquainted with the school staff working with the pupil supports the pupil at home
- works with the school principal and educators to solve problems
- is responsible for the pupil’s attendance at school

The Student:

- complies with the requirements as outlined in the Education Act; regulations, and policy documents, including policy/program memoranda
- complies with board policies and procedures
- participates in IPRCs, parent/guardian-teacher conferences, and other activities, as appropriate

The Educational Assistant:

- responsible to the principal of the school
- works cooperatively with all concerned in the delivery of the board’s special education programs and services by implementing programs under the direction of the school principal and/or teacher
- as required by supervisor, assists in meeting educational, spiritual, social/emotional and physical needs of students in their care
- assist in carrying out all board-approved programs including (but not limited to) occupational therapy, physiotherapy, academic and behavioural programs

The Itinerant Educational Assistant: *(in addition to the responsibilities listed above under “The Educational Assistant”):*

- carries out special education duties identified by the Special Education Consultant
- works with the in-school Special Education Team to problem-solve
- supports the departments “Support Processes” as a member of the I-Team
- builds capacity through coaching and modeling with the school-based Educational Assistants



The Itinerant SERT: *(in addition to the responsibilities listed above under “The Teacher” and “The Special Education Resource Teacher”):*

- carries out duties under the direction of the Special Education Consultant
- works with the in-school Special Education Team to problem-solve and identify solutions regarding programming
- provides strategies and support for school-based staff by building capacity supports transitions of students both in and out of the HCDSB
- support the development and implementation of Individual Education Plans, Indicator Response Plans and Safety Plans
- support school teams with instructional coaching of Tier 1 and 2 strategies, data collection and analysis, as well as planning and programming for students with complex needs
- supports the departments “Support Processes” as a member of the I-Team
- support implementation of Ministry and Board initiatives
- provides professional development for school staff



CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

On December 19, 2011 the Ministry of Education distributed a memorandum to all school boards on ‘*Categories of Exceptionalities*’. [Click here to review the memorandum](#). Specifically, the memorandum states, “*The broad categories of exceptionalities set out in subsection 1(1) of the (Education) Act (Behaviour, Communication, Intellectual, Physical and Multiple) are designed to address the wide range of conditions that may affect a student’s ability to learn, and do not exclude any medical condition, whether diagnosed or not, that can lead to particular types of learning difficulties. All students with demonstrable learning-based needs are entitled to appropriate accommodations in the form of special education programs and services, including classroom-based accommodations.*”

The following five categories of exceptionalities have been identified in the Education Act definition of exceptional student:

- Behaviour
- Communication
- Intellectual
- Physical
- Multiple

The Halton Catholic District School Board uses the Ministry of Education definitions for each exceptionality. As one of 72 boards in the Province of Ontario, the consistency of definition from board-to-board is important to assist boards, students, and families with common understandings of exceptionalities and with any transition process from board-to-board. The Halton Catholic District School Board applies these categories and definitions when making decisions on identification and placement.

It should be noted, however, that some local and provincial organizations that represent students and families within each of these categories of exceptionalities do not fully agree with the Ministry of Education definitions as presented. Associations such as the Association for Bright Children (ABC) and Autism Ontario, as presented through their representatives on our HCDSB SEAC committee, suggest alternate definitions for the respective exceptionality they represent. The definitions from associations can be found on each associations’ website which can be accessed via the hcdsb.org website on the SEAC page by clicking [here](#).

HCDSB continues to use the Ministry of Education definitions of each category of exceptionality. These categories include the following definitions:

Behaviour:

A learning disorder characterized by specific behaviour problems over such a period and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- a) an inability to build or to maintain interpersonal relationships
- b) excessive fears or anxieties
- c) a tendency to compulsive reaction
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors or any combination thereof



Communication:

Autism:

A severe learning disorder that is characterized by:

- a) disturbances in:
 - rate of educational development
 - ability to relate to the environment
 - mobility
 - perception; speech and language
- b) a lack of the representational symbolic behaviour that precedes language

Learning Disability:

The Ministry of Education defines *learning disability* as one of several neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (i.e., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making)
- may be associated with difficulties in social interaction (i.e., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction

Language Impairment:

A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors and which may:

- a) involve one or more of the form, content, and function of language in communication
- b) include one or more of the following:
 - language delay
 - dysfluency
 - voice and articulation development, which may or may not be organically or functionally based

Speech Impairment:

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors, that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.



Deaf and Hard of Hearing:

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Intellectual:

Giftedness:

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability:

A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modifications and supportive services
- b) an inability to profit educationally within a regular class because of slow intellectual development
- c) a potential for academic learning, independent social adjustment, and economic self-support

Developmental Disability:

A severe learning disorder characterized by:

- a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development
- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development
- c) a limited potential for academic learning, independent social adjustment, and economic self-support

Physical:

Physical Disability

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement, equivalent to that of pupils without exceptionalities, who are of the same age or developmental level. Note: Identification of students with a diagnosis of FASD is under this category.

Blind and Low Vision

A condition of partial or total impairment of sight or vision that, even with corrections, affects educational performance adversely.

Multiple:

Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities, that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.



PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

HCDSB students currently attending Provincial and Demonstration Schools:

▪ Deaf-Blind	W. Ross MacDonald	0
▪ Deaf	Ernest C. Drury School for the Deaf	3
▪ LD	Trillium Demonstration School	1

Provincial Schools and Provincial Demonstration Schools:

- are operated by the Ministry of Education
- provide education for students who are deaf or blind, or who have severe learning disabilities
- provide an alternative education option
- serve as regional resource centres for students who are deaf, blind, or deaf-blind
- provide preschool home visiting services for students who are deaf or deaf-blind
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind
- provide school board teachers with resource services
- play a valuable role in teacher training

W. Ross Macdonald School: School for the Blind and Deaf-Blind

W. Ross Macdonald School is in Brantford, and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource centre for the visually impaired and deaf-blind
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks
- professional services and guidance to ministries of education on an inter-provincial, cooperative basis
- programs that:
 - i. are tailored to the needs of the individual student
 - ii. are designed to help these students learn to live independently in a non-sheltered environment
 - iii. are delivered by specially trained teachers
 - iv. follow the Ontario curriculum developed for all students in the province
 - v. offer a full range of courses at the secondary level
 - vi. offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training
 - vii. are individualized, to offer a comprehensive “life skills” program
- home visiting for parents/guardians and families of preschool deaf-blind children to assist in preparing these children for future education

Provincial Schools for the Deaf

The following Provincial Schools offer services for deaf and hard-of-hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the Deaf in London (serving western Ontario)
- Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario) (for contact information, see below)

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in [Regulation 296](#). These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special education needs met as set out in his or her Individual Education Plan (IEP). Schools for the deaf:



- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English
- operate primarily as day schools
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school

Transportation to Provincial Schools for students is provided by school boards. Each school has a Resource Services Department which provides:

- consultation and educational advice to parents/guardians of deaf and hard-of-hearing children and school board personnel
- information brochures
- a wide variety of workshops for parents/guardians, school boards, and other agencies
- an extensive home-visiting program delivered to parents/guardians of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education

Provincial School Contacts

Teachers may obtain additional information from the Resource Services departments of the Provincial Schools and the groups listed below.

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch
255 Ontario Street South
Milton, ON L9T 2M5
Tel.: 905-878-2851 TTY: 905-878-7195 Toll Free: 1-866-906-1192 TTY: 1-866-906-1193

Further details on Provincial Schools can be found on the Ministry website [by clicking here](#) .

Schools for the Deaf/Hard of Hearing:

Ernest C. Drury School for the Deaf

255 Ontario Street South
Milton, ON L9T 2M5
Tel.: 905-878-2851 TTY: 905-878-7195

Robarts School for the Deaf

1515 Cheapside Street
London, ON N5V 3N9
Tel.: 519-453-4400 TTY: 519-453-4400

Sir James Whitney School for the Deaf

350 Dundas Street West
Belleville, ON K8P 1B2
Tel.: 613-967-2823 TTY: 613-967-2823
Toll Free: 1-800-501-6240

School for the Blind and Deaf-Blind:

W. Ross Macdonald School for the Blind

350 Brant Avenue
Brantford, ON N3T 3J9
Tel.: 519-759-0730 Toll free: 1-866-618-9092



School for the Deaf, Blind and Deaf-Blind:**Centre Jules-Léger**

281, Avenue Lanark

Ottawa, ON K1Z 6R8

Tel.: 613-761-9300 Fax: 613-761-9301 TTY: 613-761-9302

Provincial Demonstration Schools:

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities.

Amethyst Demonstration School

1515 Cheapside Street

London, ON N5Y 3N9

Tel.: 519-453-4400

Centre Jules-Léger

281, Avenue Lanark

Ottawa, ON K1Z 6R8

Tel.: 613-761-9300 Fax: 613-761-9301 TTY: 613-761-9302

Sagonaska Demonstration School

350 Dundas Street West

Belleville, ON K8P 1B2

Tel.: 613-967-2830

Trillium Demonstration School

347 Ontario Street South

Milton, ON L9T 3X9

Tel.: 905-878-2851 TTY: 905-878-7195

Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska and Trillium schools is English; at Centre Jules-Léger instruction is in French.

Application for admission to a provincial Demonstration School is made on behalf of students by the school board, with parental/guardian consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry of Education recognizes that some students require on campus living for a period of time.

The Demonstration Schools were established to:

- provide special on campus living for education programs for students between the ages of 5 and 21 years
- enhance the development of each student's academic and social skills
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years

The program also supports those students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.



EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

The purpose of this section is to provide details of the board's early identification procedures and intervention strategies to the Ministry of Education and to the public.

Guiding Principles/Philosophy

As indicated in the [Ministry of Education Policy/Program memorandum No. 11](#), early identification is 'a part of a continuous assessment process and program planning process which should be initiated when a child is first enrolled in school and no later than the beginning of a program of studies immediately following kindergarten and should continue throughout the student's school life.' The Halton Catholic District School Board draws on detailed parental/guardian knowledge as well as pre-school educational, medical and therapeutic services already partnered with parents/guardians, in order to gain a comprehensive profile of each child entering school for the first time. The array of strengths and needs of each child serve as the building blocks of early education planning and programming.

The resource [Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide \(2017\)](#) outlines an integrated process of assessment and instruction designed to improve student learning at both the elementary and secondary levels. The key beliefs, based in research, guide all programming for students with or without special education needs. Evidence of our deep commitment to these shared beliefs can be found in our Multi-Year Strategic Plan and will be found in our Board Equity and Improvement Plan, 2023 (BEIP). The level of engagement of staff in professional development and training, and the results in provincial, national and international assessments is further evidence of our commitment.

The shared beliefs are:

- all students can succeed
- each student has his or her unique patterns of learning
- successful instructional practices are founded on evidence-based research, tempered by experience
- universal design and differentiated instruction are an effective and interconnected means of meeting the learning or productivity needs of any group of students
- classroom teachers are the key educators for a student's literacy and numeracy development
- classroom teachers need the support of the larger community to create a learning environment that supports all students
- fairness is not sameness

The Parent's Role in Early Identification

The parent's perspective, based upon interactions and observations in the home and in pre-school settings, is very helpful in understanding the student's early learning needs. As the liaison between the school and community-based resources, parents/guardians gather valuable information about their student. Parents/guardians are encouraged to make their observations available to school staff, and to share relevant assessments as appropriately guided by the principles of informed consent. In doing so, they can contribute to the overall understanding of their student's needs and the provision of effective programming for their student.

The Teacher's Role in Early Identification

The student's teacher makes systematic observations of the student in various settings. With the introduction of the kindergarten program, the implementation of more comprehensive assessment and evaluation methods is occurring. Skills in the five areas of development – physical, social, emotional, cognitive, and communication/language – are likely to emerge in a roughly predictable sequence. When students are not achieving learning benchmarks, teachers are provided with a rich resource of activities and suggestions that can help students advance in these areas. This is part of a tiered approach to instruction and intervention which has



been identified in the Board Improvement Plan for Student Achievement (BIPSA) and is described in detail below. For those students who achieve and exceed benchmarks, developmentally appropriate programs are implemented to continue to foster ongoing progress in their area(s) of strength. Differentiated instruction is provided to enrich the student's program. Board based special education staff and curriculum staff, including ISERTs and curriculum itinerants, support school-based staff with student specific supports and interventions based on student need.

In-School Special Education Team

All HCDSB schools have an in-school Special Education Team. At the elementary level, this team includes the school principal (who acts as chairperson), the Special Education Resource Teacher and, a teacher from each of the primary, junior and intermediate levels. At the secondary level, the team includes the school principal, the Special Education Department Head, the Special Education Resource Teacher, a Guidance Counsellor and others as determined by the school principal (e.g. Social Worker). The in-school Special Education Team is a collaborative problem-solving group which holds regular meetings throughout the school year. This process encourages collaboration, providing the classroom teacher with additional tier one interventions to assist those struggling within the classroom. Good teaching practices, including differentiated instruction, are appropriate for all students, as all students have learning strengths and individual learning styles.

Any teacher, with the consent of the student's parent/guardian, may refer a student with a potential difficulty or learning need to the attention of the team.

Minutes are kept of all in-school team meetings and, upon request to the school principal, parents/guardians shall be provided with a copy of the minutes. Educational testing by the Special Education Resource Teacher may be required. As an outcome of the in-school team meeting, parents/guardians are informed regarding the suggested strategies and provided updates regarding the student's progress. The teachers, along with the special education team collaborate to implement the suggested strategies.

A Tiered Approach to Instruction and Intervention (see full description on page 22).

For students whose learning needs and/or challenges are known prior to school entry:

Areas of need must be addressed at the early stages of a student's academic program. The following screening process is implemented to recognize those students with significant medical and/or other diagnoses which may affect the delivery of educational services. It is possible that some of these students will eventually be identified based on the identification criteria listed earlier under the Education Act as needing one or a variety of adjunct services to be successful in school over the long term. While many of these services are rendered by regional health service providers, the principal of each school makes application on behalf of the student and parents/guardians (please refer to the Specialized Health Support Services section). The process starts before the student enters school as detailed below.

1. Parents/guardians register a student at their local school and completes the HCDSB Kindergarten Questionnaire and a Student Information Form (SE14) in January.
2. A parent/guardian information night is established specifically for students with special education needs in the Spring of the year prior to school entry.
3. The Special Education Consultant and/or Itinerant Special Education Resource Teacher, along with the school Special Education Resource Teacher (SERT) visit the child in the current daycare, at home, or in another setting in April and May prior to school entry in September.
4. Parents/guardians and the professionals currently working with the child share all relevant information.
5. In late spring, a case conference is scheduled at the home school with the school team, parents/guardians, and any other professionals currently providing care to the student.
6. School and board staff design a pre-school to school transition plan to facilitate school entry.



7. During the first term, and after having become acquainted with the child as a student, the school and parents/guardians may call an IPRC (Identification, Placement and Review Committee), and the principal will make an application for regional health services as necessary.
8. Within 30 school days of the start of placement, an Individual Education Plan (IEP) must be developed and provided to parents/guardians and student (if 16 and older) for parental/guardian consultation.

Ongoing monitoring of the student's progress continues, and any necessary adjustments are identified by the teacher through the tiered approach to instruction and intervention (as outlined in the previous pages of this section).

For students whose learning needs and/or challenges are unknown prior to school entry:

As noted above in the tiered approach to instruction and intervention section, all students' needs are assessed on an on-going basis and appropriate supports and strategies are initiated by the teacher.

Assessment, Evaluation and Reporting

The primary purpose of assessment and evaluation is to improve student learning. The Ministry of Education document, *Growing Success, 2010* outlines the policies and practices used in Ontario schools related to assessment, evaluation and reporting. Evidence of student achievement for evaluation is collected over time from three different sources: observations; conversations; and student products. Teachers weigh all evidence of student achievement and use professional judgment and interpretation of evidence to determine a student's report card grades. The student's most consistent level of achievement should be reflected by the report card mark. The code 'R' represents achievement that signals that additional learning is required before the student begins to achieve success in meeting the subject/course expectations. A specific, targeted intervention plan will be developed to address the learning needs of any student achieving 'R's on a report card through the tiered approach to instruction and intervention. Enrichment activities may be considered to address the learning needs of students whose achievement consistently surpasses the provincial standard for grade level expectations; the student consistently achieves Level 4 (80 – 100%/A- to A+).



EDUCATIONAL AND OTHER ASSESSMENTS

Formal assessment facilitates the generation and refinement of educational programming in support of student achievement in the HCDSB.

Formal assessments are key services provided by the Special Education Services department. Such assessments require the endorsement of the school Special Education Consultant (the designate of the Superintendent of Special Education) before approaching and acquiring the signed written and informed consent of parents/guardians/guardians. A copy of the Parent Consent Information Pamphlet is included in Appendix E.

Whether provided by the HCDSB or obtained privately, numbered among the various formal assessment and observation information are the following:

- Psychological - Educational Assessments
- Speech and Language Assessment
- Behaviour Assessments/Consultation
- Hearing Services Assessment
- Educational Audiology Assessment
- Medical Assessment
- Social Work Assessment (may be available with parent/guardian consent)

These results are used by the school and by the board to provide educational programming for the student and shall be used by his/her teacher, Special Education Resource Teacher, principal, vice principal, and other educational support personnel. The provision of educational programming may include the formal identification and placement of the student pursuant to [Regulation 181/98](#), preparation of an Individual Education Plan and ongoing consultation by and between professional staff. An Individual Education Plan (IEP), which describes the special education program and services required by a particular student, including any accommodations, modified expectations, and/or alternative expectations or programs, must be developed for each student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC). An IEP *may* also be developed for any student who is receiving special education programs and/or related services but who has not been identified as exceptional by an IPRC.

EDUCATIONAL AND OTHER ASSESSMENTS		
ASSESSMENT	STAFF	QUALIFICATIONS
Educational Assessment (Academic)	Special Education Resource Teacher	Ontario Teacher Certificate, Special Education, Part I (minimum)
Speech and Language Assessment: Expressive, Receptive, Articulation, Fluency; Augmentative Communication; Social Communication	Speech Language Pathologist	Master's Degree (minimum) Speech and Language (Registration with the College of Audiologists and Speech Language Pathologists of Ontario)
Psychological-Educational Assessments	Psycho-Educational Consultants Psychological Associate Psychologist	Ph.D. or Masters Degree * Non-registered staff: with supervision and sign off by a registered Member of the College of Psychologists of Ontario



		Registered Psychologist or Psychological Associate (College of Psychologists of Ontario)
Behaviour Assessment/Consultation	Behaviour Analyst	Bachelor's Degree and certification (or working towards certification) as Board Certified Assistant Behavior Analyst (BCaBA), or a master's degree and certification as Board Certified Behavior Analyst (BCBA)
Hearing Services Assessment	Itinerant SERTs for the Deaf and Hard of Hearing	Ontario Teacher Certificate, Certificate in Deaf Education
Audiological Assessment	Educational Audiologist	Registered Audiologist

* The term non-registered staff refers to psycho-educational consultants who are not registered to practice psychology in the province of Ontario, and therefore work under supervision of a member.



PSYCHOLOGICAL-EDUCATIONAL ASSESSMENTS

The psychology group are either members of or supervised by members of the College of Psychologists of Ontario and are subject to the Professional Standards of the College. Psychological staff assist schools, students and parents/guardians using specialized tests and procedures to assess a student's academic, intellectual, perceptual, and behavioural or social-emotional functioning. The psychological staff works as a collaborative partner with the school personnel and parents/guardians in the gathering of information and making suggestions and recommendations about instructional strategies and interventions. The HCDSB currently employs 10.6 Full-time Equivalent (FTE) Psychological-Educational Consultants, with 0.5 FTE devoted to support FASD needs and the Mental Health Multidisciplinary Team.

A member of the HCDSB psychological staff will obtain informed consent from the parents/guardians, after receiving a signed consent form through the Special Education Resource Teachers (SERTs) or Department Heads. Once an assessment has been completed, results will be first shared with the parents/guardians and, with their permission, school staff (e.g., principal, SERT, classroom teacher).

Should the results involve the communication of a psychological diagnosis (such as a Learning Disability, an Intellectual Disability, Anxiety or Mood Disorders, Autism Spectrum Disorder, Attention-Deficit Hyperactivity Disorder or Disruptive Behaviour Disorders) the diagnosis will be communicated by a member of the College of Psychologists as per the Regulated Health Professions Act. The Act states that only regulated professionals within the psychological and medical profession can communicate certain diagnoses legally in Ontario.

The assessment battery is typically comprised of an intellectual assessment to determine cognitive functioning and the student's ability to learn, an academic assessment to determine a level of academic achievement and what has been learned academically in areas such as reading, writing, mathematics, and oral language, as well as tests of information processing and reaction, to determine patterns of strengths or weaknesses in the ability to process and remember visual, verbal or phonological information.

Rating scales may be completed by parents/guardians, school staff and/or the student, as part of the assessment battery in order to assess the student's behavioural and/or social/emotional functioning, where deemed appropriate. Alternatively, structured interview formats may be used.

The assessment will also include interviews with parents/guardians, teachers and/or other school staff involved with the student, observation of the student in the classroom or throughout other school activities where necessary, and a review of existing information included in the student's Ontario Student Record (OSR)*.

Test selection occurs at the professional discretion of the supervising member of the College of Psychologists of Ontario or a registered assessor and in consideration of Standards of Educational and Psychological Testing and other applicable professional guidelines and standards.

If, in the clinical judgment of the assessor/supervisor, other test instruments need to be administered, arrangements will be made to make the appropriate test instruments available.

Psychology staff members also administer a brief screening of cognitive ability for the purpose of identification of students for gifted programming and may, with parental/guardian consent, review student progress, as documented in the Ontario Student Record (OSR)*.

*Note: The OSR is the official educational record for each student in Ontario's publicly funded school system. It is a file which is maintained in the school's office and can only be accessed at the request of the student, his/her parents/guardians, the student's teacher(s), principal(s), and superintendent(s). Any other non-teaching staff, such as a psycho-educational consultant/psychologist/psychological associate, speech-language pathologist, or social worker, would require consent to access the OSR.



Assessment Process for Eligibility Determination Regarding Transition to Adult Services Developmental Services Ontario (DSO)

Students who are identified as exceptional pupils in the categories of Intellectual: Mild Intellectual Disability or Developmental Disability who may not have sufficient assessment documentation for the eligibility determination, may receive – with parental/guardian consent – an abbreviated psychological assessment in secondary school. The Psychological Assessor (if a member of the College of Psychologists of Ontario, or the supervising member) will then complete the Eligibility Checklist and securely send the form to Developmental Service Ontario – Central West Region.

Halton Fetal Alcohol Spectrum Disorder (FASD) Diagnostic and Assessment Team Process

The Assessment and Diagnostic Team is part of the Halton FASD Collaborative. The Halton FASD Collaborative consists of organizations representing mental health, child and youth services, developmental services, justice, school boards, addiction services, public health and parents/guardians/caregivers.

The Halton FASD Assessment & Diagnostic Team is funded by the Mississauga Halton LHIN. The Clinic uses a multidisciplinary and multi-agency approach, and its goal is to support the positive development of children and youth (ages 2 to 24) through assessment and accurate understanding of each child/youth's unique strengths and needs. The goal is to maximize the potential of each child by educating and supporting parents/guardians, caregivers and professionals. Assessment & Diagnostic Team Partners include: Reach Out Centre for Kids (ROCK), Halton District School Board, Halton Catholic District School Board, ErinoakKids Centre for Treatment and Development, Support House, Enahtig Healing Lodge & Learning Centre and the Halton FASD Collaborative. Details and contact information are available online at the Halton FASD website: <http://haltonfasd.ca/>; Assessment and Diagnostic Team information can be accessed by [clicking here](#).

Inquiries can be directed to HCDSB's Chief Psychologist at 905-340-2236.



GIFTED SCREENING PROCESS

To continue to meet the educational needs of HCDSB pupils, students across HCDSB are administered cognitive group testing in grade four.

The HCDSB gifted screening process consists of two stages:

Stage 1:

Early in November, the school Special Education Resource Teacher (SERT) sends home an information letter to parents/guardians regarding the grade 4 group testing. Included in this letter to all parents/guardians of grade 4 students is information on how to obtain the results of this testing once it becomes available in January.

The Canadian Cognitive Abilities Test (CCAT-7) group testing is administered by the school SERT in late November/early December.

CCAT-7 includes the following accommodations on an individual basis to ensure that the test is barrier-free and students of all abilities are able to take the test*:

- for students with an IEP, accommodations outlined in the IEP can be followed, with the exception of calculator use, if the accommodations do not alter the nature of the ability the test is intended to measure
- the test includes a large print version which can be administered for low vision students
- the verbal battery can be omitted or administered in English but not scored for ELL learners

In the second half of January, school SERTS review the results of the CCAT-7 to further understand each student's learning profile and determine who should be further assessed. Students qualify for Stage 2 testing based on their CCAT-7 test scores which includes scoring 95% percentile or higher on the CCAT-7 screening. This criterion is subject to further evaluation of board data and recommendation for Stage 2 testing may also result from the HCDSB's school team and board process, with the Special Education Consultant gathering data and information from the relevant sources, including further available data and teacher input where appropriate.

Parent consent forms are sent to parents/guardians of those students who qualify for Stage 2 screening.

**Planning and Implementation Guide for Form 7 of the CCAT7 Lohmann, David F. Cognitive Abilities Test TM (2014) Houghton Mifflin Harcourt Publishing Company/Nelson Education*

Stage 2:

In February, psychology staff complete Stage 2 screening, through individual administration of the Wechsler Intelligence Scale for Children (WISC-V) or other standardized tests of intelligence/cognitive ability as determined based on professional judgment.

At the beginning of March, results are communicated to parents/guardians in the form of a letter outlining the overall test results and indicating whether these results meet identification criteria.

Students demonstrating performance at or above the 98th percentile of intellectual ability as measured by the General Ability Index (GAI) or Full-Scale IQ (Canadian Norms), or other appropriate index scores representing overall cognitive ability are recommended for referral to an Identification, Placement and Review Committee, for identification as 'Intellectual – Gifted'. Specific psychometric and assessment considerations are relevant for students who are English Language Learners.

Gifted classroom open houses take place in early Spring in each region. Information about programming and placement options for students identified gifted is provided by the home school SERT or Special Education



Consultant for the appropriate school. All parents/guardians receive an [infographic](#) that outlines programming, placement and pathway options, the date of the open house, as well as the Parent Guide to Special Education at HCDSB.



SPEECH AND LANGUAGE ASSESSMENTS

Speech Language Pathologists (SLPs) are regulated health professional and are subject to the Professional Standards of the College of Audiologists and Speech and Language Pathologists of Ontario. Speech Language Pathologists support students, educators, and families through assessment and intervention to enhance speech, language, and communication skills. The HCDSB currently employs 11 Full-time Equivalent (FTE) Speech Language Pathologists, as well as 5.0 FTE Communicative Disorders Assistants who provide support under clinical supervision of SLPs.

A member of the HCDSB's speech and language staff will obtain informed consent from the parents/guardians of the student who has been referred for services. A speech-language assessment may consist of a variety of standardized tests, screening tools, and non-standardized procedures to assess receptive and expressive language, phonological awareness, early literacy, and social communication skills. Assessment also includes evaluation of articulation, fluency and voice. Once an assessment has been completed, results and recommendations are shared with the parents/guardians and the school.

Following an assessment, the Speech Language Pathologist may provide a range of tiered intervention services. These may include:

- consultation/collaboration with parents/guardians and educators to support development of communication
- individual or group sessions classroom-based intervention
- monitoring of language/speech/communication development
- participating in case conferences and transition meetings
- supporting development and achievement of IEP goals
- implementation/support of an augmentative communication system,
- providing activities and resources to parents/guardians and educators, referral to School Based Rehab Services to address articulation, fluency, or voice needs
- referral to the Assistive Device Resource Service for an assessment for AAC technology

HCDSB also supports a seamless transition from the Preschool Speech and Language Program (PSLP) to school board services. Children who have accessed preschool services at ErinoakKids Centre for Treatment and Development begin the transition in Year 1 through, with consent from parents/guardians, information sharing processes between speech language pathologists at ErinoakKids and HCDSB. SLPs support teachers in implementing Tier 1 recommendations from the PSLP SLP. Students who need Tier 3 services such as AAC support may be transitioned directly to the speech and language caseload. All other students may be brought to HCDSB Team for consideration of a referral to SLP services at the discretion of the Special Education Consultant after a period of implementing Tier 1 supports/strategies. HCDSB SLPs also collaborate with private SLPs who may be supporting students in our schools.



AUDIOLOGICAL/HEARING ASSESSMENTS / CONSULTATION

External assessment reports are reviewed by a registered Audiologist and an ISERT-DHH. Reports including audiograms will be reviewed to determine possible identification under Communication: DHH as well as recommendations regarding accommodations, programming, and SEA equipment. Reports including results of auditory processing testing will be reviewed to determine if a trial of FM equipment to support the student would be beneficial and to review accommodations recommended with the classroom teacher.

VISION ASSESSMENTS / CONSULTATION

External reports of both visual acuity and visual processing are reviewed by an ISERT-BLV to determine possible identification as well as make recommendations regarding individual student accommodations, programming, and the necessary referrals/consultations regarding SEA equipment.

BEHAVIOUR ASSESSMENT / CONSULTATION

Behaviour Analysts (BA)

HCDSB Behaviour Analysts work with school staff to support students with behavioural challenges. They collaborate with families, school staff and community agencies to enhance the student's success and well-being. Behaviour Analysts are team members within Transdisciplinary Rounds (TDR), Focused Support and Transition Support Processes, Third Party Observations and ABA Walk-Ins. Services may include one or more of the following:

- Behavioural observation and assessment including but not limited to: Functional Behaviour Assessment (FBA) and/or Functional Analysis (FA)
- The dissemination and training of the principles of Applied Behaviour Analysis (ABA)
- The development, implementation and monitoring of specific ABA recommendations based on the results of the above assessments
- The development, implementation and monitoring of formal programming known as a Behaviour Intervention Plan (BIP) using the principles of ABA
- Support for transitions to/from community agencies/providers
- Collaboration with community/behaviour analytic providers through observations and meetings where appropriate



ASSESSMENT REFERRAL PROCESS

An Overview of the Special Education Process

The assessment and IEP development begins when a classroom teacher and/or parent/guardian becomes aware that a student is having difficulty with learning and/or behaviour and/or requires enrichment. The process occurs in a continuous cycle that may involve a variety of assessments and consultation with the Special Education Support Team members. The process begins and ends with the classroom teacher to ensure that the student is able to meet their learning expectations. Parent/Guardian consultation is welcome throughout the process. There are several phases involved in the process of evaluating a student's educational journey and determining what changes are needed. These phases include:

- **Assessment and Differentiation of Instruction by the Classroom Teacher:** The classroom teacher collects information using a variety of methods that may include observations, Ontario Student Record (OSR) data, checklists, assessments, and information provided by the parent(s)/guardian(s). The classroom teacher, in consultation with the Special Education Resource Teacher, selects instructional strategies and accommodations and interventions to promote learning. These are implemented within specific timelines. If concerns continue, the teacher seeks assistance from the In-School Support Team.
- **A Tiered Approach to Instruction and Intervention:** The 'tiered' approach to instruction and intervention is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to all students' individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning and/or who require enrichment, and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively. The tiered approach can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions and/or enrichment may be decided by teachers individually or in collaboration with a school team always on the basis of evidence derived from monitoring of student achievement (Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017). The tiered approach can facilitate early identification. If required, the teacher is also able to seek assistance from others, either through the in-school Special Education Team, or from itinerant teachers for literacy and mathematics. ISERTs provide consultation to the schools' SERTs. The composition of the team is based upon the student achievement and/or well-being data that is brought for consideration. For more information, refer to the section on 'Early Identification Procedures and Intervention Strategies' in this plan.
- **Referral to the In-School Support Team** (SERT, classroom teacher, principal/vice principal, divisional leads, CYC and/or ISERT as required): The in-school support team reviews the situation and generates additional recommendations. These may include additional observations, individualized educational assessments and intervention and/or enrichment suggestions. Specific timelines and their effectiveness as evidenced through data collection, are implemented and reviewed by the classroom teacher and the in-school support team. If concerns continue, the classroom teacher and the in-school support team make a referral to the Board Team with parental/guardian consent.
- **Referral to the Board Team** (Special Education Consultant, principal, SERT, I-SERT as appropriate, and classroom teacher): The Board Team reviews the effectiveness of the instructional strategies, accommodations and intervention and/or enrichment and assessment data. Further recommendations and options for support are presented. System resources are deployed through the Special Education Consultant. These may include a psycho-educational assessment, speech and language assessment or referral to community agencies. An action plan is developed that includes specific timelines.



- **IEP Development and/or Referral to IPRC Process:** An IEP may be developed for any student who is receiving special education programs and/or related services. In addition, where supported by assessment information, a referral to an IPRC may be made. The classroom teacher, in collaboration with the SERT, will continue to monitor student progress and refine instructional strategies and accommodations as needed.

Principals meet with their in-school support team to discuss students for consideration for referrals for formal assessments done by the psychology department. These students' cases are presented to the Family of Schools area Special Education Consultant at the scheduled Board Team meeting.

Once a decision is made to submit a student's name for assessment, parents/guardians are given an SE1 Parental Consent information form and asked to sign the 'Consent for Special Education Services' section included in the form. Prior to an assessment being conducted, parents/guardians will be contacted to obtain informed consent. Informed consent includes a telephone interview with the parent/guardian. In this interview, the assessor addresses:

- the elements and logistics of the evaluation,
- concerns leading to the referral,
- risks and benefits of the assessment,
- legal and ethical framework of the assessment, including confidentiality, record retention and privacy, professional and legal requirements,
- limitations of confidentiality and possible outcomes of assessment.

The parent/guardian is provided with the opportunity to ask questions and consent is then confirmed.

Assessment Referral Prioritizing Criteria for Psychological-Educational Assessments

A process is in place whereby referrals for assessment are prioritized according to criteria. These include but are not limited to the following:

- In general, assessments are prioritized based on date of written parental/guardian consent (SE1) and centralized waitlist management
- The psychology department reviews the wait times across Families of Schools regularly to ensure fair and equitable access in all regions of the Board
- Under extenuating circumstances and as approved by the Superintendent of Special Education Services, assessments may be prioritized. When considering prioritization, several questions are explored:
 - Is this a first-time assessment?
 - Will a formal assessment of this kind return information that will make a difference or is there another form of assessment that would be equally helpful?
 - Are there any pressures or influences that make this assessment critical to the advancement of this student?
 - When was the last meaningful assessment?
 - Have significant developmental, medical, traumatic or other changes occurred since the last assessment or prior to advancing a first referral?
 - Is this assessment required in response to personal and family crisis, or based on the recommendation from a Violent Threat Risk Assessment (VTRA)?
 - Is the assessment required to access a special placement?
 - Is the assessment required to facilitate entrance to specialized treatment programs (for example Provincial Schools)?
 - Is this assessment to compliment a larger comprehensive assessment being conducted by an external professional or interdisciplinary team (for example: Halton FASD diagnostic and assessment team)?



- Are the school's outstanding referrals such that this new referral is not likely to be done within a reasonable time?

Wait Periods for Assessment

- Educational Assessments: 1–2 months
- Psycho-educational/Psychological Assessment: 3-15 months

The Superintendent of Special Education Services will report wait periods for psycho-educational/psychological assessments three times a year (November, March, June) to SEAC members.

Formal assessment services are provided solely for the purpose of supporting programming delivered to the student while attending Halton Catholic District School Board schools. Consequently, assessment and/or re-assessments required for university or post-secondary school admissions are not provided by HCDSB.

Assessment Cancellation, Withdrawal, or Postponement

A pending assessment may be cancelled, withdrawn or postponed and the student's name removed from the waitlist. The conditions under which this may occur may include but are not limited to the following:

- the student begins assessment with a private provider
- withdrawal of consent by a parent/guardian
- disagreement between shared custody parents/guardians regarding signed consent for assessment
- a parent/guardian of a waitlisted student gives notice that they are moving out of jurisdiction before the anticipated assessment date
- other: as determined in consultation with psychology staff and the Superintendent of Special Education

Who gets the report and where will it be stored?

A student's assessment report:

- is filed in the student's Ontario Student Record (OSR) with parent's/guardian's consent
- may be forwarded to other community partners and professionals with the parent's/guardian's written consent or that of the student when he/she/they turn(s) 18 years of age
- may also be used for research purposes, but this information will become part of an anonymous database with no information identifying the student being provided
- is copied and retained by the assessor in their psychological assessment file
- a copy is maintained by the Special Education Consultant for program planning for the duration of the school year and is then securely destroyed
- has limited conditions of confidentiality; if it comes to the attention of a board employee that the student or another person may be at risk of harm, information may be released to the police or the Children's Aid Society as appropriate in accordance with the [Child, Youth & Family Services Act](#)
- may be released in accordance with a Court Order or Warrant, or as otherwise required by law
- may be subject to a peer review process in accordance with the assessor's or supervising member's professional college (If there is an objection to a professional college reviewing the student's file, it is important to discuss this when the assessor speaks with the parent/guardian about the consent process)

Reports from community professionals are stored in accordance with the [Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#), and the [Personal Health Information Protection Act \(PHIPA\)](#), and are reviewed by members of the psychology group (medical and psychological reports) and Speech-Language Pathologists (audiological, speech and language or related reports). All reports are reviewed using objective criteria for service provision equivalent to criteria used for board assessments.

Raw data for professional assessments (psycho-educational/psychological and speech-language assessments) is stored only in the psychological file/speech-language file. Access to raw data is limited by legislation and professional standards, including [PHIPA 51.1](#).



Process Regarding External Reports

While HCDSB follows the Ministry definition of each exceptionality, every school Board in Ontario creates their own criteria for identification. As a result, HCDSB does not automatically assume an identification because of an IPRC at another school board. When a student enters our school board from another school board, parents/guardians are encouraged to share all reports which are reviewed by the appropriate HCDSB staff depending on the report type. Upon review, staff will advise if the student meets the criteria for identification.

Psychological Assessments:

Special Education Resources Teachers provide the report and the signed parent/guardian consent for sharing of information (SE13b) to the assigned psychology staff for review and consultation with the Chief Psychologist if required.

Mandatory components of acceptable psychological reports include:

- the report is signed by a supervisor or assessor who is authorized to conduct psychological assessments (e.g., a member of the College of Psychologists of Ontario)
- the report includes results from psychological measures recognized as psychometric tests appropriate for the practice of school psychology, clinical psychology or neuropsychology in Canada or the United States. Methods and instruments are equivalent if the report originates from other jurisdictions
- the report is complete (i.e., there are no pages missing)
- the report contains test scores. The use of tests with age-based scores based on Canadian norms is preferred
- the report contains a diagnostic statement and refers to a diagnostic system such as *Diagnostic and Statistical Manual of Mental Disorders (DSM–5)* or *Association of Chief Psychologists with Ontario School Boards - Recommended Guidelines for the Diagnosis of Children with Learning Disabilities (2017)* / *Ontario Psychological Association Guidelines for Diagnosis and Assessment of Children, Adolescents, and Adults with Learning Disabilities (2022)*
- if a diagnosis is included, the diagnostic term must be a recognized disorder or disability

Gifted Assessments:

- individually administered cognitive/intelligence assessment with recognized test instruments are required; results from group tests are not sufficient
- results obtained must be based on Canadian norms. Test data from outside of Canada may require supplemental screening to determine eligibility
- students with external assessment results must meet the same threshold (98th percentile) as in HCDSB internal screening process

Speech-Language Assessments:

External assessment reports are reviewed by registered Speech-Language Pathologists (SLP). School based SERTs provide the report and the signed parent/guardian consent for sharing of information (SE13b) to the SLP. Assessment results will be evaluated according to criteria equivalent to criteria used for determining service eligibility in internal assessments. Written documentation of the review and any recommendations are provided to the school to be filed in the OSR and Special Education Consultant.

Audiological/Vision Assessments

External assessment or progress reports relevant to the hearing or vision needs of a student are reviewed by an audiologist, I-SERT DHH or I-SERT BLV. School based SERTs provide the report and the signed parent/guardian consent for sharing information (SE13b) to the audiologist/I-SERT DHH/BLV. Assessment results will be used to determine eligibility for services from I-SERTs DHH/BLV and equipment needed. Written documentation of the review of the report and any recommendations are provided to the school to be filed in the OSR and with the Special Education Consultant.



COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Ministry of Education *Policy Program Memorandum (PPM149) Protocol with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals.*

The purpose of this memorandum was to provide school boards with direction for the creation of a local protocol that not only recognizes current health and social service professionals and paraprofessionals in boards but also, facilitates appropriate partnerships to help these professionals in their important work with students.

Policy/Program Memorandum 149 is posted on the Ministry website at

<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-149>

As a result of the Provincial Discussion Tables (PDT) agreement, school boards are required to develop a local protocol for partnerships with external agencies. HCDSB has a local protocol to facilitate the development of partnerships with external agencies that provide services to students to improve their opportunities for learning that are beyond what the board is currently able to provide.

Our administrative procedure for PPM 149 is posted on the HCDSB website, please [click here to review](#).

The Halton Catholic District School Board and community agencies have positive working relationships. Both board staff and community agency staff have a high level of awareness of the programs and services provided by each group. Agency staff employs a coordinated intake process. Community agencies and the school board regularly communicate updates or changes in services. Members of both the school board and agencies sit on the Halton Connections Committee.

External Agencies: (*currently include but are not limited to)

- ADAPT (Halton Alcohol, Drug and Gambling Assessment Prevention and Treatment Services)
- Geneva Centre
- Halton Catholic District School Board and Halton District School Board, Halton Support Services, School Support Program, Halton Region, Home and Community Care Support Services (MHA Nurse), Kerry's Place, ErinoakKids
- Halton Support Network for Individuals with Developmental Disabilities - Halton Support Services, Halton District School Board, Halton Regional Health Department, North Halton Community Living, Oakville Community Living, Burlington Community Living, Burlington Counselling and Family Services
- Passages – Halton Support Services, Halton Catholic District School Board and Halton District School Board North Halton Community Living, Oakville Community Living, Burlington Community Living, LHIN
- Developmental Services Ontario (DSO)
- ErinoakKids Centre for Treatment and Development
- Our Kids Network
- Reach Out Centre for Kids (ROCK)
- Connections Halton**
- Woodview Mental Health and Autism Services
- Home and Community Care Support Service: Mental Health and Addiction Nurses
- Big Brothers, Big Sisters – Burlington/Hamilton
- Nelson Youth Centre
- SAVIS sexual assault 24-hour crisis and support line & Counselling for females over 12
- Halton Women's Place
- Lighthouse

*The [PPM 149 section](#) on the HCDSB's website contains the most up to date list of partner agencies.



**Connections Halton is a committee with membership from children’s mental health agencies, the developmental sector and school boards. This committee reviews all requests for residential placement as well as assists in resolving and addressing hard-to-serve and complex cases in Halton. The committee meets virtually once per month.

[Click here](#) to access information specific to Woodview Mental Health and Autism Services School Based Support Program.

Further information on all programs available through Woodview can be accessed on their website. [Please click here.](#)

Halton’s Care, Treatment, Custody and Corrections Programs (CTCC)

HCDSB staff are available to support students transitioning to and from CTCC programs.

ErinoakKids Centre for Treatment and Development (Located in Oakville)

Telephone Number: 905.855.2690 x2504

Halton Health CAPIS (Located at Oakville Trafalgar Memorial Hospital)

Telephone Number: 905.338.4630 x4854

Halton Health REACH (Located at Oakville Trafalgar Memorial Hospital))

Telephone Number: 905.338.4630 x4854

Kinark Syl Apps Youth and Secure Treatment Centre (Located in Oakville)

Telephone Number: 905.844.4110 x2206

Salvation Army MacMillan Youth Centre (Located in Milton)

Telephone Number: 905.453.0988 x23

Woodview Mountaineering Program (Located at Notre Dame Catholic Secondary School in Burlington)

Telephone Number: 905-689-4727 x140

Woodview Halton Intensive Program (Located at Holy Family Catholic Elementary School in Oakville) Telephone

Number: 905-845-6987

Woodview Early Identification, Early Intervention Outreach (E.I.E.I.O) (Located at Burlington Rolling Meadows)

Telephone Number: 905-689-4727

Woodview North (Located at Robert Little Public School)

Telephone Number: 905-689-4727

Woodview DANO (Located at Aldershot High School)

Telephone Number: 905-689-4727



ONTARIO SPECIAL NEEDS STRATEGY - CO-ORDINATED SERVICE PLANNING

Coordinated Service Planning is a component of Ontario's Special Needs Strategy. The goal of Coordinated Service Planning is to support children/youth with multiple and/or complex special education needs and their families through a dedicated Service Planning Coordinator. This contact person will connect families to the multiple, cross-sectoral services they need, as early as possible, and monitor the needs and progress through a single Coordinated Service Plan.

Further details and information links can be found on the Ministry of Children, Community and Social Services website at by [clicking here](#).



MENTAL HEALTH AND ADDICTIONS STRATEGY

The Ministry of Education has mandated that each school board must have a Mental Health & Addictions Strategy that is supported by the Mental Health and Well-Being Advisory Committee. Their responsibility is to provide feedback to the Chief of Mental Health Programming and Mental Health Leadership Team about mental health programming, initiatives, clinical support and direction for students. The Mental Health & Well-Being Advisory Committee is led by the Chief of Mental Health Programming and is comprised of the Superintendent of Special Education Services, Board Trustees, Chiefs of Service, SEAC Representation, Administrators, HCDSB staff, students, parents/guardians, and community partners. This committee meets three times per year. Throughout the year, ad hoc committees are formed to address specific needs related to the Mental Health & Addictions Strategy. School Mental Health Ontario (SMHO) is the provincial implementation support team that helps all school districts to enhance student mental health using evidence-based strategies, resources and services. SMHO has been a critical element in supporting our system to respond to student mental health needs in both the virtual and in person learning models.

“Talk. Learn. Support.” has become synonymous with our board’s strategy.

The key ideas for each include:

- **Talk** – Reducing stigma around mental health by continuing the public conversation around positive mental health and addictions
- **Learn** – Committing to on-going professional development grounded in a growth mind-set and shared learning between home, school, and community partners
- **Support** – Building supportive conditions for the promotion of positive mental health by creating mentally healthy schools and classrooms and providing timely access to intervention in the school, through clinical staff, and community agencies and partners

An on-going focus on simple, effective communication continues to be a priority for the Mental Health & Addictions Strategy so that all stakeholders understand the ways in which HCDSB promotes and provides preventative, proactive evidenced based programming. This focus promotes positive mental health and well-being for all students. At HCDSB, we are dedicated in providing continuous learning and capacity building for all staff in an intentional and explicit manner.

HCDSB embraces the philosophy that for social emotional learning to be most effective, the focus is on building awareness, promoting positive mental health through preventative, proactive, culturally responsive, identify affirming programming while creating and maintaining safe, caring, inclusive and welcoming school communities.

The three priorities in our HCDSB Mental Health & Addiction Strategic Plan (2022-2025) are: Student Mental Health and Well-Being; Mentally Healthy Schools and Classrooms; Inclusive Mental Health Support and Services. Building on the strategic plan, the Annual Mental Health & Addiction Action Plan supports a clear path for advancing student mental health and well-being for the school year and is revised annually in response to support emergent needs.



SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Specialized Health Support Service	Agency or position of person who performs the service (e.g., LHIN, Board staff, parent/guardian, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	Local Health Integration Networks Home and Community Care Support Services	Requisition by Doctor	Case Manager - Home and Community Care Support Services	Doctor with Home and Community Care Support Services	Agency Process
Occupational Therapy	School Based Rehab Services (SBRS) co-ordinated by ErinoakKids	School referral to SBRS	Manager SBRS, ErinoakKids	Collaboration	Agency Process
Physiotherapy	SBRS co-ordinated by ErinoakKids	School referral to SBRS	Manager SBRS, ErinoakKids	Collaboration	Agency Process
Nutrition	Public Health Nurse	School referral	Region Health Department	Collaboration	Halton Region Health Dept.
Speech and Language Services	School Board Staff, SBRS co-ordinated by ErinoakKids	Language: School referral Speech: SLP referral to SBRS	Speech Language Pathologist; Manager SBRS for Speech	Collaboration	Special Education Dept.
Administering of prescribed medications	School Board/ Student/ Parent/Guardian	Requisition by Doctor, Permission form signed by Parent/Guardian	Doctor	Doctor	Halton Region Health Dept.
Catheterization	Training LHIN supervise self-catheterization - School Board Staff	As needed	Principal/Teacher	Collaboration	Special Education Dept.
Suctioning Shallow	Training Home and Community Care Support Services - School Board Staff	As needed	Principal/Teacher	Collaboration	Special Education Dept.
Lifting and positioning	School Board Staff	OT/PT	Principal/Teacher	Collaboration	Special Education Dept.
Mobility Assistance	School Board Staff	OT/PT	Principal/Teacher	Collaboration	Special Education Dept.



Feeding	School Board Staff, Home and Community Care Support Services	As needed	Principal/Teacher	Collaboration	Special Education Dept.
Toileting	School Board Staff	As needed	Principal/Teacher	Collaboration	Special Education Dept.
Deep suctioning /Other	Home and Community Care Support Services	As needed	Manager Home and Community Care Support Services	Collaboration	Agency Process

**Time limits re: Disputes – Each Agency has its own referral/dispute resolution process with reasonable timelines associated with the process. In the case of the Special Education Department, every precaution will be taken to ensure that the student is not put “in harm’s way”. Critical tasks such as feeding, etc. will be prioritized. Other non-critical disputes are resolved at regular intervals during the school year.



STAFF DEVELOPMENT

The goal of the Staff Development Plan is to provide all employees in the Special Education department opportunities to engage in on-going learning and professional development including: research in assessment and instructional strategies, mental health and well-being, collaboration between other departments including Curriculum and Student Success, and Ministry policies and procedures as they impact the learning of students with special education needs. Staff has input into the Staff Development Plan by identifying their own learning needs in relation to student achievement, school data, behavioural data, and goals established in students' Individual Education Plan. The board has an enveloped budget allocation for staff PD in special education to support the Staff Development Plan implementation that is secured through the following Ministry funding: GSN, Special Education Grant, SEA and annual PPF's. There are not currently any cost sharing arrangements.

Staff also indicate their learning needs through other means such as the PPM 140 survey, collaborative inquiries based upon student learning needs, and for SERTs and SETs in the completion of their Annual Learning Plan. The Staff Development Plan also builds in opportunities for staff to attend workshops and seminars with the expectation that this new learning is shared with others in their own discipline. The Ministry of Education, through their provincial schools, offers a robust schedule of professional development opportunities as well as local parent associations and nearby school boards. The 2023-2024 Priorities and Partnership Funding (PPF) was received from the Ministry to support teachers' completion of approved Special Education AQ courses to increase their capacity for supporting students with special education needs, to increase their knowledge and understanding of students with special education needs and to improve services and supports for student with special education needs. This funding was available for all OCT certified teachers. Other provincial staff development opportunities such as the Ontario Council of Administrators in Special Education (OCASE), Council for Exceptional Children (CEC), Association for Special Education Technology (ASET), Learning Disabilities Association of Ontario (LDAO), Centre for Diverse Learners (CDL) (formally Learning Disabilities Association of Halton and Hamilton (LDAH)), and other in-services, workshops, conferences, and experiences are available to staff. Staff are both encouraged and supported in their pursuit of professional development opportunities whenever possible. Staff development not only includes opportunities for learning during the instructional day but may also include invites for staff to attend late afternoon and evening workshops.

The Special Education Advisory Committee (SEAC) is consulted when setting budget priorities for special education. Input into the staff development plan flows from SEAC's involvement in setting budget priorities. Recent examples include more hands-on activities with real life simulations, increased mental health programming and increased staff. As a result, a proposal was submitted to the Ministry for additional funding to support an Itinerant Special Education Transition Pathways position which included work on using virtual reality and partnerships with our STEAM colleagues to promote STEAM and hands on activities for students in our STC, ESC and Life Skills classes. As it relates to mental health initiatives, we continue to train staff in the various mental health programs our Board offers such as Safe Talk and ASIST training. As well as the ongoing commitment to a tiered approach to instruction and intervention with the purchase of corresponding resources and training, staff development updates are provided at each SEAC meeting through the Superintendent Report.

The following sections provide details of HCDSB's professional development plans for special education staff. It must be noted that many of the opportunities are open to classroom teachers and school principals. An ongoing emphasis within our staff development planning includes a focus on cross discipline training and professional development opportunities related to specific student strengths, needs and learning profiles. Whenever appropriate and feasible, classroom teachers, SERTs and other system level staff are engaged in learning together.



Professional Development Training for New Special Education Resource Teachers (SERTs)

Training sessions are scheduled throughout the year for new SERTs in the Board.

Topics Include:

- Role of the SERT
- Individual Education Plans (IEP) and the electronic IEP management system known as eLite
- HCDSB Special Education (SE) Forms
- Effective communication with staff and parents/guardians
- Educational Assessment with the Kaufman Test of Educational Achievement – Third Edition (KTEA)
- Working with support staff and community partners
- Effective record keeping
- Grade 4 CCAT 7 testing and the gifted screening procedures
- From Referral to Identification: The Role of Psychological Assessment in Special Education
- Process for review of external assessments
- BA support services (TDR, Focused and Transition Support and ABA walk-ins)
- ABA training and strategies
- Effective transition processes both into and throughout school
- Speech and language referral process
- Data collection
- EQAO and the role of the SERT
- Trauma Training
- Growth Mindset
- Developing IRPs and Safety Plans
- Preparing for a case conference
- What is SEA, How to use SEAIT
- A4 D2L Platform
- How to prepare for a Board Team
- Role of School Social Worker/Attendance Counsellor

Professional Development Training for Special Education Teachers (SETs)

Topics include:

- Individual Education Plans (IEP) and the electronic IEP management system known as eLite
- Structured Teaching
- ABA training
- AFAC, AFLS, ABLLS-R and A4 assessments and programming
- Capacity building awareness of role as a SET
- Regional IPRC procedures and placement options
- Range of placement information
- New Math Curriculum released September 2020
- Equals Math Training for STC SETs
- Diagnostic Math Tools
- Effective transition processes both into and throughout school
- Other informal discussions included:
 - resource information on various materials
 - planning Life Skill programs
 - successful integration practices
 - behaviour strategies
 - assessment/reporting



Mental Health and Addictions Professional Learning

Mental Health professional development continues on an annual basis in support of staff needs to best support student success. Professional development is offered annually to administrators, teachers, CYCs, Department Heads, SERTs, SETs, Social Workers, Psychology Staff, Guidance Counselors, Behaviour Analyst, SLP/CDA, Chaplaincy Leaders, Special Education Consultants, Mental Health Champions and other members as designated by principals from both the elementary and secondary panels.

Topics of professional development have included:

- Mental health and wellness
- Suicide prevention
- *safeTALK* Suicide Alertness
- Applied Suicide Intervention Skills (ASIST)
- Bullying prevention/awareness
- Teen mental health
- Crisis response/traumatology training
- First Nations, Inuit and Metis history and cultural norms
- Fetal Alcohol Spectrum Disorder (FASD)
- Leading Mentally Healthy Schools and Classrooms
- Anxiety Modules
- Human Trafficking
- Attendance-Wellbeing
- Trauma Sensitive Classrooms Tier 1 and Tier 2 levels
- Brief Intervention for School Clinicians (BRISC) Psychology and Social Work Staff
- Cognitive Behavioral Therapy
- ADHD symposium
- SMHO – Suicide Risk Assessment and Management with Youth – Advanced Crisis Intervention
- Centering Black Youth Well-Being through SMHO and YouthREX
- Life Promotion, Suicide Prevention Manual Training

On-going focus for professional development and support, as per the Mental Health Strategy, includes suicide prevention awareness and strategies, leading mentally healthy classrooms, mental health literacy, social emotional learning and anxiety modules to support student anxiety. The Mental Health Tiered Model of Intervention is the foundation of how support is offered. HCDSB continues strong collaborative relationships with our mental health community partners in the support of students and families.

Applied Behaviour Analysis (ABA) Training

The Ontario Ministry of Education has provided funding to the Geneva Centre for Autism to offer the Ontario Educator Online Autism Training Program to publicly funded school boards. These courses are open to all individuals working as an educator in one of the following areas: SERT, ISERT, SET, Classroom Teacher, Educational Assistant, Designated Early Childhood Educator, Child and Youth Counsellor, Special Education Consultant, Speech Language Pathologist, Principal/Vice Principal, Behaviour Analyst, Psycho-Educational Consultant, Communicative Disorders Assistant, or other educational positions held within the board. The objectives of these courses are to increase the understanding of ASD and ABA methods, enhance the delivery of programming to students with ASD, and improve their education, social, communication and behavioural outcomes at HCDSB.

Professional development opportunities are determined annually based on system needs. Attendees may include: Itinerant SERTs, Itinerant EAs, Curriculum Itinerants and Consultants, Special Education Consultants, SERTs, SETs, Department Heads, Classroom Teachers, Early Childhood Educators and Educational Assistants as well as additional clinical board-based staff.

Professional Development may include:

- Supporting transitions



- Proactive strategies
- Behaviour and functions of behaviour
- Data collection and data analysis
- Functional behaviour assessments
- Reinforcement
- Structured teaching
- Increasing independence
- The Self and Match System for self-monitoring
- Social skills
- Program for the Evaluation and Enrichment of Relational Skills (PEERS®) and Children Friendship Training

ABA for All Professional Development Series

Aligned with the principles of PPM 140, HCDSB's approach is to enhance the capacity and confidence of all staff, particularly classroom teachers, when it comes to the effective use of the principles and strategies of Applied Behaviour Analysis.

During the 2022–2023 school year the ABA for ALL professional development series focused on Connection and Compassion. This full-day live event included presentations on behaviour analytic principles, accessing resources to support motivation and building relationships and proactive strategies. Presenters included Dr. Patrick Friman (the invited guest speaker), the Behaviour Analysts in collaboration with the ISERTs, Linda Murray (Manager of Library Services) and the EA Managers and I-EAs. In addition, video recordings of the presentations have been made available to all staff via the “on-demand” learning platform.

This rich model of support will continue and be expanded to continue to build capacity around the system in support of staff competence and confidence in the application of strategies of Applied Behaviour Analysis.

Special Education Services Professional Development and Training

Professional development and training for Special Education academic staff is ongoing. Topics addressed are determined based on Ministry directives, system needs and related collaborative inquiry projects. Updates related to professional development are provided to SEAC at each monthly meeting.

In addition to many of the topics above, other topics of Professional Development have included:

- FASD Awareness & Transition to Secondary
- Mental Health and Well-Being
- IEP Tool Kit
- School Based Rehabilitation Services
- Elementary Math Curriculum
- Do The Math Tier 2 Intervention Training
- MID Learner Presentation
- Destreamed Math – supporting all learners including LD and Gifted
- Kindergarten and Special Education
- The Science of Reading
- Early Literacy Board Resource Training
- RRSST Screening Tool Training (Tier 2 Screener for SERTS)
- French and Special Education
- Post-Secondary Pathways
- Supporting the DHH Learner
- ELL and Special Education
- LEARNStyle Training to SERTs and Teachers to support students using AT with varying exceptionalities including students with Learning Disabilities, MID, DD and Gifted Students



- IRP, Safety Plans & SE17's
- Process for entry into our Specialized Classes
- Support for Gifted Students in Secondary
- SEA and eLite training
- Equity and Inclusion
- Annual CDL (formally LDAHH) Conference
- Accommodations for Anxiety

Special Education staff is organized into a variety of Catholic Learning Communities that meet as outlined below.

Ongoing Professional Development Organization:

- Special Education Consultant Catholic Learning Communities (CLC) & Business Meetings
 - Weekly business meetings
 - Bi-weekly Special Education Leadership Team Meetings
- 3 full day Secondary Department Head meetings per year
- Catholic Learning Community meetings for our CLC, STC, Life Skills, ESC and Gifted SETs
- Itinerant SERT meetings
 - Monthly ISERT Catholic Learning Communities (professional development/training)
 - Monthly Consultant and SERT Family of Schools (FOS) meetings (collaborative planning sessions based on school (student) and SERT needs)
- Monthly new SERT meetings/training

Introductory and Ongoing Professional Development for Educational Assistants:

Orientation and training provided to newly hired Supply Educational Assistants includes:

- Introduction to Employment
- Health and Safety
- Safe Management Certification
- Supervision Training
- *Bill 157 Keeping our Kids Safe at School Act and Duty to Report.*

Training sessions are provided to Educational Assistants in an ongoing manner to meet the criteria of any board re-certification standards.

Training sessions include:

- Safe Management (certification sessions occur on PD days as appropriate and throughout the school year as required)
- EVAC Chair: school-based training as required
- Structured teaching: school-based training as required
- Home and Community Care Support Services training (e.g., specific lifting technics, positioning, physiotherapy, shallow suctioning, and other student specific needs as required)
- Duty to Report: CAS expectations, board policy and procedures
- Opportunities to collaborate with relevant school staff

Ongoing and as needed professional development opportunities are provided for Educational Assistants to ensure that exceptional students with special education needs may be better understood and served and goals are aligned to the Board Improvement Plan. Ministry of Education/Board initiatives and/or current research outcomes, and feedback from HCDSB regarding system needs may generate these training opportunities.



Professional Development sessions included:

- Equity and Inclusion
- Building an Educational Assistant resource
- ABA for All
- Speech-Language Workshops
- Fetal Alcohol Spectrum Disorder
- A Variety of Technology PD to Support our Students
- Safe Management Training
- Self-Care
- Health and Safety
- Transdisciplinary Rounds (involvement as necessary)

Enhanced professional development opportunities is provided for Itinerant Educational Assistants to support the coaching and mentoring requirements of their role.

Sessions include:

- Partnership with Speech Language Pathologists (SLP)
- Partnership with Behaviour Analysts/Transdisciplinary Rounds
- Safe Management Trainer Certification (1 additional trainer)
- Coaching and Mentoring
- Peer Mediated Prompting
- Christian Meditation
- Model Me Kids
- Beyond Behaviour Management
- Participation in Catholic Learning Communities
- Development of Collaborative Partnerships with Itinerant SERTs

Communication for Staff Development

Staff is made aware of professional development opportunities in a variety of ways. Special Education memorandums are sent out to staff from the Superintendent of Special Education. Memorandums are also posted on HCDSB's intranet system. Professional development opportunities are posted electronically on the Board's intranet 'Event Registration' system. Specific in-services are brought to the attention of targeted audiences using the Board's internal email system. Professional development opportunities are further communicated personally through Special Education Consultants during school visits, to SERTs at FOS meetings, and to Principals at Principal/Vice-Principal meetings throughout the year.



ACCESSIBILITY (AODA)

The Ontario government enacted the [Accessibility for Ontarians with Disabilities Act](#) in 2005. It is expected that the Act will be phased in between 2005 and 2025, with a goal of a fully accessible Ontario. The act lays the framework for the development of province-wide mandatory standards on accessibility in all areas of daily life. The five standards are:

1. **Accessible Customer Service:** This is the first standard to become regulation. It came into force on January 1, 2008 and is now the law. Public sector organizations were required to comply with this law by January 1, 2010. These standard addresses: business policies, practices and procedures and training needed to provide better customer service to people with disabilities.
2. **Accessible Information and Communication:** These standards will address removing barriers in access to information. These standards could include information being provided in person, or through print, a website or other means.
3. **Accessible Built Environment:** These standards will address access into and within buildings and outdoor spaces. They are expected to build on Ontario's Building Code. The standards could include things like counter height, aisle and door width, parking and signs.
4. **Employment Accessibility:** These standards will address paid employment practices for employee-employer relationships. This could include recruitment, hiring, and retention policies and practices.
5. **Accessible Transportation:** These standards will address accessible public transportation. Access to transportation is needed for going to work or school, shopping and other aspects of daily life.

Currently, all HCDSB school buildings, grounds and administration offices provide barrier-free access. All new structures meet the government accessibility requirements. The Halton Catholic District School Board has developed an accessibility template to ensure physical accessibility to and within all schools. Advances in accessibility of buildings and facilities are largely the responsibility of the board and specific departments such as Facilities Services and Human Resources Services. The same is true of the provision of safety and emergency evacuation equipment. Evacuation chairs are installed in all schools and staff are trained at each location to safely and effectively use.

Halton Catholic District School Board, Halton District School Board and Halton Transportation Services continue to collaborate on a common plan that fulfills the AODA legislated requirements.

The HCDSB's Accessibility Plan is presented to SEAC yearly, a member of SEAC sits on the board committee, and members of SEAC are invited to provide input into the plan.

The Accessibility Plan is available on HCDSB's website. [Click here](#) to review.

Emergency Evacuation Procedures for Students and Others Requiring Specialized Assistance:

The Ontario Fire Code requires a fire safety plan for all schools. The plan shall include procedures for evacuating endangered occupants which, under certain circumstances, must be approved by the local fire department(s). This procedure complies with the Fire Code to provide safe egress for all students, including any requiring specialized assistance in evacuating the school premises.

Under all circumstances, careful consideration must be given to limiting placement of any students requiring special assistance in evacuating to the ground floor levels of the building only. If the principal is considering locating students with special education needs on a floor other than on the ground level of a school, they shall develop a plan that demonstrates the ongoing evacuation of the student at least once during a Fire Department monitored drill.



If evacuation of a student/staff member may be delayed due to location above or below ground level, it is required that:

- staff has had training in emergency evacuation procedures
- principal will consult with Facility Services to develop a “Physically Challenged Evacuation Plan”; an insert shall be included in the school’s Fire Plan
- the plan identifies both main and alternate exits
- principal will ensure that the appropriate staff are aware of these amendments

Note: if EVAC chair(s) are in place, specified in the “Physically Challenged Evacuation Plan”, in the building and all staff have been trained in the use of the EVAC chairs then the plan does not require approval of the local fire department. Each principal must ensure the evacuation plan is in place and communicated.

As part of the ‘Fire Safety and Security’ section of the school’s workplace inspection, EVAC chairs are inspected monthly to ensure they are clean and in working order.



THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

In accordance with [Ontario Regulation 464/97](#), every district school board must establish a Special Education Advisory Committee (SEAC). A SEAC is comprised of representatives and alternates from up to 12 local associations that operate locally within the jurisdiction of the board. These local associations have representatives who promote the interests and well-being of students with exceptional needs and abilities. Local associations have parental representatives who promote the interests and well-being of all students with exceptional educational needs. These associations nominate members and the SEAC members are then appointed by the school board. Membership also includes appointed Trustees and community Members-at-Large. In 2021, a SEAC sub-committee was formed to create a SEAC Guidelines and Code of Conduct for Members. SEAC Guidelines were recently developed and shared with all SEAC members.

In addition, the Superintendent of Special Education Services attends each SEAC meeting, along with other board staff who provide information to the SEAC members.

SEAC members are provided information about Special Education Services in HCDSB on a regular basis through appropriate documentation, and electronic communication, and have input on the board's budgetary process, special education programs and services and the preparation of the Special Education Plan. In addition, throughout the year at SEAC, staff presentations occur on a variety of topics based on SEAC feedback and interest. Most recently there were presentations on the After School Skills Development Program, FASD, the IEP, LEARNstyle Ltd Learning Disability Supports, Post Secondary Transitions, Reading Interventions, Speech Language, STEAM and Life Skill, Budget 101, SEAC Orientation Presentation and Summer Supports. SEAC may pass motions that are then presented to the board for consideration and/or approval.

Members' names and affiliation, along with their telephone numbers and/or e-mail addresses are listed below. Please [click here](#) for SEAC members' contact information that is available on the Halton Catholic District School Board's website.

Also listed are the dates, time and location for each SEAC meeting. SEAC meetings are open to the public and are advertised on the Board website. Agendas are posted in advance of the monthly meetings and the public can find minutes as well as a number of videos and links to each meeting. Please [click here](#) for meeting information, minutes and videos.

The following local associations have currently nominated representatives to the Board's SEAC:

- Association for Bright Children (ABC) - Halton Chapter
- Easter Seals Ontario
- FASD ONE (Ontario Network of Expertise)
- Halton Down Syndrome Association
- Ontario Parents for Visually Impaired Children
- VOICE for Hearing Impaired Children

Roles and Responsibilities of SEAC:

- make recommendations to the board concerning any matter affecting the establishment, development and delivery of Special Education programs and services for exceptional students of the board
- participate in the board's annual review of its Special Education Plan
- participate in the board's annual budget process and have the opportunity to review financial statements of the board as they relate to special education
- provide information to parents/guardians as requested

The role of SEAC is also described in the document: A Parent's Guide to Special Education Programs and Services (Appendix I).



SEAC DIRECTORY 2022 - 2026

SEAC REPRESENTATIVES	E-MAIL ADDRESS
Brenda Agnew (Chair) Trustee Representative	agnewb@hcdsb.org
Rick Barreiro (Vice Chair) VOICE for Hearing Impaired Children	rickbarreiro@gmail.com
Tiana Arruda Newns Ontario Parents for Visually Impaired Children (OPVIC)	tiananewns@gmail.com
Amanda Dametto Woloschuk Easter Seals Ontario	amanda.dametto@gmail.com
Jessica Lim Association for Bright Children (ABC)	jessicalim752@gmail.com
Trish Powell Trustee Representative	powellt@hcdsb.org
Mandy Ulcar Halton Down Syndrome Association	mandy@haltondownsyndrome.com
Tracy Veale FASD ONE (Ontario Network of Expertise)	tracy.veale@gmail.com
Abiola Adedeji Member-at-Large	abiolaoadedeji@gmail.com
Andrea Louca-Ricci Member-at-Large	a_ricci@icloud.com
SEAC ALTERNATE REPRESENTATIVES	E-MAIL ADDRESS
Ali Kahnamouee Member-at-Large (Alternate)	ali.kahnamouee@gmail.com
Maria Lourenco Association for Bright Children (Alternate)	gifted.hcdsb@outlook.com
Emma Murphy Trustee (Alternate)	murphye@hcdsb.org
Rhonda Quesnel VOICE for Hearing Impaired Children (Alternate)	rhonda.quesnel@wearcheck.com
Angela Santos Member-at-Large (Alternate)	liguoria21@hotmail.com
Chris Saunders Trustee (Alternate)	saundersc@hcdsb.org



SEAC MEETINGS - SEPTEMBER 2023 - JUNE 2024

Special Education Advisory Council (SEAC) meetings typically take place on the last Monday of the month unless otherwise posted, in the Boardroom of the Catholic Education Centre, 802 Drury Lane, Burlington. Meetings begin at 7:00 PM. SEAC meeting recordings are posted on the HCDSB website the day after the meeting. Members of the public are welcome to send questions in advance of SEAC meetings to seac@hcdsb.org by 4:00 pm on the day of the meeting.

SEAC meetings for the 2023 – 2024 School year are scheduled for:

- Monday, September 25, 2023
- Monday, October 30, 2023
- Monday, November 27, 2023
- Monday, December 11, 2023
- Monday, January 29, 2024
- Monday, February 26, 2024
- Monday, March 18, 2024
- Monday, April 29, 2024
- Monday, May 27, 2024
- Monday, June 10, 2024



APPENDIX A – Special Education Glossary of Terms

A4	Assessing Achievement in Alternative Areas
AAC	Augmentative Assistive Communication
ABA	Applied Behaviour Analysis
ABAS-3	Adaptive Behaviour Assessment System – Third Edition
ABC	Association for Bright Children
ABI	Acquired Brain Injury
ABLLS	The Assessment of Basic Language and Learning Skills
AFLS	The Assessment of Functional Living Skills
ACC	Accommodations/Accommodated
ADAPT	Halton Alcohol, Drug and Gambling Assessment Prevention and Treatment Centre
ADHD	Attention Deficit Hyperactivity Disorder
ADRS	Assistive Devices Rehabilitation Services
AE	Age Equivalent
AEP	Annual Education Plan
AFAC	A Functional Assessment and Curriculum
AIP	Autism Intervention Plan
ALP	Annual Learning Plan
ALT	Alternative
AODA	Accessibility for Ontarians with Disabilities Act
OAP	Ontario Autism Program
AP	Advanced Placement
AR	Augmented Reality
ASD	Autism Spectrum Disorder
ASIST	Applied Suicide Intervention Skills Training
ASEBA	Achenbach System of Empirically Based Assessment
ASL	American Sign Language
AT	Assistive Technology
BA	Behaviour Analyst
BCBA	Board Certified Behaviour Analyst
BCaBA	Board Certified Assistant Behaviour Analyst
BDRS	Behaviour Dimensional Rating Scale
BIP	Behaviour Intervention Plan
BIPSA	Board Improvement Plan for Student Achievement
BST	Behavioural Skills Training
CA	Chronological Age
CAP	Central Auditory Processing
CAPIS	Child and Adolescent Inpatient Unit
CAS	Children’s Aid Society
CASLPO	College of Audiologists and Speech-Language Pathologists of Ontario
CBT	Cognitive Behavioural Therapy
CBCL	Child Behaviour Checklist
CCAS	Catholic Children’s Aid Society
CCAT-7	Canadian Cognitive Abilities Test – 7
CD	Conduct Disorder
CDA	Communicative Disorders Assistant
CEC	Council for Exceptional Children
CFS	Child and Family Services



CI	Cochlear Implant
CMHA	Canadian Mental Health Association
CNIB	Canadian National Institute for the Blind
CODE	Council of Ontario Directors of Education
CP	Cerebral Palsy
CPCO	Catholic Principals Council of Ontario
CPR	Cardio-Pulmonary Resuscitation
CPRI	Child and Parent Resource Institute
CRS-R	Conners Rating Scales – Revised
CYC	Child and Youth Counsellor
DBD	Disruptive Behaviour Disorder
DBT	Dialectical Behaviour Therapy
DD	Developmental Disability
DECE	Designated Early Childhood Educator
DEV	Developmental
DHH	Deaf and Hard of Hearing
DOB	Date of Birth
DRA	Developmental Reading Assessment
DSM	Diagnosis Statistical Manual of Mental Disorders
DSM-V	Diagnostic and Statistical Manual – 5 th Edition
DSO	Developmental Services Ontario
DSW	Developmental Services Worker
E/BD	Emotional/Behavioural Disorder
EA	Educational Assistant
EBP	Evidence Based Practices
EDI	Early Development Instrument
EID	Early Identification
EOK	ErinoakKids Centre for Treatment and Development
EQAO	Education Quality and Accountability Office
ESC	Essential Skills Class
FA	Functional Analysis
FASD	Fetal Alcohol Spectrum Disorder
FBA	Functional Behaviour Assessment
FDK	Full Day Kindergarten Program
FOS	Family of Schools
FTE	Full Time Equivalent
GDD	Global Development Delay
GORT-5	Gray Oral Reading Test – Fifth Edition
IB	International Baccalaureate
IBI	Intensive Behaviour Intervention
IBP	Integrated Behaviour Program
IEA	Itinerant Educational Assistant
IED	Intermittent Explosive Disorder
IEP	Individual Education Plan
IPP	Individual Pathways Plan
IPRC	Identification, Placement and Review Committee
IRP	Indicator Response Plan
ISERT	Itinerant Special Education Resource Teacher
KTEA-3	Kaufman Test of Educational Achievement - Third Edition



L4AII K-12	Learning for All – Kindergarten to Grade 12
LD	Learning Disability
LI	Language Impairment
CDL	Centre for Diverse Learners (CDL)
LHIN	Local Health Integration Networks
LRE	Least Restrictive Environment
LTO	Long Term Occasional (Staff)
MACSE	Minister’s Advisory Council on Special Education
MCYS	Ministry of Child and Youth Services
MHAN	Mental Health and Addiction Nurse
MHWP MDT	Mental Health and Well Being Multidisciplinary Team
MID	Mild Intellectual Disability
MOD	Modification/Modified
MOE	Ministry of Education
MOHLTC	Ministry of Health and Long-Term Care
NOS	Not otherwise specified
NTIP	New Teacher Induction Program
OAP	Ontario Autism Program
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiant Disorder
OPA	Ontario Psychological Association
OSR	Ontario Student Record
OT	Occupational Therapist
PAAC	Provincial Parent Associations Advisory Committee
PBIS	Positive Behaviour Interventions and Supports
PECS	Picture Exchange Communication System
PHYS/MED	Physical Medical
PICS	Picture Symbols
PPM	Program Policy Memorandum
PT	Physical Therapist
RBT	Registered Behaviour Technician
ROCK	Reach Out Centre for Kids
ROM	Range of Motion
SEA	Special Equipment Amount
SEC	Special Education Consultant
SEAC	Special Education Advisory Committee
SEF	School Effectiveness Framework
SEPPA	Special Education Per Pupil Amount
SERT	Special Education Resource Teacher
SET	Special Education Teacher
SIP	Special Incidence Portion
SLD	Specific Learning Disability
SLP	Speech Language Pathologist
SNS	Special Needs Strategy
STC	Structured Teaching Class
SW	Social Worker
TCA	Temporary Care Agreement
TDD	Telecommunications Device for the Deaf
TDR	Transdisciplinary Rounds



TRE-ADD	Treatment, Research and Education for Autism and Developmental Disorders
TRF	Teacher Report Form
VR	Virtual Reality
VTRA	Violent Threat Risk Assessment
WIAT-III	Wechsler Individual Achievement Test - Third Edition
WISC-V	Wechsler Intelligence Scale for Children - Fifth Edition
WPPSI-IV	Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition



**APPENDIX B - INCLUSION AND RANGE OF PLACEMENT-OPTIONS FOR IDENTIFIED
EXCEPTIONAL STUDENTS POLICY NO II-29**

Please [click here](#) to access Policy II-29 Inclusion and Range of Placement – Options for Identified Exceptional Students on our Board website.



APPENDIX C - SAMPLE IPRC STATEMENT OF DECISION (2 PAGES)



802 Drury Lane
Burlington, Ontario
L7R 2Y2

IPRC Statement of Decision			
Legal Name	School Name	Birth Date	
Given Name	Principal	Grade	
Known As	Student Id #	Telephone	
Address	Gender		
Parent / Legal Guardian			
PROFILE OF STRENGTHS	PROFILE OF NEEDS		
-nonverbal problem solving abilities	-verbal comprehension		
-working memory	-sentence composition and writing skills		
-verbal and visual memory	-phonological awareness		
-strong work ethic	-visual-motor integration		
Purpose	Change of Placement	Date Of IPRC Meeting	11-Feb-2021
Student is	Exceptional <input checked="" type="checkbox"/> Not Exceptional <input type="checkbox"/>		
Exceptionality	IPRC Placement	Placement Start Date	
-Communication - Learning Disability	-Regular Class with Resource Assistance	11-Feb-2021	
	-Regular Class with Indirect Support	07-Sep-2021	
<p>Communication - Learning Disability: One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that: a. affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; b. results in (1) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (2) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support; c. results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; d. may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); e. may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; f. is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.</p>			
Review Date	2022, February, 28		
Reason(s) for placement in a Special Education Class			
FURTHER RECOMMENDATIONS REGARDING PROGRAMS AND SERVICES			

Original to: O.S.R. (Documentation File) Copy to: Parent/Legal Guardian Update to: Student System

See attached for categories of exceptionality and placement definitions.

Authorization for the collection and maintenance of this information is the Education Act, R.S.O., 1990, c.E.2 and the Municipal Freedom of Information and Protection of Privacy Act and will be used for the purposes of the education of students. Questions about the collection of this personal information should be directed to the Freedom of Information Co-ordinator, Halton Catholic District School Board.

Page
1





802 Drury Lane
Burlington, Ontario
L7R 2Y2

(to be completed by Parent/Guardian or Adult Student)

I agree disagree with the identification of the above named student.
I agree disagree with the recommended placement of the above named student.

Chair (Superintendent/Principal)	Committee Member	Committee Member
----------------------------------	------------------	------------------

Parent / Legal Guardian: "I agree with the decisions for my son as outlined in this Statement of Decision"

Date	Signature of Parent / Legal Guardian
------	--------------------------------------

Implied consent determined after 15 days of the IPRC

Original to: O.S.R. (Documentation File) Copy to: Parent/Legal Guardian Update to: Student System

See attached for categories of exceptionality and placement definitions.
Authorization for the collection and maintenance of this information is the Education Act, R.S.O., 1990, c.E.2 and the Municipal Freedom of Information and Protection of Privacy Act and will be used for the purposes of the education of students. Questions about the collection of this personal information should be directed to the Freedom of Information Co-ordinator, Halton Catholic District School Board.



APPENDIX D - SAMPLE (IEP) INDIVIDUAL EDUCATION PLAN (4 PAGES)



**Individual Education Plan
Sample Student (000000000)**

IEP

(Working Copy) Printed: June 14, 2019

Achieving Believing Belonging		
Name	Gender	
School	DOB	
Student OEN	Principal	
Grade	School Year	
Last IPRC/Annual Review Date	Placement Start Date	
Exceptionality	Date Annual Review Waived	
IPRC Placement	Program/Class Type	
N/A		
Reasons for Developing an IEP	IEP Development Team	
	Staff Member	Position
Health Support Services	Sources Consulted in the Development of the IEP	
Individualized Equipment	SEA Equipment	
Educational Assessments		
Type	Date	Summary of Results
Clinical Assessments		
Type	Date	Summary of Results
Assessed Strengths	Assessed Needs	



Appendix D – Sample IEP – Subject/Courses or Alternative Program



Individual Education Plan
Sample Student (000000000)

IEP

(Working Copy) Printed: June 14, 2019

Subject / Courses or Alternative Program						
AC (Accommodated) - changes in teaching, classroom / school environment, assessment methods						
MOD (Modified Curriculum) - changes in grade level expectations or changes in number and/or complexity of expectations						
ALT (Alternative Program) - areas of learning other than the Ontario Curriculum						
Human Resources (Teaching / Non Teaching Support Staff)						
Type	Position	Start Date	Intensity	Frequency	Location	Duration
Elementary Program Exemptions / Secondary Compulsory Course Substitutions						
Exemption	Substitution		Reasons			
Provincial Assessments						
Permitted Accommodations (As Part Of Regular Classroom Practice)			Exemptions			



Appendix D – Sample IEP – Accommodations



Individual Education Plan
Sample Student (000000000)

IEP

(Working Copy) Printed: June 14, 2019

Accommodations		
Exceptionality :		
Purpose	Adapt the program for the individual student - Reflect the special teaching, assessment strategies, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations only.	
Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
IEP Completion And Reporting		
Date of IEP completion	Reporting Dates 20-Nov-2018 20-Feb-2019 25-Jun-2019	
IEP Contact	Reporting Format	
This IEP also includes (check if applicable)		
<input type="checkbox"/> Annual program goals and learning expectations for modified subjects / courses or alternative program.	<input type="checkbox"/> A transition plan (student in grade 8+)	



Appendix D – Sample IEP – Transition Plan



Individual Education Plan
Sample Student (000000000)

IEP

(Working Copy) Printed: June 14, 2019

Transition Plan
Record of Parent / Student / Staff Consultations and IEP Updating



APPENDIX E – SE 01 PARENTAL CONSENT FORM (5 PAGES)

SE 01
PARENTAL CONSENT
CONSENT TO SPECIAL EDUCATION SERVICES FORM

The assessment will not be conducted until you have completed, signed and returned this consent form to your child's school. This form is valid for 12 months from the date it is signed.

Full Name of Student _____

Date of Birth (mm/dd/yyyy) _____ Grade _____

As a result of concerns raised at _____ school, it has been determined that the following assessment/service would be appropriate for your child.

Assessment

- Educational Assessment
 Gifted Screening
 Psychological Assessment
 Other _____

Support Services

- Behaviour Analyst Support
 Child and Youth Counsellor
 Educational Audiology
 Hearing Services
 Social Work
 Speech and Language Services
 Vision Services
 Other _____

Principal's Signature: _____ Date: (mm/dd/yyyy) _____

Please read and complete the following (please print):

I understand that my child's assessment will not be conducted until I have spoken to the assessor, and that any questions or concerns that I have about the assessment should be raised with the assessor. I confirm that I have reviewed the **Parental Consent General Information (page 2)** regarding Special Education assessment services and have received form:
 SE 01 Description of Assessments - or - SE 01 Description of Support Services describing the service indicated above.

- I understand that I am consenting to the provision of services identified above
 I decline the provision of services identified above

Name of Parent/Guardian: _____ Date: (mm/dd/yyyy) _____

Day Telephone: _____ Evening Telephone: _____

Signature of Parent, Guardian,
or Capable Student 18 years of age or older: _____

Appendix E – Parental Consent Form – General Information



SE 01
PARENTAL CONSENT

GENERAL INFORMATION

Who gets the report and where will it be stored?

A copy of the assessment report is filed in the student's Ontario Student Record (OSR), a file which is maintained in the School's office and can only be accessed by the student, his/her parents, the student's Teachers, Principal(s) and Superintendent(s). If you do not want an assessment report to be part of your child's OSR, you may request that it be removed; although, having it removed may make it more difficult to provide educational programming for your child. Another copy is retained by the assessor in their assessment file. Copies of the assessment report may be forwarded to other community partners and professionals with your written consent or that of the student when he/she turns 18 years of age. Some or all of the student's test data may also be used for research purposes, but this information will become part of an anonymous database with no information identifying the student being provided. There are limits to the confidentiality of the assessment report and the information gathered. If it comes to the attention of a Board employee that the student or another person may be at risk of harm, information may be released to the police or the Children's Aid Society as appropriate. Some or all of the student's test data and/or the assessment report may be released in accordance with a Court Order or Warrant. The file belonging to the assessor may be subject to a peer review process in accordance with that assessor's professional college. If you have an objection to a professional college reviewing your child's file, it will be important to discuss this when the assessor speaks with you about the consent process. An additional copy of the assessment report will be maintained at the Board Office for referrals to Psychological Assessments, Speech and Language Services, Social Work, Education Audiology and Child and Youth Counsellors. This copy will be accessible only by the assessor, the Superintendent of Special Education Services and other professional staff whose involvement with the student is on consent. The report will be maintained until the student has reached the age of 31 years or indefinitely if the student has suffered from a history of abuse.

How will the assessment be used?

Following the completion of the assessment your child's assessment results will be shared with you, the School Principal, and his/her teachers, including the Special Education Resource Teacher. You will be provided with a written assessment report and will have an opportunity to have your questions answered. This report will include recommendations to address your child's special learning needs. Findings outlined in the report may indicate that a special diagnosis is warranted (e.g. learning disability). Information contained in the assessment will be used by the School and the Board to provide educational programming for your child and may be used by his/her teacher, Special Education Resource Teacher, vice principal, principal and educational support personnel. The provision of educational programming may include the formal identification and placement of your child pursuant to Regulation 181/98, preparation of an Individual Education Plan and ongoing consultation by and between professional staff. The following information is provided to explain Special Education services to which you may be asked to consent.

How will the assessment be conducted?

Before the assessment is conducted, you will be contacted to review the process of assessment, including any potential outcomes. You should provide the School Principal with all of your contact information to ensure that you may be easily reached. Typically, the person conducting the assessment will review the student's Ontario Student Record (OSR) and speak with the student's teacher and other involved staff.

What is informed consent?

Informed consent of parents/capable students 18 years of age or older requires that consent be given only when the person providing consent does so without coercion and with an understanding of what they are consenting to; this includes the services they are consenting to and the potential result of consenting to such services. Parents having legal custody of a child can consent to Special Education services. Capable students 18 years of age or older may consent to Special Education services without the involvement of their parents. Where parents are divorced/separated and have joint custody of the student, both parents will be required to provide consent to Special Education services. Unless stipulated by Court Order or refused by a student 16 years of age or older, a non-custodial access parent may make inquiries and be given information about their child's Special Education services. Parents and capable students 18 years of age or older can, at any time, refuse to participate or continue to participate in an assessment or consultation (educational, speech & language, and psychological) by providing their withdrawal of consent directed to the assessor. However, such a refusal may affect the student's programming and the school's ability to meet the student's educational needs.

Collection, Use and Disclosure of Personal Information

In order to assess your child the Board must collect, use and maintain the personal information generated in the assessment. Personal information, as defined by the *Municipal Freedom of Information and Protection of Privacy Act*, commonly referred to as MFIPPA is collected under the authority of the *Education Act*, and in accordance with the provisions of MFIPPA. Your child's personal information will be used for the purposes of the completion of an assessment outlined by one of the services on the attached form. The assessment will be shared with you, the School Principal, your child's teacher(s), including the Special Education Teacher, and if required the Support Services staff at the Board.

If you have any questions regarding the Consent to Special Education form please contact your School Principal. If you have any questions about this collection, use and disclosure of the information on these forms, contact the Manager, Privacy, Records and Information Management at 905.632.6314 ext. 233 or at privacy@hcdsb.org.



Appendix E – Parental Consent Form - Description of Assessments



SE 01
Description of Assessments

DESCRIPTION OF ASSESSMENTS

EDUCATIONAL ASSESSMENT(S)

Your child may have been referred for an Educational Assessment to determine academic achievement levels.

What are Educational Assessments?

The school Special Education Resource Teacher (SERT) or Central Office Itinerant Special Education Resource Teacher (I-SERT) may administer subtests from one or more of the following educational assessments:

- KTEA-3 Kaufman Test of Educational Achievement - Third Edition
- Key Math 3 KeyMath - 3 Diagnostic Assessment
- ABLLS-R Assessment of Basic Language and Learning Skills – Revised
- VB-MAPP Verbal Behavior Milestones Assessment and Placement Program
- Other _____

The assessment battery is typically comprised of tasks to determine skill levels in reading, writing, math and other functional academic areas. These tasks are completed in a quiet room in a one-to-one or small group setting with the SERT.

PSYCHOLOGICAL ASSESSMENT

What are Psychological Assessments?

Psychologists, Psycho-Educational Consultants or Psychological Associates may complete Psychological Assessments. All such assessments must be supervised or completed by a member of the College of Psychologists of Ontario. Assessments are completed in a one-to-one setting in a quiet room with the examiner. Depending on the purpose of the assessment, the test battery used for assessment may consist of the administration of one or more of the following: tests of cognitive ability, tests of achievement, tests of psychological processing, rating scales and/or other measures to assess behavioural and/or socio-emotional functioning.

Psychological/Psycho-Educational Assessment

Your child may have been referred for a Psychological Assessment to determine his/her intellectual potential and/or explore the possibility of learning problems. The assessment battery typically comprises an intelligence test to assess cognitive potential, a test of achievement to assess academic achievement levels across areas of reading, writing, mathematics or oral language as well as tests of psychological processing to determine if there are strengths or weaknesses in the ability to process different types of information. Testing usually takes 3 - 6 hours and may continue over several sessions. Your child will not be graded for his/her performance on this assessment and findings will not affect his/her report card grades. Students usually enjoy the nature of this testing. Other measures may be administered to assess your child's behavioural and/or socio-emotional functioning where deemed appropriate. Rating scales may also be completed by parents, guardians, school staff and/or the student, as part of the assessment battery. The assessment also includes a review of existing information included in the student's Ontario School Record (OSR). You will be contacted prior to the assessment to provide informed consent.

Gifted Screening

If your child is being referred for a Gifted Screening, he/she will undergo brief cognitive testing involving several subtests that will take approximately 60 minutes to complete. The screening does not involve a complete assessment, but rather is geared to evaluate specific abilities. Due to the brevity of these assessments and the need to perform them in a timely manner, you will not be called ahead of time to confirm your consent. However, you will be asked to read and sign this form.



Appendix E – Parental Consent Form - Description of Support Services (page 1)**DESCRIPTION OF SUPPORT SERVICES** **BEHAVIOUR ANALYST SUPPORT** **Transition Support Services**

A Behaviour Analyst (BA) may be involved to support a successful transition from an alternative program such as Intensive Behavioural Intervention (IBI), Woodview, or CPRI, back to the school setting. The Transition Support Services may include a Behaviour Analyst supporting the transfer of behavioural programs and strategies from residential/intensive settings to the school environment.

 Connections for Students

A Behaviour Analyst co-ordinates the Connections for Students process to support individuals who are beginning to decrease hours with an Autism Provider. Connections for Students involves a series of meetings to help team members focus on problem solving and goal-setting to successfully transition the student to the school environment. The Behaviour Analyst will also provide direct support to school staff in implementing ABA strategies to support your child's goals during the transition period.

 Functional Analysis

A Functional Analysis will expose a child to a variety of conditions that are designed to potentially increase the rate of a problem behaviour to try to determine the consequences that maintain the problem behaviour. By identifying which source of reinforcement accounts for the problem behaviour, individualized programming can be implemented. A Functional Analysis is supervised by a Board-Certified Behaviour Analyst. You will be contacted prior to the assessment to provide informed consent.

 CHILD AND YOUTH COUNSELLOR

Your child may have been referred to a Child & Youth Counsellor.

What are the roles of Child & Youth Counsellors?

Child and Youth Counsellors support students who experience social, emotional and/or behavioural challenges. They collaborate with families, school staff and community agencies to enhance school success and well-being. Prior to services being delivered, you will be contacted to provide informed consent. Services may be one or more of the following:

- Consultations with school personnel; Crisis intervention/behaviour management & support; Group facilitation;
- One-to-one support; Behavioural observation, informal assessment and recommendations; Preventative early intervention strategies to support positive behavior school wide; Delivery, development and education around tiered intervention strategies;
- On-going informal assessment and interventions/strategies; Classroom management strategies; Student/family advocacy;
- Conflict resolution/peer mediation; Transitional support; Collaboration with interdisciplinary team; Refer and liaise with community agencies; Participation in IPRC's, case conferences, transition meetings; Implementing programs as outlined in I.E.P.

 EDUCATIONAL AUDIOLOGY

The Educational Audiologist supports students with auditory deficits, including children with permanent hearing loss and central auditory processing disorders. The primary role of this professional is to act as a liaison between the audiological clinic and the school, interpreting reports, extracting the relevance for the classroom, and ensuring that a student has access to any equipment or accommodations that will facilitate their access to instruction in the classroom.

Services may include:

- recommendation and fitting of an Assistive Listening Device (ALD), e.g. FM system
- ongoing monitoring and maintenance of the ALD
- in-service of staff regarding hearing needs and appropriate programming
- develop strategies to improve the acoustical conditions in the classroom
- periodic visits to monitor a student's audiological needs and progress



Appendix E – Parental Consent Form - Description of Support Services (page 2)

HEARING SERVICES

To support your child with hearing needs, the Itinerant Special Education Resource Teacher of the Deaf and Hard of Hearing (I-SERT-D/HH) the deaf and hard of hearing may use a variety of activities and assessment tools to support goal setting and educational programming. They may also support staff in learning to use equipment your child needs.

SOCIAL WORK

Your child may have been referred to a Social Worker.

What are the roles of Social Workers?

School Social Workers work with school staff to identify and to help remove obstacles that interfere with a student's ability to learn and to meet with academic success. School Social Workers strive to enhance the social-emotional wellbeing of each student. As well, School Social Workers serve as the School Attendance counselor, focusing on understanding and addressing the wide range of factors that lead to non-attendance. You will be contacted provide informed consent as appropriate.

Services may be one or more of the following:

- Compulsory school age/Attendance
- Support for students and families
- Consultations with school personnel
- Advocacy
- Crisis intervention
- Facilitation of referrals to community agencies/resources
- Participation in Case Conference and School Inter-disciplinary Team

SPEECH AND LANGUAGE SERVICES

Your child may have been referred for a Speech and Language Services.

A Speech Language Pathologist (SLP) is licensed by the College of Audiologists and Speech Language Pathologists of Ontario to provide assessment and intervention for Speech and Language. Typically, the Speech and Language Pathologist will review your child's Ontario School Record, speak with your child's teachers, speak with other staff involved with your child, observe your child at school, and evaluate their speech and language skills. If the Speech Language Pathologist determines that your child would benefit from a Language Assessment, you will be contacted prior to the assessment to provide informed consent. The outcome of a referral for Speech and Language Services may be one or more of the following:

- A Language Assessment to evaluate your child's ability to understand what people say to them and to put words together to express idea
- A Speech Assessment that will include listening to your child speak to determine if their production of speech sounds is developmentally appropriate, if their vocal quality is appropriate, and if there are dysfluencies
- A referral to School Health Support Services for speech therapy to address concerns of articulation, fluency, and/or voice
- A range of language intervention services including individual or group sessions to develop language skills, classroom based intervention, ongoing informal assessment of language development, participating in case conferences and transition meetings, supporting development and achievement of IEP goals, collaborating with educators, support staff, and external agencies, supporting the use of alternative and augmentative communication, in-service of staff regarding communication needs and appropriate programming, monitoring of a student's communication need and progress.
- no intervention if age-appropriate skills are found

For Speech and Language services in the years subsequent to initial consent, Speech Language Pathologists will verbally obtain consent annually.

VISION SERVICES

To support the needs for your child who is blind/low vision, the Itinerant Special Education Resource Teacher for the Blind/Low Vision may use a variety of activities and assessment tools to support goal setting and educational programming. They may also support staff in learning to use equipment your child needs.



APPENDIX F - SUMMARY OF PARENTAL RIGHTS AND RESPONSIBILITIES IN SPECIAL EDUCATION

Parents/guardians are encouraged to work closely with the school staff and Special Education staff in addressing and supporting the needs of their student.

Parents/guardians may, at any time, request a meeting with their student's teacher to discuss the student's educational program.

Parents/guardians may request in writing that a principal refer their child to an IPRC, and the principal is then required to refer the student.

Parents/guardians must provide written consent before most assessments can be carried out (as per PHIPA and Education Act). An IPRC can still proceed without such assessments.

Parents/guardians are entitled to review with Psychological Services staff the results of any assessments. Parents/guardians must be provided with copies of any assessments.

Parents/guardians must be given adequate notice of all IPRC meetings. Parents/guardians may ask that the meeting be rescheduled if unable to attend the meeting when originally scheduled.

Parents/guardians and students 16 years of age or older have the right to be present at and participate in all IPRC discussions. Parents/guardians may invite anyone to the IPRC meeting that can provide them with additional support, information, advocacy, clarification, or interpretation. Parents/guardians must notify the principal, in advance, if they wish to bring anyone to the meeting.

Parents/guardians must be provided with a written statement of the decisions reached by an IPRC stating:

- category and definition of the identified exceptionality
- description of student's strengths and needs
- placement decision
- recommendations regarding a special education program and special education services (where appropriate)

Parents/guardians may request a further meeting with the IPRC to discuss the committee's decisions.

An IEP must be developed in consultation with the parent/guardian. The IEP must be completed within 30 school days after the student is placed in a Special Education program and the parent/guardian should receive a copy of the IEP. An IEP can be developed without formal identification.

Parents/guardians and/or students over the age of 16 may request a review of the special education identification or placement at any time after the identification and placement has been in effect for 3 months.

Parents/guardians must be advised in writing, to review the identification and placement at least once in each school year, unless the parent/guardian gives written notice dispensing the review.

Parents/guardians have the right to appeal the decisions of the IPRC.



APPENDIX G - SPECIAL EQUIPMENT AMOUNT PARENT BROCHURE

The Purpose of SEA Funding

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board determined alternative program and/or course and/or to attend school.

SEA Ministry Guidelines, 2020-21

HCDSB & SEA

HCDSB board staff members work collaboratively with students, parents and community professionals to review recommendations and provide students, in a timely manner, with the physical equipment, assistive technology and appropriate training they require to access the curriculum within the HCDSB infrastructure.

A student's needs may be addressed with equipment already available. Board staff make final decision regarding allocations. This process ensures funding is utilized responsibly to meet the needs of all students.



Special Equipment Amount (SEA)

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

Achieving Believing Belonging



Two Types of SEA Claims

SEA Claims-Based Amount

This component will cover expenditures for non-computer related equipment to be utilized by students with special education needs such as:

- ❖ Personal care support equipment
- ❖ Physical assists support equipment
- ❖ Sensory equipment
- ❖ Hearing support equipment
- ❖ Vision support equipment

SEA Per Pupil Amount

This component supports the purchase of all technology-based equipment. This includes items such as:

- ❖ Technology devices (ie. laptops)
- ❖ Software and applications
- ❖ Training
- ❖ Technician costs

Ministry and SEA Expectations

Parent Notification

Parents must receive notification that a SEA Claim is being filed for a student prior to submission of the claim

IEP

The student's IEP must indicate the SEA equipment purchased and how the student uses the equipment in their learning.

Frequently Asked Questions

Can SEA Claims be renewed?

Equipment will be replaced or upgraded as needed to accommodate changes in student needs, changing technology, and/or to better meet the students' strengths and needs as documented in the current IEP. The expected number of years for use of different types of equipment varies according to the equipment.

What are the HCDSB responsibilities regarding SEA equipment?

SEA Equipment is HCDSB board property. All boards are responsible for developing internal operating policies and procedures regarding the purchase, repair, use and disposal of SEA Equipment. Efforts are made to share equipment amongst students, where appropriate.

What happens when a student changes schools or boards?

- ❖ If a student moves to another school or board, there are procedures in place to facilitate the transfer of equipment between schools or from board to board.
- ❖ The board receiving the equipment is responsible for requesting the equipment and any shipping costs associated with the transfer
- ❖ Equipment is only transferable to publicly funded schools
- ❖ SEA equipment does not transfer to post-secondary institutions

Frequently Asked Questions

Who can write a prescription or recommendation for SEA Equipment?

Any qualified professional who recommends equipment that is eligible for SEA funding

- ❖ Psychologist
- ❖ Physician
- ❖ Audiologist
- ❖ Speech Language Pathologist
- ❖ Physiotherapist
- ❖ Occupational Therapist
- ❖ Optometrist/Ophthalmologist

Can SEA Equipment be shared amongst students?

Yes, as appropriate. IT equipment may be stored centrally and students may access a variety of equipment to support their learning.

Can SEA equipment be used over the summer?

Over the summer, SEA equipment is maintained and updated in preparation for the following school year.

What happens to SEA equipment purchased for a student when he/she transitions to secondary?

Personal support equipment, sensory equipment, hearing support equipment and vision equipment are transferred to the student's secondary school. AT equipment, configured to work in the secondary school, will be available to students upon the transition.



APPENDIX H – MINISTRY OF EDUCATION REGIONAL OFFICES**Barrie Regional Office, Ministry of Education**

20 Bell Farm Road, Unit 9, Barrie, ON L4M 6E4
Tel: 705-725-7627; 1-800-471-0713

London Regional Office, Ministry of Education

217 York Street, Suite 207, London, ON N6A 5P9
Tel: 519-667-1440; 1-800-265-4221

Ottawa Regional Office, Ministry of Education

1580 Merivale Road, Suite 504, Nepean, ON K2G 4B5
Tel: 613-225-9210; 1-800-267-1067

Sudbury/North Bay Regional Office, Ministry of Education

199 Larch Street, Suite 1103, Sudbury, ON P3E 5P9
Tel: 705-474-7210; 1-800-461-9570

Thunder Bay Regional Office, Ministry of Education

615 South James Street, 1st Floor, Thunder Bay, ON P7E 6P6
Tel: 807-474-2980; 1-800-465-5020 (only available for area code 807)

Toronto and Area Regional Office, Ministry of Education

Sun Life Financial Building, 3300 Bloor Street West,
16th Floor, Suite 3610, Etobicoke, ON M8X 2X3
Tel: 416-212-0954; 1-800-268-5755



APPENDIX I – PARENT HANDBOOK

The *Parent's Guide to Special Education Programs and Services* handbook is available on our Board website under 'Programs' on the 'Special Education' page in the 'document' section.

Please [click here](#) to access the Parent Handbook on-line.



APPENDIX J – INDEPENDENCE RUBRIC (6 PAGES)



**HALTON CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION SERVICES
Independence Rubric - Elementary**

Student Name:	School:	Grade:
Identification/Exceptionality:	IPRC Placement:	SIP Claim: Yes No
Completed By:		

Indicator Response Plan: Yes No		SAFETY				
Safety Plan: Yes No		Level 1	Level 2	Level 3	Level 4	Not Applicable
Self-Injurious <i>Physical behaviour that impacts the safety of self</i>		Behaviour almost always impacts on safety of self; occurs 1 or more times daily; full physical assistance (staff intervention required to de-escalate and resume activities) and/or almost always requires support for seizures to resume activities	Behaviour regularly impacts on safety of self; occurs up to 4 times weekly; partial physical assistance (staff intervention required to de-escalate and resume activities) and/or regularly requires support for seizures to resume class activities	Behaviour occasionally impacts on safety of self; up to 4 times per month (staff intervention required to de-escalate and resume activities; verbal and/or gestural assistance) and/or occasionally requires support for seizures to resume class activities	Behaviour rarely impacts on the safety of self; 1 time per month; independently accesses visual support systems/cues or strategies to ensure safety and/or rarely to never requires support for seizures	
Behaviour Injurious to Others <i>Behaviour that impacts the safety of others</i>		Behaviour almost always impacts on safety of others; occurs 1 or more times daily; staff intervention required to de-escalate and resume class activities	Behaviour regularly impacts on safety of others; occurs up to 4 times weekly; staff intervention required to de-escalate and resume class activities	Behaviour occasionally impacts on safety of others; up to 4 times per month; staff intervention required to de-escalate and resume class activities; verbal and/or gestural assistance	Behaviour rarely impacts on the safety of others; 1 per month; independently accesses visual support systems/cues or other strategies to ensure safety	
Support to Self-Regulate <i>With prompts (physical, verbal, gestural, or visual) from an EA, student is able to de-escalate, establish composure, and re-establish rapport</i>		Almost always requires staff support, 1 or more times daily to support de-escalation and/or re-engage in task	Regularly requires staff support up to 4 times weekly to support de-escalation, and/or to re-engage in task	Occasionally requires staff support up to 4 times per month to support de-escalation, and/or to re-engage in task	Rarely requires prompts to de-escalate, independently accesses visual prompts and/or uses learned strategies to establish composure, to re-establish rapport and/or to re-engage in task	
Use of Alternative Learning Environment <i>Alternative space outside of the regular classroom</i>		Exclusively in Alternative Learning Environment	Three or More Times Daily	One to two times per day	Less than 4 times per week	
Safety: Overall Level		Significant Assistance; Behaviour almost always impacts safety of self and/or others	Some Assistance/Some Independence; Behaviour regularly impacts the safety of self and/or others	Considerable Independence; Behaviour occasionally impacts the safety of self and/or others	High Degree of Independence; Behaviour rarely impacts the safety of self and/or others; Independently accesses visual support systems or other strategies to ensure safety	



ADAPTIVE FUNCTIONING					
	Level 1	Level 2	Level 3	Level 4	Not Applicable
Toileting	Significant Assistance; One staff member required to lift, toilet, clean and change, Staff member catheterizes	Some Assistance/Some Independence; Some staff support required to toilet, clean and change; Self-catheterizes with periodic staff supervision	Considerable Independence; Requires staff prompting and occasional assistance to toilet, clean and change (if required), Self-catheterizes, staff monitoring required	High Degree of Independence; Toilets independently, self-catheterizes, no monitoring required; Independently accesses visual support systems or other strategies	
Feeding	Significant Assistance; Fully dependent on staff for all feeding and drinking; May require bolus hydration	Some Assistance/Some Independence; Requires staff prompting when feeding and/or hand over hand assistance	Considerable Independence; Feeds independently with some occasional staff prompting; Verbal and/or gestural assistance/prompts	High Degree of Independence; Independently feeds/eats; Independently accesses visual support systems or other strategies	
Mobility <i>Support in the use of walkers, wheelchairs, standers, and other mobility equipment</i>	Significant Assistance; Fully dependent for all mobility needs, including lifts, transfers, positioning	Some Assistance/Some Independence; Requires support to ensure safe access/pathways; developing some independence with mobility with some supervision; lifts, transfers, and positioning	Considerable Independence; Mobility independent with some staff supervision/monitoring; Independent but requires staff support for positioning to ensure stability and safety	High Degree of Independence; Independently mobile; able to maneuver mobility equipment; able to navigate environments; Requires some physical supports to ensure stability and safety (i.e. Intermittent support for lifting, transferring, positioning)	
Dressing	Significant Assistance; Fully dependent on staff for dressing	Some Independence; Requires some staff assistance for dressing	Considerable Independence; Requires staff prompting	High Degree of Independence; Independently dresses; Independently accesses visual support systems or other strategies	
Personal Hygiene	Fully dependent on staff for maintaining personal hygiene	Some independence; Some staff assistance to maintain personal hygiene	Considerable Independence; Requires prompting to maintain personal hygiene	Independently maintains personal hygiene; Independently accesses visual support systems or other strategies to promote personal hygiene	
Adaptive Functioning: Overall Level	Limited Independence/ Significant Assistance; Fully dependent on staff support	Some Assistance/Some Independence	Considerable Independence; Requires some staff prompting	High Degree of Independence; Independently accesses visual support systems or other strategies	
FUNCTIONAL COMMUNICATION					
	Level 1	Level 2	Level 3	Level 4	Not Applicable
Functional Communication: Overall Level <i>Communication could include: sign language, braille, other augmentative or alternative</i>	Non-verbal/minimally verbal; Learning to use a communication system; No functional communication	Minimally verbal/some functional communication; Communication skills are developing; Learning to use communication system	With prompting, can engage in reciprocal conversation, though not necessarily spontaneous, engages in scripted conversations, often converses about topics of interest; has functional communication	Engages in spontaneous, reciprocal, relevant conversations; independently initiates conversations	



<i>communication systems; Visuals; Verbal (Voice); Eye Gazing</i>					
SOCIAL/EMOTIONAL					
	Level 1	Level 2	Level 3	Level 4	Not Applicable
Social/Emotional: Overall Level <i>Appropriate social and emotional interactions and engagement</i>	Rarely interacts appropriately in the learning community; Little or no social interaction	Occasionally interacts appropriately with others in the learning community; Will sometimes engage in reciprocal interaction	Regularly interacts appropriately with others in the learning community; will engage in reciprocal interaction	Demonstrates skills across a variety of environments and people; Almost always interacts appropriately with others in the learning environment	
ACADEMICS					
	Level 1	Level 2	Level 3	Level 4	Not Applicable
Academics: Overall Level	IEP includes only alternative curriculum expectations (A4); Early Years has support from Resource Consultant; K through 3, IEP pending, performing significantly below developmental expectations	IEP includes some alternative curriculum expectations (A4) and some modified curriculum expectations; Primary – a modified IEP or approaching Ministry Level 1 on grade level expectations	IEP includes mostly modified curriculum expectations and some alternative curriculum expectations	IEP includes modified curriculum expectations OR IEP includes modified and/or accommodated learning expectations	
COMMUNITY/LEISURE					
	Level 1	Level 2	Level 3	Level 4	Not Applicable
Community/Leisure: Overall Level	Fully dependent on staff to access the community (school community/community at large/leisure)	Requires shared support to access the community (school community/community at large/leisure)	Requires monitoring/check-in from staff to access the community (school community/community at large/leisure)	Independently accesses the community (school community/community at large/leisure)	
POST SECONDARY DESTINATION					
	Level 1	Level 2	Level 3	Level 4	Other
Grade 7 to Post-Secondary Destination	Pathway 1 – Support at Home (Residential/ Home Care)	Pathway 2 – Community Involvement (Supported Independent Care)	Pathway 3 – Day Programs	Pathway 4 – Employment	College/ Continuing Education Programs





HALTON CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION SERVICES

Independence Rubric - Secondary

Student Name:	School:	Grade:
Identification/Exceptionality:	IPRC Placement:	SIP Claim: Yes No
Completed By:		

SAFETY						
Indicator Response Plan:	Yes	No	Safety Plan:	Yes	No	
	Level 1		Level 2	Level 3	Level 4	Not Applicable
Self-Injurious <i>Physical behaviour that impacts the safety of self</i>	Behaviour almost always impacts on safety of self; occurs 1 or more times daily; full physical assistance (staff intervention required to de-escalate and resume class activities) and/or almost always requires support for seizures to resume class activities		Behaviour regularly impacts on safety of self; occurs up to 4 times weekly; partial physical assistance (staff intervention required to de-escalate and resume class activities) and/or regularly requires support for seizures to resume class activities	Behaviour occasionally impacts on safety of self; up to 4 times per month (staff intervention required to de-escalate and resume class activities; verbal and/or gestural assistance) and/or occasionally requires support for seizures to resume class activities	Behaviour rarely impacts on the safety of self; 1 time per month; independently accesses visual support systems/cues or strategies to ensure safety and/or rarely to never requires support for seizures	
Behaviour Injurious to Others <i>Behaviour that impacts the safety of others</i>	Behaviour almost always impacts on safety of others; occurs 1 or more times daily; staff intervention required to de-escalate and resume class activities		Behaviour regularly impacts on safety of others; occurs up to 4 times weekly; staff intervention required to de-escalate and resume class activities	Behaviour occasionally impacts on safety of others; up to 4 times per month; staff intervention required to de-escalate and resume class activities; verbal and/or gestural assistance	Behaviour rarely impacts on the safety of others; 1 time per month; independently accesses visual support systems/cues or other strategies to ensure safety	
Support to Self-Regulate <i>With prompts (physical, verbal, gestural, or visual) from an EA, student is able to de-escalate, establish composure, and re-establish rapport</i>	Almost always requires staff support, 1 or more times daily to support de-escalation and/or re-engage in task		Regularly requires staff support up to 4 times weekly to support de-escalation, and/or to re-engage in task	Occasionally requires staff support up to 4 times per month to support de-escalation, and/or to re-engage in task	Rarely requires prompts to de-escalate, independently accesses visual prompts and/or uses learned strategies to establish composure, to re-establish rapport and/or to re-engage in task	
Use of Alternative Learning Environment <i>Alternative work space (an instructional/work location outside of the life skills classroom)</i>	Exclusively in Alternative Learning Environment		One or More Times Daily (e.g. integrated classes – option 4, sensory room located outside of life skills classroom)			



Safety: Overall Level	Significant Assistance; Behaviour almost always impacts safety of self and/or others	Some Assistance/Some Independence; Behaviour regularly impacts the safety of self and/or others	Considerable Independence; Behaviour occasionally impacts the safety of self and/or others	High Degree of Independence; Behaviour rarely impacts the safety of self and/or others; Independently accesses visual support systems or other strategies to ensure safety	
ADAPTIVE FUNCTIONING					
	Level 1	Level 2	Level 3	Level 4	Not Applicable
Toileting	Significant Assistance; One staff member required to lift, toilet, clean and change. Staff member catheterizes	Some Assistance/Some Independence; Some staff support required to toilet, clean and change; Self-catheterizes with periodic staff supervision	Considerable Independence; Requires staff prompting and occasional assistance to toilet, clean and change (if required). Self-catheterizes, staff monitoring required	High Degree of Independence; Toilets independently, self-catheterizes, no monitoring required; Independently accesses visual support systems or other strategies	
Feeding	Significant Assistance; Fully dependent on staff for all feeding and drinking; May require bolus hydration	Some Assistance/Some Independence; Requires staff prompting when feeding and/or hand over hand assistance	Considerable Independence; Feeds independently with some occasional staff prompting; Verbal and/or gestural assistance/prompts	High Degree of Independence; Independently feeds/eats; Independently accesses visual support systems or other strategies	
Mobility <i>Support in the use of walkers, wheelchairs, standers, and other mobility equipment</i>	Significant Assistance; Fully dependent for all mobility needs, including lifts, transfers, positioning	Some Assistance/Some Independence; Requires support to ensure safe access/pathways; developing some independence with mobility with some supervision; lifts, transfers, and positioning	Considerable Independence; Mobility independent with some staff supervision/monitoring; Independent but requires staff support for positioning to ensure stability and safety	High Degree of Independence; Independently mobile; able to maneuver mobility equipment; able to navigate environments; Requires some physical supports to ensure stability and safety (i.e. Intermittent support for lifting, transferring, positioning)	
Personal Hygiene	Fully dependent on staff for maintaining personal hygiene	Some Independence; Requires hand over hand assistance, to maintain personal hygiene	Considerable Independence; Requires prompting to maintain personal hygiene	Independently maintains personal hygiene; Independently accesses visual support systems or other strategies to promote personal hygiene	
Adaptive Functioning: Overall Level	Limited Independence/Significant Assistance; Fully dependent on staff support	Some Assistance/Some Independence; Requires hand over hand assistance and prompting	Considerable Independence; Requires some staff prompting;	High Degree of Independence; Independently accesses visual support systems or other strategies	
FUNCTIONAL COMMUNICATION					
	Level 1	Level 2	Level 3	Level 4	Not Applicable
Functional Communication: Overall Level	Non-verbal/minimally verbal; Learning to use a	Minimally verbal/some functional communication; Communication skills are	With prompting, can engage in reciprocal conversation, though not necessarily spontaneous,	Engages in spontaneous, reciprocal, relevant conversations; independently initiates conversations	



<i>Communication could include: sign language, braille, other augmentative or alternative communication systems; Visuals; Verbal (Voice); Eye Gazing</i>	communication system; No functional communication	developing; Learning to use communication system	engages in scripted conversations, often converses about topics of interest; has functional communication		
SOCIAL/EMOTIONAL					
	Level 1	Level 2	Level 3	Level 4	Not Applicable
Social/Emotional: Overall Level <i>Appropriate social and emotional interactions and engagement</i>	Rarely interacts appropriately in the learning community; Little or no social interaction	Occasionally interacts appropriately with others in the learning community; Will sometimes engage in reciprocal interaction	Regularly interacts appropriately with others in the learning community; will engage in reciprocal interaction	Demonstrates skills across a variety of environments and people; Almost always interacts appropriately with others in the learning environment	
ACADEMICS					
	Level 1	Level 2	Level 3	Level 4	Not Applicable
Academics: Overall Level	Placement 4 Students - IEP includes only alternative curriculum expectations (A4)	Placement 5 Students - IEP includes only alternative curriculum expectations (A4)	Locally Developed	Destreamed/Applied/Academic	
COMMUNITY/LEISURE/CO-OP					
	Level 1	Level 2	Level 3	Level 4	Not Applicable
Community/Leisure/Co-Op: Overall Level	Fully dependent on staff to access the community (school community/community at large/leisure/in school co-op)	Requires shared support to access the community (school community/community at large/leisure/co-op)	Requires monitoring/check-in from staff to access the community (school community/community at large/leisure/co-op)	Independently accesses the community (school community/community at large/leisure/in school co-op)	
POST SECONDARY DESTINATION					
	Level 1	Level 2	Level 3	Level 4	Other
Grade 7 to Post-Secondary Destination	Pathway 1 – Support at Home (Residential/ Home Care)	Pathway 2 – Community Involvement (Supported Independent Care)	Pathway 3 – Day Programs	Pathway 4 – Employment	College and Continuing Education Programs



APPENDIX K – SAMPLE PARENT IEP LETTERS (3 PAGES)

Appendix K: Sample Parent IEP Consultation Letter (page 1)**School letterhead**

Date

Dear Parents:

We, your child's class teachers, Special Education Resource Teacher and Principal, are currently in the process of preparing the first term draft IEP for your child which will be sent home by Tuesday, October 18, 2011.

We would like to offer the following options to allow you to provide input to the IEP currently being created including: developing goals and expectations, determining strategies, resources and accommodations, and developing a transition plan where appropriate.

- Option 1: Setting up a meeting time at school to review and discuss any changes to programming, learning expectations, updated information, curriculum modifications, accommodations, etc.
- Option 2: Arranging a time for a phone call with the SERT to discuss the IEP before it is sent home to allow you to share any information, discuss programming, learning expectations, accommodations, etc.
- Option 3: Sending in written information/comments for consideration prior to the IEP draft being sent home.
- Option 4: Continue with an IEP that reflects your child's new grade and updated program goals. This will be sent home on October 18, 2011 for your review and feedback.

Please complete the response form and return it to the school by *insert date*.

We thank you in advance for being a part of the IEP process and working collaboratively with the school team to develop your child's IEP.

Please call with any questions you may have at *insert telephone number*.

Thank you,

Special Education Resource Teacher
School



Appendix K: Sample Parent IEP Consultation Letter (page 2)

IEP CONSULTATION RESPONSE FORM

Please return by insert date one week from current date

Student's Name: _____

Please select your preferred method of consultation from the options below:

- Please convene a meeting
- Please place a phone call to me to discuss the IEP
- I will forward written information and/or comments
- Please send home my child's completed IEP

Comments:

Parent Signature: _____

Date: _____



Appendix K: Sample Parent IEP Consultation Letter (page 3)

Individual Education Plan (IEP) Parent Consultation Form

Please return by:

Please consider the following questions:

1. What academic goal(s) do you have for your child this year?
2. Prioritize the Learning Skills you would like your child to improve upon this term.
3. Are there any additional accommodations that are not listed on previous IEPs that you feel may be necessary for academic success?
4. Is there any additional information you would like to share that would help in planning for your child?

Name of Student: _____

Parent's Signature: _____

Date: _____



**APPENDIX L – OCTOBER 19, 2021 BOARD MEETING REPORT : EXPANSION OF ELEMENTARY
COMMUNITY CLASSROOMS**

Please [click here](#) for Item 9.3 from the October 19, 2021 Board Meeting Report on the Expansion of Elementary Community Classrooms. The outcome was an additional CLC class will be opening September 2023 at St. Teresa Elementary School.



APPENDIX M– SUMMARY OF CHANGES TO HCDSB SPECIAL EDUCATION PLAN 2023

Introduction and Overview:

- Embedded equity and inclusion language

Special Education Plan Consultation Process:

- Updated revised date to memorandum: Instructions regarding School Boards’/School Authorities’ Plan for the Provision of Special Education Programs and Services, 2011
- Addition of the CLC Class and Board Report
- Minor edits to some wording

Model for Special Education:

- Added detail to the first paragraph
- Minor edits to some wording

Identification Placement and Review Committee (IPRC) Process:

- Links that were expired due to the Ministry website change were updated
- Incorporated SEAC suggestion for a new chart that indicates identified and non-identified data

Student Independence:

- Reduced domains from seven to six for Independence Rubric (took out Health Medical)
- Revisions to Independence Rubric in 2023 resulting in creating 2 separate rubrics specifically for Secondary and Elementary

Individual Education Plans (IEP):

- Reduced historical IEP Reviews and IEP in-services to reflect last 5 years
- Added dispute resolution

Special Education Support Process:

- Changed section title to Special Education Tiered Model of Intervention
- Moved “A Tiered Model to Instruction and Intervention” to this section

Transition Planning:

- Updated information regarding Kindergarten Information Session
- Grammar and language edits
- Embedded PPM 140 link

Roles and Responsibilities:

- Added the Itinerant Educational Assistant Role

Categories and Definitions of Exceptionalities:

- Links that were expired due to the Ministry website change were updated

Provincial and Demonstration School in Ontario:

- Updated student numbers
- Embedded websites in school titles



Early Identification Procedures and Intervention Strategies:

- Moved “A Tiered Approach to Instruction and Intervention” from this section to Special Education Tiered Model of Intervention section

Psychological-Educational Assessments:

- Took out list of specific test used for psychological assessments

Gifted Screening Process:

- Updates to Gifted Screening Process regarding assessment of English language learners

Assessment and Referral Process:

- Expanded some bullet points and revised others

Staff Development:

- Added information on Ministry funding and initiatives
- Updated staff development section

SEAC:

- Added additional staff presentations that were presented at SEAC from the 2022-2023 school year.
- Updated SEAC Directory.
- Added new meeting dates for 2023-2024.



APPENDIX N – SUMMARY OF FEEDBACK FROM SEAC ON HCDSB SPECIAL EDUCATION PLAN**VOICE FOR CHILDREN WHO ARE DEAF AND HARD OF HEARING ASSOCIATION**

- Date for MOE Memorandum Instructions Regarding School Boards'/School Authorities' Plans for the Provision of Special Education Programs and Services revised to April 5, 2011
- New table showing formally identified and students with no formal identification
- Update expired links throughout the plan

