



Parents' Guide to Special Education



Children are like seeds from different flowers.
First, they seem more similar than different in many ways.
Place these seeds in the earth and nourish them and they become very different.
Some will become small and delicate blossoms, some will be big and brilliant.
Some will be early bloomers and others will be late bloomers.
One thing is certain.
Given good conditions, they will all bloom with their own individual beauty.

What are the Sudbury Catholic District School Board's Goals and Objectives for exceptional students?

GOALS

Schools under the jurisdiction of the Sudbury Catholic District School Board exist primarily to assist parents in developing, to the fullest the academic, the intellectual, spiritual, physical, cultural and moral growth of their children.

The aims of education for exceptional pupils are essentially the same as those for all other students.

- A) To develop completely their individual talents as members of society and as unique and responsible Christian persons.
- B) To provide them with opportunities to grow in Faith and in an understanding of the nature and purpose of life.

OBJECTIVES

- A) To provide, within special education funding provided by the Ministry of Education, and other initiatives or opportunities, programs and services for students with special education needs according to the area of exceptionality defined by the Ministry of Education.
- B) To co-operate with other school boards and community agencies when necessary in order to provide a full range of programs and services designed to meet the needs of students with diverse abilities.
- C) To provide within special education funding provided by the Ministry of Education and other initiatives or opportunities, as many resources as possible and practical at the community school level such that most exceptional pupils can remain with their fellow pupils in the regular classroom.

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 parent's 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's list of contacts at the end of the document.

Notes:

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

What is an Identification Placement and Review Committee (IPRC)?

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

- ▶ School Principal (Chairperson or designate)
- ▶ Superintendent of School Effectiveness (or designate)
- ▶ Learning Support Services Consultant - Special Education (or designate)
- ▶ School Principal (of receiving school) (or designate)

Parents are invited and encouraged to attend the meeting.

What is the role of the 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 your child, regular class or special education class; 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.

What are the Ministry of Education Categories and Definitions of Exceptionalities

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:

- a) an inability to build or to maintain interpersonal relationships;
- b) excessive fears or anxieties;
- c) a tendency to compulsive reaction;
- d) 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 the 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) 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) 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.

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.

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, an Individual Education Plan, 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 post secondary school activities, such as work, further education, and community living.

The IEP must be completed within 30 school 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 discussions 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, school special education staff, Learning Support Services staff, Superintendent of School Effectiveness, 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 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 and 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 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 support. 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 support;
- 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?

- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information.
- 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 either 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 the Director of Education and Secretary to the Board, Sudbury Catholic District School Board, 165A D'Youville Street, Sudbury, Ontario, P3C 5E7.
- 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 but 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 the Director of Education and Secretary to the Board, Sudbury Catholic District School Board, 165A D'Youville Street, Sudbury, Ontario, P3C 5E7. 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 who have no prior knowledge of the matter under appeal, one of whom is to be selected by you, the parent.
- 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 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 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 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 education programs and supports are provided by the board?

The Sudbury Catholic District School Board attempts to provide maximum growth and development opportunities for every pupil including those identified as exceptional.

The Learning Support Services Department is organized and operates to assist the community school in this challenging task. A team which includes academic consultants, psychometrists, attendance counsellor, speech language pathologist and communication disorder assistants provide specialized assistance to pupils and teachers. This team of professionals works in close cooperation with the community school, parents, public health personnel, superintendents and all pertinent community agencies to address the particular needs of exceptional pupils.

Every school has a Special Education Resource Teacher and/or Learning Support Teacher who assist(s) in providing special education support to exceptional pupils at their home schools and in their regular classrooms. Specialist Teachers, including a Teacher of the Visually Impaired, provide additional specialized support to exceptional students in all schools.

Pupils with more complex needs, who require modified or alternative programming, may be placed in a specialized classroom. These special classes are located in various community schools throughout our school system.

In cooperation with the Rainbow District School Board and Health Sciences North, the Sudbury Catholic District School Board provides specialized programs and services for pupils with severe physical disabilities at the Health Sciences North's Children's Treatment Centre.

What organizations are available to assist parents?

Many parent organizations are available both locally and provincially to provide information and support to parents of exceptional children. Some of these organizations are listed below.

ADD/HD PARENT SUPPORT GROUP

Laurentian Hospital, 41 Ramsey Lake Road
Sudbury, Ontario, P3E 2R1
705-523-4747

AUTISM SOCIETY OF ONTARIO

(Child Care Resources)
662 Falconbridge Road
Sudbury, Ontario, P3A 4S4
705-222-5000 Ext. 2685

CANADIAN DIABETES ASSOCIATION

(Sudbury and District B)
2141 Lasalle Blvd.
Sudbury, Ontario, P3A 2A3
705-670-1993

CANADIAN HEARING SOCIETY (Sudbury)

1233 Paris Street,
Sudbury, Ontario, P3E 3B6
705-522-1020

CANADIAN MENTAL HEALTH ASSOCIATION

111 Elm Street
Sudbury, Ontario, P3C 1T3
705-675-7252

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

303 York Street
Sudbury, Ontario, P3E 2A5
705-675-2468

CITY OF GREATER SUDBURY DEVELOPMENTAL SERVICES

245 Mountain Street
Sudbury, Ontario, P3B 2T8
705-674-1451 Ext. 236

COUNCIL FOR EXCEPTIONAL CHILDREN (Sudbury Chapter), c/o K. Taylor Horeck,

Sudbury District Catholic School Board,
165A D'Youville Street
Sudbury, Ontario, P3C 5E7
705-673-5620 Ext. 217

COMMUNITY LIVING GREATER SUDBURY

303 York Street, Unit 241
Sudbury, Ontario, P3E 2A5
705-671-7181

DOWN SYNDROME ASSOCIATION OF SUDBURY

705-522-8763

EPILEPSY SUDBURY - MANITOULIN

303 York Street
Sudbury, Ontario, P3B 2A5
705-688-0188

LEARNING DISABILITIES ASSOCIATION OF SUDBURY

P.O. Box 21038,
1935 Paris Street, Plaza 69
Sudbury, Ontario, P3G 6G6
705-522-0100

PARENTS ASSOCIATION FOR THE PHYSICALLY CHALLENGED

1204 St. Jerome Street
Sudbury, Ontario, P3A 2V9
705-523-7337

SUDBURY REGIONAL COUNCIL OF CATHOLIC SCHOOLS ASSOCIATION

c/o Sudbury District Catholic School Board,
165A D'Youville Street
Sudbury, Ontario, P3C 5E7
705-673-5620

TOURETTE SYNDROME FOUNDATION OF CANADA

Sudbury Contact Representative:
Fiorina Folino
705-523-2242

ONTARIO HUMAN RIGHTS COMMISSION
www.ohrc.on.ca
1-800-387-9080

**MANITOULIN-SUDBURY COMMUNITY
CARE ACCESS CENTRE**
40 Elm Street, Unit 41-C
Sudbury, Ontario. P3C 1S8
705-522-3461

CHILD AND COMMUNITY RESOURCES
662 Falconbridge Road
Sudbury, Ontario. P3A 4S4
705-525-0055

CANADIAN CANCER SOCIETY
1780 Regent Street
Sudbury, Ontario. P3E 3Z8
705-670-1234

**SUDBURY DISTRICT HEALTH UNIT
CLINICAL SERVICES**
1300 Paris Street,
Sudbury, Ontario. P3E 3A3
705-522-9200

CHILDREN'S COMMUNITY NETWORK
319 Lasalle Blvd.
Sudbury, Ontario. P3A 1W7
705-566-3416

SUDBURY SOCIAL PLANNING COUNCIL
30 St. Anne Road
Sudbury, Ontario. P3C 5E1
705-675-3894

**N'SWAKOMOK NATIVE FRIENDSHIP
CENTRE**
705-674-2128

BETTER BEGINNINGS BETTER FUTURES
705-671-1941

What are the ministry's provincial and demonstration schools?

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.

School for the blind and deaf-blind

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

Demonstration schools for English-speaking students with severe learning disabilities including learning disabilities associated with ADHD

Amethyst School
1090 Highbury Avenue, London ON N5Y 4V9
Phone: 519-453-4400

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: 905-878-2851

Schools for the deaf

Ernest C. Drury School
255 Ontario Street South, Milton ON L9T 2M5
Telephone: 905-878-2851, TTY: 905-878-7195

Robarts School
1090 Highbury Avenue, P.O. Box 7360, Station E
London ON N5Y 4V9, Telephone/TTY: 519-453-4400

Sir James Whitney School
350 Dundas Street West
Belleville ON K8P 1B2
Telephone/TTY: 613-967-2823

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

Where can parents obtain additional information?

Additional information can be obtained from the Sudbury Catholic District School Board website
www.scdsb.edu.on.ca
and

Superintendent of School Effectiveness

Sudbury Catholic District School Board
165A D'Youville Street
Sudbury ON P3C 5E7
Phone: 705-673-5620 Ext. 300

Learning Support Services Consultant - Special Education

Sudbury Catholic District School Board
165A D'Youville Street
Sudbury ON P3C 5E7
Phone: 705-673-5620 Ext. 204

St. Andrew School

1305 Holland Road
Sudbury ON P3A 3R4
Phone: 705-566-3838

St. Anne School

4500 St. Michel Street
Hanmer, ON P3P 1M8
Phone: 705-969-2101

St. Benedict Elementary and St. Benedict Catholic Secondary School

2993 Algonquin Road
Sudbury ON P3E 4X5
Phone: 705-523-9235

St. Bernadette School

870 Auger Avenue
Sudbury ON P3A 4A6
Phone: 705-566-6455

Bishop Alexander Carter Secondary School

539 Francis Street
Hanmer ON P3P 1E6
Phone: 705-969-2212

St. Charles College

1940 Hawthorne Drive
Sudbury ON P3A 1M8
Phone: 705-566-9605

St. Charles School

26 Charlotte Street
Chelmsford ON P0M 1L0
Phone: 705-855-4955

St. David School

350 Jean Street
Sudbury ON P3C 2S8
Phone: 705-674-4096

St. Francis School

691 Lilac Street
Sudbury ON P3E 4E2
Phone: 705-674-0701

Holy Cross

2997 Algonquin Road
Sudbury, ON P3E 4X5
Phone: 705-586-3686

Immaculate Conception School

1748 Pierre Street
Val Caron ON P3N 1C5
Phone: 705-897-4483

St. James School

280 Anderson Drive
Lively ON P3Y 1M5
Phone: 705-692-3974

St. John School

181 William Street
Garson ON P3L 1T7
Phone: 705-693-2213

St. Joseph School

8 St. Paul Street
Killarney ON P0M 2A0
Phone: 705-287-2712

St. Mark School

13 Church Street
Markstay, ON P0M 2G0
Phone: 705-853-4535

Marymount Elementary Academy &

Marymount Academy
165 D'Youville St.
Sudbury ON P3C 5E7
Phone: 705-674-4231

St. Paul the Apostle School

1 Edward Street
Coniston ON P0M 1M0
Phone: 705-694-4482

Pius XII School

44 Third Avenue
Sudbury ON P3B 3P8
Phone: 705-566-6080

St. Raphael School

1096 Dublin Street
Sudbury ON P3A 1R5
Phone: 705-566-0298