



# Special Education Annual Plan 2021

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## INTRODUCTION AND OVERVIEW

The Halton Catholic District School Board's (HCDSB) Special Education Plan is intended to provide both a quick overview of Special Education 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.

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 Transdisciplinary Rounds, ABA for All, and the Mental Health Strategy, to name a few, are also highlighted within this document. The key takeaway is that we are governed by Ministerial mandates, we have a philosophy for our work which informs decision making, processes and procedures that contribute to transparency and clarity, and our projects and initiatives illustrate how they are accomplished. They are the ways in which we continue to move these expectations and beliefs forward in support of students with special education needs and their families.

The various academic and clinical departments that make up Special Education Services in Halton Catholic collaboratively contribute to this document. Academic contributions are made by our Itinerant Special Education Resource Teachers (SERTs) and Special Education Consultants and Coordinator. Our Social Work, Psychology, Speech and Language Pathology, 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 meetings pertaining to our work, as well as through time set aside annually at SEAC meetings to discuss the Special Education Plan specifically. 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 we utilize in Halton Catholic to meet the needs of students with special education needs and their families. Conversations specific to students are usually best resolved at the school level with the appropriate staff and administration in the spirit of collaboration and positive relationships that exist throughout the Halton Catholic District School Board.





## SPECIAL EDUCATION PLAN CONSULTATION PROCESS

### **Timelines and Methods regarding the Consultation Process on the Special Education Plan:**

On April 19, 2010, the Ministry of Education released a memorandum entitled *Instructions Regarding School Boards'/School Authorities' Plans for the Provision of Special Education Programs and Services, 2010*. The memorandum advised that as of 2010, 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. In the annual review when preparing or amending this 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 Plan annually.

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

#### **1. SEAC's Involvement in the Annual Review**

The Special Education Plan is reviewed by SEAC on an ongoing basis and is published 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](mailto: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 will be collated 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.

Furthermore, a function of the Special Education Leadership Team, including the Superintendent of Special Education, Special Education Coordinator, Consultants, Clinical Chiefs, and Managers, is to meet regularly to discuss and implement programs and services; PPMs and initiatives from the Ministry of Education; and relevant research, which inform the plan.



## MODEL FOR SPECIAL EDUCATION

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 place and 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, [Regulation 298 S. 31](#) of 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, which includes: 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.

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 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 in mind at all times.



## IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS

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).

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 at: [http://edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf).

[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 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 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.

Note, 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.

Below are the number of students **formally identified** for the school year 2020-2021:

School Year	JK to Grade 3	Junior	Intermediate	Secondary
2020-2021	480	1077	771	1980



## 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 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
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	†	†	†	†	†

**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 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 of the 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 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 choose to have resource support as their child'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 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 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 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 mixed 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**

The Structured Teaching Classes are specialized classes for students with Developmental Disabilities who are on an alternative academic program. The emphasis is on functional skill development in literacy and numeracy. This program encompasses refining students' daily living and employability skills, social skills and communication skills. Many of the students' programs are also supported through occupational therapy, physiotherapy and speech and language therapy. 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.

**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.

**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. 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.

**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. In order 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 98<sup>th</sup> 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.

**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.





Accelerated learning opportunities in secondary school refers to students who achieve more than eight (8) credits per grade, per school year. The following are examples of accelerated learning opportunities: e-Learning courses through the board or other boards via the e-learning consortium, additional day school credit, online night school, summer school and Prior Learning Assessment and Recognition (PLAR).

### 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, Brail list
Multiple	1,2,3, 4, 5	Speech and Language Pathologist, Qualified Brailist, Orientation and Mobility Instructor, Interpreter 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 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 that our moral imperative is to build student independence, to the maximum degree possible, for all students with special education needs in order to best prepare them for secondary school and post-secondary options. Students are afforded a greater number of secondary and post-secondary options when they are as independent as possible. HCDSB is committed to providing smart, appropriate support to students, with the on-going goal of developing 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 seven domains, as listed below:

- Health/Medical
- 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 seven 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. The revision process is a collaborative, ongoing effort between Board and school staff. Feedback from the schools offered several times per year, help 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 revised rubric with parents has been developed (Appendix J). Parents are invited to collaborate with their child's school team in the development of the IEP. Together, school teams and parents



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, school and central office staff involvement. Parent involvement is critical to the development of the IEP and input from community personnel, where appropriate, is sought.

Consultation with the student's parents 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

Parents provide a tremendously valuable perspective regarding their child'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 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 child's IEP (see Appendix K for sample parent communication letters). Options that are offered to allow for parent 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 are invited to indicate their preference and return the letter to their child's teacher or the SERT at the secondary level. The school team will then determine a plan of action to address the parent's 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.

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
2000	The Ministry released <i>Individual Education Plans: Standards for Development, Program Planning and Implementation</i>
2000 – 2001	Transition year for Boards to move towards compliance
2001 – 2003	Ministry of Education conducted its first Individual Education Plan (IEP) review- IEP samples were collected, reviewed and evaluated with compliance with the standard from 72 Boards



2004	Ministry released <i>The Individual Education Plan (IEP): A Resource Guide</i> in response to the 2001-2003 review <a href="http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf">http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf</a>
2006 – 2007	Ministry conducted a further Individual Education Plan review by organizing collaborative regional discussions with school Boards and Special Education Advisory Committees Sample school Board Individual Education Plans were reviewed with the Standards and the effective practices in the resource guide School Boards received individual reports and a provincial trends memorandum was developed and shared with all school Boards. (Available from Special Education Consultants)
2007 – 2009	Provincial <i>Individual Education Plan</i> template and <i>Individual Education Plan</i> samples developed
2009 - Present	Special Education Policy and Programs Branch is developing a comprehensive and integrated guide entitled <i>Special Education in Ontario, Kindergarten to Grade 12</i> (working title). <i>The Guide for educators consolidates information found in:</i> <ul style="list-style-type: none"> <li>▪ <i>Standards for School Boards Special Education Plans (2000)</i></li> <li>▪ <i>Individual Education Plans: Standards for Development, Program Planning and Implementation (2000)</i></li> <li>▪ <i>Transition Planning: A Resource Guide (2002)</i></li> <li>▪ <i>Special Education: A Guide for Educators (2001)</i></li> <li>▪ <i>Individual Education Plan (IEP): A Resource Guide (2004)</i></li> </ul>
2010-2011 2011-2012	The HCDSB Special Education Services Department conducted internal Individual Education Plan Reviews
2011-2012 Internal Individual Education Plan Review	Ministry Individual Education Plan Review - To help inform the Ministry of Education's priorities in supporting Individual Education Plan planning, development and implementation to help drive student achievement and close the gaps for students with special education needs. All HCDSB principals and vice principals participated, via leading Student Achievement Sessions, in the Ministry Individual Education Plan Review Process Training Session
2012 – 2013 2013 -2014 2014 - 2015	Individual Education Plan Reviews: Schools engaging in School Effectiveness Framework (SEF) District Reviews selected 5 IEPs; Individual Education Plans were reviewed by the Principal, Special Education Resource Teacher and Special Education Consultant as a component of the School Effectiveness Framework Process
2015 - 2016	Principals review Individual Education Plans according to Individual Education Plan Standards, <i>Individual Education Plan Resource Guide</i> and HCDSB IEP Expectations and Reference Sheets; principals consult with Supervisory Officer and/or Special Education Consultant, as required
2016 - 2018	In-service opportunities for all new teachers through the New Teacher Induction Program (NTIP) in collaboration with the Special Education Department – 3 workshops In-service on Individual Education Plan standards and best practices for all new Special Education Resource Teachers – 4 sessions Two professional development day opportunities for Long Term Occasional (LTO) staff to receive Individual Education Plan in-service 3 Workshops held for structured teaching, Special Education Teachers and Life Skills Special Education Teachers to review and revise practices for alternative IEPs for students not accessing Ontario Curriculum 3 Sessions for Essential Skills Special Education Teachers to improve practices with IEPs that have highly modified curriculum or alternative programs



2018-2019	<p>In-service opportunities for all new teachers through the New Teacher Induction Program NTIP in collaboration with the Special Education Department</p> <p>In-service on Individual Education Plan standards and best practices for all new Special Education Resource Teachers</p> <p>In-service on the new electronic management system for IEPs for all staff in Special Education including, Elementary and secondary Special Education Resource Teachers, Department Heads, Elementary Special Education Teachers and Life Skills Teachers. This new system provides a single source solution offering full integration and utilization of the IEP and IPRC process - 5 full day sessions</p>
2019-2020	<p>In-service opportunities for all new Special Education Resource Teachers on the electronic management system for IEPs also known as eLite</p> <p>Collaborated across disciplines to develop consistent strengths and needs to be utilized on IEPs</p>
2020-2021	<p>In-service opportunities for all new Special Education Resource Teachers on the electronic management system for IEPs</p> <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>

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.

**Dispute Resolution**

The Halton Catholic District School Board’s IEP development process alleviates many differences of opinion at the outset since parents 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. If revisions to an existing IEP are required, this procedure would be adhered to and a parent meeting could follow to discuss the new IEP. Parent suggestions are incorporated into the child’s IEP whenever possible.

We believe that when parents 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 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.

The following dispute resolution process will be implemented in the event of a dispute:

### **IEP Dispute Resolution**

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

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



### SPECIAL EDUCATION STAFF 2020 - 2021

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of exceptional students:		Ontario Teacher Certificate (OTC)
1.1 Teachers for resource-withdrawal programs	120	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	17	OTC, Special Education Part 1 (minimum)
2. Other special education teachers:		
2.1 Itinerant Teachers	16	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)	9	OTC, Special Education Part 1 (minimum)
3. Educational assistants in special education:		
3.1 Educational Assistants	483	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	47.5	CYC Diploma
4.8 Social Workers	14	Masters of Social Work
4.9 Behaviour Analysts	5	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)	1	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 school year.

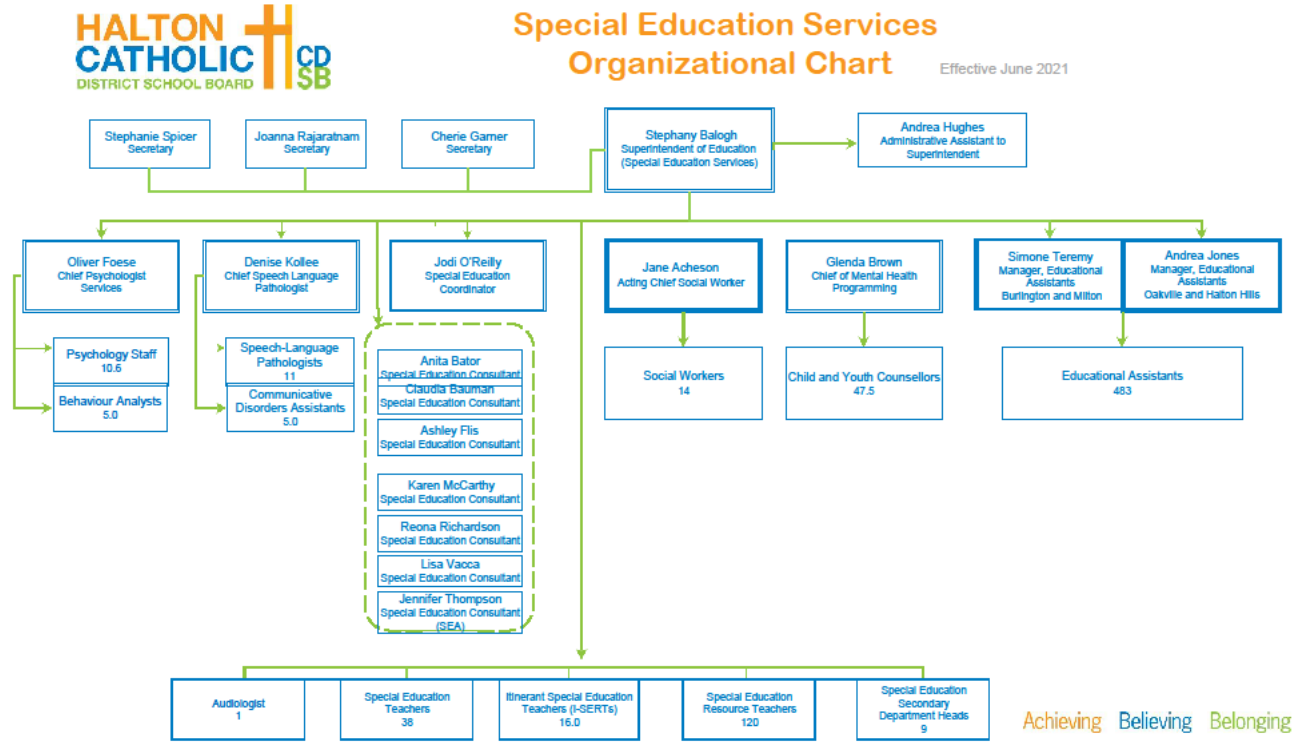
Two itinerant teachers of deaf and hard of hearing are certified in Auditory Verbal Intervention (AVI).

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 SUPPORT PROCESSES

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, 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 (IEA), 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.

### **Transdisciplinary Rounds (TDR)**

In Transdisciplinary Rounds (TDR), schools can access TDR through their Special Education Consultant and parental consent is required. Behaviour Analysts (BA) work collaboratively alongside the I-Team to help build capacity within schools for those students who are considered top of Tier 2; whose behavioural, social and emotional needs are significantly affecting their learning. TDR focuses on discovering solutions, through a transdisciplinary approach. Using a *meeting mechanics* model for organization and accountability, participants are guided through the process by the Behaviour Analysts whereby, an agreed upon goal is selected and strategies to support this goal are documented and people are assigned responsibilities. Any implementation variables to meeting this goal are discussed and solved. The Behaviour Analyst and I-Team work jointly, in collaboration with other transdisciplinary team members, and school team members to achieve the goals established. A collaborative approach is taken in the schools, in real time, with a focus on building capacity of all involved. Each TDR case has up to 4 joint visits by the Behaviour Analyst and I-Team. Once completed this student can be re-referred to TDR.

### **Focused Support (FS)**

Behaviour Analysts work collaboratively alongside the Itinerant Team (I-SERT & IEA) to help build capacity in schools around the implementation of Tier 1 and Tier 2 evidence-based Applied Behaviour Analysis (ABA) strategies to support effective learning. These strategies are proactive in nature and designed for all students or groups of students that need alternative strategies for success (e.g. pairing, motivation, visual supports, data collection, reinforcement, etc.). Behaviour Skills Training (BST) will be utilized for training staff.

### **Support for Tier 3 Students**

Tier 3 support for students are referred by their Special Education Consultant. This occurs when the Special Education Consultant is seeking support for a student who is beyond what our school system can offer and requires a mechanism to access community supports in order to meet the needs of that student. Facilitated by the Special Education Coordinator, members of the team may include: Chief of Psychological Services, Psychologist, Chief Social Worker, Chief Speech Language Pathologist, Chief of Mental Health Programming, the Special Education Consultant, Behaviour Analyst, pertinent school team members, and outside community agency personnel.

### **FASD Response Team and MDT**

Beginning in September 2020, the Board launched a tiered model of support for students with Fetal Alcohol Spectrum Disorder (FASD). Referral to Tier 2/3 services is through the Special Education Consultant and provided by a multidisciplinary team that may include the Itinerant Special Education Resource Teacher, the Itinerant Educational Assistant, the Itinerant Child & Youth Counsellor, Speech Language Pathologist,



Psychoeducational Consultant, FASD Lead, and Social Worker. These supports are focused on building an understanding of the unique needs of individuals with FASD, implementation of strategies that align with that understanding, and identifying appropriate goals for skill development. The FASD Lead supports the work of the FASD Response Team and FASD MDT by co-ordinating the use of FASD evidence based practices at HCDSB, supporting professional development of staff regarding FASD, and providing consultation to Special Education Consultants, administrators and staff as needed.

### **Mental Health and Well-Being MDT**

Beginning in the 2021-2022 school year, students who need a coordinated, interdisciplinary approach to mental health supports and whose needs are significantly impacting their ability to access learning, may be referred, in collaboration with the Special Education Consultant, to the **Mental Health and Well Being Multi-Disciplinary Team (MHWB MDT)**.

Inherent to a multidisciplinary approach in supporting children and youth is building a functional interdisciplinary model, where professionals from several disciplines collaborate to create an integrated intervention plan. In addition to the school team, family, and Special Education Consultant, the MDT will consist of three core professionals; a Social Worker, an Itinerant CYC and a Psycho-Educational Consultant as well as other Board special education staff as appropriate (e.g. Chiefs of Service). Similar to *Transdisciplinary Rounds*, this model will use meeting mechanics to identify one or two shared goals that if resolved first, would make the biggest difference for the student. The purpose of the MHWB MDT is to support students within their school community. This approach is designed to build capacity at the school to scaffold support as school team members begin to increase their skills and share the work.

Referral for this process will be made by the Special Education Consultant, with the support of the school, and approved by the Special Education Coordinator. A MHWB MDT referral package is to be completed which will include a recent social work assessment. The core MDT professionals will do an observation visit prior to the meeting. The MHWB MDT meeting will seek to identify goals and create an action plan. Follow up visits (6-8) by the core MDT professionals will support the implementation of the action plan.



## 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.) in order 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 \$10,000 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 develop and refine processes which allow for improved access and training for all students who qualify for SEA equipment. The SEA staff are working on a draft document that will outline a plan for summer use of SEA equipment to commence in the summer, 2021.

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.

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. Wheelchairs must be secured during transit and criminal reference 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 child's Ontario Education Number (OEN) to view the transportation arrangements for their child.

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.

Transportation is provided to HCDSB special education classes and special education programs. Pick up and drop off locations are determined by HSTS based on program and/or student needs.



## 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), Board Certified Behaviour Analyst (as appropriate); Speech Language Pathologists (as appropriate) and the Special Education Consultant, work collaboratively to support student transitions. Please see the [HCDSB Family Transition Guide](#) for more information.

HCDSB personnel work collaboratively with parents, 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 or 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 enter HCDSB who have been identified as exceptional in other Boards, 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 register their child 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 registers online). The questionnaire is for all students entering the Junior Kindergarten year. In addition, parents of children who have special education needs, are also requested to complete a Student Information Form (SE14). A copy of the completed HCDSB Kindergarten Questionnaire along with the Student Information Form are forwarded to the Special Education Consultant who will support the school/child in the transition plan process.

All parents of incoming students with special education needs are invited to attend a Kindergarten Information Night typically held in February/March of each school year. The evening consists of:

- a presentation by a representative(s) from SEAC on their role and availability as a support to parents
- 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
- a parent presentation regarding their family's experience transitioning their child with special needs
- a question and answer period
- an opportunity to meet and dialogue with the Special Education Consultants

The Special Education Consultant or designate (school based SERT) contacts the parent(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 occurs in the spring of every year. Following the observation, a case conference is scheduled with parents, daycare providers and other outside agencies/professionals involved with the child



(e.g., ErinoakKids for Occupational therapy/ Physiotherapy/ Speech and Language therapy, 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 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 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 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 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 child 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. These include the following:

Post – Secondary Destination Pathway	Support Levels
<p><b>Pathway 1:</b></p> <p>Support at Home</p>	<p>Approximate support ratio 1:1 or more - 1:5                      Respite and community supports provide 24/7 support.</p> <p>Respite/Community Participation Supports                      (passport funding)</p>





<p><b>Pathway 2:</b> Community Involvement</p>	<p>Varies depending on the nature of community involvement. Respite/Community Participation Supports (passport funding)</p>
<p><b>Pathway 3:</b> Day Programs Level One  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><b>Pathway 4:</b> Employment</p>	<p>Community Participation Supports (Passport funding) Employment Supports</p>
<p><b>Pathway 5:</b> 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*. This support is provided through 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 and students are invited to attend the different transition activities and information evenings that are occurring at their home school as well as the school that provides a 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 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. Through collaboration, 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). The process considers the student's exceptionality, his/her social-emotional needs, etc.

Through the process of transitioning into a specialized class, parent(s) are invited to attend an Open House at the respective schools. 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 from 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 schedules but are separate and distinct processes.

### **Ministry of Education Policy Program Memorandum (PPM 140) on Transitions for Students with Autism Spectrum Disorders (ASD)** <http://www.edu.gov.on.ca/extra/eng/ppm/140.html>

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 of 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 various types of 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 2011
Will demonstrate safe and appropriate behaviours for working alongside others	Classroom teacher, Educational Assistant, SERT	June 2009
Hold annual transition meeting to determine annual goals	Classroom teacher, parents, community staff	May – Annually
Co-op in-school experience	Classroom teacher, Educational Assistant, SERT	2008 - 2010
Co-op community experience	Classroom teacher, community staff	2010 - 2012

**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.

<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
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 and receiving classroom teacher	Classroom teacher, parent	Prior to School entry
6. Classroom visit for student	Classroom teacher, parent	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 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 jurisdictions, every attempt is made to gather information prior to admission in order to have supports in place for the student. A delayed entry to school may be required in order to facilitate appropriate program supports and services. Assessments accompanying the students are reviewed by our Psychology Department and an IPRC is scheduled shortly upon their admission.

### **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 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 involves the Behaviour Analyst (BA) working collaboratively alongside the Itinerant Team (I-SERT & IEA) 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 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
- 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 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 are consulted in the development of their child'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 and that parental 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 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
- 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 modifies 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 children in Kindergarten
- observes, monitors, and assesses the development of Kindergarten children
- 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 Kindergarten program

**The Parent/Guardian:**

- is familiar with and informed about board policies and procedures in areas that affect the child
- participates in IPRCs, parent-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-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 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 build capacity
- provides strategies and support for school-based staff
- supports transitions of students both in and out of the HCDSB



## 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](http://hcdsb.org) website on the SEAC page or by clicking on this link:

<https://www.hcdsb.org/our-board/board-level-committees/seac-committee/>

The Halton Catholic District School Board acknowledges that at the time of completion of this plan in 2019 that the Ministry of Education continues to review exceptionality definitions such as Gifted and Developmental Disabilities, but no update to Ministry of Education definitions have been presented at the time of completion of this plan in 2019. As such, the 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 of time 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 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:

- 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	2
▪ Deaf	Ernest C. Drury School for the Deaf	5
▪ 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 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 of deaf and hard-of-hearing children and school board personnel
- information brochures
- a wide variety of workshops for parents, school boards, and other agencies
- an extensive home-visiting program delivered to parents 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

[www.pdsbnet.ca](http://www.pdsbnet.ca)

Further details on Provincial Schools can be found on the Ministry website at: [Schools – PDSB – EN \(pdsbnet.ca\)](http://www.pdsbnet.ca/en/schools)

#### **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

<https://pdsbnet.ca/en/schools/ernest-c-drury/>

##### **Robarts School for the Deaf**

1515 Cheapside Street  
London, ON N5V 3N9

Tel.: 519-453-4400 TTY: 519-453-4400

[www.robartsschool.ca](http://www.robartsschool.ca)

##### **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

<https://pdsbnet.ca/en/schools/sir-james-whitney/>

### **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

<https://pdsbnet.ca/en/schools/wross-macdonald/>

[wrm@edu.gov.on.ca](mailto:wrm@edu.gov.on.ca)

### **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

<https://ccjl.ca/>

### **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

<https://pdsbnet.ca/en/schools/amethyst/>

#### **Centre Jules-Léger**

281, Avenue Lanark

Ottawa, ON K1Z 6R8

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

<https://ccjl.ca/>

#### **Sagonaska Demonstration School**

350 Dundas Street West

Belleville, ON K8P 1B2

Tel.: 613-967-2830

<https://pdsbnet.ca/en/schools/sagonaska/contactus/>

#### **Trillium Demonstration School**

347 Ontario Street South

Milton, ON L9T 3X9

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

<https://pdsbnet.ca/en/schools/trillium/contactus/>

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 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 a residential school setting for a period of time.

The Demonstration Schools were established to:

- provide special residential 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

In addition to providing residential schooling for students with severe learning disabilities, the Provincial Demonstration Schools has special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the [Special Needs Opportunity Window \(SNOW\)](#).

An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the appropriate schools.





## 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 child's school life.' The Halton Catholic District School Board draws on detailed parental knowledge as well as pre-school educational, medical and therapeutic services already partnered with parents, 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](#) 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 children with or without special education needs. Evidence of our deep commitment to these shared beliefs can be found in our strategic plan, the Board Improvement Plan for Student Achievement (BIPSA), the level of engagement of staff in professional development and training, and the results in provincial, national and international assessments.

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 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 gather valuable information about their child. Parents 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 child's needs and the provision of effective programming for their child.

### 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 (Full Day Kindergarten).



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.

### **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 are appropriate for all students, as all students have learning strengths and individual learning styles.

Any teacher, with the consent of the child's parent/guardian, may refer a child 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, parents 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 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**

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 to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively. A tiered approach to instruction and intervention recognizes that most of the student needs can be adequately addressed in the classroom by the teacher with support as required and as appropriate. While some students will require more direct and intensive intervention at tier two or tier three, the goal is to move students to tier one where universal supports, classroom intervention and strategies, and differentiated instruction adequately meet student needs.

The tiered approach can:

- facilitate identification of both students who may be at risk, and students who may need greater challenges
- ensure appropriate and timely intervention to address these students' needs and significantly reduce the likelihood that they will develop more intractable problems in the future
- be applied, by analogy, to other areas such as student mental health and well-being

Depending on the type of intervention, the intensity and duration of interventions are determined by the intervention authors (e.g., Empower Reading), the teachers - individually or in collaboration with a school team,



and are chosen on the basis that they are evidence-based ([Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide](#)). If required, the teacher can seek assistance from others, either through the In-School Special Education Team, or from itinerant teachers for literacy and numeracy. ISERTs provide consultation to the school's SERTs. The composition of the team is based upon the student achievement and/or well-being data that is brought for consideration.

At Tier 1, universal design and differentiated instruction that promotes learning for all, is implemented. More specifically, the role of the itinerant literacy and numeracy teachers is to ensure that solid core academic instruction is occurring and that a class-wide approach to supporting a positive environment is in place. Essentially, the first tier of intervention is the universal promotion of research-based approaches to learning and self-regulation.

If difficulties persist and/or additional learning challenges are required, schools work to become more targeted in providing programs that prevent further gaps in achievement and address enrichment needs. Student progress in response to interventions, including enrichment, is closely monitored and instruction is adjusted as required. Interventions, including enrichment, are provided in addition to the core instruction in the classroom. For students who require intense support to achieve learning goals, more precise and personalized assessment and instruction are planned; the principal may request the support of the school's assigned Special Education Consultant who may then arrange for the delivery of service from other centrally deployed support staff from the HCDSB Special Education Services. The Special Education Consultant and the Special Education Services support staff constitute the Board's Special Education Support Team. Speech and Language Pathologists and Communicative Disorder Assistants are often involved in supporting early intervention, as detailed in the "Speech and Language Assessment" section of this report. Monitoring of student progress continues.

### **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 in order 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 (please refer to the Specialized Health Support Services section). The process starts before the student enters school as detailed below.

1. Parents register a student at their local school and completes the HCDSB Kindergarten Questionnaire and a Student Information Form (SE14) in January.
2. A parent 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 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, 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 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 and student (if 16 and older) for parental 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](#) 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. 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 consent)

These results are used by the school and by the board to provide educational programming for the child 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 child 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 child who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC). An IEP may also be developed for any child who is receiving special education programs and/or related services but who has not been identified as exceptional by an IPRC.

<b>EDUCATIONAL AND OTHER ASSESSMENTS</b>		
<b>ASSESSMENT</b>	<b>STAFF</b>	<b>QUALIFICATIONS</b>
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	Ph.D. or Masters Degree * Non-registered staff: with supervision and sign off by a



	Psychologist	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 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 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, 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, a Mood 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.

A Rating Scale is a tool used for assessing the performance of tasks, skill levels, procedures, processes, qualities, quantities, or end products. These are judged at a defined level within a stated range. Rating scales are similar to checklists except that they indicate the degree of accomplishment rather than just *yes* or *no*. 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, 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)\*.

The following test instruments are currently being used as appropriate and required, to generate estimates in the areas of intellectual, academic, and social-emotional functioning:

- intellectual functioning or cognitive ability such as Wechsler Intelligence Scale for Children-Fifth Edition: Canadian (WISC-V) or alternate appropriate instruments
- specific cognitive processing tests related to skills crucial for acquisition of literacy & numeracy skills, standardized achievement tests such as the Wechsler Individual Achievement Test-Third Edition: Canadian (WIAT-III CDN)
- standardized measures of behaviour regulation, executive functioning and social-emotional functioning as well as measures of adaptive functioning such as Adaptive Behaviour Assessment System-Second Edition (ABAS-3, Vineland-3)



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 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 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/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, 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, Enachtig 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 905-632-6300 extension 334.





## 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.

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. Identified students qualify for Stage 2 testing based on their CCAT-7 test scores. 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).

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 98<sup>th</sup> percentile of intellectual ability as measured by the General Ability Index (GAI) or Full-Scale IQ (Canadian Norms) are recommended for referral to an Identification, Placement and Review Committee, for identification as 'Intellectual – Gifted'.

Gifted classroom open houses take place in early Spring in each region. Information about programming and placement options for students identified gifted can be provided at any time by the home school SERT or Special Education Consultant for the appropriate school.



**Private Assessments**

All private psychological assessments are independently reviewed by the HCDSB Psychology Department to determine that test results meet the criteria for referral to IPRC (See stage 2). Any external gifted assessments cannot occur within a year of any internal (HCSD) psycho-educational assessment of gifted screening, due to potential practice effects on tests. External assessments must be based on a standardized administration of the WISC-V<sup>CDN</sup> test used to determine if a student meets criteria for giftedness at the HCDSB. Eligibility for gifted identification is determined by a review of the student's intellectual functioning or cognitive ability through the HCDSB's Psychology Department.

**Regional Specialized Class Gifted Placements**

Specialized gifted classrooms are regional programs and may not be available within the student's catchment area. Students will be placed in the classroom closest to their home, subject to availability and may be placed in a classroom outside of their municipality, depending on demand. Transportation is provided to students attending a specialized classroom outside of their catchment.

Currently, HCDSB operates three elementary locations with specialized gifted classes: Canadian Martyrs (Burlington), St. Andrew's (Oakville) and Our Lady of Victory (Milton).



## 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 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 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, 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 on the HCDSB SLP caseload. All other students may be brought to Board 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 children 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), Focus 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 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 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). 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](#)). The tiered approach can facilitate early identification. If required, the teacher is also in a position 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 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 child 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 will be contacted to obtain informed consent. Informed consent includes a telephone interview with the parent. 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 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 consent (SE1)
- the psychology department reviews the wait times across Families of Schools regularly in order to ensure fair and equitable access in all regions of the Board
- when considering prioritization, a number of 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 the assessment required to access a special placement?
  - Is this assessment to compliment a larger comprehensive assessment being conducted by an external professional?
  - Should the referral of this student proceed ahead of any other student already referred?
  - Are this 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

Under extenuating circumstances and as approved by the Superintendent of Special Education Services, assessments may be expedited. Assessments are only expedited in response to personal and family crisis, in order to facilitate comprehensive assessments being done externally or to facilitate entrance to specialized treatment programs. 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 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 turns 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 child'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**

#### **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 (2018)*
- 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 (98<sup>th</sup> 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 [www.edu.gov.on.ca/extra/eng/ppm/149.html](http://www.edu.gov.on.ca/extra/eng/ppm/149.html)

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 in order 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 and the Halton Children's Mental Health Advisory 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, Local Health Integrated Network (LHIN), Kerry's Place, ErinoakKids
- Halton Support Network for Individuals with Developmental Disabilities - Halton Support Services, Halton Catholic District School Board and 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
- LHIN 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

\*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 bi-monthly at the Regional Head Office in Oakville.

[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 Queen of Heaven Catholic Elementary School in Milton)

Telephone Number: 905-689-4727 x123

### **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: <http://www.children.gov.on.ca/htdocs/English/professionals/specialneeds/planning.aspx>



## 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 Addictions Advisory and Steering Committee. Their responsibility is to provide feedback to the Chief of Mental Health Programming about mental health programming, initiatives, clinical support and direction for students. The Mental Health & Addictions Advisory and Steering Committee is led by the Chief of Mental Health Programming and is comprised of the Superintendent of Special Education Services, Board Trustee, Chiefs of Service, SEAC Representation, Administrators, HCDSB staff, students, parents, 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, 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 programming while creating and maintaining safe, caring, inclusive and welcoming school communities.

During the 2021-2022 school year, we will be revising and developing our new three year (2020-2023) Mental Health & Addictions Strategy.



### 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 (LHIN)	Requisition by Doctor	Case Manager LHIN	Doctor with LHIN	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	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 LHIN- 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, LHIN	As needed	Principal/Teacher	Collaboration	Special Education Dept.
Toileting	School Board Staff	As needed	Principal/Teacher	Collaboration	Special Education Dept.
Deep suctioning /Other	LHIN	As needed	Manager LHIN	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 child 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, 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 effectiveness reviews, behavioural data, and goals established in students' Individual Education Plan.

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, offer a robust schedule of professional development opportunities as well as local parent associations and nearby school boards. 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), 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 course of 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 of budget priorities include early intervention, assistive technology and SEA support, support for student mental health initiatives, the ongoing commitment to a tiered approach to instruction and intervention and the purchase of corresponding resources and training. Staff development updates are provided at each SEAC meeting.

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
- 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





- BA support services (TDR, Focused and Transition Support and walk-ins)
- ABA training
- Effective transition processes both into and throughout school
- Speech and language referral process
- Data collection
- EQAO and the role of the SERT
- Trauma Training
- Developing IRPs and Safety Plans
- Preparing for a case conference
- What is SEA, How to use SEAI
- A4 D2L Platform
- How to prepare for a Board Team

### **Professional Development Training for Special Education Teachers (SETs)**

Topics include:

- Workshops on *SmartBoard* use in classes
- Individual Education Plans (IEP) and the electronic IEP management system known as eLite
- Structured Teaching
- ABA training
- AFAC 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
- 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)
- Dialectical Behaviour Therapy (DBT)
- 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
- Brief Digital Interventions
- ADHD symposium

On-going focus for professional development and support, as per the Mental Health Strategy, includes suicide prevention awareness and strategies, leading mentally healthy classrooms, and anxiety modules to support student anxiety.

### **Applied Behaviour Analysis (ABA) Training**

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.

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.

In 2019, the Special Education Department created *ABA for All Bonanzas*. The Bonanzas showcased what HCDSB does in education to support the use of ABA Methodology, and highlighted the collaboration of multiple disciplines (Behaviour Analysts, Itinerants, Child and Youth Counselors, Speech Language Pathologists and Communication Disorder Assistants) to help all those who work in education to better understand what educational ABA is, and what is expected in an education context. An ABA for All session was held at each of our elementary and secondary schools to highlight the many effective practices that are occurring across the system, and shared the Ministry of Education expectations, as outlined in [Policy and Program Memorandum 140 \(PPM 140\)](#).



During the 2020-2021 school year the ABA Bonanza 2.0 was launched. This professional development series provided an “on demand” learning platform for all staff of the HCDSB to access presentations completed by all disciplines within special education. In addition, a number of panel discussions were offered to ask questions directly to the presenters in real time.

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:

- School Based Rehabilitation Services
- D2L and Virtual Support and Resources
- A4 Resources
- BoardMaker Training
- 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
- Process for entry into our Specialized Classes
- Clustering/Support for Gifted Students in Secondary
- eLite
- Equity and Inclusion
- Annual LDAHH Conference

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
- Monthly Secondary Department Head meetings
- 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
- Monthly Consultant/ISERT meetings

#### **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
- LHIN 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 in order 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 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, presentations at monthly meetings, 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. 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
- Autism Ontario, Halton Chapters
- Easter Seals Ontario
- FASworld Canada
- Halton Down Syndrome Association
- Learning Disabilities Association of Halton
- 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 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 2019 - 2022

SEAC REPRESENTATIVES	E-MAIL ADDRESS
Agnew, Brenda (Chair) Trustee Representative	<a href="mailto:agnewb@hcdsb.org">agnewb@hcdsb.org</a>
Barreiro, Rick VOICE for Hearing Impaired Children	<a href="mailto:rickbarreiro@gmail.com">rickbarreiro@gmail.com</a>
Duarte, Marvin Trustee Representative	<a href="mailto:duartem@hcdsb.org">duartem@hcdsb.org</a>
Hotopeleanu, Dan Halton Down Syndrome Association	<a href="mailto:dan@hotopeleanu.com">dan@hotopeleanu.com</a>
Lourenco, Maria (Vice Chair) Association for Bright Children (ABC)	<a href="mailto:lourencoowen@hotmail.com">lourencoowen@hotmail.com</a>
Moran, Paul Member-at-Large	<a href="mailto:jpaulmoran@rogers.com">jpaulmoran@rogers.com</a>
Rabenda, Diane Member-at-Large	<a href="mailto:dianerabenda@bell.net">dianerabenda@bell.net</a>
Sweet, Samantha  Learning Disabilities Association of Halton- Hamilton	<a href="mailto:samantha_sweet@ldahh.ca">samantha_sweet@ldahh.ca</a>
Veale, Tracy FASworld	<a href="mailto:tracy.veale@gmail.com">tracy.veale@gmail.com</a>
Rojas-Silva, Liezil Autism Ontario, Halton	<a href="mailto:liezilrs.seac@gmail.com">liezilrs.seac@gmail.com</a>
TBD Easter Seals Ontario	TBD



<b>SEAC ALTERNATE REPRESENTATIVES</b>	<b>E-MAIL ADDRESS</b>
Arteaga, Michelle Member-at-Large (Alternate)	<a href="mailto:michelle@liveplayrest.com">michelle@liveplayrest.com</a>
<b>SEAC ALTERNATE REPRESENTATIVES continued</b>	<b>E-MAIL ADDRESS</b>
Guzzo, Nancy Trustee (Alternate)	<a href="mailto:guzzon@hcdsb.org">guzzon@hcdsb.org</a>
Karabela, Helena Trustee (Alternate)	<a href="mailto:karabelah@hcdsb.org">karabelah@hcdsb.org</a>
Lim, Jessica Association for Bright Children (Alternate)	<a href="mailto:jessicalim752@gmail.com">jessicalim752@gmail.com</a>
Louca-Ricci, Andrea Member-at-Large (Alternate)	<a href="mailto:a_ricci@me.com">a_ricci@me.com</a>
Quesnel, Rhonda VOICE for Hearing Impaired Children (Alternate)	<a href="mailto:rhonda.quesnel@wearcheck.com">rhonda.quesnel@wearcheck.com</a>
Anderson, Lisa Autism Ontario, Halton (Alternate)	<a href="mailto:Lisa@LisaJoanAnderson.com">Lisa@LisaJoanAnderson.com</a>
TBD Easter Seals Ontario (Alternate)	
TBD Halton Down Syndrome Association (Alternate)	



**SEAC MEETINGS - SEPTEMBER 2021 - JUNE 2022**

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. Currently meetings are virtual. Effective March 22, 2021, all SEAC meetings will be Live Streamed. Members of the public are welcome to send questions in advance of SEAC meetings to [seac@hcdsb.org](mailto:seac@hcdsb.org) by 4:00 pm on the day of the meeting.

SEAC meetings for the 2021 – 2022 School year are scheduled for:

- Monday, September 27, 2021
- Monday, October 25, 2021
- Monday, November 29, 2021
- Monday, December 13, 2021
- Monday, January 31, 2022
- Monday, February 28, 2022
- Monday, March 28, 2022
- Monday, April 25, 2022
- Monday, May 30, 2022
- Monday, June 13, 2022



## APPENDIX A – Special Education Glossary of Terms

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



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



<b>IEP</b>	Individual Education Plan
<b>IPP</b>	Individual Pathways Plan
<b>IPRC</b>	Identification, Placement and Review Committee
<b>IRP</b>	Indicator Response Plan
<b>ISERT</b>	Itinerant Special Education Resource Teacher
<b>KTEA-3</b>	Kaufman Test of Educational Achievement - Third Edition
<b>L4All K-12</b>	Learning for All – Kindergarten to Grade 12
<b>LD</b>	Learning Disability
<b>LI</b>	Language Impairment
<b>LDAO</b>	Learning Disability Association of Ontario
<b>LHIN</b>	Local Health Integration Networks
<b>LRE</b>	Least Restrictive Environment
<b>LTO</b>	Long Term Occasional (Staff)
<b>MACSE</b>	Minister’s Advisory Council on Special Education
<b>MCYS</b>	Ministry of Child and Youth Services
<b>MHAN</b>	Mental Health and Addiction Nurse
<b>MHWB MDT</b>	Mental Health and Well Being Multidisciplinary Team
<b>MID</b>	Mild Intellectual Disability
<b>MOD</b>	Modification/Modified
<b>MOE</b>	Ministry of Education
<b>MOHLTC</b>	Ministry of Health and Long-Term Care
<b>NOS</b>	Not otherwise specified
<b>NTIP</b>	New Teacher Induction Program
<b>OAP</b>	Ontario Autism Program
<b>OCD</b>	Obsessive Compulsive Disorder
<b>ODD</b>	Oppositional Defiant Disorder
<b>OPA</b>	Ontario Psychological Association
<b>OSR</b>	Ontario Student Record
<b>OT</b>	Occupational Therapist
<b>PAAC</b>	Provincial Parent Associations Advisory Committee
<b>PBIS</b>	Positive Behaviour Interventions and Supports
<b>PECS</b>	Picture Exchange Communication System
<b>PHYS/MED</b>	Physical Medical
<b>PICS</b>	Picture Symbols
<b>PPM</b>	Program Policy Memorandum
<b>PT</b>	Physical Therapist
<b>RBT</b>	Registered Behaviour Technician
<b>ROCK</b>	Reach Out Centre for Kids
<b>ROM</b>	Range of Motion
<b>SEA</b>	Special Equipment Amount
<b>SEC</b>	Special Education Consultant
<b>SEAC</b>	Special Education Advisory Committee
<b>SEF</b>	School Effectiveness Framework
<b>SEPPA</b>	Special Education Per Pupil Amount
<b>SERT</b>	Special Education Resource Teacher
<b>SET</b>	Special Education Teacher



<b>SIP</b>	Special Incidence Portion
<b>SLD</b>	Specific Learning Disability
<b>SLP</b>	Speech Language Pathologist
<b>SNS</b>	Special Needs Strategy
<b>STC</b>	Structured Teaching Class
<b>SW</b>	Social Worker
<b>TCA</b>	Temporary Care Agreement
<b>TDD</b>	Telecommunications Device for the Deaf
<b>TDR</b>	Transdisciplinary Rounds
<b>TRE-ADD</b>	Treatment, Research and Education for Autism and Developmental Disorders
<b>TRF</b>	Teacher Report Form
<b>VR</b>	Virtual Reality
<b>VTRA</b>	Violent Threat Risk Assessment
<b>WIAT-III</b>	Wechsler Individual Achievement Test - Third Edition
<b>WISC-V</b>	Wechsler Intelligence Scale for Children - Fifth Edition
<b>WPPSI-IV</b>	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			
<b>Legal Name</b>	<b>School Name</b>	<b>Birth Date</b>	
<b>Given Name</b>	<b>Principal</b>	<b>Grade</b>	
<b>Known As</b>	<b>Student Id #</b>	<b>Telephone</b>	
<b>Address</b>	<b>Gender</b>		
<b>Parent / Legal Guardian</b>			
<b>PROFILE OF STRENGTHS</b>	<b>PROFILE OF NEEDS</b>		
-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		
<b>Purpose</b>	<b>Change of Placement</b>	<b>Date Of IPRC Meeting</b>	11-Feb-2021
<b>Student is</b>	Exceptional <input checked="" type="checkbox"/> Not Exceptional <input type="checkbox"/>		
<b>Exceptionality</b>	<b>IPRC Placement</b>	<b>Placement Start Date</b>	
-Communication - Learning Disability	-Regular Class with Resource Assistance	11-Feb-2021	
	-Regular Class with Indirect Support	07-Sep-2021	
<p><b>Communication - Learning Disability:</b> 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>			
<b>Review Date</b>	2022, February, 28		
<b>Reason(s) for placement in a Special Education Class</b>			
<b>FURTHER RECOMMENDATIONS REGARDING PROGRAMS AND SERVICES</b>			

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.

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**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.

<p><u>Assessment</u></p> <p><input type="checkbox"/> Educational Assessment</p> <p><input type="checkbox"/> Gifted Screening</p> <p><input type="checkbox"/> Psychological Assessment</p> <p><input type="checkbox"/> Other _____</p>	<p><u>Support Services</u></p> <p><input type="checkbox"/> Behaviour Analyst Support</p> <p><input type="checkbox"/> Child and Youth Counsellor</p> <p><input type="checkbox"/> Educational Audiology</p> <p><input type="checkbox"/> Hearing Services</p> <p><input type="checkbox"/> Social Work</p> <p><input type="checkbox"/> Speech and Language Services</p> <p><input type="checkbox"/> Vision Services</p> <p><input type="checkbox"/> Other _____</p>
---	---

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 905.632.8314 ext. 233 or at [privacy@hcdsb.org](mailto: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)**SE 01  
Description of Support Services**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 Counselors 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 child.

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

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

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

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

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

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

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

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

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

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

Parents 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.



*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.*

## Special Equipment Amount (SEA)

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 (4 PAGES)**



**HALTON CATHOLIC DISTRICT SCHOOL BOARD  
SPECIAL EDUCATION SERVICES**

**Independence Rubric**

<b>Student Name:</b>		<b>School:</b>		<b>Grade:</b>	
<b>Identification/Exceptionality:</b>		<b>IPRC Placement:</b>		<b>SIP Claim: Yes No</b>	
<b>Completed By:</b>					
HEALTH/MEDICAL					
	Level 1	Level 2	Level 3	Level 4	Not Applicable
<b>Lifting/Transferring/ Positioning</b>	Significant Assistance; Two adults required to lift and transfer	Some Assistance/Some Independence; One adult required to lift and transfer	Considerable Independence; Independent but requires adult support for positioning to ensure stability and safety	High Degree of Independence; Requires some physical supports to ensure stability and safety (i.e. Intermittent support for lifting, transferring, positioning)	
<b>Catheterization</b>	Significant Assistance; adult catheterizes	Some Assistance/Some Independence; Self-catheterizes with periodic adult supervision	Considerable Independence; Self-catheterizes, adult monitoring required	High Degree of Independence; Self-catheterizes, no monitoring required	
<b>Seizures</b>	Significant Assistance; Almost always requires support for seizures to resume class activities	Some Assistance; Regularly requires support for seizures to resume class activities	Occasionally requires support for seizures to resume class activities	Rarely to Never requires support for seizures	
<b>Health Medical: Overall Level*</b>	Limited Independence/ Significant Assistance; Almost always requires support for medical needs	Some Independence/ Some Assistance; Regularly requires support for medical needs	Considerable Independence; Occasionally requires support for medical needs	High Degree of Independence; Rarely/ Never requires support for medical needs	
*Review each of the criteria in the Health/Medical Section and determine the mode level (most consistent level); Only reference the areas wherein the student was assigned a level to calculate the mode.					
SAFETY					
<b>Indicator Response Plan: Yes No</b>			<b>Safety Plan: Yes No</b>		
	Level 1	Level 2	Level 3	Level 4	Not Applicable
<b>Self- Injurious</b> <i>Exhibits behaviours such as, but not limited to, running or wandering outside of supervised areas, unaware of danger, picking, scratching skin, hitting self, pulling hair, banging head, hitting fist into objects, throwing self onto floor or onto objects.</i>	Behaviour almost always impacts on safety of self; occurs 1 or more times daily; full physical assistance (adult intervention required to de-escalate and resume class activities)	Behaviour regularly impacts on safety of self; occurs up to 4 times weekly; partial physical assistance (adult intervention required to de-escalate and resume class activities)	Behaviour occasionally impacts on safety of self; up to 4 times per month (adult intervention required to de-escalate and resume class activities; verbal and/or gestural assistance)	Behaviour rarely impacts on the safety of self; 1 time per month; independently accesses visual support systems/cues or strategies to ensure safety	

<b>Behaviour Injurious To Others</b> <i>Exhibits behaviours such as, but not limited to, biting, hitting, punching, kicking, scratching, throwing items, making personal threats, as a clear response to antecedent.</i>	Behaviour almost always impacts on safety of other; occurs 1 or more times daily; full physical assistance (adult intervention required to de-escalate and resume class activities)	Behaviour regularly impacts on safety of others; occurs up to 4 times weekly; partial physical assistance (adult intervention required to de-escalate and resume class activities)	Behaviour occasionally impacts on safety of others; up to 4 times per month; (adult 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	
<b>Support to Self-Regulate</b> <i>With prompts (physical, verbal, gestural, or visual) from an adult, student is able to de-escalate, establish composure, and re-establish rapport</i>	Almost always requires full physical prompts; 1 or more times daily to de-escalate, to establish composure, to re-establish rapport and/or re-engage in task	Regularly requires partial physical prompts up to 4 times weekly to de-escalate, to establish composure, to re-establish rapport and/or to re-engage in task	Occasionally requires verbal and/or gestural prompts up to 4 times per month to de-escalate, to establish composure, to re-establish rapport 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	
<b>Use of Alternative Learning Environment</b> <i>Alternative work space (an instructional/work location outside of the regular classroom), may or may not be a component of reverse integration; Sensory Room; Safety Room</i>	Exclusively in Alternative Learning Environment	One or More Times Daily	Up to 4 Times Weekly (0 to 4 Times Weekly)	Up to 4 Times Monthly (0 to 4 Times Monthly)	
<b>Safety: Overall Level*</b>	Significant Assistance; Behaviour almost always impacts safety of self and/or others; Full physical assistance	Some Assistance/Some Independence; Behaviour regularly impacts the safety of self and/or others; Partial physical assistance	Considerable Independence; Behaviour occasionally impacts the safety of self and/or others; Verbal and/or visual and/or gestural prompt assistance	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	
<i>*Review each of the criteria in safety and determine the mode level (most consistent level)</i>					
<b>ADAPTIVE FUNCTIONING</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Not Applicable</b>
<b>Toileting</b>	Significant Assistance; Two adults required to lift, toilet, clean and change; Full physical assistance	Some Assistance/Some Independence; One adult required to toilet, clean and change; Partial physical assistance	Considerable Independence; Requires adult prompting and occasional assistance toilet, clean and change (if required); Verbal and/or gestural assistance	High Degree of Independence; Toilets independently; Independently accesses visual support systems or other strategies	
<b>Feeding</b>	Significant Assistance; Fully dependent on adult for all feeding and drinking; May require bolus hydration; Nursing support for G-Tube Feeding; Full physical assistance	Some Assistance/Some Independence; Requires adult prompting when feeding and/or partial physical assistance (hand over hand)	Considerable Independence; Feeds independently with some occasional adult prompting; Verbal and/or gestural assistance/prompts	High Degree of Independence; Independently feeds/eats; Independently accesses visual support systems or other strategies	
<b>Mobility</b>	Significant Assistance; Fully dependent for all mobility needs	Some Assistance/Some Independence; Requires support to ensure safe	Considerable Independence; Mobility independent with	High Degree of Independence; Independently mobile; able to	



<i>Support in the use of walkers, wheelchairs, standers, and other mobility equipment</i>		access/pathways; developing some independence with mobility with some supervision	some adult supervision/monitoring	maneuver mobility equipment; able to navigate environments	
<b>Dressing</b>	Significant Assistance; Fully dependent on adult for dressing; Full physical prompts	Some Assistance/Some Independence; Requires hand over hand assistance and adult assistance for dressing; Partial physical prompts	Considerable Independence; Requires adult prompting with some hand over hand assistance to dress; Verbal and/or gestural prompts	High Degree of Independence; Independently dresses; May require adult prompting to select clothing; Independently accesses visual support systems or other strategies	
<b>Personal Hygiene</b>	Fully dependent on adult for maintaining personal hygiene; Full physical prompts	Requires hand over hand assistance, partial physical prompts, to maintain personal hygiene	Requires prompting, verbal and/or gestural assistance to maintain personal hygiene	Independently maintains personal hygiene; Independently accesses visual support systems or other strategies to promote personal hygiene	
<b>Adaptive Functioning: Overall Level*</b>	Limited Independence/ Significant Assistance; Fully dependent on adult support; Full physical assistance	Some Assistance/Some Independence; Requires hand over hand assistance and prompting; Partial physical assistance	Considerable Independence; Requires some adult prompting; Verbal and/or gestural assistance	High Degree of Independence; Independently accesses visual support systems or other strategies.	
<i>*Review each of the applicable criteria in Adaptive Functioning and determine the mode level (most consistent level)</i>					
<b>FUNCTIONAL COMMUNICATION</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Not Applicable</b>
<b>Functional Communication: Overall Level</b> <i>Communication could include: sign language, braille, other augmentative or alternative communication systems; Visuals; Verbal (Voice); Eye Gazing</i>	Non-verbal/minimally verbal; Full physical prompts in the use of a communication system	Communication skills are developing; Learning to use communication system to label and request with single words	Learning to use communication system to express personal needs and wants; with prompting, can engage in some reciprocal conversation, though not necessarily spontaneous, engages in scripted conversations, often converses about topics of interest	Learning to use communication system to comment and engage in conversation; engages in spontaneous, reciprocal, relevant conversations; independently initiates conversations	
<b>SOCIAL/EMOTIONAL</b>					
	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Not Applicable</b>
<b>Social/Emotional: Overall Level</b> <i>Could include: Play and Leisure Skills, Socially Appropriate Behaviour</i>	Modelling and full prompting; Rarely interacts appropriately in the learning community; Little or no initiation of social interaction	Modeling and partial prompting; Occasionally interacts appropriately with others in the learning community; Will sometimes engage in reciprocal interaction	Some guidance to access opportunities and demonstrate skills; Regularly interacts appropriately with others in the learning community	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
<b>Academics: Overall Level</b>	IEP includes only alternative curriculum expectations (A4); Early Years has support from Resource Consultant; Through K-3, IEP pending, performing significantly below developmental expectations; global developmental delay	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	
<i>Academic Program – Accommodated Only; Accommodated with Alternative Curriculum in the Learning Skills; Modified Curriculum, Modified &amp; Alternative (A4) Curriculum Expectations; Exclusively Alternative Curriculum Expectations (A4); Learning Skills (Ministry Report Card) are primarily the responsibility of the classroom teacher, SERT and may be supported by the CYC</i>					
COMMUNITY/LEISURE/WORK					
	Level 1	Level 2	Level 3	Level 4	Not Applicable
<b>Community/Leisure/ Work: Overall Level</b>	Fully dependent on adult to access the community (school community/community at large)	Requires support for access to local community; Requires adult monitoring and some prompting to participate in leisure/co-op activities (school community/community at large)	Requires support for access to local community; Independently participates in leisure/co-op activities (school community/community at large)	Independently accesses local community; Independently participates in leisure and/or co-op activities (school community/community at large)	
<i>School Community: Within the School; Sensory Room; Library; Places and/or participate in "Jobs" in the school building; Community At Large: Outside the school in the greater community; Leisure Centre; Transit; Job/Co-op Placement</i>					
POST SECONDARY DESTINATION					
	Level 1	Level 2	Level 3	Level 4	Other
<b>Grade 7 to Post-Secondary Destination</b>	Pathway 1 – Residential/ Home Care (24 hour Support)	Pathway 2 –Supported Independent Care (1:5 to 1:8 Support)	Pathway 3 – Day Program Care (1:8 to 1:16 Support)	Pathway 4 – Employment Support (1:8 – 1:16 Support; 4 – 12 hours per week support to maintain employment)	OSSD OSSC Workplace Certificate of Accomplishment Certificate of Achievement
<i>Based on the student's current level of independence, predict the student's pathway at this point in time; Reference the HCDSB A4 Alternative Programming: Lifeskills Pathways and Staff Guide</i>					



## 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 – MINORITY REPORTS ON THE HCDSB SPECIAL EDUCATION PLAN

### **APPENDIX L: Minority Reports on the HCDSB Special Education Plan**

#### **Description of Minority Report from the Learning Disabilities Association of Halton-Hamilton**

The Learning Disabilities Association of Halton-Hamilton (LDAHH) submitted a Minority Report on June 7, 2021. The report notes that LDAHH is unable to support the Plan for several reasons, with the primary reason being the range of placements offered to students with Learning Disabilities and the recommendation is made to include a full range of placement options, including fully integrated regular class placements to fully specialized, with no integration, including referral to a Demonstration School. In addition, recommendations regarding assessments and criteria for identification, as well as early intervention are included in the report.

#### **The Board's Response**

The Chair of the Board responded to the email communication, and it was received as information.

Staff reviewed and responded accordingly to any suggested recommendations that had been provided by LDAHH as part of the Special Education Plan consultation process, including the request to note their lack of support in the SEAC meeting minutes of May 2021. Staff reviewed the feedback provided throughout the review process and will continue to reflect on the subsequent recommendations provided in this report.

#### **Description of Minority Report from the Association for Bright Children**

The Association for Bright Children submitted a Minority Report on July 30, 2021, primarily to address the lack of a full range of placements for gifted students at HCDSB, in particular secondary students. The report addresses other areas of the Plan that intersect with placement options, most significantly pertaining to gifted students, as well as other students with special education needs. The format of the report is presented in reference to each of the Ministry Standards with commentary regarding the Plan as it is written, and recommendations by ABC for each.

In summary the recommendations include: a review of the board's philosophy and model for special education and alignment with the regulations and Ministry expectations, and ways to address any gaps identified by ABC, identification, assessment and early intervention practices, placement options, Individual Education Plans, staff professional development, as well as recommendations specific to updating the Plan.

#### **The Board's Response**

The Chair of the Board responded to the email communication, and it was received as information. Given the timing and format of the report, staff provided an overview of the extensive and transparent consultation process that took place in 2020-2021, which was reviewed and revised with input from SEAC. ABC Halton was a member of the sub-committee and although a feedback form was not submitted by the association, staff included input received from ABC through the year. As per the timeline, the draft Plan was disseminated, along with a summary of changes, and feedback received, with all members by the end of May 2021 and following the final June SEAC meeting, the Special Education Plan was submitted and accepted by the Ministry. Subsequently, an addendum has been sent to the Ministry to include the description of the minority report along with the response from the Board. Moving forward, staff will reflect on the recommendations and will continue to collaborate with ABC.

