



We're Putting Wellness First



We're Turning Innovation into Action



We're Committed to Collaboration



A Parents' Guide to The Identification, Placement and Review Committee (IPRC)

November 2017

The Limestone District School Board believes parents and students play a significant role in this process. It is our goal to provide programming and services to respond to the unique academic needs and well-being of your child.

Philosophy of Programs and Services

The Limestone District School Board's philosophy of special education programs and services is derived from a mission statement developed collaboratively by the Special Education Advisory Committee (SEAC) and Educational Services. This philosophy is based upon the school being the center of an inclusive community. Students are active participants who can and should be taught to advocate for their own needs so that they have the opportunity to achieve their maximum potential.

Notes:

If you wish to receive this parents' guide in Braille, large-print, or audio format, please contact the Board at the address or telephone number shown on the last page of this guide. When using in this guide, the word parent(s) refers to both parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

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' 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's list of contacts at the end of the document.

Mission

We prepare students within safe and inclusive environments to embrace a changing world as lifelong learners and informed, responsible citizens.

Vision

Together we embrace and foster engaging and innovative learning where everyone achieves success and well-being.

Values

Accountability | Collaboration | Fairness | Inclusion | Integrity | Optimism | Perseverance | Respect



Table of Contents

WHAT IS AN IPRC?	3
WHAT IS THE ROLE OF THE IPRC?	3
WHO IS IDENTIFIED AS AN EXCEPTIONAL PUPIL?	3
WHAT ARE SPECIAL EDUCATION SERVICES?	7
WHAT IS AN INDIVIDUAL EDUCATION PLAN (IEP)?	7
OVERVIEW OF THE IEP PROCESS	8
HOW IS AN IPRC MEETING REQUESTED?	9
MAY PARENTS ATTEND THE IPRC MEETING?	9
WHO ELSE MAY ATTEND AN IPRC MEETING?	9
WHO MAY REQUEST THAT THEY ATTEND?	9
WHAT INFORMATION WILL PARENTS RECEIVE ABOUT THE IPRC MEETING?	9
WHAT IF PARENTS ARE UNABLE TO MAKE THE SCHEDULED MEETING?	10
THE IPRC MEETING	10
WHAT WILL THE IPRC CONSIDER IN MAKING ITS PLACEMENT DECISION?	11
WHAT WILL THE IPRC'S WRITTEN STATEMENT OF DECISION INCLUDE?	11
WHAT HAPPENS AFTER THE IPRC HAS MADE ITS DECISION?	11
ONCE A CHILD HAS BEEN PLACED IN A SPECIAL EDUCATION PROGRAM, CAN THE PLACEMENT BE REVIEWED?	12
WHAT DOES A REVIEW IPRC CONSIDER AND DECIDE?	13
WHAT CAN PARENTS DO IF THEY DISAGREE WITH THE IPRC DECISION?	13
IPRC TIMELINE	14
HOW DO I APPEAL AN IPRC DECISION?	15
WHAT HAPPENS IN THE APPEAL PROCESS?	16
WHAT SPECIAL EDUCATION PROGRAMS AND SERVICES ARE PROVIDED BY THE BOARD?	17
WHAT ORGANIZATIONS ARE AVAILABLE TO ASSIST PARENTS?	18
THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)	21
WHAT ARE THE MINISTRY'S PROVINCIAL AND DEMONSTRATION SCHOOLS?	21
WHERE CAN PARENTS OBTAIN ADDITIONAL INFORMATION?	22
SPECIAL EDUCATION ACRONYMS	23
ENDNOTES	26

What is an IPRC?

Regulation 181/98 of the *Education Act* requires that all school boards set up IPRCs. An IPRC is composed of at least 3 people, one of whom must be a principal or a supervisory officer of the board or their designate. Other committee members may include:

- ❖ Student Support Teacher / Learning Program Support Teacher;
- ❖ Other school or board staff

Parents are invited and encouraged to attend the meeting.

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 exceptionalities, 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 they are considered to need placement in a special education program...." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

There are five categories with which exceptional students in Ontario may be identified:

1 Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- a) an inability to build or to maintain interpersonal relationships;
- b) excessive fears or anxieties;
- c) a tendency to compulsive reaction;
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

2 Communication

Autism

A severe learning disorder that is characterized by:

- a) disturbances in: – rate of educational development; – ability to relate to the environment; – mobility; – perception, speech, and language;
- b) 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 the 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:

- a) involve one or more of the form, content, and function of language in communication; and
- b) include one or more of: – language delay; – dysfluency; – voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability

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;
- 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; and
- c) may be associated with one or more conditions diagnosed as: – a perceptual handicap; – a brain injury; – minimal brain dysfunction; – dyslexia; – developmental aphasia.

3 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:

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

Developmental Disability

A severe learning disorder characterized by:

- a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- c) a limited potential for academic learning, independent social adjustment, and economic self-support

4 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 development level. **Blind and Low Vision** A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

5 Multiple

Multiple Exceptionalities

A combination of learning or other disorders, impairments, or physical disabilities that is of such a 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.

Placement Options:

A regular class with indirect support: the exceptional student is placed in a regular classroom on a full-time basis; the classroom teacher in consultation with the Learning Resource Teacher monitors the student's progress and makes program adjustments as appropriate.

A regular class with resource assistance: the exceptional student is placed in the regular classroom on a fulltime basis; resource assistance is provided to the student by special education personnel within the regular classroom.

A regular class with withdrawal assistance: the exceptional student is placed in a regular classroom and is withdrawn for special education support; resource assistance is provided to the students under the direction of the Learning Resource Teacher.

A special class placement (partially self-contained): the exceptional student is placed for more than fifty percent (50%) of the school day in a designated class; the exceptional student is integrated into the regular classroom.

A special class placement (fully self-contained): the exceptional student is placed for one hundred percent (100%) of the school day in a designated class.

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 Individual Education Plan (IEP)?

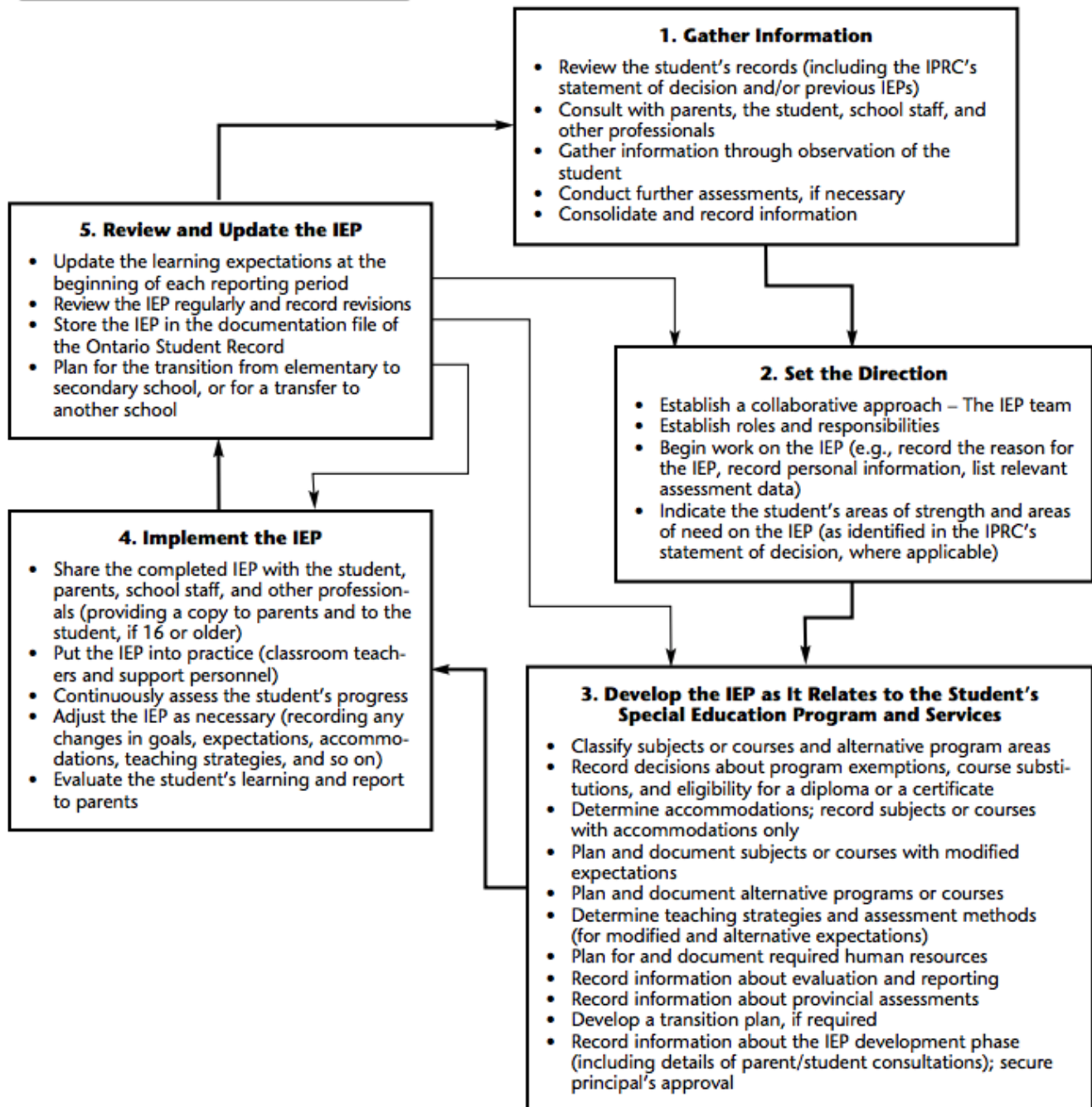
The IEP must be developed for your child, in consultation with you. It must include:

- ❖ a description of the student's strengths and needs and 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
- ❖ a transition plan that includes the specific goals, actions required, person(s) responsible for actions, and timelines for each educational transition where the student requires support.

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.ⁱⁱ

Overview of the IEP Process

Figure 2: Overview of the IEP Process



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 may request the services of an interpreter through the principal of your child's school.)

Who may request that they 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 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 principal to arrange an alternate date or time; or
- ❖ let the school principal know you will not be attending. 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.

The IPRC meeting

The chair introduces everyone and explains the purpose of the meeting. The IPRC will review all available information about your child. The members will:

- ❖ review relevant information about the student;
- ❖ describe the student's strengths and needs;
- ❖ decide whether or not the student should be identified as exceptional;
- ❖ identify the area(s) of the student's exceptionality or exceptionalities, according to the categories and definitions of exceptionality provided by the Ministry of Education;
- ❖ decide on an appropriate placement for the student;
- ❖ provide reasons for the placement if deciding for a placement in a special education class;
- ❖ discuss proposals for special education programs and services if the parent, or the student age 16 or over, requests it;
- ❖ review the identification and placement at least once in each school year, unless the parent gives written notice dispensing with the review;
- ❖ will complete the report of the IPRC which includes the decision of the committee regarding your child's identification and placement;
- ❖ the parent will be asked to sign the documents.

As a parent, you are a valuable participant in the process (at 16 years of age, a student is also a valuable participant). You are encouraged to ask questions and join in the discussion.

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 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; and
- ❖ 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.

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?

With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information.

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 the 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

Director of Education/Secretary
Limestone District School Board
220 Portsmouth Avenue,
Kingston ON, K7M 0G2

- ❖ 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 agree to the IPRC decision but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

IPRC Timeline

THE IPRC TIMELINE

IPRC MEETING REQUESTED

(within 15 days of request)

- principal sends parent:
 - acknowledgement of request (if appropriate)
 - Parents' Guide
 - approximate date for IPRC meeting

(at least 10 days before meeting)

- IPRC chair sends parent (and student if 16 or over):
 - notification of IPRC meeting
 - details of the meeting (date, time, place)

(before the meeting and as soon as possible after receipt of information)

- IPRC chair sends parent (and student if 16 or over) information about student received by IPRC

IPRC MEETING

- student's strengths and needs documented
- decision about identification and placement made
- categories and definitions of exceptionalities identified
- recommendations made about program and services
- as soon as possible after decision, statement of decision sent to relevant parties

AFTER IPRC DECISION

Parent may:

- agree and sign consent form
- make no response
- request further discussion, or
- disagree and file appeal with special education appeal board

If parent agrees or makes no response:

(within 30 school days of placement being implemented)

- school completes IEP; parents get copy

If parent wishes further discussion:

(within 15 days of receipt of decision)

- request for second meeting

If parent disagrees:

(within 30 days of receipt of initial IPRC decision)

- parent files notice of appeal with secretary of board

SECOND IPRC MEETING

- as soon as possible after the meeting, notice of results sent to relevant persons, along with reasons for changes if there is a revised decision

AFTER SECOND IPRC MEETING

Parent may:

- sign consent form, or
- make no response (board then implements placement; develops IEP)

If parent disagrees:

(within 15 days of receipt of decision of second meeting)

- parent files notice of appeal with secretary of board

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/Secretary
Limestone District School Board
220 Portsmouth Avenue
Kingston ON K7M 0G2

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 who have no prior knowledge of the matter under appeal, one of whom is to be selected by you, the parent.
- ❖ The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after they have been selected (unless parents and board provide written consent to a later date).
- ❖ The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- ❖ You the parent, and your child, if they are 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- ❖ The appeal board must make its recommendation within 3 days of the meetings ending. It may:
 - ❖ agree with the IPRC and recommend that the decision be implemented; or
 - ❖ disagree with the IPRC and make a recommendation to the board about your child's identification or placement or both.
- ❖ The appeal board will report its recommendations in writing, to the 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?

Most exceptional pupils receive special assistance in their regular classroom. Support may be provided through school staff as well as the district resource team.

Listed below is an overview of some of the programs and services available in the Limestone District School Board:

- Speech/Language Assessment
- Clinical Assessment
- School to Community Services
- Attendance Counselling
- Hearing/Visual Support
- Student Support Counselling
- District Learning Centres
- Choices at Seven: Challenge / LEAP / ATLAS Programs
- Transitions Planning
- Community Partnerships
- District Programs Secondary School
- Supervised Alternative Learning (S.A.L.)
- Autism Services

Please click on the following link for a full description of the programs and services provided by the Limestone District School Board:

http://www.limestone.on.ca/Special_Education/Programs_and_Services/

What organizations are available to assist parents?

Many parent organizations and Community Partner Services are available to provide information and support to parents of exceptional children. These are some of resources available in the Kingston and surrounding area:

Addictions Mental Health Services of Kingston, Frontenac, Lennox & Addington
<https://www.amhs-kfla.ca/>

Autism Ontario (Kingston)
<http://www.autismontario.com/kingston>

Better Beginnings (Kingston Community Health Centres)
<http://www.kchc.ca/better-beginnings/>

Boys and Girls Club of Kingston and Area
<http://www.bgckingston.ca/>

Community Living – Kingston & District
<http://www.communitylivingkingston.org/>

Canadian Hearing Society
<http://www.chs.ca/>

Canadian Mental Health Association
<http://www.chs.ca/>

Canadian National Institute for the Blind
<http://www.cnib.ca/en/Pages/default.aspx>

Developmental Disabilities Consulting Program
<http://www.ddcp.ca/>

Down Syndrome Association of Kingston
<http://www.dsak.ca/>

Early Expressions
<https://www.kflaph.ca/en/partners-and-professionals/new-online-referral-for-early-expressions.aspx>

Epilepsy of South Eastern Ontario
<http://www.epilepsyresource.org/>

Extend-A-Family

<http://www.eafkingston.com/>

Family and Children's Services of Frontenac, Lennox & Addington

<http://www.facsfla.ca/>

Geneva Centre for Autism

<http://www.autism.net/>

General Resource Guide for Indigenous Peoples KFL&A Children and Youth Services
Planning Committee

<http://www.youthdiversion.org/>

Independent Living Centre Kingston

<http://www.ilckingston.com/index.html>

Indigenous Resources

<http://www.hpechildrenandyouth.ca/wp-content/uploads/2012/10/GatheringCommunitiesMakingConnectionsResourceGuide-2014.pdf>

Kingston, Frontenac, Lennox & Addington Public Health

<https://www.kflaph.ca/en/index.aspx>

Kids Inclusive Centre for Child & Youth Development (Formerly known as the Child
Development Centre at the Hotel Dieu Hospital)

<http://kidsinclusive.ca/>

Lennox & Addington Resources for Children (LARC4Kids)

<https://www.larc4kids.com/>

The Learning Disabilities Association of Kingston

<https://www.ldakingston.com/>

The Maltby Centre – Mental Health & Autism Services for Children and Youth
(Formerly Pathways for Children & Youth)

<http://maltbycentre.ca/>

Métis Nation of Ontario (MNO)

<http://www.metisnation.org/>

Northern Frontenac Community Services

<http://nfcs.ca/>

Ongwanada Resource Centre
<http://www.ongwanada.com/index.cfm>

Ontario Association on Developmental Disabilities
<http://oadd.org/>

Ontario March of Dimes
<http://www.marchofdimes.ca/EN/Pages/default.aspx>

Pathways **TO** Education
<https://www.pathwaystoeducation.ca/>

Regional Assessment and Resource Centre
<http://www.queensu.ca/rarc/home>

Respite Services
<http://www.respiteservices.com/>

South East Local Health Integration Network South (Formerly CCAC - Community Care Access Centre)
<http://www.southeastlhin.on.ca/>

United Way (Kingston, Frontenac, Lennox & Addington)
<https://www.unitedwaykfla.ca/programs/>

Youth Diversion
<http://www.youthdiversion.org/>

The Special Education Advisory Committee (SEAC)

The Limestone District School Board encourages participation by all eligible members of our community with the LDSB Special Education Advisory Committee (SEAC). The LDSB SEAC Committee consists of local associations, parents, members-at-large, trustees, and board staff.

Link to SEAC page on LDSB website:

http://www.limestone.on.ca/Special_Education/SEAC/

LDSB Special Education Plan:

http://www.limestone.on.ca/Special_Education/Documents/Spec%20Ed%20Plan.pdf

Please see the following link for a list of eligible participants:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/seac/members.html>

What are the Ministry's Provincial and Demonstration Schools?

The ministry operates Provincial and Demonstration Schools throughout Ontario for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, and/or who have severe learning disabilities, 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.

English-language Demonstration Schools for students with severe learning disabilities

Amethyst School 1515 Cheapside Street

London, ON N5V 3N9 Tel: 519-453-4408

www.psbnet.ca/eng/schools/amethyst/index.html

Sagonaska School

350 Dundas Street West Belleville, ON K8P 1B2

Tel: 613-967-2830

www.psbnet.ca/eng/schools/sagonaska/index.html

Trillium School

347 Ontario Street South Milton, ON L9T 3X9

Tel: 905-878-8428

www.psbnet.ca/eng/schools/trillium/index.html

Provincial Schools for the Deaf

Ernest C. Drury School 255 Ontario Street South Milton, ON L9T 2M5

Tel: 905-878-2851

TTY: 905-878-7195

www.psbnet.ca/eng/schools/ecd/index.html

Robarts School

1515 Cheapside Street London, ON N5V 3N9 Tel: 519-453-4400

TTY: 519-453-4400

www.psbnet.ca/eng/schools/robarts/index.html

Sir James Whitney School 350 Dundas Street West Belleville, ON K8P 1B2

Tel: 613-967-2823 or 1-800-501-6240

TTY: 613-967-2823

www.psbnet.ca/eng/schools/sjw/index.html

Provincial School for the blind and deafblind

W.RossMacdonaldSchool 350 Brant Avenue Brantford, ON N3T 3J9

Tel: 519-759-0730 or 1-866-618-9092

www.psbnet.ca/eng/schools/wross/index.html

French-language Provincial School for the Deaf and Demonstration School for students with severe learning disabilities

Centre Jules-Léger

281 Lanark Avenue Ottawa, ON K1Z 6R8

Tel: 613-761-9300

TTY: 613-761-9302

<http://www.psbnet.ca/eng/schools/cjl.html>

Where can parents obtain additional information?

Additional information can be obtained from your local School Principal (see LDSB school listings at <http://limestone.on.ca/>)

Special Education Acronyms

AAC	Augmentative and Alternative Communication
ABA	Applied Behaviour Analysis
ACW	Adolescent Care Worker
ADHD	Attention Deficit Hyperactivity Disorder
AEP	Alternative Education Program (Funding Term)
AO	Autism Ontario
APD	Auditory Processing Disorder
ASD	Autism Spectrum Disorder
ASL	American Sign Language
ASO	Autism Society of Ontario
BAT	Behavior Action Team
CAP	Central Auditory Processing
CAPD	Central Auditory Processing Disorder
CCAC	Community Care Access Centre
CD	Conduct Disorder
CEA	Canadian Education Association
CEC	Council for Exceptional Children
CELF	Clinical Evaluation of Language Fundamentals
CF	Cystic Fibrosis
CFSA	Child and Family Services Act
CHS	Canadian Hearing Society
CLK	Community Living Kingston
CMHO	Children's Mental Health Ontario
CMS	Children's Memory Scale
CNIB	Canadian National Institute for the Blind
CODE	Council for Directors of Education
CP	Cerebral Palsy
CYW	Child and Youth Worker
DD	Developmental Disability
DMD	Duchenne Muscular Dystrophy
DRA	Developmental Reading Assessment
DSB	District School Board
DSM- V	Diagnostic and Statistical Manual, 5th Edition

DSW	Developmental Service Worker
EA	Educational Assistant
ECE	Early Childhood Educator
EQAO	Education Quality and Accountability Office
ESL	English as a Second Language
ESP	Essential Skills Program
FACSFLA	Family and Children Services of Frontenac, Lennox and Addington
FAS	Fetal Alcohol Syndrome
FOI/POP	Freedom of Information/Protection of Privacy
FOS	Family of Schools
FSL	French as a Second Language
FTE	Full-time Equivalent
GDD	Global Developmental Delays
GSN	Grants for Student Needs
HI	Hearing Impaired
HOH	Hard of Hearing
IBI	Intensive Behaviour Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
IQ	Intelligence Quotient
LD	Learning Disability
LDAO	Learning Disabilities Association of Ontario
LDAK	Learning Disabilities Association of Kingston
LDCC	Locally Developed Credit Courses
LNS	Literacy and Numeracy Secretariat
LTD	Long Term Disability
MACSE	Minister's Advisory Council on Special Education
MCSS	Ministry of Community and Social Services
MCYS	Ministry of Children & Youth Services
MD	Muscular Dystrophy
MFIPPA	Municipal Freedom of Information and Protection of Privacy Act

MID	Mild Intellectual Disability
MISA	Managing Information for Student Achievement
MOD	Modified
MOHLTC	Ministry of Health & Long-Term Care
NLD	Non-verbal Learning Disability
NOS	Not Otherwise Specified
OAC	Ontario Academic Course
OACL	Ontario Association for Community Living
OBIA	Ontario Brain Injury Association
OCASE	Ontario Council of Administrators in Special Education
OCD	Obsessive-Compulsive Disorder
ODD	Oppositional Defiant Disorder
OEN	Ontario Education Number
OHRC	Ontario Human Rights Commission
OnSIS	The Ontario School Information System
OSR	Ontario School Record
OSSD	Ontario Secondary School Diploma
OSSLT	Ontario Secondary School Literacy Test
OST	Ontario Student Transcript
OT	Occupational Therapist or Occupational Therapy
OYAP	Ontario Youth Apprenticeship Program
PDD	Pervasive Developmental Disorder
PECS	Picture Exchange Communication System
PISA	Program for International Assessment
PPM	Policy/Program Memoranda
PT	Physical Therapist or Physical Therapy
PTSD	Post-Traumatic Stress Disorder
SAL	Supervised Alternative Learning
SBHAO	Spina Bifida and Hydrocephalus Society
SEA	Special Equipment Amount
SEAB	Special Education Appeal Board
SEAC	Special Education Advisory Committee
SEF	School Effectiveness Framework

SEPPA	Special Education Per Pupil Amount
SET	Special Education Tribunal
SIP	Special Incidence Portion
SLP	Speech Language Pathologist
SO	Supervisory Officer
SSC	Student Support Counsellor
SST	Student Support Teacher
TBI	Traumatic Brain Injury
TSF	Tourette Syndrome Foundation
VI	Visually Impaired
VMI	Visual Motor Integration
VOCA	Voice Output Communication Aids
WIAT	Wechsler Individual Achievement Test
WISC	Wechsler Intelligence Scale for Children
WISC-III	Wechsler Intelligence Scales for Children – Third Edition
WJ-III	Woodcock-Johnson III Test of Achievement

Endnotes

ⁱ *Special Education: A Guide to Educators*, CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES October 2001 Part A. Legislation and Policy A19

ⁱⁱ The Individual Education Plan Resource Guide 2004
<http://edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>

ⁱⁱⁱ Ministry of Education, Ontario, *Special Education: A Guide for Educators*, 2001

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