



# Sudbury Catholic District School Board



## Parents' Guide to Special Education

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:

1. If you wish to receive this parents' guide in Braille, large print, or 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 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 Education (or designate)
- ▶ Special Education Co-ordinator (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

There are four categories of exceptionalities as defined by the Ministry of Education. They are: Behaviour, Communication, Intellectual and Physical. A fifth category, Multiple, is a combination of exceptionalities. The following list contains the Ministry's definitions of each of the categories.

**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, 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 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 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?

- 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 services 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 Special Education Student Services Department is organized and operates to assist the community school in this challenging task. A team which includes a special education consultant, psychometrist, itinerant teacher, counsellor and speech pathologist provides specialized assistance to pupils and teachers. This team of professionals works in close cooperation with the community school, parents, public health personnel, curriculum consultants, superintendents and all pertinent community agencies to address the particular needs of exceptional pupils.

Every school has a Special Education Resource Teacher who assists in providing special education programs to most exceptional pupils at their home schools and in the regular classrooms. As well, Itinerant Resource and Specialist Teachers, including a Teacher of the Deaf/Hard of Hearing provide additional specialized support to exceptional students in all schools. Resource withdrawal and enrichment programs are offered to students who are identified as intellectually gifted.

Pupils with more complex needs, who require modified or alternative programming, may be placed in self-contained or integrated small-enrolment classes on a full-day or part-time basis. These special classes are located in various community schools throughout our school system.

In cooperation with the Rainbow District School Board and Sudbury Regional Hospital, the Sudbury Catholic District School Board provides specialized programs and services for pupils with severe physical disabilities at the Sudbury Regional Hospital'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  
(ph: 523-7100)

AUTISM SOCIETY OF ONTARIO  
(Sudbury and District)  
225 Riverside Drive  
Sudbury, Ontario, P3E 1H4 (ph: 688-9303)

CANADIAN DIABETES ASSOCIATION  
(Sudbury and District B)  
105 Elm Street, Unit D  
Sudbury, Ontario, P3C 1T3 (ph: 670-1993)

CANADIAN HEARING SOCIETY (Sudbury)  
1233 Paris Street,  
Sudbury, Ontario, P3E 3B6  
(ph: 523-5695)

CANADIAN MENTAL HEALTH ASSOCIATION  
111 Elm Street  
Sudbury, Ontario, P3C 1T3  
(ph: 675-7252)

THE CANADIAN NATIONAL INSTITUTE  
FOR THE BLIND  
303 York Street  
Sudbury, Ontario, P3E 2A5 (ph: 675-2468)

CITY OF GREATER SUDBURY  
DEVELOPMENTAL SERVICES  
245 Mountain Street  
Sudbury, Ontario, P3B 2T8  
(ph: 674-1451)

COUNCIL FOR EXCEPTIONAL CHILDREN  
(Sudbury Chapter), c/o K. Taylor Horeck,  
Sudbury District Catholic School Board,  
165A D'Youville Street  
Sudbury, Ontario, P3C 5E7 (ph: 673-5620)

COMMUNITY LIVING GREATER SUDBURY  
Plaza North- Box 2, 4544 Highway 69N  
Val Therese, Ontario, P3P 1P9  
(ph: 969-4986)

DOWN SYNDROME ASSOCIATION  
OF SUDBURY  
P.O. Box 2855, Station "A"  
Sudbury, Ontario, P3A 5J3 (ph: 673-8303)

EPILEPSY SUDBURY - MANITOULIN  
303 York Street  
Sudbury, Ontario, P3B 2A5  
(ph: 688-0188)

LEARNING DISABILITIES ASSOCIATION  
OF SUDBURY  
1935 Paris Street  
Sudbury, Ontario, P3G 6G6 (ph: 522-0100)

PARENTS ASSOCIATION FOR THE  
PHYSICALLY CHALLENGED  
1204 St. Jerome Street  
Sudbury, Ontario, P3A 2V9 (ph: 560-8000)

SUDBURY REGIONAL COUNCIL  
OF CATHOLIC SCHOOLS ASSOCIATION  
c/o Sudbury District Catholic School Board, 165A  
D'Youville Street  
Sudbury, Ontario, P3C 5E7 (ph: 673-5620)

TOURETTE'S ASSOCIATION Sudbury  
192 Eugene Street  
Sudbury, Ontario, P3B 3S7  
(ph: 524-0734)

## 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) 453-4408

*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

### **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

## 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 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:

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

### **OBJECTIVES**

- ▶ To provide, within budget limitations, programs and services for all exceptional pupils according to the areas of exceptionality defined by the Ministry of Education
- ▶ To co-operate with other school boards and community agencies when necessary in order to provide a full range of programs and services for each exceptionality

## Where can parents obtain additional information?

Additional information can be obtained from the Sudbury Catholic District School Board website

[www.scdsb.edu.on.ca](http://www.scdsb.edu.on.ca)

and

### **Superintendent of Education**

Sudbury Catholic District School Board  
165A D'Youville Street  
Sudbury ON P3C 5E7  
Phone: 673-5620 Ext. 238

### **Special Education Co-ordinator**

Sudbury Catholic District School Board  
165A D'Youville Street  
Sudbury ON P3C 5E7  
Phone: 673-5620 Ext. 226

#### ***St. Andrew School***

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

#### ***St. Anne School***

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

#### ***St. Benedict Catholic***

***Secondary School***  
2993 Algonquin Road  
Sudbury ON P3E 4X5  
Phone: 523-9235

#### ***St. Bernadette School***

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

#### ***Bishop Alexander Carter***

***Secondary School***  
539 Francis Street  
Hanmer ON P3P 1E6  
Phone: 969-2212

#### ***St. Charles College***

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

#### ***St. Charles School***

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

#### ***St. Christopher School***

2843 CKSO Road,  
Sudbury ON P3G 1B5  
Phone: 522-4390

#### ***Corpus Christi School***

811 Robinson Drive  
Sudbury ON P3E 2J2  
Phone: 522-8810

#### ***St. David School***

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

#### ***St. Francis School***

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

#### ***Immaculate Conception School***

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

#### ***St. James School***

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

#### ***St. John School***

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

#### ***St. Joseph School***

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

#### ***St. Mark School***

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

#### ***St. Mary School***

26 Meehan Avenue  
Capreol ON P0M 1H0  
Phone: 858-2431

#### ***Marymount Elementary Academy & Marymount Academy***

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

#### ***St. Michael School***

41 Samson Street  
Sudbury ON P3E 1W2  
Phone: 674-3843

#### ***St. Paul the Apostle School***

1 Edward Street  
Coniston ON P0M 1M9  
Phone: 694-4482

#### ***Pius XII School***

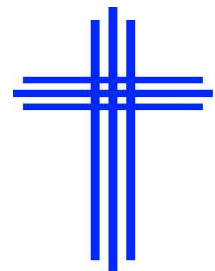
44 Third Avenue  
Sudbury ON P3B 3P8  
Phone: 566-6080

#### ***St. Raphael School***

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

#### ***St. Theresa School***

56 Walford Road  
Sudbury ON P3E 2H3  
Phone: 522-8106



# Schools to Believe In!