

How are the appeal board's recommendations implemented?

☺ The Board will decide what action to take with respect to the recommendations, within 30 days of receiving the appeal board's written statement. (Please note: school boards are not required to follow the appeal board recommendation)

☺ You can accept the Board's decision or appeal to a Special Education Tribunal by writing to the tribunal's secretary. Information about applying to the tribunal will be included with the appeal board's decision.

How are Identification and Placements reviewed?

A review IPRC meeting will be held within the school year. You may request a review anytime, once your child has been in a special education program for three months. The review IPRC will review the original placement and identification decisions and decide whether they should continue or whether a different decision is in order. Parents may decide not to meet (by letter to the principal) if they feel their child is being well served by their current identification and in their current placement.

What special education programs and services are provided?

The Board offers a full range of program options in special education for students of all exceptionalities. Program options include regular classroom settings with support in the class, and/or withdrawal from the classroom for instruction or a special education self-contained class. Integration opportunities are provided for all exceptional students. Student services resource staff are available to support the development of quality programs for the exceptional student.

For more information about special education services and programs, you can review the Board's Special Education Plan, available at your local school or contact:

- ☺ the principal of your child's school
- ☺ your superintendent of schools, or

☺ Special Education Program Services:

York Region District School Board
60 Wellington Street West
Aurora ON L4G 3H2
(905) 727-3141 (416) 969-8131 ext. 2235
Website: www.yrdsb.edu.on.ca

What organizations can assist parents?

Many parent organizations are available to provide information and support to parents of exceptional children. For example, see the groups affiliated with the Special Education Advisory Committee.

Ministry Provincial and Demonstration Schools

The Ministry of Education operates provincial and demonstration schools throughout Ontario for students who are deaf, blind, deaf-blind, and severely learning disabled, as well as those with learning disabilities in association 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 learning disabilities in association with ADHD:

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

Amethyst School
1090 Highbury Ave.
London ON N5Y 4V9
Phone: (519) 453-4408

Trillium School
347 Ontario St. 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
Phone: (905) 878-2851
TTY: (905) 878-7195

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

Sir James Whitney School
350 Dundas Str. West
Belleville ON K8P 1B2
Phone and TTY:
(613) 967-2823

School for the Blind and Deaf-Blind

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

Francophone School for the Deaf and those with Learning Disabilities:

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

Available in Braille, large Print or Audio cassette upon request.

Special Education Advisory Committee (SEAC)

Working Together to Support Exceptional Students

Under Ontario's *Education Act*, every exceptional student is entitled to special education programs and services to meet his or her needs. In York Region, the Special Education Advisory Committee (SEAC) is a legally mandated committee of the Board and includes three appointed trustees. It plays a vital role in ensuring that exceptional students receive appropriate educational services.

SEAC may make recommendations to the Board concerning the establishment and development of special education programs and services. SEAC also provides information, advice and assistance to parents and guardians whose children may require additional support.

Special Education is committed to:

- ✓ supporting a preventative approach in programming for all students;
- ✓ providing the most enabling environments for all exceptional students;
- ✓ providing a full continuum of service delivery options in response to student needs;
- ✓ providing resource staff to support the development of quality programs for exceptional students;
- ✓ the integration of all exceptional students;
- ✓ collaborative planning between special education resource and regular staff; and
- ✓ monitoring and establishing partnerships.

You're invited!

All parents and interested community residents are welcome to attend our Special Education Advisory Committee meetings. SEAC meets the first Thursday of each month beginning at 7 p.m. at The Education Centre, Aurora, 60 Wellington Street West (on Wellington, just west of Yonge Street).

Need more information?

Want to know more about SEAC or the Board's Special Education programs and services? Please phone:

Superintendent of Curriculum and Instructional Services
(416) 969-7170 or (905) 727-0022, ext. 2272
Principal of Special Education
(416) 969-7170 or (905) 727-0022, ext. 2236

Visit the Board's website at www.yrdsb.edu.on.ca

Invaluable Community Assistance

There are 15 community agencies or associations represented on the SEAC. Their current representatives are:

Association for Bright Children

York Region North Chapter - zombat@planeteeer.com
Alwyn Helps, (905) 853-2481, ahelps@oise.utoronto.ca

York Region South Chapter - jeanmunro@rogers.com
Jean Munro, res. (905) 472-4515

Autism Society Ontario

York Region Chapter - everestk@ca.ibm.com
Kathryn Everest, bus. (905) 316-8850, res. (905)764-3732

Ontario Brain Injury Association and York Region Affiliate

Beth D'Angelo, res. (905) 770-3499, cell (416) 895-5409
bdangelo@rogers.com

Canadian National Institute for the Blind

Lynn Burt, res. (905) 833-0929, bus. (905) 833-5351

Down Syndrome Association of York Region

Tanya Magee, res. (905) 727-1959
magee@aci.on.ca

Early Intervention Services of York Region

Elaine Maynard-Lloyd, (905) 830-4444, Ext. 2015
elaine.maynardlloyd@region.york.on.ca

Kinark Child & Family Services

Marcy Cannell, bus. (905) 479-0158 ext. 301, res. (905) 737-9613
bus. 1-800-283-3377, marcia.cannell@kinark.on.ca

Learning Disabilities Association

York Region - ldayr@idirect.com
Lynn Ziraldo, bus. (905) 884-7933, res. (905) 884-5646

Newmarket, Aurora & District - smoonlight@rogers.com
Sally Facchini, bus. (905) 853-6542, res. (905) 953-1060

Newmarket & District Association for Community Living

Debbie Rose, cell (905) 717-0086, res. (905) 895-1602
qte@rogers.com

Ontario Association for Families of Children with Communication Disorders

Rhonda Jacobson-Cherry, bus. (905) 780-1489, res. (905) 780-9315
rjacobson@rogers.com

York South Association for Community Living

Linda Bernofsky, cell (416) 567-0830, res. (905) 731-6171
lbernofsky2@sympatico.ca

VOICE for Hearing Impaired Children

Ken Gouthro, res. (905) 841-1523
kengouthro@sympatico.ca

York Support Services Network

Marilyn Graham, (905) 895-9775, Ext. 240
mgraham@yssn.ca

Trustee Representatives

Marg Aldridge (905) 709-3152 marg.aldridge@yrdsb.edu.on.ca
Stan Korolnek (905) 881-9257 stan.korolnek@yrdsb.edu.on.ca
Gary Unitas (905) 940-9814 gary.unitas@yrdsb.edu.on.ca

We unite in our mission to inspire and prepare learners for life in our changing world community.

A Parents' Guide to ... (IPRC)

York Region
DISTRICT SCHOOL BOARD

Identification, Placement and Review Committees



The York Region District School Board is committed to student success. We recognize that students develop and learn in different ways, and that some students will require special education programs and services, tailored to meet their individual needs.

Ontario's *Education Act* requires school boards to provide special education programs and services for children who need them.

School boards are required to establish Identification, Placement, and Review Committees (IPRCs) in order to identify those students who need special education programs and services. These committees must have at least three people, one of whom must be a school principal or a board supervisory officer. IPRCs follow a formal process governed by provincial law (Regulation 181/98).

This Parents' Guide explains how IPRCs identify students who need special educational programs, outlines your rights as a parent and describes how your involvement will help to make good educational decisions for your child.

The IPRC:

- ☺ decides whether a child should be identified as "exceptional";
- ☺ identifies the category and area of exceptionality;
- ☺ decides on an appropriate placement for the child who is identified as exceptional; and
- ☺ reviews the identification and placement at least once in each school year.

BEFORE THE IPRC

The school principal may refer a child to an IPRC if they and the child's teacher believe the child would benefit from a special education program. You may also ask the principal of your child's school to refer your child to the IPRC. The request must be in writing. The principal will give you a written response within 15 days of receiving your request, with an indication of when the IPRC will meet.

You will receive a letter inviting you to the IPRC meeting. It will include the date, time and location for the meeting. IPRCs may be held at the child's school. You will receive the letter of invitation at least 10 days before the IPRC along with a copy of this guide.

Parents unable to attend the meeting should:

- ☺ contact the principal of your child's school to arrange an alternate date or time; or
- ☺ let the principal know that you cannot attend. The principal will contact you following the meeting to let you know the committee's decisions, and will forward to you, for your consideration, a written statement about the IPRC's decision concerning identification and placement.

Who attends an IPRC meeting?

The committee must have at least 3 people, one of whom must be a principal or a board supervisory officer. Additional people may attend:

- ☺ you and your child (students 16 or over are entitled to attend and participate in discussions)
- ☺ the principal of your child's school
- ☺ your child's teacher and other resource people such as special education staff, board support staff, or an agency representative who may provide further information or clarification
- ☺ a representative who may support you or your child, and/or
- ☺ an interpreter, if required (provided by the school principal upon request).

What Information will the IPRC consider?

Prior to the IPRC the school principal will ensure that the results of any assessments have been discussed with you. You will receive a written copy of any information about your child that the Chair of the IPRC has received such as assessment results or a summary of information. You may also provide information to the committee. If you choose, you can give your school principal, in advance of the IPRC, any written information you want the IPRC to review and consider.

DURING THE IPRC

The Chair of the IPRC will start the meeting by welcoming you and introducing the committee members to you. You will then have the opportunity to introduce yourself and your guests.

The IPRC Chair will outline the purpose of the meeting. You will be encouraged to join in the discussion. The committee will:

- ☺ review all available information about your child;
- ☺ consider an educational assessment of your child;
- ☺ consider a health or psychological assessment of your child if required;
- ☺ interview your child (with parent consent if the child is under 16) if they feel it would be beneficial to do so;
- ☺ consider any information you, or your child (if over 16) submit; and
- ☺ discuss your child's strengths and educational needs.

The committee may discuss any proposal made about a special education program or services for your child.

Once all the information has been presented to the committee and considered, the IPRC will decide:

- a) if your child should be identified as exceptional – if yes, the committee must indicate the Category and Definition of exceptionality according to those provided by Ontario's Ministry of Education:

Behaviour

- ☺ Behaviour

Physical

- ☺ Blind and Low Vision
- ☺ Physical Disability

Communication

- ☺ Autism
- ☺ Deaf & Hard of Hearing
- ☺ Learning Disability
- ☺ Language Impairment

Multiple Exceptionality

Intellectual

- ☺ Developmental Disability
- ☺ Giftedness
- ☺ Mild Intellectual Disability

- b) the most appropriate placement for your child who has been identified as exceptional:

- ☺ regular classroom with monitoring
- ☺ regular classroom with resource and/or withdrawal, or
- ☺ self-contained (full or partial) special education class.

Preference is given to keeping a child in his or her local school with the appropriate program and service supports. If the committee decides that a special education placement is required, it will first consider whether placement in a regular class with appropriate special education support will best meet your child's needs and whether such a placement is consistent with your wishes. If placement in a special education class is decided, the IPRC must cite the reasons 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 the IPRC's identification decision - whether your child has been identified as exceptional;
- ☺ specify, where the IPRC has identified your child as exceptional:
 - ☺ the category and definition of the exceptionalities (according to the Ministry of Education)
 - ☺ your child's strengths and needs;
- ☺ state the IPRC's placement decision, and the reasons for placement in a special education class if that is the decision; and
- ☺ record any recommendations made regarding special education program and special education services.

You will be asked to sign the IPRC Statement of Decision, indicating you agree with the identification and placement decisions made by the IPRC. You may sign the Statement of Decision at the IPRC meeting, or you may take it home for further consideration and then return it to your child's school principal.

AFTER THE IPRC

If the IPRC has identified your child as exceptional and you have agreed with the IPRC identification and placement decision, the principal of the school where the special education program will be provided will be notified of the need to develop an Individual Education Plan (IEP) for your child.

The IEP for your child is developed in consultation with you. The IEP includes:

- ☺ specific educational expectations;
- ☺ an outline of the special education program and services that will be received;
- ☺ a statement about the methods used to review progress; and
- ☺ a plan for transition to post-secondary school activities (e.g. work, further education, and community living) for students 14 and older.

The IEP must be completed within 30 school days after your child has been placed in the special education program. The principal will see that you receive a copy.

What if I do not agree with the IPRC's decision(s)?

You may ask to meet with the IPRC again. You must do so within 15 days of receiving the original IPRC decision. The purpose of this follow-up meeting is to review the decisions made by the IPRC in light of your concerns – or your child's concerns, if he or she is 16 years or older.

The meeting will be held as soon as possible after the request has been received. At this meeting, you will be able to explain your concerns to the committee. The committee will carefully listen and try to resolve your concerns. The IPRC will decide whether to change its decision(s) or not while you are present.

If you remain dissatisfied, you may appeal the decision(s) of the IPRC.

How do I appeal an IPRC decision?

If you or your child (16 or older) disagree with the IPRC decision(s), you can:

- ☺ file a notice of appeal to the Director/Secretary of the York Region District School Board, 60 Wellington St. W., Aurora, Ont., L4G 3H2 within 30 days of the original receipt of the IPRC's decisions; or
- ☺ file a notice of appeal within 15 days of receiving the second IPRC meeting decision to the Director/Secretary of the board.

In your letter of appeal, you must state which of the IPRC decisions you are appealing and your reasons for disagreeing with the committee.

Who are the members of the appeal board?

A special education appeal board consists of three members, none of whom have had any prior involvement with the matter under appeal. The committee has:

- ☺ one member selected by the York Region District School Board;
- ☺ one member selected by you, the parents; and a Chair selected jointly by the other two members, or the appropriate district manager of the Ministry of Education, if the two members are unable to agree on the chair.

What does the appeal board do?

The Chair of the appeal board will arrange a meeting of the appeal board within 30 days of being selected. At this meeting, the appeal board will receive and review the material reviewed by the IPRC and may interview anyone who may contribute information about the matter. You and your child (over the age of 16) will be invited to attend and participate in all discussions.

Within 3 days of the meeting ending, the appeal board will make its recommendation(s). 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 and reasons, in writing, to you and to the Board.