



Helping Students Grow

Halton District School Board

Special Education Plan

2025-2026



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Glossary of Terms

Accommodations

Special teaching and assessment strategies, human supports, 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.

Alternate Program

A program that is not based on Ontario Curriculum Guidelines, which is provided to address the needs of students. (e.g., fine motor skill development, communication, self-regulation).

Alternative Non-Credit or “K” Alternative Courses (Secondary)

"K" coded courses are Alternate Program or Curriculum courses offered at the secondary school level to address the needs of those students who are unable to meet the expectations set out in the Ontario Curriculum Guidelines for locally developed (essential), applied and academic courses. Students in "K" courses will not earn a credit for completion of the course.

Applied Behavioural Analysis (ABA)

An effective instructional approach that uses methods based on scientific principles of learning and behaviour to build useful repertoires of behaviour and reduce problematic ones. For example, ABA methods can help a student to develop positive behaviours, learn new skills, and transfer a positive behaviour or response from one situation to another.

Assessment

The process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and/or the learning expectations identified in the student's IEP. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. Evaluation of student learning is based on “assessment of learning” that provides evidence of student achievement at strategic times throughout the grade/course/program, often at the end of a period of learning.

Behaviour Analyst (BA)

Behaviour Analyst (see Standard 12: Special Education Staff).

Behaviour Support Plan

A Behaviour Support Plan is a comprehensive plan to support a positive change in behaviour for a student. The purpose of this document is to be proactive in teaching appropriate behaviour and/or to de-escalate behaviour before and/or during an episode. They are designed and written by school-based staff in consultation with parents/guardians and with the support of board staff if necessary.

Behaviour Management Systems (BMS)

A program written by educators for educators for use in schools, which emphasizes prevention (rather than control) of disruptive behaviour. This training is linked to educational policies and programs, supports special education protocols, and advocates a systems/community of learners approach and enhances staff confidence and competence.

Blind Low Vision (BLV)

(Teachers for the) Blind and those with Low Vision (see Standard 12: Special Education Staff)

Child and Youth Counsellor (CYC)

Child and Youth Counsellor (see Standard 12: Special Education Staff)

Communicative Disorders Assistant (CDA)

Communicative Disorders Assistant (see Standard 12: Special Education Staff)

Community School

The school within an area that houses programs not offered at the neighbourhood school.

Community Skills Certificate (CSC)

Community Skills Certificate is for students enrolled in the secondary self-contained Community Pathway Program. The CSC focuses on building the skills necessary for a transition to a community volunteer or supported employment environment. Students engage in skill development and cooperative education experiences.

Deaf Hard of Hearing (DHOH)

(Teachers for the) Deaf and Hard of Hearing (see Standard 12: Special Education Staff)

Differentiated Special Education Needs Amount

The Differentiated Special Education Needs Amount (DSENA) is part of the Special Education funding provided by the Ministry of Education to address costs of providing intensive staff support required by a small number of students with high needs as determined by each board's profile.

District

The Halton District School Board (also known as "region").

ECPP

Education Community Partnership Program

Educational Assistant (EA)

Educational Assistant (see Standard 12: Special Education Staff)

Equity

A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Employment Skills Certificate (ESC)

Employment Skills Certificate is for students enrolled in the secondary self contained Community Pathway Program. The ESC focuses on building the skills necessary for a transition into selected career areas. During the program students engage in specialized skill development and cooperative education experiences.

Facilities Amount (ECPP)

The funding allocation provided by the Ministry of Education to support programs developed by the Halton District School Board in partnership with community agencies under the auspices of the Ministry of Children and Youth Services.

Full Time Equivalent (FTE)

Proportion of a full time position (staff) or proportion of a full time student's schedule.

Grants for Student Needs (GSN)

The Ministry of Education's funding process for school boards.

Identification, Placement, and Review Committee (IPRC)

A committee of a school board that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the Ministry of Education, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year. See Part D of this guide for more information on the IPRC.

Individual Education Plan (IEP)

A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve their learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement.

Itinerant Teacher

A teacher with Special Education Additional Qualifications (minimum Part 1), (see Standard 12: Special Education Staff) who is assigned to provide specialized support to staff/students in more than one school.

Modifications (modified expectations)

Statements on the IEP that reflect the changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of learning expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.

Neighbourhood School

The designated school for students living within specific boundaries as established by the Halton District School Board.

Occupational Therapist (OT)

Occupational Therapist (see Standard 12: Special Education Staff)

Parent/Guardian

For the purposes of this document, all references to "parent" include guardian.

Professional Services Consultation Team

A regional team made up of staff from a variety of disciplines to support schools with students that have complex needs.

Professional Services Staff

Staff in six professional services disciplines who work under the supervision of Managers of Professional Services: Psycho-educational Consultants, Social Workers, Speech-Language Pathologists, Behaviour Analysts, Child and Youth Counsellors, Occupational Therapist, Mental Health Psychologists and Specialized Behaviour Support Workers.

Psychoeducational Consultant/Psychologist/Psychological Associate

Psychoeducational Consultant/Psychologist/Psychological Associate (see Standard 12: Special Education Staff).

Range of Placement

Pupil placement for provision of program and services for formally identified students as determined by an IPRC within two general categories: Resource Support and Self Contained classes. Each of these categories has sub-categories as outlined in Standard 9.

Resource Support

A category of special education placement in which learning assistance required by the student is provided by a Special Education Resource Teacher, classroom teacher and other personnel that work as a team to provide programming specific to needs in the regular classroom.

Safety Plan

A planned response to escalating behaviour, not intended to remediate behaviour. A student with a Safety Plan must also have a Behaviour Support Plan.

School Resource Team (SRT)

A team consisting of school staff (Principal, Special Education Resource Teacher(s), educator(s)) and regional support staff (Psycho-educational Consultant, Child and Youth Counsellor, Social Worker, Speech-Language Pathologist, Behaviour Analyst as needed) which meets on a monthly basis to problem solve issues and concerns for students experiencing difficulty.

Parents/Guardians are invited and strongly encouraged to attend these meetings. The team, in collaboration with parent/guardian, may make recommendations to an Identification, Placement, and Review Committee for formal identification or placement.

School Resource Team Request for Self-Contained Class Request

The class being considered matches parental preferences as outlined in the Parent/Guardian Request for Self-Contained Class when a student is being referred to IPRC for a self-contained placement.

School Social Worker (SSW)

School Social Worker (see Standard 12: Special Education Staff)

School Team (ST)

School Team, an 'in-house' team of school-based staff that meets to collaborate, consult and share information and knowledge to identify strategies that may increase the student's learning success.

Self-Contained Class

An IPRC placement where students receive assistance (over 50%) from a qualified Special Education Teacher, which may include integration into a regular classroom setting as appropriate.

Self-Contained Class Teacher

A Teacher with Special Education Additional Qualifications (minimum Part 1, see Standard 12: Special Education Staff) assigned to teach a self-contained class.

Special Education Advisory Committee (SEAC)

A committee of a school board that provides important advice on special education. A SEAC may make recommendations to the board on any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students in a board. Each school board in Ontario must establish a SEAC.

Special Education Per Pupil Amount (SEPPA)

A funding allocation based on the entire student population of the Board to support special education.

Special Education Program

As defined in the Education Act, “an educational program [for an exceptional pupil] that is based on and modified by the results of continuous assessment and evaluation and that includes a plan [the IEP] containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.”

Special Education Resource Teacher (SERT)

A Teacher with Special Education Additional Qualifications (minimum Part 1, see Standard 12: Special Education Staff) assigned to support students in regular classroom placements.

Special Education Services

As defined in the Education Act, “facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.”

Special Equipment Amount (SEA)

A grant provided by the Ministry of Education to address the need for specialized equipment (hardware, software, etc.) required by a student to facilitate access to the school and curriculum.

Special Incidence Portion (SIP)

A grant provided by the Ministry of Education upon successful application by the Board to assist in the provision of staffing resources for students with extraordinary needs.

Speech Language Pathologist (SLP)

Speech-Language Pathologist (see Standard 12: Special Education Staff)

Structured Reading Coach

Structured Reading Coach (see Standard 12: Special Education Staff)

Introduction

The Special Education Plan 2025-26 describes the programs and services offered by the Halton District School Board to support students with special education needs.

This plan is reviewed and revised annually or as needed to ensure it is up to date and reflective of the ongoing practice within our school board. This plan will be made available in other formats upon request.

Regulation 306 specifies the requirement of school boards to maintain, update and review annually their Special Education Plans. The Ministry of Education requires boards to maintain and update a Special Education Report (as outlined in Regulation 306) and submit a checklist of its contents to the Ministry of Education by the beginning of September each year together with an outline of programs and services that were not provided in the previous Plan and a description of the variance ([see Appendix O](#)). SEAC has recommended maintaining the name Special Education Plan. The plan is approved annually by the Halton District School Board.

The Halton District School Board approved this Plan on **INSERT DATE**.

In addition, school boards are required annually to develop “Board Improvement Plans for Student Achievement” (BIPSA) which are based on the board’s Multi-Year Strategic Plan as per Reg 306. These plans set goals in a variety of areas and list strategies for meeting these goals. It is the Ministry of Education’s and the board’s expectation that the resources, programs and services outlined in the Special Education Plan will support student achievement for students with special education needs and be aligned with the contents of the BIPSA.

The Halton District School Board is committed to serve students, families and staff. We incorporate principles of equity and inclusive education into all aspects of our operations, structures, policies, procedures, guidelines and practices, consistent with the principles of the **Ontario Human Rights Code**.

The Halton District School Board believes that all students can learn and we strive to enable every student to learn effectively, to reduce achievement gaps and to improve learning outcomes for all, regardless of race, class, gender, ethnicity, disability, sexual orientation and other historical forms of marginalization.

The Halton District School Board **Equity and Inclusive Education Policy** reflects our commitment to create and maintain a safe, inclusive learning and working environment for students, their families, employees and members of the public. Our policy informs decisions regarding board actions across multiple areas including policies and procedures; leadership; school and community relationships; religious accommodations; curriculum and assessment practices; and actions to create a school climate free from discrimination and harassment.

Standard 1: The HDSB's Consultation Process

The Halton District School Board will review and update the Special Education Plan on an annual basis. It is our belief that consultation with a variety of stakeholders is necessary to receive rich input that is useful to improve programs and services for students and to update the plan as needed. Consultation occurs in a variety of ways throughout the school board.

Ongoing and Informal Feedback from Parents/Guardians and Staff

Staff members have regular and ongoing communication with parents/guardians, system staff, and community agencies. For example, in the course of problem-solving with parents/guardians up to and including the identification, placement and review process, input is received on a wide range of matters including:

- strategies and interventions used to assist students;
- programming provided for students;
- the range of placements available within the Halton District School Board;
- staff allocations and need for further staff training;
- processes, including communications with parents/guardians.

As a school board committed to continuous improvement, input received through ongoing, as well as more formalized processes, gets factored into decisions by the Halton District School Board on the provision of programs, services and resources.

While formalized and mandated input processes are important and useful, a good idea, whether it comes from one person in an informal conversation or through a more formal mechanism, will be considered. Staff of the Halton District School Board are constantly attentive to suggestions that can improve the manner in which we serve student needs. New ideas are reviewed and evaluated by staff based on a number of factors including benefit to students, ease of implementation and cost.

Community Consultation

Each year the board gathers input from a variety of sources to help inform decisions regarding the effectiveness of the programs and services available to students. The board engaged the services of an external consultant to conduct a Special Education Review over three years from 2016 - 2019. This review gathered input from a variety of stakeholders including students, parents and staff. The findings of this review continue to help guide improvements in the provision of programs and services that support students with special education needs.

The board's Special Education Plan is posted on the board's website along with a number of other useful documents. Contact information is available should members of the public have questions or comments on the plan or other issues related to the provision of programs and services for students in the Halton District School Board.

Public Consultation with the Assistance of the Board's SEAC

SEAC is currently comprised of representatives of community associations, the Board of Trustees, and 'members at large'. Every member of SEAC assumes responsibility for speaking with members of the public, either through formal association meetings, or through informal conversations with parents/guardians. Such comments are reflected in the feedback provided through monthly SEAC meetings.

Associations have mechanisms for discussing issues/concerns/successes of our current Special Education Plan. Every monthly agenda includes a section for "Association Reports", at which time members may introduce matters of interest or concern. Key initiatives of the associations are often shared through this mechanism.

SEAC meetings are open to members of the public. The SEAC meeting process allows for members of the public to submit questions to the SEAC Chair that may be addressed during a meeting or may be responded to by staff outside of the formal meeting structure.

SEAC Involvement in the Review Process

Each year SEAC reviews the Special Education Plan and makes recommendations about improving special education resources, programs and services. Suggested amendments to the plan are discussed thoroughly and collated. The plan is modified by staff and brought to SEAC. SEAC votes to support or not support the amended plan each year.

Majority or Minority Reports, Board Response

Associations have an opportunity each year to submit a Majority or Minority Report to the Chair and Trustees of the Board concerning the board's Special Education Plan. The Board issues a response to this report and both are attached as appendices to the plan.

Means of Communication

The Halton District School Board communicates with parents/guardians, board employees and the community in the following ways:

i) Working Together: A Guide for Parents, Guardians and Students

Halton District School Board's parent/guardian guide, entitled "Working Together", includes information regarding the IPRC process, exceptionality codes, placement options, appeal processes, and access to provincial and demonstration schools (See [Appendix A](#) or the HDSB website for a copy of *Working Together*). Schools are required to provide this document prior to SRT, when registering a student with special education needs or upon parent/guardian request. Special Education Resource Teachers and Self-Contained Classroom Teachers are encouraged to include a link to the Guide in their email signature.

ii) Board Website

The Halton District School Board and SEAC are continuously looking for ways to improve the special education and SEAC pages of the board website in order to help parents/guardians find

information about special education programs and services more easily. The board's website includes SEAC member contact information, meeting agendas and minutes. This information is currently found on the board's website at: [Special Education Programs and Placements](#).

Standard 2: The HDSB General Model for Special Education

The Halton District School Board's General Philosophy on Special Education

The Halton District School Board is committed to the principle that learning is a developmental process and children proceed through the stages of development at varying rates. It is also committed to the principle that early identification and intervention to address learning needs is the most effective way to ensure the learner remains confident about their own abilities and is engaged in the schooling process in years to come.

Special Education Services Mission Statement

Our schools work in partnership with students, families and communities to meet the educational needs of every student.

Statements of Belief

We believe that:

- needs should be identified and concerns should be addressed at the earliest possible stage;
- education of the whole child (social, intellectual, physical, emotional, etc.) is an important responsibility of the school and staff working with students;
- shared responsibility for meeting the needs of the student necessitates an active partnership involving the student, the family, the community and the school;
- inclusion of students in their regular classroom and neighbourhood school environment to the greatest extent possible is most desirable, when it is in the best interest of the child, and in accordance with parental wishes;
- a range of placements and programs is necessary to meet the needs of learners;
- alternate placements may be provided outside of the neighbourhood school for students who would most benefit from them when necessary;
- there should be equitable access to programs;
- professional development and ongoing training is essential for all staff within the system;
- facilitating growth is a continuous process for all students receiving special education programs and services;
- our schools will continue to foster inclusive environments where all students are supported and included;
- Differentiated Instruction and Universal Design for Learning are teaching methodologies that respond to the characteristics of a wide group of learners and enable educators to respond effectively to the strengths and needs of all students.

To actualize these beliefs we will:

- collaborate with parents/guardians and members of the broader community (individuals, groups, provincial ministries or agencies) involved in supporting the child;

- teach students the knowledge and skills that they need either as per the Ministry of Education Ontario Curriculum, or in accordance with alternate programming or alternative curriculum expectations as outlined on students' IEPs;
- continue to build the capacity of Halton District School Board staff to respond effectively to students' needs;
- constantly strive to ensure equity of access and opportunity for students in the Halton District School Board;
- collaborate with staff in the School Programs, Indigenous Rights and Education, Equity and Inclusive Education, and Safe Schools departments to ensure the full inclusion of students with disabilities and special education needs;
- provide students with disabilities and special education needs with opportunities to earn their Community Service Hours regardless of their placement or program. This will be based on each individual student's IEP.

Compliance Statement

The Special Education Plan of the Halton District School Board has been developed in compliance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Regulations made under the Act, and other relevant legislation.

Disability

Disability as defined by the Ontario Human Rights Commission Section 10 (1) of the *Code*, is defined as:

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
- b) a condition of mental impairment or a developmental disability;
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- d) a mental disorder; or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

"Disability" should be interpreted in broad terms. It includes both present and past conditions, as well as a subjective component based on perception of disability. Although sections 10(a) to (e) set out various types of conditions, it is clear that they are merely illustrative and not exhaustive. Protection for persons with disabilities under this subsection explicitly includes mental illness, developmental disabilities and learning disabilities. Even minor illnesses or infirmities can be "disabilities," if a person can show that she was treated unfairly because of the perception of a disability. The Halton District School Board recognizes that equity of opportunity and equity of access to the full range of programs, the delivery of services, and resources are critical to the achievement of successful educational and social outcomes for those served by

the school system as well as those who serve the system. (HDSB Equity & Inclusive Education Policy).

Accommodating Students with Disabilities: Principles

Once a disability-related need has been identified, or a case of discrimination has been established, education providers have a duty to accommodate the needs of students with disabilities, unless to do so would cause undue hardship. Accommodation is a means of preventing and removing barriers that impede students with disabilities from participating fully in the educational environment.

Accommodation involves three principles: dignity, individualization and inclusion.

1. **Respect for Dignity:** Students with disabilities have the right to receive educational services in a manner that respects their dignity. Human dignity encompasses individual self-respect and self-worth. It involves physical and psychological integrity and empowerment. It is harmed when individuals are marginalized, stigmatized, ignored or devalued. Accommodation solutions should therefore respect the dignity of students with disabilities, and those that do not will not be considered appropriate.
2. **Individualized Accommodation:** Each student's needs are unique and must be considered afresh when an accommodation request is made. At all times, the emphasis must be on the individual student and not on the category of disability. Blanket approaches to accommodation that rely on labels and generalizations are not acceptable.
3. **Inclusion and Full Participation:** In some circumstances, the best way to ensure the dignity of persons with disabilities may be to provide separate or specialized services. However, education providers must first try to build or adapt educational services to accommodate students with disabilities in a way that promotes their inclusion and full participation and enables barrier-free access.

Special Education Delivery Model

The Halton region is a large geographic area which, for administrative purposes of the Special Education Services, has been divided into three areas:

- **North** Halton includes schools within Milton and Halton Hills
- **East** Halton includes schools within Oakville
- **West** Halton includes schools within Burlington

The entire region, for the purposes of the special education delivery model, is referred to as the 'district'.

Equity of Access

In order to ensure consistency of implementation for special education, all operational procedures are developed at the district level by Special Education Services. Services coordinated through the district office are meant to be accessed by all schools, programs and staff within the Halton District School Board.

Special education services are, where viable, available to students within their geographic area and should be consistent across the district. Students generally do not need to cross area boundaries to access programming or services with the exception of a small number of programs and classes that serve students from more than one geographic area . Students for whom a self-contained class (partially integrated or fully self-contained) has been deemed appropriate by an IPRC should be able to access those placements within their geographic area, and at the closest/most appropriate location wherever possible.

Regional/Area Support

Special Education Services meets regularly to ensure consistency of delivery and operation throughout the Halton District School Board. Schools in Halton are organized under the supervision of a 'Family of Schools superintendent. Special Education Services staff provide support to each Family of Schools through Special Education Services teams consisting of Managers of Professional Services, Instructional Program Leaders, Itinerant Teachers, Professional Services staff and Itinerant Educational Assistants. These teams provide support to students, families and schools.

Board Policies

Halton District School Board Governance Policies and Board Policies are available to the public on the Board's website. Operational policies may be found using the following steps:

- Locate the HDSB website at: www.hdsb.ca;
- Click on "Boardroom and Trustees" from the home page;
- Click on Board Policies on the left side of the page.

Standard 3: Roles and Responsibilities

Roles and Responsibilities in Special Education

Ministry of Education:

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of School Boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that School Boards provide appropriate special education programs and services for their exceptional pupils;
- establishes funding for regular education and special education programs and services – see www.edu.gov.on.ca;
- requires School Boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires School Boards to maintain Special Education Plans, review them annually, and submit a checklist to the Ministry annually;
- requires School Boards to establish Special Education Advisory Committees (SEACs);
- establishes Special Education Tribunals to hear disputes between parents/guardians and School Boards regarding the identification and placement of exceptional pupils;
- establishes a provincial Minister's Advisory Council on Special Education (MACSE) to advise the Minister of Education on matters related to special education programs and services http://www.edu.gov.on.ca/eng/general/abcs/acse/acse_eng.html;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

Halton District School Board:

- establishes School Board policy and practices that comply with the Education Act, regulations, and policy/program memoranda and with the [Ontario Human Rights Code](#) (OHRC);
- monitors school compliance with the [OHRC](#), Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the [OHRC](#), Education Act, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the students of the Board;
- obtains the appropriate funding and reports on the expenditures for special education and shares them with SEAC as required;
- develops and maintains a Special Education Plan that describes the programs and services the board uses to meet the current needs of its students with special education needs;
- reviews the Plan annually and submits a checklist to the Ministry of Education;
- provides statistical reports to the Ministry as required and as requested;
- prepares a parent/guardian guide called *Working Together* to provide parents/guardians with information about special education programs, services, and procedures;

- establishes one or more 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.

Special Education Advisory Committee (SEAC):

- makes recommendations to the Board of Trustees (Board) with respect to any matter affecting the establishment, development, and delivery of special education programs and services for students with special education needs of the school 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;
- participates in the Board's annual review of the Board's Improvement Plan for Student Achievement (BIPSA);
- reviews the financial statements of the Board as they relate to special education;
- provides information to parents/guardians, as requested;
- provides opportunities for parents/guardians to express support for and concerns about Halton District School Board special education programs and services.

School Principal:

- carries out duties as outlined in the Education Act, regulations, and policy/ program memoranda, and through Board policies;
- communicates Ministry of Education and School Board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates Board policies and procedures about special education to staff, students, and parents/guardians;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and Board policies;
- consults with parents/guardians and with School Board staff to determine the most appropriate accommodations and program for students with special education needs;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP) according to provincial requirements;
- ensures that parents/guardians are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained;
- ensures the security and maintenance of the Ontario Student Record for each student in the school.

Teacher:

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda;
- follows Board policies and procedures regarding special education;

- maintains up-to-date knowledge of special education practices;
- works with special education staff and parents/guardians to develop the IEP for a student with special education needs;
- develops and delivers the program, including modifications and/or accommodations detailed in the IEP, for the student with special education needs, as outlined in the IEP;
- communicates the student's progress to parents/guardians.

Special Education Resource Teacher (SERT):

In addition to the responsibilities listed above under "the Teacher":

- holds qualifications, in accordance with Regulation 298, to teach special education;
 - assists the classroom Teacher in the development of the student's IEP in terms of accommodations and/or modifications, including alternate programming and/or alternate curriculum;
 - assists in providing educational assessments for students.
- i) *Direct Service to Students (for students with an Individual Education Plan (IEP) and those deemed appropriate through an in-school process):*
- collaborates with the Principal/Vice Principal, Teachers, Educational Assistants and other school board/community personnel to utilize resources to meet the continuum of student needs at all ages and grades within the school setting;
 - may work with an individual student, or with a small group, either within the classroom or on a withdrawal basis;
 - monitors the progress of students as outlined in their IEP;
 - provides consultation to the teachers of the students with special education needs;
 - contributes to the educational assessment of individual students;
 - provides program support for students with special education needs as outlined in the IEP;
 - at the secondary school level, provides scheduled credit or non-credit bearing support to student(s) identified through an in-school process.
- ii) *Programming/Communication:*
- provides liaison with parent/guardian, teacher, appropriate school board personnel and other agencies to assist in developing appropriate program;
 - participates in transition processes and in the development of transition plans for students with special education needs;
 - shares information with appropriate school staff about current theories and practices as these relate to special education, as well as Ministry/Board policies, procedures and directions;
 - provides consultative support to the classroom teachers and other staff to support student learning;
 - collaborates in the development and implementation of program accommodations, alternative program and/or modifications;
 - assists with other documentation (e.g. behaviour support plans), interviews and case conferences as deemed necessary through the in-school process;

- assists the principal with the utilization of allocated EA resources.

iii) *Recording and Documentation:*

- is an active participant in the School Team (ST) process and in the School Resource Team (SRT) process;
- coordinates the process for referral and presentation to the SRT and Identification, Placement, and Review Committee (IPRC) and/or other agencies and school board departments as required on behalf of the Principal;
- coordinates the annual review process for students in a resource support placement in consultation with teachers, appropriate support personnel, parent(s) and students over 16 years of age;
- coordinates the process for completion of Individual Education Plans (IEP) on behalf of the principal, as per Ministry and Board policies;
- assists in the referral for and implementation of the use of specialized equipment through the Special Equipment Allocation process.

Parent/Guardian:

- becomes familiar with and informed about Board policies and procedures in areas that affect the child;
- communicates with the school and participates in parent-teacher meetings, case conferences, and other relevant school activities;
- becomes acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal, teachers and other staff to solve problems;
- is responsible for the student's attendance at school;
- participates in the SRT and IPRC processes as they see necessary;
- participates in the development of the IEP.

Student:

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

Superintendent of Education, Special Education Services:

Further to other responsibilities as assigned by the Director of Education, the Superintendent has the primary responsibility for:

- interpretation and implementation of Ministry direction and legislation that pertains to the delivery of special education within the Halton District School Board;
- Special Education Services budget;
- liaison to Special Education Advisory Committee;
- is part of the senior administrative team for the HDSB;
- liaison to Trustees;
- liaison to all Ministries;

- liaison to CEOs of Halton agencies and services;
- supervision of the Principal of Special Education and the Managers of Professional Services: Speech and Language Pathologists, Behaviour Analysts, Specialized Behaviour Support Workers and Psychoeducational Consultants/Psychological Associates/Psychologists.

Superintendent of Education, Student Well-being Department:

Further to other responsibilities as assigned by the Director of Education, the Superintendent has the primary responsibility for:

- Student Well-Being budget;
- supervision of staff responsible for coordination of Education and Community Partnership Program;
- supervision of the Mental Health Lead and Managers of Professional Services: Child and Youth Counsellors, Social Workers and Mental Health Psychoeducational Consultants
- supervision of the Vice Principal of Student Well-Being.

The Principal and Vice-Principal of Special Education:

Further to other responsibilities as assigned by the Superintendent of Education, the Principal and Vice-Principal have the primary responsibility for:

- liaison with the elementary and secondary Principals' Associations;
- supervision of the Itinerant Teachers and Instructional Program Leaders in Special Education Services ;
- support for school-based administrators in the implementation of system initiatives;
- liaison with department staff to develop, coordinate and implement system initiatives;
- liaison with community agencies with respect to coordination of supports to children;
- support the coordination of professional development plans for classroom teachers, special education staff, and administrators in conjunction with other HDSB departments (i.e., School Programs Services, Safe and Inclusive Schools, Equity and Inclusive Education);
- support department staff with Human Resources processes and procedures.

Instructional Program Leaders of Special Education Services:

- support school staff in addressing the needs of students with special education needs within their area;
- regional responsibilities for special programs and services (e.g. coordination of Area Teams);
- develop and implement professional development for classroom teachers, special education staff, EA's, and Administrators in conjunction with other HDSB staff (e.g., School Programs Services, Instructional Technology, Equity and Inclusive Education);
- liaise with the Itinerant Teachers within their areas;
- development of SEA claims and Special Incidence Portion (SIP) Grants for students within their area;
- assist with the development of alternate programming and alternative curriculum for Kindergarten to graduation within their area for students with special education needs;

- area responsibility for implementation of IEP standards and staff development in IEP writing, management and implementation;
- provide schools with operational assistance for special education processes such as Identification, Placement, and Review Committee (IPRC), School Resource Team (SRT), and transportation needs;
- liaise with department staff to develop, coordinate and implement system initiatives;
- collaborate with school board staff in the development of a student's Plan of Care, as needed (e.g., Seizure Plan of Care).

The Managers of Professional Services: - Special Education Services and Student Well-being Department:

Further to other responsibilities as assigned by the Managers of Professional Services have the primary responsibility for:

- partnering with school and department staff in supporting students with complex neurological, neuro-developmental socio-emotional, behavioural, and/or mental health needs;
- acting as Member or designate, Regional IPRC elementary;
- supervising, consulting/managing and coordinating Professional Services Staff: Psychoeducational Consultants, Speech-Language Pathologists, Occupational Therapist, Behaviour Analysts, Social Workers, Child and Youth Counsellors, Specialized Behaviour Support Workers, Mental Health Psychoeducational Consultants; Supervision/management and coordination of Communicative Disorders Assistants
- coordinating the Professional Services Consultation Team (PSC) and Mental Health and Attendance Review Committee (MHARC)
- supervising and coordinating of Psychoeducational and Speech-Language assessments/supports within the school board as well as Occupational Therapy and behavioural supports;
- supporting regional responsibilities for self-contained programs and placements ;
- liaising to community agencies with respect to socio-emotional, behavioural and mental health needs of Halton students;
- liaising with department staff to develop, coordinate and implement system initiatives;
- liaising to Halton Preschool Speech & Language services (PSL), HCCSS (nursing and dietetics), Assistive Devices Resource Service (ADRS), School Based Rehabilitation Services (SBRS) (i.e., Speech Therapy, Occupational Therapy and Physiotherapy) and the Ontario Autism Program Entry to School Program (OAP ETS)
- coordinating mental health services within the school board and membership on community health advisory groups.

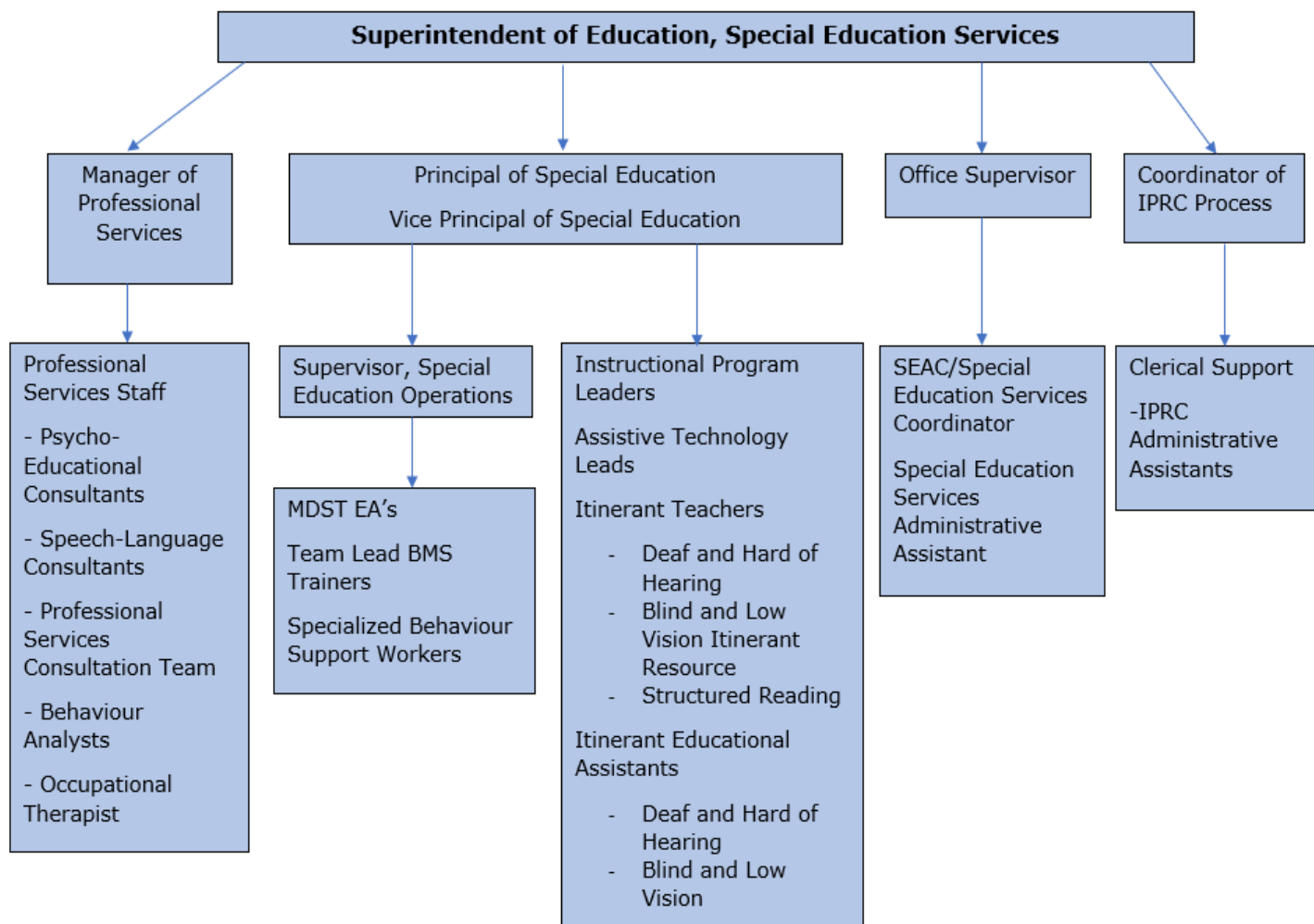
Instructional Program Leaders, Special Education Principal and Vice Principal, and Managers of Professional Services work as a team to provide the coordination of support services, professional development in-service opportunities, developing/operationalizing the Mental Health and Addictions Strategy, case facilitation support for school administrators, and liaison with the Superintendents of Education, School Operations.

Mental Health Lead, Student Well-being Department:

The Mental Health Lead is a full-time senior mental health professional with dedicated responsibility for:

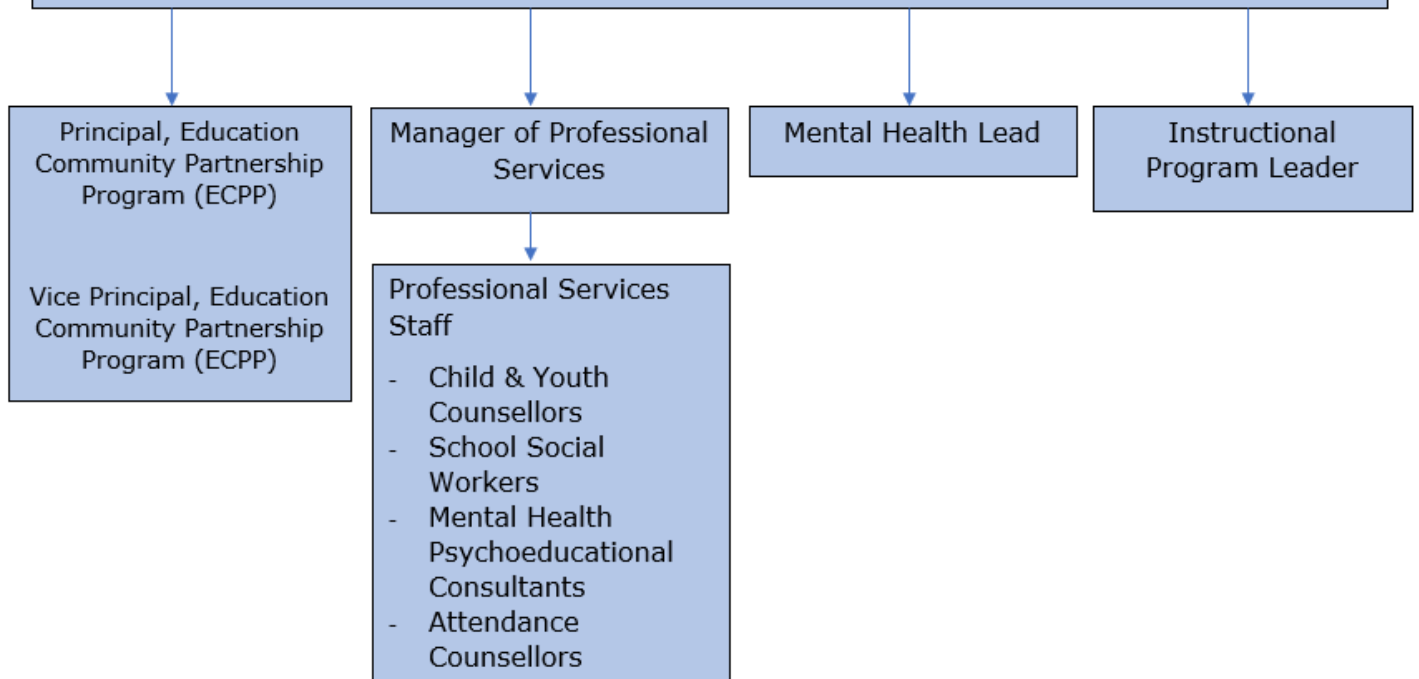
- conducting/updating board and school level resource mapping to determine areas of strength and need;
- providing leadership for the school board mental health leadership team composed of representatives from various stakeholder groups;
- developing and implementing a 3 year mental health & addiction strategy for the school board to support student mental health and well-being in a tiered support model;
- developing a yearly action plan, and supporting implementation of action plan items
- collecting data, producing reports and updating the Board with respect to the school board's mental health strategy and yearly action plan;
- coordinating systematic mental health awareness and literacy initiatives in the school board;
- selecting and supporting evidence-based approaches to mental health promotion, prevention and intervention;
- collaborating with school board and community professionals to promote clear and integrated access to services;
- establishing and implementing protocols for schools to support students with mental health concerns.

SPECIAL EDUCATION SERVICES



STUDENT WELL-BEING DEPARTMENT

Superintendent of Education, Student Well-Being



Standard 4: Early Identification Procedures and Intervention Strategies

Guiding Principle

The Halton District School Board believes that early identification and intervention to address special education needs is essential to student success. The school board uses a range of effective practices to accomplish this starting from the time a student is registered to attend a school in the Halton District School Board.

These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following kindergarten and should continue throughout a child's school life (PPM 11 - Policy/Program Memorandum No. 11).

Student Registration Process – Kindergarten

As part of the registration process for entry to kindergarten programs, parents/guardians are asked to complete a Kindergarten Parent Questionnaire. This will provide an opportunity to describe their child's special learning needs. Information provided by parents/guardians is useful in initiating a number of actions to facilitate the entry of children with special education needs into the school system.

Parents/Guardians who provide information indicating their child has or may have special education needs will have the opportunity to gather information from school board staff, members of SEAC, and community agencies to ensure an effective transition for their child's transition to school.

Prior to school entry, and with signed parent/guardian consent, school board personnel make contact with pre-school service providers to arrange to observe students with special education needs. Case conferences are routinely held with key stakeholders, including the parents/guardians, to share information about the student related to the necessary services once the child is attending school services (e.g. occupational therapy, physiotherapy, speech-language pathology, nursing support, special accommodations).

Student Registration Process – Other

Students who register to attend a Halton school and who have been receiving an educational program elsewhere are reviewed at the time of registration for the need for additional support related to specific needs. The Student Registration Form provides parents/guardians with an opportunity to indicate whether or not their child has any particular cognitive, behavioural, physical, medical or developmental needs, and whether they have been receiving special education supports and services in their current educational setting.

It is the practice of the Halton District School Board to request as much information from the parents/guardians about the student as may be available at registration. Where a

parent/guardian does not have copies of materials from the student record in their possession (e.g. report cards, assessment results), written permission to contact the student's current educational provider is obtained and these documents are requested. The Ontario Student Record is requested using the required Ministry of Education form. Where it is apparent that a student has had extensive intervention and will continue to need support, an immediate referral to the School Resource Team may occur. As part of this process school staff will contact Special Education Services personnel to assist in reviewing the child's most recent educational program and setting. If the student is attending a school within the Greater Toronto Hamilton Area, a site visit may occur (with written parental permission) to allow staff to observe the child in that setting and to discuss their strengths and needs with staff.

If the student has been identified as 'exceptional' in another school board, the School Resource Team (with parental participation) will determine whether further assessment may be required and whether to initiate an Individual Education Plan. If it is deemed appropriate, a recommendation to an Identification, Placement, and Review Committee may take place.

Entry to Kindergarten

All kindergarten students begin school on the first day. Students with special learning needs will have an individual transition plan designed with strategies that meet their needs as they begin school. Kindergarten educators may have an opportunity to meet with the parent/guardian and student in advance of the first day of school, as outlined in a transition plan.

Data Collection

Classroom educators collect a variety of assessment data for all students in the primary years. This data provides information on students along a developmental continuum, from those who have significant delays and learning challenges to those with advanced learning skills. Data from some of these assessments is entered into a secure electronic tool called the Electronic Student Achievement Tracker (ESAT), allowing information about the student to be accumulated over time and accessed by educators to support program planning. The following represents a sample of data collected by educators in the primary years:

Grade	Assessment	Purpose/Description
Year 1 (JK) Year 2 (SK) (Nov)	The Kindergarten Communication of Learning: Initial Observation	To provide an overview of initial observations of the student's learning and early evidence of growth and learning To provide educators with data to inform program planning
Year 1 (KDG) Year 2 (KDG) (Feb & June)	The Kindergarten Communication of Learning	To provide reflections on the student's learning connected to the four program frames: Belonging and Contributing, Self-Regulation and Well Being, Demonstrating Literacy and Mathematics Behaviors, and Problem Solving and Innovating.

Year 1 (KDG) Year 2 (KDG)	Ongoing pedagogical documentation will be collected on the four frames of learning	To provide evidence of learning that will be shared with parents/guardians throughout the year To provide educators with data to inform intentional and purposeful programming
Gr 1- 3	Achievement Data – report card data and ongoing classroom assessments based on curriculum	To assess ongoing student progress and identify areas of strength and need planned, intentional instruction used to support areas of student need e.g.: use gradual release of responsibility (modeled, shared, guided, independent) and tiered approach
K - Gr 8 (some Tier 3)	Phonological Awareness Inventory Kilpatrick/PAST Wilson/WADE	Phonological awareness screening tool
KDG Year 2 - Gr 2	Acadience Phonological and Phonemic Awareness Screening Tool,	To determine student ability to break words into phonemes and manipulate sounds (phonological awareness).
Gr 3-8	PM Benchmarks / BAS	Assesses decoding, encoding, phonics, reading behaviours, comprehension, fluency, and written composition
KDG - Gr 2	Wheel of Emergent Reading Behaviours	Supports observation and assessment of all areas of comprehensive literacy development at the emergent stage including concepts of print, oral communication and vocabulary, and reading comprehension Highlights student development of literacy skills and informs next steps in instruction
Gr 1 - 8	DreamBox (math)	Provides information re: conceptual understanding of all math strands
Gr 1 - 10	KnowledgeHook	Digital Math Program - provides information of conceptual understanding covering all strands of the math curriculum
Gr 1 - 9	MathUP Classroom	Online teacher resource aligned to the curriculum, including assessments and program considerations
Gr 1 - 8	Leaps and Bounds	Resource used for supporting students who are struggling in mathematics and assists teachers in providing precise, targeted intervention.

Gr 3, 6, 9 & 10	EQAO	To assess numeracy and literacy skills, as well as providing attitudinal data on reading, writing and math
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Intervention Strategies and Programs

Intervention strategies are in place to support students through a Multi-Tiered Systems of Support (MTSS) approach in which high-quality, evidence-based assessment and instruction are systematically provided in response to an individual student's strengths and needs. The nature, intensity, and duration of interventions are always determined on the basis of evidence gathered through frequent and systematic monitoring of the student's progress. Systematic, sequential instructional approaches use specific instructional interventions of increasing intensity to address targeted learning needs of students.

The Principles of Universal Design for Learning, Inclusive Design and differentiated instruction will be used along with a tiered approach of greater personalization and precision to support the learning and teaching of students. The tiers of instruction and intervention are as follows:

- Tier 1: Instruction for all students
- Tier 2: Targeted intervention for some students
- Tier 3: Intensive intervention for a few students.

The following early interventions are available to all students demonstrating learning strengths and needs, whether identified through the IPRC process or not. These strategies are typically discussed with parents/guardians and appropriate school or system level staff prior to implementing them in the classroom.

- All primary teachers use a variety of strategies to teach phonemic development, phonological awareness, word recognition, decoding and comprehension;
- Special Education Resource Teachers may work directly with students who present with a learning need. With the assistance from other school board resource staff, the classroom teacher may also develop programs and strategies that benefit both identified students in the classroom as well as the class as a whole;
- Program differentiation and classroom accommodations are developed for students as required;
- The Professional Services Consultation Team (PSC) is a multi-disciplinary service for staff supporting students who are experiencing challenges associated with complex social/emotional, behavioural and/or learning needs;
- Behaviour Support Plans and/or Safety Plans may be developed for students as required. Support for the development of such plans is provided by area Special Education Services staff.

Professional Services staff may consult with teachers about individual students and provide strategies to teachers (with written parental consent).

The Halton District School Board has established additional programs and placements to provide early intervention in meeting the needs of students in the primary years including the KELLP and ELPhA classes, Gifted, and the Communication Programs. These special programs and placements are outlined in detail under [Standard 9: Special Education Placements Provided by the Board](#)

Problem Solving Pathway

The Problem Solving Pathway is a key tool in the early identification and intervention of student learning strengths and needs. While it is recommended the process is followed sequentially through the tiered steps, a parent/guardian may initiate a referral at any step.

The presentation of strengths and needs through this pathway is a snapshot in time for the student. Monitoring the progress and impact of interventions over time is essential to meeting the current and evolving needs of the student.

STEP	PROBLEM SOLVING PATHWAY
STEP 1: PARENTS / GUARDIANS AND EDUCATORS AS PARTNERS	Parents/Guardians and educators are partners in the process of understanding and supporting the student and their unique learning strengths and needs. Continuous and open dialogue between home and school is essential in understanding the student/child as a whole person. The classroom educator(s) may use a variety of in-class strategies to support the student, and will gather ongoing evidence about the student's learning portrait. Both the parent/guardian and/or educator can initiate the Problem Solving Process if they recognize that a student is experiencing difficulties.
STEP 2: SCHOOL TEAM	School Team is comprised of school-based staff including (as appropriate): • Classroom Educators • Special Education Resource Teacher (SERT) • English as a Second Language Teacher • Student Success Teacher • School Administration The educator will present an overview of the student's strengths and areas of concern, referencing both observations and assessment data. The School Team will develop a Program Action Plan and strategies for support and remediation, in consultation with in-school personnel as needed. School staff will implement the recommendations and monitor impact.

	A referral to the School Resource Team may be recommended if: • the intervention strategies in the action plan do not result in improvement over time; and/or • additional information and support from personnel beyond the school-based team is needed.
STEP 3: SCHOOL RESOURCE TEAM	A referral to the School Resource Team (SRT) may be initiated by the parent/guardian and/or school staff. School Resource Team (SRT) is comprised of school-based and school board staff including (as appropriate): • Parent/Guardian • Parent/Guardian representative/advocate, if desired • Classroom Educators • Special Education Resource Teacher (SERT) • English as a Second Language Teacher • Student Success Teacher • School Administration • Psychoeducational Consultant • Speech-Language Pathologist • Behaviour Analyst • School Social Worker (secondary and elementary) • Child and Youth Counsellor (elementary) • Instructional Program Leader SRT identifies further actions such as additional interventions, resources and/or assessments. School and/or school board staff will implement the recommended actions. A student may return to SRT for further problem solving or sharing of the results of the SRT actions. Possible additional supports: • Instructional Program Leader (IPL) or Instructional Resource Teacher (IRT) from: ○ Special Education Services ○ School Programs ○ Equity, Human Rights and Inclusion ○ Indigenous Rights and Education • Manager of Professional Services • Behaviour Analyst • Individual Education Plan • Behaviour Support Plan / Safety Plan • Professional Services Consultation

- Specialized Program or Placement
- Behaviour Management Systems (BMS) Trainers
- Social Worker / Child and Youth Counsellor
- ESL Teacher
- Learning Resource Teacher (LRT)
- Student Success
- Psychoeducational or Speech - Language Assessment
- HDSB Occupational Therapist
- Community Services
- MHARC

Where a student meets criteria for an Identification and Placement, SRT may make a recommendation to the Identification, Placement and Review Committee (IPRC).

If there is a possibility of a Self-Contained placement being discussed, the school will invite the SES IPL to the SRT. If appropriate, Self-Contained information slide decks may be shared with parents to support their understanding of possible options. For example, a parent/guardian considering a Self-Contained Gifted identification and placement is invited to view a presentation on the Resource Support and Self-Contained options prior to finalizing an SRT recommendation.

SRT may also complete Annual Reviews of a student's Identification and Placement, when an IPRC review is waived by the parent/guardian.

STEP 4:

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE

A referral to the Identification, Placement and Review Committee (IPRC) may be initiated by the parent/guardian at any time in the problem solving process.

The principal may make a referral to the IPRC following an SRT recommendation.

IPRC makes decisions with regards to Identification and Placement. The IPRC does not offer recommendations for location, programming or support.

See [Standard 5](#) for detailed information on IPRC.

Standard 5: The Identification, Placement, and Review Committee (IPRC) Process and Appeals

Special education programs and services are provided for students who have demonstrated a need for assistance that differs from regular classroom instruction. The Individual Education Plan is used to document individual program expectations. Parents/Guardians or the Principal may request to have documentation formalized through the Identification, Placement, and Review Committee (IPRC) process. The provision of programs and services is not dependent on this process. To support parent/guardian understanding of the IPRC process, the HDSB has developed a resource called *Working Together* which can be found on the HDSB website at:

<http://www.hdsb.ca/Downloads/WorkingTogetherGuide.pdf>

What is an IPRC?

Regulation 181/98 requires that all School Boards shall establish Identification, Placement, and Review Committees (IPRCs). The IPRC has a legal responsibility to make decisions about the identification of pupils as exceptional and placement of pupils into special education programs and services. The IPRC meeting may take place in person at a designated HDSB location or in a virtual format.

Regulation 181/98 entitles parents/guardians and pupils 16 years of age or older:

- To be present at, and participate in, all committee discussions pertaining to the pupil;
- To have a representative present at an IPRC if so desired;
- To be present when the committee's identification and placement decision is made;
- To initiate a request for an IPRC.

An IPRC is composed of at least three people, one of whom must be a Principal or a Supervisory Officer of the school board. The other members of the committee can be any other staff including other Principals, professional services staff or teachers. The purpose of the IPRC is to:

- Require and consider relevant assessment information in making a decision to identify and place a student;
- Formally identify and place students;
- Review the appropriateness of a student's identification and placement at least once every school year, unless the IPRC is waived by parent/guardian or student, and make changes as appropriate;
- IPRCs may also make recommendations as to programs and services (note: although they may discuss programs and services, IPRCs do not make decisions about delivery of programs and services). The principal, in consultation with the parent/guardian, may include recommendations as part of the student's IEP.

Attendance at IPRC

Additional participants may also be in attendance but are not responsible for the decision making.

- The parent(s)/guardian(s) of the student - the Halton District School Board encourages parents/guardians, and where appropriate students, to attend IPRC meetings. If parents/guardians are unable to attend an IPRC on the date scheduled they may:
 - i) Contact the school principal to arrange an alternative date or time; or
 - ii) Advise the school principal that they will not be attending and give permission to proceed without them;
- A parent/student representative – that is, a person who may support you, or speak on behalf of you or your child;
- The Principal of the school the student attends;
- Resource staff such as the teacher, special educators, HDSB support staff, or the representative of an agency;
- An interpreter, if one is required due to a communication barrier (the services of an interpreter can be arranged through the Principal);
- The Coordinator of Special Education Services and/or the area IPRC Administrative Assistant.

Identification, Placement, and Review Committee Process (IPRC) for Initial Identification and Placement of a Student

New identifications of Multiple Exceptionalities and recommendations for self-contained placements occur at an Regional IPRC.

New identifications other than Multiple Exceptionalities and recommendations for resource support occur at a School-Based IPRC. Elementary IPRCs are generally held monthly. Regional IPRCs are held every other month, or as required, for new identifications and placements across the district.

What information will parents/guardians receive about the IPRC meeting?

At least 10 days in advance of the meeting, the Principal, on behalf of the chair of the IPRC, will provide written notification of the meeting and an invitation to the parents/guardians to attend. This letter notifies parents/guardians of the date, time and place of the meeting, and it will ask them to indicate whether they will attend.

At least 10 days before the IPRC meeting occurs, the principal or designate will send parents/guardians a copy of any information about their child that the Chair of the IPRC has received. This may include the results of assessments or a summary of information. If the parent/guardian has initiated the request for IPRC, the IPRC committee must receive the results of assessments at least 10 days in advance of the meeting.

What will the IPRC consider in making its placement decision?

Regulation 181/98 requires that, before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- Meet the student's needs; and
- Be consistent with parental preferences

If, after considering all of the information presented including relevant assessment information, the IPRC is satisfied that placement in a regular class will meet the student's needs, and that such a decision is consistent with parent/guardian preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

What happens at an "Initial" IPRC meeting?

The chair welcomes and introduces those present, and explains the purpose of the meeting. The IPRC members are clearly identified. When other personnel are present to provide additional information about the student's strengths and needs or programs and services available in the Halton District School Board, their role will be described and they will be introduced.

Depending on who has initiated the IPRC, either the principal/SERT or the parent/guardian will explain to the committee the student's individual strengths and needs, the program accommodations and modifications to date and the recommendation for identification and placement. Parents, school personnel, and others in attendance are invited to provide further information. Based on all information available for consideration, the IPRC will make a decision regarding the identification and placement for the student.

The committee may identify a student as exceptional and recommend placement in the most appropriate setting. If the IPRC is not in agreement with the school or parental recommendation for identification or placement, the decision of the committee will be deferred. The school will reconvene the School Resource Team to engage in additional problem solving and return to the IPRC at the next available date. Parents/Guardians will be provided with details and a timeline of when they should expect to return to IPRC.

What happens following an initial IPRC?

The committee will send a written statement of its decision regarding identification and placement, along with any recommendations for programs and services, to the parents/guardians and the student 16 years of age or older. The referring school principal will also receive a copy of this statement. Parents/guardians or the student will be asked to sign a consent form for placement and return it to the Specialist of Special Education Services in the self-addressed envelope provided.

For students identified as exceptional, there must be an IPRC annual review of the student's identification and placement unless the annual review is waived by parent/guardian or student.

Identification, Placement, and Review Committee (IPRC) Process for Reviewing the Identification and Placement of a Student

What happens when it is time for an IPRC annual review meeting?

All students who are identified have their identification and the effectiveness of their placement reviewed annually at a School Resource Team (SRT) meeting. The recommendations of the SRT will then be brought forward to the Annual IPRC Review Meeting.

Types of IPRC Review Committees

i) School-Based IPRC

Parents/Guardians wishing to exercise their right to attend a formal IPRC Annual Review meeting for students whose identification and placement does not change or, SRT is recommending a new or different identification with a placement of resource support, will be notified in writing by the principal of the date and time of a School-Based IPRC. In addition, students for whom the School Resource Team has recommended demission from a Self-Contained class will be presented at a School-Based IPRC, providing the recommendation is consistent with the parent's wishes.

Parents/Guardians who are in agreement with the recommendation of the SRT may waive the requirement to hold an annual review IPRC meeting. Regulation 181/98, Part V section 21 subsection 4b, states that, where there are no changes to the identification or placement, a parent/guardian may waive the requirement to hold an IPRC by signing a dispense request (waiver) letter, agreeing with the SRT recommendations and then returning it to the principal at the student's school.

ii) Regional IPRC

As described above, students for whom the School Resource Team is recommending entry into a Self-Contained class placement, a new identification of Multiple Exceptionalities, or whose parents/guardians disagree with an SRT recommendation or who have initiated the request for an IPRC will be referred to their Regional IPRC.

Parent/Guardian Request for a Review

A request by a parent/guardian for a review may be made at any time after the initial placement has been in effect for 3 months, but may not be more often than once in every three-month period. A request for a review, outside of the normal annual review process, must be provided in writing to the school principal. The principal will then request a spot on the next available IPRC agenda. Upon receipt of a parent/guardian request for a review, the principal will, within 15 calendar days, provide the parent/guardian with a written statement advising them of the date, time and location of the IPRC. The principal may request a review at any time, on written notice to a parent/guardian.

Parents/Guardians Right to Reconvene the IPRC

A parent/guardian may request a subsequent meeting with the IPRC committee to discuss the decision of the committee. This must be done by writing to the principal within 15 calendar days of receiving the statement of decision letter from the IPRC. Should a parent/guardian disagree with the committee's decision, various mechanisms are available to work towards an agreement. At the conclusion of the meeting, parents/guardians will be informed of options and timelines for resolving the disagreement.

i) Mediation

The parent/guardian may request, through the Specialist, Special Education Services, an opportunity to meet to attempt to resolve any outstanding issues. The Specialist, Special Education Services will consult with the Superintendent of Education, Special Education Services, to establish an opportunity for this to occur. In some cases it may be determined that a meeting of the parents/guardians and school board staff may be sufficient to settle any outstanding matters, while in other cases it may be necessary to engage the services of a mediator as a neutral third party.

The Ministry of Education has created an excellent resource called *Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs*. This resource can be found on the Ministry of Education website and provides helpful strategies to support parents/guardians and school boards working together to prevent and resolve conflicts.

ii) Appeal Process

Sections 26-31 of Regulation 181/98 outline the right of appeal, the process of appeal and mediation options. Parents/Guardians request an appeal by writing to the Director of Education stating the reason(s) for disagreement as being:

- The identification as exceptional; or
- The non-identification; and/or
- The placement.

A notice of appeal shall indicate the decision with which the parent/guardian disagrees and a statement that sets out their reasons for disagreeing.

An Appeal Board shall be established to hear the appeal. The Appeal Board has three members, who must not be members or employees of the school board or the Ministry, and who must not have had any prior involvement with the matter under appeal.

The Appeal Board shall be composed of:

- One member selected by the school board;
- One member selected by a parent/guardian of the student; and
- A Chair, selected jointly by the above members or, where those members cannot agree, by the appropriate District Manager of the Ministry.

Two members are to be appointed within 15 calendar days of receipt of the notice of appeal, and the Chair is appointed a maximum of 15 calendar days later. The Chair of the Appeal Board makes arrangements for the meeting to be held within 30 calendar days after the Chair is selected (unless parents/guardians give written consent for the meeting to be held more than 30 calendar days after the Chair is selected).

Role of the Appeal Board

The Chair of the Appeal Board will notify the parent/guardian of the meeting date and time, and invite them to attend. The Appeal Board will consider all opinions, views and information concerning the appeal from the parent, their representatives, and representatives of the Halton District School Board.

The Appeal Board:

- May agree with the IPRC and recommend that its decisions be implemented; or
- May disagree with the IPRC and make a recommendation to the Board of Trustees about the student's identification, placement or both.

The written decision of the Appeal Board will be sent to the parent/guardian, the Chair of the IPRC, the principal, and the Director of the Halton District School Board within 3 calendar days of the meeting. If the student is 18 years of age or older, the written decision will be sent to them instead of their parent/guardian. If the student is 16 years of age or older they will receive a copy of the written decision.

Within 30 calendar days of receiving the Appeal Board's decision, the Director will submit it to the Halton District School Board, for acceptance or rejection, and inform the parent/guardian and the IPRC of the Halton Board's decision. The parent/guardian will also be informed of the provisions regarding an appeal to a Provincial Tribunal. Information about the Ontario Special Education Tribunal can be found at: <http://www.sjto.gov.on.ca/oset/>.

Students New to the Halton District School Board

Halton District School Board staff will review all data shared for students new to the school board. This will typically include assessments from other school boards or through other avenues such as outside agencies. Assessments undertaken by qualified medical practitioners in the province of Ontario are also recognized and considered on a student specific basis in conjunction with psycho-educational assessments where required. This information is used to determine how best to meet the student's needs, including identification. Identification occurs through the IPRC process.

Access to Special Education Classes

If the School Resource Team feels that a regular class placement with any of the three levels of Resource Support is not able to meet the student's needs, and the student meets criteria, it may recommend the IPRC consider changing the student's placement to a Partially Integrated or Fully

Self-Contained placement. Following this recommendation, the school will initiate the process to request an IPRC.

Following the recommendation by SRT for a self-contained class, school board staff will recommend a class taking into account input provided by parents/guardians on the Parent/Guardian Request for Self-Contained Class.

It is expected that the parents/guardians are fully involved in the transition planning process in all cases. Parents may be invited to visit the recommended self-contained classroom/school location. Following the visit, parents/guardians confirm their desire to proceed to IPRC or may request to return to SRT for further discussion. After the IPRC makes its decision regarding identification and placement of the student, an IEP is developed/updated to support the transition to the new class.

Overview of Process for Identification and Placement of Students

The Problem Solving Pathway is followed to engage staff and the parent/guardian in problem solving and collaboration to further understand a student’s strengths, needs and possible next steps.

Through the Problem Solving Process*, the SRT may recommend the identification and/or placement for a student who meets criteria. The table below details the process for identification and placement.

*All students in Grade 4 are screened using the CCAT-7 assessment. Results may be used to determine Gifted identification and placement or other program supports.

STEP	PROCESS FOR IDENTIFICATION AND PLACEMENT OF STUDENTS
STEP 1: SCHOOL RESOURCE TEAM	School Resource Team (SRT) - Parent/Guardian is strongly encouraged to attend and participate in the discussion of their child’s strengths and needs to further problem-solve and to review the IEP. The SRT may develop identification and placement recommendations, and request a meeting with the Identification, Placement, and Review Committee (IPRC). If there is a possibility of a self-contained placement being discussed, the school will invite the SES IPL to the SRT. If appropriate, self-contained information slide decks may be shared with parents to support their understanding of possible options. For example, a parent/guardian considering a self-contained Gifted identification and placement is invited to view a presentation on the Resource Support and Self-Contained options prior to finalizing an SRT recommendation.

	When necessary, more than one SRT meeting may be conducted to finalize recommendations. A parent/guardian may request an IPRC at any time.	
STEP 2: RECOMMENDATION	SRT Recommendation for Resource Support Placement: • School will prepare the requisite documents for IPRC; • Parent/Guardian is invited to attend an IPRC meeting.	SRT Recommendation for Self-Contained Placement: • Principal or SERT contacts the SES IPL to inform them of the SRT recommendation for placement; • SES IPL and/or Manager of Professional Services investigates class location options based on the SRT; • Parent/Guardian confirms support for placement and to proceed to IPRC; • School will prepare the requisite documents for IPRC; • Parent/Guardian is invited to attend an IPRC meeting.
STEP 3: IPRC	Identification, Placement, and Review Committee Meeting: • An IPRC meeting will occur, involving school and Special Education Services staff. The parent/guardian is strongly encouraged to attend and participate in the discussion. • School will present an overview of the strengths and needs of the student, as well as the SRT recommendations. • Parent/Guardian will also have an opportunity to share information. • IPRC will discuss the recommendations and may confirm the identification and placement. • Statement of decision will be provided to the parent/guardian within 10 school days, and filed in the OSR. • If applicable, the location is confirmed following the IPRC.	
STEP 4: NEXT STEPS	Individual Education Plan is updated to reflect the identification and placement, as well as updates to the Program Accommodations, Modifications and Goals as applicable. Transition Plan: • If the placement results in a change of class or school, a transition plan will be developed; • Both the sending and receiving schools, along with the parent/guardian, plan for a successful transition to the designated class.	

As of June 30, 2025

Identifications, Reviews, Dispense Requests (Waivers)

	Elementary	Secondary
Referrals for initial identification	638	54
Reviews including self-contained	437	43
Dispense Requests (Waivers) including self-contained	1297	1578

Identified Pupils – Identification

Note: The Ministry of Education standard of showing “0” where n<6 has been applied to protect the privacy of students. An asterisk* shows beside the 0 where, in fact there are 1-5 pupils who fall within this category.

Category of Exceptionality	Identification	Elementary	Secondary
Behaviour	Behaviour	18	23
Communication	Autism	104	125
	Deaf/Hard of Hearing	0*	0*
	Language Impairment	198	52
	Speech Impairment	0*	0*
	Learning Disability	430	411
Intellectual	Giftedness	882	908
	Mild Intellectual Disability	212	228
	Developmental Disability	137	76
Physical	Physical Disability	0*	10
	Blind/Low Vision	0*	0*
Multiple	Multiple Exceptionalities	0*	9
	TOTALS Identified:	1991	1851
	TOTALS non-Identified:	5093	3507
	TOTALS: Identified & non-identified	7084	5358

Identified Pupils - Placements

Category of Placement	Placement	Elementary	Secondary	TOTALS
Regular class	With Indirect Service	852	1005	1857
	With Resource Assistance	180	222	402
	With Withdrawal Assistance	10	4	14

Regular class	Secondary Gifted Cluster	-----	908	908
TOTAL Resource Support		1042	2135	3181
Self-Contained - Special Education Class	Fully Self-Contained	1099	329	1428
Self-Contained - Special Education Class	Partially Integrated	198	59	257
TOTAL Self-contained		1297	388	1685

Appeals, Tribunals, Mediations

Special Education Appeals	Tribunals	Mediation Processes
0	0	0

Standard 6: Educational and Other Assessments

Assessment Practices

The Halton District School Board uses a range of assessment strategies in order to develop appropriate programs and interventions for students. The intent of any assessment is ultimately to assist the student by providing staff with insights into the student's strengths, needs and learning portrait. Assessment strategies range from routine classroom practice to formalized assessments, which can only be conducted by professionals with specific knowledge and training.

When assessments involving personnel other than the classroom teacher or special education resource teacher are being considered, the process will be discussed with parents/guardians (and students as appropriate) beforehand to ensure informed consent is provided. Signed consent is obtained for such assessments to be undertaken.

Sharing of Information and Privacy of Information

Sharing of information about students, including assessment results, is restricted by legislative provisions.

- The Education Act (1990, and all current amendments);
- Personal Information Protection and Electronic Documents Act (PIPEDA, 2004)
- Personal Health Information Protection Act, 2004 (PHIPA, 2004)

It is the policy and practice of the Halton District School Board to respect and abide by such legislation. Informed, signed parental consent is obtained by all staff in order to share information with outside professionals (e.g. physicians), agencies, or schools.

Identification vs. Diagnosis

Identification is defined by the Education Act and states that a student has special education needs and is an Exceptional Pupil (under one or more of the Ministry Categories). **Diagnosis** as per the Regulated Health Professions Act (RHPA, 1991) means "identifying a disease or disorder as the cause of symptoms of an individual in circumstances in which it is reasonably foreseeable that the individual will rely on the diagnosis."

Educational Assessments

In 2010 the Ministry of Education provided a document, *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools* to all school boards. On page 28 of this document, the Ministry defines Assessment:

"Assessment is the process of gathering information that accurately reflects how well a student is progressing towards achievement of the curriculum expectations. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving students' learning is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent,

autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.”

The Ministry document on assessment and evaluation, Growing Success (2010) also says:

“To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, Teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents/guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Classroom teachers report progress to parents/guardians and students based on the achievement of goals that are either based on the expectations outlined in the Ontario Curriculum or a student’s individual goals in their Individual Education Plans.”

Classroom Teachers

Effective assessment and instruction planning starts with knowing the students. To know their students and to plan focused assessment and instruction, teachers gather information about the students through observation, conversations and discussions with the students and parents/guardians, collection of student work samples, and other informal classroom oral and written assessments. Students are provided with multiple ways to demonstrate their learning. Through regular and ongoing dialogue with the parent/guardian and the student, teachers gain additional information to help them know their students.

Initial awareness of learning needs of students comes from a combination of teacher and parent/guardian observations. Such information is important in identifying appropriate modifications, accommodations and learning goals for the student’s classroom program. Awareness of learning styles, interests, attention span and triggers for frustration is enhanced through such collaboration.

In addition to classroom assessment by teachers, there are a number of more formalized assessments or processes that take place system-wide for students. Details for these assessments can be found in Standard 4 under the heading Data Collection.

In the primary years, teachers collect assessment data for all students using Pedagogical Documentation. Staff bring forward students they wish to seek input and support about how to best serve their needs by initiating the Problem Solving Pathway and through conversations in school team meetings and with speech-language pathologists and SERTs.

Kindergarten

- Pedagogical documentation
- Acadience Phonological and Phonemic Awareness Screening Tool
- Wheel of Emergent Reading Behaviours

Grades One – Two

- Acadience Phonological and Phonemic Awareness Screening Tool
- Achievement data

Grades Three– Eight (plus Grade 9 English)

- PM Benchmarks
- DRA Reading Assessment
- BAS Reading Assessment

These instruments provide information on students along a developmental continuum. Data from these assessments may be entered into a secure electronic data tracker, allowing information about the student to be accumulated over time.

Screening for Giftedness

In addition to psychoeducational assessments conducted through the Problem Solving Pathway, the Halton District School Board conducts a grade 4 screening process for giftedness each year using the CCAT-7. If cut-off scores are met, an individual Intellectual assessment will be administered with parent/guardian permission. The validity of results may be impacted by non-novel material.

Processes for Addressing Significant Student Learning Needs

The classroom teacher and/or the parent/guardian will be the first to realize that a student is experiencing challenges at school. It is the responsibility of Teachers to consult regularly with parents/guardians about the student's progress. Parents/guardians are strongly encouraged to discuss insights they may have about their child's progress with staff. In some cases, the student may have already attained the grade level curriculum expectations. It is expected that Teachers will make the necessary accommodations and modifications to instruction and assessment to support the student's learning needs.

In cases where a student would benefit from additional support to meet the expectations of the Ontario Curriculum, following a variety of classroom interventions, teachers may with the assistance of appropriate support staff develop an Individual Education Plan (IEP) to address the student's learning needs. In other cases, a Behavior Intervention Plan might be required to help the student broaden their behavioral skills for greater success in the classroom and school environment.

As the professionals with first responsibility for supporting the learning needs of students assigned to their classroom, it is expected that teachers will routinely make adjustments to their classroom program. Such adjustments may include:

- Small-group, direct instruction for students who benefit from pre-teaching or reinforcement of lessons taught
- Prescriptions such as Assistive Technology, including computers, equipment, devices and computer software programs
- The use of verbal/aural/kinesthetic strategies to engage all learners
- Varying the pace and timing of lessons to meet the needs of learners
- The use of other in-school professionals, trained volunteers and co-operative education students to support students.

If a teacher is seeking advice from colleagues on strategies and resources that can be used to accommodate individual student needs, an in-school team is convened comprised of the principal and/or vice principal, SERT and classroom teacher(s). It is expected that parents/guardians will be aware that the teacher is seeking further advice and input and will share the outcome of such discussions with them. If a decision is made that it would be in the child's interests to conduct diagnostic educational assessment by the Special Education Resource Teacher, the parents/guardians will be consulted and the results shared with them, including next steps for program support based on this data.

Special Education Resource Teacher (SERT)

The school Special Education Resource Teacher (SERT) can provide additional diagnostic information to assist with in-school programming decisions. The school SERT may use a variety of different informal screening, educational tests, and observational assessments, and assist with anecdotal recording forms. Special Education Resource Teachers do not use tests which assess cognition or processing; however, they may use standardized tests of achievement. Some of the tools commonly used by SERTs are:

- Key Math;
- Evaluation of work samples against the Ministry of Education exemplars;
- Classroom observations;
- WFAS (Wechsler Fundamentals: Academic Skills).

Should there be a need for further strategies and/or the belief that formal assessment data may be required to help determine the nature of such strategies, a referral to the School Resource Team should take place. This will be discussed ahead of time with parents/guardians, who will be strongly encouraged to attend and participate in the problem solving. The School Resource

Team may recommend further educational assessment, psychological assessment, behavioral assessment, speech and language assessment, or support from appropriate school board staff or outside agencies. The team may also review the results of assessments conducted by non-HDSB professionals. It may be determined that a student has a specific learning need and would benefit from the development of an Individualized Education Plan (IEP) if one is not already in place. There may also be an SRT recommendation to an IPRC for formal identification and placement. At all times, every effort will be made to ensure that decisions are made in the best interest of the student and with the full support and agreement of the parents/guardians.

Case Conferences

In many instances, a student is receiving support from individuals and agencies outside of the school system. This support may be in the form of professional assessments, programs of intervention, and therapeutic programs not available in the school setting. An effective strategy to bring all of the knowledge about a student together is a “case conference”; a meeting attended by parents/guardians, school and board personnel, and external agency personnel. The case conference permits the sharing of specific information about students for a fulsome understanding of the whole person and to understand strategies being utilized in working with the child and their family. The case conference also ensures that professionals are not duplicating services or working at cross-purposes. By sharing the programs and strategies being used, staff can more effectively align the work being done within their respective jurisdiction to support one another in better meeting the needs of the student.

Specialized Assessments

Professional Services staff include Child and Youth Counselors, Speech-Language Pathologists, Psycho-Educational Consultants, Social Workers, Occupational Therapist and Behaviour Analysts. Their services are usually accessed through the School Resource Team (SRT) when the school problem-solving process requires additional support. Informed, signed parental/guardian consent (for a student under the age of 18) or student consent (for a student 18 years of age and older) will be obtained prior to such services occurring. The exception to this is a referral to School Social Workers. Secondary students do not require parental consent to access services from a Social Worker. Secondary students provide their own informed consent as per legislation, and are encouraged to include parents/guardians in the decision to involve the School Social Worker. Students who are 12 and 13 years of age may, on a case by case basis, consent to the services of a School Social Worker, where the Social Worker is satisfied the student is capable as per the Health Care Consent Act and the service is appropriate to the student's needs.

i) Psychoeducational Consultants

Psychoeducational Consultants are either members, or supervised by members, of the College of Psychologists and Behaviour Analysts of Ontario and are subject to the Professional Standards of the College (and other HDSB administrative procedures). Psychoeducational Consultants assist schools, students and parents/guardians through the use of specialized tests and procedures to assess a student's academic, intellectual, and behavioral or social-emotional functioning. The Psychoeducational Consultant works as a collaborative partner with the school

personnel and parents/guardians in the gathering of information and making suggestions and recommendations about instructional strategies and interventions.

As per the Education Act (Reg 298), it is the duty of the principal to “inform the student and parent/guardian of the student and obtain written permission prior to the test”, where it is proposed to administer a test of intelligence or personality. Following this, the Psychoeducational Consultant will obtain informed consent from the parent/guardian or student over the age of 18. Once an assessment or consultation has been completed, results will be shared with the parents/guardians and, with permission, school staff (e.g. principal, SERT, and classroom teacher). Sharing of such information takes place at meetings structured in accordance with the needs/wishes of the family. For example, an initial sharing may take place with the parents/guardians/student only, then a second session with school personnel involved such as at a School Resource Team meeting. Assessment results are also shared with the student, as appropriate.

A copy of the written report will be given or mailed to the parents/guardians/student and, with parent/guardian permission, will be filed in the student’s Ontario Student Record folder. The report may be withdrawn from the OSR at the written request of the parents/guardians to the School Principal. Please note that this is the decision of the Principal if the document is deemed essential for programming purposes, the Principal may wish that it remain in the OSR. A copy of each report is kept in a secure Psychology file, either electronically or at the Regional Special Education Services Office (New Street Education Centre or North IPRC Office), and is maintained as per the standards of the College of Psychologists of Ontario and current privacy legislations.

Should the results involve the communication of a psychological diagnosis (such as a learning disability), the diagnosis will be communicated by a member of the College of Psychologists as per the Regulated Health Professions Act. This Act states that only regulated professionals within the psychological and medical communities can communicate certain diagnoses legally in Ontario.

ii) Speech-Language Pathologists

Speech-Language Pathologists are subject to the Professional Standards of the College of Audiologists and Speech-Language Pathologists of Ontario. Speech-Language Pathologists have achieved a Master’s degree and are members of the College of Audiologists and Speech-Language Pathologists of Ontario.

Speech-Language Pathologists evaluate a wide range of communication abilities in a child. Referrals are received from the School Resource Team (SRT). A complete assessment may include a variety of formal standardized tests and procedures as well as evidence-based informal assessment practices, such as conversational sampling and classroom observation. Areas of evaluation may include: receptive and expressive language, linguistic/vocabulary awareness, literacy development, social communication, articulation, voice, fluency, and resonance. For students who are emergent communicators, areas of evaluation may include joint attention, communication functions and communication modalities.

The Speech-Language Pathologist will obtain informed consent from the parents/guardians or the student. Informed parent/guardian consent is obtained for involvement of the School Speech-Language Pathologist with elementary students. Students who are 12 and 13 years of age may, on a case by case basis, consent to the services of a School Speech-Language Pathologist, where the Speech-Language Pathologist is satisfied the student is capable as per the Health Care Consent Act and the service is appropriate to the student's needs.

Capable secondary students do not require parental consent to access services from a Speech-Language Pathologist. Secondary students provide their own informed consent as per legislation, and are encouraged to include parents/guardians in the decision to involve the School Speech-Language Pathologist. Once an assessment has been completed, results will be shared with the parents/guardians/student. With parent/guardian/student consent, a copy of the allowable shared information will be filed in the student's Ontario Student Record (OSR) and is available to the parents/guardians/student. The report may be withdrawn from the OSR at the written request of the parents/guardians/student to the principal or the appropriate Manager of Professional Services. A copy of each report is kept in a secure file, either electronically or at the Regional Special Education Services Office (New Street Education Centre or North IPRC Office), and is maintained as per the standards of the College of Audiologists and Speech-Language Pathologists of Ontario and current privacy legislation. Following an assessment, the Speech-Language Pathologist may consult with teachers and parents/guardians regarding appropriate programming strategies and/or assist with the application to SBRS for speech concerns (articulation, voice, fluency).

iii) Occupational Therapist

Occupational Therapists are subject to the Professional Standards of the College of Occupational Therapists of Ontario. Occupational Therapists have achieved a Master's degree and are members of the College of Occupational Therapists of Ontario.

Occupational Therapists evaluate a wide range of occupational abilities in a child, meaning their ability to participate in the occupation of being a student in HDSB both inside and outside of the classroom during the school day, the student's access to the curriculum as well as other educational situations (e.g., peer interactions). The Occupational Therapists also help educational staff understand how student needs impact on their daily functioning within the educational setting. Referrals are received from the School SES Instructional Program Leader (SES IPL), or from the Professional Services Consultation Team. A complete assessment may include a variety of formal standardized tests and procedures, as well as evidence-based informal assessment practices. Areas of evaluation may include: fine and gross motor skills, spatial, self-help, self-regulation, mood challenges, anxiety, coping skills, executive functioning, sensory processing, social skills/communication, physical (e.g., safety, seating/positioning, access, mobility, lifts/transfers). The Occupational Therapist also helps to evaluate the plans put in place for meeting students needs and the effectiveness of those plans or need for change to them.

The Occupational Therapist will obtain informed consent from the parents/guardians or the student. Informed parent/guardian consent is obtained for involvement of the school board Occupational Therapist with elementary students. Students who are 12 and 13 years of age may, on a case by case basis, consent to the services of the school board Occupational Therapist, where the Occupational Therapist is satisfied the student is capable as per the Health Care Consent Act and the service is appropriate to the student's needs.

Capable secondary students do not require parental consent to access services from an Occupational Therapist. Secondary students provide their own informed consent as per legislation, and are encouraged to include parents/guardians in the decision to involve the school board Occupational Therapist. Once an assessment has been completed, results will be shared with the parents/guardians/student. With parent/student consent, a copy of the allowable shared information will be filed in the student's Ontario Student Record (OSR) and is available to the parents/guardians/student. The report may be withdrawn from the OSR at the written request of the parents/guardians/student to the principal or the appropriate Manager of Professional Services. A copy of each report is kept in a secure file, either electronically or at the Regional Special Education Services Office (New Street Education Centre or North IPRC Office), and is maintained as per the standards of the College of Occupational Therapists of Ontario and current privacy legislation, including the Personal Health Information Protection Act (PHIPA). Following an assessment, the Occupational Therapist can consult to, and collaborate with, educational personnel around student goals, program recommendations, strategies, professional development, equipment/material recommendations, modifications to educational spaces, safety/equipment/material training, development of processes/protocols/manuals. They may also interpret and clarify relevant information from a variety of outside sources as well as make appropriate recommendations and referrals to outside agencies.

iv) School Social Workers

School Social Workers are subject to the Professional Standards of the Ontario College of Social Workers and Social Service Workers. School Social Workers have achieved a Master's Degree of Social Work (MSW) and are registered members (RSW) of the Ontario College of Social Workers and Social Service Workers.

School Social Workers provide individual and/or group services to increase the social-emotional and mental health functioning of a student. They work in collaboration with the school community, family members and other community agency personnel (where the student provides consent to share) to contribute to the success of students when mental health, interpersonal and/or social needs (i.e. food, housing and income security) are negatively affecting students' functioning at school. School Social Workers receive referrals from the School Resource Team, school administration and students who are 12 years and older directly. School Social Workers complete an assessment and treatment plan for each student. Once an assessment is completed, School Social Workers share information and recommendations with the student and may share information and recommendations with the parents/guardians and school staff, with the student's consent.

Informed parent/guardian consent is obtained for involvement of the School Social Worker who are younger students or may not have the capacity to provide consent. Students 12 and older do not require parental consent to access services from a Social Worker. These students provide their own informed consent as per legislation, and are encouraged to include parents/guardians in the decision to involve the School Social Worker.

Some School Social Workers also function as provincially mandated Attendance Counselors who do inquiries into students who are habitually absent from school and follow up with Prolonged Absence Referrals. As Attendance Counselling is a mandated service, no consent is required. It is always best to see if families and students are willing to consent to Social Work service first before making an Attendance Inquiry referral.

v) Child and Youth Counselors (CYCs)

CYCs in the Halton District School Board have post-secondary training at the College or University (BA) level. CYCs require a Child and Youth Counsellor Diploma or degree in Child and Youth Care.

CYCs work as a collaborative member of the school community. As non-regulated school mental health professionals, CYCs support all students in the classroom or in small groups with evidence-informed mental health literacy and universal mental health promotion activities. CYCs are encouraged to have authentic interactions in student spaces and be involved in positive school culture to promote mental health and well-being. When within their defined scope, they may provide individual support.

Requests for some CYC services are generated through the School Resource Team (with the exception of requests for classwide and small group programs/services). Informed parent/guardian consent for students under the age of 18 is obtained for involvement of the CYC when they are providing individual or small group support.

vi) Behaviour Analysts/Instructor (BAs)

Behaviour Analysts are subject to the Professional Standards of the College Psychologists and Behaviour Analysts of Ontario. Behaviour Analysts have achieved a Master's degree and are members of the College of Psychologists and Behaviour Analysts of Ontario. A Behaviour Instructor is not a member of the College.

Behaviour Analysts may provide a functional behavioural analysis for students with developmental delays, Autism Spectrum Disorder and complex behavioural needs. Their assessments include behaviour tracking, direct observation of students and information gathering from staff, agency personnel or private practitioners. The Behaviour Analyst will obtain informed consent from the parents/guardians or the student. Informed parent/guardian consent is obtained for involvement of the school Behaviour Analyst with elementary students. Students who are 12 and 13 years of age may, on a case by case basis, consent to the services of the school Behaviour Analyst, where the Behaviour Analyst is satisfied the student is capable as per the Health Care Consent Act and the service is appropriate to the student's needs.

Capable Secondary students do not require parental consent to access services from a Behaviour Analyst. Secondary students provide their own informed consent as per legislation, and are encouraged to include parents/guardians in the decision to involve the school Behaviour Analyst. Once an assessment has been completed, results will be shared with the parents/guardians/student. With parent/guardian/student consent, a copy of the allowable shared information will be filed in the student's Ontario Student Record (OSR) and is available to the parents/guardians/student. The report may be withdrawn from the OSR at the written request of the parents/guardians/student to the principal or the appropriate Manager of Professional Services. A copy of each report is kept in a secure file, either electronically or at the Regional Special Education Services Office (New Street Education Centre or North IPRC Office), and is maintained as per the standards of the College of Psychologists of Ontario and current privacy legislation, including the Personal Health Information Protection Act (PHIPA). Following an assessment, the Behaviour Analyst can consult to, and collaborate with, educational personnel around student goals, program recommendations, strategies, professional development. They may also interpret and clarify relevant information from a variety of outside sources as well as make appropriate recommendations and referrals to outside agencies.

Behaviour Analysts also support schools collaborating with families receiving service through the Ontario Autism Program (OAP), including the Entry to School initiative.

Dispositions of Assessments and Reports

Professional Services staff have transitioned to an electronic file system. Most active files of Professional Services staff are stored in the secure electronic system and any paper files are securely stored in locked filing cabinets in the employee's office space. Once closed, these files are archived in the electronic file system and/or stored in locked filing cabinets in a secured storage room at the New Street Education Centre or North IPRC office. Procedures are in place for the safe and secure management of files in cases of an employee's retirement, resignation or illness.

Student files from CYC, Professional Services Consultation, Occupational Therapy, Psychology, Speech Language, Behaviour Analysts and Social Work are retained until the students turn 31 years of age, and then the files are securely shredded or deleted. The Principal is responsible for the establishment and maintenance of the student's Ontario Student Record (OSR), which contains all information pertinent to a particular student. The OSR is stored in the office at the school where the student is registered. Upon retirement from the Halton District School Board an OSR will be sent to another school board within the province of Ontario when a copy of the Ministry of Education's approved OSR requisition form, signed by the Principal of the student's new school, is received. When a student leaves the province of Ontario or graduates from a secondary school, storage of the OSR is governed in accordance with the Education Act and relevant privacy legislation. Access to the OSR is governed under the Education Act and Halton District School Board Administrative Procedure.

Assessments Conducted Outside of the Halton District School Board

There are no consistent standards for criteria for identification as a student with special education needs in the province of Ontario. Since each school board is left to determine its own criteria (based on Ministry of Education Categories of Exceptionalities), the Halton District School Board does not automatically recognize previous identifications and placements held by students. Professional Services staff review such assessments, with parental/guardian consent, in order to make a determination at a School Resource Team regarding recommendations for identification and placement of a student.

Information about external speech language and/or psychological assessments of students is normally shared through the School Resource Team process.

Halton District School Board staff will review the information shared to determine whether it matches our criteria for identification. If so, the information is used in the process of determining how best to meet the student's needs.

Assessments undertaken by qualified medical practitioners in the province of Ontario are also recognized and considered on a student specific basis in conjunction with psychoeducational assessments where required.

Wait Times for Specialized Assessments

Referrals for specialized assessments take place through the School Resource Team and are recorded in the minutes of the SRT meeting. Members of the School Resource Team will help to identify the urgency of the need for assessment and will help the Psychoeducational Consultant, Speech-Language Pathologist, School Social Worker or Child and Youth Counselor to prioritize their caseload within the school.

Each staff member to whom a referral is made tracks the date on which a referral has been made and when the assessment has been completed (i.e. when at least a verbal report has been presented on the assessment results). As staff will typically be assigned to more than one school, they will exercise professional discretion in prioritizing caseloads from school to school. Generally speaking, a student in some degree of crisis who requires immediate assessment will be given priority. The "most urgent" request for assessment in one school may be a lower priority than others in another school. Where the staff member needs guidance in prioritizing their caseload, the Manager is available for consultation. Assessments are prioritized on factors including:

- Whether the referral is for an initial or repeat assessment, with emphasis generally given to initial assessments;
- Degree of observed student need;
- Set timelines for specific types of assessments/screening (e.g., grade 4 gifted screening, Community Pathway Elementary placement, Communication Program Assessment, KELLP and ELPhA).

To minimize wait times to as great an extent as possible, the Halton District School Board:

- Hires HDSB staff on an “overtime” basis to conduct psychological and speech-language assessments during the summer months;
- Contracts with outside agencies and private practitioners for psychological and speech-language assessments at times of peak need and as resources allow.

Wait times for psychoeducational and speech-language assessments may vary.

Psychoeducational assessment wait times average is 1 year. Speech-Language Pathology assessment wait times average is about 1 year.

Assessment Requirements for Post-Secondary

Students with recognized disabilities, seeking accommodations at post-secondary institutions will require appropriate diagnostic documentation. For students with learning disabilities, many institutions require an updated diagnosis. Parents/Guardians and older students are strongly encouraged to research the specific requirements of potential destinations as criteria do vary. Information regarding updated diagnosis for post-secondary education is available from the Ministry of Training, Colleges and Universities.

Students with developmental disabilities who need to access services and supports through Developmental Services Ontario (DSO) must have a developmental disability as defined within the Services and Supports to promote the Social Inclusion of Persons with Developmental Disabilities Act (2008). The HDSB does not complete Psychoeducational Assessments for the sole purpose of accessing DSO services.

Overview of Assessments

Category of Assessment	Name of Assessment Tool	Category of Staff Who Use This Tool	Professional Qualification and/or Certification of Staff	Governing Legislation	Average Wait Time	Disposition of Test Results
Educational Assessments	Curriculum based assessments	Classroom Teacher	Ontario College of Teachers	Education Act	Conducted routinely	Used in formative and summative assessment for reporting to parent/guardian and students
	Performance observation					
	Curriculum based assessments	Special Education Resource Teacher	Ontario College of Teachers	Education Act	Conducted routinely, often as part of the SRT process	Used in formative and summative assessment for reporting to parent/guardian and student.
	Performance observation	Self-Contained Class Teacher Learning Resource Teacher	Special Education Additional Qualifications			May be stored by Special Education Resource Teacher or as part of SRT minutes
Psycho-educational Assessments	WISC-V WIAT-III WRAML BASC Vineland Other	Psychoeducational Consultant Psychologist	College of Psychologists of Ontario, and/or supervised by a member of the College of Psychologists of Ontario	Education Act Regulated Health Professions Act Personal Health Information Protection Act	1 year	OSR, with parent/guardian permission Special Education Services Office (New Street) or electronic file system
Speech-Language Assessments	CELF-5 CELF-P3	Speech - Language Pathologist	College of Audiologists and Speech	Education Act	8 months	OSR, with parent/guardian/ permission

	PLS-5 Fluharty-2 Observations Many others		Language - Pathologists of Ontario	Regulated Health Professions Act Personal Health Information Protection Act		Special Education Services Office (New Street) or electronic file system
Mental Health and School Refusal Behaviour	SRAS School refusal assessment scale GAD7 PHQ9 Observations	School Social Worker	Ontario College of Social Workers and Social Service Workers	Education Act Personal Health Information Protection Act	1 week	Student's Social Work electronic file
	Observations	Child and Youth Counsellor	Supervised by members of the College of Psychologists and the Ontario College of Social Workers and Social Service Workers (OCSWSSW)	Education Act		CYC Electronic Files

Standard 7: Specialized Health Support Services in School Settings

School Health Support Services

The Halton District School Board believes that the provision of mandated services is a mechanism for ensuring access to education for many students. Furthermore, collaboration with families, pre-school service providers and ongoing community and private service providers helps to ensure that the student's quality of life, personal dignity and access to education are maintained.

The Halton District School Board works in conjunction with Halton Regional Health Services, ErinoakKids and the local Home and Community Care Support Services to support student needs as mandated in Policy/Program Memorandum 81 and in other legislation (e.g. Sabrina's Law and Ryan's Law). Such support includes transitional processes for students entering the Halton District School Board, ongoing consultation with qualified practitioners, initial and ongoing training of staff and, in some cases, direct support to students.

Protocol for partnerships with external agencies for provision of services by regulated health professionals, regulated social service professionals and paraprofessionals as outlined in Policy/Program Memorandum 149 is available on the HDSB website under Administrative Procedures.

SPECIALIZED HEALTH SUPPORT SERVICES

Specialized Health Support Service	Agency or position of person who performs the service	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	HCCSS (responsible for providing contracted private nursing agency)	Must require nursing intervention in order to attend school	HCCSS Area Case Manager assesses application from Principal / family	Assessed by nurse / parent / physician / HCCSS	HCCSS complaint/appeal process (See below)
Occupational Therapy / School-Based	ErinoakKids	Medical needs that require an Occupational	ErinoakKids processes application from	Assessed by Therapist or visit	Contact ErinoakKids

Rehabilitation Services (SBRs)		Therapist in order to attend school	Principal / family; Teacher completes checklist	limit reached as per policy	
Physiotherapy / School-Based Rehabilitation Services (SBRs)	ErinoakKids	Medical needs that require a Physiotherapist in order to attend school	ErinoakKids processes application from Principal / family	Assessed by Therapist or visit limit reached as per policy	Contact ErinoakKids
Nutrition	HCCSS	Medical needs that require a Nutritionist in order to attend school	HCCSS Area Case Manager assesses application from Principal / family	Assessed by Dietician	HCCSS complaint/appeal process (See below)
Speech-Language Pathology (Community-Based)	Halton-Peel Preschool Speech-Language Program (HPPSLP)	Full speech and language services prior to school entry (JK)	Case manager determines service	Discharge at school entry (Year 1 KDG)	Complaint/appeal process obtained directly from HPPSLP
	School-Based Rehabilitation Services (SBRs)	ErinoakKids (Articulation, voice, fluency, motor speech disorders / apraxia)	ErinoakKids processes application which includes Teacher checklist and HDSB SLP or HPPSLP screening	Assessed by Therapist or visit limit reached as per policy	Contact ErinoakKids
	Assistive Devices Resource Service	Provided by ErinoakKids - Assistive technology or seating and mobility aids for home use for students with physical, developmental and communication disabilities	Parent self-referral (if parent has interest in acquiring a device to accommodate at-home communication/seating / mobility); ErinoakKids process		Contact ErinoakKids

Administration of prescribed medications	HCCSS -G Tube, Injection and other routine medication HDSB staff (oral) Student (self-administer) Parent / Guardian	as per PPM 81	HCCSS case manager; Principal; parent Health Care Practitioner	Assessed by case manager / Principal Annual review and renewal of prescription or more frequently as required	HCCSS complaint/appeal process (See below)
Catheterization	HDSB staff (clean procedure) with annual training by HCCSS HCCSS- sterile procedure by contracted nursing Student (self-administer with training)	as per PPM 81	HCCSS case manager Principal Parent /Guardian Health Care Practitioner	Assessed by nurse	HCCSS complaint/appeal process (See below)
Suctioning	HCCSS- suctioning procedure	as per PPM 81	HCCSS case manager Health Care Practitioner	Assessed by nurse	HCCSS complaint/appeal process (See below)
Lifting and Positioning	HDSB staff with annual training by SBRS staff, teach safe use of equipment	as per PPM 81	ErinoakKids contact Principal; parent Health Care Practitioner	Assessed by Therapist for visit limit reached as per policy	Contact ErinoakKids
Assistance with mobility	HDSB staff with annual training by SBRS staff	as per PPM 81	Principal in consultation with appropriate service provider and/or staff, parent		Contact ErinoakKids
Feeding (Oral)	HDSB staff with annual training by SBRS Staff	as per PPM 81	Principal		Contact ErinoakKids
Toileting	Board staff with annual training by SBRS staff	as per PPM 81	Principal		Contact ErinoakKids

Other G-Tube Feeding	HCCSS contracts nursing providers	G Tube required during school hours	Principal / parent / guardian complete application Case Manager assesses	Assessed by Case Manager	HCCSS complaint/appeal process (See below)
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*There will likely be a gap/delay in service as students move from preschool services to services provided through SBRS when students enter the school system

HCCSS - Home and Community Care Support Services

HPPSLP - Halton Peel Preschool Speech Language Program

SBRS - School-Based Rehabilitation Services

PPM 81 - Policy Program Memorandum 81

Home and Community Care Support Services (HCCSS) Complaints and Appeals Process

1. Contact your Case Manager to discuss your concern. Your Case Manager is familiar with your care plan and wants to hear about what is going well for you and what can be improved. They will work with you, your family to respond to your concerns. We find that many client concerns are dealt with successfully at this level.
2. If, after talking to your Case Manager, your concern is not resolved to your satisfaction, you can ask to speak to a Client Services Manager.
If your concerns remain unresolved, you may request a formal review of your complaint by contacting the Mississauga Halton Regional Office at 905-855-8989.
3. If you are not satisfied with the HCCSS's response to your complaint, you can call the [Long-Term Care Action Line](#). This is a service provided by the Ministry of Health and The Ministry of Long-Term Care. You can call and speak to someone regarding HCCSS services who can help on your behalf. You can reach them by calling 1-866-434-0144.
4. At last resort, If you continue to have concerns about HCCSS services, the Patient Ombudsman is responsible for investigating complaints related to Ontario's hospitals, long-term care homes and home and community care. This includes HCCSS services. They can be reached at 1-888-321-0339 or online by clicking [here](#).

Standard 8: Categories and Definitions of Exceptionalities

Categories of Exceptionalities and Definitions

On December 19th, 2011 the Ministry of Education released a memorandum to school boards on the Categories of Exceptionality. The memo reaffirms the existing categories of exceptionalities and the approach school boards are to take in working with them to support students with special education needs.

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. This is the same policy that has been in place since 1980.

Although diseases and disorders including Attention Deficit Hyperactivity Disorder (ADHD), are not explicitly listed under Categories of Exceptionality which are broad in nature, this is not a barrier to students with a disease or disorder from being identified as exceptional, assuming their learning needs fall within one or more of the present definitions of exceptionalities. A medical diagnosis alone does not provide sufficient justification for an identification, nor is a medical diagnosis necessary to obtain special education programs and services. Therefore, the determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed condition, but rather it is the needs of individual students based on the individual assessment of strengths and needs.

The following chart outlines the categories of student exceptionalities in the Halton District School Board and is consistent with those of the Ministry of Education.

Behaviour	A learning and/or social-emotional 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	<i>Autism Spectrum Disorder</i> A severe learning disorder that is characterized by: (a) disturbances in: • rate of educational development; • ability to relate to the environment;

Communication cont'd

- mobility;
- perception, speech, and language.

(b) lack of the representational symbolic behaviour that precedes language

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.

Language Impairment

A learning disorder characterized by an impairment in comprehension and/or the 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; and
- (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.

Learning Disability

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills 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 (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;
- 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 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.

For further information refer to PPM 8 section of the Ministry website at:

<https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-8>

Intellectual	<i>Giftedness</i> 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.
	<i>Mild Intellectual Disability</i> A learning disorder characterized by: a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; 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.
	<i>Developmental Disability</i> 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	<i>Physical Disability</i> 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.
	<i>Blind and Low Vision</i> A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
Multiple	<i>Multiple Exceptionalities</i> 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.

IPRC Decisions Related to Student Exceptionality

In the Halton District School Board, students are usually identified according to their primary (predominant) exceptionality or area of need. In cases where assessment information leads to the conclusion that a student meets the criteria for (and the School Resource Team/parent/guardian recommendation is to proceed with) identification with more than one exceptionality, this will be noted on the IPRC Statement of Decision.

The Halton District School Board generally does not make use of the category, "Multiple". However, recognizing that there is often sensitivity to what a 'designation' (such as a Category of Exceptionality) may convey, a Multiple Exceptionality identification will be utilized where the student has a combination of learning or other disorders, impairments, or physical disabilities and it is the family's preference.

Assessment Information used by the IPRC in Determining Category of Exceptionality

The following Categories of Exceptionalities require a Psychological or Psychoeducational assessment/consultation by a member of the College of Psychologists of Ontario (or by someone who is supervised by a member of the College):

- Behaviour
- Learning Disability
- Giftedness
- Mild Intellectual Disability
- Developmental Disability
- Multiple

A Psychological Assessment and/or consultation from a member of the College of Psychologists of Ontario (or by someone supervised by a member of the College) about the appropriate exceptionality is required for the IPRC. There could be one of several outcomes to a consultation:

- Acknowledgement that the nature of the student's disability would make psychological assessment not possible to complete (e.g. a student with multiple complex needs (physical, cognitive and communication) who requires substantial support with self-care and activities of daily living);
- Acknowledgement that the student has a 'chronic condition' and former assessments continue to be applicable;
- Recognition that the current data available on the student is in keeping with the previous formal assessments, making this formal assessment still valid for the purposes of the IPRC process; or
- An updated assessment may be required.

Assessments conducted by qualified practitioners often are used as the basis for making a recommendation to an IPRC. For example, some exceptionalities may be based on and/or require a determination by a licensed physician in the Province of Ontario. Other personnel under the Regulated Health Professions Act also develop reports that will be provided by the

family for consideration at the School Resource Team (in developing a recommendation to an IPRC) and at the IPRC (in making a determination of identification). For example:

- An identification of Communication-Autism Spectrum Disorder requires a diagnosis on the Autism Spectrum from a Regulated Health Professional (e.g. Physician, Psychologist, Psychological Associate);
- Any disorder that falls within a Language Impairment or Speech Impairment Exceptionality requires a speech-language assessment by a Registered Speech-Language Pathologist. Depending upon the nature of the language impairment, a psycho-educational assessment may also accompany the speech-language assessment;
- A student who is Deaf/Hard of Hearing qualifies for identification based upon a “diminished or non-existent auditory response to sound” determined by an audiological assessment;
- A student who is Blind/Low Vision qualifies for identification based upon “a condition of partial or total impairment of sight or vision” carried out through an ophthalmological and/or neurological assessment;
- A student with a Physical Disability would qualify for identification based upon a diagnosis by a qualified medical practitioner. Often corroborating evidence from another health care practitioner (e.g. Physiotherapist or Occupational Therapist) is helpful in assisting the IPRC to make a determination around a physical exceptionality.

In reviewing reports provided by external practitioners, Professional Services staff ensures that the assessment methodology used and the conclusions reached in the report are consistent with HDSB practice.

The Halton District School Board’s Grade 4 Abilities Screening and Gifted Timeline Process is included in [Appendix N](#).

Standard 9: Special Education Placements Provided by the School Board

Special Education Placements Provided By the Halton District School Board

The Halton District School Board believes in the need for a range of student placements to meet the varying degrees of interventions, supports and services that students with different abilities require. As part of the Board's annual review of the Special Education Plan, the Board's Special Education Advisory Committee is consulted on the range of placements offered by the HDSB.

In keeping with legislative requirements (Reg. 181/98), the principles of inclusion as outlined in the Ontario Human Rights Commission's *Guidelines on Accessible Education*, and the beliefs of the Halton District School Board, placement in a regular classroom setting is given first consideration when it meets the needs of the student and is consistent with parental preferences.

Range of Student Placements in the Halton District School Board

i) Resource Support

Resource Support provides for special education supports and services within the regular classroom and most often at the student's designated home school. There are three categories defining resource support, outlined below.

Resource Support may include accommodated, modified or alternate programs provided in the classroom by the classroom Teacher with direct intervention and assistance by other staff (e.g. Special Education Resource Teacher, Child and Youth Counsellor, Educational Assistant). Students in Resource Support placements may also be working on alternative curriculum.

Students in Resource Support placement remain the responsibility of the classroom Teacher first and foremost. However, recognizing that additional support and guidance is often needed to support students with exceptionalities, the Special Education Resource Teacher assigned to each school acts as a 'key Teacher' to assist staff and students with appropriate supports and services. They assist in the development of the Individual Education Plan and other plans that might be required to support the student (e.g. Behaviour Support Plan, Safety Plan).

It is sometimes advisable or even necessary for the student to attend a school other than their designated home school even though their placement is Resource Support. Factors may include location of specialized equipment at designated sites, building accessibility and environmental factors that may have an impact on the child's ability to access an education (e.g. level of noise and activity due to the size of student population, building design). In such cases a discussion will occur with the parents/guardians, home School Principal, Instructional Program Leader and any other Special Education Services staff. When it is determined that the student shall attend an alternate school site, transportation is provided as per Board policy.

Categories of Resource Support:

- a) A regular class with Indirect Service
The student is placed in a regular class for the entire day, and the Teacher receives specialized consultative services;
- b) A regular class with Resource Assistance
The student is placed in the regular class for most of the day and receives specialized instruction, individually or in a small group, from a qualified Special Education Resource Teacher;
- c) A regular class with Withdrawal Assistance
The student is placed in a regular class and receives instruction outside of the classroom, for less than 50% of the instructional time, from a qualified Special Education Resource Teacher;
- d) Secondary Gifted Clusters (Indirect Service & IEP Program - Gifted)
A congregated grouping of students with an identification of Giftedness at designated secondary schools. Students will be scheduled with non-identified learners in particular courses at the secondary school level. The Ontario curriculum in each of the clusters will be differentiated in breadth, depth and pace..

Secondary students in grades 9 and 10 are timetabled together into the same class for the core academic subjects of English, Mathematics, Science, Geography and History. Students in grades 11 and 12 are timetabled together into the same courses as timetables permit.

Process for Placement in Resource Support:

- Formal identification of exceptionality through the IPRC process;
- IPRC process reviews and confirms the request for placement;
- IPRC notifies the parent/guardian of the decision as per Regulation 181/98;
- Creation of an IEP no later than 30 instructional days following the placement date.

* Note: Students may receive Resource Support services through the recommendations of the School SRT. The SRT may recommend the development of an IEP prior to or in lieu of a recommendation to IPRC. The decision to develop an IEP for a student is not limited by the student meeting the criteria for a specific Category of Exceptionality. A parent/guardian may request that the School Resource Team consider the development of an IEP.

ii) Self-Contained Special Education Classes

A self-contained class provides a student identified as exceptional with an opportunity to:

- Access a more intensive intervention program in an appropriate class of a size as per Regulation 298, section 31 (see Appendix);
- Address areas of significant learning needs/strengths;
- Develop independent learning strategies relevant to their learning needs/strengths;
- Become a more self-directed learner;
- Experience success with the support of the parent, school and community in order to move towards increasing levels of integration into the regular classroom as appropriate.

Classes have been established with a particular focus based on the common needs of students within the class. The student's learning needs are matched to the program focus of the self-contained class.

Every self-contained class is staffed by a Teacher with special education additional qualifications. Each program has access to a variety of supports from Special Education Services and other departments.

Categories of Self-Contained Placements:

- a) Partially Integrated: The student is placed by the IPRC in a special education class for more than 50% of the day. The student-Teacher ratio conforms to Regulation 298 (Section 31);
- b) Fully Self-Contained: The student is placed by the IPRC in a special education class for the entire school day. The student-Teacher ratio conforms to Regulation 298 (Section 31).

Criteria for entry to a Self-Contained - Special Education Class:

- A student is registered and enrolled with the Halton District School Board;
- A student has been identified as exceptional through the area IPRC process and meets criteria for the self-contained class;
- The IPRC makes a determination, based on the recommendation of the Principal and/or parent/guardian, that placement in a Self-Contained Class is the most effective option to address the student's strengths and needs.

Process for Potential Placement in a Self-Contained – Special Education Class:

- All avenues of support have been explored at the home school as per the Problem Solving Pathway;
- Principal involves Area Instructional Program Leader and/or Manager in problem solving, including at the SRT;
- The Request for Self-Contained Class Location is completed with the parents/guardians and the school staff;
- Area staff (i.e. Area IPL and/or Managers) makes a determination regarding location. Factors considered include: age/grade level of student in comparison to those currently in a class; exceptionality of student; learner portrait; and distance of class to home address;
- Sending School Principal is informed of most suitable location;
- The parents/guardians are invited to visit the class recommended by the Special Education Services;
- Parents/Guardians confirm that they would like to proceed to IPRC or may ask to return to SRT for further discussion;
- If proceeding to IPRC, the IPRC process reviews the request and confirms if appropriate;
- The Principal, on behalf of the SRT makes a recommendation for a self-contained setting and a request is made to go to IPRC;
- IPRC notifies the parent/guardian of the decision as per Regulation 181/98.

Types of Self-Contained Classes and Programs in HDSB: Elementary

**Note: The range of grade levels noted for each type of self-contained class or program represents general guidelines. The specific needs of individual students may result in some exceptions to the intended target group. Class sizes are approximate and will rely on the Education Act O.Reg. 298, s. 31.*

Special Education Placements

Expressive Language and Phonological Awareness Class (ELPhA) (Grade 1)

The Expressive Language and Phonological Awareness Class (ELPhA) is a full-year self-contained placement for Grade 1 students with significant expressive oral language delays who have at least average receptive language (oral language comprehension)/non-verbal cognitive ability. Entry is determined by the Identification, Placement, and Review Committee (IPRC); students must meet the HDSB criteria for Communication - Language Impairment. The focus of this program is the development of oral language, phonological awareness, literacy (decoding/reading and writing) and numeracy abilities within the framework of the Grade 1 curriculum. ELPhA teachers and Speech-Language Pathologists (SLP) work collaboratively to individualize student oral language and early literacy programming. Instructional practice is based on research supported and differentiated instructional practices. ELPhA staff will provide transition support back to the student's home school, including specific recommendations for the receiving teacher. Parent(s) and/or guardian(s) must be committed to their involvement in the program. When viable, classes are offered in each of the three areas of the Halton District School Board. Class size is approximately 12 students.

Academic Resource Classroom (Grade 4-8)

The focus of the placement is to provide students with learning disabilities with additional support in the areas of reading and writing (receptive language, language processing, expressive language), numeracy, technology and learning skills. Students in these classes are experiencing significant needs with grade level curriculum for a variety of reasons and may have additional exceptionalities in addition to a learning disability, making their learning portraits very diverse. The student suitable for this class requires a highly structured, differentiated and supported learning environment. Direct instruction that will promote remediation of skill gaps and the development of learning and coping strategies in the areas of literacy and numeracy will be used in the class along with evidence-based and differentiated instructional practices.

Programming will address the development of individual learning strategies to access the curriculum. In addition, one or more of the following areas will be addressed: self-advocacy, self esteem, social skills, organizational skills, self-management or study skills. Technology skills addressed will focus on development, maintenance or enhancement of the use of assistive technology. Integration into regular classes will be minimal. The placement is optimally, but not limited to, a one to two-year period with intensive support to address the areas of need and regular ongoing assessment and evaluation of growth. Ongoing communication will occur with the parent/guardian and the SRT of the home school to facilitate the transition for reentry to the

home school setting, ideally before entering the intermediate division. Class size is approximately 10 students.

Community Pathway Elementary (Grades 4-8)

This placement supports the learning needs of students who present with significant to severe developmental delays. The students in this type of class have unique learning needs and benefit from carefully structured, concrete learning experiences. They often make a transition to a Community Pathway Program at the secondary level.

These classes use evidence-based and differentiated instructional practices, encompassing a range of programming, from alternative curriculum based on the student's developmental stage to the development of basic literacy and numeracy skills based on the Ontario curriculum. There is a focus on the development of independence in the skills of daily living, including communication, self-regulation, self-advocacy and social skills. In order to reduce transitions for students in this placement, the school board employs, where possible, 2 CPE classes per designated school model (e.g. a junior class and an intermediate class in a single school) rather than having single classes in individual schools. Students may be in this placement full time, or they may be partially integrated into regular classes within the school. Class size is approximately 10 students.

Gifted (Grades 1-8)

Students identified as gifted and who are placed in an elementary self-contained setting require program modifications to meet their intellectual needs, as well as the intellectual stimulation and challenge provided by congregation with peers of similar ability. Although the students will not necessarily receive instruction in all subjects from a Teacher with Special Education Additional Qualifications (i.e. Music, Visual Arts), by virtue of the fact that the class stays together as a whole throughout the timetable, it is deemed a "fully self-contained" placement. When viable, classes for students identified as gifted tend to be clustered together in one school in the three areas of the board: North, East and West. Primary class size is approximately 23 students; junior-intermediate class size is approximately 25 students.

Special Education Programs

Kindergarten Expressive Language and Literacy Program (KELLP)

The Kindergarten Expressive Language and Literacy Program (KELLP) is a language and literacy program for Year 2 Kindergarten students with significant expressive oral language delays. The focus of this program is the development of oral language, phonological awareness and literacy abilities within the framework of the Kindergarten program. KELLP teachers and Speech-Language Pathologists work collaboratively to individualize student oral language and early literacy programming. The program runs two sessions per year from September to January, and from February to June. It is an alternate week program with students continuing to attend their home school on the other week. KELLP staff will provide transition and capacity enhancement support back to home school, including specific recommendations for the receiving Teacher. Parent/Guardian must be committed to their involvement in the program.

When viable, programs are offered in the three areas of the Halton District School Board: North, East and West. Class size is approximately 12 students.

Communication Program (Grade 1 – 4)

The Communication Program is usually a one year placement for students who are in Grade 1 to early junior grades and who are significantly limited in their communication skills. The focus of the program is the establishment of a functional communication system appropriate to the student's specific needs. A total communication approach (e.g. oral, Picture Exchange, augmentative and alternative communication devices) is used in the program. A Speech-Language Pathologist consults to each class on a weekly basis to establish specific communication goals for each student. Students transition from the program back to their home school when functional communication goals have been addressed. It is expected that the student will continue to receive support to generalize these goals in addition to the other needs demonstrated by the student. Class size is approximately 8 students. When viable, these classes are located in the three areas of the school board: North, East and West.

Types of Self-Contained Classes and Programs in HDSB: Secondary

The Community Pathways Program (Secondary)

The Community Pathways Program supports students identified as exceptional who have significant needs with cognitive and adaptive skills. It is designed to meet the needs of students who require an Alternate Curriculum to meet their varied learning needs including communication, functional academics, skills of daily living, social skills, self-regulation, and motor skills. A holistic approach, based on individual strengths, needs, long-term goals and real-life experience of the student, is used to design and deliver an individual education program in a self-contained setting. Programs are non-credit goals to support students to develop independent/semi-independent living skills. Students complete their secondary schooling and transition out in June of the calendar year in which they turn 21 years of age. Students graduate with a Certificate of Accomplishment or an Ontario Secondary School Certificate. Within the Community Pathways Program there are also two Certificates available to support students with successful independent employment: the Employability Skills Certificate (ESC) and the Community Skills Certificate (CSC). Independent or semi-independent integration into the community is the major goal of the Community Pathways Program. Students may be in this placement full time or they may be partially integrated into mainstream classes within the school. Class size is up to 16 students.

Project Search© (Secondary)

Project Search© is a school to work program for students with intellectual and mild intellectual disabilities who are in their graduating year. The goal of the program is to provide students authentic work experiences to develop skills which will assist in obtaining competitive employment upon graduation. Students are immersed in a business or corporation in the community where they will have a combination of in-class programming and three distinct cooperative experiences throughout the course of the school year. If an additional year is required, students may be provided the opportunity to continue in the program for the second

year. This program serves 10 to 12 students, is supported by a certified teacher with Special Education additional qualifications, job coaches, and school board staff. To be considered for the program students should be 18 to 21 years of age, demonstrate independent work skills, have a desire to work competitively, and have access to transportation to and from the work site.

Locations for Special Classes, Programs or Placements

Locations for special education classes, programs or placements are carefully considered so that they are offered in appropriate accessible buildings and classrooms that suit the purpose of the program. Special Education Services will recommend potential new special education classes or program locations to Facility Services Staff to incorporate into their planning of new schools.

Regular Review

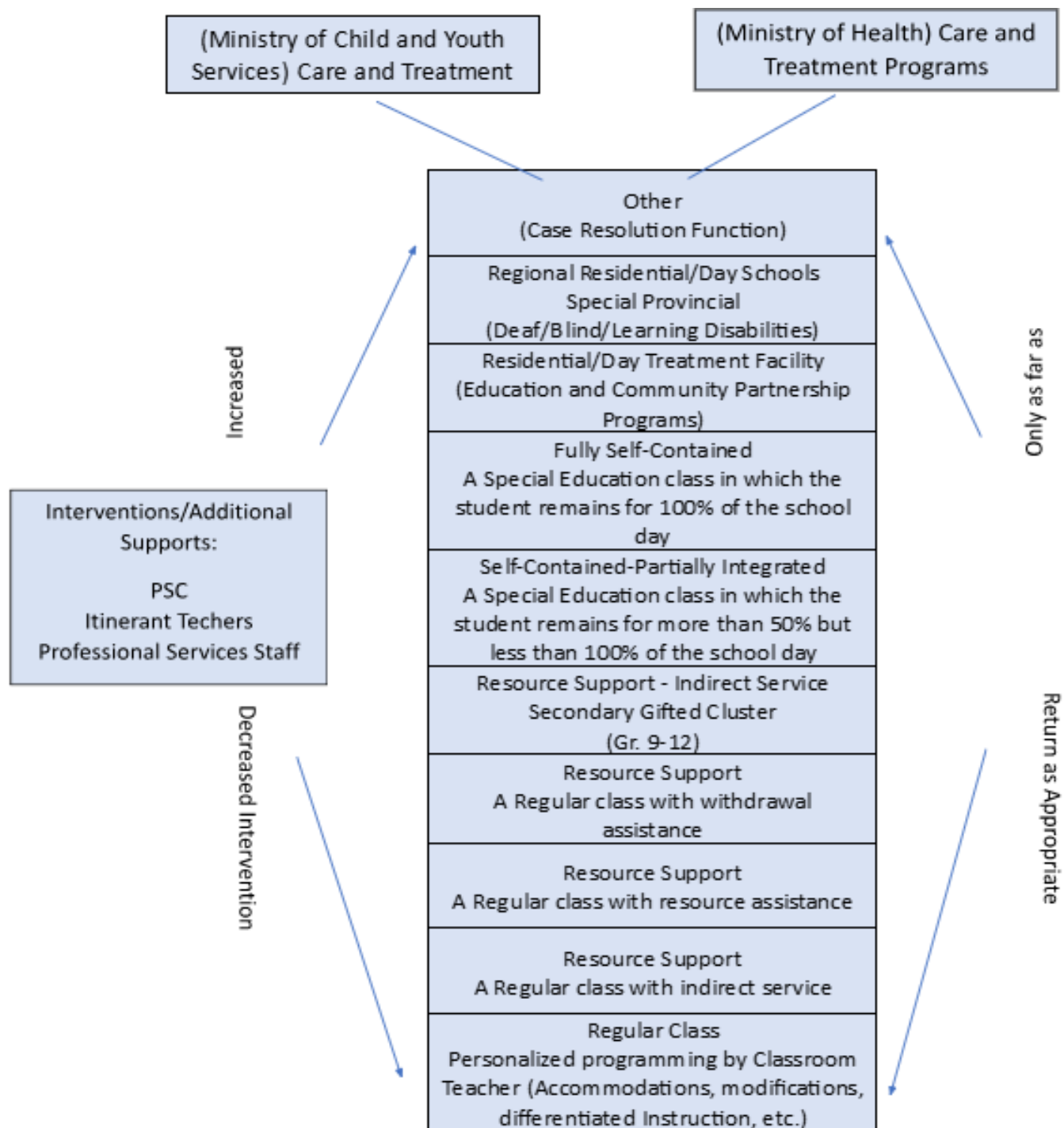
Each year the Halton District School Board will conduct regular reviews of its programs and placements to ensure they are being successful in meeting the needs of the students they were designed to serve. These findings will be reported as part of the Board Improvement Planning Process.

Student Needs Outside of the Board's Range of Placements

The Halton District School Board offers a wide variety of programs at the elementary and secondary level. Where a student's needs fall outside of the range of alternatives offered by the Halton District School Board, problem-solving with the parents/guardians, other school boards, other service providers and other support services will be undertaken to seek appropriate alternatives.

Range of Special Education Placements and Services in HDSB

Placement and program of the child is dependent on individual strengths and needs



Overview of Elementary Programs and Placements

This chart indicates the typical exceptionalities found in each program and placement. When recommending placements for students, the student's learning portrait is considered in addition to the student's identification and, therefore, exceptions may be made on an individual student basis.

Self-Contained Placement and Programs							
Exceptionality	Resource Support	Academic Resource Gr 4-8	Community Pathway Elementary Gr 4-8	Gifted Gr 1-8	KELLP (Year 2 KDG)	ELPhA (Grade 1)	Communication Program 1-4
Learning Disability	√	√					
Deaf and Hard of Hearing	√						
Language and/or Speech Impairment	√	√			√	√	
Autism	√	√	√	√	√	√	√
Giftedness	√			√			
Mild Intellectual Disability	√		√				√
Developmental Disability	√		√				√
Behaviour	√						
Physical Disability	√						
Blind and Low Vision	√						

Overview of Secondary Programs and Placements

This chart indicates the typical exceptionalities found in each placement. When recommending placements for students, the student's learning portrait is considered in addition to the student's identification.

Exceptionality	Resource Support	Secondary Gifted Cluster	Self Contained Placement Community Pathways
Learning Disability	√	√*	
Deaf and Hard of Hearing	√	√*	
Language and/or Speech Impairment	√	√*	
Autism	√	√*	√
Giftedness	√	√	
Mild Intellectual Disability	√		√
Developmental Disability	√		√
Behaviour	√	√*	√
Physical Disability	√	√*	√
Blind and Low Vision	√	√*	

*when combined with an Exceptionality of Giftedness

Standard 10: Individual Education Plans (IEP)

An IEP is a written plan describing the special education program and/or services required by a particular student. The IEP outlines the student's areas of strengths and needs as well as the accommodations a student requires for instruction and assessment. It identifies learning expectations that are modified from the Ontario curriculum and/or any alternate program areas. The IEPs of students who have no modified or alternative expectations will focus only on accommodations and services. The IEP is not a daily lesson plan itemizing every detail of the student's education. Halton District School Board uses a web-based program called the IEP Engine by Aspen. See a sample IEP in [Appendix C - Guide to the IEP](#).

Implementation of the Ministry Standards

In order to support the implementation of the Ministry's standards for IEPs, Special Education in Ontario, Policy and Resource Guide, 2017, each year Special Education Services provides a wide range of supports. In early September, all Special Education Resource Teachers are offered differentiated in-services on the Ministry standards for IEPs. Throughout the school year, Special Education Services provides the following supports to schools to ensure the implementation of the Ministry's IEP standards:

- New users in-services;
- On-going in-services for existing staff;
- SERT Learning sessions focused on IEPs
- Presentation at staff meetings;
- User Manual;
- Video coaching modules on myHDSB;
- Job-embedded, school-based support in developing program;
- Professional development on writing modified or alternate programs for students with specific needs.

In addition, Special Education Services works in partnership with the School Programs Department to support classroom teachers on understanding and implementing differentiated instruction to meet the needs of all learners. The Ministry documents *Growing Success: Assessment, Evaluating and Reporting in Ontario Schools (2010)* are excellent resources for teachers, as well as *Growing Success - The Kindergarten Addendum 2016* and *Learning For All 2013*.

IEP Development for Identified Students

Students identified as exceptional through an IPRC must have an IEP developed within 30 instructional days after the beginning of the new placement or a new school year. In many cases students will already have an IEP in place.

IEP Development for Non-Identified Students

Students may receive special education services through the recommendations of the School Resource Team (SRT). The SRT may recommend the development of an IEP prior to, or in lieu of, a recommendation to IPRC. The decision to develop an IEP for a student is not limited by the

student meeting the criteria for a specific exceptionality group. Some students who do not meet the criteria for an exceptionality group may require an IEP to document necessary special education services, program modifications, program accommodations or a Special Equipment Amount (SEA) claim funded by the Ministry. A parent/guardian may request that the School Resource Team consider the development of an IEP. The standards for IEPs apply equally to the IEPs of both identified and non-identified students. An IEP may be developed for a student in Kindergarten who requires specialized programming and resources to support their specific learning needs.

IEP Development for Students with Autism Spectrum Disorder

To align with the requirements outlined in Policy/Program Memorandum 140, special education programs and services must be offered to students with Autism Spectrum Disorder (ASD). The development of an IEP is required within the first 30 school days following school entry (or following the receipt of a diagnosis of ASD for a current student). Principals are required to ensure that Applied Behaviour Analysis methods are incorporated into the IEPs of students with ASD, where appropriate.

Accountability Plan

Tracking

- Principals are provided with a list of all students with an IEP;
- Principals are provided with a checklist for their use when reviewing and signing their school's IEPs that outline the components of an IEP (myHDSB);
- Principals are provided with information about the date of completion for sending IEPs and the Parent/Guardian Contact page home.

Training

The IEP Development Training for Teachers and SERTs is differentiated to respond to the range of staff needs. Refer to "Implementation of the Ministry Standards".

Assessment

School Principals supervise and monitor the writing and implementation of IEPs. When working with SERTs and Self-Contained Teachers, SES IPLs will review the IEP and provide guidance in the development and implementation of the IEP.

Behaviour Support and Safety Plans

In addition to an IEP, some students may also have a Behaviour Support Plan and a Safety Plan.

A Behaviour Support Plan is a comprehensive plan to support growth in behaviour for a student. The plan describes specific behaviours of a student, identifies a student's triggers, antecedents and the appropriate strategies and interventions used by staff working with the student. The purpose of this document is to be proactive in understanding the function of behaviour and to focus on teaching lagging skills.

A Safety Plan is developed when the Principal has evidence that the student's behaviours pose a risk of injury to the student and/or others. It is a planned response to escalating behaviour and is not intended to teach behaviour. A student with a Safety Plan must also have a Behaviour Support Plan.

Parents/Guardians will be consulted in the development of these plans.

Transition Plans

Transition requirements are set out in the following regulatory and policy documents.

Ontario Regulation 181/98 states that, for exceptional students who are age 14 or over and who are not identified solely as Gifted, the student's Individual Education Plan (IEP) must include a transition plan for the student's transition from school to work, further education, and/or community living.

Policy/Program Memorandum No. 140, "Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)", May 17, 2007, states that school board staff must plan for the transition between various activities and settings involving students with Autism Spectrum Disorders.

Policy/Program Memorandum No. 156 This memorandum sets out for school boards and schools new requirements for transition plans for students with special education needs from Kindergarten to Grade 12, September 2014.

In practice, schools within the Halton District School Board engage in a wide range of transition planning. This is in recognition of the challenges many students face in moving from one location or placement to another. An important consideration in that regard is ensuring that all necessary and available information about a student flows seamlessly from one class or school within the Halton District School Board to another. When a student is entering or leaving the Halton District School Board, appropriate parent/guardian consent is obtained prior to the exchange of information about the student. When a student enters or leaves from another publicly funded school board in Ontario, a request for the transfer of the Ontario Student Record is completed and sent to the Principal of the school where the record was established and maintained.

PPM 140 directs that a transition plan be created for all students diagnosed with ASD as appropriate. These plans support the transition between activity to activity, class to class, school to school. Policy and Program Memorandum 156 sets out requirements for students with special education needs which includes a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional on the basis of Giftedness. The transition plan is developed as part of the IEP. All transition plans must be developed in consultation with the parent/guardian, the student (as appropriate), the post-secondary institution (where appropriate), and relevant community agencies and/or

partners, as necessary. Every transition plan will identify specific transition goals, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each identified action.

Working Together

The Halton District School Board has developed *Working Together: A Guide to Special Education for Parents, Guardians and Students*. It is available on the HDSB website and in the [Working Together Guide here](#). Braille, large print and CD formats are also available on request.

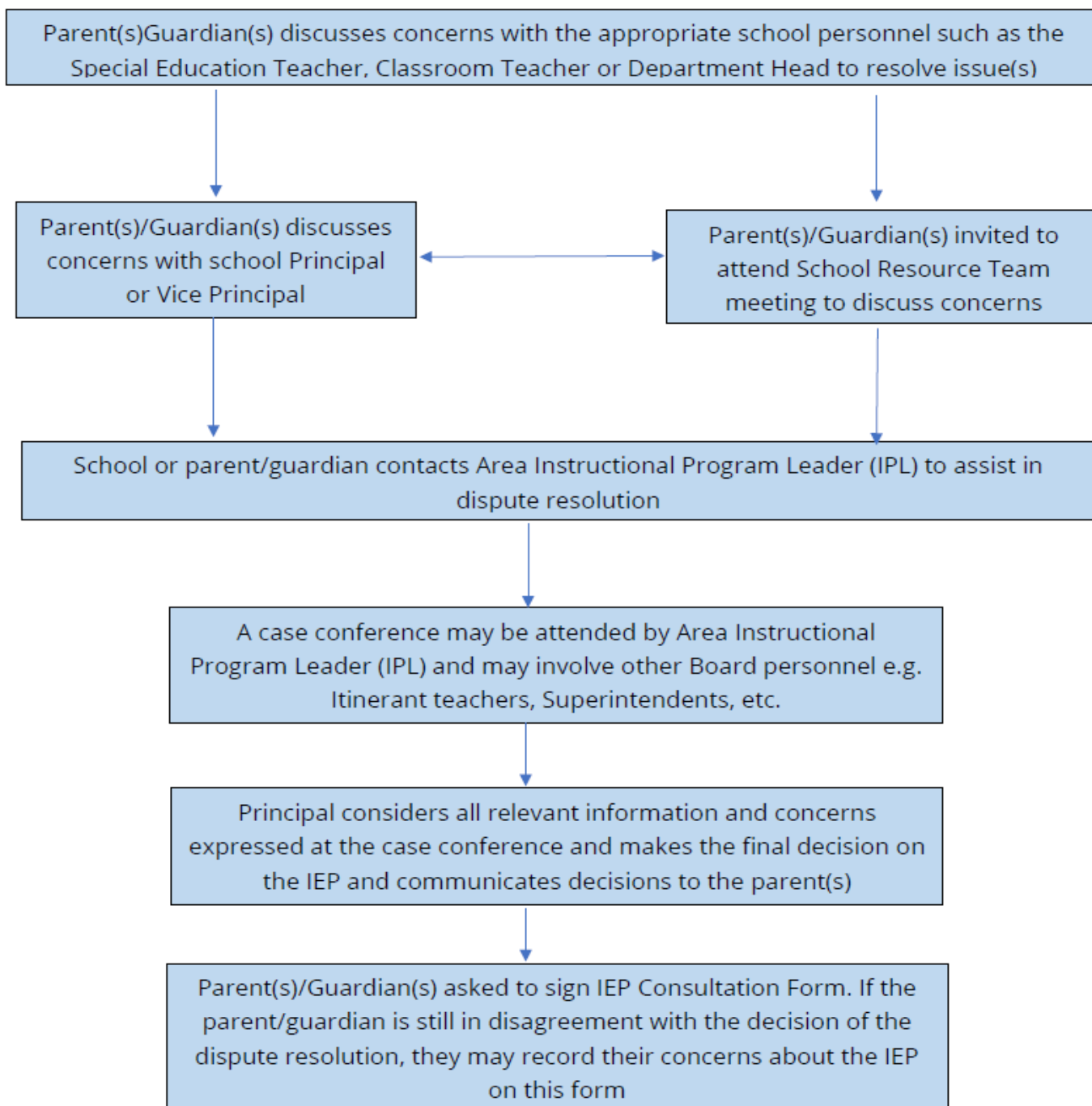
In the Working Together Guide, parent/guardian friendly information relating to the IEP (see [Appendix C](#)) and SRT (see [Appendix D](#)) can be found.

Sample IEPs from the Ministry of Education

The Ministry has released sample IEPs for both elementary and secondary panels. Sample IEPs represent a variety of exceptionality groups. The website location is: <https://www.onted.ca/topics/special-education>

Process for Dispute Resolution on Significant Aspects of the IEP

It is the intention of Halton District School Board that, at any stage of this intervention model, a satisfactory resolution may be reached, and no further action would be required.



Note: The Halton District School Board has a process for resolving disputes. Please see the HDSB website at [How to Resolve Issues and Concerns](#)

Standard 11: Provincial and Demonstration Schools in Ontario

Provincial Demonstration Schools for Students with Learning Disabilities

The Ministry of Education has four Provincial Demonstration Schools for students in Ontario with severe learning disabilities:

- Trillium Demonstration School (Milton);
- Sagonaska Demonstration School (Belleville);
- Amethyst Demonstration School (London);
- Centre Jules-Leger (Ottawa, for French-speaking students).

Due to close proximity, most of Halton's students attend the Trillium School in Milton.

Trillium offers the following programs:

1. The School Program:
An intensive and specialized program focusing on cognitive/language development for students with severe learning disabilities.
2. The Residential Program:
A structured program including individual and group counselling, instruction in social skills and recreational activities for students with severe learning disabilities.

Criteria for Admission

The Provincial Committee on Learning Disabilities (PCLD) considers applications made on behalf of individuals who are of school age. It is expected that students will have received the maximum level of special education that the school board can provide, but in spite of such intervention and support the student is not experiencing success. Provincial demonstration schools are not designed for students who are in need of residential treatment or students with learning disabilities who have severe emotional and behavioural issues.

Application Process

School board personnel, in accordance with Ministry of Education requirements, make applications for students to attend the Trillium School programs. Initial requests for information due dates are November 15th and May 15th. For more information, visit <https://pdsbnet.ca/>.

Re-entry from a Provincial Demonstration School

When the decision is made that a student is to leave the demonstration school, a meeting is arranged with school board staff to discuss a plan for re-entry and options for placement. The student is referred to an IPRC for a decision as to what the placement of the student should be. A transition meeting will be arranged with the receiving school.

Provincial Schools for the Blind and Deaf

Applications for students to attend provincial schools such as the Sir James Whitney School, W. Ross Macdonald School (for students who are blind and deaf-blind) and the E.C. Drury School for

the Deaf are made by parents/guardians directly to the provincial school involved. If the student is accepted, the provincial school requests that the Halton District School Board provide transportation. SES Instructional Program Leaders are available to assist with problem solving if parents/guardians are considering a change in placement.

Statistical Information re: Students Residing in Halton Eligible to Attend Provincial and Demonstration Schools

The number of students qualified to be resident students of the Halton District School Board who are currently attending Provincial or Demonstration schools is:

- 0 day students to W. Ross Macdonald;
- 23 day students to E.C. Drury School for the Deaf;
- 0 day students to Trillium School;
- 4 residential students to W. Ross Macdonald;
- 3 residential students to Trillium.

Transportation to Provincial and Demonstration Schools

The Halton District School Board contracts services from local bus and taxi suppliers to transport day students to Provincial or Demonstration Schools:

- Students are transported daily to and from W. Ross Macdonald, E.C. Drury School for the Deaf, and Trillium School;
- No students require the use of an assistant during transportation.

The Ottawa Student Transportation Authority contracts services from local bus and taxi suppliers to transport residential students to Provincial or Demonstration Schools:

- Students are transported to W. Ross MacDonald School and Trillium School on Monday mornings and returned home on Friday afternoons;
- No students require the use of an assistant during transportation

Standard 12: Special Education Staff

Special Education Staff	Staff Qualifications	Elementary Panel *FTE's	Secondary Panel *FTE's
1. Teachers of exceptional students			
1.1 Teachers for resource-support programs (Special Education Resource Teachers)	Minimum Special Ed. Part I	182.5	34.5
1.2 Teachers for programs and self-contained classes - Community Pathways Program (Employment Skills Certificate/Community Skills Certificate) - Academic Resource - Community Pathway Elementary - Gifted - Communication Program - ECPP - Kindergarten Expressive Language and Literacy Program (KELLP) - Expressive Language and Phonological Awareness Class (ELPhA)	Minimum Special Ed. Part I	16 40 33 12 14 3 5	48
2. Other Special Education Teachers			
2.1 Itinerant teachers Blind/Low Vision Deaf/Hard of Hearing	Minimum Special Ed. Part I Specialist required Specialist required	6 6	
2.2 Instructional Program Leaders	Special Ed. Specialist	16	
2.3 Assistive Technology Lead	Minimum Special Ed. Part I	4	
2.4 Structured Reading IPL and Coaches	Special Ed. Specialist Minimum Special Ed. Part I	4	

3. Educational Assistants in Special Education			
3.1 Educational Assistants	College Diploma-Early Childhood Education, Educational Assistant,Developmental Services, Applied Behavioural Analysis or equivalent education or experience	684.5	177.5
3.2 Communicative Disorders Assistants	Two-Year College diploma/four-year undergraduate degree in a related field and; One year post-graduate Communicative Disorders Assistant Certificate from an accredited college.	3	
4. Other professional resource staff			
4.1 Manager of Professional Services	Registered with College of Psychologists or Social Workers or Audiology and Speech-Language Pathology	5	
4.2 Mental Health Lead	Registered with College of Psychologists or Social Workers	1	
4.3 Occupational Therapist	Masters Degree in Occupational Therapy; Registered with College of Occupational Therapists of Ontario (COTO)	1	
4.4 Psychoeducational Consultants	Masters Degree/PhD in Psychology	24	

	Registered with, or supervised by a registered member of the College of Psychologists of Ontario	
4.5 Speech-Language Pathologists	Masters Degree in Speech-Language Pathology; Registered with College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO)	22
4.5 Social Workers	Minimum Master's Degree of Social Work.	31
4.6 Child and Youth Counsellors	Advanced Diploma in Child and Youth Care or Bachelor's Degree in Child and Youth Care	47
4.7 Team Lead BMS Trainer		2
4.8 Behaviour Analyst/Instructor	Master's Degree; registration/in process as Behaviour Analyst with the College of Psychology and Behaviour Analysts of Ontario	7
4.9 Mental Health Psychoeducational Consultants	Master's Degree in Psychology	2
4.10 Specialized Behaviour Support Worker		11

* These services are not provided by school board staff.

District/Level Support

The following teams and personnel are available to support the staff in schools:

- Superintendent of Special Education Services;
- Superintendent of Student Well-being Department;
- Principal of Special Education;

- Vice Principal of Special Education;
- Professional Services Managers – Special Education Services and Student Well-being Departments;
- Special Education Instructional Program Leaders;
- Special Education Itinerant Resource Teachers;
- Professional Services Consultation Team;
- Assistive Technology Leads;
- Itinerant Teachers for Deaf/Hard of Hearing, Blind/Low Vision;
- Itinerant Educational Assistants;
- Professional Services staff: Social Workers, Occupational Therapist, Psycho-educational Consultants, Speech-Language Pathologists, Child and Youth Counsellors, Behaviour Analysts, Specialized Behaviour Support Workers;
- Self-Contained classes and programs in selected elementary and secondary school settings.
- Behaviour Management Systems (BMS) trainers

School Support

The following supports are available within schools

- School Principals (and Vice Principals where applicable);
- Classroom Teachers – subject and grade team members/departments;
- Special Education Resource Teachers (SERTs);
- Educational Assistants (EAs);
- Student (Lunch) Supervisors to support some students with special education needs during nutrition breaks.

Special Education Resource Teacher (SERT) Allocation

Special Education Resource Teachers are allocated to schools each spring. The total allocation is determined based on the overall student population of the school board. Individual school allocations are based on school populations, the number of students with special education needs, the number of special education classes in each school and other needs of the school and community. SERT allocations are provided to schools as part of the staffing timeline each spring.

Staff Roles and Descriptions

Assistive Technology Staff

Full time staff members are dedicated to loading and setting up laptops and peripherals for delivery to schools. The Halton District School Board also maintains service contracts for the use and maintenance of other assistive technology. For example, an audiologist is contracted to assist in the setup and maintenance of personal FM and sound field systems. Staff members also assist in providing training around devices and software for students who require assistive technology to access curriculum and/or coordination between their learning technology and their communication technology. They also provide support around embedding the use of this technology in the student's programming.

Communicative Disorders Assistant (CDA)

Reporting to the Manager of Professional Services -Speech and Language, and under the clinical direction of a qualified Speech-Language Pathologist, the CDA has received specialized training and works in an adjunctive capacity to Speech-Language Pathologists to deliver Speech-Language Pathology services to help students communicate more effectively. In addition, CDAs identify the behavioural and environmental factors that can potentially support or erode the efficacy of student communication support/interventions.

Their role includes the following:

- Work directly with students with communication needs and their educators, and intervene, based on goals set by the Speech-Language Pathologist, to provide support in the development of communication skills by:
 - Training/modelling/coaching of staff and students with the use of no-tech, low-tech and high-tech Augmentative and Alternative Communication (AAC) systems/visuals and Assistive Technology in classrooms.
 - Implement individual, small group and whole class speech, language, group readiness, play skill development and early literacy programs.
- Observe and document student progress toward meeting established goals and report this information to the Speech-Language Pathologist.
- Use student-specific knowledge related to communication, literacy and speech-language best practices, to assist students to transition between specialized programs [e.g. Communication Program (CP)] or to return to a regular class placement.
- Prepare Augmentative and Alternative Communication (AAC) materials, as well as other home and school speech, language and early literacy programs and educational materials to support Speech-Language Pathologist assigned student goals.
- Deliver Picture Exchange Communication System (PECS) training to staff and students.
- Prepare appropriate materials and carry out communication, speech, language and early literacy programs in specialized and self-contained classes/programs (e.g., KELLP, ELPhA, Community Pathways), based on Speech-Language Pathology assigned goals.
- Consult with supervising/directing Speech-Language Pathologist re: parent/teacher inquiries regarding student progress
- Support the needs of students in the self-contained classroom/program
- Attend School/Team meetings, as required.
- Work with other school board staff to provide speech, language, literacy, communication, and social communication training.

Professional Services Consultation Team

The function of the Professional Services Consultation Team is to provide a deeper understanding of the student, and provide programming assistance and suggestions for strategies that the school staff can use for students with complex needs.

The team may include a variety of professionals:

- Manager of Professional Services
- Child and Youth Counsellor
- Social Worker
- Speech-Language Pathologist
- Mental Health Psychoeducational Consultant
- Behaviour Analyst
- Occupational Therapist
- Members of Reach Out Service for Children (ROCK)
- VP of Special Education and VP of Student Well-being

Itinerant Blind and Low Vision Team (Teachers and Educational Assistants)

Itinerant Teachers for students who are identified as Blind or Low Vision provide direct instruction to students requiring Braille instruction and specialized technology. Students who use Braille will receive intensive daily instruction and classroom support from either a Teacher or an educational assistant on the team. Low vision students receive regular monitoring. Students are integrated into the regular classroom with support and provision of Braille and large print materials. The itinerant Teachers also provide consultation to school staff.

The use of specialized equipment is facilitated through the Itinerant Teachers and Educational Assistants. A Mobility Orientation instructor (private practitioner) is contracted by the Halton District School Board to work with our blind students.

Itinerant Deaf and Hard of Hearing Team (Teachers and Educational Assistants)

Itinerant Teachers for students who are identified as Deaf or Hard of Hearing provide direct instruction to these students. All of the students receive service at their home school. The itinerant Teachers also provide consultation to school staff.

The use of specialized equipment is facilitated through the Itinerant Teachers and Educational Assistants and contracted Audiologist from an outside organization.

Educational Assistants

The Halton District School Board employs Educational Assistants to work with students with special education needs, in both our elementary and secondary schools, with a priority focus on personal care and safety. Founded on the principles of both student independence and resource efficiency, HDSB promotes the shared support model where students receiving EA support are clustered with other students also requiring similar support and/or receive EA support during specific intervals of the day.

A collaborative process has been established and is reviewed annually to allocate EAs to schools for student support. Each spring, school staff engage in discussions about their school needs and student portraits for the following year. It is expected that these discussions will include ongoing collaboration with parents/guardians about their student's level of independence with regards to personal care and safety needs, along with plans to build skills for greater independence, while recognizing the individual needs of each student. Additionally, Special Education Services staff, in collaboration with school administrators and SERTs, review the compilation of student needs for each school and discuss opportunities for shared or partial support. Through this work, Special Education Services staff gain a system view of priority needs and determine the recommended allocation for each school, weighing the relative needs from one school to another and ensuring the overall allocation to schools does not exceed the FTE allotment assigned through the HDSB budget process. The proposed school allocation is reviewed by Family of Schools Superintendents before being released to schools. Due to student movement and evolving school and system needs, Special Education Services reviews the allocation on a regular basis throughout the school year.

The Principal of the school is responsible for supervising and assigning the daily work schedule for the Educational Assistants and for communicating with parents/guardians the level of support their child will receive. Their work is directed by the regular classroom Teacher, Special Education Resource Teacher, the Self-Contained Teacher or the Itinerant Resource Teacher.

The Classroom Teacher holds the primary responsibility for planning and delivering the program goals of the IEP, including accommodations and modifications (See Standard 3). For Educational Assistants, work may include:

- Guiding, assisting and monitoring students in the development of skills in alternate curriculum/goals, e.g. Fine and gross motor, communication, personal care and social behaviour;
- Assisting with individualizing resources, computer applications and specialized equipment;
- Providing crisis intervention when required as a member of a Core Team;
- Assisting with the development of planned independence for students with special education needs (strategies of fading and reducing prompts);
- Administering prescribed medication and other approved personal care procedures in accordance with policies /procedures developed by the Halton District School Board based on PPM 81;
- Implementing programs for students under the direction of a qualified professional e.g. recommendations of an Occupational Therapist;
- Observing and tracking day to day behaviours, strengths and needs of students;
- Participating in school team meetings when required by the Principal;
- Communicating observations to relevant staff as required;
- Supporting students with special education needs to facilitate inclusion in co-curricular and whole school activities.

Educational Assistants receive ongoing training, both job embedded and group training offered on Professional Development days. A dedicated committee (EA PD Planning Committee) consisting of representative Educational Assistants and regional Special Education Services staff plan professional learning for our Educational Assistants in addition to the staff learning planned by Principals at individual schools. Specific training may also be provided by an Occupational or Physiotherapist (e.g., lifts, transfers, use of specialized equipment).

Specialized roles in the Halton District School Board include Educational Assistants who serve on Itinerant Teams. One staff member works as a member of the Blind/Low Vision Itinerant team to prepare materials in Braille and assist with the ordering of large print, Braille, taped and tactile materials.

Structured Reading IPL and Coaches

The Structured Reading IPL and Coaches will provide system professional development, and job-embedded coaching and guidance to elementary and secondary school staff in delivering Tier 3 structured reading instruction for students who need this support to further develop their literacy skills.

Professional Services Staff Roles and Descriptions

Psychoeducational Consultants

Psychology staff provide in-depth individual assessments for referred students. Psychoeducational Consultants also attend School Resource Team (SRT) meetings in their assigned schools, participate in Identification, Placement, and Review Committee (IPRC) meetings and provide consultation to schools, staff, and parents/guardians. Psychology staff provide prescriptions where appropriate for specialized equipment.

There are two (FTE) Psycho-educational Consultants (Mental Health) in the Student Well-being Department that provide consultation to MHARC, PSC and consultation regarding students who are reluctant speakers. They also provide direct support to elementary students for psychotherapeutic group support, and secondary school students for virtual executive functioning coaching.

Occupational Therapist (OT)

Students with needs with fine and gross motor skills, spatial, self-help, self-regulation, mood challenges, anxiety, coping skills, executive functioning, sensory processing, social skills/communication, physical (e.g., safety, seating/positioning, access, mobility, lifts/transfers), regardless of their identification and/or disability, who require consultation, screening and/or assessment above and beyond that provided by SBRS can be referred to the Halton District School Board Occupational Therapist. In most cases, programming recommendations generated from consultations, screenings and/or assessments are delivered by school-based staff in collaboration with the Occupational Therapist. Occupational Therapists provide prescriptions where appropriate for specialized equipment. They also support students and schools as a member of the Professional Services Consultation Team (PSC) when needed.

Speech-Language Pathologists (SLP)

Students with communication, speech and/or language disorders or delays, regardless of their identification and/or disability, who require consultation, screening and/or assessment can be referred to the Halton District School Board Speech-Language Pathologists. Speech-Language Pathologists are assigned to a group of schools, including self-contained programs/classes. In most cases, programming recommendations generated from consultations, screenings and/or assessments are delivered by school-based staff in collaboration with the Speech-Language Pathologist. SLPs also provide direct in-class intervention, as well as collaborative support to Teachers and EAs in the Kindergarten Expressive Language and Literacy Programs (KELLP), Expressive Language and Phonological Awareness Classes (ELPhA) and Communication Programs. Speech-Language Pathologists provide prescriptions where appropriate for specialized equipment. They also support students and schools as a member of the Professional Services Consultation Team (PSC) when needed.

Child and Youth Counsellors (CYCs)

Child and Youth counsellors (CYCs) are assigned to a group of schools. While CYCs are primarily assigned to elementary schools, some CYCs are assigned to secondary alternative education programs (Gary Allan). Services provided by CYCs include promotion and prevention support primarily through whole class social-emotional learning, and some small group and individual psychoeducational support as defined by their scope.

School Social Workers

School Social Work assignments usually consist of one high school and elementary feeder schools. Services provided by school social workers include individual assessment and counselling, crisis intervention, group work, family support and referral, and collaboration/coordination with outside agencies and professionals.

Some School Social Workers also function as provincially mandated Attendance Counselors who investigate, assess and provide recommendations for students who are habitually absent from school. School staff, parents/guardians and students themselves are included in the assessment and recommendation process.

There are 2 Safe Schools Social Workers who provide support to schools across our system (i.e. bullying, violence and aggression, VTRA, sexual assault, human trafficking).

There is a Social Worker who supports Indigenous Students within the Halton District School Board.

Behaviour Analysts/Instructor (BA)

The key roles of the Behaviour Analysts are to support students with Autism Spectrum Disorder (ASD) and/or students with cognitive impairments with complex and challenging behaviours. They also lead and facilitate the Ontario Autism Program Transitions and Entry to School process. Behaviour Analysts are assigned to a group of schools, including self-contained programs/classes. Behaviour Analysts conduct functional behaviour assessments in order to assist with behaviour management and programming. They also support Principals, Teachers, and multi-disciplinary transition teams by providing and coordinating ABA resources and training, and facilitate collaboration between service providers and schools. They also support students and schools as a member of the Professional Services Consultation Team (PSC) when needed.

Behaviour Management Systems (BMS) Team Trainer

This is a program written by educators for educators for use in schools, and emphasizes prevention (rather than control) of disruptive behaviour. This training is linked to educational policies and programs, supports Special Education protocols, and advocates a systems/community of learners approach and enhances staff confidence and competence.

The primary emphasis is prevention and non-physical interventions. Knowing the child, acting on “early warning signs” and the effective use of calming and de-escalation techniques are some key strategies. The secondary emphasis is defensive techniques (avoidance, releases, blocks)

coupled with calming and de-escalation techniques. The tertiary emphasis is safe containment methods (an absolute last resort rarely required by most staff) coupled with calming and de-escalation techniques. Certification is one day and recertification is half a day.

Specialized Behaviour Support Worker

A Specialized Behaviour Support Worker offers intensive support to students with complex developmental and behavioural needs, often those with multiple diagnoses. The role supports a unique population of students who are struggling to experience success at school, due to the frequency or severity of their challenging behaviour. The Specialized Behaviour Support Worker provides coaching and modelling to school staff for several weeks at a time to enhance the capacity of school staff to support the physical safety of students in a respectful and student-centred way.

Standard 13: Staff Development

The Halton District School Board has developed Staff Development Guiding Principles that define our fundamental beliefs about Staff Development. By understanding and following these principles, and acting in a manner that is consistent with them, it aligns both organizational and individual behaviour with our mission and our values. These principles are:

The learning opportunity is...	Because it...
Accountable Responsible	Has clearly defined and measurable outcomes
Intentional Purposeful	Supports the transfer of new learning to the workplace over time
Aligned	Aligns with school, department, system and provincial initiatives/priorities
Resourced Sustainable	Is supported through processes and structures in the workplace and system
Differentiated	Meets the need of the learner through content, design and delivery

Special Education Services adheres to these principles and incorporates these principles into the design of learning opportunities for all staff that work with students with special education needs. Professional Development in the Halton District School Board is focussed on answering three key questions:

- 1) What do we want our students to learn?
- 2) How will we know what they have learned?
- 3) How will we help them learn and how will we respond if they are not learning?

In order to assist special education staff in meeting the needs of their students, members of Special Education Services meet regularly with staff to determine what our employees need to learn so they can grow as professionals and meet the educational needs of our students.

“Professional Learning is critically important to any attempt to improve student achievement and close the achievement gap. To be effective, professional learning needs to be learning “in context” that is, learning that helps educators develop the particular knowledge and skills they need to provide focused assessment and instruction for the students in their classrooms.”

(Learning for All K-12, June 2009)

Often, staff learning and growth is self-directed and connected to a School Improvement Plan that supports the Board Improvement Plan. Through the development of Professional Learning Communities, employees work in learning groups to discuss the needs of the students they work with and the new learning they require to improve student achievement. School staff access Special Education Services personnel to provide job-embedded professional development and assist with problem solving to support students and staff. Principals are responsible for

assessing the learning needs of their staff and ensuring appropriate learning plans are in place so that their staff are able to effectively carry out their duties.

The Halton District School Board continues to provide in-service and training on Ministry standards and special education procedures to all staff as appropriate.

Determining Priorities for Staff Development

The school board provides professional development for all staff (Teachers, Educational Assistants, Administrators, and Professional Special Services Personnel) related to the following topics:

- Ministry PPM's related to special education and pertinent Ministry Regulations;
- Ministry policies and documents (e.g. *Growing Success, Learning for All, Equity and Inclusive Education*);
- District wide initiatives (e.g. differentiated instruction, literacy);
- Staff training required to meet students' health and safety needs;
- Topics of interest identified by employee groups;
- Accessibility for Ontarians with Disabilities Act.

Where possible, training occurs in more than one geographic region so that it is more accessible to staff requiring it.

In the fall of each school year, Special Education Services provides a series of sessions for Special Education Educators. These are tailored to a specific audience such as Self-contained Teachers, SERTs, Professional Services staff, Educational Assistants, and school administrators. The focus of these workshops is to review the Ministry's policies, the District's procedures and to deliver key messages regarding exceptional students. Instructional Program Leaders have responsibility for a number of schools in the system and are available for individual follow-up at the school level. In the early fall, an in-service is offered to SERTs that are new to the role. This in-service addresses many required aspects of the job, and highlights both Ministry and school board requirements. Halton has a New Teacher Induction Program, which has members of Special Education Services on the Planning Team. New Teachers are provided with specific information about the problem solving pathway, Individual Education Plans, placements in Halton and the importance of the differentiation of curriculum to meet the needs of students' with special education needs. An overview of special education processes in the District is also provided to all new Teachers.

Accessibility Training

Currently, training is provided for all Special Education Resource Teachers (SERTs) on each exceptionality and disability awareness. As part of the new Integrated Accessibility Standards, school boards provide accessibility awareness training to all educators. The Ontario Education Services Corporation (OESC) has developed tools as part of the Teachable Project for disability specific accessibility training to support educators in program design and instruction. The Teachable Project has also developed lesson plans to teach all students about disabilities. These

disability awareness lesson plans are available for various grades in English, Core French and French Immersion.

Communication Regarding Staff Development

The Halton District School Board uses a system called Professional Learning. This system lists all professional development opportunities in the district. The Professional Development sessions can be sorted by date, target audience and topic. Teachers and support staff are able to preview the lists, select, and register for in-services online. Specific in-services are also brought to the attention of targeted audiences using our internal email system.

Student Supervisor Training

Training occurs for all Student Supervisors when they are hired. A new staff training module has been developed for Student Supervisors. It consists of a number of training videos that employees view on line which includes the AODA in addition to the school orientation training and student specific training provided by the Principal of the school.

Staff Development Budget for Special Education

The 2024-2025 school year, \$198,000 from the Special Education allocation was budgeted to support staff development in Special Education.

Special Education Services staff collaborate with members of other departments (e.g., School Programs) to provide in-services to Teachers on topics such as:

- Differentiation Learning Plan and Universal Design for Learning;
- Multi-Tiered Systems of Support;
- Assistive Technology;
- Collaborative Problem Solving;
- New Teacher Induction Program;
- Early Literacy Strategies;
- Leadership.

Special Education Services collaborates with the Student Well-Being, School Programs, Safe Schools, Indigenous Rights and Education, and Equity, Human Rights and Inclusive Education staff to ensure there is alignment of messaging and support throughout the system.

These in-services are available to all Teachers and are funded from the Board budget.

The Halton District School Board also offers in-services to staff by collaborating with community groups such as:

- The Halton Catholic District School Board;
- HCCSS (health training);
- ErinoakKids (Assistive Devices and School-Based Rehabilitation);
- Our Kids Network;
- Halton HealthCare.

SEAC Involvement

SEAC is notified of areas of focus for Halton District School Board staff in-service activities. Members of SEAC often suggest topics and resources, which may be of use to Halton staff. Notification of Association meetings, conferences and workshops is distributed through our internal email system.

Standard 14: Equipment

Determination of the need for individualized equipment

Students who have undergone a professional assessment may be prescribed individualized equipment (see below, “Criteria”). The school will complete and submit a request for the equipment to the Special Education Services department for order processing. A copy of the student’s Individual Education Plan (IEP) must accompany this request.

Specialized Equipment Allocation (SEA)

The Ministry of Education provides funding to boards to assist with the costs of equipment essential to support students with special education needs where the equipment is required to support the student’s access to the Ontario Curriculum based on two components: Formula-based, or Claims Based.

Formula Component: All boards receive Formula-based funding as follows: a) A base amount of \$200,000 b) A per pupil amount of \$51.10 This can be used for any item, equipment type, technology, training, maintenance, and repairs related to that equipment, not exceeding \$5000, for students with special education needs. Fixed/capital items remain ineligible.

Claims Based Component: Boards can apply for funding for the purchase of any *single* item (any equipment type technology related or not) costing \$5,000 or over before taxes for an individual student with special education needs. The only exception is fixed and/or hard-wired equipment which remain ineligible (fixed/capital expenditures). There is no deductible.

When appropriate, (i.e. an approved prescription is received from a qualified practitioner), the School Resource Team will request a Specialized Equipment Allocation (SEA) claim. Purchases are processed through the Specialized Equipment Allocation Budget, and will be allocated to the appropriate budget component by the SEA Specialist at time of purchase.

Following a trial of assistive technology for a student that confirms the equipment is required to support the student’s access to the Ontario Curriculum and/or alternate program, technology requests can be made by a school SERT at SRT. Students do not need to be formally identified as exceptional, but their need for equipment must be recommended by an HDSB professional services staff member (see below, “Criteria”).

The student’s IEP will make reference to the type and required use of Assistive Technology to ensure access to curriculum.

Criteria

A claim must be documented by an SRT request and form that is signed by the professional services staff member in attendance at SRT. The SRT Checklist for SEA Technology Form must include a description of how the equipment is meant to address the student’s needs and a

recommendation regarding the specific types of equipment the student requires. Software should be recommended by type and software title.

These HDSB professional services staff include::

- Psychoeducational Consultant;
- Occupational Therapist;
- Behaviour Analysts;
- Speech Language Pathologists.

Types of Devices include:

- Computers, tablets and peripherals;
- Software to provide access to the curriculum;
- Interactive whiteboards and peripherals;
- Other computing devices.

Budgets are also set aside for the following:

- Service Contracts;
- Technical Support;
- Specialized training.

Standard 15: Accessibility of School Buildings

Halton District School Board Accessibility Plan

The Halton District School Board is committed to ensuring our premises, programs and resources are accessible to all students and staff. The Halton District School Board's Accessibility Plan can be found [here](#) on the Board website.

Many of the HDSB's schools have been renovated to improve accessibility with the inclusion of automatic door openers on school interior and exterior doorways, elevators in most schools with multiple stories, ramps for school front and rear access points, accessible washrooms, parking spaces designated for people with disabilities and renovations to some schools to accommodate track lifting for students with physical disabilities, to name a few.

Suggestions for Parents/Guardians with Accessibility Concerns

Parents/Guardians registering their child at school are encouraged to speak to the Principal about any accessibility concerns they might have for their student. The Principal will then in turn involve the necessary resource staff to evaluate the accessibility needs and propose options for consideration.

If a student requires specialized accessible transportation, parents/guardians are asked to let the School Principal know when registering their child. The Principal will work with both the Special Education Services and Halton Student Transportation Services (HSTS) to make the necessary arrangements.

If parents/guardians have other concerns with respect to accessibility (i.e., daily routines in the school building, the instructional program, their child entering or exiting the building safely, drop off or pick up in designated parking spots) they are encouraged to contact the classroom Teacher or Principal of the school. School staff are happy to work with parents/guardians to resolve these concerns.

The Accessibility for Ontarians with Disabilities Act has established Integrated Accessibility Standards, which summarizes specific standards and timelines for School Boards to meet with respect to accessibility including disability training for staff. The Ontario Education Services Corporation (OESC) who are on contract with the Ministry of Education to help school boards put the Integrated Accessibility Standards Regulation 191/11 in place, supported the development of a rich range of supports that will help teachers and other classroom staff "include accessibility issued in the everyday learning of the classroom." Model lessons that follow the Ontario curriculum as used in English-language school boards have been written by practising teachers to provide ready-to-use resources. These are available at TheTeachAbleProject.org

Halton District School Board's Accessibility Plan and our implementation timeline for the Integrated Accessibility Standards can be found [here](#).

Online training is provided for all staff and volunteers on the Ontario Human Rights Code.

In addition, all new schools built in the Halton District School Board are accessible to persons with physical disabilities and environmental hypersensitivities.

In accordance with the *Accessibility for Ontarians with Disabilities Act 2005*, the Halton District School Board has an Accessibility Coordinating Committee, including representation from the Special Education Services and SEAC. The Halton District School Board Multi-Year Accessibility Plan is reviewed and modified annually.

Standard 16: Transportation

Halton Student Transportation Services

Halton Student Transportation Services (HSTS) is comprised of the two publicly funded English school Boards in the Region of Halton.

The member school boards are:

- The Halton District School Board;
- The Halton Catholic District School Board.

HSTS provides transportation to over 30,000 students in total, comprised of over 19,000 HDSB and over 11,000 HCDSB students on approximately 450 buses, mini buses, vans and wheelchair accessible vehicles. Continuous monitoring, updating and optimizing of routes have resulted in a transportation system that is efficient and cost effective. In addition, HSTS provides a student safety program that includes interactive rider safety training programs for all students in grades K to 8 in all elementary schools within the Halton Region.

HSTS is a provincial leader in the provision of student transportation. One of the recent initiatives HSTS staff has been involved in is the development of a training video for bus drivers on how to safely evacuate students with special education needs from a bus. The video will be available to school bus companies across Canada to use for training new bus drivers and also as a resource when providing refresher training to existing drivers.

Halton District School Board's *Transportation Policy* states that transportation will be provided for registered pupils who, because of distance from school, IPRC decision, HDSB-approved programs, hazardous walking conditions, or in order to accommodate the validated needs of students and/or their parent(s)/guardian(s) because of their identification with a ground or grounds under the Ontario Human Rights Code (race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability). Transportation exemptions are temporary and reviewed annually.

Where a student requires transportation because of a disability, student-specific staff and bus operator training will be provided so that students can travel on the bus safely.

Eligibility

Students attending a program or class offered at a school other than their home school, including those who have been placed through the IPRC process, are subject to the eligibility distances as per the Halton District School Board's Transportation Policy. They are:

- Grades K-8 greater than 1.6 km;
- Grades 9- 12 greater than 3.2 km.

Students with Disabilities

1. Students identified with an exceptionality through IPRC and who qualify for transportation will have the service coordinated by the school and HSTS.
2. If a student requires specialized transportation due to physical or other special education needs (e.g. mobility, developmental disability, behaviour) and is not an identified student, the parents/guardians must submit an original copy of a medical note from a health practitioner.
3. The school notifies the Special Education Instructional Program Leader and confirms eligibility for specialized transportation. Approval of the Superintendent of Special Education Services is required.
4. The Principal is responsible for online completion of the Student Travel Plan (STP). Student Travel Plans [Appendix G - Student Travel Plan \(new AODA\)](#) are developed for every student with medical and/or special education needs in accordance with the Integrated Standard of the *Accessibility for Ontarians with Disabilities Act*.

Transportation Training

Transportation providers, contracted through Halton Student Transportation Services, are required to be compliant with all components of the Accessibility For Ontarians With Disabilities Act (AODA). All bus drivers are trained in Emergency First Aid/CPR and epinephrine auto-injectors (e.g. EpiPen) administration. In addition to this training, bus drivers also undergo specific training with respect to the vehicle type they drive (e.g. wheelchair accessible), including emergency evacuation procedures and emergency site management. Drivers also receive training in Student Management; this training provides drivers with strategies to assist them in effectively handling different situations that may arise on their bus, including strategies to problem solve situations that are unique to students with special needs.

Other Transportation Requests

- Transportation arrangements for a student that vary from the regular school day* or for students who are otherwise ineligible for transportation must be authorized by the Superintendent of Education, Special Education Services. Transportation is not arranged until proper authorization is received by Halton Student Transportation Services. This becomes part of the Student Travel Plan (STP) .
- If a School Resource Team (SRT) determines a student's health and safety needs are such that they require special transportation arrangements, the SRT representative may present this information at the time of the student's initial identification or annual review at an IPRC meeting, where the request is forwarded to Halton Student Transportation Services. The IPRC does not approve transportation.
- If a student's transportation needs change because of health or safety concerns or if the student is not proceeding to IPRC, the SRT may contact the Instructional Program Leader to discuss the issue and determine if a change in transportation is required
- Transportation may be provided for students in educational programs in care, and/or treatment, custodial and correctional (CTCC) facilities providing the student resides in Halton and meets the transportation criteria

- Transportation is provided for students attending Provincial and Demonstration Schools upon authorization/ documentation from the designated provincial demonstration school
- Parents/Guardians may contact Halton Student Transportation Services at 905-637-4009 or via email at transportation@haltonbus.ca

For more detailed information on Transportation, see www.haltonbus.ca

***Regular School Day**

This statement is to reflect that some students who may require a partial day schedule on a temporary /short-term basis may receive special transportation like a taxi or individual rider on a bus (signed off by Special Education Services). Field trips do not require special sign off. Schools must include all students in the class going on a field trip and Special Education Services helps, where needed, to arrange accessible transportation.

Standard 17: The Board's Special Education Advisory Committee (SEAC)

In accordance with the Education Act, Regulation 464/97, every Board shall establish a Special Education Advisory Committee that shall consist of:

- one member from each of the local associations, not to exceed twelve, in the area of jurisdiction of the school board, as nominated by the local association and appointed by the Board;
- one alternate for each representative appointed as above, as nominated by the local association and appointed by the Board;
- two members appointed by the Board from among its members;
- two alternates, as appointed by the Board from among its own members; and
- in addition to these members, the Board may appoint a maximum of three additional members who are not representative of a local association and are not staff members of the school board or of a committee of the Board.

Each of the persons appointed who are not staff members of the Board shall have the qualifications required for members of the Board that appointed them and shall hold office during the term of the members of the Board and until the new Board is organized.

In order to establish the Special Education Advisory Committee, the Halton District School Board advertises in the local newspapers and/or social media for members at large, and invites all local associations to request voting membership status and provide the name of a member and an alternate. The Board of Trustees appoints two Trustee members and two alternates to the committee.

Membership Criteria

To fulfill the mandate of the Special Education Advisory Committee, it is desirable that the membership represents a broad base of students with special education needs. It is essential that the integrity of the Special Education Advisory Committee be maintained as an advocate for students with special education needs. The Director will establish criteria for community representatives and provide these criteria to Trustees and to SEAC. Members shall be responsive to the needs of all students requiring special education programs and services within the school board.

Process for Approval of Local Association Membership

- All requests for membership must be in writing from the Executive of the local chapter;
- If more than 12 nominations are received by the Board, then the Board shall determine which associations will form the Special Education Advisory Committee taking into consideration as broad a representation of the exceptionalities as possible;
- Members must meet eligibility criteria as per legislation;
- Each association may nominate a representative who will be a voting member of SEAC;

- Each association may also nominate an alternate, who will not be a voting member except when the representative is absent from a meeting;
- The appointment of local association members will be made after consideration by the Board.

Process for Approval of Trustee Membership

The Halton District School Board will approve two Trustees for membership on the Special Education Advisory Committee according to its own process. The Halton District School Board will approve two Trustees to act as alternates for membership on the Special Education Advisory Committee according to its own process.

Process for Approval of Members At Large

- The number of members at large shall not exceed three (3), in order to ensure that representation from local associations will form the main body of the SEAC;
- Members at large must meet eligibility criteria as per legislation;
- Members at large may not hold membership in a local association during their term of office;
- The appointment of Members at Large is made after consideration by the Board.

The Role and Responsibilities of SEAC Members

SEAC members attend monthly meetings. They act in an advisory capacity to the Halton District School Board on matters related to the design and delivery of special education programs and services in the school board.

Members act as a liaison to their local associations (except for Members at Large and Trustees as noted above). Therefore, issues, concerns and recommendations of a local association can be brought to a SEAC meeting. Similarly, changes in policy or procedure initiated by the Board or Ministry of Education are shared with SEAC members who, in turn, share this information with their local associations.

SEAC Meetings

The SEAC of the Halton District School Board usually meets on the third Wednesday of each month at 7:00 p.m. in the Boardroom of the J.W. Singleton Centre (2050 Guelph Line, Burlington). All meetings are open to the public and livestreamed on the HDSB website. In addition, special SEAC meetings are held when necessary.

Please view this [link](#) for an up to date list of 2025-26 SEAC Meeting date and times.

The Halton District School Board invites all parents/guardians and interested members of the public to attend/view the Special Education Advisory Committee meetings. Parents/Guardians and members of the public who wish to make their views known to SEAC are encouraged to contact their local Associations. SEAC meetings are open to members of the public.

For further information or to write to the Chair of SEAC please contact:

SEAC Coordinator
New Street Education Centre
(905) 631-6120 ext.4323

Process for Reporting to the Board

When SEAC wishes to make a recommendation to the Board, a motion is passed at a SEAC meeting. Motions passed by SEAC, are shared with the Board by a Trustee who is a member of the committee. The Halton District School Board has, as a regular Board meeting item, a SEAC update. SEAC is welcome to make presentations to the Board on any special education issues.

View the [Special Education Advisory Committee Members List](#)

Standard 18: Coordination of Services with Other Ministries or Agencies

Service Coordination in Halton

Community agencies and the school board regularly communicate updates or changes in services via print and electronic mail. Members of both the school board and agencies sit on the Halton Connections Committee and the Halton Prevention and Intervention Committee. Halton DSB also is represented at the regional Knowledge Transfer Committee, a subcommittee of the Halton Prevention and Intervention Committee.

The school board has an external agency protocol for services offered in schools to students by outside agencies. This protocol can be found on the HDSB [website](#).

Connections Halton is a committee with membership from children's mental health agencies, child and adult developmental services and school boards. This committee reviews all requests for out of region residential placements, funding for respite and hard-to-serve cases in Halton.

Existing partnerships include ECPP (Education Community Partnership Programs) classrooms, partner agency Woodview and Oakville Trafalgar Hospital (REACH program), School Based Support Team (Woodview), Big Brothers Big Sisters, Children's Aid Society, Elizabeth Fry Society, ADAPT, and Halton Women's Place. Mental Health and Addiction Nurses, provided through the HCCSS, support students in elementary and secondary schools. Office space is provided in selected elementary schools for CAS community-based workers.

School board staff consult with our community partners (e.g. Region of Halton, Halton Support Services, Community Living, ErinoakKids) regarding entry to school for students with special education needs.

Transitions into and out of Halton District School Board Programs

Special Education Resource Teachers, under the direction of the School Principal, play a lead role in transitions into and out of the Halton District School Board. Classroom Teachers, including Teachers of self-contained classes and special programs, also play an important role in the gathering and sharing of information about the student and the program in general.

An effective strategy used routinely is the case conference. This allows all professionals engaged with or about to be engaged with a student and their family, as well as the parents/guardians, to come together to share information about the student and the program/strategies in use with the student. In all cases, written permission is obtained from parents/guardians prior to the sharing of information about a student. Much of the transition process is outlined in Standard 4, "Early Identification Procedures and Intervention Strategies". This reflects the fact that the Halton District School Board uses a very thorough process of gathering information about students as they enter our schools for the first time.

Transitions for Students Exiting Community Pathway Program

Students in the Community Pathways Program exit their high school career to a number of pathways that may include:

- 1) Into the community (group home, supported living, day program, etc.);
- 2) To a supported work setting (through a community agency for workplace training or supported work-pay for service model);
- 3) Into a competitive work setting (through a part time or full time job);
- 4) Into a college program (Community Integration Through Co-operative Education [CICE Information](#)).

As part of the annual review process and transition plans, HDSB schools will facilitate families connecting with Developmental Services Ontario (DSO) and their community agencies within Halton:

- a) At the age of 16, students and their families will be given information for DSO and work with the families to access necessary community supports.
- b) At the age of 18, school staff will again connect with families and students to ensure that they have applied for DSO Passport Funding.
- c) An additional step to facilitating transitions for students in CPP to post secondary, is connecting students and their families with resources and agencies that may be integral to life after high school.

Each year, Special Education Services will host a Parent/Guardian Information Session for school staff, parents(s) and/guardian(s) and students to support the transition into the community.

Special Education Services have provided schools with a "[Suggested Transition Steps and Planning Guide](#)" to follow through Grade 9 to Graduation.

Transitions for Students from Ontario Autism Program (OAP)

Parents of students who are receiving services from an Ontario Autism Program provider can request a meeting at the school to review and coordinate goals between the OAP provider and the school. HDSB Behaviour Analysts, Speech-Language Pathologists attend these meetings, and the HDSB Occupational Therapist might attend these meetings as needed, based on the needs of the student.

Assessments conducted outside of the Halton District School Board

There are no consistent standards for criteria for identification as a student with special education needs in the Province of Ontario. Since each school board is left to determine its own criteria (based on the Ministry of Education categories of exceptionalities), the Halton District School Board does not automatically recognize previous identifications and placements held by students. Such assessments are reviewed by Professional Services staff in order to make a

determination at a School Resource Team regarding the identification and placement of a student.

Information about external speech and language and/or psychological assessments of students is normally shared through the School Resource Team process. Halton District School Board staff will review the information shared to determine whether it matches our criteria for identification. If so, the information is used in the process of determining how best to meet the student's needs, whether or not identification occurs.

Assessments undertaken by qualified medical practitioners in the province of Ontario are also recognized and considered on a student-specific basis in conjunction with psycho-educational assessments where required.

Transitions into Education Community Partnership Programs

When students enter classrooms in such facilities, the following transitions are followed:

i) Treatment:

Day and Residential treatment programs are currently in place in conjunction with the Children's Aid Society, Halton Healthcare and Woodview Children's Treatment Centre. Case conferences are scheduled prior to entry to the program and discharge planning is central to the focus of the meeting. Regular conferences throughout the student's stay in treatment are scheduled to ensure a smooth transition back.

It is not the school board's policy to require an updated assessment upon transition to the Halton District School Board. In those cases where an assessment is considered a key component to the transition planning, the school board will arrange for an assessment to occur with minimal wait time.

ii) Custody/Care/Treatment

For students entering Custody/Care/Treatment Facilities within Halton Region where Education Community Partnership Programs are in place, registration to the academic component proceeds as quickly as possible, in order to avoid undue interruptions in the student's academic program.

Education Community Partnership Programs

PROGRAM	REFERRAL CONTACT
ErinoakKids Autism K-5	ErinoakKids 905-855-2690
CAPIS K-12 Child & Adolescent Psychiatric Inpatient Service SK-12	Halton Health Care 905-845-2571

REACH (Child and Adolescent Day treatment) Gr. 7-12	Halton Health Care 905-845-2571
MacMillan Youth Centre-Intermediate/Senior	Salvation Army 1-905-453-0988
Syl Apps Youth Centre- Intermediate/Senior	Kinark Child and Family Services 905-844-4110
Woodview – Milton Gr. 4-6	Woodview 1-519-752-5308
Woodview North-Elementary Gr. 4-6	Woodview 1-519-752-5308
Woodview EIEIO-Elementary Early Identification Early Intervention Outreach Gr. 1-3	Woodview 1-519-752-5308
Woodview DANO-- Day Treatment for Adolescents and New Opportunities - Secondary	Woodview 1-519-752-5308
Woodview Mountaineer-Secondary	Woodview 1-519-752-5308

Appendix A - Working Together

View the Working Together: A Guide to Special Education [here](#).

Copies are also available by calling 905-631-6120 ext. 4222.

Appendix B - Sample IEPs

<https://www.onted.ca/topics/special-education>

Sample Individual Education Plans

(Content originally from EduGAINS.ca)

"Individual Education Plans (IEPs) are a critical tool in driving achievement and well-being for students with special education needs. Please find below samples to support educators when developing IEPs. The samples have been developed with and informed by consultations with educators and stakeholders.

There are some components of the IEP samples which will be new for school boards and are based upon the consultation that took place to inform the samples. For example:

In addition to professional assessments, the use of other relevant assessment data including teacher assessments, teacher observations, teacher/student conferences are demonstrated;

Learning expectations are expressed in such a way that is measurable and observable and the student and parent(s) can understand exactly what the student is expected to know or to be able to do; and Transition plans reflect the requirements of Policy/Program Memorandum (PPM) 156.

The samples are not intended to be copied. Instead, they are meant to illustrate what IEPs may look like based upon assessment and tailored to the student's particular strengths and needs." (EduGains)

Behaviour

[Elementary \(PDF\)](#)

[Secondary \(PDF\)](#)

Communication

[Autism – Elementary \(PDF\)](#)

Physical

[Physical – Elementary \(PDF\)](#)

[Physical - Secondary \(PDF\)](#)

[Blind and Low Vision - Elementary \(PDF\)](#)

[Blind and Low Vision - Secondary \(PDF\)](#)

Appendix C - Guide to the IEP

A guide for parents/guardians and students to reference in the development of the IEP, can be found in the Working Together: A Guide to Special Education for Parents, Guardians and Students. [Working Together Guide](#)

Appendix D - Guide to SRT

A guide for parents/guardians and students to reference for the School Resource Team process, can be found in the Working Together: A Guide to Special Education for Parents, Guardians and Students. [Working Together Guide](#)

Appendix E - Behaviour Support Plan

View the HDSB's [Behaviour Support Plan](#)

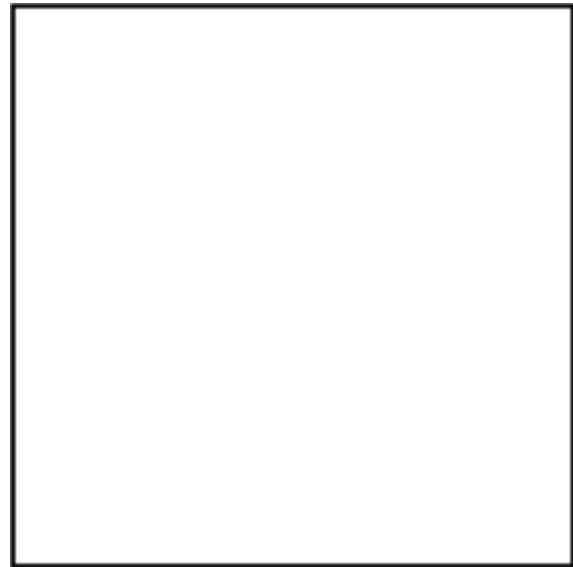
Appendix F - Student Safety Plan

Student Safety Plan

A Student Safety Plan is:

- Developed in response to risk of injury/harm to the student and/or others
- Not created to remediate behaviour
- Aligned with the Behaviour Support Plan to support the Safety Plan
- Created in consultation with the 'CORE TEAM' at school level
- To be shared with regular and occasional staff who may work with the student in the course of the day

Note: This is not a medical intervention plan. This plan should not include personal health information such as mental health or medical diagnoses



Student Name:	School:
Date of Birth:	Original Date of Plan: Revised:

Core Team (*Trained staff who work with the student, are in the school on a daily basis, and available to respond*):

Personal Protective Equipment (if applicable):

Behaviours of Concern

Risk Category	Describe Safety Concern(s)
☐ ₁₀ Physical Aggression	<i>(Describe the specific observable behaviours of concern.)</i>
☐ ₁₀ Self Abuse	
☐ ₁₀ Putting Self in Danger	
☐ ₁₀ Other	
*check all that apply	

Triggers/Prevention

Triggers <i>(Known factors that will increase the probability of aggressive or high risk behaviour)</i>	Prevention <i>(Intervention strategies to support staff and student safety and proactively address student triggers)</i>
1.	
2.	
3.	
4.	

Non-Core Team (All Regular and Occasional Employees) Member Response

<i>(How should non-core team staff respond if they see the student having difficulty or in an escalated state?)</i> Non-Core team members are to follow the lead adult's directions:
<i>Reminder that this plan must be shared with all appropriate school staff and occasional staff who will encounter the student.</i>

Communication Plan: <i>(Emergency communication procedures for core team staff. How will core team staff communicate to each other during an incident and/or crisis? How will core-team staff call for assistance if required?)</i>

Contingency Plan for Core Team Staff Absence: *(Detailed safety measures that will be implemented in case of staff absence and in those situations where occasional employees available do not have the qualifications/skills/experience to meet the needs of the student.)*

Continuum of Interventions

Student's Behaviours	Adult Response
Pre-Crisis: <i>(Identify the indicators, i.e. physical signs/cues that the student is in distress or escalating and about to become aggressive.)</i>	Pre-Crisis Strategies: <i>(Provide detailed non-verbal and/or verbal intervention strategies to be used to respond to indicators and de-escalate behaviour.)</i>
Crisis: <i>(Describe the specific observable escalation of student's aggressive or high risk behaviours.)</i>	Crisis Strategies: <i>(Provide details of blocks, releases, containments, moving other students to safety and if necessary calls to 911)</i>
Post-Crisis: <i>(Describe indicators that the student has de-escalated and is no longer in crisis phase.)</i>	Post-Crisis Strategies: <i>(Following the Core Team meeting, detail how and when the student will rejoin the class and supports to the student after a crisis incident.)</i>

Signatures of Core Team Members

Principal/Vice-Principal:	Date:
SERT:	Date:
Educator(s):	Date:
EA(s):	Date:
EA(s):	Date:
EA(s):	Date:
Parent/Guardian Signature acknowledging they have seen and reviewed the plan:	

Activity Log

In the event of no incident, there will be ongoing review of this plan:

Implementation Date: _____

Review Schedule (Minimum once per term): _____

Review Date: _____

MANDATORY DEBRIEFS

The School Administration shall conduct, within 24 hours, a debriefing, keeping a Principal's record where there is evidence of escalating behaviour, health care or lost time accidents and/or the receipt of an "Employee Health and Safety Complaint Form." Strategies to reduce the risk to staff and students shall be identified. The debriefing should include all members of the CORE TEAM.

Follow-up Debrief and Review:

This level of debrief is intended to ensure that the Student Safety Plan and Behaviour Support Plan were followed, and are updated in response to an incident. Conversation at this level would include:

- ☐ Attending to the immediate physical and emotional needs of those involved
- ☐ Reviewing of incident and plan which may require Student Safety Plan and/or Behaviour Support Plan revisions, for staff
- ☐ Consideration of the student's re-entry plan, in consultation with the FOS Superintendent
- ☐ Informing School Health and Safety Team
- ☐ Informing the Manager of Health and Safety when a violent incident results in a critical injury. Confidential student information should not be shared.

Note: Principals should ensure that they have conformed to the requirements of Section 5.0 of the Managing Violent and Aggressive Behaviour of Students with Special Needs Administrative Procedure. (See excerpt below)

Section 5.0 - Injury or Assault of a Staff Member

Upon injury, the employee or co-worker shall notify the Principal/VP, designated teacher-in-charge, immediately.

Immediate Actions

The Principal shall:

- ensure all persons are safely and securely situated and assess for injuries
- reassure and follow-up with support for student and staff
- ensure provision of emergency First Aid, if required or requested
- contact area Superintendent of Education
- contact police as appropriate (refer to Police Protocol) and inform staff member that police have been contacted
- inform Health and Safety Department immediately and secure site for investigation, for a critical injury
- notify emergency contact/family member of employee, as appropriate
- contact Parent/Guardian of student
- report all incidents using the Employee Incident Report (EIR or EIR-A) and submit to the Health and Safety Department within 48 hours

Follow-Up Actions (Student)

The Principal shall:

- conduct an investigation of the incident and follow appropriate disciplinary and non-disciplinary and re-entry procedures
- complete Containment Forms within 24 hours of incident, as appropriate;
- hold a Core Team meeting as soon as possible, or before the student returns to class, and/or

before re-entry of student, to review and revise (if necessary) the Behaviour Support Plan and Safety Plan; and

- consult with the FOS Superintendent to determine the timelines for re-entry
- consult with the FOS Superintendent to determine potential for formal discipline or exclusion

The Principal will ensure that the following actions, as appropriate, have been considered:

- Restorative Practices
- Environmental modifications
- Modification of program for student (IEP, Behaviour Support Plan)
- Counseling
- Modified school day for student, in consultation with FOS Superintendent
- Student contract
- Alternate setting
- Temporary exclusion or suspension or expulsion, in consultation with the FOS Superintendent, Principal of Special Education and Principal of Safe Schools
- Police and/or CAS involvement, in consultation with the Principal of Safe Schools
- Review of the IEP
- Other interventions which the Principal may deem appropriate (consultation with area Professional Services Manager is recommended)

Follow-Up Actions (Employee):

The Principal must conduct a debriefing of the incident within 24 hours with the staff directly impacted and any other pertinent employees. Ensure the EIR-A is completed, including the completion of the Physical Containment Incident Report, as appropriate.

The Principal will also ensure that the following actions, as appropriate, have been considered:

- Restorative Practices
- Consult with the area Superintendent of Education and Human Resources to determine the timelines for re-entry
- Staff training (including revisions to Behaviour Plans, Safety Plans, etc.)
- Provision of Personal Protective Equipment
- Share information with the employee regarding the Employee Assistance Program
- Consideration of re-scheduling assignments
- CAS involvement, in consultation with HR and FOS Superintendent (link to reporting procedure)
- Other interventions or supports which the Principal may deem appropriate (consultation with FOS Superintendent is recommended)

Appendix G - Student Travel Plan

The Student Travel Plan form may be previewed [here](#). This form is completed by school board staff and submitted directly to Halton Student Transportation Services.

Appendix H - Sizes of Special Education Classes

Regulation 298 Sec 31 of the Education Act as it pertains to sizes of Special Education Classes

Education Act
R.R.O. 1990, REGULATION 298
Special Education Programs and Services

31. The maximum enrolment in a special education class shall depend upon the extent of the exceptionalities of the pupils in the class and the special education services that are available to the Teacher, but in no case shall the enrolment in a self-contained class exceed,

- (a) in a class for pupils who are emotionally disturbed or socially maladjusted, for pupils who have severe learning disabilities, or for pupils who are younger than compulsory school age and have impaired hearing, eight pupils
- (b) in a class for pupils who are blind, for pupils who are deaf, for pupils who have developmental disabilities, or for pupils with speech and language disorders, ten pupils
- (c) in a class for pupils who are hard of hearing, for pupils with limited vision, or for pupils with orthopaedic or other physical handicaps, twelve pupils
- (d) in a class for pupils who have mild intellectual disabilities, twelve pupils in the primary division and sixteen pupils in the junior and intermediate divisions
- (e) in an elementary school class for pupils who are gifted,
 - (i) twenty pupils, if the class consists only of pupils in the primary division
 - (ii) twenty-three pupils, if the class includes at least one pupil in the primary division and at least one pupil in the junior division or intermediate division, and
 - (iii) twenty-five pupils, if the class consists only of pupils in the junior division or intermediate division
- (f) in a class for aphasic or autistic pupils, or for pupils with multiple handicaps for whom no one handicap is dominant, six pupils; and
- (g) on and after the 1st day of September, 1982, in a class for exceptional pupils consisting of pupils with different exceptionalities, sixteen pupils. R.R.O. 1990, Reg. 298, s. 31; O. Reg. 191/04, s. 10; O. Reg. 29/08, s. 4; O. Reg. 297/08, s. 1.

Appendix I - SEAC Motions for 2024-2025

- 1) We received a letter from the Ottawa Catholic School Board asking if we would like to add our signature to a letter they have written to the Minister of Education regarding Special Education Program Resource Funding shortfalls, inadequate staffing and transportation funding, as well as Educational Assistant shortages. Regarding EA shortages, the letter suggests that the Ministry considers several strategies that include free tuition for EA programs at Ontario colleges, retention bonuses, improved professional development and working conditions as well as stable employment contracts.

Chair Baxter moved a motion to sign this letter on behalf of our committee. It was seconded by Vice Chair Schleifer. SEAC members voted unanimously in favor of adding our signatories.

- 2) A vote was held on the 2025–2026 Special Education Plan, which was unanimously supported by all SEAC members.
- 3) The proposed 2025–2026 SEAC meeting dates were put to a vote and received unanimous approval from the members.

Appendix J - Budget Development 2025-2026

[Link](#) to the 2025-26 Operating and Capital Budget

Appendix K - Policy/Program Memorandum No. 8

PPM 8 provides direction on the identification and program planning for students with learning disabilities. PPM 8 can be found [here](#).

Appendix L - Dispense Request (Waiver) Letter Template



Halton District School Board
2050 Guelph Line Burlington, ON L7R3Z2

Identification, Placement and Review Committee Meeting Dispense Request

1/1/1900

Date 1/1/1900 12:00 AM

Student Name Student Name

Date of Birth 1/1/1900

OEN 123-456-789

Grade 01

Year 2022-2023

School Sample Public School

Parent Guardian

Phone 555-555-5555

Address 123 Oak Street, Burlington, ON L7R 3Z2

Dear Parent(s) / Guardian(s) and/or Student:

Student Name is an exceptional student as determined by an Identification Placement and Review Committee (IPRC).

CURRENT STATUS			
Identification	Giftedness	Placement	Indirect Service

At this time, it is recommended that Student Name's identification and placement remain the same. If you agree with this recommendation it is not necessary to convene an IPRC review meeting at this time. Please sign and date the letter below indicating that you wish the IPRC meeting be dispensed with and return it to your child's school.

If you wish to discuss this recommendation further or would like to arrange an IPRC, please contact:

Name: Principal
Phone Number: (905) 555-5555

☐ We continue to support the current identification and placement and would like to dispense with the IPRC Review Meeting.

If we have not received a response within 10 days, it will be assumed that you wish to dispense with the Identification, Placement and Review Committee Meeting and would like to continue with the current identification and placement.

Parent/Guardian/Student Signature

Date

Personal and health information on this form is collected, used and disclosed in accordance with the Education Act R.S.O. 1990, c.E.2, as amended, the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M. 56, as amended, and the Personal Health Information Act S.O. 2004, c.3, and will be used for the purpose of determining eligibility for, and for providing Special Education Programs and Services. Questions about this collection, use and disclosure should be directed to the Administrator – Special Education Services Department Halton District School Board, School Support Services.

Appendix M - Minority Reports and Responses

No Minority Reports were provided.

Appendix N - Grade 4 Abilities Screening and Gifted Process Timeline

Month	Grade 4 Abilities Screening and Gifted Process Timeline
September / October	• Canadian Cognitive Abilities Test 7 (CCAT7) training for school staff • Parents/Guardians of grade 4 students are informed of the dates that the CCAT7 will be administered • Grade 4 students will be familiarized with multiple choice format of the CCAT7 by completing the practice tests • The CCAT7 is administered to Grade 4 students mid - late October
November	• Schools receive the CCAT7 results in November • Parents/Guardians will receive a copy of their child's CCAT7 results in late November • Parents/Guardians will be informed if their child has met the HDSB CCAT7 criteria to continue on with the gifted screening process
December	• School Resource Team (SRT) Meeting to review select CCAT7 results and discuss programming. Recommendations will be made about which Gr. 4 students: ◦ May be identified as gifted without further assessments (Category 1) ◦ Will require an psycho-educational assessment: The Wechsler Intellectual Scale for Children (WISC) to determine giftedness (Category 2) ◦ Do not meet the requirements for gifted identification, but may benefit from extended programming
January/ February	• Consent to be obtained for additional testing • Individual Wechsler Intellectual Scale for Children (WISC) assessments are administered • Results to be shared with parents/guardians by the end of February • Results will be shared with the school with parent/guardian permission
March/April	• Schools will hold an SRT and with parental input: ◦ Recommendations are made regarding: ■ Gifted Identification ■ Placement: Resource Support or Gifted Self Contained Gifted ◦ Gifted Self Contained Referral Forms are filled out and sent to Special Education Services for any student who is recommended for a gifted self-contained placement • Parents/Guardians and students are invited to a Gifted Information Session at the area school where the gifted self-contained classes are located

May/June

- Identification Placement and Review Committee (IPRC) Meetings
 - Makes the final decision about all identifications and placements in HDSB

Appendix O - Summary of Amendments

AMENDMENTS	
Table of Contents	
Updated once all edits and formatting are complete	
REVISION	
Various	Typos, capitalization, punctuation, date changes and minor wording edits Update hyperlinks throughout Plan Replaced: "profile" with "portrait" throughout Various numbers were updated
Glossary of Terms	Added: ", in collaboration with parent/guardian," Replaced: "Location" with "Request" Deleted: "location", "that", "Location form"
INTRODUCTION	
	Added: "Strategic" & "education"
STANDARD 1	
	Added: "Guardians"
STANDARD 2	
	Replaced: "so that" with "where"
STANDARD 3	
	Added: ", including modifications and/or accommodations detailed in the IEP," Deleted: "in the regular class" Replaced: "and/or" with ", including" Added: "education" Replaced: "Programs in Care, Treatment, Custody and Correction Facilities" with "and Community Partnership Program" Added: "the Mental Health Lead and" Replaced: "and" with ",," Replaced: "supporting" with "partnering with" Replaced: "addressing" with "supporting" Added: "neuro-developmental" Added: "consulting/" Replaced: ";" with "and Mental Health and Attendance Review Committee (MHARC)" Replaced: ", as well as the Mental Health Lead" with "and Mental Health Psychoeducational Consultants" Replaced: ", participation" with ", developing/operationalizing the Mental Health and Addictions Strategy," Replaced: "4" with "3" Replaced: "well-being" with "addiction" Replaced: "IPL and" with "Vice Principal of S" Added: ", Mental Health Psychoeducational Consultants" Replaced: "Office-Assistive Technology, Special Education Support Staff" with "Supervisor, Special Education Operations" and "MDST EA's, Team Lead BMS Trainers, Specialized Behaviour Support Workers"

	Replaced: “secretarial” with “clerical” Added: “neurological,” Added: “Mental Health Psychoeducational Consultants” and “Attendance Counsellors” in chart
STANDARD 4	
	Added: “, Inclusive Design” Added: “and elementary” Added: “MHARC”
STANDARD 5	
	Replaced: “parents/guardians will be asked to complete a Parent/Guardian Request for Self-Contained Class Location. The Principal will forward this on to the Instructional Program Leader responsible for that school.” with “the school will initiate the process to request an IPRC.” Deleted: “location” and “location” Deleted: “This Location Form is not part of the referral process for students in Gifted classes or Community Pathways Programs, where the number of schools offering the classes are limited within areas of the school board.” Replaced: “are” with “may be” Added: “room/school location” Replaced: “Coordinator” with “Specialist”
STANDARD 6	
	Added: “The validity of results may be impacted by non-novel material.” Added: “Capable” Replaced: “profiles” with “needs” Added: “and small group” Replaced: “or equivalent..” with “.” Added: “and parents are notified about who their CYCs is. As non-regulated school mental health professionals , CYCs support all students in the classroom or in small groups with evidence-informed mental health literacy and universal mental health promotion activities.” Added: “When within their defined scope, they may provide individual support.” Replaced: “cultureto” with “CYCs are encouraged to have authentic interactions in student spaces and be involved in positive school culture to promote mental health and well-being.” Deleted: “proactively support students and/or support skill development when behavioural and/or social-emotional needs are negatively impacting students’ functioning at school. CYCs may provide specific whole class programs/services, groups or individual support. CYCs can be consulted in the development of behaviour and safety plans. CYCs also refer and collaborate with community agencies and providers. Added: “some” Added: “and small group” Removed: Section vi) Student Well Being Indigenous Equity Human Rights Team (SWB-IEHR) Added: “/Instructor” Added: “A Behaviour Instructor is not a member of the College.” Added: “Ontario”

	Added: "and the Ontario College of Social Workers and Social Service Workers (OCSWSSW)"
STANDARD 7	
STANDARD 8	
STANDARD 9	
	Updated: Table
STANDARD 10	
	Replaced: "permission" with "consent" Updated: website https://www.onted.ca/topics/special-education
STANDARD 11	
STANDARD 12	
	Replaced: "6" with "5" Replaced: "6" with "4.5" Replaced: "1" with "2.5" Replaced: "22" with "16" Replaced: "38" with "40" Replaced: "0" with "3" Deleted: "1" Deleted: "Behaviour" Replaced: "22" with "24" Added: "/Instructor" Replaced: "MSW" with "Master's Degree of Social Work." Added: "/in process" Replaced: "Board Certified Behaviour Analyst" with "Behaviour Analyst with the College of Psychology and Behaviour Analysts of Ontario" Replaced: "logists" with "educational Consultants" Replaced: "9" with "11" Added: "Mental Health" Deleted: "Educational Assistant" Added: "Members of Reach Out Service for Children (ROCK) VP of Special Education" and "VP of Student Well-being" Replaced: "staff and participate in School Resource Team meetings at the secondary school level." with "MHARC, PSC and consultation regarding students who are reluctant speakers." Added: "elementary students for psychotherapeutic group support, and" Replaced: "in specific areas such as" with "for virtual" Replaced: "via coaching/modelling." with "coaching." Deleted: "typically" Added: "promotion and, prevention support primarily through whole class social-emotional learning, and some small group and individual" Replaced: "and skill development through whole class, small group and individual support." with "al support as defined by their scope." Replaced: "3" with "2"

	Deleted: “restorative practices” Replaced: “RRAT” with “sexual assault/human trafficking” Added: “There is a Social Worker who supports Indigenous Students within the Halton District School Board.” Deleted: There is a Social Worker assigned to the Welcome Centre and International Students. The role is the same as school-assigned Social Workers with a focus on newcomers- consultation, assessment, direction service to students and parents, referral and liaison with community agencies and provision of professional learning. There are two Mental Health Social Workers. One Equity and Anti-Racism Social Worker focusing on competencies, best practices and clinical approaches for students who identify as Black, Indigenous, racialized, differently abled, 2SLGBTQIA+ and other identified communities. The Complex Mental Health Social Worker focuses on assessment, planning, intervention and wrap around collaborative approaches for students with complex mental health needs. Added: “, with a priority focus on personal care and safety” Added: “Founded on the principles of both student independence and resource efficiency, HDSB promotes the shared support model where students receiving EA support are clustered with other students also requiring similar support and/or receive EA support during specific intervals of the day.” Replaced: “Educational Assistant needs” with “school needs and student portraits” Replaced: “is” with “ese discussions” Replaced: “consultation” with “ongoing collaboration” Added: “ir student’s” Replaced: “EA support available needed and,” with “independence with regards to personal care and safety needs,” Added: “along with” Replaced: “fade EA support as student” with “build skills for” Added: “greater” Deleted: “increases” Replaced: “based on” with “while recognizing” Added: “Additionally,” Replaced: “. requests and Special Education Service staff” with “compilation of student needs for each school and discuss opportunities for shared or partial support. Through this work, Special Education Services staff gain a system view of priority needs” Added: “recommended” Added: “, weighing the relative needs from one school to another and ensuring the overall allocation to schools does not exceed the FTE allotment assigned through the HDSB budget process.” Replaced: “is” with “e proposed school” Replaced: “School Operations” with “Family of Schools” Replaced: “distributed” with “released” Replaced: “Because of” with “Due to” Replaced: “changing” with “evolving”
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	Added: "and system" Replaced: "W" with "The Classroom Teacher holds the primary responsibility for planning and delivering the program goals of the IEP, including accommodations and modifications (See Standard 3). For Educational Assistants," Added: "w" Added: "in alternate curriculum/goals" Replaced: "programs" with "applications" Replaced: "extra" with "co" Added: "PD" Deleted: "'s profile" Deleted: "typically" Deleted: "In a few circumstances (e.g. school with specialized class or program), a CYC may be assigned to one school,"
STANDARD 13	
	Replaced: "4" with "8" Added: "and Universal Design for Learning" Added: "Multi-Tiered Systems of Support;" Replaced: "EQAO" with "Collaborative Problem Solving" Replaced: ", and often participates in," with "areas of focus for"
STANDARD 14	
	Replaced: "Special Equipment Amount" with "Specialized Equipment Allocation" Added: "provides funding to boards to assist with the costs of equipment essential to support students with special education needs where the equipment is required to support the student's access to the Ontario Curriculum based on two components: Formula-based, or Claims Based. Formula Component: All boards receive Formula-based funding as follows: a) A base amount of \$200,000 b) A per pupil amount of \$51.10 This can be used for any item, equipment type, technology, training, maintenance, and repairs related to that equipment, not exceeding \$5000, for students with special education needs. Fixed/capital items remain ineligible. Claims Based Component: Boards can apply for funding for the purchase of any <i>single</i> item (any equipment type technology related or not) costing \$5,000 or over before taxes for an individual student with special education needs. The only exception is fixed and/or hard-wired equipment which remain ineligible (fixed/capital expenditures). There is no deductible." Replaced: "the prescription of a computer and software" with "a trial of assistive technology" Deleted: "provides funding to boards to assist with the costs of equipment essential to support students with special education needs where the equipment is required to support the student's access to the Ontario Curriculum based on two components: Formula-based, or Claims Based. Formula Component: All boards receive Formula-based funding as follows: a) A base amount of \$200,000 b) A per pupil amount of \$51.10 This can be used for any item, equipment type, technology, training, maintenance, and repairs related to that equipment, not exceeding \$5000, for students with special education needs. Fixed/capital items remain ineligible.

	Claims Based Component: Boards can apply for funding for the purchase of any <i>single</i> item (any equipment type technology related or not) costing \$5,000 or over before taxes for an individual student with special education needs. The only exception is fixed and/or hard-wired equipment which remain ineligible (fixed/capital expenditures). There is no deductible." Replaced: "Non-computer Equipment - When appropriate, (i.e. an approved prescription is received from a qualified practitioner), the School Resource Team will request a Special Equipment Amount (SEA) claim for purchases over \$800.00. All school boards in the province of Ontario must pay the first \$800.00 of any non-computer SEA claim, while the Ministry of Education pays the balance. Purchases are processed through the Special Equipment Amount (SEA: Non-Computer) Budget. Some non-computer SEA equipment can be cost shared with the Assistive Devices Program." with "When appropriate, (i.e. an approved prescription is received from a qualified practitioner), the School Resource Team will request a Specialized Equipment Allocation (SEA) claim. Purchases are processed through the Specialized Equipment Allocation Budget, and will be allocated to the appropriate budget component by the SEA Specialist at time of purchase." Deleted: "A non-computer SEA claim can be put forward for any student with special education needs who requires a total expenditure that will exceed \$800.00. The Ministry of Education funding and grant legislation states that funding can be used to purchase equipment for any student with a special need, where the equipment is required to support the student's access to the Ontario Curriculum and/or alternate program." Deleted: "Students do not need to be formally identified as an exceptional student, but their need for equipment must be recommended by a relevant qualified professional (see below, "Criteria"). The student's IEP will make reference to the type and required use of Assistive Technology to ensure access to curriculum. An assessment must be provided that includes a diagnosis or description of the condition the equipment is meant to address and a recommendation regarding the specific types of equipment the student requires. The Ministry of Education recommends, and it is Halton District School Board practice to undertake, a three-month trial of equipment for students prior to submitting a request for a SEA claim. Criteria A SEA claim must be documented by an assessment on file from an appropriately qualified professional. These professionals include, but are not limited to, the following: • Audiologist; • Occupational Therapist; • Physician; • Physiotherapist; • Speech-Language Pathologist. The Ministry assumes that the professional is a member of the relevant professional college. Types of Devices include but are not limited to: • Braille Equipment; • FM Systems; • Communication Aids;
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	• Mobility Devices • Sensory Equipment. Budgets are also set aside for the following: • Service Contracts (for the Deaf/Hard of Hearing); • Technical Support (internal staff); • Training (internal staff). Computers and related technology Starting in the 2016-2017 school year, funding for most computers and related technology are funded on a per-pupil amount for most computer-based technology" Deleted: "computer-based" Replace: "(e.g., text-to-voice), not by" with "and" Deleted: "by an appropriate professional , and where the" Added: "that confirms the" Added: "SERT at SRT" Replaced: "a relevant qualified" with "an HDSB" Added: "services staff member" Deleted: "an assessment on file from an appropriately qualified professional" Replaced: "A SEA claim must be documented" with "an SRT request and form that is signed by the professional services staff member in attendance at SR..." Add space Replaced: "assessment" with "SRT Checklist for SEA Technology Form" Replaced: "diagnosis or description of the condition" with "description of how" Added: "the student's needs" Added: "HDSB" Replaced: "s" with "services staff" Replaced: ", but are not limited to, the following" with ":", Replaced: "ychologist or Psychological Associate" with "ychoeducational Consultant" Added: "Behaviour Analysts;" Deleted: "Physician;" Deleted: "Physiotherapist;" Deleted: "The Halton District School Board assumes that the professional is a member of the relevant professional college." Deleted: "Personalized Equipment (Less than \$800.00) A request for personalized equipment comes from the Principal of the school, and must be supported by appropriate assessment documentation. Special Education Services reviews all requests and approves appropriate requests."
STANDARD 15	
STANDARD 16	
	Replaced: "physical disabilities or emotional problems, suffer undue hardships as a result of travelling to and from school." with "or in order to accommodate the validated needs of students and/or their parent(s)/guardian(s) because of their identification with a ground or grounds under the Ontario Human Rights Code (race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability). Transportation exemptions are temporary and reviewed annually."

	Added: “education” and “education” Deleted: “an early pick up or” Replaced: “would” with “on a temporary /short-term basis may”
STANDARD 17	
	Added: “and/or social media” Replaced: “first Tuesday” with “third Wednesday Add: “/view” Deleted: “The SEAC meeting process allows for members of the public to submit questions to the SEAC Chair that may be addressed during a meeting or may be responded to by staff outside of the formal meeting structure.”
STANDARD 18	
	Updated: HDSB website link Added: Transitions for Students Exiting Community Pathway Program Students in the Community Pathways Program exit their high school career to a number of pathways that may include: 1) Into the community (group home, supported living, day program, etc.); 2) To a supported work setting (through a community agency for workplace training or supported work-pay for service model); 3) Into a competitive work setting (through a part time or full time job); 4) Into a college program (Community Integration Through Co-operative Education CICE Information). As part of the annual review process and transition plans, HDSB schools will facilitate families connecting with Developmental Services Ontario (DSO) and their community agencies within Halton: A) At the age of 16, students and their families will be given information for DSO and work with the families to access necessary community supports. B) At the age of 18, school staff will again connect with families and students to ensure that they have applied for DSO Passport Funding. C) An additional step to facilitating transitions for students in CPP to post secondary, is connecting students and their families with resources and agencies that may be integral to life after high school. RDSP Information Each year, Special Education Services will host a Parent/Guardian Information Session for school staff, parents(s) and/guardian(s) and students to support the transition into the community. Special Education Services have provided schools with a “Suggested Transition Steps and Planning Guide” to follow through Grade 9 to Graduation. Deleted: “al” Added: “Community Partnership” Deleted: “in Care, Treatment, Custody and Correction Facilities” Added: “Community Partnership” Deleted: “in Care, Treatment, Custody and Correction Facilities programs” Replaced: “Care, Treatment, Custody and Correction” with “Education Community Partnership”

APPENDICES	Appendix A - Replaced: "Working Together Booklet" with "Working Together Guide"
	Appendix B - Updated: Website & Image
	Appendix C - Replaced: "Working Together Booklet" with "Working Together Guide"
	Appendix D - Replaced: "Working Together Booklet" with "Working Together Guide"
	Appendix I - Added: SEAC motions for 2024-2025
	Appendix J - Link to 2025-26 Budget
	Appendix N - Deleted: "Gifted Profile Summary Sheets are prepared using results to date"
	Summary of Amendments - updated - May 5, 2025

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Halton District School Board

Helping Students Grow

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