

SPECIAL EDUCATION PLAN

2024-25

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Section A

The Board's Consultation Process

THE BOARD'S CONSULTATION PROCESS

Purpose of the Standard

To provide details of the Board's Consultation Process to the ministry and to the public.

Requirements of the Standard

In developing and modifying their special education plans, boards must take into consideration issues and feedback from members of the community such as parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the board's [Special Education Advisory Committee](#) (SEAC), must be maintained on a continuous basis throughout the year.

Description of Board's Consultation Process

The Board's philosophy of Special Education is based upon ongoing collaboration with all stakeholders including parents, students, staff, and community partners. The commitment to collaboration and continuous gathering of feedback is reflected by the Board's Special Education Inclusive Service Delivery Model and the IEP and IPRC processes. This informal and continuous consultation with parents, students, staff, and community partners represents an important first step in the Board's Consultation Process.

The second major component of the Board's Consultation Process is provided by the Special Education Advisory Committee. Opportunities for informal and continuous consultation with SEAC are afforded at each SEAC meeting during which presentations are made about special education programs and services, feedback is requested, and issues are discussed and addressed. Formal consultation with SEAC will occur through early and ongoing communication regarding the Ministry of Education's 'Standards for School Board's Special Education Plans', explicit requests for feedback from Association representatives, SEAC participation in facilitating a community focus group, and SEAC involvement in summarizing the feedback received from various consultation processes.

The third component will formally seek input from community organizations. This currently occurs on an ongoing basis through SEAC and the Board's extensive involvement and partnership with community organizations.

All feedback received as a result of the many and varied consultations are reflected in the amendments made to the Special Education Plan and are presented to the SEAC and Board.

No majority or minority reports concerning the Board's approved Special Education Plan have been received.

TIMELINES AND COMMUNICATION STRATEGIES

Every effort will be made to communicate with stakeholders in a timely fashion regarding the consultation process and opportunities to provide input about the Special Education Plan. This will be accomplished through a combination of public presentations, SEAC and Board agendas and website, and staff meetings. Timelines are as follows:

-  The Special Education Plan Amendments were presented to SEAC on June 9, 2025, and to the Board by July 2025.

-  The amended Special Education Plan checklist was submitted to the Ministry of Education by July 31, 2025.

SEAC INVOLVEMENT IN THE ANNUAL REVIEW OF THE SPECIAL EDUCATION PLAN

In addition to involvement in the Consultation Process as outlined above, SEAC members are also involved in the Annual Review through:

- ongoing reviews of special education programs and services through presentations and updates at SEAC meetings;
- participating in Ministry of Education training opportunities;
- ongoing discussions about the Standards for School Boards' Special Education Plans;
- reporting on the results of the Consultation Process and making related recommendations for the Special Education Plan;
- ongoing discussion at SEAC meetings re: all areas of Special Education;
- consideration of minority or majority reports concerning the approved plan that have been received from SEAC members; and
- recommending to the Board that the Special Education Plan be approved.

Section B

Special Education Programs and Services

The Board's General Model for Special Education

Roles and Responsibilities

Early Identification Procedures and Intervention Strategies

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

Educational and Other Assessments

Specialized Health Support Services in School Settings

Categories and Definitions of Exceptionalities

Special Education Placements Provided by the Board

Individual Education Plans

Provincial and Demonstration Schools in Ontario

Special Education Staff

Staff Development

Equipment

Accessibility of School Buildings

Section B1

The Board's General Model For Special Education



OUR VISION

Faith and Learning... Celebrating the Journey

Visit the Huron-Perth Catholic DSB's website at www.huronperthcatholic.ca for further details.

BOARD MISSION STATEMENT

We are a Catholic School Board. We serve our students, working with the home, parish and school community to:

- Nurture a Christ-centred environment;
- Provide student-focused learning opportunities;
- Support the growth of the whole person.

OUR CORE VALUES

Growth of the Whole Person

We embrace our covenant with God, the holistic development of all persons and excellence in student achievement.

Relationships

We nurture positive places of learning with stewardship that honours the sacred dignity and inclusive success of all persons.

Huron-Perth Catholic Schools are:

PLACES OF EQUITY, INCLUSION AND DIVERSITY where effective leadership encourages and promotes a collaborative, multi-dimensional approach to equity and inclusive education. As a Catholic community, we must ensure that students, parents, unions, service organizations and other community partners feel welcome, valued and appreciated.

PLACES OF RESPECT AND JUSTICE where all are encouraged to speak and act with fairness and respect towards people of all faiths and dispositions.

PLACES OF HOPE for every one of our students. Catholic teachings and beliefs call our young people to move towards a hope-filled future. We invite them to be people of hope and to reach out to members of their local community and beyond.

PLACES OF CELEBRATION. We celebrate our rich history, the beauty and sacredness of those within our school community and the love of God. The human heart loves to celebrate.

We have much to celebrate in our schools.

PLACES OF QUALITY LEARNING AND TEACHING. Our goal is that each child will grow to be a well-rounded individual who achieves the Catholic Graduate Expectations through their K-12 journey. We honour the wisdom of teachers and create authentic opportunities to be lifelong learners in the Huron-Perth Community.

THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

Purpose of the Standard

To provide the ministry and the public with information on the board's philosophy and service-delivery model for the provision of special education programs and services.

Philosophy of Special Education Services

The Huron-Perth Catholic District School Board's philosophy of inclusion is intrinsically linked to our Catholic faith and the core beliefs outlined in the Ministry document [Learning for All \(2013\)](#).

In the Huron-Perth Catholic District School Board, every effort is made to ensure that students have the opportunity to attend their home school with their age-appropriate peers. Hence, it is critical that students be included in the school community to the highest degree of independence possible. Meaningful inclusion means that students are an intrinsic part of the school community and are provided with opportunities for personal growth through a carefully planned and judiciously executed program. Such experiences will provide for active participation in the school community. The educators must make every effort to develop the full potential of every child.

We believe that....

- All students can learn and that they have an inherent right to a caring, effective and inclusive education with their same-age peers;
- All students educated in our schools have the right to learn, to live and to contribute as responsible Catholics in society;
- Universal design and differentiated instruction are effective and interconnected means of ensuring high expectations are held for all and full participation in opportunities for learning and growth appropriate to individual needs, abilities and gifts are provided;
- Shared responsibility and collaboration among parents, students, teachers, school and system staff will enhance the learning and growth of all students;
- In the school community, each individual member is valued, diversity is celebrated as the norm, people are of equal worth, relationships are of mutual benefit, and belonging is nurtured;
- The Ontario Curriculum is designed for all students and instructional/assessment practices must reflect the abilities, needs, interests and learning styles of all students.

INCLUSIVE EDUCATION IN CATHOLIC SCHOOLS

The following principles are founded on Catholic teachings and take into consideration the reality that learning communities today reflect a multitude of student needs that influence learning and respect the dignity of all.

Family, Faith and Community

- The Catholic tradition teaches that human beings grow and achieve fulfillment through community
- All students benefit from opportunities to give as well as to receive assistance and service
- Relationships support the pursuit of the common good
- Parent(s)/guardian(s), as primary caregivers, make a life-long commitment to the care and well-being of their children
- Active involvement of the family helps to ensure continuity and understanding of the student's needs and learning

Home & School Partnership: The Heart of the Community

- The neighbourhood school, where family members and neighbours attend, is the heart of the community
- A sense of belonging to a community is essential for the development of self-esteem and self-confidence
- In their home school students have more opportunities to build meaningful and reciprocal relationships, which may develop into friendships and long-lasting community connections
- Staff have a responsibility to support genuine friendship in schools by playing an active role in providing opportunities for relationships to develop
- School cultures value differences and diversity through a spirit of understanding and acceptance
- The partnership among the home, school and parish/community allows for enriched learning
- All members of a school community play a role in supporting the educators

Collaborative Partnerships & Informed Leadership

- The system delivery model provides for a process that strengthens collaborative partnerships between various stakeholders
- Staff have a responsibility to provide an accepting and safe environment that enables students to take risks, and ask for help in order to acquire the skills, procedures and strategic knowledge that will enable them to become independent learners. The ability to provide appropriate support and services for students is enhanced through strong and focused partnerships
- Educators are called to model professional knowledge and skills
- Those who assume leadership roles are called to empower others in their efforts to serve the school community
- Engagement in learning requires shared and distributed leadership

High Expectations for Every Student

- ALL STUDENTS CAN ACHIEVE HIGH STANDARDS, given appropriate time and support
- Students are members of age-appropriate classrooms
- Students have access to necessary modifications and accommodations
- All students shall be taught at their optimal level of instruction and be given varied opportunities to participate in meaningful ways
- Students are able to reach learning expectations in different ways
- Dignity is maintained through the demonstration that every student has value and every student's value is equal

Programming for Every Student

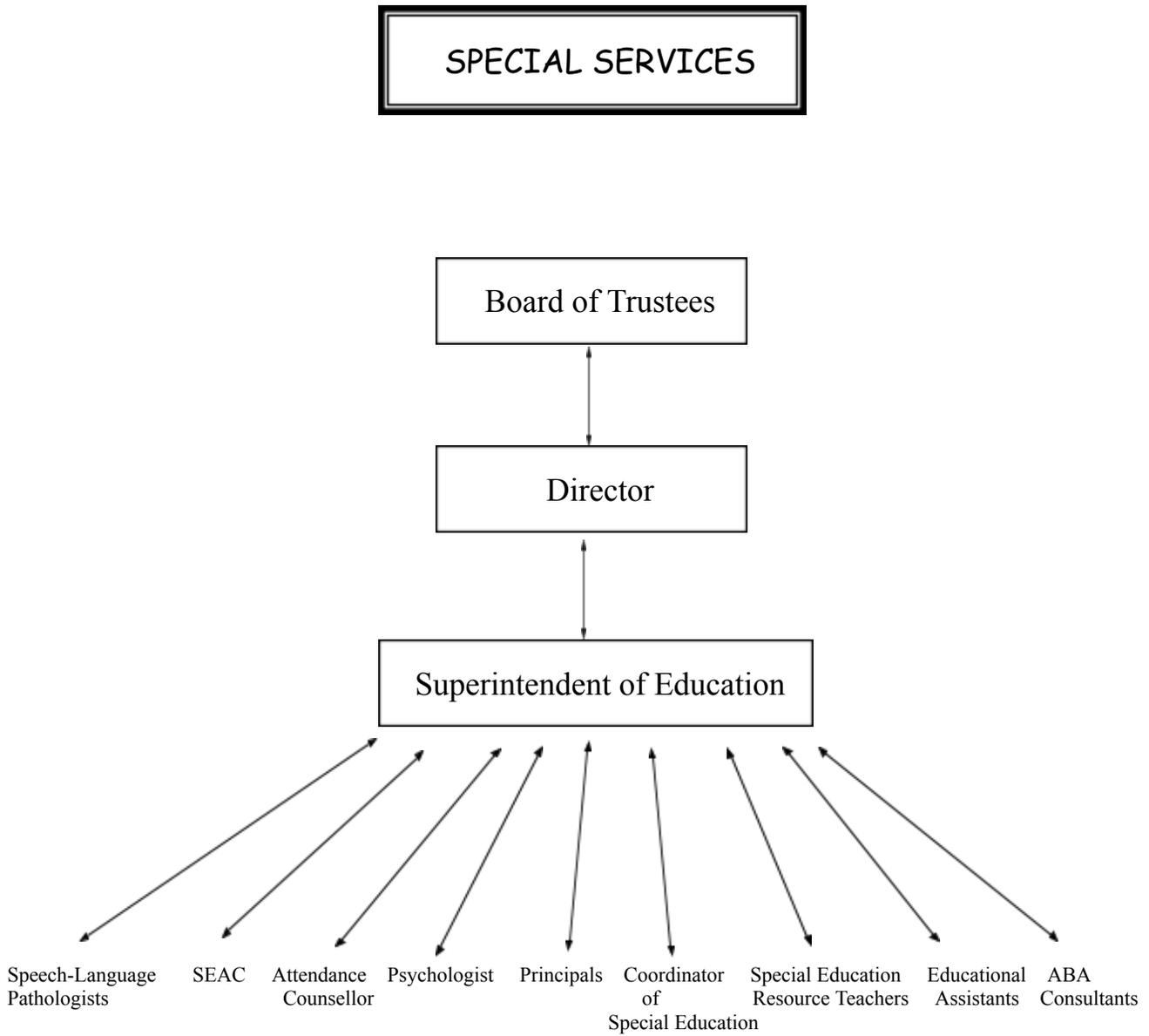
- The educator is responsible for the instruction, assessment and evaluation of each student
- The educator must employ a variety of teaching and learning strategies based on research
- Access to differentiated levels of support is provided as required
- The educator employs the use of individualized programming and meaningful learning experiences
- The educator will assist every student to prepare for the highest degree of independence possible

Effective Communication and Meaningful Contributions:

- Healthy relationships are created within an environment of trust
- Communication requires the mutual and accurate sharing of information
- Members of the school community provide and give constructive feedback to one another
- Maintaining confidentiality is critical for sustaining open and ongoing communication
- The active involvement of families in the transition process (e.g. grade to grade, school to school) will facilitate positive growth and development for students
- The knowledge and skills of every staff member is recognized and considered
- All members of the school staff and system support staff have a shared responsibility to contribute to understanding and responding to the needs of students

This special education plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the act and other relevant legislation.

ORGANIZATION/ACCOUNTABILITY



MODEL FOR PROGRAM ASSISTANCE

The classroom teacher is responsible for planning and carrying out meaningful and purposeful instruction and assessment for each student in his or her classroom.

Assistance for the classroom teacher in determining what needs to be done and how to do it is provided through a variety of supports at the school and system levels. Recognizing that meeting individual needs is a complex task, we recommend that a problem-solving approach be taken by all those engaged in a collaborative team approach to planning and carrying out the individual educational plans. Students, parents, teachers, principals and support staff must all work toward common goals. Open, on-going and frequent communication is critical to the process of planning and carrying out personalized educational plans for students.

The following is an outline of how the process could take place. Naturally, there will be some variation in individual cases.

Step 1:

The classroom teacher has concerns about a student's progress. This could be academic, social, emotional or behavioural. After attempting to deal with the concerns him/herself, the teacher shares these concerns, what has been tried and the student's general performance with the resource teacher.

Step 2:

The classroom teacher, principal, and resource teacher meet, as planned, and discuss the concern. The meeting focuses on strategies which could be tried. They agree on one or two strategies which they will attempt to implement. Each agrees what he/she will do and for how long (e.g. 6 - 8 weeks). Record information on Record of School/System Team Meeting.

Step 3:

In collaboration, the classroom teacher and the resource teacher will implement agreed upon strategies. At the end of the trial period, classroom teacher, principal, and resource teacher meet again to assess the situation. At this time they may decide: (i) the situation has improved and end the process or; (ii) try further strategies and continue process at this level. System support may or may not be utilized at this time.

Step 4:

If after trial periods of intervention and strategies still do not show results and there is clear evidence and documented data showing further support is needed, system support should be utilized when needed, and a formal plan may be implemented at this time (example: Individual Education Plan).

Step 5:

If the concern appears to be ongoing or the student is making little progress a decision to obtain an individual assessment might be made. Consent for Service and Access to the Ontario School Record (OSR) would be sent home for a signature before proceeding. After testing is completed another school team meeting is held to discuss results.

Step 6:

Update IEP, choose to refer for psycho-educational assessment, or choose to call an IPRC. If IPRC referral is made, the TEAMWORK - Special Education Procedures - A Guide for Parents, Guardians and Students handbook must be sent to parents a minimum of 15 days prior to IPRC meeting date.

IN-SCHOOL TEAM MEETING

School Team

Mandatory Members

- Principal, Vice Principal (or designate*)
- Teacher
- Special Education Resource Teacher

Optional Members

- Student
- Parent/Guardian
- Head of Special Education/Guidance (secondary)
- Psychological Services (Psychologist or Psychometrist)
- Community Agencies (if involved)
- Educational Assistant
- School Based Mental Health Worker
- Coordinator of Special Education and/or System SERT
- Mental Health Lead &/or Mental Health and Wellness Coach
- Applied Behaviour Analysis Consultant
- Speech-Language Pathologist

The In-School Team is an in-school problem solving group that meets to assist classroom teachers to plan for individual children for whom solutions have not been reached working alone or with the special education resource teacher. The In-School Team concept recognizes the shared responsibility for children within the school and the need to collaborate with colleagues to find solutions to complex issues in today's schools.

The principal schedules these meetings regularly to discuss those cases referred by any member of the team. The Special Education Resource Teacher coordinates the schedule of cases to be discussed and keeps minutes of the meetings. The principal or designate chairs the meeting and may invite consultants, coordinators, parent/guardian or community resource persons to attend, if necessary.

The format of In-School Team meetings is informal but narrowly focused on specific concerns and practical approaches to solving the problem. Decisions are recorded in the minutes and dates when follow-up will occur.

**Designate must hold the same qualifications as a school principal.*

RESPONSIBILITIES FOR SCHOOL TEAM MEMBERS

Classroom Teacher

- a) to program for individual needs of students in classroom
- b) to call a meeting with resource teacher for program assistance
- c) to provide a summary of student needs and modifications tried to date
- d) to participate in the problem-solving process at In-School Team Meetings for students in classroom
- e) to collaborate with the resource teacher informally and frequently regarding students being tracked on the Record of School/System Team Meeting

Resource Teacher

- a) to document on the Record of School/System Team Meeting and continue on-going tracking
- b) to collaborate with the classroom teacher to design a personalized classroom program (strategies, techniques, resources)
- c) informal assessment
- d) inform *principal of need for an In-School Team Meeting
- e) to participate in the problem-solving process at all School Team Meetings and record minutes
- f) to collaborate with the classroom teacher informally and frequently regarding students being tracked on the Record of School/System Team Meeting and to record outcomes at regular intervals

***Principal or Designate**

- a) to call School Resource Team meeting and act as chairperson
- b) to facilitate the problem-solving process regarding students referred to In-School Team Meeting
- c) to request formal assessment and parental permission if needed
- d) to invite board personnel and other professionals and community agencies to meetings, if required
- e) to convene IPRC Meeting if necessary
- f) to monitor process of tracking by resource teacher and classroom teacher for all students on the Record of School/System Team Meeting

*Designate must hold the same qualifications as a school principal.

SYSTEM TEAM MEETING

System Team

Mandatory Members

- *Principal, Vice Principal (or designate)
- Teacher
- Parent/Guardian
- Special Education Resource Teacher
- Teacher
- Coordinator of Special Education and/or System SERT

Optional Members

- Student
- Head of Special Education/Guidance (secondary)
- Superintendent of Education
- Psychological Services (Psychologist or Psychometrist)
- Community Agencies (if involved)
- Educational Assistant
- School Based Mental Health Worker
- Mental Health Lead &/or Mental Health and Wellness Coach
- Applied Behaviour Analysis Consultant
- Speech-Language Pathologist
- Hearing Resource Itinerant Teacher

The System Team should be called on when it is clear that the concerns will require system personnel's involvement because of resources or expertise required. The Coordinator of Special Education or System Special Education Resource Teacher will be formally invited to a meeting at the school.

The System Team meeting is chaired by the principal or designate and focuses on the issues to be discussed in a problem-solving mode. A record will be kept by the resource teacher in the same format as described for the School Team.

*Designate must hold the same qualifications as a school principal.

Section B2

Roles and Responsibilities

ROLES AND RESPONSIBILITIES

Purpose of the Standard

To provide the public with information on roles and responsibilities in the area of special education.

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas:

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

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

The Ministry of Education

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of Special Education programs and services
- prescribes the categories and definitions of exceptionalality;
- ensures that school boards provide appropriate Special Education programs and services for their pupils with exceptionalities;
- establishes the funding for Special Education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- requires school boards to report on their expenditures for Special Education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain Special Education plans, review them annually, and submit amendments to the ministry;
- requires school boards through the Education Act and through regulation to establish Special Education Advisory Committees (SEACs);
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of pupils with exceptionalities;
- establishes a provincial 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, blind or low-vision, or deaf-blind, or who have severe learning disabilities.

The District School Board

- establishes school board policy and practices that comply with the Education Act, regulations and policy documents, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations and policy documents, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations and policy documents, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for pupils with exceptionalities of the board;
- obtains the appropriate funding 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 pupils with exceptionalities of the board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the Ministry as required and as requested;
- prepares a parent guide to provide parents with information about Special Education programs, services and procedures;
- establishes one or more IPRCs to identify pupils with exceptionalities and determine appropriate placements for them;
- establishes a Special Education Advisory Committee (SEAC);
- provides professional development to staff on Special Education;
- adheres to all applicable legislation.

The Special Education Advisory Committee (SEAC)

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

The School Principal

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

The Teacher

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

- communicates the student's progress to parents;

The Special Education Teacher

The special education teacher, in addition to the responsibilities listed above under "The Teacher":

- holds qualifications, in accordance with Regulation 298 under the Education Act, to teach special education;
- monitors the student's progress with references to the IEP and collaboratively modifies the program as necessary;
- assists in providing educational assessments for students.

The Early Childhood Educator

The early childhood educator, in coordination and cooperation with the classroom teacher:

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

The Parent/Guardian

- is familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRC's, parent-teacher conferences, transition planning, and other relevant school activities;
- participates in the development of the IEP;
- is acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to solve problems;
- is responsible for the student's attendance at school.

The Student

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

Section B3

Early Identification Procedures and Intervention Strategies

EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Purpose of the Standard

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

Philosophical Base

The primary objective of Early and Ongoing Identification of Children's Learning needs is to help each child develop to his/her maximum potential and to guide teachers in helping all children succeed. This objective is intended for the full spectrum of children within our elementary educational system, not just children with exceptionalities.

"Early" Identification is intended for Kindergarten and Grade one levels while "Ongoing" Identification is continuous from Grade one to Grade eight. Early and Ongoing Identification is not just an event but a long-term process that is based upon a developmental and observational process that includes both formal and informal assessments for all students throughout their elementary school years. The initial focus of observation will be the whole child in the total learning environment prior to focusing on particular needs and characteristics. It is imperative that teachers be familiar with the normal stages of development of children in general in order to be able to recognize the individual child's present stage of development. The unique patterns of growth and the diversity of characteristics of each child need to be recognized and respected. Since the process identifies both strengths and weaknesses, the child's program can then be individualized to maximize these strengths and improve or compensate for the weaknesses. Continuous progress for the individual child must remain the focus rather than other artificial benchmarks such as a particular grade curriculum. An effective model ensures that the lines of communication among persons involved with individual children are kept open to elicit positive and constructive cooperation and information that will assist in developing each child to his/her maximum potential.

EARLY AND ONGOING IDENTIFICATION

Early Identification

The Huron-Perth Catholic District School Board has an early and ongoing identification process that begins with the Calling All Three Year Olds Kindergarten registration program in November, prior to attendance in Kindergarten. At this time, parents or guardians of children eligible for Kindergarten are invited to come to the school to register their child. Kindergarten registration is supported by our partner community agencies, such as the District Health Units, the Ontario Early Years Centers, Huron-Perth Center and several others. Registration includes the gathering of basic information about the child's health and general data about both the child and the family. The Early Years Check-In is completed by parents in advance of meeting with the Early Years Resource Consultant or Public Health Nurse at Calling All Three Year Olds. If there are areas of concern identified using the screen, parents are referred to the appropriate community agency to work with the parent on the area of concern.

Children with significant medical health problems and/or learning issues are often already connected with Early Years Resource Consultants through various child care programs. There are also many children who do not attend formal day care settings, and therefore, may not already be

connected. CATYO allows for this connection to be made. After parental consent is obtained, the local Early Years Resource Consultants meet with the Coordinator of Special Education and the System Special Education Resource Teacher in order to identify and discuss incoming students who may have special education needs. This takes place in December or January. The board special education staff and the Early Years Resource Consultants arrange for a formal meeting with parents and members of the school team. A history of the student's needs is gathered and requirements for equipment, resources or staff are identified. For students with high needs, this transition process should occur in March or April, prior to their first September at school. Staff may request further documentation or a release of information in order to provide the appropriate support. A Special Equipment Amount (SEA) claim may need to be made if significant equipment support is required. If a student registers later in the year, a delayed entry may be needed in order to secure the support required.

Throughout the school year, classroom teachers observe and record pertinent information on each child. Through the use of diagnostic assessments such as the Huron-Perth Phonological Awareness Assessment and Developmental Reading Assessment, teachers track and monitor early literacy skills. Schools have identified other assessments and a schedule for administering these assessments on their school Assessment Framework. Student progress is documented throughout the primary grades. This information is shared with principals and board personnel by the end of the school year.

The Special Education Resource Teacher (SERT) may be consulted and may assist in accommodating or modifying the program for individual children. In cases where more information is required, an In-School team meeting may be held to plan programs and determine if there is a need for additional school-based assessments. If program accommodations do not appear to meet the student's needs, or other learning difficulties are suspected, a referral may be made for further assessment to the board psychologist.

The classroom teacher, in consultation with the SERT and parents, may develop an Individual Education Plan and/or refer the student to an Identification, Placement and Review Committee meeting. Early and Ongoing Identification takes place through the In-School team meetings. The "team", made up of the principal, SERT, and classroom teacher, track progress and monitor the program for all students. Students considered at-risk may be recommended for further assessment, program modifications, an Individual Education Plan or referral to an IPRC meeting. The School Resource Team meets regularly and recommendations must be recorded on the appropriate forms.

Ongoing Identification

As a student progresses through the grades, ongoing monitoring of progress is necessary to allow the teachers, school and board to respond to the changing needs of the child. Running records, PM Benchmarks and DRA assessments are used to frequently monitor students' reading level throughout the primary years. Once areas of strength and weakness are determined, teachers adjust their instructional strategies to meet the needs of the students. If the students' needs are not met through these strategies, the same procedure is in place as for Early Identification to provide more support through the SERT, additional programming or alternate resources.

EARLY AND ONGOING INTERVENTION PROCEDURES MODEL

Step 1: When the classroom teacher has concerns about a student's progress, through observation and results of academic assessments as outlined in the School Assessment Framework (based on the Board Assessment Framework), he/she will use differentiated instruction strategies to meet the needs of the student.

Step 2: If the classroom teacher still has concerns about the student's progress, either academic, social, emotional or behavioural, the teacher will bring the concerns to the In-School Team meeting and next steps can be determined.

Step 3: Parents are consulted and informed about the school's concerns for their child. At this time, the school also receives input from the parents.

Step 4: The classroom teacher will implement the agreed upon strategies and will keep the School Team informed regarding outcomes. The SERT and the classroom teacher will regularly collaborate regarding programming and progress.

Role of the Classroom Teacher

- contributes to the information-gathering stage (background information, assessment information, work samples, observations, etc.);
- demonstrates awareness of the parents' expectations for their child's program;
- plans and carries out instructional programs for the student;
- implement accommodations required by the student to achieve the learning expectations;
- develops strategies for assessing and communicating the student's progress;
- maintains ongoing communication with the student's parents, other teachers, and other professionals involved with the student.

Role of the Parent(s)

- advocate for their child's best interest;
- provide up-to-date medical information and any relevant assessments they may have about their child;
- provide important information about their child's likes, dislikes, learning styles, interests, and reactions to situations, and about the talents and skills their child demonstrates in the home and community;
- reinforce and extend the educational efforts of the teacher by providing opportunities to practice and maintain skills in the home;
- provide feedback on the transfer of skills to the home and community environments;
- maintain open communications with the school.

SOME PRINCIPLES FOR EARLY AND ONGOING IDENTIFICATION

Ministry Directives

The Ministry of Education advises that: every school Board in Ontario has a procedure for identifying young children who may be at risk for academic failure. (PPM 11: Early Identification of Children's Learning Needs, 1982)

"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, 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 part of a continuous process which should be initiated when the child is first enrolled in school or no later than a program of studies immediately following kindergarten and should continue through a child's school life."

In accordance with the revised PPM 8, Identification of and Program Planning for Students with Learning Disabilities (issued August 26, 2014):

"School boards are required to implement procedures for early and ongoing identification of the learning abilities and needs of students. These procedures are part of a process of continuous assessment and program planning that should begin when a student is first enrolled in school and should continue throughout a student's school life."

1. Teachers, in consultation with parents, must strive from the time a child first enters school to know each child as soon and as thoroughly as possible in order to provide learning opportunities that will help each child. It is imperative that children and their parents do not feel that they are in an "examination/test" situation when information related to the provision of learning opportunities is obtained. Where necessary, other professionals may assist in this process.
2. A variety of strategies should be used to maintain a systematic and ongoing review of each child's emotional, social, intellectual and physical development in the total learning environment, (i.e. Observation, Conferencing, Informal and Formal Assessment).
3. Continuous assessment from different perspectives should be followed up with suitable programs which recognize the unique patterns of growth and diversity (abilities and disabilities) of each child. Such programs should be provided in an environment wherein the child feels secure.
4. Information derived from assessment should be treated as tentative and temporary; it is not appropriate to use assessment results to predict a child's long-term achievement. The child's present stage of development should be recognized and appropriate programs developed.
5. Teachers may at any point in time or at any grade level identify some children with special needs who require further assessment. Teachers should then follow the special education referral procedures. Children already identified as exceptional will continue to have an individual program plan developed for them as a result of an IPRC.
6. Language development is a major component of early identification. It is important to recognize the different linguistic and cultural experiences of children whose mother tongue is other than English. In these cases, a reasonable delay in the language-based aspects of assessment should be considered.
7. Links to Government Initiatives and community partnerships such as "Healthy Babies, Healthy Children" to identify at risk children.
8. Screening for Giftedness is presently carried out in Grades 4 and 7. All students with parental permission in those grades are administered the Canadian Cognitive Abilities Test.

POSSIBLE EARLY INTERVENTION STRATEGIES

- provision of multiple opportunities for oral participation and practice of Kindergarten and grade one concepts
- possible referral for speech and language, OT, PT, developmental pediatrician, audiologist, vision, hearing (TVCC, Board SLP, Board personnel, Board-contracted psychologist)
- differentiate pre-reading approaches (i.e. Jolly Phonics, word study, whole language, sight words, direct teaching, guided reading)
- parental involvement and support
- assistive devices (i.e. computer, tablet, manipulatives)
- short-term resource assistance for specific skill development
- extra teacher support; guided practice
- educational assistant support as required and available
- parent invitation to observe in class before parent-teacher conference
- volunteer Reading Intervention program if available

The Early Years Check-In

The Early Years Check-In is a tool that helps parents identify any concerns about their child's development for children ages 18 months to 6 years old. The results can be used to start a conversation with an early years' professional about any concerns they may have. Parents identify concerns about their child's development on eleven items. These items look at four different skills: social and emotional, thinking and learning, language, and movement.

The Check-In was created by experts in child development at The Division of e-Learning Innovation (DeLI) at McMaster University and the Infant and Child Health Lab (INCH Lab) at McMaster and the University of Toronto. It is supported by the Government of Ontario.

Parents are given a copy of the Early Years Check-In in their Calling All Three Year Olds (CATYO) package. They are asked to complete the screen at home and bring it with them to the CATYO session at the school where their child is registered. At the CATYO session, they will have the chance to review the screen with an Early Years Resource Consultant or a Public Health Nurse. If there are areas of elevated or high concerns, the Early Years professional will give the family information about resources in the community that might be helpful to address the concerns or will direct them to consult with a health professional. A copy of the screen is shared with the school as this is the first important stepping stone in beginning to build a partnership between home and school. This begins the early and ongoing identification process of each child's learning.

Section B4

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

THE IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS

Purpose of the Standard

To provide details of the board's IPRC process to the ministry and to the public.

This section outlines the IPRC process, provides information on the number of IPRC referrals, reviews, and appeals and includes guides for parents. Additional information on the IPRC process can be found in Section B1 "The Board's General Model of Special Education".

Number of IPRC Referrals/Reviews/Appeals

During the 2024-25 school year, the Huron-Perth Catholic District School Board conducted 112 initial IPRC referrals, and had 0 IPRC appeals.

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEES

School Level IPRC

Committee

- Principal or Supervisory Officer
- Classroom Teacher
- Resource Teacher

Resource Persons

- Parent/Guardian (always invited)
- Coordinator of Special Education (may be invited to initial IPRCs and reviews if necessary)
- Student

Others Who May Attend:

- Persons invited by parent/guardian
- System SERT
- Superintendent
- Psychologist or Associates
- Outside resource person involved
- Educational Assistant
- An interpreter if one is required
- Mental Health Lead
- Applied Behaviour Analysis Consultant

THE SCHOOL LEVEL SPECIAL EDUCATION IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

The school level IPRC will take place as required or minimally at least once per year to consider referrals for all students in need of identification and placement and review. In addition, a minimum of two opportunities for In-School Team Meetings will take place, once each term/semester, or upon request of the classroom teacher. The principal is the leader in calling the IPRC meeting, conducting the business of the meeting and ensuring that the program is delivered.

Procedure for School Level IPRC

1. Parents/guardians must be invited to an IPRC. Sufficient notice of 15 days or more must be given. They must receive a copy of the [TEAMWORK – Special Education Procedures – A Guide for Parents, Guardians and Students](#) at the time of the notification of the initial IPRC.
2. Parents/guardians may attend or waive this right by not attending. Parents/guardians may also request (in writing) an IPRC. It is also recommended that students in grade 7 and beyond be invited to attend their own IPRC meeting.
3. The principal is the chairperson who leads the proceedings of the meeting.
4. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board (most often the principal, classroom teacher and resource teacher). Support personnel may be invited as required. The Coordinator of Special Education may be invited to initial IPRCs and reviews if necessary.
5. The [Record of Identification, Placement and Review Committee Meeting](#) may be filled out as far as possible in preparation for the meeting. This is subject to revisions and additions at the meeting and then becomes the actual minutes.
6. A motion should be formulated regarding the identification of the student as an "exceptional pupil", stating the specific exceptionality and the recommended placement. Refer to the Ministry definitions in determining exceptionality.
7. The determination is made either through consensus or a formal vote.
8. Parents/guardians must receive a copy of the minutes of the IPRC meeting.
9. Parents/guardians are required to either sign one copy of the minutes and return them to the school to be placed in the O.S.R. or to indicate within 15 days of receipt of the IPRC decision in writing, their disagreement with the identification and/or placement and ask the IPRC to reconvene to discuss further. Within 30 days of receipt of the decision, parents/guardians may file a written notice of appeal with the Director of Education.
10. An Individual Education Plan (IEP) must be developed by the school personnel in consultation with parents/students in order to reflect the implementation of the recommendations of the IPRC. A copy of this plan will be sent home to parents/guardians as well as to students 16 years of age or older.

THE IPRC PROCESS

Duties of a Principal

1. The school principal convenes an IPRC, either at her/his own election or upon written request of the parents/guardians of a student.
2. Parents/guardians must be notified in writing of the date and time at least 15 days in advance of the IPRC, and invited to attend. If this is an initial IPRC a copy of the [TEAMWORK – Special Education Procedures – A Guide for Parents, Guardians and Students](#) must be sent at least 15 days prior to the meeting. The IPRC should be conducted in an informal atmosphere. First the chairperson introduces everyone present, mentions their roles and explains the purpose of the meeting.
3. At the meeting, parents/guardians must be notified of their rights and responsibilities regarding the IPRC process.
4. The committee consists of not less than three people, usually the principal, the classroom teacher and the resource teacher. The principal chairs the meeting.
5. The committee must obtain and consider an educational assessment of the student in question. If it is deemed necessary, a health and/or psychological assessment will also be obtained (with parental permission).
6. A motion is formulated and either consensus is obtained or a vote is taken, whereby the IPRC concludes that the student is not exceptional **OR** that the student is exceptional.
7. The statement must identify the student according to the categories of exceptionality as defined by the Ministry. (For a list of Ministry Exceptionalities see Section B7).
8. The IPRC recommends placement in the setting which can best meet the identified needs of the exceptional student.
9. The IPRC's determination and recommendations are conveyed to the parents/guardians by means of the Record of IPRC. Parents/guardians must give written consent to the identification and placement. If they fail to respond to the notice of the IPRC's determination within thirty days, the Board may direct the principal to place the student.
11. The placement must be reviewed at least once every twelve months. It shall be reviewed after three months upon the written request of a parent/guardian or principal.
12. The principal will ensure that an IEP is developed to address the needs and program requirements determined by the IPRC within 30 days and copies are provided to parents/guardians as well as classroom and resource teachers.
13. The principal must ensure that caseload review of progress on IEPs takes place a minimum of once per reporting period.

Duties of the Resource Teacher

1. To participate in the school team process in recommending that a student should be referred to an IPRC.
2. To obtain, in cooperation with the classroom teacher, a recent educational and/or psychological assessment of the student prior to the IPRC.
3. To prepare ahead of time, in conjunction with the classroom teacher, the portion of the IPRC record regarding student information, progress and needs. This should be shared with the I.P.R. Committee at the meeting.
4. To maintain good communication between all those involved with the child i.e., principal, parents/guardians, teachers and other support staff.
5. To develop the IEP from the IPRC recommendations in conjunction and collaboration with the classroom teacher and/or other resource personnel.
6. To be available to co-plan with classroom teachers in order to assist them with program modifications for students with exceptionalities.
7. To provide direct and/or indirect instruction as determined by the needs of the child, as identified by the IPRC.
8. To collaborate with the classroom teacher in ongoing assessment as required and in keeping records of the progress made on the IEP.

Duties of the Classroom Teacher

1. To participate in the school team process in recommending that a student should be referred to an IPRC/IEP.
2. To obtain in cooperation with the resource teacher, a recent educational assessment of the student prior to the IPRC/IEP.
3. To come to the IPRC/IEP prepared with the O.S.R., samples of student work, tracking system, overview of present program and suggestions for possible future programming.
4. To co-plan with the resource teacher in order to develop and implement the IEP.
5. To modify or differentiate the expectations for the student's learning as required by the IPRC/IEP.
6. To maintain ongoing communications with the student's parents/guardians, other teachers, and other professionals involved with the student.
7. To evaluate progress in preparation for the team meetings (held once each evaluation period) and IPRC/IEP review (once a year) including samples of student work, tracking system, overview of present program and suggestions for possible future programming.
8. The primary responsibility for the delivery of the IEP is the classroom teacher.

PROCEDURES TO FOLLOW WHEN APPEALING DECISIONS MADE BY IDENTIFICATION PLACEMENT AND REVIEW COMMITTEE (IPRC)

Subject	Procedures
Disagreement with IPRC decision	<p>A parent of a pupil may request a hearing by the Special Education Appeal Board if the parent disagrees with the determination of the IPRC with regard to:</p> <ul style="list-style-type: none"> ● the identification of the pupil as an exceptional pupil; ● the decision that the pupil is not an exceptional pupil; ● the placement of the pupil.
Initiation of Appeal	<p>The parent may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting of the IPRC, give written notification of intention to appeal the decision to the Secretary of the Board.</p> <p>The notice of Appeal must:</p> <ul style="list-style-type: none"> ● indicate the decision with which the parent disagree; and ● include a statement that set out the reasons for disagreeing
Appeal Board Membership	<p>The Special Education Appeal Board shall be composed of:</p> <ul style="list-style-type: none"> ● one member selected by the Board in which the student is placed; ● one member selected by a parent of the pupil; and ● a Chair, selected jointly by members selected under above clauses a) and b) or where those members cannot agree, by the appropriate District Manager of the Ministry. <p>No person who has had prior involvement with the matter under appeal may be selected under subsection (1).</p>
Appeal Board Hearing-Parent Meeting	<p>The Chair of the Board will arrange a meeting at a convenient place and at a time that is no more than 30 days after the Chair has been selected (unless parents and Board both provide written consent to a later date).</p> <p>The Chair of the IPRC of which the decision is being appealed shall provide the Appeal Board with the record of the Committee proceedings, including the Statement of Decision and any reports, assessments or other documents considered by the Committee.</p> <p>Any person who, in the opinion of the Chair of the Appeal Board, may be able to contribute information under appeal, shall be invited to attend the meeting.</p>

Subject	Procedures
Appeal Board Decision	<p>The Appeal Board must make its recommendations within three days of the meeting.</p> <p>The Appeal Board shall:</p> <ul style="list-style-type: none"> • agree with the Committee and recommend that its decisions be implemented; or • disagree with the Committee and make a recommendation to the Board about the pupil's identification or placement or both.
Report of Decision	<p>The Appeal Board must report its recommendations, in writing, to the parent and the Board, providing the reasons for its recommendations.</p>
Board Decision	<p>Within 30 days of receiving the Appeal Board's written statement, the School Board will decide what action it will take with respect to the recommendations. The Board is limited to the actions that the Appeal Board recommends or could have recommended.</p>
Special Education Tribunal	<p>The Board must include in the written report, an explanation of the further right of appeal to a Special Education Tribunal.</p> <p>The parent may request a hearing by writing to the secretary of the Special Education Tribunal.</p> <p>Information about making an application to the tribunal will be included with the Appeal Board's decision.</p>

Section B5

Educational and Other Assessments

EDUCATIONAL AND OTHER ASSESSMENTS

Purpose of the Standard

To provide details of the board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRC's and the ways in which assessments are used.

ASSESSMENT TO MEET THE EDUCATIONAL NEEDS OF EACH STUDENT

Assessment of students who are being considered for formal identification as "exceptional," is a collaborative process which may involve the teacher, the student, the parent, the resource teacher, the principal and the Coordinator of Special Education.

Educational Assessment

Academic or educational assessment is central to the overall assessment process and to the delivery of remedial or modified programming to students with exceptionalities. Academic assessment involves performance-oriented, curriculum-based, authentic and standardized assessment procedures. If the ultimate goal of assessment is to assist in meeting the educational needs of each student as effectively and completely as possible then comprehensive academic assessment will likely be sufficient for the great majority of students. For a minority of students, psychological or language assessments may be required.

The resource teacher gathers information using as many techniques and sources as is deemed necessary to understand the student's strengths, weaknesses, learning style, interests and cognitive difficulties. A standardized test may be one part of an academic or psycho-educational assessment but usually a thorough assessment would also include, among other things, discussion with the classroom teacher regarding where the student is functioning in core areas (curriculum-based assessment) and classroom observation (performance-based and authentic assessment).

Different assessment procedures are most appropriately used at different stages of the assessment process or to add information that is best obtained through that particular method. Still it is useful to keep the following broad groupings: 1) standardized norm-referenced assessment measures, and 2) assessment techniques which do not utilize standardized administration procedures and are not norm-referenced. The latter commonly includes types of assessment referred to as authentic, performance-oriented, curriculum-based, portfolio and observation.

WHEN IS A COMPREHENSIVE EDUCATIONAL ASSESSMENT NECESSARY?

Authentic and curriculum-based assessment is an ongoing and continuous part of education service delivery. These types of assessments continue during and after standardized assessment is begun. There is no one right time to request or undertake a standardized academic assessment. Some of the following may be used as guidelines however to help make this decision:

- 1) If significant academic difficulties persist, following adequate authentic assessment, program modifications, and sufficient time has passed to test the effectiveness of these modifications, then standardized assessment may add new information that could inform new modifications, strategies, and placement.
- 2) If you are considering a formal change in educational placement through an IPRC then a formal academic assessment, including standardized measures, may be useful to guide appropriate decision making.
- 3) If you suspect identification as an Exceptional Learner may be appropriate, again through an IPRC, then a formal academic assessment is necessary.
- 4) If a student transfers to the system and his/her academic history, for whatever reason is not clear, but you are confident that this child has significant academic difficulties, then a comprehensive academic assessment can help the classroom and resource teacher clarify where to begin programming for this student. However, curriculum-based assessment, will probably suffice in the majority of such instances.

PSYCHO-EDUCATIONAL ASSESSMENT

An Overview and Issues Related to Supervision

Traditionally a Psycho-educational Assessment has been viewed as distinct from an academic assessment even though a Psycho-educational Assessment may include academic assessment information. Psycho-educational assessments typically involve intellectual or cognitive ability assessment and sometimes personality or behavioural/emotional measures. Furthermore, the application of psychological principles and techniques to an educational assessment, in an educational context, is what makes an assessment Psycho-educational. As such, the law clearly states that the provision of Psychological Services can only be undertaken by appropriately qualified and certified professionals or non registered personnel who are supervised by a registered Psychologist. This same law, The Registered Health Professional Act, formally recognizes Psychologists as one of the Health Care Providing Professionals who may lawfully diagnose in the Province of Ontario. Medical Doctors are covered under the same RHPA. This same Act makes it illegal for anyone to diagnose or deliver Psychological Services who is not certified by The College of Psychologists of Ontario. In Ontario, the College of Psychologists is responsible for certifying appropriately trained individuals as Psychologists and Psychological Associates.

In the context of the Huron-Perth Catholic District School Board, Psychology staff supervise all assessments that involve any assessment of cognitive and emotional functioning. For our purposes this supervision involves consultation prior to beginning any aspect of a Psycho-educational Assessment, including sending a request for permission to parents. Psychology staff are to be consulted regarding the appropriateness of cognitive assessment, and about each aspect of any ensuing assessment. Whether or not it is appropriate to begin an assessment of cognitive functioning is as important as interpreting the results from such an assessment. In many cases, a member of the Psychology team will also meet with the student personally. All Psycho-educational assessments will be reviewed and cosigned by a Psychologist, as "Approved by:" prior to feedback being given to anyone regarding the results and conclusions of the assessment. The requirement that supervised work be signed as "Approved by" comes from the Standards of the College of Psychologists of Ontario.

Miscellaneous Issues: Consent, Storage of Reports

Written consent: Written consent from parents, or the student when over 16 years of age, is necessary in a number of circumstances.

- 1) In accessing the Ontario Student Record (OSR): Under the Education Act, only supervisory officers and the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student. As noted above, additional access may be permitted under municipal and provincial freedom of information legislation, under specified and limited circumstances. (OSR Guideline-Revised 2020)
- 2) Psychological, Speech and Language Assessment and Consultation: Written permission must be obtained prior to any formal assessment being conducted, and prior to any consultation where the child's identity is made known. Consent for consultation or assessment then allows the same professionals to access the OSR as specified. Written consent from parents or legal guardian should be obtained before any standardized and norm referenced test is administered. However, from a legal perspective this is not necessary to undertake an educational assessment. Verbal consent would be appropriate. It is legally necessary if the assessment is part of Psychological Services or Consultation.
- 3) Written consent from parents, legal guardian, or the student if of legal age, is required before any assessment related information can be shared with any agency, professional, or individual outside the employ of the Board. Written requests for information must be specific regarding the information or reports requested and must be specific as to who has been given permission to release the information. For example, for a Psychological Report to be released, the Board's Psychologist must be explicitly identified as being given permission to do this. Furthermore, Psychological reports should only be released by Psychological staff.

Classification of Exceptionality and Legislation Governing Diagnosis

An Act known as the Regulated Health Professions Act (RHPA) was given Royal Assent in November of 1991 and then proclaimed on December 31 of 1993. This Act was last amended December 13 of 2011. The goal of RHPA is greater protection for the public through the regulation of 24 health-related professions including psychology. The RHPA is actually 21 individual acts and an Omnibus Act (Bill 43) which sets out the government's structure for regulation and procedure for all the professions included. The Omnibus Act makes provisions within each college for statutory committees; specifies and assigns to the various professional procedures called "Controlled Acts"; expresses procedurally a philosophy of client care, quality assurance, and sensitivity by the Colleges to public complaints and wishes; and stipulates who may use certain titles (such as "doctor") for professional identification.

One of the most significant aspects of RHPA which is relevant to special education is the increased clarity of the responsibilities of psychologists in the practice of "diagnosis." In return for being regulated, members of regulated professions are granted access to protected professional designations and receive the right to perform "controlled acts", acts believed to have risks of harm if performed by non-regulated persons. One of the "controlled acts" assigned to psychology (Bill 63) is that of communicating a psychological diagnosis.

In Bill 63 "The practice of psychology is the assessment of behavioural and mental conditions, the diagnosis of neuropsychological disorders and dysfunctions and psychotic, neurotic and personality disorders and dysfunctions and the prevention and treatment of behavioural and mental disorders

and dysfunctions and the maintenance and enhancement of physical, intellectual, emotional, social and interpersonal functioning.”

Furthermore, Bill 63 stipulates that “In the course of engaging in the practice of psychology, a member is authorized, subject to the terms, conditions and limitations imposed on his or her certificate of registration, to communicate a diagnosis identifying, as the cause of a person’s symptoms, a neuropsychological disorder or a psychologically based psychotic, neurotic or personality disorder.”

In Bill 43: “A ‘controlled act’ is any one of the following done with respect to an individual:

1. Communicating to the individual or his or her personal representative a diagnosis identifying a disease or disorder as the cause of symptoms of the individual in circumstances in which it is reasonably foreseeable that the individual or his or her personal representative will rely on the diagnosis.”

Implications

Considering the RHPA legislation and the terminology used in the IPRC summary form, Principals and Resource Teachers should take care not to identify any students with exceptionality designations of developmental disability, learning disability, Autism Spectrum Disorder, etc. in the absence of a written diagnostic statement from a qualified practitioner. The official policy (1996) of the College of Psychologists is that “learning disability” as it is commonly used, within the broader community, as a non-diagnostic synonym for learning problems, does not constitute diagnosis. However, in a letter from the College in April of 1997 the College does state that “the finding of a learning disability is a psychological diagnosis when this term is used to identify the cause of a set of symptoms exhibited by an individual.”

When Educational Assessments are performed, which suggest the possibility of developmental delay or other diagnostic categories, the deficiencies in performance among academic subjects should be highlighted and further programming should be developed through the Team Meeting mechanism. Based on the results of such programming efforts, consideration should be given to a referral for a psychological assessment.

Protection of Privacy

Copies of all Education, Psycho-educational and other professional reports are treated as confidential information. The front page of all Psycho-educational Reports contain a statement reading: “Confidential Psycho-educational Assessment”.

Communication of Assessment Information

Information is communicated to parents and students via personal interview with the resource teacher or principal and the qualified assessor, as well as a written report. Parents must always be provided with an opportunity to seek clarification and question results.

Educational and Psychological Assessment reports are stored in the OSR.

EDUCATIONAL AND OTHER ASSESSMENTS

Type of Assessment Tool	Staff Category	Qualifications	Relevant Legislation	Average Waiting Time	Parent Consent	How Results are Communicated to Parents	Information Sharing Protocols	Protection of Privacy
Educational	Coordinator of Special Education Resource Teachers Classroom Teachers	College of Teachers	Education Act	Less than one month	Yes	School/Parent Meeting	As collaboratively developed by parents and staff	As governed by legislation
Speech Language	Speech/ Language Pathologists	Registered Member of CASLPO	Regulated Health Professions Act, 1993	Less than four months	Yes	School/Parent Meeting and Professional Report	As collaboratively developed by parents and staff	As governed by legislation
Psychological	Psychometrists	B.A., M.A., Supervised by Registered Psychologist	Regulated Health Professions Act, 1993	Less than six months	Yes	School/Parent Meeting and Professional Report	As collaboratively developed by parents and staff	As governed by legislation
Psychological	Psychologist	PH.D., Registration with College of Psychologists	Regulated Health Professions Act, 1993	Less than six months	Yes	School/Parent Meeting and Professional Report	As collaboratively developed by parents and staff	As governed by legislation
Other	Community Professionals	As determined by professional college		As determined by community professionals		As determined by community professionals	As determined by parents and community professionals	As governed by legislation

Section B6

Specialized Health
Support Services
in School Settings

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Purpose of the Standard

To provide details of the board's specialized health support services to the ministry and to the public.

Policy/Program Memorandum 81, issued July 1984, outlines the responsibilities of the Ministries of Education, Health, Children & Youth Services, and Community & Social Services with respect to the provision of health support services in school settings. In the Huron-Perth Catholic District School Board, school health support services are provided through the Home and Community Care Support Services South West and TVCC (formerly Thames Valley Children's Centre). An excellent working relationship exists between the Board and these service partners.

Access to school health support services may be initiated by school personnel with the consent of the student's parent(s)/guardian(s). A referral for such services is developed through a collaborative process between the student's parent(s)/guardian(s) and the Board. Based on the student's needs, a variety of professional services may be requested. Professional services may include occupational therapy, physiotherapy, speech/language therapy, nutritional counseling, nursing, and mental health and addictions support. Upon receipt of the request for services, the appropriate community partner will review the information provided to determine the pathway of the referral process.

The professional service providers are integral to the process of acquiring individualized equipment for students with special needs. They make recommendations with respect to issues of accessibility and offer training to educational staff as it relates to supporting the student in the school environment.

To meet the guidelines of the Ministry of Health and the Ministry of Education regarding shared responsibilities, the Huron-Perth Catholic District School Board has 2.0 Speech Language Pathologists on staff to meet the specific needs of students with a language delay/disorder.

To view Huron Perth Catholic District School Board's Policy on the management of students' medical needs in school, please view the [Administrative Procedure: "Students With a Prevalent Medical Condition"](#)

SPECIALIZED HEALTH SUPPORT SERVICES

Specialized Health Support Service	Agency or position of person who performs the service (e.g., TVCC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	Ontario Health atHome	As determined by qualified health professionals	Case manager	As determined by qualified health professionals	Parents, principal, case manager review need
Occupational therapy	TVCC	As determined by qualified health professionals	TVCC service provider	As determined by qualified health professionals	Parents, principal, TVCC service provider review need
Physiotherapy	TVCC	As determined by qualified health professionals	TVCC service provider	As determined by qualified health professionals	Parents, principal, TVCC service provider review need
Mental Health and Addictions Nurse	Ontario Health atHome, Board Staff	As required	Case manager and Board Mental Health Lead	As determined by qualified health professionals	Parents, principal, case manager, Mental Health Lead review need
Nutrition	Ontario Health atHome	As determined by qualified health professionals	Case manager	As determined by qualified health professionals	Parents, principal, case manager review need
Speech and language therapy	Board S/L pathologists, Board staff	As determined by qualified health professionals.	Board S/L pathologists	As determined by qualified health professionals	Parents, principal, Board S/L pathologists review need
Speech correction and remediation	Board S/L pathologists, TVCC	As determined by qualified health professionals.	Board S/L pathologists, TVCC service provider	As determined by qualified health professionals. See board guidelines	Parents, principal, Board S/L Pathologists, TVCC service provider review need
Administration of prescribed medications	Board staff	As prescribed by M.D.	Family physician	Prescription not renewed	Principal, parents, M.D. review need
Catheterization	Board staff, Ontario Health atHome	As required	Qualified health professional	As determined by qualified health professional	Principal, parents, M.D. review need
Suctioning	Ontario Health atHome	As required	Qualified health professional	As determined by qualified health professional	Principal, parents, M.D. review need
Lifting and positioning	Board staff, TVCC	As required	TVCC service provider	As determined by qualified health professional	Principal, parents, TVCC service provider review need
Assistance with mobility	Board staff, TVCC	As required	TVCC service provider	As determined by qualified health professional	Principal, parents, TVCC service provider review need
Feeding	Board staff	As required	Qualified health professional	As determined by qualified health professional	Principal, parents review need

Toileting	Board staff	As required	Qualified health professional	As determined by qualified health professional	Principal, parents review need
Tube Feeding	Ontario Health atHome	As required	Qualified health professional	As determined by qualified health professional	Principal, parents, case manager review need
Oxygen Therapy	Ontario Health atHom	As required	Qualified health professional	As determined by qualified health professional	Principal, parents, case manager review need

Section B7

Categories and Definitions of Exceptionalities

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

Purpose of the Standard

To make information on the categories and definitions of exceptionalities available to the public, including parents and community associates.

The following Categories and Definitions of Exceptionalities are consistent with the definitions found in the [Special Education in Ontario: Kindergarten to Grade 12: Policy and Resource Guide](#) (2017). The Board has directed staff to use only these Ministry defined categories of exceptionality in the IPRC process and the Statement of Decision.

Behavioural

Behaviour

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

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

Communicational

Autism

A severe learning disorder that is characterized by:

- a) disturbances in:
 - rate of educational development;
 - ability to relate to the environment;
 - mobility;
 - perception, speech and language
- b) 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 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, in which may:

- a) involve one or more of the form, content, and function of language in communication; and
- b) include one or more of the following:
 - language delay;

- dysfluency;
- voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment

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

Learning Disability

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

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (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;
- 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 class because of slow intellectual development;

- c) a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability

A severe learning disorder characterized by:

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

Physical

Physical Disability

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or development level.

Blind and 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.

APPLICATION OF DEFINITIONS IN THE IPRC PROCESS

Students will be identified as exceptional, using the Ministry of Education definitions, with a written diagnostic statement from a qualified practitioner. Examples of possible sources include medical/health assessment (vision, hearing, physical, neurological), speech/language assessments, occupational/physical therapy assessments, behavioural assessment, and psychological assessments.

SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Purpose of the Standard

To provide the ministry and the public with details of the range of placements provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC.

PLACEMENT OPTIONS

The first option considered by an IPRC is the placement of a student in the regular class. The student's needs will be met through the IEP.

IPRC Placement Decisions

According to the Ministry of Education document, *Special Education in Ontario: Kindergarten to Grade 12: Policy and Resource Guide – 2017*:

The following chart outlines the range of options offered by the Huron-Perth Catholic District School Board. These are the only placements that the IPRC may consider in making its placement decision

Placement	Description
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.
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.
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.

Refer to [Regulation 132/12](#) regarding regular class sizes for the definition of a “regular class” placement.

Other options exist to meet the student's needs, and parents and school board staff are encouraged to explore them. For example, they may need to consider applying for admission to:

- A Provincial School for students who are Deaf, blind, or deafblind, or a Demonstration School for students who have severe learning disabilities; or
- A facility that provides the necessary care or treatment appropriate to the student's condition.

Applications to Provincial Schools and provincial Demonstration Schools are coordinated and submitted by the school board. Applications to care and treatment facilities are made by the parent, principal and community agency and/or the Local Resolution Committee. The Local Resolution Committee is coordinated through the Community Services Coordination Network (CSCN). The membership of the CSCN is determined by CSCN, however the Huron-Perth CDSB has representation on the committee. When alternate placements outside of our school board are necessary to meet the needs of a student, the application process set out by each individual Provincial/Demonstration school or care and treatment facility is completed.

COMMUNICATION TO PARENTS

Parents are provided with a copy of [Teamwork: Education for All – A Guide for Parents, Guardians and Students](#) which details in depth the Identification, Placement and Review process and procedures. Placement options are communicated to parents by telephone, letter or meeting and are detailed in the student's Individual Education Plan.

Parents will receive a brochure that outlines the role and goals of the Special Education Advisory Council (SEAC) at the initial IPRC.

SEAC'S INVOLVEMENT

[SEAC](#) is responsible for reviewing and approving the Special Education Board Plan. This includes programs, services, the Board's delivery model and budget allocations for special education. Regulation 464/97 (see Legislation section) outlines the Board's responsibilities for establishing a SEAC, how members are appointed, and meeting procedures. Presentations are made outlining the Board's Special Education Plan at each meeting and recommended actions are voted on and forwarded to the Board. To ensure accountability and provide feedback, a member or guest participant evaluates each session at the end of the meeting.

SEAC plays a key role in advising the Board regarding the range of placements. This occurs through ongoing discussion about:

- The Board's special education philosophy;
- Full and meaningful inclusion for all students, to align with the HPCDSB's philosophy of full inclusion which is intrinsically linked to our Catholic faith and the core beliefs outlined in the [Learning for All 2013](#) document;
- Presentations from special education staff re: programs and services for various exceptionalities.

LEARNING DISABILITIES

Who are the students involved?

Students with learning disabilities have significant communication difficulties that are not related to physical, intellectual or maturational causes. Students with learning disabilities frequently can follow spoken instructions and comprehend stories that are read to them, but might have difficulty reading by themselves or communicating effectively in written form. Generally speaking, students with learning disabilities have difficulty seeing the patterns in language or have difficulty processing information to demonstrate their knowledge. Traditional approaches, based on the assumptions about how most children learn are not always appropriate for students with learning disabilities, thus adaptations, modifications, and accommodations in classroom programs might be necessary.

What support is available?

As maturation has a significant influence on learning, the primary program focuses on a child centered approach that will accommodate a wide range of maturational levels and learning styles. Each school has a Resource Teacher who can provide expertise and suggestions to the teachers of a school and to the student. Program accommodations may include small group instruction, differentiated presentation, direct teaching, lessening of the quantity of work expected to demonstrate proficiency, alternative methods of evaluation or such other supports as deemed appropriate for the individual student.

What is expected of parents?

Parents and schools need to work collaboratively to identify how a student can be most effectively assisted. This is an ongoing process influenced by the student's maturation, program expectations, and student success. Maintaining a positive self-image as a learner is an important goal as the student struggles to learn new ways to process information and communicate knowledge.

Parents are asked to be fully aware of their child's specific needs in order to be fully contributing partners in educational decisions. Parent support groups such as the Learning Disabilities Association or the Council for Exceptional Children may provide additional information and services beyond the school.

What are the placement options?

The needs of our students with learning disabilities are addressed at their home school with accommodations and/or modifications within the regular classroom. Students requiring more intensive support may receive in-class assistance of the special education resource teacher or resource withdrawal assistance of the special education resource teacher. The Board also has a close working relationship with the Amethyst School, a residential program for students with learning disabilities. In addition, the Amethyst School offers consultation services to schools related to individual students and professional development opportunities for education staff.

PHYSICAL DISABILITIES / MEDICAL

Who are the students involved?

Students with physical disabilities may have impairment in mobility, coordination, or balance that interferes with their ability to fully access the curriculum. Chronic health needs might also be present. The range of needs among these students is great. Some students can achieve many or all of the curriculum expectations with assistive devices and extensive accommodation to the learning environment.

What support is available?

Home, school, and community professionals work closely to identify and address the needs of students with physical disabilities. The Coordinator of Special Education can arrange for the acquisition of specialized equipment that has been recommended by a regulated, qualified professional. Accommodations to the learning environments and renovations to permit accessibility are also made. Schools facilitate the provision of therapy for children at school by community service providers Home and Community Care Support Services South West or TVCC.

How can parents help?

Ongoing communication between home and school ensures consistency in expectations and keeps the school updated on the health status of the student. Parents can assist the school in meeting the student's needs by reviewing recent reports of doctors or other agencies and talking with the therapists involved.

What are the placement options?

Students with physical disabilities are accommodated in their regular classroom. Assistive devices, where required, are provided through Special Education Amount funding (SEA) and/or Board funds (e.g. change table).

AUTISM

Who are the students involved?

Children with autism have severe, pervasive, and sustained impairment in reciprocal social interaction skills and communication skills relative to their developmental level. They have restricted, repetitive, and stereotyped behaviour, interests, and activities. The degree of impairment can vary widely depending on the individual's developmental level and age.

What system support is available?

The extent of their abilities and the degree of impairment differ significantly from student to student. Accordingly, planning to accommodate needs is highly individualized. School and system staff work closely with parents and community professionals to collaboratively develop and implement an Individual Education Plan (IEP). Students with autism may be supported in their classroom by an Educational Assistant. Imitation is a natural and valuable way of learning that is very limited in children with autism. Thus, much direct teaching and prompting are needed. Program strategies focus on receptive and expressive communication skills.

How can parents help?

Parents can help by maintaining frequent communication with the school and community professionals to ensure consistent strategies at home and school. Parents will likely benefit from the programs available at specialized community agencies such as the Child and Parent Resource Institute (CPRI) and TVCC.

What are the placement options?

All students with Autism can be accommodated in their regular classroom.

HEARING IMPAIRMENTS

Who are the students involved?

Students with hearing impairments are those who have been identified as having a hearing loss by an Audiologist. This loss may be temporary in nature related to a middle ear infection affecting the conductivity of sounds. Medical treatment, such as medication and/or placement of tubes (myringotomy), can be effective in reducing hearing difficulty. More permanent hearing loss is associated with damage to the hair cells of the inner ear (sensorineural hearing loss). The use of hearing aids or an FM system might be recommended by Audiologists, depending on the degree of loss.

What support is available?

The board invests in two small contracts with Auditory-Verbal Therapists (AVT) for students who have cochlear implants. AVT is a method for teaching deaf children to listen and speak using their residual hearing in addition to the use of amplification devices. Consultation staff from the E.C Drury and Roberts Provincial Schools for the Deaf are available to support the needs of children with hearing impairments throughout the District School Board. Specific assistance is provided in programming for the student with a hearing impairment, including in-servicing school staff and demonstrating to school classmates regarding hearing aids and FM systems. Information regarding the student with a hearing impairment can be shared by the Resource Teacher with the school staff. Specialized equipment and consultation with the Speech-Language Pathologist and/or Audiologist is also arranged.

How can parents help?

Early identification of a hearing loss is very important and therefore parents are encouraged to have their child assessed by an Audiologist when concern about a possible hearing loss surfaces. A written report from the Audiologist should follow. Communication between home and school is necessary in meeting the needs of the hearing impaired student. Careful monitoring of proper use and care of hearing aids, as well as bi-yearly visits to the Audiologist are parent responsibilities which school staff will support. Participation in parent support groups such as “VOICE” for hearing impaired students, “The Canadian Hearing Society” and “The Family Counselling Service” provided through Robarts School may be helpful.

What are the placement options?

The needs of most students with hearing impairments will be addressed at the home school through a collaborative planning process involving the parents, school staff, the Teacher of the Deaf (where provided), other system staff as necessary, and the child, if possible. Assistive devices, where required, are provided through SEA and/or Board funds (e.g. soundfield, personal FM system). Parents may also request enrolment of their child at the Robarts School’s residential program for hearing impaired students. The Board has a close relationship with the Robarts School for professional development for staff related to hearing impairment.

SPEECH AND LANGUAGE NEEDS

Who are the students involved?

Speech and Language professionals serve children with communication disorders and delays that impact on academic or social development. Those children who have difficulties understanding language and/or producing clear, coherent communicative messages can be provided with a range of services depending on the degree of support required. Areas of potential concern include:

1. Speech sound production (articulation)
2. Comprehension and use of the structure of language (vocabulary, grammar, and analysis skills)
3. Social use of language (pragmatics)
4. Fluency and rhythm of speech (stuttering)
5. Quality of voice production
6. Hearing (ability to receive and process language)
7. Physical and cognitive disabilities that interfere with communication.

What Support is Available?

Schools within the Huron-Perth Catholic District School Board are serviced by 2.0 Speech and Language Pathologists who are responsible for providing a continuum of school-based services to students, staff, and parents. Using an educational model of service delivery, the SLP manages a caseload of students with a variety of needs. Working with classroom teachers and other support staff, the SLP provides assessments and develops intervention plans that allow students (referred by the school team) to access the curriculum, socially interact with peers and acquire the skills necessary to achieve academically. This support begins in year two of kindergarten. Students with speech/language concerns in their first year of kindergarten receive service from their local SmallTALK provider.

Students with moderate to severe articulation, fluency or voice/resonation disorders are referred to TVCC speech and language services. Schools also liaise with outside agencies such as TVCC, the Child and Parent Resource Institute (CPRI), the Public Health Unit, the University of Western Ontario's Speech and Hearing Clinic, private practitioners, and local Audiologists.

What is expected of parents?

Early identification of communication difficulties is very important as speech and language skills are the foundation upon which essential components of self-esteem and later academic development are based. Although most children will "outgrow" the patterns that are observed during normal development, parents are encouraged to seek professional input when they have questions about how well their child is communicating. Parents also need to recognize that their role in providing good language models at home and allowing their children opportunities to practice their skills is as important to improving communication skills as is any intervention provided at school.

What are the placement options?

Most children with speech or language disorders are accommodated in the regular class. Students requiring more intensive support may receive resource assistance from the special education resource teacher in the regular classroom. Some children might also qualify for in-school support from Board Speech-Language Pathologists or TVCC.

BEHAVIOURAL EXCEPTIONALITIES

Who are the students involved?

These are students with special needs who may have difficulty responding to frustration, controlling impulses, or getting along with others. They may, from time to time, require social and/or emotional support and specialized assistance to help them achieve their educational goals. Service is available depending on the degree of support required, which may also include outside agencies such as Madame Vanier Children's Services (MVCS), the Child and Parent Resource Institute (CPRI), and the Huron-Perth Centre. In some cases, students with behavioural difficulties are referred to the Local Resolution Committee. This committee is established under the Community Services Coordination Network (CSCN) to access children's mental health treatment options.

What system support is available?

Schools work collaboratively with parents to identify the needs of children and develop appropriate plans to address these needs. Each school is serviced by a multi-disciplinary team which includes a classroom teacher, resource teacher and system supports as appropriate (such as psychometrist, Applied Behaviour Analysis Consultant, Mental Health Lead, System Special Education Resource Teacher). Some schools also have child and youth workers to support students. Secondary schools have the Special Education Department, Guidance Department, Chaplaincy team and Student Success Department to provide assistance to the student, classroom teacher, and parents.

The vast majority of students are able to be accommodated in the regular class at the home school. Principals and school staff work hard to create a school environment that invites positive behaviour. Direct counseling and social skills training is usually short term in nature and may be done via class or group activities. When greater support is required than the local school can provide, schools work with parents to access more specialized community agencies.

How can parents help?

Students may have behavioural difficulties due to many different factors. Parents and schools need to frequently communicate to help determine likely factors and develop appropriate strategies. The parents and the school must develop an understanding of what can be expected of the student and apply agreed-upon strategies consistently at home and school.

What are the placement options?

The needs of the majority of our students struggling with behaviours are addressed at their home school with accommodations and/or modifications within the regular classroom. The Board also works closely with the Education and Community Partnership Programs. Through the Local Resolution Committee, students may be placed in treatment facilities such as CPRI. The needs of a small number of adolescents experiencing behavioural difficulties at secondary school are addressed under the provision of the Supervised Alternative Learning for Excused Pupils (SALEP).

VISUAL IMPAIRMENTS

Who are the students involved?

Students with visual impairments are students with a total or partial visual impairment that, even with correction, require specialized teaching methods and/or equipment.

The term “visually impaired” refers to both the blind and to the partially sighted student.

What support is available?

Students with visual needs are taught within the regular classroom setting with appropriate program modifications monitored by a resource teacher or educational assistant. System staff work with parents, schools, and community professionals to obtain special materials and equipment. School teams may also work closely with vision resource consultants from W Ross MacDonald provincial school for the blind. Contracts with Vision Loss Rehabilitation Ontario are also secured each year to provide services in orientation and mobility and independent living skills.

Specific support services may include:

- direct and indirect intervention
- provision of Braille, large print materials, auditory tapes, tactile diagrams
- provision of materials (dark-lined paper, reading stands, appropriate lighting, large print computer programs, etc.)
- curriculum modifications to facilitate successful integration
- professional development
- orientation and mobility training
- functional vision assessments to assist educational programming
- instruction in Braille reading and writing skills
- instruction in use of optical and non-optical aids
- life skills instruction
- advocacy and liaison

What is expected of parents?

Our Board encourages the active involvement of parents in the education of their children. Frequent communication between home and school helps to provide a better understanding of each child. Providing some of the special equipment and materials for use at home would be of utmost benefit for completing assignments and projects. Ministry of Health can be of help with this expense through the Assistive Devices Program. Support groups such as VIEWS and CNIB may also be of assistance.

What are the placement options?

The needs of most students with visual impairments are addressed at the home school. Assistive devices, where required, are provided through SEA and/or Board funds (e.g. adaptive visual aids). Parents might wish to consider having their child attend the W. Ross MacDonald School for the Visually Impaired

DEVELOPMENTAL DISABILITIES

Who are the students involved?

Students with developmental disabilities have significant delays in the development of cognitive, communicative, academic, and social skills. Some students also experience physical challenges. Significant individual accommodations, adaptations, and modifications are required at school to provide the best possible learning environment.

What support is available?

Each student is unique. Potential to learn and develop is maximized through a variety of program opportunities designed to meet individual needs. System opportunities include supported classroom placements and supported co-op education placements. Where possible both directed learning experiences and participation in learning opportunities are provided for all students.

Each school has a resource teacher and a multi-disciplinary team to provide program planning support. Many students with developmental disabilities are further supported by Educational Assistants working under the direction of the classroom teacher. Close liaison with community service providers is an integral part of ensuring that the academic and physical needs of these students are met. The School Health Support Services program allows schools access to the therapy services required to enhance participations in school programs.

What is expected of parents?

Parents are continually faced with difficult decisions about how best to guide their child into adulthood that will be as independent, productive and rewarding as possible. Open and honest communication about the life goals parents have for their children will help the system to make the choices that will fully develop the students' communicative, cognitive, personal life managements and academic abilities, and prepare the students for transition into other learning, community, and work or leisure settings.

What are the placement options?

Prior to making placement decisions, the system actively seeks input from all persons involved in the student's life, including parents, teachers, school-based professionals, and community agencies and services. Program selection is then based on what is believed to be the best learning environment for the individual student. The students may receive indirect resource teacher assistance. They may also have an educational assistant available to them. Consistent with the Board's philosophy of inclusion, every effort is made to promote and support students with developmental disabilities at their home school with necessary accommodations and/or modifications within the regular classroom.

MILD INTELLECTUAL DISABILITIES

Who are the students involved?

These are students whose intellectual capacities are such that they require extra time and reinforcement of learning to achieve academically. Although styles of learning amongst the students vary in many ways, it is clear that frequent opportunities for the students to engage in the use of concrete and manipulative materials to provide a base for learning are essential. Many opportunities for “success experiences” build self-esteem and confidence.

What support is available?

Every school in the district has a resource teacher who works with students, teachers, and parents to help identify learning needs. Individual Education Plans (IEP) are then collaboratively developed to address these needs. In order to provide success experiences, it is essential that the teacher be particularly sensitive to and understanding of students with significant learning delays. Teachers participate in ongoing professional development opportunities to continually improve their ability to make appropriate program accommodations. The availability of support staff or volunteers to reinforce skill development is also very beneficial. Each student must be helped to feel just as much a part of the total school program as every other student in the school. The feelings of self-worth and confidence that are generated are a major factor in achieving academic potential.

How can parents help?

Child development is very complex. Parents and educators are aware that maturation plays a major role in a child’s success at school. Rapid changes take place in physical skills, behaviour, emotional and social maturity, and language ability. Educators know that language skills are essential for the development of academic skills. Thus, parents can be very helpful by reinforcing language development (talking, listening, being read to, modeling).

Children with a mild intellectual disability benefit from frequent review, repetition, and reinforcement. Parents can support their child’s progress by working jointly with school and community resources to reinforce the IEP, in sometimes very specialized ways, to build on each child’s strengths. Frequent home-school communications are essential to the consistent implementation of the plan.

What are the placement options?

The needs of the majority of our students with mild intellectual disabilities are addressed at their home school with accommodations and/or modifications within the regular classroom. Students requiring more intensive support may receive in-class assistance of the special education resource teacher or resource withdrawal assistance (short term intervention) of the special education resource teacher.

GIFTED

Who are the students involved?

The Ministry of Education has defined Giftedness as an unusually advanced degree of general intellectual ability that requires differentiated learning experiences at a depth and breadth beyond those normally provided in the regular school program to satisfy the level of education potential indicated.

What system support is currently available?

Students formally identified as exceptional in the area of Giftedness participate in learning experiences that are extensions of the regular curriculum. The student, parents, regular classroom teacher, the resource teacher and the System Resource team work together to ensure needs are met as appropriate to the individual.

Schools are expected to organize differentiated learning experiences of a depth and breadth beyond those normally provided. This may involve activities/opportunities within the class or include external resources such as mentors.

How can parents help?

The challenge for parents whose children are gifted is to recognize the gift and to work with all the family and community resources to nurture the child in such a way that the child is comfortable with the gift and learns how to utilize it fully. It is important to remember that, although the student is able to learn more quickly, is able to use higher order thinking processes and may have specific talents, the student still needs to feel a part of the community in which he/she lives every day. A positive self-image is very important and must be nurtured both at school and at home. Involvement in community support groups (e.g. Association for Bright Children) may be appropriate.

What are the placement options?

Each school is responsible for the collaborative development of appropriate programs. In addition, there are a number of system and community activities that are centrally coordinated throughout the school year. Gifted learners in gr. 4 – 8, at times, are offered the opportunity to be part of some system level gifted programming.

Additional information can be found on our [Gifted Learners](#) site and in our [Plan for Gifted Learners](#).

Section B9

Individual Education Plans

INDIVIDUAL EDUCATION PLANS (IEPs)

Purpose of the Standard

To inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEPs.

An IEP is a written, working document detailing any special education program and/or services required by a particular student. The IEP includes details that enable school staff to develop a comprehensive profile for the student. An IEP builds on a student's strengths, interests and learning needs, identifies specific goals and expectations, and must be supported by relevant assessment information. The focus is on the individual student and his/her optimum development within the learning environment of age appropriate peers. In the delivery of individualized programs, classroom teachers are supported by the resource teacher and the school Principal.

A Special Education program is defined in the Education Act as an educational program that:

- is based on and modified by the results of continuous assessment and evaluation; and
- includes a plan containing specific objectives and an outline of Special Education services that meet the needs of the pupil.

A Special Education service is defined in the Education Act as:

- facilities and resources, including support personnel and equipment, necessary for developing and implementing a Special Education program.

Regulation 181/98 requires that an IEP be developed for every student identified as exceptional by an Identification, Placement and Review Committee (IPRC). 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 and/or services. In these cases, an IEP is required when:

- the school principal determines that a student's achievement will be assessed on the basis of modified expectations; and/or
- the student regularly requires accommodations for instructional or assessment purposes.

A transition plan must be developed for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP.

The IEP assists teachers as they continually monitor and assess the student's progress throughout the school year. It provides a framework for ongoing communication between home and the school regarding the student's achievements as the IEP will be reviewed and updated at each reporting period. The principal is responsible for ensuring the implementation and review of the IEP.

A team approach is used to meet the diverse needs of our students. Planning a student's educational program is best accomplished through the combined efforts of, and close communication among, the student, the family, the school, the community, and other professionals involved with the student. The IEP provides an opportunity for all those involved with the student to work together to provide a program that will foster achievement and success.

Curriculum Accommodations, Modifications, and Alternative Programs

According to the Ministry document [Special Education in Ontario: Kindergarten to Grade 12: Policy and Resource Guide – 2017](#):

The term *accommodations* refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required by students with special education needs to enable them to learn and demonstrate learning. The provision of accommodations in no way alters the curriculum expectations for the grade level or course.

Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. They either are not derived from a provincial curriculum policy document or are modified so extensively that the Ontario curriculum expectations no longer form the basis of the student's educational program. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute *alternative programs* or *alternative courses*.

The skill areas in which alternative expectations and programs are often appropriate include gross motor skills, perceptual motor skills, and life skills. Examples of *alternative programs* include speech remediation, social skill programs, orientation/mobility training, and personal care programs. For the vast majority of students, these programs would be given *in addition* to modified or regular grade-level expectations from the Ontario curriculum. Alternative programs are provided in both the elementary and the secondary school panels. *Alternative courses*, which are available at the secondary school level, are non-credit courses.

Dispute Resolution

The model of service delivery for Special Education programs and services is based on early and ongoing communication between home and school. Plans are developed collaboratively using a consensus-building approach. Programs and services are subject to continuous evaluation. Issues and changing needs are addressed promptly through home-school meetings.

HPCDSB's inclusive education delivery model forms the basis for the development of Individual Education Plans. In situations where home and school have difficulty reaching common understanding, many supports are available to help resolve concerns. The school-based team comprised of the classroom teacher, the resource teacher and the Principal represents the most appropriate resource to help resolve concerns. The involvement of the Coordinator of Special Education followed by that of the Superintendent would be additional steps in settling disputes.

Ministry/Board Review

An internal IEP review at the school board level was completed in the spring of 2021. The IEP review identified annual goals and performance tasks, transition planning and identifying strengths and needs as being areas requiring further improvement. To address these key elements of an IEP, considerable professional development and coaching opportunities have been and continue to be provided to ensure our IEPs meet or exceed all Ministry standards and are in-line with the principles of the

Learning for All and Education for All guides. Staff require ongoing professional development to learn about the various exceptionalities and unique learning needs to enable them to understand the learner, provide meaningful and purposeful learning and to facilitate peer acceptance and friendship. Our Board is committed to providing programs and services to meet the diversity of student needs within our Catholic schools.

IEP Template

Select to view a template of the HPCDSB [Individual Education Plan](#).

Section B10

Provincial and Demonstration Schools in Ontario

PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

Purpose of the Standard

To provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Provincial Schools and Provincial Demonstration Schools

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

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

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

- a provincial resource center for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an inter-provincial, cooperative basis.

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the Province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive “life skills” program;
- provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

Provincial Schools for the Deaf

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

- Sir James Whitney School offer services in Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario)
- Robarts School for the Deaf in London (serving western Ontario)
- Centre Jules-Leger in Ottawa (serving francophone students and families throughout Ontario)

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP). Schools for the deaf:

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

Transportation to Provincial Schools for students is provided by school boards.

Each school has a Resource Services Department which provides:

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

Provincial Demonstration Schools

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

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

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

The Demonstration Schools were established to:

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

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

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

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

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

Provincial School Contacts

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

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch
255 Ontario Street, South
Milton, Ontario
L9T 2M5
Telephone (905) 878-2851
Fax (905) 878-5405

Schools for the Deaf

The Ernest C. Drury School for the Deaf
255 Ontario Street, South
Milton, Ontario
Telephone (905) 878-2851
Fax (905) 878-1354

The Robarts School for the Deaf
1090 Highbury Avenue
London, Ontario
N5Y 4V9
Telephone (519) 453-4400
Fax (519) 453-7943

The Sir James Whitney School for the Deaf
350 Dundas Street, West
Belleville, Ontario
K8P 1B2
Telephone (613) 967-2823
Fax (613) 967-2857

School for the Blind and Deaf-Blind

W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario
N3T 3J9
Telephone (519) 759-0730
Fax (519) 759-4741

School for the Deaf, Blind, and Deaf-Blind

Centre Jules-Leger
281 rue Lanark
Ottawa, Ontario
Telephone (613) 761-9300
Fax (613) 761-9301

Provincial Demonstration Schools

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities. These schools are the following:

Amethyst School
1090 Highbury Avenue
London, Ontario
N5Y 4V9
Telephone (519) 453-4408
Fax (519) 453-2160

Centre Jules-Leger
281 rue Lanark
Ottawa, Ontario
K1Z 6R8
Telephone (613) 761-9300
Fax (613) 761-9301
TTY (613) 761-9302 and
761-9304

Sagonaska School
350 Dundas Street, West
Belleville, Ontario
K8P 1B2
Telephone (613) 967-2830
Fax (613) 967-2482

Trillium School
347 Ontario Street, South
Milton, Ontario
L9T 3X8
Telephone (905) 878-8428
Fax (905) 878-7540

TRANSPORTATION

Special transportation services are shared between the Huron-Perth Catholic District School Board and the Avon Maitland District School Board. The Huron-Perth Catholic District School Board pays the pro-rated share of its students directly to the Contractor.

The Roberts/Amethyst School (London, Ontario)

The Huron-Perth Catholic District School Board does not currently have any students attending this school.

The W. Ross Macdonald School (Brantford, Ontario)

The Huron-Perth Catholic District School Board does not currently have any students attending this school.

Section B11

Special Education Staff

2024-25 SPECIAL EDUCATION STAFF

Purpose of the Standard

To provide specific details on board staff to the ministry and to the public.

Elementary Panel

Special Education Staff	FTE's	Staff Qualifications
1. Teachers of Students with Exceptionalities		
1.1 Teachers - SERTs	14.3	Special Education Additional Qualification Pt. 1
2. Other Special Education Teachers		
2.1 Consultants: System Special Education Resource Teacher	1.0	Special Education Additional Qualifications
2.2 Teacher diagnosticians		
2.3 Coordinators	1.0	Special Education Specialist
2.4 Hearing Itinerant Teacher (unable to fill this year)	0.5	Teaching Students who are Deaf & Hard of Hearing (Specialist Qualification)
3. Educational Assistants in Special Education		
3.1 Educational Assistants Temporary Educational Assistants	63 11.8	DSW, ECE, CYW, BA, EA
4. Other Professional Resource Staff		
4.1 Psychologists (Contracted)		PhD, Member of College of Psychologists Under RHPA
4.2 Psychometrists		
4.3 Psychiatrists		
4.4 Speech-Language Pathologists (unable to fill full allotment this year)	1.4	Members of College of Audiologists & Speech-Language Pathologists of Ont. Master of Clinical Science
4.5 Audiologists		
4.6 Occupational Therapists		
4.7 Physiotherapists		
4.8 Social Workers	2.5	Masters of Social Work, Bachelor of Social Work, RSW
4.9 Communication Disorder Assistant	0.7	
4.10 Applied Behavioural Analyst	2.5	
4.11 Skills Development Facilitator	1.5	
5. Paraprofessional Resource Staff		
5.1 Orientation and Mobility personnel		
5.2 Oral Interpreters (for deaf students)		
5.3 Sign Interpreters (for deaf students)		
5.4 Transcribers (for blind children)		
5.5 Interveners (for deaf-blind students)		
5.6 Auditory-verbal Therapists		Members of College of Audiologists & Speech-Language Pathologists of Ont.

Secondary Panel

Special Education Staff	FTE's	Staff Qualifications
1. Teachers of Students with Exceptionalities		
1.1 Teachers - SERTs	5	Special Education Additional Qualification Pt. 1
2. Other Special Education Teachers		
2.1 Consultants: System Special Education Resource		Special Education Additional Qualifications
2.2 Teacher diagnosticians		
2.3 Coordinators		Special Education Specialist
3. Educational Assistants in Special Education		
3.1 Educational Assistants	30	DSW, CYW, BA, EA, ECE
4. Other Professional Resource Staff		
4.1 Psychologists		PhD, Member of College of Psychologists Under RHPA
4.2 Psychometrists		
4.3 Psychiatrists		
4.4 Speech-Language Pathologists (unable to fill full allotment this year)	0.6	
4.5 Audiologists		
4.6 Occupational Therapists		
4.7 Physiotherapists		
4.8 Social Workers	2.5	Masters of Social Work, Bachelor of Social Work, RSW
4.9 Communication Disorder Assistant	0.3	
4.10 Applied Behavioural Analyst	0.5	
4.11 Skilled Development Facilitator	0.5	
5. Paraprofessional Resource Staff		
5.1 Orientation and Mobility personnel		
5.2 Oral Interpreters (for deaf students)		
5.3 Sign Interpreters (for deaf students)		
5.4 Transcribers (for blind children)		
5.5 Interveners (for deaf-blind students)		
5.6 Auditory-verbal Therapists		

Section B12

Staff Development

STAFF DEVELOPMENT

Purpose of the Standard

To provide details of the board's professional development plans for special education staff to the ministry and to the public.

The overall goal of the staff development plan regarding Special Education is to maintain high standards of Special Education programs and services. This can be accomplished through ongoing professional development of all system staff involved in the delivery of Special Education programs and services. By providing staff with up-to-date information and training, skills, knowledge, and strategies can be continually enhanced.

Involvement of staff, SEAC, Administration, and the public in professional development planning is an ongoing process. Specific information is gathered at staff meetings and open SEAC meetings as through program reviews, community networking, and Ministry communications. Priorities are based on input from principals, resource teachers, parents, the Superintendent of Education and the Coordinator of Special Education. Key priorities for Special Education Staff Development are also identified through the System Resource Team. Staff also have input through the Strategic Planning Process.

Budget Allocation: Ministry Grants 2024-25

Multi-Project Funds - \$344,187 total for this school year

Summer Learning for Students with Special Education Needs	\$84,990
Special Education AQ Course	\$7,700
Transportation and Stability Supports for Children and Youth in Care	\$17,000
Co-Op Supports for Students with Disabilities	\$69,000
Special Education Needs Transition Navigators	\$54,016
Licenses for Reading Intervention Supports	\$111,481

Staff are trained in the following ways:

- School level in-service
- System Resource Team presentations/training
- New Teacher Induction Program (NTIP)
- Mentoring throughout the school year including release days
- Board Special Education Plan
- TVCC support
- Child and Parent Research Institute support/workshops
- Amethyst Demonstration School support/workshops
- Robarts School for the Deaf support/workshops
- E.C. Drury School for the Deaf support/workshops
- W. Ross MacDonald School support/workshops

Many collaborations with community partners and other school boards result in shared resources, facilities, and staff, thereby reducing costs. Some ways in which we reduce costs are: collaboration/sharing between the Huron-Perth CDSB and the Avon Maitland DSB; transportation is shared between the HPCDSB and the AMDSB; teachers are encouraged to share travel and accommodation expenses for out-of-county workshops. All members of the System Special Education Team have budget allotments for Professional Development.

Staff are informed of the Special Education Plan and Professional Development opportunities through the Board's website, Outlook, newsletters, Board Minutes, Principal memos, and staff meetings at various levels of the Board. Brochures and announcements are posted throughout the school system. Principals receive and pass on new information to all staff.

A wide variety of Professional Development opportunities are offered within the Board and professional communities. These include:

- Professional workshops with community partners e.g. TVCC
- Special teams e.g. IEP Review Team, Resource Teacher Team, Infinite Horizon planning team
- Improve student performance by using the assessment instruments developed by the Catholic Curriculum Cooperative
- Principals work with school councils to develop and annually update the school improvement plan
- Board developed in-service sessions for resource teachers, classroom teachers, designated early childhood educators, and educational assistants
- Special Education Committee made up of resource teachers and the coordinator to review special education practices, procedures, handbook and professional development
- Use of Outlook email system for resource teachers (e.g. resource teachers have their own conference to exchange ideas, etc.)
- Ongoing in-service to principals re: new special education initiatives
- Many staff participate in community-based projects
- Special Education Handbook available in each school
- Special Education Resource Teacher meetings
- Principals' meetings
- Individualized professional development for staff
- Demonstration site school visits
- Professional Associations
- Training sessions on assessments
- Staff involvement in policy and procedure development

Section B13

Equipment

EQUIPMENT

Purpose of the Standard

To inform the ministry, board staff members and other professionals, and parents about the provision of individualized equipment for some students with special needs.

Requirements

Schools, parents, community professionals, and board staff work closely to determine specific individualized equipment needs to assist students to access the curriculum. The Board follows Ministry guidelines for Special Equipment Allotment (SEA) when determining eligibility for equipment claims. SEA equipment must be recommended by a qualified professional, with the exception of technology (computers, software, robotics, computing related devices, as well as training and technician costs). An IEP, parental consent and a purchase invoice are also required documentation for all SEA claims. Following receipt of a recommendation from a qualified professional (when applicable) and approval by the Coordinator of Special Education, the equipment is purchased and delivered to school sites. All SEA claims that meet Ministry guidelines are processed as soon as possible for the benefit of individual students. Non-SEA eligible equipment such as supplies, furniture, and various accommodations are also provided for students on an as-needed basis.

SEA eligible claims under \$800.00 are purchased through Board funds whereas any balance above \$800 is covered through the SEA funding model where appropriate documentation is provided.



HURON-PERTH CATHOLIC

District School Board

Memorandum

To: Huron-Perth Catholic District School Board

From: Pat Varallo, Manager of Facilities Services

Date: May 8, 2025

Re: Accessibility - Annual Reporting to Special Education Advisory Committee (2024-25)

During the 2024-25 school year, work was undertaken at the following schools to accommodate students:

St. Mary's, Listowel

- Conversion of change room into student break room for student safety at an estimated cost of \$5000.
- Repair accessibility washroom door operator to support student safety at a cost of \$1,224.92

St. Ambrose

- Repave entire playground area to prevent falls of a student with physical limitations and to make the area safer for all students and staff at a cost of \$95,000.00

St. Boniface

- Design and install structural support for installation sensory swing at an estimated cost of \$8000.

Holy Name

- Repair accessibility washroom door operator to support student safety at a cost of \$1199.50

St. Columban

- Conversion of change room into student break room for student safety at an estimated cost of \$5000.
- Conversion of change room lighting and lighting controls to accommodate student safety at an estimated cost of \$3000.

Sacred Heart

- Install new electrical outlets into student break room to accommodate new lighting and projector for student safety at an estimated cost of \$4000.

The Board submitted its 2024 Accessibility Compliance Report with the Ontario government as required under the AODA in December, 2024.

Section B15

Transportation

TRANSPORTATION

TRANSPORTATION

Purpose of the Standard

To provide details of the board's transportation policies to the ministry and to the public.

Special transportation services are shared between the Huron-Perth Catholic District School Board and the Avon Maitland District School Board. The Huron-Perth Catholic District School Board pays the pro-rated share of its students directly to the Contractor.

Special transportation is provided to a student who requires transportation arrangements other than the regular school bus either on a short-term or permanent basis.

Transportation of students with special needs to their home school or to an Education and Community Partnership Program is provided in accordance with Board Policies

Following are the types of students who qualify for special transportation:

- Students in special education programs provided outside their home school attendance area
- Students in educational programs in care, treatment and correctional facilities
- Students attending Provincial and Demonstration Schools
- Students who are physically unable to take the regular "yellow" school bus

Determining the Type of Transportation

The school will identify when a student requires special transportation. The Coordinator of Special Education will verify the type of transportation the student requires. This includes whether the student can ride with others and the length of time the special transportation is required.

The Transportation Consortium will give final approval, and arrange the type of service that best meets the needs of the student, based on the information provided by the Coordinator of Special Education.

Safety Criteria

Under the Board's contract, all drivers are required to hold a valid Ontario "B" or "E" class license. As well, the Operator shall not hire or retain in its employ any driver who has been convicted of a criminal activity that would result in the suspension of a Class "B" or "E" driver's license. The Contract also requires the Operator to provide driver training which meets or exceeds levels required for an Ontario "B" or "E" class license. The Operators provide First Aid/CPR training to their drivers.

Provincial Schools

Students are transported either daily or weekly depending on the individual program needs. Where possible, transportation is shared with other area School Boards.

Day students at Provincial Schools will continue to be handled through the Coordinator of Special Education. Ministry of Education will continue to monitor Provincial School day placements over the next year and forthcoming changes are expected.

The Robarts / Amethyst School (London, Ontario)

The Huron Perth Catholic District School Board does not currently have any students attending this school however any future students would leave home late Sunday afternoon by van. They would be picked up at the school at noon on Fridays for return home. They would be picked up and dropped off at their home residences.

The W. Ross MacDonald School (Brantford, Ontario)

The Huron Perth Catholic District School Board does not currently have any students attending this school however any future students would leave home late Sunday afternoon by van. They would be picked up at the school at noon on Fridays for return home. They would be picked up and dropped off at their home residences.

Requests for Special Transportation are made by the school team in consultation with the parents/guardians and Coordinator of Special Education.

Transportation is provided in accordance with Board Policy [3.5.1](#)

Section C

The Board's Special
Education Advisory
Committee

THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE

Purpose of the Standard

To provide details of the operation of the board's SEAC to the ministry and to give members of the public information to which they are entitled.

The following provides information about SEAC membership, meeting times and locations, and procedures. Section A, titled "The Board's Consultation Process" outlined the integral involvement of SEAC in the public consultation process, developing a consultation report, and providing input toward the development of the Special Education Plan.

SEAC meetings are held the third Monday of every month, with exceptions of when holidays or school breaks fall on these dates. Meetings are held virtually from 4-5:30 p.m. Each SEAC meeting through the course of the school year involves presentations and discussions about various board and community programs and services. This format allows SEAC to have ongoing opportunities to influence the establishment, development, and delivery of special education programs and services.

SEAC also participates in the development of the Board's annual budget for special education through ongoing discussion about current and proposed programs and services at each SEAC meeting and through more formal presentations on special education funding and the Board's budget.

Amendments to the Special Education plan were forwarded to SEAC in June 2025 for final recommendations and review. SEAC recommended that the plan be approved by the Board at the June 2025 meeting. All SEAC recommendations are recorded in the meeting minutes and can be accessed on the [Special Education Advisory Committee](#) section of our website.



**Huron-Perth Catholic District School Board
SPECIAL EDUCATION ADVISORY COMMITTEE**

Membership Nomination Form

In accordance with Section 182 of the Education Act, the Huron-Perth Catholic District School Board invites nominations for membership on its Special Education Advisory Committee.

A. Name of Association/Organization of Parents

B. Name of person qualified to act on this SEAC and so nominated by the local association.

Nominee	Alternate (if possible)
Name	Name
Address	Address
Town/City, Postal Code	Town/City, Postal Code
Telephone Number	Telephone Number
E-mail Address	E-mail Address

C. Executive Members of Local Association

Please complete this form and return it to:

Tara Boreham
 Superintendent of Education
 Huron-Perth Catholic District School Board
 Box 70, 3927 Perth Rd 180
 Dublin, ON N0K 1E0
 Tel. 519-345-2440 (Ext 8051) or 1-800-265-8508, Fax: 519-345-2449

Roles and Responsibilities

The Huron-Perth Catholic District School Board Special Education Advisory Committee continues to be an integral part in the establishment and development of special education programs and services for all students with exceptionalities in the system. The committee is mandated to make recommendations to the Board on any issues affecting the programs and services for all pupils with exceptionalities.

By active involvement on the Special Education Advisory Committee, members educate their specific local associations pertaining to the proceedings of SEAC and the ongoing developments and procedures with respect to special education programs and services.

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

- Autism Ontario
- Foundations / Community Living Central Huron
- Community Living Stratford and Area
- Huron-Perth Centre for Children and Youth
- Stratford Children's Services
- VOICE for Hearing Impaired Children / Huron Perth Public Health Unit
- Community Services Coordination Network
- Community Living St. Mary's and Area
- Board Trustee
- Family Services Perth Huron

Local associations have parental representatives who promote the interests and well-being of pupils with exceptional needs and abilities. These associations nominate members and the nominations are then presented to the HPCDSB for approval.

SEAC members are provided with extensive documentation on the budgetary process, the Special Equipment Amount (SEA) funding claim process, new initiatives, and the preparation of the Special Education Plan. When necessary, SEAC also passes motions that are then presented to the Board for approval.

The roles and responsibilities of SEAC are as follows

- a) make recommendations to the Board concerning any matter affecting the establishment, development and delivery of Special Education programs and services for students with exceptionalities of the Board;
- b) participate in the Board's annual review of its Special Education Plan; and
- c) participate in the Board's annual budget process and have the opportunity to review financial statements of the board as related to special education.

Meeting Times, Places, Format

The Special Education Advisory Committee typically meets on the third Monday of each month commencing at 4:00 p.m. During the 2024-25 school year, there was a mix of in-person and virtual meetings.

At each meeting, the Chairperson calls the meeting to order. The meetings are attended by the Coordinator of Special Education and the Superintendent of Education. Guest speakers are also invited to address issues pertaining to special education.

Nomination Process

SEAC members have a three-year term. In the third year of the term, a letter and appropriate nomination form will be forwarded to local associations to inquire about each association's intention regarding SEAC representation for the next three years. Criteria for a candidate's nomination includes: individual must be a Canadian Citizen; of full age of eighteen years; a resident within the area of jurisdiction of the Board, and a Roman Catholic School elector. Each association is encouraged to nominate a qualified representative, as well as an alternate representative. Provided the nominee meets all of the qualification criteria, a recommendation is made to the Board of Trustees to approve each nominee's appointment to the committee. The same process will be followed in the event a vacancy occurs during the three-year term.

Members' Contact Information

At the beginning of each calendar year, a Special Education Advisory Committee membership list is published and distributed to each member. The list contains the addresses, contact person and phone numbers of the local associations, as well as the members. This list is revised and redistributed accordingly.

Section D

Transition Planning and
Coordination of Services
with Other Ministries
or Agencies

TRANSITION PLANNING AND COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Purpose of the Standard

To provide the ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Cooperation with various partners is essential to the seamless delivery of programs and services. This is particularly important for students with special needs who are entering or leaving system schools.

The Board has nurtured excellent relationships with community service providers. Small Talk, Robarts School, W. Ross MacDonald School, TVCC, Child and Parent Resource Institute, Southwest Local Health Integration Network, Healthy Babies-Healthy Children, Madame Vanier Children's Services, the Geneva Centre, hospital speech pathology departments, occupational and physiotherapy departments, Huron-Perth Centre for Children and Youth, Perth Health Services and preschool programs are a few examples of service providers that work collaboratively with the Board to ensure smooth, gap-free provision of programs and services.

Assessment information provided by community service providers is important to the planning process. If additional information is deemed necessary, service providers, parents, and school staff determine how the assessment information may be best obtained. External assessments completed by regulated professionals are reviewed for compliance with Board standards and expectations regarding completeness, etc. and are generally accepted as they are.

Transitional Supports for All Students

Transition planning is recognized as a very important component in promoting student growth and achievement. Transitions come in many forms including pre-school entry, students moving from class to class, school to school, and school to work and/or community. A team approach is in place to ensure necessary supports to manage the Transition Process and is the responsibility of the Superintendent for ensuring that necessary supports are in place.

Students leaving system schools for programs in the community or other school boards are closely managed through the school and area team process. Every effort is made to ensure comprehensive information is provided to the receiving program. Case conferences, site visits, and sharing of the Individual Education Plan (IEP) as well as assessments are key components of effective collaboration.

[Policy/Program Memorandum 156](#) provides direction to school boards regarding the development of student transition plans as part of the IEP. A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP and reviewed as part of the review of the IEP. If the student has no particular need of support during transitions, the transition plan should state that no actions are required.

Transition of Students into School from Pre-school

Students entering the Huron-Perth Catholic District School Board are welcomed into their home schools during registration in November through the Calling All Three Year Olds process. Calling All Three Year Olds Kindergarten Registration is designed so that all children can enter school at their optimal level of development. It includes registration for school, early identification of developmental delays through the Early Years Check-In screening completed by

parents and the promotion of early child development programs and services in Huron and Perth Counties. For more information, please visit our [Early Years](#) website.

If students have moderate to high needs, a meeting is convened by the community Resource Consultant and the System Special Education Resource Teacher in the spring of the year prior to school entry. Parents, agency staff and school staff are invited to share information regarding the child's strengths and needs. Teachers may attend the Day Care setting to observe the child.

Connections for Students – Autism Support

The foundation of Connections for Students originates from the ministry of Education's [Policy/Procedure Memorandum 140](#) and incorporates methods of Applied Behaviour Analysis into programs for students with Autism Spectrum Disorder (ASD). Connections for Students is a collaborative initiative between the Ministry of Children and Youth Services and the Ministry of Education. This initiative is designed to facilitate the smooth transition of students with ASD from autism intervention programs to publicly funded school boards in Ontario. The goal of Connections for Students is for every student with ASD transitioning from an Intensive Behaviour Intervention Program into and through school, to have a seamless transition plan. With this initiative, the process begins with our Board receiving a referral from the Autism Service Provider. The Principal and Applied Behaviour Analysis Consultant (ABA Consultant) work in partnership with the ASD Consultant to set up an initial Connections meeting. The family, school/system team and community partners work together to ensure a smooth transition takes place for the child. The ABA Consultant will continue to support the school team as a student with ASD progresses through the grades by providing a range of strategies, resources and in-school/in-class consultation. The ABA Consultant provides professional development to the system as well as to individual school teams.

Transition of Students from Elementary to Secondary

Students and their families are encouraged to take an active role in the transition planning for a student moving from elementary to secondary school. A transition meeting will be held in the spring of grade 8, perhaps sooner for some, to collaboratively develop a transition plan. Participants at this meeting may include but are not limited to the student, family, elementary school team, secondary school team, any involved system resource support staff, and connected community partners.

Transition of Students from Secondary to Post Secondary/Community

It is encouraged that students enter into this transition planning with their family, secondary school team and a network of community support when appropriate. The organizations which will be providing support after the student leaves secondary school may include post-secondary education institutions, health and community service agencies, employers and others.

Healthy Babies, Healthy Children Initiative

This is an initiative from Integrated Services for Children (tri-Ministry group – Ministry of Community and Social Services, Ministry of Health, Ministry of Education). It is designed to ensure that all Ontario families with children (prenatally to age 6) who are at risk for physical, cognitive, communicative and/or psychosocial problems have access to effective, consistent early intervention services.

This program is delivered through local health units in partnership with community based health and social services providers. A representative from the school board sits on this steering committee and other staff representatives sit on sub committees.

Preschool Speech and Language Initiative

This initiative was launched to ensure that every preschool-aged child who requires speech and language services will receive them and acquire the communication skills needed for personal and social sufficiency at home and at school. There has been Board involvement throughout

the term of this initiative, dating from the launch and response to the RFP process, to the selection of the local provider and membership on the advisory committee.

Locally the initiative has adopted the name SmallTALK. The initiative has had the impact of imposing uniformity across the district with respect to eligibility for hospital-based services. SmallTALK is part of a province-wide initiative designed to improve preschool speech and language services, and to ensure that every preschool child has access to these services. The initiative is funded by the provincial government.

Collaboration/Involvement with Other Local Initiatives

One or more Board representatives have participated, on an ongoing basis, in the following local community initiatives:

- Community Services Coordination Network
- Local Resolution Team in Huron & Perth counties -access to residential treatment services
- Wraparound training and steering committee, Huron and Perth counties
- Education and Community Partnership Program Senior Leaders
- Huron Perth Integrated Children's Services Review Team
- Huron and Perth Children's Services Steering committee
- Children's Mental Health Network
- Healthy Babies-Healthy Children

Collaboration/Involvement with Other Agencies/Associations

The Board collaborates with various agencies and associations, both generally and specifically in relation to selected pupils. A listing of the community partners would include:

- Local hospitals, particularly Rehabilitative Services
- South West Local Health Integration Network
- District Health Units
- District Health Council of Bruce-Grey, Huron-Perth
- Family Services Perth-Huron
- Community Support for Families
- Huron-Perth Centre for Children and Youth
- Child protection agencies/CAS
- Probation services
- Choices for Change
- Stratford Perth Shelter Link
- Safe Homes/Youth Emergency Services
- Partners in Employment
- Canadian Mental Health Association
- Daycare and nursery providers
- Ministry of Community and Social Services
- London Learning Disabilities Association
- TVCC
- Children's Resource Consultant Program
- Robarts School
- Ernest C. Drury School
- Amethyst Demonstration School
- W. Ross MacDonald School
- Child and Parent Resource Institute
- Madame Vanier Children's Services
- Geneva Centre

Section E

Submission and Availability of School Board Plans

SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

The Huron-Perth Catholic District School Board's Special Education Report is available to parents and the general public on our Board website at [Special Education Plan 2024-25](#). According to Assistant Deputy Minister Grant Clarke's memo April 30, 2012, "Instructions Regarding School Boards'/School Authorities' Reports on the Provision of Special Education Programs and Services, 2012" boards are required to ensure a copy of the Special Education Plan is available to the community regarding the special education programs and services available to meet the needs of students in the board. In preparing this report, school boards must continue to ensure public consultation and seek input from SEAC.

Please see the links below for confirmation of the honouring of this process.

- [The Special Education Plan Checklist 2024-25](#) signed by the Director of Education.
- [A letter written by the Director of Education](#) to confirm the submission of the Special Education Plan.
- The minutes from the June 2025 Board Meeting indicating the committee's review and acceptance of the [Special Education Plan Amendments](#) can be found within the June [Board Meeting Minutes](#).
- The minutes from the 2024-25 SEAC meetings indicating any related motions or recommendations related to the Special Education Plan can be found within the [Board Meeting Minutes](#).

The 2024-25 Special Education Plan was approved by the Board of Trustees on June 16, 2025. Please see the [Board Meeting Minutes](#) for proof of the approval.