Court File No.: 24668

IN THE SUPREME COURT OF CANADA
(ON APPEAL FROM THE COURT OF APPEAL
FOR THE PROVINCE OF ONTARIO)

B E T W E E N:

THE BRANT COUNTY BOARD OF EDUCATION

Applicant
(Respondent)

- and -

CAROL EATON and CLAYTON EATON

Respondents
(Applicants)

VOLUME III OF IV
(Tabs 35 - 40, pp 395 - 606)

INDEX

VOLUME I

	Tab	Page
Part I		
Notice of Application for Judicial Review dated January 19, 1994, filed by Respondents	A	1 - 9
Order of the Divisional Court dismissing the Application for Judicial Review, dated February 8, 1994	B	10 - 12
Order of the Court of Appeal for Ontario granting leave to appeal dated July 11, 1994	C	13 - 15

Notice of Appeal dated July 18, 1994, filed by Respondents	D	16 - 21
Order of the Court of Appeal reversing the Order of the Divisional Court, dated February 15, 1995	E	22 - 24
Order Stating the Constitutional Questions, dated February 19, 1996.	F	25 - 29
Order of the Supreme Court of Canada granting leave to appeal dated October 26, 1995, filed with the Court December 13, 1995	G	30 - 31
Notice of Application for Leave to Appeal to the Supreme Court of Canada, dated April 11, 1995.	H	32 - 37

Part II

	Tab	Page
Evidence of S.C. Eaton, In-Chief, called by Respondents. Transcript of Proceedings, Volume 2, pages 100, 124-126, 129, 131, 269-275, 322-323, 384	1	38 - 52
Evidence of S.C. Eaton, Re-Examination, called by Respondents. Transcript of Proceedings, Volume 3, pages 515-516	2	53 - 54
Evidence of C.V. Eaton, In-Chief, called by Respondents. Transcript of Proceedings, Volume 4, page 613	3	55
Evidence of J. Huxley, In-Chief, called by Respondents. Transcript of Proceedings, Volume 5, pages 886-887	4	56 - 57
Evidence of Dr. G. Bunch, In-Chief, called by Respondents. Transcript of Proceedings, Volume 6, pages 1042-1050, 1071, 1104-1105	5	58 - 69
Evidence of Dr. G. Bunch, Cross-Examination, by Applicant. Transcript of Proceedings, Volume 6, 1117-1122 and 1162	6	70 - 76
Evidence of Dr. G. Bunch, Re-Examination, called by Respondents. Transcript of Proceedings, Volume 6, page 1164	7	77

Evidence of M. Sapon-Shevin, In-Chief, called by Respondents. Transcript of Proceedings, Volume 7, pages 1192, 1201, 1235-1238, 1254-1263, 1299-1300	8	78 - 95
Evidence of M. Sapon-Shevin, Cross-Examination by Applicant. Transcript of Proceedings, Volume 7, pages 1318-1321, 1329-1330, 1333-1334	9	96 - 103
Evidence of Dr. H. Silverman, In-Chief, called by Respondents. Transcript of Proceedings, Volume 8, pages 1384-1394, 1406-1408, 1414-1416, 1426-1428, 1441-1442, 1458-1459, 1463-1465	10	104 - 130
Evidence of Dr. H. Silverman, Cross-Examination by Applicant. Transcript of Proceedings, Volume 8, pages 1488-1489, 1498	11	131 - 133
Evidence of Dr. H. Silverman, Re-Examination, called by Respondents. Transcript of Proceedings, Volume 8, pages 1543, 1559-1560	12	134 - 136
Evidence of M. Lock, In-Chief, called by Respondents. Transcript of Proceedings, Volume 8, pages 1472-1475	13	137 - 140
Evidence of M. Lock, Cross-Examination by Applicant. Transcript of Proceedings, Volume 8, pages 1476-1478	14	141 - 143
Evidence of B. Cronkwright, Cross-Examination by Respondents. Transcript of Proceedings, Volume 9, pages 1634-1643, 1679-1680	15	144 - 155
Evidence of J. Piggott, In-Chief, called by Applicant. Transcript of Proceedings, Volume 11, pages 1794-1798	16	156 - 160
Evidence of J. Piggott, Cross-Examination by Respondents. Transcript of Proceedings, Volume 11, pages 1811, 1826, 1834, 1844, 1850, 1856, 1859	17	161 - 167
Evidence of June Piggott, Cross-Examination by Respondents. Transcript of Proceedings, Volume 11, pages 50-51, 58-61	18	168 - 173
Evidence of Donna Bell, Cross-Examination by Respondents. Transcript of Proceedings, Volume 12,	19	174 - 182

pages 214, 267, 276-278, 290, 294-296

VOLUME II

Evidence of Jackie Ireland, Cross-Examination by Respondents. Transcript of Proceedings, Volume 13, pages 418-421, 443-468	20	183 - 212
Evidence of Jeffers Toby, In-Chief, called by Applicant. Transcript of Proceedings, Volume 13, pages 526-534	21	213 - 221
Evidence of Jeffers Toby, Cross-Examination by Respondents. Transcript of Proceedings, Volume 15, pages 795-797, 814, 828-829, 847-859, 865-869, 870-872, 884-886, 888, 894	22	222 - 253
Evidence of Jeffers Toby, Questions by Mr. Charrman. Transcript of Proceedings, Volume 15, pages 890-891	23	254 - 255
Evidence of Audrey Lottridge, In-Chief, called by Applicant. Transcript of Proceedings, Volume 14, pages 598-599, 602-604, 608, 610-611, 613-614	24	256 - 265
Evidence of Audrey Lottridge, Cross-Examination by Respondents. Transcript of Proceedings, Volume 14, pages 632-634, 645-649	25	266 - 273
Evidence of D. Williams, Cross-Examination by Respondents. Transcript of Proceedings, Volume 15, pages 717, 722-723, 729-730, 734 and 767	26	274 - 280
Evidence of John Shurvin, In-Chief, called by Applicant. Transcript of Proceedings, Volume 15, pages 901-921, 923-924	27	281 - 303
Evidence of John Shurvin, Cross-Examination by Respondents. Transcript of Proceedings, Volume 15, pages 937-939, 942-945	28	304 - 310

Part III

Exhibit - Identification Placement Review Committee conference report, dated February 4, 1992, filed as part of Exhibit R-1 on January 18, 1993.	29	311 - 323
Exhibit - Identification Placement Review Committee Decision set out in a letter dated February 24, 1992	30	324 - 329

together with attachments, filed as part of Exhibit R-1 on January 18, 1993.		
Exhibit - Written Submissions of Carol Eaton and Clayton Eaton to the Identification Placement Review Committee dated March 10, 1992, filed as Exhibit A-9 at Ontario Special Education (English) Tribunal, first referred to at p 393, Volume 3, Transcript of Proceedings, Volume 3.	31	330 - 345
Exhibit - Curriculum Vitae of Dr. Gary Bunch, filed as Exhibit A-30 at Ontario Special Education (English) Tribunal, first referred to at p. 1027 of Transcript of Proceedings, Volume 6.	32	346 - 367
Exhibit - "Aspects of Integration of Students with Challenging Needs", by Dr. G. Bunch, filed as Exhibit A-31 at Ontario Special Education (English) Tribunal, first referred to at p. 1042 of Transcript of Proceedings, Volume 6.	33	368 - 381
Exhibit - Curriculum Vitae of Dr. Harry Silverman, filed as Exhibit A-35 at Ontario Special Education (English) Tribunal, first referred to at p. 1364 of Transcript of Proceedings, Volume 8.	34	382 - 394
VOLUME III		
Exhibit - Report of Dr. Harry Silverman, filed as Exhibit A-36 at Ontario Special Education (English) Tribunal, first referred to at p. 1398 of Transcript of Proceedings, Volume 8.	35	395 - 402
Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.	36	403 - 423
Exhibit - Handbook for Parents Special Education, The Brant County Board of Education, filed as Exhibit R-23 at Ontario Special Education (English) Tribunal, first referred to at p. 375 of Transcript of Proceedings, Volume 13.	37	424 - 439
Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English)	38	440 - 464

Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15.		
Exhibit - The Formative Years, Ministry of Education, 1975, filed as Exhibit R-34 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993	39	465 - 486
Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993	40	487 - 606
VOLUME IV		
Part IV		
Reasons of the Ontario Special Education (English) Tribunal dated November 19, 1993	41	607 - 680
Reasons for Judgment of the Divisional Court dated February 11, 1994	42	681 - 688
Reasons for Judgment of the Court of Appeal for Ontario dated July 13, 1994, granting leave to appeal and allowing motions to intervene by the Ontario Association for Community Living and the Canadian Disability Rights Council	43	689 - 691
Reasons for Judgment of the Court of Appeal for Ontario dated February 15, 1995	44	692 - 733
Judgment of the Supreme Court of Canada granting leave to appeal dated October 26, 1995	45	734 no recorded reasons
Part V		
Agreement as to contents of Case on Appeal	46	735
Form D	47	736 - 737
Form E	48	738

Exhibit - Report of Dr. Harry Silverman, filed as Exhibit A-36 at Ontario Special Education (English) Tribunal, first referred to at p. 1398 of Transcript of Proceedings, Volume 8.

395

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Report Of Observations Regarding Emily Eaton

My observation of Emily Eaton took place in the Grade 2-3 classroom at Maple Ave. School, Burfurd, Ontario from 9:00 - 11:30 a.m. on Jan. 27, 1993. Classroom activities during this period involved the reading and writing block and activity-centres.

Emily is seated at a specially constructed desk at the end of a double row of pupil desks. Mrs. Williams, the Educational Assistant, is seated on Emily's left side and carries on her instruction and completion of tasks using a hand-over-hand procedure. The bulk of the teacher's instruction to the class tends to occur at the front of the classroom at which time the E.A. moves Emily to the periphery of the group in order to integrate her into the activity.

Emily sits in her chair assisted by a lap belt and a belt across her chest. Her head is not supported and this may contribute to her difficulty in orienting her head appropriately in order to attend. Her head is constantly on the move. On occasion it flops to the side but typically it droops loosely to her chest then moves all the way back so that she is looking at the ceiling. According to Mrs. Eaton, Emily is involved in doing neck exercises

of the school She gazed at me for a short period of time and a slightly quizzical look came over her face as she appeared to wonder who I was. Similarly; when I asked her about the music she was listening to and smiled at her, she brought her focus to bear on my face and returned the smile. Bringing her eyes together and maintaining the focus for any length of time appears to be problematic. Consequently, the visual detail Emily receives and the perceptual information she is able to derive from this detail will be incomplete. Instruction, therefore, would need to continue to prompt visual focusing but should entail much tactile manipulation and verbal explanation and discussion.

In the absence of verbal ability on Emily's part it is obviously impossible to determine in any valid way how much of the general or the specific instruction Emily is given is being attended to, assimilated, and retained. There are, however, clues that may be suggestive of more awareness by Emily of the events in her environment than has been thought to be the case. For example, she was obviously attracted to the large projection of a schematic drawing of the rainforest. Even though the screen was quite a distance from her she attempted to orient her head and focus her eyes on it. She would frequently lose focus and/or head control but she was attracted to the bright screen in the darkened room and frequently reoriented her head and refocused her eyes during that portion of the lesson. She quickly lost interest in the assigned seat-work which followed and which involved hand-over-hand cutting out and pasting words onto a picture of the rainforest. During this activity she exhibited the signs of extreme fatigue. She also shows obvious signs of pleasure when listening to music. Further, Emily's attention is drawn to changes in timbre and tone of the teachers voice, bright and colorful displays and pictures, musical tones and noises, and she tries to identify the sources of the latter.

There was no evidence during the observation period that Emily attempted to spontaneously initiate any sign. The very little signing that was evident was initiated by the E.A. and performed hand-over-hand.

On occasion, Emily uttered soft whining or humming sounds. These appeared to be random and not related to any particular situation or task. These sounds were unobtrusive and went unnoticed by others in the classroom. At one point, while the E.A. was engaged in conversation with the Speech Therapist, Emily's whining increased in loudness and became even more persistent when the E.A. asked her to stop but even this episode lasted for a very short time and did not prove to be disruptive to the other children who were reading in pairs at different places in the classroom.

Social interaction between Emily and others in the classroom was noteworthy in its absence. At no time during the morning session did any child approach Emily's desk or in fact show any interest in her. Generally, the other children were indifferent to her presence in the classroom. However, it is important to note that the teacher made no attempt to approach Emily either to observe what Emily was doing or to make any comment to Emily.

There were a number of opportunities during the morning for the teacher to interact directly with Emily on a one-to-one basis but these opportunities were not taken. For example, the pupils in the split Grade 2-3 classroom appear to be capable learners who are interested in the program and motivated to develop their reading and writing skills. The teacher has clearly established rules and procedures and they are generally adhered to by the students. Consequently, instruction proceeds at a good pace with minimal disruption by any of the children. Similarly, when seat-work is assigned, the pupils are quite capable of

working well independently. During such independent seat-work the teacher could work with Emily while the E.A. provides general supervision of the class.

Regularly, through the week the other Gr. 2 class (23 pupils) in the school joins the Grade 2-3 classroom for a portion of the reading-writing block. All 45 pupils gather at the front of the classroom for reading and discussion. This is yet another opportunity for one of the teachers to assist Emily while the E.A. provides general back-up assistance to the teacher involved with the large group of pupils. However, Emily did not join the group but remained at her desk with the E.A.

The relationship between Emily and the E.A. appears to be characterized by closeness and warmth and Emily responds positively to the E.A.'s attempts to get her to focus on the teacher's instruction - or onto assigned seat-work.

Because of Emily's lack of verbal communication ability and her difficulties in motor control and co-ordination, it is virtually impossible to assess her intellectual ability and social awareness. Consequently, it is also virtually impossible to determine whether or not Emily has derived any benefit from her current regular class placement. However, theory and research in human development and learning would suggest that even in the absence of unequivocal evidence in support of benefit, it is imperative that educators adopt a positive and active mediational approach in order to enhance the cognitive and metacognitive ability of the student(s) in question.

My experience over a 14 year span with students suffering from handicapping conditions similar to Emily's who were educated in a fully integrated school district and my lengthy contact with older individuals at the Hugh MacMillan Centre

suggest very strongly that, once the barrier to communication is overcome via some type of assistive communications device and the development of an appropriate interfacing switch, these students exhibit surprising intellectual skills. They show an amazing awareness and understanding of their environment and considerable complexity of ideation and conceptualization at an abstract level. They are now able to demonstrate their ability to think through and solve complex problems, to understand the intricacies of interpersonal relationships and they frequently exhibit a clever sense of humor. Despite the lack of test-based evidence of benefit they had obviously derived considerable benefit from a highly stimulating environment which had contributed to the development of a high level of cognitive ability - an ability to learn from instruction and from experience which, prior to the introduction of a communication device, had no possibility for expression. There is no reason to suspect that the same would not be true in Emily's case given the highly stimulating nature of Emily's family situation and the vibrant, varied, interesting and cognitively stimulating instructional climate in Emily's current regular class placement.

The question as to whether Emily could not obtain the same intangible benefit as described above in a segregated special education class is moot. Special Education has traditionally argued that special class placement is <u>more</u> beneficial academically, socially and personally for severely handicapped students than placement in a regular classroom. The burden of proof, therefore, rests with Special Education. To date it has not been able to objectively demonstrate the superiority of special class placement in terms of learning, personal growth and behaviour. Even the argument that special class placement would be <u>as</u> beneficial for Emily as regular class placement, is <u>not</u> sufficient justification for such placement.

In addition to the effective instructional programme in Emily's current regular class placement, the placement can provide an opportunity to influence her life deeply by promoting constructive relationships between Emily and her regular class peers. By structuring positive interdependence among students with different needs, Emily's teacher can influence the patterns of interactions among students and the interpersonal attraction that results.

In other words, a basic condition for effective integration is the establishment of an environment in the regular classroom in which students with very special needs are integrated socially and academically with their regular class peers. My earlier statements about the teacher's lack of instructional involvement with Emily, notwithstanding, the environment in the classroom is ripe for making Emily's integration more effective.

Currently, the classroom teacher discusses and fosters appropriate interpersonal behaviour between students and makes a point of emphasising these when she asks students to respond to the ideas and products of other students. The direct teaching of such appropriate and sensitive social skills and the subsequent appropriate interpersonal reactions shown by the students provide Emily with excellent models for caring, sensitive, supportive interpersonal relationships which she can incorporate into her repertoire of special behavioural skills and which will then influence her social interactions both in school and in the larger community.

Placement of Emily in a special education class will deprive her of the beneficial contact with regular class children. Further, such placement runs the risk of

having a demoralizing effect on Emily's self-esteem, a lowering of her sense of academic competence and the eventual development of feelings of self-degradation.

On the assumption that Emily is capable of greater mental ability that she can presently demonstrate, it is imperative that educators consider a placement in which there is more instruction and cognitive stimulation, not less, more integration with peer, not less, and more exposure to typical and appropriate behaviour for 7, 8, or 9 year old children, not less.

H. Silverman, Ph.D.

Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.

Ontario Ministry of Education

403

Consultation Paper

on the

Integration

of

Exceptional Pupils

AN INVITATION TO RESPOND

Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.

404

CONTENTS

1. *BACKGROUND* 1
   - A. *Beliefs About Children* 1
   - B. *The Context for Change* 1
   - C. *Past and Present Practices in Special Education* 1

2. *THE MINISTER'S STATEMENT REGARDING INTEGRATION AS THE NORM FOR EXCEPTIONAL PUPILS* 2

3. *PARTNERSHIP WITH PARENTS* 4

4. *A RANGE OF PLACEMENTS* 6

5. *SCHOOLS AND CLASSROOMS* 7
   - A. *Teacher Preparation* 7
   - B. *Resources* 8
   - C. *Class Size* 9
   - D. *The Restructuring of Education* 10

6. *THE BUILDING OF ADDITIONAL PARTNERSHIPS* 10
   - A. *The Role of the Community* 10
   - B. *Opportunities for Exceptional Pupils With Developmental Disabilities* 11
   - C. *Co-ordination of Services* 12

7. *FUNDING* 13

8. *SUMMARY* 14

APPENDIX A: STATISTICS 15

APPENDIX B: GLOSSARY OF TERMS USED IN THIS PAPER 17

Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.

405

1. BACKGROUND

A. Beliefs About Children

The Ministry of Education holds certain fundamental beliefs with respect to the education of children. These include the belief that all Ontario children should receive a publicly supported elementary and secondary education in a school in Ontario, which enables them to achieve their full potential, and that all children should be treated with dignity and respect in a supportive and caring environment.

The ministry also believes that exceptional pupils should:

- receive appropriate special education programs and services;
- have access to the most enabling setting that will meet their needs;
- have regular opportunities to interact with their peers, to enjoy the life of the school, and to participate in local community activities.

B. The Context for Change

Ontario society is undergoing changes that are dramatically altering the world of today's children. The racial, ethnic, cultural, and linguistic diversity of the province is growing. People are becoming increasingly mobile. Family structures and family support systems are shifting. Values are changing, new technologies are appearing, and the influence of the media has penetrated into all areas of life. As society changes, so do the educational needs of children, including those of exceptional pupils.

In recognition of the changes in society and their impact on the needs of children, there is a need to review and revise the structure and programs in our schools. The challenge facing the government and school boards is to make changes at a time when Ontario is experiencing a severe recession.

C. Past and Present Practices in Special Education

Ontario has a long-standing tradition of providing special education programs for exceptional pupils. Before the 1980 legislation known as "Bill 82", however, educational provisions for such pupils varied considerably across the province. Provincial government funding for special education was available, but at a lower level than it is today. As a result, some school boards provided special education programs for exceptional pupils, and some did not.

Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.

Provincial residential school programs for anglophone deaf, blind, and deaf-blind pupils also have a lengthy history in Ontario. The Ministry of Education currently operates four Provincial Schools as well as three Demonstration Schools for pupils with severe learning disabilities. One additional program for francophone pupils is offered under contract with the University of Ottawa.

In 1980, with the passage of Bill 82, exceptional pupils were guaranteed access to education. Through the leadership of school boards, in continued co-operation with the Ministry of Education, the expansion of a variety of exemplary programs and practices occurred. All school boards now provide, or purchase from other school boards, special education programs and services for all exceptional pupils. Today in Ontario, special education is a well-developed and integral part of the regular educational system.

2. THE MINISTER'S STATEMENT REGARDING INTEGRATION AS THE NORM FOR EXCEPTIONAL PUPILS

In keeping with the commitment to meet the broadest possible range of pupils' needs, on May 28, 1991, the Honourable Marion Boyd, then Minister of Education, made the following announcement:

> ***The integration of exceptional pupils into local community classrooms should be the norm in Ontario, wherever possible, when such a placement meets the pupil's needs and when it is according to parental choice.***[1]

Integration, that is, the provision of instruction for an exceptional pupil in a regular classroom, is already a well-established trend in Ontario. In 1985, 53 per cent of all exceptional pupils were enrolled in regular classes for more than 50 per cent of the school day. In 1990, 66 per cent of the 156 342 pupils identified as exceptional were enrolled in regular classes for more than 50 per cent of the school day.[2]

[1] For definitions of the terms used in the Minister's statement and other terms used throughout this consultation paper, see Appendix B.

[2] For 1990 statistical information on the integration of exceptional pupils enrolled in regular classes, see Appendix A.

The intent of the direction announced by the Minister is to provide increased opportunities for integration within the context of a range of placement options for exceptional pupils. School boards would be expected to provide integration for exceptional pupils in the regular classes of a local community school. The local community school, in many instances, may not be a pupil's neighbourhood school. Rather, there might be one or more schools designated by the school board where resource personnel and equipment are available to support the pupil and/or classroom teacher. These local community schools would be physically accessible, as needed. The ministry believes that integration should be an option that is considered for every exceptionality. It is, however, recognized that integration is not always appropriate or possible, and that it should be subject to certain conditions.

First, the term "wherever possible" implies that implementation of "integration" as "the norm" will take place over an extended period of time and within the financial and human-resource capabilities of a school board. In view of current economic conditions in Ontario, the goal may take longer to achieve than any of us -- the Ministry of Education, school boards, parents, and students -- would like.

The second condition is that integration will meet the needs of the pupil. Who determines what those needs are and how those needs can be met are critical issues on which public input is requested in this consultation paper.

The third condition relates to parental choice. "According to parental choice", in the context of the Minister's statement, means with respect for parental wishes or preferences to the fullest extent possible. When a parent requests that his or her child be placed in a regular class, the decision regarding the placement of the pupil should usually rest with the parent if the pupil does not have a severe disability and if such placement requires no additional resource provisions.

When special resource provisions related to availability, costs, and safety are required, whether these provisions are to enable a pupil to benefit from integration, from small-group instruction outside the classroom, or from the more resource-intensive special education class, a process is required to make a placement decision. During that process of decision making, the wishes and preferences of the parent(s) are as important as are the opinions of educators.

When integration becomes the norm, many exceptional pupils currently enrolled in special education classes will be enrolled in regular classes and will have opportunities to receive instruction in regular classrooms for the majority of the school day, up to and including the entire school day, subject to the stated conditions. When such enrolment in a regular class is not possible or appropriate, it is intended that partial integration will be provided.

There are many reasons for proposing "integration as the norm". The most important include the following:

i) The integration of exceptional pupils benefits both society and the pupils. Integration enables all pupils to understand disabilities and to develop respect for others. For some exceptional pupils, integration into a regular class is an important first step towards integration into society.

ii) Pupils derive benefits from being educated in local community schools where they can participate with their peers in community activities. An integrated placement provides increased opportunities for socialization. Such placement also enables many exceptional pupils to develop greater self-esteem and a better sense of belonging.

iii) Integration is the norm for non-exceptional pupils in Ontario. As a matter of equity, therefore, exceptional pupils should have access to integration as a placement option, if it meets their needs.

3. PARTNERSHIP WITH PARENTS

Understanding a pupil's needs is a necessary first step towards meeting those needs. A pupil's behaviour, academic performance, and achievement are affected by a variety of factors. Knowledge about such things as a pupil's learning style, cultural background, and linguistic background is important in developing an appropriate program and services, and in determining the best educational setting for the pupil.

The knowledge, experience, and opinions of parents, and of the pupils themselves, are highly relevant to the process of evaluating pupils' needs.

Currently, an Identification, Placement, and Review Committee (IPRC) has the authority to identify whether a pupil is (or is not) exceptional and to determine an appropriate placement. An IPRC consists of at least three representatives (usually educators) appointed by the school board.

Ontario Regulation 554/81 outlines the procedures to be followed by such a committee. A parent guide, which is available at every school within a jurisdiction, explains IPRC and appeal procedures, and delineates several parental rights, including the right to request an IPRC meeting, the right to have an interview with the committee, and the right to an appeal if parents do not agree with the committee's decision.

IPRC meetings are held annually to review the needs of every exceptional pupil in Ontario, and more frequently if parents or the principal has concerns about the exceptional pupil's placement. Approximately 160 000 IPRC meetings are held in Ontario every year.

Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.

409

Many parents are concerned that the IPRC process is intimidating, that minimal opportunity for parental participation is provided, and that school board guides for parents do not fully inform them of their rights and responsibilities. Those parents who believe that exceptional pupils should be educated in a regular classroom setting question the value of having IPRC meetings.

Some educators have expressed concern that the IPRC process has created a very heavy and costly workload for key staff. They believe that much of this time could be used more productively in providing additional direct assistance to the pupil.

Parental and school board responsibilities are an equally important part of the identification, placement, and review process. Most important is the need for co-operation, which cannot be legislated.

The ministry recognizes the importance of developing appropriate procedures and mechanisms to make parents and pupils an integral part of the decision-making process and to promote communication with them about all aspects of education, including provisions for exceptional pupils.

This consultation paper provides an opportunity for parents and educators to review the current process, to respond to existing concerns, and to recommend ways to develop a better process for involving parents as partners.

Respondents are invited to answer the following questions:

1. What are the most important features of a process that will assist educators and parents to reach consensus on:

   a) the identification of the needs of an exceptional pupil?
   b) an appropriate placement?

2. What rights should parents or pupils have in such a process?

3. What should be the responsibilities of parents in such a process?

4. What should be the rights and responsibilities of school boards in such a process?

5. What would be the most helpful way to resolve disagreements about identification and/or placement?

Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.

410

4. A RANGE OF PLACEMENTS

Currently, the ministry encourages school boards to provide a range of placements for exceptional pupils, which includes placement in a regular class with program modifications, placement in a small group for instruction within the regular classroom or on a withdrawal basis, placement in special education classes, and, on occasion, a residential placement in a Provincial or Demonstration School.

Some researchers and educators, and some parents of exceptional pupils, advocate full integration and question the need for a range of placements. Research does show that full integration has superior social and learning outcomes for many (though not all) exceptional pupils. Practical experience in Ontario supports the research findings.

However, other educators and parents of exceptional pupils enrolled in special education classes value that placement option. They point out that a special education class is designed to provide resources at a more intensive level than is usually possible in a regular class. Smaller enrolments in special education classes allow specially qualified teachers to interact more frequently with individual pupils.

At present, there is inconsistency among school boards in the range of placements available to exceptional pupils. Some school boards may deny exceptional pupils placement in regular classes; other school boards may deny exceptional pupils placement in special education classes.

It is anticipated that a range of placement options will continue to be needed, even after the implementation of the initiative on integration as the norm. The purpose of the initiative is to increase opportunities for the integration of exceptional pupils within a range of placement options. Within this context, it is helpful to obtain public input.

Respondents are invited to answer the following questions:

1. Should the Ministry of Education:

   a) require school boards to provide, directly or through purchase of service, a range of placements for exceptional pupils?

   b) encourage school boards to provide a range of placements for exceptional pupils?

2. If, in your opinion, (a) is the preferred direction, please specify how such a requirement might be modified to suit remote areas where it may be difficult to implement.

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411

5. SCHOOLS AND CLASSROOMS

A. Teacher Preparation

The classroom teacher's attitude, commitment, and professional expertise are central to the successful integration of exceptional pupils. Currently, student teachers have limited exposure to programs in special education. The Ministry of Education requires that certificated teachers have at least Part I of special education qualifications in order to teach exceptional pupils in a special education class or a resource withdrawal setting. No additional qualifications beyond basic teacher certification are required to teach exceptional pupils in a regular classroom setting.

Since teacher attitude and expertise play such a critical role in meeting the needs of exceptional pupils, issues raised by both parents and teachers have underlined the need for teacher training and in-service programs to assist teachers with:

- developing appropriate attitudes and sensitivities to the abilities, needs, and concerns of exceptional pupils and their families;
- understanding specific exceptionalities;
- developing appropriate programs and adapting existing programs to meet the needs of exceptional pupils;
- designing effective classroom strategies;
- developing effective assessment and evaluation procedures.

Providing appropriate in-service training and professional-development activities for principals, paraprofessionals, and administrators is also important. As well, there is a need to increase the awareness and understanding of parents.

Teachers who have experience with integration point out, in retrospect, that the greatest challenge for them was, simply, the fear of the unknown. It seems reasonable to expect that teacher education and professional-development activities can be provided to increase the knowledge base and confidence of teachers to enable them to perform more effectively in their teaching role.

Respondents are invited to answer the following questions:

1. What changes should be made in the preservice programs for teachers to facilitate integration as the norm?

2. What types of in-service programs related to integration should be developed for teachers?

3. What types of in-service programs related to integration should be developed for principals, paraprofessionals, and administrators?

4. What types of programs would help to increase the awareness and understanding of parents?

B. Resources

The education of exceptional pupils may require some level of resource support for the teacher, the pupil, or both. The amount and type of support needed varies from setting to setting, and from pupil to pupil. Each school board has the ultimate responsibility for determining the extent of resource support that can be provided within its financial capabilities.

The types of resources that may be needed for pupils in an integrated setting include:

- physical resources, such as:
  - modified facilities (e.g., washrooms, elevators, ramps);
  - specialized equipment (e.g., change tables, hearing aids, wheelchairs);
  - special-format materials (e.g. braille, large-print reference materials);
- human resources, such as:
  - health professionals (e.g., nurses, hearing specialists);
  - social-service professionals (psychologists, psychometrists, social workers);
  - teacher's assistants;
  - volunteers from community groups.

Concerns about resource allocation focus on the level of support needed, as well as on how the support should be assigned. Some parents and educators express the view that greatly increased resources are needed in an integrated setting; others maintain that only more effective reallocation of existing resources is required. Questions have also been raised about whether a teacher's assistant should be assigned specifically to an exceptional pupil or in general to a classroom or to a school.

Decisions about such questions have significant implications for staffing and funding. It is absolutely critical that the available resources be deployed in the most effective and efficient manner possible. From 1985 to 1990 the number of teacher's assistants employed by school boards increased by more than 126 per cent. While it is recognized that exceptional pupils may require some level of resource support, it is, given the present

economic climate, unrealistic to expect that teacher's assistants will be assigned on a per-pupil basis. There is a need to share and to make the best possible use of existing resources, particularly in this time of economic constraint.

Respondents are invited to answer the following question:

1. How should resource support be allocated to implement integration as the norm?

C. Class Size

At present, Regulation 262, section 35, specifies maximum sizes for special education classes. The maximum class sizes are 6, 8, 10, 12, 16, or 25, depending on the exceptionality identified. For regular classes, other than Grades 1 and 2, responsibility for determining class size rests with school boards. Opinions vary about whether special education and regular class sizes should be regulated.

According to some educators and parents, specified maximum enrolments in special education classes are arbitrary, inconsistent, and unrelated to the actual needs of pupils. Furthermore, regulatory requirements for class size limit the extent to which school boards can exercise flexibility in the organization and delivery of special education programs and services. According to other educators, as well as parents of some exceptional pupils and associations representing such pupils, regulation of the size of special education classes is necessary to ensure the high level of teacher-pupil interaction required by some pupils.

A large percentage of exceptional pupils are already integrated to some extent in regular classes, and this trend is increasing. Teachers express concerns that, unless regular class sizes are regulated, integration will make it more difficult to manage regular classes, to develop and deliver appropriate programs, to cope with the diversity of needs, and to liaise and communicate effectively with parents who have a wide range of expectations for their children. Any decision to regulate the maximum size of regular classes (beyond Grade 2) would require a significant increase in expenditures, which cannot be accomplished under current economic conditions. Therefore, other ways must be found to address these concerns.

Respondents are invited to answer the following question:

1. Should the Ministry of Education continue to regulate the size of self-contained classes for exceptional pupils?

D. The Restructuring of Education

It is a basic policy in Ontario that individual differences are to be accommodated to the greatest extent possible within the education system. Curriculum implementation requires careful and perceptive adaptation of courses and programs, a constant awareness of standards, flexible organizational structures, and, for exceptional pupils, supportive special education programs and services.

Some parents have expressed concerns that secondary schools are too subject-oriented and rely too heavily on a direct-instruction method of teaching that is not responsive to the needs of exceptional pupils.

Integration at the senior elementary and secondary levels may be facilitated to some degree by the current review of the structure of programs in education. This review is designed to promote equity by seeking to remove obstacles that may prevent some students from succeeding. The government proposes to establish a core curriculum in Grades 7, 8, and 9. Enhanced provision for flexible and informal groupings of students will allow for more personalized instruction and appropriate remediation and enrichment activities.

Respondents are invited to answer the following question:

1. What changes in organization and program are needed in secondary schools to facilitate greater responsiveness to the needs of exceptional pupils?

6. THE BUILDING OF ADDITIONAL PARTNERSHIPS

A. The Role of the Community

The local community should play a significant role in influencing the direction of special education in a jurisdiction.

Currently, each school board has a Special Education Advisory Committee (SEAC) that makes recommendations to the school board regarding matters related to special education. The committee has responsibility to ensure that those recommendations reflect the views of the local community.

Bill 114, which received First Reading in the Legislature on May 30, 1991, proposed that a minority-language section of a school board, where it wishes to do so, be given the authority to establish its own SEAC. This bill died on the order paper when the Legislature ended its session in December 1991.

Some members of SEACs perceive that school boards do not give adequate consideration to the views and recommendations of the committee. Some school board representatives express the view that SEAC members should focus, to a greater degree, on the needs of the wider community.

The consultation on integration provides an opportunity to review the current advisory committee process, to respond to the concerns, and to suggest ways to provide for more meaningful involvement of the community.

Respondents are invited to answer the following questions:

1. Should the Special Education Advisory Committee process be retained?

2. a) If so, how should the process be improved?
   b) If not, what alternative process would ensure community involvement in special education matters?

3. In what ways can local organizations and agencies assist in the integration of exceptional pupils into regular classes and in their transition to community living?

B. Opportunities for Exceptional Pupils With Developmental Disabilities

Parents of pupils with developmental disabilities are concerned that, at present, their children have the right to attend school only until age twenty-one. They view this limitation on attendance as arbitrary and unfair, particularly for those pupils with severe developmental disabilities who are not ready at age twenty-one for employment or for independent living in the community.

Parents feel that there is inadequate time for these pupils to acquire the academic and social skills needed for transition to employment and/or independent living in the community.

The Ministry of Education recognizes the need for all pupils to have a comparable length of time to attend school, without payment of a fee. Bill 114 proposed to delete all references to "trainable retarded" from the Education Act. Bill 114 would have recognized all exceptional pupils as elementary or secondary pupils. Under this proposal, an exceptional pupil with a developmental disability who was designated by the principal to be a secondary pupil would have had the right to attend school for a total of seven years after completing elementary school.

Many educators have indicated that additional curriculum guidelines designed to meet the needs of students with developmental disabilities are required. They believe that there should be some form of credit equivalency for courses offered to these students. In their opinion, some form of recognition should accompany the successful completion of the secondary program.

Respondents are invited to answer the following question:

1. Should there be some form of recognition and credit equivalency provided for pupils with developmental disabilities?

C. Co-ordination of Services

To benefit from integration, some pupils with medical or treatment needs may require additional support services that are beyond the educational mandate of school boards. Co-ordination is required to ensure that these services are available and provided at an adequate level by the local agencies that operate under the authority of other ministries. Currently, the Ministry of Health, through its local Home Care programs, provides funding for nursing services, occupational therapy, physiotherapy, and speech-language pathology services to more than 11 000 pupils in school settings. As part of this co-operative venture in school health support services, school board staff participate in the daily routine of some exceptional pupils, administering oral medication and assisting with mobility, feeding, toileting, and speech correction. Similarly, the Ministry of Community and Social Services provides residential and day programs, through its funded agencies, for about 6000 pupils who cannot attend school because of their need for care, treatment, and security.

Some parents and teachers express the concern that support services are not adequate. In addition, some parents have difficulty in accessing treatment services, and many educators are of the opinion that the government's current position on catheterization and suctioning places an unfair burden on school boards.

This consultation paper provides an opportunity to review the support services available to students, and to recommend how school boards can build partnerships with local service agencies and, by so doing, provide effective and cost-efficient delivery of support services.

Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.

417

Respondents are invited to answer the following question:

1. How can the co-ordination and delivery of support services for exceptional pupils be improved?

7. FUNDING

Additional funding for special education programs and services is provided through the general legislative grants to school boards. In 1991, the special education portion of the basic per-pupil grant was $274 for elementary pupils and $203 for secondary pupils.

A call for change almost reflexively brings a call for increased funding. Many people believe that integration requires substantial increases in short-term and long-term funding, especially if pupils with significant disabilities are to have sufficient support in the regular classroom. Others maintain that effective reallocation of resources will suffice.

The Treasurer has made it clear that, because of the economic climate, the province has very limited resources to increase the amount of funding available to school boards and other transfer-payment recipients. School boards, therefore, will be expected to continue to integrate exceptional pupils within current funding allocations.

To meet our goals within the constraints of current economic realities, it is essential that both the Ministry of Education and the school boards draw up long-range plans, and establish jointly a realistic timetable for implementation.

Priorities may have to be reassessed, and existing resources reallocated. The government's recent and ongoing experiences in reassessing provincial priorities and reallocating scarce provincial resources have made us highly sensitive to the dilemmas school boards will be facing. There are many valid priorities in education today, and the ministry appreciates that the decisions involved will not be easy for boards to make.

Full implementation of this integration initiative will require the financial and human-resource commitments of various ministries and local agencies. Students today have diverse needs, many of which go beyond the mandate of education. As partnership arrangements are established, increased numbers of exceptional pupils will have access to the treatment or health-care supports they may require to benefit from a regular class placement.

Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.

Respondents are invited to answer the following question:

1. How can integration as the norm be implemented within the constraints of the current economic climate?

8. SUMMARY

An enlightened society, recent human rights legislation, and the evolution of special education in Ontario are three factors that have contributed to the popularity of integration. In response to this trend, which is already well under way, the Ministry of Education's intent is to make integration a normal practice in our schools.

Integration is a measurable indicator of fairness. It calls for a fair distribution of resources in special education, fair access to educational opportunities, and fair outcomes for each pupil.

Integration is not mainstreaming. It will not be an appropriate placement for all exceptional pupils, and it will not jeopardize the status of the range of placements currently available.

Integration is a reasonable expectation in a community that tolerates different points of view and values the opinions and insights of parents. Integration supports the broadly based principle that pupils should be educated in as normal a setting as possible, when such a placement meets their needs.

Successful integration takes time: it is accompanied by a comprehensive plan, well-prepared teachers, and positive attitudes. It requires an infrastructure of resource supports that will be obtained primarily by making increased use of existing services and by finding better ways to provide such services. To be fully implemented, integration will depend upon the establishment of additional partnerships and on a resource base that extends beyond the realm of education. The task is challenging, difficult, and complex, but by working together we shall make integration the norm in this province.

Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.

419

APPENDIX A: Statistics

TABLE 1

PER CENT AND NUMBER OF EXCEPTIONAL PUPILS ENROLLED IN REGULAR CLASSES

SEPTEMBER REPORT, 1990

(Pupils enrolled in school board programs only)

EXCEPTIONALITY	INTEGRATED IN REGULAR CLASSES		PUPILS IN SPECIAL EDUCATION CLASSES	TOTAL NUMBER OF EXCEPTIONAL PUPILS
	%	#	#	#
Low Vision/Blind	89	613	77	690
Orthopaedic	81	1 111	255	1 366
Learning Disability	75	54 251	18 434	72 685
Speech and Language	71	6 159	2 505	8 664
Autism	70	1 455	626	2 081
Gifted	68	22 622	10 518	33 140
Hard of Hearing/Deaf	68	1 389	654	2 043
Behaviour	60	5 577	3 734	9 311
Multiple	46	1 991	2 371	4 362
Educable Retarded	43	6 831	9 132	15 963
Trainable Retarded	10	601	5 436	6 037
TOTAL	66	102 600	53 742	156 342

Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.

420

TABLE 2

PER CENT AND NUMBER OF EXCEPTIONAL PUPILS ENROLLED IN SPECIAL EDUCATION CLASSES WHO RECEIVE PARTIAL INTEGRATION

SEPTEMBER REPORT, 1990

(Pupils enrolled in school board programs only)

EXCEPTIONALITY	PARTIAL INTEGRATION		FULL-TIME IN SPECIAL EDUCATION CLASS	TOTAL NUMBER IN SPECIAL EDUCATION CLASSES
	%	#	#	#
Orthopaedic	60	154	101	255
Learning Disability	59	10 897	7 537	18 434
Speech and Language	57	1 429	1 076	2 505
Hard of Hearing/Deaf	52	340	314	654
Autism	51	318	308	626
Behaviour	46	1 737	1 997	3 734
Low Vision/Blind	45	35	42	77
Multiple	37	887	1 484	2 371
Gifted	35	3 719	6 799	10 518
Educable Retarded	33	3 032	6 100	9 132
Trainable Retarded	18	971	4 465	5 436
TOTAL	44	23 519	30 223	53 742

Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.

421

APPENDIX B: Glossary of Terms Used in This Paper[3]

According to Parental Choice	"According to parental choice" means with respect for parental wishes or preferences to the fullest extent possible.
Bill 82	The Education Amendment Act, 1980 (Bill 82), is an act that requires school boards to provide or purchase from another board special education programs and services for their exceptional pupils.
Credit	A credit is granted to a student by a principal in recognition of the successful completion of a course in a secondary school for which a minimum of 110 hours has been scheduled.
Diploma	A Secondary School Diploma (OSSD) is granted by the Minister of Education, on the recommendation of the principal of the school last amended, to a student who has earned a minimum of thirty credits, subject to requirements for compulsory and elective credit courses.
Exceptionality Identifications and Definitions (Education Act, section 8[2])	Currently, five categories and twelve identifications and definitions of exceptionality are prescribed in the Special Education Information Handbook, 1984.
Exceptional Pupil (Education Act, section 1[1], par. 21)	An exceptional pupil is one whose behavioural, communicational, intellectual, or physical needs, or a combination of these, as determined by a committee of the school board, in consultation with the parent(s), are such that the pupil may benefit from placement in a special education program.

[3] A few of these definitions have been adapted for clarity of language. For the legal definition, reference should be made to the relevant section of the Education Act or specific regulation noted.

Exhibit - Consultation Paper on the Integration of Exceptional Pupils, Ministry of Education, filed as Exhibit R-7 at Ontario Special Education (English) Tribunal, first referred to at p. 1341 of Transcript of Proceedings, Volume 8.

422

Identification, Placement, and Review Committee (IPRC) (Regulation 554/81)	An Identification, Placement, and Review Committee is established by a school board to identify a pupil as exceptional (or not exceptional) and to determine and review the placement of an exceptional pupil, in consultation with the parent(s).
Integration	Integration is the provision of instruction for an exceptional pupil in a regular classroom.
Local Association (Education Act, section 182[1], par. c)	A local association of parents operates in the area served by a school board and is affiliated with a provincial parent association that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.
Local Community Classroom	A local community classroom is a regular classroom in a local community school.
Local Community School	A local community school is one that is designated by the school board and has resource personnel and equipment, where necessary, to support the classroom teacher, and is physically accessible, as required. In many instances it may not be the neighbourhood school.
The Norm	The norm is the general pattern or model that forms the standard.
Parent Guide (Regulation 554/81, section 2[7])	A parent guide is issued by a school board for the use and information of parents regarding the board's procedures for the referral, identification, placement, and review of exceptional pupils, and the right of appeal. Copies of the parent guide are available at each school.
Range of Placements	A range of placements for exceptional pupils includes, but is not limited to, the following: • Full integration is placement in a regular

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classroom for the entire school day with support services provided to the regular teacher, or with individual or small-group instruction provided by a special education teacher within the regular classroom for a portion of the school day.

- Integration/Withdrawal is placement in a regular classroom, with specialized instruction provided by a special education teacher outside the regular classroom for a portion of the school day.
- Partial Integration is placement in a special education class, with integration in a regular classroom for a portion of the school day.
- Self-contained Class is placement in a special education class, a special school, or a residential Provincial or Demonstration School.

The Restructuring of Education

The restructuring of education refers to the general directions announced in April 1989 that have formed the basis for a review of the structure of programs in education. It includes all aspects of our education system, from junior kindergarten to the end of secondary school.

Special Education Advisory Committee
(Education Act, section 182)

A Special Education Advisory Committee comprises trustees, representatives of local associations, and others, and makes recommendations to the school board on special education matters.

Special Education Program
(Education Act, section 1[1], par. 63)

A Special Education Program is an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

Special Education Services
(Education Act, Section 1[1], par. 64)

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

Exhibit - Handbook for Parents Special Education, The Brant County Board of Education, filed as Exhibit R-23 at Ontario Special Education (English) Tribunal, first referred to at p. 375 of Transcript of Proceedings, Volume 13.

424

SERVICES SPECIAL EDUCATION

Handbook for Parents

Special Education

Exhibit - Handbook for Parents Special Education, The Brant County Board of Education, filed as Exhibit R-23 at Ontario Special Education (English) Tribunal, first referred to at p. 375 of Transcript of Proceedings, Volume 13.

425

This booklet outlines Special Education programs and Special Services available through The Brant County Board of Education which seek to provide a learning atmosphere where children can experience social and academic competency leading to feelings of success.

From time to time, students may need special help as they go through the school system. Some of these students are best served by remaining in a regular classroom and going for periods of time to a special education learning resource teacher. Others are best served by being transferred to a classroom with a full-time special education teacher and a lower pupil/teacher ratio.

This booklet describes how such students are identified and how their individual needs are met in the Brant County school system.

Revised, December 1987

Exhibit - Handbook for Parents Special Education, The Brant County Board of Education, filed as Exhibit R-23 at Ontario Special Education (English) Tribunal, first referred to at p. 375 of Transcript of Proceedings, Volume 13.

426

THE ROLE OF THE PARENT

Why Should Parent(s)/Guardian(s) Be Involved?

Open communication between home and school is important for any child's success at school. Open communication is especially important if a student is in a special program for the exceptional child. Exceptional students have been defined as those who have physical, intellectual, behavioural or communicative differences to such a degree that school program modification or special services must be provided for them.

Parents have the final responsibility for decisions regarding special placement of their child.

Parents have an awareness of their child in the family and in the community. Their knowledge and support are vital in helping school personnel meet their child's needs.

Parents are involved with their child for a lifetime; school personnel are temporary.

Changes and decisions are made throughout the child's school career; involvement in these decisions is a parental responsibility.

How Should Parent(s)/Guardian(s) Be Involved?

Openly and honestly, with the confidence that they are part of a team.

- In a spirit of co-operation and mutual understanding
- In as informal and thorough a way as possible
- By learning about the school system as it affects their child
- By not being afraid to ask questions or to share their feelings of satisfaction or dissatisfaction
- By remembering that the child needs the understanding and acceptance of parents

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GUIDELINES FOR REFERRALS

To obtain a referral to Special Education Services, it is recommended that parents first discuss their child's program with the classroom teacher and principal. In many cases, assistance can be provided by the staff of your school. The principal can, if necessary, request the assistance of the Learning Resource Teacher to assess the student's program and provide assistance in the present setting.

Should the above procedures not produce the desired results, or if further diagnosis and assistance are required, a referral can be processed for more formal assessment. Before this referral is made, the principal will review your child's progress with you and explain what services are being requested. Your written approval is required for further action to take place.

If parents wish to do so, a direct referral to Special Education Services can be made by themselves or their family physician. It is preferred, however, that referrals be made jointly with the principal so that the school staff may fully explore the resources available at the school.

Referrals are received by the Special Education Services Department and assigned to the appropriate personnel. Following the completion of the assessment by a teacher-diagnostician, a meeting will be held at the school to provide you with a review of the findings together with any recommendations for program changes within the classroom. Further planning to meet your child's needs will require your approval and co-operation. Such planning may include a recommendation for consideration by the Identification, Placement and Review Comittee.

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428

PLACEMENT IN A SPECIAL EDUCATION PROGRAM

Placement in a special education program is made when it appears that your child requires additional services.

With your approval, an individual assessment is completed before a recommendation for special placement is considered. If, after discussion of the assessment results with you, it is felt that such a change is in the student's best interests, a request for an appointment time at a regular meeting of the Special Education Identificaton, Placement and Review Committee will be made. In addition to you and your child's teacher and/or principal, the Committee discussions will involve other employees of the Board of Education, as well as appropriate community agency workers.

Committee meetings usually are held on Tuesdays. At each thirty-minute conference, to which school staff, other resource persons and parents are invited, information concerning the student is discussed. These meetings are intended to ensure that your child may receive the maximum amount of assistance which the School Board can offer.

It is our hope that the staff who are in attendance at the meeting can provide you with relevant information to assist you in deciding upon the most appropriate program.

If you wish, provisions will be made for you to visit any setting which may be recommended for your child before the final decision is made. A placement decision which requires transferring your child from his/her present classroom setting is made by the parents. Written parental permission is a legal requirement before any alternate placement can proceed.

If your child is involved in a special education program, periodic reviews are made of the student's progress and recommendations for further programming are made based on the student's needs. At least once a year, members of the Special Education Identification, Placement and Review Committee review the progress of pupils enrolled in these programs. Such reviews may also be conducted at more frequent intervals at the request of the principal. A parent may also request in writing a review of his child's placement.

If it is necessary for a student to attend a special education class in another school, transportation may be provided by The Brant County Board of Education. It is important that the school principal be notified, as soon as possible, of any changes of address so that Special Education Services can make the necessary transportation arrangements or revisions.

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430

TYPES OF SPECIAL EDUCATION CLASSES

1. General Learning Disabilities Class

These classes are generally designed to serve the needs of pupils whose intellectual ability or academic skills are such that they have considerable difficulty benefitting from instruction in a regular classroom situation.

Pupils enrolled in these classes may be integrated into regular classroom programming for those parts of the curriculum with which they can cope on a part-time or full-time basis.

Types of General Learning Disabilities Classes

Primary - for pupils approximately 6-9 years of age
- maximum 12 pupils

Junior - for pupils approximately 9-12 years of age
- maximum 16 pupils

Intermediate
- for pupils approximately 12-14 years of age
- maximum 16 pupils

A pupil may be transferred from a General Learning Disabilities program to a regular class as a result of a formal review.

2. Specific Learning Disabilities Classes

Admission to this type of class is available to a student with average or above average intellectual ability, but who is failing to make satisfactory academic progress due to serious visual and/or auditory perceptual deficiencies.

The Ministry of Education defines learning disabilities as: disorders in one or more of the processes involved in understanding or using symbols or spoken language. The disorders result in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in at least one of the following areas:

- receptive language (i.e. listening, reading)
- language processing (i.e. thinking, conceptualizing, integrating)
- expressive language (i.e. talking, spelling, writing)
- mathematical computations

Such deficits become evident in both academic and social situations.

Class size is limited to eight pupils in Primary and ten in Junior and Intermediate Language classes to facilitate highly individualized programming.

3. Class For Hearing Impaired

This class is available to pupils with hearing deficiencies (as diagnosed by a qualified medical practitioner and/or a certified audiologist) such that they cannot benefit from a regular class placement, but who are not eligible for admission to a provincial school for the deaf.

The pupil is instructed at his individual achievement level in each curriculum area with special emphasis on remediation of language deficiencies. Opportunities for integration into the total school program are provided for the child.

4. English-as-a-Second-Language Program

Children at the primary age level whose native language is not English are enrolled in their home schools. The principal then may make a referral for the services of the Itinerant Teaching English-as-a-Second-Language Teacher to work with the child and assist the classroom teacher with appropriate program.

Older children appear to benefit most from attending a Teaching English-as-a-Second-Language Class for a period of time where the emphasis is placed on the acquisition of phonics, spelling, reading, and writing skills. These classes are available at elementary and secondary school levels.

In these programs, there is an orientation to Canadian culture as well.

5. Lansdowne Children's Centre

Children with severe physical handicaps are admitted to these special classes by the Identification, Placement and Review Committee. The Centre is a co-operative effort jointly funded by the Ministries of Health and Education.

The program attempts to meet the needs of a wide range of student ages, abilities and achievement levels with classes provided from the half-day Junior Kindergarten level upwards. Qualified therapists in addition to classroom teachers work with the children on a regular basis.

6. Classes for Trainable Retarded

Trainable retarded students may be admitted to a variety of classes for the trainable retarded.

Students may range from five to twenty-one years of age and classes are set up under the supervision of specially qualified teachers who are assisted by teacher-assistants and volunteers.

Major emphasis in the program is on social development, independence and acquisition of basic academic skills designed to enable the child to become a useful and happy member of his community. While many of these students attend classes at Jane Laycock School, several classes are also placed in regular elementary and secondary schools in the County for normalization purposes.

7. Primary Developmental Class

As part of the early identification and assessment program developed by The Brant County Board of Education in conjunction with The Brant County Health Unit, two classes for Kindergarten-age children have been established. The class is for children who are developmentally immature and who might not be successful in the regular Kindergarten program. Classes are half-day with an enrolment of approximately ten students per class.

8. Behavioural Development Class

For young students whose classroom behaviour interferes significantly with their learning or that of their classmates, this setting offers an alternative, structured program. In the small group, with a maximum of eight students, there is a greater opportunity to positively influence a change in behaviour while continuing academic studies.

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9. Enrichment Programming

Current Types of Service

Elementary Panel

Elementary schools offer four types of programming to provide elementary students with an opportunity to pursue differentiated learning experiences in a strength/interest area. The programs are facilitated by educators, other professionals or parents in the community. These diverse learning experiences may be located in home school, family of schools, or the two Enrichment Centres.

The four programming modes are:

- In-class, in-school and extended mode programs;
- Family of Schools Temporary Mode Programs;
- County Temporary Mode Enrichment Programs;
- Regular Mode Programs.

Secondary Panel

Each of the Brant County Secondary Schools offers a variety of differentiated learning experiences to meet the needs of the intellectually able students. The enriched programming may include:

- Independent Study Credits;
- Talent Pool Classes;
- Mentorship Programs;
- Student Networking Experiences;
- Autonomous Learner Model.

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435

PERSONNEL AND SERVICES

Coordinator of Special Education Services

The Coordinator of Special Education Services co-ordinates the work of the Special Education Consultant, Attendance Counsellors, S.A.L.L.P. Counsellor, Teacher-Diagnosticians, the Itinerant English-as-a-Second-Language Teacher and the Speech and Language Pathologist.

The Coordinator assists Special Education class teachers in the development of effective learning programs. He/she assists with the placement of students in Special Education classes and/or resource programs, their movement between special classes and regular classes and participates in the regular review of the placement and progress of exceptional students. He/She is chairperson of The Identification, Placement and Review Committee. In addition, he/she makes recommendations for system direction in Special Education.

Co-ordination of the Board's Home and Hospital Instructional program is also provided.

Psychologist

The psychologist is responsible for the administration and supervision of all services emanating from the Department of Psychological Services. These duties include:

(a) direct intervention and/or assisting in a consultative role with respect to the difficulties experienced by clients; and
(b) direct supervision of the duties performed by the Behavioural Assistant.

Referrals to Psychological Services can be made by:

(a) parents, (b) school personnel with parental permission and (c) students who are 18 years of age or older.

Exhibit - Handbook for Parents Special Education, The Brant County Board of Education, filed as Exhibit R-23 at Ontario Special Education (English) Tribunal, first referred to at p. 375 of Transcript of Proceedings, Volume 13.

436

Special Education Consultant

The Special Education Consultant assists Special Education class teachers in the development of effective learning programs. As well, the consultant assists with the placement of students in Special Education classes and/or resource programs and their movement between special classes and regular classes. The consultant participates in the regular review of the placement and progress of all exceptional students. In addition, he/she assists in making recommendations for system direction in Special Education.

Curriculum Assistant - Enrichment

The Curriculum Assistant co-ordinates and assist educators in the development of differentiated enrichment learning experiences. The Curriculum Assistant will be responsible for monitoring of students to assist the home school in determining appropriate programming. The Curriculum Assistant may participate as a resource person in the Identification, Placement and Review Committee meetings for identification or review and may aid in the delivery of enrichment programming to identified Intellectual-Gifted students.

Behavioural Assistant

The Behavioural Assistant is a member of Psychological Services and within this context is involved with the provision of such services to clients at The Brant County Board of Education. These duties include direct intervention and/or providing assistance to the clients in a consultative capacity.

In addition, the Behavioural Assistant is responsible for the accumulation of data and the presentation of cases to the Brant County Residential Placement Advisory Committee.

Teacher-Diagnosticians

Children who may require differentiated programming are referred by the principal, with parental consent, to the Special Education Services Department. Following consultation with relevant persons, including parents, principals and teachers, information obtained from the standardized test assessments administered by teacher-diagnosticians is used to assist school personnel in selecting appropriate teaching strategies, educational programs, or placements for the child.

Attendance Counsellors

Attendance Counsellors ensure that children of compulsory school age (6-16 years) attend school regularly and punctually. The main responsibility of the Attendance Counsellor is to determine the reasons for truancy and to take effective action to correct the situation. All available school, family and community resources are used to assist the student.

Speech Correction Teachers

Four itinerant speech correction teachers provide direct assistance to pupils who need corrective treatment in speech and language development. These problems respond to help during the child's formative years. Early assessment of children in the primary division is completed by the speech correction teacher in order to develop programming to meet individual needs. Referrals are made by principals, teachers, health and community personnel. Assistance for hearing impaired children is also provided by the speech correction teacher.

Exhibit - Handbook for Parents Special Education, The Brant County Board of Education, filed as Exhibit R-23 at Ontario Special Education (English) Tribunal, first referred to at p. 375 of Transcript of Proceedings, Volume 13.

438

Supervised Alternative Learning for Excused Pupils Counsellor

The S.A.L.E.P. Counsellor works with students 14 or 15 years old, who wish an alternative program to regular school attendance, assisting them to find full-time or part-time work or a volunteer setting. A Life Skills Program designed for excused pupils is provided periodically throughout the school year. Secondary school credits can also be obtained by taking correspondence courses.

Learning Resource Teachers

Each school has the services of a Special Education Learning Resource Teacher. Pupils are referred to the Resource Teacher for assessment and/or appropriate programming by the principal or individual classroom teacher. The Resource Teacher co-ordinates the efforts pertaining to the referred student including consultation with staff, child observation, assessment and accessing support staff. In doing so, the Resource Teacher may provide direct service to the child either in the classroom or on a withdrawal basis. In addition, the Resource Teacher provides consultative assistance to classroom teachers and Professional Development to the school staff in matters of Special Education. Priority for service is given to students who are deemed to be exceptional by the Identification, Placement and Review Committee.

Elementary school children who are unable to attend school due to illness or accident, receive home and/or hospital instruction from one of the school-based resource teachers. Each child receives a minimum of 180 minutes of instruction per week.

Learning Resource Teachers - Enrichment

These teachers assist the Curriculum Assistant - Enrichment in providing differentiated learning experiences for the students of Brant County. These Learning Resource Teachers provide Regular Mode Programming for students who demonstrate a need for a more intensive enrichment program. In addition, they may be involved in monitoring of students to assist the home school in determining appropriate programming.

Special Services Departments

Each secondary school has the services of a Special Services department with Learning Resource Teachers on its staff. Referrals are made for diagnostic assessment, consultation and/or programming. Parents, students, teachers, administrators and the I.P.R.C. may refer. Special Services staff also coordinate enrichment programming.

PARENTS

Helping your child receive an education most suited to his/her needs is an important job. Be informed, be involved, ask questions.

For further information, please contact one of the following at The Education Centre, (519) 756-6301:

J. D. Foerter, Coordinator, Special Education Services

C. Reid, Special Education Consultant

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15.

440

THE BRANT COUNT BOARD OF EDUCATION

PSYCHOLOGICAL SERVICES

M E M O

TO: J. Ireland, Superintendent of Schools

FROM: A. Jeffers Toby, Psychologist

DATE: May 5, 1992

RE: CLASSROOM VISIT/OBSERVATION - MAPLE AVENUE SCHOOL

Enclosed is a copy of a classroom visit/observation made at Maple Avenue School, Burford - Grade 1 class. These classroom visits/observations were made in an effort to assist the school with programming ideas for that class.

Things seems to be going exceptionally well with respect to a majority of the students in the class. Emily Eaton's situation was examined in terms of what could be done to assist her in the present class and what ideas could be shared with respect to the Grade 2/3 class which would be her September, 1992 placement.

Jeffers

Enclosed
Ref.#5316

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15.

441

THE BRANT COUNTY BOARD OF EDUCATION

PSYCHOLOGICAL SERVICES

DATE: April 27, 1992

SCHOOL: Maple Avenue - Burford

GRADE: 1

TEACHER: Mrs. Piggott

Classroom Visit/Observation

I visited Mrs. Piggott's class on April 14, 1992 for approximately one hour from 9:10 a.m. until the morning recess break. During that time the class was involved in individual reading exercises. At that point, Emily Eaton was participating in the process through the Educational Assistant. The other students were supportive and the Educational Assistant provided a lot of physical and auditory stimulation to Emily. Emily did not seem to be attending to the classroom activities most of the time but did seem to seek stimulation by touching the students next to her. There was quite a bit of activity and movement in the classroom in which she obviously did not participate. At about 10:00 a.m. she appeared to be sleepy and the Educational Assistant seemed to be keeping her awake by using physical and auditory stimulation.

I also visited the class on April 27, 1992 from approximately 1:10 p.m. until recess break at about 2:05 p.m. During this time there was a group reading exercise which involved the teacher reading to the class. At 1:15 p.m. the class went outside for physical education and returned to the classroom at about 1:35 p.m. They continued with Music which was followed by French at about 1:45 p.m. While the class was in their group reading activity, the students were all seated on the floor around the teacher's chair. Again, the interaction with Emily was through the Educational Assistant. In the physical education which occurred outside, she appeared to be sleepy (i.e. yawned often) and did not really participate in the classroom activities which involved a lot of movement (i.e. up and down the paved area located at the back of the school). During music she also appeared to be sleepy but seemed to be getting more involved in terms of responding to the sounds and the singing, as well as all the movement that took place during the music lesson.

During the French period, she was seated on the floor with the rest of the class. There was a show and tell session which seemed to interest her. After the Show & Tell session, Emily did not seem to be interested in what was happening and returned to her original non-interested state.

I also had an opportunity to visit the Gr. 2/3 class in the school which would be the next class that she would attend if she remains at Maple Avenue School. This class is extremely crowded, furniture wise and unless there is a physical change of location, she would have some difficulty maneuvering in this particular situation. Another problem in this situation is the fact that there is a lot of physical activity and movement (active learning programme). The question would be whether or not this would provide any serious growth for her. In addition, the students are academically moving ahead and are expected to do quite a bit of independent work. The question also arises as to whether or not Emily would be able to participate in some of these types of situations. In fact, the Grade 2/3 class could be aptly described as "organized chaos", with tremendous amounts of movement, discussion, group activity and other interactive experiences.

A. Jeffers Toby, Ph.D., C. Psych.
Psychologist

AJT*gev
Ref.#5316

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15.

443

THE BRANT COUNTY BOARD OF EDUCATION

PSYCHOLOGICAL SERVICES

DATE: April 15, 1993
SCHOOL: Maple Avenue - Burford
GRADE: 2/3
TEACHER: Mrs. Lottridge

Classroom Observation - Emily Eaton

9:09

-Emily came into class (which is seated on the floor at the front for story time) assisted by Mrs. Williams (E.A.); wheelchair left outside classroom

9:10

-Emily seated on the floor, E.A. seated on a chair at the back of Emily

9:12

-Emily appears to be sleepy; head back, eyes closed

-E.A. encouraging her to stay awake

9:13

-Emily does not appear to be attending to the story being discussed

-head back, yawns, appears to be sleepy

9:15

-situation the same as described above

-E.A. is encouraging her to attend by talking to her and pointing to easel here the storybook is located (the book is large in size and so is the print. Students are being selected to read portions of the story. They remain seated on the floor)

9:15

-Emily is smiling but does not appear to be responding to the reading of the story

-seems to be looking at the toys located nearby

9:20

-Emily is yawning, eyes closed, head back

-does not appear to be attending to the story at hand

-encouragement from the E.A. to attend

-some vocalizations in response to E.A. attempts at encouragement to stay on focus (two brief vocalizations)

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15.

444

Emily Eaton Observation (continued) April 15, 1993

9:25

-appears to be attending; E.A. is talking to her

9:26

-back to original situation; appears to be not attending

9:27

-seems to be attending; E.A. talking to her, stimulation using her fingers to stroke her face

9:28

-doesn't appear to be attending, looking at the floor

9:29

-appears to be attending for part of the time and not attending for the rest

9:30

-Emily yawns, eyes closed, head back, vocalizations (crying-type of sounds)

-EA. talks to her

-story time ends; students do some rearranging of desks

9:32

-E.A. took Emily out of the classroom

-Emily seems quite irritable this morning

9:44

-E.A. brought Emily back to the classroom

-E.A. and Emily joined an assigned group on the floor for a spelling exercise

9:45

-Emily doesn't really appear to be interested in the spelling exercise (students in the group were told that the E.A. is not part of the group and therefore cannot provide information with respect to the spelling of the word)

9:46

-vocalizations by Emily (sounds like crying)

-E.A. encouraging her to participate; not really working

9:47

-E.A. hugs and rocks Emily, talking to her all the while

-group proceeds without Emily's input

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15.

Emily Eaton Observation (continued) April 15, 1993

9:50
-E.A. moves Emily back into the group situation
-group is working without Emily's input
-E.A. providing verbal stimulation
-Emily appears to be alert but not really attending to the group
9:53
-vocalizations (sounds and looks like crying)
9:54
-vocalizations still increasing
-E.A. takes Emily out of the classroom
10:00
-E.A. and Emily return to the classroom
-vocalizations begin
-E.A. takes her out of the classroom (assists with walking)
10:06
-E.A. and Emily return to the classroom
-vocalizations begin
-E.A. takes her out of the classroom (lifts her out)
10:07
-E.A. brings Emily back in her wheelchair
-spelling exercise is over, students are back at the front of the classroom on the floor and continuing with the story reading exercise
10:08
-Emily appears to be sleepy (yawning, head back, eyes closed)
10:10
-Emily still appears sleepy and appears to be not attending
-E.A. is providing verbal stimulation (talking to her)
10:12
-still appears sleepy, eyes closed, leaning forward
10:13
-first bell rings for recess
10:15
-recess

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15.

446

Emily Eaton Observations (continued) April 15, 1993

NOTE:

Emily appears to be quite irritable today. The vocalizations increased substantially compared to previous observations. They appeared to be crying sounds. Emily's general expressions also seemed to attest to this. Consequently, Emily spent more time outside of the classroom.

Emily appeared to be sleepy and tired and the question is whether the classroom situation precipitates these types of vocalizations when she is in this type of mood.

Today's situation obviously was not right. The classroom interactions did not really change from what I have come to expect. Emily's responses seemed to indicate some type of distress on her part.

A. Jeffers Toby, Ph.D., C. Psych.
Psychologist

AJT*gev
Ref.#5316

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15.

447

THE BRANT COUNTY BOARD OF EDUCATION

PSYCHOLOGICAL SERVICES

M E M O

TO: Jackie Ireland, Superintendent of Schools

FROM: A. Jeffers Toby, Psychologist

DATE: September 29, 1992

RE: CLASSROOM OBSERVATIONS - EMILY EATON

Enclosed is a copy of the classroom observations made at Maple Avenue School, Burford - Grade 2/3 Class - Teacher: Mrs. Lottridge. Emily Eaton was the main focus of the observation.

Jeffers

Encl.
Ref.#5316

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15.

448

THE BRANT COUNTY BOARD OF EDUCATION

PSYCHOLOGICAL SERVICES

DATE: September 22, 1992
SCHOOL: Maple Avenue - Burford
GRADE: 2/3
TEACHER: Mrs. Lottridge

September 18, 1992

Classroom Visit/Observation 9:05 a.m. - 10:15 a.m.

I visited Mrs. Lottridge's Grade 2/3 class for approximately one hour and 10 minutes (9:05 a.m. - 10:15 a.m.). The class was participating in an assembly for the early grades which examined the issue of Fund Raising. Emily appeared to be very alert and attentive, listening the teachers who led the assembly. There was some verbal stimulation from the Educational Assistant. At approximately 9:10 a.m. Emily appeared to be exhausted and bent her head forward. The Educational Assistant again provided some verbal stimulation in terms of speaking to Emily who appeared to be listening again by 9:15. By now her eyes were trained on the teachers and there was not very much stimulation from the E.A. At 9:20 a.m. Emily appeared to be sleepy, (i.e. yawning, eyes closed, etc.). At 9:20 a.m. the assembly ended and the E.A. took Emily to the washroom. During the assembly there were no vocalizations.

9:38 a.m.

Emily returned to class and the class was in the process of writing letters to the teacher about a book that they had read. At that time, the E.A. began to do a listening exercise involving a tape recorder and a book. Both the E.A. and Emily wore headphones (to listen to tape material and follow in the book). Emily appeared to be responding to the situation, however she grabbed the book and ripped the page. The E.A. temporarily stopped the exercise and there was some vocalization with respect to the taped material. (This caused most of the students in the class to turn and look in Emily's direction.) Obviously the taped material was getting some attention from Emily. There were some facial expression changes, smiles, looking at the page and the vocalization.

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15

9:50 a.m.

There were more responses to the tape material but she seemed to be becoming saturated with this material (i.e. yawning). Emily smiled when the E.A. indicated it was the end of the story. The E.A. then asked whether or not she liked the story and there was no apparent response. Emily put the book in her mouth and the E.A. indicated to Emily that that was not appropriate behaviour.

9:52 a.m.

After the tape recorder exercise, the E.A. helped Emily to her desk using walking steps.

9:53 - 9:56 a.m.

The E.A. left the room and Emily appeared to be tired (yawning, etc.).

9:56 - 10:00 a.m.

The E.A. returned and did a bit of colouring. Actually the E.A. did the colouring by directing Emily's hands or the E.A. coloured and Emily's hands her placed on her hands to get some sense of direction.

10:00 a.m.

The class was doing a spelling exercise. Emily stood behind the class looking at the E.A. still doing the colouring exercise. The E.A. had to be firm with Emily so that Emily did not rip the page in her hand.

10:10 a.m.

Emily appears to be sleepy. The E.A. still doing the colouring and providing verbal stimulation by talking to Emily. The E.A. is having a difficulty time getting Emily to pay attention.

10:12 a.m.

The bell rings and there will be an indoor recess. The observation ended.

The principal and teacher both indicated that this was a very good day and indicated that there seemed to be an increase in vocalizations.

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15

September 21, 1992

I also visited the class on September 21, 1992 from 1:00 p.m. to 2:00 p.m. At this time, Mrs. Lottridge's class was doing Art with Mr. Crump. During this class, Emily seemed to be restless. There were some vocalizations (about three times which is more than I have heard before) and the E.A. suggested that she be quieter because she was the focal point of the class and the kids were turning around to identify the source of the vocalizations.

1:05 p.m.

Emily was not really attending to the task at hand (i.e. looking elsewhere) and needed direction from the E.A. She seemed to be very tired.

1:10 p.m.

Emily seemed to be a little more alert and the E.A. seemed to be providing verbal stimulation.

1:13 p.m.

Emily places her head on the desk and the E.A. continues to provide verbal stimulation.

1:15 p.m.

The E.A. is having a difficult time getting Emily to attempt the Art work. The E.A. indicated to Emily that there had to be some attempt to get the work done.

1:20 p.m.

Still some difficulty to get Emily to follow the E.A. hand movements in the Art exercise. The E.A. held Emily's hand, placed it on hers and proceeded to complete the exercise which involved using coloured chalk. Emily made an attempt to swallow the chalk.

1:25 p.m.

Emily appears to be tired and the E.A. still providing verbal stimulation, doing the Art by holding Emily's hand.

1:30 p.m.

Emily appears to instinctively put her hand on the E.A.'s hand in order to get some stimulation. There was also a washroom break at this point which lasted about 16 minutes.

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15

1:46 p.m.

The E.A. and Emily returned to the class. The wheelchair was left outside and the E.A. helped Emily from the doorway of the classroom to her seat.

1:50 p.m.

Continued to work with the Art exercises with the E.A. directing Emily's hand. Finished the Art exercise and the E.A. put away the materials.

2:00 p.m.

The bell rang for recess.

A. Jeffers Toby, Ph.D., C. Psych.
Psychologist

AJT*gew
Ref.#5316

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15.

452

THE BRANT COUNTY BOARD OF EDUCATION

PSYCHOLOGICAL SERVICES

DATE: February 8, 1993

SCHOOL: Maple Avenue - Burford

GRADE: 2/3

TEACHER: Mrs. Lottridge

Classroom Observation

8:45 - 9:00

-handed out a bag of chips

-seems quiet alert

9:00 - 9:05

-assisted by the E.A. into the room with walking

-class was in a group on the floor near the blackboard; Emily sat on the floor with the group resting on the leg of the E.A. who sat behind her on a chair; E.A. talking to her all the time

9:05 - 9:10

-appears to be sleepy

-class went to desks to get materials

-E.A. assisted Emily with walking to get to her seat, talking to her all the time

-E.A. put on protective belts when she got to her seat

9:10 - 9:15

-class returned to the front

-Emily still at her desk

-E.A. takes out a book on Rain Forests (Topic being dealt with)

-E.A. takes out markers and gets Emily to smell the markers

-constant oral stimulation from E.A.

9:15 - 9:20

-Emily's book on the Rain Forest is a colouring book. The markers are being used for colouring. E. A. colouring with Emily's fingers intertwined in hers. Changed position after about 2 minutes. E.A. put marker (red) in Emily's and and placed her own hand over Emily's. Directed the colouring process. Changed colour of marker to orange. E.A. is colouring with Emily's hand over hers. Emily appears to be sleepy (saturated with stimulation?)

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15

Classroom Observation February 8, 1993

9:20 - 9:25

-changed colour of marker to yellow. Changed colour to marker to green. E.A. encourages colouring by placing her hand over Emily's with the crayon. Emily turning pages. Moved back to the original colouring situation. Oral stimulation from the E.A.

9:25 - 9:30

-during the last time slot, individual children began reading short stories to the class

-E.A. trying to get Emily to pick up marker. Hand over hand colouring (brown marker)

-E.A. explained closing of the colouring book

9:30 - 9:35

-individual reading still going on at the front of the class (individuals up at the front reading to the rest of the class who are in their seats)

9:35 - 9:42

-Emily taken out of her seat by the E.A. and assisted with the walking motions. E.A. escorts Emily to the door. Class participates in swishing supervised by the music. (Process of cleaning teeth with a fluoride rinse. Did not participate.) (Psychologist presumes Emily going for washroom break)

NOTE:

-Emily did not interact with any members of the class

-A few students sitting in her row only seemed to intermittently glance at the interaction between the E.A. and Emily

9:42 - 9:45

-returned to the class with the assistance of the E.A.

-wheelchair left outside in hall

-the E.A. holds her waist to facilitate the walking motion

-Emily seems a little more alert, not as much as when I first saw her this morning but a little more than she was before she left at about 9:35

-E.A. spent a minute or so organizing material for Emily to work on

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454

Classroom Observation

February 8, 1993

9:45 - 9:50

-E.A. assisting Emily in exploring a felt board with her name written in felt

-tremendous amount of oral stimulation by the E.A.

-class is still doing the reading exercises

-E.A. places some plastic letters on a tray identifying each as she does so

-Emily does not seem to be really attending to this task

-some vocalization on Emily's part

-a brief humming sound which attracts the attention of 15 students

-the individual reading is completed and the class has to draw the Rain Forest

9:50 - 9:55

-E.A. places the box with all the plastic letters near by encouraging Emily to interact with them

-Emily seems to be saturated with the stimulation

-E.A. encourages her to "wake up"

-encourages her to play with the letters in the box

-Emily complies but quickly drops the ones she picks up

-with the E.A.'s encouragement, she picks up some more

9:55 - 10:00

-E.A. closes the box with the letters

-E.A. has brief discussion with the teacher (re: hot dog money)

-E.A. introduced pictures of of animals (magazine cut outs) Rain Forest themes

10:00 - 10:05

-the cut outs are being used in place of drawing a Rain Forest. E.A. laid cut outs on desk and took them away because Emily began to crumple them up

-Emily appears to be attending to this task

NOTE:

-NO INTERACTION WITH THE REST OF THE CLASS WHO ARE COMPLETING THEIR ART WORK ON THE THE RAIN FOREST.

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15.

Classroom Observation

February 8, 1993

10:05

-with E.A.'s assistance (re: walking) Emily lead out of the class (Recess is in ten minutes)

10:10 - Bell rings for recess.

10:15-10:45

-recess and discussions with the principal

10:45

-mental math excises (addition and subtraction)

10:50

-teacher asking questions with flash cards

-Emily putting shapes into books with E.A.'s help

-seems to be sleepy

-E.A. emphasizing that she stay awake

-NOT PARTICIPATING WITH REGULAR CLASS ROUTINES

10:50 - 10:55

-E.A. took Emily to the computer and E.A. loaded a program and used hand over hand to continue

-computer information seems to hold some attention

-E.A. continues to assist in hand over hand depression of keys

10:55 - 11:00

-still with computer program

-with the E.A.'s assistance, played for the next five minutes. This stimulation seemed to attract attention

11:00 - 11:05

-listening to audio tape (one student looking at this operation which takes place at the back of the class)

-earphones for the E.A. and Emily

-appears to be listening to the audio tape (from her reaction)

-at one time she seemed to fall asleep only to be jolted by some thing on the tape

-brief vocalization

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Classroom Observation February 8, 1993

11:05 - 11:10

-E.A. trying to get her to follow in a book as they listen to the tape

-doesn't seem to be really following in the book but seems to be listening to the tape

11:10 - 11:15

-music in the gym

-the class is heading to the gym

-E.A. and Emily finished using the audio tape

-E.A. assisted Emily to the door using the walking motions

-Emily is quite alert at this point

-the class is heading to the library as the gym is being used

11:20 - 11:25 Music

11:20

-quite alert

-sitting on the E.A.'s lap

11:21

-appeared sleepy

-E.A. encouraging her to stay away

-distracted by other stimuli in the library

11:24

-seemed awake

11:25 - 11:30

-E.A. making number count with her fingers on Emily's check

-Emily seems to enjoy this stimulation

11:25

-Emily appears to be sleepy

-encouraged to stay awake

11:25

-smiling as E.A. uses her hands to clap to the song

11:30 - 11:35

-seems interested in the action songs

-with E.A.'s help, there was participation, hand over hand clapping and oral stimulation

Exhibit - Memos to J. Ireland from A. Jeffers Toby, filed as Exhibit R-32, at Ontario Special Education (English) Tribunsl, first referred to at p. 799 of Transcript of Prceedings, Volume 15.

Classroom Observation

February 8, 1993

11:33

-another person joined the class

-sat next to Emily and the E.A.

-Emily is yawning (it has been a hectic morning and she could be tired)

11:35 - 1:40

-alert and watching a girl who came into the library

-seems to be mouthing a few words from one of the songs without E.A. encouragement

11:40

-the bell rang for lunch and E.A. physically took her out of the library

-the other woman followed

A. Jeffers Toby, Ph.D., C. Psych.
Psychologist

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458

THE BRANT COUNTY BOARD OF EDUCATION

PSYCHOLOGICAL SERVICES

DATE: March 24, 1993

SCHOOL: Maple Avenue - Burford

GRADE: 2/3

TEACHER: Mrs. Lottridge

Classroom Observation

I specifically requested that the lessons for this afternoon include cooperative activities where students will have to interact in order to participate in the lesson

Design and Technology Lesson

12:53

-Emily is brought into the class by the EA. (wheelchair is left outside classroom)

12:55

-the teacher provided the instructions for the lesson and indicated the areas of activity in the classroom

-students all retreated to their respective areas

12:55

-E.A. assisted Emily to her area which involved using Lego Blocks and pieces to build structures

1:00

-with the assistance of the E.A., Emily played with some of the blocks

-Emily doesn't appear to be very interested in the activity and the others in the group are not really participating with Emily, participation is rather with the E.A.

1:05

-the two other students in the group are interacting with each other and the E.A. (E.A. is sitting with Emily in front of her)

-E.A. is trying to get Emily interested and Emily does not appear to be

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Classroom Observation (continued) March 25, 1993

1:10

-E.A. makes a tower-like structure with the Lego pieces and tries to get Emily interested

-Emily appears to be sleepy

-interaction between E.A. and others in the other in the group

-teacher checks on the group to look at progress

-E.A. speaks to Emily

-other students seemed really engrossed in their design and do not seem to be interacting with Emily to any great degree

1:15

-E.A. showing a structure she (E.A.) build

-Emily plays with the pieces on her own (approximately 1 minute)

-tries to put a piece in E.A.'s structure

-interaction between E.A. and other students

-boy from an adjacent group wanders over and talks to the E.A.

-second boy joins them

-both boys return to their original group

1:20

-one student from Emily's group and the E.A. in conversation

-E.A. working with Emily in getting her to play with the blocks

-Emily yawns

-E.A. and other students in conversation

-Emily appears to be interested in the Lego pieces and pulls the container close to her

-E.A. and Emily engaged with materials

-Emily seems interested in the interaction

1:25

-one student from the group goes over to show Emily and E.A. his design

-E.A. working with Emily to build structure

-Emily interested (about 1 minute)

-other students in the group working with each other and visitors, not Emily

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Classroom Observation March 25, 1993

1:30

-groups in the class are not teacher directed but teacher assisted

-other students in group with their backs to Emily

-Emily appears to be sleepy; E.A. tries to induce enthusiasm (apparently with no luck)

-E.A. talking to other students in the group

-teacher checks on the group to provide assistance

1:35

-E.A. tries to get Emily to deal with the Lego pieces; does not seem interested

-E.A. tries again by providing tactile stimulation; touching face and hand with pieces

1:36

-teacher instructions to tidy up

-E.A. assisted in the process with other students in the group

-students are to prepare to show their work

1:40

-E.A. assists Emily to her place in the circle in preparation for discussion of project

-students put pieces of equipment back in the correct places

1:44

-teacher begins discussion re: concerns and problems students had with their designs

1:45

-discussion plus Show and Tell

-Emily sitting on the floor; E.A. at the back of her on a chair

-Emily looking around at the rest of the class

-class Show and Tell begins

1:50 - Show & Tell

-Emily appears sleepy and restless

-E.A. is talking to her and using tactile stimulation to keep her interested

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461

Classroom Observation

March 25, 1993

1:55

-Emily's group doing Show & Tell

-the two of of the students in the group did the Show & Tell

-Emily appears to be sleepy

2:00 - Bell Rings for Recess

SUMMARY OF OBSERVATION

Most of the interaction during this Design and Technology period was between the E. A. and the other students. There was very little spontaneous interaction between Emily and the other students (within or outside her group).

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462

THE BRANT COUNTY BOARD OF EDUCATION

PSYCHOLOGICAL SERVICES

DATE: March 29, 1993

SCHOOL: Maple Avenue - Burford

GRADE: 2/3

TEACHER: Mrs. Lottridge

Group Activity: Puppet Making

Student had to think of a story, agree and make a puppet to be used in acting out the story.

12:55

-Emily returns to the class with the help of the E.A. and joins the class seated on the floor at the front of the room

-E.A.'s talking to Emily (seated just behind her)

-Emily is on the floor and E.A. is on a chair

-Emily is seated on the edge of the group

1:00

-Emily's head boved; in the normal sense may not be attending, but she may be

1:05

-teacher is still dealing with instructions and identified groups

-group decided what they are going to do

-E.A. keeps reminding others that Emily is the person who is the participant

-members of the group are gathering all the materials needed for making the puppets

1:10

-E.A. left Emily to collect materials from the front of the room

-Emily began to put construction paper in her mouth

-teacher took the paper away

-E.A. returns with materials

-Emily appears to be alert

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Maple Avenue observation (continued) March 29, 1993

1:15

-with E.A.'s assistance (hand over hand for cutting and pasting), Emily is participating in the activity

-seems to be falling asleep; EA. seems to be using the activity to keep her awake

1:20

-Emily appears to be responding to the E.A.'s attempt at inclusion on the task; seems alert again; a little smile is seen

1:25

-responding to the E.A. with smiles when she kisses her

1:26

-appears to be sleepy, yawning, eyes closed

-E.A. is talking to one of the other students in the group

-E.A. attempts to get Emily interested with hand over hand activities (i.e. cutting paper); not really working

1:30

-E.A. is still working on the hand over hand activities (cutting paper). Emily is not really responding to this stimulation. Still sleepy, head bent

1:33

-attending

-seems to need constant tactile stimulation

1:34

-back to the original situation (re: sleepy)

1:35

-E.A. assisting in gluing the cut outs to the paper bag to make the puppet

-Emily still appears to be sleepy and not really a participant in the activities

1:40

-hand over hand activity with the E.A. to complete the puppet

-Emily appears to be alert for a short period of time (approximately 50 seconds), then looking sleepy again

-E.A. talking to Emily and continues to introduce the hand over hand activity for stimulation

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Maple Avenue Observation (continued) March 29, 1993

1:45

-situation same as about 1:40

-very short period of some attention followed by periods of yawning and questionable attention

1:50

-Emily is really having a difficult time attending

-she appears to be sleepy and yawning

1:52

-clean up time

1:55

-clean up time and E.A. participates for Emily

2:00

Recess

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Psychologist

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Ref.#5316

465

Ministry of Education
Ontario

Issued under the authority of the Minister of Education
Hon. Thomas L. Wells

Circular P1J1
Provincial Curriculum Policy for the Primary and Junior Divisions of the Public and Separate Schools of Ontario

Exhibit - The Formative Years, Ministry of Education, 1975, filed as Exhibit R-34 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

1975

The Formative Years

Exhibit - The Formative Years, Ministry of Education, 1975, filed as Exhibit R-34 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

466

Ontario

As a government statement of curriculum policy for the Primary and Junior Divisions of Ontario elementary schools, this document represents a departure from its predecessors in a number of ways.

By summarizing provincial goals and curriculum expectations in a succinct manner, as is done here, we hope that all teachers, administrators, trustees and parents will find it easier to keep overall objectives in clear perspective, remembering always that the individual child in the classroom is the ultimate reason for the existence of our schools.

Another departure of major significance is the new policy of the Ministry of Education which will mean that this basic policy document will be backed up and supported by a variety of publications intended primarily for teachers as they work out the application of the curriculum in the classroom.

In addition to elaborating on the expectations outlined here, most of these supplemental publications will contain practical information and ideas that can be put to use in the classroom.

A book entitled *Education in the Primary and Junior Divisions*, which will provide a philosophical basis for the program in these divisions, will also be published.

Many have expressed concern about the teaching of basic skills in our schools. While it has always been accepted that a firm foundation must be established in the early years of a child's education, we must recognize the expressed concerns and react appropriately to them. In this document, the matter of basic skills has been addressed in a responsible and educationally sound manner.

As always, the major challenge falls to educators at the local level to translate the objectives into relevant learning experiences for each of our children.

Thomas L. Wells

Thomas L. Wells
Minister of Education

Exhibit - The Formative Years, Ministry of Education, 1975, filed as Exhibit R-34 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

467

Ontario's Approach to Curriculum

However spontaneous it may appear, good education requires careful planning. Planning may be formal or informal, conducted in groups or by individuals, deliberate or intuitive, continuous or intermittent, or some combination of all of these.

But whatever the method, planning implies purpose and a careful correlation between means and end. The end result is curriculum, the particular arrangement of objectives, content, and learning experiences within the school.

As part of its province-wide responsibility, the Ministry of Education establishes a common framework of goals and aims for education in Ontario, and sets out in a general way the learning opportunities that the programs in the schools should make available. For the Primary and Junior Divisions of our elementary schools, these provisions are embodied in this document, known as *Circular PIJI*.

This policy of issuing guidelines rather than detailed courses of study acknowledges that, to be effective, curriculum must be closely related to the characteristics and needs of the particular pupils for whom it is planned.

Thus, while the Ministry articulates the broad goals, it is the responsibility of the local school boards—through their supervisory officials—to formulate local programs that are within the rationale of the provincial policy and at the same time reflect local needs and priorities.

School staffs, both as individual teachers and as a collective body under the leadership of the principal, have the task of planning classroom programs specifically adapted to the children for whom they are responsible.

Curriculum planning is a process that must be widely shared. Working within the boundaries of provincially and locally established purposes and priorities, those most aware of the children's needs and the community's expectations—parents, teachers, principals, supervisory officials, as well as the children themselves—must all be involved in the planning process in appropriate ways. Local supervisory officials and principals have particular responsibility for providing leadership in planning, and for ensuring that specific objectives and the means used to achieve them are consistent with overall purposes and priorities.

Not every profitable learning opportunity can be planned in advance, but the overall direction of learning can and should be. Parents and other citizens have the

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reasonable expectation that the professional educator w have a clear understanding of overall purposes. and of how the various activities planned for children fulfil these purposes.

In many jurisdictions. committees define aims and set priorities in terms of community expectations. They identify local resources. refine perceptions that might affect the general sequencing of instruction. and provide. as temporary assistance for less experienced teachers. more or less detailed outlines of work and sample units.

However extensive this assistance. the major responsibility for planning curriculum rests with the school. Only by accepting this responsibility can it respo to the special needs and characteristics of the children in its care. and work towards achieving the aims of the scho and the school system.

Much of the necessary planning (and in some situations almost all of it. especially in relation to day-to-day activities) must be done by the individual teacher. Certai important parts of the planning process are. however. best done co-operatively. in some cases by the entire teaching staff. in other cases by all the teachers of a given division.

Individual teachers have the responsibility of selecting strategies. resources. and activities appropriate to the needs of individual children. who should then be involve in setting short-term objectives. in devising ways and means of accomplishing tasks. and in choosing activities.

Teachers planning by division can articulate objectives for that division and share resources and strategies for achieving them. They should strive to achieve a consiste focus and to eliminate excessive repetition and overlap.

In planning sessions attended by the entire teaching staff of a school. teachers can share ideas and reach consensus on the objectives for each division and on the ways in which they contribute to the overall aims of the school. They can gain a unified sense of direction and a better understanding of the levels of expectations for children of various age groups. In so doing. they will be able to develop a more consistent program with concomitant oppo tunities for each child to advance at his own rate.

The more communication and sharing take place. the more relevant will be the information available to the classroom teacher. who in the end must make the day-to-day decisions that guide the direction of learning.

Exhibit - The Formative Years, Ministry of Education, 1975, filed as Exhibit R-34 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

469

The Formative Years

Education in the Primary and Junior years, both in the home and in the school, is of paramount importance. The experiences of these early years mould the child's attitudes to learning and provide the basic skills and impetus for his continuing progress.

In setting out the fundamentals of the program for the Primary and Junior Divisions of the elementary schools of Ontario, recognition has been given to the following important factors:

- the philosophical commitment of our society to the worth of the individual;
- significant research conducted in Canada and abroad;
- the recommendations and viewpoints contributed by teachers, parents, trustees, administrators, and other citizens of this province through the cyclic review process.

It is the policy of the Government of Ontario that every child have the opportunity to develop as completely as possible in the direction of his or her talents and needs. On behalf of the educational community and other citizens, the Government pledges to support an education that develops basic skills, knowledge, and attitudes, that endeavours to provide a fuller life during a child's years in the Primary and Junior Divisions, and that endeavours to nurture every child's growth so that each may be able to continue his or her education with satisfaction and may share in the life of the community with competence, integrity, and joy.

It follows that the curriculum will provide opportunities for each child (to the limit of his or her potential):

- to acquire the basic skills fundamental to his or her continuing education;
- to develop and maintain confidence and a sense of self-worth;
- to gain the knowledge and acquire the attitudes that he or she needs for active participation in Canadian society;
- to develop the moral and aesthetic sensitivity necessary for a complete and responsible life.

It is also the policy of the Government of Ontario that education in the Primary and Junior Divisions be conducted so that each child may have the opportunity to develop abilities and aspirations without the limitations imposed by sex-role stereotypes.

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To achieve these goals, the Ministry of Education holds certain expectations regarding the nature of the program in the Primary and Junior Divisions and the related responsibilities of teachers, principals, and supervisory officials. The responsibilities include:

(1) planning and implementing programs consistent with the goals and expectations of the Ministry of Education;
(2) assessing each child's learning on a continuous basis to ensure learning at a level and rate that are in keeping with individual abilities and, where warranted, diagnosing difficulties and making appropriate changes in the program or teaching-learning strategies;
(3) ensuring that each child experiences a measure of success in his or her endeavours, so that each may develop the self-confidence needed for further learning;
(4) organizing space and facilities and providing resources that allow scope for imaginative and varied activities;
(5) communicating with parents concerning each child's progress.

Programs developed at the local level should provide each child with opportunities to achieve the levels of competence and the forms of growth and development implied in the aims that follow. Such programs should allow individual children to move beyond the expectations of the program without subjecting those who cannot reach them to loss of self-esteem or confidence. The programs should also accommodate any modifications that may be necessary to meet the needs of children with learning or other disabilities.

Aims related to Communications (language and mathematics) have been set out separately for each division, and may be found on pages 6 to 16. Aims related to the Arts and to Environmental Studies are not allocated to particular divisions, and are outlined on pages 17 to 23. The sequence in which the aims are listed in the document does not imply an order of priority.

Listed under each aim are a number of more specific learning opportunities that contribute to the major aim.

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Primary Division

By the end of the Primary Division, the program should have provided the child with the opportunity to acquire competence in the areas outlined below.

Learning experiences in the Primary Division will enable the child to:

Arithmetic

1. Understand and use numbers and operations

- classify, order, and match objects in a collection, including structural materials such as rods, blocks, and interlocking cubes;
- count, group, and use notation for recording;
- master number facts related to addition, subtraction, multiplication, and division of whole numbers which are relevant to his or her experience;
- recognize and use patterns such as $5+9$, $15+9$, $25+9 \ldots 85+9$; $5+7$, $15+7$, $5+17$; $3+4=4+3$, $5\times9=9\times5$ (commutative property); $2+(3+4)=(2+3)+4$; $3\times(4\times5)=(3\times4)\times5$ (associative property);
- acquire an understanding of the concepts of simple fractions (including equivalent fractions) and decimals;
- apply arithmetic to everyday problems and recognize through such activities the need for further skills.

Measurement

2. Use measurement in relevant situations with an understanding of the concepts involved

- acquire an understanding of the concept of conservation of quantity;
- match, compare, and order lengths, areas, volumes, masses, time, and temperature, using appropriate terms;
- measure, using arbitrary units and standard units, with a degree of precision appropriate to his or her stage of development;
- estimate quantities by sight, touch, or by comparison with familiar objects (such as parts of the body) and confirm estimates by measurement;
- use metric units of length, area, volume, mass, and temperature.

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Geometry

3. Understand relationships involving space and shape

- recognize spatial patterns in the environment;
- describe, identify, and classify objects by attributes such as shape, thickness, colour, and texture;
- identify solids such as the cone, cylinder, sphere, cube, cuboid, prism, and pyramid, and use terms such as *face, edge,* and *vertex;*
- construct cubes, cuboids, prisms, pyramids, and other three-dimensional shapes and frameworks, using patterns and appropriate materials;
- identify plane figures such as the triangle, rectangle, square, pentagon, hexagon, octagon, and circle;
- recognize symmetry in three-dimensional and two-dimensional figures;
- use introductory comparative ideas of scale such as *twice as large, three times as long, half as high;*
- recognize similarity through the use of drawings, maps, and scale models.

Listening

4. Listen with sensitivity and discrimination

- locate, interpret, compare, classify, and discuss a variety of sounds;
- recognize variations in intonation, volume, stress, pitch, and in the whole melody of speech;
- recognize the qualities and textures of sound;
- recognize a variety of language patterns, rhymes, sounds, and rhythms and make comparisons and find relationships;
- differentiate sounds within words (phonics);
- appreciate poetry and prose that is read aloud by others, and explore and interpret the human experience, feelings, and values expressed therein;
- appreciate models of good speech and of the effective use of sound and music;
- acquire an understanding of oral directions, messages, and reports.

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Speaking

5. **Articulate his or her own ideas, thoughts, and feelings with confidence and lucidity**

- use speech to establish and maintain groups in which learning is likely to occur;
- form ideas through impromptu talk, using incomplete and tentative structures if necessary;
- master a vocabulary that enables him or her to name, describe, reason, explain, and use qualitative words as he or she plays, observes, manipulates, creates, and experiments with stimulating materials;
- discuss topics and issues that are personally significant;
- participate in dramatic play, puppetry, choral speech, and oral reading.

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Reading

6. Learn to read using the initial skills and processes that he or she finds most effective

- collect words and phrases that are personally significant, and classify them and use them creatively in various ways (e.g., booklets and dictionaries);
- perceive regularities and differences that characterize words;
- use his or her own words to build new sentence patterns, grouping rhyming words or words that begin in the same way into families, seeing little words in larger words, making new words by adding prefixes and suffixes or by substituting letters;
- understand and use simple syntactic, phonemic, and graphemic cues;
- apply his or her reading skills to various kinds and levels of materials, including his or her own work and that of peers.

Reading

7. Appreciate the significance and function of reading in his or her own life

- use reading as a source of information and enjoyment;
- respond to print stimuli within the environment (signs, labels, directions, letters, initials);
- use a library or resource centre;
- organize and record information;
- develop an interest in a wide variety of reading materials.

Reading

8. Read independently with enjoyment and with a fluency appropriate to his or her stage of development

- develop and use a variety of techniques for decoding words;
- understand and respond in personal ways to the ideas, attitudes, and feelings expressed in various reading materials;
- draw inferences from context, relate them to personal experiences, and extend the ideas presented in a variety of ways;
- develop his or her own reading materials by drawing upon personal experiences and language;
- use reading as a source of personal enrichment and pleasure and thus take the first steps in recognizing and appreciating literary value.

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Writing

9. Express experiences, thoughts, and feelings in writing with clarity and sensitivity

- master a vocabulary of words, phrases, and expressions through which personal feelings, sensations, and observations can be adequately expressed;
- experiment with words, word patterns, and idioms;
- develop a sense of sequence and logic that enables individual progress from isolated phrases or sentences to the coherence of a paragraph;
- demonstrate an appreciation of style by incorporating in his or her own writing effective words or phrases selected from those encountered in reading and listening;
- demonstrate a knowledge of the patterns of spelling and rules of punctuation required for clarity;
- demonstrate a knowledge of common grammatical forms;
- write legibly in a manner appropriate to his or her stage of development;
- use writing for creative expression (e.g., stories and verses);
- use writing for practical purposes (e.g., sequential instructions for specific operations or short letters requesting permission or information);
- assess his or her own writing in appropriate ways;
- appreciate that writing can be used to inform, to explain, to describe, to narrate, and to give voice to imagination and fantasy.

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476

Junior Division

On arrival in the Junior Division, some of the children may still lack the competence and confidence they need. They are in a stage of transition and may require continued individual help and varied practice.

The children who are ready and who have acquired competence in the areas outlined for the Primary Division may proceed to consolidate and extend these areas in the directions outlined for the Junior Division.

By the end of the Junior Division, the program will have provided the child with the opportunity to develop competence in the areas outlined below.

Learning experiences in the Junior Division will enable the child to.

Arithmetic

1. Use mathematical concepts and arithmetic operations with understanding

- compute efficiently using standard algorithms;
- understand and use the commutative, associative, and distributive properties;
- add, subtract, multiply, and divide, using decimals and fractio
- use simple algebraic notations for number relationships such as $p=4s$, $x+y=24$;
- relate the members of one set to members of another set using ideas of correspondence and mapping, including the interpretation and development of graphs, charts, maps, models, and other forms of representation;
- use mathematical language correctly in real-life situations (e.g. *equal, equivalent, congruent, mean, probably, sample*);
- draw conclusions from evidence obtained through experimentation or logical reasoning and apply mathematics t the solution of everyday practical problems.

Measurement

2. Consolidate and extend the measurement skills outlined for the Primary Division

- estimate length, area, volume, mass, time, temperature, and speed with an appropriate degree of precision;
- use the relationships between different units of length, area, volume, and mass within the metric system;
- acquire and demonstrate measurement skills involving the use of instruments such as protractors, clinometers, and magnetic compasses;
- solve meaningful problems involving measurement and calculation with metric units

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Geometry

3. Understand more complex spatial relationships

- classify shapes in space (three-dimensional shapes) and in the plane (two-dimensional shapes) according to their attributes;
- discover patterns and identify properties of two-dimensional and three-dimensional figures by tiling in the plane and stacking in space;
- develop concepts of symmetry related to point-, line-, plane-, rotational, and translational symmetry;
- identify the symmetries of figures in the plane and of objects in space;
- understand and use words such as *slide, turn,* and *flip* in describing motions of figures in the plane and in space;
- develop and use the concept of co-ordinates;
- understand, represent, and use concepts such as *vertical, horizontal, perpendicular, parallel, angle, triangle,* and *polygon*;
- understand the concept of congruency;
- identify relationships between similar figures and apply measurement skills in scale drawings.

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478

Reading

4. Become aware of deeper levels of meaning in reading

- master the essential word recognition strategies and use them appropriately as they are required (contextual, structural, and phonic clues and the dictionary);
- expand his or her knowledge of words as personal experiences expand and as the ability to use the dictionary, a thesaurus, an books dealing with the origins of words increases;
- understand increasingly complex language patterns, styles, and forms;
- recognize the variety of contextual, stylistic, and symbolic clues that an author uses to communicate meaning;
- adjust reading speed and techniques to his or her purposes and to the reading material;
- produce reading materials and share them with others;
- understand and interpret ideas in poetry and prose and thus g beyond mere comprehension and recall of factual detail;
- compare ideas or statements and predict conclusions;
- use reading as a source of personal enrichment, relaxation, an pleasure.

Reading

5. Use reading as a source of information

- select realistic goals and formulate manageable questions for individual investigation;
- make extensive use of the school library resource centre and its reference and resource materials;
- obtain information from graphic sources such as pictures, cartoons, diagrams, charts, maps, and tables;
- act on information received from recipes, directions, manuals, or patterns and evaluate the product;
- check information for relevance, authenticity, and bias;
- search for and detect inconsistencies and fallacies in texts;
- organize pertinent information by paraphrasing, summarizing, and recording;
- express personal interpretations through notes, paintings, dramatizations, models, maps, or diagrams;
- test personal interpretations through interaction with others.

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Junior Division

Reading

6. Develop a deeper appreciation of excellence in reading materials

- read from a diversified selection of materials such as poems, biographies, novels, plays, myths, legends, newspapers, magazines, and cartoons;
- read critically and develop an appreciation of function, style, feeling, intention, rhythm, mood, plot, and characterization;
- begin to understand conflict in character and in ideas and values;
- develop an interest in reading for recreational purposes;
- react personally in a variety of ways to ideas presented;
- test the validity of personal reactions and insights in discussion with others;
- develop personal reading tastes and interests.

Writing

7. Express in writing personal experiences, thoughts, and feelings with greater clarity and sensitivity

- select, record, and use interesting words, phrases, and expressions gathered in the course of personal experiences or obtained from a dictionary or other reference source;
- identify the essence of what is to be learned and record it in his or her own words;
- present ideas and information logically in paragraphs and in outlines and reports;
- experiment with more compact phrasing and interlocking constructions;
- demonstrate a growing knowledge of standard grammatical forms;
- demonstrate a growing knowledge of the patterns of spelling and rules of punctuation required for clarity;
- understand how words are put together, identify syllables, recognize and use prefixes, suffixes, root words, synonyms, antonyms, and homonyms;
- demonstrate a growing ability to present thoughts, feelings, and experiences in a personal style.

Exhibit - The Formative Years, Ministry of Education, 1975, filed as Exhibit R-34 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

Junior Division

Listening

10. Extend and consolidate listening skills and develop an appreciation of oral communication and literature

- demonstrate increased competence in the elements of listening outlined for the Primary Division;
- acquire and demonstrate the ability to listen critically;
- listen to an increasing range of prose and poetry and become aware of the human experience, feelings, and values expressed therein;
- understand and communicate with people who use different language patterns;
- listen sensitively and critically to oral reports and views expressed in a discussion and make pertinent contributions;
- demonstrate the ability to extract information from oral sources.

Speaking

11. Extend and consolidate the speaking skills outlined for the Primary Division

- develop his or her private views through interaction with others;
- demonstrate in conversation, discussion, oral reading, interviewing, oral reporting, and role-playing the vocabulary, language patterns, and oral styles appropriate in questioning, explaining, describing, reasoning, and evaluating;
- understand and use the speaking skills involved in drama, newscasting, advertising, and other forms of oral presentation;
- understand and use the speaking skills required for the effective use of the telephone, the tape-recorder, and other contemporary communication devices;
- appreciate that speech can convey nuances of emotion and attitude over and above its literal content;
- appraise and improve personal speech habits.

Exhibit - The Formative Years, Ministry of Education, 1975, filed as Exhibit R-34 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

Primary and Junior Divisions

In the Primary and Junior Divisions, the program will provide the child with experiences designed to foster the forms of development outlined below.

The child in the Primary and Junior Divisions will be given opportunities to:

Perception and Expression

1. **Increase sensitivity of perception through the use of all the senses and develop the capacity to express this sensitivity through a variety of creative media**

- appreciate that his or her own ideas and feelings have value and are worthy of expression;
- develop the ability to express his or her ideas and feelings through active participation in drama, music, physical education, and the visual arts;
- become aware of his or her reactions to physical sensation and develop a healthy, positive attitude towards them;
- classify objects by attributes such as colour, texture, shape, smell, sound, and mass and develop vocabulary to describe and identify them;
- use the opportunities provided by the arts to practise problem-solving both independently and co-operatively;
- enjoy the power of creation through the use of colour, pattern, movement, sound, language, and materials;
- identify and use ideas gathered from the arts (e.g., those in nursery rhymes, songs, dramatic activities, the visual arts) to better understand our society;
- develop the freedom of thought necessary for creativity.

Drama

2. **Develop self-awareness and self-confidence through drama and related creative activities**

- discover and clarify assumptions, points of view, and emotional reactions and gain an awareness of his or her role as well as the roles others play;
- co-operate with others and develop empathy with them by working with them and exchanging ideas freely;
- develop the ability to concentrate and gain confidence from growing powers of self-expression;
- develop a greater awareness of bodily movement and of some of the factors inherent in movement expression (e.g., body awareness, body activity, relationship of self to space and others, quality of movement).

Exhibit - The Formative Years, Ministry of Education, 1975, filed as Exhibit R-34 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

Music

3. Develop sensitivity to sound and thus acquire a base for growth in music

- enjoy and experience music through singing, playing, listening, creating, moving, and dramatizing;
- enjoy singing and become familiar with a wide repertoire of songs;
- recognize and discriminate between different types of sounds heard in daily life and explore their potential relationship to music;
- listen to music of various periods and styles;
- produce and experiment with sounds through a variety of means in order to become increasingly sensitive to rhythm, pitch, dynamics, timbre, form, melody, and harmony;
- develop the ability to use pitched and unpitched sounds in a creative way;
- become familiar with and develop the ability to use the language and grammar of music as a means of communication.

Visual Arts

4. Develop visual awareness, sensitivity, and appreciation

- experience and respond to forms, events, and materials in the environment;
- perceive qualities of form such as similarities and contrasts, surfaces, patterns, rhythms, cohesiveness, line, mass, space, and colour in natural and manufactured objects and materials;
- clarify and express personal experiences and feelings in visual form through a variety of materials and activities such as modelling, construction, painting, and drawing;
- share visual expressions and relate them generally to the work of other people.

Exhibit - The Formative Years, Ministry of Education, 1975, filed as Exhibit R-34 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

483

Physical Education

5. **Develop creativity, confidence, and physical fitness through physical activities**

- develop gross and fine motor skills through a wide variety of physical activities;
- develop an understanding of movement and a love of vigorous activity;
- develop the ability to estimate space and distance in relation to his or her own physical capabilities and movements;
- participate in individual and group games, movement exploration activities, dance, and gymnastic sequences;
- develop an appropriate degree of balance, strength, speed, precision, and economy of effort in physical actions.

Exhibit - The Formative Years, Ministry of Education, 1975, filed as Exhibit R-34 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

Health

6. Acquire some basic understanding of his or her physical and emotional nature and of the principles of healthy living

- acquire an understanding, at an appropriate developmental level, of such life processes as respiration, digestion, and reproduction and of the basic structure of the human body as it relates to these processes;
- appreciate the relation of physical development to ability, emotions, attitudes, and behaviour;
- acquire an understanding of the use, misuse, and abuse of mood and behaviour modifiers;
- appreciate the interdependence of people and their environment and the effects of environmental conditions on health;
- acquire an understanding of the fundamentals of good nutrition and become familiar with some of the alternative ways of maintaining these fundamentals as reflected in the culinary practices of various cultural groups;
- develop appropriate understandings regarding sexuality.

Values

7. Begin to develop a personal value system within a context that reflects the priorities of a concerned society and at the same time recognizes the integrity of the individual

- become aware of the values that Canadians regard as essential to the well-being and continuing development of their society—namely, respect for the individual, concern for others, social responsibility, compassion, honesty, and the acceptance of work, thought, and leisure as valid pursuits for human beings;
- begin to develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected;
- identify and analyse public value issues.

Exhibit - The Formative Years, Ministry of Education, 1975, filed as Exhibit R-34 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

Canadian Studies

11. Acquire a reasoned knowledge of and pride in Canada

- become familiar with the geography and culture of the community, the province, and the country;
- develop an awareness of law and government, and of the rights and duties of Canadian citizens;
- become familiar with the historical development of the community and, at appropriate levels, of the province and the country;
- develop and retain a personal identity by becoming acquainted with the historical roots of the community and culture of his or her origin and by developing a sense of continuity with the past;
- begin to understand and appreciate the points of view of ethnic and cultural groups other than his or her own.

Exhibit - The Formative Years, Ministry of Education, 1975, filed as Exhibit R-34 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

486

Ministry of Education Regional Offices

Northwestern Region
435 James Street South
Thunder Bay, Ontario
P7E 6E3

(807) 475-1581

Midnorthern Region
1349 LaSalle Boulevard
Sudbury, Ontario
C3A 1Z5

(705) 566-3480

Northeastern Region
Transportation and
Communications Building
McKeown Avenue
P.O. Box 3020
North Bay, Ontario
P1B 8K7

(705) 474-7210

Western Region
759 Hyde Park Road
London, Ontario
N6H 3S6

(519) 472-1440

Midwestern Region
279 Weber Street North
Waterloo, Ontario
N2J 3J1

(519) 885-0440

Niagara Region
15 Church Street, Suite 402
St. Catharines, Ontario
C2R 7A1

(416) 684-1123

Central Ontario Region
Heron's Hill Building
Suite 3201
2025 Sheppard Avenue East
Willowdale, Ontario
M2J 1W4

(416) 491-0330

Eastern Region
1055 Princess Street
Kingston, Ontario
7KL 1H3

(613) 546-2641

Ottawa Valley Region
1825 Woodward Drive
Ottawa, Ontario
K2C 0R2

(613) 225-2230

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SPECIAL EDUCATION INFORMATION HANDBOOK

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

488

CONTENTS

Page

Preface

PART I: ONTARIO'S APPROACH TO SPECIAL EDUCATION

1. Provisions for Pupils 1
2. Basic Principles 1
3. The Goals of Education 2
4. Schools General 5
5. Circular P1J1: The Formative Years 7
6. Ontario Schools, Intermediate and Senior Divisions 9
7. The Education Act and Regulations 12
8. Minister's Obligation 13
9. Definitions of Exceptionalities 13
10. Advisory Council on Special Education 18

PART II: PROVINCIAL PROGRAMS AND SERVICES IN SUPPORT OF SPECIAL EDUCATION

1. Special Education Policy 20
2. Funding of Special Education Programs and Services 20
3. Provincial Schools 28
4. Teacher Education 34

PART III: MINISTRY PUBLICATIONS

1. Curriculum 39
2. Circulars 39
3. Guidelines 40
4. Support Documents 40
5. Other Resources 40

PART IV: SCHOOL BOARD PROGRAMS AND SERVICES

1. School Board's Obligations 43
2. Advisory Committee(s) 43
3. Board Personnel 47
4. Professional Development 48
5. Spectrum of Educational Settings 48
6. Identification and Description of a Pupil's Needs 49
7. Parent Guide 50
8. Identification, Placement, and Review 51
9. Specialized Provisions 54
10. Early Identification of Children's Learning Needs 56

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

489

Page

PART V: ROLES AND RESOURCES OF RELATED MINISTRIES

1. Ministry of Community and Social Services 57
2. Ministry of Health 64

PART VI: APPENDICES

1. Memoranda from the Ministry of Education
2. Memoranda from Related Ministries
3. Ministry of Education Regional Offices

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

490

PREFACE

This publication combines references to legislation, regulations, policies, and resources pertaining to the education of exceptional pupils in Ontario. It is intended to serve as an information resource to assist trustees and administrators in implementing, reviewing, and evaluating special education programs and services.

This publication replaces the Special Education Information Handbook 1981.

It is the Ministry of Education's intention to update this handbook regularly. Suggestions for improving this document may emerge as a result of its use. These may be submitted to:

Director
Special Education Branch
17th Floor, Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

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PART I: ONTARIO'S APPROACH TO SPECIAL EDUCATION

1. Provisions For Pupils

In accordance with the Education Act and regulations, by September 1985:

- each Ontario school-age pupil is entitled to access to publicly supported education in the pupil's language of instruction, regardless of the pupil's special needs;
- pupils who are exceptional are entitled to special education programs and services suited to those needs;
- parents or guardians of exceptional pupils shall be interviewed with respect to the identification and placement of such pupils.

2. Basic Principles

Programs and services for all pupils in Ontario, including those who are exceptional, are provided in accordance with the requirements of the Education Act and with principles articulated in the following circulars:

- Schools General: The Foundations of Curriculum in the Elementary and Secondary Schools of Ontario
- Circular P1J1: The Formative Years, 1975
- Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1984

These principles include the following:

- All persons have a right to education; society has an obligation to provide an opportunity for education through schooling.
- All pupils should have equality of educational opportunity and a curriculum of a high quality appropriate to their needs, abilities, and interests.
- Learning is a lifelong process, and every person should be given opportunities to acquire the attitudes, skills, and habits that will enable him/her to derive maximum benefit from the learning opportunities he/she encounters in life.
- Both the program and the environment of the school should reflect respect for the worth of the individual and respect for the differences among individuals and groups.

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Each student should have access to an educational program that fosters his/her physical, social, emotional, intellectual, and spiritual development.

-- Each person has unique needs that must be recognized and planned for in the curriculum so that each person can function effectively as an individual, as a member of a family, as a worker, and as a member of society and the global community.

-- The school and its program should reflect recognition of, and support for, the role of the family in the nurturing and education of the young.

-- The school and its program should reflect a balance between the rights of the individual and the needs of society.

-- The school and its program should continually anticipate the future and strive to respond to changes in society to enable students to live effectively in a changing environment and to use their skills, imagination, and creativity to shape their world.

-- There should be co-operation and a willingness to share responsibilities among all parties responsible for schooling: the Ministry of Education, school boards, parents, students, teachers, the community, and other ministries and agencies.

3. The Goals of Education

The goals of education in Ontario are as follows:[1]

> The Ministry of Education in Ontario strives to provide in the schools of the province equal opportunity for all. In its contribution to programs, personnel, facilities, and finances, the ministry has the overall purpose of helping individual learners to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development. The goals of education, therefore, consist of helping each student to:
>
> 1. develop a responsiveness to the dynamic processes of learning

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[1] Ministry of Education, Ontario, Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1984. (Toronto: Ministry of Education, Ontario, 1984), p. 3. Henceforth cited as OSIS.

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Processes of learning include observing, sensing, inquiring, creating, analysing, synthesizing, evaluating, and communicating. The dynamic aspect of these processes derives from their source in many instinctive human activities, their application to real-life experiences, and their systematic interrelation within the curriculum.

2. develop resourcefulness, adaptability, and creativity in learning and living

These attributes apply to modes of study and inquiry, to the management of personal affairs such as career plans and leisure activities, and to the ability to deal effectively with challenge and change.

3. acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols

Such knowledge and skills will assist the learner in applying rational and intuitive processes to the identification and solution of problems by:

-- using language aptly as a means of communication and an instrument of thought;
-- reading, listening, and viewing with comprehension and insight;
-- understanding and using mathematical operations and concepts.

4. develop physical fitness and good health

Factors that contribute to fitness and good health include regular physical activity, an understanding of human biology and nutrition, the avoidance of health hazards, and concern for personal well-being.

5. gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression

Artistic expression involves the clarification and restructuring of personal perception and experience. It is found in the visual arts, music, drama, and literature, as well as in other areas of the curriculum where both the expressive and receptive capabilities of the learner are being developed.

6. develop a feeling of self-worth

Self-worth is affected by internal and external influences. Internally it is fostered by realistic

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self-appraisal, confidence, and conviction in the pursuit of excellence, self-discipline, and the satisfaction of achievement. Externally it is reinforced by encouragement, respect, and supportive evaluation.

7. develop an understanding of the role of the individual within the family and the role of the family within society

Within the family the individual shares responsibility, develops supportive relationships, and acquires values. Within society the family contributes to the stability and quality of a democratic way of life.

8. acquire skills that contribute to self-reliance in solving practical problems in everyday life

These skills relate to the skilful management of personal resources, effective participation in legal and civic transactions, the art of parenthood, responsible consumerism, the appropriate use of community agencies and services, the application of accident-prevention techniques, and a practical understanding of the basic technology of home maintenance.

9. develop a sense of personal responsibility in society at the local, national, and international levels

Awareness of personal responsibility in society grows out of knowledge and understanding of one's community, one's country, and the rest of the world. It is based on an understanding of social order, a respect for the law and the rights of others, and a concern for the quality of life at home and abroad.

10. develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups

This goal is related to social concord and individual enrichment. In Canada it includes regard for:
- cultural diversity;
- national identity and unity.

11. acquire skills and attitudes that will lead to satisfaction and productivity in the world of work

In addition to the appropriate academic, technical, and interpersonal skills, this goal relates to good

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work habits, flexibility, initiative, leadership, the ability to cope with stress, and regard for the dignity of work.

12. develop respect for the environment and a commitment to the wise use of resources

This goal relates to a knowledgeable concern for the quality of the environment, the careful use of natural resources, and the humane treatment of living things.

13. develop values related to personal, ethical, or religious beliefs and to the common welfare of society

Moral development in the school depends in part on a consideration of ethical principles and religious beliefs, a respect for the ideals held by others, and the identification of personal and societal values.

The preceding goals are not arranged in any hierarchical order, nor are they discrete categories from which a checklist should be made. The integrated nature of learning and the complex pattern of human development preclude such a sequential or fragmented approach. The translation of the goals into curriculum objectives, however, will undoubtedly result in sequences of learning appropriate to the particular levels and stages of development of the students for whom programs are being planned.

4. Schools General

The following statements concerning exceptional pupils are set forth in Schools General:[1]

All students in Ontario, including those who are exceptional, are entitled to a publicly supported education in which instruction is geared to their needs, interests, and developmental levels. The education of all students is enhanced by positive teacher-parent relationships. In special education, legislation requires that parents be involved in the assessment, identification, placement, and review process for all exceptional pupils.

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[1] Ministry of Education, Ontario, Schools General 1984

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Each school board in Ontario has procedures to assess the learning needs and abilities of children entering school for the first time. When a learner is considered to have special needs or abilities, he or she will be referred to an Identification, Placement, and Review Committee. This committee will arrange for additional, specialized assessments that will assist in determining whether the student is exceptional.

Cultural, linguistic, or socio-economic differences among students are not in themselves determinants in the identification of a learner as exceptional.

When a student is identified as exceptional, the committee will recommend a special education placement appropriate to his or her educational needs. In recommending a placement, the committee considers the full spectrum of delivery and organizational possibilities. It is not expected that each board will be able to provide all the possible alternatives in that spectrum. Some boards may wish to enter into agreements with other boards for the provision of certain special education programs and services. Boards may also wish to appoint individuals to provide additional, related, professional or para-professional services.

To assist teachers in providing equal educational opportunities for all learners, the Ministry of Education publishes a variety of curriculum documents. Exceptional students require special teaching strategies, personnel, facilities, equipment, and curriculum modifications. Special education support documents are designed to help teachers develop and deliver special education programs to meet the needs of such students. These programs must be based on, and modified by, continuous assessment and evaluation, and must include a plan containing a statement of specific objectives and an outline of the educational services that meet the needs of each exceptional pupil.

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5. Circular P1J1: The Formative Years

The following statements on individual differences and special needs are from Education in the Primary and Junior Divisions[1], which is a resource guide to Circular P1J1.

Individual Differences

Implicit in the philosophy of this document is the idea of acceptance -- the acceptance by the school of all children with their wide variations in ability, physique, and personality. As children develop, they exhibit differences, not only one from another, but also within themselves as they seemingly spurt ahead at one moment only to slow down the next as though on a plateau.

There is a particularly wide variation in the development of children towards the end of the Junior level. The same child may even vary in the maturity of his or her behaviour from day to day. Differences in the development of boys and girls become especially evident at this time. Some girls begin their growth spurt as early as ten years of age and most of them reach skeletal maturity well in advance of the boys. Mental ability and social maturity have a significant, though low, relationship to physical size and pace of development. Thus the fast-developing children who grow more quickly and enter their growth spurt earlier often appear to be more able. For this reason, it is generally considered that girls have a distinct advantage over boys in some areas of development at this stage.

Special Needs

While the sensitive teacher will anticipate wide variations and be prepared to cope with them, it is occasionally necessary to accept the fact that there are children who show such divergence in their physical, intellectual, communicative, social, or emotional development that major curriculum modification and/or special services must be provided for them. The objectives of such special services or curricula are no different from those outlined in this document. The focus is still on

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[1] Ministry of Education, Ontario, Education in the Primary and Junior Divisions (Toronto: Ministry of Education, Ontario, 1975), pp. 10-12.

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the individual and his or her optimal development as a skilled, free, and purposeful person, able to manage himself or herself in an open society.

Children with physical exceptionalities need opportunities to explore their environment and to expand their perception of the world. Essential to their perceptual and conceptual development are sensory experiences with all sorts of manipulative materials. They need opportunities for movement and play, even in a wheelchair.

Children who are intellectually handicapped may need, for longer periods than other children, a curriculum that is concrete, emphasizing multi-sensory and manual experiences. They also may need more guidance and structure for reading and number work. Only teacher experimentation and observation will provide the proper basis for decisions about what the child needs.

On the other hand, children who possess unusual talents in the arts, or who are intellectually gifted, also have needs that should be recognized. With some adjustments to the curriculum, such as more opportunities for independent exploration or creative work, their strengths can become both a personal and a social resource.

Before interpreting the difficulties of children with communication exceptionalities, the teacher must know how most children normally acquire and use representations and symbols and how they communicate through gesture, movement, play, picture, and language. Such knowledge provides a necessary basis for choosing appropriate learning activities for children with difficulties.

Every exceptional child has the right to be part of the mainstream of education to the extent to which it is profitable. Care, however, must be taken to ensure that the exceptional child's needs are met in terms of staff, curriculum, method, materials, and organization. If the child meets too many frustrating situations, or experiences too much failure, behavioural problems such as withdrawal or aggression may result. The capable teacher will use the child's strengths in group work and focus on problem areas when working with the child alone. In addition, full use should be made of all the supportive services available to the school.

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Ontario Schools, Intermediate and Senior Divisions

The various special education programs and services available in Ontario are described in OSIS:[1]

> Universal access to education is fundamental to our society. Special education programs are designed to ensure access by exceptional pupils to an education based on the goals that underlie education for all students.
>
> The needs of an individual exceptional pupil are delineated by an Identification, Placement and Review Committee of the board. Five broad areas of exceptionality - behavioural, communicational, intellectual (including gifted), physical, and multiple - provide a preliminary understanding of the range of differences for which provision must be made.
>
> Special education programs may be located in one or more of the following settings: the regular classroom, a resource setting, a self-contained class, or a special school. The setting or combination of settings should be carefully chosen so that the exceptional pupil can benefit from the school as a community.
>
> Learning experiences must correspond with the pupil's needs, abilities, interests, and aspirations but may differ in content, process, product, and evaluation. Special education programs, therefore, will involve modifications to the kind, breadth, depth, and pace of these experiences. In some cases these modifications may be relatively simple; in other cases they will be more extensive. The assistance of additional professional staff and the use of specialized equipment or facilities may be required.
>
> The principal plays a critical role in encouraging the flexible organizational structures and the optimum use of school and community resources that a dynamic and stimulating special education program requires. It is the principal's responsibility to:
>
> . ensure that the instruction of exceptional pupils be assigned to teachers who have an understanding of the special needs of the

---

[1] OSIS, p. 6.

individual pupils and who have a willingness to meet the challenge of teaching these pupils by making appropriate instructional and organizational adjustments;

- ensure that specialized equipment, facilities, and a variety of teaching and learning strategies, suited to the needs of exceptional pupils, are employed to maximize the potential of the learning environment;

- ensure that the school is organized to provide opportunities for staff:

  a) to meet regularly to discuss special education programs and develop new strategies to meet the changing needs of each exceptional pupil; and
  b) to be available for consultation in moments of crisis;

- ensure that strategies for effective communication with parents are established;

- ensure the involvement of parents and resource persons within the board and within community agencies so that staff will be as fully cognizant as possible of each pupil's needs and be able to make appropriate alterations in the program;

- ensure that appropriate information systems are established and maintained so that effective communication is provided regarding each pupil as he/she progresses through school;

- ensure that the program for an exceptional pupil is based on and modified by the results of continuous assessment and evaluation;

- encourage the use of a variety of assessment techniques in order to ensure an informed evaluation of the pupil's progress;

- ensure that, in the allocation of scheduled course time, provision is made for exceptional pupils whose rate of progress warrants the use of more or less time for the successful completion of the work that has been planned;

- arrange for the adaptation of a course (or courses) to meet the needs of an exceptional pupil while maintaining the integrity of the guideline and the quality of the course at the appropriate level of difficulty.

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It is important that course choices for exceptional pupils in secondary schools be made from the most suitable combination of compulsory and optional credits. In order to facilitate this, the principal has been given discretion in reducing the number of compulsory credits required for the Ontario Secondary School Diploma or for the Certificate of Education.[1]

Individual Differences[2]

It is a basic policy in the curriculum for Ontario that individual differences are to be accommodated to the greatest extent possible. Curriculum implementation must therefore involve careful and perceptive adaptation of courses and programs developed from curriculum guidelines, a constant awareness of standards, flexible organizational structures, and, for exceptional pupils, supportive special education programs and services.

Provision should be made for each student to relate to a teacher who can act as an adviser and to belong to a group. Students who share common courses may be grouped together for a part of the school day, while the balance of their timetables may be individualized. In this way they may be provided with both a sense of belonging and a sense of independence. Both attributes are important, particularly for exceptional pupils who may require advice and assistance related to their special needs.

Information regarding the school curriculum shall be provided to all students and their parents (see OSIS section 4.15). Advice should be given so that students may be enrolled in courses and programs that best suit their needs, interests, abilities, and goals. Students should participate in the decision-making process as they form personal educational goals, select courses, and plan for the best use of their time. Both students and their parents share with the school the responsibility for educational achievement, in which the qualities of enthusiasm, self-discipline, and good judgement play important parts.

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[1] See OSIS, section 4.10 and section 4.12.

[2] OSIS, p. 4.

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502

The Education Act and Regulations

The Ministry of Education in Ontario is empowered to carry out its mandate under the Education Act (June 1983). Special education requirements within this act were established by the Education Amendment Act, 1980, which received royal assent on December 12, 1980. There remain several provisions in the Education Act unaffected by the Education Amendment Act, 1980; nevertheless, these provisions have direct implications for the delivery of special education programs and services in Ontario.

The list below is a guide to legislation in the Education Act that is not dealt with in The Education Amendment Act, 1980. Sections of the act are not quoted here as this would distort the context in which the relevant section is situated.

-- Assumption of treatment centres' schools (paragraph 41 of subsection 150 (1))

-- Admission of wards of children's aid societies or training schools to an elementary or secondary school (subsection 45 (1) and subsection 45 (2))

-- Transportation of pupils (subsection 166)

The following Ontario Regulations made under the Education Act contain specific references pertaining to the education of exceptional pupils:

-- Regulation 262, Section 35 (Elementary and Secondary Schools and Schools for Trainable Retarded Pupils - General) outlines provisions with respect to maximum class size for exceptional pupils and is under review

-- Regulation 269 (Ontario Teacher's Qualifications)

-- Regulation 268 (Ontario Schools for the Blind and the Deaf)

-- Regulation 274 (Special Education Programs and Services)

-- Ontario Regulation 554/81 (Special Education Identification, Placement and Review Committees and Appeals)

-- Ontario Regulation 71/84 (Regional Tribunals)

Copies of these regulations are available at a nominal cost from the Ontario Government Book Store, 880 Bay Street, Toronto, Ontario, M7A 1N8. Telephone: (416) 965-2054

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8. Minister's Obligation

Subsection 2 of Section 8 of the Education Act requires the Minister to ensure that special education programs and special education services are provided in accordance with the act and regulations.

The following basic principles are embodied in The Education Amendment Act, 1980:

-- universal access to appropriate special education programs and services

-- special education programs and services provided without payment of fees by parents/guardians resident in Ontario

-- the right to appeal:

  a) the identification of the pupil as an exceptional pupil

  b) the decision that the pupil is not an exceptional pupil

  c) the placement of the pupil as an exceptional pupil

-- early and ongoing identification of the learning abilities and needs of pupils

-- use of definitions of exceptionalities of pupils in the provision of special education programs and services

9. Definitions of Exceptionalities

The following terms are defined in subsection 1(1) of the Education Act:

Exceptional Pupil

means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he is considered to need placement in a special education program by a committee, established under subparagraph iii of paragraph 5 of subsection 1 of section 10, of the board:

- of which he is a resident pupil;
- that admits or enrols the pupil other than pursuant to an agreement with another board for the provision of education; or
- to which the cost of education in respect of the pupil is payable by the Minister.

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Special Education Program

means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.[1]

Special Education Services

means facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Trainable Retarded Child or Trainable Retarded Pupil

means an exceptional pupil whose intellectual functioning is below the level at which he could profit from a special education program for educable retarded pupils.

For the purposes of subsection 8(2) of the Education Act, R.S.O. 1980, Chapter 129, the exceptionalities of pupils are those set out below by exceptionality groupings, specific exceptionality identification, and specific exceptionality definition.

Exceptionality Groupings

I. BEHAVIOUR

1. Emotional Disturbance and/or Social Maladjustment

Definition:

A learning disorder characterized by specific behaviour problems over such 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:

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[1] The process of developing an educational program for an exceptional pupil is initiated after the pupil is placed according to the recommendation of the IPRC.

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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

II. COMMUNICATION

1. Autism

Definition:

A severe learning disorder that is characterized by:

a) disturbances in
   . rate of educational development;
   . ability to relate to the environment;
   . motility;
   . perception, speech, and language;

b) lack of the representational-symbolic behaviour that precedes language.

2. Hearing Impairment

Definition:

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound (i.e., hard of hearing, deaf).

3. Language Impairment

Definition:

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:

a) involve one or more of the form, content, and function of language in communication;

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b) include one or more of the following:
. language delay;
. dysfluency;
. voice and articulation development, which may or may not be organically or functionally based.

4. Speech Impairment

Definition:

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.

5. Learning Disability

Definition:

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 handicap;
. mental retardation;
. 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;

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

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

507

INTELLECTUAL

1. Giftedness

Definition:

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.

2. Educable Retardation

Definition:

A learning disorder characterized by:

a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services;

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.

3. Trainable Retardation

Definition:

A severe learning disorder characterized by:

a) an inability to profit from a special education program for the educable retarded 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.

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IV. PHYSICAL

1. Orthopaedic and/or Physical Handicap

Definition:

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.

2. Visual Impairment

Definition:

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely (i.e., limited vision, blind).

V. MULTIPLE

1. Multihandicap

Definition:

A combination of learning or other disorders, impairments, or physical handicaps, 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 handicaps.

10. Advisory Council on Special Education

The purpose of the Ministry of Education's Advisory Council on Special Education is to assist the ministry in ensuring that its work in the area of special education is tailored to the specific needs in that field. This council has broad representation from groups concerned with special education or the education of exceptional pupils.

The terms of reference for the Advisory Council on Special Education are:

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to react to proposals or positions of the ministry submitted to the advisory council from time to time;

-- to identify problem areas and recommend solutions for ministry consideration;

-- to provide liaison between sponsoring organizations represented on this council and the Ministry of Education;

-- to provide ongoing input to ministry resource persons;

-- to provide for the Minister of Education a written report prior to December 31 in the given year;

-- to meet for a total of six days or at the pleasure of the Minister in the Macdonald Block, Queen's Park, Toronto;

-- to select a chairman at its first meeting from its membership.

The Ministry of Education continues to consult with a wide range of groups and organizations in the development of its policies and procedures. Much of this consultation is done through committees and councils that include representatives from the groups most affected.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before the Ontario Special Education (English) Tribunal on June 28, 1993

510

PART III PROVINCIAL PROGRAMS AND SERVICES IN SUPPORT OF SPECIAL EDUCATION

1. Special Education Policy

The Ministry of Education maintains contact and shares information with other government ministries and provincial organizations with specific interest in the well-being of exceptional pupils in order to:

-- assess the need and formulate proposals for change in policies with respect to special education;

-- prepare appropriate educational policies that will assist in the development of programs for exceptional pupils in Ontario;

-- manage the application of provincial policies relating to special education and help implement them through the regional network;

-- develop circulars and guidelines;[1]

-- develop support documents and materials for programs for exceptional pupils.

2. Funding of Special Educational Programs and Services for 1984

The Ministry of Education provides financial support to school boards to assist them in the provision of special educational programs and services. Since 1982, the Ministry has used a new approach for funding special educational programs and services.

This new approach is intended to assist boards in the provision of special education programs and services for exceptional pupils as well as other programs previously funded through the Special Education Weighting Factor at the elementary level and through the Special Education and Occupational Education Weighting Factor at the secondary level.

Funds for the provision of special educational programs and services are available to school boards through:

-- general special educational funding;

-- funding of services in lieu of provincial services;

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[1] See part 3 of this document.

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-- funding of programs for trainable retarded pupils;

-- funding of programs for children in government-approved care and treatment facilities;

-- funding of transportation;

-- capital grant allowances.

General Special Educational Funding

The general special educational funding consists of three parts:

(i) Regular per pupil amounts recognized for grant purposes

The regular per pupil amount recognized for grant purposes (grant ceiling), adjusted by the board's grant weighting factor, is applied to all resident pupils of the board, including exceptional pupils. The regular per pupil amounts for 1984 are $2297 for each elementary school pupil and $3140 for each secondary school pupil.

(ii) Amount for basic level of service

At the elementary level, an amount is included within the regular per pupil amount recognized for grant purposes in recognition of the additional expenditures incurred by a board in the provision of a basic level of special educational programs and services. This basic level is deemed to be a special educational program equivalent to two teachers for each 1000 pupils enrolled in the board.

At the secondary level, the basic level is deemed to be a special educational program equivalent to 2.5 teachers for each 1000 pupils enrolled.

(iii) General special educational grant

The general special educational grant is payable to boards in respect of the additional expenditure incurred by a board in the provision of special educational programs and services in excess of the basic level of service, as described in the preceding paragraph.

The general special educational grant is provided on the basis of a fixed dollar amount per pupil which is adjusted by the board's grant weighting factor and is then multiplied by the board's average daily enrolment of day school resident-internal and resident-external pupils, excluding pupils enrolled in a class or school for trainable retarded pupils.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

For 1982 the fixed amounts were $125 per pupil at the elementary school level and $90 per pupil at the secondary school level. The fixed dollar amounts for 1983 were $147 per pupil at the elementary school level and $106 per pupil at the secondary school level.

In 1984 the per pupil amounts of the general special educational grant are:

-- at the elementary level, $166 per pupil;

-- at the secondary level, $119 per pupil.

The amounts for 1985 will be adjusted in accordance with the increase in the costs of goods and services.

Funding of Services in Lieu of Provincial Services

Programs and services for exceptional pupils identified as hearing impaired and visually handicapped may be provided by a school board. Funding for such programs and services is provided through the general special educational funding with the additional costs incurred by a board offset by the general special educational grant.

Where the board establishes a special education program of instruction and support services to serve blind and/or deaf exceptional pupils (resident-internal and non-resident pupils) comparable to that provided at the provincial schools for the blind and deaf, such a program may be considered to be a program provided in lieu of a provincial service.

For 1984, the grant is based on the number of teachers and one-half the number of teacher-aides employed by the board for the provision of these programs multiplied by $35,300 where the program is provided by a public or separate school board or $41,000 where the program is provided by a secondary school board. Only those qualified teachers directly involved in providing such approved programs and only those teacher-aides employed by a board to assist the qualified teacher of the blind and/or deaf pupils will be considered in determining the amount of grant to be paid to the board.

The provision of these amounts is subject to the approval of the Minister.

Funding of Programs for Trainable Retarded Pupils

Funding for programs for pupils in a class or school for trainable retarded consists of two parts:

1. Regular per-pupil amount

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, referred to at the hearing before the Ontario Special Education (English) Tribunal on June 28, 1993

Where non-resident pupils from these designated facilities or pupils who are wards are placed in high cost special education programs, a high cost factor may be applied in accordance with the Calculation of Fees for Pupil Regulation. Where applicable, a high cost factor may be negotiated between officials of the school board and the regional office of the ministry.

2. Where a board employs a teacher to provide an educational program in a government-approved care and/or treatment facility as specified in the regulations, the ministry will reimburse the board the cost of the teacher's salary, related employee benefits and an additional amount up to a maximum of $1840 per teacher per year for instructional supplies; for consultative, administrative, and supervisory services; and for replacement of furniture and equipment. In addition, an allowance may be provided for furniture and equipment where a new instructional area is established in the facility. This allowance is limited to a maximum of $3300.

Where a board employs a teacher-aide to assist the teacher in the provision of such an educational program the ministry will, in accordance with the regulations, reimburse the board the salary and related employee benefits of the teacher-aide and provide an allowance not in excess of $895 per teacher-aide per year.

The government-approved care and/or treatment facilities so designated in the regulations are:

-- a psychiatric facility as defined in the General Legislative Grants Regulations;

-- a facility designated under the Developmental Services Act;

-- an approved charitable institution as defined in the Charitable Institutions Act;

-- an approved children's institution as defined in the Children's Institution Act;

-- a children's residence licensed under the Children's Residential Services Act;

-- an approved home as defined in the Homes for Retarded Persons Act;

-- an observation and detention home established under the Provincial Courts Act;

-- a home for special care approved or licensed under the Homes for Special Care Act;

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

A regular per pupil amount recognized for grant purposes (grant ceiling) comparable to the elementary per pupil amount ($2297 for 1984) is applied to each trainable retarded pupil enrolled as a day school or summer school resident-internal or resident-external pupil.

The regular per-pupil amount will be adjusted by the trainable retarded weighting factor. This factor is equal to:

(i) 1.09 for all boards located in a territorial district north of the French River that do not include a city or town with a population in excess of 25,000 within their jurisdictions;

(ii) 1.06 for all other boards located in a territorial district and boards in a district municipality or a county that was a provisional county in 1982;

(iii) 1.0 for all boards other than those referred to in (i) and (ii) above.

2. Grants for programs for trainable retarded pupils

For 1984, an amount equal to $3930 per trainable retarded pupil will be paid to the board in respect of the additional expenditure incurred by a board in the provision of programs for pupils enrolled in a class or school for trainable retarded pupils.

This amount per trainable retarded pupil will be adjusted by the trainable retarded weighting factor of 1.0, 1.06, or 1.09 based on the criteria described above and then multiplied by the number of resident-internal and resident-external day school and summer school pupils enrolled in a class or school for trainable retarded.

Funding of Programs for Children in Government-Approved Care and/or Treatment Facilities

Provision has been made to enable a board to provide educational programs and services for children in a variety of government-approved care and/or treatment facilities.

These educational programs and services may be provided by a board in the following two ways:

1. Where children and youths who are resident in a government-approved care and/or treatment facility as designated in the grant regulations, are able to attend local schools, a board may:

-- consider these pupils as resident pupils and thereby include them in the total enrolment of the board for funding purposes under the regular and special educational grant structure;

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

OR consider these pupils as non-resident pupils and accordingly receive payment in the form of a fee for the cost of education of these pupils from the Minister of Education, in accordance with the grant regulations.

The facilities so designated in the regulations are:

-- a psychiatric facility as defined in the General Legislative Grants Regulations;

-- a facility designated under the Developmental Services Act;

-- an approved charitable institution as defined in the Charitable Institutions Act;

-- a children's residence licensed under the Children's Residential Services Act;

-- an approved children's institution as defined in the Children's Institutions Act;

-- an approved home as defined in the Homes for Retarded Persons Act;

-- an observation and detention home established under the Provincial Courts Act;

-- a home for special care approved or licensed under the Homes for Special Care Act;

-- a home approved or licensed under the Nursing Homes Act;

-- a training school established under the Training Schools Act;

-- a correctional institution as defined in the Ministry of Correctional Services Act;

-- an approved home as defined in the Mental Health Act.

The Minister will also pay the cost of education to a board for a pupil who is:

-- a ward of the Crown;

-- a ward of a children's aid society;

-- in the care of a children's aid society and who has not been placed up for adoption on a probationary basis.

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a crippled children's treatment centre classified as a Group II Hospital under the Public Hospitals Act;

-- the Hospital for Sick Children, Toronto;

-- the Children's Hospital of Eastern Ontario, Ottawa;

-- Bloorview Children's Hospital, Toronto;

-- War Memorial Children's Hospital, London;

-- Lyndhurst Lodge (Hospital), Toronto;

-- a hospital in which an education program is discontinued subsequent to December 1980 as a result of dissolution of a board established under section 70 of the Education Act, or:

a) a home approved or licensed under the Nursing Homes Act;

b) a training school established under the Training Schools Act.

In accordance with Financial/Architectural Memorandum No. 14B, "Funding of Education Programs for Pupils in Government Approved Care and/or Treatment Facilities", the provision by a board of an educational program in any of the above government-approved care and/or treatment facilities can only be undertaken under an agreement between the board and the facility and is subject to the approval of the Minister.

Funding of Transportation

In addition to the regular home-to-school and school-to-school pupil transportation provisions which apply to all resident pupils of the board, including exceptional pupils, the ministry's policies respecting transportation grants to school boards include provisions to assist boards for:

a) transportation of pupils to and from school, in respect of whom the Minister pays the cost of education;

b) transportation for an exceptional pupil who is qualified to be a resident pupil of the board, to and from an educational program at:

-- an Ontario school for the blind;

-- an Ontario school for the deaf;

-- an Ontario demonstration school;

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal
June 28, 1993

facility designated under the Developmental Services Act;

-- a psychiatric facility designated under the Mental Health Act;

-- a clinic or an institution in which, in the opinion of the Minister, the treatment provided is considered to be part of the educational program undertaken by the board.

c) transportation for children who are qualified to be resident pupils of the board to and from a centre operated by a local association that is affiliated with the Ontario Association for the Mentally Retarded.

The ministry also provides for special approval of an expenditure that would otherwise not be eligible for grant where special circumstances for the transportation of a pupil who, for physical, mental or emotional reasons, is unable to use regular transportation and for whom the board has medical certification that regular transportation is not adequate, require expenditure in excess of the regular approval maximums. This special approval also applies to board purchases of specially equipped vehicles for orthopaedically handicapped pupils.

Where a board provides transportation for its pupils, the approved transportation expenditure of the board is considered for grant purposes as part of its recognized extraordinary expenditure, and the grant is determined in accordance with the General Legislative Grants Regulations. The extent of the expenditure approved for grant purposes by the provincial government varies from board to board, depending on local circumstances, and is outlined in "Instructions re Pupil Transportation", Policy Memorandum 1983:B2, Pupil Transportation.

Capital Grant Allowances

The Ministry of Education provides, through the capital allocation program, for the provision of needed facilities. Within the capital grant allowances, provision is made for special education classrooms acquired through new construction, alteration, or renovations. Provision is also made for the acquisition of furniture and equipment for these special education classrooms at both the elementary and secondary level.

Consideration may also be given for school building projects where special conveniences are being provided to accommodate physically handicapped children.

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Only those capital projects submitted by the board in their forecasts and approved by the Minister are eligible for grants on the approved amounts.

Under special circumstances the ministry will consider requests from boards for grants for certain personalized equipment. The amount recognized is intended to assist school boards with the acquisition of special equipment for individual students.

3. Provincial Schools

Provincial schools are operated by the Ministry of Education to:

-- provide general planning, leadership, direction, and supervision to the major direct educational services offered by the ministry to residents of the province for whom local provision is not made;

-- serve as regional resource centres for hearing-impaired, visually handicapped, and deaf/blind students;

-- provide pre-school home-visiting services for hearing-impaired and deaf/blind students;

-- provide consultative services and resources to school boards and other agencies operating or developing education programs for hearing-impaired, visually handicapped, and deaf/blind students;

-- develop and provide learning materials and media for hearing-impaired and visually handicapped students;

-- operate educational programs in the Developmental Centres for retarded, emotionally disturbed, and multi-handicapped pupils and to provide assessment, consultation, and liaison services to school boards;

-- operate educational programs in training schools for socially maladjusted pupils referred by the Ministry of Community and Social Services and the provision of assessment, consultation, and liaison services to school boards;

-- operate the Trillium Demonstration School and Sagonaska Demonstration School (English speaking) and supervise the operation of Centre Jules Léger (French speaking) for students with severe communication disorders.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before the Ontario Special Education (English) Tribunal on June 28, 1993

Centres for the Visually Handicapped and Hearing Impaired

The W. Ross Macdonald School, located in Brantford, provides education for blind and deaf/blind pupils. Programs are tailored to the needs of the individual pupil and are designed to help these pupils learn to live independently in a non-sheltered environment. Specially trained teachers use non-visual educational techniques and special materials (e.g., produced in braille). The curriculum follows the general programs developed for all pupils in the province and offers a full range of courses at the secondary level. Special subject areas include music, industrial arts, family studies, physical education, and mobility training.

Comprehensive, individualized, "life skills" programs are designed to train pupils to live independently. To help pupils maintain contact with their families and communities, weekly transportation home is provided (where distance permits). Pupils from Northern Ontario have the opportunity to travel home once a month for extended weekends. The school also provides a pre-school home-visiting program for parents and families of deaf/blind children to assist in preparing these children for future educational programming.

The school is a provincial centre for the visually handicapped and provides support to local school boards through consultation and the provision of special learning materials, for example, braille materials, audio tapes, and large-print textbooks. Professional services and guidance to ministries of education in other provinces are offered on an interprovincial, co-operative basis.

The ministry operates three schools for hearing-impaired pupils: the Sir James Whitney School in Belleville; the Ernest C. Drury School in Milton; and the Robarts School in London. The Robarts School and the Ernest C. Drury School offer five-day-a-week programs, with all pupils returning home either daily or on each weekend. Sir James Whitney School also makes provision for weekly trips home for more than half of its residential pupils; it also provides a seven-day-a-week residential program throughout the school year, since it serves the distant northern areas of the province. Considerable effort is made to enable pupils from distant areas to return home every few weeks.

These schools provide educational programs from Kindergarten to the secondary school graduation level, programs that encompass a comprehensive range of elementary and secondary level course options in addition to the special teaching and training related to hearing impairment. The unique problems resulting from hearing impairment have always necessitated smaller groups and individualized programs. These programs are continually being refined and extended within the framework of ministry

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

curriculum policy to provide school experiences that resemble as closely as possible those available to non-impaired pupils. Provision is sometimes made for pupils to take courses at local high schools and programs are offered for those who are multi-handicapped or emotionally disturbed. Ongoing liaison with adjacent health facilities, such as the Beechgrove Regional Children's Centre in Kingston (Whitney), the Chedoke-McMaster Family Services Centre in Hamilton (Drury), and the Children's Psychiatric Research Institute in London (Robarts), extends the schools' resources and increases their capability to create programs for pupils with diverse and/or multiple handicaps.

All three schools are regional resource centres for the hearing impaired and provide a broad range of services for local school boards and agencies in addition to their programs for enrolled pupils. These services include audiological and psychological assessment, educational programming, consultation on and in support of local programs, pre-school services to parents and children, parent education programs, various courses, and public information.

Provision for French-Language Students

Services to visually handicapped pupils whose language of instruction is French are available from the W. Ross Macdonald School. Similar services for hearing-impaired pupils are available through the Sir James Whitney School. Requests for service should be forwarded to the appropriate school. Such educational services may be provided at schools in Quebec should the parents so desire.

Funds for the French-language program are provided by the Ministry of Education's Provincial Schools Branch.

Developmental Centre Schools

The developmental centre schools are located in care and treatment facilities operated by the Ministry of Community and Social Services for mentally retarded, developmentally handicapped, emotionally disturbed, and multi-handicapped persons. All school-age residents in these facilities have access to programs offered by the Ministry of Education.

Pupils receive ongoing assessment, programming, and evaluation by a multi-disciplinary team of which teachers are an integral part. Each pupil is enrolled in a program tailored to his or her academic, social, emotional, and physical needs. As well, support is provided to community jurisdictions for discharged residents and out-patients referred to the centres.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

Programs encourage participation in social and recreational activities both in school and in community settings. Communication skills, motor skills, and life skills programs are included in the curriculum.

Courses range from self-help and socialization for severely/profoundly retarded pupils up to secondary school level for which approved ministry credits are granted. As well, support is provided to community jurisdictions for discharged residents and out-patients referred to the centre.

Training Schools

The four training schools located in Cobourg, Oakville, Simcoe, and Sudbury provide secure care, secure treatment, and education to approximately 250 wards. These residential facilities are operated by the Ministry of Community and Social Services under the Training Schools Act. These co-educational schools accommodate students 12-16 years of age who have been sent there by court order.

The Ministry of Education operates the educational units in these facilities with a staff of qualified teachers under contract to the Provincial Schools' Authority.

Students are offered a range of academic and vocational courses that lead to secondary school credits.

Demonstration Schools

The Ministry of Education provides the services of three demonstration schools for Ontario children with severe learning disabilities. These schools include the Trillium School in Milton, Centre Jules Léger in Ottawa, and the Sagonaska School in Belleville. Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting. These demonstration schools were established to provide special residential education programs for students between the ages of five and twenty-one years. The activities associated with the residential components of the programs are designed to enhance the development of each student's academic and social skills. One of the basic objectives of each of these schools is to develop the abilities of the students enrolled to a level that will enable them to return to programs operated by local school boards.

The Trillium School is operated directly by the Ministry of Education. The program is offered to an enrolment of forty students. Similarly, the Sagonaska School is operated directly by the Ministry of Education. The program is designed to meet the needs of students with specific language learning disabilities; currently, forty such students

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

are enrolled. The language of instruction at both schools is English.

The Centre Jules Léger is funded by the Ministry of Education under a contractual agreement with the Faculty of Education, University of Ottawa. The Faculty of Education is responsible for the delivery of the total program at the centre. The current enrolment of thirty-two francophones includes mainly students with general learning disabilities and, since September 1983, students who have been diagnosed as having a specific language learning disability (aphasia). The language of instruction is French.

An in-service teacher education component is provided at each demonstration school. This service is designed to share methodologies and materials with locally operated programs.

Provincial Schools

Developmental Centre Schools

Adult Occupational Centre School, Edgar
P.O. Box 12000
Barrie, Ontario L4M 4W3
(705)728-6910

Huronia Regional Centre School
P.O. Box 1000
Orillia, Ontario L3V 6L2
(705)326-7361 Ext. 372

Midwestern Regional Centre School
P.O. Box 400
Palmerston, Ontario N0G 2P0
(519)343-2915

Prince Edward Heights School
P.O. Box 440
Picton, Ontario K0K 2T0
(613)476-2105

Rideau Regional Centre School
P.O. Box 2000
Smiths Falls, Ontario K7A 4T7
(613)283-2990

South Cottage School
P.O. Box 7777
Kingston, Ontario K7L 5H1
(613)549-5600 Ext. 213

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before the Ontario Special Education (English) Tribunal on June 28, 1993

Southwestern Regional Centre School
P.O. Box 1000
Blenheim, Ontario N0P 1A0
(519)676-5431 Ext. 232

Provincial Centre for the Visually Handicapped

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

Regional Centres for the Hearing-Impaired

The Robarts School
1090 Highbury Avenue
P.O. Box 7300
London, Ontario N5Y 4V9
(519)453-4400

The Ernest C. Drury School
255 Ontario Street
Milton, Ontario L9T 2M5
(416)878-2851

The Sir James Whitney School
350 Dundas Street West
Belleville, Ontario K8P 1B2
(613)962-5361

Training Schools

Brookside School
P.O. Box 845
Cobourg, Ontario K9A 4S6
(416)372-5451

Cecil Facer School
P.O. Box 850, Station "B"
Sudbury, Ontario P3E 4S3
(705)522-1250

Sprucedale School
P.O. Box 606
Simcoe, Ontario N3Y 4L8
(519)426-3561

Syl Apps School
475 Iroquois Shore Road
Oakville, Ontario L6J 5E8
(461)844-4110

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Residential Demonstration Schools (Learning Disabilities)

Centre Jules Léger
631 Smythe Road
Ottawa, Ontario K1G 1N7
(613)523-7063

Sagonaska School
350 Dundas Street West
Belleville, Ontario K8P 1B2
(613)962-5361

The Trillium School
347 Ontario Street South
Milton, Ontairo L9T 3X9
(416)878-8428

4. Teacher Education (University and Student Affairs)

The Ministry of Colleges and Universities maintains a qualifications program for teaching in the Province of Ontario.

Courses Leading to Ministry Qualifications

a) Pre-Service (Basic teacher education qualifications leading to an Ontario Teacher's Certificate)

Pre-service teacher education courses are offered by teacher education institutions across the province. These courses are based on requirements outlined in Ontario Teacher's Qualification Regulation 269/83 and are approved and reviewed by the Ministry of Colleges and Universities through the University Relations Branch. Instruction in the characteristics and needs of exceptional pupils is included in the study of both foundations and curriculum. An introduction to the philosophy and practice of individualized instruction is also provided. Candidates may elect to spend some of their practice-teaching weeks in special education programs.

b) In-service (Additional qualifications recorded on the Ontario Teacher's Qualifications Record Card)

Appropriate teaching qualifications in special education are obtained through a series of courses offered by teacher education institutions (summer, winter, and inter-session) in various locations across the province. These courses prepare the teachers who are eligible to work with exceptional students. Upon successful completion of each of the three parts, the appropriate entry is made on the Ontario Teacher's Qualifications Record Card. Teachers wishing to teach special education programs are required by

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Regulation 262 to obtain the necessary qualifications.

Courses for French-speaking teachers include Parts I and II of the Special Education course and the Specialist Course in Special Education. All of these courses are offered by both the University of Ottawa and Laurentian University.

Information about these programs and courses for French-speaking teachers may be obtained from:

Le service du registraire
Universite d'Ottawa
550, rue Cumberland
Ottawa, Ontario K1N 6N5
Telephone: (613) 231-5441

Le directeur
Ecole des Sciences de l'Education
Universite Laurentienne
Chemin du Lac Ramsay
Sudbury, Ontario P3E 2C6
Telephone: (705) 675-1151

For further information and requirements concerning courses, interested parties should contact teacher education institutions or the Teacher Education Section, University Relations Branch of the Ministry of Colleges and Universities, 9th Floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L2, Telephone: (416) 965-5477.

The ministry publication Additional Qualification Programs for Teachers outlines the objectives for special education programs and provides a guideline for faculties of education submitting course outlines for approval. Questions regarding additional qualifications should be directed to the appropriate regional office of the Ministry of Education or to the Teacher Education Section, University Relations Branch, the Ministry of Colleges and Universities.

Teaching Trainable Retarded Pupils

Options are offered in both Parts I and II of the courses in special education to help prepare teachers to work with trainable retarded pupils. The teacher's successful completion of these course options is recorded on the Ontario Teacher's Qualifications Record Card.

Teaching the Trainable Retarded is an option of approximately fifty hours duration which candidates may select in Part I and/or Part II of the special education course. Qualification in Teaching the Trainable Retarded is required by Regulation 262 for those employed to teach the trainable retarded.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before Ontario Special Education (English) Tribunal on June 28, 1993

526

Teaching Hearing-Impaired Pupils

The Ministry of Education provides a program for qualified teachers to acquire certification in "deaf education" at the Teacher Education Centre, Belleville.

Persons who hold an Ontario Teacher's Certificate, or who are now attending a teacher education institution and will qualify for an Ontario Teacher's Certificate in the spring of 1984, are eligible to apply.

Qualified teachers who successfully complete this specialist program will receive a Diploma in Deaf Education and the appropriate entry on their Ontario Teacher's Qualification Record Card, which will qualify them to teach deaf or hard-of-hearing pupils in Ontario.

Applications must be submitted to:

Program Co-ordinator
Teacher Education Centre
Sagonaska School
350 Dundas Street West
Belleville, Ontario K8P 1B2
Telephone: (613) 962-5361

A program leading to a Master of Education degree with specific emphasis in "deaf education" is offered by York University. Graduates of this program specializing in hearing impairment may be granted the additional qualification Special Education - Deaf, Part II.

Applications must be submitted to:

Faculty of Education
York University
4700 Keele Street
Downsview, Ontario M3J 1P3
Telephone: (416) 667-6301

Teaching Visually Impaired Pupils

The program to train teachers of the blind, formerly offered by the W. Ross Macdonald School, Brantford, is now offered by the Faculty of Education, University of Western Ontario. Teachers who wish to take additional qualifications courses leading to specialist qualifications as Teachers of the Blind should contact:

Educational Services
Faculty of Education
University of Western Ontario
1137 Western Road
London, Ontario N6G 1G7
Telephone: (519)679-2368

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Teaching Deaf/Blind Pupils

A three-year in-service program to train as Teachers of the Deaf/Blind is offered during the school year by the Ministry of Education at the W. Ross Macdonald School in Brantford. Teachers who wish to take additional courses leading to specialist qualifications as Teachers of the Deaf/Blind should contact:

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

Other Courses

Various teacher education institutions in Ontario and the Ontario Institute for Studies in Education (OISE) offer courses in special education as part of their graduate program in education.

Teachers who have successfully completed such courses may submit official transcripts and ask for equivalent standing on their Ontario Teacher's Qualifications Record Card. Requests for equivalent standing should be sent to:

Registrar's Services Unit
Evaluation and Supervisory
Services Branch
Mowat Block, Queen's Park
Toronto, Ontario M7A 1L2
Telephone: (416) 965-5831

Professional Development

Professional development sessions for administrators and teachers are frequently offered throughout the province. These in-service sessions span a wide range of educator needs and interests related to special education.

The Centre Jules Leger, of the Faculty of Education, University of Ottawa, offers in-service teacher education programs during the school year. Teachers of regular and special education classes, counsellors, and administrators of special education programs may be interested in attending these one-week training programs.

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For further information, contact:

Program Co-ordinator
Teacher Education Programs
Faculty of Education
University of Ottawa
651 Cumberland Street
Ottawa, Ontario
K1N 6N5
Telephone: (613)231-5441

The Trillium School offers training programs for teachers and administrators of educational programs for anglophone children with learning disabilities. Teachers are requested to forward completed application forms to the appropriate school board official. For further information, contact:

Program Director
Trillium School
347 Ontario Street South
Milton, Ontario L9T 3X9
Telephone: (416)878-8428

Sagonaska School offers training programs for teachers and administrators of educational programs for anglophone children with specific language learning disabilities.

If further information is required, contact:

Program Director
Sagonaska School
350 Dundas Street West
Belleville, Ontario K8P 1B2
Telephone: (613)962-5361

To assist boards in discharging their professional development responsibility, the Ministry of Education has established regional professional development committees within its six regions. These committees work closely with school boards in meeting their current professional development needs.

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529

PART III: MINISTRY PUBLICATIONS

1. Curriculum

Curriculum policy applies to all pupils in Ontario schools including pupils who have special needs, and is outlined in the circulars, guidelines, and official memoranda of the Ministry of Education. Support documents are optional in their application and are developed to assist teachers in implementing curriculum policy, and developing local courses of study.

2. Circulars

The basis of curriculum policy for Ontario is contained in four circulars: Schools General, Circular P1J1, OSIS, and Circular 14.

Schools General is the foundation document for curriculum in the publicly supported elementary and secondary schools of Ontario.

The purpose of Schools General is to identify and clarify the principles underlying education in the Province of Ontario, the general curriculum policy of the Ministry of Education, and the practices that are consistent with this policy. It is the foundation from which school administrators and teachers shall plan curriculum for school systems and schools. It is also intended to be helpful to persons who wish to clarify and deepen their understanding of education in Ontario's schools.

Circular PIJI states that, to be effective, curriculum must be closely related to the characteristics and needs of the particular pupils for whom it is planned. Teachers have the responsibility of selecting strategies, resources, and activities to ensure that this occurs.

OSIS outlines program and diploma requirements that reflect the policy of the Province of Ontario, which is that the program in the publicly supported educational system should be designed to provide the greatest possible opportunity for every student to develop as completely as possible his/her abilities and interests and to meet each student's special needs.

Circular 14 is an annual publication listing textbooks and kits approved for the use of all pupils in Ontario schools. Requests for permission to use textbooks not listed in Circular 14 must be submitted by a board's Chief Education Officer to the Regional Director of Education, for the attention of the Director of the Special Projects Branch, Education Services Division. Textbooks provided by schools boards for use in special education are to be selected by the

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school principal in consultation with the teachers, and the selection is to be approved by board resolution.

3. Guidelines

Curriculum guidelines for Primary, Junior, Intermediate, and Senior divisions provide the basis for developing local courses of study and individualized programs. Latitude is given so that programs developed for exceptional pupils may be adapted both in methodology and content if a student's needs require it.

4. Support Documents

Many curriculum support documents are available to assist teachers in developing programs. The following documents relate specifically to special education and are available in French and English:

-- The Gifted Learner, in preparation

-- Children With Physical Handicaps and Health Impairments, 1978

-- Children With Mild Intellectual Handicaps, 1979

-- Behaviour, in preparation

-- Children With Communication Exceptionalities, 1979

-- Vision, 1978

-- Children With Learning Disabilities, in preparation

-- Children With Moderate and Severe Intellectual Handicaps, 1981

5. Other Resources

-- Education Programs in Government - Approved Facilities for the Care and Treatment of Children With Special Needs, December 1982

-- "Education for Children With Special Needs" (fact sheet)

The following documents are available for sale through the Publications Centre or the Ontario Government Book Store, 880 Bay Street, Toronto, Ontario, M7A IN8, Telephone: (416) 965-2054:

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531

Special Education Facilities for Emotionally Disturbed Children, 1968, $2.00 (English only)

-- Designing Schools for the Physically Handicapped, 1974, (currently under revision)

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PART IV: SCHOOL BOARD PROGRAMS AND SERVICES

1. School Board's Obligation

Paragraph 7 of Section 149 of the Education Act requires school boards before the first day of September, 1985, to provide or enter into an agreement with another board to provide in accordance with the regulations special education programs and special education services for its exceptional pupils in the English language or, where the pupil is enrolled in a school or class established under Part XI, the French language, as the case may be.

2. Advisory Committee(s)

Provision is made requiring each school board to establish a special education advisory committee(s) (Section 182) according to one of the following two options:

(i) one advisory committee, which is to be either:
  a) a special education advisory committee (SEAC); or
  b) an expanded advisory committee on schools for trainable retarded pupils (TRAC) to form the SEAC

(ii) two separate advisory committees:
  a) an advisory committee on schools for trainable retarded pupils (TRAC)
  b) a special education advisory committee (SEAC)

The composition of the committee(s) is to be as described below.

One Advisory Committee

a) The composition of the Special Education Advisory Committee (SEAC) is:

-- one (1) representative from each of the local associations but not more than twelve (12), of whom one is from the local Ontario Association for the Mentally Retarded;

-- one (1) or more additional members who are French-speaking or English-speaking, as the case may be, where a board operates a French-language or an English-language Instructional Unit established under Part XI of the Education Act;

-- three (3) members appointed by the board of education from the members of the board, including one separate school trustee;

-- one (1) or more members who are not from any of the aforementioned groups.

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A small school board may modify the membership on the SEAC to include:

-- two (2) members of the board appointed from among the members of the board;
-- two (2) members appointed by the local associations, or where there is no local association, two (2) members appointed by the school board who are not members of such board.

b) The Expanded Trainable Retarded Advisory Committee (TRAC)

A divisional board may expand its advisory committee on schools for trainable retarded pupils to become a special education advisory committee under subsection 182(7) as follows:

-- the TRAC plus a representative from each of the local associations (not to exceed 12), none of which is a local Ontario Association for the Mentally Retarded;

-- one (1) or more additional members who are French-speaking or English-speaking as the case may be where a board operates a French-language or an English-language Instructional Unit established under Part XI of the Education Act;

-- divisional boards must appoint one of the three board members on the Committee from among the trustee(s) elected by separate school electors.

Where there are more than twelve local associations in the area of jurisdiction of the school board, the school board is to select the twelve associations to be represented on the special education advisory committee (see the Education Act, subsection 182 (11)).

(ii) Two Separate Advisory Committees

a) The Advisory Committee on Schools for Trainable Retarded Pupils (TRAC) is to consist of six (6) members, as follows:

-- Three (3) must be appointed by the board from among the members of the board.

-- Three (3) must be appointed by the local Association for the Mentally Retarded (affiliated with the Ontario Association for the Mentally Retarded) or, where there is no association, three members who are not members of the board.

One (1) of the members of this committee is to be appointed to the Special Education Advisory Committee.

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b) The Special Education Advisory Committee (SEAC) is to consist of the following:

-- one (1) representative from each of the local associations, but not more than twelve (12), one of whom is to be from the local Ontario Association for the Mentally Retarded;

-- one (1) or more additional members who are French-speaking or English-speaking, as the case may be, where a board operates a French-language or an English-language Instructional Unit established under Part XI of the Education Act;

-- three (3) members must be appointed by the board of education from the members of the board, including one separate school trustee;

-- one (1) or more members who are not from any of the aforementioned groups.

The membership of the committee(s) is as follows:

1. The school board appoints to membership on the Special Education Advisory Committee those persons who qualify and are nominated by the local associations.

2. A term of office for the members of the Special Education Advisory Committee which coincides with the term of office of the members of the school board that appointed them and until the next new school board is organized.

3. A level of qualifications for the persons appointed to the Special Education Advisory Committee the same as qualifications required of members of the school board that appointed them.

4. The filling of vacancies on the committee through the appointment, by the school board, of a qualified person who will hold office for the unexpired portion of the term of the member whose office has become vacant.

Employees of a school board are not eligible for membership on an advisory committee within the board that employs them. However, employees of one school board can be members of an advisory committee within another school board, subject to their holding the same qualifications as members of the school board that appoints them.

In accordance with the Education Act, subsections 182(9) and 75(4), supervisory officers and other staff will be made available to an advisory committee, as the board considers necessary for the proper functioning of the committee.

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The Special Education Advisory Committee should function in accordance with the rules and regulations of the school board and in such a manner as to permit:

-- the members to elect one of their membership as chairman at the first meeting;

-- the chairman to vote on every motion;

-- public access to meetings;

-- a quorum determined by a majority of the members constituting the committee;

-- the availability of school board personnel;

-- the Special Education Advisory Committee to function as a statutory committee that reports and makes recommendations to the school board relative to any matter affecting the establishment and development of special education programs and services in respect of exceptional pupils of the board. All reports will be made through the chairman of the committee to the board through the appropriate committee(s).

Role of the Advisory Committee

The role of the Special Education Advisory Committee is to make recommendations to the board in respect of any matter affecting the establishment and development of special education programs and services in respect of exceptional pupils of the board (subsection 182(8)). Accordingly, under the authority of the board and in accordance with the Education Act, the Special Education Advisory Committee may advise the board in such policy areas of special education as the following:

-- philosophy and goals
-- organizational structures
-- policies and procedures
-- roles of personnel
-- delivery systems
-- staffing (teaching, administration, professional support, paraprofessional support)
-- program development (types, location)
-- identification of special needs assessment
-- transportation policies/practices
-- special needs
-- interaction with other board committees in related areas
-- any other matter in special education

In-service opportunities should be considered. Members newly appointed to the special education advisory committee (SEAC) require a formal introduction to the other members

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of the committee and to the appropriate school board personnel with whom they are to be working for up to three years during their term of office.

In order to assist the SEACs in making informed recommendations, boards may arrange for knowledgeable persons to provide in-service training sessions for members during regular SEAC meetings. These in-service sessions might focus on the following areas:

-- sections of the Education Act relating to special education
-- regulations regarding special education
-- Ministry of Education memoranda
-- Special Education Information Handbook
-- board policies regarding special education
-- board special education plan
-- role and responsibilities for the SEAC
-- funding of special education

3. Board Personnel

The services provided by school board personnel may be of four main types:

. educational services
. other professional services
. paraprofessional services
. volunteer services

Educational Services

The classroom teacher is the key person in the development and delivery of the special education program. Specialized educational skills are also provided by administrative, supervisory, consultative, and diagnostic staff.

Professional Services

Professional assistance within the framework of each discipline may be utilized by school boards to assist in the identification process and in the development of programs for those pupils with behavioural, communication, physical, intellectual, and multiple exceptionalities. Among those providing additional professional services would be psychiatrists, and psychologists.

Paraprofessional Services

Paraprofessionals may provide a variety of services within the educational setting.

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Volunteer Services

Volunteers are often utilized in the school. Such persons might be parents, senior citizens, or students. School boards should provide guidelines for the selection, training, and supervision of the type of volunteers best suited to their particular school needs.

4. Professional Development

Most school boards offer comprehensive programs of professional development activities for trustees, administrators, teachers and support staff. These programs respond to a wide range of needs and interests related to special education.

The Ontario Teachers' Federation and its affiliates provide speakers, program suggestions, and workshops to their members. The Council for Exceptional Children is one of many organizations that host conferences and workshops at the provincial and local levels. Faculties of education and the Ontario Institute for Studies in Education provide many conferences in addition to their degree-granting programs.

5. Spectrum of Educational Settings

Boards are encouraged to provide, directly or indirectly, a continuum of service that would provide as full a range of placements as possible to meet the needs of exceptional pupils. The primary focus in the development of such a range of placements is to provide an exceptional pupil with the strengths and capabilities needed to return to a regular classroom or achieve success in a specialized setting.

Specialized instructional settings are based on the needs of a pupil who is not experiencing success in the regular setting. The opportunity for a specialized setting allows for greater pupil-teacher interaction and a greater focus on individual needs. The hierarchy of specialized settings reflects the intensity of this interaction and individualization required for a pupil to demonstrate success.

In many cases, the degree of supplementary assistance needed by an exceptional pupil can be met in the regular classroom, through the provision of specialized consultation to the teacher, special equipment, and the availability of additional persons with specialized skills or tasks to perform.

In order to achieve a more intense learning experience it may be deemed advisable to provide a setting in which a greater degree of individualization is possible. In this instance the pupil may meet with a qualified special education teacher. Such a session may be conducted on an individual or small group basis. This option permits the pupil to maintain a regular class placement.

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The needs of some pupils are such that a more highly specialized setting is required. At this level of need, the self-contained special education classroom may be the placement recommended.

For some children whose degree or complexity of need has been unresponsive to traditional methods of help, different collaborative forms of therapeutic and educational intervention in a variety of settings may be necessary.

Where school boards cannot provide placements within their local jurisdiction, they may enter into an agreement with other school boards for some or all of the appropriate special education program(s) and service(s).

Policies and procedures for early identification and ongoing assessment, in accordance with the Education Act and regulations and Ministry of Education memoranda, should be utilized as an integral part of the process leading to special education.

6. Identification and Description of a Pupil's Needs

The identification of a pupil's needs is crucial to the provision of special education programs and services. The implementation of Policy/Program Memorandum No. 11, 1982, "Early Identification of Children's Learning Needs", requires school boards to identify all pupils' strengths and weaknesses when they are first enrolled and to reassess them on a regular basis. The nature of the classroom situation and of the relationship between the teacher and the pupil can generate insightful information regarding the pupil's current level of functioning. However, the major focus in this process is on the teacher's ability to observe the pupil's behaviour and synthesize pertinent assessment data into meaningful acceptable educational objectives.

The process of early identification should alert parents, as well as teachers, to the special needs of some pupils. Referral to an Identification, Placement, and Review Committee (IPRC) may result in additional specialized assessments being conducted. A number of factors -- physical, social, emotional, cultural, and environmental -- influence pupil's learning needs. Effective liaison and communication with parents and professionals in a variety of disciplines are essential.

In the process of identifying exceptional pupils, the IPRC is obliged to employ the definitions of exceptionalities provided by the Minister of Education. (See part 1, section 9 of this document.) Each board is required, by legislation, to develop a parent guide for the information of parents/ guardians to describe the referral, identification, placement and appeal process, and set out the provisions of section 6 of Ontario Regulation 554/81.

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The primary purpose of collecting educational data is to provide specific information in order to develop programs to meet each pupil's needs, interests, and levels of functioning. Such information may form the basis for the development of an educational assessment when a pupil is referred to an IPRC.

The data are acquired through a variety of means. While the classroom teacher's observations are an integral component of data collection, formal and informal testing will include diagnostic and achievement tests. Parental insights and observations may also help the teacher assess the pupil's educational skills.

Psychological and Health Assessment

In some cases, classroom teachers may require the assistance of other professional personnel who are qualified to collect highly specialized data. In the utilization of such professionals, school boards are advised to be aware of the need to explore fully with them the nature and extent of the services which they might be able to provide. Where an IPRC requests health and psychological assessments, parental approval in writing, or the approval of the pupil who is eighteen years of age or more, must be obtained.

Utilization of Assessment Information

School personnel involved in administering specialized assessments should also be mindful of the following:

- Reports should be shared with parents as well as with the professional staff who are planning and implementing education programs.
- Existing directions regarding confidentiality of information will be found in the Education Act and Regulation 271: Pupil Records.
- In the case of certain specialized assessment information, the raw data may be determined to be privileged information by those professionals conducting the assessments. The location and filing of reports based on raw data should be in accordance with the Education Act and Regulation 271.

7. Parent Guide

The development of the parent guide and its availability to parents is to be in accordance with Ontario Regulation 554/81, subsections 2(7) and (8), and is to:

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a) describe the circumstances in which and the procedures under which a pupil may be referred to a committee;

b) outline the procedures referred to in subsection (3) and any additional procedures required by the boards under subsection (6) that are required to be followed by a committee in identifying a pupil as an exceptional pupil and determining the recommended placement of the pupil;

c) explain the function of, and the right to appeal determinations of a committee, to the appeal board;

d) set out the provisions of section 6 of the regulation related to the prerogative of a school board to place the exceptional pupil where the parent refuses to consent to the placement and to give notice of appeal and has not instituted proceedings in respect to the determinations of the committee;

e) be available at each school with copies provided to the appropriate Regional Director of Education of the ministry;

f) be available in the English or French language, as the case may be.

8. Identification, Placement, and Review

Ontario Regulation 554/81 is the legal basis upon which school boards develop and implement the procedures for identifying, placing, and reviewing the placement of pupils and providing parent/guardians the right of appeal with respect to identification or placement of an exceptional pupil. Therefore, school boards are encouraged to develop such procedures with direct reference to the regulation. The following sections highlight the intent of the legislation and the direction school boards should take in the IPRC and appeal process.

Pupil Referral

THE PRINCIPAL MAKES ALL REFERRALS TO AN IPRC

Referral may be made upon written notification to a parent of a pupil, or shall be made at the written request of a parent of a pupil, to the committee that the principal considers to be the most appropriate.

Identification

AN EDUCATIONAL ASSESSMENT MUST BE OBTAINED AND CONSIDERED BY AN IPRC

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

The educational assessment may be prepared by a school educational team, under the leadership of the principal and/or designate. Components of the educational assessment should include teacher observations, the results of formal and informal teacher tests, diagnostic and achievement data, and parental observations.

Where a health and/or psychological assessment are required by the IPRC, written permission of the parent must be obtained. Health assessments must be conducted by a legally qualified medical practitioner. Psychological assessments must be conducted or supervised by a registered psychologist.

The IPRC shall interview the parent and shall, with the consent of the parent, interview the pupil to ensure parental and pupil participation in the making of any determination.

The identification of the pupil as exceptional or not exceptional is determined by the IPRC, based on the needs of the pupil as delineated through the assessment process.

Where the committee identifies the pupil as not exceptional, a written statement of this determination, in accord with the regulation, shall be forwarded to the parent, the principal, and the board. Where the committee identifies the pupil as an exceptional pupil, a placement must be recommended.

Placement

PLACEMENT IN A SPECIAL EDUCATION SETTING MUST ALLOW FOR A SPECIAL EDUCATION PROGRAM AND ANY SPECIAL EDUCATION SERVICES DEEMED NECESSARY IN MEETING THE IDENTIFIED NEEDS OF THE EXCEPTIONAL PUPIL

Once the needs of the exceptional pupil have been determined by an IPRC from the assessment data, and all the relevant opinions, views and information, a recommendation is made with respect to the appropriate educational placement for the pupil. This recommendation should be based on the spectrum of settings that, in the judgement of the members of the IPRC, best meets the needs of the child, for example, resource/withdrawal, self-contained class, part-time self-contained class or special school. The actual location of the placement in a special education setting may be a factor which is considered in determining the appropriateness of the placement.

The specific exceptionality definitions provided by the Minister under the authority of subsection 8(2) of the Education Act are to be utilized in determining the statement of needs.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

The determination of the pupil as exceptional or not exceptional and the recommendation for placement of an exceptional pupil shall be forwarded, in writing, to the parent and to the principal.

Prior to the actual placement of the pupil in a special education program, the written consent of the parent must be obtained.

Where, after 30 days from the date of the written notification of the committee, the parent fails to respond to the IPRC's determinations, and has not given notice of appeal, and has not initiated other proceedings, the board may direct the principal to place the exceptional pupil as recommended by the committee and to notify the parent of the action that has taken place.

Review

THE PLACEMENT OF AN EXCEPTIONAL PUPIL SHALL BE REVIEWED

Where a board provides a special education program or services to an exceptional pupil, the parent/guardian shall be advised in writing of any review, notices, and discussions to take place at the IPRC level.

At least once every twelve months, an IPRC shall review the placement of each exceptional pupil.

Any time after the placement has been in effect for three months, a parent or the principal of the school may apply, in writing, to the chief executive officer for a review by a committee, of the placement of an exceptional pupil.

The placement of an exceptional pupil may not be changed without prior notification in writing of the proposed change, a discussion of the proposed change between the IPRC and the parent, and the written consent of a parent.

The intent of the review process is to determine if the placement is still appropriate.

Appeals

A PARENT/GUARDIAN HAS THE RIGHT TO APPEAL THE DECISIONS OF AN IPRC WITH RESPECT TO IDENTIFICATION AND/OR PLACEMENT OF AN EXCEPTIONAL PUPIL

The appeal procedure is an extension of the guarantee of the involvement and the rights of parents and pupils, as initiated by the IPRC process.

Where a school board establishes a special education appeal board, Ontario Regulation 554/81 describes the procedures to be followed.

Where a parent/guardian of a pupil has exhausted all rights of appeal under Ontario Regulation 554/81 and is dissatisfied with the decision in respect of the identification and/or placement of their child, the parent/guardian may apply to the secretary of the Ontario Special Education Tribunal (English or French) for a hearing for leave to appeal to a regional tribunal.

The decision of the Ontario Special Education Tribunal (English or French) or of a regional tribunal is final and binding. The tribunal hearing the appeal may dismiss the appeal or grant the appeal and make such order as it considers necessary with respect to the identification or placement of the pupil.

To avoid further duplication within the appeal process, school boards are encouraged to record accurately and maintain detailed documentation relative to all IPRC and special education appeal board meetings.

It is likely that the counsel for the parents, or the parents themselves, will be required to outline the grounds for the appeal, and the board or counsel for the board will be required to prepare a reply. Similarly, the party initiating the leave hearing will be required, prior to a hearing by the tribunal, to prepare a statement of material facts. Therefore, the aforementioned documentation is of major importance.

9. Specialized Provisions

The following specialized provisions are part of the spectrum of services available to meet the needs of exceptional children:

Programs Provided by a School Board in Lieu of a Provincial Service for Deaf, Blind, and Deaf/Blind Exceptional Pupils

Under the Education Act every school board is required to provide or enter into agreement with another board to provide special education programs and services for its resident pupils, including the visually handicapped and hearing impaired.

A board may wish to provide a special education program of instruction and support services to serve blind, deaf, or deaf/blind exceptional pupils (resident-internal or non-resident pupils) comparable to that provided at a provincial school.

The sophistication and intensity of the program to be delivered within the jurisdiction of the school board requires

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ongoing consultation with, and the participation of, educational specialists from the provincial schools.

Such a program may be recognized as being in lieu of a provincial service. Requests for approval for grant purposes must be submitted to the Regional Director of Education on an annual basis according to Policy/Program Memorandum No. 76C (see Appendix I).

Funding, subject to the approval of the Minister, will be in accordance with the General Legislative Grants Regulation.

Education Programs in Government-Approved Facilities For Care and Treatment of Children with Special Needs

Under the authority of the Education Act and the Regulations and consistent with attempts to provide equal educational opportunity to all pupils within their respective jurisdictions, school boards, at the request of government-approved care and/or treatment facilities for children and youth, with approval from the Minister, may enter into agreements to provide educational programs for children in these facilities.

In order to facilitate the development of co-operative working arrangements and agreements between school boards and care and/or treatment facilities, the ministry document "Education Programs in Government-Approved Facilities for the Care and Treatment of Children with Special Needs" has been developed. It stresses the need for the multi-disciplinary approach and outlines the options available to school boards in the provision of education programs and the steps to be followed in setting up and renewing agreements between boards and these facilities. It is expected that school boards will refer to this publication when entering into such agreements.

For further information, school board officials are advised to contact the special education officer in the appropriate regional office of the Ministry of Education.

Personalized Special Instructional Equipment

Under certain circumstances the Ministry of Education will consider school boards' requests for grants for special instructional equipment to meet the individual needs of a disabled pupil.

Regional Directors of Education may approve a portion of the cost for grant purposes; school boards are not required to follow capital grant procedures in these cases. The cost of such equipment shall be paid for in one year and the approved amount may be recognized as extraordinary expenditure.

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School boards should submit applications for special instructional equipment by letter to the Regional Director of Education, accompanied by a statement substantiating its need from a clinical specialist in the field of disability concerned, and a description of the type and cost of the equipment.

The Regional Director of Education may approve part or all of the request.

10. Early Identification of Children's Learning Needs

The early identification of children who need additional educational support has been a long-time priority in Ontario. Since September 1979, the Ministry of Education has required all school boards to develop early identification and ongoing assessment procedures for Ontario pupils. Although these procedures are not considered to be part of special education, children identified may receive a variety of support services. Documentation on these support services, and a monitoring of ongoing school progress, should be an integral part of any later recommendations for special education services. (See the Education Act 8(2)(a) and Appendix I of this document, Memorandum No. II.)

It is recognized, however, that some pupils will be referred to an IPRC in later grades, even though no interventions were deemed necessary in the early identification process.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before the Ontario Special Education (English) Tribunal on June 28, 1993

PART VI: ROLES AND RESOURCES OF RELATED MINISTRIES

1. Ministry of Community and Social Services

The Ministry of Community and Social Services exists to help those persons in Ontario with special needs: children and adults who require assistance on either a temporary or a long-term basis.

That assistance is provided by a wide range of services. It may take the form of financial relief, physical care, or professional counselling, to cite a few examples.

The services of the Ministry of Community and Social Services provided both directly to and through funded agencies, can be grouped into two main categories: children and their families; and adults. This section deals only with services to children and/or their families. Services to children and/or their families include:

- group or foster homes
- adoption or foster parents
- help with physical, emotional, or developmental disabilities
- temporary or long-term help for children in need of protection
- probation and aftercare programs

Regional Offices

For the provision of services at the local level, the province is divided into four regions: northern, southwestern, southeastern and central. Within each region area offices administer services and provide information about funding, existing programs and services, and proposals for new programs.

The responsibilities for some programs are shared with private agencies or other levels of government. The area offices can help either directly or by referral. (For office locations see pages 61-63)

Family and Children's Services

For most children, the family is the best environment in which to learn and grow into responsible and independent adults. Therefore, a major aim of ministry programs is to

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strengthen the family unit and help children develop in a healthy home atmosphere.

It is recognized, however, that some children need the protection or the specialized help available only from outside the home. The variety of programs provided by the ministry are intended to address this need.

Children's Aid Society (CAS)

Children's aid societies (also called family and children's services) have two key responsibilities: assisting children who are in need of protection and supporting families in their child-raising responsibilities. The activities of local children's aid societies are preventative in that they attempt to deal with a family problem before it develops into a crisis.

The societies are non-profit corporations. The ministry provides supervision and major funding in partnership with local government. The services of the CAS in local communities include:

- programs to prevent family breakups, including parent education and family counselling
- protection of children from abuse and from situations of distress
- guidance for mothers-to-be who are on their own
- foster homes for children needing temporary or long-term placement
- adoption services - all aspects involved in helping a family arrange for and adjust to the adoption

Local children's aid societies (or family and children's services) are listed in the telephone directory, under "C".

Child Abuse And Neglect

The law says that "anyone who has information that a child is in need of protection must report this information to a children's aid society immediately. A children's aid society is legally required to investigate and must take appropriate action to protect the child".

Prevention

Public education is an important part of child abuse prevention. The ministry produces pamphlets and booklets for public use, as well as guidelines and research reports for professional use. The ministry also funds a variety of

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demonstration projects and programs aimed at preventing child abuse. For example, a central child abuse register has been set up to record the names of all children who have suffered abuse and the persons who have inflicted or permitted abuse. This information is then available to children's aid societies throughout the province as a means of "tracking" the child, thereby assisting the CAS in preventing repetition of incidents of child abuse in the family.

Young People in Trouble With the Law

The ministry supervises various programs and facilities for young people in trouble with the law. For instance, a young offender placed on probation is supervised by a probation and aftercare officer. The young offender may continue to live at home or may be placed in a foster or group home funded by the ministry. The ministry operates a small number of training schools for young offenders in need of a structured setting and assessment centres that ensure appropriate habilitation programming.

Children Requiring Residential Care

The ministry funds and supervises homes for children and youths unable to live with their families or on their own. Temporary accommodation is sometimes necessary during a family crisis such as illness, separation, or loss of housing. Long-term needs are filled by group homes, foster homes, and institutional care.

Foster Parenting

There is a continuing need for foster parents, who take care of boys and girls on both a short- and a long-term basis. Youngsters need foster care for a variety of reasons: they may have emotional or behavioural problems, may have been in trouble with the law, or cannot live at home in safety.

Local children's aid societies may be approached concerning current activities.

Children Requiring Emotional Care

Children with behavioural or psychological problems may receive care and treatment at children's mental health centres located throughout the province. These centres provide services for emotionally disturbed children, youths, and their families with a view to returning them home as contributing members of society.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before the Ontario Special Education (English) Tribunal, June 28, 1993

The ministry attempts to ensure that each child with problems has reasonable access to a range of mental health services. The ministry supervises these centres and provides operating funds.

Day Nurseries

The ministry ensures that all daycare centres and nurseries meet accepted standards of child care, educational stimulation, health, nutrition, child guidance, and fire safety. It licenses and supervises all group programs for normal children up to 10 years of age and for developmentally handicapped children, ages two to 18 years.

There are different types of daycare centres and nurseries within the community. People living in their homes can set up a private home-daycare agency caring for not more than five children. Some private homes are "supervised" by the local municipality or an approved agency and some qualify for a fees subsidy from the municipality.

Disabled Children at Home

Families who care for severely disabled children in their homes may qualify for a special monthly allowance. The Handicapped Children's Benefits Program is designed to help defray the extraordinary costs related to the special assistance and treatment needed for the severely disabled child.

A severely disabled child is one who is unable to perform such basic life functions as walking, eating without assistance, personal hygiene, and communicating.

Developmentally Handicapped Children

Services to developmentally handicapped children (children with a mental impairment or mental retardation) are administered by the ministry, community agencies, and facilities for the mentally retarded. Some facilities are owned and operated by the ministry; others are funded by the ministry and operated by local school boards. In the local community, services for retarded children may include:

. assessment and diagnostic funding

. family counselling

. day nurseries

. parent relief

. nursing and medical care

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

- behaviour modification programs
- training
- recreational and social activities
- life-skills training
- community outreach programs
- special programs for retarded children with additional disabilities such as hearing or sight loss

For Further Information

Pamphlets describing ministry services and programs are available from area offices of the Ministry of Community and Social Services or from:

Communications Branch
Ministry of Community and Social Services
Room MI-51, Macdonald Block
Queen's Park
Toronto, Ontario
M7A 1E9
Telephone: (416) 965-7825

Regional Offices: Children's and Adults' Services

Northern Ontario Regional Office

473 Queen Street East
2nd Floor
Sault Ste. Marie, Ontario
P6A 1Z5
(705) 949-8052

Area Offices

111 Larch Street
St. Andrew's Place
8th Floor
Sudbury, Ontario
P3E 4T5
(705) 675-4544

710 Victoria Ave.
Suite 301
Thunder Bay, Ontario
P7C 5P7
(807) 475-1345

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

551

222 McIntyre St. West
North Bay, Ontario
PIB 2Y8
(705) 474-4452

Central Ontario Regional Office

2195 Yonge Street
10th Floor
Toronto, Ontario
M4S 2B2
(416) 963-1010

Area Offices

110 Eglinton Ave. W.
5th Floor
Toronto, Ontario
M4R 2C9
(416) 965-7863 or
965-8449

70 Collier Street
5th Floor
Barrie, Ontario
L4M 4Z2
(705) 737-1311

90 Dundas Street West
2nd Floor
Mississauga, Ontario
L5B 2T5
(416) 276-7670

Southeastern Ontario Regional Office

336 Alfred Street
Kingston, Ontario
K7L 3S5
(613) 547-3481

Area Offices

1055 Princess Street
Suite 305
Kingston, Ontario
K7L 4Y3
(613) 547-3450

60 Hunter Street E.
Peterborough, Ontario
K9H IG5
(705) 743-1624

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

10 rue, Rideau
Ottawa, Ontario
KIN 9JI
(613) 234-1188

Southwestern Ontario Regional Office

195 Dufferin Avenue
5th Floor
London, Ontario
N6A IK7
(519) 438-8344

Area Offices

499 King Street East
St. John Place
2nd Floor
Hamilton, Ontario
L8N IGI
(416) 525-6431

195 Dufferin Avenue
5th Floor
London, Ontario
N6A IK7
(519) 438-8387

75 King Street South
5th Floor
Waterloo, Ontario
N2T IP2
(519) 886-4700

250 Windsor Avenue
2nd Floor
Windsor, Ontario
N9A 6V9
(519) 254-1651

District Offices: Children's and Adults' Services

11 Elm Street North
Timmins, Ontario
P4N 6A3
(705) 267-7901

P. O. Box 429
104 Government Road
Keewatin, Ontario
POX ICO
(705) 547-2801

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

2. Ministry of Health

The programs and services described below are provided by local boards of health as mandated by the Health Protection and Promotion Act, 1984.

Public Health Nursing Services

These services are aimed at preventing illness and disease, promoting health, and providing programs in the following areas:

- Prenatal education. The program provides a series of classes on pregnancy, childbearing, physical preparation for childbirth, nutrition, and infant care to prepare prospective parents for the arrival of their child.

- Parent education. The program offers a series of classes to parents of infants and young children on health supervision; nutrition, growth, and development; infant stimulation; immunization; and behaviour problems.

- Day Care and Day-Nursery Health Supervision. The program provides health supervision to children in daycare centres and day nurseries and includes identification and follow-up of children with special health needs, liaison with home, and provision of health screening services.

- Preschool Health Assessment. The program (which varies in content among health agencies) may include health assessment, developmental testing, vision and hearing screening, parent counselling in child growth and development, and behaviour problems and referrals.

- School Health Services. These services include a wide range of services, for example: health supervision and assessment; counselling; immunization; vision and hearing screening; scoliosis screening and assistance in health education; prevention of communicable diseases; home visiting; and referrals to other health agencies.

Family Planning Services

These include educational, promotional, counselling and clinical services. Clinical services provide examination by a physician, laboratory tests, counselling, and, in some instances, provision of contraceptives.

Nutrition Services

These services are provided primarily by public health nursing, dental, and nutrition staff. They include promotion, education, information, counselling, and

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consultative services. Some topics commonly addressed are: snacking and dental health, factors affecting food choices, establishment of good eating habits, and maintenance of desirable weight. Consultation on school food services and development of joint school/community programs is also available.

Dental Health Services

These services are provided by dental hygienists and dental health educators. They include the following programs for the prevention of dental disease and the promotion of good oral health for preschool and elementary school children:

- graded levels of instruction in dental health education and oral hygiene care
- annual inspection of selected children and referral for treatment needs.
- fluoride mouthrinse for children in non-fluoridated areas
- individual cleaning and topical fluoride application for high risk children

Control of Communicable Diseases

An immunization program implementing the Immunization of School Pupils Act is in effect. The medical Officer of Health has the authority, under the Act, to order the suspension of a child attending school, if the child is not and will not be immunized, and is not otherwise protected against diphtheria, tetanus, polio, measles, mumps, and rubella and has no valid medical or religious exemption.

Visual and Communication Aids

The Ministry of Health's Assistive Devices Program (ADP) provides Ontario residents who are 18 years of age and under and have a chronic illness or disability, approximately 75 per cent of the cost of visual and communication aids.

ADP currently covers wheelchairs and other mobility aids, prostheses, orthoses (including specialized seating systems, custom fabricated shoes and anti-burn/scar splints), hearing aids, genito-urinary and ostomy drainage supplies, and respiratory equipment and supplies.

Eligible visual aids include optical aids (magnifiers, telescopic systems); reading systems (closed-circuit TV enlargers); orientation and mobility devices (sonic guides, mowat sensors, canes); sight-substitution communication aids

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

(brailers, talking calculators, opticons); and adaptations to specialized medical equipment.

Communication aids covered by the program are alternate/ augmentative aids such as communication boards, speech synthesizers; signalling aids used to get attention; recording aids, which replace written communication; and speech and voice aids, such as an artificial larynx voice amplifier or palatal lifts and obturators.

In order to have 75 per cent of the cost of equipment covered, the young person must be first assessed by a physician. The physician then refers the client to an appropriate authorizer who works with the young person and the family to determine the exact specifications of the equipment needed.

Once an ADP authorization form is complete, the equipment may be purchased from a vendor of choice (except where otherwise specified).

For further information concerning the program or the workshops, please telephone the Assistive Devices Program toll free 1-800-268-6021 or in Toronto 963-1957 or write:

ADP
Ontario Ministry of Health
15 Overlea Blvd., 6th Floor
Toronto, Ontario
M4H 1A9

Public Health Inspection Services

These are provided primarily by public health inspectors directed to the protection and promotion of community public health. They include:

- building inspection for schools for public health hazards (e.g., lighting, washrooms, swimming pools, showers, noise control)
- inspection of eating areas and food handling

Health Education

Learning opportunities are provided in all areas of prevention, including lifestyle diseases. Health pamphlets are available from the local health unit, or directly from:

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

556

Health Resource Centre
Health Promotion and Information Branch
Ministry of Health
Hepburn Block, 9th Floor
Toronto, Ontario M7A 1S2

Public Health Units

Algoma Health Unit
Civic Centre, 6th Floor
99 Foster Drive
Sault Ste. Marie, Ontario P6A 5X6

Brant County District Health Unit
194 Terrace Hill Street
Brantford, Ontario N3R 1G7

Bruce County Health Unit
30 Park Street
P. O. Box 248
Walkerton, Ontario N0G 2V0

Durham Regional Health Unit
Community Health Services Centre
301 Golf Street
Oshawa, Ontario L1G 4B2

Eastern Ontario Health Unit
1000 Pitt Street
Cornwall, Ontario K6J 3S5

Borough of East York Health Unit
550 Mortimer Avenue
Toronto, Ontario M4J 2H2

Elgin-St. Thomas Health Unit
2 Wood Street
St. Thomas, Ontario N5R 4K9

Etobicoke Health Department
Etobicoke Civic Centre
Etobicoke, Ontario M9C 2Y2

Grey-Owen Sound Health Unit
595 9th Avenue East
Owen Sound, Ontario N4K 3E3

Haldimand-Norfolk Regional Health Unit
365 West Street
P. O. Box 247
Simcoe, Ontario N3Y 4L1

Haliburton-Kawartha-Pine Ridge District Health Unit
860 William Street
Cobourg, Ontario K9A 4K8

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

557

Halton Regional Health Unit
1151 Bronte Road
P.O. Box 7000
Oakville, Ontario L6J 6E1

Hamilton-Wentworth Regional Health Unit
74 Hughson St. South
P. O. Box 897
Hamilton, Ontario L8N 2A8

Hastings and Prince Edward Counties Health Unit
208 Bridge St. East
Belleville, Ontario K8N 1N8

Huron County Health Unit
Court House
Goderich, Ontario N7A 1M2

Kent-Chatham Health Unit
435 Grand Avenue West
P. O. Box 1136
Chatham, Ontario N7M 5L8

Kingston, Frontenac, and Lennox and Addington Health Unit
221 Portsmouth Avenue
Kingston, Ontario K7M 1V5

Lambton Health Unit
333 George Street
Sarnia, Ontario N7T 4P5

Leeds, Grenville, and Lanark District Health Unit
70 Charles Street
Brockville, Ontario K6V 1T3

Middlesex-London District Health Unit
346 South Street
London, Ontario N6B 1B9

Muskoka-Parry Sound Health Unit
Pine Street, P. O. Box 1019
Bracebridge, Ontario P0B 1C0

Niagara Regional Health Unit
130 Lockhart Drive
St. Catharines, Ontario L2T 1W4

North Bay and District Health Unit
200 McIntyre St. East
P. O. Box 185
North Bay, Ontario P1C 8C8

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

558

Timiskaming Health Unit
6 Tweedsmuir Road, Suite 206
P. O. Box 426
Kirkland Lake, Ontario P2N 1H9

Toronto City Health Department
East Tower, 7th Floor
City Hall
100 Queen Street West
Toronto, Ontario M5H 2N2

Waterloo Regional Health Unit
850 King Street West
Kitchener, Ontario N2G 1E8

Wellington-Dufferin-Guelph Health Unit
205 Queen St. East
Fergus, Ontario N1M 1T2

Metro Windsor-Essex County Health Unit
1005 Ouellette Avenue
Windsor, Ontario N9A 4J8

Borough of York Health Department
2700 Eglinton Avenue West
Toronto, Ontario M6M 1V1

York Region Public Health Branch
22 Prospect Street
Newmarket, Ontario L3Y 3S9

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

559

Northwestern Health Unit
15 Ocean Avenue West
R. R. 1
Kenora, Ontario P9N 2W7

North York Health Department
5100 Yonge Street
Willowdale, Ontario M2N 5V7

Ottawa-Carleton Regional Health Unit
1827 Woodward Drive
Ottawa, Ontario K2C 0R5

Oxford County Board of Health
509 Brant Street
P. O. Box 485
Woodstock, Ontario N4S 7Y5

Peel Regional Health Unit
10 Peel Centre Drive
Brampton, Ontario L6T 4B9

Perth District Health Unit
653 West Gore Street
Stratford, Ontario N5A 1L4

Peterborough County-City Health Unit
835 Weller Street
Peterborough, Ontario K9J 4Y1

Porcupine Health Unit
169 Pine Street South
Timmins, Ontario P4N 2K3

Renfrew County and District Health Unit
1217 Pembroke Street East, Highway 17
P. O. Box 940
Pembroke, Ontario K8A 7M5

Scarborough Health Department
Scarborough Civic Centre
160 Borough Drive
Scarborough, Ontario M1P 4N8

Simcoe County District Health Unit
County Administration Centre
Midhurst, Ontario L0L 1X0

Sudbury and District Health Unit
1300 Paris Crescent
Sudbury, Ontario P3E 3A3

Thunder Bay District Health Unit
300 Lillie St. North
P. O. Box 1024
Thunder Bay, Ontario P7C 4X8

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

560

PART VI: APPENDICES

1. Memoranda from the Ministry of Education

Policy/Program Memorandum	Subject	Issue Date
No. 1	Ontario Schools for the Deaf and the Ontario School for the Blind as Resource Centres	Revised 1982
No. 8	Learning Disabilities	Revised 1982
No. 11	Early Identification of Children's Learning Needs	Revised 1982
No. 36	Revision to Regulations under the Vocational Rehabilitation Services Act, 1970	81/11/23
No. 48	1. The Education Amendment Act, 1980 2. Special Education Regulations	82/03/03
No. 54	Ministry of Education Training Programs for Teachers, 1984-85	84/06/20
No. 59	Psychological Testing and Assessment of Pupils	82/10/11
No. 76C	Programs Provided by a Board in Lieu of a Provincial Service for Deaf, Blind, and Deaf-blind Exceptional Pupils	84/07/18
No. 81	Provision of Health Support Services in School Settings	84/07/19

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

561

Financial/ Architectural Memorandum	Subject	Issue Date
No. 4	Approval of Personalized Special Instructional Equipment	84/01/20
No. 14B	Funding of Education Programs for Pupils in Government-Approved Care and/or Treatment Facilities	82/11/18
No. 18	Grants to School Boards for French-As-A-First-Language Professional Development	84/06/06

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

562

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 1

Date of Issue: Revised 1982 **Effective:** Until revoked or modified

Subject: ONTARIO SCHOOLS FOR THE DEAF AND THE ONTARIO SCHOOL FOR BLIND AS RESOURCE CENTRES

Application: Regional Directors of Education
Directors of education
Superintendents of separate schools
Principals of schools

Reference: Memorandum 1971-72:4

The Ontario Schools for the Blind and the Deaf are prepared to act as resource centres to school boards and to provide appropriate assistance and guidance insofar as their personnel and facilities will permit. Requests for assistance should be made by local officials to the Regional Director of Education who will examine the requests and pass them along with comments or suggestions to the Superintendent of the school serving his or her region.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

563

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 8

Date of Issue: Revised 1982 **Effective:** Until revoked or modified

Subject: LEARNING DISABILITIES

Application: Directors of education
Principals of schools

References: Memorandum 1978-79:14 (Curriculum: The education of students with learning disabilities)

The Education Act requires school boards to provide appropriate special education programs and services for all their exceptional students by 1985, either directly, or by purchasing them from other school boards.

The Act also requires school boards to implement procedures for early and ongoing identification of the learning abilities and needs of pupils, and to prescribe standards in accordance with which these procedures are implemented. Identification and appropriate intervention at this early stage will ensure that learning-disabled students are provided with meaningful early school experiences related to their individual strengths and needs.

1. DEFINITION OF LEARNING DISABILITIES

The Ministry of Education defines learning disability (Special Education Information Handbook, 1981) as:

> 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
>
> (i) impairment of vision;
>
> (ii) impairment of hearing;
>
> (iii) physical handicap;
>
> (iv) mental retardation;
>
> (v) primary emotional disturbance; or
>
> (vi) cultural difference; and

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

(b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with defects in one or more of:

(i) receptive language (i.e., listening, reading);

(ii) language processing (i.e., thinking, conceptualizing, integrating);

(iii) expressive language (i.e., talking, spelling, writing);

(iv) mathematical computations; and

(c) may be associated with one or more conditions diagnosed as:

(i) a perceptual handicap;

(ii) a brain injury;

(iii) minimal brain dysfunction;

(iv) dyslexia; or

(v) developmental aphasia.

2. IDENTIFICATION OF LEARNING DISABILITIES

(a) General screening to identify students with learning disabilities

Identification procedures for students suspected of having learning disabilities should be carried out in the student's language of instruction. Where a student's language is other than English or French, a reasonable delay in the language-based aspects of assessment should be considered.

The screening should consist of an early developmental review involving parents and local interdisciplinary services. The procedures involved are outlined in Memoranda 1978-79:15 and 1979-80:24 on Early identification of children's learning needs.

No single characteristic is likely to be diagnostic of a learning disability. Since children develop at different rates and in different ways, care should be taken to ensure that developmental differences are not automatically seen as disabilities. Where, however, a child is exhibiting a number of characteristics normally associated with learning disabilities, further assessment should be considered.

(b) Specific diagnostic procedures for students identified as having learning disabilities

A diagnostic evaluation for individual students should be based on some or all of the following:

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

- continuous educational assessment;
- detailed health assessment (hearing, vision, physical and neurological);
- psychological assessment;
- language assessment;
- social/family history;
- assessment of observed behaviours in a variety of settings.

Assessments may vary in complexity according to the requirements of each pupil under consideration.

It is essential that all results of diagnostic procedures and their implications be discussed with the parent, student, and educators involved in the planning and implementation of the student's program. It is expected that communication and co-operation will have been established previously between the home and school. Families are a most influential force in the development of children and youth; without family involvement, opportunities for the progress of exceptional pupils are greatly reduced.

3. PROGRAMMING FOR STUDENTS WITH LEARNING DISABILITIES

The assessment results (learning styles, strengths, interests, needs, and socio-emotional development) will dictate the most effective program. It is of paramount importance that the findings or psychological, educational and medical reports be translated into instructional expectations and strategies to assist teachers to meet the needs of each student. With the assistance of the resources available, including information resulting from the diagnostic procedures, the school principal, in consultation with special education and student services personnel, has the responsibility of ensuring that an appropriate program will be implemented for each student. A cautionary note should be added here. Although assessment is the basis for program development it is good practice to hold assessment results as tentative. This should not inhibit program development but, rather, permit program adjustments and modifications to be made as new information becomes available.

In many cases, reinforcement of the program at home will be desirable and productive. School and board personnel should work closely with parents to ensure that a consistent and co-operative approach is developed and sustained.

Both elementary and secondary schools should have resource teachers available to assist learning disabled students. School boards should also make provision for assistants to work with individual students where necessary, and under the direction of the classroom teacher. Such assistance might be in the form of tutorial

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

Liaison with the home, other involved professionals, and community agencies must be maintained to ensure integration of services and the effectiveness of the program.

The teaching methods used with a learning disabled student must be highly personalized and compatible with the student's strengths. It is important that the methodology be structured, sequential, and reinforced with relevant activities. Acceptance, commitment, and involvement on the part of pupil and parents are critical to the success of each student's program.

Programs must be reviewed regularly (Regulation 262).

Special instructional equipment should be provided where it will be of assistance in the development of a successful program. It should be used to foster self-confidence and independence.

The education of children and youth with learning disabilities is the responsiblity of school boards in Ontario. In the majority of circumstances, children with learning disabilities will be residing in their own homes. It is recognized, however, that there are a few exceptional cases where a pupil will have a clearly identifiable need for special non-education services; i.e. care or treatment. Some pupils may require residential services for such educational programs.

Admission to the majority of residential facilities in Ontario is determined selectively on the basis of assessed need for special non-educational services. That is, the child's educational requirements, per se, have no bearing on his or her eligibility for residential care.

Responsibility for seeking appropriate residential care facilities rests directly with the parents of each pupil. School boards are, however, expected to assist parents in locating the appropriate care or treatment service. Depending upon the nature of the child's requirements, this may be provided by a children's mental health centre, children's psychiatric service, children's aid society or other organizations offering appropriate service. It should be made clear to the parent that contact does not necessarily mean the child will be accepted into an approved residential program, but only that the agencies involved and the school board will work together with the family in clarifying the nature of the child's needs and assist in finding appropriate provision.

Collaboration between school boards and the Ministry of Community and Social Services and its funded agenices will be necessary to ensure that planning responds to the needs of individual children and families generally.

Information regarding care and treatment services may be obtained from the appropriate Children's Services area office of the Ministry of Community and Social Services.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

sessions on an individual or small-group basis conducted by teachers, classroom assistants, aides, or volunteers. School boards should ensure that classroom assistants have suitable skills and knowledge for the conduct of their assignments with learning disabled students.

Students with mild forms of learning disabilities can be served appropriately within the regular classroom. A special education consultant or resource teacher can provide the assistance required by the classroom teacher in the selection and organization of materials and instructional approaches suitable to the needs of these students.

Students with moderate forms of learning disabilities will probably require assistance outside of the regular classroom on a part-time basis. The assistance should be available for individual students or small groups for part of the day. A resource room teacher, itinerant special education teacher or classroom assistant should be assigned to schools, depending on the need in each community.

Students with severe forms of learning disabilities may require placement in a special education class for children with learning disabilities.

A learning-disabled pupil's level of intelligence, background of experience, stability of personality and home support may decrease or increase his/her ability to function in school. These factors must be considered when recommending placement. A student who has some severe learning disabilities but who also has a number of strengths may be able to handle a regular classroom with part-time assistance, whereas a less disabled student who has many accompanying needs may require full-time special class placement. The type of assistance required may change from year to year. A pupil retained in a regular classroom with support help may require a full-time special class placement at a later time in his educational program. Conversely, a student requiring full-time special class placement for one or two years may be able to cope in a regular grade with part-time assistance at the end of that time. Some mildly disabled students may need part-time assistance for a period of time to develop strategies to help them cope adequately in a regular classroom.

The enrolment and the placement of students in such programs are to be in accordance with the terms of Regulation 262 Elementary and Secondary Schools and Schools for Trainable Retarded Pupils - General, as amended by Ontario Regulation 617/81, and in accordance with the the guidelines in the Special Education Information Handbook, 1981.

School boards should provide professional support services to classroom personnel for ongoing assistance in individual student program development, evaluation and follow-up.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

568

4. MINISTRY RESOURCES FOR THE EDUCATION OF STUDENTS WITH LEARNING DISABILITIES

(a) Financial assistance

The annual General Legislative Grants Regulation provides financial assistance to school boards for the provision of programs and services at the elementary and secondary school levels. This includes programs and services for children with learning disabilities.

(b) Professional development for teachers

The Ministry of Education Special Education courses permit a comprehensive program in learning disabilities during the three parts of the summer/winter courses. These courses provide for the preparation of teachers, consultants and supervisory personnel who have responsiblity for the education of exceptional students. A component of pre-service teacher education programs focuses on special instructional approaches for exceptional students, including those with learning disabilities.

(c) Curriculum development

The Ministry of Education has developed a support document entitled, Children with Learning Disabilities (Curriculum Ideas for Teachers, 1980). This publication deals with classroom instructional approaches and techniques for teachers of students with learning disabilities.

(d) Regional offices

The Ministry of Education, through its regional offices, will provide assistance to school boards in:

(i) the use of early identification processes;

(ii) their efforts to provide appropriate educational programs for students with learning disabilities; and,

(iii) evaluating the effectiveness, and need for further development, of resources, programs and services.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

569

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 11

Date of Issue: Revised 1982 **Effective:** Until revoked or modified

Subject: EARLY IDENTIFICATION OF CHILDREN'S LEARNING NEEDS

Application: Directors of education
Principals of schools

References: Memoranda 1978-79:15; 1979-80:24

Each school board is required to have approved and in operation by September, 1981, procedures to identify each child's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. These procudures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life.

It is expected that school boards having adopted procudures known to be in tune with the development characteristics of young children will continue to refine them as staff knowledge and experience increases.

Some Principles for Early Indentification

1. Language development is a major component of early identification. It is important, therefore, that procedures used be in English for an English speaking child and in French for a French speaking child. Where a child's language is other than English or French, a reasonable delay in the language based aspects of assessment should be considered.

2. Teachers in consultation with parents must strive to know each child as soon and as thoroughly as possible in order to provide learning opportunities that will help each child. It is imperative that children and their parents do not feel that they are in an "examination-test" situation when information related to the provision of learning opportunities is obtained. Where necessary other professionals may assist in this process.

3. A variety of strategies should be used to maintain an ongoing review of each child's emotional, social, intellectual and physical development.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

4. Continuous assessment from different perspectives should be followed up with suitable programs that reflect what is known about each child at any point in time. Such programs should be provided in an environment wherein the child feels secure.

5. Information derived from assessment should be treated as tentative and temporary; it is not appropriate to use these data to predict children's long-term achievements.

6. Teachers may identify some children with special needs who require further assessment. Teachers should consult with other professionals to determine appropriate learning programs.

SOME RESOURCES FOR EARLY IDENTIFICATION

1. In recent years there has been much activity in the development of instruments for use in early identification procedures. Careful analysis and review of these instruments in the context of primary education is essential.

2. Research consistently confirms that a supportive teacher who implements programs suited to children's individual needs and who provides immediate, positive reactions about developing competencies and attitudes, is a very reliable authority for deciding what a child can and cannot do.

3. Teachers may need to reinforce their interview skills, their skills in interpreting different facets of child behaviour, and their abilities to recognize when other professional assistance is necessary.

   Inservice activities should be developed to accommodate these needs. Professional activity days could be used most effectively for this purpose.

4. Personnel within Ontario's 43 public health units may be able to assist school boards with relevant social and health information. Contact with the local medical officers of health is encouraged.

   In jurisdictions where parents provide teachers with social and health information, parents must be assured that the information will be kept confidential, and that it will be used in establishing good educational programs for children.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

5. Within regional offices of the Ministry of Education, designated staff members have responsibility for assisting boards with matters relating to early identification.

6. A resource guide to The Formative Years, tentatively entitled "The Beginning Years of School" is being prepared by the Ministry of Education. This guide will provide suggestions for implementing early identification procedures within the context of early childhood programs.

7. The Ministry of Education has initiated a number of research studies designed to provide up-to-date information on meeting the needs of young children. The reports are available either in microfiche or as bound copies from:

Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1N8

Learning abilities: identification and intervention practices (1981)
Mr. Iain Davidson, Dr. Margaret Hughes, Dr. Harry Silverman, Ontario Institute for Studies in Education. $5.00

This study describes early identification procedures and intervention programs being used in Ontario, evaluates the reliability and validity of these techniques, and outlines criteria for choosing appropriate instruments and procedures.

The Windsor early identification project (1976)
Dr. K. G. O'Bryan, Ontario Educational Communications Authority

The approach used in the Windsor Project was multi-disciplinary, involving educators, psychologists, the medical profession and the research team. The tests developed were designed for Windsor but have general applicability with some local modification.
Bound copy $2.50 Microfiche (ON00565) $1.50

Le projet de dépistage précoce de Windsor (1976)
Dr. K. G. O'Bryan, Ontario Education Communications Authority
Bound copy $2.50 Microfiche (ON00565) $1.50

Children's characteristics on school entry (1980)
(Junior Kindergarten, Senior Kindergarten and Grade 1)
Dr. G. A. V. Morgan, University of Guelph.

The research team developed a set of instruments and used them on a representative sample of children entering school for the first time to identify the skills and abilities that they had acquired. Data was also collected on parents' expectations of the school program as well as the schools' expectations of the beginning children. $5.00

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

Identification of learning disabilities in Ontario: A study of the validity of assessment instruments and procedures (1980)
Dr. Robert B. MacIntyre - Ontario Institute for Studies in Education.

In addition to examining instruments and procedures, the researchers studied the process used in schools to generate, apply and interpret data. The report includes an annotated list of major tests with a validity summary for tests specific to the learning disability issue.

Early childhood education: perceptions of programs and children's characteristics (1980)
Dr. M. W. Wahlstrom, Ontario Institute for Studies in Education.

Ontario programs for children aged three to eight are described and analysed. Issues relevant to Early Childhood Education are outlined and related to the delivery of services through the programs of various agencies. $5.00

Kindergarten programs: effects of regular half day, alternate full day, and daily full day programs
Dr. Andrew Biemiller, University of Toronto.

The study examined the effects of the three types of program on the children's health, temperament, preferences and their skills in a variety of academic and social situations.
Microfiche (ON01480) $1.50

8. Many school boards have had early identification procedures in place for some time; they can provide valuable information to boards wishing assistance. A random sample of early identification programs around the province is presented in Curriculum Connections No. 14, October 1979, a publication available from the Ontario Association for Curriculum Development, c/o Edgewood Junior Public School, 230 Birkdale Road, Scarborough, Ontario, M1P 3S4. A reference copy is held by the:

Information Centre
Ontario Ministry of Education
(416) 965-1451

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

572

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 36

Date of Issue: November 23, 1981 **Effective:** Until revoked or modified

Subject: REVISION TO REGULATIONS UNDER THE VOCATIONAL REHABILITATION SERVICES ACT, 1970

Application: Directors of education
Principals of schools

Reference: Memorandum 1981-82:15; September 1981 Education Act, R.S.O. 1980, Chapter 129

Special education responsibility legislation requires that all school boards assume full responsibility for the education of exceptional children of school age by September 1, 1985.

In conformity with the special education legislation the Ministry of Community and Social Services has revised the regulations under the Vocational Rehabilitation Services Act, 1970 (VRS Act). The purpose of this amendment is to transfer to the educational system responsibility for providing special education to children with learning disabilities who are receiving funding under the VRS Act. No more related applications will be accepted from parents or guardians on behalf of learning disabled children after August 31, 1985.

This VRS program will be phased out gradually by temporarily allowing eligibility of those requesting special education if:

(a) they have a learning disability; and

(b) they have the right to attend school; and

(c) the school board furnishes evidence that it cannot provide an appropriate educational program.

Beginning January 1, 1982, the Vocational Rehabilitation Services Branch of the Ministry of Community and Social Services will accept applications for funding learning disabled pupils in private school programs only if the application is supported by:

(a) a written statement from the applicant's local school board verifying that the board cannot provide, either directly or through a purchase of service, an educational program which meets the applicant's educational needs; and

(b) an educational assessment and recommendation prepared by the local school board concerning the kind of educational program that will meet the applicant's needs; and

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

(c) a written assessment of the applicant's learning disability prepared on behalf of a school board by a person who is registered under the Psychologists Registration Act.

For the purposes of application criteria for this VRS program the Ministry of Community and Social Services has indicated that when a registered psychologist is unable to assess the applicant personally, the psychological assessment may be carried out under the supervision of a registered psychologist. Psychological assessments performed elsewhere, but acceptable to the school board, also meet these criteria.

A copy of the revisions to the VRS regulations is attached for your information.

Board officials who wish to obtain further information concerning referral procedures for the VRS program should contact their Ministry of Education Regional Office.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

575

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 48

Date of Issue: March 3, 1982 **Effective:** Until revoked or modified

Subject:
1. THE EDUCATION AMENDMENT ACT, 1980
2. SPECIAL EDUCATION REGULATIONS

Application: Regional directors
Directors of education
Superintendents of schools
Principals of schools

Reference: Memorandum 1981-82:32

1. THE EDUCATION AMENDMENT ACT, 1980

Bill 82 is now incorporated into the Education Act in the Revised Statutes of Ontario, 1980. It is properly called, The Education Amendment Act, Statutes of Ontario 1980, Chapter 61 or The Education Amendment Act, 1980.

2. SPECIAL EDUCATION REGULATIONS

The special education regulations have now been approved by the Lieutenant Governor in Council and reference copies are enclosed for your use. The regulations are listed below by number and title.

(i) Regulation 274, as amended by Ontario Regulation 553/81, entitled Special Education Programs and Services:

(ii) Ontario Regulation 554/81 entitled, Special Education Identification Placement and Review Committees and Appeals.

Additional copies may be obtained from the Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1N8.

A regulation outlining provisions with respect to the establishment of Regional Tribunals is in preparation.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

576

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 54

Date of Issue: June 20, 1984

Effective: Until revoked or modified

Subject: MINISTRY OF EDUCATION TRAINING PROGRAMS FOR TEACHERS, 1984-85

Application: Chairmen of School Boards
Directors of Education
Principals of Schools

Reference: This memorandum replaces Policy/Program Memorandum #54, dated May 6, 1983

This memorandum describes teacher education programs operated by or for the Ministry of Education.

These programs are:

1. Teacher of the Blind and Deaf-Blind at The W. Ross Macdonald School (Brantford);

2. Teacher of the Deaf at the Teacher Education Centre (Belleville);

3. Training programs for teachers and administrators of educational programs for children with learning disabilities and specific language learning disabilities at Centre Jules Leger (Ottawa), the Sagonaska School (Belleville) and the Trillium School (Milton).

1. PROGRAMS TO TRAIN AS A TEACHER OF THE BLIND AND DEAF-BLIND

(a) Teacher of the Blind

The program to train teachers of the blind is now offered by the Faculty of Education, University of Western Ontario at The W. Ross Macdonald School, Brantford. Teachers who wish to take additional qualification courses leading to Specialist Qualification, Teacher of the Blind, should refer to Appendix A for application instructions.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

(b) Teacher of the Deaf-Blind

A three-year in-service program to train as a teacher of the deaf-blind is offered during the school year by the Ministry of Education at The W. Ross Macdonald School in Brantford. Teachers who wish to take additional courses leading to the Specialist Qualification, Teacher of the Deaf-Blind, should refer to Appendix A for application instructions.

2. PROGRAM TO TRAIN AS A TEACHER OF THE DEAF

The Ministry of Education provides a program for qualified teachers to acquire certification in deaf education at the Teacher Education Centre, Belleville.

Persons who hold an Ontario Teacher's Certificate, or who will qualify for an Ontario Teacher's Certificate in the spring preceding enrolment, are eligible to apply.

Teachers who successfully complete this specialist program will receive a Diploma in Deaf Education. Their Ontario Teacher's Qualification Record Card will be endorsed to indicate that they have qualified to teach deaf or hard-of-hearing pupils in Ontario.

Refer to Appendix B for application instructions.

3. TRAINING PROGRAMS FOR TEACHERS AND ADMINISTRATORS OF EDUCATIONAL PROGRAMS FOR CHILDREN WITH LEARNING DISABILITIES AND SPECIFIC LANGUAGE LEARNING DISABILITIES

(a) Centre Jules Leger

The Centre Jules Leger, of the Faculty of Education, University of Ottawa, offers in-service teacher education programs during the school year. Teachers of regular and special education classes, counsellors, and administrators of special education programs, may wish to attend these training programs dealing with specific learning disabilities and serious language disabilities.

Ten to twelve persons will be accepted for each session. They will study the fundamental elements in the preparation and implementation of programs for learning disabled students. A selection procedure will be used which gives fair consideration to all school boards.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

The objective of these programs is to inform participants about:

- the nature of disabilities in learning and language
- the methods used to identify and diagnose such disabilities
- the methods and materials used to teach children with learning and language disabilities
- the variety of organizational models which can be used in these specialized programs.

There will also be three-day programs dealing with the remediation of learning difficulties in arithmetic, language, reading and spelling.

The Ministry of Education will reimburse school boards for the cost of occasional teachers who replace participants in these programs to a maximum of $50.00 per day. School boards should send their invoices to:

Program Director
Centre Jules Leger
631 Smythe Road
Ottawa, Ontario
K1G 1N7
Telephone: (613) 523-7063

During the session, participants may have lunch and dinner at the Centre Jules Leger. The Centre does not provide living accommodation; each candidate must therefore make his or her own arrangements.

Each program includes information meetings, demonstrations, in-class observation, discussions and periods of practical instruction.

Each session is approximately 40 hours in length, beginning Monday morning and ending Friday afternoon.

Refer to Appendix C for application instructions and session dates.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

(b) The Trillium School

The Trillium School in Milton offers one-week, two-week and one-day programs during the school year. Candidates for the week-long sessions should be regular classroom teachers (elementary or secondary), principals, or beginning special education or resource teachers. Experienced special education teachers and administrators will probably find the one and two-day sessions more appropriate to their needs.

Each session will accommodate ten to twelve persons, and will cover the fundamentals of developing and implementing specialized programs for children with learning disabilities.

Among the in-service initiatives are one-day and two-day workshops specifically designed for school principals, superintendents and education officers. These workshops will provide administrators with an overview of the curricula and the resources available to serve the needs of learning disabled students. The workshops will be developed co-operatively with school board personnel to ensure that the agenda for each program meets each group's specific needs.

Each program will include methods and techniques for:

- planning and implementing programs consistent with the goals and expectations of the Ministry of Education;
- assessing students' learning on a continuous, individual basis;
- diagnosing difficulties and developing appropriate programs;
- using special materials and equipment; and,
- recording and reporting the students' growth and development.

The ministry will pay a board to a maximum of $50.00 per day per teacher on a one-week or two-week program if the board is required to employ a supply teacher as a replacement. On completion of the in-service session, school boards should send their invoices to:

Program Director
Trillium School
347 Ontario Street South
Milton, Ontario
L9T 3X9
Telephone: (416) 878-8428

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

The ministry will supply single room accommodation on the premises at no charge.

School boards and/or teachers will be responsible for transportation and meals. Meals are available on campus at a reasonable cost.

A selection procedure will be used which gives fair consideration to all school boards. The boards will be notified of the dates of their sessions and will be asked for the names of the personnel who will be attending.

One of the goals of the teacher education program is the sharing of the concepts acquired at the Trillium School throughout each school system in the province. Visiting teachers are encouraged to present these ideas to their colleagues.

Refer to Appendix D for application instructions and session dates.

(c) The Sagonaska School

Although the Sagonaska School is a new member of the Demonstration School team, it has a long history of providing educational programs for students with specific language learning disabilities.

During the school year, Sagonaska offers one-day information sessions for parents, educators and other interested persons, as well as intensive three-week in-service sessions for teachers. The teacher training sessions are designed to meet the needs of the school boards which are considering implementation of programs for students with specific language learning disabilities.

Because of limited accommodation and the need to provide effective practicum assignments, enrolment at each session will be restricted to five candidates.

Each session will last three weeks and will familiarize teachers with instructional techniques and learning materials which address specific language learning disabilities. The methodologies used at the Sagonaska School will require intensive work if they are to be mastered in this period of time.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

The program will consist of formal lectures, observations of video-taped lessons and classroom demonstrations, reading and research assignments. Practicum assignments in tutoring individual students and teaching class groups of five or six students will also be included in the program. Although most contact with students will occur during the day in the regular classrooms, there will be assignments to work with individual students during the evenings in the residences.

The ministry will pay a board to a maximum of $50.00 per day per teacher on course if the board is required to employ a supply teacher as a replacement. On completion of the in-service session, school boards should send their invoices to:

Program Director
Sagonaska School
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Telephone: (613) 962-8658

The Sagonaska School has a small professional library which will be available to candidates.

The ministry will provide single room accommodation at no charge. Meals are available on campus at reasonable cost. School boards and/or teachers will be responsible for costs of transportation and meals.

A list of materials to be brought to the session will be sent to each applicant upon receipt of his or her confirmation of registration.

Refer to Appendix E for application instructions and session dates.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

APPENDIX A

1. (a) PROGRAM TO TRAIN AS TEACHER OF THE BLIND

Teachers who wish to take additional qualications courses leading to Specialist Qualification, Teacher of the Blind, should contact:

Educational Services
Faculty of Education
The University of Western Ontario
1137 Western Road
London, Ontario
N6G 1G7
Telephone: (519) 679-2368

This course is provided at The W. Ross Macdonald School, Brantford.

(b) PROGRAM TO TRAIN AS TEACHER OF THE DEAF-BLIND

Teachers who wish to take additional courses leading to the Specialist Qualification, Teacher of the Deaf-Blind, should contact:

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

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

APPENDIX B

2. PROGRAM TO TRAIN AS TEACHER OF THE DEAF

Applications for the 1984-85 session must be submitted by June 29, 1984 to:

Program Co-ordinator
Teacher Education Centre
Sagonaska School
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Telephone: (613) 962-8658

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

APPENDIX C

3. (a) TRAINING PROGRAM FOR FRANCOPHONE TEACHERS AND ADMINISTRATORS OF EDUCATIONAL PROGRAMS FOR CHILDREN WITH LEARNING DISABILITIES AND SPECIFIC LANGUAGE LEARNING DISABILITIES (LEGER)

Forward applications to:

Faculty of Education
University of Ottawa
651 Cumberland Street
Ottawa, Ontario
K1N 6N5

The dates for the 1984-85 sessions are as follows:

15 octobre au 19 octobre 1984	Troubles d'apprentissage (primaire)
5 novembre au 9 novembre 1984	Troubles d'apprentissage (secondaire)
21 janvier au 25 janvier 1985	Troubles de langage
4 au 8 février 1985	Troubles d'apprentissage (primaire)
25 février au 1er mars 1985	Troubles d'apprentissage (secondaire)
25 mars au 29 mars 1985	Troubles d'apprentissage (primaire)
15 avril au 19 avril 1985	Troubles de langage
6 mai au 10 mai 1985	Session de reintegration

MINI SESSIONS

26, 27, 28 novembre 1984	Lecture
20, 21, 22 février 1985	Orthographe
18, 19, 20 mars 1985	Mathematique
29, 30 avril, 1er mai 1985	Lecture
15, 16, 17 mai 1985	Langage
27, 28, 29 mai 1985	Orthographe

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

APPENDIX D

3. (b) TRAINING PROGRAMS FOR ANGLOPHONE TEACHERS AND ADMINISTRATORS OF EDUCATIONAL PROGRAMS FOR CHILDREN WITH LEARNING DISABILITIES (TRILLIUM)

Forward applications to:

Program Director
Trillium School
347 Ontario Street South
Milton, Ontario
L9T 3X9
Telephone: (416) 878-8428

The dates for the 1984-85 sessions are as follows:

September 17 to 21, 1984
October 1 to 5, 1984
October 15 to 19, 1984
October 29 to November 2, 1984
November 5 to 9, 1984
November 19 to 23, 1984
November 26 to 30, 1984
December 10 to 14, 1984
January 14 to 18, 1985
January 28 to February 1, 1985
February 4 to 8, 1985
February 18 to 22, 1985
February 25 to March 1, 1985
March 25 to 29, 1985
April 15 to 19, 1985
April 22 to 26, 1985
May 6 to 17, 1985 (Two-week session)
May 27 to 31, 1985
June 10 to 14, 1985

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

APPENDIX E

3. (c) TRAINING PROGRAMS FOR ANGLOPHONE TEACHERS AND ADMINISTRATORS OF EDUCATION PROGRAMS FOR CHILDREN WITH SPECIFIC LANGUAGE LEARNING DISABILITIES (SAGONASKA)

Forward applications to:

Program Director
Sagonaska School
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Telephone: (613) 962-8658

The dates for the 1984-85 sessions are as follows:

Three-week in-service sessions:

September 24 to October 12, 1984
November 12 to 30, 1984
January 14 to February 1, 1985
February 11 to March 1, 1985
April 22 to May 10, 1985
May 21 to June 7, 1985

One-week refresher course for graduates of the three-week sessions of previous years:

March 25 to 29, 1985

Information Days:

October 23, 1984
December 4, 1984
February 26, 1985
April 16, 1985

NOTE: An additional Information Day will be held during the week of January 14 to 18, 1985, if there is sufficient demand.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

587

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 59

Date of Issue: October 11, 1982 **Effective:** Until revoked or modified

Subject: PSYCHOLOGICAL TESTING AND ASSESSMENT OF PUPILS

Application: Directors of education
Principals of schools

When school boards are considering the provision of psychological services, the following principles should be taken into account:

1. Consistent with the Education Act and Regulations thereunder, where a school board chooses to provide psychological services, a role description and/or terms of employment satisfactory to the school board and the person(s) employed should recognize:

   a) that before any psychological assessment is undertaken, the pupil, if he or she is an adult, or a parent, or guardian, if the pupil is a minor, must be informed of the purpose, nature and possible implications of the procedures, and must provide prior written consent for such assessment, based on the information provided;

   b) that psychologists providing such service function under the administrative supervision of the appropriate supervisory officer and, where performing their duties in a school, are subject to the administrative authority of the principal;

   c) that psychologists perform their professional duties within the rules of conduct which govern their profession at large;

   d) that responsibility for action related to judgements and recommendations as a result of psychological assessments rests with the school board through the appropriate supervisory officer, in consultation with the parent and with the parent's approval;

   e) that any service described by the use of the words "psychological", "psychologist", or "psychology" should be offered only under the supervision of or by a duly registered psychologist.

2. Services designated by a board as educational assessment or testing are not governed by the provisions of the Psychologists' Registration Act. School boards in providing assessments may utilize a variety of procedures and tests.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

3. Care should be exercised in protecting the confidentiality of information. Since the reports of psychological assessments conducted under the aegis of a school board are for the educational benefit of the pupil, the subsequent recommendations should be discussed with parents, principals and appropriate teaching personnel.

4. Consistent with Regulation 271, Pupil Records, reports may be placed in the pupil's record folder. With the concurrence of the principal, such reports may be removed upon request of a parent or guardian or, where he or she is an adult, the pupil. It is recommended that reports no longer conducive to improvement of the pupil's program be removed from the record folder by the principal.

5. In cases where reports or portions of reports of psychological assessments are to be shared with persons outside the employ of the board, it is essential that written permission be obtained from the parent of the pupil, or from the pupil, if he or she is an adult.

6. The administration and interpretation of the assessment must be made carefully, recognizing the impact of the pupil's culture and language facility on the results of the assessment. The assessment should be conducted in English for an English-speaking pupil and in French for a French-speaking pupil. If the pupil's first language is other than English or French and/or the pupil lacks facility in either of these languages, consideration should be given to postponing the assessment or, where possible, conducting the assessment in the child's first language.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

589

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 76C

Date of Issue: June 18, 1984 **Effective:** Until revoked or modified

Subject: PROGRAMS PROVIDED BY A BOARD IN LIEU OF A PROVINCIAL SERVICE FOR DEAF, BLIND AND DEAF-BLIND EXCEPTIONAL PUPILS

Application: Directors of Education

Reference: This memorandum replaces Policy/Program Memorandum #76C, dated September 15, 1983.

Under the Education Act, every school board is required to provide special education programs for its resident pupils, regardless of their exceptionalities, by 1985. This requirement includes programs and services for exceptional pupils identified as visually handicapped and hearing impaired. Funding for such programs and services is provided through the Act's general funding provisions. Additional costs to the board are offset by Ministry grants for special educational programs and services.

In certain circumstances, a board may wish to establish a special education program of instruction and support services to serve blind, deaf, or deaf-blind exceptional pupils (resident-internal or non-resident pupils) comparable to that provided at provincial schools.

Such a program may be recognized as being in lieu of a provincial service, if it satisfies the following criteria:

1. The program is provided for exceptional pupils who would otherwise be in attendance at one of the provincial schools for the blind or deaf, i.e.;

   a) The W. Ross Macdonald School, Brantford

   b) The Sir James Whitney School, Belleville

   c) The Ernest C. Drury School, Milton

   d) The Roberts School, London.

In order for an exceptional pupil to be eligible for admission to one of these schools, the pupil must require a special education program because of a severe or profound visual or auditory handicap, or both, as certified by a legally qualified medical practitioner.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

2. The program of instruction is provided by a teacher who has the qualifications necessary to teach the blind, deaf, or deaf-blind, as outlined in Ontario Regulation 268, Section 23.

   The teacher must:

   a) hold a certificate of qualification or a letter of standing to teach in an elementary school or secondary school in Ontario;

   b) hold the Diploma in Deaf Education granted by the Minister or qualifications in education of the deaf that the Minister considers equivalent; and/or

   c) have completed, or be actively engaged in completing, the requirements for the specialist qualification for teaching the blind, or hold qualifications in education for the blind that the Minister considers equivalent; and/or

   d) have completed, or be actively engaged in completing, the requirements for the specialist qualifications in education of the deaf-blind, or hold qualifications in education for the deaf-blind that the Minister considers equivalent.

3. The program and services provided by a board for blind, deaf, or deaf-blind exceptional pupils are, in the opinion of the Minister, a comparable alternative to those provided at one of the provincial schools for the deaf or the provincial school for the blind.

   In order to be deemed a comparable alternative, the board program shall:

   a) be provided for pupils who are educationally

      i) deaf, with a hearing threshold greater than 70 dB level, ANSI 1969, unaided; or

      ii) blind, i.e. braille user; or,

      iii) deaf-blind.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

b) be provided to pupils who are organized in reasonably homogeneous groups, according to degree of exceptionality, age and individual needs. It is expected that exceptional pupils requiring such programs will spend at least 50 per cent of their school day under the direct instruction of the specialist teacher. An itinerant teaching program for blind, braille-using pupils may be considered a comparable alternative to a provincial school program if the pupils receive extensive support from a specialist teacher for the blind.

c) provide curricula which conform to Ministry policy and guidelines and which recognize the exceptional needs of the pupils involved.

d) be supported by educational services and materials which blind and/or deaf exceptional pupils require, such as hearing aids, audiological support, acoustically designed learning areas, and opportunities for consultation and evaluation by qualified, experienced educators of the deaf or blind. (Such assistance may be requested from the provincial schools).

Where a school board receives the Minister's approval for such a program in lieu of a provincial service, a grant will be paid to the board based on the number of teachers and the number of teacher-aides employed by the board for the provision of the program. The amounts which will be paid are specified in the General Legislative Grants regulation.

Only those teachers and teacher-aides directly employed in providing such approved programs will be considered in determining the amount of grant to be paid. However, in the case of blind-deaf pupils, the Minister may approve the grant for the employ of a teacher-aide(s) to perform the duties and functions of an intervenor for such deaf-blind pupils.

Requests for approval for grant purposes must be submitted to the Regional Director of Education annually, indicating:

a) The names, ages, and geographic area of the pupils to be served, accompanied by a statement from the superintendent of the appropriate provincial school regarding their admission eligibility;

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

592

b) The number of teachers to be employed in each area of exceptionality and the qualifications of each teacher;

c) The number of teacher-aides to be employed to assist these teachers;

d) A description of the program, including class size and organization;

e) A description of the support services to be provided.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

593

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Policy/Program Memorandum No. 81

Date of Issue: July 19, 1984 **Effective:** Until revoked or modified

Subject: PROVISION OF HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Application: Directors of Education
Superintendents of Schools
Principals of Schools

School boards, parents and local agencies have raised a concern regarding the provision of health support services to school-age children. This concern involves services that extend beyond educational services and are not included in the normal preventive health programs already provided by boards of health to school children.

As a result of a study of this matter, the Ontario Government has decided that the responsibility for ensuring the provision of such health support services will be shared among the Ministries of Education, Health, and Community and Social Services. Responsibility for the direct provision of these services at the local level will be shared by the school boards, the Home Care Program of the Ministry of Health, and agencies operating under the Ministry of Community and Social Services.

The attached chart, developed jointly by staff of the three ministries, summarizes the respective responsibilities.

The Home Care Program of the Ministry of Health, at the request of a school board, will be responsible for assessing pupil needs, and for providing such services as injection of medication, catheterization, manual expression of the bladder, stoma care, postural drainage, suctioning and tube feeding. The Ministry of Health will also be responsible for intensive physio-occupational and speech therapy, and for assisting school boards in the training and direction of school board staff performing certain other support services.

The Ministry of Community and Social Services will continue to be responsible for ensuring the provision of health support services in children's residential care and treatment facilities.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

594

The school boards will be responsible for the administration of oral medication where such medication has been prescribed for use during school hours. For physically disabled pupils, the school boards will provide such services as lifting and positioning, assistance with mobility, feeding and toiletting, and general maintenance exercises. Boards will also continue to be responsible for necessary speech remediation, correction and habilitation programs.

School boards should establish or update their policies for the provision of these support services. Such policies should define administrative procedures, personnel roles, and routine safeguards. The local boards of health, local Home Care Program administrators, and local medical societies can provide valuable assistance in the development of such policies. The procedures for the administering of oral medication, in particular, should provide:

1. That such procedures be applied only to those services, requested by the parent and prescribed by a physician or other health care professional, which must be provided during school hours.

2. That a request for the service and the authorization to provide such service be made in writing by the parent and the physician, specifying the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any.

3. That the storage and safekeeping requirements for any labelled medication be stated.

4. That a record of administration be maintained which includes the pupil's name, date, time of provision, dosage given, name of person administering, etc.

5. That the telephone numbers of the parent and physician be readily accessible in the school.

6. That the medication be administered in a manner which allows for sensitivity and privacy and which encourages the pupil to take an appropriate level of responsibility for his or her medication.

The assignment of these responsibilities is not intended to replace the provision of services which some school boards have already established and may choose to continue. The implementation of this policy, however, does ensure that, by 1985, no school-aged child should be denied access to education because of special health support needs during school hours.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

595

Implementation of these services is expected to begin September 1, 1984, with full provision of services by September 1, 1985.

The designation of roles and responsibilities for health support services in school settings does not preclude, in emergency situations, the provision of a health service by designated school board personnel, administered in accordance with section 52(2a) of the Health Disciplines Act and section 10(c) of the Drugless Practioners Act, and under the policies and procedures of the school board concerned.

Should a need develop for a service which has not already been designated, the matter should be referred by the school board to the Ministry of Education for its consideration in consultation with the Ministry of Health.

School boards will be informed as soon as possible of the procedures to be followed in obtaining the designated health support services from the Home Care Program of the Ministry of Health.

Attachment

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

596

MODEL FOR PROVISION OF SCHOOL HEALTH SUPPORT SERVICES

Policy/Program No. 81

Support Service	Administered by	Provided by	Training and Direction	Consultation
I. Oral Medication	Pupil as authorized	Pupil	Attending Physician	local Board of Health
	or			
	Parent as authorized	Parent	Attending Physician	local Board of Health
	or			
	Aide or other personnel	School Board	School Board/Physician	local Board of Health
II. Injection of Medication	Pupil as authorized	Pupil	Attending Physician	local Board of Health
	or			
	Parent as authorized	Parent	Attending Physician	local Board of Health
	or			
	Health Professional	Ministry of Health	Ministry of Health	School Board
III. *Catheterization	Health Professional	Ministry of Health	Ministry of Health	School Board
*Manual expression of bladder/stoma	"	"	"	"
*Postural drainage/ suctioning	"	"	"	"
*Tube feeding	"	"	"	"
IV. *Lifting and positioning	Aide or other personnel	School Board	School Board and Ministry of Health	Ministry of Health
*Assistance with mobility	"	"	"	"
*Feeding	"	"	"	"
*Toiletting	"	"	"	"
V. *Therapies:				
a. Physio/Occupational:				
*Intensive clinical (treatment)	Qualified therapist	Ministry of Health	Ministry of Health	Ministry of Health
*General maintenance exercises	Aide	School Board	Ministry of Health	Ministry of Health
b. Speech:				
*Speech pathology (treatment)	Speech Therapists/ Pathologists	Ministry of Health	Ministry of Health	Ministry of Health
*Speech correction and remediation	Speech and Language Teachers	School Board	School Board	Ministry of Health
VI. *All Services in Children's Residential Care/ Treatment Facilities	Aides/Health Professionals	Ministry of Community and and Social Services	Ministry of Community and and Social Services	Ministry of Health

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

597

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Financial/Architectural Memorandum No. 4

Date of Issue: January 20, 1984 **Effective:** Until revoked or modified

Subject: APPROVAL OF PERSONALIZED SPECIAL INSTRUCTIONAL EQUIPMENT

Application: Directors of Education

Reference: This memorandum replaces Financial/Architectural memo #4, revised 1982.

Under certain circumstances the Ministry of Education will consider school-board requests for grants for special instructional equipment to meet the individual needs of a disabled pupil.

Regional Directors of Education may approve a portion of the cost for grant purposes; school boards are not required to follow capital grant procedures in these cases. The cost of such equipment shall be paid for in one year and the approved amount may be recognized as extraordinary expenditure.

School boards should submit applications for special instructional equipment by letter to the Regional Director of Education, accompanied by a statement substantiating its need from a clinical specialist in the field of disability concerned, and a description of the type and cost of the equipment.

The Regional Director of Education may approve part or all of the request.

In July 1982, the Ministry of Health introduced a new program to assist parents with the cost of purchasing assistive devices for young people 18 years of age or younger.

Inquiries about devices such as hearing aids, wheelchairs, scooters, artificial body parts, braces, positioning devices, genito-urinary and ostomy drainage supplies, and respiratory equipment and supplies may be directed to Assistive Devices Program, Ontario Ministry of Health, 15 Overlea Boulevard, Toronto, Ontario or call 1-800-268-6021 (Toll free) or 963-1959 (Toronto). The Ministry of Health pays 75% of the cost of eligible assistive devices.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 199

598

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Financial/Architectural Memorandum No. 14B

Date of Issue: November 18, 1982

Effective: Until revoked or modified

Subject: FUNDING OF EDUCATION PROGRAMS FOR PUPILS IN GOVERNMENT APPROVED CARE AND/OR TREATMENT FACILITIES

Application: Directors of Education

The Ministry of Education believes that the education of pupils who may be required to attend a government-approved facility on a residential or day-treatment basis for care and/or treatment purposes must not suffer because of their special needs.

It is essential that the staff of these facilities and school officials jointly develop suitable arrangements and plans for the provision of education programs for those persons attending these facilities. As far as possible, these persons should attend regular or special classes in local schools. Where this is not possible, suitable education programs which recognize the primacy of the care and/or treatment needs may be provided by the school board within the facilities.

Placement of Teachers in a Care and/or Treatment Facility

School boards may enter into written agreements at the request of government-approved care and treatment facilities located within their jurisdiction, to provide educational programs in the facilities for those pupils who cannot attend local schools because of their need for care and/or treatment. A school board may employ one or more duly qualified teachers to provide an educational program in these facilities.

Where a school board and a government-approved care and/or treatment facility enter into an agreement for the provision of an educational program in the facility, the facility must provide one or more suitable classrooms in the facility for the education program, as well as the necessary support staff to maintain the care and/or treatment programs, as required, while the pupil is in the educational program.

Funding

The cost incurred by a board as a result of the employment of teachers to provide such educational programs may be approved for grant purposes by the Minister of Education. Where approved, the Ministry of Education will reimburse the school board in accordance with the grant regulation for:

(i) the salary of the teacher and related employee benefits;

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

(ii) an additional amount per teacher in respect of the expenditure of a board for administrative, consultative and supervisory services, and for the purchase of instructional supplies for such programs. (The maximum amount for 1982 is $1600 per teacher);

(iii) an additional amount per classroom in the facility for the approved portion of the expenditure for furniture and equipment. (The maximum amount for 1982 is $3300 per classroom).

NOTE: Eligible government-approved care and/or treatment facilities are listed in the General Legislative Grants regulation.

Educational consultation and supervision will be available to the teachers from the supervisory officer of the school board. The supervisory officer of the board (or a designate) and the director of the facility will consult regularly to ensure that the actions of all staff meet the needs of each pupil.

Role of the Teacher

A teacher employed to provide an educational program in a care and/or treatment facility may be required to perform any or all of the following duties:

(i) provide classroom instruction for pupils in the facility;

(ii) collect information about the child from the school board and transmit it to staff of the facility;

(iii) act as a member of a diagnostic, assessment and treatment team;

(iv) provide treatment and care staff with information regarding the school system which may assist in decision-making regarding discharge, program development and communication contacts;

(v) develop education programs (in co-operation with the staff of the facility and staff of the receiving school) for pupils who may be returning to their local schools;

(vi) provide and interpret information to school officials based upon the findings of the staff of the facility;

(vii) supervise the educational program.

Teachers performing these types of duties are expected to maintain contact with all boards which would normally have jurisdiction over the pupils attending the facility.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

600

Ministry of Education
Ontario

Issued under the authority of the Deputy Minister of Education

Financial/Architectural Memorandum No. 18

Date of Issue: June 6, 1984

Effective: Until revoked or modified

Subject: GRANTS TO SCHOOL BOARDS FOR FRENCH-AS-A-FIRST-LANGUAGE PROFESSIONAL DEVELOPMENT

Application: Directors of Education
Principals of Schools

Many school boards serving French-speaking students experience difficulty in acquiring the services of French-speaking educators with the qualifications to meet their specific needs. For this reason, the Ministry of Education awards grants to assist such boards in providing professional development programs for staff educators in French-language instructional units as established under Part XI of the Education Act. These programs must involve full-time university-level studies or their equivalent. Priority will be given to grant requests relating to studies in special education and computer education.

Conditions for awarding of grants

The school board must pass a motion stating that the proposed full-time study program meets a priority need of the board. The text of that motion must accompany the application.

The board must also inform the ministry of the planned use of the expertise acquired during the study program.

The ministry will give preference to programs given in French, but will recognize the limited availability and accessibility of such courses in considering grant applications.

The educators selected by the boards must already hold a university degree and be assigned to one or more French-language instructional units of the board (French as a first language).

The grants must not be used to fund the sabbatical leave programs currently offered by some boards.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

Attendance in Local Schools

Where a pupil who is a resident of an approved facility is able to attend a local school, the board may designate that pupil as either "resident-internal" or "non-resident".

(i) For each pupil designated as a non-resident pupil, the Minister of Education pays the school board an amount equal to the cost of education in accordance with the General Legislative Grants regulation. Where the pupil is placed in a high cost special education program, a high cost factor may be applied as provided in the Calculation of Fees for Pupils regulation. In applicable cases the high cost factor may be negotiated between officials of the school board and the regional office of the Ministry of Education.

(ii) Where a pupil from an approved facility is designated as a "resident-internal" pupil of the board, that pupil is included in the board's total enrolment. In such cases, funding is provided under the regular grant structure.

NOTE: Eligible government approved care and/or treatment facilities are listed in the General Legislative Grants regulation.

Transportation

(i) A school board may provide transportation to and from school for resident pupils of the board and for pupils for whom the Minister pays the cost of education.

(ii) For a person who is qualified to be a resident pupil of the board, a school board may provide transportation to and from
- a centre classified as a Group K hospital under the Public Hospital Act,
- a facility designated under the Developmental Services Act,
- a psychiatric facility designated under the Mental Health Act,
- a children's mental health care centre approved under the Children's Mental Health Act.

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

Amount of grants

Individual grants will not exceed $30,000. The amount of the grant will be determined through consideration of:

- the cost of replacing the educator in his or her current functions;
- the salary of the educator;
- the board contribution; and,
- the contribution of the educator.

A school board may submit more than one request.

Submission deadline

The attached application form must be returned to the Student Awards Branch by June 29, 1984. Requests received after that date will only be considered if funds remain available.

Enclosure

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

603

2. Memoranda from Related Ministries

Ministry	Subject	Issue Date
Ministry of Health	Update in Assistive Devices Program	84/01/04

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

604

Ontario Ministry of Health
Assistive Devices Program
January 4, 1984

UPDATE IN ADP

Visual And Communication Aids

On February 13, 1984, the Assistive Devices Program, of the Ontario Ministry of Health, will begin providing to Ontario residents who are 18 years of age and under and have a chronic illness or disability, approximately 75% of the cost of visual and communication aids. The Program will reimburse expenditures retroactively to January 1, 1984.

ADP currently covers wheelchairs and other mobility aids, prostheses, orthoses (including specialized seating systems, custom fabricated shoes and anti-burnscar splints), hearing aids, gentio-urinary and ostomy drainage supplies, and respiratory equipment and supplies.

Eligible visual aids will include optical aids (magnifiers, telescopic systems); reading systems (closed circuit TV enlargers); orientation and mobility devices (sonic guides, mowat sensors, canes); sight-substitution - communication aids (braillers, talking calculators, opticons); and adaptations to specialized medical equipment.

Communication aids covered by the Program are alternate/augmentative aids such as communication boards, speech synthesizers; signalling aids used to get attention; recording aids which replace written communication; and speech and voice aids such as an artificial larynx voice amplifier or palatal lifts and obturators.

In order to have 75% of the cost of equipment covered, the young person must be first assessd by a physician. The physician would then refer the client to an appropriate authorizer who would work with the young person and the family to determine the exact specifications of the needed equipment.

Once an ADP Authorization Form is complete, the equipment may be purchased from a vendor of choice (except where otherwise specified).

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Authorizers for visual aids are ophthalmologists, optometrists and orientation and mobility instructors. Authorizers for communication aids vary with the type of equipment needed.

Palatal lifts and obturators are specified at Cleft-Palate Maxillofacial Clinics; other speech and voice aids such as amplifiers and artificial larynx are authorized by speech pathologists; all other communication aids may only be specified at one of the Authorized Augmentative Communication Clinics.

Workshops providing general information on ADP, with particular emphasis on the new catagories of visual and communication aids have been scheduled. Following the introductory session, an in-depth session on becoming an authorizer for visual aids will be offered. (There is no fee.) If you wish to attend an ADP workshop, you are asked to pre-register by calling 1-800-268-6021 (toll free) or 963-1957 in Toronto. Please talk with Debbie Ceasar.

Sudbury - Monday, January 30, 7-10 p.m. at the Laurentian Hospital in classroom #2;

Brantford - Thursday, February 2, 7-10 p.m. and Friday, February 3, 1-4 p.m., at the W. Ross Macdonald School on Highway 2 (Brant Avenue);

Ottawa - Tuesday, February 7 , 1984, 7-10 p.m., Nepean High School at 574 Broadview Avenue West in the lecture room;

Toronto - Monday, February 13, 1984, 7-10 p.m. Hospital for Sick Children in the large lecture theatre on the first floor (one floor up from street level on the University Avenue side).

In-depth sessions for those who are becoming authorizers in communication aids will be announced shortly. Those becoming authorizers for communication aids need not attend the introductory sessions listed above.

For further information concerning the Program or the Workshops, please telephone the Assistive Devices Program toll free 1-800-268-6021 or in Toronto 963-1957 or write:

ADP, Ontario Ministry of Health
15 Overlea Blvd., 6th Floor
Toronto, Ontario
M4H 1A9

Exhibit - Special Education Information Handbook, Ministry of Education, 1984, filed as Exhibit R-35 at Ontario Special Education (English) Tribunal, first referred to at the hearing before The Ontario Special Education (English) Tribunal on June 28, 1993

606

3. Ministry of Education Regional Offices

NORTHWESTERN ONTARIO REGION

435 James Street South
Thunder Bay, Ontario
P7E 6E3

Tel: (807) 475-1581

WESTERN ONTARIO REGION

759 Hyde Park Road
London, Ontario
N6H 3S6

Tel: (519) 472-1440

MIDNORTHERN ONTARIO REGION

199 Larch Street, 7th Floor
Sudbury, Ontario
P3E 5P9

Tel: (705) 675-4436

CENTRAL ONTARIO REGION

Heron's Hill Building
Suite 3201
2025 Sheppard Avenue East
Willowdale, Ontario
M2J 1W4

Tel: (416) 491-0330

NORTHEASTERN ONTARIO REGION

Box 3020
447 McKeown Avenue
North Bay, Ontario
P1B 8K7

Tel: (705) 474-7210

EASTERN ONTARIO REGION

1580 Merivale Road
4th Floor
Ottawa, Ontario
K2G 3J9

Tel: (613) 225-9210