

SPECIAL EDUCATION PLAN

JUNE 2023

(September 2022 to June 2023)

156 Ann Street, Belleville ON K8N 3L3
613-966-1170 | 1-800-267-4350

www.HPEschools.ca

LEARNING TOGETHER

TABLE OF CONTENTS

SECTION	PAGE
<i>2020-2025 Strategic Plan: Learning Together</i>	4
2019-2022 Board Improvement Plan	7
EQAO Achievement Results	8
1.0 HASTINGS AND PRINCE EDWARD D.S.B. CONSULTATION PROCESS	12
2.0 SPECIAL EDUCATION PROGRAMS AND SERVICES	14
2.1 General Model for Special Education	14
2.2 Roles and Responsibilities in Special Education	15
2.3 Early Identification Procedures and Intervention Strategies	24
2.4 The Identification, Placement and Review Committee Process (IPRC) and Appeals	28
2.5 Educational and Other Assessments - Psychological/Speech Language	29
2.6 Specialized Health Support Services in School Settings	35
2.7 Categories and Definitions of Exceptionalities	35
2.8 Special Education Placements Provided by HPEDSB	39
2.9 Individual Education Plans (IEPs)	43
2.10 Student Services Staff	43
2.11 Staff Development	44
2.12 Specialized Equipment	47
2.13 Accessibility (AODA).....	48
2.14 Transportation for Students with Special Education Needs.....	49
3.0 SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)	50
4.0 COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES	52
5.0 SUBMISSION AND AVAILABILITY OF THE SPECIAL EDUCATION PLAN	55
6.0 APPENDICES	56

APPENDICES

Appendix A – Parent/Guardian Guide to Special Education

Appendix B – Specialized Health Support Services

Appendix C – Categories of Exceptionalities

Appendix C (a) – Hastings and Prince Edward District School Board Exceptionality Groupings

Appendix D – Student Services Staff

Appendix E – Sample Individual Education Plan



LEARNING TOGETHER



2020-2025

Strategic Plan

STRATEGIC PRIORITIES

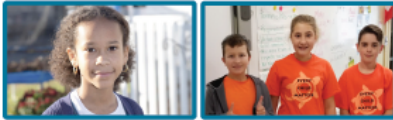
Foster a Culture of Excellence and High Expectations For All

- Decisions will be made from a student-centered approach considering the impact on students and connected to this plan
- Improve the student experience as informed and evidenced by the annual completion of secondary school exit surveys
- Provide universally designed learning opportunities and supports based on each student's learner profile
- Enhance staff potential and professional development experiences through the utilization of employee growth plans, performance appraisals and recognition opportunities
- Recognize and celebrate innovation and excellence on an annual basis
- Enhance leadership development and succession planning through specific training and mentorship opportunities
- Advocate for public education and demonstrate sound decision making through good governance



Promote Safety and Well-Being

- Create environments where students and staff feel safe and are supported to learn, work and thrive
- Foster resiliency and respectful relationships among and between staff and students
- Reduce the number of student suspensions and expulsions
- Adopt the principles of Restorative Justice, and provide appropriate and personalized interventions wherever needed
- Support students and staff through increased awareness and access to professional mental health resources
- Collaborate with community partners to support the needs of students and staff
- Support employee mental health and wellness through professional resources, supports and innovative practices



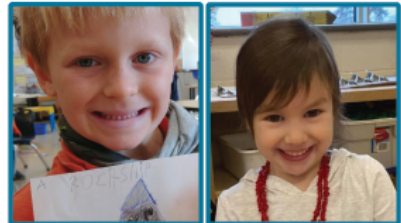
Strengthen Community through Equity and Social Justice

- Provide intentional resources and opportunities to create a culture of acceptance, adopting principles of equity that reflect the diversity of our students, their families and staff
- Create inclusive environments by increasing the visibility and recognition of diversity, including the celebration of Black History Month, Pride Month and Indigenous History Month
- Ensure greater inclusion and diversity of student representation at all levels of Board and school leadership
- Identify and reduce discrimination through enhanced tracking, monitoring and education
- Support and implement necessary actions to incorporate Recommendation #10 of the Calls to Action from the Truth and Reconciliation Commission:
 - Close identified educational achievement gaps to within one generation
 - Improve education attainment levels and success rates
 - Develop culturally appropriate curricula
 - Assert and teach aboriginal languages as credit courses
 - Enable parental and community responsibility, control and accountability for what all parents enjoy in public school systems
 - Enable Aboriginal parents to fully participate in the education of their children
- Collect voluntary self-identification Indigenous student data to intentionally make program and resource decisions
- Ensure recruiting, hiring, and retention practices reflect diversity and inclusion
- Utilize gender-neutral language in all Board documents and practices



Improve Student Success and Achievement

- Annual increase in the percentage of students meeting the provincial standards in Grade 3, 6, 9, and 10 assessments
- Annual increase in students (Kindergarten to Grade 3) reading at benchmarks by establishing a comprehensive early literacy strategy, with an emphasis on speech and oral language development and phonemic and phonetic competence levels
- Annual increase in individual secondary school graduation rates, and overall Hastings and Prince Edward District School Board graduation rate, year over year, meeting provincial standard by 2025 (85%)
- Annual increase in the number of adult students achieving an Ontario Secondary School Diploma (OSSD)
- Annual increase in the number of students in Grades 9 to 12 achieving credit benchmarks (8 for 8 credits in Grade 9, and 16 for 16 credits in Grade 10)
- Increase in the number of students accessing Ontario Youth Apprenticeship Programs (OYAP), Dual Credits and Specialist High Skills Major (SHSM) opportunities



Ensure Responsible Communications

- Promote Hastings and Prince Edward District School Board as the system of choice through a new unified corporate and school identity
- Improve experience through revised and diverse communication platforms
- Improve public relations by providing information that is timely, transparent and accessible for all
- Increase awareness and presence through the sharing of compelling student, staff and school experiences
- Increase engagement in the number of parents participating in Parent Involvement Committee events and school councils

Vision: Lead with integrity and high expectations for all.

Mission: Inspire curiosity, display compassion and empathy, nurture individuality, and foster a sense of community on our journey to higher achievement.



HPE

HASTINGS AND PRINCE EDWARD
DISTRICT SCHOOL BOARD



LEARNING TOGETHER



Education Centre
156 Ann Street
Belleville, ON
K8N 3L3
613-966-1170
1-800-267-4350

information@hpedsb.on.ca
www.HPEschools



@HPEschools



HPEschools

2019-2022 BOARD IMPROVEMENT PLAN
January 20, 2021

GOAL: Empower each school to effectively program to meet the needs of all students by refining our integrative and responsive service model.

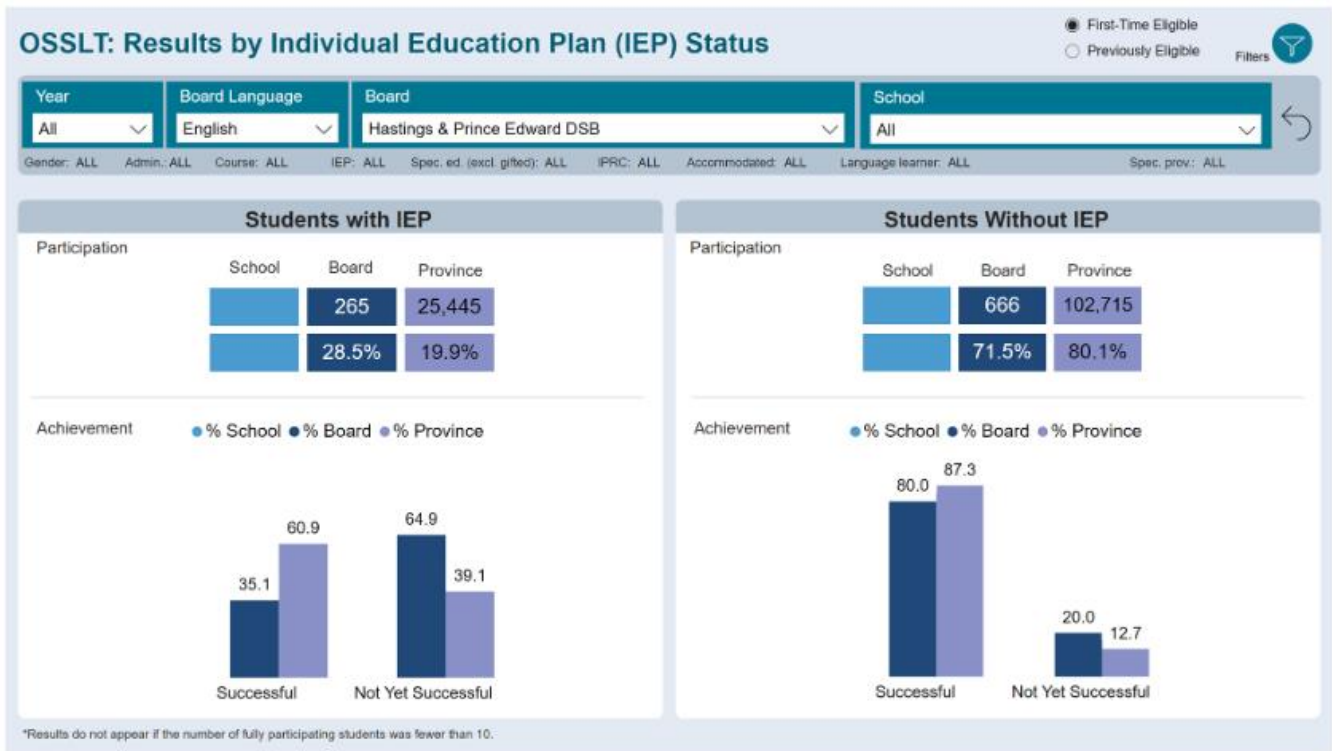
Equity Principles



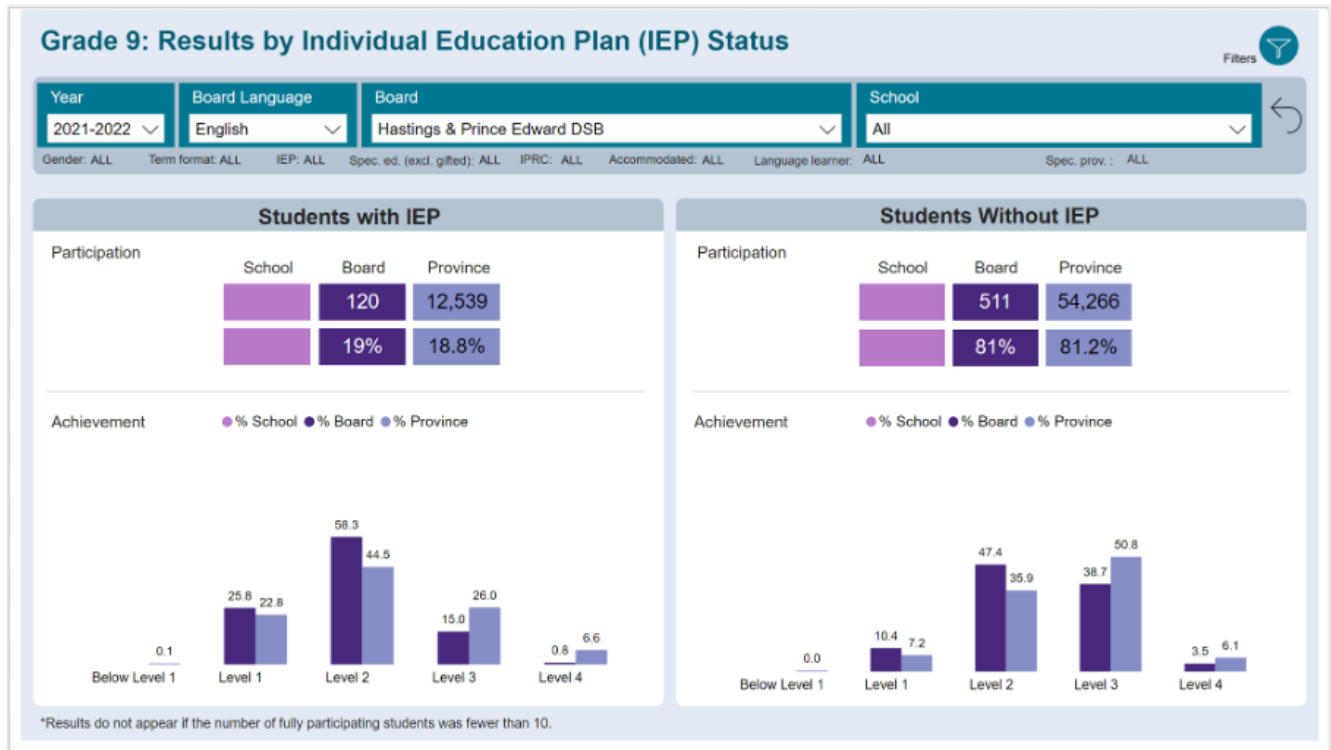
Improvement Actions	System Culture and Practices	Leadership Development	Teaching and Learning
5 Guiding Questions <ol style="list-style-type: none"> Who are our students as learners? What do we want them to be able to know and do? How will we program to promote student learning? How will we know if students are progressing and achieving? What will we do for those that continue to struggle? 	<ul style="list-style-type: none"> Use Equity Principles to make decisions for the purpose of planning at the system/school level. Promote a culture of trust and team among all stakeholders in HPEDSB through open and transparent communication and decision-making. All system staff and departments use the Board Improvement Plan (BIP) and the "5 Guiding Questions" to frame planning, decision making, and resource allocation. Build connectedness between central departments through integrative decision-making and collaborative actions. 	<ul style="list-style-type: none"> Enhance leadership development and succession planning through specific training, mentorship and learning opportunities for school and system leaders. Differentiate support for school leaders in School Improvement Planning (SIP) design and Instructional Leadership, to facilitate change in educator practice and improve student achievement, based upon the "5 Guiding Questions" to frame planning, decision making and resource allocation. School improvement conversations between school leaders and senior team members are consistently focused on intentional leadership moves. 	<ul style="list-style-type: none"> Enhance capacity of educators to use the "5 Guiding Questions" to frame planning, decision making, and resource implementation, grounded upon Ontario Curriculum, Learning for All, and Growing Success. Build capacity of educators to program through the lens of Universal Design for Learning (UDL), starting with an awareness of learner profiles. Differentiate support for school teams to enhance implementation of effective teaching, assessment and evaluation. Differentiate support for schools to implement tiered supports and strategies to close achievement gaps.
Sources of Data for Monitoring Continued Sustained Improvement	<ul style="list-style-type: none"> Procedural Updates Progressive Discipline and Promoting Positive Student Behaviour data System Departmental Plans Staff Surveys 	<ul style="list-style-type: none"> Professional Development Schedules Leadership Learning Opportunity Artifacts Superintendent School Visit Summaries School Leadership Surveys 	<ul style="list-style-type: none"> Student Achievement Data Attendance Data Staffing and Resource Allocation Expression of Interest Response Plan Educator feedback following school support

Education Quality and Accountability Office (EQAO) Achievement Results
 EQAO results for 2021-22 for students with Special Education needs, are as follows:

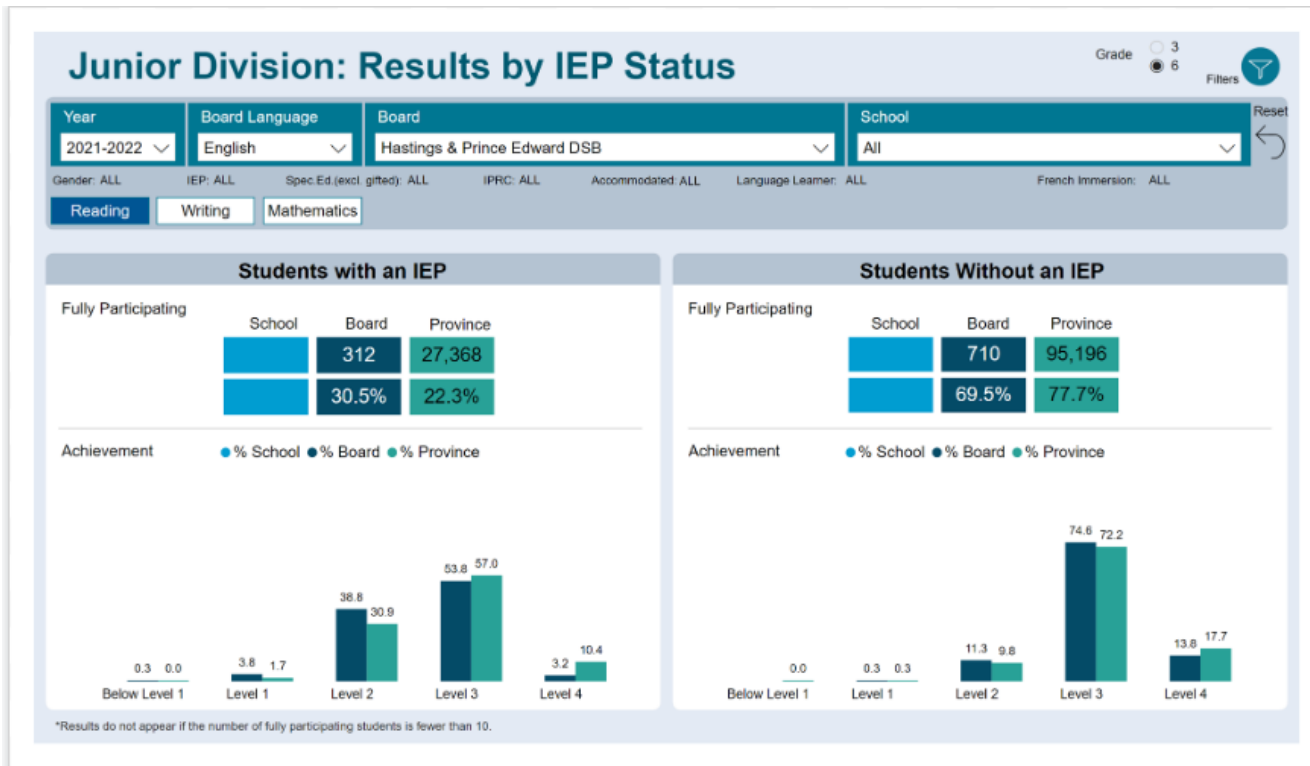
Ontario Secondary School Literacy Test (OSSLT)



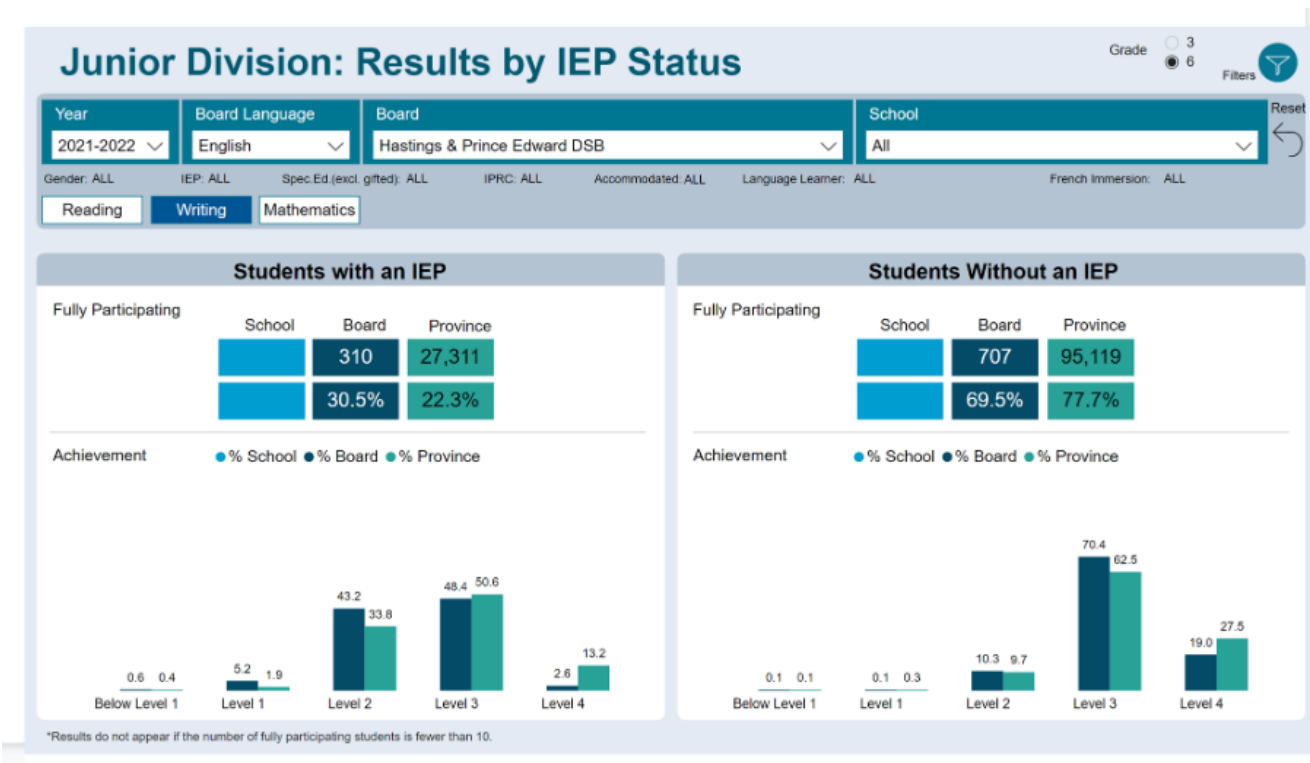
Grade 9 Mathematics



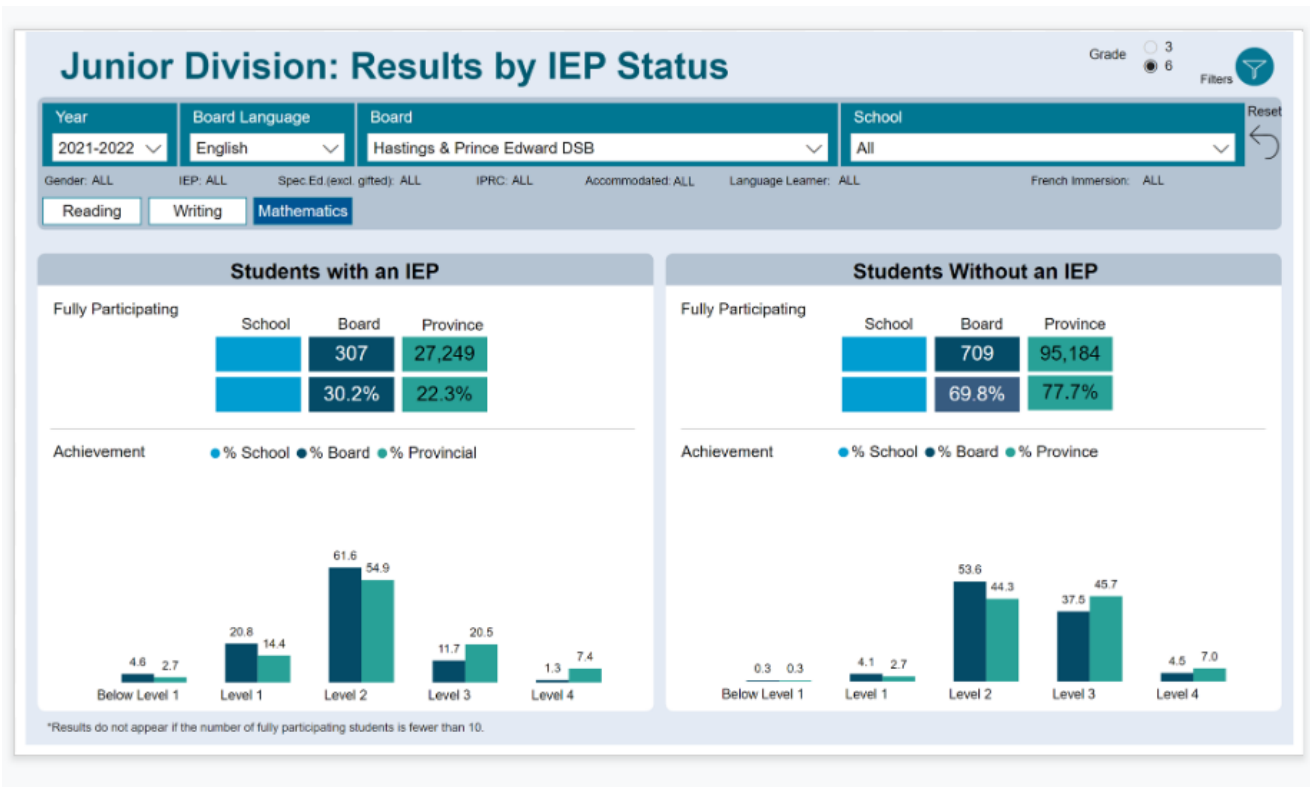
Junior Reading



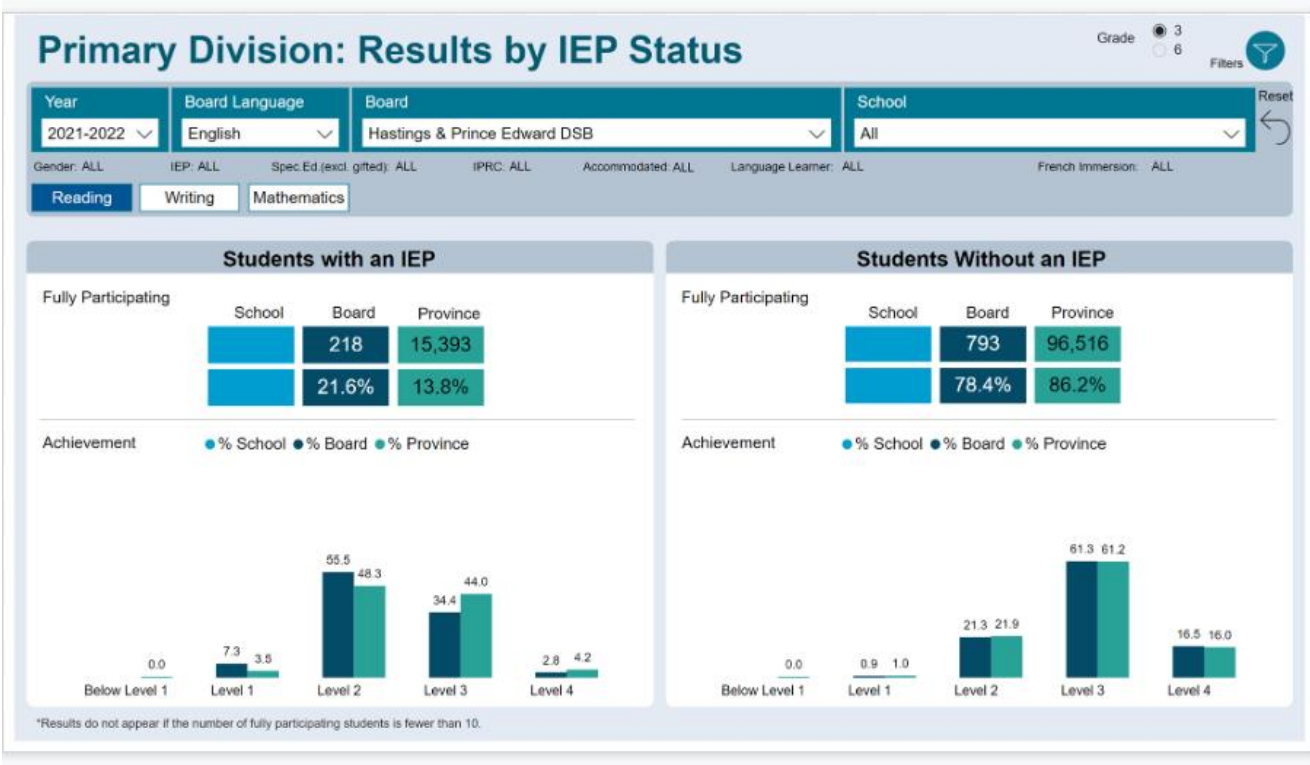
Junior Writing



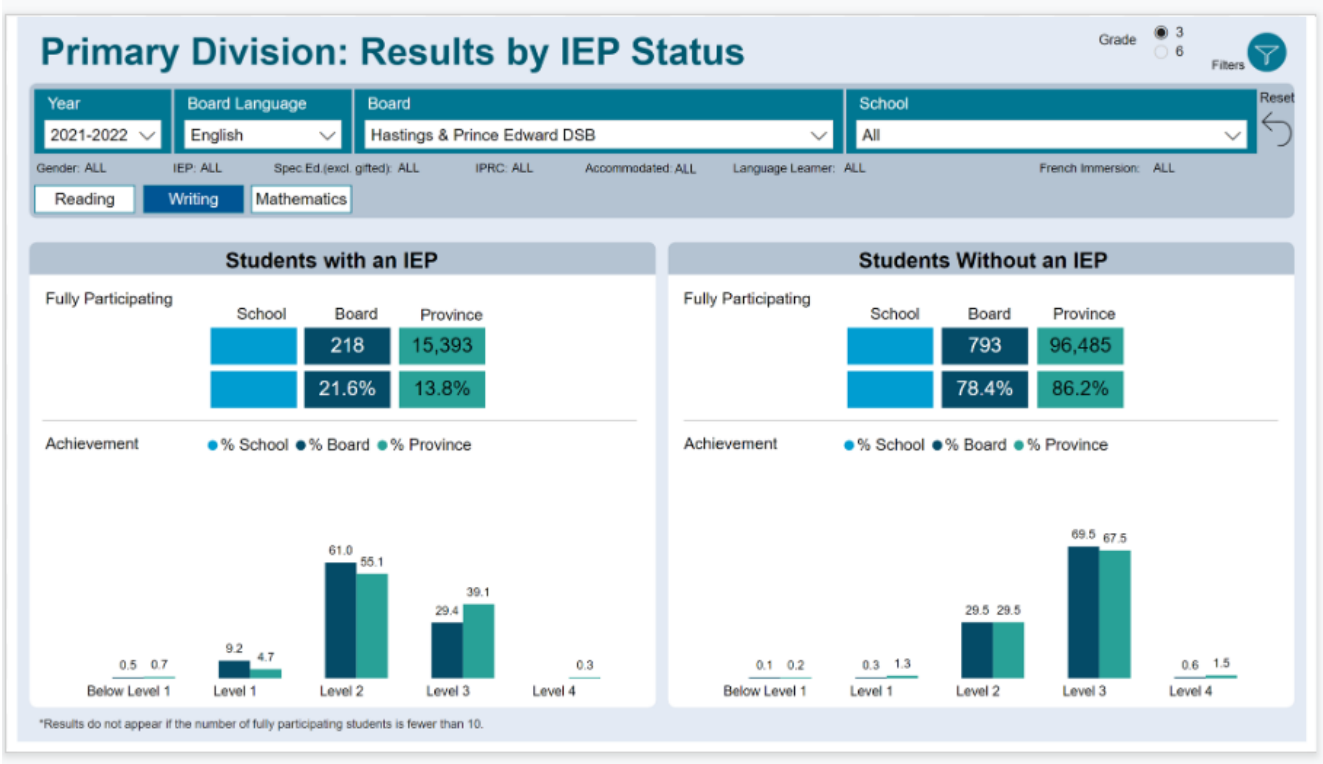
Junior Mathematics



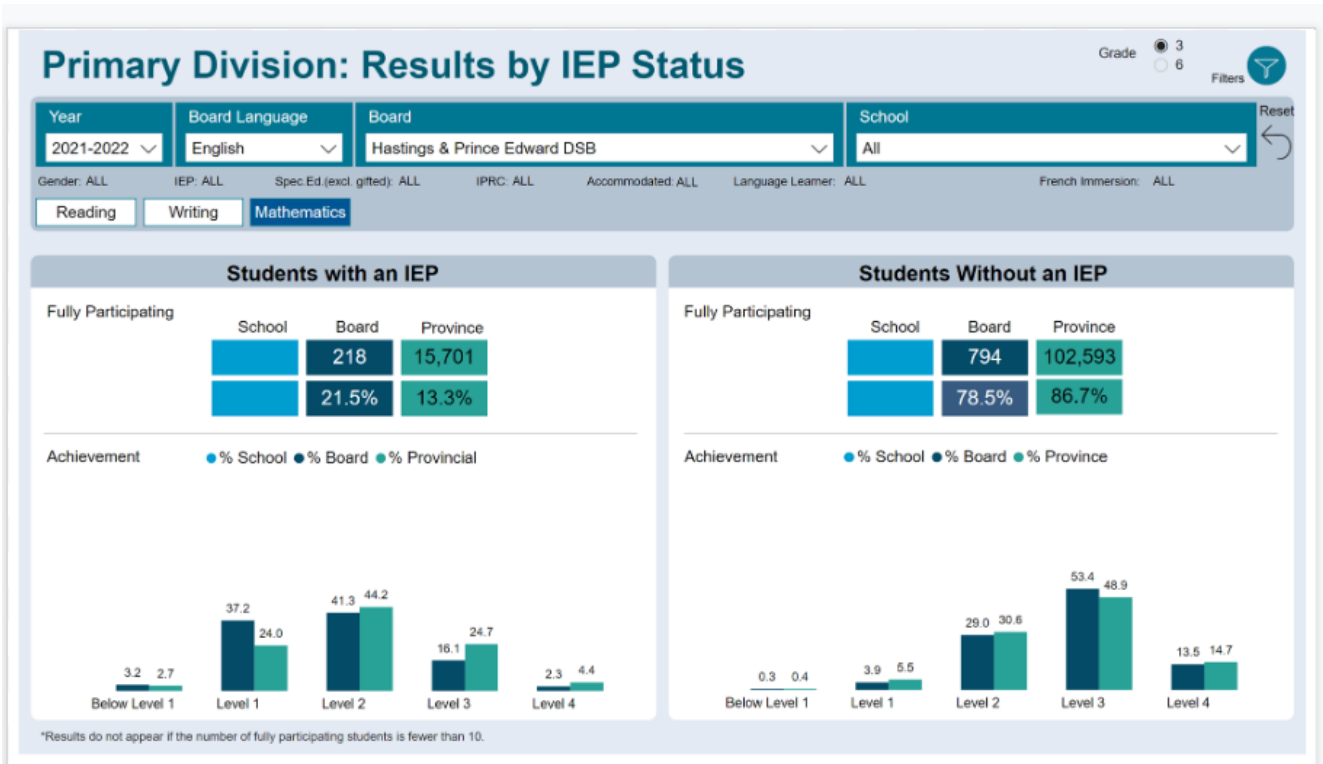
Primary Reading



Primary Writing



Primary Mathematics



1.0 HASTINGS AND PRINCE EDWARD DSB CONSULTATION PROCESS

Purpose

To provide an opportunity for members of the Special Education Advisory Committee (SEAC), parents/guardians, students, school councils, trustees, and community agencies to advise on special education matters. SEAC members are consulted on sections of the Special Education Plan by offering suggestions and amendments to the Plan.

The consultation process includes:

- presentation of sections of the Special Education Plan to SEAC;
- discussion of each section;
- feedback provided by SEAC based on input from their associated agencies;
- public and the local community being invited to provide feedback and input through the board's website via email.

Special Education information and communication

Information pertaining to Special Education programs and services is available on the Hastings and Prince Edward District School Board (HPEDSB) website, www.HPEschools.ca > Community & Families > Services > Special Needs Support. Hard copies can be obtained by contacting Student Services at the Education Centre: 156 Ann Street, Belleville, Ontario, K8N 3L3 (613) 966-1170.

- Agendas and minutes for SEAC meetings are posted on the board website.
- SEAC prepares communications regarding their role and how they may support parents/guardians.
- Presentations are held for school councils, community agencies and forums as requested.
- *A Parent/Guardian Guide to Special Education* on the Identification, Placement, and Review Committee (IPRC) process is distributed through schools, included as an Appendix to the Special Education Plan, and is also accessible on the website, www.HPEschools.ca > Community & Families > Services > Special Needs Support > Student Services Resources.

Annual review process

Ministry response to the annual submission and subsequent amendments are shared with SEAC. The Plan remains a standing item on the SEAC agenda for the spring meetings. Consultation, review and feedback opportunities are provided to the committee and comments are incorporated.

Parents/guardians, community, staff, and board committees are provided with the opportunity to ask questions and submit feedback on the Plan through the board's website, through members of SEAC and via various special education workshops and forums presented. Feedback is welcomed at any time during the year. The Plan is approved on a yearly basis by the Board of Trustees, during the month of June.

Minority reports

Any Minority Reports written by a member of SEAC are presented to the superintendent of Student Services. The superintendent will take the Minority Report to the Board as an information item. There were no Minority reports received at the time of this report. SEAC provides regular updates and recommendations to the board. SEAC also maintains trustee representation on the committee.

Special Education reviews

The Special Education Plan must also provide information on the results of any internal or external reviews of existing special education programs or services within the board that have taken place over the current/previous year. The following reviews were undertaken (being revised):

- Transitions/Early Years in collaboration with community partners;
- Individual Education Plan (IEP) Development Support Document;
- System Programs and Education and Community Partnership Programs;
- Therapeutic Crisis Intervention Recertification;
- Educational assistant data review and allocation process;
- Special Incident Portion review.

SEAC is provided information on the results of any review of Special Education programs and services and provided with an opportunity for input.

References

- *Education Act*, Regulation 298
- *Education Act*, Regulation 464/97
- Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 2017
- Learning for All 2013
- Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools 2010
- Equity and Inclusive Education in Ontario Schools 2009
- Caring and Safe Schools in Ontario
- Shared Solutions 2007
- Differentiated Instruction Professional Learning Strategy
- Special Education Transformation
- Guidelines for Approval and Provision of an Education and Community Partnership Program 2022-23
- HPEDSB [2020-2025 Strategic Plan](#): Learning Together
- HPEDSB 2019-2022 [Board Improvement Plan](#)
- *Freedom of Information and Protection of Privacy Act*
- *Personal Health Information Protection Act*, 2004
- Policy/Program Memorandum No. 8 (PPM 8)
- Policy/Program Memorandum No. 11

2.0 SPECIAL EDUCATION PROGRAMS AND SERVICES

2.1 General Model for Special Education

The Special Education Plan for Hastings and Prince Edward District School Board is 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 any other relevant legislation.

Hastings and Prince Edward District School Board believes that all students have the ability to learn and the right to the best possible education to meet their learning abilities and styles. Every student can benefit from and contribute to the school community. Students should be educated in the most enabling, least restrictive setting that best meets their needs. The [2020-2025 Strategic Plan](#) Vision – Lead with integrity and high expectations for all, includes the following Strategic Priorities:

- Foster a Culture of Excellence and High Expectations for All;
- Promote Safety and Well-Being;
- Strengthen Community through Equity and Social Justice;
- Improve Student Success and Achievement;
- Ensure Responsible Communications.

The strategic priorities align with the belief that “All students can succeed” from the Ministry of Education document Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 and the goal of ensuring equity and focus on providing the best possible learning opportunities and supports for students from the Draft Special Education in Ontario, 2017 Policy and Resource Guide.

To address the broad range of educational needs within the student population, Hastings and Prince Edward District School Board uses differentiated programming approaches, placements, and supports. The special needs of exceptional learners may be met through differentiation of programming in a regular classroom. It is believed that instructional strategies implemented are *good for all but necessary for some*. Based on the continuous assessment process, early intervention, proactive program planning, and ongoing support are essential to maximize student achievement. A wide variety of interventions must be put in place prior to seeking placements outside the regular classroom.

It is recognized that some exceptional learners may require a degree of differentiated programming that cannot be provided effectively through the structure of the regular program. A range of placements, to which a referral can be considered based on specific criteria, are available to meet the programming needs of some exceptional learners. Such placements will be selected based on the range of options available at the board and school level and will have the support and participation of the parents/guardians as required by legislation. Programs for students with special education needs are based on the strengths and needs as outlined during the Identification, Placement and Review Committee (IPRC) process, and the collaborative planning outlined in the Individual Education Plan (IEP).

Organizational Structure

Deployment of personnel within Hastings and Prince Edward District School Board reflects a structure aimed at addressing the board’s goals, improvement of student learning and the provision of effective communication and use of resources. Senior administration, in consultation with trustees, provide the necessary co-ordination of the board's activities. The current organizational structure provides for a system of effective development of special education services and coordination between the services of special education and curriculum services in alignment with the [2020-2025 Strategic Plan](#).

2.2 Roles and Responsibilities in Special Education

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

- legislative 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, and prescribes the categories and definitions of exceptionalities;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Grants for Student Needs (GSN) and other special purpose grants which may require 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 to establish Special Education Advisory Committees (SEACs);
- establishes Special Education Tribunals to hear disputes between parents/guardians and school boards regarding the identification and placement of exceptional pupils;
- establishes a Provincial Advisory Council on Special Education (Minister's Advisory Council on Special Education (MACSE)) to advise the Minister of Education on matters related to special education programs and services; and
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or have severe learning disabilities.

The District School Board or School Authority

- establishes school board policy and practices that comply with the *Education Act*, regulations, and policy/program memoranda;
- monitors school compliance with the *Education Act*, regulations, and policy/program memoranda;
- requires staff to comply with the *Education Act*, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for exceptional pupils 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 annually to meet the current needs of the exceptional pupils of the board;
- reviews the Plan annually and submits amendments to the Ministry of Education;
- provides statistical reports to the Ministry as required and as requested;
- prepares a Parent/Guardian Guide to Special Education to provide information about special education programs, services and procedures;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

Special Education Advisory Committee (SEAC)

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- participates in the board's annual review of the 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/guardians, as requested.

Superintendent of Education

- supervises Student Services department staff;
- responsible for Student Services staff development, allocation of educational assistants (in conjunction with Human Resources Support Services), staffing in schools, budget (including the Grants for Student Needs), funding initiatives (Special Equipment Amount/Student Incident Portion, Home Instruction Program, Home Schooling, and Specialized System Programs);
- responsible for the implementation and oversight of the Special Education Plan;
- liaises with community agencies;
- acts as resource support for Special Education Advisory Committee (SEAC);
- provides direction and assistance to the central Student Services teams as well as elementary and secondary special education school teams, including administrators on specific board and Ministry procedures relating to special education;
- acts as an administrative resource for various special education and system committees;
- responsible for Education and Community Partnership Program (ECP) agreements and program monitoring;
- assumes a leadership role implementing the [2020 – 2025 Strategic Plan](#) and [Board Improvement Plan](#) supporting school improvement processes, student achievement and well-being;
- liaises with Curriculum, Innovation and Inclusion, Information Technology, and Human Resources Support Services in supporting the achievement and well-being for all students.

System Lead

- assists the Superintendent of Student Services with supervision, management, and leadership of the Student Services team, as well as the professional learning of school administrators and educators to address priorities in the [2020 - 2025 Strategic Plan](#), with a focus on priorities and goals in achieving excellence and equity;
- assists the Superintendent of Student Services to lead implementation of the Mental Health Strategy, related training, and professional learning sessions such as Therapeutic Crisis Intervention (TCI), Applied Suicide Intervention Training (ASIST), Safe Talk, anti-bullying programs, growth mindset programs, etc.;
- analyzes and uses data to make informed decisions about student learning strengths, needs and next steps (assessment for learning cycle);
- leads Student Services staff to promote implementation of evidence-informed instructional practices, Universal Design for Learning (UDL) approaches and differentiated instructional strategies to support achievement and well-being for all students in schools;
- facilitates professional learning experiences for administrators and educators related to Ministry of Education and HPEDSB Special Education and Mental Health initiatives and priorities.

Mental Health Lead

- develops, implements and monitors the HPEDSB Mental Health and Addictions Strategy and Action Plan;
- works at the system level to provide mental health leadership, resources, and coaching to schools in the board;
- acts as the school board liaison to the provincial school mental health strategy, led by School Mental Health Ontario;
- chairs the Mental Health Leadership Team and participates on the Multi-disciplinary Team;
- performs clinical supervision, training, monitoring of social worker/social services worker responsibilities;
- member of ECCP Governance;
- coordinates and collaborates with system personnel to plan and deliver professional learning for school and system teams and the social work, social services worker teams;
- supports coordination of the implementation of the Tragic Events and Crisis Response Procedure and Suicide Prevention and Intervention Procedure;
- supports school teams in case conferences pertaining to pathways of care to support students with complex needs;
- supervises evidence-based practice of social workers/social services workers related to databases, documentation, and other service delivery documents.

Social Workers - Secondary Schools

- provide direct service intervention to support students with mental health needs;
- provide crisis response and ASIST Intervention;
- support pathways for students and families to access community supports and services;
- engage in mental health promotion initiatives;
- provide targeted interventions to support mental health and wellness.

Social Services Workers– Education and Community Partnership Programs

- plan, implement, and monitor evidence-based mental health programs and services in collaboration with in-school teams for students in Education and Community Partnership Programs (ECPPs);
- provide Tier 3 support to elementary students at home school;
- support the emotional/mental health needs of students;
- refer students and families to community supports;
- provide crisis and suicide intervention supports.

Child and Youth Workers – Elementary Schools

- create, implement and monitor service plans in collaboration with the in-school team to support the attendance, socio/emotional or behavioural needs of students;
- investigate attendance, emotional/mental, and interpersonal or behavioural related problems;
- collate relevant assessment information specific to student strengths and needs from various sources (e.g., psycho-social interviews, classroom observations, etc.) and collaborate with the in-school team to develop plans to support students, to address attendance, social-emotional, interpersonal, and behavioural needs;
- collaborate with school staff to plan and implement evidence-based programs and strategies to address the social-emotional needs and well-being of students;
- support families to access community programs and services related to attendance, behaviour and/or social-emotional issues;
- provide crisis response and ASIST intervention.

Attendance Counsellor

- perform the duties of an attendance counsellor as assigned by the supervisor and outlined in the *Education Act* of Ontario;
- investigate and assess attendance referrals (e.g., prolonged absence) received from schools, system personnel and ratepayers;
- consult with students and their families as required;
- conduct community and home visits/investigations for the purpose of assessing the needs of the student, the cause for the student's habitual absence from school, in order to determine appropriate educational programming;
- provide direct support to students and parents including consultation, agency referrals and other interventions that address the underlying social, emotional, family, peer and learning issues that create barriers to learning and compulsory school attendance;
- manage the Home Schooling process;
- provide consultation to board personnel regarding the Enrolment Register Instructions;
- provide inservice training for attendance services within the board which may include presentations and/or development of resources and guides for teacher groups and/or system personnel and students.

Learning Support Coordinators (K-12)

- hold qualifications, in accordance with *Regulation 298*, to teach special education;
- manage and provide support for the IPRC processes at a system level;
- provide regular on-going consultation and support with school teams regarding the continuous assessment process;
- provide support for school principals and vice-principals in addressing high-needs cases;
- provide consultation to learning support teachers about program modifications/differentiated instruction, placement alternatives and parent/guardian communications;
- work closely with schools in the development of recommendations for student identification and placement;
- along with the supervisory officer, keep trustees apprised of provincial and local special education issues and situations;
- respond to Ministry special education policy and communicate this information to schools;
- support the superintendent in the submission of the board's Special Education Plan and other reports as required by the Ministry and by the board;
- liaise with various community agencies.

Speech and Language Pathologists

- assess and evaluate the articulation, language, and literacy of students who are referred by schools;
- make recommendations and develop plans of care for speech, language, and literacy remediation and provide in class support to school staff when required;
- provide information and programming suggestions from assessments/consultations to assist schools in the development of IEPs;
- in class consultation, model and build capacity for school staff and students with speech or language difficulties and/or who use alternative and augmentative communication;
- clinically supervise communicative disorders assistants following the guidelines set by the College of Speech Language Pathologists and Audiologists of Ontario, including the assignment and supervision of caseloads and speech and language intervention;
- communicate with parents/guardians regarding student history, completion of informed consents, explanation of assessment results and strategies including how to support their child's speech and language needs at home;

- collaborate with other members of HPEDSB to develop resources and documents, and provide in-services to schools, the system, community partners, and parents/guardians;
- assist in the development and implementation of classroom level language and literacy programs and resources materials that link to the Ontario Curriculum;
- support the implementation of Speech and Language SK Screenings and provide follow up support to staff and students as required;
- make referrals to and liaise with outside agencies regarding collaborative support for students with communication needs;
- participate in the development of board procedures and documents to assist in meeting student needs and build capacity in the system;
- maintain a database of students receiving speech and language support;
- provide support for students who have Special Equipment Amount (SEA) equipment.

Communicative Disorders Assistants

- provide speech, language, literacy and augmentative communication intervention to students as well as provide training, modeling and support to staff and parents/guardians specific to student needs and goals under the direction of the speech and language pathologist;
- conduct speech, language, and hearing screenings for the purpose of determining the need for further assessment;
- develop and provide home programs for students and meet with parents/guardians to demonstrate how to carry out home programs;
- act as resource to other school board staff working with students with speech and language needs (e.g., providing activities, modeling and support in carrying out speech and language strategies and recommendations).

Board Lead Psychologist and Psychoeducational Consultant

- provide psychological assessment for students who are referred by schools, which includes information from a number of sources, including school staff, the student and the student's parent(s) or guardian(s), in order to understand the student's characteristics as a learner. Other information that may assist in the analysis, may include results from interviews, consultations, and individual psychological testing;
- interpret assessment results and provide educational programming recommendations in a comprehensive written report that is shared with parent(s)/guardian(s) and school personnel at a scheduled case conference;
- provide professional expertise regarding learning, social, emotional and behavioural development and evidence-based interventions for all students;
- support the continuous assessment process with school and board staff, as outlined by the Ministry of Education Special Education in Ontario Policy and Resource Guide, to support students with highly specialized needs and offer alternate instructional strategies and interventions to improve student outcomes;
- provide information and programming suggestions from assessments/consultations to assist schools in the development of IEPs;
- evaluate assessment/consultation findings to provide important data for consideration of Ministry of Education exceptionalities during the IPRC process;
- provide resource support/consultation to the educational system;
- participate in the development of board procedures and documents to assist in meeting student needs and build capacity in the system;

- based on assessment findings, when appropriate, clinical diagnoses are provided by registered members of the College of Psychologists of Ontario;
- the board lead psychologist reviews and provides letters of support for Special Equipment Amount (SEA);
- the board lead psychologist completes and authorizes documentation to support parents/guardians to access potential government funded financial resources and specialized services based on the findings of psychological assessment reports generated by school board staff;
- the board lead psychologist provides direct clinical supervision of non-registered psychological personnel.

Psychometric Tester

- communicates with parent(s)/guardian(s) the process of informed consent for psychological assessment;
- administers and scores psychometric protocols;
- manages computer scoring systems;
- ensures accuracy and validity of test results by developing rapport with students and following standardized practice for assessment;
- provides detailed behavioural observation notes during testing to support the assessment process;
- completes a closing file review and manages archiving of psychological assessment reports as per the guidelines of the College of Psychologists of Ontario.

Student Services Resource & Safe Workplace Officer

- provides school-level support for administrators, student services learning support coordinators, and educational staff primarily in the areas of training, communication, support, planning and mentoring for educational assistants;
- supports the development and revision of student medical/health plans;
- supports the coordination of board-sponsored training programs;
- provides violent incident follow-up and support to employees;
- supports educational assistant allotment and deployment;
- enhances and promotes the role of the educational assistant;
- provides on-going communication to all stakeholders;
- assists with special projects as needed;
- supports the non-academic requirements for students on expulsion;
- supports the community threat/risk assessment protocol.

Blind and Low Vision Itinerant Resource Teacher (K-12)

- provides program support for students who are legally blind, low vision, or have a severe field restriction and require assistive technology or direct instruction in areas of the expanded core curriculum;
- supports classroom teachers to provide extensive accommodations as well as providing specialized intervention and teaching strategies;
- monitors and supports staff and students in the setup, care, and use of specialized student equipment;
- works with the school team to develop the IEP.

Deaf and Hard of Hearing Itinerant Resource Teacher (K-12)

- provides direct/indirect or program support for all Deaf and Hard of Hearing students based on the individual needs and hearing loss profile and facilitates transitions between schools;
- provides program support for students who have a minimal or unilateral hearing loss, or who have a central auditory processing disorder and who may or may not require amplification support;
- supports classroom teachers to provide extensive accommodations as well as providing specialized intervention and teaching strategies and liaison with various agencies;
- monitors and supports the staff and student in the setup, care, and use of specialized student equipment/assistive technology equipment;
- ensures that the program, timetable, and IEP include curriculum expectations that address the identified hearing needs of the student.

Assistive Technology Learning Coaches (ATLCs)

- works collaboratively with teams of teachers to promote universal design for learning with a focus on assistive technology and meeting the needs of individual education plans;
- supports various BIPSAW initiatives related to literacy;
- provides Kindergarten to Grade 12 (K-12) support for the integration of assistive technology devices purchased using Special Equipment Amount (SEA) funding around training, management, and student success;
- participates in regional and provincial associations and learning opportunities related to assistive technology in K-12 classrooms;
- provides practical experience in the integration of assistive technology in the classroom to support and build teachers capacities to support student learning.

Board Certified Behaviour Analyst

- trains staff around the principles of Applied Behaviour Analysis (ABA) in the classroom, supports teachers on the development of IEP goals, and on the use of strategies to increase appropriate behaviour;
- completes functional behavioural assessments in collaboration with school teams and parents/guardians;
- creates behaviour interventions to decrease challenging behaviour, increase appropriate behaviour, and teach new skills;
- member of the multi-disciplinary team to support students with complex behavioural needs;
- provides coaching and modelling to school teams regarding the implementation of ABA techniques;
- manage referrals and wait lists.

Applied Behaviour Analysis (ABA) Coordinators

- train staff around the principles of Applied Behaviour Analysis in the classroom, on the IEP and use of the strategies;
- support around development and use of visual strategies;
- support around collection and analysis of collected data;
- observe, coach and model ABA After School Skill Development Program;
- collaborate with educators to develop and implement individual and group based behavioural interventions.

Executive Assistant

- provides support to superintendent, system lead, mental health lead, board lead psychologist, school staff, departments;
- Special Equipment Amount (SEA), assistive technology, accessibility;
- Ministry funding and project management;
- resource support to the Special Education Advisory Committee;
- budget management;
- supervises secretarial staff.

Secretarial Staff

- support the Special Equipment Amount (SEA) process;
- support the Home Instruction and Home Schooling process;
- support to superintendent, executive assistant, schools, and departments.

School Principal

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memoranda, and through board policies/procedures;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students, and parents/guardians;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the *Education Act*, regulations, and board policies;
- consults with parents/guardians and with school board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of the student's IEP, including a transition plan, according to provincial requirements;
- ensures that parents/guardians are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental/guardian consent is obtained;
- ensures safety, medical and other plans are in place for students and all key staff are informed.

Elementary Learning Support Teacher (LST)

- holds qualifications, in accordance with *Regulation 298*, to teach special education;
- uses continuous assessment to determine student strengths and needs;
- provides support to the classroom teacher in determining the appropriate differentiated instruction, modifications and accommodations for students;
- assists teachers in the completion of IEPs;
- assists teachers in accessing resources;
- uses assessment data to develop student learning profiles, in consultation with the classroom teacher;
- encourages the involvement of outside agencies and services (e.g., medical) to obtain additional supports for students;
- works collaboratively as a member of the in-school team to support students;
- provides direct assistance and support to students upon request;
- ensures specialized equipment is in place and accessible to the student;
- makes referrals to school board regional programs, Education and Community Partnership Programs and Provincial schools where appropriate;
- provides direct instruction to students with special needs where applicable;

- takes case conference minutes, files a copy in the OSR, and distributes same to the teacher, principal, parent/guardian, and student services learning support coordinator for central files, where appropriate.

Secondary Learning Support Teacher (LST)

- provides itinerant resource teacher support for secondary students with special education needs;
- assists school personnel with the development and implementation of program suggestions for secondary students with special education needs;
- integrates suggestions for programs and supports with those from other system personnel and community agencies assisting the school, student, family to ensure a coordinated, consistent approach to service;
- assists with the development of student profiles to help identify strengths, needs, goals, learning plans and a process for monitoring progress over time;
- develops the capacity of educators in schools to problem solve and implement programs, differentiated instructional/assessment practices, and prevention/intervention strategies to support student achievement, social-emotional skills, well-being, and self-regulation;
- works collaboratively with school staff to integrate the use of technology with assistive tools to support learning and enhance independence.

Teacher

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memoranda;
- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- where appropriate, works with Student Services staff and parents/guardians to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular classroom, as outlined in the IEP;
- communicates the student's progress to parents/guardians;
- works with other school board staff to review and update the student's IEP;
- provides differentiated instruction for students, as required.

Special Education Teacher (in addition to the responsibilities listed above under "Teacher"):

- must have their special education qualifications and are also qualified for the particular division, in accordance with *Regulation 298*, to teach special education;
- monitors the student's progress with reference to the IEP and/or accommodates and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils.

Educational Assistant

- performs duties as assigned by their supervisor (school principal) such as monitoring and supporting safety plans, provide various levels of program support, implement health, medical plans and protocols such as toileting/diapering, personal hygiene, monitoring seizures and administering medication;
- may be involved in the preparation of classroom materials such as structured tasks and visual schedules and may be asked to provide program support to individuals and small groups;
- specialized support for high-needs students with physical, medical, communication, intellectual, and other significant needs (such as sensory support), follow program as outlined by occupational therapist, physiotherapist, and speech and language pathologist).

Parent/Guardian

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent/guardian-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- becomes 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;
- is responsible for notifying school personnel of any changes (e.g., custodial updates, biographical information, family/medical) that is necessary to program appropriately for their child.

Student

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

Appendices

- Appendix D – Student Services Staff

2.3 Early Identification Procedures and Intervention Strategies

Procedures are in place to identify a child's level of development, learning abilities and needs. Educational programs are designed to accommodate these needs to ensure a successful transition to school and to facilitate each child's growth and development. These procedures are a part of a continuous assessment and program planning process that is initiated when a child is first enrolled in school or no later than the beginning of a program of study immediately following Kindergarten and should continue throughout a child's school life. [Policy/Program Memorandum No. 11 – Early Identification of Children's Learning Needs, 1982.](#)

Transition planning and early intervention strategies are in place for children who enter school with previously identified needs. At the beginning of Term Two, the central Student Services team contacts local agencies to begin the transition to school process for students who will be enrolled in the school system for the fall. These agencies may include: Family Space – Resource Consultant Program, Quinte Children's Treatment Centre, Community Living Prince Edward, North Hastings Community Integration Association, and others as necessary. Agencies are given a HPEDSB Family Questionnaire, which is to be completed cooperatively with the parents/guardians. Signed parental/guardian consent to share information with the school board is required. Later in Term Two, for students with previously-identified needs who are connected to these agencies, a case conference is scheduled which may include Student Services staff at the home school with parents/guardians, school personnel and appropriate agency representation. The case conference is to review the transition to school information and gain further information around student strengths, needs, specific program needs and type of support required for successful school entry. Additional case conferences may be scheduled at the beginning of the new school year. This information is used to make plans to provide adequate resources, staff supports and training to the home school in order to plan and prepare for a successful transition.

Procedures for Early and Ongoing Identification

Hastings and Prince Edward District School Board follows the requirements in the *Education Act* for school boards to implement procedures for early and ongoing identification of the learning abilities and needs of pupils. In addition to their own observations and the information provided by parents/guardians, teachers use the information from the speech and language screenings (if applicable), Pre-school Speech and Language Transition to School Report, HPEDSB Family Questionnaire and Indicators of Language Difficulties as well as a variety of in-class developmental reading assessments. As well, Kindergarten teams use on-going assessment to support student growth and development. Both formal and informal communication between the Kindergarten team and families occurs throughout the year. Formal communication regarding a child's level of achievement occurs at scheduled intervals, two times per year.

The Teacher's Role in Early Identification

It is expected that Kindergarten teams will regularly assess each Kindergarten pupil using expectations in the Kindergarten Curriculum Document and will adjust programming and instruction to assist children in demonstrating the expected knowledge and skills. If there are concerns about a student, the teacher will discuss them with the in-school resource team, which may consist of the classroom teacher, LST and administration, for some general teaching strategies and programming suggestions.

After implementing recommended strategies and programming suggestions, progress is tracked. Often the variety of strategies suggested by these methods will suffice to manage behaviours and/or target learning improvements. Throughout, the teacher communicates with the parent/guardian to discuss concerns or progress. When appropriate, similar strategies are encouraged at home.

The Parent's/Guardian's Role in Early Identification

Parents/guardians play an integral part in the early identification process, initially during transition to school and regularly throughout the school year. Discussions with the teacher, responses on the report card/progress report and participation in parent/guardian-teacher interviews and case conferences are important ways parents/guardians can work collaboratively with the school to support student progress.

An important component of a parent's/guardian's role is participation in interventions suggested by the in-school team or central Student Services staff which may include an eye examination, a hearing test, or a discussion with the family physician or paediatrician.

Continuous Assessment

Assessment of students with special education needs is a continuous, cyclical process that begins and ends with the classroom teacher(s). Classroom teachers gather information through ongoing assessment to inform instruction and improve learning for all students in their classroom. Through this process, they begin to understand student's strengths and can focus on areas that may need special attention.

If concerns persist, the classroom teacher purposefully gathers ongoing assessment information using an integrated approach to assessment and instruction and personalized assessment to monitor and evaluate the student's response to intervention. This may include: review of the student's Ontario Student Record (OSR), observing how the student responds to text and non-print alternatives, how the student approaches new tasks, organizes time and materials, uses language, responds to cues, how they perform in small versus large groups, how the student's learning is affected by environmental variables such as time of day, structure and routines, sounds etc. As soon as a concern regarding a student's progress or behaviour arises, the teacher's observations are recorded as part of the data gathering process. In addition to their own observations and educational

assessments, educators can gain valuable additional information from parent(s)/guardian(s) and others who have worked with the student. Through ongoing review of response and trial of interventions, the student's progress is monitored and refinements are made.

Collaboration with Student Services staff may also occur to help assess student learning and develop further programming ideas to meet the student's needs. As new information is gathered, the student's response and progress is noted, alternative strategies may be provided, or it may be necessary to extend or recycle strategies.

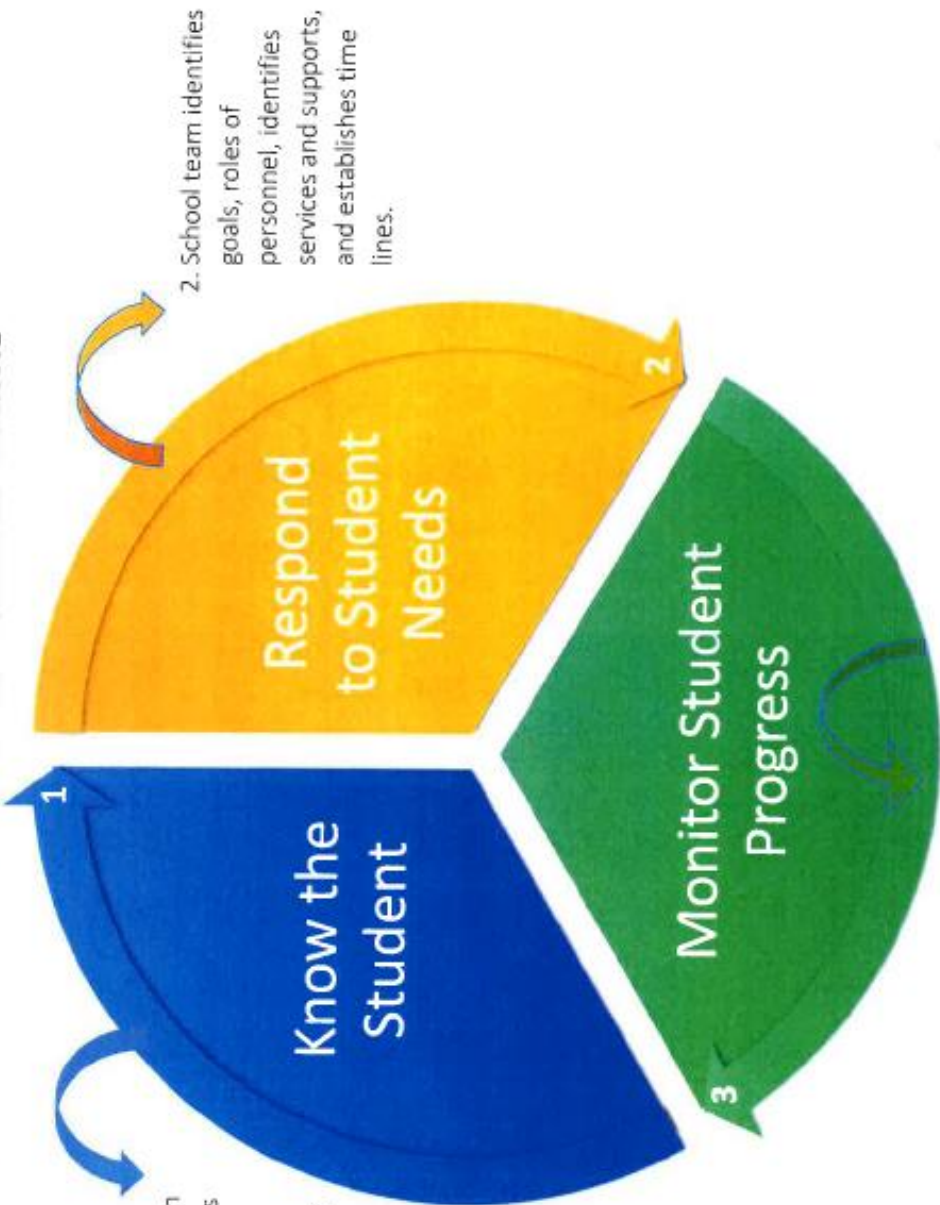
Throughout the screening and intervention process, the teacher communicates with the student's parent(s)/guardian(s) to inform them of the student's progress and the planned educational program adjustments/interventions. Follow-up monitoring permits the in-school team to build on the student's strengths and to change or adjust the interventions to enhance the student's success. Student progress continues to be monitored and outcomes are evaluated.

**** Please see the *Continuous Assessment: A Student Services Collaboration Model for School Teams Chart* – next page ****

Appendices

- Appendix A – Parent/Guardian Guide to Special Education

Continuous Assessment: A Student Services Collaboration Model for School Teams



1. School team develops an awareness and identifies student strengths and needs.
 (i.e., collectively describe what you know about the student, address questions and/or ask questions, analyze the gaps, etc.).

2. School team identifies goals, roles of personnel, identifies services and supports, and establishes time lines.

3. School team reflects on goals, evaluates outcomes, and possibly refines goals and/or actions.



Hastings and Prince Edward District School Board

Possibilities TODAY & TOMORROW

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

The Ministry of Education (*Ontario Regulation 181/98*) requires that all school boards establish Identification, Placement and Review Committees (IPRCs). It requires that all students with special education needs be reviewed at least once a year, or, if there is a change in identification or a change in placement, that an IPRC meeting be convened to conduct this review.

Parents/guardians may request, in writing, that the principal refer a student to an IPRC. Within 15 days of the parent's/guardian's request, the principal must provide parents/guardians with a written statement acknowledging receipt of the request and advising approximately when the principal expects the IPRC will meet to discuss the student.

Professional learning

- ongoing support is provided by Student Services for LSTs with an IPRC focus;
- school teams also refer to the Draft Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 2017, Part B;
- consultation occurs throughout the year between Student Services learning support coordinators and LSTs regarding current and emerging identification and placements for students;
- LST receives documents to support planning and conducting of the IPRC.

Prior to the IPRC

- new information, assessments and/or reports are reviewed;
- parents/guardians are provided with a Letter of Invitation and the *Parent/Guardian Guide to Special Education* 10 days prior;
- through written notification to the principal, parents/guardians may waive the annual review if they feel their child is being well served by their current identification and placement;
- parents/guardians may arrange for other persons to attend the IPRC meeting (representative of the parent/guardian or student, representatives from relevant agencies).

During the IPRC

- the IPRC committee is comprised of at least 3 persons, one of whom must be a principal or a supervisory officer;
- parents/guardians and students ages 16 or older are entitled to participate in all committee discussions about the student;
- following introductions of all individuals attending the IPRC, the purpose of the meeting should be explained, and all participants should feel that their contributions are valued;
- a review of the student's strengths and needs must occur;
- the proposed exceptionality is presented according to the categories and definitions provided by the Ministry of Education;
- the proposed placement is presented;
- after all of the information has been reviewed and discussed, the Committee records its decision regarding the pupil's identification and the student's placement on the Statement of Decision (SOD);
- the parent/guardian (or student, if 16 or older) is requested to sign the Statement of Decision confirming agreement or disagreement of the decision;
- the chair of the committee signs the completed Statement of Decision.

After the IPRC

- the chair of the committee must provide a copy of the completed Statement of Decision (SOD) along with a copy of the Categories of Exceptionalities and Definitions to the parent/guardian or the student, if over the age of 16;
- one copy of the SOD is also placed in the student's Ontario Student Record (OSR) and the original is sent to Student Services;
- the parent/guardian or student age 16 or older may request, within 15 days of receipt of the SOD, a second meeting to discuss the identification and/or placement. If the parent/guardian does not agree with the second IPRC's decision, within 30 days of receipt of the initial IPRC decision, the parent/guardian can file a notice of appeal with the secretary of the board or designate;
- if the parent/guardian or student age 16 or older did not attend the meeting and sign the consent section of the SOD, an additional copy of the SOD is mailed home to be signed and returned to the school within 15 days of receiving the SOD.

Referrals, Reviews and Appeals Statistics

Hastings and Prince Edward District School Board gathers IPRC data from the board's student information system and from individual schools. The data is isolated as at October 31, 2022. For students with an exceptionality of Multiple, the data also reflects the Exceptionality 2 and Exceptionality 3 information in the totals below (new).

2022-2023	B	CA	CH	CL	CS	CLD	IG	IMD	IDD	PD	PV	M	Total
Elementary	63	270	17	98	3	195	3	37	126	21	7	117	957
Secondary	68	172	6	43	2	281	6	55	154	24	9	162	982
Total	131	442	23	141	5	476	9	92	280	45	16	279	1939

B - Behaviour	IG - Intellectual Gifted
CA - Communication Autism	IMD - Intellectual Mild Disability
CH - Communication Hearing	IDD - Intellectual Developmental Disability
CL - Communication Language	PD - Physical Disability
CS - Communication Speech	PV - Physical Blind
CLD - Communication Learning Disability	M - Multiple

	APPEALS 2022-2023
Elementary	0
Secondary	0
Total	0

Appendices

- Appendix A - Parent/Guardian Guide to Special Education

2.5 Educational and Other Assessments

A wide range of assessment opportunities are available to assist with evaluating the learning profile of a student for the purpose of supporting learning outcomes. School-based assessments may take place at any time throughout the school year as needed. School staff develop strategies and direct interventions to address the areas of need based on the assessment data. The effectiveness of

strategies is reviewed regularly and refinements may be necessary. The results of these educational assessments, in addition to information gathered through the continuous assessment process, are used for programming purposes, to assist with IEP development, and/or to obtain data to evaluate individual performance.

In most cases, schools may seek consultation or support through Student Services after demonstrating that they have implemented, refined, and reviewed the student's response to a number of interventions through their in-school team meetings. If concerns continue after a review of classroom performance data and a student's response to program adjustments and targeted interventions, then the in-school team may consult with the learning support coordinator as part of the continuous assessment process.

Psychological Assessments

Psychological Services support a collaborative model of intervention to address students' learning needs. Referrals for psychological assessment are part of a process whereby a student's learning concerns have been identified; and strategies and interventions have been implemented, monitored, and revised based on student response to intervention at the school level. As part of a tier 1 approach, the process involves creating an action plan at the school level to address the student's programming needs. If concerns persist, the learning support teacher (LST) reviews the learner profile and supports the classroom teacher with strategies and educational resources. For students with complex learner profiles and/or when challenges persist, tier 2 supports and services are implemented, which include consultation with the learning support coordinator (LSC). As part of this process, the LST and LSC, in consultation with the school principals, may determine that it is appropriate to move to a tier 3 level of intervention, such as consideration of a referral for a psychological assessment. When consideration is being given to a referral for a psychological assessment, the LSC is encouraged to confer with the psychoeducational consultant assigned to their school group. During the collaborative conversation between the LSC and psychoeducational consultant, no identifying or personal information regarding the student is shared, only the learner profile.

The purpose of a psychological assessment is to better understand the learning and/or socio-emotional strengths and needs of a student to enhance learning engagement, improve achievement outcomes, and create opportunities for success. Psychological assessments typically involve a combination of formal assessment measures, direct observation of the student, as well as consultation with school teams and the parent/legal guardian. Psychometric testing is completed by the board psychometric tester and the assessments are completed by psychoeducational consultants, who are non-regulated professionals who are supervised by the board lead psychologist. The board lead psychologist is a registered psychologist and a member of the College of Psychologist of Ontario.

Twice a year (May and December), LSCs bring forth names of students that were discussed in collaboration with school teams for consideration of psychological assessment to a LSC meeting that is attended by LSCs and the board system lead. Individual schools are not allotted a fixed number of assessment referrals, but rather psychological assessment referrals are determined and prioritized based on student learner profiles within the context of system needs. All students referred for psychological assessment are assessed within the academic school year and therefore, psychological assessments are completed within 2 to 6 months. There is no wait list generated by Psychological Services. The system lead forwards the names of students who have been identified as the system's highest priority for psychological assessment to Psychological Services. With parent/legal guardian consent, the school team submits the psychological assessment referral package.

Psychological Services contacts the parent/legal guardian of students under the age of 18 via telephone to review the informed consent process. Informed consent outlines the reason for the psychological assessment, the nature of the psychological assessment, limits of confidentiality, the risks and benefits, possible outcomes of the psychological assessment, as well as how information

from the psychological assessment will be managed, shared, and stored. A psychological assessment cannot proceed without the consent of the parent/legal guardian if the student is under 18 years of age. For students aged 18 or older, informed consent is obtained from the pupil. A copy of the signed consent form is stored in the student's Ontario Student Record (OSR) and Psychology file.

The psychometric tester completes all psychometric testing, as well as other psychometric protocols, including rating scales and questionnaires with the parent/legal guardian via the telephone (or in-person if the parent requires or requests it), under the supervision of the board lead psychologist. Once all testing has been completed, the psychometric tester transfers the psychological assessment referral file to a psychoeducational consultant within Psychological Services. The psychoeducational consultant completes the assessment and writes a psychological report.

When the report is complete, the results of the assessment and recommendations are shared by the psychoeducational consultant with the school team at the student's school (e.g., may include principal, LSC, LST, and classroom teacher), and parent/legal guardian. In cases where a learning and/or mental health diagnosis(es) is provided, the board lead psychologist is present to communicate directly with parents/legal guardians.

A copy of the psychological assessment report is provided to the parent/legal guardian, and, with parent/guardian consent, a copy of the report is stored in the student's OSR. The parent/legal guardian has the right to remove the psychological assessment report from the OSR and would direct this request to the school principal. The original psychological assessment report and any information obtained during the assessment are maintained in the psychological assessment referral file.

The student's psychological assessment referral file is closed and stored in a secure and confidential location within Student Services. The psychological file is maintained for at least 10 years past the student's 18th birthday and is accessible only by Psychological Services staff.

Psychological Consultation of Third-Party Documentation

When a parent/legal guardian provides clinical information pertaining to their child to the school, such as an assessment report completed by a community partner or a third-party professional, the school team reviews the information and considers any recommendations that are provided including academic supports, services, and resources to support the student's educational program.

As part of a responsive intervention approach to support student outcomes, school personnel request a psychological consultation to review third-party psychological assessment reports and/or professional reports that contain clinical information. The purpose of the psychological consultation of third-party documentation by Psychological Services is to support the school team by determining whether the clinical information presented in the third-party report supports consideration of a Ministry of Education exceptionality.

The LST must obtain written consent from the parent/legal guardian for Psychological Services to complete a psychological consultation of third-party documentation. When written consent is obtained, the psychoeducational consultant, under the supervision of the board lead psychologist, reviews the third-party information and indicates whether the clinical information supports consideration of a Ministry of Education exceptionality. The outcome of the consultation is conveyed to the parent/legal guardian by the LST and documented in the student's Individual Education Plan (IEP), if applicable.

Transition Support to Secondary School Students through Ontario Student Record (OSR) Review

Upon receipt of an OSR for a newly enrolled student, the school team follows their in-school process for transition students, as set out by their school administrator.

As part of a responsive intervention model of service, psychoeducational consultants under the supervision of the board lead psychologist, provide transition support to secondary school students through OSR reviews. The purpose of the OSR review is for psychoeducational consultants to help the school team better understand the clinical information in the context of the educational setting, as well as determine whether the clinical information contained in the OSR supports consideration of a Ministry of Education exceptionality.

In response to the high number of transferring students to the board at the secondary level, psychoeducational consultants schedule meetings with the LST at each secondary school at least once per academic year to review the OSR of students identified as having clinical information in their OSRs. The scheduled transition support meetings occur in the early fall as soon as OSRs have been received by the school. Transition support meetings may also occur for students already enrolled who have received new or updated assessment reports or clinical documentation completed by a professional third party. A second transition support meeting may be scheduled in the early Spring, if necessary.

The LST obtains written consent from the parent/legal guardian for the student's OSR to be reviewed by the Psychological Services. The LST notifies the psychoeducational consultant assigned to their school group that a psychological consultation is required. The psychoeducational consultant contacts the LST to schedule a time to visit the school to review the student's OSR. The student's OSR is reviewed and a summary outcome indicating whether the clinical information supports consideration for Ministry of Education exceptionality is provided. If the student has an existing IEP, the LST records the HPEDSB psychological consultation outcome. The LST informs the parent/legal guardian of the outcome of the psychological consultation and discusses next steps.

Speech and Language Assessments

Speech and language assessments and hearing screenings are also processed through Student Services. Currently there are speech and language pathologists and communicative disorders assistants employed by the board.

In consideration of [Policy/Program Memorandum No. 11 – Early Identification of Children's Learning Needs, 1982](#), the speech and language program works with school staff to assist in the administration and delivery of a variety of tools which may be used to identify and support students' communication skills. Following Procedure 377: Speech and Language Services Delivery Model, school staff and the speech and language program will work collaboratively to implement a Tiered Approach to Supporting all Students.

Assessment and intervention of speech, language, literacy, voice and/or fluency completed by the speech and language pathologist follows the Tiered Approach to Supporting All students and are evidence based. The use of these assessment results assist in guiding further instruction or recommendations and are student focused. The speech and language pathologists' involvement with students also includes consultation with school staff. If staff members supporting a student require assistance in assessing a student's learning or in program planning to meet the student's needs, the school team may request a referral to the speech and language pathologist. A referral to the speech and language pathologist must contain a signed Record of Informed Consent. Most assessments or

consultations are completed within 2 to 6 months and written results are communicated to relevant staff, parents or guardians. Case conferences are held when appropriate, and on-going consultation and support is provided by speech and language pathologists as required.

A speech and language assessment will:

- provide a professional opinion about the student's communicative ability and strategies for home and school, to help support the student;
- determine whether a communication difficulty exists and, if so its severity and how the difficulty interferes with the learning process;
- provide recommendations supporting student need specific to identification with an appropriate Ministry exceptionality, referral to a community agency and/or inclusion in a speech and language intervention program.

The person doing the assessment may:

- administer standardized tests;
- use non-standardized tests (e.g., informal measures such as observation);
- use classroom-based procedures and base the assessment on selected curriculum expectations;
- confer with parents/guardians, outside agencies, and resource teams;
- provide and/or obtain professional opinions;
- engage in preventative intervention, when appropriate;
- analyze, interpret, and synthesize information;
- prepare oral and written reports;
- communicate the results to parents/guardians and the in-school team.

Behaviour Support Services

Behaviour Support Services (BSS) consists of ABA coordinators and a board certified behaviour analyst (BCBA). The BSS team support students with complex behavioural needs who are unable to engage in their educational program. Team members build capacity and help educators better understand the student's strengths and needs; provide modelling and coaching to educators on the implementation of behaviour support strategies; collaborate with educators to create and implement behavioural programs for students; provide training opportunities for educators to learn about the principles of Applied Behaviour Analysis (ABA) and autism; and collaborate with community partners to implement consistent strategies and programming.

A referral to BSS involves a process of continuous assessment that supports a tiered model of intervention. The school team reviews and implements a variety of interventions. The school team discuss the student's learner profile and review current antecedent, behaviour, and consequences (ABC) data with the learning support coordinator (LSC). Through consultation, the LSC provides additional recommendations and strategies to support the student's behavioural needs and educational program. The school team monitors and evaluates student's response to the new and/or modified interventions over time. Based on the student's response to intervention, the school team and LSC may determine that it is appropriate to move to a tier 3 level of intervention, such as consideration of a referral to BSS.

When consideration is given to a referral to BSS, the LSC informs the BSS team member assigned to their school group. The BSS team member arranges an informal consultation with the LST, LSC, and school administrator, when possible, to better understand the learner profile. The assigned BSS team member may provide strategies to support the areas of need as well as explore other tier 3 supports such as community supports and resources. During the informal consultation, no identifying or personal information regarding the student is shared, only the learner profile. Based on the outcome of the informal consultation, if a referral to BSS is appropriate, the BSS team member will advise the

LST/administrator to contact the student's parent/guardian to obtain written consent for referral to BSS. The BSS team member triages referrals based on system needs.

To initiate service, BSS contacts the student's parent/guardian to obtain written consent for service. Once written consent is obtained, BSS contacts the school team and engages in collaborative discussions to gather and/or share information; observes the student and reviews behavioural data; creates a service plan that provides a summary of behavioural assessments, individual service goal, and behaviour intervention strategies; provides coaching and/or modelling of the behaviour intervention strategies; and provides ongoing feedback to the school team. BSS and the school team monitor and evaluate the student's response to service based on data collection and observations to determine if the student has met their individual service goal. All students who become part of the BSS caseload receive service, and all files are closed by the end of the academic year.

Functional Behaviour Assessment

For students with highly complex needs, the BSS team member may consult with the BSS team and/or their supervisor to determine whether it is appropriate to refer a student for a Functional Behaviour Assessment (FBA). A FBA is a direct intensive assessment completed by a board certified behaviour analyst (BCBA) to determine the function of a behaviour to provide targeted interventions. The BCBA obtains written consent from the student's parent/guardian. Once written consent is obtained, the BCBA will initiate the assessment.

Consultation With Multi-disciplinary Team

A BSS team member may seek consultation with the Multi-disciplinary Team (MDT). The MDT supports the well-being and educational program of students with severe and complex needs. The team is comprised of members of psychology, social work, speech language pathology, and a behaviour analyst, as well as system lead and/or superintendent of Student Services. Given the complexity and/or severity of student needs, school group superintendents are informed of students who have been brought forward for consultation.

The BSS team member obtains written consent from the student's parent/guardian to consult with the MDT. Once written consent is obtained, BSS consults with the MDT. Through collaborative conversations, the team shares a multi-disciplinary perspective to better understand the complexity of the student's profile and programming needs. Based on the MDT consultation, BSS will review and modify the student's service plan. The revised student's service plan will be shared with the school team and parent/guardian.

Description of Protocols for Sharing Confidential Information with Staff and Outside Agencies

Hastings and Prince Edward District School Board communicates assessment results with relevant staff and parents/guardians through a scheduled case conference. Results of assessments and reports are provided to parents/guardians.

All reports from Student Services are confidential documents that are kept in a secure location, with a copy provided for inclusion in the student's Ontario Student Record (OSR). Assessment information is only shared with outside agencies if requested and accompanied by the appropriate consent form to indicate parental/guardian awareness and consent.

Hastings and Prince Edward District School Board follows the guidelines of the appropriate professional agencies involved and adheres to the requirements of the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) and the *Personal Information Protection and Electronic Documents Act* (PIPEDA).

2.6 Specialized Health Support Services in School Settings

Hastings and Prince Edward District School Board works with various community agencies and service providers to provide health support for students who require specialized support in a school setting. Community partners include Local Health Integration Network (LHIN), Quinte Children's Treatment Centre (QCTC), Hastings and Prince Edward Pre-school Speech and Language System, Children's Mental Health Services (CMHS), Kids Inclusive, Community Living, North Hastings Community Integration Association (NHCIA), Constructive Opportunities for Progressive Employment (COPE), Counselling Services of Belleville and District (CSBD), and Trenton Military Family Resource Centre (MFRC).

Services available to eligible students include nursing services (e.g., sterile intermittent catheterization, tube feeding), physiotherapy, occupational or speech and language therapy, toileting, feeding, early intervention programs and counselling services.

Referral Process

School personnel may identify the need for a referral for service or they may be informed by the parents/guardians, Student Services staff or a supporting agency that a referral is recommended. It is the school's responsibility to obtain parental/guardian consent for assessment, intervention, and/or support in initiating a referral to School Based Rehabilitation Services or other support agencies. Consultation should occur with a Student Services learning support coordinator prior to forwarding requests for physiotherapy or occupational therapy. For speech language pathology referrals, a HPEDSB speech and language pathologist must first be consulted with to complete the School-Based Rehabilitation services SLP Report, to accompany the referral. Referrals are sent to School-Based Rehabilitation Services at Quinte Children's Treatment Centre.

Appendices

- Appendix B – Specialized Health Support Services

2.7 Categories and Definitions of Exceptionalities

The Ministry of Education provides Categories and Definitions of Exceptionalities, as included in the Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide. For each of the Ministry categories of exceptionalities and definitions, Hastings and Prince Edward District School Board has outlined additional criteria for each exceptionality to support school decision making. In accordance with new Ministry of Education directives and updated guidelines and practices from regulated governance, Hastings and Prince Edward District School Board may review and refine identification criteria.

Appendices

- Appendix C – Draft Special Education in Ontario Kindergarten to Grade 12, Policy and Resource Guide 2017 – Categories of Exceptionalities
- Appendix C (a) – HPEDSB Exceptionality Groupings

Categories of Exceptionalities

The Education Act identifies five categories of exceptionalities for exceptional students: behavioural, communicational, intellectual, physical, and multiple. These broad categories are designed to address the wide range of conditions that may affect a student's ability to learn, and are meant to be inclusive of all medical conditions, whether diagnosed or not, that can lead to particular types of learning difficulties.

The five categories are a useful tool for the identification of students with special education needs. However, a student may present learning needs in many ways in the school setting and may be identified as exceptional within one or more of the categories. The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the need of the individual student based on an individual assessment of strengths and needs.

The definitions accepted by the Ministry of Education for the five categories of exceptionalities and their subcategories are provided in the chart below. Note that the ministry's definition of the term *learning disability* was revised, in Policy/Program Memorandum No. 8, "Identification of and Program Planning for Students with Learning Disabilities" (2014); the new definition is provided below.

Categories and Definitions of Exceptionalities

BEHAVIOURAL

- **Behavioural Exceptionality:** 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.

(continued)

*(continued)***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 an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:
 - a. involve one or more of the form, content, and function of language in communication; and
 - b. include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.
- **Speech Impairment:** A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.
- **Learning Disability:** One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills 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;

(continued)

A15

(continued)

- ◇ 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 support services;
 - b. an inability to profit educationally within a regular class because of slow intellectual development;
 - c. a potential for academic learning, independent social adjustment, and economic self-support.
- **Developmental Disability:** A severe learning disorder characterized by:
 - a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
 - b. an ability to profit from a special education program that is designed to accommodate slow intellectual development;
 - c. a limited potential for academic learning, independent social adjustment, and economic self-support.

PHYSICAL

- **Physical Disability:** A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students 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 a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

A16

2.8 Special Education Placements Provided by the Board

The first choice considered in placement options for the IPRC committee is always in the regular classroom. It is recognized that some exceptional learners may require a degree of programming that cannot be provided effectively through the structure of the regular class. For these students, we provide a range of placements beyond the regular class to meet their needs. Such placements will be selected based upon the range of options available at the board and school level and will have the support and participation of parents/guardians, as required by legislation and in accordance with the *Education Act, Regulation 181/98*.

Range of IPRC Placement Options

Regular Class with Indirect Support

- The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

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.

Regular Class with Withdrawal Assistance

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

Special Education Class with Partial Integration

- The student is placed by the IPRC in a special education class where the student - teacher ratio conforms to *Regulation 298, Section 31*, for at least 50% of the school day, but is integrated with a regular class for at least one instructional period daily.

Special Education Class Full-Time

- The student is placed by the IPRC in a special education class, where the student – teacher ratio conforms to *Regulation 298, Section 31*, for the entire school day.

As part of the annual review process, the location and/or continuation of elementary and secondary regional/resource programs are subject to change.

Elementary Special Education Resource Program Placements and Locations 2022-2023

Program Name	2022-2023
<p>Elementary Resource Programs</p> <p>Programming emphasis is on literacy, numeracy, self-regulation, social-emotional development, communication and life adaptability skills. Students are provided with programming expectations specific to their learning profiles. Each student has an Individual Education Plan with specific goals, learning expectations, accommodations, and possibly modifications.</p> <p>Students with more complex special education needs may temporarily benefit from one of the three Identification, Placement, and Review Committee (IPRC) placement options with the highest levels of support provided in these resource programs:</p> <ul style="list-style-type: none"> •Regular Class with Withdrawal Assistance; •Special Education Class with Partial Integration; •Special Education Class Full-Time. <p>In these resource programs, students have access to a teacher with special education qualifications, who is assigned to support a specified number of students (<i>Ontario Regulation 298, Section 31</i>). Educational assistants are also assigned to the resource programs.</p> <p>Each elementary resource program can include a range of exceptionalities, with placement priority for students with significant complex needs requiring the highest levels of support. Students with exceptionalities of Intellectual – Developmental Disability (I-DD), and/or Communication – Autism (C-A), and/or Multiple are typically appropriate candidates for the elementary resource programs.</p> <p>*** As part of the annual review process, the location and/or continuation of elementary resource programs are subject to change ***</p>	Centennial Secondary School (Intermediate)
	Central Hastings School (Primary/Junior/Intermediate)
	Central Hastings School (Primary/Junior/Intermediate)
	Central Hastings School (Primary/Junior/Intermediate)
	North Hastings High School (Intermediate)
	Park Dale School (Primary/Junior/Intermediate)
	Prince Charles School Belleville (Primary/Junior)
	Prince Charles School Belleville (Primary/Junior)
	Prince Edward Collegiate Institute (Primary, Junior, Intermediate)
	Prince Edward Collegiate Institute (Primary, Junior, Intermediate)
	Prince of Wales Public School (Primary/Junior/Intermediate)
	Prince of Wales Public School (Primary/Junior/Intermediate)
	Queen Elizabeth School (Primary/Junior/Intermediate)
	Queen Elizabeth School (Primary/Junior/Intermediate)
	Susanna Moodie Elementary School (Primary/Junior/Intermediate)
	Trent River Public School (Primary/Junior)
	Trenton High School (Intermediate)
	Trenton High School (Intermediate)
	Tyendinaga Public School (Primary/Junior/Intermediate)
	Prince Charles Public School Trenton (Primary/Junior)
	York River Public School (Primary/Junior)
Total	21 Resource Programs

As part of the annual review process, the location and/or continuation of elementary and secondary regional/resource programs are subject to change.

**Secondary Special Education Regional Program Placements and Locations – 2022-2023
Life Skills Program (LSP) and Community Integration Program (CIP)**

School Name	2022-2023	
Bayside Secondary School	2 LSP 1 CIP	16 sections 6 sections
Centennial Secondary School	2 LSP 2 CIP	16 sections 12 sections
Central Hastings School	1 LSP 2 CIP	8 sections 12 sections
Eastside Secondary School	1 LSP 2 CIP	8 sections 12 sections
North Hastings High School	1 LSP 1 CIP	8 sections 6 sections
Prince Edward Collegiate Institute	1 LSP 1 CIP	8 sections 6 sections
Trenton High School	1 LSP 2 CIP	8 sections 12 sections
Total	20 classes	138 sections

As part of the annual review process, the location and/or continuation of elementary and secondary regional/resource programs are subject to change.

Provincial and Demonstration Schools in Ontario

The in-school resource team and Student Services staff work collaboratively with parents/guardians to support the student's admission to a Provincial or Demonstration School. This occurs only when it is determined that the student fits the profile for admission and where it is the wish of the parent/guardian that the student be considered for placement. Each application is managed by the in-school resource team in consultation with a key person identified centrally in student services as the contact for consultation and for admission. Consultation with provincial and demonstration school staff is well established and ongoing.

Hastings and Prince Edward District School Board is committed to the transportation needs of its students to Provincial and Demonstration Schools in accordance with board policy for those students residing within the board's jurisdiction. Arrangements may also be made for an assistant to accompany the student if necessary. Normally, transportation is provided on a weekly basis so that students may return home on the weekends. Hastings and Prince Edward District School Board continues to work with Provincial and Demonstration school officials to monitor and assist with the challenges of supervision during transport.

At the writing of this report, the numbers of HPEDSB students attending Provincial and Demonstration Schools are as follows:

Sir James Whitney School for the Deaf	20
Sagonaska	8
W. Ross MacDonald	1
Trillium Provincial School	0

Other Programs Available

In some situations a placement within the range of placements offered by the board is not feasible (e.g., mental health needs, physical health needs) so other options must be considered:

Home Instruction

- the *Education Act and Regulation 298* grant permission for a student with medical documentation, to be temporarily excused from attending school and to receive alternative instruction in the home or another appropriate setting.
- instruction is provided for a student who cannot continue in his/her regular program for medical/mental health reasons and will be absent from school for a minimum of three weeks;
- elementary students receive instruction from a qualified teacher for up to three hours per week and follow the program set out by the student's home school;
- secondary students receive instruction from a qualified teacher for up to four hours per week and follow the program laid out by the secondary school in which they are enrolled;
- home instruction is not used for a prolonged period of time and the focus is always on returning the student to a regular school placement;
- additional information is available under Procedure 396 as follows: [Procedure 396 - Home Instruction](#);
- additional information is available under Procedure 396 Forms as follows: [Procedure 396 - Home Instruction Forms](#).

Education and Community Partnership Program (ECPP)

The Ministry is committed to supporting students, so they have the skills to succeed in school and in life. As an integrated part of Ontario's education system, the Education and Community Partnership Program (ECPP) (formerly known as Care and/or Treatment, Custody and Correctional (CTCC) Programs) provides critical support to meet the needs of children and youth who cannot attend school due to their primary need for care, treatment and/or rehabilitation services. Students are placed into the program through a governing body that includes community partners or agencies supporting the program and the HPEDSB partners to provide the educational program.

2.9 Individual Education Plans

The Draft Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide describes province-wide standards for developing, implementing, and monitoring Individual Education Plans (IEPs) for students with special education needs and for students not identified as exceptional who are receiving special education programs and services. HPEDSB has developed and implemented an IEP template in compliance with *Ontario Regulation 181/98* and the expectations outlined in the IEP Standards 2000 for use with students with special education needs in both the elementary and secondary panels. The board currently uses to facilitate the completion of IEPs and the sharing of information among schools and programs. In 2012, a Ministry lead IEP Review was conducted to review board IEPs. Results from the review were uploaded to the Ministry of Education. Following this review, the Ministry released a document outlining the provincial trends. Student Services system staff updated Board support documents to continue to support schools in meeting Ministry standards.

Appendices

- Appendix E – Sample Individual Education Plan

2.10 Student Services Staff

The delivery of special education programs and services for students requires parents/guardians, community, and board participation. Hastings and Prince Edward District School Board employs a wide range of specialized personnel at the school and system level.

Student Services Mandate

Student Services supports school teams and teachers in the implementation of effective programming and appropriate placements for students with special education needs. The schools' and system's responses are based on the Ministry of Education's requirements for special education as outlined in the *Education Act* and Regulations.

Board/System-Level Student Services Staff

- Superintendent of Education
- System Lead
- Mental Health Lead
- Social Workers – Secondary Schools
- Social Services Workers – Education and Community Partnership Programs, Elementary Schools
- Child and Youth Workers – Elementary Schools
- Student Services Learning Support Coordinators (K-12)
- Attendance Counsellor
- Speech and Language Pathologists
- Communicative Disorders Assistants
- Board Lead Psychologist and Psychoeducational Consultant(s)
- Psychometric Tester
- Student Services Resource & Safe Workplace Officer
- Blind/Low-Vision Itinerant Resource Teacher

- Deaf and Hard of Hearing Itinerant Resource Teacher
- Assistive Technology Learning Coaches (ATLCs)
- Board Certified Behaviour Analyst (BCBA)
- Applied Behaviour Analysis (ABA) Coordinators
- Executive Assistant
- Secretarial staff

School-Based Special Education Staff

- Learning Support Teachers (LSTs) – Elementary and Secondary
- Special Education Teachers
- Educational Assistants - Elementary and Secondary

Appendices

- Appendix D – Student Services Staff

2.11 Staff Development Priorities

The [2020-2025 Strategic Plan](#) Mission: Inspire curiosity, display compassion and empathy, nurture individuality, and foster a sense of community on our journey to higher achievement.

Ministry of Education, Learning for All, 2013

Using the seven beliefs first identified in the *Education for All* Ministry of Education document, the following shared beliefs are identified in *Learning for All*:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student’s literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports all students.
- Fairness is not sameness.

The board, through the [2020-2025 Strategic Plan](#) affirms commitment to provide programs and services to help all students and staff reach their full potential.

Consultation with the Special Education Advisory Committee (SEAC)

Mission: SEAC advises, advocates and supports processes that meet the educational needs of children with special needs in the community. SEAC also works collaboratively with other SEACs and the Ministry of Education to advocate for effective policies, practices and procedures across Ontario. Learning opportunities are also offered on a regular basis at SEAC meetings and members are invited to participate in staff development opportunities such as parent/guardian awareness programs and professional development opportunities offered by HPEDSB and community agencies.

Ministry of Education Funded Professional Learning Experiences

Professional learning experiences for student services staff are tied to Ministry funding and the [2020-2025 Strategic Plan](#) which includes the HPEDSB 2019-2022 [Board Improvement Plan](#) for Student Achievement and Well-Being priorities.

Professional learning experiences facilitated by Student Services personnel have focused on:

Addictions training

Professional learning and training to support social workers, social service workers, educators, child and youth workers, and educational assistants who work with elementary and secondary school students in implementing prevention and intervention strategies to address addictions including substances, gaming, and pornography.

Clinical therapy training

Clinical therapy training was provided for school-based regulated mental health professionals including Dialectical Behaviour Therapy (DBT), Borderline Personality Disorders, Eating Disorders, Self-Injury Behaviour in Youth, Attachment Theory, Play Therapy and Grief Counselling.

Trauma Informed Practice, Mental Health training

Trauma informed practice, mental health training was provided to educators, child and youth workers, social service workers, educational assistants and administrators. Training included challenging behaviours in youth - strategies for intervention, mental health concerns in children and youth, social emotional learning - a whole school approach, wellness strategies - stress, compassion fatigue and resilience, gender and sexual identity in youth.

Kids Have Stress Too Training

Kids Have Stress Too training is tier one training, provided to child and youth workers and social services workers, for implementation in classrooms in elementary schools. The training provides valuable lessons on stress reduction and coping strategies. This program has been especially helpful through the pandemic.

ASIST Suicide Intervention Training

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. Training was provided to educators, school based public health nurses, child and youth workers, social service workers and social workers.

Autism Spectrum Disorder Training (online)

The Ministry of Education provided funding to Sonderly Training (a division of the Geneva Centre) to offer online ASD training to publicly-funded school boards. This voluntary professional development opportunity was offered to all educators throughout the board, including administrators, educational assistants, designated early childhood educators, ABA coordinators, and board certified behaviour analyst. The online training helped further enhance staff capacity in implementing Policy/Program Memorandum (PPM) No. 140 – Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with ASD. In addition, the training objective was to increase understanding of ASD and ABA methods to enhance the delivery of programming to students with ASD, and improve student's educational, social, communication and behavioural outcomes.

As a board, we have enrolled 16 educators in a variety of training courses using the training units provided by the Ministry of Education and continue to enroll educators as needs are presented. The courses included ABA for Educators Level 1 and 2, Functional Behavioural Assessments, Core Teaching Strategies for Autistic Students, ADHD in the classroom and Supporting Play-Based Learning for Students with ASD. Furthermore, we were able to enroll 27 educators teaching in a resource/regional program and kindergarten, the Enhanced Autism Training Program offered through Sonderly and funded by the Ministry of Education. The 27 educators were enrolled in the Charting a Pathway to Success in Your Classroom course, which included a live practice session.

Further to the online training opportunity offered to board educators, the Behavioural Support Service team was able to deliver training to educators regarding the functions of behaviours, data collection, and functional based behavioural strategies.

Ontario Autism Program (OAP): Connections for Students

Professional development to support teachers and educational assistants who work with students identified as having ASD has been designed based upon Ministry of Education funding. This has included: ABA training for staff involved, release time provided for planning time for school teams involved in Connections for Students with ASD, release time to support teacher and/or educational assistants attending Connections Meetings.

Assistive Technology – With a focus on universal design for learning, Student Services staff facilitate and co-plan learning with staff building capacity around how to pair assistive tools to meet the needs of students' with IEPs. Staff are encouraged to use assistive tools with students as part of their normal daily routines and class instruction in order to promote effective learning for all students.

Fetal Alcohol Syndrome Disorder

Fetal Alcohol Syndrome Disorder (FASD) training has been made available to any interested staff through the CanFASD (Canadian FASD Research Network) and FASD Success. Foundations in FASD is an on-line course provided on the CanFASD website focusing on the basics of FASD, the impact it has on children and youth with information to support the shifting of our lens through which we view this brain based neurodevelopmental disability that is organic, permanent and often invisible. Currently, LSCs and community partners from Quinte Children's Treatment Centre (QCTC) are working to write a training course that will be available to all teachers and educational assistants on the HPEDSB virtual learning environment.

Special Equipment Amount (SEA)

Professional development and training continues through partnership support of Information Technology and Student Services staff. When students receive SEA equipment (e.g., Chromebooks/laptops with use of the Read & Write toolbar, iPads with student specific applications and goals) training may be provided for individual students, parents, as well as teachers and educational assistants who work with the student. Equipment purchased through SEA is documented on the students' IEP and integrated into programming goals in alignment with Instructional, Environmental and Assessment accommodation sections.

Teaching Students with Communication Needs (Autism Spectrum Disorder) Additional Qualification Course & Special Education AQ Courses

Ministry funding has been provided to support teachers to take the Teaching Students with Communication Needs (Autism Spectrum Disorder) additional qualification (AQ) course or Special Education AQ course. The outcome is to increase teacher knowledge and understanding to meet the needs of students with ASD and special education needs, and to improve services and supports for students and families.

Supporting Students with Disabilities

Ministry funding has been provided to remove barriers for individuals with disabilities (students, educators, parents) and promote/support accessible, inclusive equitable education inside and outside the classroom. The funding is also to raise awareness about the value/benefits of accessibility and inclusion. Accessibility audits of schools within the system are being completed, where the results are transferrable to other HPEDSB buildings and any proposed new buildings. Also, a key premise for barrier free curriculum, instruction and assessment is centered in the research informed principles of Universal Design for Learning (UDL). UDL ensures that curriculum and instruction are designed recognizing that there are diverse learners and needs among learners.

Transportation and Stability Supports for Children and Youth in Care

Ministry funding has been provided to improve educational expertise and outcomes for children and youth in care. The funding promotes mental health, well-being and positive educational experiences by providing transportation to support a stable school and learning experience/educational supports. Stability supports enable all children and youth in care to receive supports that will provide additional stability for their educational experience and support a positive connection to education and learning.

Professional Assessments and Systemic Evidence-Based Reading Programs

Ministry funding has been provided to reduce wait times for professional assessments, and to provide systematic, evidence-based reading intervention, supports or programs to improve student outcomes for struggling readers who are at risk of falling behind.

Early Intervention Math Supports for Students with Special Education Needs (K-8)

Ministry funding has been provided to plan and implement math supports for students in Kindergarten to Grade 8, with a focus on students with special education needs. The goal is to increase student engagement, prevent and help close learning gaps to ensure that students are prepared for the transition into a de-streamed Grade 9

Tiered Reading Intervention - Lexia and Empower

Professional development and training on the use of evidence-based reading interventions to close gaps for struggling readers. This includes four days of training for Empower with the Hospital for Sick Children (SickKids) and an Empower networking session for administrators and teachers. A Virtual Learning Environment was created to support administrators and teachers with the use of Lexia.

Learning Support Teachers (LSTs)

Ongoing professional development and capacity building regarding the continuous assessment process, assistive technology programs, and special education legislation/procedures is provided.

Therapeutic Crisis Intervention (TCI)

TCI training is to provide a crisis prevention and intervention model to assist in preventing, de-escalating, managing and reducing potential crises from occurring as well as reducing potential injury to students and staff. This four-day training has been offered to a variety of staff including administrators, teachers, child and youth workers, educational assistants, and system staff.

Mentoring support for new LSTs

Implemented a mentoring program for new LSTs to support them through the development of Individual Education Plans (IEPs), Special Equipment Amount (SEA) referrals/applications and management of the IPRC process.

Communication with Staff

All staff can learn about professional development opportunities through the board web page at www.HPEschools.ca and communication to the school via e-mail and flyers or from student services staff. The board is committed to ongoing learning experiences for all staff, as referenced in priorities of the [2020-2025 Strategic Plan](#).

2.12 Specialized Equipment

Hastings and Prince Edward District School Board recognizes that specialized equipment is essential for some students to achieve their full potential and benefit from instruction. A variety of equipment is provided for students with special education needs through a collaborative approach among community agencies, parents/guardians, the board, and the Ministry of Education. The board reserves the right to determine the type of equipment that is purchased and whether the need is warranted. The equipment remains the property of HPEDSB. There are two components to SEA funding:

1. SEA Per Pupil Amount – is for purchases of all computers, software, robotics, computing related devices, including routers and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment (includes equipment purchased through the Claims-Based Funding).

2. SEA Claims-Based Funding – for other non-computer based equipment to be utilized by students with special education needs including sensory support, hearing support, vision support (including vision support equipment that has a computer interface and is required by a student when the primary function of the equipment is to address the vision support needs of the student), personal care support and physical assists support equipment which will cover the cost of an individual student's equipment needs in excess of \$800 in the year of purchase. Boards are responsible for the first \$800 in cost for any student per year.

Protocols, coordination, management, and maintenance of SEA equipment and training requirements are the responsibility of the board. Equipment purchased with SEA funding is portable and may move with the student as outlined in the Ministry of Education, Special Education Guidelines. Processes are in place to monitor the movement of students with specialized equipment. The LST in each school tracks the student's equipment, usage, and ensures that documentation is noted in the IEP.

Additional information is available under:

- Procedure 215 as follows: [Procedure 215 - Special Equipment Amount](#)

2.13 Accessibility (AODA)

The *Accessibility for Ontarians with Disabilities Act* (AODA) became law on June 13, 2005. The purpose of the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) and the *Ontarians with Disabilities Act, 2001* (ODA) is to improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. To this end, the Acts require school boards to prepare an annual accessibility plan to consult with persons with disabilities in the preparation of this plan and to make the plan public.

Hastings and Prince Edward District School Board serves approximately 15,300 students each day at 39 in-person schools (32 elementary, two K-12; four 7-12, one secondary) and one K-8 virtual school. Supporting student achievement is the goal of approximately 1,800 teaching and support staff who, in addition to the contributions of caring volunteers and community partners, share their passion for teaching and learning.

The district covers a wide geographic area of 7,221 square kilometers bordered by Maynooth to the north, Deseronto to the east, Prince Edward County to the south and Quinte West to the west. All students regardless of special talents or challenging needs have the opportunity to become successful when attending schools which offer accessible programs, settings and services.

Hastings and Prince Edward District School Board prepares a [Multi-year Annual Accessibility Plan](#) that describes the on-going measures the board takes to identify, remove and prevent barriers for persons with disabilities.

The board through its Special Education Plan has addressed access for students with disabilities through on-going modification and accommodation of programs and services. Automatic door openers have been installed in a number of school interior and exterior doorways, wider exterior doors to allow wheelchair access have been installed, elevators installed in most secondary schools with multiple stories, ramps for school front and rear access points, accessible washrooms, audio and visual

emergency alarm systems, and tactile and high contrast signage, etc., have been fitted in most schools.

Attitudinal barriers for persons with disabilities are being addressed through staff and student in-service about diversity, inclusive schools, re-writing diversity policy/procedures and examining other policies and procedures for barriers to accessibility. Architectural features that incorporate principles of universal design have been incorporated into new building design and construction. As well, recent renovations to existing buildings have accessibility for persons with disabilities addressed in the plans.

As part of the planning process for students with physical disabilities, the receiving school's accessibility is reviewed by school and board personnel to determine the accommodations required to meet the students' needs. Input is requested from parents/guardians and appropriate community partners/professionals. Requests and recommendations, such as occupational therapy, are sent from agencies such as the Quinte Children's Treatment Centre, the Child Development Centre of Hotel Dieu Hospital, or the Local Health Integration Network.

Within the school environment, individual protocols are established by in-school teams, in conjunction with parents/guardians and community partners/professionals, to assist students with disabilities in their day-to-day activities. The protocols include the development of safety procedures regarding fire drills/evacuations, lunch and nutrition breaks and recess, as well as the arrival to and departure from school.

The board has provided training for all staff on Customer Services as required by the customer service regulation and the AODA (2005). In addition, training has been provided to staff on Transportation, Built Environment, Information and Communications. Additional information can be found regarding the [Multi-year Annual Accessibility Plan](#).

Reference:

- *Accessibility for Ontarians with Disabilities Act (AODA) 2005*
- *Ontarians with Disabilities Act, 2001 (ODA)*

2.14 Transportation for Students with Special Education Needs

Transportation is arranged with, and provided through Tri-Board Student Transportation Services. Specialized transportation may be provided for students, as required. Schedules are planned to benefit the student and to maximize transportation efficiency.

Special transportation may be considered for:

- students with physical disabilities that prevent them from accessing a regular school bus;
- students who have been placed in a resource/regional class or in a program that is not in their home school area;
- students who have been identified with exceptionalities of Behaviour, Communication: Autism, or Intellectual: Developmental Disability, of such severity that they are unable to walk to school or to access a regular school bus;
- students with disorders where the severity is such that they are at risk to either themselves or other students, even with a bus monitor in place;
- students who are in an Education and Community Partnership Program outside of their home school area, and where transportation to such programs is feasible; and
- students attending Provincial or Demonstration Schools.

The following process is used in deciding if a special needs student may access special transportation:

- the school/program forwards a request for special transportation for a student, using the designated *Tri-Board Student Transportation Services - Special Education Request for*

Student Transportation Form. This form is sent to the appropriate student services learning support coordinator responsible for the school or program. The form outlines the student's demographics and the reason for the special transportation request. The student services learning support coordinator, in consultation with the school/program, and, when warranted, with the superintendent of student services or with Tri-Board Student Transportation Services, may approve of the request.

- the approved request is forwarded to Tri-Board Student Transportation Services who arranges the transportation and contacts the student's parent(s)/guardian(s). A Student Medical Release of Information form is completed as necessary for students with a medical concern.
- the approved request is kept on file in student services for the duration of the school year.

The safety criterion that is used by Tri-Board Student Transportation Services in the tendering and the selection of transportation providers for students with special education needs includes:

- drivers must have First Aid training;
- drivers receive annual re-training on the use of Epi-Pens;
- wheelchairs must be secured during transit;
- drivers have a criminal background check;
- review of the Commercial Vehicle Automobile Registration;
- review of driver's safety record, including PMO and Highway infractions;
- review of the age of the equipment to be used.

3.0 SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Hastings and Prince Edward District School Board has established and will maintain a Special Education Advisory Committee (SEAC) in keeping with *Regulation 464/497*. The role of SEAC is to report and make recommendations to the school board regarding any matter affecting Special Education programs and services for exceptional students.

Mission: SEAC advises, advocates and supports processes that meet the educational needs of children with special needs in the community. SEAC also works collaboratively with other SEACs and the Ministry of Education to advocate for effective policies, practices and procedures across Ontario.

Appointments/meetings

All appointments to the Special Education Advisory Committee will be guided by the terms and conditions for trustees. At the completion of the terms of office of SEAC members, the board will advertise for representation from associations and for members-at-large for the next term of the Board of Trustees. A local association will write to the Director of Education to request representation on the Special Education Advisory Committee. The letter should include the nomination and qualifications of the nominee. Each recognized association is entitled to one member. Where there are more than 12 associations in the areas of the jurisdiction of the board, the board shall select the 12 local associations that shall be represented. The Board may appoint to the membership of the SEAC only those persons who qualify. The Special Education Advisory Committee shall consist of:

- 1) Two members and one alternate member for each, appointed by the Board from among its own members;
- 2) One representative of the Mohawks of the Bay of Quinte in accordance with the legislation;
- 3) One representative from each of the local associations not to exceed 12, in the area of jurisdiction of the Board, as nominated by the local association and appointed by the Board;
- 4) One alternate for each representative of a local association, nominated by each local association and appointed by the Board; and

- 5) If the Board so chooses, up to two members appointed by the Board who are not representatives of a local association, are not members of the Board or another committee of the Board that is appointed by the Board.

Each person appointed under section 1 to 5 above shall have the qualifications required for being a member of the Board that appointed them.

The Special Education Advisory Committee meets once a month (usually on the fourth Thursday of each month) from September to June, at 4:00 p.m. The committee also receives presentations by local associations, agencies, HPEDSB staff and students. These presentations have assisted the SEAC in becoming aware of the mandate of the local associations and the services provided as well as program and services provided by the board in support of students with special education needs.

Each SEAC member is provided with an orientation package which includes Ministry regulations and board policies pertaining to SEAC and a copy of the board's Special Education Plan. An orientation session is made available for new and remaining members of SEAC after each trustee election. SEAC members need to be aware of their role as outlined in *Regulation 464/97*, Board By-Laws, Governance Directive for Standing Committees, Section 7.2.4(d), and the board's delivery model for special education.

Members of the public and parents/guardians are provided with various avenues to communicate with SEAC members.

Information on SEAC is available on the Board website at www.HPEschools.ca > Board > Board and Committee meetings > Special Education Advisory Committee meetings.

SEAC members are provided updates on the establishment, development and delivery of special education programs and services for students with special education needs at regular meetings.

The annual budget as it pertains to special education is presented to SEAC by the Superintendent of Business Services in the spring each year.

Ministry response to the annual Special Education Plan submission and subsequent amendments are shared with the Special Education Advisory Committee. The plan also remains a standing item on the SEAC agenda for the spring meetings. SEAC is provided with the opportunity for consultation, input and feedback on all items presented and to make recommendations as they relate to the special education programs and services for exceptional pupils. Recommendations from the SEAC are presented to the full meeting of the Board.

Additional information can be accessed as follows:

- [Special Education Advisory Committee Standing Committee Governance Directive](#)
- [Special Education Advisory Committee Membership List](#)

4.0 COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Pre-school Transition to School

- Contact is made with the various agencies providing support to high-needs pre-schoolers (e.g., Family Space/Early Years Centre, Children's Mental Health, Counselling Services of Belleville and District, Healthy Babies, Healthy Children, Community Living Prince Edward, North Hastings Community Integration Association), several months prior to school entry. Central student services staff meets with parents/guardians and representatives from the agencies at the student's home school to identify the student's strengths and needs and to identify the strengths and needs to work collaboratively to create a transition plan to support a successful entry to school.
- Students who receive support and/or programming from a preschool program for students who are deaf follow the same process laid out above, but the initial contact is often made through our Itinerant Teacher of the Deaf and Hearing Impaired who also attends the meetings to determine the level of support required for the student.

Pre-school Speech and Language Programs

- HPEPSLS will keep students up to age 5 for speech and language services.
- HPEPSLS will provide language development support to the teachers working with the students on their caseload.
- HPEPSLS includes recommendations in their transition to school report that a child may be eligible for Children's Treatment Centre School-Based Rehabilitation Services support and will complete this referral where appropriate.
- Schools receive a "Transition to School" report from HPEPSLS for all students who were involved with HPEPSLS at the time of entry to Senior Kindergarten.
- HPEDSB speech and language pathologist completes a Consultation Report based on this Transition to School report outlining recommendations and plan of care.
- Schools are encouraged to review transition to school reports, apply strategies to support the student and can follow Procedure 377: Speech and Language Services Delivery Model to access continues speech and language services at school if further support is needed"

Kids Inclusive

- Kids Inclusive, formerly known as the Child Development Centre, is located at Hotel Dieu Hospital in Kingston, Ontario and is one of 21 Children's Treatment Centres in Ontario. Kids Inclusive provides rehabilitation and support services for children and youth with physical, neurological and/or developmental challenges in the Kingston, Frontenac, Lennox and Addington counties as well as communities in Lanark, Leeds and Grenville counties. Some specialty services support children and youth in Prince Edward and Hastings counties
- Students within the school board may receive support from Kids Inclusive as part of the Augmentative Communication Services (ACS) program. This provides services for children and youth aged 0 to 19 years old whose communication, either written or verbal, is not meeting their daily needs at home. We help provide specialized equipment to those who are in need of Augmentative and Alternative methods of Communication (AAC). Augmentative Communication Services includes speech and language pathologists, occupational therapists, technicians and therapy assistants.

Quinte Children's Treatment Centre – School-Based Rehabilitation Services (SBR)

- Quinte Children's Treatment Centre partners with the board to provide support for students with:
 - moderate and severe articulation difficulties, speech dysfluencies and voice disorders;
 - occupational therapy needs (fine/gross motor/sensory);
 - physiotherapy .
- School-based Rehabilitation Services speech language pathologists (SLPs) will provide intervention support to school personnel for students on their caseload.
- Schools may consult with HPEDSB speech and language pathologist if continued support at school may be appropriate following discharge from the SBR program.
- HPEDSB speech and language pathologist completes a Consultation Report based on this Discharge Report, outlining recommendations and plan of care.

Quinte Children's Treatment Centre (QCTC)

- Partners with the board to provide support in the following areas for students with physical or multiple disabilities:
 - physiotherapy and occupational therapy;
 - speech language pathology;
 - social work and psychometric services.
- Partners with the Board in the transitioning of children into Junior and Senior Kindergarten and transition physiotherapy/occupational therapy needs within the school to the School-Based Rehabilitation Services.
- Therapy staff continue to provide assessments for some equipment needs required within the school (e.g., walkers, standing frames, specialized computer hardware/software) and provide support documents as required for Special Equipment Amount (SEA) funding. Specialty programs such as seating and mobility and augmentative communication and psychometric services are provided on a consultation basis in the schools throughout the child's school career.
- Designated space is provided to service providers so therapy can be provided at school.
- At the time of discharge from QCTC speech and language, HPEDSB staff should review recommendations and follow Procedure 377: Speech and Language Services Delivery Model should further consultation with HPEDSB speech and language pathologist be required.

Ontario Autism Program (OAP) – Core Services

- Autism Services through Counselling Services of Belleville and District (CSBD), Stride Academy, and Quinte Assessment and Treatment Group (QATG) services clients (up to age 18) who require behavioural services.
- Services are clinically supervised, intensive, comprehensive and individualized treatment programs are developed for children and youth with autism.
- When it is determined a child is transitioning out of Autism Services and they are eligible for Connections for Students, the team will assist with the transition to school full time.

Ontario Autism Program (OAP) – Entry to School Program

- 6-month group based learning offered to students with ASD who are connected with the OAP.
- Services are provided by a multidisciplinary team, including an occupational therapist, speech and language pathologist, and a board certified behaviour analyst.
- Follow group based services, school teams collaborate with the multidisciplinary team for up to 6 months to help support the students transition to school.

Connections for Students

Maltby Centre: School Support Program

- Collaboration with HPEDSB and Maltby Centre-School Support Program for Children with Autism is to enhance educational experiences of learners with ASD.
- Maltby Centre consultants work with HPEDSB staff providing a range of services for students involved in the Connections process including consultation, assisting in the development of resource material and serve as a vital member on the Connections for Students Transitions team.
- Students eligible for Connections, which is the agreed-upon process between the Ministry of Education and the Ministry of Children, Community and Social Services, that supports the successful transition for students with Autism Spectrum Disorder (ASD) from Intensive Behavioural services to increased time at school.
- Connections for Students includes Autism Services staff, school staff, student services learning support coordinator, ABA coordinator, and Maltby Centre. The duration is 9 to 12 months.
- Additional information can be found by accessing the [Connections for Students Resource Guide](#).

Education and Community Partnership Program (ECPP)

- Education and Community Partnership Programs are available through partnerships with Quinte Children's Treatment Centre and HPEDSB.
- Central student services staff participate in the referral process, attend regular program meetings in order to be kept informed of the students' progress, and facilitate the transition back to the community school.

Transition from School to Community

- In partnership with the *Transition from School to Community Committee* and with parent/guardian involvement, arrangements are made to refer students with developmental disabilities to a Developmental Services Agency to assist with the transition from school to community. In partnership with a Developmental Services Agency, a community network of support may be established to assist families with transition planning.

Programs Offered by Other District School Boards

- Appropriate placement and support decisions are made when an exceptional student arrives from a program offered by another District School Board. In preparation for a successful entry, contact is made with the sending board, documentation is acquired and a case conference is held that involves the student services learning support coordinator. The same arrangement is followed for students returning from an Education and Community Partnership Program placement into Hastings and Prince Edward District School Board.
- Hastings and Prince Edward District School Board reviews (with appropriate parent/guardian consents) any assessments accompanying a student in any of the above situations.

5.0 SUBMISSION AND AVAILABILITY OF THE SPECIAL EDUCATION PLAN

In accordance with *Regulation 306* under the *Education Act*, the board will submit two copies of the Special Education Plan and subsequent amendments by July 31st of the current year. If no amendments are required, the Ministry of Education will be notified by the same date.

The Special Education Plan is available to the public through the board's website at www.HPEschools.ca via SEAC members, and from Student Services at the Education Centre, 156 Ann Street, Belleville, Ontario, K8N 3L3.

SEAC Agendas and Minutes are posted and available on the board's website. Archived minutes and meeting support documentation is also available from Student Services.

Appendices

- Appendix A – Parent/Guardian Guide to Special Education
- Appendix B – Specialized Health Support Services
- Appendix C – Ontario Ministry of Education Categories of Exceptionalities and Definitions
- Appendix C (a) – HPEDSB Exceptionality Groupings
- Appendix D – Student Services Staff
- Appendix E – Sample Individual Education Plan

6.0 APPENDICES

Appendices are available to the public through the board's website at www.HPEschools.ca > Community & Families > Special Needs Support > Special Education Plan. Copies of appendices are available upon request from:

Student Services
Hastings and Prince Edward District School Board
156 Ann Street
Belleville, Ontario K8N 3L3
(613) 966-1170 or 1-800-267-4350
Fax: (613) 966-9322
Email: student.services@hpedsb.on.ca

www.HPEschools.ca