



**Hamilton-Wentworth  
Catholic District School Board**  
*Believing, Achieving, Serving*

# **Special Education Programs and Services**

**2023-2024**

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### Mission

The mission of Catholic Education in Hamilton-Wentworth, in union with our Bishop, is to enable all learners to realize the fullness of humanity of which our Lord Jesus Christ is the model.

The Catholic Community of Hamilton-Wentworth believes the learner will realize the fullness of humanity

If the learning process:

- begins at home and is part of family life;
- is nurtured within the Parish;
- is anchored in the Catholic Faith;
- takes place within the context of worship, sacraments, and the life of the Church;
- is enhanced by the school community; and,
- is embraced by the learner as a personal responsibility for life.

If learning takes place in an appropriate and challenging environment:

- in which members of the school community exemplify the teachings of Jesus Christ;
- which reflects Gospel values and responsible use of human, financial and natural resources; and,
- which promotes academic excellence and clear indicators of achievement.

### Vision

Learners from Hamilton-Wentworth Catholic Schools will demonstrate:

- knowledge and practice of their Catholic faith;
- the capability of nurturing a strong family unit;
- esteem, respect and responsibility for self and others;
- academic competence;
- the ability to listen accurately and express knowledge clearly;
- independence, critical thinking and effective problem solving;
- proficiency with technology in order to adapt to a changing world;
- the values, attitudes and skills for effective partnerships; and,
- the ability to transform society.

To enable learners to achieve this vision, the faith community of the Hamilton-Wentworth Catholic District School Board will reflect:

- the centrality of Jesus Christ in our lives;
- the teachings of the Catholic Church;
- exemplary role models;
- social justice, respect and fairness for all;
- a dedicated staff;
- a curriculum that is dynamic, practical and relevant;
- high standards;
- an environment conducive to learning;
- effective partnerships; and,
- accountability at all levels.

## 1.0 Introduction

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In accordance with Ontario Regulation 306, each school board in the province is required, every two years, to prepare and approve a report on the special education programs and special education services provided by the board, and to submit the report to the Ministry of Education.

Every board is also required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional pupils and to submit any amendments to the Ministry of Education for review.

As of the 1986-87 school year, the Minister of Education has required each board to submit a Special Education Report on the provision of special education programs and services.

This report is to be a comprehensive description of the special education programs and services available to students with special education needs in the Hamilton-Wentworth Catholic District School Board (HWCDSD) and is to be made publicly available.

## 2.0 Consultation Process

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### 2.1 Communication and Feedback Process

The HWCDsB maintains open and ongoing communication with all of its internal and external stakeholders with respect to its special education programs and services.

The communication and feedback process is maintained by the board through:

- personal, face-to-face communication among parents/guardians, students and special education staff;
- presentations to parent/guardian groups, Catholic school councils and school staff regarding special education programs and services;
- distribution of the [Parents'/Guardians' Guide to Special Education Programs and Services](https://www.hwcdsb.ca/support/specialeducation/) <https://www.hwcdsb.ca/support/specialeducation/>
- Special Education Advisory Committee meetings which are open to the public;
- monthly meetings with board special education staff to discuss issues related to special education programs and services;
- meetings with community legal, medical, and social service professionals within the Hamilton-Wentworth region and beyond; and,
- formal and informal surveys of stakeholders concerning the strengths and the needs of the board's special education programs and services.

### 2.2 Special Education Advisory Committee

In accordance with Ontario Regulation 464/97, the Special Education Advisory Committee (SEAC) of the HWCDsB is involved in the annual review of the board's Special Education Programs and Services plan in the following ways:

- participation on committees with special education staff to draft procedural guidelines for various components of the special education programs and services;
- proposal of specific recommendations for special education programs and services to be included in the Special Education Programs and Services plan;
- examination of the draft versions of the Special Education Programs and Services plan; and,

- examination of the final draft of the Special Education Programs and Services plan.

### **2.3 Majority and Minority Reports**

No majority or minority reports concerning the board's approved Special Education Programs and Services plan have been received from members of the board's Special Education Advisory Committee.

### **2.4 Board Response to Majority and Minority Reports**

A board response to majority and minority reports has not been required.

### **2.5 Method of Informing Community Concerning Input to Special Education Plan**

The HWCDSB provides an opportunity through the board's website for parents/guardians, students, staff, and community members to participate in the annual survey of Special Education Programs and Services. This survey can be accessed for comments and suggestions, at any time during the school year. The survey can be accessed at the following [link](#), or at <https://forms.office.com/r/rSDH5h8FRB>

The stakeholders are asked to respond to the following statements:

- "Please describe some of the 'good practices' which you recognize in the provision of special education programs and services within the Hamilton-Wentworth Catholic District School Board."
- "How do you believe the Hamilton-Wentworth Catholic District School Board can improve its provision of special education programs and services?"

### **2.6 Summary of Feedback Received from Internal and External Stakeholders**

Internal and external stakeholders continue to support the board's special education philosophy of inclusion as well as acknowledging the creativity, dedication and hard work of the staff.

## 3.0 Special Education Programs and Services

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### 3.1 General Model of Special Education

#### 3.1.1 Each Belongs Philosophy

The philosophy of the HCDSB is to meet the needs of all children and to help them develop fullness of humanity in a Catholic community. All students, regardless of special talents or challenging needs can grow and they can grow best by attending their neighbourhood schools, along with their brothers and sisters.

Every child with challenging needs requires a sense of belonging, reasonable and realistic success and concern for his or her dignity as a person. The child is not served by sympathy or sentimentality. Exceptional pupils share with their fellow pupils the responsibility to demonstrate acceptable behaviour and to strive for total growth and development.

It is the responsibility of each individual who instructs children to foster growth. No disability, however severe, and no learning deficit, however persistent, should discourage our efforts. No special gift is to be neglected. All human and material resources must be used to meet the needs of the pupil. Provision of programs and services in our schools is governed by the principles of inclusion and personalization. *(June 17, 1969, Board Report to the Education Committee)*

#### 3.1.2 Service Delivery Model

- The provision of special education programs and services within the board is inclusionary in nature; that is, the focus is on providing these programs and services within the context of the classroom, whenever possible;
- Rather than bringing exceptional pupils to programs and services, the programs and services are brought to the exceptional pupils in their neighbourhood schools;
- Special education programs and services within the board's elementary and secondary schools are provided by classroom teachers, special education resource teachers, supports of the Student Support Service department, educational assistants, and job coach educational assistants (secondary schools); and,
- Staff members from the board's Student Support Services department, provide their services to exceptional pupils within the elementary and secondary school setting. Permanent staff members for the 2022-2023 school year included:

- Applied Behaviour Analysis Facilitators;
- Audiologist;
- Board Certified Behaviour Analysts;
- Central Resource Teachers;
- Child and Youth Workers;
- Central Educational Assistants;
- Communicative Disorders Assistant;
- Manager of Psychological Services and Chief Psychologist;
- Manager of Social Work Services and Chief Attendance Counsellor;
- Manager of Speech Language and Hearing Services;
- Mental Health Lead;
- Psychometrists;
- Social Workers;
- Special Education and Applied Behaviour Analysis Consultant;
- Speech-Language Pathologists;
- Transition Coordinator; and,
- Superintendent of Education.

### **3.1.3 Compliance with Legislation**

The Special Education Plan of the HWCDSB has been designed to comply with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, the *Accessibility for Ontarians with Disabilities Act (2005)*, the *Education Act* and the regulations made under the Act.

## **3.2 Roles and Responsibilities in Special Education**

A variety of organizations and individuals have roles and responsibilities with respect to special education, including:

- the Ministry of Education;
- the School Board;
- the Special Education Advisory Committee;
- the Student Support Services department;
- the Principal;
- the Classroom Teacher;
- the Special Education Resource Teacher;
- the Educational Assistant;
- the Parent/Guardian;
- the Designated Early Childhood Educator; and,
- the Student.

The following describes the responsibilities as outlined in the *Ministry of Education's Special Education in Ontario, Kindergarten to Grade 12 Policy and Resource Guide, Draft 2017*.

### 3.2.1 Ministry of Education

The Ministry of Education:

- sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- prescribes the categories and definitions of exceptionality;
- requires, through the Education Act, that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model;
- requires school boards to report on their expenditures for special education through the budget process;
- sets province-wide standards for curriculum and reporting of achievement;
- requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry;
- requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- establishes a Minister's Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are Deaf or hard of hearing, who are blind or have low vision, who are Deafblind, or who have severe learning disabilities; and,
- establishes grant formulas and other criteria for education funding through the Grants for Student Needs (GSN). The GSN consists of funding for classrooms, funding for schools, funding a locally managed system, and funding for specific priorities, of which, the Special Education Grant is one.

### 3.2.2. School Board

The Hamilton-Wentworth Catholic District School Board:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- provides appropriately qualified staff for programs and services for the exceptional pupils of the board;
- plans and reports on the expenditures for special education;
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required;
- prepares a parents'/guardians' guide to provide parents/guardians with information about special education programs, services, and procedures;
- establishes one or more Identification, Placement, and Review Committees (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; and,
- adheres to all applicable legislation.

### **3.2.3. Special Education Advisory Committee**

The Special Education Advisory Committee (SEAC):

- makes recommendations to the board with respect to any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board;
- participates in the board's annual review of its Special Education Programs and Services plan;
- participates in the board's annual budget process as it relates to special education;
- reviews the financial statements of the board as they relate to special education; and,
- provides information to parents/guardians, as requested.

### **3.2.4. Principal**

The Principal:

- carries out duties as outlined in the Education Act, regulations and policy/program memoranda and through board policies and procedures;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education programs;
- 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 Identification, Placement, and Review Committee (IPRC), are done according to the procedures outlined in the Education Act, regulations and board policies;
- consults with parents/guardians and with school board staff to determine the most appropriate program and services for exceptional pupils;

- ensures the development, implementation and review of a student’s Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- ensures the delivery of the program as set out in the IEP (Appendix A – Individual Education Plan Template); and,
- ensures that appropriate assessments are requested, if necessary and that informed consent from parent/guardian and/or adult student is obtained.

### **3.2.5. Classroom Teacher**

The Classroom Teacher:

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- follows board policy and procedures regarding special education;
- works with the special education resource teacher (SERT) to acquire and maintain up-to-date knowledge of special education practices;
- works with the SERT, the Student Support Services department staff and parents/guardians to develop the IEP for an exceptional and non-exceptional pupil;
- where appropriate, works with other school board staff to review and update the student’s IEP;
- provides the program for the exceptional and non-exceptional pupil in the regular class, as outlined in the IEP; and,
- communicates the student’s progress to parents/guardians.

### **3.2.6. Special Education Resource Teacher**

The Special Education Resource Teacher, in addition to the responsibilities listed under “Classroom Teacher” includes:

- holding qualifications, in accordance with Regulation 298, to teach special education;
- monitoring the student’s progress with reference to the IEP and modifies and/or accommodates the program as necessary;

- assisting in providing educational assessments for exceptional and non-exceptional pupils; and,
- providing withdrawal assistance to students whose IPRC placement requires such service.

### **3.2.7. Educational Assistant**

#### **The Educational Assistant:**

- under the direction of the classroom teacher, assists with providing appropriate accommodations, modifications, and/or alternate curriculum as described in the IEP;
- under the direction of the classroom teacher, monitors and records the student's progress relative to the expectations described in the IEP; and,
- maintains ongoing communication with the classroom teacher to enhance home and school communication.

### **3.2.8. Dedicated Early Childhood Educator**

The Dedicated Early Childhood Educator, in coordination and cooperation with the classroom teacher:

- plans for and provides education to students in Kindergarten;
- observes, monitors and assesses the development of Kindergarten students;
- maintains a healthy physical, emotional and social learning environment in the classroom;
- communicates with parents/guardians; and,
- performs duties assigned by the principal with respect to the Kindergarten program.

### **3.2.9. Parent/Guardian**

The parent/guardian:

- becomes familiar with and informed about board policies and procedures in areas that affect their child;

- participates in IPRCs, parent-teacher conferences and other relevant school activities;
- consults in the development of the IEP;
- becomes acquainted with the school staff working with their child;
- supports the child at home;
- maintains open communication with school staff to best support their child;
- works with the principal and teachers to address problems; and,
- is responsible for the child's attendance at school.

### **3.2.10. Student**

The student:

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

## **3.3 Early Identification Procedures and Intervention Strategies**

### **3.3.1 Ministry of Education Policy/Program Memorandum No. 11 (revised 1982) – Early Identification of Children's Learning Needs**

- *Ministry of Education Policy/Program Memorandum No. 11* states that:

Each school board is required to have approved and in operation by September 1981 procedures to identify each child's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. 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 the child's school life.

### 3.3.2 Guiding Principles

The policies and procedures of early identification and intervention are governed by principles stated within the board's mission and vision as well as its philosophy of special education:

- the board's primary mission "is to enable all learners to realize the fullness of humanity of which our Lord Jesus Christ is the model";
- it is understood that parents/guardians are the primary educators of their children and, therefore, should be intimately involved in the formal educational experiences of their children;
- the board's focus is on the inclusion of all students in all educational experiences and the individualization of educational programs; and,
- there is a recognition of the long-term value of a preventive model of service delivery based on proactive, early and ongoing detection of students in risk situations along with early interventions to meet the learning needs of those students.

### 3.3.3 Early Identification Procedures

- **School Registration**
  - The early identification process begins when the parent(s)/guardian(s) registers their child for Kindergarten or, in some cases, Grade 1. Registration begins in February of each year.
  - The initial portion of the registration is completed online.
  - The principal meets the child and the parent(s)/guardian(s) and welcomes them to the school.
  - The parent(s)/guardian(s) together with the school secretary completes the School Registration Form. This form provides the school with basic demographic information about the child and her/his family.
  - The parent(s)/guardian(s) is also invited to complete the Pre-School History Form which includes information about the child's health history and general development. Interpreters are provided upon request for parent(s)/guardian(s) who do not speak English.

- **Intake Process for Students with Special Education Needs**

- The intake process for children identified with special education needs prior to school entry is a collaborative undertaking which involves the parent(s)/guardian(s), the school, and community support services. These support services may include personnel from preschools and child care centres, as well as those providing diagnostic, therapeutic and consultative services (behaviour therapists, pediatricians, psychologists, speech-language pathologists, etc.) to the family and preschool setting. This process generally occurs in three phases:

**Phase One**

- Early in the calendar year prior to the child's entry, the parent(s)/guardian(s) are invited to attend a general meeting where the school entry process is described. Parent(s)/guardian(s) are encouraged to attend the meeting and to ask questions concerning the entry process. In addition, early in this process, the parent(s)/guardian(s) are requested to fill out a Tell Us About Your Child Form which is provided to them through their preschool/child care contact or community therapist. These forms are collected and subsequently distributed to the identified contact person at each school board;

**Phase Two**

- The second phase of the process is the actual registration at the school. The parent(s)/guardian(s) registers the child and informs the principal that the child has special education needs; and,

**Phase Three**

- The third phase is the intake meeting which is arranged by the central resource teacher. The appropriate central resource teacher informs the principal and school SERT of the intake meeting, date, time and location. The school SERT contacts the parent(s)/guardian(s) and invites them to attend the meeting. The parent(s)/guardian(s) contacts any resource personnel they wish to have present to discuss the child's strengths and needs. These attendees typically provide oral as well as written information. Arrangements for referrals to Home and Community Care Support Services (HCCSS) staff, Children's Developmental Rehabilitation Program (CDRP), and HWCDSB Student Support Services staff (central resource teacher, SLP, etc.) may be initiated. Opportunities for transition visits to the school may also be discussed.

- **Developmental Assessment**

- The developmental assessment is an ongoing process that occurs throughout Kindergarten.

- The assessment of the child’s development is carried out primarily by the Kindergarten educator team (Kindergarten Teacher and Designated Early Childhood Educator (DECE) with assistance from the principal, vice-principal, the SERT and the parent(s)/guardian(s)). It is accomplished through a process of direct observation and anecdotal recording of the child’s behaviour within the school setting as s/he engages in various tasks and activities, either individually or in a group. The direct observation of the child’s behaviour within the natural setting of the school allows the teacher to determine the child’s level of development upon entering school and throughout the year as the child participates in the educational program.
- Students in Kindergarten are eligible for informal assessment by the speech-language pathologist (SLP). Classroom teachers are provided with guidelines to assist them in identifying which students should be seen. In addition, the SLP will assess any student for whom a parent/guardian has a concern, or who is/has been involved with Early Words Hamilton Preschool Speech and Language Program.
- Teachers distribute consent forms to the families of these students to access the HWCDSB services.
- **Ongoing Assessment**
  - The ongoing assessment of the student continues throughout the student’s school life. It is accomplished through the following processes:
    - direct observation and anecdotal recording by the classroom teacher of the student’s daily performance in the classroom setting;
    - educational assessments of students;
    - curriculum-based assessment of students’ performance in literacy and numeracy.
    - EQAO Assessments (Primary and Junior Provincial Assessment of reading, writing and mathematics);
    - EQAO Grade 9 Assessment of Mathematics;
    - EQAO OSSLT (Grade 10 Ontario Secondary School Literacy Test).
- **Intervention**
  - If at any point in the school entry process, including school registration and/or Pre-School History Form completion, the Developmental

Assessment or the ongoing assessment of the student, information is obtained which would suggest the presence of a difficulty or a special education need, the principal is informed by the teacher and appropriate action is taken. Typically, this would involve the completion of a School Resource Team (SRT) Referral Form to allow the student's educational needs to be discussed. At the SRT meeting, an action plan is developed which may include:

- meeting with the parent(s)/guardian(s) to discuss the student's difficulties and to request more information to clarify the educational needs;
- suggesting to the parent(s)/guardian(s) that a medical investigation be undertaken through the family physician and/or pediatrician;
- scheduling an educational assessment by the school's special education resource teacher to pinpoint the student's educational needs;
- meeting with the parent(s)/guardian(s) to obtain informed, written consent to have a psycho-educational, social work and/or speech-language pathology assessment conducted by staff from the board's Student Support Services department, or a referral to one or more Student Support Service staff members for consultation;
- meeting with the parent(s)/guardian(s) to discuss accommodations and/or modifications of learning expectations and/or activities for the student if a referral to the School IPRC is not being recommended; and,
- scheduling of a school IPRC based on recommendations of the SRT, appropriate documentation, or parent(s)/guardian(s) request.

#### **3.3.4 Assessment Strategies**

- The board utilizes four different types of assessment to gather information in order to assist in the development of appropriate educational programs for students as part of its Early Identification and Intervention Program:
  - administration of formal standardized child development tests by teachers and other qualified professionals;
  - completion of child development questionnaires by parent(s)/ guardian(s) and teachers;
  - direct observation of student behaviour by educator teams and other professionals; and,

- face-to-face interviews with parent(s)/guardian(s) by educator teams and other professionals.
- Child development questionnaires including the Pre-School History Form for all Kindergarten students and the Tell Us About Your Child Form for students identified as having special education needs prior to school entry are completed by parent(s)/guardian(s).
- Direct observation of student behaviour is undertaken by Kindergarten educator teams on a daily basis as the students engage in the Kindergarten program. Areas of strength and need are identified by the educator teams as they examine each student's development of knowledge and skills. As part of the informal assessment process, the school board SLP may observe the student's communication skills within the classroom.
- Face-to-face dialogue is conducted by Kindergarten teachers. These discussions allow the teacher to clarify and update information provided by the parent(s)/guardian(s) when they have completed the Pre-School History Form at the time of school registration.
- An interview with the parent(s)/guardian(s) at the intake meeting for a student who has been identified as having special education needs prior to school entry is also conducted.
- Formal child development measures including the Brigance Inventory of Early Development (IED III) and the Brigance Comprehensive Inventory of Basic Skills (CIBS-II) may be administered by the SERT to identify students' learning needs.
- A formal speech, language or communication assessment may be conducted by the school board SLP depending on informal assessment results and/or other concerns expressed by the parent(s)/guardian(s) or school staff. A variety of standardized assessment measures are utilized.
- A formal psycho-educational assessment may be conducted by the school board psychometrist under the supervision of the board psychologist where specific developmental problems have been identified through informal assessment. A variety of standardized assessment measures are utilized.

### **3.3.5 Early Intervention Strategies**

- The board has implemented a number of early intervention strategies which are designed to meet the learning needs of students who are at-risk, are experiencing difficulties, or have already been identified as having special education needs:

- In planning Kindergarten programs for children with special education needs, educators begin by examining both the program expectations and the individual child’s strengths and learning needs to determine which of the following options are appropriate for the child:
  - ▷ no accommodations or modified expectations;
  - ▷ accommodations only;
  - ▷ modified expectations, with the possibility of accommodations; and,
  - ▷ alternative expectations, which are not derived from the program expectations.
  
- Kindergarten educator teams use a variety of evidence-based assessments, however, are encouraged to use the Observation Survey for Kindergarten Year 2 students to help prepare them for the acquisition of the initial reading skills;
  
- students in the primary grades who experience a significant delay in the acquisition of reading and written expressive language skills may participate in an early intervention reading program such as Empower, Heggerty, Lexia Core5, or small group instruction with the Literacy Resource Teacher (LRT) where appropriate;
  
- staff from the board’s Student Support Services department consult with principals and teachers concerning program development for both students in risk situations and students who have been identified as having special education needs;
  
- students who have been identified as having special education needs prior to entering school are considered for appropriate programs and services upon entry to school; and,
  
- students identified through the School IPRC will have an IEP developed, in consultation with parents/guardians, within 30 school days of the School IPRC.

### **3.4 The Identification Placement and Review Committee (IPRC) Process and Appeals**

#### **3.4.1 Types of Committees**

Regulation 181/98 requires that all school boards establish one or more Identification, Placement and Review Committees (IPRC). The IPRC meets and decides if a student should be identified as an exceptional pupil and, if so, the placement that will best meet the student’s needs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the

board. A school board trustee may not be a member of an IPRC.  
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html>

The board maintains two types of Special Education Identification Placement and Review Committees (IPRC):

- School Special Education Identification Placement and Review Committee (School IPRC); and,
- System Special Education Identification Placement and Review Committee (System IPRC).

School Special Education Identification Placement and Review Committees are structured as follows:

- every elementary and secondary school has a School IPRC; and
- the membership of each of these committees is comprised of:
  - the principal or their designate;
  - the Special Education Department Head of a secondary school or the SERT of an elementary school; and
  - other teachers as nominated by the principal of the school.

The School IPRC has the authority to:

- identify pupils as exceptional or not exceptional;
- place exceptional pupils in special education programs within its own school; and,
- review the identification and placement of exceptional pupils placed in special education programs within its own school.

The System IPRC is structured as follows:

- there is one System IPRC; and,
- the membership of this committee is comprised of:
  - the principals of the schools (or their designate) which maintain a System Program:

- ▷ Our Lady of Lourdes C.E.S. – Primary Speech and Language Centre (PSLC);
  - ▷ St. Anthony Daniel C.E.S. – Junior Academic Success Program (JASP); and,
  - ▷ St. Ann C.E.S. (Hamilton) – Technology Learning Centre (TLC).
- These three principals have collaborative decision-making authority.

Note: The Superintendent of Education and/or representatives from the board’s Student Support Services department may be invited to attend in order to inform the discussions.

- The System IPRC has the authority to:
  - identify pupils as exceptional or not exceptional;
  - place exceptional pupils in special education programs in
    - ▷ the home school;
    - ▷ the Junior Academic Success Program; and,
    - ▷ the Primary Speech and Language Centre.
  - review the identification and placement of exceptional pupils within the Junior Academic Success Program and the Primary Speech and Language Centre.

### **3.4.2. IPRC Process**

- Referral of Pupils to Committees:
  - The principal of the school in which a pupil is enrolled may refer the pupil to the School IPRC;
  - The principal of the school in which a pupil is enrolled may refer the pupil to the System IPRC following the process established for each program site;
  - Upon the written request of the parent(s)/guardian(s), the principal of the school shall refer the student to the appropriate IPRC;
  - Within 15 school days of notifying the parent(s)/guardian(s) of the intent to refer to an IPRC or of receiving a written request from the parent(s)/guardian(s) to refer to an IPRC, a letter shall be sent to the parent(s)/guardian(s) and to the pupil who is 16 years of age or older which:
    - ▷ outlines the date, time and place of the IPRC meeting;

- ▷ invites the parent(s)/guardian(s) and the pupil who is 16 years of age or older to attend and participate in the meeting;
  - ▷ informs the parent(s)/guardian(s) of their right to invite another person to the meeting; and,
  - ▷ is accompanied by a copy of the Board Parents'/Guardians' Guide to Special Education Programs and Services.
- The letter of notification shall be received by the parent(s)/guardian(s) and the pupil who is 16 years of age or older at least 10 school days before the IPRC meeting is to be convened;
- The written notice of a School IPRC meeting is sent by the principal or designate:
  - ▷ the parent(s)/guardian(s) and the pupil who is 16 years of age or older are asked to indicate their desire to attend and participate in the IPRC meeting by completing the Meeting Attendance Form or the Review Meeting Attendance Form.
- The written notice of a System IPRC meeting is sent to the parent(s)/guardian(s) by the staff of the Student Support Services department and includes the notification of the time, date and place of the IPRC meeting. This information may also be provided in Braille, large print or audio formats.
- Documentation Required for IPRC:
  - The School IPRC requires the following documentation prior to convening an initial identification and placement meeting and a review meeting:
    - ▷ the classroom teacher's report of the pupil's progress;
    - ▷ an educational assessment completed by the SERT, if required, to determine the pupil's needs;
    - ▷ a medical assessment, if required, to determine the pupil's needs;
    - ▷ a psycho-educational assessment, if required, to determine the pupil's strengths and needs; and,
    - ▷ a speech-language pathology assessment, if required, to determine the pupil's strengths and needs.
  - The System IPRC for consideration of the JASP and the PSLC requires the following documentation prior to convening an initial identification and placement meeting:
    - ▷ confirmation that the pupil has been previously referred to the School IPRC, identified as an exceptional pupil and placed in a Special Education Program at the home school;

- ▷ the informed, written consent of the parent(s)/guardian(s) that the pupil may be referred to the System IPRC;
  - ▷ confirmation that the parent(s)/guardian(s) has visited the Special Education Program for which placement is being requested;
  - ▷ a complete medical assessment;
  - ▷ an educational assessment completed by the SERT;
  - ▷ a psycho-educational assessment;
  - ▷ a speech-language pathology assessment of the pupil for whom application is being made to the Primary Speech and Language Centre;
  - ▷ evidence from a behavioural assessment or a psycho-educational/psychological assessment that the student does not have behaviours that would prevent successful participation in the program to optimize their learning experience or the learning experience of their peers; and,
  - ▷ completion of the System Special Education Placement Report Package specific to each program.
- The System IPRC requires the following documentation prior to convening a review meeting:
  - ▷ Junior Academic Success Program:
    - an educational assessment completed by the program SERT;
    - an assessment of the pupil's ability to learn through the use of strategies to best meet their learning needs; and,
    - completion of the System IPRC Review Form.
  - ▷ Primary Speech and Language Centre:
    - an educational assessment completed by the program SERT;
    - a speech-language assessment completed by the Primary Speech and Language Centre's SLP; and,
    - completion of the System IPRC Review Form.
- IPRC Meetings and Procedures:
  - The meetings of the School IPRC are conducted in the following manner:
    - ▷ the meeting is chaired by the principal or designate;
    - ▷ the meeting deals with confidential information and therefore only those individuals who are able to contribute information which impacts on the committee's decision are expected to be in attendance;
    - ▷ the atmosphere of the meeting is expected to be informal in nature and the parent(s)/guardian(s) are encouraged to actively participate in the meeting, and for the pupil less than 16 years of age, the parent(s)/guardian(s) may permit the child to attend the meeting, if all agree that this would be helpful;

- ▷ minutes of the meeting are recorded and retained;
  - ▷ parent(s)/guardian(s) are in attendance to hear all oral information which is presented at the meeting and are provided with copies of all written documentation discussed at the meeting;
  - ▷ parent(s)/guardian(s) are present to hear the committee's discussion of the pupil's identification, placement and review date;
  - ▷ the committee may consider any relevant information that the parent(s)/guardian(s) may share about the pupil, or that the pupil age 16 years or older may present; and,
  - ▷ the parent(s)/guardian(s) may sign the identification and placement consent form at the meeting or may wait until the letter outlining the committee's determination is received.
- The meetings of the System IPRC are conducted in the following manner:
    - ▷ the meeting is chaired by the Committee Chairperson or designate;
    - ▷ the meeting deals with confidential information and therefore only those individuals who are able to contribute information which impacts on the committee's decisions are expected to be in attendance;
    - ▷ the atmosphere of the meeting is expected to be informal in nature and the parent(s)/guardian(s) and the pupil who is 16 years of age or older are encouraged to actively participate in the meeting and for the pupil less than 16 years of age, the parent(s)/guardian(s) may permit the child to attend the meeting, if all agree that this would be helpful;
    - ▷ minutes of the meeting are recorded and retained;
    - ▷ parent(s)/guardian(s) and pupils 16 years of age or older are in attendance to hear all oral information which is presented at the meeting and are provided with copies of all written documentation discussed at the meeting;
    - ▷ parent(s)/guardian(s) and pupils 16 years of age or older are present to hear the committee's discussion of the pupil's identification, placement, and review date;
    - ▷ the committee may consider any relevant information that the parent(s)/guardian(s) may share about the pupil, or that the pupil age 16 years or older may present; and,
    - ▷ the parent(s)/guardian(s) may sign the identification and placement consent form at the meeting or may wait until the letter outlining the committee's determination is received.
- Identification of Pupils:
    - The School or System IPRC identifies a pupil as exceptional or not exceptional;

- When a pupil is identified as an exceptional pupil, the complete identification, referencing Ministry of Education categories is used, e.g., Exceptional Pupil – Communication Exceptionality (Learning Disability); and,
- The minutes of each school and System IPRC meeting shall include a complete description of the pupil's identification.
- Statement of Pupil's Strengths and Needs:
  - The minutes of each School and System IPRC meeting includes a summary of the committee's description of the exceptional pupil's educational strengths and needs.
- Special Education Placement:
  - The minutes of each School and System IPRC meeting include a description of the committee's recommended placement for the exceptional pupil;
  - The School IPRC may recommend any of the following placements within the pupil's Home School:
    - ▷ Regular class with indirect support;
    - ▷ Regular class with resource assistance; and,
    - ▷ Regular class with withdrawal assistance.
  - The School IPRC may also recommend placement in:
    - ▷ An alternate school;
    - ▷ A Provincial or Demonstration School;
    - ▷ A facility that provides the necessary care or treatment appropriate to the student's condition; and,
    - ▷ A Section 23 Class.
  - The System IPRC may recommend any of the following placements:
    - ▷ The home school;
    - ▷ The Junior Academic Success Program;
    - ▷ The Primary Speech and Language Centre;
    - ▷ An alternate school; and,
    - ▷ A Provincial or Demonstration School.
  - When making a placement determination, the School and System IPRCs place the child in the regular classroom as a first option, where this placement meets the exceptional pupil's needs and is the placement favoured by the parent(s)/guardian(s).

- Review of Identification and Placement:
  - The minutes of each School and System IPRC meeting include an indication of the date by which the committee will review the exceptional pupil's identification and placement;
  - An IPRC review meeting must be held once within each school year, unless the principal of the school at which the special education program is being provided receives written notice from the parent dispensing with the annual review.
  - The principal of the school in which the exceptional pupil is enrolled may request a review of the exceptional pupil's identification and/or placement at any time after the pupil is placed in the special education placement;
  - The parent(s)/guardian(s) of an exceptional pupil may request a review of an identification and/or placement after it has been in effect for three months, by giving written notice to the principal of the school in which the pupil is enrolled; and,
  - A parent(s)/guardian(s) of an exceptional pupil may not request a review of an identification and/or placement more often than once in any three-month period.
  
- Communication of IPRC Decision to Parent(s)/Guardian(s):
  - As soon as possible after the School IPRC meeting, the principal of the school sends a written statement of decision to:
    - ▷ the parent(s)/guardian(s) of the pupil; and,
    - ▷ the pupil, where the pupil is 16 years of age or older.
  - As soon as possible after the System IPRC meeting, the Secretary of the Committee on behalf of the Chair of the Committee sends a written statement of decision to:
    - ▷ the parent(s)/guardian(s) of the pupil; and,
    - ▷ the principal of the referring school.
  - The written statement of decision indicates:
    - ▷ whether the Committee identified the pupil as an exceptional pupil;
    - ▷ the categories and definitions of any exceptionalities identified;
    - ▷ the pupil's strengths and needs;

- ▷ where the System IPRC has decided that the pupil shall be placed in the Junior Academic Success Program or the Primary Speech and Language Centre, the reason for that decision; and,
  - ▷ the date the identification and placement is to be reviewed.
- Consent to Identification and Placement:
  - Attached to the written notice of decision is a Consent to Identification and Placement form;
  - A parent/guardian who agrees with the School or System IPRC's decisions is asked to sign the form and return it to the principal of the school, in the case of a School IPRC or to the Secretary of the Committee, in the case of the System IPRC;
  - A parent/guardian who disagrees with a School IPRC decision may, within 15 school days of receiving the written statement of decision, request to meet with the Committee by writing to the principal of the school or in the case of the System IPRC writing to the Secretary of the Committee;
  - Upon receiving the parent(s)/guardian(s) request, the principal of the school, in the case of the School IPRC, or the Secretary of the Committee in the case of the System IPRC, arranges for the Committee to meet as soon as possible with the parent(s)/guardian(s) and with the pupil, where the pupil is 16 years of age or older, to discuss the statement of decision. The process for resolving disputes between the parent(s)/guardian(s) and the School or System IPRC involves a discussion between the Committee and the parent(s)/guardian(s) of the contentious issues in order to arrive at a decision that meets the needs of the student and is acceptable to the parent(s)/guardian(s) and the IPRC members. In some cases, the discussion between the Committee and the parent(s)/guardian(s) is facilitated by a mediator;
  - As soon as possible after the meeting, the principal of the school, in the case of a school IPRC, or the Secretary of the Committee in the case of the System IPRC, sends a written notice to the parent(s)/guardian(s), the pupil who is 16 years of age or older and the principal of the referring school, in the case of the System IPRC, which outlines the changes to decisions, if any, and the reasons for those changes; and,
  - If the parent(s)/guardian(s) does not sign the Consent to Identification and Placement form, does not make a written request to meet with the Committee and does not give written notice of appeal within 30 school days of receiving the Committee's written notice of decision, the exceptional pupil may be placed in the special education placement as determined by the Committee.

- Communicating Decision to the Board:
  - Within 30 school days after the School IPRC makes its decision, a written statement of decision is sent by the principal of the school to the Superintendent of Education; and,
  - Within 30 school days after the System IPRC makes its decision, a written statement of decision is sent by the Secretary of the System IPRC to all stakeholders.
- Current Numbers of IPRCs:
  - The HWCDSB reported the following new and reviewed IPRC referrals to the Ministry of Education through the Ontario School Information System (OnSIS):

<i>Panel</i>	<i>October 2021</i>	<i>October 2022</i>
<i>Elementary</i>	<b>1316</b>	<b>1388</b>
<i>Secondary</i>	<b>1161</b>	<b>1131</b>

### 3.4.3. Special Education Appeal Board

- Appeal Process:
  - Referral of a Pupil to a Special Education Appeal Board:
    - ▷ The parent(s)/guardian(s) of a pupil may refer the pupil to a Special Education Appeal Board (SEAB) by giving written notice to the Director of Education within 30 school days of receiving the written decision of a School or System IPRC or within 15 school days of receiving the written decision from the follow-up decision of the School or System IPRC;
    - ▷ A referral to a SEAB may be initiated with respect to an IPRC decision:
      - that a pupil is determined to be an exceptional pupil;
      - that a pupil is determined not to be an exceptional pupil; and,
      - concerning the placement of a pupil.
    - ▷ A referral to a SEAB may not be initiated with respect to:
      - special education programs; and,
      - special education services.

- Membership of Special Education Appeal Board:
  - The SEAB shall be composed of:
    - ▷ one member selected by the board;
    - ▷ one member selected by the parent(s)/guardian(s) of the pupil; and,
    - ▷ a chairperson selected jointly by the board and the parent(s)/guardian.

If the board and the parent(s)/guardian(s) are unable to agree upon a chair, the appropriate district manager of the Ministry of Education shall make the decision.
  - No member or employee of the board and no employee of the Ministry of Education may be a member of SEAB.
  - The selection of SEAB members shall be made within 15 school days of the receipt of the written notice of appeal by the Director of Education.
  - The selection of the Chair of SEAB will be made within 15 school days of the selection of the other two members of SEAB.

- Current Numbers of Appeals

The HWCDSB did not conduct any IPRC appeals in the 2022-2023 school year.

- Documentation Required by SEAB

- In the case of a School IPRC, the principal of the school shall provide the Chair of SEAB with:
  - ▷ all assessment reports and documents considered by the School IPRC in making its determination;
  - ▷ a copy of the minutes of the School IPRC meeting; and,
  - ▷ a copy of the written statement to the parent(s)/guardian(s) outlining the Committee's decisions.
- In the case of the System IPRC, the Secretary of the Committee shall provide the Chair of SEAB with:
  - ▷ all assessment reports and documents considered by the System IPRC in making its determination;
  - ▷ a copy of the minutes of the System IPRC meeting; and,
  - ▷ a copy of the written statement to the parent(s)/guardian(s) outlining the Committee's decisions.

- Scheduling of SEAB Meeting:
  - The Chair of the SEAB shall arrange for a meeting of the members of SEAB to discuss the matters under the appeal;
  - The meeting of the SEAB shall be scheduled at a convenient place and time and shall occur no more than 30 school days after the day on which the Chairperson of the Committee is selected;
  - The Chair of the SEAB shall send a written notice of the date, time and place of the meeting to:
    - ▷ the parent(s)/guardian(s) of the pupil;
    - ▷ the pupil, who is 16 years of age or older;
    - ▷ the Director of Education of the board;
    - ▷ any other person who, in the opinion of the Chair, may be able to contribute information with respect to the matters under appeal; and,
    - ▷ where the pupil's special education program is being purchased by another board, the Chair shall invite the purchasing board to select a representative who may be present at and participate in the discussion of the meeting.
  
- Process of the SEAB Meeting:
  - The SEAB meeting shall be conducted in accordance with the guidelines provided by the Ministry of Education;
  - The meeting deals with confidential information and therefore only those individuals who are able to contribute information which impacts on the appeal board's decisions are expected to be in attendance;
  - The atmosphere of the meeting is expected to be informal in nature and those individuals attending the meeting are encouraged to actively participate in the meeting; and,
  - When the SEAB is satisfied that the opinions, views and information that bear on the appeal have been presented by the involved parties, the Chair shall adjourn the meeting.
  
- Communication of Special Education Appeal Board Decision:
  - Within 3 school days of adjourning the meeting, the Chair of the SEAB will send a written statement of its recommendations and the reasons for its recommendations to:
    - ▷ the parent(s)/guardian(s) of the pupil;

- ▷ the pupil who is 16 years of age or older;
  - ▷ the Chair of the IPRC;
  - ▷ the principal of the school in which the pupil is placed; and,
  - ▷ the Superintendent of Education: Special Education Program and Services of a board which is purchasing a special education program.
- Board's Response to Special Education Appeal Board Decision:
  - Within 30 school days of receiving the SEAB's written statement of decision, the board shall decide what action to take with respect to the pupil; and,
  - The board shall send a written statement of its decision to:
    - ▷ the parent(s)/guardian(s) of the pupil;
    - ▷ the pupil who is 16 years of age or older;
    - ▷ the Chair of the IPRC;
    - ▷ the principal of the school in which the pupil is placed;
    - ▷ Superintendent of Education of the board; and
    - ▷ the Superintendent of Education of a board which is purchasing a special education program.
- Implementation of Identification and Placement:
  - The board shall implement the decisions outlined in its written statement if:
    - ▷ the parent(s)/guardian(s) of the pupil consents in writing to the decision;
    - ▷ 30 school days have elapsed from the receipt of the written statement by the parent(s)/guardian(s) and no appeal has been initiated; and,
    - ▷ the appeal is dismissed or abandoned.
- Mediation:
  - Prior to the Special Education Appeal Board meeting, the parent(s)/guardian(s), the pupil who is 16 years of age or older and the Chair of the IPRC are invited to meet with a mediator to develop mutually acceptable identification and placement decisions;
  - If decisions are reached that are acceptable to the parent(s)/guardian(s) of the pupil and the Chair of the IPRC, and the parent(s)/guardian(s)/adult student gives written consent to these decisions, the appeal does not go forward;

- If mutually acceptable decisions are not reached, then the appeal goes forward to the Special Education Tribunal.

### **3.5 Educational and Other Assessments**

#### **3.5.1 Educational Assessments**

- Staff Qualifications:

Educational assessments are conducted by school-based SERTs. Each SERT is a member of the College of Teachers of Ontario, in good standing, has extensive teaching experience in a regular classroom and has successfully completed a minimum of Part I of the Additional Qualifications Courses in Special Education.

- Waiting Time for Assessment:

The average waiting time for a school-based educational assessment is 3-4 weeks. There are no waiting lists.

- Parent/Guardian/Adult Student Consent:

Ontario Regulation 298 – Operation of Schools – General requires teachers to “be responsible for effective instruction, training and evaluation of the progress of pupils”. Informed written consent of a parent(s)/guardian(s) is not required before an educational assessment of a pupil is undertaken. However, the practice within the board is to inform the parent/guardian that the educational assessment will be done prior to initiating the assessment.

- Communication of Assessment Results to Parent/Guardian/Adult Student:

The results of the school-based educational assessment are communicated orally through a face-to-face meeting between the SERT and the parent/guardian/adult student and in written form through an Educational Assessment Report.

- Sharing Information with Staff:

The educational assessment results are shared with the classroom teacher(s) of the student and the members of the School Resource Team (SRT), after which a plan of action based on these results is developed by the staff.

- Sharing Information with Community Professionals:

The results of an educational assessment may only be shared with a community professional if the parent(s)/guardian(s) or the student (16 years

of age or older) gives their informed, written consent, in accordance with the Municipal Freedom of Information and Protection of Privacy Act, 1990.

- Privacy of Information:

The Educational Assessment Report is stored in the Documentation File of the Ontario Student Record in accordance with the requirements of the Ontario Student Record Guideline 2000.

### **3.5.2 Psycho-Educational Assessments**

- Staff Qualifications:

Psycho-educational assessments are conducted by the board's psychometrists, under the clinical supervision of a psychologist who is a member of the College of Psychologists of Ontario.

Where it is proposed that a diagnosis be communicated to the parent(s)/guardian(s) of a student or to an adult student, the psychologist shall communicate the diagnosis.

- Waiting Time for Assessments:

The waiting time for a psycho-educational assessment is based on when the referral is made and the availability of the resource staff:

- referrals for assessment are generally processed in chronological order;
- psycho-educational assessments that are required for specialized placements such as the Junior Academic Success Program or the Primary Speech and Language Centre are given priority;
- psycho-educational assessments that are required for placement in community residential or day treatment programs are given priority;
- refer to the Phase I and Phase II flow charts that reflect the process for recommendation for referral for assessment (Appendix D & E).

- Parent/Guardian/Adult Student Consent:

In accordance with Ontario Regulation 298 subsection 11(3)m, the board requires the informed, written consent of the parent(s)/guardian(s) of the student or the adult student (18 years of age or older) prior to conducting a psycho-educational assessment.

- Communication of Assessment Results to

Parent/Guardian/Adult Student:

The results of the psycho-educational assessment are communicated orally through a face-to-face meeting between the HWCDSB psychometrist who completed the assessment and the parent(s)/guardian(s)/adult student and in written form through a Psycho-Educational Assessment Report. If a diagnosis is to be communicated to the parent(s)/guardian(s)/adult student, the psychologist shall communicate the diagnosis at the face-to-face meeting, in accordance with The Psychology Act, 1991.

- Sharing Information with Staff:

The results of the psycho-educational assessment are shared with the classroom teacher(s) of the student, the members of the SRT and, if necessary, with the School IPRC as per the informed, written consent given by the parent(s)/guardian(s)/adult student for the psycho-educational assessment. If, in the opinion of the Manager of the Psychological Services Department, other staff members require information in order to perform their duties with respect to the student, the results of the psycho-educational assessment are also shared with staff of Social Work Services, Special Education Programs and Services, and/or Speech, Language and Hearing Services (College of Psychologists of Ontario Standards of Professional Conduct, March, 2017).

- Sharing Information with Community Professionals:

The results of a psycho-educational assessment may only be shared with a community professional if the parent(s)/guardian(s) of a student or the adult student (18 years of age or older) gives their informed, written consent in accordance with the Municipal Freedom of Information and Protection of Privacy Act, 1990.

- Privacy of Information:

The Psycho-Educational Assessment Report is stored in the Documentation File of the Ontario Student Record, in accordance with the requirements of the Ontario Student Record Guidelines 2000. A copy of the Psycho-Educational Assessment Report is also stored in the Psychological Services Files at the Special Education Programs and Services department of the board, in accordance with the requirements of The College of Psychologists of Ontario, Standards of Professional Conduct, March, 2017. All psycho-educational case files are stored in a secure digital drive.

### 3.5.3 Social Work Assessments

- Staff Qualifications:

Social work assessments are conducted by social workers who have a Bachelor of Social Work Degree or a Master of Social Work Degree and who are members of the Ontario College of Social Workers and Social Service Workers.

- Referrals are managed using the following procedures:

- social work consultation via the school resource team;
- social work supervision;
- priority rating for urgent situations; and
- adherence to ongoing manageable case work practice.

- Parent/Guardian/Adult Student Consent:

The board requires the informed, written consent of the parent(s)/guardian(s) of the student or the adult student (18 years of age or older) or 16 years if the student has withdrawn from parental control, prior to conducting a social work assessment.

- Communication of Assessment Results to Parent/Guardian/ Adult Student:

The results of the social work assessment are communicated by the social worker who conducted the assessment to the parent(s)/guardian(s) of the student or the adult student through a Social Work Report.

- Sharing Information with Staff:

The results of the social work assessment are shared with the classroom teacher(s) of the student if necessary, and with the members of the SRT and the School IPRC as per the informed, written consent given by the parent/guardian/adult student for the social work assessment. If, in the opinion of the Manager of the Social Work Department, other staff members require information in order to perform their duties with respect to the student, the results of the Social Work assessment are also shared with staff of Psychological Services, Special Education Services, and/or Speech, Language and Hearing Services.

- Sharing Information with Community Professionals:

The results of a social work assessment may only be shared with a community professional if the parent(s)/guardian(s) of the student or the adult student (18 years of age or older) or 16 years if the student has

withdrawn from parental control gives their informed, written consent in accordance with the Municipal Freedom of Information and Protection of Privacy Act, 1990.

- Privacy of Information:

The Social Work referral and recommendations are stored in the Documentation File of the Ontario Student Record in accordance with the Ontario Student Record Guidelines 2000. A copy of the Social Work Assessment Report is stored in the Social Work Services File at the Student Support Services department of the board in accordance with the requirements of the Ontario College of Social Workers and Social Service Workers. All social work case files are stored in a secure case management system.

### **3.5.4 Speech-Language Pathology Assessments**

- Staff Qualifications:

Speech and language assessments are conducted by Speech-Language Pathologists who have a Masters Degree in Speech-Language Pathology and are members of the College of Audiologists and Speech Language Pathologists of Ontario.

- Referrals are managed using the following procedures:

- referrals are processed in chronological order;
- K-Grade 3 students are given priority;
- school principal may prioritize referrals;
- consultation may be completed rather than full assessment based on the nature of the concerns
- a full assessment using standardized tests may take place as a result of the consultation.

- Parent/Guardian/Adult Student Consent:

In accordance with Ontario Regulation 298 subsection 11(3) and Health Care Consent Act (HCCA), the board requires the informed, written consent of the parent(s)/guardian(s) or the adult student (16 years of age or older) prior to conducting a speech-language pathology assessment.

- Communication of Assessment Results to Parent/Guardian/Adult Student:

The results of the speech-language pathology assessment are normally communicated verbally through a face-to-face meeting between the speech-language pathologist who conducted the assessment and the

parent(s)/guardian(s) of the student or the adult student and in written form through a Speech-Language Assessment Report.

- **Sharing Information with Staff:**

The results of the speech-language pathology assessment are normally shared with the classroom teacher(s) of the student, the members of the SRT and, if necessary, with the School IPRC as per the informed, written consent given by the parent(s)/guardian(s)/adult student for the speech-language assessment. If, in the opinion of the Manager of the Speech, Language and Hearing Services, other staff members require information in order to perform their duties with respect to the student, the results of the speech language assessment are also shared with staff of Social Work Services, Special Education Programs and Services and/or Psychological Services.

- **Sharing Information with Community Professionals:**

The results of a speech-language pathology assessment may only be shared with a community professional if the parent(s)/guardian(s) of the student or the student (16 years of age or older) gives their informed, written consent in accordance with the Municipal Freedom of Information and Protection of Privacy Act, 1990.

- **Privacy of Information:**

The Speech-Language Pathology Assessment Report is stored in the Documentation File of the Ontario Student Record in accordance with the Ontario Student Record Guidelines 2000. A copy of the Speech-Language Pathology Assessment Report is also stored in the Speech-Language and Hearing Services File at the Special Education Programs and Services department of the board in accordance with the requirements of the College of Audiologists and Speech-Language Pathologists of Ontario.

### **3.5.5 Applied Behaviour Analytic Assessments**

- **Staff Qualifications:**

Functional behaviour assessments (FBA) are conducted by school and central staff. The HWCDSB Applied Behaviour Analysis (ABA) team supports further analysis of FBAs completed by staff where a referral is made for significant behavioural concerns identified by the school and central resource teacher.

Where appropriate, a functional analysis (FA) may be conducted as part of the functional behaviour assessment process by a Board Certified Behaviour Analyst (BCBA). Functional analysis is used to identify the reinforcers that

maintain problem behaviour by controlling for specific environmental events. Functional analysis requires the supervision of a Board Certified Behaviour Analyst and implementation by ABA Team staff. The Role of the Board Certified Behaviour Analyst within in the HWCDSB is found in Appendix F.

- Referrals are managed using the following procedures:

- referral date;
- priority for urgent situations; and,
- adherence to ongoing manageable case work practice.

- Parent/Guardian/Adult Student Consent:

The board requires the informed, written consent of the parent(s)/guardian(s) of the student or the adult student (18 years of age or older) in order to refer to the ABA team of the Student Support Services Department.

- Communication of Assessment Results to Parent/Guardian/ Adult Student:

Results of Applied Behaviour Analytic assessments are recommended for incorporation into the student's Individualized Education Plan and are shared with the parent(s)/guardian(s) through the IEP consultation process.

- Sharing Information with Staff:

Applied Behaviour Analytic assessment results are communicated by the Board Certified Behaviour Analyst who conducted the assessment to the school and central team.

- Sharing Information with Community Professionals:

The results of an ABA assessment included in the student's IEP may only be shared with a community professional if the parent(s)/guardian(s) of the student or the adult student (18 years of age or older) gives their informed, written consent in accordance with the Municipal Freedom of Information and Protection of Privacy Act, 1990.

- Privacy of Information:

The ABA Team referral and recommendations are stored in the Documentation File of the Ontario Student Record in accordance with the Ontario Student Record Guidelines 2000.

A copy of the Applied Behaviour Analytic Assessment is stored at the Student Support Services department of the board in accordance with the requirements of the Behavior Analyst Certification Board (BACB).

### **3.6 Specialized Health Support Services in School Settings**

#### **3.6.1 Legislative Background**

- In 1984 the Ministry of Education issued Policy/Program Memorandum No. 81- Provision of Health Support Services in School Settings which described the nature of the health services that would be provided in school settings and by whom these services would be provided.
- With the passage of the Long-Term Care Reform Act in 1996, Community Care Access Centres (CCAC) replaced the school health support services previously provided by the Home Care Program. Service provision criteria and the service delivery model are essentially unchanged. However, service providers are now contracted through a competitive process. As of 2017, the CCAC has been replaced by the Home and Community Care Support Services (HCCSS). As of January 2019, Occupational Therapy, Physiotherapy and Speech Therapy Services previously offered through the HCCSS are now provided through McMaster Children's Hospital Ron Joyce Children's Health Centre School Based Rehabilitation Services (SBRS).

#### **3.6.2 Specialized Health Support Services**

- The board facilitates the provision of the following specialized health support services for students who require them in school settings:
  - Administering prescribed medications;
  - Administering prescribed oxygen;
  - Assistance with mobility;
  - Catheterization;
  - Feeding;
  - Lifting and positioning;
  - Nursing;
  - Nutrition;
  - Occupational therapy;
  - Physiotherapy;
  - Speech therapy; (as per criteria);
  - Suctioning;
  - Toileting; and,
  - Diapering.

- Each of these services is accessed through the completion of the appropriate form(s) by the principal with the informed, written consent of the parent(s)/guardian(s) of the student or the adult student.
- Appendix B provides a summary of the:
  - types of specialized health support services;
  - providers of each service;
  - eligibility criteria for students to receive the service;
  - position of person who determines eligibility to receive the service and the level of service;
  - criteria for determining when the service is no longer required; and,
  - procedures for resolving disputes about eligibility and level of support.

### **3.7 Categories and Definitions of Exceptionalities**

#### **3.7.1 Exceptionalities**

- The board utilizes the current Ministry of Education categories and definitions of exceptionalities when School and System IPRCs make determinations that a student is or is not an exceptional pupil; and,
- The board has developed specific criteria for each of the exceptionalities which assist the School and System IPRC to make an appropriate determination with respect to the category of exceptionality.

#### **3.7.2 Definitions**

- Behaviour
  - “A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:
    - a) an inability to build or to maintain interpersonal relationships;
    - b) excessive fears or anxieties;
    - c) a tendency to compulsive reaction; and,
    - d) an inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof.”
- Communication
  - Autism
    - “A severe learning disorder that is characterized by:
      - a) disturbances in:
        - rate of educational development;

- ability to relate to the environment;
  - mobility; and,
  - 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; and,
      - 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 and that:
    - ▷ affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the broad average range with consideration to standard error of measurement;
    - ▷ results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student which are at least in the

broad average range with consideration to standard error of measurement;

- ▷ and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- ▷ results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- ▷ may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; language; fluid reasoning; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- ▷ 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; and,
- ▷ 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.

- Intellectual

- Giftedness

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

- Mild Intellectual Disability

“A learning disorder characterized by:

- a) An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- b) An inability to profit educationally within a regular classroom because of slow intellectual development; and,
- c) A potential for academic learning, independent social adjustment and economic self-support.”

- Developmental Disability  
“A severe learning disorder characterized by:
  - a) An inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
  - b) An ability to profit from a special education program that is designed to accommodate slow intellectual development; and
  - c) A limited potential for academic learning, independent social adjustment and economic self-support.”
- Physical
  - Physical Disability  
“A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.”
  - Blind or Low Vision  
“A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.”
- Multiple
  - Multiple Exceptionalities  
“A combination of learning or other disorders, impairments or physical disabilities, that is of such 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.”

### 3.7.3 Board Criteria

- The board utilizes the following criteria to determine specific areas of exceptionality:
  - Behaviour Exceptionalities  
The student’s behaviour meets diagnostic criteria as outlined in the Diagnostic and Statistical Manual of the American Psychiatric Association, Fifth Edition (DSM-V) for:
    - ▷ Adjustment Disorder;
    - ▷ Anxiety Disorder;

- ▷ Attention-Deficit/Hyperactivity Disorder;
- ▷ Conduct Disorder;
- ▷ Disruptive Mood Dysregulation Disorder;
- ▷ Dissociative Disorder;
- ▷ Eating Disorder;
- ▷ Intermittent Explosive Disorder;
- ▷ Mood Disorder;
- ▷ Oppositional-Defiant Disorder;
- ▷ Personality Disorder;
- ▷ Schizophrenia or other Psychotic Disorder; and,
- ▷ Substance Dependence.

and the student displays consistently poor educational performance that is primarily due to significant and persistent behaviour problems in more than one setting within the school for a minimum of six months.

○ Communication Exceptionalities

▷ Autism

The student's behaviour meets the DSM-V criteria for Autism Spectrum Disorder.

Documentation is provided which indicates that communication, social and/or self-regulation difficulties are having a negative impact on educational performance.

▷ Deaf and Hard of Hearing

The student has a hearing loss which is within the range of:

- Hard of Hearing:
  - slight hearing loss: 16-25 dB
  - mild hearing loss: 26-40 dB
  - moderate hearing loss 41-55 dB
  - moderately severe hearing loss: 56-70 dB
- Educationally Deaf:
  - severe permanent hearing loss: 71-90 dB
  - profound permanent hearing loss: 90 dB or greater.
- Documentation which provides evidence that the hearing loss is negatively affecting the student's speech and/or language development as well as their educational progress.

▷ Language Impairment

The student displays a moderate to severe delay in receptive and/or expressive language development (at or below the 8<sup>th</sup> percentile) which is not due to a mild intellectual disability, a developmental disability, or cultural/linguistic differences.

▷ Speech Impairment

The student displays a severe impairment in articulation, phonology, motor speech, and/or fluency which results in unintelligible speech and reduces social and/or emotional development as documented by a Speech-Language Pathologist.

▷ Learning Disability

The student's general intellectual functioning is at or above the 16<sup>th</sup> percentile and/or demonstrates average abilities in at least one reasoning domain; and,

Evidence of underachievement in one or more academic areas (e.g. listening comprehension, reading, decoding, reading comprehension, spelling, written expression, mathematical computation and/or mathematical application).

In the event that a student's achievement level is not below age/grade expectations despite at least broad average intellectual functioning, there is evidence that the student has had ample opportunities to be supported academically (tutoring, school support) but continues to struggle in school (PPM 8); and,

The student's learning difficulties are associated with impairments in one or more areas of psychological processing (attention, executive function, fluid reasoning, language processing, memory, perceptual-motor processing, phonological processing, processing speed and/or visual-spatial processing).

○ Intellectual Exceptionalities

▷ Giftedness

The student's general intellectual abilities are at or above the 98<sup>th</sup> percentile on a measure of general intelligence (with consideration to standard error of measurement).

▷ Mild Intellectual Disability

The student's general intellectual abilities range from the 0.2 to the 8<sup>th</sup> percentile on a measure of general intelligence; and,

The student's adaptive functioning is at or below the 8<sup>th</sup> percentile on a measure of adaptive functioning.

The criteria can be met with consideration to standard error of measurement or based on clinical judgement.

▷ Developmental Disability

The student's general intellectual abilities are at or below the 0.1 percentile on a measure of general intelligence; and,

The student's adaptive functioning is at or below the 0.1 percentile on a measure of adaptive functioning.

The criteria can be met with consideration to standard error of measurement or based on clinical judgement.

○ Physical Exceptionalities

▷ Physical Disability

The student's educational performance is adversely affected by a chronic physical and/or orthopaedic condition which necessitates specialized assistance in learning situations.

▷ Blind or Low Vision

The student's visual impairment adversely affects educational performance.

○ Multiple Exceptionalities

▷ Multiple

The student meets the criteria of at least two exceptionalities.

### **3.8 Special Education Placements and Other Programs**

#### **3.8.1 Special Education Advisory Committee**

- In accordance with Ontario Regulation 464/97, the Special Education Advisory Committee of the Hamilton-Wentworth Catholic District School Board makes “recommendations to the board in respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board.”
- The board SEAC makes specific recommendations to the board at the time of the annual review of special education which normally occurs in May of each year. Recommendations can be made with respect to any aspect of special education including special education placements.
- The board SEAC receives information through various presentations from the Student Support Services department in relation to specific programming and services within the board.
- The board SEAC meets on a monthly basis throughout the school year to discuss issues and concerns as well as provides community updates with respect to special education, including the special education placements provided by the board.

#### **3.8.2 Placement Options**

- The range of special education placement options available within each elementary and secondary school are as follows:
  - 1) A regular class with indirect support  
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.  
In accordance with Ontario Regulation 181/98 subsections 17 (1), before the IPRC considers placement of the student in a special education class, the committee, as required by the regulation, must consider placement in a regular class with appropriate special education services.
  - 2) A regular class with resource assistance  
The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
  - 3) A regular class with withdrawal assistance

The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.

#### 4) System Special Education Placements

The board also provides System Level Special Education Placements:

Junior Academic Success Program – The Junior Academic Success Program (JASP) is a special education placement situated at St. Anthony Daniel Catholic Elementary School designed to provide ongoing assessment and evidence-based reading intervention programs (Empower and Lexia Core 5), with the use of assistive technology. Students, in grades 4, 5, and 6 are eligible for this program if they present with a significant learning disability in phonological processing. The special education program is provided by the SERT assigned to the program. An educational assistant is assigned to the program to provide additional support. The maximum class size is twenty (20). Students are withdrawn in groups no larger than ten (10) students, for one hour per day, to receive the Empower program delivered by a SERT trained in the delivery of the Empower program. When the students are not participating in Empower, all other curriculum is provided by the classroom teacher.

Primary Speech and Language Centre – The Primary Speech and Language Centre (PSLC) is a special education placement situated at Our Lady of Lourdes Catholic Elementary School designed to provide ongoing assessment, intervention, and compensatory strategies for students in Kindergarten Year 2 to Grade 3 who have severe speech and/or expressive language impairments. The special education program is provided by the SERT and the speech-language pathologist assigned to the centre. The maximum class size is ten (10) full-time equivalent pupils.

#### 5) Other Programs

Kindergarten Reception Class - The Kindergarten Reception Class (KRC) is a pilot program is located at St. Anthony Daniel Catholic Elementary School. The program provides students with intensive, individual, and small group intervention using an evidence-based Applied Behaviour Analysis (ABA) approach. The Kindergarten Reception Class is able to accommodate a maximum of six students in Kindergarten who present with challenging behaviour. Student eligibility is based on the Student Support Services referral to the ABA team.

Students enter the program in Kindergarten Year 1 or Year 2. Students return to the home school at the end of the second year of Kindergarten. Early demission from the program is based on student progress in classroom readiness skills, including behaviour reduction, that are assessed on an ongoing basis. Regularly scheduled progress reviews occur to determine readiness for the home school.

The program is staffed with one Special Assignment Kindergarten Reception Class Teacher and two Educational Assistants. The classroom is supported by the HWCDSB ABA Team including the BCBA's, Special Assignment ABA Resource Teacher, and the ABA Facilitators.

Technology Learning Centre – The Technology Learning Centre (TLC) provides an opportunity for students in Grades 4, 5, and 6 to participate in a 4 to 6 week program to support students' usage of Special Education Amount (SEA) based assistive technology at St. Ann Catholic Elementary School (Hamilton). Students with significant learning needs, particularly in reading and written expression, and who qualify for the use of assistive technology are eligible for this program. The program is delivered by the SERT assigned to the centre. An educational assistant trained in the use of assistive technology is assigned to the centre to provide additional support. A central resource teacher for assistive technology consults with the staff providing additional support, as needed. The maximum class size is fifteen (15) full-time equivalent students per session. Each student is equipped with an appropriate device i.e. laptop or iPad.

## 6) Alternate Placements

### 3.8.3. Special Education Placements for Each Exceptionality

- Since the board advocates an inclusionary approach to the provision of special education programs and services, exceptional pupils have available to them the following special education placements:
  - Regular class with indirect support;
  - Regular class with resource assistance; and,
  - Regular class with withdrawal assistance.
  
- The criteria used to determine which placement is most appropriate for the exceptional pupil are as follows:
  - Regular Class with Indirect Support

- ▷ the range of needs of the exceptional pupil is such that the special education program can be provided by the classroom teacher through modification of learning expectations, alternative expectations, as well as accommodations.
- Regular Class with Resource Assistance
  - ▷ the range of needs identified is such that the exceptional pupil requires assistance from a qualified SERT or specialist teacher in addition to that provided by the classroom teacher.
- Regular Class with Withdrawal Assistance
  - ▷ the range of needs identified is such that the exceptional pupil requires assistance from a qualified SERT or specialist teacher in addition to that provided by the classroom teacher; and,
  - ▷ it is impractical to provide the additional assistance in the regular classroom setting due to issues of confidentiality, environmental factors such as space considerations or noise level or other considerations related to availability of learning materials or grouping of students for instruction.

#### **3.8.4. System Level Special Education Programs**

- Junior Academic Success Program
  - The criteria for placement in the Junior Academic Success Program:
    - ▷ the pupil is enrolled in Grades 4, 5, or 6;
    - ▷ the pupil has received a Special Education Program within the HWCDSB;
    - ▷ the pupil has received a psycho-educational assessment and meets criteria to be identified as being an Exceptional Pupil-Communication Exceptionality (Learning Disability) within the board;
    - ▷ evidence from a behavioural assessment or a psychological assessment that the student does not present behaviour that would prevent successful participation in the program; and,
    - ▷ the parent(s)/guardian(s) has visited the Junior Academic Success Program.

- Primary Speech and Language Centre
  - The criteria for placement in the Primary Speech and Language Centre:
    - ▷ the pupil is enrolled in Kindergarten (Year 2), Grade 1, Grade 2, or Grade 3;
    - ▷ the pupil has received a Special Education Program within the HWCDSB;
    - ▷ the pupil has received a speech-language pathology assessment from a board speech-language pathologist which has established the presence of a severe expressive language and/or speech impairment;
    - ▷ the pupil has received a psycho-educational assessment which has determined that the child has at least average nonverbal visual-spatial abilities;
    - ▷ evidence from a behavioural assessment or a psychological assessment that the student does not present behaviour that would prevent successful participation in the program; and,
    - ▷ the parent(s)/guardian(s) has visited the Primary Speech and Language Centre.

Appendix C summarizes the range of placements available for each exceptionality along with the criteria for admission.

### **3.8.5 Process for Admitting Exceptional Pupils to Placements**

- Regular Class with Indirect Support
  - Because of the board’s inclusive schools philosophy, all students including exceptional pupils are placed in a regular classroom at the time they enrol in school. Therefore, admission to the regular classroom placement is achieved through school registration.
- Regular Class with Resource Assistance
  - Once the School IPRC has determined that the exceptional pupil’s placement is to be the “Regular Class with Resource Assistance” and the parent(s)/guardian(s) or adult student has given their informed, written consent to this placement, an IEP is developed within 30 school days to meet the needs of the exceptional pupil. The IEP includes a description of the staff who will provide the resource assistance within

the regular classroom for the pupil, along with the frequency and duration of this assistance. Special education staff begins to provide the resource assistance within one month of the School IPRC's determination of the exceptional pupil's placement.

- Regular Class with Withdrawal Assistance
  - Once the School IPRC has determined that the exceptional pupil's placement is to be the "Regular Class with Withdrawal Assistance" and the parent(s)/guardian(s) or adult student has given their informed, written consent to this placement, an IEP is developed within 30 school days to meet the needs of the exceptional pupil. The IEP includes a description of the special education staff who will provide the resource assistance outside the regular classroom for the pupil along with the frequency and duration of this assistance. Special education staff begins to provide the withdrawal assistance within one month of the School IPRC's determination of the exceptional pupil's placement.
  
- Junior Academic Success Program
  - Once the System IPRC has determined that the exceptional pupil's placement is to be the "Junior Academic Success Program" and the parent(s)/guardian(s) has given their informed, written consent to the placement, arrangements are made by the Superintendent, or delegate, to determine the date that the exceptional pupil will begin the placement. Placements in the JASP run from September to June of the same school year. Transportation arrangements are made for the pupil by the Superintendent of Education, or delegate.
  
- Primary Speech and Language Centre
  - Once the System IPRC has determined that the exceptional pupil's placement is to be the Primary Speech and Language Centre and the parent(s)/guardian(s) has given their informed, written consent to the placement, arrangements are made by the Superintendent of Education, or delegate, to determine the date that the exceptional pupil will begin the placement. Students can begin placement in September, January and March, which are times associated with natural breaks in the school year. At the same time, transportation arrangements are made for the pupil by the Superintendent of Education or delegate.

### **3.8.6 Criteria for Determining Level of Support in Each Special Education Placement**

- The level of support provided in each Special Education Placement is determined by three factors:

- the severity of the exceptional pupil's disability;
  - the range of needs presented by the exceptional pupil; and,
  - the degree of independent functioning displayed by the exceptional pupil.
- Special Education Placement "Regular Class with Indirect Support". The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
  - Special Education Placement "Regular Class with Resource Assistance". The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
  - Special Education Placement "Regular Class with Withdrawal Assistance". The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.

### **3.8.7 Criteria for Assigning Intensive Support to Exceptional Pupils**

- Exceptional pupils who receive intensive levels of support (more than 80% of the school day) are pupils who have been determined to have:
  - severe disabilities;
  - the widest range of needs; and,
  - the lowest level of independent functioning.

### **3.8.8 Criteria for Determining a Change of Special Education Placement**

- An exceptional pupil's Special Education Placement is changed with the informed, written consent of the parent(s)/guardian(s) or adult student if there are significant changes in:
  - the severity of the pupil's disability;
  - the range of the pupil's needs; and/or,
  - the level of independent functioning of the pupil.

### **3.8.9 Alternative Placements**

#### School Alternate Placement

- When the needs of an exceptional pupil cannot be met within the board's range of placements, it is usually the case that the pupil requires medical and/or psychological treatment that is beyond the mandate of the board

or that the medical and/or psychological treatment which is being provided is insufficient to allow the pupil to successfully participate in an educational program;

- In these circumstances, the principal along with staff from the board's Student Support Services Department, meet with the parent(s)/guardian(s)/adult student to discuss the various treatment options and/or facilities for the pupil;
- If parent(s)/guardian(s)/adult student wish to pursue a treatment option/facility, staff from Student Support Services assist parent(s)/guardian(s)/adult student to apply for admission for the specific treatment option or facility; and,
- In the case of students who are blind, Deaf or Deafblind or who have severe learning disabilities, programs that are offered by the Provincial and Demonstration Schools are explained to the parent(s)/guardian(s) of the pupil by the principal and staff from Student Support Services and applications to these programs are made if parent(s)/guardian(s) give their informed, written consent.

### **3.9 Individual Education Plans (IEPs)**

#### **3.9.1 Ministry of Education, Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017).**

- Part E of the Policy and Resource Guide sets out the Ministry of Education's standards for the development, implementation, monitoring, and review of Individual Education Plans (IEPs). This part of the guide also provides information on how the transition plan is developed as part of the IEP, and describes effective practices related to various aspects of IEP development. It explains the importance of collaboration when developing an IEP and describes how best to provide accommodations, modify expectations, and plan instruction and assessment.

#### **3.9.2 Board Implementation Plan**

- The Information and Communication Technology Department, the Student Support Services Department, along with SERTs from elementary and secondary schools of the board utilize an electronic version of the IEP to comply with the standards published in 2017 by the Ministry of Education.
- Training of the SERTs in the development and monitoring of IEPs in accordance with the Ministry of Education standards is a continuous process.

### 3.9.3 Individual Education Plan (IEP)

An IEP is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations. 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.

The IEP also helps teachers monitor the student's progress and provides a framework for communicating information about the student's progress to parent(s)/guardian(s) and to the student. The IEP is updated periodically to record any changes in the student's special education program and services that are found to be necessary as a result of continuous assessment and evaluation of the student's achievement of annual goals and learning expectations.

The IEP reflects the commitment of the board and the school principal to provide the special education program and services, within the resources available to the school board, to meet the identified strengths and needs of the student. The principal is responsible for ensuring compliance with all of the requirements for the development of the students' IEPs.

#### **An Individual Education Plan (IEP) is:**

- a flexible, working document that is a written plan or action based on a student's strengths, needs, interests, and current level of achievement;
- a plan developed, implemented, and monitored by school staff in consultation with parent(s)/guardian(s)/adult student and Student Support Services staff;
- a tool to help teachers monitor and assess student growth and to communicate student progress throughout the school year, and is used in conjunction with the Ontario Provincial Report Card;
- a means of providing accountability for the student, their parent(s)/guardian(s) and for everyone responsible for providing the student with assistance in order to meet their goals and expectations;
- a record which indicates how special education programs and services will be delivered, to ensure continuity, and consistency in programming; and,

- describes the annual program goal(s), learning expectations, accommodations and/or modifications for a student's learning during a school year,
  - An annual program goal is a statement that describes what a student can reasonably be expected to accomplish by the end of a school year in a particular subject;
  - A learning expectation describes the knowledge and skill that a student is expected to develop and demonstrate in their class work, on tests, and in various other activities that achievement is assessed;
  - The term accommodations is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations described in the IEP should include only those strategies and supports that differ from what is normally provided during classroom instruction. Accommodations do not alter the provincial curriculum expectations for the grade;
  - Modifications are 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 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; and,
  - Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum.

School principals are required to ensure that an IEP is developed for each student who has been identified as an exceptional pupil by an IPRC within 30 school days of the student's placement in a special education program.

In addition, an IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program, special education services, and/or individualized accommodations.

Modified and alternative learning expectations described in an IEP must be reviewed and updated as necessary at least once in every reporting period.

An IEP summarizes:

- the reason for developing the IEP;

- the student profile;
- assessment data;
- the student's strengths and needs;
- pertinent health and medical information;
- subjects, courses, or alternative programs to which the IEP applies;
- assessment, environmental, and instructional accommodations;
- individualized equipment;
- rationale for exemptions from Provincial Assessments;
- current achievement levels in each subject/course/program;
- annual program goals and learning expectations;
- individualized teaching strategies used to reach learning expectations;
- applied behaviour analysis (ABA) methods for students with autism, where appropriate;
- assessment methods for reviewing student progress;
- human resources assigned to provide special education program;
- the IEP Development Team;
- sources consulted in the development of the IEP;
- consultations with parent(s)/guardian(s)/student; and,
- transition plans for all students in Kindergarten to grade 12 + with an IEP.

#### Role of the parent(s)/guardian(s)/ student in the development of the IEP:

- Regulation 181/98 requires the principal to ensure that the parents/guardians and the student, if the student is 16 years of age or older, are consulted in the development and review of the student's IEP, as early as possible in the process, since the educational priorities which are identified are important to each student's overall learning experience.
- Parent(s)/guardian(s) are encouraged to:
  - advocate on behalf of their child's best interests;
  - collaborate in the IEP process;
  - consult with the family physician and community professionals to provide up-to-date assessment information about their child so that the school staff can plan effectively;
  - offer relevant background information regarding their child's strengths, areas of need, learning style, interests, and reactions to situations, along with the talents and skills that their child demonstrates in the community;
  - allow for reinforcement of knowledge acquired at school by providing their child with opportunities to practise and maintain their skills at home;
  - provide accurate, up-to-date information about their child as it relates to the child's learning; and,

- review the IEP carefully and return the completed IEP consultation form to the school.

### **3.9.4 Individual Education Plan Dispute Resolution Process**

- When there is a disagreement between a parent(s)/guardian(s)/adult student and the school personnel with respect to a significant aspect of the IEP, the parent/guardian of the student, the adult student, and/or the principal of the school which the student attends may contact the Superintendent and request that s/he and/or one of the staff members of Student Support Services become involved to mediate the process.
- If it is not possible to arrive at a decision which satisfies the interests of the parent(s)/guardian(s)/adult student and the interests of the school personnel, the principal shall make the final determination.

### **3.9.5 Ministry of Education Reviews of Individual Education Plans**

- The board continues to be involved in Ministry of Education reviews and audits of IEPs. Improvement of the IEP template based on Ministry recommendations is an ongoing process that will continue yearly to ensure consistency and clarity.

## **3.10 Provincial and Demonstration Schools in Ontario**

### **3.10.1 Introduction**

- Provincial Schools and Provincial Demonstration Schools:
  - are operated by the Ministry of Education;
  - provide education for students who are Deaf, blind or Deafblind, or have severe learning disabilities;
  - provide an alternative education option;
  - serve as regional resource centres for students who are Deaf, blind, or Deafblind;
  - develop and provide learning materials and media for students who are Deaf, blind, or Deafblind;
  - provide school board teachers with resource services; and,
  - play a valuable role in teacher training.

The most up-to-date information on each of the province's provincial and demonstration schools can be found at:

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

### **3.10.2 W. Ross Macdonald School: School for the Blind and Deafblind**

- W. Ross Macdonald School is located in Brantford and provides education for students who are blind, low vision, and Deafblind.

### **3.10.3 Provincial Schools for the Deaf**

- The following Provincial Schools offer services for Deaf and hard of hearing students:
  - Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario);
  - Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario); and,
  - Robarts School for the Deaf in London (serving western Ontario).

### **3.10.4 Provincial Demonstration Schools**

- The provincial demonstration schools provide a one-year placement program for students diagnosed with a severe learning disability, and resource support and consultation services for English district school boards to build capacity in teaching students with learning disabilities.
- The demonstration school placement is a high intensity reading and writing intervention program where students are provided the classroom support needed to foster their success.
- All students are taught using the Empower reading program developed by the Hospital for Sick Children (SickKids).
- Intervention programs in mathematics are also provided in the elementary and secondary panels based on student needs.

The most up-to-date information on each of the province's demonstration schools can be found at:

<https://pdsbnet.ca/en/schools/demonstration-schools/>

- Amethyst Demonstration School (London, Ontario)
- Sagonaska Demonstration School (Belleville, Ontario)
- Trillium Demonstration School (Milton, Ontario)

### **3.10.5 Provincial School Contacts**

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

**Provincial Schools Branch  
Ministry of Education**

Provincial Schools Branch  
255 Ontario Street South  
Milton, ON L9T 2M5  
Tel: 905-878-2851

<https://pdsbnet.ca/en/schools/demonstration-schools/>

**Provincial Demonstration Schools**

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

**Schools for the Deaf:**

The Ernest D. Drury School for the Deaf  
255 Ontario Street South  
Milton, ON L9T 2M5  
Tel: 905-878-2851

TTY: 905-878-7195

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

Amethyst Demonstration School  
1515 Cheapside Street  
London, ON N5V 3N9  
Tel: 519-453-4400

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

The Robarts School for the Deaf  
1515 Cheapside Street  
London, ON N5V 3N9  
Tel: 519-453-4400

TTY: 519-453-4400

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

The Sir James Whitney School for the Deaf  
350 Dundas Street West  
Belleville, ON K8P 1B2  
Tel: 613-967-2823

TTY: 613-967-2823

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

Sagonaska Demonstration School  
350 Dundas Street West  
Belleville, ON K8P 1B2  
Tel: 613-967-2830

<https://pdsbnet.ca/en/schools/demonstration-schools/sagonaska/>

**School for the Blind and Deafblind:**

- W. Ross Macdonald School for the Blind and Deafblind  
350 Brant Avenue  
Brantford, ON N3T 3J9  
Tel: 519-759-0730

Trillium Demonstration School  
347 Ontario Street South  
Milton, ON L9T 3X9  
Tel: 905-878-2851  
TTY: 905-878-7195

<https://pdsbnet.ca/en/schools/demonstration-schools/trillium/>

### **3.10.6 Exceptional Pupils Currently Attending Provincial and Demonstration Schools**

- The current number of exceptional pupils from the HWCDSB who are attending Provincial and Demonstration Schools can be provided by contacting the Superintendent of Education.

### **3.10.7 Transportation for Exceptional Pupils Attending Provincial and Demonstration Schools**

- Transportation to and from a Provincial or Demonstration School, either by bus or taxi is provided for all exceptional pupils who attend those schools at no cost to their parent(s)/guardian(s).
- If, for safety reasons, an educational assistant is required to accompany an exceptional pupil on the trips to and from a Provincial or Demonstration School, this will be arranged by the board at no cost to the parent(s)/guardian(s).
- Once an exceptional pupil has been accepted into a Provincial or Demonstration School, the Transportation Department of the board contacts the parent(s)/guardian(s) to discuss the arrangements for the exceptional pupil's transportation to and from the school.

## **3.11 Special Education Staff**

### **3.11.1 Elementary School Special Education Staff**

- At the elementary school level, special education programs and services are provided by each staff member within the school including the:
  - Principal;
  - Vice-Principal;
  - Classroom Teachers;
  - Designated Early Childhood Educators
  - Special Education Resource Teacher; and,
  - Educational Assistants.
- Programs for students with special education needs are delivered in the HWCDSB by Classroom Teachers and Designated Early Childhood Educators, supported by Special Education Resource Teachers, and the consultative services of student support service staff.
- Special Education Support Staff within the elementary school:

- Special Education Resource Teachers facilitate the provision of resource support to students identified by the School Resource Team; support special education programs and services to exceptional pupils identified by the School IPRC; and consult with classroom teachers concerning IEPs. Each elementary school within the board has a SERT;
- In some cases, Classroom Teachers and Designated Early Childhood Educators receive the support of an Educational Assistant in delivering the special education program to students in the classroom. Educational Assistants support the delivery of classroom special education programs, under the direction of the classroom teacher. Educational Assistant support is assigned to schools based on the needs of each school.

### **3.11.2 Secondary School Special Education Staff**

- At the secondary school level, special education programs and services are provided by each staff member within the school setting including the:
  - Principal;
  - Vice-Principals;
  - Classroom Teachers;
  - Department Heads;
  - Guidance Counsellors;
  - Special Educational Resource Teachers;
  - Educational Assistants and Job Coaches; and,
  - Student Success Teachers.
- Programs for students with special education needs are delivered in the HWCDSB by Classroom Teachers, supported by Special Education Resource Teachers, and the consultative services of student support service staff.
- Special Education Support Staff within the secondary school:
  - Special Education Department Heads coordinates the provision of special education programs and services within the secondary school. Each secondary school has one Special Education Department Head;
  - The Special Education Resource Teachers facilitates special education programs and services to exceptional pupils identified by the School IPRC, and consults with classroom teachers concerning IEPs;
  - In some cases, Classroom Teachers receive the support of an Educational Assistant in delivering the special education program to

students in the classroom. Educational Assistants support the delivery of classroom special education programs, under the direction of the classroom teacher. Educational Assistant support is assigned to schools based on the needs of each school.

### 3.11.3 Student Support Services Department Staff

- The 2022-2023 Student Support Services department staff is comprised of the following full-time equivalents (FTE):

Role	Full Time Equivalent Staff
Superintendent of Education	1.0
Audiologist	0.3
Applied Behaviour Analysis Facilitator	2.5
Board Certified Behaviour Analyst (BCBA)	3.0
Central Resource Teacher	10.0
Child and Youth Worker (CYW)	19.0
Educational Assistants, Transition Co-ordinator and Communicative Disorders Assistant	587.5
Manager, Psychological Services	1.0
Manager, Social Work Services	1.0
Manager, Speech, Language & Hearing Services	1.0
Mental Health Lead	1.0
Psychometrist	4.0
Social Worker	18.1
Special Assignment Resource Teacher- Applied Behaviour Analysis	1.0
Special Education and Applied Behaviour Analysis Consultant	1.0
Speech-Language Pathologist	11.7
Special Education Resource Teacher – Elementary	52
Special Education Resource Teacher – Secondary	20

### 3.12 Staff Development

#### 3.12.1 Goal of Special Education Staff Development Plan

- The goal of the special education staff development plan is to ensure that all staff members, including Senior Administration, Principals and Vice-Principals, Teachers, Designated Early Childhood Educators, Educational Assistants, and support staff are continuously updated on the board’s philosophy of special education and its implications, current research on “best practice” in special education and new legislation, policies and procedures of the Ministry of Education with respect to special education

and the goals and targeted actions of the Board Improvement Plan for Student Achievement as they relate to distinct student groups that include students with special education needs. In addition, the instructional practices outlined in the Ministry of Education document, including but not limited to:

- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010);
- Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools (2016);
- Ontario First Nation, Métis, and Inuit Education Policy Framework (2007);
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010);
- Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools (2016);
- Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12 (2010);
- Effective Educational Practices for Students with Autism Spectrum Disorders: A Resource Guide (2007);
- Foundations for a Healthy School: Promoting Well-Being Is Part of Ontario’s Achieving Excellence Vision (2014);
- Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools (2015);
- Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013);
- Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs (2007);
- Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders (2013);
- Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-being (Draft Version, 2013); and,
- Ontario Curriculum Documents.

### **3.12.2 Planning Process for Special Education Staff Development**

- Senior Administration, Principals, and Vice-Principals
  - A Professional Development Planning Committee comprised of Supervisory Officers and central HWCDSB staff plan the staff development program for the senior administration, principals, and vice-principals of the board which is provided throughout each school year; and,

- The Committee utilizes information from the Ministry of Education, especially as this relates to new legislation, policies, and guidelines; from the board's Special Education Advisory Committee as reflected in the Annual Review of Special Education; from the evidence-based strategies for the goals of the Board Improvement Plan for Student Achievement; and, from their colleagues within the board when determining the specific topics that will be addressed during the coming school year.
- Newly Appointed Teachers
  - A Professional Development Committee comprised of Supervisory Officers, principals, and curriculum staff plans the staff orientation program for newly-appointed teachers;
  - The Committee utilizes information from the Ministry of Education, especially as this relates to new legislation, policies, and guidelines; from the Board's policies and procedures; from the board's Special Education Advisory Committee as reflected in the Annual Review of Special Education; and, from the Student Support Services Department when determining the topics which will be addressed during the presentation to all newly-appointed teachers.
- Classroom Teachers
  - A Professional Development Committee comprised of Supervisory Officers, principals, curriculum staff, teachers and Student Support Services staff plans the staff development program for classroom teachers which is provided during the school year on Professional Development Days, through after-school workshops, and via job-embedded professional development opportunities; and,
  - The Committee utilizes information from the Ministry of Education, especially as this relates to new legislation, policies, and guidelines; from the board's Special Education Advisory Committee as reflected in the Annual Review of Special Education; from the Board Improvement Plan for Student Achievement; from the Student Support Services department; and, from their colleagues within the board when determining the topics which will be addressed during the presentations to classroom teachers.
- Newly-Appointed Special Education Resource Teachers
  - The new Special Education Resource Teacher (SERT) Mentoring Committee comprised of staff members of the Student Support Services Department plan the professional development program for

the newly-appointed SERTs which is provided at scheduled workshops throughout the school year. Each newly-appointed SERT is paired with an experienced school-based SERT and a central resource teacher who serve as mentor colleagues; and,

- The Committee utilizes information from the Ministry of Education, especially as this relates to new legislation, policies, and guidelines from the board’s Special Education Advisory Committee as reflected in the Annual Review of Special Education as well as from research on “best practices” in special education and the Board Improvement Plan for Student Achievement to determine the topics that will be addressed as part of the in-service education program.
- Educational Assistants
  - A System Educational Assistant Professional Development Committee comprised of staff members from the Human Resources Department and the Student Support Services Department along with educational assistant representatives and a union executive representative plan the professional development program for the educational assistants which is provided on Professional Activity Days throughout the school year; and
  - The Committee utilizes information from the Ministry of Education, especially as this relates to new legislation, policies, and guidelines; from the board’s Special Education Advisory Committee as reflected in the Annual Review of Special Education as well as from research on “best practices” in Special Education and the Board Improvement Plan for Student Achievement to determine the topics that will be addressed as part of the in-service education program.
- Newly-Appointed Educational Assistants
  - An Orientation Program is provided for newly-appointed educational assistants by staff from Human Resources and Health and Safety.
  - The committee utilizes information from the Ministry of Education and the Occupational Health and Safety Act especially as this relates to legislation, policies, and guidelines; from the board’s policies and procedures; from the Special Education Advisory Committee in terms of the Annual Review of Special Education; and, from research on “best practices” in special education and the Board Improvement Plan for Student Achievement to determine the topics to be addressed during the orientation program.

- Central Student Support Services Staff
  - A Professional Development Committee comprised of staff members of the Student Support Services department plans the professional development program which occurs at regularly scheduled Student Support Services staff meetings throughout the school year;
  - The Committee utilizes information from the Ministry of Education, especially as this relates to new legislation, policies, and procedures; from the Special Education Advisory Committee through the Annual Review of Special Education; and, from the research on “best practices” in special education and curriculum as well as the Board Improvement Plan for Student Achievement to determine the topics to be addressed during the staff development program; and
  - In addition, each department within Student Support Services including Psychological Services, Social Work Services, Special Education Programs and Services and Applied Behaviour Analysis, and Speech, Language & Hearing Services develop their own department staff development plan based on current research on “best practices” in their respective professional fields.
- In addition to the workshops and presentations concerning special education that are planned on a system-wide basis, individual elementary and secondary schools plan special education in-service workshops based on the needs identified by the staff of each individual school. These in-service workshops are often presented by staff members from the Student Support Services Department of the board.

### **3.12.3 Setting Priorities for Staff Development**

- The plans developed by each Professional Development Committee within the board are forwarded to the Senior Administration for approval.
- All Staff Development Plans must address the staff development goals set by the board for the coming school year as a first priority. The board’s goals for the next school year are based on the Board Improvement Plan for Student Achievement and developed after a lengthy analysis of Ministry of Education directives and specific issues facing the board.

### **3.12.4 Communicating Information About Staff Development Opportunities in Special Education to Staff Members of the Board**

- After each Staff Development Plan is approved by the senior administration of the board, the schedule of in-service workshops is distributed to the staff members for whom the plan was designed.
- In addition, all of the Staff Development Plans for each of the various employee groups are included in the Hamilton-Wentworth Catholic District School Board Planning Calendar and updated electronically as needed.

### **3.13 Equipment**

#### **3.13.1 Determining Eligibility**

- Before individualized equipment is ordered for a student, the following eligibility criteria must be met:
  - written documentation has been received from a community regulated health professional (audiologist; occupational therapist; physician; physiotherapist; psychologist; psychological associate; optometrist; speech-language pathologist) or from a board staff member as per the Special Equipment Amount Guidelines produced by the Ministry of Education to allow the student to profit from instruction;
  - with respect to a student who has been diagnosed with an auditory processing disorder, a trial period, during which time an FM system that is assigned to the student must be installed and utilized to ensure that the equipment is effective in alleviating the problem;
  - with respect to a student who has been identified as requiring assistive technology, the technology made available to the student must be utilized to ensure that the equipment is effective in compensating for the problem; and,
  - the individualized equipment is for the use of the student within the school.
- Examples of individualized equipment that are normally funded by the board would include:
  - adjustable desks or computer tables;
  - amplification systems;
  - braille writers;
  - speech generating devices, e.g., iPad with Proloquo2go app;
  - low tech communication aids such as single message switches, e.g. BIGmack™;

- computer hardware/software;
- F.M. systems;
- individually modified desks or work tables;
- insulated booth and study carrels;
- positioning devices for sitting, standing and lying;
- print enlargers for students with low vision;
- speech analysers;
- symbol or letter voice translators; and,
- other equipment that is required at school for the personal use of specific students to facilitate an approved course of study.

### **3.13.2 Purchasing Equipment**

- If another piece of equipment already available in the school can adequately substitute for the recommended equipment (e.g., a personal computer or computer lab as opposed to a lap top computer), then new individualized equipment will not be purchased.
- Specific brand names of individualized equipment recommended by community professionals are subject to the approval of the Superintendent of Education.
- Individualized equipment with a value of \$800.00 or less is the responsibility of the board.
- Individualized equipment with a value of more than \$800.00 is submitted through the Specialized Equipment Amount (SEA) process of the Ministry of Education’s Special Education Funding model.

### **3.13.3 Budgeting for Individualized Equipment**

- Budget projections for individualized equipment are based on the board’s history of past budget allocations supplemented by information concerning the number of new students enrolling in September of each school year who will require individualized equipment.

## **3.14 Accessibility of School Buildings**

### **3.14.1 Introduction**

- In order for students with physical disabilities to fully participate in their educational programs, the school buildings must be physically accessible to them.
- The HWCDSB, in accordance with its special education philosophy of “Each Belongs” and the Accessibility for Ontarians with Disabilities Act (2005),

may consider physical renovations/adaptations in order to facilitate each exceptional pupil's attendance at the neighbourhood school.

- In the spring of each year, the Superintendent of Education, along with the staff of Student Support Services, review the needs of new students who will be entering the board during the following September and will consider arrangements for the necessary physical renovations/adaptations through the Facilities Management department of the board.
- In addition, the board undertakes specific physical renovations/adaptations to all of its school buildings whenever they are required, and subject to the budget, without causing undue hardship to the board.

### **3.14.2 Board Multi-Year Plan for Accessibility**

- Individuals who wish to have more information concerning the board's multi-year plan for accessibility at school buildings may contact the Assistant Superintendent of Education who is responsible for compliance with the Accessibility for Ontarians with Disabilities Act (AODA).
- The Multi-Year Accessibility Plan is reviewed annually by the HWCDSB Accessibility for Ontarians with Disabilities Act (AODA) Working and Advisory Group. This plan is also posted on the board website.

## **3.15 Transportation**

### **3.15.1 Transportation Guidelines**

- The board has established guidelines for the transportation of its students to and from school. The guidelines are as follows:
  - Kindergarten Year 1 and Year 2 students who live more than 1.2 km from their neighbourhood school qualify for bus transportation provided by the board;
  - Grade 1-8 students who live more than 1.6 km from their neighbourhood school qualify for bus transportation provided by the board;
  - Grade 9-12 students who live in areas not served by public transit qualify for bus transportation provided by the board; and,
  - Grade 9-12 students who live more than 3.2 km from their neighbourhood secondary school.

### **3.15.2 Exceptional Pupils**

- Exceptional pupils who are able to walk to school or who are able to make use of public transit or the bus transportation provided by the board are encouraged to do so.
- Exceptional pupils who, because of a developmental or physical condition are unable to walk to school, take public transit or make use of the bus transportation provided by the board, may qualify for specialized transportation by minivan, taxi, or wheelchair van. Written documentation from a Regulated Health Professional (physician, psychologist) describing the developmental or physical condition of the exceptional pupil and the need for specialized transportation is required to qualify for this service.
- Exceptional pupils can receive specialized transportation services regardless of their special education placement, that is, exceptional pupils in regular classrooms and resource/withdrawal programs may qualify for specialized transportation.
- Exceptional pupils who attend:
  - the Technology Learning Centre;
  - the Junior Academic Success Program;
  - the Primary Speech and Language Centre;
  - the Kindergarten Reception Class;
  - summer school programs;
  - educational programs in care, treatment, custody and correctional facilities; and,
  - Provincial and Demonstration Schools;

qualify to receive specialized transportation provided by the board.

### **3.15.3 Individualized Transportation**

- A small number of exceptional pupils need to be transported to and from school on an individualized basis.
- The criteria for determining which exceptional pupils require individualized transportation are as follows:
  - the pupil presents such a significant behavioural disorder that s/he may be a danger to other pupils; and,

- the pupil presents such significant health problems that s/he cannot be accommodated in a vehicle shared with other pupils.
- In cases where the exceptional pupil is the only passenger in a vehicle, an educational assistant may be assigned to accompany the pupil to ensure **their** safety.

#### **3.15.4 Safety Criteria For Transportation Carriers**

- Prior to approving the selection of a carrier to provide transportation for exceptional pupils, the following criteria must be met:
  - the carrier’s drivers must have a criminal background check;
  - the carrier’s drivers must have received first aid training;
  - the carrier’s wheelchair vehicles must be equipped to secure all wheelchairs during transit;
  - the carrier must have received an “A” rating from the Ministry of Transportation; and,
  - the carrier must agree to spot checks of vehicles by the Ministry of Transportation.

#### **3.16 Certified Service Animals**

In accordance with the Ontario Human Rights Code (OHRC) and the Accessibility for Ontarians with Disabilities Act (AODA), the board will make reasonable attempts to accommodate students with disabilities and provide equality of opportunity in a manner that respects dignity and independence and in accordance with the principle of integration.

In some cases, students with disabilities require the assistance of a Certified Service Animal to accompany them to school during the school day in order to access the Ontario curriculum.

## 4.0 Special Education Advisory Committee

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### 4.1 Selection Process

- In the September of each year that a Municipal election takes place, the Superintendent of Education responsible for Special Education Programs and Services sends a letter to each of the local associations, that are involved with exceptional children or adults in the jurisdiction of the HWCDSB requesting nominations for a SEAC representative and an alternate. The letter outlines the expected qualifications and the responsibilities of SEAC members according to Ontario Regulation 464/97.
- Two Trustee members and one alternate Trustee member are appointed by the HWCDSB.
- Additional Members-At-Large, who are neither representatives of a local association nor members of the school board or another committee of the board, may also be nominated.
- The nominated individuals' names are presented to the HWCDSB and are appointed.
- Each member appointed has the qualifications required according to Ontario Regulation 464/97.

### 4.2 Names and Affiliation of Members

The 2023 SEAC Membership is as follows:

Autism Ontario

Samantha Therrien (Representative)  
[samanthatherrien@hotmail.com](mailto:samanthatherrien@hotmail.com)

Adam Senour (Alternate)

Community Living Hamilton

Sylvia D'Intino (Representative)  
[sdintino@clham.com](mailto:sdintino@clham.com)

Down Syndrome Association of Hamilton

Veronica Hannon (Representative)  
[veronica.a.hannon@gmail.com](mailto:veronica.a.hannon@gmail.com)

Gianna Mazzocato (Alternate)  
[Gianna.mazzocato@gmail.com](mailto:Gianna.mazzocato@gmail.com)

Easter Seals Ontario

Elena Schmidt (Representative)  
[schmidte@hcdsb.org](mailto:schmidte@hcdsb.org)

The Centre for Diverse Learners

Timothy Hewitson (Representative)  
[tim\\_hewitson@diverselearners.ca](mailto:tim_hewitson@diverselearners.ca)

Kimberlee Corbin (Alternate)  
[kimberlee\\_corbin@diverselearners.ca](mailto:kimberlee_corbin@diverselearners.ca)

Members-At-Large

Dr. William Mahoney (Chair)

Trustees

Ellen Agostino  
[agostinoe@hwcdsb.ca](mailto:agostinoe@hwcdsb.ca)

Phil Homerski (Vice-Chair)  
[homerskip@hwcdsb.ca](mailto:homerskip@hwcdsb.ca)

Mark Valvasori (Alternate)  
[valvasorimar@hwcdsb.ca](mailto:valvasorimar@hwcdsb.ca)

Staff

Tracey Ferrie (SEAC Secretary)  
Superintendent of Education  
B-905-525-2930, ext. 2203  
[lovnickia@hwcdsb.ca](mailto:lovnickia@hwcdsb.ca)

Jenny Athanasiou-Malisa  
Manager of Social Work Services and Chief Attendance Counsellor  
B-905-525-2930, ext. 2838  
[athanasiouj@hwcdsb.ca](mailto:athanasiouj@hwcdsb.ca)

Michelle Hayes  
Mental Health Lead  
B-905-525-2930, ext. 2055  
[hayesm@hwcdsb.ca](mailto:hayesm@hwcdsb.ca)

Robin Jun  
Manager of Speech-Language & Hearing Services  
B-905-525-2930, ext. 2890  
[junr@hwcdsb.ca](mailto:junr@hwcdsb.ca)

Alicia Ralph  
System Equity Officer  
B-905-525-2930, ext. 2071  
[ralpha@hwcdsb.ca](mailto:ralpha@hwcdsb.ca)

Dr. Lauren Stanton  
Manager of Psychological Services  
B-905-525-2930 ext. 2953  
[stantonl@hwcdsb.ca](mailto:stantonl@hwcdsb.ca)

### 4.3 SEAC Meetings

- There are ten (10) face-to-face (or virtual) meetings each calendar year, one per month from September until June. SEAC meetings are not held in July or August.
- SEAC meets on the second Thursday of each month (unless otherwise indicated) at 7:00 p.m. at the Father Kyran Kennedy Catholic Education Centre, 90 Mulberry Street, Hamilton, Ontario. Confirmations of dates are posted on the HWCD SB website. Meetings can also take place virtually.
- Meetings are open to the public.
- There is a formal, written agenda for each meeting which is emailed to every SEAC member seven (7) working days prior to the meeting.
- The chair or vice-chair presides over the meeting.
- SEAC utilizes processes with respect to discussion, making of motions, and voting that are consistent with those followed at meetings of the Board of Trustees.
- Minutes are taken by the Recording Secretary from the office of the Superintendent of Education responsible for Special Education.
- Staff members including the:
  - Superintendent of Education;
  - Mental Health Lead;
  - Manager of Psychological Services;
  - Manager of Social Work Services and Chief Attendance Counsellor;
  - Manager of Speech-Language & Hearing Services; and,
  - System Equity Officer

are in attendance at each SEAC meeting.

#### 4.4 Roles and Responsibilities

- The role of SEAC as specified in Ontario Regulation 464/97 is to “...make recommendations to the Board in respect of any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board.” [S11(1)].
- SEAC elects a chair and a vice-chair from among its members at its first meeting after being appointed by the board.
- It is the responsibility of the chair to preside at meetings.
- If at any meeting the chair and vice-chair are not present, the members present elect a chair for that meeting.
- Members are expected to attend all meetings and vote on motions.
- When a member is unable to attend a meeting, the member notifies the alternate. The alternate attends the meeting and acts in the member’s place.
- Participates in the board’s annual review of its special education programs and services plan.
- Participates in the board’s annual budget process as it relates to special education.
- Participates in the annual review of the board’s Multi-Year Accessibility plan and review cycle of associated policies.
- Reviews the financial statements of the board as they relate to special education.
- An orientation and in-service workshop is available for all SEAC members and alternates which outlines information on the following topics:
  - the roles and responsibilities of SEAC;
  - the provision of special education programs and services within the board; and,
  - visitations to elementary and secondary schools of the board to view directly the special education programs and services are also made available as part of the orientation.

## 4.5 Access to the SEAC

4.5.1 A number of initiatives have been undertaken to encourage parents/guardians and other members of the public to communicate their views to the SEAC:

- the SEAC monthly meetings are open to the public;
- the *Parents'/Guardians' Guide to Special Education Programs and Services* provides a comprehensive list of the membership of the SEAC, including members' email addresses;
- the schedule of the SEAC monthly meetings is available on the HWCDSB website for each school and school council;
- the *Special Education Program and Services Plan* is posted on the board's website; and,
- membership information for all SEAC representatives is posted on the board website.



### 5.1 Introduction

- The board has developed procedures to facilitate the entry of children with special education needs from preschool programs, from care, treatment, custody and correctional programs and from special education programs offered by other boards of education. The board has also developed procedures for the transfer of exceptional pupils to care, treatment, custody and correctional programs and to programs offered by other boards of education.

### 5.2 Students Entering the Board

#### 5.2.1 Preschool Nursery Programs and Daycare Centres

- The entry process for children who have been identified as having special education needs prior to school registration is a cooperative endeavour among the family, the school personnel and the Student Support Services staff of the board. This process generally occurs in three phases:
  - In the January prior to entry into school, the parents/guardians of children in preschool nursery programs and daycare centres in Hamilton are invited to attend a general information meeting where the school entry process is described. Parents/guardians are encouraged to attend the meeting and ask questions concerning the entry process as well as the provision of special education programs and services. Parents/guardians are encouraged to complete and upload the Tell Us About Your Child form (obtained through community professionals) beginning in January.

The Tell Us About Your Child form also includes a Consent Form which allows the school board to obtain reports from the community educational, medical and social services professionals whom the parent(s)/guardian(s) have consulted. The assessments which are provided by these community professionals are accepted by the board and are used in the planning process for the child.

- The second phase of the process is the actual registration at the school. The parent/guardian registers the child and informs the principal that their child has special education needs. The principal provides the parent/guardian with a copy of the Parents'/Guardians' Guide to Special Education Programs and Services.
- The third phase is the intake meeting which is arranged by central staff. Once a meeting date is agreed to by the parent(s)/guardian(s), the parent/guardian contacts any community resource personnel they wish to have present to discuss the child's strengths and needs. The resource

personnel typically provide oral as well as written information. Any necessary documentation required for Home and Community Care Support Services, Ron Joyce Children's Health Centre School Based Rehabilitation Services (SBRS) and Request for Student Support Services may be arranged. Orders for specific equipment and/or materials are processed once the appropriate documentation is received.

- Parent(s)/guardian(s) who wish to learn more about this process may contact the school principal.

### **5.2.2 Pre-school Speech and Language Programs**

- In the Hamilton-Wentworth region, the pre-school speech and language program is known as Early Words.
- With consent of the parent(s)/guardian(s), information is shared between SLPs from the Early Words program and board SLPs in order to support students as they transition to Kindergarten.
- Parent(s)/guardian(s) may also attend parent education workshops offered by Early Words.
- More information can be found at <https://ascy.ca/families/preschool-speech-language/early-words-preschool-speech-and-language-program/>

### **5.2.2 Ontario Autism Program**

- It is the responsibility of the parent(s)/guardian(s) to inform the principal, if their child is involved in the Ontario Autism Program (OAP). This would include the child's schedule of intervention sessions and of any changes to the schedule that may affect the school day.
- The board accepts assessments from community educational, medical and social service professionals. The parent/guardian is asked to sign a Consent Form to allow for the sharing of information.
- Connections for Students: Up to six (6) months prior to a significant increase in scheduled school hours, the board Special Education and Applied Behaviour Analysis (ABA) Consultant is informed by the McMaster Autism Program of the student's upcoming transition to increased school hours. At this time, if the parent(s)/guardian(s) have agreed to participate in the Connections for Students Program, plans will be made to begin the transition meetings as part of the Connections for Students Program. The parent(s)/guardian(s) is asked to sign a Consent Form to allow for observation of their child during ABA sessions. Transition meetings will be held at the school where the parent(s)/guardian(s), principal, school

special education resource teacher, classroom teacher, central resource teacher, ABA team member, speech-language pathologist, and school support personnel from the OAP plan for the student's transition to significant increase in attendance at school. These Connections for Student transition meetings will continue for up to six (6) months after the transition during which time effective strategies for implementation by classroom teachers in an inclusive classroom environment will be explored to assist the student in achieving determined goals, and generalizing skills as appropriate.

- Entry to School Program: The Ontario Autism Program (OAP) Entry to School (ETS) program initiative through the Ministry of Children, Community, and Social Services (MCCSS) helps children develop school-readiness skills and provides transition supports as they enter kindergarten or Grade 1 for the first time. The entry to school program includes two main parts. The *first part* is a six-month, group-based, skill-building program, focused on helping children develop school-readiness skills in six areas:
  - Communication – such as, conversation, expressing wants and needs, understanding words and language, social communication, and non-verbal communication;
  - Play – such as, toy exploration, and engaging in group play/games;
  - Social interaction – such as, understanding of social boundaries, interactions with peers, and learning new behaviours by observing/imitating peers;
  - Functional routines – such as, following classroom routines, and self-help skills such as dressing and toilet training;
  - Behavioural self-management – such as, emotional regulation and being able to wait their turn;
  - Pre-academics, learning and attention – such as, developing new learning skills, working within a group setting, and independent work.

After completing the group-based part of the program, children will start the *second part* of the program, which provides them with individual transition supports as they enter school. Families and educators will also be able to access consultation services from entry to school program staff, as needed, during a child's first six months in school.

For details about the program,

see <https://www.ontario.ca/page/ontario-autism-program-entry-school-program>.

With written informed Parent(s)/ Guardian(s) consent, Entry to School staff reach out to the HWCDSB to offer services which include:

1. Provision of the opportunity for HWCDSB staff to observe incoming HWCDSB students at ETS program (Early May through August 31 of each year).
  2. Sharing of an Integrated Transition Plan which outlines goals from the ETS program;
  3. Availability for transition meetings to share supports that were offered during the program with the school, and the opportunity for schools to ask questions to gather further information.
- Parents/guardians who want to learn more about the Ontario Autism Program may visit the Ministry of Children, Community and Social Services website at [ontario.ca/autism](http://ontario.ca/autism).

<http://www.children.gov.on.ca/htdocs/English/specialneeds/autism/ontario-autism-program.aspx> ,

#### **5.2.4 Care, Treatment, Custody and Correctional Facilities**

- Students who are involved in educational programs in care, treatment, custody and correctional facilities require considerable support when making the transition back to their neighbourhood school.
- When the staff of the facility, along with the parent(s)/guardian(s), believe that the student is ready to begin the transition process back to the neighbourhood school, the facility staff contacts the principal of the neighbourhood school.
- The principal arranges for an intake meeting which would include the parent(s)/guardian(s), the facility staff, the school personnel and Student Support Services staff (central resource teacher, social worker, board psychologist) to discuss the steps that will be included in the transition plan.
- At the intake meeting, the parent(s)/guardian(s) is provided with a copy of the Parents'/Guardians' Guide to Special Education Programs and Services and is asked to sign a Consent Form to allow for the sharing of information. The board accepts assessments from community educational, medical and social service professionals. Staff from the facility is asked to share relevant information concerning the student, including the teaching strategies and accommodations utilized to meet the student's needs in the facility. The principal then determines which of these strategies and accommodations will be included in the student's IEP. The parent(s)/guardian(s) is informed about the board's IPRC process and orders for specific equipment and/or materials are processed once the appropriate documentation is received.

- Typically, the student begins the transition process by attending the neighbourhood school for part of the day while the remainder of the day is spent at the facility. Gradually the student spends more and more time at the school and less time at the facility until the student is in school on a full-time basis.
- Parents/guardians who wish to learn more about care, treatment, custody and correctional facilities may contact the Superintendent of Education.

### **5.2.5 Programs Offered By Other Boards of Education**

- When a student transfers into the HWCDSB from another board of education, where the student has been involved in a special education program, the principal of the neighbourhood school, which the student will be attending follows the normal procedures used when any student transfers into the school, including the registration process and requesting the Ontario Student Record from the student's previous school, as per Ontario Student Record (OSR) Guidelines 2000. The board accepts assessments conducted by other school boards and by community educational, medical and social service professionals.
- The parent(s)/guardian(s) is provided with a copy of the Parents'/Guardians' Guide to Special Education Programs and Services and the board's IPRC process is explained.
- The parent(s)/guardian(s) is also asked to sign a Consent Form to allow the board to access other community educational, medical or social service reports which may not be contained within the OSR.
- A School IPRC meeting is scheduled and, if appropriate, the student is identified as an exceptional pupil and is placed in a special education placement. An IEP is then developed.
- Parents/guardians who wish to learn more about the transition process from one school board to another may contact the principal of their neighbourhood school.

## **5.3 Students Leaving the Board**

### **5.3.1 Transfer To Another School Board**

- When a student transfers from the board to attend a school in another school board, information about the student is shared with the receiving school following the procedures outlined in the Ontario Student Record (OSR) Guidelines 2000.

- If the receiving school board requests other information that is not contained within the OSR, the board requires the receipt of a Consent Form signed by the parent(s)/guardian(s) or the student who is 16 years or older prior to forwarding any additional information.

### **5.3.2 Transfer to a Care, Treatment, Custody and Correctional Facility**

- When a student transfers from the board to attend the educational program offered by a care, treatment, custody and correctional facility, the student's OSR is transferred to the receiving school board that has entered an agreement with the facility to provide educational programs, following the procedures outlined in the Ontario Student Record (OSR) Guidelines 2000.
- If the receiving school requests other information that is not contained within the OSR, the board then requires the receipt of a Consent Form signed by the parent(s)/guardian(s) or adult student prior to forwarding any additional information.

## 6.0 Availability of Special Education Plan

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### 6.1 Dissemination of the Report

- The HWCDSB Special Education Programs and Services Plan 2023-2024 is available on the website of the Hamilton-Wentworth Catholic District School Board at <https://www.hwcdsb.ca/support/specialeducation/>.

## Appendices

Appendix A	Individual Education Plan
Appendix B	Specialized Health Support Services
Appendix C	Range of Special Education Placements and Admission Criteria for Exceptional Pupils
Appendix D	HWCDSD Procedures for the Development of IEPs for Students Not Identified as Exceptional PHASE I -Staff Concern
Appendix E	IEP Development and Implementation for Students Not Identified as Exceptional PHASE II Concern Extends Beyond the SRT
Appendix F	The Role of the Board Certified Behaviour Analyst



Hamilton-Wentworth Catholic District School Board  
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**IEP**

**REASON FOR DEVELOPING THE IEP**

- Student Identified as Exceptional by IPRC     Student not identified by IPRC but requires special education program/services, including accommodations and/or modified/alternative learning expectations

**STUDENT PROFILE**

Name \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
 Student OEN: \_\_\_\_\_  
 Principal \_\_\_\_\_ Grade Level \_\_\_\_\_ Term \_\_\_\_\_ IEP Completion: \_\_\_\_\_  
 School Year: \_\_\_\_\_  
 Most Recent IPRC Date: \_\_\_\_\_ Date Annual Review Waived by Parent/Guardian: \_\_\_\_\_  
 Exceptionality \_\_\_\_\_  
 Placement : \_\_\_\_\_ Program \_\_\_\_\_

**ASSESSMENT DATA**

Listed below are the relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results

**Relevant Medical Conditions**     Yes (list below)     No

\_\_\_\_\_

**Health Support Services/Personal Support Required**     Yes (indicate type below)     No

\_\_\_\_\_

**STUDENT'S STRENGTHS AND NEEDS**

Areas of Strength	Areas of Need

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**SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES**

Courses are identified as Accommodated only (AC), Modified (MOD), or Alternative (ALT).

_____	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
_____	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
_____	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
_____	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
_____	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
_____	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
_____	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT
_____	<input type="checkbox"/> AC	<input type="checkbox"/> MOD	<input type="checkbox"/> ALT

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**Program Exemptions or School Compulsory Course Substitutions**

Yes (provide educational rationale)       No

**Educational Rationale**

For secondary students only:

**Student is currently working towards attainment of the:**

Ontario Secondary School Diploma       Ontario Secondary School Certificate       Certificate of Accomplishment

**Reporting Format**

Provincial Report Card  
 Alternative Report

Reporting Dates: \_\_\_\_\_

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**ACCOMMODATIONS**

(Accommodations are assumed to be the same for all subjects/program areas unless otherwise indicated.)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

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**Individualized Equipment**       Yes (list below)       No

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**Special Education Program**

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations.

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**Subject/Course/Alternative Program:**

(refer to description in previous June report card or alternative report):

A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative program.

Term	Learning Expectations	Teaching Strategies	Assessment Methods

---

**Transition Plan**

**Actions Required at This Time:**       Yes       No Transition Support is required at this time.

**Goal**

<b>Actions Required</b>	<b>Person(s) Responsible for Actions</b>	<b>Timelines</b>

**HUMAN RESOURCES (teaching/non-teaching)**

Type of Service	Personnel	Initiation Date	Frequency or Intensity	Location

**IEP DEVELOPMENT TEAM**

Staff Member	Role

**SOURCES CONSULTED IN THE DEVELOPMENT OF THE IEP**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Classroom Teacher       | <input type="checkbox"/> IPRC Statement of Decision | <input type="checkbox"/> OSR Review     |
| <input type="checkbox"/> Parents/Guardians )     | <input type="checkbox"/> Previous IEP               | <input type="checkbox"/> Principal      |
| <input type="checkbox"/> Provincial Report Cards | <input type="checkbox"/> Student                    | <input type="checkbox"/> Other Sources: |

**DATE OF PLACEMENT IN SPECIAL EDUCATION PROGRAM**

- 1) First day of attendance in new special education program
- 2) First day of the new school year or semester in which the student is continuing in a placement
- 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement: \_\_\_\_\_

Completion Date of IEP Development Phase (within 30 school days following the Date of Placement): \_\_\_\_\_

**The principal is responsible for each student's IEP and must ensure that it is implemented according to the ministry's guidelines and that a monitoring plan is in place.**

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs.

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

**LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING**

Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Homeroom: \_\_\_\_\_

Date	Staff	Type	Reason	Description of Activity	Feedback / Outcome

**Involvement of Parent/Guardian and Student (if student is 16 or older)**

- I was consulted in the development of this IEP  Parent / Guardian  Student
- I declined the opportunity to be consulted in the development of this IEP  Parent / Guardian  Student
- I have received a copy of this IEP  Parent / Guardian  Student

Parent / Guardian and Student Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature (if 16 or older)

\_\_\_\_\_  
Date

## Specialized Health Support Services

Specialized Health Support Service	Agency or position of person who performs service (e.g., Board, staff, HCCSS, parent, student)	Eligibility criteria for student 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
<ul style="list-style-type: none"> <li>●Administering Prescribed Medications</li> </ul>	<ul style="list-style-type: none"> <li>●Student</li> <li>●Board Staff: Principal, Vice-Principal, Special Education Resource Teacher, Educational Assistant</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that prescribed medication <u>must</u> be administered during school hours.</li> <li>●Informed, written consent of parent/guardian or adult student.</li> </ul>	<ul style="list-style-type: none"> <li>●School Principal</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that prescribed medication no longer needs to be administered during school hours.</li> <li>or</li> <li>●Parent/guardian assumes responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendent, Special Education may act as mediator.</li> </ul>
<ul style="list-style-type: none"> <li>●Administering Prescribed Oxygen</li> </ul>	<ul style="list-style-type: none"> <li>●Board Staff: Educational Assistant</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that prescribed oxygen <u>must</u> be administered during school hours.</li> <li>●Informed, written consent of parent/guardian or adult student.</li> </ul>	<ul style="list-style-type: none"> <li>●School Principal</li> <li>● HCCSS Case Manager</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that prescribed oxygen no longer needs to be administered during school hours.</li> <li>or</li> <li>●Parent/guardian assumes responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendent, Special Education may act as mediator.</li> </ul>
<ul style="list-style-type: none"> <li>●Assistance with Mobility</li> </ul>	<ul style="list-style-type: none"> <li>●Board Staff: Educational Assistant</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating need for assistance with mobility.</li> <li>●Informed, written consent of parent/guardian or adult student.</li> </ul>	<ul style="list-style-type: none"> <li>●School Principal</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating assistance with mobility no longer required.</li> <li>or</li> <li>●Parent/guardian assumes responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendent, Special Education may act as mediator.</li> </ul>

Specialized Health Support Service	Agency or position of person who performs service (e.g., Board, staff HCCSS, parent, student)	Eligibility criteria for student 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
<ul style="list-style-type: none"> <li>●Catheterization Clean Intermittent</li> </ul>	<ul style="list-style-type: none"> <li>●Student</li> <li>●Board Staff: Educational Assistant</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that catheterization <u>must</u> be done during school hours.</li> <li>●Informed, written consent of parent/guardian.</li> </ul>	<ul style="list-style-type: none"> <li>●School Principal</li> <li>●HCCSS Case Manager</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that catheterization no longer required during school hours.</li> <li>or</li> <li>●Parent/guardian assumes responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendent, Special Education may act as mediator.</li> </ul>
<ul style="list-style-type: none"> <li>●Catheterization Sterile Intermittent</li> </ul>	<ul style="list-style-type: none"> <li>●HCCSS Nurse</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that sterile catheterization <u>must</u> be done during school hours</li> <li>●Informed, written consent of parent/guardian</li> </ul>	<ul style="list-style-type: none"> <li>●School Principal</li> <li>●HCCSS Case Manager</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that catheterization no longer required during school hours.</li> <li>or</li> <li>●Parent/guardian assumes responsibility</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendent, Special Education may act as mediator.</li> </ul>
<ul style="list-style-type: none"> <li>●Feeding Spoon Feeding</li> </ul>	<ul style="list-style-type: none"> <li>●Board Staff: Educational Assistant</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating need of assistance with feeding during school hours.</li> <li>●Informed, written consent of parent/guardian.</li> </ul>	<ul style="list-style-type: none"> <li>●School Principal</li> <li>●HCCSS Case Manager</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that feeding no longer required during school hours.</li> <li>or</li> <li>●Parent/guardian assumes responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendent, Special Education may act as mediator.</li> </ul>
<ul style="list-style-type: none"> <li>●Feeding Tube Feeding</li> </ul>	<ul style="list-style-type: none"> <li>●HCCSS Nurse</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that tube feeding <u>must</u> be provided during school hours.</li> <li>●Informed, written consent of parent/guardian.</li> </ul>	<ul style="list-style-type: none"> <li>●School Principal</li> <li>●HCCSS Case Manager</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that tube feeding no longer required during school hours.</li> <li>or</li> <li>●Parent/guardian assumes responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendent, Special Education may act as mediator.</li> </ul>

Specialized Health Support Service	Agency or position of person who performs service (e.g., Board, staff HCCSS, parent, student)	Eligibility criteria for student 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
●Nursing	●HCCSS Nurse	<ul style="list-style-type: none"> <li>●Medical assessment indicating that nursing <u>must</u> be provided during school hours.</li> <li>●Informed, written consent of parent/guardian.</li> </ul>	<ul style="list-style-type: none"> <li>●School Principal</li> <li>●HCCSS Case Manager</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that nursing no longer required during school hours.</li> <li>or</li> <li>●Parent/guardian assumes responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendent, Special Education may act as mediator.</li> </ul>
●Nutrition	●HCCSS Dietician	<ul style="list-style-type: none"> <li>●Medical assessment indicating that a special diet is required during school hours.</li> <li>●Informed, written consent of parent/guardian.</li> </ul>	<ul style="list-style-type: none"> <li>●School Principal</li> <li>●HCCSS Case Manager</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that a special diet no longer required during school hours.</li> <li>or</li> <li>●Parent/guardian assumes responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendent, Special Education may act as mediator.</li> </ul>
●Occupational Therapy	<ul style="list-style-type: none"> <li>●School Based Rehabilitation Services (SBRS) Occupational Therapist</li> <li>● Educational Assistant and other school board staff</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that occupational therapy is required during school hours.</li> <li>●Informed, written consent of parent/guardian.</li> </ul>	<ul style="list-style-type: none"> <li>●School Principal</li> <li>●SBRS</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that occupational therapy no longer required during school hours.</li> <li>or</li> <li>● Parent/guardian assumes responsibility</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendent, Special Education may act as mediator.</li> </ul>
●Physiotherapy	<ul style="list-style-type: none"> <li>● SBRS Physiotherapist</li> <li>● Board Staff: Educational Assistant</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that physiotherapy is required during school hours.</li> <li>●Informed, written consent of parent/guardian.</li> </ul>	<ul style="list-style-type: none"> <li>●School Principal</li> <li>● SBRS</li> </ul>	<ul style="list-style-type: none"> <li>●Medical assessment indicating that physiotherapy no longer required during school hours.</li> <li>or</li> <li>●Parent/guardian assumes responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendent, Special Education may act as mediator.</li> </ul>

Specialized Health Support Service	Agency or position of person who performs service (e.g., Board, staff HCCSS, parent, student)	Eligibility criteria for student 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
●Speech Therapy	● SBRS Speech-Language Pathologist	●School Board SLP refers students who meet criteria for SBRS SLP services ●Informed, written consent of parent/guardian.	● SBRS	● No longer meets criteria for SBRS SLP services. ●Parent/guardian assumes responsibility.	●Superintendent, Special Education may act as mediator.
●Suctioning Shallow surface	●Board Staff: Educational Assistant	●Medical assessment indicating that surface suctioning <u>must</u> be provided during school hours. ●Informed, written consent of parent/guardian.	●School Principal ●HCCSS Case Manager	●Medical assessment indicating that shallow surface suctioning no longer required during school hours. or ●Parent/guardian assumes responsibility.	●Superintendent, Special Education may act as mediator.
●Suctioning Deep suctioning or drainage	●HCCSS Nurse	●Medical assessment indicating that deep suctioning and/or drainage <u>must</u> be provided during school hours. ●Informed, written consent of parent/guardian.	●School Principal ●HCCSS Case Manager	●Medical assessment indicating that deep suctioning and/or drainage no longer required during school hours. or ●Parent/guardian assumes responsibility.	●Superintendent, Special Education may act as mediator.
●Toileting	● Board Staff: Educational Assistant	●Medical assessment indicating that student requires assistance with toileting during school hours. ●Informed, written consent of parent/guardian.	●School Principal	●Student demonstrates independent toileting skills during school hours.	●Superintendent, Special Education may act as mediator.

**IPRC Placement Decisions**

The placement of a student in a regular class is the first option considered by an IPRC. The HWCDSB provides the following special education placement options:

- Regular Class with Indirect Support
- Regular Class with Resource Assistance
- Regular Class with Withdrawal Assistance

IPRC Placement	Admission Criteria
<p><b>Regular Class with Indirect Support</b></p>	<ul style="list-style-type: none"> <li>• The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services from a qualified special education teacher.</li> <li>• Range of needs is such that classroom teacher provides the special education program within the classroom with the indirect support of a qualified special education teacher.</li> </ul>
<p><b>Regular Class with Resource Assistance</b></p>	<ul style="list-style-type: none"> <li>• The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom by a qualified special education teacher.</li> <li>• Range of needs is such that the pupil requires assistance from a qualified special education teacher within the regular classroom setting.</li> </ul>
<p><b>Regular Class with Withdrawal Assistance</b></p>	<ul style="list-style-type: none"> <li>• The student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified special education teacher.</li> <li>• Range of needs is such that the pupil requires assistance from a qualified special education teacher.</li> <li>• It is impractical to provide the entire special education program within the regular classroom due to confidentiality, environmental and/or instructional factors.</li> </ul>

<b>Elementary IPRC Placement Options</b>					
<b>Category of Exceptionality</b>		<b>School IPRC</b>			<b>System IPRC</b>
		<b>Regular Class with Indirect Support</b>	<b>Regular Class with Resource Assistance</b>	<b>Regular Class with Withdrawal Assistance</b>	<b>Regular Class with Withdrawal Assistance</b>
<b>Behaviour</b>	<b>Behaviour</b>	✓	✓	✓	
<b>Communication</b>	<b>Autism</b>	✓	✓	✓	
	<b>Deaf and Hard of Hearing</b>	✓	✓	✓	
	<b>Learning Disability</b>	✓	✓	✓	✓
	<b>Language Impairment</b>	✓	✓	✓	✓
	<b>Speech Impairment</b>	✓	✓	✓	✓
<b>Intellectual</b>	<b>Developmental Disability</b>	✓	✓	✓	
	<b>Giftedness</b>	✓	✓	✓	
	<b>Mild Intellectual Disability</b>	✓	✓	✓	
<b>Physical</b>	<b>Blind and Low Vision</b>	✓	✓	✓	
	<b>Physical Disability</b>	✓	✓	✓	
<b>Multiple</b>	<b>Multiple Exceptionalities</b>	✓	✓	✓	

Secondary IPRC Placement Options				
Category of Exceptionality		School IPRC		
		Regular Class with Indirect Support	Regular Class with Resource Assistance	Regular Class with Withdrawal Assistance
Behaviour	Behaviour	✓	✓	✓
Communication	Autism	✓	✓	✓
	Deaf and Hard of Hearing	✓	✓	✓
	Learning Disability	✓	✓	✓
	Language Impairment	✓	✓	✓
	Speech Impairment	✓	✓	✓
Intellectual	Developmental Disability	✓	✓	✓
	Giftedness	✓	✓	✓
	Mild Intellectual Disability	✓	✓	✓
Physical	Blind and Low Vision	✓	✓	✓
	Physical Disability	✓	✓	✓
Multiple	Multiple Exceptionalities	✓	✓	✓

**HWCDSD Procedures for the Development of IEPs for Students Not Identified as Exceptional**  
**PHASE I -Staff Concern**

Student experiencing difficulty **OR** displaying advanced academic achievement as recognized by:

Classroom Teacher

Principal/ Vice-Principal

Parent(s) / Guardian(s)

**Progressing Well**  
 Continue with identified successful strategies

- Observation Phase**
- OSR Search (CRT / Principal)
  - Consultation with former staff most familiar with student (CRT / DECE/Principal)
  - Analysis of class data (PM benchmark, Prime, observations, tests, daily work etc.) (CRT)
  - Determine strengths and needs (CRT/ DECE)
  - Compile list of strategies and interventions currently in place
  - Monitor progress
  - Share concerns with Parent(s)/Guardian(s) (CRT/ Principal)

**Limited/No Progress**

- Planning Phase**
- Notify Parent(s)/Guardian(s) of intent to refer to SRT (CRT/ Principal)
  - Refer to SRT (CRT/ Principal)
  - Present concerns/ data gathered (CRT/ Principal)
  - Based on observations and data gathered, develop an "Action Plan" including necessary Instructional/ Environmental/ Assessment interventions (SRT)
  - Establish timeline for review (6 weeks) (SRT)

- Act Phase**
- Contact Parent(s)/ Guardian(s) regarding outcome of SRT (CRT/ Principal)
  - Implement Action Plan (CRT)
  - Further assessment as recommended (SERT/ CRT)
  - Monitor and record progress (CRT)

- Review Phase**
- Student brought to SRT review as per timeline (SERT)
  - Report on success of action plan (SERT/ CRT)
  - Discuss results of further assessment conducted (SERT/ CRT)
  - Consider consultation with Central Resource Staff

**Progressing Well**  
 Continue with identified successful strategies

**Limited/No Progress**

**Phase II**

**IEP Development and Implementation for Students Not Identified as Exceptional  
PHASE II  
Concern Extends Beyond the SRT**

Student experiencing difficulty or displaying advanced academic achievement as recognized by:

**Observation Phase**

- Review data from Phase I (SRT)
- Consultation with Parent(s)/ Guardian(s) regarding plan to develop IEP (CRT)
- Invite parent to attend IEP meeting (SERT)

**Planning Phase**

- IEP Development Team meets (CRT, SERT, Principal, Parent(s)/ Guardian(s))
- Review gathered data (CRT/SERT/Parent(s)/Guardian(s))
- Determine content (evidence-based) for IEP Program
- Establish timeline for review (at least once in each reporting period)

**Act Phase**

- Share completed IEP with Parent(s)/Guardian(s) (SERT)
- Implement IEP (CRT)
- Monitor and record progress as outlined in IEP (CRT)
- Report achievement of IEP learning expectations on provincial report card

**Review Phase**

- Review and update IEP at each reporting period (CRT, SERT, Principal)
- Meaningful consultation with parents at each review, **AND**  
Within 12 months determine:

**Elimination of IEP**

**Extension of IEP for  
additional 12 months**

- Follow Phase II flowchart

**Consultation with Central  
Resource Staff**

### **The Role of the Board Certified Behaviour Analyst in the Hamilton-Wentworth Catholic District School Board**

The Board Certified Behaviour Analyst (BCBA) in the Hamilton-Wentworth Catholic District School Board (HWCDSD) supports school teams in acquiring an understanding of the principles of Applied Behaviour Analysis (ABA).

ABA is an effective instructional approach that utilizes methods based on scientific principles of learning and behaviour to build useful repertoires of desirable behaviour and reduce problematic ones which interfere with learning in a school environment. 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. In this approach, the behaviour(s) to be changed are clearly defined and recorded, and the antecedents and reinforcers that might be maintaining an undesirable behaviour, or that could be used to help develop alternative or new behaviours, are analysed. Interventions based on principles of learning and behaviour are then designed and implemented to develop appropriate behaviours. Progress is assessed and the program is altered if necessary.<sup>1</sup>

Specifically, the BCBA works in conjunction with HWCDSD support staff to:

- provide professional development to central and school staffs on the principles of ABA;
- at the request of the school staff, build school capacity to support implementation of ABA strategies through modelling of strategies with students in a classroom environment who are referred to HWCDSD Student Support Services ABA;
- support and coach school teams conducting functional behavioural assessments;
- support and coach school teams in developing and implementing behaviour support plans;
- consult in the development of strategies to include in the IEP; and,
- coach and model implementation of the strategies in the IEP.

The role of the BCBA in the HWCDSD school setting differs from that of a BCBA in a clinical setting.

The following chart outlines the differences between clinical ABA and school-based ABA:

	<b>Clinical ABA</b>	<b>School-Based ABA</b>
<b>Role</b>	BCBA assesses and is responsible for behaviour-change programs. <sup>2</sup>	BCBA works with and supports central and school HWCDSD staff to implement ABA principles in the classroom and school environment.
<b>Consent</b>	BCBA obtains client's written approval of the assessment procedures and consent for behaviour-change programs. <sup>2</sup>	Written consent of parent/guardian for additional ABA support is made through the referral to HWCDSD's Student Support Services ABA.

		Written consent is obtained using the BCBA Informed Consent and Service Agreement Package. <sup>2</sup>
<b>Program Documentation</b>	BCBA or BCBA-D develops the behaviour-change program. <sup>2</sup>	School principal ensures that relevant ABA methods are incorporated, as appropriate, in the IEP of students with ASD. <sup>3</sup>
<b>Program Development</b>	BCBA or BCBA-D involves the client in the planning for behaviour-change programs. <sup>2</sup>	<p>School principal invites relevant school Board and community personnel to provide input and participate in the IEP process.</p> <p>The BCBA and other Student Support Service professionals requested through referral to Student Support Services participate in the IEP process and serve on the in-school team.</p> <p>When requested through referral to Student Support Services, the BCBA and other Student Support Service professionals help to determine the student’s learning strengths and needs.</p> <p>Parents/ guardians (and students 16 or older) provide up-to-date information about their child as it relates to the child’s learning (e.g., recent assessment reports), as well as important information that will assist in the development and implementation of the program (e.g., the talents and skills their child demonstrates in the home and community; their child’s likes, dislikes, learning styles/preferences, interests, and reactions to various situations).</p> <p>The school principal ensures that parents/ guardians, and the student if 16 years of age or older, are consulted in the development of the IEP.<sup>3</sup></p>
<b>Program Implementation</b>	Family members, community workers, instructor therapists, behaviour therapists/ senior therapists (may or may not be a BCBA), BCBA or BCBA-D implement the program.	The classroom teacher, in consultation with the school-based special education resource teacher, develops any modified or alternative learning expectations required to meet the student’s needs, plans instruction to address those expectations, and assesses the student’s learning in relation to the expectations.

		<p>When requested through referral to Student Support Services, the BCBA and other Student Support Service professionals help to develop strategies for use in the school environment to assist the student in acquiring the knowledge and skills described in the learning expectations, and to demonstrate that learning.</p> <p>The classroom teacher develops and implements individualized instructional and assessment strategies that will help the student achieve his or her learning expectations.</p> <p>Where an educational assistant (EA) is in the classroom, the EA supports students with learning activities, under the direction and supervision of the teacher.<sup>3</sup></p>
<b>Environment</b>	Implementation of the program in a 1:1, community, home, or small group setting.	Implementation of the IEP in a dynamic school and classroom environment.

References:

<sup>1</sup> Ontario Ministry of Education, Effective Educational Practices for Students with Autism Spectrum Disorders, 2007

<sup>2</sup>Behavior Analyst Certification Board. (2020). Ethics code for behavior analysts. Littleton, CO: Author.

<sup>3</sup> Ontario Ministry of Education Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide Draft, 2017