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**2018-2019**

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**Glossary of Terms**

**Accommodations**

Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations only.

**Alternate Program**

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

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

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

**Applied Behavioural Analysis (ABA)**

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

**Assessment**

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

**Behaviour Intervention Plan**

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

**Behaviour Management Systems (BMS)**

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

**Behaviour Resource Centre (BRC)**

A self-contained class in the elementary panel for students identified with a behavioural exceptionality and placed by an IPRC.

**Child and Youth Counsellor (CYC)**Child and Youth Counsellor (see [Standard 12: Special Education Staff](#_Standard_12:_Special))

**Community School**

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

**Community Skills Certificate (CSC)**

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

**Deaf Hard of Hearing (DHOH)**

(Teachers for the) Deaf and Hard of Hearing (see [Standard 12: Special Education Staff](#_Standard_12:_Special))

**Differentiated Special Education Needs Amount**

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

**District**

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

**Educational Assistant (EA)**

Educational Assistant (see [Standard 12: Special Education Staff](#_Standard_12:_Special))

**Equity**

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

**Employment Skills Certificate (ESC)**

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

**Facilities Amount (Section 23)**

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

**Full Time Equivalent (FTE)**

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

**Grants for Student Needs (GSN)**

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

**Identification, Placement, and Review Committee (IPRC).**

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

**Individual Education Plan (IEP)**

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

**Intensive Behavioural Intervention (IBI)**

A methodology based on the principles and techniques of ABA, designed for young children with ASD, usually delivered with intensity in a 1:1 situation for several hours a week by a trained therapist.

**Itinerant Teacher**

A teacher with Special Education Additional Qualifications (minimum Part 1), (see [Standard 12: Special Education Staff](#_Standard_12:_Special)) who is assigned to provide specialized support to staff/students in more than one school.

**Modifications (modified expectations)**

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

**Multi-Disciplinary Support Team (MDST)**

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

**Neighbourhood School**

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

**Parent/Guardian**

For the purposes of this document, all references to “parent” include guardians.

**Positive Return of Pupils to School (PROPS)**

Regional program to support secondary school students with extreme social emotional and behavioural challenges. Currently this program is run out of Acion District High School.

**Primary Language Class (PLC)**

A self-contained class for primary grade students to provide intensive support in language development.

**Professional Student Services Personnel (PSSP)**

Staff in five PSSP disciplines who work under the supervision of Senior Managers of Professional Services:  Psycho-educational Consultants, Social Workers, Speech-Language Pathologists, Applied Behaviour Analysis Facilitators, and Child and Youth Counsellors.

**Range of Placement**

Pupil Placement for provision of program and services for formally identified students as determined by an IPRC within two general categories: Resource Support and Self Contained classes. Each of these categories has sub-categories as outlined in [Standard 9:Special Education Placements Provided by the Board](#_Standard_9:_).

**Resource Support**

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

**Safety Plan**

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

**School Resource Team (SRT)**

A team consisting of school staff (principal, Special Education Resource Teacher(s),educator(s) and regional support staff (Psycho-educational Consultant, Child and Youth Counsellor, Social Worker, Speech-Language Pathologist, ABA Facilitator as needed) which meets on a monthly basis to problem solve issues and concerns for students experiencing difficulty. Parents/guardians are invited and strongly encouraged to attend these meetings. The team may make recommendations to an Identification, Placement and Review Committee for formal identification or placement.

**School Resoure Team Request for Self-Contained Class Location**The class location being considered that matches parental preferences as outlined in the Parent/Guardian Request for Self-Contained Class Location form when a student is being referred to IPRC for a self-contained placement.

**School Team (ST)**

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

**School Social Worker (SSW)**

School Social Worker (see [Standard 12: Special Education Staff](#_Standard_12:_Special))

**Self-Contained Class**

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

**Self-Contained Class Teacher**

A Teacher with Special Education Additional Qualifications (minimum Part 1, (see [Standard 12: Special Education Staff](#_Standard_12:_Special)) assigned to teach a self-contained class.

**Special Education Advisory Committee (SEAC)**

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

**Special Equipment Amount (SEA)**

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

**Special Education Per Pupil Amount (SEPPA)**

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

**Special Education Resource Teacher (SERT)**

A Teacher with Special Education Additional Qualifications (minimum Part 1, see [Standard 12: Special Education Staff](#_Standard_12:_Special)) assigned to support students in regular classroom placements.

**Special Education Program**

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

**Special Education Services**

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

**Special Incidence Portion (SIP)**

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

**Speech and Language pathologist (SLP)**

Speech-Language Pathologist (see [Standard 12: Special Education Staff](#_Standard_12:_Special))

**Introduction**

The Special Education Plan 2018-2019 describes the programs and services offered by the Halton District School Board to support students with special needs.

This plan is reviewed and revised annually or as needed to ensure it is up to date and reflective of the ongoing practice within our school board. A significant rewrite of the plan was undertaken during 2016-2017 to help make the document more user friendly and correct any errors, omissions or outdated content from the previous version of the plan. This plan will be made available in other formats upon request.

Regulation 306 specifies the requirement of school boards to maintain, update and review annually their Special Education Plans. As of April 19, 2010, the Ministry of Education no longer requires boards to submit Special Education Plans annually. They instead require boards to maintain and update a Special Education Report (as outlined in Regulation 306) and submit a checklist of its contents to the Ministry of Education by the beginning of September each year together with an outline of programs and services that were not provided in the previous Plan and a description of the variance ([see appendix](#AppendixQ)). SEAC has recommended to maintain the name Special Education Plan. The plan is approved annually by the Halton District School Board. Each year the board will submit the required checklist to the Ministry of Education and post the plan in electronic format on the school board website.

The Halton District School Board approved this Plan on June , 2018.

A Minority Report was submitted ([see Appendix](#MajorityReport)) and the corresponding response from the Chair of the Board is found in Appendix . (this item is pending)

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