

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: April 27, 2020
Time: 7:00 pm
Location: Microsoft Teams

Members Present	B. Agnew (Chair)	A. Louca-Ricci
	M. Arteaga	M. Lourenco
	R. Barreiro	P. Moran
	T. Beattie (Vice Chair)	M. Murphy
	M. Duarte	R. Quesnal
	N. Guzzo	D. Rabenda
	D. Hotopeleanu	
	H. Karabela	
	J. Lim	

Staff Present	A. Bator, Special Education Consultant
	C. Bauman, Special Education Consultant
	G. Brown, Chief of Mental Health Programming
	C. Cipriano, Superintendent of Special Education Services
	P. Codner, Chief Social Worker
	P. Daly, Director of Education
	A. Flis, Special Education Consultant
	O. Foese, Chief of Psychological Services
	A. Jones, Manager, Educational Assistants
	D. Kollee, Chief of Speech Language Pathologist
	K. McCarthy, Special Education Consultant
	J. O'Reilly, Special Education Consultant
	W. Reid-Purcell, Special Education Coordinator
	S. Teremy, Manager, Educational Assistants
J. Thompson, Special Education Consultant	
L. Vacca, Special Education Consultant	

Members Excused	D. Bardon
	T. Veale

Members Absent	C. Parreira
	Y. Taylor

Recording Secretary	A. Hughes
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1. Call to Order

The Chair called the meeting to order.

1.1 Opening

The meeting opened at 7:05 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda as Amended

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the agenda be accepted as revised.

CARRIED

Agenda was revised to defer Item 7.1 Special Education Plan Review to May 11, 2020.

2. Presentations

2.1 Special Education Distance Learning Update (Special Education Staff)

B. Agnew introduced the Special Education staff present. Staff presented a PowerPoint on Special Education Distance Learning during COVID-19 school closures. Staff concluded by answering questions. The presentation is attached.

3. Actions to be taken

3.1 Minutes of the February 24, 2020 SEAC Meeting

Moved by: M. Duarte

Seconded by: T. Beattie

RESOLVED, that the minutes of the February 24, 2020 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion **CARRIED**.

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

B. Agnew worked with M. Lourenco to draft a letter of support around the concerns other school board's SEACs have regarding the Minister's Advisory Council on Special Education (MACSE). The letter is drafted, and it will be sent to members for feedback.

W. Reid-Purcell clarified the No Exceptionality Data on the 2019-2020 exceptionalities and placements report that was distributed at the February SEAC Meeting. A further break down on the No Exceptionality category will be provided at a later date.

C. Cipriano provided information on the yellow bench that is at Corpus Christi Secondary School. The information on how to contact that organization to get a yellow bench for a school and website link will be sent to members via email.

6. Special Education Board Policy Review

6.1 Policy No. II-13 Psycho-Educational/Psychological Assessment of Individual Students

B. Agnew reviewed the policy and the proposed changes that will be presented at the policy meeting May 12, 2020. Accompanying procedures will be provided going forward. Feedback was provided and the chair suggested that further comments be emailed to the chair before by May 4th.

7. Action and Information Items

7.1 Special Education Plan Review

During the approval of the agenda, the Chair proposed to move Item 7.1 Special Education Plan Review to the additional May 11, 2020 SEAC meeting. The meeting on May 11th will be reserved for reviewing the Special Education Plan only. All members agreed.

8. Communications to SEAC

8.1 Superintendent's Report

C. Cipriano thanked Special Education staff and pointed out that his usual updates were captured in the Special Education Distance Learning Update presentation.

Virtual IPRC Process: the Special Education department is working on the virtual IPRC process and it will be shared with SEAC at a future date.

Elementary and Secondary SERT Movements: are complete. Preparations are in place for proposed additional Secondary SERTS for the 2020/2021 school year.

Alternative Education Class: planning to add a proposed additional Alternative Education Class that was presented to the Board of Trustees at the April 21, 2020 Board Meeting.

8.2 Trustee Reports

M. Duarte reported on:

- At the February 25, 2020 Policy meeting, Policy II-41 School Uniform Dress Code was discussed as an action item. The Policy Committee recommended that the policy be forwarded for Stakeholder Feedback to be reviewed. The policy was an action item at the March 31, 2020 Board meeting. This policy was forwarded to stakeholders for consultation. Following stakeholder consultations, staff made further revisions. This policy will come into effect in January 2021. The policy was approved by the Board of Trustees.
- At the March 3, 2020 Board Meeting the Educational Assistants Survey Results were presented.
- At the March 31, 2020 Board Meeting the Board was updated on the Continuity of Learning - Distance Instruction, Support and Assessment.
- At the April 21, 2020 Board meeting a Staff Report on the Feasibility of Expanded Alternative Education Program was presented.

9. SEAC Discussion

The chair asked if any SEAC members were interested in being on the RFP committee for school uniforms to please email to A. Hughes.

A discussion occurred on what summer school will look like. Preliminary plans are to establish summer school in an online format until further direction from the Ministry of Education.

10. Next Agenda: Meeting Monday, May 11, 2020

The agenda will include Special Education Plan review.

11. Adjournment

11.1 Resolution re Absentees (Chair)

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that D. Bardon, T. Veale be excused.

CARRIED

11.2 Adjournment and Closing Prayer (Chair)

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 9:52 p.m. with a prayer led by the Chair.



April 2020 SEAC Meeting

I help my mom in the kitchen



I help to peel potatoes for making McDonald's french fries.

Resources

- Development of HCDSB [Learn@Home](#) Special Education resource to support families
- Development and refining of alternative learning resources to support delivery of distance learning
- Ongoing posting of on-line resources for SERT access on A4 TEAMS site
- Creation of 1-minute D2L support videos specific to Special Education
- Creation of support documents for staff (Boardmaker Online, TEAMS, technical support, D2L)
- Evidence-based reading programs (Lexia and Empower)



Learn at Home



Redesigning Processes

The following processes have been redesigned to meet the needs of our special educational students during this second phase of distance learning:

- SEA AT and mobility equipment made available to students as requested
- IEPs in the time of distance learning
- Teacher access to IEPs
- Development of alternative programming template
- IPRCs
- Receiving external reports
- Consent to exchange personal student information
- Completion of Independence Rubrics



Professional Development

- Staff Training Sessions on use of D2L and Office 365 platforms to support distance learning
- Phased roll out of new D2L A4 platform to support SERTS with students with Developmental Disabilities
- CLC meeting for STC/Life Skills and CLC teachers , ISERTS and Consultants, to support new platform and alternate methods to deliver programming



Created by Lucas gr. 8



Ongoing Virtual Meetings

Special Education continues to meet to support staff

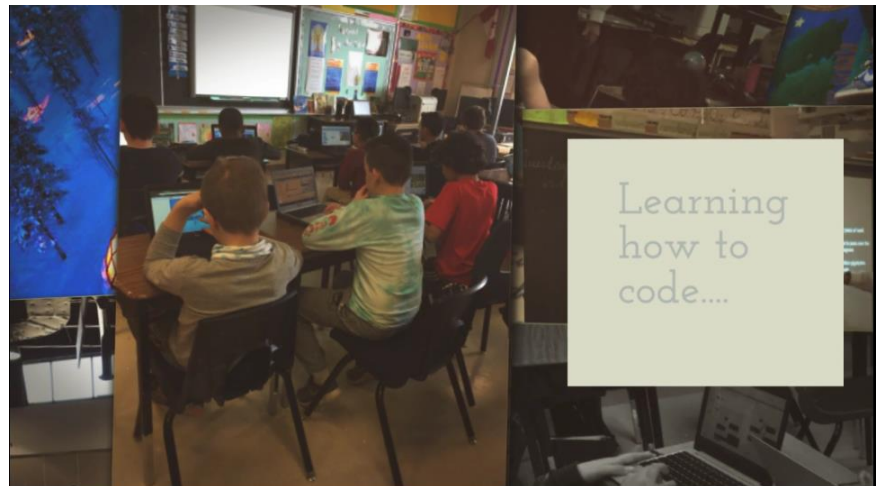
- Leadership Meetings
- Consultant Meetings
- Itinerant SERT/Consultant Meetings
- Family of Schools SERT Meetings
- Consultant/ISERT/School Team Meetings
- Itinerant SERT/School Team Meetings
- SEA Team Meetings
- Department Head Meetings



Open Houses

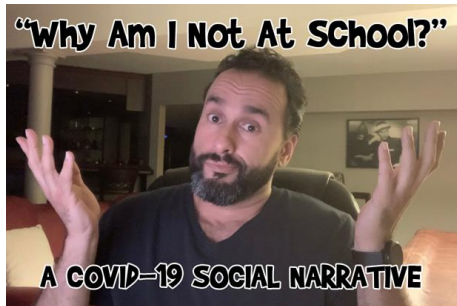
HCDSB Consultants will be offering Virtual Open Houses for parents of potential students entering self-contained classrooms:

- Gifted
- Essential Skills
- Structured Teaching
- CLC



Transitioning Students

- Transition visits are being held virtually with HCDSB staff, outside agencies and families to ensure positive transition of new students in September
- HCDSB staff may include Speech Pathologists, Behaviour Analysts, Itinerant SERTs (including DHH and BLV), SEA Consultant, Special Education Consultant etc...



My programming
sometimes brings me
outdoors, which I love!



Social Work

Presenter: Patricia Codner

School Social Work Services During COVID-19



ACCESS TO AGENCIES – PROCESSES REMAIN THE SAME

- [CAS – Duty to Report](#)
- [ROCK](#) Halton Leading Mental Health Agency
- [CAPIS](#)
- [REACH](#)

REVISED INTERNAL REFERRAL

- [New Social Work fillable referral forms](#) created for Administrators
- Revised COVID-19 Informed Consents created
- Practice Guidelines created for [Virtual Counselling](#)

COVID-19 HIERARCHY OF NEEDS FOR SCHOOLS

Based off of Maslow's Hierarchy of Needs



REVISED EXTERNAL REFERRAL FORMS

- [LHIN - Mental Health and Addictions Nurse](#)
- [Nelson Youth Centre](#)
- [Woodview](#)

SCHOOL SOCIAL WORK STAFF

- Virtual PD on the Fundamental Ethical and Practical Considerations in Video Counselling on 9th April (OASW)
- Guidelines for telepractice modality specific considerations
- Videos and resources created, placed on [Learn From Home tab](#) to support students/parents during COVID-19 on board website
- Offering virtual Attendance Seminar April 27th for Secretarial staff

Psychological Services Behaviour Analysts

Presenter: Oliver Foese

Phase 1: Complete

- **Completion of psychological assessments** – Completion of outstanding questionnaires and background with parents and teachers
- **Developed** Anxiety and ADHD **e-learning modules** for Educational Assistants
- **Training** for Tele-practice:
- **Fundamental Ethical and Practical Considerations in Video Counselling**
- Lawrence Murphy (4-hour Webinar with Social Work and CYCs)
- **Online Therapy - Intro to Ethics and Best Practice**
- Dr. Christine Korol, Ph.D. R. Psych. C19 Edition
- Review of Ethical Guidelines and Literature regarding Tele-Psychology

Phase 2: Now

- Provide **virtual feedbacks to parents via Microsoft Teams platform** (or telephone, as required)
- Provide **virtual feedbacks to School Teams** (SERT, classroom teachers, administrators) about assessment results and for program planning via Microsoft Teams platform



provide digital reports to schools and parents

Phase 3

Review of external psychological, medical and diagnostic reports

- **Starts May 1, 2020** – secure review and private sharing of information and recommendations to School Teams and administrators about identification and supports based on Community-based professional reports
- **Exploration** of options for **Online assessments** – pilot project underway (supplemental testing only)

Phase 4:

Mental Health Support/Interventions for students resulting from Psychological Assessments

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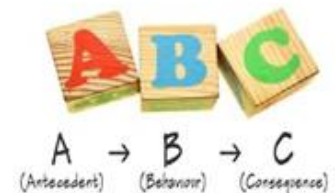
Behaviour Analyst

- Virtual Support for students that were actively on the Behaviour Analyst's (BA) caseload prior to the closure through Microsoft Teams. => I-Teams, school teams and/or student's parents/guardians (as deemed appropriate)
- Provide guidance on appropriate Tier 1 & 2 strategies that will transfer back to the school setting and must be based on the current needs of the student and family to ensure success at home

Behaviour Analyst

Consultations to educators for students on BA caseload via Microsoft TEAMS:

- Tier 1 and Tier 2 proactive ABA strategies (environmental set-up, prompting, opportunities for choice and practice, motivation, visual support, etc.) and how to support parent/guardian in using above strategies
- Behaviour management strategies
- Activities to support goals applicable to virtual learning
- Planning for transitions back to the classroom
- Resources for SERT/I-Team to share with parent/guardian based on feedback and need
- Accommodations and resources to support Alternative Curriculum goals regarding daily living skills, positive reinforcement systems, behaviour reduction that are captured on the IEP and/or will generalize to school setting



Examples for Tele-Support from Behaviour Analysts

Potential Tier 1 and Tier 2 Supports based on Parental Need	
Parent may report:	Strategies
'My child will not sit at the table'	Pairing, First-then board, visual schedule, reinforcement, environmental set-up, awareness of transitions
'My child won't complete the work'	First-then board, visual schedule, reinforcement, breaks, prompting, shaping
'My child won't complete work without my help'	Prompt fading, reinforcement, establishing routine
'My child doesn't like anything'	Preference assessment support

CYC Updates

Presenter: Glenda Brown

Rooted in Relationships

- New CYC fillable referral forms created for Administrators in anticipation of taking new referrals
- Revised COVID-19 Informed Consent forms
- CYC Practice Guidelines created for Virtual Counselling

- [CAS – Duty to Report](#)
- [ROCK](#) Halton Leading Mental Health Agency
- [CAPIS](#)
- [REACH](#)



Speech and Language Services

DHH/BLV Services

Presenter: Denise Kollee

SLP Tier 2/3 Supports

Continue to support teachers and SERT in programming and accommodations

Provide via email activities to support either general language development or specific skill development

Provide via Boardmaker online interactive activities to develop specific skills

Provide video coaching of how to use activities, to model strategies learned in social thinking groups, Pictello or other apps on SEA iPad, to use AAC systems

Interactive CDA sessions as previously determined before school closure

Interactive SLP sessions as previously determined before school closures (e.g StoryChamps)

Lessons Remembered

- Grateful for pre-established model of Tiered Support to continue to guide practice – business as usual on many fronts
- Virtual takes more time – reduce goals, establish routines within online sessions
- Need to customize support to strengths and needs of student and family *at this moment in time*
- Allow parents to opt in and out as they are able – door is always open
- Staff being vulnerable allows parents to be vulnerable
- Connecting with parents and students is good for staff well-being



DHH/BLV Services

- Provided resources to HCDSB Learn at Home
- All families on caseload have been contacted
- Priorities for direct support identified in collaboration with school teams and based on family readiness/needs
- Braille being provided and translated as required
- Supporting technology to access distance learning has been priority of the DHH team (online support to parents in using SEA equipment)

Educational Assistants

Presenters: Andrea Jones and Simone Teremy

EA Manager Update

System email sent April 9, 2020 outlining guidelines for HCDSB Educational Assistants and Distant Learning related to:

- Student Engagement
- Special Education Material Prep
- Professional Development

Implementation Status

Student Engagement: Live Streaming, Virtual Classrooms and Prerecorded videos

- 14 schools have begun live streaming sessions between students and Educational Assistants via Microsoft TEAMS or D2L Classrooms with an additional 6 schools expecting to start within the next 2 weeks
- 30 schools indicate EAs are supporting virtual classrooms in collaboration with the classroom teacher
- 27 school EA teams have created prerecorded messages, story-telling, or instructional videos uploaded to D2L classrooms with 5 additional schools beginning the activity

Implementation Status Continued

Material Prep

- All elementary and secondary schools have identified that Educational Assistants have begun preparing materials for students.
- Much of this commitment is within Boardmaker Online
- Materials include – social stories, literacy and numeracy supportive material, personal hygiene activities, visual schedules, daily living activities

Educational Assistant Professional Development

- Preference Assessment Kits and The power or choice (Developed by our BA team)
- ADHD in the Classroom and Anxiety in the Classroom (Developed by our Psych Dept)
- People Games to Promote Interactive Learning and Developmental Language Disorder (Developed by our Speech Dept.)
- Mentally Healthy Classrooms Part 1 of 3 (Developed by our ICYC team)

Itinerant Educational Assistant Support

Supporting School Based EA teams and individuals with:

- Capacity building with school based EAs related to general technology
- D2L training to build their own capacity and starting support in schools
- Attending school and team staff meetings within their family of schools
- Student specific material information related social stories, pecs, work boxed
- Boardmaker On-line training and support
- 42 school sites have been supported
- 70 group and team training sessions have been provided
- 111 individual sessions from IEA to EA have been provided

Future Plans

- Ongoing system support with Distant Learning Initiatives
- PD development throughout any closure in collaboration with our Special Education partners
- Continued commitments with Human Resource responsibilities and our staffing process

Psycho-Educational/Psychological Assessment of Individual Students

Adopted:

April 21, 1987

Last Reviewed/Revised:

May 16, 2017

Next Scheduled Review: 2019-2020

Associated Policies & Procedures:

[VI-89 Psycho-Educational/Psychological Assessment of Individual Students](#)

[VI-48 Protocol with External Agencies For The Provision Of Services By Regulated Health Professionals, Social Service Professionals, And Paraprofessionals \(PPM 149\)](#)

Purpose

The Halton Catholic District School Board recognizes its responsibility to guarantee to parents adequate care and attention when administering individual psychological/psycho-educational assessments to students, especially in such areas as the protocol of parental involvement, the qualifications of those conducting the assessment and the confidentiality of assessment results, and the monitoring and management of appropriate waittimes.

Application and Scope

This policy applies to students of the Halton Catholic District School Board and the Administration and Special Education Staff involved in determining the learning profiles and programming needs of students through psychological/psycho-educational assessment.

References

[Education Act](#)

[Psychology Act](#)

[Personal Health Information Protection Act \(PHIPA\)](#)

[Standards of Professional Conduct](#)

[Regulated Health Professions Act](#)

[PPM No. 8 – Identification of and Program Planning for Students with Learning Disabilities](#)

[HCDSB Special Education Annual Plan](#)

Commented [NJ1]: Added references to match procedure.



Principles

- ~~An explanation of the reasons for the assessment shall be given to the parents through a personal interview with the school principal/designate**, the parents' permission will be requested in writing and psychology staff will obtain informed consent prior to the administration of the assessment.~~
- ~~Board staff is committed to conscientious waittime monitoring and management, with the consideration of equitable and well-timed access to psycho-educational/psychological assessments across the board~~
- ~~Assessments require explanation of the reasons to parents through the principal/designate** and permission in writing, followed by Informed Consent through Psychology Staff.~~
- The results of the assessments and recommendations will be provided to the parents by psychology staff.
- It is a fundamental consideration to be able to assure those concerned, that assessments are conducted competently and only by appropriately qualified personnel.
- The principal and psychology staff will take necessary precautions to protect the confidentiality and privacy of any assessment information.
- Since it is recognized that the assessment and results are for the educational benefit of the student, the principal shall inform specific teaching personnel as required and direct appropriate programming.
- Psychological reports may be placed, with parental consent, in the Ontario Student Record folder and psychological files are being stored and retained in accordance with the Personal Health Information Protection Act, Standards of Professional Conduct and HCDSB Retention Schedule.

** designate under this policy refers to the Vice-Principal, Department Head of Special Education, or Special Education Resource Teacher

Commented [J2]: Statement revised and moved to third bullet ... "Assessments require explanation ..."

Commented [NJ3]: Added following SEAC recommendation

Commented [NJ4]: Added for clarification of secondary school department head – and expanded "Education" similar to SERT

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Psycho-Educational/Psychological Assessment of Individual Students	
Adopted: May 1, 2017	Last Reviewed/Revised: N/A
Next Scheduled Review: 2019-2020	
Associated Policies & Procedures: II-13 Psycho-Education Psychological Assessment of Individual Students VI-48 Protocol with External Agencies	

Purpose

The Halton Catholic District School Board recognizes its responsibility to guarantee to parents adequate care and attention when administering individual psychological/psycho-educational tests assessments to students, especially in such areas as the protocol of parental involvement, the qualifications of those administering the tests conducting the assessment and the confidentiality of test results. As outlined under the regulations of the Education Act, written parental request for psycho-educational ~~testing~~ assessment shall be required. Informed Consent is required under the Regulations of the Psychology Act.

Application and Scope

This policy applies to students of the Halton Catholic District School Board and the Administration and Special Education Staff involved in determining the learning profiles and programming needs of students through psychological/psycho-educational assessment.

References

[Education Act](#)

[Psychology Act](#)

[Personal Health Information Protection Act \(PHIPA\)](#)

[Standards of Professional Conduct](#)

[Regulated Health Professions Act](#)

[PPM No. 8 – Identification of and Program Planning for Students with Learning Disabilities](#)

[HCDSB Special Education Annual Plan](#)

Commented [NJ1]: References added to match policy



Principles

- ~~An explanation of the reasons for the testing assessment shall be given to the parents through a personal interview with the school principal/designate, the parents' permission will be requested in writing and psychology staff will obtain informed consent prior to the assessment.~~
- ~~Board staff is committed to conscientious waittime monitoring and management, with the consideration of equitable and well-timed access to psycho-educational/psychological assessments across the board~~
- ~~Assessments require explanation of the reasons to parents through the principal/designate* * and permission in writing, followed by Informed Consent through Psychology Staff.~~
- The results of the tests and assessments and recommendations if any will be provided to the parents by psychology staff.
- Only qualified personnel will be permitted to conduct and to interpret psychological/psycho-educational tests provided their competence to do so has been verified by the senior staff. It is a fundamental consideration to be able to assure those concerned, that assessments are conducted competently and only by appropriately qualified personnel.
- The principal and psychology staff will take necessary precautions to protect the confidentiality and privacy of any assessment information.
- Since it is recognized that the testing procedure assessment and results are for the educational benefit of the student, the principal shall inform specific teaching personnel as required and direct appropriate programming.
- Psychological reports may be placed, with parental consent, approval, in the Ontario Student Record folder and psychological files are being stored and retained in accordance with the Personal Health Information Protection Act, Standards of Professional Conduct and HCDSB Retention Schedule.

~~* * designate under this policy refers to the Vice Principal, Head of Student Services, Head of Special Ed. or Assistant Head of Special Ed., or Special Education Resource Teacher~~

Commented [NJ2]: Statement revised and moved to third bullet ... "Assessments require explanation ... "

Commented [NJ3]: Added following SEAC recommendation

Commented [NJ4]: Deleted from here as a duplicate – same list is included at the end of the document.

Requirements

- ~~An explanation of the reasons for the assessment shall be given to the parents through a personal interview with the school principal/designate* * and the parents' permission will be requested in writing prior to the administration of the assessment. The principal/designate* * shall give an explanation for the reasons of the assessment to the parents in the form of a personal interview and will request permission in writing. Psychology staff will obtain consent prior to the administration of the assessment.~~ The Psychology staff member conducting the

Commented [NJ5]: Reworded for clarity.



assessment will obtain informed consent from the parent prior to the assessment in accordance with Standards of Professional Conduct and Regulations under the Psychology Act.

- 2) The results of the assessments and recommendations will be provided to the parents by psychology staff.
- 3) **All psycho-educational and psychological assessments must be performed by, or under, the supervision of a member of the College of Psychologists of Ontario.** It is a fundamental consideration to be able to assure those concerned, that assessments are conducted competently. The communication of a diagnosis is a Controlled Act and can only be provided by a member of the College of Psychologists of Ontario or other qualified professions under the Regulated Health Professions Act.

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 through the use of specialized tests and procedures to assess a student's academic and, intellectual functioning, perceptual, motor and other cognitive processes, and behavioural or social-emotional, and executive functioning. The psychological staff works as a collaborative partner with the school personnel and parents in the gathering of information and making suggestions and recommendations about instructional strategies and interventions.

In general, psychological assessments may include four elements: Norm-referenced tests, questionnaires/interviews, observations, and informal assessment procedures. 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 possibly tests of information processing, to determine patterns of strengths or weaknesses in the ability to process different types of information.

Rating scales may be completed by parents, guardians, school staff and/or the student, as part of the assessment battery 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, 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). Assessments are planned and interpreted under special consideration of the cultural, ethnic and linguistic background of the student and their family.

- 4) The principal and psychology staff will take necessary precautions to protect the confidentiality and privacy of any assessment information.
- 5) Since it is recognized that the assessment and results are for the educational benefit of the student, the principal shall inform specific teaching personnel as required. The results of the assessment must inform the development of the student's Individual Education Plan (IEP) if required, as determined by the principal.



Results are presented in the form of a written report and oral feedback. Test scores are provided as normed scores, i.e. the student's performance is described in comparison to a standardized sample of children that was tested as part of the test publisher's standardization procedures. Canadian norms (as opposed to US norms) are used, if available for the test. Test scores are provided as Percentile Rank scores, and assigned classification labels (e.g. Extremely Low, Very Low, Low Average, Average, High Average, Very High, Extremely High). Other classification labels may apply to indicate the level of concern on social-emotional or behavioural measures.

Should the referral and the subsequent findings of the assessment indicate the presence of a learning disability, program planning will follow the requirements set out in Policy/Program Memorandum No. 8 – Identification of and Program Planning for Students with Learning Disabilities.

Should the results involve the communication of a Psychological Diagnosis (such as a Learning Disability, an Intellectual Disability, an Autism Spectrum Disorder, a Mood Disorder, an Anxiety 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 communities can communicate certain diagnoses legally in Ontario.

- 6) Psychological reports may be placed, with parental consent, in the Ontario Student Record folder. Psychological files are being stored and retained in accordance with the Personal Health Information Protection Act, Standards of Professional Conduct and the HDCSB-HCDSB Retention Schedule.

** designate under this policy refers to the Vice-Principal, Department Head of Special Education, or Special Education Resource Teacher

Commented [NJ6]: Added for clarification of secondary school department head – and expanded “Education” similar to SERT

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____
Director of Education and Secretary of the Board