# The Special Education Problem Solving Pathway in Halton DSB PIC Presentation: Saturday, October 14, 2017

Presenters: Paige Bennett and Sandra Lynch (Instructional Program Leaders - Special Education)

### **Special Education Plan:**

ibes the programs and services offered by the Halton DSB to support students with special needs. o Special Education Plan 2017 - 18

### n Solving Pathway:

am Memorandum No. 11: "Early Identification of Children's Learning Needs" states:

have in place:

edures to identify each child's level of development, learning abilities, and needs"

∣st ...

re that educational programs are designed to accommodate these needs and to facilitate each child's growth ar opment".

### Special Education Plan must:

in these procedures for school staff and for parents and other members of the public

le the statement that "these procedures are a part of a continuous assessment and program planning process v d be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immering Kindergarten and should continue throughout a child's school life"

1 Solving Pathway outlines the process that school staff will follow with parents/guardians when a child is strugg the next page for Halton's Problem Solving Pathway or find it in the Special Education Plan link above.

### gether Booklet: Link to Working Together Booklet

rents/guardians and students

ins the process used by the Halton DSB to meet the special education needs of students les information about the Identification, Placement and Review Committee (I.P.R.C.) process

## PROBLEM SOLVING PATHWAY

### Ongoing communication with parents

Class Team/ School Team

Further strategies 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 remediation. Consult with in-school personnel as needed.

### School Resource Team-SRT

#### SRT Membership:

Principal and/orVice Principal Parent/Guardian Special Education Resource Teacher (SERT) Classroom teacher as needed Psycho-educational Consultant School Social Worker (Secondary) Child Youth Counsellor IPL as needed Speech-Language Pathologist Others as needed

Teacher, SERT, and Parents/Guardian share information and collaboratively problemsolve with SRT members. SRT identifies further actions (e.g. additional



**Annual Reviews** 

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

consider
recommendation
to an IPRC for
identification
and placement
based on
adequate and
appropriate
assessment
information.

SRT may

Refer by Pr Parer IPRC decis to ide place

recommend a school based IEP be developed Classroom teacher(s) SERT and

SRT may

Parent/Guardian develop IEP together.

### Access Additional Supports:

Student continues to experience difficulties, which require additional expertise in the problem solving process.

- Instructional Program Leader Special Education
- Senior Manager
- ABA Facilitators
- Multi-disciplinary Team
- Specialized Programs
- Itinerant Resource Teachers
- UMAB Trainers/BMS Trainers
- Social Worker/Child Youth Counsellor
- IPL-Program Department
- ESL Teacher
- Speech-Language Pathologist