

2025-2026

BHNCDSB

SPECIAL
EDUCATION
PLAN



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Our Special Education Plan is embedded in the Core Values and Fundamental Principles of the Brant Haldimand Norfolk Catholic District School Board's Strategic Plan and Board Improvement Plan for Student Achievement.

Spiritual Theme – Pilgrims of Hope: *On the Path to Holiness*

This year, the BHNCDSB will celebrate Catholic Education as Pilgrims of Hope: *On the Path to Holiness*. Hope is foundational to our faith. We find hope in God's grace and love.

Catholic Education Week 2026 will take place during the week of May 3 – May 8.

Our scripture passage for Catholic Education 2025-2026 is:

"As God who called you is holy, be holy yourselves." (1 Peter 1:15-16)

The themes for Catholic Education Week 2026 are inspired by the following considerations:

- As we remember with love our late Pope Francis, and look eagerly to the pontificate of Pope Leo XIV, the coming school year will be a time to renew the momentum of our Jubilee celebrations, by inviting everyone in Catholic education to embrace the journey toward holiness and peace.
- In light of the upcoming canonization of Blessed Carlos Acutis, the Catholic Education Week theme will focus on the Pastoral Letter to Young People issued by the Bishops of Canada in October 2022. As young people themselves, their example shows us, very vividly, what it means to live as pilgrims on a journey of faith, toward a hope grounded in the unshakeable love of the Risen Jesus.
- Our lives as Christians are truly a path toward holiness – becoming, more and more, the people God created us to be. That will look different in each of our lives, but for all of us, we know that it is God's Spirit at work in us who guides us toward holiness: "The Holy Spirit illumines all believers with the light of hope. He keeps that light burning, like an ever-burning lamp, to sustain and invigorate our lives." (Spes Non Confundit, 3)

The Brant Haldimand Norfolk Catholic District School Board is a model learning community, widely recognized as being distinctively Catholic. As a Catholic school system, our commitments are rooted in faith. With a focus on Belonging, Teaching and Learning, and Wellness for all, we provide our students and staff with tools for realizing their fullest potential, while also instilling a life-long commitment to the community.

The five sub themes for Catholic Education week explore ways to live out the late Pope Francis' call for each one of use to be Pilgrims of Hope...

Monday: *Peace be with you*

Tuesday: *God loves you*

Wednesday: *Christ saves you*

Thursday: *The Holy Spirit lives in you*

Friday: *Together on the journey*

"As God who called you is holy, be holy yourselves." (1 Peter 1:15-16)"



Fundamental Principles

- **All students can learn:** All students can learn, and all our schools are places in which staff and students strive to meet their fullest potential.
- **Educators are responsive practitioners:** Educators are responsive practitioners who first seek to know their learners and design instruction and assessment to meet the precise needs of each student.
- **Educators are reflective practitioners:** Educators are reflective practitioners who engage in thoughtful reflection of their work and the impact of their work on all learners.
- **Meaningful assessment improves student learning:** Educators make regular, intentional use of assessment for and as learning to improve student learning.

Message from the Superintendent of Education

At the Brant Haldimand Norfolk Catholic District School Board, our Special Education Department remains steadfast in its mission to nurture the dignity, potential, and success of every learner. Grounded in our Catholic faith and guided by Gospel values, we are committed to fostering inclusive, safe, and faith-filled environments where every student feels respected, supported, and empowered to thrive—spiritually, academically, socially, and emotionally.

Our approach to special education is rooted in a deep respect for the unique strengths, needs, and talents of each student. We recognize that every child is capable of growth and achievement when provided with the right support. Through evidence-informed practices, personalized programming, and collaborative partnerships with families, educators, and community partners, we strive to reduce barriers to learning and close achievement gaps.

We are guided by the principles of equity, inclusion, and universal design for learning, ensuring that each student has access to responsive, meaningful, and precise programming. Our commitment to differentiated instruction allows us to meet learners where they are, and to journey with them toward where they are called to be. Every student deserves to be known, celebrated, and given the opportunity to flourish.

All special education services are delivered in accordance with the highest standards and are fully aligned with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Education Act and its Regulations.

Our model for special education is inspired by and reflects the Catholic Graduate Expectations, as we believe:

- Every student can succeed and deserves the opportunity to do so.
- Each learner has a fundamental right to an inclusive, caring, and effective education.
- Programming must be tailored to the individual patterns of learning and development.
- Evidence-based and evidence-informed strategies support best teaching practices.
- Universal design for learning and differentiated instruction are key to meeting student needs.
- Classroom teachers play a central role in developing student literacy and numeracy.
- The collective support of staff, families, and the broader community is essential.
- Equity is not about treating everyone the same—it is about giving each student what they need to succeed.

As a Catholic learning community, we remain devoted to the formation of compassionate, competent, and confident learners who are prepared to serve, lead, and witness to their faith. We celebrate and uphold the diverse abilities of all students, ensuring that every child feels a true sense of belonging and is empowered to reach their God-given potential.

Philip Wilson

Superintendent of Education

1. INTRODUCTION

On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario and for ensuring greater accountability in the area of special education. The document entitled "The Standards for School Board's Special Education Plans" describes the province-wide standards that school boards must meet when developing their special education plans. These standards support the government's goal of ensuring the exceptional students in Ontario receive the best quality education possible. System-wide implementation of these standards improves learning outcomes for all students.

The Brant Haldimand Norfolk Catholic District School Board is in compliance with all applicable legislative requirements.

School boards must comply with the requirements for special education plans set out in Regulation 306 under the Education Act, entitled "Special Education Programs and Services", and in the document, The Standards for School Boards' Special Education Plans. These requirements for standards build on requirements for school boards' Special Education Plans previously set out in memoranda from the Ministry.

In accordance with the Education Act Regulation 306, each school board is required to prepare and approve a report on the special education programs and special education services provided by the board, and to submit it to the Ministry of Education. Each board is required to maintain a Special Education Plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendments to the Ministry for review.

One of the purposes of the School Board's Special Education Plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and Ministry policy on Special Education.

The Ministry of Education reviews each board's Special Education Plan to ensure compliance with the standards. Feedback from the Ministry of Education will identify areas of non-compliance and/or omissions.

This feedback, along with other areas for improvement, will be incorporated into the Special Education Plan for 2025-26.

All stakeholders (students, parents/guardians, community members and organizations, and staff) are invited to respond to the elements of this plan. Questions and suggestions for improvement may be addressed to the Superintendent of Education (Special Education) at:

Brant Haldimand Norfolk Catholic District School Board
P.O. Box 217, 322 Fairview Drive
Brantford, Ontario N3T 5M8
Telephone: 519-756-6369 / Facsimile: 519-756-9913
www.bhncdsb.ca

The resources, programs and services planned for 2025-26 were provided to the extent that can be afforded with the funding allocated to the Brant Haldimand Norfolk Catholic District School Board by the Ministry of Education.

This plan has been designed in accordance with the Ministry of Education requirement that it comply with the *Canadian Charter of Rights and Freedoms*, the *Ontario Human Rights Code*, the *Ontario Education Act*, and regulations made under the Act, as well as other relevant legislation. Upon request, copies of this plan can be

made available in alternate formats in compliance with the *Ontarians with Disabilities Act*.

Please note: More specific details on documents referred to within this plan can be found on the Board website www.bhncdsb.ca or by phoning the Catholic Education Centre at (519) 756-6369.

Message from the Director of Education

It is with great pride that I present the Brant Haldimand Norfolk Catholic District School Board's Annual Special Education Plan—an expression of our unwavering commitment to nurturing a culture of life-long learning and service inspired by our Catholic faith.

We know that meaningful learning is rooted in meaningful relationships. This plan reflects the dedication of our staff to ensure that every student receiving special education support is welcomed, understood, and fully engaged in their learning journey.

Our strategic vision emphasizes innovation, collaboration, and responsiveness in teaching and learning environments. Central to this vision is a deep respect for the diverse abilities and talents each student brings. We are committed to creating inclusive spaces where all learners are supported to thrive and realize their full potential.

Guided by the principles of Catholic social teaching, our aim is to foster student engagement through purposeful, tailored learning experiences that build on each individual's unique gifts. This plan is a testament to our collective mission to accompany students with care and compassion throughout their educational journey.

I extend my sincere gratitude to Philip Wilson, Superintendent of Education with responsibility for Special Education, and Sandra De Dominicis, Vice Principal for Inclusive Learning and Special Education, for their leadership in developing this plan. I also thank the entire Special Education Services team for their dedication in shaping and delivering this important work.

We hope this plan informs, inspires, and affirms our shared commitment to inclusive Catholic education.

Michael McDonald

Director of Education & Secretary

2. THE BOARD'S CONSULTATION PROCESS

Purpose of the Standard: To provide details of the Board's consultation process to the Ministry and to the public.

Requirements of the Standard: In developing and modifying their Special Education Plan, boards must take into consideration issues and feedback from members of the community such as parents/guardians, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the Board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.

Compliance with the Standard: The Brant Haldimand Norfolk Catholic District School Board maintains open and regular communication with all its internal and external stakeholders with respect to its special education programs and services.

Parents/Guardians

Parents/guardians of students of the Board are valued parties in our education community. Parents/guardians have several ways in which to share their concerns, suggestions, and comments with the Special Education Department. These methods may include:

- Contact with SEAC representatives.
- Contact with school special education personnel, system personnel, and the Superintendent of Education

Information with respect to the Special Education Plan is shared with parents/guardians through school and system staff, school newsletters, special education service brochures, the Board website and Board newsletters.

Staff

The staff of the Brant Haldimand Norfolk Catholic District School Board has a variety of avenues to communicate with the Special Education Department. The input shared by staff is used to develop and refine special education programs and services.

Principals/vice-principals have been able to provide input by one-to-one communication and through agenda items at monthly principals' meetings, as well as through Principal consultation sessions.

Special education department staff have been able to provide input through Community of Practice meetings. The purpose of the meetings is to discuss operational issues and to solicit input on ways to enhance practices. System resource staff and board consulting psychologists act as processors of information between school staff, principals, and parents/guardians. Through participation at scheduled meetings, these staff members provide meaningful input into the Board's special education programs and services.

The Special Education Advisory Committee (SEAC) is responsible for assisting in the consultation, development and communication regarding special education programs and services. They are also included in the review of the Special Education Plan by making recommendations for changes and improvements. The Superintendent of Education, under the direction of the SEAC, will provide regular staff presentations so that the SEAC members will have the information required.

The SEAC meets each month from September to June. Agendas and minutes are made available to all SEAC members. SEAC meetings are open to the public. Parliamentary meeting procedures allow members who do not

agree with the majority position on Motions to submit a Minority Report. Consideration will be given to submissions of Minority Reports from members of SEAC.

Feedback

- I. From the Special Education Advisory Committee:
 - The Board is to ensure that staff are appropriately trained to meet the needs of exceptional students within the Board.
 - The Board is to provide all staff with professional development opportunities and training to meet the needs of the students within the Board.
 - Parents/guardians must be made aware of the programs and services provided by the Board.
 - IEPs should be developed to meet the strengths and needs of students.
 - Special education funding models must be addressed to meet the needs of exceptional students.
- II. From parents/guardians:
 - The Board must continue to provide training for all staff in the area of exceptionalities.
 - The Board must ensure that staff and parents/guardians work together to develop IEPs that meet student needs.
- III. From staff groups: Maximizes staffing allocations within special education funding. Decrease wait time for service from support staff. Provide appropriate resources and training for educational assistants for supporting students who demonstrate significant behavioural challenges.
- IV. From Board administration: Ensure succession planning and consistency of programs in all schools, special education funding, and programming based on data.

Summary

To continue improved parental and community understanding of the Board's special education programs and services, the Special Education Plan and special education program and services, as well as the SEAC agenda and minutes, will be posted on the Board's website.

Special Education Goals for 2025 - 2026

1. Improve level of student achievement, access to curriculum, and reduce gaps in student achievement by focusing on evidence-based instructional practices to support literacy and numeracy.
2. Build capacity in processes related to accommodations, modifications, assessment recommendations, and IEP development.
3. Focus on Universal Design for Learning and differentiated instruction for all students.
4. Further capacity building in equity in Special Education, Self-Regulation, oral language development, alternative programming, and assistive technology.
5. Use tiered approaches to support literacy, numeracy, and behaviour through early intervention and ongoing data collection and assessment.
6. Collaborate and engage in active partnerships with community agencies to provide seamless, responsive, and innovative supports that assist students, families, and staff to meet collective goals.
7. Focus on the implementation and continued growth of specialized contained class settings that support the unique sensory, communication, social, and academic needs of select pupils through the use of intensive supports.
8. Focus on the development of self-advocacy and independence skills among students with special needs through an analysis of ongoing goal setting and re-evaluation of student programs and services. Multi-disciplinary approaches and teams will be used to ensure all special needs students become as productive, self-reliant, and independent as possible post-graduation.
9. Ensure strategic implementation of transitional supports for learners across the developmental continuum by enhancing collaborative planning, data-informed decision making, and individualized programming to promote successful transitions between grades, panels, and post-secondary pathways.

3. SPECIAL EDUCATION PROGRAMS AND SERVICES

3.1 The Board's General Model for Special Education: Philosophy and Service Delivery Model

Purpose of the Standard: To provide the Ministry and the public with information on the Board's philosophy and service delivery model for the provision of special education programs and services.

Requirements of the Standard: The School Board's Special Education Plan must outline in detail the Board's general philosophy and service delivery model for the provision of special education programs and services. The Board's Special Education Plan must be designated 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. The Board must include a statement in the plan confirming that the plan has been designated in accordance with the requirements.

Compliance with the Standard: The Brant Haldimand Norfolk Catholic District School Board supports the belief that each student is an individual with unique strengths and needs created in the image of God. The Board believes that these strengths and needs will usually be supported in the neighborhood school with assistance from teachers, staff, and parents/guardians.

All teachers in our system are considered to be "special educators" who differ only in the extent of their training and expertise. The support services offered to our students include the Student Achievement Lead, System Resource staff, Special Education Resource Teachers, Educational Assistants, and a Consulting Psychologist.

Parents/guardians are considered full partners in the education of their children and have significant involvement in the planning and implementation of programs.

Guiding Principles for Special Education

- Programs must be developed from the pupil's strengths and needs. The provision of special education programs and services, with the allocation of resources, is based on student needs.
- A range of placements are provided to meet the needs of some exceptional pupils. Parents/guardians in the Brant Haldimand Norfolk Catholic District School Board continue to request a range of placements.
- School teams, with input from parents/guardians, health, and social agencies, coordinate the planning, delivery, and evaluation of the accommodations and program modifications for pupils as per their IEP. Classroom teachers have prime responsibility for the education of pupils in their classes.
- Staff development focuses on enhancing the expertise of all staff as they address the special needs of learners.
- The development of literacy and numeracy skills is a focus for all students. Programs for most pupils are based on the expectations of the Ontario Curriculum. Appropriate accommodations and program modifications based on the students' needs are provided. Alternative curriculum is provided for those students for whom the Ontario Curriculum is not appropriate and includes functional literacy/numeracy and life skills.
- Partnerships with agencies, other Ministries, and community resources continue to enhance the ability of the school system to fulfill its mandate of educating pupils in the Brant Haldimand Norfolk Catholic District School Board.

Regular classroom teachers serve a growing number of students of diverse abilities. It is imperative that classroom teachers assist every student to prepare for the highest degree of independence possible. In following our gospel values, the Brant Haldimand Norfolk Catholic District School Board supports the beliefs of Learning for All – A Guide to Effective Assessment and Instruction for All Students (Kindergarten to Grade 12), Education for All – The Report of the Expert Panel on Literacy and Numeracy Instructions for Students with Special Needs (Kindergarten to Grade 6) and the Growing Success Ministry document.

Belief 1	All students can succeed.
Belief 2	Universal design and differentiated instruction are effective and interconnected means of meeting the learning and/or productivity needs of any group of students.
Belief 3	Successful instructional practices are founded on evidence-based research tempered by experience.
Belief 4	Classroom teachers are the key educators for a student's literacy and numeracy development.
Belief 5	Each child has his or her own unique patterns of learning.
Belief 6	Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
Belief 7	Fairness is not sameness.

Program and Services Model

Special Education programs and services are based on the following principles: equity, collaboration and partnerships, individual differences, transition planning, developing student independence and opportunities for development of teacher capacity to service all students. Each student's strengths and needs will be considered when planning an appropriate program and service.

A student identified "exceptional" through the Identification, Placement, and Review Committee (IPRC) process will usually be placed in a regular classroom with resource assistance as the first consideration.

If a student's needs cannot be met in the regular classroom, alternative special education placements will be considered.

Schools will invite parents/guardians to become involved in discussions and decisions as soon as the teacher or parent/guardian becomes concerned about a student's progress. Parents/guardians will be invited to work collaboratively with school staff in meeting the needs of students. Educational assessments (formal and informal) will be done in preparation for an IPRC. These assessments will provide sufficient data for discussion of identification and placement recommendations.

3.2 The Board's General Model for Special Education: Roles and Responsibilities

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

Requirements of the Standard: The Board's Special Education Plan must provide information on the roles and responsibilities of the following in the area of Special Education in Ontario:

- The Ministry of Education
- The School Board
- The Board's Special Education Advisory Committee
- Principals and Teachers of the Board
- Parents and Guardians
- Students

Compliance with the Standard: The Special Education Department of the Brant Haldimand Norfolk Catholic District School Board believes that the education of exceptional children is a shared responsibility. The personnel of the Board are committed to a collaborative and cooperative approach to making decisions that affect the students of the Board. They are committed to cooperating with the parents/guardians of our exceptional students in order to ensure quality programs and services.

The Brant Haldimand Norfolk Catholic District School Board supports the Ministry of Education in its belief that all involved in special education understand their roles and responsibilities, which are outlined below:

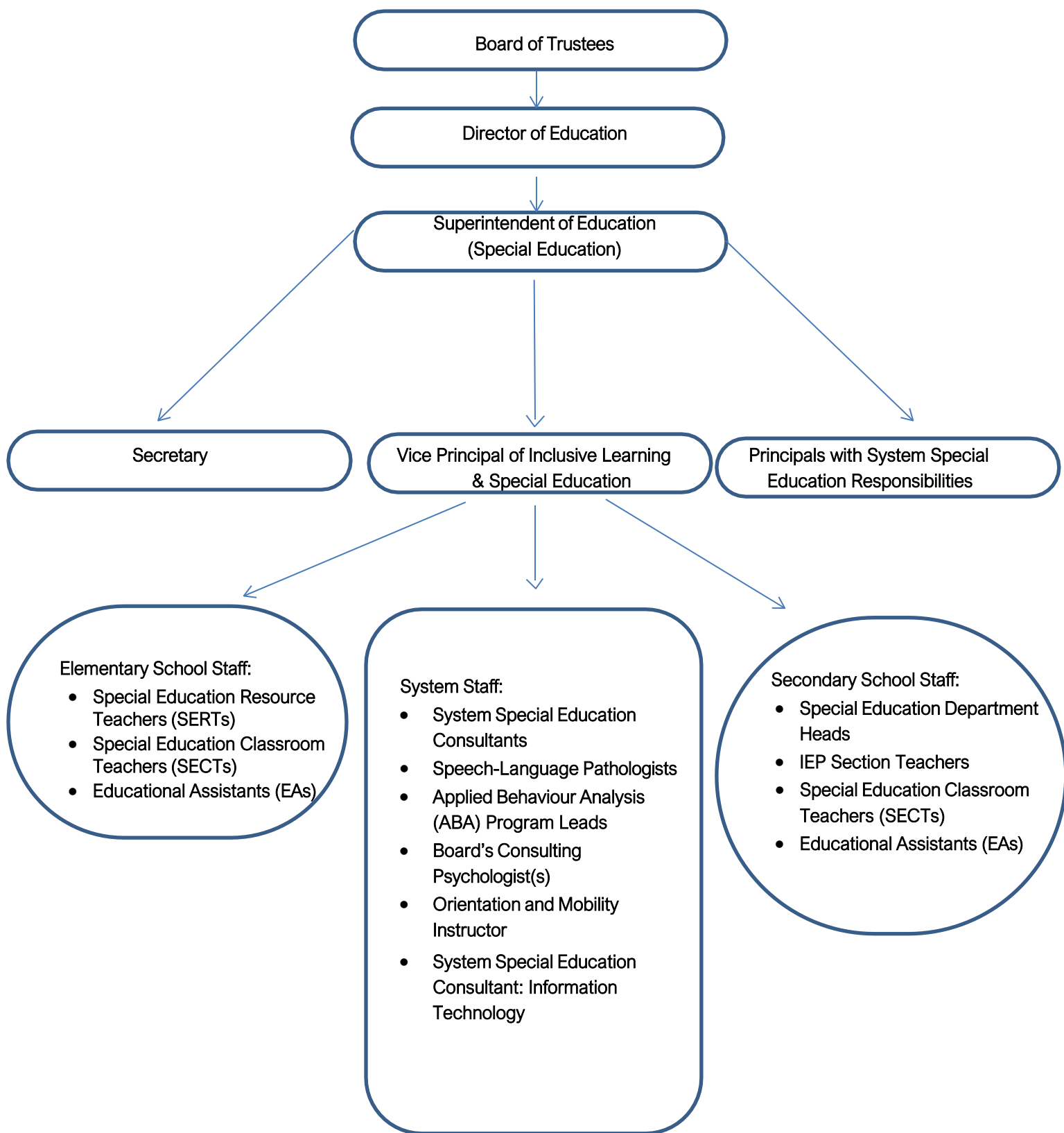
i. The Ministry of Education

- 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 exceptionality.
- 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 Foundation Grant, the Special Education Grant, and other special purpose grants.
- Requires school boards to report on their expenditures for Special Education
- Sets province-wide standards for curriculum and reporting of achievement.
- Requires school boards to maintain Special Education Plans, review them annually, and submit amendments to the Ministry.
- Requires school boards to establish a Special Education Advisory Committee (SEAC).
- 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 to advise the Ministry of Education on matters related to special education programs and services.
- Operates provincial and demonstration schools for students who are deaf, blind, or deafblind, or who have severe learning disabilities.

ii. The Brant Haldimand Norfolk Catholic District School Board

- Establishes Board policies 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 the exceptional pupils of the Board.
- Obtains the appropriate funding and is responsible for providing a budget identified for Special Education within the School Board budget.
- Develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board.
- Reviews the plan annually and submits amendments to the Ministry of Education.
- Provides statistical reports to the Ministry as required and as requested.
- Prepares a parent/guardian guide to provide parents/guardians with information about special education programs, services, and procedures.
- Establishes an IPRC to identify exceptional pupils and determine appropriate placements for them.
- Establishes a Special Education Advisory Committee.
- Provides professional development to staff on special education.
- Following in sub-section (d)(i) and (d)(ii), the Role and Responsibility Organizations for the positions of Superintendent of Education and the Superintendent of Special Education, respectively, have been outlined.





iii. The Board's Special Education Advisory Committee

- Make 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.
- Participate in the Board's annual review of its Special Education Plan.
- Participate in the Board's annual budget process as it relates to Special Education.
- Review the financial statements of the Board as they relate to Special Education.
- Provide information to parents/guardians, as requested.

iv. Superintendent of Education

- Oversee the Special Education Department.
- Lead responsibility for the implementation of the Special Education Plan.
- Provide resource support for SEAC.
- Responsible for special education staff development, special education staffing in schools, special education budget, funding initiatives and home instruction programs.
- Act as a liaison with community agencies.

v. Vice Principal of Inclusive Learning & Special Education

- Collaborate with the Superintendent of Education to improve student achievement and build teacher capacity.
- Provide direction and support to the System Special Education staff, Special Education Resource Teachers, Special Education Department Heads and school administration on specific Board and Ministry procedures pertaining to special education.
- Manage and coordinate ministry grant proposals and initiatives.
- Provide leadership support for academic and non-academic staff.
- Represent the Board on various local agency committees, as well as the Ministry of Education
- Collaborate with school administration in planning and implementing professional development for staff.
- Manage the gathering of special education data collection/analysis to facilitate development and implementation of specific Board and school effective frameworks.
- Provide department representation on district committees.

vi. Special Education Consultant

- Collaborate with families, school teams, appropriate professionals, and community/agency partners, in further understanding student profiles.
- Monitor department adherence to Ministry standards, including the IPRC and IEP processes.
- Act as a Special Education department representative at case conferences, multi-disciplinary team meetings, and regional and provincial professional development.
- Support schools in determining candidates for assessments, administering assessments, and supporting next steps and recommendations.
- Assist with identifying areas of need for staff development and provide professional development workshops and other in-service activities at a system, area, school, or individual level.
- Mentor new and existing SERTs on essential practices in special education and ensure that supports and services are being accessed for students on a case-by-case basis.
- Facilitate transition planning for students entering and graduating from a special education program.
- Coordinate transition visits with students, families, and community partners.
- Support learning in elementary and secondary system special education classes/programs.
- Connect students and families to services & programs offered in the community.

vii. Speech-Language Pathologists (S-LP)

- Assess and evaluate the articulation voice, nasality and/or oral language & literacy foundation skills of students who are referred by schools/parents.
- Assist schools by developing classroom strategies and programs, providing, where necessary, in-service home programs and communication with parents.
- Assist in developing classroom level oral language materials that link to the Ontario Curriculum.
- Work with staff to provide program suggestions and materials for students requiring speech/language support.
- Work with other members of the special education services team to develop resource documents and provide in-service to schools.
- Liaise with outside agencies regarding collaborative support for students with communication needs.
- Assist in the ordering of SEA equipment.

viii. Applied Behaviour Analysis Program Leads

- Provide support (observe and consult) to principals, teachers, and support staff in the use of Applied Behaviour Analysis strategies.
- Assist with Individual Education Plans, Safety Plans and Essential Information Highlights Forms.
- Provide feedback and modelling around implementation of ABA strategies.
- Support staff in data collection practices.
- Provide and coordinate training and resources on autism spectrum disorder and ABA.
- Support children, youth and families involved in the Ontario Autism Program and the Connections for Students model.
- Liaise with community partners about services and strategies in place to help ensure consistency for students.
- Co-ordinate observations of students in different settings, such as daycares and OAP autism service providers, to facilitate smooth transitions between environments.
- Attend meetings and case conferences with families, school teams and community partners to share information and communicate strategies to help with success and consistency at school.
- Oversee programming for Primary Learning Strategies Class and Spectrum Abilities Program.

ix. Orientation and Mobility Instructor

- Provide support to principals, teachers, and support staff in the use of orientation and mobility techniques to promote safe travel in the school.
- Support students living with a vision impairment or vision loss through individualized orientation and mobility programming.
- Assist with goal setting for Individual Education Plans.
- Provide and coordinate orientation and mobility training and resources.
- Facilitate collaboration between service providers and schools E.g., Blind-Low Vision Early Intervention Program, Vision Loss Rehabilitation Ontario (VLRO) and W. Ross Macdonald School
- Complete an environmental analysis to implement accessibility standards for students who are blind or partially sighted.

x. Board Consulting Psychologists

- Complete psychological assessments to provide information about students' learning strengths and needs in order to assist in school programming – in some cases, a psychological assessment may lead to an identification.
- Consult with school personnel and parents regarding the needs of students who are experiencing difficulty in academic learning.

- Provide support to school personnel and IPRCs in interpreting assessment reports from professionals and agencies external to the board, and in applying assessment results and recommendations to school programming.
- Communicate with professionals and agencies external to the board to exchange information needed to develop appropriate school programming and community services for students.
- As a member of the System Special Education Team, work in collaboration with the Vice Principal of Inclusive Learning and Special Education and with system personnel to plan strategies for supporting the needs of students with special education needs.

xi. Information Technology Consultant & SEA Coordinator

- SEA Coordinator - manage Board Special Equipment Amount (SEA) claims.
- Co-ordinate assistive technology training to students who receive SEA, their classroom teachers, and educational assistants.
- Process SEA claims, maintain and update SEA database including transfers.
- Responsible for transfer of SEA equipment for students moving within our Board or outside of our Board.
- Responsible for all internal SEA transfers to any of our high schools, special classes, internal transfers, and new arrivals.
- Communication with out-of-board contacts to receive incoming and outgoing SEA transfers.
- Organize transportation pick-ups for incoming transfers.
- Update SEA surplus online catalogue – including pictures and description.
- Communicate and meet with community partners about the sharing of surplus SEA equipment to better utilize and share available resources.
- Update SEA claim forms.
- Review SEA Ministry of Education funding guidelines each year and update board policy or procedures to reflect any Ministry changes. Ensure brochures are readily available in schools.
- Complete the inventory of all SEA computers and computer peripherals and order any required items that may be low.
- Manage/oversee Assistive Technology training to staff for students who receive SEA, their classroom teachers, and educational assistants.
- Ensure management of the online D2L Brightspace computer training course.
- Attend and organize the SEA coordinators council meetings twice a year.
- Liaise with children's treatment centers to streamline processes for Occupational and Physical Therapists.

xii. Secretarial Support Staff

- Coordinate and disseminate information pertinent to the Special Education Department.
- Respond/assist students, parents, staff, outside agencies, and the general public regarding inquiries following established procedures and guidelines, especially in the area of Special Education
- Maintain confidentiality.
- Create and maintain databases to support record keeping.
- Remain current on recent technology for self and to assist other members of the Special Education Department.
- Remain current on-board policies and procedures related to SEA and training.
- Perform general office routines including transcribing reports, correspondence, file management, resource procurement, photocopying, mailing, etc.
- Assist in the ordering of SEA equipment.
- Act as a Secretary to SEAC.
- Provide secretarial services for departmental staff.

- Provide general office services support by maintaining files, gathering information/data, ordering supplies, booking meetings, typing correspondence and reports, and distributing as directed.
- Prepare, photocopy, and distribute material as required.

School Level:

xiii. School Principal

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda and through Board policies.
- Communicates Ministry of Education and 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 carried out according to the procedures outlined in the Education Act, regulations, and Board policies.
- Consults with parents/guardians and with Board staff to determine the most appropriate program for exceptional pupils.
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements.
- Ensures 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 outlined in the IEP.
- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

xiv. Classroom Teacher

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda.
- Follows Board policies and procedures regarding special education.
- Maintains up-to-date knowledge of special education practices.
- Works with special education staff and parents/guardians to develop the IEP for an exceptional pupil.
- Communicates the student's progress to parents/guardians.
- Works with other Board staff to review and update the student's IEP.
- Contributes first-hand knowledge of student strengths, needs and interests.
- Fulfills the role of the key curriculum expert of how the IEP can be developed to help a student progress through the Ontario Curriculum.
- Develops any modified or alternative learning expectations required to meet the student's needs, plans instruction to address those expectations and assesses the student's achievement of the expectations.
- Develops and later implements teaching and assessing individualized teaching strategies that will help the student to achieve his or her learning expectations.
- Reviews and updates learning expectations at the beginning of each reporting period.

xv. Special Education Resource Teacher

- Holds qualifications, in accordance with Regulation 298, to teach special education.
- Works in consultation with classroom teachers, parents/guardians, and students (where appropriate), to develop, implement and evaluate programs/services provided to students.
- Coordinates the IEP development process, ensuring consultation among students (where appropriate), parent/guardian, and school/system staff.

- Assists the classroom teacher by generating ideas and suggestions for program accommodations and modifications; provides suggestions with respect to strategies and resources.
- Collaborates with the classroom teacher and delivers instructional programs for special needs students (provides individual and/or small group instruction, delivered in a classroom or a small group setting).
- Assesses individual students by means of observation, informal assessment, and standardized educational assessment, as appropriate.
- Participates in the IPRC process, by planning and documenting the identification and placement of exceptional students.
- Assists in the facilitation of communication and partnerships between parents/guardians and school staff.

xvi. Educational Assistant

- Assists in implementing programs and services as planned, modeled, and monitored by the teacher.
- Prepares support materials as outlined by the teacher.
- Assists students in their daily social, physical, behavioural, emotional and/or academic program, in classroom and non-classroom settings, as outlined by the teacher.
- Contributes to the IEP process.
- Assists with appropriate modifications and accommodations as described in the IEP.
- Regularly shares informal and specific observations with relevant school personnel.
- Monitors and records the student's achievements and progress relative to the expectations described in the IEP as outlined by the teacher.
- Provides information for and/or attends meetings, case conferences and interviews as appropriate.
- Communicates effectively as part of the school team.

xvii. Parent/Guardian

- Becomes familiar with and informed about Board policies and procedures in areas that affect the child.
- Participates in IPRCs, parent-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 child's attendance at school.

xviii. Student

- Identifies and explains his or her goals, priorities, and preferences.
- Demonstrates an understanding of the IEP and works actively to achieve goals and expectations (where age appropriate).
- Monitors progress towards goals.
- Considers his or her IEP when developing and reviewing The Transition Plan.
- Completes Page 3 of the Provincial Report Card (where possible).
- Complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda.
- Complies with the Board policies and procedures.

Educating children is a partnership that reflects the shared responsibility between home, school, and community. It is our belief that all students can and will learn and have a right to an education. Establishing effective communication processes between the home and school is crucial to developing a learning program that best fits the student's needs and capitalizes on the student's strengths. In order to promote success for students with

varying abilities, a collaborative effort must be made by all partners to develop a needs-based plan. Identifying learning issues and intervening as early as possible in a student's career is critical to his/her educational success.

3.3 Early Identification Procedures/Intervention Strategies

Purpose of the Standard: To provide details of the Board's early identification procedures and intervention strategies to the Ministry and to the public.

Requirements of the Standard: As stated in Policy/Program Memorandum No. 11, "Early Identification of Children's Learning Needs", boards must have in place "procedures to identify each child's level of development, learning abilities, and needs", and they must "ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development". The board's Special Education Plan must explain these procedures for school staff and for parents/guardians and other members of the public. The plan must also include the statement that "these procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life".

Compliance with the Standard: The Brant Haldimand Norfolk Catholic District School Board strongly supports an early identification model of service for students with exceptional needs and continues to provide assessments and programming to meet the student's needs until the student graduates or leaves the system.

Guiding Principles for Early Identification and Early Intervention

The Early Identification Program of the Brant Haldimand Norfolk Catholic District School Board involves the identification of the learning needs of all students, including those who may require special support. The program includes the following components:

- Case conferences for incoming students with special education needs involved with community support services.
- Emphasis by the Speech-Language Pathologists for assessment and consultation from kindergarten to Grade 12.
- Team meetings at schools to allow for discussion of student needs as identified by teachers.

The Early Identification Process includes the principal, teachers (Classroom Teacher and Special Education Resource Teacher), parent/guardian and the new student. Each person has a specific role in this process.

Principal: The Student Registration Form includes questions with respect to the special needs related to the child. If parents/guardians indicate that their child has special needs, the principal will follow up to support a positive entry plan with appropriate supports. The principal is also part of the Kindergarten Orientation Program held in the spring.

Teacher: The classroom teacher plans and implements the orientation program in the spring prior to the beginning of the new school year.

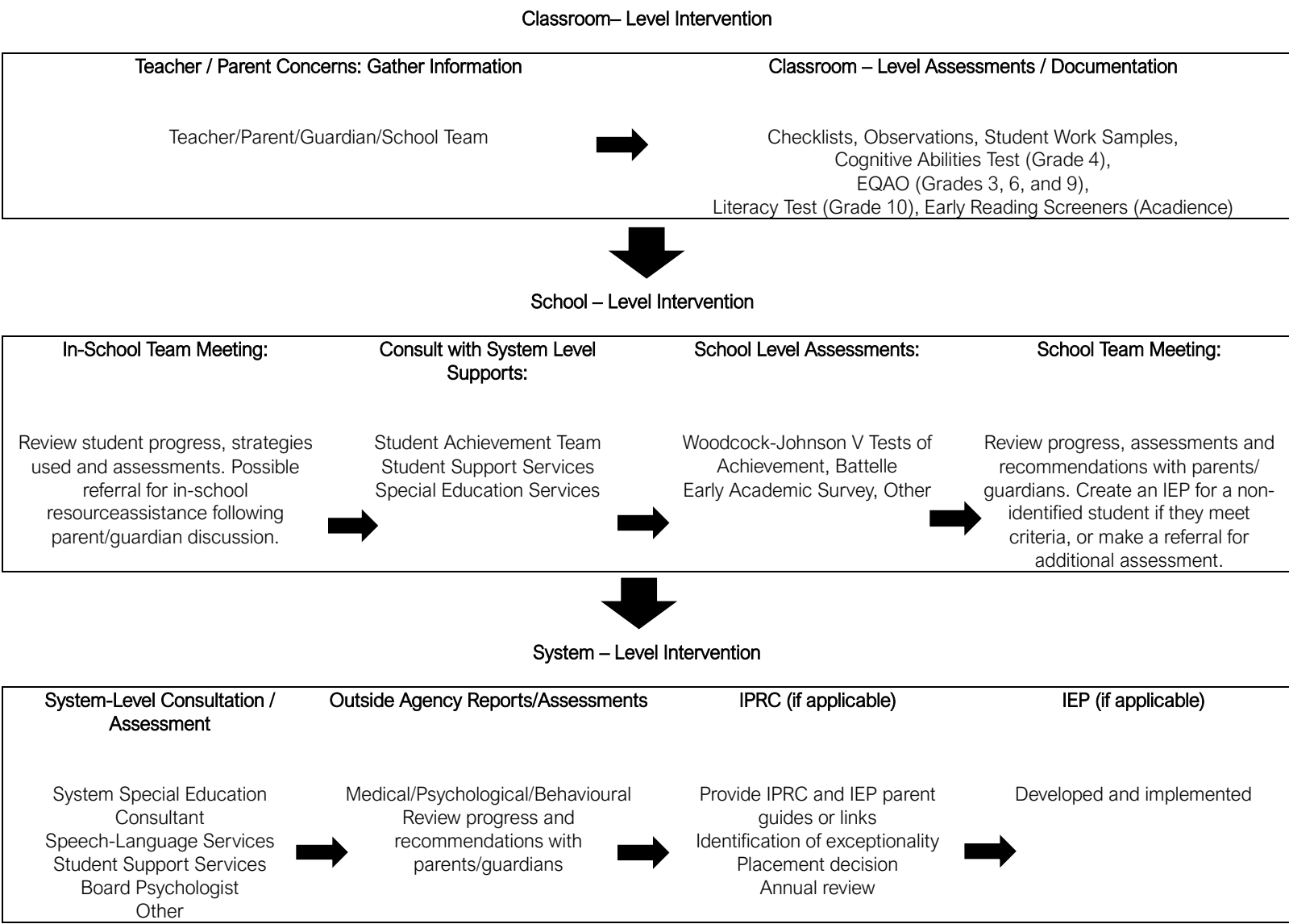
Parent/Guardian: The parent/guardian completes the Student Registration Form. The parent/guardian is expected to highlight any concerns with the teacher and principal with respect to special needs prior to school entry.

Guiding Principles for Problem-Solving Model

The Brant Haldimand Norfolk Catholic District School Board has put into place a problem-solving model for identifying and meeting student needs at any grade level. The model sets in place a variety of mechanisms for identification of needs, accommodations and modifications, goals, and expectations for the Individual Education Plan (IEP) and ways of monitoring student progress. The model also outlines when specific staff will become involved in the process of identifying and serving the needs of the exceptional child.

Informal Approaches to Solving Problems Prior to IPRCs

The following chart outlines the steps through which a student's strengths and needs are identified and managed at the school level. The first and most important intervention is the discussion between teacher and parent/guardian to address the student's needs. The classroom teacher, principal and parent/guardian may decide to seek the advice of other support staff available through an in-school team meeting. Concerns may be addressed at each stage or may proceed to the next step for further intervention.



In-School Team Meeting

Each school has a variety of resources and approaches available to find solutions to meet a student's needs without formal assessment and identification. Schools will use an in-school team meeting approach to address concerns raised by teachers and parents/guardians that have not been adequately resolved through the normal parent/guardian/teacher discussions.

The Board has provided supply teacher days for each school to allow staff to meet with parents/guardians during the school day if needed. The following support personnel are available for in-school team meetings:

- System Special Education Consultants
- Speech-Language Pathologists
- ABA Program Leads
- Orientation and Mobility Instructor

Forms and templates used for the in-school team meetings can be found in the Board's Special Education software.

The parent/guardian plays a key role in the education of the student with exceptional needs. As such, early and ongoing discussion between school and home will occur to ensure that the most appropriate decisions are being made regarding school placements and programs.

It is the expectation of the Brant Haldimand Norfolk Catholic District School Board that parents/guardians will be invited to consult in the development of Individual Education Plans, and they will assist in the follow through of recommendations and programming strategies.

The involvement of parents/guardians can take an informal and/or formal approach. Informal communication can occur through regular conversations with school personnel. More formal involvement can occur through team meetings, case conferences, report shares, IPRCs and report card interviews. In cases of IPRCs, parents/guardians will be invited to participate in these processes through a written invitation well in advance (ten days or more) of the meetings.

Parents/guardians should take the following approach should questions arise regarding programming:

1. Address the question/concern with the classroom teacher.
2. If a concern still exists, discuss it with the school principal.
3. If a concern remains unresolved, discuss it with the Superintendent responsible for Special Education programs and services.
4. If the parent/guardian is still unable to resolve a concern, the Director of Education should be contacted.

Purpose of the Standard: To provide details of the Board's IPRC process to the Ministry and to the public.

Requirements of the Standard: A Board's Special Education Plan must include a description of the Board's IPRC process, as well as the number of IPRC referrals, reviews and appeals conducted within the board in the previous school year. The plan will also include a copy of the Board's guide for parents. At a minimum, the parents' guide to special education must contain the information set out in the sample included in the guide. The guide gives parents/guardians information on the procedures involved in identifying a student as exceptional and determining the student's placement, as well as information on appealing the decision of the IPRC if the parents/guardians do not agree with the decision.

Compliance with the Standard: The Ministry will review the School Board's Special Education Plan to ensure that the plan includes the above information.

Types of Identification, Placement, and Review Committees: The Brant Haldimand Norfolk Catholic District School Board maintains three types of Special Education Identification Placement and Review Committees as follows:

Composition of Identification, Placement, and Review Committees

Initial, Review, and Change or Removal of Designation IPRC Meetings	
Initial/Change of Designation IPRC	Review IPRC
Principal (Chairperson)	Principal (Chairperson)
Special Education Resource Teacher/ Special Education Department Head	Special Education Resource Teacher/ Special Education Department Head
System Special Education Consultant	Teacher

Special Class Placement	
Initial Placement in Class	Review of Placement
Vice Principal of Inclusive Learning & Special Education	Principal (Chairperson)
Designated System Principal	Special Education Resource Teacher/ Special Education Classroom Teacher/ Special Education Department Head
System Special Education Consultant/Designate	System Special Education Consultant/Designate

Provincial School Placement
Vice Principal of Inclusive Learning & Special Education
Principal
System Special Education Consultant /Designate

Identification, Placement, and Review Committee Process

Pre-IPRC Stage: At the in-school team meeting, an informal discussion takes place with parents/guardians regarding the possibility of an IPRC. The principal/vice-principal explains the purpose of the IPRC and outlines the process. A parent guide has been developed based on the material provided by the Ministry of Education. A copy of this guide is included.

The availability of the following information is essential at the IPRC Meeting:

- Student profile (for System Level IPRCs only).
- Most recent Individual Education Plan (if applicable).
- Most recent report card.
- Summary of prior school information in the Ontario Student Record (OSR) noting strengths, weaknesses, accommodations put in place, special education resource teacher intervention, support staff intervention, school attendance, etc.
- Observation and/or standardized testing results.
- Any relevant assessments/reports from the Board support staff (psychology, speech and language, social work) as deemed necessary to facilitate the IPRC process.
- Any assessments/reports from outside agencies, medical personnel, therapists, etc., with parents'/guardians' permission.

IPRC Meeting Procedures

The meetings of the **School IPRC** are conducted in the following manner:

- The meeting is chaired by the principal or designate.
- The meeting deals with confidential information and therefore, only those individuals who are able to contribute information which impacts on the committee's decisions are expected to be in attendance.
- The parent/guardian and the pupil who is 16 years of age or older are encouraged to actively participate in the meeting.
- Those in attendance and any recommendations are documented on the IPRC Statement of Decision.
- Parents/guardians and pupils 16 years of age or older are present to hear all oral information which is presented at the meeting and are provided with copies of all written documentation discussed at the meeting.
- Parents/guardians and pupils 16 years of age or older are present to hear the committee's discussion of the pupil's identification, placement, and review date.
- The parent/guardian may sign the IPRC Statement of Decision at the meeting or may wait until the letter outlining the committee's determination is received.

The meetings of the **System IPRC** are conducted in the following manner:

- The meeting is chaired by the superintendent responsible for special education or designate.
- Parents/guardians have the right to bring a person of their choice.
- The meeting deals with confidential information and therefore, only those individuals who are able to contribute information which impacts on the committee's decisions are expected to be in attendance.
- The parent/guardian and the pupil who is 16 years of age or older are encouraged to actively participate in the meeting.
- Those in attendance and any recommendations are documented on the IPRC Statement of Decision.
- Parents/guardians and pupils 16 years of age or older are in attendance to hear all oral information which is presented at the meeting and are provided with copies of all written documentation discussed at the meeting.
- Parents/guardians and pupils 16 years of age or older are present to hear the committee's discussion

- of the pupil's identification, placement, and review date.
- The parent/guardian may sign the Statement of Decision at the meeting or may wait until the outlining of the committee's determination is received.

Statement of Decision

The Statement of Decision for the Brant Haldimand Norfolk Catholic District School Board will incorporate all the information as listed in Regulation 181/98. A specific form has been developed for use at an IPRC to ensure that the information is recorded accurately and is easily retrievable for use throughout the school year.

IPRC Reviews

Generally, IPRC Reviews are conducted each school year once a student has been identified as having exceptional needs through the IPRC process. The Brant Haldimand Norfolk Catholic District School Board, in keeping with Ministry regulations, has included in its Parents' Guide and in the Notification of a Proposed IPRC Meeting form, the right of a parent/guardian to waive the annual review.

It is the expected practice within the Board that either the school principal or the school Special Education Resource Teacher will discuss this option and any potential implications they may have with the parents/guardians. Within the Board, parents/guardians have the right to request and receive a review at any time during the school year. For students newly placed into programs, parents/guardians are asked to delay requests for review for a period of at least three (3) months after the placement has commenced.

Individual Education Plan

Based on the needs of the IPRC, recommended placement and educational assessments, appropriate school staff will develop an IEP with parents/guardians, staff, and the student within thirty (30) days of the placement.

Parental Consent

Placement: Parents/guardians make the ultimate decision regarding their child's placement in the Board within the range of placements available (see section of range of placements). The IPRC will not mandate a placement with which the parents/guardians do not agree. Should the parents/guardians be unable to decide at the IPRC, then the committee will adjourn to provide more time for the parents/guardians to decide. If the parents/guardians are not in attendance and do not agree with the placement recommended by the IPRC, then the committee will be reconvened to consider alternative placements.

Disputes/Mediation: A parent/guardian who disagrees with the IPRC decision may, within 15 working days of receiving the written statement of decision, request to meet the committee by writing to the principal of the school in the case of a school IPRC or the Superintendent of Special Education in the case of the System IPRC.

Upon receiving the parent/guardian request, the principal (in the case of the school IPRC) or the Superintendent of Special Education (in the case of the System IPRC) arranges for the committee to meet as soon as possible with the parent/guardian and with the pupil where the pupil is 16 years of age or older, to discuss the Statement of Decision. The process for resolving disputes between the parent/guardian and the school or System IPRC involves a discussion of the contentious issues between the committee the parents/guardians in order to arrive at a decision that meets the needs of the student and is acceptable to the parents/guardians and the IPRC members. The Superintendent of Special Education facilitates the discussion.

Upon completion of the meeting, the principal of the school (in the case of a school IPRC) or the Superintendent of Special Education (in the case of a System IPRC), sends written notice to the parent/guardian and the pupil who is 16 years of age or older, and the principal of the referring school (in the case of the System IPRC) which

outlines the changes to the decision if any, and the reasons for the changes, if any. A parent/guardian or pupil who does not agree with the decision may use the Special Education Appeal Process.

Special Education Appeal Board Appeal Process

Referral of a pupil to a Special Education Appeal Board: The parent/guardian of a pupil may refer the pupil to a Special Education Appeal Board (SEAB) by giving written notice to the Director of Education within thirty (30) working days of receiving the written decision of a school or System IPRC or within fifteen (15) working days of receiving the written decision from the follow-up decision of the school or System IPRC. Such written notice should be forwarded as follows:

Director of Education
Brant Haldimand Norfolk Catholic District School Board
P.O. Box 217, 322 Fairview Drive
Brantford, Ontario N3T 5M8

A referral to a SEAB may be initiated with respect to an IPRC decision:

- That a pupil is determined to be an exceptional pupil.
- That a pupil is determined not to be an exceptional pupil.
- Concerning the placement of a pupil.

A referral to a SEAB may not be initiated with respect to:

- Special Education programs.
- Special Education services.

Membership of a Special Education Appeal Board

The Special Education Appeal Board (SEAB) shall be composed of:

- One member selected by the Board.
- One member selected by the parent/guardian of the pupil.
- A chairperson selected jointly by the Board and the parent/guardian. If the Board and the parent/guardian are unable to agree upon a chairperson, the appropriate District Manager of the Ministry of Education shall make the decision.

No member or employee of the Board and no employee of the Ministry of Education may be a member of the SEAB.

The selection of SEAB members shall be made within fifteen (15) working days of the receipt by the Director of Education of the written notice of appeal. The selection of the Chairperson of SEAB shall be made within fifteen (15) working days of the selection of the other two members of SEAB.

Documentation Required by the SEAB

In the case of a school IPRC, the principal of the school shall provide the Chairperson of SEAB with:

- All assessment reports and documents considered by the school IPRC in making its determination.
- A copy of the minutes of the school IPRC meeting
- A copy of the written statement to the parent/guardian outlining the committee's decisions

In the case of the System IPRC, the Superintendent of Special Education shall provide the Chairperson of the SEAB with:

- All assessment reports and documents considered by the System IPRC in making its determination.
- A copy of the minutes of the System IPRC meeting
- A copy of the written statement to the parent/guardian outlining the committee's decisions

Scheduling of a SEAB Meeting

The chairperson of the SEAB shall arrange for a meeting of the members of SEAB to discuss the matters under appeal.

The meeting of the SEAB shall be scheduled at a convenient place and time and shall occur no more than thirty (30) working days after the day on which the Chairperson of the SEAB is selected.

The chairperson of the SEAB shall send a written notice of the date, time, and place of the meeting to:

- The parent/guardian of the pupil
- The pupil, who is 16 years of age or older.
- The Director of Education of the Board
- Any other person who, in the opinion of the Chairperson, may be able to contribute information with respect to the matters under appeal.
- Where the pupil's special education program is being purchased by another Board, the Chairperson shall invite the purchasing Board to select a representative who may be present/participate in the discussions of the meeting.

Process of the SEAB Meeting

1. The SEAB meeting shall be conducted in accordance with the guidelines provided in Special Education Monograph No. 1.
2. The meeting deals with confidential information and therefore, only those individuals who are able to contribute information which impacts on the Appeal Board's decisions are expected to be in attendance.
3. The atmosphere of the meeting is expected to be informal in nature and those individuals attending the meeting are encouraged to actively participate in the meeting.
4. When the SEAB is satisfied that the opinions, views, and information that bear on the appeal have been presented by the involved parties, the chairperson shall adjourn the meeting.

Communication of Special Education Appeal Board Decision

Within three (3) working days of adjourning the meeting, the chairperson of the SEAB will send a written statement of its recommendations and the reasons for its recommendations to:

- The parent/guardian of the pupil.
- The pupil who is 16 years of age or older.
- The Chairperson of the IPRC.
- The principal of the school in which the pupil is placed.
- The Board's Superintendent for Special Education.
- The Superintendent for Special Education of a Board which is purchasing a special education program.

Board's Response to Special Education Appeal Board Decision

Within thirty (30) working days of receiving the SEAB's written statement of decision, the Board shall decide what action to take with respect to the pupil. The Board shall send a written statement of its decision along with a Consent to Identification and Placement to the parent/guardian of the pupil. The Board shall send a written statement of its decision to:

- The pupil who is 16 years of age or older.
- The Chairperson of the IPRC.
- The principal of the school in which the pupil is placed.
- The Superintendent of Special Education of the Board.
- The Superintendent of Special Education of a Board which is purchasing a special education program.

Implementation of Identification and Placement

The Board shall implement the decisions outlined in its written statement if:

- The parent/guardian of the pupil consents in writing to the decision
- Thirty (30) working days have elapsed from the receipt of the written statement by the parent/guardian and no appeal has been initiated.
- The appeal is dismissed or abandoned.

Mediation

Prior to the Special Education Appeal Board meeting, the parent/guardian, the pupil who is 16 years of age or older, and the chairperson of the IPRC are invited to meet with the Superintendent of Special Education to develop mutually acceptable identification and placement decisions. If decisions are reached that are acceptable to the parent/guardian of the pupil and the chairperson of the IPRC, and the parent/guardian gives written consent to these decisions, the appeal does not go forward. If mutually acceptable decisions are not reached, then the appeal goes forward to the Special Education Appeal Board.

System IPRC Referrals 2024-25 School Year

Special Education Class/Program Type	New
Elementary Programs:	
Spectrum Abilities Program	6
Primary Learning Strategies Class	6
Elementary System Totals	12
Secondary Programs:	
Job Skills Program	3
Community Living Program	4
Personal Active Learning Program	3
Secondary System Totals	10

School-Level IPRC Meetings 2024-25 School Year

School Area	New
Elementary	170
Secondary Schools	53
System Total	223

Appeals to IPRC Decisions

School Area – Elementary and Secondary	Appeals
Brant	0
Haldimand	0
Norfolk	0
System Total	0

Purpose of the Standard: To provide details of the Board's assessment policies and procedures to the Ministry and to make parents/guardians aware of the types of assessment tools used by the school board, the manner in which assessments are obtained by IPRCs, and the manner in which assessments are used.

Requirements of the Standard: A Board's Special Education Plan must provide information on the types of assessment tools used within the board, including educational assessments for students who are in need of special education programs and services.

Compliance with the Standard: The assessments conducted by the Brant Haldimand Norfolk Catholic District School Board are for the purpose of enhancing the educational programs for students in the jurisdiction.

The fundamental purposes of any assessment are to assist in:

- Specifying and verifying areas of need
- Making accurate decisions about student programming
- Making a range of decisions pertaining to referral screening, identifications, instructional planning, or progress
- Determining specific interventions that may be necessary for students to gain access to opportunities for achieving desired outcomes.

Referral Process

The parent/guardian, student, school staff or Board personnel can initiate the referral process. To ensure equitable access to assessment services, a referral process has been developed.

Assessments

Classroom Teacher Assessments: Classroom teachers are often the best assessors of students with exceptional needs. Using a variety of informal assessments and observation, classroom teachers often successfully identify student needs without the need for formal assessment and identification. The classroom teacher plays a vital role in the identification and remediation of student needs. Classroom-based assessment is also one of the cornerstones of the local school-based team discussions. Assessments a classroom teacher could employ include anecdotal notes, portfolios, journals, work samples, teacher-made tests, and diagnostic assessments.

Special Education Resource Teacher Assessment: All system and school Special Education Resource Teachers within the system have been trained to conduct formal academic assessments (WJ-IV Tests of Achievement, CCAT, Key Math). The administration of these assessments at the school level will provide concrete identification of student strengths and needs in a timely fashion and provide a classroom teacher with suggestions for programming within a short period of time after the assessment has been completed.

The school team will establish priorities for educational assessment based on the following considerations:

- As needed for the development of Individual Education Plans
- As needed as a preliminary for cognitive and/or psycho-educational/psychological assessments
- As needed for special class applications
- As needed for the IPRC process
- Depending on the results of other assessments (formal and informal)
- On recommendation from other professionals, when appropriate

Support Staff Assessment: There are students who, because of their complex needs and learning styles, may require assessment that is more extensive. Such assessments should only be considered after the school has completed curriculum-based assessments and the school SERT has completed more formal assessments within the school. The in-school team meeting may recommend that more in-depth assessments are required. In an attempt to expedite requests made, System support staff have been trained to conduct specific assessments within their range of expertise.

If a school wishes to obtain special education system support, the appropriate request (referral and consent forms) must be completed in consultation with system staff.

Special Education Consultant - The school team, in consultation with Special Education staff will establish priorities for additional assessment based on the following considerations:

- As needed for special class applications
- As needed for the IPRC process
- As needed for the development of Individual Education Plans
- As needed to access special programs and services such as applications to Provincial Demonstration Schools

Board Consulting Psychologist: In extremely complex cases, the Board may refer the assessment of a student to the consulting psychologist. When it is determined that students require more in-depth testing in order to develop strategies to assist with their programming and/or placement, and only after consultation with the system staff and parents, a request for a psychological assessment may be submitted to the Vice Principal of Inclusive Learning and Special Education. Students are prioritized in the following way:

- A request to determine strengths, needs and additional supports for an individual student.
- All other referrals.

Speech-Language Pathologists: Speech and language assessments are conducted to evaluate and develop programs for students with communication difficulties in the areas of speech sound production, understanding and use of language and pre-literacy skills.

The school team, in consultation with the Speech-Language Pathologists, prioritizes assessments based on student needs. The referral package includes a checklist of teacher concerns and parent/guardian history form. Informed consent from the parent/guardian is required for all speech-language assessments and consultations. Parents/guardians are provided with details regarding the Personal Health Information Protection Act (PHIPA) which governs the collection, storage, and release of personal health information.

The speech and language assessment may include:

- Review of the OSR and other related documents.
- Interviews with parents/guardians, school staff, and other professionals if needed.
- Classroom observations.
- Administration of standardized tests.
- Use of informal assessment tools.

Parents may share assessment information with agencies or professionals outside the school system (e.g., family physician, pediatrician, mental health agency, and audiologist). School staff may obtain speech-language assessment results from the OSR to share at the student's IPRC.

Parental Consent to Assessment

Where concerns exist about a student, the classroom teacher should seek the early involvement of the student's parents/guardians in order to address concerns in a proactive manner. It is the expected practice that classroom teachers make parents/guardians aware of the need for informal, curriculum-based assessments, and that once completed, the results and information gleaned from these assessments will be shared with them.

The parents/guardians must complete the appropriate consent for assessment and/or applicable parental/guardian questionnaires prior to the commencement of any formal testing by system resource staff.

Communication of Assessment Results

Ongoing communication with parents/guardians regarding classroom-based assessments creates an atmosphere conducive to the improvement of student learning. As classroom teachers identify the strengths and needs of students, this information is shared through scheduled parent/guardian conferences or meetings.

School-level assessments (Woodcock Johnson V Tests of Achievement, Key Math) and/or System-level assessments (Battelle Early Academic Survey (BEAS), Woodcock Johnson V Tests of Cognitive Abilities, Wechsler Intelligence Scale for Children (WISC-V), Cognitive Abilities Test (CogAT), etc.) will only be conducted with parental/guardian permission. Once the testing is completed, a meeting will be scheduled to discuss the results.

Post testing, a report share meeting (including classroom teacher, the school principal, the SERT, and parents/guardians, when possible) will be held. The report share will involve the presentation of the test results and will include recommendations. A copy of the report will be provided to the parents/guardians, and a copy will be placed in the OSR with parental consent.

Privacy of Information

All assessment reports are stored in the student's documentation file of the Ontario Student Record in accordance with the Ontario Student Record Guideline 2000.

Sharing of Information with Community or Other Professionals

The results of student assessments may be shared with community professionals only if the parent/guardian or adult student (18 years of age) gives their permission, as outlined in the Municipal Freedom of Information and Protection of Privacy Act, 1990.

Educational and Other Assessments

The following table outlines the various types of assessments conducted by / for the Brant Haldimand Norfolk Catholic District School Board.

Type of Assessment	Staff Category	Qualifications (minimum)	Relevant Legislation	Average Waiting Period	Parental Consent Required	Feedback to Parents/Guardians	Privacy Protection
Educational	Classroom Teachers	College of Teachers	<i>Education Act</i>	Within the current school year	Yes	School team meeting with parent/guardian and student where appropriate or required by legislation.	Protected by Legislation
	System/School Special Education Resource Teachers	Special Education (Part 1)					
Speech and Language	Speech Language Pathologists	Master's Degree CASLPO member	<i>RHPA 1993 (Regulated Health Professions Act)</i> <i>PHIPA 2004 (Personal Health Information Protection Act)</i>	Within the current school year	Yes	School team meeting with parent/guardian and student where appropriate or required by legislation, and professional report.	Protected by Legislation
Mutli-Disciplinary Team Battery of Individual Assessments	Board's Consulting Psychologist Psychological Team	M.A. in Psychology Registered with College of Psychologists Psychometrists	<i>Regulated Health Professions Act, 1993</i> Education Act	Within the current school year	Yes	School team meeting with parent/guardian and student where appropriate or required by legislation, and professional report.	Protected by Legislation
Other	Community Professionals	Assessments available from other self-regulated professionals (e.g., Pediatric, Audiological, Vision, Occupational Therapy, Physical Therapy, etc.) may be referenced.					Protected by Legislation

3.6 Specialized Health Support Services in School Settings

Purpose of the Standard: To provide details of the Board's specialized health support services to the Ministry and to the public.

Requirements of the Standard: A board's Special Education Plan must describe the provision of specialized health support services for students who require them in school settings. The plan must outline specific information about each type of specialized health support service provided by the Local Health Integration Network (LHIN) within the jurisdiction of the Board, by School Board staff or by other service providers.

Compliance with the Standard: The Brant Haldimand Norfolk Catholic District School Board works cooperatively with the Hamilton Niagara Haldimand Brant Ontario Health atHome and the Southwest Ontario Health atHome to provide specialized health support services for students to fully participate in the learning environment and achieve success.

School personnel or parents who would like to access Ontario Health atHome services for nursing or dietetic services or School Based Rehabilitation Services (SBRS) for occupational therapy, physical therapy or speech therapy are required to complete the appropriate Ontario Health atHome application/consent form. This form, which must include the student's Ontario Health Card number (SLP/OT/PT referrals no longer require this), is then forwarded to Ontario Health atHome (SBRS Intake for SLP/OT/PT).

In 1984, the Ministry of Education issued Policy/Program Memorandum No. 81 - Provision of Health Support Services in School Settings, which described the nature of the health services that would be provided in school settings and by whom these services would be provided.

With the passage of the Long-Term Care Reform Act in 1996, LHIN replaced the school health support services previously provided by the home care program. Service provision criteria and the service delivery model are essentially unchanged. However, service providers are now contracted through a competitive process.

Further information regarding specialized health support services can be found in the following documents:

- 3.6.1 Board Policy 200.40 – Service Animals in School Facilities
- 3.6.2 Board Policy 200.05 – Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy)
- 3.6.3 Board Policy 200.08 – Concussions
- 3.6.4 Board Policy 200.19 – Administration of Medication to Students
- 3.6.5 Board Policy 200.33 – Accessibility Standards
- 3.6.6 Board Policy 400.36 – Establishing Partnerships Including Third Party Professional or Paraprofessional Service Providers
- 3.6.7 Provision of Health Support Services in School Settings, Policy/Program Memorandum No. 81 (Ministry of Education – July 1984)
- 3.6.8 Catheterization and Suctioning: Clarification of PPM 81 (August 1989)
- 3.6.9 A Model for the Provision of Speech and Language Services
- 3.6.10 Interministerial Guidelines for the Provision of Speech and Language Services (September 1988)

Specialized Health Support Services 2025-26

Specialized Health Support Service	Agency or Position of Person who Performs the Service (Ontario Health atHome, Board Staff, Parent/Guardian, Student)	Eligibility Criteria for Students to Receive the Service	Position of Person Determining Eligibility to Receive Service & Level of Support	Criteria for Determining When the Service is No Longer Required	Procedures for Resolving Disputes Re: Eligibility and Support Level
Administering Prescribed Medications (including medications for asthma, diabetes, and anaphylactic allergies)	Student Board Staff Ontario Health atHome	See Board policy 200.19 – Administration of Medication to Students See Board policy 200.05 – Students with Prevalent Medical Conditions	School Principal Ontario Health atHome Case Coordinator	Medical recommendation indicating that prescribed medication no longer needs to be administered during school hours. - or - Student has been taught to administer medications independently.	School or parent/guardian can request a case conference with Ontario Health atHome Case Coordinator
Assistance with Mobility	Board Staff School Based Rehabilitation Services (SBRS)	Assessment by a health professional indicating need for assistance with mobility.	SBRS Case Coordinator	Health Professional Recommendation indicating assistance with mobility no longer required. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with SBRS Case Coordinator
Assistance with Catheterization	Student Board Staff Ontario Health atHome Nurse	Medical assessment indicating that catheterization must be done during school hours.	Ontario Health atHome Case Coordinator	Medical recommendation indicating that catheterization is no longer required during school hours. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with Ontario Health atHome Case Coordinator
Catheterization (Sterile Intermittent)	Ontario Health atHome Nurse	Medical assessment indicating that catheterization must be done during school hours.	Ontario Health atHome Case Coordinator	Medical recommendation indicating that catheterization is no longer required during school hours. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with Ontario Health atHome Case Coordinator

Feeding (Tube Feeding)	Ontario Health atHome Nurse	Medical assessment indicating that tube feeding must be done during school hours.	Ontario Health Care at Home Case Coordinator	Medical assessment indicating that tube feeding is no longer required during school hours. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with Ontario Health Care at Home Case Coordinator
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Specialized Health Support Service	Agency or Position of Person who Performs the Service (LHIN, Board Staff, Parent/Guardian, Student)	Eligibility Criteria for Students to Receive the Service	Position of Person Determining Eligibility to Receive Service & Level of Support	Criteria for Determining When the Service is No Longer Required	Procedures for Resolving Disputes Re: Eligibility and Support Level
Lifting and Positioning	Board Staff SBRS	Assessment by a health professional indicating that lifting and positioning must be done during school hours.	SBRS Case Coordinator	Recommendation indicating that lifting and positioning no longer required during school hours. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with SBRS Case Coordinator
Nursing	Ontario Health atHome	Medical assessment indicating that nursing must be done during school hours.	Ontario Health atHome Case Coordinator	Medical assessment indicating that nursing is no longer required during school hours. - or - Parent/guardian assumes responsibility.	School or parent/guardian can request a case conference with Ontario Health atHome Case Coordinator
Nutrition	Ontario Health atHome Registered Dietitian	Nutrition assessment indicating that special diet is required.	School Principal Ontario Health atHome Case Coordinator	Nutrition assessment indicating that special diet is no longer required.	School or parent/guardian can request a case conference with Ontario Health atHome Case Coordinator
Occupational Therapy	SBRS Occupational Therapist (OT) Board Staff	OT assessment indicating that OT services are required.	SBRS Case Coordinator	SBRS OT indicating that occupational therapy services are no longer required.	School or parent/guardian can request a case conference with SBRS Case Coordinator

Physiotherapy	SBRS Physiotherapist (PT) Board Staff	PT assessment indicating that PT services are required.	SBRS Case Coordinator	SBRS PT indicating that physiotherapy services are no longer required.	School or parent/guardian can request a case conference with SBRS Case Coordinator
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Specialized Health Support Service	Agency or Position of Person who Performs the Service (Ontario Health atHome, Board Staff, Parent/Guardian, Student)	Eligibility Criteria for Students to Receive the Service	Position of Person Determining Eligibility to Receive Service & Level of Support	Criteria for Determining When the Service is No Longer Required	Procedures for Resolving Disputes Re: Eligibility and Support Level
Speech Therapy SBRS	SBRS: Speech-Language Pathologist (SLP)	Board or other SLP assessment indicating that SBRS speech therapy is required.	School Principal SBRS Case Coordinator SBRS SLP	SBRS SLP recommendation indicating that student no longer meets SBRS mandate.	School or parent/guardian can request a case conference with SBRS Case Coordinator
Suctioning (Shallow Surface)	Ontario Health atHome Nurse	Medical assessment indicating that shallow surface suctioning must be provided during school hours.	Ontario Health atHome Case Coordinator	Medical assessment indicating that shallow suctioning is no longer required during school hours.	School or parent/guardian can request a case conference with Ontario Health atHome Case Coordinator
Suctioning (Deep Suctioning or Drainage)	Ontario Health atHome Nurse	Medical assessment indicating that deep suctioning and/or drainage must be provided during school hours.	Ontario Health atHome Case Coordinator	Medical assessment indicating that deep suctioning and/or drainage is no longer required during school hours.	School or parent/guardian can request a case conference with Ontario Health atHome Case Coordinator

Toileting	Board Staff: Educational Assistant (EA)	Medical assessment indicating that student requires assistance with toileting.	School Principal SBRS Case Coordinator	Student demonstrates independent toileting skills.	School or parent/guardian can request a case conference with SBRS Case Coordinator
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3.7 Categories and Definitions of Exceptionalities

Purpose of the Standard: To make information on the categories and definitions of exceptionalities available to the public, including parents/guardians and community associations.

Requirements of the Standard: A board's Special Education Plan must list the Ministry's categories and definitions of exceptionalities and must describe the ways in which the Board's IPRC applies them in making decisions on identification and placement.

Compliance with the Standard: The personnel of the Brant Haldimand Norfolk Catholic District School Board use the Ministry definitions of exceptionalities to help guide them in developing a designation for a student that best fits the strengths and needs of the student. Results from various assessments (e.g., psychological, cognitive, audiological, etc.) as well as information received from families and medical personnel are also used.

Categories and Definitions of Exceptionalities for IPRC Determinations

Category	Ministry of Education Definition	Board Criteria
<i>Behaviour</i>		
Behaviour	<p>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:</p> <ul style="list-style-type: none"> • An inability to build or maintain interpersonal relationships. • Excessive fears or anxieties. • A tendency to compulsive reaction. • An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof. 	As stated in the Ministry definition.
<i>Communication</i>		
Autism	<p>A severe learning disorder that is characterized by:</p> <ul style="list-style-type: none"> • Disturbances in rate of educational development, ability to relate to the environment, mobility, perception, and speech and language. • Lack of the representational symbolic behaviour that precedes language. 	<p>As stated in the Ministry definition.</p> <p>- and -</p> <p>A written statement of diagnosis by a regulated, qualified professional.</p>
Deaf and Hard of Hearing	<p>An impairment characterized by deficits in language and speech development because of a diminished or nonexistent auditory response to sound.</p>	<p>As stated in the Ministry definition.</p> <p>- and -</p> <p>A written statement by a regulated, qualified professional confirming the student is deaf or hard of hearing.</p>

Language Impairment	<p>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:</p> <ul style="list-style-type: none"> • Involve one of the form, content, and function of language in communication. - and - • Include one or more of the following: <ul style="list-style-type: none"> ✓ Language delay ✓ Dysfluency ✓ Voice and articulation development, which may or may not be organically or functionally based 	<p>As stated in the Ministry definition. A written statement by a regulated, qualified professional (Speech-Language Pathologist) confirming the presence of a language impairment.</p> <ul style="list-style-type: none"> • A language assessment which indicates oral language skills below the 1.5 standard deviation in two or more composite standard measures such as receptive language, expressive language, language content, language structure, word level, discourse level. -and- • Language assessment with evidence of persistent language concerns and functional impact on daily living. • For those with significant speech and/or language challenges unable to participate in formal assessment, identification will fall upon clinical judgement.
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Category	Ministry of Education Definition	Board Criteria
Speech Impairment	<p>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.</p>	<p>As stated in the Ministry definition. A written statement by a regulated, qualified professional (Speech-Language Pathologist) confirming the presence of a speech impairment. A speech assessment that indicates a severe articulation, fluency, or voice disorder with significantly reduced intelligibility.</p>

<p>Learning Disability</p>	<p>The Ministry of Education defines <i>learning disability</i> as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:</p> <ul style="list-style-type: none"> • 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 <i>least</i> in the average range. • Results in (i) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (ii) 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 be associated with: <ul style="list-style-type: none"> • 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). • Difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of 	<p>As stated in the Ministry definition.</p> <ul style="list-style-type: none"> • Must have a significant discrepancy (at least one standard deviation) between academic achievement and assessed intellectual ability. • Average ability will be considered to be at or above the 16th percentile rank on a standardized test of cognitive abilities, e.g., Woodcock Johnson Tests of Cognitive Abilities – Fourth Edition (WJ-IV) or Wechsler Intelligence Scale for Children-Fifth Edition-WISC V • Below average academic performance will be considered to be at or below the 15th percentile rank on a standardized academic achievement test, e.g., Woodcock Johnson Tests of Achievement (WJ-V) • In certain, specific situations, the Full-Scale IQ is not the most accurate representation of the individual's functioning, therefore, when appropriate the General Ability Index (GAI), may be substituted. • In certain cases, clinical judgment of the Board Consulting Psychologist and/or Psychological Services may usurp the standard process for decision making.
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Learning Disability Continued	<p>others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities.</p> <ul style="list-style-type: none"> Is <i>not</i> 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. 	
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Category	Ministry of Education Definition	Board Criteria
<i>Intellectual</i>		
Mild Intellectual Disability	<p>A learning disorder characterized by:</p> <ul style="list-style-type: none"> An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service. An inability to profit educationally within a regular class because of slow intellectual development. A potential for academic learning, independent social adjustment, and economic self-support. 	<p>As stated in the Ministry definition.</p> <p>- and -</p> <p>An intellectual assessment that indicates overall cognitive ability falls between the 2nd and 15th percentile ranks.</p> <ul style="list-style-type: none"> In certain, specific situations, the Full-Scale IQ is not the most accurate representation of the individual's functioning, therefore, when appropriate the General Ability Index (GAI), may be substituted. In certain cases, clinical judgment of the Board Consulting Psychologist and/or psychological services may usurp the standard process for decision making.
Developmental Disability	<p>A severe learning disorder characterized by:</p> <ul style="list-style-type: none"> An inability to profit from a special 	<p>As stated in the Ministry definition.</p> <p>- and -</p>

Developmental Disability Continued	<p>education program for students with mild intellectual disabilities because of slow intellectual development.</p> <ul style="list-style-type: none"> • An ability to profit from a special education program that is designed to accommodate slow intellectual development. • A limited potential for academic learning, independent social adjustment, and economic self- support. 	An intellectual assessment that indicates overall cognitive abilities fall at or below the 2 nd percentile rank.
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.	The Brant Haldimand Norfolk Catholic District School Board's criteria to be deemed an exceptional student in the area of Intellectual: Giftedness is a composite score and / or two cognitive cluster scores at or above the 98 th percentile rank (using age-based norms), derived from a standardized comprehensive measure of intelligence.
<i>Physical</i>		
Physical Disability	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.	As stated in the Ministry definition.

Category	Ministry of Education Definition	Board Criteria
Blind and Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.	As stated in the Ministry definition. A written statement by a regulated, qualified professional confirming that the student meets criteria to be deemed an exceptional student in the category of Blind or Low Vision.

Multiple	A combination of learning or other disorders, impairments, or physical disabilities that is of such nature as to require, for educational achievement, the services of one or more teacher's holding qualifications in Special Education and the provision of support services appropriate for such disorders, impairments, or disabilities.	As stated in the Ministry definition.
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3.8 Special Education Placements Provided by the Board

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

Requirements of the Standard: The Board's Special Education Plan must:

- 3.8.1 Describe the ways in which the Board's SEAC is involved in providing advice on determining the range of placements offered.
- 3.8.2 Acknowledge that placement of a student in a regular class is the first option considered by an IPRC.
- 3.8.3 Outline ways in which a student can be integrated into the regular classroom when the placement meets the student's needs and is in accordance with the parents'/guardians' preferences.
- 3.8.4 Outline specific information about each type of placement provided at the elementary and secondary levels.
- 3.8.5 List for each category of exceptionality the range of placement options available, along with the criteria for admission, the admission process, and the criteria for determining the level of support provided in each placement, including the Board's criteria for assigning intensive support for students who are in need of a great deal of assistance.
- 3.8.6 State the maximum class size for each type of special education class.
- 3.8.7 List the criteria used for determining the need to change a student's placement.
- 3.8.8 Describe the alternatives that are provided when the needs of a student cannot be met within the Board's range of placements and the ways in which the options are communicated to parents/guardians.

Compliance with the Standard: The Brant Haldimand Norfolk Catholic District School Board is committed to the inclusion of exceptional students within their home school and in the age-appropriate class. As a result of this philosophy, the model of delivery is centered on the student from entry in Year One Kindergarten through to graduation from secondary school. The inclusion model mandates a scope of services to meet the needs of our students.

In most cases, the extra assistance needed by a student can be met in the regular classroom through the classroom teacher. A Special Education Resource Teacher and other Board support staff with specialized skills will consult with the classroom teacher and may work with the student on an individual or small group basis. This permits the student to maintain a regular class placement. The few students who have needs of such an intensity that a more specialized setting is required may be placed in a self-contained classroom or program.

Placement Options

In accordance with the Ministry of Education and Training Memorandum (June 9, 1994) - Special Education - Integration of Exceptional Pupils, the placement of an exceptional student in a regular class is the first option considered by an IPRC when this placement meets the student's needs and is in accordance with the parent's/guardian's preferences. In keeping with the guiding principles for special education for the Brant Haldimand Norfolk Catholic District School Board, the first option for all students is regular classroom placement.

Placements Within the Regular Classroom:

Regular Class with Indirect Support: A regular class with indirect support where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

Regular Class with Resource Assistance: A regular class with resource assistance where the student is placed in a regular class for most or all of the day and received specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

Regular Class with Withdrawal Assistance: A regular class with withdrawal assistance where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified special education teacher.

An exceptional student is placed in the regular classroom for the entire school day. The exceptional student's special education program is provided by the classroom teacher through accommodations and/or modifications of the learning expectations.

Once the school-level IPRC has determined that the exceptional pupil's placement is to be the regular classroom and the parent/guardian or adult student has given his/her informed, written consent to this placement, an Individual Education Plan (IEP) is developed to meet the needs of the exceptional pupil. The IEP includes a description of the special education staff who will provide resource withdrawal/assistance for the student, along with the frequency and duration of this assistance. Special education staff begin to provide resource/withdrawal assistance within 30 days of the IPRC's determination of the exceptional pupil's placement.

System Special Class Placement Options 2025-26

Placements within the Special Education Self-Contained Classroom:

Special Education Class with Partial Integration: A special education class with partial integration where the student is placed by the IPRC in a special class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

Considered for those students who require high levels of support, substantial modifications to the Ontario Curriculum, and/or an alternative curriculum.

Special Education Class Full Time: A full-time special education class where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day. Considered for those students who require high levels of support (i.e., needs are severe), with significant modifications to the Ontario Curriculum, and /or are receiving alternative curriculum.

Elementary Special Education Programs

Junior Spectrum Abilities Program – Madonna Della Libera - Brantford (1 Class)

This program is designed for students in junior grades with a diagnosis of Autism Spectrum Disorder (ASD) and is located at Madonna Della Libera in Brantford. It is a full-time special education class with opportunities for integration (e.g., engagement in school life, school culture, assemblies etc.). Ideally, students will be entering Grade 4, 5, or 6 at the start of the program. Students placed in the class through an Identification, Placement, Review Committee (IPRC) will have opportunities to develop their academic skills, social skills, communication skills, self-regulation skills, independence skills, and other goals outlined in their Individual Education Plan (IEP). The student's placement in the class will be for the duration of their elementary school experience with the intent of transitioning to a self-contained class at their home secondary school upon entering Grade 9. All students placed in the Spectrum Abilities Program (SAP) must be deemed exceptional in the category of Communication: Autism. Students with Multiple exceptionalities (including ASD) will be considered. Transportation is provided by the School Board.

Primary Learning Strategies Class – Notre Dame – Brantford (1 Class)

The Primary Learning Strategies Class for students identified as Behaviour, is located at Notre Dame in Brantford. It is a full-time special education class with opportunities for integration (e.g., engagement in school life, school culture, trips, assemblies etc.). Students will be age appropriate in Grades 2 or 3 for the program. The class size will be limited to a maximum of 6 students. Students placed in the class through an Identification, Placement, Review Committee (IPRC) will have opportunities to develop their academic skills, social skills, communication skills, self-regulation, independence skills, and other goals outlined in their Individual Education Plan (IEP). After their placement, the student will transition back to their homeschool where the student will be able to apply and generalize their new learning skills (in the areas of coping, stress management, resiliency, self-advocacy, independence, executive functioning, and self-regulation) to their usual mainstream classroom environment. All students placed in the Primary Learning Strategies Class must be deemed exceptional in the category of Behaviour. Students with multiple exceptionalities or diagnoses will be considered. Transportation is provided by the School Board.

Secondary Special Education Programs

Personal Active Learning (PAL) Program

This program is designed for students in a non-credit program with intensive support to enhance student learning. The class size is limited to eight (8) students. The PAL program offers a self-contained environment with planned and supported integration opportunities within the school. Classes will be offered at Assumption College School and St. John's College in Brantford and at Holy Trinity Catholic High School in Simcoe.

Alternative courses in this program are aimed at developing functional academics, self-help skills, functional communication, daily living skills, motor skills, and choice making. Students are taught using a multi-sensory approach which includes ABA strategies and opportunities for experiential learning. If required, access to system support staff including Speech-Language Pathologists, Social Workers, Child and Youth Workers, Orientation and Mobility Instructor, Itinerant Teacher of the Deaf and Hard of Hearing and ABA Leads is available.

Criteria for placement in this program are outlined as follows:

3.8.9 Non-independent

3.8.10 Identification as one or more of the following: Intellectual: Developmental Disability, Communication: Autism and/or Multiple

3.8.11 Complex needs in one or more of the following: communication, mobility, academics,

- medical, social, and self-care skills
- 3.8.12 Students must be presented at a System-Level IPRC and have been deemed to meet the criteria for this class.
- 3.8.13 Current assessment reports and/or medical diagnoses letters must accompany the application.

Community Living Program

This program is designed for students in a non-credit program whose ultimate post-secondary goal is to seek supported living and supported employment in the community. Class size is limited to twelve (12) students. The Community Living program offers a self-contained environment with planned and supported integration opportunities within the school.

Alternative courses in this program are aimed at developing functional academics, communication skills, daily living skills, independent skills, and choice making. Students are taught using a multi-sensory approach which includes ABA strategies and opportunities for experiential learning. If required, access to system support staff including Speech-Language Pathologists, Social Workers, Child and Youth Workers, Orientation and Mobility Instructor, Itinerant Teacher of the Deaf and Hard of Hearing and ABA Leads are available.

Criteria for placement in this program are outlined as follows:

- 3.8.14 Partially independent – needs some supervision.
- 3.8.15 Identification as one or more of the following: Intellectual: Developmental Disability, Intellectual: Mild Intellectual Disability, Communication: Autism and/or Multiple
- 3.8.16 Moderate needs in one or more of the following: receptive and expressive language, mobility, social, academics and medical
- 3.8.17 Students must be presented at a System-Level IPRC and have been deemed to meet the criteria for this class.
- 3.8.18 Current assessment reports and/or medical diagnoses letters must accompany the application.

Job Skills Program

This program is designed for students in a non-credit program whose ultimate post-secondary goal is to continue education and/or seek independent living and employment. The program offers students a self-contained environment with the opportunity to enroll in credit courses and/or on-the-job training within the school environment or the community. Class size is limited to sixteen (16) students. Classes are offered at Assumption College School in Brantford, St. John's College in Brantford, and Holy Trinity Catholic High School in Simcoe.

Alternative courses in this program are aimed at developing independence for academics, organizational skills, communication skills, and social skills. If required, access to system support staff including Speech-Language Pathologists, Social Workers, Child and Youth Workers, Orientation and Mobility Instructor, Itinerant Teacher of the Deaf and Hard of Hearing and ABA Leads are available.

Criteria for placement in this program are outlined as follows:

- 3.8.19 Independent - other than physical needs (e.g., personal care) due to a medical condition
- 3.8.20 Identification of one or more of the following: Intellectual: Developmental Disability, Intellectual: Mild Intellectual Disability, Communication: Autism and/or Multiple
- 3.8.21 Minor needs in receptive and expressive language, mobility, social, academics and medical
- 3.8.22 Students must be presented at a System-Level IPRC and have been deemed to meet the criteria for this class.
- 3.8.23 Current assessment reports and/or medical diagnoses letters must accompany the application.

Alternative Placements

Sometimes the needs of an exceptional pupil cannot be met within the Board's range of placements. Often the student requires medical and/or psychological treatment that is beyond the mandate of the Board or that the medical and/or psychological treatment which is being provided is insufficient to allow the student to successfully participate in an educational program. In these circumstances, the school principal along with staff from the Special Education Department meet with the parents/guardians to discuss the various treatment options and/or facilities for the pupil.

If parents/guardians wish to pursue a treatment option/facility, staff from the Special Education Department assist parents/guardians to apply for admission for the specific treatment option or facility.

In the case of students who are blind, deaf, deafblind or who have severe learning disabilities, the programs that are offered by the Provincial and Demonstration Schools are explained to the parents/guardians of the student by the school principal and staff from the Special Education Department, and applications to these programs are made if parents/guardians give their informed consent.

Criteria Used for Determining the Need to Change a Student's Placement

At least once each year, the Ministry requires school boards to review the programs and placements for students identified as exceptional. This takes place at the Board's Annual IPRC Review meeting. At this meeting, parents/guardians, school staff, and other Board personnel and community agencies are invited to attend. At this meeting, an exceptional student's Special Education Placement can be changed with the informed, written consent of the parent/guardian or adult student, if there are significant changes in:

- 3.8.24 The severity of the student's disability
- 3.8.25 The range of the student's needs
- 3.8.26 The level of independent functioning of the student

A change in placement/program will be made only if such a change will benefit the student. Parents/guardians and school staff will receive written notification of the change.

Summary of Programs, Placements and Services Available for each Exceptionality, along with the Criteria for Admission

The Ministry of Education has provided a series of categories and definitions of exceptionalities for use by school boards in the Identification, Placement and Review Committee (IPRC) process. It is important to note that use of these categories and definitions is done through the IPRC process and in no way constitutes a diagnosis.

Regular Classroom Support for the Exceptional Student

Since the Brant Haldimand Norfolk Catholic District School Board advocates the inclusionary approach for the provision of special education programs and services, the Board must be able to outline its integration strategies. At the school level, the development of an Individual Education Plan (IEP), curriculum and program modifications, and accommodations for the student can be created to meet the needs of the specific student. The IEP will also include suggestions for other Board services or specialized equipment that may be necessary to meet the needs of the student.

A teacher can provide accommodations and modifications to the existing classroom instruction to allow for student success. Some students may also receive assistance from an educational assistant who has been assigned to the school to assist in the delivery of special education services as outlined in a student's IEP. Students with special

needs can have access to the services of various personnel as follows:

Elementary Schools:

The school Special Education Resource Teacher may provide in-class resource assistance or withdrawal assistance to the student for a portion of the day, so that the student can receive more directed individual support at his/her level, either on an individual basis or in small group settings.

Secondary Schools:

- 3.8.27 Students with special education needs may also enroll in destreaming, academic, applied, workplace and Learning Strategies courses (designed to assist students in consolidating their skills in any subject).
- 3.8.28 Students with special needs can also receive support from their peers. While this may occur naturally in any classroom, regular secondary school students can take a course specifically designed to develop skills intended for this purpose.
- 3.8.29 Cooperative Education – These programs may include cooperative education and work experience placements to give students the opportunity to apply their learning in the workplace and to determine whether a particular educational or career plan is suitable for them.
- 3.8.30 “K” Courses (Modified and/or Alternative Curriculum Expectations) – These are non-credited courses developed locally (at the school level), that are intended to meet the unique needs of a group of exceptional students. These courses are developed in circumstances when student needs cannot be met with current Ministry curriculum policy documents.
- 3.8.31 Locally Developed Courses – These courses may be locally developed at the school to accommodate the educational and/or career preparation needs of students in school. Such courses may also be developed for students receiving Special Education Programs and Services whose need for particular course content, or for special preparation for further education or work, cannot be met by a course based on Provincial Curriculum and Policy documents.
- 3.8.32 A student may count no more than six (6) Locally Developed courses in English, Mathematics and Science as compulsory credits.

Range of Special Education Program Placements and Services 2025-26

Category of Exceptionality	Regular Class with Indirect Support	Regular Class with Resource Assistance	Regular Class with Withdrawal Assistance	Special Education Class with Partial Integration	Special Education Class Full Time
Behaviour	Yes	Yes	Yes		Yes (Primary)
Communication: Autism	Yes	Yes	Yes		Yes (Junior)
Communication: Deaf and Hard of Hearing	Yes	Yes	Yes		
Communication: Language Impairment	Yes	Yes	Yes		
Communication: Learning Disability	Yes	Yes	Yes		
Communication: Speech Impairment	Yes	Yes	Yes		
Intellectual: Giftedness	Yes	Yes	Yes		
Intellectual: Mild Intellectual Disability	Yes	Yes	Yes	Secondary Special Classes including: Job Skills Community Living Personal Active Learning	Secondary Special Classes including: Job Skills Community Living Personal Active Learning
Intellectual: Developmental Disability	Yes	Yes	Yes	Secondary Special Classes including: Job Skills Community Living Personal Active Learning	Secondary Special Classes including: Job Skills Community Living Personal Active Learning

Physical: Physical Disability	Yes	Yes	Yes		
Physical: Blind and Low Vision	Yes	Yes	Yes		
Physical: Deaf/Blind	Yes	Yes	Yes		
Multiple: Multiple	Yes	Yes	Yes	Secondary Special Classes including: Job Skills Community Living Personal Active Learning	Secondary Special Classes including: Job Skills Community Living Personal Active Learning

3.9 Individual Education Plan (IEP)

Purpose of this Standard: To inform the Ministry and the public about the ways in which the board is complying with Ministry requirements for implementing IEPs.

Requirements of the Standard: The school board must include a copy of its IEP form in its Special Education Plan. The plan must describe the following:

- The Board's plan for implementing the Ministry's standards for IEPs
- Any processes for dispute resolution where parents/guardians and Board staff disagree on significant aspects of the IEP
- The Board's results of the Ministry review for the previous year, along with the Board's plans for a response to these results (when available)

Compliance with the Standard: The Brant Haldimand Norfolk Catholic District School Board believes that all students should have equality of educational opportunity and a curriculum of high quality appropriate to their strengths and needs. The one outstanding characteristic of all students is their uniqueness. It should be determined by school personnel when it is appropriate to differentiate the program, and when it is appropriate to develop and implement an Individual Education Plan.

Board Implementation Plan

In response to the new Draft document, 'Special Education in Ontario, Kindergarten to Grade 12 Policy and Resource Guide 2017', and Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000), and Ontario Regulation 181/98 and Policy/Program Memoranda Nos. 140 and 156, the following action plan was developed, implemented, and is currently being monitored.

Strategies	Resources	Responsibilities	Timelines
IEP in-service for FSL teachers	Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000)	Plan and present workshops: System SSECs, ABA Leads, Vice Principal of Inclusive Learning & Special Education	Ongoing
IEP in-service for NTIP teachers	Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000)	Plan and present workshops: System SSECs, ABA Leads, Vice Principal of Inclusive Learning & Special Education	Ongoing
Ongoing reinforcement of IEP standards with Special Education Resource Teachers, FSL teachers, NTIP teachers and principals.	The Individual Education Plan - A Resource Guide (2004). IEP Board exemplars. Review of improvements suggested from the 2006-2007 IEP Ministry review of school IEPs. Special Education in Ontario Policy and Resource Guide (2017).	Regular reference to IEP standards at Community of Practice Meetings, case conferences, IPRCs, etc. Internal Audit	Ongoing
Review of current modified IEP's and process for approving modified IEP's	Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000) Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013)	Regular communication: Special Education Consultants, Vice Principal of Inclusive Learning & Special Education, Superintendent of Education	Ongoing

Indicators of Success	Communication plan
<p>Improved communication between SERTs and classroom teachers on how to write measurable expectations and accurately complete the consultation log and Transition Plans.</p> <p>Correlation between IEP and report card comments for students on IEP.</p>	<p>In-service for classroom teachers and special education resource teachers.</p> <p>Robust TEAMS site for SERTs and Administrators.</p> <p>Comprehensive SERT training for new Special Education Resource Teachers.</p> <p>Mentorship training among SERTs.</p>
Next steps	
<ul style="list-style-type: none"> • Continue to in-service teachers and SERTs on how to write precise and measurable IEP expectations and how to effectively implement, monitor and review the plans. • Focus on professional development around effective accommodations, universal design for learning, and differentiated instruction. • Focus on early evidence-based interventions. • Continue to monitor and audit practices. • Continue to expand use of PowerSchool Special Education software. • Implementation of new process to approve modifications on IEP's in all curricular areas. • In servicing of all special education staff regarding modifications and processes. 	

Individual Education Plan

Student Information

Student Name:	Student Number:
Preferred Name:	OEN:
School:	Date of Birth:
Principal:	Grade:
	Current School Year:

Dear or Parent/Guardian :

Attached is your copy of your Individual Education Plan (IEP). This IEP has been developed according to the Ministry of Education's standards and appropriately addresses your strengths and needs. The learning expectations will be reviewed, and achievement will be evaluated at least once every reporting period. Please take the time to review the IEP and contact the Special Education Department Head if you have any questions or concerns.

Please keep the IEP and one copy of this letter for your records. Return the other copy of this letter to the Special Education Department Head.

Principal Signature

Date

Parent/Guardian and Student Signature and Comments

I was consulted in the development of the IEP	<input type="checkbox"/>
I declined the opportunity to be consulted in the development of the IEP	<input type="checkbox"/>
I have received a copy of the IEP	<input type="checkbox"/>

Comments:

Parent/Guardian Signature

Date

Student Signature (if 16 or older)

Date

IEP Distribution :

- | | |
|---|---|
| <input type="checkbox"/> Parent/Guardian/Student | <input type="checkbox"/> Classroom/Guidance Teacher |
| <input type="checkbox"/> Special Education Resource Teacher | <input type="checkbox"/> OSR |

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of planning and programming. Any general questions about the information gathered on this form may be discussed with the principal of your child's school.

Individual Education Plan

Student Information

Student Name:	Student Number:
Preferred Name:	OEN:
School:	Date of Birth:
Principal:	Grade:
IEP Completed:	Current School Year:
	IEP Coordinated By:

Rationale for developing the IEP

- ☐ Student identified as exceptional by IPRC
- ☐ Student not identified by IPRC but requires special education programs/services, including accommodations and/or modified/alternative learning expectations

Placement Information

Identification:

- 1.
- 2.
- 3.
- 4.
- 5.

Placement:

Placement Date:

Last IPRC Date:

Date Annual Review Waived:

Assessment Summary

Description:

- ☐ Assessment results shared with parent/guardian

Strengths

Needs

Health Support Services

None required

- ☐ Emergency Healthcare Services Plan
- ☐ Routine Healthcare Services Plan

Accommodations for Learning, Including Required Equipment

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment

Comments:

Provincial AssessmentsThis is a provincial assessment year ☐ Yes ☐ No

Permitted Accommodations:

Exemption with Rationale ☐ Yes ☐ NoDeferral of Ontario Secondary School Literacy Test (OSSLT) with Rationale ☐ Yes ☐ No

Subjects, Courses or Alternative Programs to which the IEP Applies

The following staff members were consulted in the development of the IEP.

Course	Teacher	Program Type

[Elementary Program Exemptions or Secondary School Compulsory Course Substitutions](#)

☐ Yes (provide educational rationale) ☐ No

Evaluation

Reporting Dates:

Reporting Format:

- ☐ Provincial Report Card
☐ Attachment to the Ontario Report Card

Student is currently working towards attainment of the:

Program

:

Baseline Level of Achievement

Letter Grade/Mark: As Of:

Source:

Instructional Grade Level:

Description of Achievement Level

Annual Program Goals

Learning Expectations	Strategies, Resources and Support Services	Assessment Methods

Transition Plan Transition Plan

According to Ministry of Education guidelines, a Transition Plan must be developed for all students who have an Individual Education Plan (IEP), whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC).

There is no particular need for support during transitions

Transition Goal	Action	PERSON(S) RESPONSIBLE	TIMELINE
		<input type="checkbox"/> Student <input type="checkbox"/> Parent(s)/Guardian(s) <input type="checkbox"/> Special Education Resource Teacher <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Principal <input type="checkbox"/> System SERT <input type="checkbox"/> Secondary Guidance Counsellor <input type="checkbox"/> Student Success Teacher <input type="checkbox"/> Secondary Special Education Department Head <input type="checkbox"/> Other:	

Human Resources (teaching/non-teaching)

Human Resource	Type of Service	Frequency	Location
Human Resource	Type of Service	Frequency	Location

Log Information

Date	Person Contacted	Type of Contact	Actions or Outcomes

The information gathered on this form is gathered pursuant to the Education Act. The information will be used for the purpose of planning and programming. Any general questions about the information gathered on this form may be discussed with the school principal.

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

Requirements of the Standard: The school board's Special Education Plan must include the following:

- I. Information on programs and services offered by Provincial and Demonstration Schools that is provided by the Ministry.
- II. Current statistics, by program, on the number of students who are qualified to be resident students in the Board who are currently attending Provincial and Demonstration Schools.
- III. Information about how transportation is provided for students to and from the Provincial or Demonstration School, including transportation of an assistant, if necessary.

Compliance with the Standard: The Brant Haldimand Norfolk Catholic District School Board exists to meet the needs of the exceptional students in its jurisdiction. However, there are students who have needs that are best met in a Provincial or Demonstration School.

The Ministry of Education operates Provincial Schools and Provincial Demonstration Schools in the province of Ontario. They exist to:

- 3.10.1 Provide education for students who are deaf, blind, or deafblind, or who have severe learning disabilities.
- 3.10.2 Provide an alternative education option.
- 3.10.3 Serve as regional resource centres for students who are deaf, blind, or deafblind.
- 3.10.4 Provide pre-school home visiting services for students who are deaf, blind, or deafblind.
- 3.10.5 Develop and provide learning materials and media for students who are deaf, blind, or deafblind.
- 3.10.6 Provide school board teachers with resource services.
- 3.10.7 Play a valuable role in teacher training throughout the province.

Provincial Schools

The Ministry of Education operates several Provincial Schools which exist to serve the needs of the blind, the deaf, and the deafblind, or who have severe learning disabilities.

Provincial School for the Blind

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

- A provincial resource centre for the blind, visually impaired, and deafblind.
- Support to local school boards through consultation and the provision of special learning materials, such as digital resources, Braille materials, audiotapes, and large-print textbooks.

Professional services and guidance to ministries of education are provided on an inter-provincial, cooperative basis. Programs are:

- Tailored to the needs of the individual student.
- Designed to help these students learn to live independently in a non-sheltered environment.
- Delivered by specially trained teachers.
- Based on the Ontario curriculum developed for all students in the province.
- To offer a full range of courses at the secondary level.

- To offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training.
- Individualized to offer a comprehensive life skills program.
- Provided through home visit for parents/guardians and families of pre-school deafblind children to assist in preparing these children for future education.

Provincial Schools for the Deaf

The following provincial schools offer services for deaf and hard-of-hearing students:

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

The Provincial Schools Admission Committee, in accordance with the requirements set out in Regulation 296, determines admittance to a provincial school.

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

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

Transportation of students to provincial schools is provided by the school board. Each provincial school has a Resource Services Department which provides:

- Consultation and educational advice to parents/guardians of deaf and hard-of-hearing children and school board Personnel.
- Information brochures.
- A wide variety of workshops for parents/guardians, school boards, and other agencies.
- An extensive home-visiting program delivered to parents/guardians of deaf and hard-of-hearing pre-school children by teachers trained in pre-school and deaf education.

Demonstration Schools

Each provincial demonstration school has an enrolment of forty (40) students. The language of instruction at the Amethyst, Sagonaska, and Trillium Schools is English. At Centre Jules-Léger, instruction is in French.

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

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

The demonstration schools were established to:

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

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

Further information about the academic, residential, and LD/ADHD, programs is available from the demonstration schools through the Provincial Schools Branch website at www.pdsbnet.ca.

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

Provincial School Contacts

Teachers may obtain additional information from the Resource Services Department of the Provincial and Demonstration Schools and the groups listed below:

Provincial Schools Branch, Ministry of Education
255 Ontario Street South,
Milton, Ontario L9T 2M5
Telephone: 905-878-2851
Toll Free: 866-906-1192
TTY: 905-878-7195

<i>Provincial Demonstration Schools:</i>		
Sagonaska School 350 Dundas Street West Belleville, ON K8P 1B2 Telephone: 613-967-2830	Trillium School 347 Ontario Street South Milton, ON L9T 3X9 Telephone: 905-878-2851 TTY: 905-878-7195	Amethyst School 1515 Cheapside Street London, ON N5V 3N9 Telephone: 519-453-4400
<i>Schools for the Deaf:</i>		
Ernest C. Drury School 255 Ontario Street South Milton, ON L9T 2M5 Telephone: 905-878- 2851 TTY: 905-878-7195	Robarts School 1515 Cheapside Street London, ON N5V 3N9 Telephone & TTY: 519-453-4400	Sir James Whitney School 350 Dundas Street West Belleville, ON K8P 1B2 Telephone & TTY: 613-967-2823

<i>Francophone School for the Deaf, Hard of Hearing and for Students Who Are Visually Impaired, Blind or Deafblind:</i>		<i>School for the Visually Impaired, Blind and Deafblind:</i>
Centre Jules-Léger 281 avenue Lanark Ottawa, ON K1Z 6R8 Telephone: 613-761-9300 TTY: 613-761-9302 Facsimile: 613-761-9301		W. Ross Macdonald School 350 Brant Avenue Brantford, ON N3T 3J9 Telephone: 519-759-0730

Application Process for Provincial and Demonstration Schools

Where placement in a provincial or demonstration school is deemed the most appropriate learning environment for a student, the Board is committed to cooperating fully to assist the provincial and demonstration schools in determining whether a student would benefit from a placement in one of the programs offered at these schools. Throughout the process, active communication is facilitated between the student's parents/guardians, home school and the provincial and demonstration schools. Very often, the Board maintains a consultative relationship with the provincial and demonstration schools where placement is not granted to ensure that programming needs at the local school can be met.

The following best represents the process employed by the Brant Haldimand Norfolk Catholic District School Board when making application for admission to a provincial and demonstration school:

1. After a range of interventions have been implemented at the school level, the school, in cooperation with the parents/guardians and the Board, may make an initial request for entry in one of the programs offered.
2. With parental support, an application for entry is completed, accompanied by a consent for referral and a referral form.
3. Upon request from the provincial or demonstration school, a detailed application package is completed. Included in this package are the following:
 - Summary of Student Information
 - School and Board Information
 - Personal Information Regarding the Applicant
 - Parent/Guardian Information
 - Medical Information
 - Formal Assessment Reports
 - Special Education History of the Applicant
 - Work Samples of the Applicant
 - Identification, Placement and Review Committee recommendations
 - Alternative Educational Placements (where applicable)

Throughout the process, the Board works to ensure that the classroom teacher and the local school resource teacher are available to provincial and demonstration school staff where necessary. Upon notification of student acceptance into a provincial or demonstration school, the Board, in conjunction with the parents/guardians, enters into a service agreement between the Board and the provincial school.

Transportation for Students Attending Provincial and Demonstration Schools

In collaboration with the provincial schools and the parents/guardians of the students, all necessary transportation arrangements are made by the Brant Haldimand Norfolk Catholic District School Board. Transportation arrangements are paid for by the Board. Parents/guardians are asked to inform the transportation department when transportation is not required. In instances where parents/guardians do not cancel the transportation, any costs incurred by the Board are billed to the parent/guardian.

Arrangements for transportation are made for students who are in residential placements at the provincial and demonstration schools. This involves a pick-up at the beginning of the school week, and a drop-off to the home residence of the student at the end of the school week. In rare circumstances, daily arrangements are made with appropriate documentation from the principal of the provincial or demonstration schools.

Wherever possible, cost sharing arrangements are entered into with the coterminous school board. A formal transportation agreement is struck between the parent/guardian and the Board when the student has received acceptance into the program.

Current Student Enrolment in Provincial or Demonstration Schools

There are currently 6 students from our Board enrolled in Provincial Demonstration Schools.

3.11 Special Education Staff

Purpose of the Standard: To provide specific details on board staff to the Ministry and to the public.

Requirements of the Standard: The school board's Special Education Plan must include information on the types of staff who provide special education programs and services. The board must provide information outlining the range of programs and services offered and the qualifications required for the categories of staff listed.

Compliance with the Standard: The Brant Haldimand Norfolk Catholic District School Board utilizes a wide range of teachers and professionals in its delivery of programs and services to students with exceptional needs.

At the elementary school level, special education programs and services are provided by each staff member within the school including the:

- 3.11.1 Classroom Teacher.
- 3.11.2 Special Education Resource Teacher, in consultation with the classroom teacher, who provides instruction and support for exceptional students in all grades of the elementary school (Year One Kindergarten – Grade 8).
- 3.11.3 Educational Assistants are assigned to elementary schools to assist classroom teachers in providing support for exceptional students.

At the secondary level, special education programs and services are provided by each staff member within the school, including:

- 3.11.4 Department Heads who coordinate the provision of special education programs and services within the secondary school. Each secondary school has a department head solely dedicated to special education.
- 3.11.5 Classroom Teachers.
- 3.11.6 Special Education Resource Teachers who, in consultation with the classroom teacher,

provide instruction for exceptional students in all grades of secondary school (Grades 9-12). Each secondary school has a ratio of one 1 Special Education Resource Teacher to every 260 Full-time equivalent students.

3.11.7 Educational Assistants who are assigned to secondary schools to provide support for exceptional students.

System Support Staff

The Brant Haldimand Norfolk Catholic District School Board employs a team of various professionals who support the work done by staff members in the elementary and secondary schools of the Board. The support service team consists of:

- 3.11.8 Vice Principal of Inclusive Learning & Special Education.
- 3.11.9 System Special Education Consultants.
- 3.11.10 Board's Consulting Psychologist – Psychological Services.
- 3.11.11 Speech-Language Pathologists.
- 3.11.12 System Special Education Consultant: Information Technology
- 3.11.13 Applied Behaviour Analysis Program Leads.
- 3.11.14 Orientation and Mobility Instructor.

Educational Assistants

The assignment of Educational Assistants is reviewed annually with student needs being paramount in the decision of support allocated to a school. The Superintendent of Education consults with the Vice Principal of Inclusive Learning and Special Education, the Educational Assistant Allocation Committee, and the Principal/Vice-Principal and SERT of each school before determining the final allocation of Educational Assistants.

The Special Education Department supports the belief that schools ensure opportunities for student independence and capacity building during the school day where appropriate. Internal and external movement among the Educational Assistants supports student independence and capacity building.

Special Education Staff	2025-26 FTE			Preferred Minimum Qualification
	Elementary	Both	Secondary	
1.0 Teachers of Exceptional Students				
1.1 Teachers for resource-withdrawal programs	43.6		7.07	OCT, Special Education A.Q.
1.2 Teachers for self-contained classes	2.0		13.34	OCT, Special Education A.Q.
2.0 Other Special Education Resource Teachers				
2.1 Vice Principal of Inclusive Learning & Special Education		1.0		B. Ed. Special Education Specialist:Qualifications in three divisions Principal's Qualifications
2.2 System Special Education Consultants		6.0		B. Ed. Special Education - Specialist
2.3 System Special Education Consultant - Information Technology		1.0		B.Ed. Special Education - Specialist: Qualifications in three divisions & Integration of Information and Computer technology – Part 1

2.4 Special Education Department Heads			3.0	B. Ed. Special Education - Specialist
3.0 Educational Assistants in Special Education				
3.1 Educational Assistants	147.5		33	Educational Assistant Diploma or equivalent
3.2 Educational Assistants Funded by Jordans Principle (Estimate)	18		2	Educational Assistant Diploma or equivalent
4.0 Other Professional Resource Staff				
4.1 Speech-Language Pathologists		4.0		Masters in Speech-Language Pathology or equivalent CASLPO Member
4.2 Applied Behaviour Analysis Program Leads		4.0		Post-secondary degree in science or social/behavioural science; post graduate studies in autism & behavioural science or equivalent work-related experience; training in applied behavior analysis principles from a recognized institution
4.3 Board's Consulting Psychologist		0		Part-time under contract; fee-for-service. Registered Psychologist - Province of ON
4.4 Subtotal	211.10	16.0	58.41	
5.0 Other Professional or Paraprofessional Resource Staff				
5.1 Orientation and Mobility Instructor		1.00		Post-secondary degree and graduate certificate instructor for the blind & visually impaired – orientation & mobility
5.2 Subtotal	211.10	17.0	58.41	

Total Special Education FTE for 2025-26 is: 286.51

3.12 Staff Development

Purpose of the Standard: To provide details of the Board's professional development plans for special education staff to the Ministry and to the public.

Requirements of the Standard: The Board must outline its plans for the professional development of its special education personnel.

Compliance with the Standard: The overall goals of the staff development plan are to ensure that all staff members are:

- 3.12.1 Aware of the philosophy and goals of the Brant Haldimand Norfolk Catholic District School Board as they pertain to the education of exceptional students.
- 3.12.2 Brought up to date with the latest Ministry regulations, placement, and program options available to students.
- 3.12.3 Aware of the coordination of services between the Board and outside agencies
- 3.12.4 Able to provide input and receive feedback on Board policies, procedures, and guidelines as they relate to special education.
- 3.12.5 Kept abreast of current work and best practices regarding special education students.

Staff Input

Special education staff can give input about professional development needs through:

- 3.12.6 System or focus group surveys such as School Climate Surveys
- 3.12.7 Individually identified professional development needs

In addition, staff development needs may be identified and discussed at:

- 3.12.8 Academic Administrative Council (AAC) meetings
- 3.12.9 Family of Schools meetings
- 3.12.10 Community of Practice (COP) meetings
- 3.12.11 Secondary Special Education Department Heads meetings
- 3.12.12 Board Professional Development Committee meetings
- 3.12.13 Elementary Professional Development Committee meetings
- 3.12.14 System Special Education Team meetings
- 3.12.15 Senior Administration Meetings

SEAC Input

As part of the role and responsibility of SEAC, staff development issues, and concerns of high interest or high needs are brought to Board members and discussed at SEAC meetings. SEAC members, who represent community agencies or associations, share information about new initiatives and available workshops in the community. This information is considered by Board personnel when planning staff development.

Establishing Priorities for Staff Development

System Special Education staff evaluate the overall learning needs of staff on an ongoing basis. In addition, staff development may be needed due to new initiatives or requirements. Priorities for staff development are discussed at:

- 3.12.16 System Special Education Team meetings
- 3.12.17 Family of Schools Principals' Meetings/ Academic Administrative Council Meetings
- 3.12.18 Community of Practice meetings
- 3.12.19 EA Allocation meetings

System staff then consider identified learning needs and areas of interest when prioritizing staff development opportunities.

Professional Development Activities/Training

Staff development is provided in a variety of formats throughout the year, including scheduled professional development days, Community of Practice Meetings, Academic Administrative Council meetings, New SERT Training days, training/demonstrations embedded within the school day, mentorship release time, virtual learning opportunities and optional after-school workshops.

Information on staff development opportunities is shared through email and social media to all Board staff.

School Board staff and the general public can access the Board's Special Education Plan through the Board's website (www.bhncdsb.ca). Information regarding new legislation and Ministry policy on special education, as well as the Board Special Education Plan may also be provided at staff meetings, school council meetings, Academic Administrative Council meetings, COP meetings, Family of Schools meetings, Department Head meetings, and Union affiliate meetings (OECTA, OSSTF).

The New Teacher Induction Program (NTIP), established by the Ministry, supports the growth and development of new teachers, and includes professional development and training in relevant special education topics. The New SERT Training Program supports the growth and development of new school-level special education resource teachers and includes professional development and training in relevant special education topics.

Budget Allocations for Special Education Staff Development

The Board's special education budget for professional development is used to cover the costs of facilitators, programs, software, resources, and supply staff coverage (if required). For certain events, the budget is also used for speaker fees, and workshop/conference registration fees.

Staff/Department 2025-26	Budget Allocation
ABA Program Leads	2250.00
Educational Assistants	11100.00
Vice Principal of Inclusive Learning & Special Education	4000.00
System Special Education Consultant: Information Technology	1000.00
Special Education Resource Teachers	10000.00
Speech-Language Pathologists	2000.00
System Special Education Consultants	8000.00
Orientation and Mobility Instructor	500.00

It is noted that the above does not include budget amounts to cover supply teacher coverage for such things as school case conferences, Gifted Program modules, etc.

3.13 Equipment

Purpose of the Standard: To inform the Ministry, Board staff members and other professionals, and parents/guardians, about the provision of individualized equipment for some students with special needs.

Requirements of the Standard: The Board's plan must describe how the board determines whether a student requires individualized equipment, such as assistive technology, and how the board allocates its budget for equipment, including the criteria used for purchasing individualized equipment.

Compliance with the Standard: The Brant Haldimand Norfolk Catholic District School Board strives to provide students with the equipment they require in order to be successful in the learning environment. The Ministry of Education provides Special Equipment Amount (SEA) funding to school boards each year. This funding is used to assist school boards with the cost of equipment essential to support students with special education needs. The special education department actively seeks out funding through the (SEA) grant to provide equipment that is essential to support students with special needs where the need for specific equipment is recommended by a qualified professional. This budget is also used to provide student training and to maintain equipment such as lifts, FM systems and computers. The Board has also set aside a portion of its Special Education Per Pupil Amount (SEPPA) funding to purchase equipment that has been requested but may not fall under the SEA guidelines. All equipment that is purchased through the SEA fund is done so with the purpose of enabling students to attend school and/or access the curriculum.

Special Equipment Amount Funding Model

The Ministry of Education provides Special Equipment Amount (SEA) funding to school boards each year. This funding is used to assist school boards with the cost of equipment, essential to support students with special education needs. The equipment must be deemed essential for the student to be able to attend school or to access the Ontario Curriculum.

There are two separate funds available for students to access to obtain specialized equipment.

The Per Pupil Amount (PPA) fund is allocated for the purchase of computers and all technology-related equipment. PPA purchases include computers and all the related peripheral devices, software, robotics, computing related devices, and includes training, maintenance, repair, and any other technical costs for all SEA equipment. Each year the School Board receives a Per Pupil Amount allocation based on a formula devised by the Ministry. The claims-based funding is allocated for the purchase of non-computer-based equipment to be utilized by students with special education needs including sensory support, vision support, hearing support, personal care support and physical assist support equipment. For any purchase of non-computer equipment, the Board is responsible for the first \$800 for a student per claim year. The remainder of the cost is reimbursed to the Board through the claims-based SEA funding. SEA equipment purchased to assist students is to remain at school during all holidays and summer breaks.

Qualifications for Equipment Purchased Through Special Equipment Amount Grants

The Ministry of Education has made money available for specialized equipment for students with exceptional needs. It is the Board's duty to seek efficiencies for all equipment purchases made with SEA funds. The allocation of SEA funds to support student needs must be done in an equitable and timely fashion.

According to the guidelines published by the Ministry, the following eligibility prerequisites apply to SEA purchases:

- Assessment(s) from an appropriately qualified professional (SEA Claims-Based only). Assessments must include a description of the condition the equipment is meant to address and a functional recommendation regarding the specific types of equipment the student requires to address their strengths and needs.

- There must be evidence of accommodations to the student's learning environment and a demonstration of equipment use, documented in the student's Individual Education Plan, which must accompany the application.
- Trial periods for equipment may be required prior to equipment being assigned.
- Students do not have to be identified as being exceptional by the Identification Placement and Review Committee (IPRC) to be eligible for SEA funding.

Guidelines and Procedures for Accessing Specialized Equipment

The following steps are taken when a request for equipment is made:

1. All requests for specialized equipment are forwarded to the Superintendent of Special Education or designate for review.
2. Each request requires an assessment, which must include a recommendation for the specialized equipment.
3. A copy of the student's Individual Education Plan (IEP) is required.
4. All requests must include cost estimates, including shipping and applicable taxes (non-tech equipment only).
5. A search through the surplus inventory database for the specialized equipment must be completed before submitting the request.
6. Upon receipt of the required documentation, the Superintendent of Special Education or designate will review the request and will make recommendations regarding the approval of the request. In some cases, additional documentation or recommendations for different equipment may be made. Decisions related to the purchase of specific computer hardware and software are the exclusive discretion of the Board. The appropriate forms, as provided by the Board, are to be used in all cases where equipment is being requested.

For new students entering a school, transition meetings with community agency professionals and Board personnel are held to communicate and discuss specific needs prior to the student's admission. A written request and application package for equipment will be sent by the school SERT to the Superintendent of Special Education or designate, for review and approval.

Types of Equipment Purchased

There is a variety of specialized equipment that can be considered for purchase to assist students with exceptional needs. The purpose is to aid the student in accessing educational opportunities or to provide personal care.

Examples of equipment that may be considered for purchase include:

• Speech analyzers	• Sensory equipment	• Symbol or letter voice translators
• FM Systems	• Computer hardware/software	• Communication aids
• Print enlargers for students with low vision	• Modified desks or workstations	• Positioning devices
• Braille writers	• Personal care items (special toilet seats, etc.)	• Chair & desk noise reducers

Board Responsibilities

The Ministry of Education requires that all equipment purchased through the SEA claim process remains the property of the school board. Boards are responsible for developing an internal process that equitably allocates the SEA PPA and SEA Claims-Based funding and any internal board contribution to support student needs. Equipment purchased with SEA funding is a set of physical assets which boards have a responsibility to protect, maintain and manage as a public resource. Inspections are completed annually on all electric and hydraulic claims-based equipment. All inspections are performed in compliance with O.H.S.A. - R.R.O., Reg.851, Section #51.

Board-Purchased Equipment

The Brant Haldimand Norfolk Catholic District School Board utilizes a portion of its Special Education Grant Allocation to pay for equipment purchases that do not fall under the SEA guidelines. A purchase for student equipment by the Board is considered when there is an assessment with accompanying recommendations provided to the Board by a qualified practitioner; and the recommended equipment will provide the necessary accommodations to the environment that will allow the student to have equitable access to learning experiences and the learning environment.

Budget Allocation for Equipment Purchases

The Brant Haldimand Norfolk Catholic District School Board allocates a portion of SEPPA dollars for the purchase of specialized equipment for individual students. To ensure a timely response to equipment requests, the budget for equipment is set to include a projected dollar amount of \$800 per claim that is required for SEA purchases. Money is granted to a SEA fund to purchase items. The amount is determined by a formula which uses student population as a variable.

3.14 Accessibility of School Buildings

Purpose of the Standard: To provide the Ministry with further details of the Board's multi-year plan, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

Requirements of the Standard: The School Board's Special Education Plan must include the following:

A summary of the Board's multi-year capital expenditure plan for improving accessibility to its school buildings, grounds, and administration offices, including resources dedicated to providing barrier-free access in the coming school years;

A statement outlining how members of the public can obtain a copy of the complete plan from the Board; and summary of the Board's progress in implementing the capital expenditure plan.

Compliance with the Standard: The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that its schools, grounds, and administration buildings are accessible to students, staff, and the public with physical and sensory disabilities.

The Facilities/Maintenance Department, under the direction of the Manager of Facilities & Construction Projects, works diligently to address any accessibility needs that we have identified.

Multi-Year Accessibility Plan

Capital projects that improve accessibility for students within the Board are undertaken when students move into schools that need improvements to meet the unique requirements of the students. These improvements stay with the school and provide improved accessibility for all.

New schools are built to meet the new standards of practice in place for educational institutions in Ontario.

Board Support for Students who are Blind or Visually Impaired - Sight Enhancement

If required to support students who are visually impaired, the Board has an Orientation and Mobility Instructor to create an accessible school environment (such as marking steps, various cane techniques, haptic or awareness training) that will foster independent travel skills.

Accessibility of School Board Buildings

In March 2005, the Board adopted Policy: Universal Design for Accessibility, which outlines various information and requirements with respect to accessibility of its owned and leased properties.

Following is a chart which outlines the accessibility of all buildings owned or leased by the Brant Haldimand Norfolk Catholic District School Board. This chart is divided into three categories:

- Elementary schools
- Secondary schools
- Other buildings, which include all administrative buildings of the Board.

Building	Accessible Parking Sign	Wheelchair Van Accessible	School Accessible	Automatic Door Opener	Portable Classroom Accessible	Main Floor Resource Room	Stage Accessible	2nd/3rd Floor Accessible	Accessible Washroom	Hydraulic Change Table
ELEMENTARY SCHOOLS 2025-26										
Blessed Sacrament, Burford	Pavement Only	Yes	Yes	Yes	N/A	Yes	N/A	N/A	Yes	No
Christ the King, Brantford	Yes	Yes	Yes	Yes	No	No	N/A	No	Yes	No
Holy Cross, Brantford	Yes	Yes	Yes	Yes	No	Yes	N/A	N/A	Yes	Yes
Holy Family, Paris	Yes	Yes	Yes	Yes	No	Yes	No	N/A	Yes	Daycare Only
Madonna Della Libera, Brantford	Pavement Only	Yes	Yes	Yes	N/A	Yes	No	Yes	Yes	Yes
Notre Dame, Brantford	Yes	Yes	Yes	Yes	N/A	Yes	No	Yes	Yes	Yes
Notre Dame, Caledonia	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	Yes	No

Building	Accessible Parking Sign	Wheelchair Van Accessible	School Accessible	Automatic Door Opener	Portable Classroom Accessible	Main Floor Resource Room *	Stage Accessible	2nd/3rd Floor Accessible	Accessible Washroom	Hydraulic Change Table
Our Lady of Fatima, Courtland	No	Yes	Yes	Yes	N/A	No	N/A	Yes	Yes	Yes
Our Lady of Providence, Brantford	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Yes
Pope Francis, Caledonia	Yes	Yes	Yes	Yes	N/A	No	No	Yes	Yes	N/A
Resurrection, Brantford	Yes	Yes	Yes	Yes	N/A	Yes	No	N/A	Yes	Yes
Sacred Heart, Langton	Yes	Yes	Yes	No	N/A	Yes	N/A	N/A	Yes	No
Sacred Heart, Paris	Yes	Yes	Yes	Yes	Yes	Yes	No	N/A	Yes	No
St. Basil, Brantford	Yes	Yes	Yes	Yes	Yes	No	N/A	Yes	Yes	Yes
St. Bernard of Clairvaux, Waterford	Pavement Only	Yes	Yes	Yes	No	Yes	N/A	N/A	Yes	Yes
St. Cecilia's, Port Dover	No	Yes	Yes	Yes	N/A	Yes	N/A	N/A	Yes	Yes
St. Frances Cabrini, Delhi	Yes	Yes	Yes	Yes	No	Yes	N/A	N/A	Yes	No
St. Gabriel, Brantford	Yes	Yes	Yes	Yes	No	Yes	No	N/A	Yes	Yes
St. Joseph's, Simcoe	No	Yes	Yes	Yes	Yes	Yes	No	N/A	Yes	Yes
St. Leo, Brantford	Pavement Only	No	Yes	Yes	Yes	Yes	No	N/A	Yes	No
St. Mary's, Hagersville	No	Yes	Yes	No	No	Yes	N/A	N/A	Yes	Yes
St. Michael's, Dunnville	Pavement Only	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes
St. Michael's, Walsh	Yes	Yes	Yes	Yes	N/A	Yes	N/A	N/A	Yes	Yes
St. Patrick, Brantford	Yes	Yes	Yes	Yes	N/A	No	N/A	N/A	Yes	No

Building	Accessible Parking Sign	Wheelchair Van Accessible	School Accessible	Automatic Door Opener	Portable Classroom Accessible	Main Floor Resource Room *	Stage Accessible	2nd/3rd Floor Accessible	Accessible Washroom	Hydraulic Change Table
St. Patrick's, Caledonia	Yes	Yes	Yes	Yes	N/A	Yes	N/A	N/A	Yes	Yes
St. Peter, Brantford	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	No
St. Pius X, Brantford	Yes	Yes	Yes	Yes	N/A	Yes	No	Yes	Yes	No
St. Stephen's, Cayuga	Yes	Yes	Yes	Yes	N/A	Yes	N/A	No	Yes	Yes
St. Theresa, Brantford	Yes	Yes	Yes	Yes	N/A	Yes	No	N/A	Yes	Yes

SECONDARY SCHOOLS										
Assumption College, Brantford	Yes	Yes	Yes	Yes	Some	Yes	Yes	Yes	Yes	Yes
Holy Trinity Catholic High School, Simcoe	Pavement Only	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes
St. John's College, Brantford	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
St. Mary Catholic Learning Centre, Brantford	Yes	Yes	Yes	Yes	N/A	Yes	N/A	Yes	Yes	No
OTHER BUILDINGS										
Catholic Education Centre	Yes	Yes	Yes	Yes	N/A	Yes **	N/A	N/A	Yes	No
Facilities/Maintenance Building	No	Yes	Yes	No	N/A	Yes **	N/A	N/A	Partial	No
Information Technology Services Building	Pavement Only	Yes	Yes	No	N/A	Yes **	N/A	N/A	No	No

* Or is accessible due to the building having an elevator

** Not a school, no resource room required.

3.15 Transportation of Students with Special Needs

Purpose of the Standard: To provide details of the board's transportation policies to the Ministry and to the public.

Requirements of the Standard: The board's Special Education Plan must describe the types of students with special needs who are eligible to receive transportation and the ways in which these students can access the transportation.

Compliance with the Standard: The Transportation Department, the Superintendent of Education, and the Vice Principal of Inclusive Learning and Special Education responsible for special education programs and services and the school principals work closely to ensure that the needs of exceptional students are met in the least intrusive way. The Board has established a transportation policy for students as outlined below.

Transportation for Exceptional Students

Exceptional students who can walk to school or are able to use the bus transportation provided by the Board are encouraged to do so. However, exceptional students who, because of a developmental or physical condition are unable to make use of the bus transportation provided may qualify for specialized transportation by minivan, taxi, cab, or wheelchair accessible vehicle. Written documentation from a qualified medical practitioner describing the student's condition may be requested by the Vice Principal of Inclusive Learning and Special Education.

Exceptional students can receive specialized transportation services regardless of their classroom placement. Students who attend the following programs qualify for specialized transportation:

- Self-contained special education classroom placements
- Educational programs in care, treatment, and correctional facilities
- Provincial and Demonstration Schools

Students with special needs will be transported on specialized vehicles when, due to the permanent nature of a disability or of a behavioural safety concern; appropriate alternative, accessible transportation is necessary. This includes students attending neighbourhood schools, respite/treatment centres, Demonstration Schools, and Provincial Schools. Students with special needs are provided transportation to attend class trips and community events along with their classmates. When necessary, an adult Monitor may be assigned to support a student with special needs.

Specialized transportation requests are submitted by the school. Each school team responsible for Special Education, identifies students who require specific transportation services, by making a request to the board designate responsible for Specialized Transportation, prior to June 1st of each school year. Wherever possible, children are transported with their peers on a regular bus. This encourages typical socialization and helps the Board effectively manage significant transportation costs.

Buses and drivers are provided by bus companies throughout the district. The bus drivers, who are employed by the operators, receive extensive driver training. In addition to our bus companies, STSBHN uses local taxi operators to provide school transportation services.

STSBHN considers the safety of students to be of paramount importance and will take all reasonable precautions to ensure that all aspects of the transportation system comply with the appropriate Acts, Regulations and Safety Standards. STSBHN will co-operate with provincial and local police in all matters related to school bus safety.

Individualized Transportation Services

The Brant Haldimand Norfolk Catholic District School Board realizes that a small number of exceptional students may need to be transported to and from school individually. The criteria for delivery of individualized transportation services are:

- A student with special education needs that exhibits dangerous behaviours to self or others.
- A student with a condition that prevents him/her from being transported with other students.
- Gifted students from Haldimand and Norfolk counties who choose to access specialized transportation to participate in Supplementary Gifted Modules.

Safety criteria that are used by the Board in the tendering and selection of transportation providers for exceptional students are as follows:

- Drivers must have first aid training and be able to meet the need(s) of the student they are providing the service to, as per the ITP (Individualized Transportation Plan) and any support plans which may accompany them.
- Wheelchairs must be secured during transit.
- All buses require two-way communication.

Specialized Transportation for School Trips and Excursions

It is the belief of the Board that the school administrator will coordinate transportation for an exceptional student to accompany his/her classmates on a field trip or excursion.

Process for Specialized Transportation

Schools requesting specialized transportation for a student are to complete the Board request for specialized transportation form and submit it to the Vice Principal of Inclusive Learning and Special Education. The school principal will discuss the availability of specialized transportation with Student Transportation Services. The Vice Principal of Inclusive Learning and Special Education will inform the school administration of the decision regarding the provision of specialized transportation.

Summary

Any special requirements for the safe transportation of students with special needs are assigned by the Vice Principal of Inclusive Learning and Special Education in collaboration with parents/guardians, school administration, System Special Education Consultant, and Student Transportation Services.

4. SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Purpose of the Standard: To provide details of the operation of the Board's SEAC to the Ministry and to give members of the public information to which they are entitled.

Requirements of the Standard: The Board's Special Education Plan must provide the following information concerning its SEAC:

- Names and affiliation of members.
- Meeting times and locations.
- A contact address, telephone number and/or e-mail address for each member.
- Procedures for selecting members.
- Where applicable, a note that a Board has membership to represent the interests of Indigenous students.

The plan must provide a description of ways in which the Board's SEAC fulfilled its roles and responsibilities during the school year in which the plan was developed. This description should include information on the documentation that has been provided to the SEAC to enable it to fulfill its responsibilities. The roles and responsibilities of the SEAC are as follows:

- Making recommendations to the Board with respect to any matter affecting the establishment, development and delivery of special education programs and services for exceptional students within the Board
- Participating in the Board's annual review of its Special Education Plan
- Participating in the development of the Board's annual budget for special education
- Reviewing the financial statements of the Board as they relate to special education.

The plan must also include a description of ways in which parents/guardians and other members of the public can make their views known to the SEAC.

Compliance with the Standard: The SEAC of the Brant Haldimand Norfolk Catholic District School Board has contributed to the development of the special education delivery model since amalgamation. Since that time, the SEAC has diligently worked to create a united approach to the delivery of special education programs and services for all of the students with special needs. The SEAC has involved staff from across the Board in responding to the following issues:

- The utilization of system and school-based staff effectively and efficiently by all schools.
- The provision of equal programs and services across the system in order to meet the academic, physical, emotional and social needs of students in all schools.
- Efficiency in delivery of service based on school and student needs with respect to staff and placement alternatives.
- The communication of information to parents/guardians in a consistent manner about special education programs, services, and resources.
- The uniformity of forms and procedures through the development of a TEAMS site for principals.
- Adherence to new Ministry regulations and directives.

Formation of a New Committee

A new SEAC is formed every four years following the election of the board of trustees. To best fulfil the mandate of SEAC, a broad base of student exceptionality and geographic representation will form criteria for the selection of members.

The following process will be used for membership selection:

- a) A letter will be sent to each local association, as defined in section 1 of the Regulation, known to operate within this jurisdiction. The letter will request the nomination in writing, of a member to be considered for the committee. An alternate member may also be nominated.
- b) Nomination of additional members will be made in writing by the agency they represent or by individuals interested in being considered as a representative to the committee.
- c) The Superintendent responsible for Special Education will receive the applications for the committee and will short list candidates.
- d) If required, an interview of potential candidates will be conducted by a trustee and the Superintendent responsible for Special Education. An administrative report recommending membership for the committee will be prepared by the Superintendent; and
- e) Members will be appointed to the committee through board motion.

SPECIAL EDUCATION ADVISORY COMMITTEE

NAME	ADDRESS	PHONE / FAX / E-MAIL
BERGERON, Laura – <i>ad hoc</i> Manager of Child and Family Support Services Family Counselling Centre of Brant	54 Brant Ave. Brantford, ON N3T 3G5	519-753-4174 Ext. 246 Work lbergeron@fccb.ca
BERTLING, Brandi Child and Family Services of Grand Erie	70 Chatham Street, P.O. Box 774 Brantford, ON N3T 5R7	brandi.bertling@cashn.on.ca
BLAKE, Dennis Trustee Representative	Norfolk County	dblake@bhncdsb.ca
JENNIONS, Simon Community Living Brant	366 Dalhousie Street, Brantford, On N3S 3W2	519-756-2662 Work simonjennions@clbrant.com
DE DOMINICIS, Sandra Vice Principal of Inclusive Learning & Special Education	322 Fairview Drive, P.O. Box 217 Brantford, ON N3T 5M8	519-756-6369 Ext. 12406 Work sdedominicis@bhncdsb.ca
DINSMORE, Mischa - Chair Family Service Coordinator Lansdowne Children's Centre	39 Mt Pleasant St, Brantford, ON N3T 1S7	519-753-3153 Work mdinsmore@lansdownecc.com
DRAKE, Michelle Crossing All Bridges	65 Sky Acres Drive, Brantford, ON N3R 5W6	519-751-0123 Work michelle@crossingallbridges.ca
MOULTON, Lauren Woodview Mental Health & Autism Services	643 Park Road North Brantford, ON N3T 5L8	Phone: 519-752-5308 Work Fax: 519-752-9102 lmoulton@woodview.ca
CALDWELL, Melanie Service Planning Coordinator Contact Brant	643 Park Road North, Brantford, ON N3T 5L8	519-758-8228 Ext. 224 Work melanie@contactbrant.net
KORBER, Shannon Child and Family Services of Grand Erie	70 Chatham Street, P.O. Box 774 Brantford, ON N3T 5R7	519-753-8681 Ext. 1277 shannon.korber@brantFACS.ca
LOMAX, Kerri Principal, Pope Francis	209 Alder Street West, Dunnville, ON N1A 1R3	905-774-6052 Work klomax@bhncdsb.ca
RUDYK, Jennifer Principal, St. Bernard of Clairvaux	250 Washington Street, P.O. Box 760, Waterford, ON N0E 1Y0	519-443-8607 Work jrudyk@bhncdsb.ca
MITCHELL, Patti Parent	County of Brant	pattiamitchell5@gmail.com
NOI, Marilyn Autism Ontario	7150 Montrose Road, Suite 7, Niagara Falls, ON L2H 3NR	1-800-472-7789 Work noi.marilyn4@gmail.com
SANDY, Janelle Child & Family Services of Grand Erie	70 Chatham Street, P.O. Box 774 Brantford, ON N3T 5R7	519-753-8681 Ext. 681 Work janelle.sandy@cfsge.ca

WILSON, Philip Superintendent of Education	322 Fairview Drive, P.O. Box 217 Brantford, ON N3T 5M8	519-756-6505 Ext. 11266 Work 519-756-9913 Fax pwilson@bhnrcdsb.ca
WEST, Tammy Manager of Early Childhood Intervention Programs - Haldimand- Norfolk REACH	101 Nanticoke Creek Parkway Townsend, ON N0A 1S0	519-587-2441 Work 519-587-4798 Fax twest@hnreach.on.ca

SEAC Meetings

There are a minimum of ten meetings scheduled each year — normally one per month. May and June may require an additional meeting for budget discussions. There are no meetings held during July and August.

2025-26 SEAC Meeting Schedule	
Tuesday, September 16, 2025	Tuesday, February 17, 2026
Tuesday, October 21, 2025	Tuesday, March 24, 2026
Tuesday, November 18, 2025	Tuesday, April 21, 2026
Tuesday, December 16, 2025	Tuesday, May 19, 2026
Tuesday, January 20, 2026	Tuesday, June 16, 2026

There is a formal meeting reminder forwarded to all members at least 5 days prior to the meeting date.

The SEAC chair or vice-chair presides over each meeting. Issues being presented are discussed, a motion is made, and the issue is voted on with an attempt to reach a consensus on each issue. Minutes are recorded by the Executive Assistant to the Superintendent and are received as information at the next regular meeting of the Board of Trustees of the Brant Haldimand Norfolk Catholic District School Board following the SEAC meeting.

Roles and Responsibilities of the SEAC

SEAC is a permanent committee of the Board as mandated by the Education Act. The purpose of SEAC is to:

- Act, advise and make recommendations to the Board with respect to any matter affecting special education programs and services for exceptional pupils of the Board.
- Participate in the Board's annual review of its Special Education Plan
- Participate in the Board's annual budget process and review financial statements related to special education.
- Provide information to parents as requested.

Professional Development for SEAC Members

Some topic/presentations for 2024-25 SEAC meetings:

Throughout this past school year, representatives from various community agencies presented an overview of the mandate of their agencies. This will continue in 2025-26 as new members will have the opportunity to present information on their respective agencies.

The 2024-25 SEAC heard presentations on the following:

Orientation and Mobility

Orientation and Mobility Instructor, Rachel Moreau, presented details on how CNIB Deafblind Services has been actively engaging with schools through insightful presentations that shed light on the career path of a Deafblind intervenor and

the lived experiences of individuals with deafblindness. These sessions have provided students and educators with a deeper understanding of communication techniques, accessibility, and the essential role of intervenors in bridging gaps for those with combined vision and hearing loss. Schools are also improving their gardens to create inclusive, sensory-friendly spaces for learning and engagement, supporting Deafblind Awareness Month in June.

Complex Communicator Guidebook

Speech-Language Pathologist, Mary Hanhan, presented a new resource titled the *Complex Communicator Guidebook*. This tool was developed by the Speech & Language team to support educators working with students who have complex communication needs. It includes practical tools, evidence-based strategies and accessible handouts designed to build capacity across school teams. The presentation highlighted key sections and shared how the guidebook aligns with the broader goals of inclusive communication and student-centered support. Additionally, the accompanying visual supports that were created to accompany the guidebook were available to explore. These included nutrition break placemats and theme boards, among many other accessible tools. These visuals were designed to help bring the strategies in the guidebook to life and support implementation across school environments.

Lexia

System Special Education Consultant, Jennifer Tonnies explained updates to the Lexia license complement and progress monitoring model, as well as professional development opportunities. An increase of 50 licenses brought the total District complement to 300 licenses, which has eliminated waitlists for students. Through ongoing partnership with Greenfield Learning, professional development sessions were offered to Special Education Resource Teachers and Administrators to strengthen use of the program and leverage data. Continued data tracking and usage analysis ensured accountability among Special Education Resource Teachers so that the program was implemented as intended for maximum gains in literacy skills. As of April 2025, the following data was shared: 53% of students gained 1 - 2 levels in skills, 38% of students gained 3 or more levels in skills, with 10% of those students gaining 5 or more levels in skills. It was noted that 3 - 4 levels equates to a grade's worth of reading skills. The Primary Learning Strategies Class (PLSC) was highlighted for their engagement and dedication to Lexia, demonstrated by gains of 4 - 8 levels per student.

Non-Violent Crisis Intervention Training

System Special Education Consultants, Tracie Witteveen and Maria Petruccelli provided updates about the Non-Violent Crisis Intervention (NVCI) training program (3rd Edition) and its continued implementation focusing on equipping staff with effective strategies to recognize, de-escalate, and manage crisis behaviours safely. The training continues to be delivered to Educational Assistants, SERTs, ABA Leads, and Speech Language Pathologists and has been extended to administrators based on requests. Changes to the training model, shifting from a blended learning model to a full-day, in-person classroom format were shared. Presenters noted changes to key policy documents and forms to reflect the language and safety interventions used in NVCI and shared the new 'Debrief Meeting Minutes Template' as a tool to guide post-incident discussions and planning. The presenters also emphasized the board's dedication to continuous professional learning by providing 'Verbal Intervention' training to all staff during the September PA Day.

Empower

Student Achievement Leader for Special Education, Sandra De Dominicis, reminded members that Empower™ Reading is an intensive reading program that was developed by researchers at the Hospital for Sick Children and took over 30 years to develop. Empower™ Reading provides struggling readers with the skills necessary to become successful readers by teaching them various word identification skills and decoding strategies. Empower™ Reading is a 110-lesson program, that is delivered in 45- to 60-minute blocks, four to five times per week. Year 1 data from 13 schools and 81 students was shared to show gains made over the course of the first instructional year. 10 metrics were measured at 3 checkpoints in the learning process (prior, mid-way, and post completion) and includes measures from the Empower Reading Program as well as selective standardized achievement subtests from the Woodcock-Johnson V Tests of Achievement. There is evidence of growth and a steady incline in scores on all measures during all checkpoints. The gains were continuous regardless of identification or cognitive ability.

EQAO & OISE for #DataInAction Symposium

The Superintendent of Special Education and the Student Achievement Leader for Special Education shared that they were invited to present at this year's #DataInAction Symposium. Their presentation highlighted the board's intentional, system-wide approach to improving reading achievement for students identified with learning disabilities.

Rooted in equity-driven research and a commitment to dismantling ableist practices, the board shifted beyond traditional deficit-based models of special education. Through the implementation of structured literacy interventions, targeted professional learning, and redesigned support structures, BHNCDSB fostered more inclusive learning environments and improved student access to grade-level curriculum.

The session showcased practical strategies and measurable outcomes, including significant gains in EQAO Grade 6 reading scores. This evidence demonstrates how thoughtfully designed and scalable interventions can meaningfully impact student success and promote equity for all learners.

Input to the Special Education Advisory Committee

Parents/guardians and members of the public can make known their views to the SEAC in several ways, such as:

- Attending a SEAC meeting
- Telephone contact to a SEAC member
- Contact to SEAC through written format.
- E-mail to SEAC members
- Contact to the Superintendent of Education (Special Education)

5. COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

5.1 Coordination of Special Education Services

Purpose of the Standard: To provide the Ministry and the public with details of the Board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Requirements of the Standard: The Special Education Plan must provide specific details about advance special education planning that is done for students with special needs who are arriving from other programs.

Compliance with the Standard: The Brant Haldimand Norfolk Catholic District School Board has a very good working relationship with a variety of community partners and staff from provincial ministries outside of the education sector. This relationship has provided assistance to school staff and parents/guardians in the planning for a smooth transition for students entering and leaving the school system.

5.2 Students Entering the Board

The Brant Haldimand Norfolk Catholic District School Board is fortunate to have a strong relationship with its community partners. This partnership has allowed for a smooth transition for students entering the system. This will include students from pre-school nursery programs, pre-school programs for students who are deaf, pre-school speech and language programs, intensive early identification programs, care treatment and correctional programs and programs offered by other boards of education.

Student Entering Kindergarten Programming

The board has developed policies and practices to allow for a smooth transition into kindergarten programming. Student needs will be highlighted by:

1. **Parent(s)/Guardians:** through information provided on registration forms, relevant medical assessments/documentation and/or developmental assessments through community agency involvement.
2. **Community agencies:** identifying potentially high-needs students directly to school board personnel, describing strengths, needs, and services provided to date, and interpretation of an assessment conducted.

Board system special education personnel meet with parents and/or community personnel to determine the level of need and next steps (i.e., direct referral to appropriate system resource, case conference).

If the student's needs are complex (i.e., multiple services involved) a case conference is coordinated by the Board System Special Education Consultant (SSEC) ensuring that all necessary information is gathered and shared in order to develop a unique plan for the student's specific needs. The Board accepts assessments conducted by preschool programs, early identification programs, community medical and social service professionals that provide information on the student's ability to participate in all aspects of their school day.

It is not the Board's policy or practice to reassess all incoming students. Any reassessment will occur on a case-by-case basis depending on the needs of the student.

The above process would take place between February and June of the preceding school year to have everything in place for the September arrival of the new kindergarten student.

Students Entering Grade 9 from Local Catholic Elementary Schools

The Board has developed a plan to allow for a smooth transition of students from Grade 8 to Grade 9. The three guiding principles of this transition plan are:

- The student's strengths and needs are central to the focus of transition planning.
- The planning of transitions is a collaborative process, involving parents/guardians, outside agencies and other professionals involved with the student.
- Each transition planning process is unique to the student.

Time Frame	Procedure	Personnel Involved
October to January	Discussion between SERT, Grade 8 classroom teacher(s) and FSL teacher, re: identified and special needs students. Teaching strategies, accommodations and modifications for the year planned as part of ongoing IEP process.	SERT Grade 8 Teachers FSL Teacher
	On-going parent/guardian-teacher liaison regarding appropriate secondary school placements. SERT to arrange for parental visit to the secondary school of the area.	Principal Parents/Guardians SERT Other appropriate school personnel
	Dates for transition conferencing/consultation for Grade 8 exceptional students to be established at secondary school by Special Education Department Head.	Special Education Department Heads Elementary Principals SSEC Elementary SERT Parent
	Academic, cognitive and/or psycho-educational reassessment completed & presented (if necessary)	SERT
	IPRCs/Team Meetings outlining strengths and areas of need. Parents/guardians, appropriate secondary school staff, services and outside agencies' personnel may be in attendance. Liaison with outside agencies is established.	Special Education Department Heads Elementary Guidance Counsellors Principals (both panels) SSEC (if applicable) Elementary SERT Parent
December to February	Option sheets are reviewed with parents/guardians of the student. Secondary School to be involved in option selection. System IPRCs at secondary schools to determine class placement	Grade 8 Teachers Parents/Guardians SERT (elementary) Guidance Department Student Spec. Ed. Dept Head (Secondary) Vice Principal of Inclusive Learning and Special Education SSEC Community Agency staff

Time Frame	Procedure	Personnel Involved
February to March	<p>Special needs list is sent to the Special Education Department Head in each secondary school.</p> <p>List should include:</p> <p>All exceptional students entering Grade 9.</p> <p>All gifted or those who have been in enrichment programs.</p> <p>Students with whom there are significant needs - behavioural, emotional, social, academic, ESL and other needs.</p>	<p>SERTs</p> <p>Principal</p> <p>Secondary School Special Education Department Heads</p> <p>SSEC</p>
April to May	<p>Information sharing / transition planning meeting:</p> <p>Secondary Schools send one member of School resource team for sharing of information.</p> <p>Discussion/decision making to review special needs of students and appropriate services required. Discussion of enrolment concerns / transition needs for first semester.</p> <p>Priority placement for individual needs/strengths.</p> <p>Names of students with special needs forwarded to Special Education Department Head.</p>	<p>Grade 8 Teacher</p> <p>Resource - Secondary</p> <p>Principal</p> <p>SERT</p> <p>Parent/Guardian</p> <p>Any relevant System Support (assistive technology, child and youth, social worker etc.)</p> <p>Special Ed. Dept. Head Parent/Guardian Student</p>
September	<p>List of students with IEPs are distributed to teachers.</p> <p>Teaching strategies and suggestions are distributed. New students from outside system are reviewed.</p>	<p>Student Services</p> <p>Special Education Department Head</p>

Students Entering from Programs Offered by Other School Boards

When a student transfers into the Brant Haldimand Norfolk Catholic District School Board from another school board where the student has been involved in a special education program, the principal of the school where the student will be attending follows the normal procedures used when any student transfers into the school, including the registration process and requesting the OSR from the student's previous school, as per Ontario Student Record (OSR) Guidelines 2000. The parent/guardian is also asked to sign a consent form to allow the Board to access other educational, medical, or social service reports which may not be contained within the OSR.

If the student has high / complex needs then a case conference involving parents, community professionals, school personnel and appropriate system special education personnel occurs prior to the student's entry to school. This step will ensure that all required supports are in place for the student's arrival in order to set him or her up for success at the new school. On a case-by-case basis, with parental permission, Board personnel may visit the student's current school or daycare setting to observe, discuss needs with school staff and gather other relevant information that is shared at the high needs case conference. All reports and/or documentation are shared with the Board Consulting Psychologist to determine next steps. If the student is eligible for identification, the parent/guardian is also provided with a link for the Special Education IPRC Guide for Parents, and a school Identification Placement and Review Committee meeting is explained. Following a review of the OSR and any other assessments available, the school SERT may request additional testing prior to scheduling an IPRC. At the IPRC, if appropriate, the student is identified as an exceptional pupil and is placed in a special education placement. An Individual Education Plan (IEP) is then developed.

The Board reviews assessments conducted by other school boards, community partners including medical and social service professionals. It is not the Board's policy or practice to reassess all incoming students. Any reassessment will occur on a case-by-case basis depending on the needs of the student. Parents/guardians who wish to learn more about the transition process from one school board to another may contact the principal of their local Catholic school.

Student Transition from Care, Treatment or Correctional Facilities

The transition of a student from a care, treatment or correctional facility will require considerable support upon his/her entry or return to the local Catholic school. Extensive planning must occur prior to the student's entry to school in order to ensure a successful transition into this school board.

When the staff of the facility, along with the parent/guardian, believes that the student is ready to begin the transition process back to the home school, the facility staff contact the principal of the home school.

The principal arranges for an intake meeting which would include the parent/guardian, the facility staff, the school personnel, and system special education support staff as needed (resource teacher, child and youth worker, social worker) to discuss the steps that will be included in the transition plan. Each student's transition plan is individualized to meet their specific needs and how that transition rolls out is dependent on the facility they are coming from.

At the intake meeting, the parent/guardian is asked to sign a consent form to allow for the sharing of information. The Board reviews assessments conducted by other school boards and by community educational, medical, and social service professionals. It is not the Board's policy or practice to reassess all incoming students. Any reassessment will occur on a case-by-case basis depending on the needs of the student and what prior assessments have been completed.

Staff from the facility are asked to share relevant information concerns of the student, including the teaching strategies and accommodations utilized to meet the student's needs in the facility, as well as the goals and next

steps that have been established for the student. Meeting participants discuss what strategies, accommodations and supports will be implemented in the school setting. The parent/guardian is asked to sign any additional consents required for their child to access system supports and is informed about the Board's IPRC process (if it applies to the student). The SSEC starts gathering information for the following potential plans: IEP, Student Support Plan, Safety Plan, and Medical Plans. Orders for specific equipment and/or materials are processed once the appropriate documentation is received. Additional meetings to discuss progress and next steps, if required, are also scheduled at this intake meeting.

Parents/guardians who wish to learn more about care, treatment and correctional facilities may contact a Board social worker.

5.3 Students Leaving the Board

Transfer to Another School Board

When a student transfers from the Board to attend a school in another school board, information about the student is shared with the receiving school board following the procedures outlined in the Ontario Student Record (OSR) Guidelines 2000. If the receiving school board requests other information that is not contained within the Ontario Student Record, then the Board requires the receipt of a consent form signed by the parent/guardian or adult student prior to forwarding any additional information or attending transition meetings.

Transfer to a Care, Treatment or Correctional Facility

When a student transfers from the Board to attend the educational program offered by a care, treatment or correctional facility, information about the student is shared with the principal of the educational program of the facility following the procedures outlined in the Ontario Student Record (OSR) Guidelines 2000.

If the facility requires other information that is not contained within the OSR, the Board requires the receipt of a consent form signed by the parent/guardian or the adult student prior to forwarding any additional information or attending meetings.

Transfer from the School to the Community or Post-Secondary Education

The Brant Haldimand Norfolk Catholic District School Board provides a variety of levels of support to students leaving the secondary school setting. The type of support provided varies based on the individual needs of the student and his/her family. All students in secondary education have individual transition plans developed and reviewed each year until the decision to graduate. An IPRC occurs every spring for each student registered as part of Special Education where the transition plan review occurs. If parents/guardians do not attend the IPRC of a graduating student, then a transition meeting is organized by the special education department head in order to ensure that basic information and planning is provided.

Once the decision is made for a special education student to leave school, the school special education department provides different levels of support. This could include providing information on all available programs, the process by which those programs can be accessed, making phone calls, or attending meetings with the student and/or parents/guardians to help with any or all of the steps involved.

The Special Education Department supports students and their families in determining eligibility and accessing the Ontario Disability Support Program (ODSP) six months prior to their 18th birthday. If the student is eligible for employment, the special education department helps connect students to local agencies who assist in finding employment for those with disabilities.

If the student is entering post-secondary education, the special education and/or guidance departments try to ensure that the student is connected to the post-secondary institution's disability program. Secondary schools also assist in forwarding any relevant assessment information to the appropriate post-secondary department. Any scholarship or bursary information the school receives is also forwarded to any students that may be eligible. Students are provided with as much support as is needed and school staff help ensure that the institution chosen is safe, accredited and that the diploma/certificate received at completion is accepted in the employment field.

The Brant Haldimand Norfolk Catholic District School Board also provides specific support to special education students of aboriginal descent. An aboriginal counselor assists in accessing programs in the aboriginal community, additional funding to pursue post-secondary education and connecting the student with aboriginal supports at the respective institution. An aboriginal special education student receives support throughout his/her high school career from the aboriginal counselor.

5.4 Assessments from Outside the Board

Some government-funded agencies and school boards adhere to established practices and guidelines with respect to professional assessments as outlined in the Education Act, the Regulated Health Professionals Act, the Health Care Consent Act, etc. It is the practice of the Brant Haldimand Norfolk Catholic District School Board to accept the results of professional assessments prepared by qualified personnel outside of the Board.

Following discussion with the parent/guardian, the psychologist, the speech-language pathologist, or the system special education consultant may examine reports, as applicable. If the student had previously been identified as an exceptional pupil, recommendations may be made for an updated assessment if the results do not meet the Brant Haldimand Norfolk Catholic District School Board's criteria for the exceptionality, or if the report is deemed no longer representative of current functioning.

5.5 Partnerships/Involvement with Services/Agencies/Ministries within the Boundaries of the Board's Jurisdiction

Grand Erie District School Board: Special Education Department	Sharing of various services such as professional development of staff, transportation of students, etc.
Ontario Autism Program	Provides a number of services to families and consultative assistance to Board personnel in planning and implementing programming for identified students with Autism.
Haldimand Norfolk Pre-School Speech and Language Program	Assisted in the planning and implementation of the Pre-School Speech & Language Initiative.
Brant County Pre-School Speech and Language System	Provide services to students who meet age criteria prior to school entry.

Brant Family and Children's Services Haldimand Norfolk CAS	Provides child protection services in the community and informs/links families to the necessary family services.
Contact Brant Contact Haldimand Norfolk	Provides parents/guardians with single-point access to a wide range of services within the community.
Lansdowne Children's Centre	Treatment centre for children in the Brantford area with physical, communication and/or developmental needs. Various resources including training of teaching staff and educational assistants
Woodview Mental Health and Autism Services	Comprehensive range of services for children and youth and their families in the Brantford area. Walk-in clinic is available for students on waitlist. Crisis response for children 18 and under.
Haldimand-Norfolk REACH	Offers a wide range of coordinated services and supports for children, youth, adults, and families, including special needs and domestic counseling. Walk- in clinic available. Crisis response for children 18 and under.
SOAR Community Services	Provides addiction, mental health, employment, education, justice, and residential programs. Addiction counselors on-site bi-weekly in Brantford secondary schools. Integrated Crisis Services are available for students of all ages.
Community Addiction and Mental Health Services of Haldimand and Norfolk	Addiction counsellors on site as needed in Norfolk secondary schools.
Big Brothers/Sisters of Brant Haldimand Norfolk	Child and youth workers and Big Brothers/Big Sisters work together on mentoring program for students.

Brant Food for Thought	A program designed to assist schools in meeting nutritional requirements of students.
Haldimand Norfolk Women's Services Sexual Assault Centre (Brant)	Cooperative projects and programs designed for children who have witnessed violence at home. Partnership at the secondary school level supporting youth in abusive relationships. Counsellor on-site weekly. Young Women's Program counsellor on-site bi-weekly in Brantford secondary school to support students with relationship/abuse issues.
Ontario Health atHome School-Based Rehabilitation Services (SBRS)	Providers of necessary health services in the school setting. Training and direction is provided to Board staff and parents/guardians to enhance the student's participation at school. Agency professionals provide vital health support services in the school setting.
Grand Erie Public Health	Various health and counselling services provided to school-aged children including dental care programs, programs for pregnant teenagers, Hepatitis-B vaccinations, etc.
Brant Native Housing	Provides support for at risk urban Aboriginal youth. Offers anger management, peer counseling, school/court advocacy.
McMaster Children's Hospital Child and Youth Mental Health Program	Intensive services for children, youth and families dealing with mental health concerns.

6. SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

The Special Education Plan of the Brant Haldimand Norfolk Catholic District School Board is posted on the Board's website (www.bhncdsb.ca) with annual revisions being posted each summer. A copy of the plan will be available for public access at the Catholic Education Centre. School Councils will be informed through the school principal of the availability of the Plan.

ACRONYMS RELATED TO SPECIAL EDUCATION

ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CPRI	Child Parent Resource Institute
CSP	Coordinated Service Planning
DD	Developmental Disability
DHH	Deaf and Hard of Hearing
EA	Educational Assistant
HI	Hearing Impaired
IBI	Intensive Behavioural Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
LD	Learning Disability
LI	Language Impairment
MID	Mild Intellectual Disability
OAP	Ontario Autism Program
O&M	Orientation and Mobility
OT	Occupational Therapist
PT	Physiotherapist or Physical Therapist
SBRS	School Based Rehabilitation Services
S-LP	Speech-Language Pathologist
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SERT	Special Education Resource Teacher
SSEC	System Special Education Consultant