



PARENT'S GUIDE TO SPECIAL EDUCATION



“Every student can learn, just not on the same day, or the same way.”

- George Evans

Schools, parents/guardians and communities are committed to supporting all Simcoe County District School Board (SCDSB) students to reach their full potential.

We encourage you as a parent/guardian to collaborate with the school team. As a collaborative team, we always keep the best interests of your child at the centre of every decision. At times, students may need different supports and programs, beyond the accommodations that are provided in the classroom, in order to reach their full potential.

If you have any questions, please contact your child’s regular classroom teacher (RCT), special education resource teacher (SERT), vice-principal or principal. Students learn in many different ways. This handbook is intended to help you understand the special education supports and services offered in the SCDSB.

These may include any or all of the following:

- additional support (provided by the SERT)
- an Individual Education Plan (IEP)
- assistive technology (AT)
- a special education class placement



Simcoe County District School Board Mission and Vision

Mission

We inspire and empower learning for life.

Vision

A community of learners achieving full potential.

INTRODUCTION

SPECIAL EDUCATION ADVISORY COMMITTEE STATEMENT OF BELIEFS

Based on our belief in respect, leadership, integrity, collaboration, compassion, student-driven services and the right of all students to be included, we advocate that:

- All students have equitable opportunities to learn and participate in inclusive school communities. They are supported in developing and maintaining relationships, and participating in freely chosen activities and groups that result in a sense of belonging.
- Students' unique learning styles are recognized and planned for in a caring and sensitive manner, enabling them to learn and participate with dignity and respect.
- Students' strengths and special education needs (SENs) are identified and responded to early, as this is paramount to their growth and development. Based on best practices and research the SCDSB will adopt proactive, innovative practices to promote individual student capacities and gifts while addressing their special education needs.
- Education services are delivered using a collaborative and flexible process centred on the strengths and needs of the students, inclusive of family, school and community, and based on the best learning outcomes for the student. The student's voice is key to all decisions made on behalf of and with the student.



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If you have a particular question about special education and your child, please use this guide:

My child is struggling with some of the work in the classroom...	Go to the section on Strengths and Needs Committees (SNC) to learn how the school team meets to help students in these situations. You will also learn about your role in the SNC process.
My child is having a lot of difficulty following the rules and routines in the school...	
My school has talked about an Individual Education Plan (IEP) for my child...	The section on IEPs explains why and when IEPs are created.
My child has an IEP but I do not understand how their program is different from the other students in the class...	

A Transition Plan is part of my child's IEP. What is the purpose of this plan?	The section on transition planning explains the purpose of the Transition Plan and why it is part of all IEPs.
A Safety Plan - Notification of Worker Risk has been suggested for my child. When are they put in place?	The section on Safety Plans - Notification of Worker Risk explains why they are established, how they may change and the input of the parent/guardian.
Should I identify my child through the Identification, Placement and Review Committee (IPRC) process? How will this help my child?	The section on IPRCs explains the reasons for identification. There is also a list of the Categories of Exceptionalities and Definitions.
What types of classes are available in the board?	The various placements available are described in the Placement Options section of this guide.
Are there other placement options?	The Ministry of Education operates schools for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Those schools are listed in the Ministry's Provincial and Demonstration Schools section.

What if it is recommended that my child use specialized equipment, including computer equipment?	The section on the Special Equipment Amount (SEA) process describes how and what equipment is provided to students.
Where can I find more information about my child or the school system?	The members of the Special Education Advisory Committee (SEAC) can provide assistance to parents/guardians and students. In addition, there are many organizations to assist parents/guardians that provide direct support to families.
If you require further assistance please contact the teacher, special education resource teacher (SERT) or administrator at your school.	School directory: www.scdsb.on.ca/school_search



***Please note: you have the right as a parent/guardian to request access to your child's Ontario Student Record (OSR).**

Your child's OSR is stored at the school that they currently attend. Please contact the school if you wish to do so.



Growth Plans and Strengths and Needs Committee (SNC)

Who are the members?

The core members of the committee may include parents/guardians and/or the student, principal or vice-principal, regular classroom teacher (RCT), referring teacher (if different from above) and special education resource teacher (SERT). Additional members may be included.

Growth Plan (completed prior to a Strengths and Needs Committee)

A growth plan is developed to support key learning areas that need to be addressed when a student is not making the expected progress in one or more areas. The intent of the plan is to focus on supporting the student's individualized needs.

If more information is required, proceed to Initial SNC Meeting.

Initial Strengths and Needs Committee Meeting

The SNC is a school-based problem-solving team. Through an ongoing, collaborative process, the team, in consultation with students and parents/guardians, provides strategies and assistance for supporting individual students. SNC meetings to discuss students with special education needs are held regularly and the record of the meeting is shared with parents/guardians and saved in the student's file.

Parent's/guardian's role in SNC

Parents/guardians have the ability to request a SNC. Creating a statement of the strengths and needs of your child is an important tool for planning appropriate remedial help at all stages of your child's education. Attend the SNC meetings held for your child at school when you can. Share your thoughts about your child's personal strengths, which will help in developing resiliency at school, and their most important needs, which will help in the development of future goals. Previous SNC notes may help determine the appropriate assessments that may be implemented at school, which will also be recorded on the Individual Education Plan (IEP). SNC notes are included in the Identification, Placement and Review Committee (IPRC) process.

What information should be included in a SNC record?

Section	Brief Description
Presenting Concerns	Description of the areas of concern - reason(s) for having the SNC (including strengths, needs, current level of achievement and interpretation of current data)
Summary of Discussion	Description of the measurable, observable and achievable goals for the student, describes the goal(s) that are being set, and the strategies that have been used to provide intervention for the student
Action to Follow	Description of the actions for implementation of strategies required, the individual responsible for each action, the timeline for implementation and how the achievement for each goal will be assessed. Team will establish a follow-up meeting to review actions and effectiveness

How often are SNCs necessary?

SNCs should be held whenever a school/team/family deems it necessary to collaboratively support a student in order to ensure that the student's needs are being met, with the intention of helping that student reach their full potential.

For students who have an IEP, it is necessary to hold a SNC at least twice during the school year. **Students who require higher levels of support will greatly benefit from the collaborative problem-solving approach that additional SNCs will provide.** The information shared and discussed for students with IEPs during a SNC may include the topics discussed above. It may also document the level of support and timelines required in order for the student to reach the goals outlined in the IEP.

What are your child's strengths?

Your child, regardless of their specific exceptionality, has some areas of strength. These may include such information as their innate abilities, talents, accomplishments and interests. These need not all be cognitive or academic skills, but should also cover artistic, athletic and/or any other talents and interests.

What are your child's needs?

There are many different kinds of needs which can include: physical, intellectual or cognitive; educational or academic; emotional and/or behavioural; social; and also cultural. You can be the best advocate for your child, and it's important that your school team understand all of your child's needs. The school will describe those areas of needs that have been learned through ongoing classroom assessment and instruction.



INDIVIDUAL EDUCATION PLAN

What is an Individual Education Plan (IEP)?

The Individual Education Plan, often called the IEP, is a written plan that is created for your child, in consultation with you.

It includes:

- the special education program/services required by your child, based on a thorough assessment of their strengths and needs
- a record of the accommodations (strategies/supports) needed to help your child achieve their learning expectations
- the learning expectations, or goals, created for your child that differ from grade-level expectations, also known as modifications
- alternative expectations, if required, in program areas not represented in the Ontario curriculum
- transition goals to support students with any necessary transitions

The IEP is continuously monitored throughout the year and must be formally reviewed and updated at each reporting period.

Who has an IEP?

- every student identified as exceptional by an Identification Placement and Review Committee (IPRC)
- students whose school principal, with input from the regular classroom teacher (RCT), special education staff and/or parents/guardians, determines that their achievement will be assessed on the basis of modified expectations
- students who regularly require accommodations for instructional or assessment purposes

When is the IEP created?

- for students who have been formally identified through the IPRC process, an IEP must be created within 30 school days following the IPRC
- for students who have previously existing IEPs, a current IEP must be created within 30 school days from the start of each school year

What is the parent's role?

Your input is invaluable in fostering the achievement and success of your child. As a parent/guardian, you are encouraged to:

- provide relevant information about your child
- work together with school staff to develop goals for your child's IEP
- review the draft copy of the IEP and provide feedback to school staff
- maintain open communication with school staff regarding your child's IEP



Students who have an IEP will also require a Transition Plan (*see next page on Transition Planning*).



Parent/guardian role in transitions

You are an important advocate for your child and can help to create an appropriate transition plan. Creating goals for your child's plan may seem challenging at first, however if you think about adult goals in terms of education, jobs, living choices and social activities it will make sense when you help your child's teacher set realistic mini goals each year, as you will be working toward your child's future quality of life.

Ask yourself these three questions:

1. Where is my child presently?
2. Where are they going?
3. How do we get them there?

Attend transition meetings if you can. Transition team members may include:

- parents/guardians
- student, if deemed appropriate
- principal, or designate
- regular classroom teacher (RCT)
- special education resource teacher (SERT)
- community agencies
- board support staff

Make sure that what you discuss in the meetings is reflected on the transition page of your child's IEP. Finally, end your meeting with a follow-up meeting date to review your child's progress and make changes to goals if necessary. Review your child's transition plan at least once per school year.

What is transition planning?

All students experience many changes or transitions as part of their school life. These include big "T" transitions, such as entry into school, changing grades, moving from elementary school to high school and leaving school. Small "t" transitions are the day to day changes, such as moving from the classroom to the yard or the gym, changing subjects and tasks and changes to the regular class routines. Many students with special education needs (SENs) find such transitions to be particularly challenging and require additional preparation and support through the transition. Such support is described in a number of ways, including in the Individual Education Plan (IEP) and other documents.

When is a transition plan needed?

PPM 156, Supporting Transitions for Students with Special Education Needs, states that: "A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an identification, placement and review committee (IPRC) and including those who are identified as exceptional solely on the basis of giftedness." The transition plan is developed as part of the IEP. The school teams in Simcoe County work collaboratively with parents/guardians, students and community agencies to support students' transitions throughout their school career.



SAFETY PLAN - NOTIFICATION OF WORKER RISK

Safety Plan - Notification of Worker Risk

A Safety Plan - Notification of Worker Risk must be written for students whose behaviour poses a risk of injury to staff. A Safety Plan - Notification of Worker Risk is a pre-determined plan of action developed by staff, in consultation with parents/guardians. The Safety Plan - Notification of Worker Risk documents non-physical prevention and intervention strategies, but does not address medical concerns. If physical intervention is required to prevent or minimize injury, strategies are outlined in the plan following Behaviour Management Systems Training (BMS) protocol. It may be accompanied with an Individual Education Plan (IEP) and developed based on behaviour data tracking. The Safety Plan - Notification of Worker Risk is a working document that is modified as necessary.

What is the role of the parent/guardian?

The principal of your child's school may recommend that a Safety Plan - Notification of Worker Risk be written for your child. As a parent/guardian you can offer valuable information by sharing some strategies that are used at home to prevent safety concerns. When the safety concerns for your child have been resolved, they will no longer require a Safety Plan - Notification of Worker Risk.

Other Related Plans

Behaviour Support Plan

A Behaviour Support Plan outlines individualized expectations for student behaviour and the resulting positive reinforcement and/or progressive discipline. It is developed and implemented in conjunction with the student and parents/guardians.

Medical Plan

A Medical Plan describes the necessary interventions in the event of an emergency for a medical condition as outlined by a physician (e.g. seizures, diabetes, allergies, choking, heart condition).

Emergency Plan

An Emergency Plan outlines the procedures that are to occur in the case of a school emergency (e.g. fire drill, lockdown, tornado) for students and/or staff who require specialized assistance.



IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE

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

An IPRC is an important opportunity for a school and family to decide on an identification and placement for a student with special education needs (SENs). All school boards are required to set up IPRCs. Each IPRC must consist of three or more members, one of whom must be either a principal or supervisory officer employed by the school board. The balance of the committee may be made up of teachers, special education consultants or other special education professionals employed by the school board. Parents/guardians are invited and encouraged to attend IPRC meetings. Once a student is identified a review will take place annually.

*It is important to note that an identification does not prevent a student from achieving a high school diploma.

The IPRC for a county class placement

The IPRC for a county class placement must consist of three or more members. The chair of the IPRC must be the principal of the school in which the special education class is located. The balance of the committee must be two of:

- sending school principal or vice-principal
- special education consultant

Parents/guardians are encouraged to attend the IPRC meeting.

What is the role of the IPRC?

The IPRC will:

- decide whether or not your child is exceptional (see page 26 for definition)
- identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education
- describe your child's strengths and needs, from which your child's Individual Education Plan (IEP) will be developed, within 30 school days of the IPRC meeting
- decide an appropriate placement for your child
- review the identification and placement at least once in each school year

How is an IPRC meeting requested?

The principal of your child's school:

- shall 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 student's teacher or teachers believe that your child may benefit from a special education class

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

What is a pre-IPRC meeting?

The school team may invite you, your child and, if appropriate, outside agency support to a pre-IPRC meeting. The purpose of the meeting is to review your child's strengths and needs and what will be recommended at the IPRC meeting. The minutes of this meeting will be documented as a Strengths and Needs Committee (SNC).

May parents/guardians attend the IPRC meeting?

Regulation 181/98 Identification and Placement of Exceptional Pupils, entitles parents/guardians and pupils 16 years of age and 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 the meeting?

- the student
- 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
- an interpreter, if required (you may request the services of an interpreter through the principal of your child's school)

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 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 reply as to whether or not you will attend. Before the IPRC meeting occurs, you will receive the same information that the IPRC receives about your child. This will include the results of any assessments, if they exist. The letter will also invite you to contact the school if there is any information that you would like to provide the IPRC and/or if you have any questions related to the information or the process.

If you are unable to make the scheduled meeting, you may contact the school principal to arrange an alternate date or time.

If you choose not to attend the meeting, please let the school principal know you will not be attending.

How can a parent/guardian prepare for an IPRC meeting?

- set up a file to keep all papers organized
- speak to the principal, teachers and professionals working with your child
- ask for information about the parent's/guardian's role and the IPRC process
- look at your child's Ontario Student Record (OSR) and review recent assessments and reports
- ask if you can meet with the school team to discuss your child's progress

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. The members:

- will consider an educational assessment of your child;
- may, subject to the provisions of the *Health Care Consent Act, 1996*, request 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
- will 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 (a parent of the pupil has a right to be present at the interview)
- will consider any information that you submit about your child or your child submits if they are 16 years of age or older
- encourage you to ask questions and join in the discussion

Following the discussion, and 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?

The Simcoe County District School Board (SCDSB) acknowledges that placement of a student in a regular class is the first option considered by an IPRC. 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 strengths and 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 strengths and 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; and when 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; the IPRC's description of your child's strengths and needs
- the IPRC's placement decision; the IPRC's recommendations regarding a special education program and special education services
- when 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 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 IPRC may identify your child as an exceptional pupil who would benefit from a special education class placement. If you **agree** with the IPRC decision(s), 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 IEP for your child.

What does a review IPRC consider and decide?

A review IPRC meeting will be held within one school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent/guardian, dispensing with the annual review. With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. This review may be done as a SNC meeting including yourself and, if appropriate, your child and/or outside agency support. The focus of the meeting is to consider the same type of information that was originally considered by the IPRC, as well as any new information. The IPRC will review the identification and placement decisions and decide whether they should be continued or whether a different decision should now be made. Parents/guardians may choose to waive the annual review of the IPRC by selecting this option on the Confirmation of Continued Identification and Placement form letter. You may request a review IPRC meeting any time after your child has been in a special education program for three months.

What is a waiver?

In many cases, parents/guardians choose to maintain identification and placement from year to year. The school will send home a waiver (Confirmation of Continued Identification and Placement Form) in the spring providing that option.

What can parents do if they disagree with the IPRC decision?

If you do not agree with the identification and/or placement decision made by the IPRC, you may:

- Within 15 days of receiving the decision, request, in writing, that the IPRC hold a second meeting to discuss your concerns; or,
- Within 30 days of receiving the decision, file notice of appeal.

If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receiving 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 receiving the original decision, or within 15 days of receiving the decision from the second meeting described above, give written notification of your intention to appeal the decision to the *Secretary of the Board (Director) at the Simcoe County District School Board, 1170 Hwy 26, Midhurst, Ontario, L9X 1N6*.

The notice of the 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:

- a Special Education Appeal Board will be established to hear your appeal. This 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/guardian, one of whom is selected by the school board and a chair who is mutually agreed upon

- 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 they have been selected (unless parents/guardians 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 to contribute information about the matter under appeal
- you, the parents/guardians, and your child, if they are 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 school days** of the meeting's 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 or 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's 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.



CATEGORIES OF EXCEPTIONALITIES AND DEFINITIONS

Exceptional Pupils

Although all students are viewed as individuals, some students have special education needs (SENs) that require additional supports. The *Education Act* defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, and physical or multiple exceptionalities are such that they are 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.

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 maintain interpersonal relationships;
- b) excessive fears or anxieties;
- c) a tendency to compulsive reaction; or,
- 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; and,
- b) lack of the representational symbolic behaviour that precedes language.

Deaf and Hard of Hearing

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 for 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

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on a student's ability to learn and/or use academic and other skills and that:

- Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- Results in **(a)** academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or **(b)** academic achievement that can be maintained by the student only with extremely high levels of effort and/or additional support;
- Results in difficulties in the development and use of skills in one or more of the following areas; reading, writing, mathematics and work habits and learning skills;
- May typically be associated with difficulties in one or more cognitive processes, such as phonological processing, memory and attention, processing speed, perceptual-motor processing, visual-spatial processing, executive functioning (e.g. self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- May be associated with difficulties in social interaction (e.g. difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; and,
- Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

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 their 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; or,
- 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 inability to profit from a special education program that is designed to accommodate slow intellectual development; or,
- c) a limited potential for academic learning, independent social adjustment and economic 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 disorders, impairments or physical disabilities that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualification in special education and the provision of support services appropriate for such disorders, impairments or disabilities.



During the Identification, Placement and Review Committee (IPRC) meeting, you and the rest of the committee will decide the best placement for your child.

These are the placement options:

- A *regular class with indirect support* where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services
- A *regular class with resource assistance* where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher
- A *regular class with withdrawal assistance* where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher
- A *special education class with partial integration* where the student is placed by the IPRC in a special education class for at least 50 per cent of the school day, and is integrated into a regular class for up to 50 per cent of the school day
- A *full-time special education class* for the entire school day

Students in any special education class placement can access all resources and have equal opportunity to participate in all school programs and activities. Students in these placements may be integrated in regular classes for up to 50 per cent of the school day.

SCDSB Special Education Class Placements are:

Elementary Learning Centre:

- provides intensive programming in literacy and numeracy, based on expectations from the Ontario curriculum, from a special education teacher for 51 per cent or more of the student's program. Instruction may also include additional programming to address individual expectations from the student's Individual Education Plan (IEP)
- identification: Any category
- class maximum – 16 students

Elementary Social Skills:

- provides intensive programming and support for students to develop positive social skills
- must have average to above average cognitive ability
- identification: Behaviour
- class maximum – 8 students

Elementary Gifted Class:

- provides the ongoing interaction with intellectual peers required by gifted students in a manner that facilitates the compaction, enrichment and extension activities that will enable them to reach their full potential, pending outcome of home school enriched programming trial
- identification: Intellectual – Gifted
- class maximum – 25 students

Elementary Developmental Skills:

- provides intensive programming and support for elementary-aged students in the area of basic literacy and numeracy, self-advocacy, social skills, vocational

training and community awareness

- Identification: Intellectual - Developmental Disability
- Class maximum – 10 students

Elementary and Secondary Autism Spectrum Disorder (ASD) - Complex Care:

- provides intensive programming and support for students with significant needs in the areas of communication, self-regulation, social skills, self-advocacy, community awareness and academics including those with complex medical/health related needs, pending evidence that the student benefits from the use of applied behavioural analysis practices
- identification: Communication – Autism or Intellectual - Development Disability
- class maximum – 6 students

Secondary Learning Centre:

- provides intensive programming for students who require explicit instruction in literacy and numeracy, based on expectations from the Ontario curriculum. Instruction may also include additional programming to address individual expectations from the student's IEP
- identification: Any category
- class maximum – 16 students

Secondary Life Skills:

- provides intensive programming and support for secondary aged students in the area of basic literacy and numeracy, technology integration, communication, self-advocacy, social skills, vocational training and community awareness
- identification: Intellectual - Developmental Disability
- class maximum – 10 students

Secondary Gifted Congregated Cluster Program:

- while this program does not meet the Ministry definition of a special education class, maintaining it as a placement option affords secondary gifted students the ability to be congregated in selected secondary schools as a continuation of their elementary gifted class placement. This provides the students with continued opportunities for interaction with intellectual peers as well as for compaction, enrichment and extension
- identification: Intellectual – Gifted (Regular Class Placement)
- class maximum – based on secondary class caps

Secondary Transition Program:

- provides intensive programming and support for students to prepare for transition from secondary school to post-secondary school, regardless of destination. The program is based on the principles of applied behavior analysis (ABA) to develop individualized programs that meet the needs of students with a focus on developing the skills required for greater independence as the student transitions from secondary school
- identification: Communication – Autism/Intellectual – Developmental Disability
- class maximum – 10 students

Secondary Integration Support Program:

- provides programming and support for students based on the instructional principles of applied behaviour through a flexible resource/instructional model of service delivery
- the goal of the program is to support secondary-aged students throughout the school day using a model that maximizes the opportunity to gain credits towards graduation in regular classes while receiving appropriate support (direct/indirect) in the Integration Support Program resource room as/when needed
- class maximum - 16 students



Special Equipment Amount (SEA) equipment might include mobility devices, computer hardware and software, Braille equipment, FM systems, communication aids, sensory equipment and other equipment that promotes your child's independence and success.

How does my child receive SEA equipment?

- diagnosis of the condition by a qualified, regulated professional (for non computer-based equipment only)
- equipment recommendation from a qualified, regulated professional in a field related to the use of the equipment (for non computer-based equipment only)*
- 30-day trial of the equipment showing the benefits of its use.
- Individual Education Plan (IEP) shows the need for the equipment to support your child's program
- parents/guardians will be asked to sign the Personalized SEA Application and Consent
- the special education resource teacher (SERT) will send the information above to the principal of special education at the board office for approval
- your SERT will inform you whether or not the application has been approved

*Computer recommendations must include the statement "this assistive technology is essential for the student to access the curriculum."

In addition to assistive technology (such as computer hardware and software) that may be recommended and provided to students with special education needs (SENs), there are many other types of assistive devices such as communication, hearing, visual and sensory integration devices and items that may be recommended by service providers to meet individual student needs.

Can my child take this equipment home?

In elementary schools, the equipment usually stays at school. In some cases (often at the secondary school level), the principal may allow the equipment to go home, but first the parent/guardian or student, as appropriate, will be asked to complete the Assumption of Responsibility form.

Some parents/guardians may wish to purchase equipment recommended by a professional and send it to school to be used by their child. This should be discussed with the school principal to ensure that usage, safety and storage concerns are addressed.



Special Education Advisory Committee (SEAC)

What is a Special Education Advisory Committee?

The *Education Act* requires every district school board to establish a SEAC. The committee is appointed by the board and is made up of representatives of local associations, community agencies and trustees.

What is SEAC's Role?

SEAC plays an important role in ensuring that exceptional students receive proper educational programs and services. They advocate that all students have the opportunity to participate and learn in inclusive school environments with careful consideration given to their unique learning styles and their strengths and needs. SEAC members provide information and advice to parents/guardians, as well as provide direction to community supports and services.

SEAC holds regular monthly meetings from September to June that are open to the public.



To access contact information for all SEAC members and alternates, and for more information about SEAC, visit www.scdsb.on.ca/elementary/special_education.

In-School Support

In-school supports could include:

- administrators
- special education resource teachers (SERTs)
- regular classroom teacher (RCT)
- educational assistants (EAs)
- designated early childhood educators (DECEs)
- child and youth workers (CYWs)

Organizations to Assist Parents



When you don't know where to turn, call 211. It will help you find services and supports in your community.

211 offers live answer service 24 hours a day, 7 days a week. The number is free to call and interpreters are available in more than 170 languages. TTY service is available at 1-888-435-6086.

www.inmylanguage.org

Newcomer Welcome Centre

Families who are new to Canada or for whom English is not their first language can access the SCDSB Newcomer Welcome Centre for additional support.



www.thelearningcentres.com/newcomer/newcomer-welcome-centre

705-725-8360, ext. 45160

320 Bayfield Street, Bayfield Mall

Barrie, Ontario L4M 3C1

Organizations to Assist Parents

Exceptionality	Organization & Contact Information
Autism	Autism Ontario, Simcoe Chapter 705-252-7429 www.autismontario.com
	Kerry's Place 905-841-6611 www.kerrysplace.org
Behaviour	Kinark Child and Family Services 1-888-454-6275 www.kinark.on.ca
	Newpath Youth and Family Services of Simcoe County 705-725-7656 1-866-566-7656 www.newpath.ca
	Mackenzie Health's Centre for Behaviour Health Sciences 705-728-9143 www.mackenziehealth.ca
Blind and Low Vision	Canadian National Institute for the Blind (CNIB) 705-728-3352 www.cnib.ca
Deaf and Hard of Hearing	Deaf Access Simcoe Muskoka 705-728-3577 www.deafaccess.ca

	VOICE for Hearing Impaired Children – Simcoe Chapter 1-866-779-5144 www.voicefordeafkids.com
Developmental Disability	Empower Simcoe 705-726-9082 www.empowersimcoe.ca
	Down Syndrome Association of Simcoe County 705-446-0888 www.dsasc.ca
	Catulpa Community Support Services 705-733-3227 www.catulpa.on.ca
Fetal Alcohol Spectrum Disorder	FASworld 705-735-9517 www.fasworld.com
Giftedness	The Association for Bright Children of Ontario, Simcoe Chapter 705-458-1564 www.abcontario.ca
Learning Disability	Learning Disabilities Association of Simcoe County 416-929-4311 www.ldao.ca
Physical/Multiple	Children's Treatment Network 1-877-719-4795 www.ctn-simcoeyork.ca

Provincial and Demonstration Schools

The Ministry of Education operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind and severely learning-disabled students, as well as those with attention deficit 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, Including Learning Disabilities Associated with Attention Deficit Hyperactivity Disorder (A.D.H.D.)

Amethyst Demonstration School

1515 Cheapside Street
London, ON N5Y 3N9
T: (519) 453-4400

Trillium Demonstration School

347 Ontario Street South
Milton, ON L9T 3X9
T: (905) 878-2851 | TTY: (905) 878-7195

Sagonaska Demonstration School

350 Dundas Street West
Belleville, ON K8P 1B2
T: (613) 967-2830



Schools for the Deaf

Ernest C. Drury School for the Deaf

255 Ontario Street South
Milton, ON L9T 2M5
T: (905) 878-2851 | TTY: (905) 878-7195

Sir James Whitney School for the Deaf

350 Dundas Street West
Belleville, ON K8P 1B2
T: (613) 967-2823 | Toll Free: 1-800-501-6240
TTY: (613) 967-2823

The Robarts School for the Deaf

1515 Cheapside Street
London, ON N5Y 3N9
T: (519) 453-4400 | TTY: (519) 453-4400



School for the Blind and Deaf-Blind

W. Ross MacDonald School for the Blind

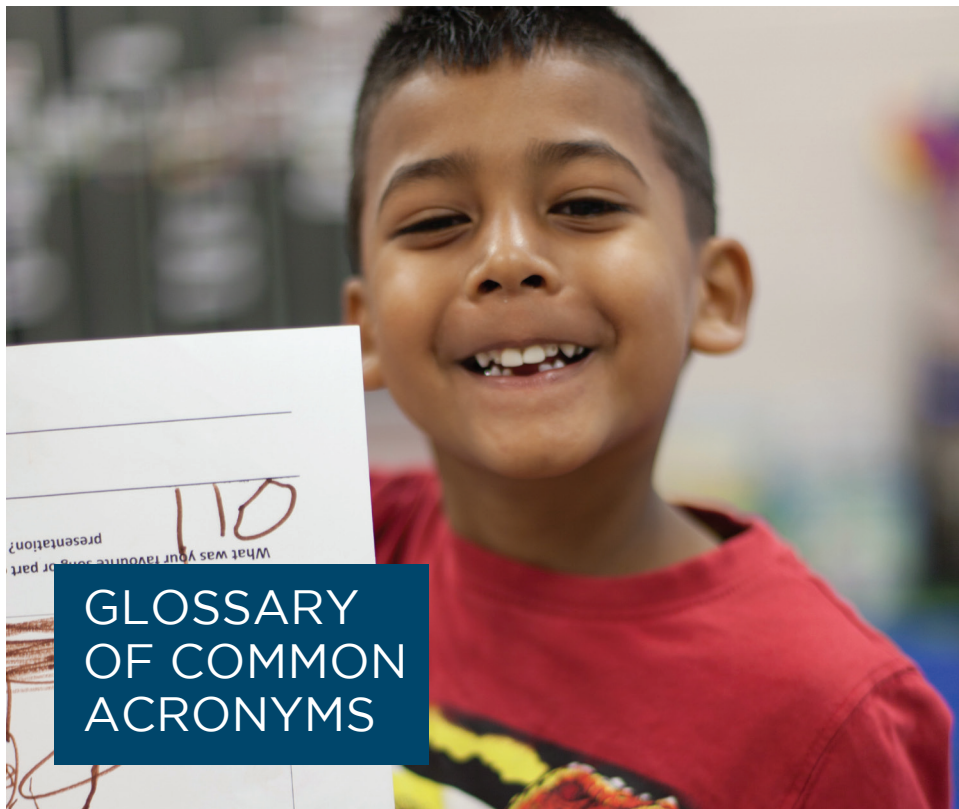
350 Brant Avenue
Brantford, ON N3T 3J9
T: (519) 759-0730 | Toll Free: 1-866-618-9092



French-Language School for the Deaf and Demonstration School for French-Speaking Students with Severe Learning Disabilities, Including Learning Disabilities Associated with ADHD

Centre Jules-Leger

281 Lanark Avenue
Ottawa, ON K1Z 6R8
T: (613) 761-9300 | Fax: (613) 761-9301
TTY: (613) 761-9302



AAC	Augmentative and alternative communication
ABA	Applied Behaviour Analysis
ABC	Antecedent Behaviour Consequence (type of behaviour tracking)
ADD	Attention Deficit Disorder
ADP	Assistive Device Program
ADHD	Attention Deficit Hyperactivity Disorder
AEL	Activate Early Learning
AODA	Accessibility for Ontarians with Disabilities Act
ASD	Autism Spectrum Disorder
ASL	American Sign Language
AT	Assistive Technology
BMS	Behaviour Management System Training
CAPD	Central Auditory Processing Disorder
CAPS	Comprehensive Autism Planning System (one aspect of Ziggurat process)

CASI	Comprehension Attitudes Strategies Interests
CDA	Communication Disorder Assistant
CNIB	Canadian National Institute for the Blind
CST	Computer Software Technician
CTN	Children's Treatment Network
CYW	Child and Youth Worker
DD	Developmental Disability
DECE	Designated Early Childhood Educator
DI	Differentiated Instruction
DS	Developmental Skills
DSM	Diagnostic and Statistical Manual (of Mental Disorders)
DSO	Developmental Services Ontario
EA	Educational Assistant
FASD	Fetal Alcohol Spectrum Disorder
FBA	Functional Behaviour Analysis
FRI	Fluid Reasoning Index
FSIQ	Full Scale Intelligence Quotient
GAI	General Ability Index
HRT	Hearing Resource Teacher
IBI	Intensive Behavioural Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
ISSI	Individual Strengths and Skills Inventory (one aspect of Ziggurat process)
ISP	Integration Support Program
ISTP	Individual Student Transportation Plan
K-TEA	Kaufman Test of Educational Achievement
LC	Learning Centre
LD	Learning Disability
MCYS	Ministry of Children and Youth Services
MOE	Ministry of Education
MI	Multiple Intelligences
MID	Mild Intellectual Disability
MOH	Ministry of Health, Medical Officer of Health
NLC	Non-verbal Learning Disability

O & M	Orientation and Mobility (Blind and Low Vision)
ODA	Ontarians with Disabilities Act
OEN	Ontario Education Number
OHRC	Ontario Human Rights Commission
OLSAT	Otis Lennon School Ability Test
OSR	Ontario Student Record
OT	Occupational Therapist
PHIPPA	Personal Health Information Protection and Promotion Act
PRI	Perceptual Reasoning Index
PT	Physiotherapist
RCT	Regular Classroom Teacher
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEN	Special Education Needs
SERT	Special Education Resource Teacher
SIP	Special Incidence Portion
SMART Goals	Specific Measurable Achievable Realistic/Relevant Time Sensitive Goals
SNC	Strengths and Needs Committee
SNS	Special Needs Strategy
TIPP	Transitional Integrated Program Plan
UCC	Underlying Characteristics Checklist (one aspect of Ziggurat process)
UDL	Universal Design for Learning
VCI	Verbal Comprehension Index
VRT	Vision Resource Teacher
WISC	Wechsler Intelligence Scale for Children

For an accessible version of this information,
contact info@scdsb.on.ca.



Simcoe County District School Board
1170 Highway 26 Midhurst, ON L9X 1N6
705-728-7570 | www.scdsb.on.ca