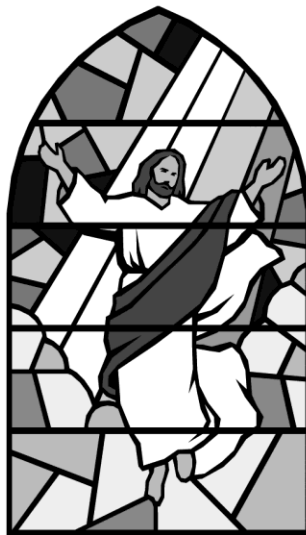




**A PARENT'S GUIDE TO SPECIAL EDUCATION
PROGRAMS AND SERVICES**



~Special Education Services ~
Where every success begins with, "...I can!"



You are encouraged to approach your school staff when you have concerns regarding the education of your child.

The answer may not always be found in the area of Special Education, but seeking answers in an atmosphere of Christ-centred trust and respect can guarantee a brighter future for your child.

School Principal: _____

School SERT: _____

School Telephone Number: _____



A Prayer for My Child

Dear God, creator of Heaven and Earth,
I pray to you for strength
and wisdom, joy and tolerance.

Let my child grow with their differences
accepted by themselves
and by those around them.

Let our family continue to find ways
to allow my child
to communicate and participate fully
in daily activities
as they go through all ages and stages.

Let me always find joy and delight
in raising my child despite the uncertainties
that all parents of all children
face on their journey.

Let my child learn through me
and through the support and love of teachers
to express wonder, curiosity, love,
disappointment, anger and fear
and let my child learn to ask questions
and receive answers about our world.

Let me create the time in my busy life
to learn all I need to know
to best support my child
and to be open when needed,
to the support of compassionate professionals
who know the limits of their knowledge.

Let me find the place
to share my experiences and feelings
with other parents so that I will always know
that I am not alone and so that others
can gain strength from my strength,
hope from my hope, joy from my joy.

Giselle Signoroni, School Social Worker



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Programs and Services Parent Guide

The Beliefs:

Halton Catholic District School Board [HCDSB] believes each student has the right to an education which will foster spiritual, intellectual, physical, emotional and social growth, and that students with special needs (exceptionalities) should be given the opportunities and support necessary to reach their full potential.

The Practice:

The practice of the HCDSB is to provide every opportunity for parents to be actively involved in the decision making process regarding their child's learning needs, especially in relation to the development and delivery of Special Education Programs and Services.

The Ontario Education Act:

The Ontario Education Act requires that school boards provide special education programs and services for their exceptional students. The purpose of this Parents' Guide is to provide you with information about the Special Education Programs and Services available to students within the Halton Catholic District School Board.

Alternate Formats of this Guide:

If you wish to receive this Parent Guide in Braille, large print or audio format, please contact the Board at the address or telephone number shown on page 16 of this Guide.

More Information:

If, after reading this Guide, you require more information, please see the Board's list of contacts on page 16 of this Guide.

When used in this guide, the word "parent" includes guardian.

What are "special needs" (exceptionalities) in education

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, behavioural, communication, intellectual (including gifted), physical, or multiple needs such that he or she is considered to need a special education program. Please refer to Appendix A (page 19) for definitions of exceptionalities as understood by school boards and the Province of Ontario.

What is a Special Education Program?

A Special Education Program specific to your child is called an Individual Education Plan (IEP). It is a program specifically put together with your input, and with the input of your child's school, to meet the individual learning needs of your child. Over time, the program will change to meet the changing needs of your child. These changes will be based on the results of continuous assessment and evaluation (see page 11 for more information on IEPs).

What are Special Education Services?

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

How are exceptionalities recognized (identified)?

Schools refer to the formal recognition of exceptionalities as "Identification".

Some parents know their child has special needs before entering school. These parents need to tell the school so



procedures can be started to support and “identify” the student. Sometimes teachers are the ones who recognize or suspect that a child might have special needs. In these cases, specialized assessments may be offered after consulting with you. Sometimes exceptionalities will become apparent later in schooling. Regardless of when or how your child’s special needs are recognized, parents should discuss the child’s needs, and identification procedures, with the school.

Screening and Assessments

Formal identification of students as “exceptional” is based upon informal academic assessment(s), and formal psychological and/or speech-language assessments. The Board provides these assessment services. However, waitlists are extensive. Wait time for psychological assessments is approximately a year. Speech-language assessment wait times are usually about 6 months. Academic assessments are done at each school and the wait time varies by school but a month wait is typical.

Parents may, at their own expense, have their child privately assessed by a registered psychologist or psychological associate, or Speech and Language Pathologist, as appropriate. There are specific tests that should be used.

Screening for potential “gifted” students is carried out by the Board in the second term of Grade 4. Parents are notified via the school Special Education Resource Teacher (SERT) and supplied with test administration information at that time.

Who decides whether my child is exceptional?

If you, or your school, believe that your child has exceptional educational needs, and therefore requires a special education program, you or your school Principal can ask for an Identification, Placement and Review Committee (IPRC) meeting. This Committee will look at your child’s individual needs and help you decide whether your child is indeed exceptional. More information about IPRCs can be found immediately below.

What is an IPRC?

An IPRC is an Identification, Placement, and Review Committee. All School Boards in Ontario have these committees. The committee is made up of at least three people: i) The committee “chair” must be the school Principal, or 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 needs a special education program. Parents are invited to attend and encouraged to participate during the IPRC meetings concerning their children. Parents may agree with and consent to their child’s identification as exceptional or disagree and decline to give consent. (IPRC review and appeal are described later in this guide on pages 18-20.)

What exactly does an IPRC do?¹

First, the IPRC decides whether or not your child should be identified as exceptional. A lot of information is considered and discussed when making this decision: e.g. assessments, parent and teacher observations.

Second, if your child is exceptional, the committee has to identify the area(s) of exceptionality, according to the definitions of exceptionalities (in Appendix A, page 26), provided by the Ministry of Education.

Third, the IPRC has to decide on a special education “placement” for your child. A placement defines how and where the special education program will be delivered. Please see page 13 for more information on placements.

An IPRC also considers the needs and strengths of the child in order to design an appropriate program for the child. After the initial IPRC meeting, the committee will meet at least once a year to review the identification and placement, along with the needs of the child, which may change.

How is an IPRC meeting requested?

An IPRC meeting can be initiated in two ways: i) The Principal of your child’s school may, with written notice to you, refer your child to an IPRC if it is believed your child may benefit from a special education program; or ii) If

¹ Ontario Regulation 181/98



you believe your child would benefit from a special education program, you also can request an IPRC. You do this by sending the Principal of your child's school a letter requesting the meeting. Upon receipt, the Principal will request an IPRC meeting on your behalf and on behalf of your child.

Within 15 days of receiving your request or giving you notice the principal will provide you with a copy of this Parent Guide and a written statement of approximately when the IPRC will meet. IPRC meetings are usually held where the student attends school.

Can I attend the IPRC meeting?

Yes. Parents, and students 16 years of age or older, are invited to be present at, and participate in all committee discussions and be present when the committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

Other than the Committee members (see page 7) your child's teacher(s), Special Education staff, or Board support staff may be invited to attend.

You may also invite representatives to support you, speak on your behalf or on behalf of your child, or who can, at your request provide further information or clarification. Principals shall make every effort to accommodate parental requests for specific relevant resource staff to be present at the IPRC meeting. In addition, Principals should assist parents with suggestions regarding who might be able to provide them with additional information, support and guidance.

A language interpreter or sign language interpreter can be made available if one is required. The interpreter can be requested through the Principal of your child's school.

A pupil 16 years of age or older is entitled to attend.

What information will I receive before the IPRC meeting?

At least 10 days before the meeting, you will receive a letter telling you when and where the meeting will be. You will also be given a written copy of any information about your child that the Chair of the IPRC has received. This may include assessments, reports or a summary of information. In the letter you will also be asked to indicate whether you will attend the meeting.

What if I am unable to attend the scheduled meeting?

If you are unable to attend the scheduled meeting, you can contact the school Principal to arrange an alternate date or time.

If you do not want to attend, the Principal will send you the written IPRC Statement of Decision after the meeting which will tell you the IPRC's decisions about whether your child has been identified as exceptional, and the recommended placement for your child, based on your child's strengths and needs.

What happens at an IPRC meeting?

After the Chair introduces everyone and explains the purpose of the meeting, the IPRC will review all available information about your child, including any results of assessments, and any other information that you submit about your child or that your child submits if he or she is 16 years of age or older.

With your consent if your child is less than 16 years of age, and if the IPRC feels it would be useful, they could request to interview your child.

You will be encouraged to ask questions and join in the discussion. Following this, the committee will make its decision and tell you whether your child 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 your child is identified as exceptional, the committee will then also make a decision about your child's "placement".

What is a "placement"?



In making its placement decision, the IPRC may consider a range of options, such as:

- **A regular class with indirect support.** The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- **A regular class with resource assistance.** The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- **A regular class with withdrawal assistance.** The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.
- **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 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- **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.

Please see Appendices C & D (pages 35-36) for the various placements provided by the HCDSB.

How does the IPRC decide on placement?

The Ministry of Education and Training remains committed to the principle that the integration of exceptional pupils should be the normal practice in Ontario.

The Inclusion and Range of Placement Policy of HCDSB (see Appendix B, page 31) indicates that the default 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 interests of the student and must also be consistent with the parent's wishes.**

What happens after the IPRC has made all its decisions?

Whatever the IPRC has decided will be given to you in a written Statement of Decision (see sample in Appendix E, page 37). This Statement of Decision will tell you whether or not your child was identified as exceptional, and if so, the category of exceptionality according to the categories and definitions of exceptionalities in Appendix A. The Statement of Decision will also indicate the recommended placement. Also listed will be your child's strengths and needs, and the IPRC's recommendations about the programs and services your child may need.

If you **agree** with the IPRC decisions, you will be asked to sign your name to the Statement of Decision. You are not obligated to sign your consent at the IPRC meeting, but can take more time to consider your decision. The Statement of Decision may be taken home and then returned. (See page 19 for what to do if you do **not** agree with the Statement of Decision.)

If you sign consent to the Statement of Decision, and your child has been identified exceptional, the Principal of the school at which the Special Education Program is to be provided, will be notified to begin the process of developing an Individual Education Plan (IEP) for your child.

What is an IEP?

An IEP is an Individual Education Plan that is designed to address the learning strengths and needs of your child.

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.² The details of how IEPs are developed and implemented are given in the Ministry's IEP Resource Guide which can be found at:

² Individual Education Plans: Standards for Development, Program Planning, and Implementation 2000, Section 1



<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>. This Parent Guide provides an overview.

An IEP must be developed and completed within 30 school days of your child’s placement by the IPRC and the Principal must ensure that you receive a copy for your input. An IEP must be developed in consultation with you and it must include:

- your child’s learning goals;
- specific learning expectations drawn from the Ontario Curriculum or alternate program sources as appropriate;
- an outline of the special education program and services that will help your child learn; and
- how your child’s progress in learning will be reviewed.

Please contact the Administrative Assistant for Special Education Services at 905-632-6314 ext. 125 should you require hard copies of any Ministry documents or board documents referring to this guide.

Transitions written into IEPs:

1. For all students with Autism Spectrum Disorder (ASD), a transition plan will also be developed;³ and
2. For students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan will be developed for transition to work, further education (e.g., university or college) or community living programs.

What specifically does an IEP address?

An IEP is **not** an outline of everything the exceptional student will be learning in any given term, but it does outline specific learning goals in certain areas (“learning expectations”), and how the school will help the child achieve success in these areas. Only expectations that differ from the regular expectations for that grade will be listed. Specific teaching and assessment methods will also be listed if they differ from what the teacher is doing for the rest of the students.

Because of the different things the teacher must do for an exceptional child, the changes made to the expectations, teaching strategies and/or assessment methods is called “differentiation”. Differentiation allows exceptional children’s needs to be met in the regular classroom. The IEP will incorporate recommendations made by the IPRC concerning special education programs and services that may be particularly appropriate for meeting the student’s needs. A sample IEP can be found in Appendix F (page 38).

The IEP will list various “accommodations” or “modifications” that may be required to meet your child’s needs. These are explained below.

What are accommodations and modifications?

An **accommodation** is a change to normal teaching practice to help the child achieve the provincial expectations for that grade level, or to have their individual learning needs met. For example, a child with learning disabilities might require a controlled, quiet environment in which to write tests. A hearing-impaired child might need a personal FM system and/or a Soundfield system. A gifted child might need less practice work, a compacted curriculum, and more time to investigate topics in depth.

A **modification** is a change to a learning expectation such that the student will be working towards the provincial expectations of a lower, or higher, grade level, or the expectations will be modified in number or complexity. For example, a Grade 5 student identified with a developmental disability may be working on a limited number of the simpler learning expectations of the grade 1 English curriculum in reading. A gifted child may have their work reduced in some areas to allow for more complex assignments in other areas that provide additional challenge, or they may be accelerated in one or more subjects.

If a child has only accommodations on their IEP, the IEP box will not be checked off on their provincial report card. If the child has modifications, the IEP box will be checked. This is to show that the child is working towards

³ Policy and Procedure Memo 140, Ministry of Education, Province of Ontario



expectations not at grade level.

What are “alternative” expectations?

Some students may require “alternative” expectations in order to succeed. Alternative expectations are those that are not derived from the expectations set out in Ontario Curriculum policy documents. An example of an alternative expectation might be self-advocacy training, or life skill training. Gifted students may have alternative expectations in such areas as critical thinking, problem solving, inquiry/research, or intra/interpersonal skills.

How often can the IEP be revised or updated?

The IEP is a working document, and is updated at least once every school term. Parents are encouraged to collaborate with the school in developing and revising the IEP, and to discuss the various accommodations and modifications, and the child’s progress, on an ongoing basis.

Parents should be aware that meetings about IEPs should be scheduled at times outside of parent-teacher interview times to allow for adequate time to address any necessary revisions or updates.

The school Principal has a legal obligation to see that the IEP is implemented. Any concerns about the IEP, or its implementation, should be discussed with the child’s teacher, school SERT, and Principal.

Once a student has been placed in a Special Education Program, can the identification or placement be reviewed?

Yes, it can. A Review IPRC meeting must be held once every school year, unless the Principal receives written notice from the parent or student (if 16 or over), saying they do not require this annual review for this school year.

A Review IPRC meeting can also be requested by the parent or student (if over 16) any time after a period of **three** months in a Special Education Placement. This request should be made in writing to the Principal.

What does a Review IPRC consider and decide?

The Review IPRC will consider the same type of information originally considered along with any new information that is available. Sometimes additional assessments will be recommended to provide additional information about your child, and his/her changing needs. With your written permission, the Review IPRC can also specifically consider the progress your child has made in relation to the IEP. With all this information, the Review IPRC will determine whether the special education placement should be continued as is, or whether a different decision should now be made.

What can I do if I disagree with an IPRC decision?

If you do not agree with an Identification or Placement decision made by the IPRC, you may, within 15 days of getting the decision, request that the IPRC hold a second meeting to discuss your concerns. If you do not agree with the decision after the second meeting, you may file a Notice of Appeal with the Director of Education within 15 days of your receipt of the decision from this second meeting.

Alternatively, if you do not wish to ask for a second IPRC meeting, you may, within 30 days after getting the first IPRC decision, file a Notice of Appeal with the Director of Education.

How exactly do I appeal an IPRC decision?

Within the time limits given above, written notification of your intention to appeal the decision must be sent to the Director of Education, Halton Catholic District School Board, 802 Drury Lane, Burlington, Ontario, L7R 4L3. In the notice of appeal you must indicate the decision(s) with which you disagree and your reasons for disagreeing.

What happens in the appeal process?

The School Board will establish a Special Education Appeal Board to hear your appeal. The Appeal Board will be composed of three people who have not previously been involved in the matter. You get to select one of these people. A meeting will take place at a convenient time and place, but no later than 30 days after the Appeal Board is selected, unless both the parents and the school board provide written consent to a later date.



The Appeal Board will receive the material reviewed by the IPRC and may interview anyone who may be able to contribute information about the matter under appeal.

You and your child (if he or she is 16 years of age or older) are entitled to be present at, and to participate in, all discussions.

The Appeal Board must make its recommendations to the School Board within 3 days of the meeting's ending. The School Board will then evaluate the implications of the decision and determine the course of action to be followed.

What can the Appeal Board decide?

The Appeal Board may agree with the IPRC and recommend that the IPRC decision go ahead or it may disagree with the IPRC and make its own recommendations. Whatever it decides, the Appeal Board will report its recommendations, in writing, to you and to the School Board, and will provide the reasons for its decision.

What will happen after the Appeal Board's decision?

Within 30 days of receiving the Appeal Board's written statement, the School Board will decide what action it will take with respect to the recommendations. School Boards are not required to follow this Appeal Board's recommendations.

You may choose to accept the decision of the School Board or you may appeal to a Special Education Tribunal. If you choose to appeal to a Special Education Tribunal, you can request a hearing by writing to the secretary of the English Special Education Tribunal. Specific information about how to do this will be included with the Appeal Board's decision.

What can I do if my child's Identification and Placement are fine, but his/her needs aren't being adequately met?

In this case, it isn't necessary to call an IPRC as identification and placement are not at issue. Either the effectiveness of your child's special education program (IEP) is the concern or you have an issue with the programs and/or services being delivered to your child in support of the IEP.

In both cases, the place to start is with the school principal who has responsibility for the delivery of the IEP and its effectiveness. Ask to have your child's IEP reviewed along with the supporting services.

If you would prefer to talk over the concern with someone outside of the school, contact the Special Education Consultant assigned to the school (see page 16 for contact information).

If issues persist that you feel need addressing, you may also contact the Superintendent of Special Education Services (see below for contact information).

Where can I go for more help?

Getting more help or information is quite easy. If you would like to speak to someone, this is the most reliable route to follow:

- a) Contact the principal or the Special Education Resource Teacher at the school your child is attending or will attend; or
- b) Call **(905) 632-6300 Ext. 125** to speak to the **Administrative Assistant of Special Education Services** who will link you to:
 - i) the **Special Education Consultant** assigned to the school your child is or will be attending;
 - ii) the **Supervising Principal of Special Education Services**; or
 - iii) the **Superintendent of Special Education Services**; or

Where can I get more information?

- a) 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.
<http://www.edu.gov.on.ca/eng/parents/speced.html>



- b) Call **(905) 632-6300 Ext. 125** to speak to the **Administrative Assistant of Special Education Services** who will link you to the **Chairperson of our Special Education Advisory Committee (SEAC)**.

Where can I get alternate formats of this Guide ?

- a) Call **(905) 632-6300 Ext. 125** 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.

What is SEAC?

Each School Board in Ontario has a Special Education Advisory Committee (SEAC) that is made up of people 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. The SEAC makes recommendations to the Board about special education programs and services for exceptional students in the Board.

In addition to the Superintendent of Special Education Services and the two Board Trustees, 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.asohalton.org)
- Community Living, Oakville (www.oakcl.org)
- Easter Seals Ontario (www.easterseals.org)
- Halton Down Syndrome Association (www.haltondownsyndrome.com)
- Learning Disabilities Association of Halton (www.lidahalton.ca)
- VOICE for Hearing Impaired Children (www.voicefordeafkids.com)
- One member at large

Specific information about who the members are and how they can be reached is available on the Halton Catholic District School Board's website: <http://www.hcdsb.org/speced/seac.htm> or by calling the Board at (905) 632-6300 or, from North Halton, 1-800-741-8382.

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, as well as those with attention deficit hyper-activity disorder (ADHD).

Candidate students are placed in Provincial Schools through an application and screening process. The School Board's Special Education Consultants will assist you 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.

Residential programs are offered at the schools Monday to Friday for students who live too far from the school to travel daily.

These schools are:

Trillium School (Learning Disabilities Program)

347 Ontario Street South, Milton, ON L9T 3X9

Tel: 905-878-8428 Fax: 905-878-7540

Ernest C. Drury School (Deaf Program)

255 Ontario Street South, Milton, ON L9T 2M5

Tel: 905-878-2851 Fax: 905-878-1354 TTY: 905-878-7195



Amethyst Demonstration School (Learning Disabilities Program)

1090 Highbury Avenue, London, ON N5Y 4V9

Tel: 519-453-4408 Fax: 519-453-2160

<http://www.amethyst.tzo.net>

W. Ross MacDonald School (Blind, Low Vision, Deaf-Blind Program)

350 Brant Avenue, Brantford, ON N3T 3J9

Tel: 519-759-0730 Fax: 519-759-4741

wrm@edu.gov.on.ca

Sagonaska Demonstration School (Learning Disabilities Program)

350 Dundas Street West, Belleville, ON K8P 1B2

Tel: 613-967-2830 Fax: 613-967-2482

Robarts Provincial School (Deaf Program)

1090 Highbury Avenue, London, ON N5Y 4V9

TTY & Tel: 519-453-4400 Fax: 519-453-7943

<http://www.robartsschool.ca>

Sir James Whitney Provincial School (Deaf Program)

350 Dundas Street West, Belleville, ON K8P 1B2

Tel & TTY: 613-967-2823 Fax: 613-967-2857

Centre Jules-Léger (French Language Programs for French-speaking Students)

281 Lanark Avenue, Ottawa, ON K1Z 6R8

Tel: 613-761-9300 TTY: 613-761-9302 and 613-761-9304

<http://www.centrejulesleger.com>

If you would like more information about Provincial and Demonstration Schools, visit the Provincial Schools website at: <http://www.psbnet.ca> or the Ministry of Education website at: <http://www.edu.gov.on.ca>.



Appendix A: Categories and Definitions of Exceptionalities

The following categories of student identifications of exceptionalities exist in the Halton Catholic District School Board, and are consistent with those outlined by 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, and that 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.

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;
- b) primary emotional disturbance; cultural difference;
- c) 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.
- d) may be associated with one or more conditions diagnosed as a perceptual handicap; a brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

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:

- a) involve one or more of the form, content, and function of language in communication; and
- b) includes 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.

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.

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 modifications and supportive services;
- 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 corrections affects educational performance adversely.

Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities, that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.



Appendix B: Inclusion and Range of Placement Options for Identified Exceptional Students

Policy No: II-29

PURPOSE

To provide students identified as exceptional under the Education Act, with a full range of placements as defined under the Education Act and Regulations for the Province of Ontario.

APPLICATION & SCOPE

- This policy applies to all children registered with and attending schools in the Board.
- The responsibility for implementation of this policy applies to the Board's senior administration, school administrators, teachers and academic support staff employed by the Board regardless of the identified exceptionality of the student.

PRINCIPLES

- The Halton Catholic District School Board is a welcoming, inclusive Catholic faith community.
- The Halton Catholic District School Board recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional pupils.
- The Board is committed to the principle that all qualified, registered students shall be welcomed into their neighbourhood/regional school.
- The 'appropriateness' of a student's placement is determined through an examination of a detailed student needs assessment resulting from a collaborative sharing of relevant information about the student among the child's parents, school/Board staff, and the providers of the professional services received by the student.
- In keeping with Supreme Court of Canada rulings (Eaton, Oct. 9, 1996) and with direction from the Ministry of Education for Ontario (June 9, 1994 Memo), integration of exceptional pupils is the normal practice, when such a placement meets the student's needs (i.e. is in "the best interest of the student."). Consequently, the default placement for students, regardless of identified exceptionality, shall be the regular classroom with appropriate support unless otherwise determined by a duly constituted Identification, Placement and Review Committee of the Board informed by parental wishes and relevant professional opinion.
- The Identification, Placement and Review Committees of the Board (IPRC):
 - Before considering the option of placement in a special education class, the committee will consider whether placement in a regular class, with appropriate special education services, would meet the child's needs and be consistent with parental preferences; [Ont. Reg. 181/98, S.17. (1)]
 - Having decided that the pupil should be placed in a special education class, [it must] state the reasons for that decision. [Ont. Reg. 181/98, S.18. (2)(c)]
- The school and Board bear responsibility for informing parents and students of the range of available placement options and associated support services stipulated under the Education Act and provided by the Board.
- The Individual Education Plan (IEP) for each student defines the mandatory professional obligations of the teacher(s) and support staff assigned to the identified student while in a given placement.

REQUIREMENTS



- In a spirit of partnership, parents are encouraged to make the school aware of a child's special needs prior to or at the time of registration.
- The principal of the school receiving students identified as exceptional shall ensure implementation of entry or transition procedures as part of the student's entry plan to school.
- The extent to which changes in placement involve changes between classes, schools, or non-Board agencies and the Board, transition procedures shall be implemented as part of the entry plan to a new placement.
- Classroom teachers shall include all students regardless of exceptionality, in classroom activities and programs as determined through regular in-school Special Education Resource Team (SRT) discussions.
- Support for meeting the needs of identified students and assistance for their teachers shall be provided by the SRT and centrally deployed Special Education staff (CSRT, Central Services Resource Team).
- Specialized Board-provided transportation is afforded for those students whose placement and special needs meet Board and Ministry criteria.
- Access to schools in support of identified exceptional pupils is granted to those health and social service providers properly engaged by the Halton Community Care Access Centre in response to applications for service having been received from the principal of the school hosting the student's placement.
- The full time Special Education class is the only placement in which a student does not have planned integration opportunities included in her\his Individual Education Program. All other placement options will include, in the identified student's individual program, appropriate (based upon needs) integration experiences with chronological age or grade peers. Students in a full time Special Education class placement deemed ready to benefit from integration will require an IPRC to place her/him in a part time Special Education class placement before integration transitions may begin.
- Placement-specific programs and services are exclusively available to students assigned to the placement by a properly constituted IPRC.
- Access to full or part time special education class placement will be subject to the availability of space in the receiving class(es). Waitlisted students will be ranked according to the date of the IPRC, which placed the student in the Special Education class.
- Within the established funds received for Special Education from the Ontario Ministry of Education, the Board will provide those placement settings within the range of placements* as defined by the Ministry, and across exceptionalities, that are required to fulfil IPRC decisions.



Appendix C: Available Placements Elementary

| Elementary Panel | Regular Classroom with | | | Special Education Classrooms | | Learning Centers |
|-----------------------------------|------------------------------|------------------------------|-----------------------------------|---------------------------------|-----------------------|------------------|
| | Indirect Support Option 1 | Resource Support Option 2 | Withdrawal Assistance Option 3 | With Partial Integ. Option 4 | Full Time Option 5 | Option 3 |
| Learning Disabled | † | † | † | | | † |
| Deaf and/or Hard of Hearing | † | † | † | | | |
| Language and/or Speech Impairment | † | † | † | | | |
| Autism | † | † | † | | | |
| Giftedness | † | † | † | †* | †* | † |
| Mild Intellectual Disability | † | † | † | †* | †* | |
| Developmental Disability | † | † | † | † | † | |
| Behaviour | † | † | † | | | |
| Physical Disability | † | † | † | | | |
| Blind and Low Vision | † | † | † | | | |
| Multiple | † | † | † | † | † | |

†* available from September 2008



Appendix D: Available Placements Secondary

| <i>Secondary Panel Exceptionality</i> | <i>Regular Classroom with</i> | | | <i>Special Education Classrooms</i> | |
|--|-----------------------------------|-----------------------------|----------------------------------|---|------------------|
| | <i>Indirect Support</i> | <i>Resource Support</i> | <i>Withdrawal Assistance</i> | <i>With Partial Integration</i> | <i>Full Time</i> |
| <i>Learning Disabled</i> | <i>†</i> | <i>†</i> | <i>†</i> | | |
| <i>Deaf and/or Hard of Hearing</i> | <i>†</i> | <i>†</i> | <i>†</i> | | |
| <i>Language and/or Speech Impairment</i> | <i>†</i> | <i>†</i> | <i>†</i> | | |
| <i>Autism</i> | <i>†</i> | <i>†</i> | <i>†</i> | <i>†</i> | <i>†</i> |
| <i>Giftedness</i> | <i>†</i> | <i>†</i> | <i>†</i> | | |
| <i>Mild Intellectual Disability</i> | <i>†</i> | <i>†</i> | <i>†</i> | <i>†</i> | |
| <i>Developmental Disability</i> | <i>†</i> | <i>†</i> | <i>†</i> | <i>†</i> | <i>†</i> |
| <i>Behaviour</i> | <i>†</i> | <i>†</i> | <i>†</i> | | |
| <i>Physical Disability</i> | <i>†</i> | <i>†</i> | <i>†</i> | | |
| <i>Blind and Low Vision</i> | <i>†</i> | <i>†</i> | <i>†</i> | | |
| <i>Multiple</i> | <i>†</i> | <i>†</i> | <i>†</i> | <i>†</i> | <i>†</i> |



Appendix E: Sample IPRC Statement of Decision



HALTON CATHOLIC DISTRICT SCHOOL BOARD
Special Education Services

SE 6

**Identification, Placement and Review Committee
Statement of Decision**

Name: Justus Kidds School: Our Lady, Perpetual Help

Date of birth: April 28, 1998 Grade: 5
Age: 10 Parent/Legal Guardian: Mr. & Mrs. Webor Kidds

An Identification, Placement and Review Committee (IPRC) met on April 18, 2008 at above School to discuss the identification and placement of Justus.

Identification
Student is exceptional.

Category Communications-LD

Definition
See Special Education: A Guide for Educators

Placement
Justus will be placed in a regular class and an Individual Education Plan (IEP) provided to address the following needs:
Visual-motor integration compensation
Sight word vocabulary
Note-taking skills

Strengths
Excellent reading comprehension
Well developed social skills
Fine motor skills

If Placement Other Than a Regular Class
Reason:

Committee Recommendations (if any)

Chair (Superintendent/Principal)

Committee Member

Committee Member

Parent/Legal Guardian: "I agree with the decisions for my child as outlined in this Statement of Decision."

Date

Signature of Parent/Legal Guardian



Appendix F: Sample IEP



Individual Education Plan for John Doe

| | | | |
|---------------|------------------------|-----------|------------------|
| Student ID | n / a [M] | School | Education Centre |
| Date of Birth | 07/13/1998 9 yrs 11 mo | Principal | n / a |
| Grade | 05 Term 1 | Year | 2007-2008 |

Working Document
as at 04/28/2008

Reason for IEP **Student identified as exceptional by IPRC**

Latest IPRC **05/14/2008**
 Exceptionality **Communication - Learning Disability**
 Placement **Regular Classroom with Resource Assistance**
 Placement date **05/15/2008** (first day of new placement)
 IEP completed **06/18/2008**

Developed by n / a

Assessments
n / a

Strengths & Needs

| Areas of Strength | Areas of Need |
|-------------------|---------------|
|-------------------|---------------|

Human Resources (teaching/nonteaching)

Individualized Equipment
n / a

Provincial Assessments
Provincial Assessments applicable to the student in the current school year: **None**

Subjects, Courses, or Alternative Program
to which this IEP applies (AC Accommodated only MOD Modified ALT Alternative)
None

Yes No

Elementary program exemptions:

Implementation and Monitoring

The Principal has the legal requirement to implement and monitor the IEP.
The plan has been developed according to the Ministry's standards, addresses the student's strengths and needs, and the learning expectations will be reviewed and student progress monitored at least once every reporting period.

Summary of Information Sources
n / a

Log of Review, Updating and Parent/Student Consultation
no consultation information on file for this IEP

Evaluation and Reporting

| | |
|-----------------|------------------|
| Reporting Dates | Reporting Format |
| n / a | n / a |

Principal's signature _____ Date _____

Appendix G: Summary of Parental Rights and Responsibilities in Special Education

Parents are encouraged to work closely with the School staff and Special Education staff in addressing and supporting the needs of their child.

Parents may, at any time, request a meeting with their child's teacher to discuss the student's educational program.

Parents may request in writing that a Principal refer their child to an IPRC and the Principal is then required to refer the child.

Parents must provide written consent before most assessments can be carried out (as per PHIPA and Education Act). An IPRC can still proceed without such assessments.

Parents are entitled to review with Psychological Services staff the results of any assessments. Parents must be provided with copies of any assessments.

Parents must be given adequate notice of all IPRC meetings. Parents may ask that the meeting be rescheduled if unable to attend the meeting when originally scheduled.

Parents, and students 16 years of age or older, have the right to be present at, and participate in, all IPRC discussions. Parents may invite anyone to the IPRC meeting that can provide them with additional support, information, advocacy, clarification, or interpretation. Parents must notify the Principal, in advance, if they wish to bring anyone to the meeting.

Parents must be provided with a written statement of the decisions reached by an IPRC stating:

- category and definition of the identified exceptionality
- description of child's strengths and needs
- placement decision
- recommendations regarding a special education program and special education services

Parents may request a further meeting with the IPRC to discuss the committee's decisions.

Parent's written consent is required before a student may be placed in a Special Education Program.

An IEP must be developed in consultation with the parent. The IEP must be completed within 30 school days after the child is placed in a Special Education program and the parent should receive a copy of the IEP. An IEP can be developed without formal identification.

Parents and/or students over the age of 16 may request a review of the special education identification or placement at any time after the identification and placement has been in effect for 3 months.

Parents must be advised in writing of the reviews to be held by the IPRC regarding the child's placement.

Parents have the right to appeal the decisions of the IPRC.

