Helping Students Grow

Working Together
Special Education Procedures
A Guide for Parents, Guardians and Students

Halton District School Board
WORKING TOGETHER: SPECIAL EDUCATION PROCEDURES
A GUIDE FOR PARENTS, GUARDIANS AND STUDENTS

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WORKING TOGETHER
A GUIDE TO SPECIAL EDUCATION
For parents, guardians and students

Purpose

This guide has been prepared for parents and students to explain the process used by the Halton District School Board (HDSB) in its effort to meet the special education needs of students.

Another purpose of this parents' guide is to provide you with information about the Identification, Placement and Review Committee (IPRC) process. It sets out for you the procedures involved in identifying a pupil as "exceptional," deciding the pupil's placement, and the appeal process.

Philosophy

Education of our children is a responsibility shared by parents, school staff and the students themselves. Regular, ongoing communication, initiated by you or the school staff, is a valued part of the team approach. Concerns regarding social, emotional, physical and/or academic development should be communicated as soon as possible.

The parent, the teacher, the principal, or other resource personnel may recognize a student's needs. As a parent, you are aware of your child's strengths and needs. It is expected that you will discuss these with your child's teacher.
ENTERING A HALTON SCHOOL

What should the parent do if a student is entering a Halton school, and may need special education support?

Effective intervention on behalf of students begins from the time that a student first enters one of our schools. When you register your child, whether entering kindergarten or transferring from another school, providing the school with as much information as you can about your child's strengths and needs and current services/programs helps us to get support in place as quickly as possible.

Generally, new students to Halton register and attend their home school as their first step in the process.

*Student Focused Problem Solving and the I.P.R.C. Referral Process

*Please see detailed Problem Solving Pathway: Appendix A
What is meant by the term “exceptional student”? 

An “exceptional student” is one whose communication, behaviour, intellectual or physical needs are such that he/she is considered by an Identification, Placement and Review Committee (IPRC) to need a special education program.

Appendix C: Categories of Exceptionalities

What is a special education program?

A special education program is one tailored to meet the needs of your child. It can reflect a change in subject content, teaching and learning strategies, rate and pace of instruction, assessment strategies, learning materials and the use of specialized equipment. A special education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation; and
- Includes a plan called an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

A special education program may be provided by specialized personnel in settings other than the child’s home school. HDSB offers a variety of special education programs and services to the students of Halton (see Appendix D for Special Education Programs and Placements in HDSB). There are many program supports available such as a Communication Program and a variety of Itinerant teachers in addition to Multidisciplinary Support Team, Child and Youth Counselors, psycho-educational Consultants, Social Workers, and Speech and Language Pathologists.
This document is intended to help you understand how to work with the School Resource Team (SRT). Your involvement and input are valued in making collaborative decisions regarding your child's education.

**What is a School Resource Team?**

A School Resource Team (SRT) is a school-based team that meets regularly to discuss strategies and supports for students.

**When is a student referred to the SRT?**

When a student requires additional support or is having difficulty at school, the classroom teacher will start the Problem-Solving process (Appendix A). This should involve consultation with parents, other staff in the school including the special education teacher, and the in-school team. School staff may suggest academic accommodations or other strategies to support the student. When it is deemed that additional expertise should be involved in the problem-solving process, the student is referred to the SRT.

**What role does the parent play in SRT?**

When a student is referred to the SRT, parents will be contacted for their consent and to be invited to participate in the SRT meeting. Parents are strongly encouraged to attend all SRT meetings and participate in making recommendations to support their child.

**What role does the student play in SRT?**

The student helps educators identify their learning styles, preferences, strengths, and needs as well as monitor and communicate the success of interventions. Schools and parents will work collaboratively to ensure the student’s voice is represented at SRT. Where appropriate the student will be invited to participate in SRT.

**Who is on the SRT?**

The School Resource Team is comprised of school staff, parents, the student, HDSB support staff and others, as appropriate.


What happens at a School Resource Team meeting?

SRT meetings are conducted in an informal atmosphere. One of the school-based staff will chair the meeting and will introduce everyone present, and explain the purpose of the meeting. One of the SRT members will provide an overview of the situation to be discussed. Others, including parents, are asked to provide information. Parents are encouraged to ask questions and join in the discussion.

At the end of the SRT there will likely be some agreed upon recommendations. These may include but are not limited to the following:

- suggested instructional strategies to support a student
- suggested behavioural or social/emotional support for a student
- recommendation that further testing or a formal assessment be completed
- recommendation that an Individual Education Plan (IEP) be developed for a student
- recommendation that a student be referred to the Identification, Placement and Review Committee (IPRC) for formal identification as an exceptional student or a change in placement.
- recommendation about community support options for a student/family
What happens after SRT?

After the SRT, the recommendations of the SRT are implemented, monitored over a period of time and then reviewed. Information on the student’s progress will be communicated between family and school. A student’s case may be discussed once or over several meetings of the in-school team, depending upon the student’s ongoing or changing needs, the success of school-based problem-solving efforts, and the need for additional information from specialized services.

A referral may be made to an IPRC only after the interventions or accommodations agreed to at the in-school team meeting(s) have been tried and found insufficient. In some cases, it may be obvious at the outset that the needs of a child will be best met through an IPRC.

For additional information contact:

Student Services Department
New Street Education Centre
3250 New Street, Burlington, ON  L7N 1M8
905-631-6120
INDIVIDUAL EDUCATION PLAN (IEP)

This document is intended to help you better understand the Individual Education Plan (IEP). Your involvement and input are valued in making collaborative decisions regarding your child's education.

What is an Individual Education Plan (IEP)?

- A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve learning expectations.
- An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional.
- An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course.
- It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement. Ministry of Education: IEPs
- The I.E.P. must be completed within 30 instructional days after it has been recommended and the Principal will ensure you receive a copy.
- A copy of the IEP will be placed in the student's Ontario Student Record (O.S.R.) unless a parent objects in writing.

Who is on the IEP team?

- The parent
- Classroom educator
- Special Education Resource Teacher (SERT)
- Principal
- Student where appropriate
- HDSB support staff as appropriate

As a parent what role do I play in my child’s IEP?

- provide up-to-date information about your child as it relates to your child's learning (e.g., recent assessment reports);
- provide important information that will assist in the development and implementation of your child's educational program (e.g., the talents and skills your child demonstrates in the home and community; your child's likes, dislikes, learning styles/preferences, interests, and reactions to various situations);
- reinforce and extend the efforts of educators by providing opportunities for your child to practise and maintain skills in the home;
provide feedback on your child's transfer of skills from school to home and community settings;
maintain open communication with the school.

What role does the student play in their IEP (as appropriate to developmental stage)?
- helps educators identify their learning styles, preferences, strengths, and needs;
- understands what accommodations are to be provided (e.g., individualized teaching and assessment strategies, individualized equipment);
- assists in setting annual program goals and learning expectations;
- demonstrates an understanding of the IEP and works actively to achieve the goals and expectations contained therein;
- participates in monitoring progress towards goals and maintains awareness of how grades and/or marks will be generated for the Provincial Report Card;
- considers the information in their All About Me portfolio or Individual Pathways Plan (IPP) when developing the IEP.

What are the key components of the IEP?

Strengths/Needs:
Areas of strength may include information such as:
- Preferred learning styles
- Previously acquired learning skills
- Strengths in areas such as cognitive processing and communication

Areas of need should make evident the reasons a student requires a special education program and/or services. This may include:
- Cognitive and/or processing challenges
- Skills that relate to the student's exceptionality and/or interfere with the ability to learn

Assessment:
Information directly related to the reasons that give rise to the need for a special education program and services. May include:
- Assessments completed by a Psychologist, Speech-Language Pathologist, Learning Support Teacher, classroom teacher, or other professionals provide information about a child's individual strengths and needs.
- Medical/health assessments (incl. vision, hearing, occupational therapy)

Program:
Annual Program Goal
- Statements on the Individual Education Plan (IEP) describing what a student can reasonably be expected to accomplish by the end of the school year in a particular
subject, course, or skill area. Annual goals must be developed if the student’s learning expectations are modified from the curriculum expectations for a particular subject or course, or if the student’s learning expectations are alternative learning expectations.

**Accommodations:**
- describe the specific teaching and assessment strategies and supports which enable a student to learn and demonstrate learning based on the curriculum appropriate for their grade. IEPs which are accommodated only do not include program pages.

** Modifications:** There are two types of modifications possible on an IEP
- Same grade-level expectations: Reflect the knowledge and skills required for curriculum of grade level with a decrease in the number and/or complexity of the regular grade level expectations.
- Different grade-level expectations: Reflect the knowledge and skills required for curriculum at a different grade level with a decrease in the number and skills required

*At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.*

**Alternative Curriculum**
- Support student development of knowledge and skills not represented in the Ontario Curriculum

- HDSB will frequently refer to Carolina Curriculum and A Functional Assessment and Curriculum (AFAC)
- Assessment of Alternative Curriculum will be reported through the IEP

**Transition Planning**
To identify, develop and implement strategies required to support students with educational transitions: This can include transitions from school-to-school or grade-to-grade. [Ministry of Education: Transitions](#)

**What is the process in the development, implementation and review of the IEP? See Appendix B**

**Gather Information**
- Gather information from various sources including: observation, assessments, parents, Ontario Student Record (OSR), IPRC, if applicable

**Set the Direction**
- develop a common understanding of strengths and needs as they relate to learning - consider possible transition needs
Develop the IEP
● identify subjects, courses or alternative program areas that will be included in the special education program - set short and long-term goals for learning - send draft copy of IEP home for parent review

Implement the IEP
● provide learning opportunities specific to the child’s learning strengths and needs and goals set out in the special education plan

Review and Update the IEP
● update learning expectations at the beginning of each reporting period - record changes on the IEP

* changes can be made at any time throughout the year if/when necessary
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

This document is intended to help you better understand the Identification, Placement and Review Committee (IPRC) process. Your involvement and input are valued in making collaborative decisions regarding your child’s education.

**IPRC stands for:**

I — Identification  
P — Placement  
R — Review  
C — Committee

The IPRC meets and decides if a student should be identified as an **exceptional pupil** and if so, the placement that will best meet the student’s needs.

**What is the role of the IPRC?**
The IPRC will:

- decide whether or not your child should be identified as exceptional;  
- identify the areas of your child’s exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education; See [Appendix C](#);  
- decide an appropriate identification and placement for your child. See [Appendix D](#); and  
- review the identification and placement at least once in each school year.

**How is an IPRC meeting requested?**

- you may request an IPRC meeting for your child by providing a written request to your child’s principal;  
- your child’s principal may, through the [School Resource Team](#) process, request an IPRC meeting when a recommendation has been made that your child may benefit from a special education program.

Within 15 school days of receiving your request, or following SRT recommendations, the principal must provide you with a link to a copy of this guide and a written statement of approximately when the IPRC will meet.

**What information will parent/guardian receive about the IPRC meeting?**

At least 10 school days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend as an important partner in considering your child’s identification and placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.
Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

May parent/guardian attend the IPRC meeting?
Regulation 181/98 entitles parent/guardian and pupils 16 years of age or older:
- to be present at and participate in all committee discussions about your child; and
- to be present when the committee’s identification and placement decision is made.

What if parent/guardian is unable to make the scheduled meeting?
If you are unable to make the scheduled meeting, you may:
- contact the school principal to arrange an alternative date or time; or
- let the school principal know you will not be attending. Following the meeting, the IPRCs written statement of decision regarding identification and placement and any recommendations of special education programs and services will be sent to you for your consideration and signature

Who are the people that make up an IPRC?
Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of 3 people:
1. a chair who is a principal or vice-principal in HDSB
2. an IPRC member who may be a principal, vice-principal or manager of professional services
3. a supervisory officer or designate of HDSB.

Parent/guardian is invited and encouraged to attend the meeting.
Also in attendance will be the coordinator of the IPRC process and/or IPRC secretary.

Who else may attend an IPRC meeting?
- the principal or vice principal of your child’s school;
- other resource people such as your child’s teacher, special education staff, HDSB support staff, or the representative of an agency, who may provide further information or clarification;
- your representative – that is, a person who may support you or speak on behalf of you or your child; and
- an interpreter, if one is required. (You may request the services of an interpreter through the principal of your child’s school.)
Who may request that others attend?
Either you or the principal of your child’s school may make a request for the attendance of others at the IPRC meeting.

What happens at an IPRC meeting?
- The chair will introduce everyone and explain the purpose of the meeting.
- A member representing the school will present the request and supporting information which may include a summary of relevant assessments
- The IPRC will review all available information about your child.

The members will:
- consider an educational assessment of your child;
- consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision;
- may interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and
- consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.

The committee may discuss any proposal that has been made about a special education program or special education services for the child.

Committee members will discuss any such proposal at your request or at the request of your child, if the child is 16 years of age or older.

- You are encouraged to ask questions and join in the discussion.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

Who is identified as an exceptional pupil?
The Education Act defines an exceptional pupil as “a pupil whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program....” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education. (See Appendix C)

What is a special education program?
A special education program is defined in the Education Act as an educational program that is based on and modified by the results of continuous assessment and evaluation; and includes a
plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil. (See Appendix D)

**What are special education services?**

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

**What will the IPRC consider in making its placement decision?**

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet your child's needs; and
- be consistent with your preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

**What will the IPRCs written statement of decision include?**

The IPRCs written statement of decision will state:

- Whether the IPRC has identified your child as exceptional;

Where the IPRC has identified your child as exceptional,

- the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
- the IPRC's description of your child's strengths and needs;
- the IPRC's placement decision; and
- the IPRC's recommendations regarding a special education program and special education services;

Where the IPRC has decided that your child should be placed in a special education class and the reasons for that decision.
What happens after the IPRC has made its decision if you are in agreement?
- you will be asked to indicate your agreement by signing the written statement of decision
- the board will promptly notify the principal of the school at which the special education program is to be provided and your child's Individual Education Plan (IEP) will be updated.

What happens after the IPRC has made its decision if you are not in agreement?
- If you disagree with the IPRC decision that the student is/is not exceptional, or with the placement for the student, advise your child’s school principal and do not sign the Statement of Decision you receive following the meeting.
- You may ask the Principal in writing for a second meeting with the IPRC to discuss the decision. This must be done within 15 days of receiving the Statement of Decision.
- After the second discussion with the IPRC, you will again receive a written Statement of Decision. If you are now in agreement, you should sign the Statement and return it, OR/
- If you are still in disagreement, you may, within 15 school days of receipt of the decision from the second meeting, give written notice of appeal.
- If you disagree with the IPRC and do not wish to discuss the matter with the IPRC, you may give written notice of appeal. This must be done within 30 school days of receipt of the Statement of Decision.

How do I appeal an IPRC decision?
If you disagree with the IPRC’s identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 school days of receipt of the original decision or within 15 school days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to:

Director of Education, Halton District School Board
J.W. Singleton Centre
2050 Guelph Line Burlington, Ontario L7P 5A8

The notice of appeal must:
- indicate the decision with which you disagree (identification, non-identification, and/or placement); and
- include a statement that sets out your reasons for disagreeing.
What happens in the appeal process?
The appeal process involves the following steps:

The Appeal Board has three members who must not be a member or employee of the Board or
the Ministry and who must not have any prior involvement with the matter under appeal.

The Appeal Board shall be composed of:

a. one member selected by the Board
b. one member selected by a parent of the pupil
c. a chair, selected jointly by the above members or, where those members cannot
agree, by the appropriate district manager of the Ministry

- The chair of the Appeal Board will arrange a meeting to take place at a convenient
time and place, but no later than 30 school days after he or she has been selected
(unless parent/guardian and Board provide written consent to a later date).
- The Appeal Board will receive the material reviewed by the IPRC and may interview
any persons who may be able to contribute information about the matter under
appeal.
- You, the parent, and your child, if he or she is 16 years old or over, are entitled to
be present at, and to participate in all discussions.
- The Appeal Board must make its recommendation within three school days of the
meeting’s ending. It may:

  - agree with the IPRC and recommend that the decision be implemented; or
  - disagree with the IPRC and make a recommendation to the Board   about your
child’s identification or placement or both.

- The Appeal Board will report its recommendations in writing, to you and to the
HDSB, providing the reasons for its recommendations.
- Within 30 school days of receiving the Appeal Board’s written statement, the HDSB
will decide what action it will take with respect to the recommendations (Boards are
not required to follow the Appeal Board recommendation).

Once a child has been placed in a special education program, can the placement be
reviewed?

- A review IPRC meeting will be held within the school year, unless the principal of
the school at which the special education program is being provided receives
written notice from you, the parent, dispensing with the annual review.
- You may request a review IPRC meeting any time after your child has been in a
special education program for three months.
What does a review IPRC consider and decide?
- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

What is an IEP?
The IEP must be developed for your child, in consultation with you. It must include:

- a description of the student's strengths and needs and specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which your child's progress will be reviewed; and
- a transition plan that includes specific goals, actions required, person(s) responsible for actions, and timelines for each educational transition where the student requires support.

- The IEP must be completed within 30 school days after your child has been placed in a special education program, and the principal must ensure that you receive a copy.

What organizations are available to assist parent/guardian?
Many parent organizations are available to provide information and support to parent/guardian of exceptional children. See hdsb.ca -- Learning and Resources -- Special Education --- Special Education Advisory Committee.
Special Education Advisory Committee

What are the Ministry’s Provincial and Demonstration Schools?
The ministry operates Provincial and Demonstration Schools throughout Ontario for students who are deaf or hard of hearing, who are blind or have low vision, who are deaf/blind, and/or who have severe learning disabilities, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday for students who live too far from school to travel daily.

English-language Demonstration Schools for students with severe Learning Disabilities
Amethyst School
1515 Cheapside Street
London, ON N5V 3N9
Tel: 519-453-4408
www.psbnet.ca/eng/schools/amethyst/index.html
Sagonaska School
350 Dundas Street West
Belleville, ON K8P 1B2
Tel: 613-967-2830
www.psbnet.ca/eng/schools/sagonaska/index.html

Trillium School
347 Ontario Street South
Milton, ON L9T 3X9
Tel: 905-878-8428
www.psbnet.ca/eng/schools/trillium/index.html

Provincial Schools for the Deaf
Ernest C. Drury School
255 Ontario Street South
Milton, ON L9T 2M5
Tel: 905-878-2851
TTY: 905-878-7195
www.psbnet.ca/eng/schools/ecd/index.html

Robarts School
1515 Cheapside Street
London, ON N5V 3N9
Tel: 519-453-4400
TTY: 519-453-4400
www.psbnet.ca/eng/schools/robarts/index.html

Sir James Whitney School
350 Dundas Street West
Belleville, ON K8P 1B2
Tel: 613-967-2823 or 1-800-501-6240
TTY: 613-967-2823
www.psbnet.ca/eng/schools/sjw/index.html
Provincial School for the blind and deafblind

W. Ross Macdonald School
350 Brant Avenue
Brantford, ON N3T 3J9
Tel: 519-759-0730 or 1-866-618-9092
www.psbnet.ca/eng/schools/wross/index.html
French-language Provincial School for the Deaf and Demonstration
School for students with severe learning disabilities
Centre Jules-Léger
281 Lanark Avenue
Ottawa, ON K1Z 6R8
Tel: 613-761-9300
TTY: 613-761-9302
http://www.psbenet.ca/eng/schools/cjl.html

Where can a parent obtain additional information?
Additional information can be obtained from:

Your child’s teacher(s), principal or vice-principal
or
Halton District School Board Student Services Department
3250 New Street Burlington, Ontario L7N 1M8
Phone: (905) 631-6120
www.hdsb.ca
SUMMARY OF PARENT’S RESPONSIBILITIES AND RIGHTS

There are many people involved in supporting your child. Parents and school staff should strive for a close working relationship to support the needs of your child. At any time you may request an interview with the teacher to discuss your child’s program.

It is important that you are acquainted with the school staff working with your child, and that you support this work at home.

You may request accessible formats of written communications.

You, and the student 16 years of age or older, shall be invited to participate in the development of the Individual Education Plan (I.E.P.). You must be provided a copy of the IEP (link to IEP Parent Guide).

Any written information regarding your child that is available to the School Resource Team and/or the IPRC should also be available to you. School staff should discuss this information with you, and answer any questions you might have. You should, likewise, provide the School Resource Team with any written information you wish to have considered during the problem solving process. (link to SRT Parent Guide).

You will be given adequate notice, in writing, of the time and date for an I.P.R.C. meeting. You will be invited to participate in the meeting. (link to IPRC Parent Guide).

You may bring a representative to speak on your behalf or otherwise support you. This also applies to students 16 years of age or older. If you plan to bring someone with you, you should give the principal the names in advance of the meeting.

You must be given written notice of the IPRC decisions. You may request a review of the placement, after three months, if you have concerns.

Your consent to the IPRC decision is necessary before your child is placed; however, if you do not agree with the I.P.R.C. decision, but do not ask for a discussion meeting or request an appeal within 30 school days, the Board is allowed to place your child.

You may appeal the identification, the non-identification, and/or the placement decisions of the IPRC, if you do not agree.

Your consent is required before staff from community agencies can be consulted.

When you share documentation from an external agency with your child’s school, your written consent is required for HDSB PSSP (Psycho-educational Consultant, Speech and Language Pathologist, Social Worker, Child and Youth Counsellor, ABA Facilitator) staff to review this information.
Your consent is required before a psychoeducational assessment can be done.

You are entitled to review with Psychological Services staff the results of an assessment and you will be provided with a copy of the report upon request.

Results will be shared with school staff only with your consent.

You should be familiar with, and informed about Board policies and procedures in areas that affect your child. If in doubt please contact your school principal.
Appendix A
Problem Solving Pathway

PROBLEM SOLVING PATHWAY

Ongoing communication with parents

Class Team recognizes student is experiencing difficulties and uses a variety of in-class strategies

Parent(s)/Guardian(s) recognizes student is experiencing difficulties

Class Team/School Team further strategies are required. Teacher consults with in-school personnel as needed (i.e., Special Education Resource Teacher - SERT, ESL Teacher, Student Success Teacher) to develop Program Action Plan and strategies for remediation. Consult with in-school personnel as needed

School Resource Team SRT
SRT Membership: Principal and/or Vice Principal, Parent(s)/Guardian(s), Special Education Resource Teacher (SERT), Classroom teacher as needed, Psycho-educational Consultant, School Social Worker (Secondary), Child Youth Counsellor, Instructional Program Leader as needed
Others as needed

SRT personnel implement additional actions i.e., interventions and/or assessments

Return to SRT for further problem solving or sharing of the results of SRT actions

SRT may recommend a school based IEP be developed
Classroom teacher(s), SERT and Parent(s)/Guardian(s) develop IEP together

SRT Referral to IPCR by Principal or Parent(s)/Guardian(s) - IPCR makes decision whether to identify and place a student

Access Additional Supports
Student continues to experience difficulties, which require additional expertise in the problem solving process.
- Instructional Program Leader - Special Education
- Manager
- ABA Trainer
- Multi-disciplinary Team
- Specialized Programs
- BMS Trainers
- Social Worker/Child Youth Counsellor
- Instructional Program Leader - Program Department
- ESL Teacher
- Speech-Language Pathologist

Annual Reviews
Appendix B
THE IEP CYCLE

Your input is welcomed and valued at each stage of the IEP cycle

GATHER INFORMATION:
- Gather information from various sources including observations, assessments, parents, Ontario Student Record (OSR), IPRC (if applicable)

SET THE DIRECTION:
- Develop a common understanding of strengths and needs as they relate to learning.
- Consider possible transition needs.

DEVELOP THE IEP:
- Identify subjects, courses or alternative program areas that will be included in the special education program.
- Set short and long term goals for learning
- Send draft copy of IEP home for parent review

IMPLEMENT THE IEP:
- Provide learning opportunities specific to the child’s learning strengths and needs and goals set out in the special education plan

REVIEW AND UPDATE THE IEP:
- Update learning expectations at the beginning of each reporting period
- Record changes on the IEP

*Changes can be made at any time throughout the year if/when necessary

The principal of each school is responsible for ensuring that all IEPs for students in the school are created, reviewed and implemented properly.

Definitions:
Accommodation: An accommodation is a change in the way a program or course is delivered to enable a student to learn and demonstrate learning.

Modification: A modification refers to a change made to the grade level expectations for a subject or course in order to meet a student’s learning needs.

Alternative Expectations: Alternative expectations are expectations that are not derived from the Ontario Curriculum.
Appendix C
CATEGORIES OF EXCEPTIONALITIES AND DEFINITIONS

The following outlines the categories of student exceptionalities in the HDSB and are consistent with those of the Ministry of Education.

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

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

**Communication**

**Autism**
A severe learning disorder that is characterized by:

A. disturbances in rate of educational development; ability to relate to the environment; mobility; perception, speech and language
B. lack of representational symbolic behaviour that precedes language.

**Deaf and Hard of Hearing**
An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

**Language Impairment**
A learning disorder characterized by an impairment in comprehension and/or 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:

- involve one or more of the form, content, and function of language in communication;
- include one or more of the following: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.
Speech Impairment
A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability
One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range
- Results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support
- Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills
- May typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g. self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making)
- May be associated with difficulties in social interaction (e.g. difficulty in understanding social norms or the point of view of others) with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities
- Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural difference; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction

Intellectual

Giftedness
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.
Mild Intellectual Disability
A learning disorder characterized by:
  a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
  b) an inability to profit educationally within a regular class because of slow intellectual development;
  c) a potential for academic learning, independent social adjustment, and economic self-support.

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

Physical

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

Blind and Low Vision
A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
Appendix D
WHAT IS MEANT BY A SPECIAL EDUCATION PLACEMENT IN HALTON?

Special Education Placement describes the type of classroom setting used to provide a special education program for a student. There are two general categories of ‘placement’ for students: A regular class with resource support, and a self-contained class, meaning the student spends all, or a majority of their day in a specialized classroom setting, probably not within their home school.

**Resource Support**

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

**Resource Support - a regular class with resource assistance.** The student is placed in the regular class for the entire day and receives specialized instruction, individually or in a small group, from a qualified special education teacher.

**Resource Support - a regular class with withdrawal assistance.** The student is placed in a regular class and receives instruction outside of the classroom, for less than 50% of the instructional time, from a qualified special education teacher.

**Resource Support – Secondary Gifted Placement.** For students identified gifted and entering secondary school, students are timetabled together into the same class/section of core subjects. Note: not all secondary schools offer this placement.

**Self-contained**

**Self-contained: a special education class with Partial Integration**
The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to Regulation 298, Section 31, for at least 50% of the school Day.

**Self-contained: a special education class Full Time**
The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, Section 31, for the entire school day.
## ELEMENTARY PROGRAMS AND PLACEMENTS

<table>
<thead>
<tr>
<th>Exceptionality (Class Size Ratio Teacher: Student)</th>
<th>Resource Support</th>
<th>Self-Contained Placements</th>
<th>Programs</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>Learning Disability (1:8)</td>
<td>Life Skills (1:10)</td>
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<td>Language and/or Speech Impairment</td>
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<tr>
<td>Autism</td>
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<td>✓</td>
</tr>
<tr>
<td>Giftedness</td>
<td>✓</td>
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<tr>
<td>Mild Intellectual Disability</td>
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<td>✓</td>
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<td>Behaviour</td>
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<tr>
<td>Physical Disability</td>
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</tr>
<tr>
<td>Blind and Low Vision</td>
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</table>

*Although Behaviour Classes may accommodate students from grades 1 – 8, it is generally felt that the classes are most appropriate for students in junior and intermediate grades up to grade 7.*
## Secondary Programs and Placements

<table>
<thead>
<tr>
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<td>Community Pathways Program</td>
<td>PROPS (Positive Return of Pupils to School)</td>
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<td></td>
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<td>1: 6 - 8</td>
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<tr>
<td>Class Size Ratio Teacher: Student</td>
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<td></td>
</tr>
<tr>
<td>Learning Disability</td>
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<td>✓</td>
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<tr>
<td>Deaf and Hard of Hearing</td>
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<tr>
<td>Physical Disability</td>
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<td>✓</td>
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<tr>
<td>Blind and Low Vision</td>
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</tbody>
</table>

This chart indicates the typical exceptionalities found in each placement. When recommending placements for students, however, the student's learning profile is considered in addition to the student's identification and therefore exceptions may be made on an individual student basis.
### Appendix E

**SPECIAL EDUCATION ADVISORY COMMITTEE**
**MEMBER’S LIST**

#### TRUSTEES

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trustee</td>
<td>Joanna Oliver</td>
<td><a href="mailto:oliverj@hdsb.ca">oliverj@hdsb.ca</a></td>
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<tr>
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</tr>
</tbody>
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#### ASSOCIATION REPRESENTATIVES AND ALTERNATES

<table>
<thead>
<tr>
<th>Associations</th>
<th>Name(s)</th>
<th>Email(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Association for Bright Children</td>
<td>Deirdre Woo</td>
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</tr>
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</tr>
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</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
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<td>905-878-2145</td>
</tr>
<tr>
<td></td>
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<tr>
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<td>905-334-5650</td>
</tr>
</tbody>
</table>
### Members at Large

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member at Large</td>
<td>James Baldwin</td>
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<td></td>
</tr>
</tbody>
</table>

### Board Liaison

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Email</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>905-631-6120 ext 323</td>
</tr>
</tbody>
</table>
Our schools work in partnership with students, family and community, programming for individual educational strengths and needs to facilitate growth.

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