HALTON CATHOLIC DISTRICT SCHOOL BOARD

Updated October 2026

A Parent's Guide to **Special Education Programs & Services in the HCDSB**



Achieving Believing Belonging Becoming

School Contact Information

Families are encouraged to contact the staff at your child's school if you have any questions or concerns regarding the education of your child.

Principal: _____

Vice Principal: _____

Special Education Department Head (Secondary): _____

Guidance Counsellor (Secondary): _____

Special Education Resource Teacher(s): _____

Teacher(s): _____

Child & Youth Counsellor: _____

School Telephone Number: _____

The Ontario Education Act requires that school boards provide special education programs and services for their exceptional students. The purpose of this Parent Guide is to provide you with information about the Special Education Programs and Services available to students within the HCDSB, outline the Identification, Placement, and Review Committee (IPRC), and to set out the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement, or appealing such decisions if you do not agree with the IPRC. Special education laws and policies | ontario.ca

When used in this guide, the word "parent(s)" refers to both parent(s) and guardians(s). It may also be taken to include caregivers or family members who are responsible for the child.

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Introduction

Our Beliefs

The Halton Catholic District School Board (HCDSB) recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of HCDSB to provide in all its operations an educational environment which supports and fosters diversity, equity and inclusion within its Catholic community. II-45 Equity and Inclusive Education

Our Model for Special Education

As a model learning community that is distinctly Catholic, all HCDSB students are supported to Achieve, Believe, Belong and Become in accordance with the core principles of our Catholic Social Teachings that create equitable outcomes for all. The HCDSB has long promoted the inclusion of students with special education needs in a regular classroom in the student's neighbourhood school, where possible. This approach is motivated by an interest in maintaining students in the communities in which they reside and by promoting a sense of belonging in the school, in the worship community of the parish, and in the neighbourhood. The regular classroom in a student's community school is the first placement option considered for all students according to the Ministry of Education for the Province of Ontario [Regulation 181/98 S. 17 (1-2)].

Special Education Staff work within a Tiered Model of Intervention to build capacity and provide school-based staff strategies to support student success and well-being. The Special Education and Student Mental Health Services Tiered Model of Intervention continues to be the key strategy of our evidenced-based service delivery model, with equity, engagement, and evidence found at all tiers.

Please refer to our HCDSB Special Education Plan for more detailed information about our model and services. Special Education – Halton Catholic District School Board.

Entering a HCDSB School

At the HCDSB, we believe that each student has the right to an education which will foster spiritual, intellectual, physical, emotional, and social growth. When registering your child, whether they are starting kindergarten or transitioning from another school or board, sharing information about your child's strengths, learning needs, and any current supports or programs helps the school plan for a smooth and successful transition.

Supporting Students Together
A Family and School Process

The HCDSB values your questions, concerns, and suggestions, and makes every effort to address them as quickly as possible. Your child's classroom teacher is the main contact for supporting your child's learning needs, followed by the school principal. These school-based staff members will work together with the Special Education & Student Mental Health Department as needed to support you and your child. If you have any questions, it's best to start with the person most closely involved, often your child's teacher, Special Education Resource Teacher (SERT), Vice-Principal, or Principal. Many concerns can be resolved at the school level. If you are unsure who to reach, just call or email the school, and they will guide you to the right staff member.

Home-School Collaboration Steps

How can I, as a parent/guardian, collaborate with the school to ensure my child receives the special education support they may need at the HCDSB?

STEP ONE

Classroom Teacher, Special Education Resource Teacher

If you have questions or concerns about your child's learning needs, your child's classroom teacher is the first point of contact to begin the conversation and support next steps. The teacher and/or SERT can provide additional information related to curriculum programming, instruction, assessments, and IEP implementation.

STEP TWO

School Vice-Principal, Principal

If you have further questions or require additional information, the school Vice-Principal and/or Principal is there to support next steps. They can help with questions or concerns about academic programming, school safety, report cards, and support for mental health and well-being.

STEP THREE

Family of Schools Special Education & Student Mental Health Services Consultant

The Special Education and Student Mental Health Services Consultant assigned to your school can provide additional information and clarification pertaining to HCDSB special education programs and services. The consultant can facilitate the collaboration process between home and school.

STEP FOUR

Family of Schools Superintendent

Superintendents are experienced educators who can help if your questions or concerns aren't resolved by your child's Vice-Principal, Principal or Consultant. Each family of schools has a Superintendent of Education who supports students and families and is involved in the day-to-day operations of the school system, including district-wide programs.

Student Support Framework

STEPS	STUDENT SUCCESS SUPPORT
STEP 1: **Parents/Guardians/ Teachers as Partners**	The Halton Catholic District School Board is committed to enabling all students to reach their potential, and to succeed. It is recognized that every student is unique and that each student must have opportunities to achieve success according to his or her own interests, abilities, and goals. Parents/Guardians and teachers are partners in the process of understanding and supporting the student and their unique learning strengths and needs, working toward the following goals: **Achieving Believing Belonging Becoming**
STEP 2: **School Team** *Requires Parental Consent*	The student's teacher makes systematic observations of the student in various settings. Skills in the five areas of development – physical, social, emotional, cognitive, and communication/language – are likely to emerge in a predictable sequence. When students are not achieving learning benchmarks, teachers are provided with suggestions, strategies and resources at an In-School Team Meeting. These strategies can help students progress in these areas. School Team members are comprised of the following staff: • Classroom teachers • Special Educator Resource Teacher • Special Education Department Head (Secondary) • School Administration • English as a Second Language Teacher (optional) • Child and Youth Counsellor (optional)

Student Support Framework (cont.)

STEPS	STUDENT SUCCESS SUPPORT
STEP 3: **Board Team** *Requires Parental Consent*	The Special Education and Student Mental Health Services Tiered Model of Intervention continues to be the key strategy of our evidenced-based service delivery model, with equity, engagement, and evidence found at all tiers. As such, the school SERT or administration can present a student to Board Team to further explore services and/or support. Board Team is comprised of school-based and professional services staff. Possible attendees are: • School Administration • Special Education Consultant • Special Education Resource Teacher • Special Education Department Head (Secondary) • English as a Second Language Teacher • Speech-Language Pathologist • Behaviour Analyst • Social Worker • Child and Youth Counsellor • Psycho-Educational Consultant • I-SERT Blind Low Vision/Deaf Hard of Hearing Board Team is a collaborative problem-solving group which holds meetings throughout the school year. This process: • Encourages collaboration • Provides the classroom teacher with additional tier one interventions to assist students struggling within the classroom • May require additional observations and may result in; referral for educational or clinical assessments, intervention and/or enrichment suggestions, and/or implementation of a non-identified IEP Support is based upon the student achievement and/or well-being data that is brought into consideration. Where a student meets criteria for an Identification and Placement, a recommendation to the Identification, Placement and Review Committee (IPRC) is made.

Student Support Framework (cont.)

STEPS	STUDENT SUCCESS SUPPORT
STEP 4: Individual Education Plan	Where a student meets the criteria for a non-identified IEP, the IEP must include the following: • Specific educational expectations for the pupil; • A description of the special education program including any modifications and/or accommodations as well as the services to be received by the pupil; and • A statement outlining how the pupil's progress will be monitored and reviewed. • A transition plan
STEP 5: Identification, Placement and Review Committee	A referral to the Identification, Placement and Review Committee (IPRC) may be initiated by the parent/guardian or the principal at any time. An IPRC is composed of a minimum of three people: • The committee "Chair" who must hold the position of school Principal or an assigned designate, or alternatively, a supervisory officer; • Two other members who may be special education resource teachers or classroom teachers appointed by the Chair. This committee makes the formal decision about whether a student is exceptional and whether they require a special education program. Parents/Guardians (and students who are 16 years of age or older) are not only invited but also encouraged to participate in IPRC meetings. The Parent/Guardian may either agree with and consent to the student's identification and placement, request further discussion, or disagree with the IPRC's decision and initiate an appeal process. Under Ontario Regulation 181/98, "Identification and Placement of Exceptional Pupils", principals are required to ensure that an IEP is developed for every student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), within 30 school days of the student's placement in a special education program.

HCDSB Special Education Programs

Our Commitment

Across all programs, HCDSB is committed to:

- Supporting each student's dignity, strengths, and potential
- Working collaboratively with families
- Creating safe, inclusive, and welcoming learning environments
- Providing pathways that honour each student's unique profile

The Halton Catholic District School Board (HCDSB) offers a range of supports and programs to meet the diverse learning, social–emotional, behavioural, physical, and developmental needs of students. Programs are designed to help every learner grow, participate meaningfully, and achieve success in a caring, faith-filled environment.

What is a Special Education Program?

A **special education program** is defined in the Education Act as, an individualized educational program designed to support students with special education needs. It is grounded in continuous assessment and evaluation of a student's needs, and includes a plan called an IEP (Individual Education Plan) that outlines specific learning goals and is supported by special education services that meet the needs of the exceptional pupil.



Classroom Placement Options for Students with Special Education Needs in the HCDSB

The HCDSB provides a continuum of placement options to meet diverse student needs. Decisions are made by the IPRC to ensure students receive the appropriate level of instruction and support, ranging from consultation in a regular classroom to full-time specialized environments.

Level of Support				
Regular Class Indirect Support	**Regular Class Resource Assistance**	**Regular Class Withdrawal Assistance**	**Special Education Class Partially Integrated**	**Special Education Class Full-Time**
The student remains in the regular classroom while the teacher receives consultative support.	The student receives direct, in-class instruction as well as support from a special education resource teacher.	The student receives support outside of the regular classroom for up to half of the school day.	The student is in a special education classroom and participates in at least one period within a mainstream classroom setting.	The student spends the entire school day within a special education classroom setting and receives in-class support from a special education teacher.

Least support or lower intensity support ⟷ More support or higher intensity support

Special Education Classes with Partial Integration or Full-Time

Criteria for Entry into a Regional Specialized Class

To be considered for placement in one of our Regional Special Education Specialized Classes, the following criteria are used:

Student Eligibility

- ☑ The student is enrolled with the Halton Catholic District School Board.
- ☑ The student has been identified as exceptional through the IPRC process with HCDSB committee members.
- ☑ Together with parent/guardian consultation and the IPRC committee, a placement is recommended that will best support the student's strengths and needs. This decision is based on assessment information and whether the student meets the criteria for identification.

Learning About Placement Options

Schools review placement options with families prior to an IPRC meeting. Each spring, family information sessions are held for HCDSB specialized classes, including:

Gifted
Essential Skills
Structured Teaching
Community Living
Life Skills



Elementary Specialized Classes & Programs

Class/Program	Grades	Student Profile	Class Size	Program Focus
Community Living Class *IPRC Required*	JK–8	Students with multiple and/or developmental disabilities requiring significant support with daily living, physical, mobility, and/or medical needs	Up to 10	Highly individualized programming; intensive support
Structured Teaching Class *IPRC Required*	5–8	Students on alternative programming not represented in the Ontario Curriculum	Up to 10	Functional literacy & numeracy, daily living, and social skills
Essential Skills Class *IPRC Required*	5–8	Students working at a modified grade level	Up to 16	Modified academic programming; partial integration opportunities
Elementary Gifted Class *IPRC Required*	5–8	Students identified as Gifted	Up to 25	Enriched and differentiated learning experiences
Elementary Thrive Program	7–8	Students whose social-emotional well-being or attendance affects classroom participation	Up to 10	Emotional regulation, social skills, and school engagement. Short-term (up to one year)
Elementary Connect Skill Building Program	4–6	Students needing short-term structured support to build self regulation skills	Up to 6	Emotional/sensory regulation, social problem solving, executive functioning, and school engagement. Short-term (up to one year)

Secondary Specialized Classes & Programs
Summary Chart

Class/Program	Grades	Student Profile	Class Size	Program Focus
Secondary Life Skills Class *IPRC Required*	9–12+	Students on alternative (non-credit) programming	Up to 15	Daily living skills, communication, employability, community participation, independence
Secondary Gifted Clustering	9–12	Students identified as Gifted	Regular class sizes (clustered grouping)	Enriched learning; grouped with like-ability peers; transition planned during Grade 8
Secondary Transformations Program	9–12	Students with significant social/ emotional or attendance barriers affecting credit accumulation	Up to 10	Targeted support to re-engage and transition back to their home school. Up to two semesters.
Secondary Oasis Program (Care & Treatment Education Program)	9–12	For students navigating complex psychological, emotional, and/ or behavioural challenges affecting school attendance & credit accumulation	Up to 8	Targeted therapeutic support to re-engage and transition back to their home school. Up to two semesters.
Project SEARCH Program	12 or 12+	A school to work training program for students with intellectual and/ or developmental disabilities.	Up to 10	Students are immersed at the Milton District Hospital and participate in hands-on internships with a focus on consolidating employability skills.

Special Education Services

What are Special Education Services?

Special Education Services are the people, facilities, technologies, equipment, and other resources your child's school will put together to carry out the IEP. The people that may be involved with planning and implementing your child's program are your child's teacher(s), the school Special Education Resource Teacher(s) (SERT), the Principal and Board Special Education and Student Mental Health Services staff.

Exceptional Pupils

Who is identified as an exceptional pupil?

Children with special needs require teaching interventions that differ from the average population in order to learn, to optimally develop skills, and to reach their full potential. Many types of special needs exist, and in education these are referred to as "exceptionalities." An "exceptional" student is a student who has significant communication, intellectual, physical, behavioural, or multiple needs such that a special education program is necessary.

The Individual Education Plan (IEP)

What is an IEP?

An IEP is an Individual Education Plan that is designed to address the learning strengths and needs of your child. Your involvement and input are valued in making collaborative decisions surrounding the development of your child's IEP. The details of how IEPs are developed and implemented are provided in the Special education in Ontario Kindergarten to Grade 12 – Policy and resource guide | ontario.ca

What is an Individual Education Plan (IEP)?

- A written plan describing the special education program and/or services required by a student including a record of specific accommodations, modifications, and/or alternative expectations given in the curriculum policy document for the appropriate grade and subject or course needed to help the student achieve learning expectations
- An IEP must be developed for every student identified as exceptional
- An IEP may also be developed for a student who is not formally identified but who requires special education programs or services
- It includes any Special Equipment Amount (SEA) devices that are to be used as part of the student's programming
- It includes a transition plan that outlines specific goals, actions, person(s) responsible for actions and timelines for each goal where the student requires support
- Regulation 181/98 requires that the IEP be developed within 30 instructional days after a pupil has been placed in a program or within the first 30 days of school. The principal will ensure you receive a copy

What is included in the IEP?

- **Strengths/Needs:** May include learning skills, cognitive processing, communication and skills that impact your child's ability to learn
- **Assessments:** Reason that drives the need for special education programs/services and why the IEP is being developed
- **Annual Program Goals:** Must be developed for those students working on modified or alternative learning expectations. The annual goal states what your child can reasonably be expected to accomplish by the end of the school year
- **Accommodations:** Specific teaching, environmental, and assessment strategies which enable your child to demonstrate their learning
- **Modifications:** Reflect the knowledge and skills required for curriculum at grade level or at a different grade level with a decrease in the number of skills required
- **Alternative Curriculum:** Support your child's development of knowledge and skills not represented in the Ontario Curriculum
- **Transition Plan:** Identifies strategies required to support your child with educational transitions. PPM N0. 156 requires all students that have an IEP to have an up-to-date transition plan at every stage of their school journey
- **Consultation Log:** A summary of communication between staff and families as it relates to your child's special education program and services throughout the school year

How does an IEP help my child?

An IEP is a written plan describing the special education program and/or services required by your child. It may include recommendations made by the IPRC. The IEP is a working document that identifies learning expectations which may be accommodated, modified, or include alternative learning goals in a particular subject or course. Only expectations that differ from the regular expectations for your child's grade will be listed. Specific teaching and assessment methods will only be listed if they differ from what the teacher is doing for the rest of the students.

The IEP is reviewed and updated at least once every school term. Parents are encouraged to collaborate with the school team in developing and revising the IEP and to discuss your child's progress, on an ongoing basis.

Accommodations, Modifications and Alternative Expectations

<table>
<tr><th>Support Type</th><th>Definition and Focus</th><th colspan="3">In Practice and Examples</th></tr>
<tr><td rowspan="2">Accommodations: Changing the “HOW”</td><td rowspan="2">Adjustments to curriculum delivery without altering grade-level expectations</td><td colspan="2">Application</td><td>Examples</td></tr>
<tr><td>
Instructional Rewording/Rephrasing Information, Assistive Technology such as text-to-speech</td><td>
Environmental Quiet Setting, Strategic Seating</td><td>
Assessment Extended Time Limits, Frequent breaks</td></tr>
<tr><td>Modifications: Changing the “WHAT”</td><td>Changes made to the grade-level expectations for a subject or course to meet a student’s unique learning needs.</td><td colspan="2">Expectation Levels</td><td>Altering Complexity: Increasing or decreasing the number and complexity of regular grade-level expectations.

Changing Grade Levels: Expectations that reflect knowledge and skills required in the curriculum for a different grade level.</td></tr>
<tr><td>Alternative Expectations: Not derived from the Provincial Curriculum</td><td>Focuses on skills not found in the provincial curriculum.</td><td colspan="2">Non-Credit Skills
Expectations developed to help students acquire skills that are not represented in the Provincial Curriculum.</td><td>Alternative Programs (elementary): Functional communication skills in literacy and numeracy, social skills, and daily living skills.

Alternative courses (secondary): Functional communications skills in literacy and numeracy, social skills, daily living and/or employability skills.</td></tr>
</table>

Parent/Guardian IEP Consultation

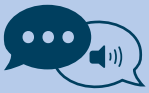
As a parent/guardian, what role do I play in my child's IEP?

Parents/guardians provide a valuable perspective regarding their child's strengths, needs, and interests as part of the development of the IEP. Open communication and cooperation between home and school ensures that all stakeholders involved have similar expectations with respect to the student's special education program and services. Principals are legally required to ensure that parents/guardians are consulted in the development of the IEP.

Categories and Definitions of Exceptionalities

HCDSB continues to use the Ministry of Education definitions for each category of exceptionality.

Ministry of Education: Categories and Definition of Student Learning Exceptionalities

Category	Definition and Supporting Detail	
 **Behaviour Exceptionalities**	Issues adversely affecting educational performance defined as having one or more of these conditions: anxiety, relationship difficulties, compulsive reactions, or unexplained learning challenges.	
 **Communication Exceptionalities**	Challenges related to receiving or expressing information such as Autism, Deaf and Hard of Hearing, language or speech impairment, or learning disabilities.	
 **Intellectual Exceptionalities**	Variations in cognitive ability ranging from giftedness to developmental disabilities.	Giftedness, Mild Intellectual Disability, Developmental Disability
 **Physical Exceptionalities**	Body related conditions including physical disabilities and students who are blind or have low vision.	Physical Disability, Blind and Low Vision
 **Multiple Exceptionalities**	A combination of multiple disorders or disabilities.	A combination of disorders or disabilities such as Communication Learning Disability and Behaviour

Full descriptions of Exceptionality definitions can be found in Special Education – Halton Catholic District School Board or Categories of exceptionalities | Special education in Ontario Kindergarten to Grade 12 – Policy and resource guide | ontario.ca

Understanding the IPRC Process

The HCDSB follows the Ministry of Education's requirements outlined in Regulation 181/98 when carrying out Identification, Placement, and Review Committee (IPRC) meetings. At every stage of the process, the HCDSB considers the student's academic, social-emotional, mental health, physical, and spiritual well-being. The HCDSB always believes that each student is a unique gift from God when considering placement in a regular class with appropriate special education services and will only recommend placement in a special education class if the student's needs cannot be met in a regular classroom environment.

What is an IPRC?

An IPRC (Identification, Placement, and Review Committee) is a committee established by every school board in Ontario. It is composed of a minimum of three people: i) The committee "Chair" who must hold the position of school Principal or an assigned designate, or alternatively, a supervisory officer; ii) The other two members are either special education resource teachers or regular teachers appointed by the Chair.

This committee makes the formal decision about whether a student is exceptional and whether they require a special education program. Parents/Guardians (and students who are 16 years of age or older) are not only invited but also encouraged to participate in IPRC meetings. The Parent/Guardian may either agree with and consent to the student's identification and placement, request further discussion, or disagree with the IPRC's decision and initiate an appeal process.

What is the role of an IPRC?

First, the IPRC decides whether a student should be identified as exceptional. This decision involves a comprehensive review of various factors, including assessments, observations from teachers, parents/guardians, among others. Second, if the student is exceptional, the committee must identify the area(s) of exceptionality, according to the definitions of exceptionalities provided by the Ministry of Education. Third, the IPRC considers the strengths and needs of the student to determine the appropriate special education "placement." A placement defines where the special education program will be delivered and the reason for the placement if other than a regular class. After the initial IPRC meeting, parents/guardians receive invitations from the school to annually review the student's identification and placement, recognizing that the student's needs may evolve over time.

How is an IPRC Meeting Requested?

An IPRC meeting at HCDSB can be initiated in two ways: i) The Principal may initiate an IPRC meeting if it is believed that a student may benefit from a special education program. In this case, the principal sends written notice to the parent/guardian, referring the student to an IPRC. or ii). If a parent/guardian believes their child would benefit from a special education program, they also can request an IPRC by sending the principal a letter requesting the meeting. Upon receipt, the principal will request an IPRC meeting on their behalf. Within 15 days of receiving the request or giving notice, the Principal will provide a copy of this Parent Guide and a written statement of approximately when the IPRC will meet. Typically, IPRC meetings are conducted at the school where the student attends.

Who Attends the IPRC Meeting?

Although the IPRC requires at least three official committee members, several people may attend depending on the student's needs. Parents and guardians are encouraged to take part, and students aged 16 or older have the right to attend. Teachers who know the student well, SERTs, special education staff, support services personnel, and outside agency representatives may also be present. Parents may bring an advocate or support person to the meeting, and interpreters can be arranged if the school is notified in advance. If parents cannot attend the scheduled meeting, they may contact the principal to arrange a new date or notify the school that they are unavailable. The principal will then follow up with the decisions made and provide the written Statement of Decision.

What information will I receive before the IPRC meeting?

At least 10 days before the scheduled meeting, the parent/guardian will receive a letter inviting them to the IPRC meeting and specify the time and location of the meeting. The parent/guardian will also receive a written copy of any information about their student that the Chair of the IPRC has received. This may include assessments, reports, or a summary of information. Through the letter the parent/guardian will also be invited to confirm their attendance at the meeting.

What Happens During the IPRC Meeting?

After the Chair introduces everyone and explains the purpose of the meeting, the IPRC will review all available information, including any results of assessments, and any other information submitted or that the student submits if they are 16 years of age or older. With parent/guardian consent (if the student is less than 16 years of age), and if the IPRC feels it would be beneficial, the committee may request the student join. During this process, the parent/guardian will be encouraged to ask questions and participate in the discussion. Following this, the committee will make its decision about whether the student is an exceptional student and in what category. Sometimes the IPRC will recommend that further assessments be carried out before a decision is made. If the student is identified as exceptional, the committee will also determine the appropriate "placement" for the student's education.

How Are Placement Decisions Made?

The Ministry of Education remains committed to the principle of integrating exceptional students as the standard practice in Ontario. The Inclusion and Range of Placement Policy established by HCDSB indicates that the initial placement for all exceptionalities is the regular classroom, but that the appropriateness of the placement is determined through an examination of the student's needs. The placement chosen must be in the best interest of the student and must take into consideration the parent's/guardian's wishes.

The Statement of Decision

Following the meeting, the IPRC issues a written Statement of Decision. This document indicates whether the student is identified as exceptional and specifies the category of exceptionality. It also outlines the student's strengths and needs and recommends the placement and any special education programs or services deemed necessary. Parents are invited to sign the Statement of Decision if they agree with the decisions, but signing does not need to happen during the meeting. Parents may take the document home, review it, and return it within fifteen

days. If the form is not returned and no appeal is submitted, the decision is considered final. When parents consent to the decision and the student is identified as exceptional, the receiving school principal is notified and must begin the process of developing an Individual Education Plan (IEP).

Annual and Additional Reviews

Regulation 181/98 requires that each identification and placement be reviewed at least once per school year unless parents choose to waive this review. While IPRCs typically occur annually, more than one meeting may take place in a year if at least three months have passed since the previous meeting. Additional meetings may be requested in writing by parents or recommended by the school. HCDSB supports ongoing collaboration between home and school to ensure decisions continue to meet student needs.

What if a parent disagrees with an IPRC decision?

If a parent/guardian wishes to appeal an IPRC decision or review, the request for an appeal must be filed with:

Chief Executive Officer/Chief Education Officer, HCDSB
802 Drury Lane, Burlington, Ontario, L7R 2Y2

within the following time limits:

- within thirty days of receiving the IPRC's statement of decision; or
- within fifteen days of receiving the IPRC's statement of decision arising out of a follow–up meeting with the IPRC.

When a parent files a notice of appeal, the IPRC placement being appealed is not implemented, pending the results of the appeal. However, there is nothing to prevent the parents and the school board from agreeing to the terms of a temporary placement pending the results of the appeal. (See Ontario Regulation 181/98, subsections 26 (2) and (3))

Understanding the Appeal Process

Once the Board receives the notice of appeal, it forms a Special Education Appeal Board (SEAB) made up of three individuals who were not involved in the IPRC decision. Parents may select one of the three members. Both parents and the Board may invite individuals with relevant knowledge to participate in the appeal meeting. This meeting must occur within thirty days unless both sides agree to extend the timeline. The Appeal Board reviews the materials considered by the IPRC and may interview people who can provide useful information. Parents and students aged sixteen or older may participate fully. The Appeal Board must issue its written recommendations within three days of concluding the meeting.

Within 30 days of receiving the Appeal Board's written statement, the HCDSB will decide what action it will take with respect to the recommendations. The HCDSB is not obligated to follow the Appeal Board's recommendations. If parents disagree with the HCDSB's final decision, they may appeal to a Special Education Tribunal. Information about Tribunal procedures is provided with the Appeal Board's decision.

Special Education Advisory Committee (SEAC)

What is SEAC?

Each school Board in Ontario has a Special Education Advisory Committee (SEAC) that is made up of representatives from local community organizations, from the school Board, and from the community. The Superintendent of Special Education Services is part of SEAC, as are two Board Trustees.

SEAC makes recommendations to the HCDSB about special education programs and services for exceptional students in the Board.

The following local community agencies and members of the community are represented on the Halton Catholic District School Board's SEAC:

Association for Bright Children (ABC), Halton Chapter	www.abcontario.ca
Autism Ontario, Halton Chapter	www.autismontario.com
Easter Seals Ontario	www.easterseals.org
FASD-ONE	www.fasdontario.ca
Halton Down Syndrome Association	www.haltondownsyndrome.com
VOICE for Hearing Impaired Children	www.voicefordeafkids.com
Two members at large	

Updated SEAC membership information can be found on the Halton Catholic District School Board's website: Special Education Advisory Committee (SEAC) – Halton Catholic District School Board.

Provincial & Demonstration Schools

Are there other educational options outside the Board?

The Ministry of Education operates Provincial and Demonstration Schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students. Candidate students are placed in Provincial Schools through an application and screening process.

Special Education Consultants will assist in assembling the application support materials and required screening documentation. When a student is accepted for placement in a Provincial School, the student's home school Board calls an IPRC that will then place the student in the Provincial school. Residential programs are offered at the schools Monday to Friday.

If you would like more information about Provincial and Demonstration Schools, visit the Provincial Schools website at:

Schools - Provincial and Demonstration Schools Branch

or the Ministry of Education website at:

Provincial Schools and Demonstration Schools | Special education in Ontario Kindergarten to Grade 12 – Policy and resource guide | ontario.ca

Provincial Schools for the Deaf

Ernest C. Drury School for the Deaf

Robarts School for the Deaf

Sir James Whitney School for the Deaf

Provincial School for the Blind & Deaf-Blind

W. Ross Macdonald School for the Blind

French-language Provincial School for the Deaf & Demonstration School for students with severe learning disabilities

Consortium Centre Jules-Léger

English-language Demonstration Schools for students with severe learning disabilities

Amethyst Demonstration School

Sagonaska Demonstration School

Trillium Demonstration School

Accessing Additional Information & Assistance

Where can I go for more assistance and/or dispute resolution?

Contact the Vice Principal, Principal or the Special Education Resource Teacher at the school your child is attending or will attend.

If you would prefer to talk over the concern with someone outside of the school, contact the Special Education Consultant assigned to the school.

If issues persist that you feel need to be addressed, you may also contact the Special Education Coordinator, Family of Schools Superintendent, Superintendent of Special Education Services, or the Chairperson of our Special Education Advisory Committee (SEAC).

Call (905) 632-6300 to speak to the Administrative Assistant of Special Education Services who will link you.

Student and Family Support Office – Halton Catholic District School Board

The Student and Family Support Office serves as a central point of contact for parents and guardians who require additional guidance or are unsure where to begin.

The team can:

- Assist when a concern extends beyond the school level or is not school-specific.
- Connect you with the appropriate Superintendent of Education or HCDSB department.
- Provide information about HCDSB policies, procedures, programs, and services.

The Student and Family Support Office can provide guidance or connect you with the appropriate person or department.

Where can I access alternate formats of this guide?

Call (905) 632-6300 to speak to the Administrative Assistant of Special Education Services who can provide you with Braille, large print, or audio formats. Additional copies of this guide are also available.

Additional Resources

You may visit the website for the Special Education Branch of the Ministry of Education, to access all legislation, guidelines, regulations and contact numbers for Ministry officials

Special education | ontario.ca (https://www.ontario.ca/page/special-education)

Special education laws and policies | ontario.ca

HCDSB Resources

Special Education – Halton Catholic District School Board

Policies & Procedures – Halton Catholic District School Board

VI-113-Public-Concerns-Complaints-Resolution-Process.pdf

V-09 Public Concerns Complaints Process

Student and Family Support Office

Notes



HALTON CATHOLIC DISTRICT SCHOOL BOARD
Catholic Education Centre
802 Drury Lane, Burlington, ON L7R 2Y2

PHONE: 905-632-6300
TOLL-FREE: 1-800-741-8382