

Kenora Catholic District School Board

***PARENT GUIDE
TO
SPECIAL EDUCATION***

A Resource For Parents



A copy of the board's special education policy and guidelines shall be given to a parent upon request.

Prior to a student being identified and/or placed by an Identification, Placement and Review Committee, a screening process takes place at the school level. This process involves an In-school Diagnostic and Prescriptive Team (IDAPT). Full details of this process are found in this board's special education plan/manual, which is available for parent perusal upon request.

In this guide, the term IPRC means a special education Identification, Placement and Review Committee.

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THE KENORA CATHOLIC DISTRICT SCHOOL BOARD

“We are a Roman Catholic School System dedicated to excellence in education, the Christian formation of youth and strong partnerships with parents and the Church.”

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 parents’¹ guide is to provide you with information about 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 information², please see the board contact list at the end of the document.

What Is An IPRC?

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

Each of our schools has an Identification, Placement and Review committee that has jurisdiction to make IPRC decisions in that school.

For students who require resource assistance for up to 50% of the time, there are three IPRC members. These members are:

1. Student’s principal or designate.
2. Student’s special education teacher.
3. Student’s regular classroom teacher.

For students who require resource assistance for more than 50% of the time, there are three IPRC members. These members are:

1. Special Education Coordinator.
2. Student’s principal or designate.

¹ When used in this guide, the word “parent” includes guardian.

² If you wish to receive this parent guide in a Braille, a large print, or an audio-cassette format, please contact the board at the address or telephone number shown on the last page of this guide.

3. Student's special education teacher.

What Is The Role of the IPRC?

The IPRC will:

- ▶ Decide whether or not your child should be identified as exceptional;
- ▶ Identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training;
- ▶ Decide an appropriate placement for your child.

Wherever possible, in accordance with the pupil's individual needs and parental wishes, students are integrated into the regular classes. A range of options, including placement in a special class or a provincial or demonstration school is available for pupils whose needs cannot be met in the regular classroom. The range of placement options include:

1. Full integration with no resource assistance.
2. Full integration with resource assistance.
3. Integration with no resource assistance, and withdrawal for resource assistance.
4. Integration with resource assistance, and withdrawal for resource assistance.
5. Full time placement in a special needs class.

When necessary, the board will purchase programs and services from another board or boards.

- ▶ 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 and Training.

What is a Special Education Program?

A special education program is defined in the Education Act as an educational program that:

- ▶ Is based on and modified by the results of continuous assessment and evaluation; and
- ▶ Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

What are Special Education Services?

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

What Is An IEP?

The IEP 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.
- ▶ 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 days after your child has been placed in the program and the principal must ensure that you receive a copy of it.

How Is An IPRC Meeting Requested?

The principal of your child's school:

- ▶ Must request an IPRC meeting for your child, upon receiving your written requests.

- ▶ 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.
- ▶ 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.
- ▶ 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 and/or a summary of information.

What If Parents Are Unable To Make The Scheduled Meeting?

If you are unable to make the scheduled meeting, you may:

- ▶ Contact the school principal to arrange an alternative date or time; or\
- ▶ Let the school principal know you will not be attending and as soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

What Happens At An IPRC Meeting?

- ▶ The Chair introduces everyone and explains the purpose of the meeting.
- ▶ The IPRC will review all available information about your child.

They will:

- ▶ Consider an educational assessment of your child.
- ▶ Consider, subject to the provisions of the Health Care consent Act 1996, a health or psychological assessment of your child conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
- ▶ Interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and
- ▶ Consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.
- ▶ The committee may discuss any proposal that has been made about a special education program or special education services for the child.
- ▶ Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older.
- ▶ You are encouraged to ask questions and join in the discussion.

- ▶ Following the discussion, after all the information has been presented and considered, the committee will make its decision.

What Will The IPRC Consider In Making Its Placement Decision?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- ▶ Meet your child's needs; and
- ▶ Be consistent with your preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that your child should be placed in a special education class, it must state the reasons for the decision in its written statement of decision.

What Will The IPRC's Written Statement Of Decision Include?

The IPRC's written statement of decision will state:

- ▶ Whether the IPRC has identified your child as exceptional.
- ▶ Where the IPRC has identified your child as exceptional:
 - ▶ The categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education and Training;
 - ▶ The IPRC's description of your child's strengths and needs;
 - ▶ The IPRC's placement decision;
 - ▶ The IPRC's recommendations regarding a special education program and special education services.
- ▶ Where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.

What Happens After The IPRC Has Made Its Decision?

- ▶ If you **agree** with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.
- ▶ If the IPRC has identified your child as an exceptional pupil and you **have agreed** with the IPRC identification and placement decision, the board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

Once A Child Has Been Placed In A Special Education Program, Can The Placement Be Reviewed?

- ▶ A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
- ▶ You may request a review IPRC meeting any time after your child has been in a special education program for 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 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:

Director of Education and Secretary-Treasurer
Kenora Catholic District School Board
200 First Street North
Kenora, Ontario
P9N 2K4
(807) 468-9851 Telephone

- ▶ 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 of Education and Secretary-Treasurer
Kenora Catholic District School Board
200 First Street North
Kenora, Ontario
P9N 2K4
(807) 468-9851 Telephone

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.

What Special Education Programs and Services are Provided By The Board?

Wherever possible, in accordance with the pupil's individual needs and parental wishes, students are integrated into the regular classes. A range of options, including placement in a special class or a provincial or demonstration school is available for pupils whose needs cannot be met in the regular classroom. The range of placement options include:

1. Full integration with no resource assistance.

2. Full integration with resource assistance.
3. Integration with no resource assistance, and withdrawal for resource assistance.
4. Integration with resource assistance, and withdrawal for resource assistance.
5. Full-time placement in a special needs class.

When necessary, the board will purchase programs and services from another board or boards.

What Organizations Are Available To Assist Parents?

The special education staff, your principal and the special education coordinator may be able to assist you with problems involving our special education programs and services. If not, the Special Education Advisory Committee of our board may be able to assist you.

Many organizations are available to provide information and support to parents of exceptional and remedial children.

Some local organizations are:

1. Child Development Centre (CDC)
2. Integrated Services for Northern Children (ISNC)
3. Community Care Access Centre
4. Kenora-Patricia Child and Family Services
5. Northwestern Health Unit
6. Kenora Association for Community Living (KACL)
7. Kenora Disabled Alliance Network (DAN)
8. Bimose Tribal Council Inc.
9. Kenora Family Alliance

Other organizations that may assist parents include:

1. Ministry of Education and Training
2. Ministry of Health, Assistive Devices Program
3. Patricia Centre for Children and Youth
4. Learning Disabilities Association of Ontario
5. Canadian hearing Society (CHS)
6. Canadian National Institute for the Blind (CNIB)
7. The Council for Exceptional Children
8. The Association for the Gifted
9. Ontario Federation for Cerebral Palsy

10. The Easter Seal Society

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 ADHD and Severe learning Disabilities:

Sagonaska School
350 Dundas Street West
Belleville, Ontario K8P 1B2
Telephone: (613) 967-2830

Trillium School
347 Ontario Street South
Milton, Ontario L9T 3X9
Telephone: (905) 878-8428

Amethyst School
1090 Highbury Avenue
London, Ontario N5Y 4V9
Telephone: (519) 453-4408

Schools for the Deaf:

Ernest C. Drury School
2155 Ontario Street South
Milton, Ontario L9T 2M5
Telephone: (905) 878-2851
TTY: (905) 878-7195

Robarts School
1090 Highbury Avenue
P.O. box 7360, Station E
London, Ontario N5Y 4V9
Telephone and TTY: (519) 453-4400

Sir James Whitney School
350 Dundas Street West

Belleville, Ontario K8P 1B2
Telephone and TTY: (613) 967-2823

School for the Blind and Deaf-blind

W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario N3T 3J9
Telephone (519) 759-0730

Francophone school for the Deaf for Those With Learning Disabilities:

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

Where Can Parents Obtain Additional Information?

Additional information can be obtained from:

- ▶ Your school principal; and
- ▶ Special Education Coordinator
Kenora Catholic District School Board
200 First Street North
Kenora, Ontario P9N 2K4
Telephone: (807) 468-9851

Common Special Education Terms Used in Ontario Schools

Individual school boards may use different terms. Please ask the resource teacher or principal for definitions if terms other than those listed are being used. You may also refer to the school board's *Special Education Plan* for the terms and definitions used by your school board.

Terms are listed in alphabetical order.

Assessments: An assessment of your child requires your permission, usually in writing. An assessment may involve: an observation of your child in class, a review of your child's work as well as school (see 'OSR') and medical records, the administration of individual tests, and interview with parents and teachers. A report is written summarizing the findings with recommendations for programming strategies, further intervention or for referral to the Identification and Placement Review Committee (IPRC). Parents receive a copy of the report (if requested), and, as well, a copy is placed in your child's school RECORD (OSR). The types of assessments that may be completed include speech-language pathology, psychology and educational.

Bill 82: This law, introduced in 1980 in Ontario, requires school boards to provide special education programs. It is now known as the Education Amendment Act and is part of the Education Act, which governs all education in Ontario. Under the Act, all school boards must provide or purchase special education programs and services for all school age children regardless of exceptionality.

Case Conference: A case conference is a meeting held at school to discuss your child's needs. It will include all professionals involved with your child, such as his/her teacher(s), support staff and school administrators. Parents may choose to bring someone with them to take notes or speak on their behalf. The purpose of the meeting is usually to problem solve or plan before your child MAY BE discussed at an IPRC committee.

Curriculum: The province of Ontario has outlined the program, or curriculum, that must be followed to educate children at each grade level. The curriculum describes the expectations (skills and knowledge) that students must acquire as well as the achievement level (mark or grade). The curriculum is divided into different subject areas (Language, Mathematics, Social Studies, etc.) for both elementary and high school students.

Developmentally Disabled (Challenged, Handicapped): Children who are described as developmentally disabled have learning needs that require highly specialized support and assistance. Children may have medical or health needs, may have difficulty communicating and extreme difficulty learning. These needs are usually identified by the IPRC and special education support services are provided.

Education Act: The Education Act is the provincial law that governs education in Ontario. All school boards must operate according to this law. The Act includes:

Legislation: These are the overall laws, passed as Bills by government, regarding education

Regulations: These are made by the Minister of Education to expand on the Education Act and give more details about how the Act is to be applied.

Memoranda: These are instructions issued to schools and boards. They are sub-divided into Policy-Program, Business and Safety. They are issued by the Deputy Ministers of Education and are valid until revoked.

Monographs: These are issued to provide strong suggestions or clarification on contentious issues. They are not binding, but are viewed to be important.

Educational Assistant (Educational Aide, Teaching Assistant, Pupil Aide):

This term describes staff hired by school boards to work with individual students under the supervision of the classroom teacher. There is no specific training for Education Assistants, although some may have college or university training. Education Assistants may work with an individual or groups of students for part or all of the school day.

Exceptional Student: According to Ontario law (the Education Act), an exceptional student is a student who has been formally identified by an Identification and Placement Review Committee (IPRC). An exceptional student has significant needs in the areas of behaviour, communication, intellectual, physical or multiple disability and meets the provincial and school board criteria for identification. A student who has been identified as 'exceptional' must be provided with the supports and services required to meet the exceptional needs. In addition, an Individual Education Plan must be developed for the student within 30 days of identification at an IPRC.

Identification and Placement Review Committee (I.P.R.C.): The IPRC is a committee made up of three persons appointed by the school board (at least one of the committee must be the principal or superintendent). This committee identifies a student's exceptional learning needs and recommends the special education placement for the student. The IPRC also documents students' strengths and needs, which is sometimes called the profile statement. The IPRC can also recommend support services and equipment. The IPRC process is outlined in a Ministry of Education regulation (Regulation 181/98) and includes an appeal mechanism for parents who are not satisfied with the decision.

I.P.R.C. Categories of Exceptionality:

Behaviour Exceptionality

Communication Exceptionality (Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability).

Intellectual Exceptionality (Giftedness, Mild Intellectual Disability, Developmental Disability).

Physical Exceptionality (Physical Disability, Blind and Low Vision

Multiple Exceptionality (Multiple Exceptionalities).

Individual Education Plan (I.E.P.): The IEP is the plan that outlines the assistance provided to students. It is developed by the school, in consultation with the parents. It must include specific educational expectations based on the curriculum, an outline of the special education program and services that will be received, and a statement about the methods by which the student's progress is reviewed. The IEP must be completed within 30 days after a student has been placed in a special education program. Parents must receive a copy of the IEP.

Learning Disability: This term is used to describe students who exhibit learning and academic difficulties that are greater than would be expected from assessed intellectual ability. A psychologist usually diagnoses a learning disability. The learning disability may include difficulties with the use of spoken language, reading/writing, non-verbal learning disability, and/or mathematics.

Ontario School Record (O.S.R.): This is the student file that contains all documents on your child. The contents of the OSR and access to the information are authorized by the Education Act. Report cards and assessment reports are kept in the OSR. Your child's teacher(s), the principal, and others working with your child have access to the OSR. Parents can ask to see the contents of the OSR by contacting the Principal.

Parent Guide: Every school board is required to develop a guide for parents that outlines the special education services provided, as well as the procedures for the IPRC, deciding the student's placement, or appealing these decisions.

Placement: The term 'placement' can refer to a program offered to a student in a regular classroom or may refer to an alternative location within the school board, purchased from another school board or in a provincial school. Placement options (as defined by the Ministry of Education) may include:

Fully self contained classroom where a small group of students with similar needs are together for the majority of the day.

Partially integrated or partially self-contained when a student is in a regular class for at least one class but not more than 50% of the day. The remainder of the student's time is in a self contained class.

Withdrawal assistance when a student is withdrawn from the regular class, for less than 50% of the day, for instruction from a Special Education Teacher in a small class or individually.

Resource assistance when the student is receiving direct specialized instruction, individually or in small groups, in the regular classroom.

Indirect services where special consultative services are provided to the classroom teacher only.

Provincial Demonstration Schools: The Ministry of Education operates special schools throughout Ontario for children who are deaf, blind, deaf-blind, and severely learning disabled, as well as those with attention deficit hyperactivity disorder (ADHD). Most of these programs are residential regardless of where the student lives.

Psychological Services (Psychologist and Psychometrist/psychological associate): School psychologists, psychometrists, or psychological associates are the personnel charged with administering psychological and educational tests. Psychologists and psychological associates interpret results and assist with behaviour management; provide counselling, and consult with school staff.

Resource Withdrawal (Resource Room): This is a special education program where the student is in the regular program for most of the day, but is also withdrawn from the classroom for regularly scheduled assistance from a Special Education Teacher.

School Health Support Program: This refers to services provided within schools for students with health needs. The program is funded by the Ministry of Health and often administered through the local Community Care Access Centre (CCAC). The types of services provided include nursing care, physiotherapy, occupational therapy, and speech therapy for students with specified medical needs who meet the criteria for these services. An application form is initiated by the school and requires parent consent.

School Team: This team is composed of teachers and support staff for the school. The purpose of the team is to plan for students with special needs within each school. Children should not be discussed at the school without the parents' knowledge and consent. Parents of children being discussed are usually invited to attend the team meeting. These teams have various terms in different boards. Your child's principal can let you know the proper term (e.g., Program Development Team, In-School Team, School Based Support Team).

Special Education Funding: Special Education is funded in two different ways in Ontario:

Special Education Per Pupil Amount (SEPPA): School boards receive money from the Ontario government based on the number of students enrolled in their school board. This funding is intended to cover the education costs for students with mild learning needs.

Intensive Support Amount (ISA): School boards must apply for funds for individual students with moderate to severe needs. The funding requires that the school board documents student needs through professional assessments, an IEP, and matching student needs to a 'profile' developed by the Ministry of Education.

Special Education Program: Special education programs range from support programs for students in regular classroom settings to self contained classes. Across Ontario, there is a trend toward integrating special education students into regular classes. The Ministry of Education supports integration whenever possible but requires school boards to maintain a range of special education placements. Students in a special education program must have an individual education plan (IEP).

Special Education Services: These are the resources, including support staff and equipment, needed to develop and implement a special education program.

Special Education Teacher (Education or Learning Resource Teacher):

Special Education Teachers have additional training in the education of students with exceptional learning needs. They are usually assigned to work with groups of students throughout the school day. Some Special Education Teachers work with a specific group of students for the majority of the school day (e.g., learning disabled, language impaired, multiple handicapped). In addition, Special Education Teachers may also look after IPRC preparation, arrange case conferences, assist in ongoing assessment, evaluation and reporting, facilitate placements, act as a liaison with service agencies and arrange for transportation.

Special Education Consultant: This is a Special Education Teacher who has specialized training to carry out academic and intellectual tests. Sometimes these individuals are assigned to provide assistance to specific programs within the school board (e.g., physical disabilities).

Special Education Advisory Committee (S.E.A.C.): Every school board is required to have a SEAC. This committee is composed of parent associations, such as the Ontario Association for Families of Children with Communication Disorders (OAFCCD), as well as community representatives, called Members - at - Large) and school board Trustees. The purpose of this committee, which usually meets on a monthly basis, is to advise the school board on special education issues. Meetings are open to members of the public and information about SEAC is usually included on the school board's Website.

Transition Plan: This term usually refers to the change from elementary school to high school. Every student in Ontario at age 14 must have a transition plan which outlines what is in place to assist the student to prepare for the world of work, further study, or life in the community. Transition planning may also be used to describe the preparation for moving from preschool to elementary school.

Adapted from: *The Ontario Association for Families of Children with Communication Disorders*