

# Special Education



**Helping Students Grow**

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



This guide is available on request in accessible format.

Revised 2013

Helping Students Grow

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

***Purpose***

This guide has been prepared for parents, guardians (*note—when used in this guide, the word “parent” includes guardian*) and students to explain the process used by the Halton District School Board 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 (I.P.R.C.) process. It sets out for you the procedures involved in identifying a pupil as “exceptional”, deciding the pupil’s placement, or appealing such decision if you do not agree with the I.P.R.C.

***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.

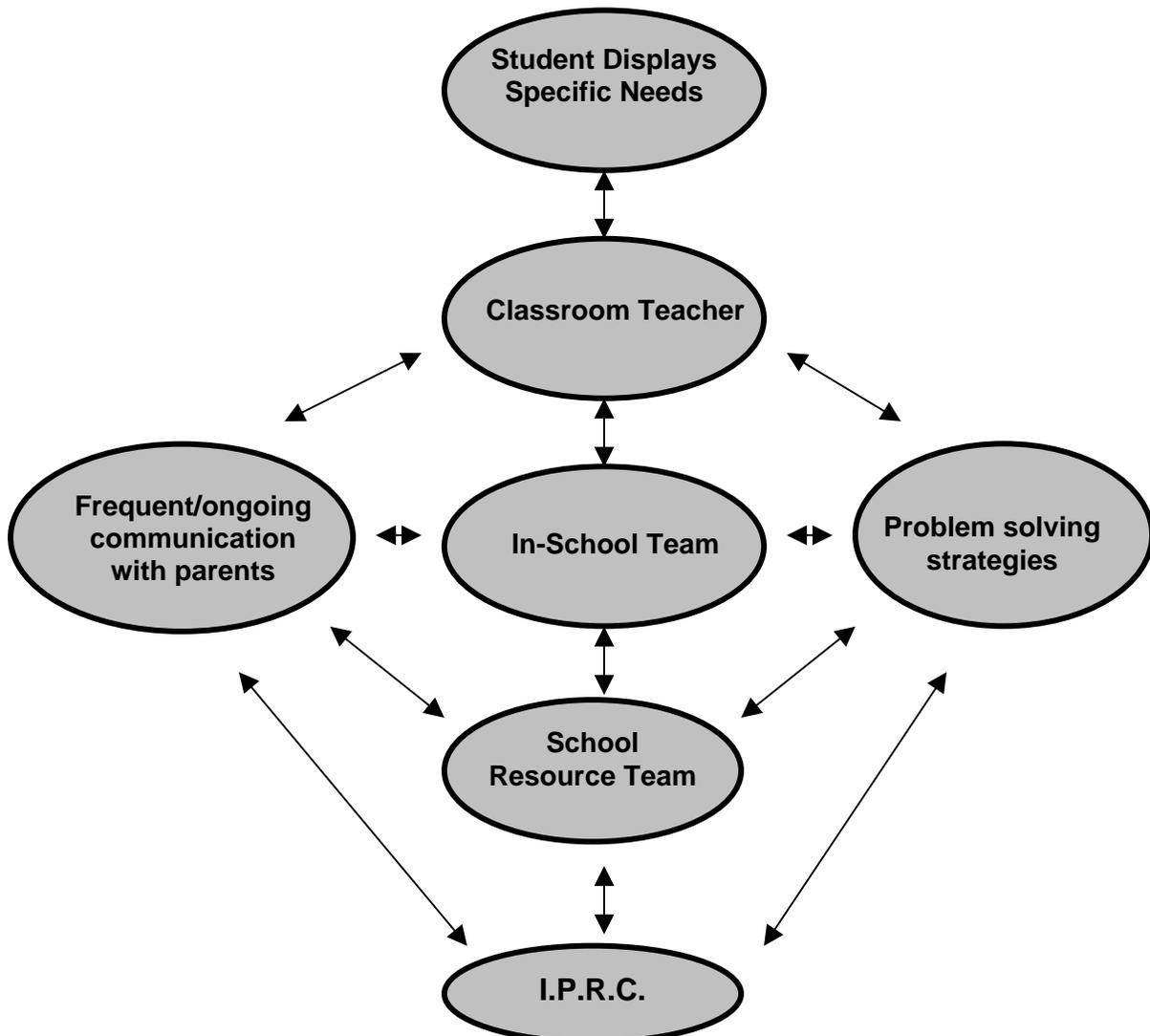
## ENTERING A HALTON SCHOOL

### ***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 supports 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 (I.P.R.C.) to need a special education program.

*See Page 6 for Halton District School Board Categories of Exceptionalities and Definitions.*

## ***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. The Halton District School Board offers a variety of special education programs and services to the students of Halton. There are many program supports available such as The Learning Centre and a variety of Itinerant teachers in addition to Multi-disciplinary Support Team, Child and Youth Counsellors, Psychoeducational Consultants, Social Workers, and Speech and Language Pathologists.

## SCHOOL RESOURCE TEAM

In some situations, further expertise is required to assist in the problem solving process. The teacher will initially make use of in-school personnel (In-School Team) to help meet your child's needs. These people may suggest accommodations and/or modifications to the student's program or other ways to help the student.

It may be necessary to have further consultation with a team of experts about other programming ideas or to request that further assessment of your child be undertaken. This occurs through the School Resource Team (S.R.T.) process. The S.R.T. is comprised of school resource staff such as: Professional Support Services Personnel (P.S.S.P.) and could include Psychoeducational Consultants, Child and Youth Counsellors, School Social Workers, or Speech/Language Pathologists. In order for your child's needs to be discussed at SRT, parent consent is required and parents are strongly encouraged to attend all School Resource Team meetings and participate in making recommendations to determine the best way to help your child.

If it will help in determining the students' needs, a medical and/or psychoeducational assessment may be suggested. You may request, through the Principal, that Board Psychological services staff assess the student, or you may choose to obtain a psychological or other assessment by an outside resource. Halton District School Board staff does not conduct medical assessments; these are arranged by you through your family physician.

Reports prepared by the Board's psychological staff will be discussed with you and copies of the report will be made available upon request. The Principal is responsible for investigating the possible alternatives suggested by the School Resource Team and ensuring they are discussed with you.

### School Resource Team (S.R.T.) Membership

Elementary	Secondary
<ul style="list-style-type: none"> <li>• Principal/Vice Principal or designate</li> <li>• Special Education Resource Teacher(s)</li> </ul> <p><i>May Include:</i></p> <ul style="list-style-type: none"> <li>• Classroom teacher(s)</li> <li>• Psychoeducational Consultant</li> <li>• Parent(s)</li> <li>• Student</li> <li>• Child &amp; Youth Counsellor</li> <li>• Itinerant Resource Teacher(s)</li> <li>• School Social Worker</li> <li>• Coordinator or Instructional Program Leader</li> <li>• Representative from programs in Care, Treatment &amp; Corrections</li> <li>• Speech and Language Pathologist</li> <li>• Outside Support Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Principal/Vice Principal or designate</li> <li>• Special Education Resource Teacher(s)</li> <li>• Student Services (Guidance) Teacher</li> </ul> <p><i>May Include:</i></p> <ul style="list-style-type: none"> <li>• Classroom teacher(s)</li> <li>• Psychoeducational Consultant</li> <li>• Parent(s)</li> <li>• Student</li> <li>• School Social Worker</li> <li>• Itinerant Resource Teacher(s)</li> <li>• Coordinator or Instructional Program Leader</li> <li>• Representatives from programs in Care, Treatment &amp; Corrections</li> <li>• Speech and Language Pathologist</li> <li>• Outside Support Personnel</li> </ul>

## INDIVIDUAL EDUCATION PLANS

When a classroom teacher and School Resource Team identify a need, an Individual Education Plan (I.E.P.) may be developed.

It must include:

- Specific educational expectations written as performance tasks
- 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
- For students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a Transition Plan to appropriate post secondary school activities, such as work, further education, and community living.

Parents are consulted in the development of the I.E.P. for their child in collaboration with the school. You will receive a copy of the HDSB I.E.P. pamphlet, which provides you with further information.

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 I.E.P. will be placed in the student's Ontario Student Record (O.S.R.) unless a parent objects in writing.

## 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 I.P.R.C. 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 I.P.R.C. in a special education class, where the student-teacher ratio conforms to Regulation 298, Section 31, for the entire school day.

## **CATEGORIES OF EXCEPTIONALITIES AND DEFINITIONS**

The following outlines the categories of student exceptionalities in the Halton District School Board 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 the representational symbolic behaviour that precedes language.

## **Deaf and Hard of Hearing**

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

## **Language Impairment**

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

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- a) is not primarily the result of impairment of vision; impairment of hearing; physical disability; developmental disability; primary emotional disturbance; cultural difference; and
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability with deficits in one or more of the following: receptive language (listening, reading); language processing (thinking, conceptualizing, integrating); expressive language (talking, spelling, writing); mathematical computations.
- c) may be associated with one or more conditions diagnosed as a perceptual handicap; a brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

## **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.

## **IDENTIFICATION, PLACEMENT and REVIEW COMMITTEE (I.P.R.C.)**

Regulation 181/98 of the Education Act requires all school boards to set up an Identification, Placement and Review Committee. An I.P.R.C. is composed of at least three people, one of whom must be a Principal or a Supervisory Officer of the Board.

The Committee usually consists of the Chair (a Vice Principal), the Superintendent or designate (a Principal) and an I.P.R.C. member (Principal or Vice Principal). Non-committee members in attendance will include the Coordinator of the I.P.R.C. Process and the Area I.P.R.C. Secretary.

Meetings are held regionally on a monthly basis throughout the school year. Parents and pupils 16 years of age or older are entitled:

- to be present at, and participate in, all committee discussions about your child
- to be present when the committee's identification placement decision is made
- to have a representative present at the discussion, to speak on their behalf or support them

### ***What is the purpose of the I.P.R.C.?***

The purpose is to:

- a) formally identify and place students, and
- b) review the appropriateness of the placement and identification at least once every school year and make changes, as appropriate.

### ***Referral to an I.P.R.C.***

1. School Referral (Principal) – may refer a student through recommendation of the School Resource Team
2. Parent Request - parent makes a written request to the Principal who must reply within 15 days of receipt advising of the next available I.P.R.C. date. The Principal will provide you with a copy of this Working Together booklet.

### ***What information do parents receive about the I.P.R.C meeting?***

At least 10 days in advance of the meeting the Principal, on behalf of the Chair, will provide you with a written invitation to attend the meeting along with a copy of the documentation that the Committee will receive. You will be notified of the presentation time once the Agenda has been set.

### ***Who may attend an I.P.R.C. meeting?***

- the Principal of your child's school
- other resource people such as your child's teacher, special education staff, board support staff, or the representative of an agency
- your representative if you wish to have someone there for support
- an interpreter, if one is required (you may request the services of an interpreter through the Principal)

### ***What happens at an I.P.R.C. meeting?***

The meeting is conducted in an informal atmosphere. The Chair introduces everyone present and explains the purpose of the meeting.

The school representative explains to the Committee the student's individual strengths and needs, and outlines the program accommodations and/or modifications to date. Others, including you, are asked to provide information. You are encouraged to ask questions and to join in the discussion.

### ***What will the I.P.R.C. consider in making the placement decision?***

The I.P.R.C. will make a decision concerning the identification and placement of the student based on the information discussed at the meeting and the recommendation of the School Resource Team. Before making a decision to place a child in a special education class (self contained setting) they consider whether placement in a regular class with appropriate special education services will:

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

The I.P.R.C. has a legal responsibility to make decisions about identification and placement. Although they may discuss programs and services, they cannot make decisions about delivery of programs and services, as this is the school Principal's responsibility.

The parent will be mailed two copies of the Statement of Decision (and the student if 18 years of age or older): one to keep and one signed and returned as consent for identification and placement. One copy is sent to the Principal of the child's school.

### ***What if you are unable to make the scheduled meeting?***

You may:

- contact the school Principal to re-schedule to a later I.P.R.C. date; or
- advise that you will not be attending. Your child's school will advise the outcome and within 10 days you will receive the Statement of Decision for your signature.

## ***What is included in the Statement of Decision?***

- whether your child has been identified as exceptional
- the categories and definitions of any exceptionalities identified
- the pupil's strengths and needs
- the recommendations regarding program services, if any
- the placement decision

## ***What should I do if I disagree with the I.P.R.C. decision?***

If you disagree with the I.P.R.C. 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 I.P.R.C. to discuss the decision. This must be done within 15 days of receiving the Statement of Decision.

After the second discussion with the I.P.R.C. you will again receive a written Statement of Decision. If you are now in agreement, you should sign the Statement and return it.

### **OR**

1. If you are still in disagreement, you may, within 15 days of receipt of the decision from the second meeting, give written notice of appeal.
2. If you disagree with the I.P.R.C. and do not wish to discuss the matter with the I.P.R.C., you may give written notice of appeal. This must be done within 30 days of receipt of the Statement of Decision.

## ***Can the student be placed in a special education placement or have the placement changed, without written consent?***

Your written consent is required after the I.P.R.C. before the student is placed in a Special Education placement, and also if the placement is changed.

However, if you do not agree with the I.P.R.C. decision, but do not ask for another meeting, or request an appeal, the Board is then allowed to place the student.

## ***How do I appeal an I.P.R.C. decision?***

Write to:        Director of Education  
                     Halton District School Board  
                     J.W. Singleton Centre  
                     2050 Guelph Line  
                     Burlington, Ontario L7R 3Z2

You should state your reason(s) for disagreement as being:

- the identification as exceptional, or
- the non-identification and/or
- the placement

The Halton District School Board will establish an Appeal Board to hear your appeal. Two members are to be appointed within 15 days of receipt of the notice of appeal, and then the Chair is appointed a maximum of 15 days later.

The Chair of the Appeal board will make arrangements for the meeting to be held within 30 days after the Chair is selected (unless parents give written consent for the meeting to be held more than 30 days after the Chair is selected).

A notice of Appeal acts as a stay of proceedings, which means there will be no change in the student's current placement or non-placement until after the Appeal Board's decision.

### ***Who sits on the Appeal Board?***

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:

- one member selected by the Board
- one member selected by a parent of the pupil
- a Chair, selected jointly by the above members or, where those members cannot agree, by the appropriate district manager of the Ministry

### ***What does the Appeal Board do?***

The Appeal Board will notify you of the meeting date and time, and invite you to attend.

The Appeal Board will consider all opinions, views and information concerning the appeal from you, your representatives and representatives of the Halton District School Board.

The Appeal Board

- may agree with the I.P.R.C. and recommend its decisions to be implemented; or
- may disagree with the I.P.R.C. and make a recommendation to the Board about the pupils' identification, placement or both.

The written decision of the Appeal Board will be sent to you and the pupil if 16 years of age or older (or to the student, if the student is 18 years of age or older), the Chair of the I.P.R.C., the Principal and the Director of the Halton District School Board.

Within 30 days of receiving the Appeal Board's decision, the Director will submit it to the Halton District School Board, for acceptance or rejection, and inform you and the I.P.R.C of the Halton District School Board's decision. You will also be informed of the provisions regarding an appeal to a Provincial Tribunal.

## MINISTRY PROVINCIAL AND DEMONSTRATION SCHOOLS

The Ministry of Education and Training operates provincial and demonstration schools throughout Ontario for students who are deaf, blind, deaf-blind, or who have severe learning disabilities with or without Attention Deficit Hyperactivity Disorder (A.D.H.D.). Residential programs are offered at the schools Monday to Friday.

### ***Demonstration schools for English speaking Students with severe learning disabilities, with or without A.D.H.D.***

Trillium School  
347 Ontario Street South  
Milton, ON L9T 3X9  
Phone: (905) 878-8428

Sagonaska School  
350 Dundas Street West  
Belleville, ON K8P 1B2  
Phone: (613) 967-2830

Amethyst School  
1090 Highbury Avenue  
London, ON N5Y 4V9  
Phone: (519) 453-4408

### ***Schools for students who are Deaf***

Ernest C. Drury School  
255 Ontario Street South  
Milton, ON L9T 2M5  
Phone: (905) 878-2851

Robarts School  
1090 Highbury Avenue  
P.O. Box 7360, Station E  
London, ON N5Y 4V9  
Phone: (519) 453-4400

Sir James Whitney School  
350 Dundas Street West  
Belleville, ON K8P 1B2  
Phone: (613) 967-2823

### ***School for students who are Blind and Deaf-Blind***

W. Ross Macdonald School  
350 Brant Avenue  
Brantford, ON N3T 3J9  
Phone : (519) 759-0730

### ***Francophone School for students who are Deaf, Deaf-Blind or who have severe Learning Disabilities***

Centre Jules-Leger  
281 rue Lanark  
Ottawa, ON K1Z 6R8  
Phone: (613) 761-9300

## **SPECIAL EDUCATION ADVISORY COMMITTEE (S.E.A.C.)**

The Special Education Advisory Committee (S.E.A.C.) meets regularly and is available to assist parents. The S.E.A.C. is comprised of the Associations listed in Appendix D.

If you require information about the S.E.A.C. or wish to contact the Chair of the committee, please contact the Student Services department at (905) 631-6120 ext. 323.

Information is also available on the Board website at [www.hdsb.ca](http://www.hdsb.ca) in the Boardroom and Trustees folder

### ***Additional information can be found:***

Halton District School Board  
Student Services Department  
3250 New Street  
Burlington, Ontario L7N 1M8  
Phone: (905) 631-6120

[www.hdsb.ca](http://www.hdsb.ca)

Refer to the Special Education banner on the right hand side of the screen

## **SUMMARY OF YOUR RESPONSIBILITIES AND RIGHTS**

Parents and school staff should strive for a close working relationship to support the needs of the student. At any time you may request an interview with the teacher to discuss the student's program.

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 I.E.P.

Any written information regarding the student that is available to the School Resource Team and/or the I.P.R.C. 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.

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

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.

You may request accessible formats of written communications.

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.

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 I.P.R.C. decisions. You may request a review of the student's placement, after three months, if you have concerns.

Your consent to the I.P.R.C. decision is necessary before the student 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 days, the Board is allowed to place the student.

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

**APPENDIX A**

**Problem-Solving, Identification and Placement of Students**

**Monitoring of Student Progress**

Parents are regularly consulted and informed when their child is experiencing difficulty with their school experience. This monitoring is done in an ongoing manner, both informal (e.g. calls and notes home) and formal (e.g. case conferences, report cards), and can be communicated by the Teacher, SERT or Principal.

**Dialogue Between School and Parent**

Through the process of discussion, problem-solving and collaboration between the Teacher/SERT/Principal and parent, a clearer understanding of the child's strengths and needs emerges. Programs, resources and strategies that will be used are identified and implemented. School requests additional support from Student Services and/or School Programs. If appropriate, a range of assessments can be conducted, with parental consent, to further aid in identifying student need. An individual education plan may be implemented.

**Dialogue with Student Services**

Contact should be made with the Area Coordinator/Instructional Program Leader as an additional resource. Consideration is given to the most appropriate Resource Support option in the Individual Education Plan including "Withdrawal Support".

**School Resource Team**

Parents are strongly encouraged to attend and participate in the discussion of their student's strengths and needs, to further problem-solve and to review the Individual Education Plan. The SRT may also develop identification and placement recommendations and request a meeting with the Identification, Placement and Review Committee. Where necessary, more than one School Resource Team process may be conducted to finalize recommendations.

**Gifted Screening**

Students in SK are screened for gifted identification. A mass screening will occur in grade 4.

**Dialogue Between School and Parent**

SERT or Principal contact parent to discuss the results of screening. Ongoing discussion begins, to develop an understanding of the implications of identification and the placement options.

**Area Information School Visits**

Presentations to parents and gifted children on self-contained class option.

When the recommendation is for Self-Contained Placement, the process is as follows:

**Contact**

Principal/SERT contacts Area Coordinator/IPL (Instructional Program Leader) and/or Senior Manager to inform him/her of the placement recommendation of SRT.

**Investigate**

Area Coordinator/IPL (Instructional Program Leader) and/or Senior Manager investigate class location options based on the placement recommendations of the SRT and the parent location request form. "Sending" school principal informed of most suitable location.

**Class Visit**

Parent is provided opportunity to visit the self contained class being considered.

**Confirmation**

Parent confirms interest in placement or requests further discussion at SRT. Where parents confirm interest in placement, Principal/SERT confirms recommendation for Identification and Placement along with recommended location to Coordinator of IPRC Processes.

**Identification, Placement and Review Committee**

Parents invited to attend in order to participate in process for the Identification and Placement of their child.

**Planning Transition Process**

School and parents plan for a successful transition to the designated new class.

When the recommendation is for Self-Contained Placement for students identified as gifted, the process is as follows:

**Class Visit**

Individual Class visits to designated gifted classes conducted by area – North, East and West; if required.

When the recommendation is for Resource Support Placement, the process is as follows:

**APPENDIX B**

**ELEMENTARY PROGRAMS AND PLACEMENTS**

Exceptionality (Class Size Ratio Teacher: Student)	Resource Support	Self Contained Placements					Programs		
		Learning Disability (1:8)	Life Skills (1:10)	Behaviour (1:8*)	Gifted (1:20 - Primary) (1:25 – Junior Intermediate)	Primary Language Class (1:10)	Early Language Development Class (1:10)	Communication. Transition Program (1:6-8)	Functional Communication Program (1:6-8)
Learning Disability	✓	✓ Gr. 4-8							
Deaf and Hard of Hearing	✓								
Language and/or Speech Impairment	✓		✓ Gr. 4-8			Gr. 1-2	✓ SK		
Autism	✓		✓ Gr. 4-8					✓ Gr. JK-1 Gr. 2-5	
Giftedness	✓				✓ Gr. 1-8				
Mild Intellectual Disability	✓		✓ Gr. 4-8						
Developmental Disability	✓		✓ Gr. 4-8					✓ Gr. JK-1 Gr. 2-5	
Behaviour	✓			✓ Gr. 1- 7					
Physical Disability	✓								
Blind and Low Vision	✓								

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.

**APPENDIX C**

**SECONDARY PROGRAMS AND PLACEMENTS**

Exceptionality	Resource Support	Secondary Gifted Placement	Self – Contained Placement			Program
			Communication, Socialization and Community Connections Centres	Life Skills (Focus non-credit “K” courses and some credit courses) 1:12	PROPS (Positive Return of Pupils to School) 1:8	
Class Size Ratio Teacher: Student			Developmental Education Class 1:10	Supported Independence Class 1:10	Communication & Community Independence Class 1:10	
Learning Disability	✓					✓
Deaf and Hard of Hearing	✓					
Language and/or Speech Impairment	✓				✓	✓
Autism	✓		✓	✓	✓	✓
Giftedness	✓	✓				✓
Mild Intellectual Disability	✓		✓	✓	✓	
Developmental Disability	✓		✓	✓	✓	
Behaviour	✓					✓
Physical Disability	✓		✓	✓	✓	
Blind and Low Vision	✓					

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



**HALTON DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION ADVISORY COMMITTEE**



ASSOCIATION	CONTACT INFORMATION/ WEBSITE
Association for Bright Children	<a href="http://www.abcontario.ca">www.abcontario.ca</a>
Autism Ontario - Halton Chapter	<a href="http://www.autismhalton.com">www.autismhalton.com</a>
VOICE for Hearing Impaired Children	<a href="http://www.voicefordeafkids.com">www.voicefordeafkids.com</a>
Easter Seals Ontario	<a href="http://www.easterseals.org">www.easterseals.org</a>
Halton Council of Home and School Associations	<a href="http://www.haltonchs.wordpress.com">www.haltonchs.wordpress.com</a>
The Halton Down Syndrome Association	<a href="http://www.haltondownsyndrome.com">www.haltondownsyndrome.com</a>
Learning Disabilities Association of Halton Inc.	<a href="http://www.ldahalton.ca">www.ldahalton.ca</a>
Tourette Syndrome Association of Halton Inc.	<a href="http://www.tourette.ca">www.tourette.ca</a>
VIEWS – Support for the Families of Blind and Visually Impaired Children	<a href="http://www.viewson.ca">www.viewson.ca</a>
Canadian Mental Health Association	<a href="http://www.ontario.cmha.ca">www.ontario.cmha.ca</a>
Three Members at Large from the Community	
Trustees:	Dianna Bower bowerd@hdsb.ca  Jennifer Hlusko hluskoj@hdsb.ca
<u>HDSB Staff:</u> Superintendent of Education  Principal of Special Education  SEAC Secretary	David Boag boagd@hdsb.ca 905-631-6120, 332  Jane Lewis lewisj@hdsb.ca 905-631-6120, ext. 336  Joanne Basta 905-631-6120, ext. 323
<u>Resource Staff (representatives from):</u>	
<ul style="list-style-type: none"> <li>• Halton Elementary Principals Association (HEPA)</li> <li>• Halton Secondary Principals Association, (HSPA)</li> <li>• Halton District Educational Assistants Association (HDEAA)</li> <li>• Professional Support Services Personnel (PSSP)</li> </ul>	

*Our schools work in partnership with students, family and community, programming for individual educational strengths and needs to facilitate growth.*



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Helping Students Grow