

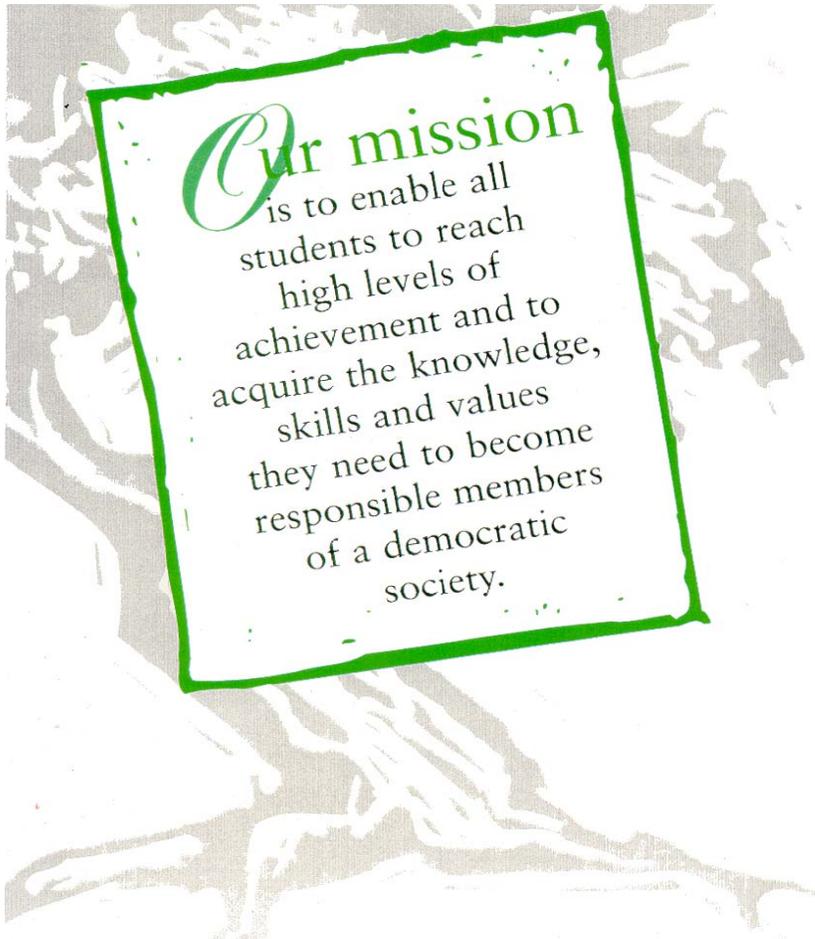
Parent(s)/Guardian(s) Guide to Special Education



East Office: 140 Borough Drive, Scarborough, Ontario M1P 4N6 (416)396-7968 or (416) -396-9003

West Office: 1 Civic Centre Court, Etobicoke, Ontario M9C 2B3 (416)394-7406 or (416) -394-3763

Serving Our Students, Schools, and Their Communities



we value:

- Each and every student
- A strong public education system
- A partnership of students, schools, family and community
- The uniqueness and diversity of our students and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning environments that are safe, nurturing, positive and respectful

Guiding Principles for the Development of the Toronto District School Board

SPECIAL EDUCATION REPORT

We adhere to the Toronto District School Board Mission and Values Statements.

- All exceptional students, their families, and the staff who support them have the right to be treated with respect.
- All exceptional students have the right to reach their potential.
- A range of placements, programs, and services should be available to meet the needs of exceptional students.
- All exceptional students and the staff who support them have the right to a safe, secure, and encouraging environment.
- A partnership of students, school, family, and support services is essential to the success of all exceptional students.

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)/guardian(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.

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

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

What is the role of 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
- decide an appropriate placement for your child
- 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.

How is an IPRC meeting requested?

The principal of your child’s school:

- 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
- must request an IPRC meeting for your child, upon receiving your written request

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 parent(s)/guardian(s) attend the IPRC meeting?

Regulation 181/98 entitles parent(s)/guardian(s) and pupils 16 years of age or older:

- to be present at and participate in all committee discussions about your child
- to be present when the committee’s identification and placement decision is made

Who else may attend an IPRC meeting?

- your representative, that is, a person (e.g., a SEAC Member) who may support you or speak on behalf of you or your child
- 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
- an interpreter, if one is required (You can request the services of an interpreter through the principal of your child’s school.)

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
- 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 Individual Education Plan (IEP)?

The IEP must be developed for your child, in consultation with you. It must include:

- specific educational expectations
- an outline of the special education program and services that will be received
- a statement about the methods for reviewing your child's progress
- 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.

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 parent(s)/guardian(s) receive about the IPRC meeting?

At least ten 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 parent(s)/guardian(s) are unable to attend 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 advise the principal of issues that he or she may take forward on your behalf
- 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 he or she feels it would be useful to do so
 - 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
- 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
 - 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
- 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(s)/guardian(s), dispensing with the annual review.
- A review IPRC meeting request may be made any time after the child has been in a special education program for three months.

What does a review IPRC consider and decide?

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

What can parent(s)/guardian(s) 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: Director and Secretary Treasurer, Toronto District School Board, 5050 Yonge Street, Toronto, ON, M2N 5N8.

- If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.

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

How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to: Director and Secretary Treasurer, Toronto District School Board, 5050 Yonge Street, Toronto, ON, M2N 5N8.

The notice of appeal must:

- indicate the decision with which you disagree
- include a statement that sets out your reasons for disagreeing

What happens in the appeal process?

The appeal process involves the following steps:

- The Board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons (one of whom is to be selected by you, the parent(s)/guardian(s)) who have no prior knowledge of the matter under appeal.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parent(s)/guardian(s) and board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent(s)/guardian(s), 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 Toronto District School Board provides a full range of services to ensure that the needs of exceptional students are clearly identified and that the appropriate educational programs are provided for them, whether in the regular classroom, a specialized setting, or a combination of both.

What organizations are available to assist parent(s)/guardian(s)?

Many parent(s)/guardian(s) organizations are available to provide information and support to parent(s)/guardian(s) of exceptional children.

Where can parent(s)/guardian(s) obtain information regarding translations?

Contact your school principal for information regarding translators and interpreters.

Where can parent(s)/guardian(s) obtain additional information?

For more information about the services described within Appendix A, please contact the Supervising Principal of Special Education in your local area. Telephone numbers can be found on the front page of Appendix A.

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.

Demonstration Schools for English-Speaking Students with Severe Learning Disabilities and for Students with Learning Disabilities in Association with ADHD

Sagonaska School 350 Dundas Street West Belleville, ON K8P 1B2 Phone: 613-967-2830	Trillium School 347 Ontario Street South Milton, ON L9T 3X9 Phone: 905-878-8428	Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 Phone: 519-453-4408
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Schools for the Deaf

Ernest C. Drury School 255 Ontario Street South Milton, ON L9T 2M5 Phone: 905-878-2851 TTY: 905-878-7195	Robarts School 1090 Highbury Avenue P.O. Box 7360, Station E London, ON N5Y 4V9 Phone and TTY: 519-453-4400	Sir James Whitney School 350 Dundas Street West Belleville, ON K8P 1B2 Phone and TTY: 613-967-2823
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School for the Blind and Deaf-Blind

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

Francophone School for the Deaf and for Students with Learning Disabilities

Centre Jules-Léger
281 rue Lanark
Ottawa, ON K1Z 6R8
Phone: 613-761-9300
TTY: 613-761-9302 and 761-9304

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch
255 Ontario Street South
Milton, ON L9T 2M5
Phone: 905-878-2851
Fax: 905-878-5405

The Special Education Advisory Committee (SEAC) 2010 - 2014

The Special Education Advisory Committee (SEAC) consists of 3 trustees and voluntary representatives from local associations and community representatives, appointed by the Board to a four year term. Most SEAC members are themselves parents of students with special needs and are available as resources for parents or guardian(s) of students with exceptional needs, educators and the community at large, especially during the IPRC process. Representatives of the Toronto District School Board (TDSB) SEAC are listed below. When contacting an association, leave a message for the TDSB SEAC representative, to have your call returned.

Association	Representatives	Alternates
Association for Bright Children www.abcontario.ca 905-827-1518	Diana Avon	Krystyna Ross
Autism Society of Ontario (Toronto Chapter) www.autismontario.com 1-866-925-9968	Ginny Pearce	Elaine Norris
Brain Injury Society of Toronto www.bist.ca 416-830-1485	Dr. Robert Gates	Judy Moir
Community Living Toronto www.communitylivingtoronto.ca 416-968-0650	Clovis Grant	Margarita Isakov
Down Syndrome Association of Toronto www.dsat.ca 416-966-0990	Richard Carter	Elaine Dodsworth-Lever
Easter Seals Ontario www.easterseals.org 416-421-8377	Susan Musgrave	Tina Shier
Epilepsy Toronto www.epilepsytoronto.org 416-964-9095	Steven Lynette	Sheelagh Hysenaj
FASworld Toronto www.fasworld.com 416-264-8000	Bonnie Buxton	Gal Koren
Learning Disabilities Association www.ldatd.on.ca 416-229-1680	Loris Bennett	Mary Goitom
Tourette Syndrome Foundation of Canada (Toronto) www.tourette.ca 416-799-6976	Anita Nielsen	Andrea Boulden
VIEWES for the Visually Impaired www.viewson.ca 519-616-4397	Tammy Simon	
VOICE for Hearing Impaired Children www.voicefordeafkids.com 416-487-7719	Paul Cross	Rebecca Rycroft

Community	Representatives	Alternates (selection in process)
North East	Jean-Paul Ngana Dayib Nur NE.CommunityRep@gmail.com dayib.inur@yahoo.ca	
North West	Debra Hayden Nancy Turner Wright dhayden@toronto.ca nancySEAC_2011@hotmail.com	
South East	Yama Arianfar Olga Ingrahm yama.seac.rep@hotmail.ca Olga.Ingrahm@gmail.com	
South West	Christina Buczek Phillip Sargent seac.christina@gmail.com PhillipSargentSEAC@bell.net	

Ward	Trustees	
Ward 2	Chris Glover chris.glover@tdsb.on.ca	416-397-3106
Ward 1	John Hastings john.hastings@tdsb.on.ca	416-397-3071
Ward 5	Howard Kaplan howard.kaplan@tdsb.on.ca	416-395-8406

TDSB SEAC Liaison: Elizabeth Mayhew elizabeth.mayhew@tdsb.on.ca Phone: 416-393-8949