



PARENT'S GUIDE TO SPECIAL EDUCATION

A RESOURCE FOR PARENTS

This booklet is available in Italian, Spanish, and Cantonese

This booklet is also available in braille, large print and audio-cassette formats



Learning Together in Christ

Engaging, Enabling, Empowering

YORK CATHOLIC DISTRICT SCHOOL BOARD
320 Bloomington Road West
Aurora, Ontario L4G 3G8

York Catholic District School Board

VISION

We are a Catholic Learning Community of collaborative partners, called to serve one another by being committed to and accountable for quality learning by all with Jesus as our inspiration.

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. The purpose of this parents' guide is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set 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 IPRC.

If, after reading this guide, you require more information, please see the board contact list at the end of the document.

WHAT IS AN IPRC?

Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.

WHAT IS THE ROLE OF AN IPRC?

The IPRC will:

- Decide whether or not your child should be identified as exceptional;
- Identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training;
- Decide an appropriate placement for you child
 - Regular Class Monitoring
 - Resource/Withdrawal
 - Special Class, Part time
 - Special Class, Full Time; and
- Review the identification and placement at least once in each school year.

WHO IS IDENTIFIED AS AN EXCEPTIONAL PUPIL?

The Education Act defines an exceptional pupil as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training.

WHAT IS A SPECIAL EDUCATION PROGRAM?

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.

Notes:

1. If you wish to receive this parents' guide in a Braille, a large print, or an audio-cassette format, please contact the board at the address or telephone number shown on the last page of this guide.
2. When used in this guide, the word "parent" includes guardian.

WHAT ARE SPECIAL EDUCATION SERVICES?

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.

WHAT IS AN IEP?

The IEP 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 to appropriate postsecondary school activities, such as work, further education, and community living.

The IEP must be completed within 30 days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

HOW IS AN IPRC MEETING REQUESTED?

The principal of your child's school:

- Must request an IPRC meeting for your child, upon receiving your written request;
- May, with written notice to you, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.

MAY PARENTS ATTEND THE IPRC MEETING?

Regulation 181/98 entitles parents and pupils 16 years of age or older:

- To be present at and participate in all committee discussion about your child; and
- To be present when the committee's identification and placement decision is made.

WHO ELSE MAY ATTEND AN IPRC 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.

WHO MAY REQUEST THAT OTHERS ATTEND?

Either you or the principal of your child's school may make a request for the attendance of others at the IPRC meeting.

WHAT INFORMATION WILL PARENTS RECEIVE ABOUT THE IPRC MEETING?

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time and place of the meeting, and it will ask you to indicate whether you will attend.

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

WHAT IF PARENTS ARE UNABLE TO MAKE THE SCHEDULED MEETING?

If you are unable to make the scheduled meeting, you may;

- Contact the school principal to arrange an alternative date or time; or
- Let the school principal know you will not be attending, and as soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

WHAT HAPPENS AT AN IPRC MEETING?

The chair introduces everyone and explains the purpose of the meeting.

- The IPRC will review all available information about your child. They will:
 - Consider an educational assessment of your child;
 - Consider (subject to the provisions of the Health Care Consent Act, 1996), a health and/or psychological assessment of your child conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
 - Interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and
 - Consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.
- The committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older.
- You are encouraged to ask questions and join in the discussion.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

WHAT WILL THE IPRC CONSIDER IN MAKING ITS PLACEMENT DECISION?

Before the IPRC 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 to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that 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 that 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 WILL THE IPRC'S WRITTEN STATEMENT OF DECISION INCLUDE?

The IPRC's written statement of decision will state:

- Whether the IPRC has identified your child as exceptional;
- Where the IPRC has identified your child as exceptional,
 - The categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education and Training;
 - The IPRC's description of your child's strengths and needs;
 - The IPRC's placement decision; and
 - The IPRC's recommendations regarding a special education program and special education services;
- Where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.

WHAT HAPPENS AFTER THE IPRC HAS MADE ITS DECISION?

- If you agree with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.
- If the IPRC has identified your child as an exceptional pupil and you have agreed with the IPRC identification and placement decision, the board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

ONCE A CHILD HAS BEEN PLACED IN A SPECIAL EDUCATION PROGRAM, CAN THE PLACEMENT BE REVIEWED?

- A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
- You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.

WHAT DOES A REVIEW IPRC CONSIDER AND DECIDE?

- The review IPRC considers the same type of information that was originally considered.
- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

WHAT CAN PARENTS DO IF THEY DISAGREE WITH THE IPRC DECISION?

- If you do not agree with the identification or placement decision made by the IPRC, you may:
 - Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
 - Within 30 days of receipt of the decision, file a notice of appeal with *Secretary of the Board, York Catholic District School Board, 320 Bloomington Rd. West, Aurora, Ontario, L4G 3G8*
- If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.

If you do not consent to the IPRC decision and you do not appeal it, the board will instruct the principal to implement the IPRC decision.

HOW DO I APPEAL AN IPRC DECISION?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to *Secretary of the Board, York Catholic District School Board, 320 Bloomington Rd. West, Aurora, Ontario L4G 3G8*.

The notice of appeal must:

- Indicate the decision with which you disagree; and
- Include a statement that sets out your reasons for disagreeing.

WHAT HAPPENS IN THE APPEAL PROCESS?

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons (one of whom is to be selected by you, the parent) who have no prior knowledge of the matter under appeal.

- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC 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 discussion.
- The appeal board must make its recommendation within 3 days of the meeting ending. It may:
 - Agree with the IPRC and recommend that the decision be implemented; or
 - Disagree with the IPRC and make a recommendation to the board about your child's identification, placement, or both.
- The appeal board will report its recommendations in writing, to you and to the school board, providing the reasons for its recommendations.
- 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 (boards are not required to follow the appeal board recommendation).
- You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

WHAT SPECIAL PROGRAMS AND SERVICES ARE PROVIDED BY THE BOARD?

Core Resource Program

- Serves a wide variety of students with mild to moderate learning problems in all exceptionality areas

Educational Support Program (ES)

- Serves students with mild to moderate developmental disabilities and delays in their educational development.

Functional Life Skills Program (FLS)

- Serves students with moderate to severe developmental disabilities and delays in their educational development.

Intensive Support and Assessment Program (ISA)

- Serves students with moderate to severe learning disabilities primarily in late primary-junior grades

Social Communication Program (SCP)

- Serves students with Autism or Pervasive Development Disorder.

Hearing Program and Services

- Serves students with moderate to severe hearing loss.

Vision Programs and Services

- Serves students with a significant loss of vision.

Program for Academic and Creative Extension (PACE)

- Serves students who have been found to be intellectually advanced.

Learning Strategies

- A program that serves students with communication exceptionalities, as well as other exceptional students who would benefit from this intensive Core Resource support in grades 9-11.

Language Support Centre

- A program that serves students with severe receptive and/or expressive language difficulties in Grades 2-4.

Behaviour Resource Program

- Provides a range of services and is available to all students. This includes consultation to school staff and students, direct service to students, skill development groups for students, inservice to students, parents and Board staff.
- The Reduced Ratio Program in elementary and the Tutorial Program in secondary schools, serve students with significant social and behavioural difficulties which have negative impacts on their learning.

Physical Management Services

- Serves students who have difficulties in the areas of fine motor, gross motor or sensory motor, in order to promote their independence in the regular school environment.

Psychological Services

- Provides consultation, assessment or short-term supportive intervention for students, and facilitation to community agency services. Students are referred by school staff with parental/guardian/student consent.

Speech/Language Services

- Provides intervention through consultation and assessment for students with communication needs who are referred by school staff with the consent of parent(s)/guardian(s).

ADDITIONAL STUDENTS SERVICES:***Multilingual Services***

- one of the services available through ESL/ESD (English as a Second Language/English Skills Development) Programs and Services.
- interpreters and translators are provided to assist in communication with parent/guardians and students who have limited English communication skills.
- multilingual assessors are available to provide support for schools in assessing the needs of students with limited English communication skills.

WHAT ORGANIZATIONS ARE AVAILABLE TO ASSIST PARENTS?

Many parent organizations are available to provide information and support to parents of exceptional children.

ASSOCIATION FOR BRIGHT CHILDREN (ABC)

2 Bloor Street West, Suite 100, Box 156, Toronto, M4W 2G7
(416) 925-6136

LEARNING DISABILITIES ASSOCIATION, YORK REGION and LDA of NEWMARKET AND AURORA

11181 Yonge St., Richmond Hill, L4S 1L2
(905) 884-7933; FAX (905) 770-9377
(905) 764-9722 – Vaughan; (905) 471-1620 – Markham; (905) 836-4585 – Newmarket

THE EASTER SEAL SOCIETY

1185 Eglinton Ave. E., North York, M3C 3C6
(416) 421-8377 or 1-800-668-6252

DOWN SYNDROME ASSOCIATION OF YORK REGION

1100 Gorham Street, Suite 11B-345, Newmarket, L3Y 8Y8
(416) 410-DOWN; 1-800-649-DOWN; email: dsayr@hotmail.com

VOICE FOR HEARING IMPAIRED CHILDREN

161 Eglinton Ave. E., Suite 701, Toronto, M4P 1J5
(416) 487-7719

NEWMARKET ASSOCIATION FOR COMMUNITY LIVING
757 Bogart Ave., Newmarket, L3Y 2A7
(905) 898-3000

&

YORK SOUTH ASSOCIATION FOR COMMUNITY LIVING
101 Edward Ave., Richmond Hill, L4C 5E5
(905) 884-9110 or (905) 889-5239

AUTISM SOCIETY ONTARIO – YORK REGION CHAPTER
Loyal True Blue & Orange Home, 11181 Yonge Street, Suite 211, Richmond Hill, L4S 1L2
(905) 780-1590 | e-mail: asoyork@axxent.ca

WHAT ARE THE MINISTRY’S PROVINCIAL AND DEMONSTRATION SCHOOL?

The Ministry 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 (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration Schools for English-speaking students with severe learning disabilities and for student with learning disabilities in association with ADHD:

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

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

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
TTY: (905) 878-7195

Robarts School
1090 Highbury Avenue
PO Box 7360, Station E
London ON N5Y 4V9
Phone and TTY: (519) 453-4400

Sir James Whitney School
350 Dundas Street West
Belleville ON K8P 1B2
Phone and TTY: (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
TTY (613) 761-9302 and 761-9304

WHERE CAN PARENTS OBTAIN ADDITIONAL INFORMATION?

Additional information can be obtained from:

- the school principal
- or superintendent of Education: Exceptional Learners (Student Services), York Catholic District School Board, 320 Bloomington Road West, Aurora, Ontario L4G 3G8 (905) 713-1211 ext. 11630.