

Working Together

Special Education Procedures A Guide for Parents, Guardians and Students



**THIS GUIDE IS AVAILABLE ON REQUEST IN BRAILLE,
LARGE PRINT OR AUDIO-CASSETTE FORMAT**



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

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WORKING TOGETHER --

A guide to in-school and Special Education Procedures 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 needs of students. Some students, because of their exceptional needs, require special education programs. The Education Act requires that school boards provide special education programs and services for exceptional pupils.



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 decisions 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.

A student's needs may be recognized by the parent, the teacher, the Principal, or other resource personnel. 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. This way, concerns can often be resolved before they become issues.

This guide is available on request in braille, large print or audiocassette format. Written communication with a parent/student shall, at the request of the parent/student, be in braille, large print or audiocassette format.



ENTERING A HALTON SCHOOL

What should the parent/guardian 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 helps us to get supports in place as quickly as possible.

Contact the Principal of your local school who will begin the process. If necessary, a meeting called a case conference will be arranged with appropriate resource personnel. Staff at the case conference will recommend a suitable program for the student. They will also recommend any special services that are needed. If a Special Education placement is recommended, a recommendation for a referral to an Identification, Placement and Review Committee meeting will be held once the student is actually enrolled in the school.

See "Identification, Placement and Review Committee" on page 5

SCHOOL RESOURCE TEAM (S.R.T.)

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 School Resource Team is comprised of school staff, Professional Support Services Personnel (P.S.S.P. - Psychoeducational Consultants, Child and Youth Counsellors, School Social Workers, Speech/Language Pathologists) and community resources. Should it be considered valuable or necessary to refer your child's name to the S.R.T. this will be discussed with you and your consent to discuss your child will be requested. 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 student's needs, a medical and/or psycho-educational assessment may be suggested. You may request, through the Principal, that the student be assessed by Board Psychological Services staff, or you may choose to obtain and present to the team a psychological or other assessment by an outside resource. For a psycho-educational assessment, your written consent is needed. Halton District School

Board staff do 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. After your child's teacher has implemented and assessed how well strategies suggested through the S.R.T. and assessments are working, a further S.R.T. meeting may be arranged. It may be recommended that the student requires more concentrated assistance on a regular basis. Recommendations of the S.R.T. are implemented, monitored over a period of time and then evaluated. Information on the student's progress will be kept by the school.

Chart 1 - School Resource Team (S.R.T.) Membership

Elementary	Secondary
<ul style="list-style-type: none"> • Principal/Vice Principal or designate • Teacher(s) • Special Education Resource Teacher(s) • Psychoeducational Consultant 	<ul style="list-style-type: none"> • Principal/Vice Principal or designate • Special Education Resource Teacher(s) • Student Services (Guidance) Teacher • Psychoeducational Consultant

May include upon request:

<ul style="list-style-type: none"> • Parent(s) • Student • School Social Worker • Child & Youth Counsellor • Public Health Nurse <p><u>Other Resource Staff:</u></p> <ul style="list-style-type: none"> • Itinerant Resource Teacher • Coordinators/Consultants • Representative From Programs in Care, Treatment & Corrections • Psychologist or Psychological Associate • Speech & Language Pathologist • Outside Support Personnel 	<ul style="list-style-type: none"> • Parent(s) • Student • School Social Worker • Itinerant Resource Teacher(s) • Public Health Nurse <p><u>Other Resource Staff:</u></p> <ul style="list-style-type: none"> • Resource Teacher • Coordinators/Consultants • Representative from Programs in Care, Treatment & Corrections • Psychologist or Psychological Associate • Speech & Language Pathologist • Outside Support Personnel
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IDENTIFICATION, PLACEMENT and REVIEW COMMITTEE (I.P.R.C.)

What is an Identification, Placement and Review Committee (I.P.R.C.)?

Regulation 181/98, of the Education Act, requires all school boards set up I.P.R. Committees. 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 IPRC Member (Principal or Vice Principal). Non-Committee members in attendance will include the Coordinator of the I.P.R.C. Process and/or the Area I.P.R.C. secretary.

Meetings are held on a monthly basis throughout the school year. Regulation 181/98 entitles parents and pupils 16 years of age or older:

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



Parents are encouraged to attend the meeting.

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

The purpose of the I.P.R.C. 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.

School Principals and/or parents may refer a student to the I.P.R.C. for identification and placement as an exceptional student or to review the student's placement.

If you think your child should be referred to the I.P.R.C., you must make a request in writing to the Principal, who must forward it to the I.P.R.C. within 15 days of receiving the request. The Principal will provide you with a copy of this *Working Together Special Education Procedures Parent Guide* if you did not previously have a copy, a written acknowledgement of your request and a written statement of approximately when the committee will meet to discuss the student's assessment and needs.



When a student is referred to the I.P.R.C., the Committee will take into account, when making its decision, the recommendations of the School Resource Team as well as the student's individual strengths and needs.

What information will 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 written notification of the meeting and an invitation to attend as an important partner in considering your child's placement. This letter will notify you of the date



and place of the meeting, and it will ask you to indicate whether you will attend. You will be notified by the Principal, or designate, of the presentation time once the Agenda has been set. Please let the Principal know before the meeting, if you plan to attend. You may wish to bring someone to the I.P.R.C. meeting. Please give the Principal the name(s) of anyone who will be coming with you.

Before the I.P.R.C. meeting occurs, you will receive a written copy of any information about your child that the chair of the I.P.R.C. has received. This may include the results of assessments or a summary of information.

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, who may provide further information or clarification;
- your representative – that is, a person who may support you, or speak on behalf of you or your child; and
- an interpreter, if one is required. (You may request the services of an interpreter through the Principal of your child's school.)

Who may request that they attend?

Either you or the Principal of your child's school may make a request for the attendance of others at the I.P.R.C. meeting.

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

I.P.R.C. meetings are 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 whenever you wish, and to join in all discussion.

Special education services are defined in the Education Act as “the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program”. The Principal is responsible for delivery of programs and services. The Identification, Placement and Review Committee has a legal responsibility to make decisions about identification and placement and, although they may discuss programs and services, they cannot make decisions about delivery of programs and services.

The I.P.R.C. will then make a decision concerning the identification and placement of the student based on the information discussed at the meeting.

What happens at the initial I.P.R.C. meeting?

The committee identifies a student as exceptional and recommends placement in the most appropriate setting; **OR** decides that a student is not exceptional.

The committee sends two Statements of Decision to the parents and the pupil 16 years of age or older (or to the student, if the student is 18 years of age or older), and one copy to the Principal of the student's school. You, or the student (if over 18 years of age), will be asked to sign one copy as consent for placement and return it.

What if you are unable to make the scheduled meeting?

You may:

- contact the school Principal to reschedule to a later I.P.R.C. meeting date; or
- advise the school Principal you will not be attending. Within 10 days of the IPRC meeting you will receive, for your consideration and signature, the I.P.R.C.'s written statement of decision, noting the decision of identification and placement, and any recommendations regarding special education programs and services.



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

Before the I.P.R.C. can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

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

If, after considering all of the information presented, the I.P.R.C. is satisfied that placement in a regular class will meet your child's needs, and such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services. If the committee decides your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

What happens at an I.P.R.C. Review meeting?

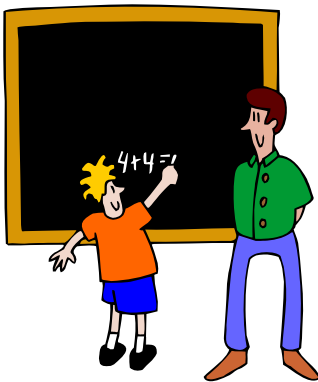
During the annual review process the student's identification, placement and program will be discussed at the School Resource Team meeting held at the student's school. Parents who are in agreement with the recommendations of the School Resource Team may waive their annual review I.P.R.C. meeting. Regulation 181/98 states that, when there are no changes to the identification or placement, a parent may waive the annual review meeting by signing a Waiver Letter and returning it to the Principal of the school at which the special education program is being provided.

If changes to the identification or placement are recommended by the School Resource Team, these will be reviewed by the Identification Placement and Review Committee. The committee may make changes to the identification and/or placement, if appropriate.

The committee sends two copies of the Statement of Decision to the parents and the pupil 16 years of age or older (or to the student, if the student is 18 years of age or older), and to the Principal of the student's school. You, or the student (if 18 years of age or older), will be asked to sign one copy of the Statement of Decision and return it.

A request by a parent for a review may be made at any time after a placement has been in effect for 3 months, but may not be more often than once in every three-month period. The Principal may request a review at any time, on written notice to a parent.

What is meant by the term "exceptional student"?



An "exceptional student" is one whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he/she is considered by an I.P.R.C. to need a special education program.

See Page 17 for Categories of Exceptionalities and Definitions used by the Halton District School Board

What is a special education program?

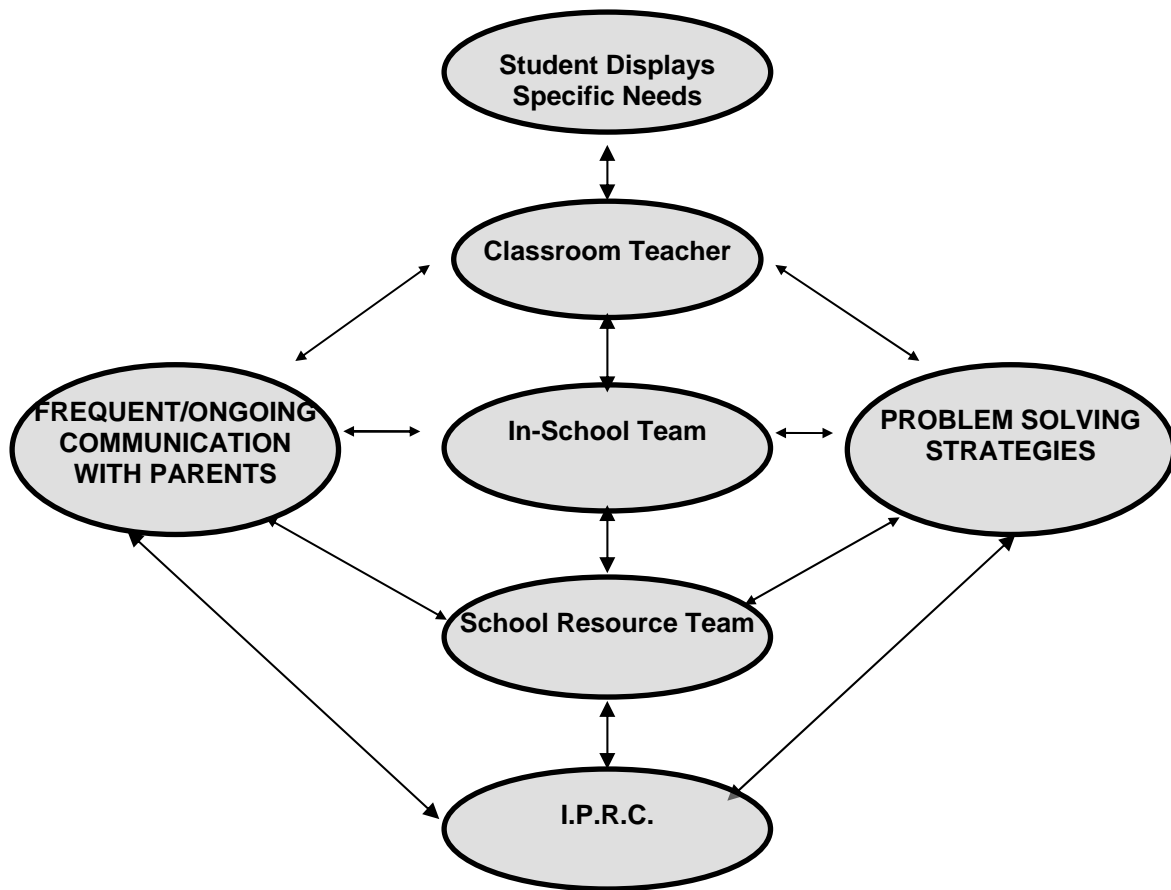
A special education program is one tailored to meet the needs of your child. It can reflect a change in subject content, teaching and learning strategies, rate and pace of instruction, assessment strategies, learning materials and the use of specialized equipment. A special education program is defined 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 or 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, i.e. The Learning Centre, the Behaviour Action Team and the Autism Spectrum Disorder Team. Support staff includes Social Workers, Child and Youth Counsellors, Psycho-educational Consultants, Speech & Language Pathologists and Itinerant Teachers.

Chart 2 – Student Focused Problem Solving and the I.P.R.C. Referral Process



What is included in the Statement of Decision?

After the I.P.R.C., parents or student (if 18 years of age or older) will receive a Statement of Decision, which will state:

- whether the I.P.R.C. has identified your child as exceptional;
- where the I.P.R.C. has identified your child as exceptional,
- the categories and definitions of any exceptionalities identified;
- the pupil's strengths and needs;
- the I.P.R.C.'s placement decision;
- the I.P.R.C.'s recommendations regarding program or services, if any, and;
- where the placement is a special education class, the reasons for that decision.



What should I do if I agree with the I.P.R.C. decision?

When you receive the statement of decision, please sign it to indicate your consent and return it to the committee in the self addressed envelope provided.

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, do not sign the statement of decision you receive from the I.P.R.C.

In either case, 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 notifying you of the I.P.R.C.'s decisions.

After the discussion with the I.P.R.C. you will again receive written notification of its decisions. If you are now in agreement, you should sign the statement of decision and return it to the committee.

OR

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.

If you disagree with the I.P.R.C. decision 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 an 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 Education 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.

According to the Regulations, neither a program nor a location can be appealed.

A notice of appeal shall indicate the decision with which you disagree and a statement that sets out your reasons for disagreeing.

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, then the Chair is appointed a maximum of 15 days later.

The Chair of the Appeal Board would 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.

- The appeal board will receive the material reviewed by the I.P.R.C. and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in all discussions.
- The appeal board must make its recommendation within three days of the meeting's ending. It may:
 - agree with the I.P.R.C. and recommend the decision be implemented; or
 - disagree with the I.P.R.C. and make a recommendation to the board about your child's identification or placement or both



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; and
- 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 be implemented; or
- may disagree with the I.P.R.C. and make a recommendation to the Board about the pupil's 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 Board's decision. You will also be informed of the provisions regarding an appeal to a Provincial Tribunal.

WHAT IS MEANT BY A SPECIAL EDUCATION PLACEMENT IN HALTON?

There are two general categories of “placement” for students: A regular class with resource support, and Self-Contained, 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 most of the 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.

Students identified gifted and entering high school

For students identified gifted in Grade 8, who are enrolling in High School, and for all identified gifted students currently in High School.

Resource Support–Secondary Gifted Placement

- That Secondary Gifted students in Grades 9 and 10 will be timetabled together into the same class/section of the core academic subjects of English, math, science, geography and history, where common course selections occur, timetables permit and with student/parental input.
- That Secondary Gifted students in Grades 11 and 12 will be timetabled into the same class/section of the core University destination level subjects of Grade 11 and 12 English and Grade 11 math. Where timetables permit, schools will extend this option to courses in science, history, geography and grade 12 mathematics.

Please note: not all high schools offer this placement – for further information please contact your secondary school principal.

SELF-CONTAINED (see Chart 3 on page.15)

Partial Integration-a special education class with Partial Integration

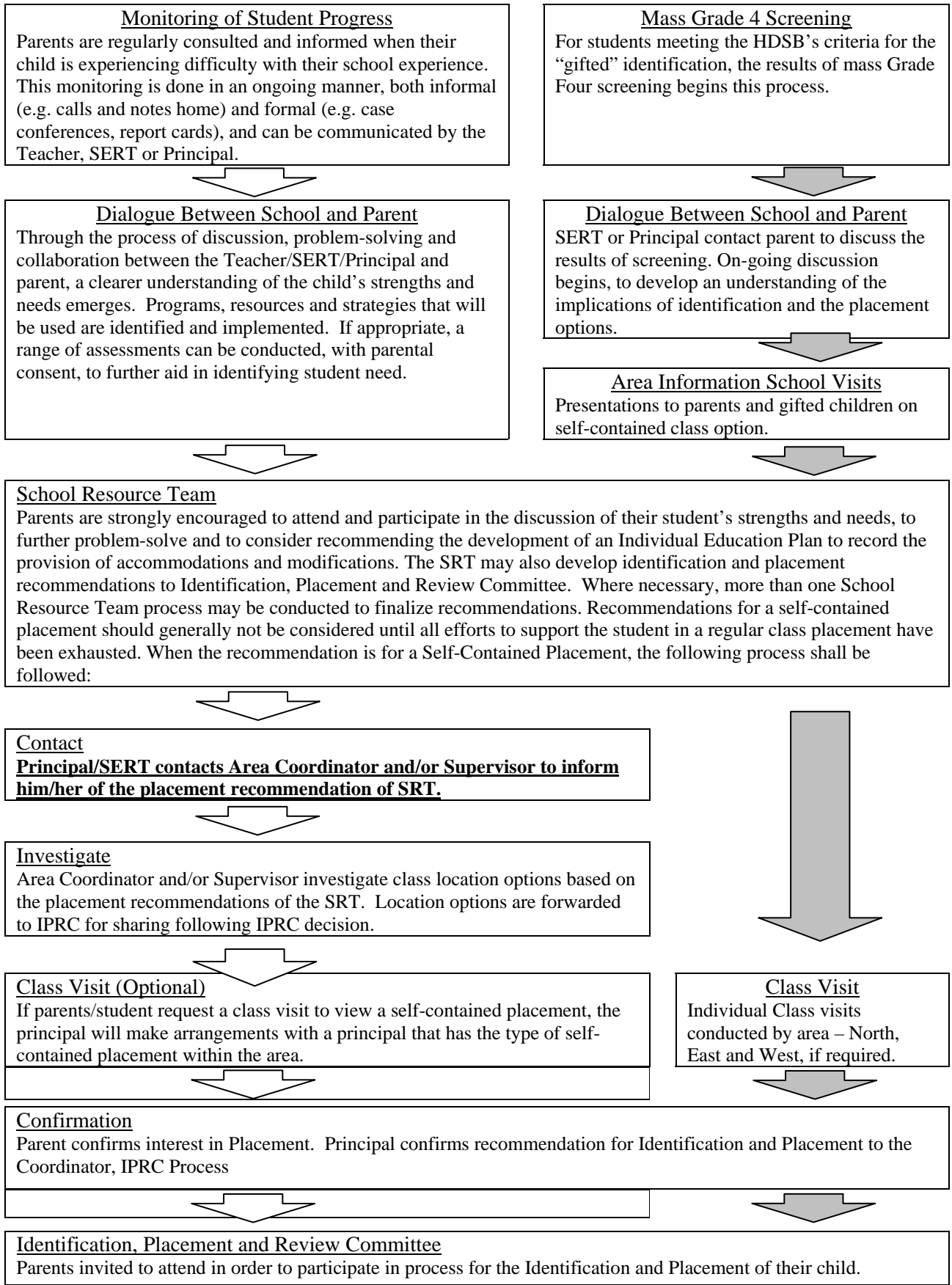
The student is placed by the I.P.R.C. in a special education class where the student-teacher ratio conforms to Regulation 298, Section 31, for at least 50% of the school day.

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.

Self contained–Communication and Community Independence Class (for secondary students attending one of the Centres located at Robert Bateman, E. C. Drury or T. A. Blakelock) focus will be on language development as the primary need of students and will include a focus on: social communication and comprehension, self advocacy and self-awareness, social interaction, community orientation, basic academics, personal and community leisure skills development and basic vocational skills. Students work towards employment in the community.

Chart 3 Problem-Solving, Identification and Placement of Students



INDIVIDUAL EDUCATION PLANS

What is an I.E.P.?

The Individual Education Plan (I.E.P.) must be developed for your child, in consultation with you. It must include:



- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which your child's progress will be reviewed; and
- for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition (Transition Plan) to appropriate post secondary school activities, such as work, further education, and community living.

The I.E.P. must be completed within 30 instructional days after your child has been placed in the program, and the principal must ensure that 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 the parent/student objects in writing.

Parents are to be consulted in the development of the Individual Education Plan for their child, in collaboration with the school. Your child's school can give you a copy of the HDSB I.E.P. pamphlet, which will provide you with further information.

What is a Transition Plan?

As part of the Individual Education Plan, a plan for the student's transition from secondary school to a post secondary setting must be developed with input from the student, parent(s)/guardian(s), the principal, school staff, community agencies, and post secondary institutions, as appropriate. The plan should reflect the student's needs and goals for his or her future.

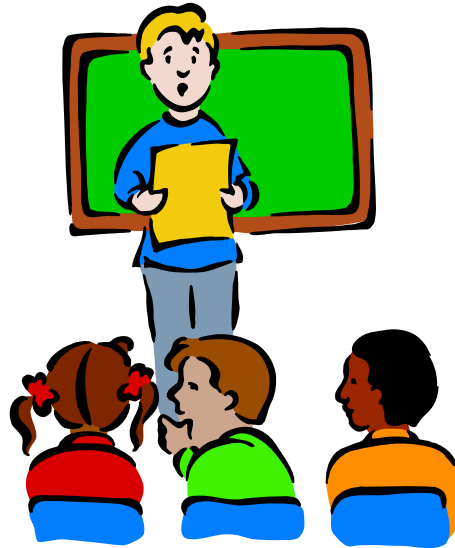
What programming is available for exceptional students?

The Halton District School Board provides a range of programs and services for students with:

- emotional, social or behavioural disorders
- learning disabilities
- speech and/or language impairments
- deaf and/or hard of hearing
- autism



- giftedness
- mild intellectual disabilities
- developmental disabilities
- physical exceptionalities, including orthopaedic and/or physical disabilities
- visual impairments
- more than one exceptionality



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; and
- 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

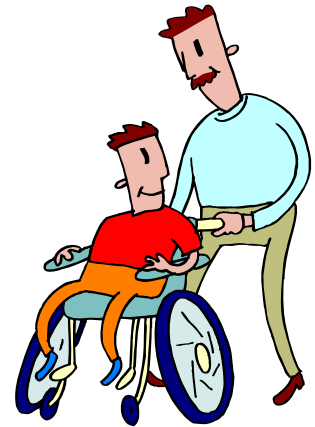
A severe learning disorder characterized by:

- 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.

Multiple

Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities, that is of such 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.



CHART #7

ELEMENTARY PROGRAMS AND PLACEMENTS

Exceptionality	Resource Support	*Self -Contained Placement				
		LD Focus 1:8-10 Life Skills Focus 1:12-14	Behaviour 1:8	Gifted 1:25	Primary Language Class 1:10	Commun. Transition 1:4-6 Functional Commun. 1:6-8
Learning Disabled	✓	✓				
Deaf and Hard of Hearing	✓					
Language and/or Speech Impairment	✓	✓ Gr. 4-8			✓ Gr. 1-2	✓ Gr. JK-1 Gr. 2-5
Autism	✓	✓ Gr. 4-8				✓ Gr. JK-1 Gr. 2-5
Giftedness	✓			✓ Gr. 5-8		
Mild Intellectual Disability	✓	✓ Gr. 4-8				
Developmental Disability	✓	✓ Gr. 4-8				✓ Gr. JK-1 Gr. 2-5
<u>Behaviour</u>	✓		✓ Gr. 1-7			
Physical Disability	✓					
Blind and Low Vision	✓					



CHART #8

SECONDARY PROGRAMS AND PLACEMENTS

Exceptionality	Resource Support Placement	Secondary Gifted Placement	Self – Contained Placement			
			* Communication, Socialization and Community Connections Centres	Mixed Exceptionalities (Focus non-credit “K” courses and some credit courses) 1:16		
Class Size Ratio Teacher: Student			Developmental Education Class 1:10	Supported Independence Class 1:10	Communication & Community Independence Class 1:8	
Learning Disabled	✓					✓
Deaf and Hard of Hearing	✓					
Language and/or Speech Impairment	✓				✓	✓
Autism	✓		✓	✓	✓	✓
Giftedness	✓	✓				
Mild Intellectual Disability	✓		✓	✓	✓	✓
Developmental Disability	✓		✓	✓		
Behaviour	✓					✓
Physical Disability	✓		✓	✓	✓	✓
Blind and Low Vision	✓					

MINISTRY PROVINCIAL AND DEMONSTRATION SCHOOLS

What are the Ministry's Provincial and Demonstration Schools?

The Ministry of Education and Training operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning disabled students, as well as those with 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 A.D.H.D. AND SEVERE LEARNING DISABILITIES



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 THE 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

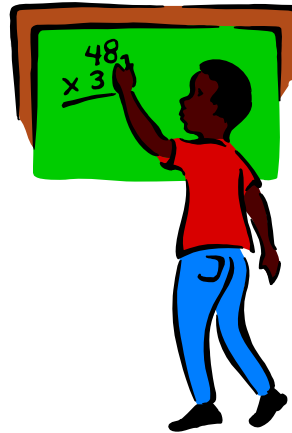


SCHOOL FOR THE BLIND AND DEAF-BLIND

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

FRANCOPHONE SCHOOL FOR THE DEAF AND FOR THOSE WITH LEARNING DISABILITIES

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



Additional information can be obtained from the Principal of your child's school.



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



In addition, the Special Education Advisory Committee (S.E.A.C.), comprised of some of the above associations, meets regularly and is available to assist parents. If you require further information about S.E.A.C. or wish to contact the Chair of S.E.A.C., please call the Student Services Department at (905) 631-6120 Ext. 323.

Additional information can be found in:

- *A Guide to Student Services* is printed annually and contains current lists of self – contained classes, their program focus and key contacts. This Guide is available in every school in Halton.
- Also by contacting:

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

www.hdsb.ca (click on about HDSB; go to Departments then click on Student Services and choose the document you wish to view)



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

MEMBER	ASSOCIATION	Telephone & Website
Greg Allen (905) 338-3889 gallen16@cogeco.ca	Association for Bright Children This Association advocates for bright and gifted children. In cooperation with the Halton District School Board, ABC's Halton Chapter provides information and support to member and non-member parents.	(416) 925-6136 www.abcontario.ca
Daryl Potter (905) 257-1218 daryl.potter@td.com	Autism Society Ontario – Halton Chapter An Association of parent/professional volunteers dedicated to increasing public and professional awareness and understanding of autism by providing support, information, education and advocacy. Also offering recreational, social and cognitive programs for ASD youth.	(905) 631-1233 www.asohalton.org
<i>No representative at this time</i>	Canadian Mental Health Association – Halton Region The Canadian Mental Health Association offers meaningful programs to people affected by mental illness and promotes mental health in the community.	(905) 693-4270 www.ontario.cmha.ca
Leslie Howchin (905) 878-7352 Leslie.Howchin@peelsb.com	Community Living Association This Association helps people who have special needs to live with dignity and to have equal opportunity to live and participate effectively in the community.	(905) 844-0146 www.oakcl.org
Maggie Diltz (905) 633-7447 Maggie@radicalbob.com	VOICE for Hearing Impaired Children VOICE is a group of parents and teachers of hearing impaired children who recognize the crucial need for accessibility to information and support.	(416) 487-7719 www.voicefordeafkids.com
Amy McKenzie (905) 842-3223 amy.@mkz.com	Halton Council of Home and School Associations The Association's goal is to promote the welfare of children and youth, to secure legislation for their care and protection, to foster cooperation between parents and teachers and to obtain the best for each child.	(905) 337-3593 www.haltonchs.wordpress.com
Christopher McGee (289) 878-8885 christopher.mcgee@dematic.com	The Halton Down Syndrome Association This organization was created by parents to promote a positive image, and to dispel myths about Down Syndrome which is a genetic disorder that usually causes delays in physical and intellectual development.	(905) 802-6851 www.haltondownsyndrome.com
<i>No representative at this time</i>	Learning Disabilities Association of Halton Inc The Association provides a variety of services for the LD population including: a resource library, advocacy workshops, parent info nights and tutoring using the Orton Gillingham method of reading. The Association also offers teacher training in the Orton Gillingham method.	(905) 844-6905 www.ldao.on.ca
Lynn Clark (Vice Chair) (905) 332-9276 lclark@trebnet.com	Easter Seal Society The Society is dedicated to helping children with physical disabilities achieve their full potential and future independence.	www.easterseals.org
Paulyne Lack (905) 827-0167 l_paulyne@hotmail.com	Tourette Syndrome Association of Ontario The Foundation is a voluntary organization dedicated to helping individuals with Tourette Syndrome and their families by gathering and distributing information, promoting local self-help and professional services and promoting research.	www.tourettesyndromeontario.ca
Susan Wolak (905) 637-9006 swolak@cogeco.ca	VIEWES – Support for the families of Blind and Visually Impaired Children VIEWES is a provincial parents' association. Providing support, information and advocacy for the families of children who are blind and visually impaired.	(905) 637-9006 www.viewson.ca
<i>No representative at this time</i>	OAFCD Ontario Association of Families of Children with Communication Disorders This Association was founded in 1994 by parents and professionals concerned about the lack of understanding by parents, program planners, administrators and the general public of communication disorders.	(519) 842-9506 www.oafccd.com

SUMMARY OF YOUR RESPONSIBILITIES AND RIGHTS

- Parents and school staff should strive for a close working relationship to support the needs of the student.
- Parents and pupils 16 years of age and older have the right to be present at and participate in all committee discussions about the pupil and to be present when the committee's identification and placement decisions are made.
- School staff should consult with you throughout the School Resource Team process.
- 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 for you to read. 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 regarding your child.
- Your consent is also required before individual psychoeducational assessments can be done.
- You are entitled to review with Psychological Services staff the results of a psychoeducational assessment. You will be provided with a copy of the report upon request.
- You may request written communication to be made available in braille, large print or audio-cassette format.
- You must be given adequate notice, in writing, of the time and date for the I.P.R.C. meeting. You will be invited to participate in the I.P.R.C. 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 their names in advance.
- You must be given written notice of the I.P.R.C. decisions.
- You may appeal the identification, the non-identification, and/or the placement decisions of the I.P.R.C., if you do not agree.
- 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 then allowed to place the student.



- You, and the student 16 years of age or older, shall be invited to participate in the development of the Individual Education Plan (IEP). You must be provided with a copy of the IEP.
- You may request a review of the student's placement after three months if you have concerns.
- At any time you may request an interview with the teacher to discuss the student's program.



**SPECIAL EDUCATION ADVISORY COMMITTEE
REPRESENTATIVES OF LOCAL ASSOCIATIONS**

<u>MEMBER</u>	<u>ASSOCIATION</u>	<u>CONTACT</u>
Greg Allen (905) 338-3889 gallen16@cogeco.ca	Association for Bright Children This Association advocates for bright and gifted children. In cooperation with the Halton District School Board, ABC's Halton Chapter provides information and support to member and non-member parents.	(416) 925-6136 www.abcontario.ca
Daryl Potter (905) 257-1218 cifaria@cogeco.ca	Autism Society Ontario - Halton Chapter An Association of parent/professional volunteers dedicated to increasing public and professional awareness and understanding of autism by providing support, information, education and advocacy. Also offering recreational, social and cognitive programs for ASD youth.	(416) 246-9592 www.autismsociety.on.ca
No rep at this time	Canadian Mental Health Association-Halton Region The Canadian Mental Health Association offers meaningful programs to people affected by mental illness and promotes mental health in the community.	1-800-875-6213 www.ontario.cmha.ca
Leslie Howchin (905) 878-7352 Leslie.Howchin@peelsb.com	Community Living Association This Association helps people who have special needs to live with dignity and to have equal opportunity to live and participate effectively in the community.	(905) 844 0146 http://www.oakcl.org/
Maggie Diltz (905) 633-7447 Maggie@radicalbob.com	VOICE for Hearing Impaired Children VOICE is a group of parents and teachers of hearing impaired children who recognize the crucial need for accessibility to information and support.	1-866- 779-5144 http://www.voicefordeafkids.com/
Amy McKenzie (905) 842-3223 amy@mkz.com	Halton Council of Home and School Associations The Association's goal is to promote the welfare of children and youth, to secure legislation for their care and protection, to foster cooperation between parents and teachers and to obtain the best for each child.	www.haltonchs.wordpress.com
Dianna Bower (905) 319-0336 dcbower@cogeco.ca	The Halton Down Syndrome Association This organization was created by parents to promote a positive image, and to dispel myths about Down Syndrome, a genetic disorder that usually causes delays in physical and intellectual development	(905) 802-6851 www.haltondownsyndrome.com
No rep at this time	Learning Disabilities Association of Halton Inc. The Association provides a variety of services for the LD population including: a resource library, advocacy workshops, parent info nights and tutoring using the Orton Gillingham method of reading. The Association also offers teacher training in the Orton Gillingham method.	(905) 333-1977 http://ldahalton.ca
No rep at this time	OAFCD Ontario Association for Families of Children with Communication Disorders This Association was founded in 1994 by parents and professionals concerned about the lack of understanding by parents, program planners, administrators and the general public of communication disorders.	(519) 842-9506 www.oafccd.com
Paulyne Lack (905) 827-0167 l_paulyne@hotmail.com	Tourette Syndrome Association of Ontario The Foundation is a voluntary organization dedicated to helping individuals with Tourette Syndrome and their families by gathering and distributing information, promoting local self-help and professional services, and promoting research.	1-888-274-2226 www.tourettesyndromeontario.ca
Lynn Clark (905) 332-9276 lclark@trebnet.com	Easter Seal Society The Society is dedicated to helping children with physical disabilities achieve their full potential and future independence.	1-800-668-6252 www.easterseals.org