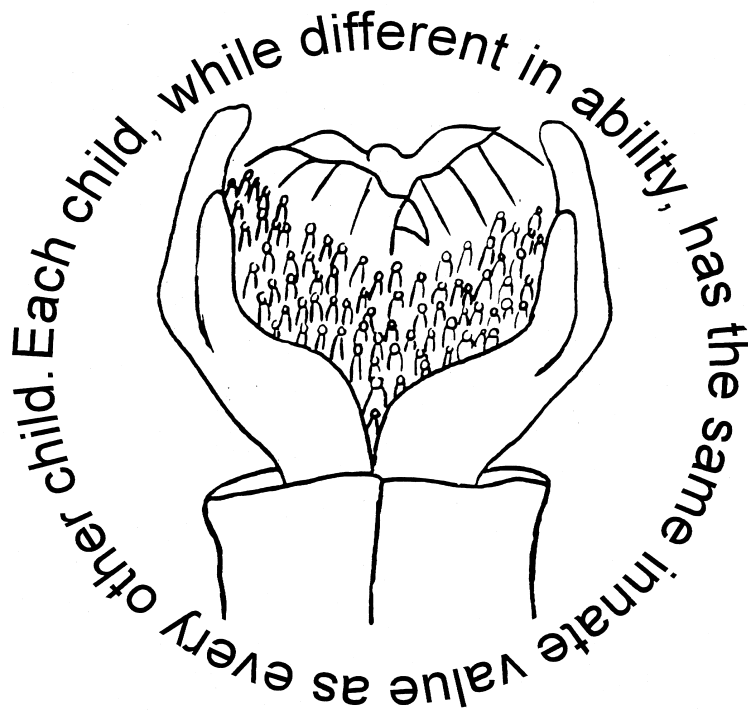

A Parent Guide to Special Education Services



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Common Special Education Terms

Exceptional Pupil:

A pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is in need of a special education program of services. **Note: A student is not required to be formally identified as exceptional in order to receive assistance.**

Identified: When a student is formally recognized by an IPRC as exceptional.

I.E.P.: An Individual Education Plan is for a pupil outlining how the pupil's special learning needs will be met. **Any student who requires specific accommodations/modifications may have an IEP developed for them.**

I.P.R.C.: An Identification Placement and Review Committee established by the school board. To hold an I.P.R.C. means to have a meeting of an Identification Placement and Review Committee.

Needs/Strengths:

The assessed learning needs and strengths a student requires to have addressed in order to succeed in school. These are recorded on the IEP for all students and are included as part of the IPRC form each year and reviewed at least annually for formally identified students.

Special Education

Program: This is a planned program for a pupil based on meeting the special educational needs of the student. It can be delivered in a regular class, special class, or on a withdrawal basis. It does not mean a location. In its written form, it is usually called the IEP.

Special Education

Services: The facilities and resources (equipment and staff) required to deliver a special education program.

THE BRUCE-GREY CATHOLIC DISTRICT SCHOOL BOARD

Introduction

We believe that the home and the Catholic School both supported by the teaching ministry of the Church, form a partnership in the education of children. Parents, as the first and prime educators of their children, are assisted by the Catholic School and Church.

We believe that each child is a gift from God and has the potential to grow, to develop and to contribute. Each person is worthy of our respect, is to be included and is to be treated fairly and with dignity..

From the Bruce-Grey Catholic District School Board's Principles and Values

The above statement reflects the basic philosophy, commitment and direction of the Bruce-Grey Catholic District School Board toward Education, including Special Education. When it is considered necessary, the identification of exceptional students will be based on a common system procedure which considers academic achievement, communication, behaviour and physical exceptionalities. Recommendations for appropriate programming, which will ensure success for the student, are the shared responsibility of the home and the school.

The implication of this philosophy is that exceptional students will be educated in regular classroom settings wherever possible. Therefore, the Board encourages the placement of children within their home school. Even in cases of complex exceptionalities, the Board will endeavour to provide opportunities for integration. It is recognized that, in order to meet the needs of exceptional students, a wide range of alternatives will be considered. Common procedures, as directed by the Special Equipment Amount funding model, will be used to assist in the Board procuring and assigning specialized equipment in order to assist students with needs requiring this equipment.

This Board recognizes the important role that parents have to play in the program placement and review of their child. Positive ongoing communication is essential if the exceptional student's programming is going to meet his or her needs and is in accordance with Special Education legislation within this province.

The Education Act and other legislation, make it abundantly evident that all of the resources of the community must be utilized to ensure that the child develops to the maximum of his or her potential.

The emphasis in special education has shifted from access to special education to access to effective education. As a result, students will receive IEPs that outline strengths, needs, and outlines the programs, services and expected outcomes of the students. The Education Act and other legislation requires that school boards provide, or purchase from another board, special education programs and services appropriate for meeting the student's needs. The legislation does not require a formal identification or 'label' in order for a student to access these programs and services.

The purpose of this parents' 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 contact list 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 page 8 of this guide.
2. When used in this guide, the word "parent" includes guardian.

What is an IPRC?

An IPRC is an Identification, Placement, and Review Committee. 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. Each IPRC meeting shall be convened and chaired by the school principal.

Does my child require an IPRC meeting in order to receive special education programs or services

Absolutely not! Students who require accommodations (changes to how they learn, e.g., special equipment, extra time, notes, etc.) or modifications (changes to the grade level curriculum or the number or complexity of the expectations) or alternative program (e.g., life skills, organization, anger management, etc.) can receive what they need. In discussions with the principal, any student requiring assistance can receive the help they need and have the program outlined in an IEP without labelling or identifying the student in an IPRC.

What is the role of the IPRC?

The IPRC will:

- decide whether or not your child should be identified as exceptional;
- identify and define the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training;
- list the strengths and needs of the pupil;
- decide an appropriate placement for your child: the usual placement is the home school; 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.

Before the IPRC

At the In-School Team meeting in which a decision is made to refer a student to an IPRC, the principal shall:

- outline the operating procedures of the IPRC to the parent(s) and ensure that they have a copy of the Parent Guide to Special Education Services;
- have a parent sign any release of information forms which may be required;
- advise the parents of the importance of their participation in the IPRC process, the need for their approval before the student is placed in a special education program and their right to appeal if they disagree with the recommendations of the IPRC.

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 can 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, the meeting minutes, and any recommendations regarding special education programs and services.

What happens at an IPRC meeting?

- The chair introduces everyone and explains the purpose and operating procedures of the meeting.
- The IPRC will review all available information about your child. They will:
 - i. consider a summary of current programming and organizational arrangements which have been made to facilitate your child's learning (IEP);
 - ii. in the case of a new admission, consider information collected from the OSR file, a previous IPRC or other school records from your child's previous school system;
 - iii. consider an educational assessment of your child;
 - iv. 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;
 - v. 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
 - vi. 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.
- A clear statement of identification of the student as exceptional or non-exceptional, supported by objective assessment data, shall be made. The definitions used shall be those of the Ministry of Education.
- The staff recommendation for placement shall be presented in the context of the identification and resources available within the local school.
- An open discussion shall be conducted to take into account all opinions, questions and alternatives regarding recommendations, with the best educational interests of the student and the resources of the Board in mind.
- 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.

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;

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 principal of the school at which the special education program is to be provided will ensure the development of 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.
- The parent or principal may request a review IPRC meeting any time after your child has been in a special education program for three months. This is done by writing to the Secretary of the Board of Education requesting a review.

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 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 secretary of the board:
Bruce MacPherson, Director of Education
Bruce-Grey Catholic District School Board
799 - 16th Avenue, Hanover, Ontario N4N 3A1
- 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 the secretary of the board:

Bruce MacPherson, Director of Education
Bruce-Grey Catholic District School Board
799 - 16th Avenue, Hanover, Ontario N4N 3A1

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 (one of whom is to be selected by you, the parent) 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 parents 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, 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 three 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.

Will I be notified of changes in placement?

- Yes. Before making any changes, the parent must be notified and invited to a discussion of the proposed change.
- The parent must agree in writing to any changes in placement.

The appeal procedure outlined in the previous statement is used if you disagree with the proposed change.

What special education programs and services are provided by the board?

Generally speaking, separating children who have difficulty with the curriculum into special or withdrawal classes has not been effective in improving their level of achievement.

Vol. II Learning: Our Vision for School, For the Love of Learning
Report of the Royal Commission on Learning, 1995

Based on the belief that all children can learn, the Ministry of Education and Training is committed to the principle that the integration of exceptional pupils should be the usual practice in Ontario, when such a placement meets the pupil's needs and is in accordance with parental wishes.

The Bruce-Grey Catholic District School Board is committed to the principle that the integration of exceptional pupils should be the usual practice in our schools. Integration is consistent with the goal of providing the highest quality of education possible for all children and youth in a school system where equity and access are valued for all pupils. Each of our schools offers the support of a resource teacher and an In-School Team; in turn, they may access additional support and resources through the Board's Student Services Team.

The Ministry of Education and Training recognizes that integration may not meet the needs of every exceptional pupil. A range of options, including placement in a special class or a provincial demonstration school, will continue to be available for pupils whose needs cannot be met in the regular classroom.

Who are the members of our Board's Student Services Team?

The Superintendent of Education, heads up a team of professionals which includes:

Ann-Marie Deas, Social Worker
Brenda Leahy, Speech & Language Pathologist
Catherine Penner, Psychometrist
Dr. Wayne Richardson is our consulting Psychologist.

Integration Programming Options

- 1) Integration in the regular classroom full-time with appropriate support in the form of modified programming to ensure success.
- 2) Integration in the regular classroom full-time with support in the form of the resource teacher working with the classroom teacher.
- 3) Integration in the regular classroom full-time with support having the resource teacher also work directly with the student as well as the teacher.
- 4) Integration in the regular classroom full-time with volunteer/co-op student working directly with the student under the direction of both the classroom teacher and the resource teacher.
- 5) Withdrawal from the regular classroom to work either individually or in a group of pupils with either the classroom teacher who is substituted for during that time, the resource teacher, or a volunteer based on the modified program developed by the school team.
- 6) Principal or other supernumerary staff working directly with the student based on their modified programming plan.
- 7) Members of the School Team will continue to work directly with students with learning disabilities, language disabilities, and/or social emotional needs requiring therapy.
- 8) Provide support of an Educational Assistant where special needs, academic and/or medical, warrant additional support.
- 9) Possibly programming for aggressive or conduct-disordered students in a home room based program with integration in regular classes where profitable for the student, with or without the support of a .86 or .43 Educational Assistant. (Another alternative program could be a team of teachers in different home rooms to maximize efforts on behalf of the student to maintain interest and enthusiasm.)
- 10) In secondary settings, co-operative work programs, as early as Gr. 9, beginning in first year of secondary school.
- 11) Placement with Children's Services through the Owen Sound office and facility on a temporary basis.
- 12) Referral to outside agencies, e.g. CPRI - London, Keystone Child, Youth & Family Services - Owen Sound, etc. when necessary.
- 13) Other creative options as designed by the In-School Team under the supervision of the principal and approved by the superintendent responsible for special education.

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?

An IEP is an Individual Education Plan written for a student. 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 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 a copy is sent to the parent of the pupil and, where the pupil is sixteen years of age or older, the pupil.

An IEP is . . .

- a summary of the student's strengths, interests, and needs, and of the expectations for a student's learning during a school year that differ from expectations defined in the appropriate grade level of the Ontario curriculum;
- a written plan of action prepared for a student who requires modifications of the regular school program or accommodations;
- a tool to help teachers monitor and communicate the student's growth;
- a plan developed, implemented, and monitored by school staff;
- a flexible, working document that can be adjusted as necessary;
- an accountability tool for the student, his or her parents, and everyone who has responsibilities under the plan for helping the student meet his or her goals and expectations;
- an ongoing record that ensures continuity in programming; and
- a document to be used in conjunction with the provincial report card.

An IEP is not . . .

- a description of everything that will be taught to the student;
- a list of all the teaching strategies used in regular classroom instruction;
- a document that records all learning expectations, including those that are not modified from the regular grade level curriculum expectations;
- a daily lesson plan.

An IEP should include:

- the student's strengths and needs as recorded on the statement of decision received from the IPRC;
- relevant medical/health information;
- relevant formal (standardized) assessment data as well as relevant classroom assessments;
- the student's current level of educational achievement in each program area;
- goals and specific expectations for the student;
- program modifications (changes to the grade-level expectations in the Ontario curriculum);
- accommodations required (supports or services that will help the student access the curriculum and demonstrate learning);
- special education and related services to the student;
- assessment strategies for reviewing the student's achievements and progress;
- regular updates, showing dates, results, and recommendations; and
- a Transition Plan (required for students 14 years of age or older).

What is the parents' role in an IEP?

Parents have an important role to play in supporting their child's learning by:

- collaborating in the IEP process;
- advocating for their child's best interest;
- providing up-to-date medical information about their child;
- providing important information about their child's likes, dislikes, learning styles, interests, and reactions to situations, and about the talents and skills their child demonstrates in the home and community;
- reinforcing and extending the educational efforts of the teacher by providing opportunities to practise and maintain skills in the home;
- providing feedback on the transfer of skills to the home and community environments; and
- maintaining open communications with the school.

What organizations are available to assist parents?

Many parent organizations are available to provide information and support to parents of exceptional children. The Board has invited representation from the local associations on the Special Education Advisory Committee (SEAC). The Special Education Advisory Committee (SEAC) "may make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board." O.Reg.464/97

"The spirit or intent of the SEAC is one of sharing, positive attitude, trust, and respect. It is vital that SEAC work together to assist the board to provide programs for all exceptionalities."

Handbook for Members of SEAC,
The Provincial Parent Association Advisory Committee on SEACs

Our Board's SEAC committee is:

Bev Eckenswiler . . .	Trustee Representative
Cathy Montreuil . . .	Superintendent of Education
Catherine Penner . . .	Psychometrist
Tammy Ruth	Chairperson
Jenn MacIsaac	Thames Valley Representative
Cathy Clarke	Keystone Child, Youth & Family Services
Kim Scott	Applied Behaviour Analysis Specialist
Christine Pfeffer	Instructional Leadership Consultant

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

Francophone school for the deaf and for those with learning disabilities:

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

School for the blind and deaf-blind:

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

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
PO Box 7360, Station E
London ON N5Y 4V9
Telephone and TTY:
(519) 453-4400

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

Where can parents obtain additional information?

Additional information can be obtained from the school principals

Melisa Strimas
Mary Immaculate School
Chepstow
366-2731

Monique Van Alphen-Flear
St. Basil's School
Owen Sound
376-9370

Theresa Coburn
St. Peter's & St. Paul's School
Durham
369-2932

Glenn Miller
St. Mary's High School
Owen Sound
376-4278

Francine Pilon
Immaculate Conception School
Formosa
367-2900

Valeeta Walsh
St. Joseph's School
Port Elgin
389-5495

Marion Massaloup
Holy Family School
Hanover
364-2760

Harold Zettler
Sacred Heart School
Teeswater
392-6854

Keith Walsh
St. Anthony's School
Kincardine
396-4330

Nola Collins
Mother Teresa School
Walkerton
881-1852

Michael Murphy
Sacred Heart School
Mildmay
367-2685

Murray Kuntz
Sacred Heart High School
Walkerton
881-1900

Michael Bethune
Notre Dame School
Owen Sound
371-0161

or

Cathy Montreuil, Sup't of Education
Bruce-Grey Catholic District School
Board
799 - 16th Avenue
Hanover, Ontario N4N 3A1
(519) 364-5820

Exceptionality Categories and Definitions

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:

- an inability to build or to maintain interpersonal relationships;
- excessive fears or anxieties;
- a tendency to compulsive reaction; or
- 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:

- disturbances in:
 - i. rate of educational development;
 - ii. ability to relate to the environment;
 - iii. mobility;
 - iv. perception, speech, and language.
- 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 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:

- involve one or more of the form, content, and function of language in communication; and
- include one or more of the following:
 - i. language delay;
 - ii. dysfluency;
 - iii. 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:

- an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- an inability to profit educationally within a regular class because of slow intellectual development
- a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability

A severe learning disorder characterized by:

- an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- a 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.



*Each child, while different in ability,
has the same innate value as any other child.
The natural setting for schooling in Ontario
is the neighbourhood school.
This is an inclusive community
where children are welcomed, respected, taught,
disciplined, have their accomplishments recognized,
and their difference honoured.
Integral to Catholic teaching is the inherent
dignity of all people, regardless of
physical or intellectual differences.*

Integration of Exceptional Pupils in the Schools of Ontario
Response Paper from the Ontario Catholic School Trustees' Association, 1992