



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD
Lighting the Way ~ Rejoicing in Our Journey

**Review of Programs and Services
for Students With
the Deaf/Hard of Hearing Exceptionality
For the
St. Clair Catholic District School Board
2010-2011**

**Prepared by:
The Committee to Review Programs and Services for Deaf/Hard of Hearing Students**

May, 2011

*Review of Programs and Services for Students with Deaf/Heard of Hearing
Exceptionality*

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1. INTRODUCTION

To ensure that the programs and services delivered for students with the Deaf/Hard of Hearing exceptionality are in accordance with the stated values and beliefs of the St. Clair Catholic District School Board and its Special Education Advisory Committee

The Vision Statement for the St. Clair Catholic District School Board is:

[Lighting the Way ~ Rejoicing in Our Journey](#)

The Mission Statement for the St. Clair Catholic District School Board is:

Walking together in Christ's light with parish and family, we are called to build an inclusive Catholic learning community and to serve as partners in the formation of life-long learners by:

- Living our faith.
- Promoting educational achievement and innovation
- Fostering stewardship, leadership and social justice

The Special Education Advisory Committee has outlined a set of beliefs which are published in the Board's Special Education Plan. These beliefs promote:

- The rights of the learner to an inclusive educational program in the regular classroom program as the child's needs for a differentiated program will permit. Integration will take precedence over segregation whenever possible taking into account the needs of the child and the parent's wishes.
- The education of each student is a shared responsibility between the classroom teacher and the program resource team and the child's parent/guardian. Through a collaborative partnership the classroom teacher will be supported in modifying and personalizing the curriculum for exceptional learners.
- Learners have the right to access a spectrum of special education programs and services to support learning.
- When support staff is assigned to provide direct assistance to an exceptional learner, care must be taken to maintain focus on the ultimate goal of independence and autonomy.
- Since communities assist in raising children, the Board maintains open and active partnerships with various local, regional, and provincial agencies to access resources and promote a smooth transition to post-secondary education, work or living in the community.

2. COMMITTEE MEMBERSHIP

The Committee to Review Programs and Services for students that are Deaf/Hard of Hearing met initially on Thursday, December 16, 2010 to plan the framework for the review. Members are listed below:

Principal - Special Education	Lisa Demers
Itinerant Resource Teacher – Deaf/Hard of Hearing	Lauri Doig
Elementary Program Resource Teacher, St. Elizabeth Catholic School	Mark Bernard
Elementary Program Resource Teacher, St. Vincent Catholic School	Larisa Lyons
Elementary Program Resource Teacher, St. Ursula Catholic School	Terri Rawlings
Special Education Department Head-Secondary, Ursuline College, Chatham	Dureck Culverwell
Special Education Department Head-Secondary, St. Patrick’s Catholic Secondary School	Brian Snider
Educational Assistant, Holy Trinity Catholic School	Michelle Williams

3. FRAMEWORK FOR THE REVIEW PROCESS

The review process took place during the 2010-2011 school year.

Objectives:

For the delivery of Programs and Services for Deaf/Hard of Hearing, the committee will:

- ensure that the programs and services delivered for students with the Deaf/Hard of Hearing exceptionality are in accordance with the stated values and beliefs of the St. Clair Catholic District School Board and its Special Education Advisory Committee
- review Ministry criteria for identification for Deaf/Hard of Hearing
- identify essential elements outlined by Ministry of Education guidelines for Programs and Services for Students Who are Deaf/Hard of Hearing K-12 (DRAFT)
- survey various stakeholders for the purpose of compiling and assessing information relating to the delivery of programs and services to students with the Deaf/Hard of Hearing exceptionality across the St. Clair Catholic District School Board
- identify existing gaps in programs and services for students with the Deaf/Hard of Hearing exceptionality
- identify and make recommendations regarding resources, programs and services to meet the needs of students with the Deaf/Hard of Hearing exceptionality

- provide information on best practices for staff working with students with the Deaf/Hard of Hearing exceptionality
- identify professional in-service needs and produce reference information for staff
- engage more parents of students with the Deaf/Hard of Hearing exceptionality

Process:

In order to complete the Review of Programs and Services for Deaf/Hard of Hearing the committee will complete the following tasks:

- form a broad based review committee reflecting representation from a variety of disciplines (Educational Assistants, Principal, Consultant, Program Resource Teachers). The initial planning meeting was scheduled for December 16, 2010.
- Data generated from the surveys will be collected, collated, and reported on by the committee
- The committee will convene as a whole to review information, prepare a report and develop recommendations for submission to SEAC

TASK	TIMELINE
Review Guidelines for Programs and Services For Students Who Are Deaf/Hard Of Hearing K-12 (Ministry of Education 2010)	October 2010, December, 2010
Appointment of the Review Committee	November, 2010
Initial Meeting of the Review Committee	December, 2010
Define the objectives of the review	December, 2010
Identify current programs and services	December, 2010
Develop method(s) for data collection	December, 2010
Distribute surveys to stakeholders	January, 2011
Surveys returned	February, 2011
Collect data	March, 2011
Analyse, interpret and evaluate data	March, 2011
Develop recommendations	March, 2011
Finalize report for SEAC	May, 2011

Information Sources:

The following areas will provide a focus for data collection for the review:

- identification and description of the current programs and services for students who are Deaf/Hard of Hearing
- a search of the current special education database will be completed to determine the incidence of students identified as Deaf/Hard of Hearing
- review of the identification criteria from the Ministry of Education
- review of feedback from IEP Audit

- review of feedback from IEP parent satisfaction survey
- surveys for schools to complete regarding their level of knowledge regarding Deaf/Hard of Hearing
- surveys for parents and students regarding the strengths and areas of improvement regarding the services provided to students that are Deaf/Hard of Hearing
- to identify gaps in services provided to students with this exceptionality

4. RESULTS

The Board's Vision and Mission statements clearly outline the commitment of the Board to all learners. Statements such as "creating innovative learning environments" and "empowering individuals through celebrating their achievements" relate directly to the provision of programs and services being provided to students with the Deaf/Hard of Hearing exceptionality. The belief statements outlined by SEAC clearly present the rights of students to an inclusive education based on their programming needs. This in accordance with the mandate from the Ministry of Education which advocates for the classroom to be considered as the primary placement for all exceptional students when it is in accordance with parental wishes.

All students within the St. Clair Catholic District School Board are receiving their programs and services through their neighbourhood schools. Students' programs are delivered through a variety of models and combinations including: in class support, sustained withdrawal, monitoring and/or direct support of the Itinerant Teacher for Deaf/Hard of Hearing, and monitoring by the program resource teacher. The Board also maintains a strong partnership with Provincial Deaf Schools such as the Robarts School for the Deaf in London. A number of our students will be attending the Deaf Children's Festival at the Robarts School for the Deaf. In addition to this opportunity, a number of students had the opportunity to learn about deaf culture at our student accessibility forum.

The process used to refer and identify students in the Deaf/Hard of Hearing category within the St. Clair Catholic District School Board is appropriate and meets with the standards set by the Ministry of Education. A slight change has been made by the Ministry in that a mild hearing loss ranges from 26-40 dB. Previously, the range for a mild hearing loss was 27-40 dB. Another change is the addition of the "minimal or slight" category for degree of hearing loss represented by the 16-25 dB range.

The St. Clair Catholic District School Board is providing programs and services for students with the Deaf/Hard of Hearing exceptionality within their local schools and in the regular classroom. This practice is based on the commitment to the rights of all learners to an inclusive educational program in the regular classroom to the degree that the child's need for a differentiated program will permit. The St. Clair Catholic District School Board is committed to providing opportunities for students identified with the Deaf/Hard of Hearing exceptionality to learn about deaf culture and be exposed to role models that are Deaf/Hard of Hearing.

5. IDENTIFICATION PROCESS

The committee examined the Ministry of Education's definition for Deaf/Hard of Hearing. The Ministry of Education's definition is: an impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.

Students with hearing impairments are those who have been identified as having a hearing loss by an Audiologist. This loss may be temporary in nature related a middle ear infection affecting the conductivity of sounds. Medical treatment (medication and/or placement of tubes - myringotomy) can be effective in reducing hearing difficulty.

More permanent hearing loss is associated with damage to the hair cells of the inner ear (sensorineural hearing loss). An Audiologist, depending on the degree of loss might recommend the use of hearing aids, a personal FM System or Soundfield System.

Loss Range	Classification	Implications
0-15dB	Normal hearing	
16-25dB	* *Minimal or slight	The student has difficulty with language acquisition because they do not have an intact language foundation.
26-40dB	* *Mild	The student may have difficulty with faint or distant sounds, with conversations, and may have a loss in groups, or settings with much ambient noise. The student will benefit from soundfield FM.
41-55dB	Moderate	Even with amplification, hearing will not be clear as the devices will not correct hearing but rather amplify a distorted representation of speech that results from hearing loss (classroom conversations, group discussions will present frequent difficulties). Hearing aids/soundfield/personal FM will usually be prescribed.
56-70dB	Moderate/Severe	Loud speech will be heard but will sound very distorted and muffled. Little or no access to spoken information presented at typical conversation levels by hearing alone. Hearing aids/ personal FM will be necessary for the classroom. Additional support via visual cues/captioning/sign language may be necessary. Will present with receptive and expressive language difficulties.
71-90dB	Severe	Loud speech will be heard but will sound very distorted and muffled. No access to spoken information presented at typical conversation levels by hearing alone. Hearing aids/personal FM/extensive auditory language training will be necessary for the classroom or the student may use sign language, in conjunction with the above methods to access verbal information. Both methods will require the added support of captioning and visual cues. Will present with receptive and expressive language difficulties.

91+dB	Profound hearing loss Deaf	May be an awareness of loud sounds, but will not hear loud speech or comprehend meaning from loud sounds. May or may not receive sufficient benefit from hearing aids/personal FM/Cochlear Implant. This child will require extensive auditory language training and/or use Sign Language and captioning to access verbal information.
	Unilateral hearing loss	Loss in one ear only - will do well in quiet situations but have problems identifying where the sound source is located and understanding speech when there is noise present. Will benefit from soundfield FM and may benefit from a hearing aid.

** Minimal/slight and mild losses can have a significant impact on normal language development for children ages 0-5 years.

The steps leading to the identification of a student as Deaf/Hard of Hearing are as follows:

- The Ministry of Health, Infant Hearing Program will screen and identify children with possible hearing loss. These children will be referred to a medical team for further assessment. Once identified, the Robarts School of the Deaf Home Visiting Program may be involved or local children's treatment centre. During preschool team meetings, the student's strengths, needs and intervention strategies for the classroom will be presented. The infant hearing program consults with parents and provides language options and resources for the parents. There is usually a pre-admission meeting with the home visiting teacher and/or AVT therapist to provide completed reports to the school.
- The classroom teacher observes, assesses and monitors students. In the event that a student potentially meets the definition of Deaf/Hard of Hearing, the classroom teacher completes a Referral to Resource form which is signed by the principal. This form outlines the student's strengths, needs and intervention strategies implemented in the classroom.
- An in-school meeting consisting of the principal, program resource teacher, Deaf/Hard of Hearing resource teacher and classroom teacher is held. The strategies implemented by the classroom teacher are reviewed, suggestions are made.
- The program resource teacher schedules a School Based Team meeting to discuss the concerns with the parent and recommendations for next steps or further assessments are made. These could include the following: speech and language assessment, hearing assessment and observation by a consultant from the Provincial Deaf School Resource Department.
- Written reports are prepared following the assessments and the reports are conferenced with the parent and the school. Next steps are discussed.
- If the hearing assessment determines that the student possesses a hearing loss that requires differentiated learning experiences, the recommendation may be to refer the student to the Identification, Placement and Review Committee (IPRC).
- The IPRC is comprised of the principal, acting as Chair, the classroom teacher, the program resource teacher, Deaf/Hard of Hearing resource teacher and the designated program resource consultant. The parents, and if appropriate, the student, are invited to the meeting. At this meeting the student's strengths, needs and proposed identification are reviewed. A Statement of Decision is signed and the student is formally identified as an exceptional learner in the Communication – Deaf/Hard of Hearing category.

5.1 DEMOGRAPHICS of Students with Deaf/Hard of Hearing Exceptionality in the St. Clair Catholic District School Board

The committee conducted a search of the special education database to determine the number of students within the Board who have been identified with the Deaf/Hard of Hearing exceptionality. The following chart summarizes this data as of May, 2011.

School	Male	Female	Total
Holy Trinity	2	1	3
St. Joseph, Corunna	1		1
St. Michael, Turnerville	1		1
St. Peter Canisius	1		1
St. Elizabeth	1		1
St. Ursula	1	1	2
Our Lady of Fatima	1	1	2
St. Anne, Blenheim		1	1
St. John Fisher	1		1
St. Vincent	1		1
St. Joseph, Tilbury	1		1
St. Patrick's	4	2	6
St. Christopher	1	1	2
UCC		2	2
Total	16	9	25

5.2 Surveys:

The committee utilized five surveys (*see Appendices A to E*) to collect information and gather data.

Surveys were prepared for:

- Classroom Teachers (Elementary and Secondary)
- Program Resource Teachers (Elementary and Secondary)
- Principals
- Students
- Parents

The surveys asked staff to:

- Rate their ability and knowledge in working with students with the Deaf/Hard of Hearing exceptionality
- Identify areas needed for professional development
- Identify programs and resources used in the classroom
- Share best practices
- Identify challenges in meeting the needs of students with the Deaf/Hard of Hearing exceptionality

The surveys asked students and parents for feedback on their experiences throughout their education within the Board as it relates to the identification as an exceptional student in the area of Deaf/Hard of Hearing.

Questions on the surveys were a combination of open-ended questions and questions which required a response using a rating scale. Opportunities to provide comments, suggestions and feedback were provided and collected. The number of respondents to the surveys is summarized in the following chart:

	Number of Respondents	Number of surveys distributed
Student Surveys	20	21 (one per IPRC child)
Parent Surveys	14	21 (one per IPRC child's home)
Classroom Teacher Surveys	22	37 (one per IPRC child's teacher as per IEP database) Secondary students have many teachers.
Program Resource Teacher Surveys	16	16 (schools with IPRC'd students)
Principal Surveys	12	16 (schools with IPRC'd students)

Surveys –School staff, student, parent

Surveys were administered to school staff, parents and students to invite feedback on the programs and services provided by the St. Clair Catholic District School Board.

Survey questions were directed at gaining information on resources, strategies and supports utilized within the school setting and in the community. Questions were designed in both open ended and closed formats to elicit different types of information.

The listings of supports, resources and best practices identified through the surveys can be found in *Appendices F through J*. These supports, resources and best practices will be shared with school staffs through the Principals and Program Resource Teachers.

School Staff Survey (See Appendices F, G, H – Principal, PRT, Classroom Teachers)

Overall, the results of the surveys completed by school staff indicate a general understanding of the needs of students who are Deaf/Hard of Hearing. Principals felt that their classroom teachers and particularly program resource teachers had a wealth of expertise in this area. Classroom teachers felt that additional professional development and strategies would be useful in meeting the needs of their students. Program Resource Teachers felt that they get good professional development at the Program Resource Teacher meetings and I particular from the Itinerant Teacher for the Deaf. Professional Development continues to be an area that school staff expressed interest particularly as it pertains to technology usage.

Student Survey (See Appendix I– Student Survey)

Student survey questions were very open-ended to allow for students to provide details about their difficulties, successes, relationships with peers and their overall school experience. Overall, most students felt that the school was meeting their learning needs. Many students commented that they struggle with the noise levels in their classrooms and often need instructions rephrased and repeated. Mathematics and language based subjects such as French and social studies are difficult for many students. Students indicated that FM systems, soundfields and computers assist them with their learning.

Peer relationships can prove problematic when the Deaf/Hard of Hearing student is trying to keep pace with conversations and understand the context of the interactions.

Parent Survey (See Appendix J - Parent Survey)

Results of the Parent Survey indicated that 77% of parents surveyed were satisfied that their child's educational/hearing needs are being met at school. Results indicated that 83% of parents felt comfortable meeting with the school personnel to discuss their child's program.

Parents indicated that they would benefit from attendance at workshops and 77% of parents stated that they would attend a Hearing Awareness workshop if offered. Responses pertaining to the importance of technology being in working order indicate that continued support needs to be provided in this area. The parents surveyed stated that the Itinerant Teacher for the Deaf, ongoing communication, technology and accommodations are important in meeting the needs of their child.

Deaf/Mental Health Survey

In an effort to continually work in partnership with community partners and expand opportunities for our students with the Deaf/Hard of Hearing exceptionality, additional opportunities have been sought out this year. The Special Education department of the St. Clair Catholic District School Board entered into a research study with Dr. Cathy Chovaz through the University of Western Ontario. The focus of this study was to gather and analyze data about the mental health needs of students with the Deaf/Hard of Hearing exceptionality. Surveys, consent forms, and an explanation about the research study were distributed to families whose child is identified with the Deaf/Hard of Hearing exceptionality. We are awaiting the data analysis of the information surveys that were submitted to Dr. Chovaz with parental consent.

5.3 IEP Audit Analysis (Appendix K)

This year, the IEP's for all twenty-one students identified with the Deaf/Hard of Hearing exceptionality were audited. Results of the IEP Audit were consistent with results from the board wide audit. Areas to focus on include writing measurable annual program goals, and annual program goals that demonstrate growth from the previous year. Greater alignment between the report card and IEP is an area of special education department focus.

5.4 Draft Guidelines for Programs and Services for Students Who are Deaf/Hard of Hearing K-12 (DRAFT), Ministry of Education 2010

In May, 2010, The Ministry of Education sent a copy of this draft document to all school boards. This document outlines numerous areas of focus such as Planning entry or transition to school, teaching and learning, supports for learning and parent engagement. Numerous look fors, references to Ministry documents and resources are embedded. This resource is designed to support educators and school boards in planning and implementing effective educational practices for students who are Deaf/Hard of Hearing and to increase accountability.

6. OVERALL RECOMMENDATIONS

In reviewing the Programs and Services for Students with Deaf/Hard of Hearing, the Review Committee makes the following recommendations:

1. a) To provide in-service for Classroom Teachers on the Deaf/Hard of Hearing exceptionality, personal FM equipment and Soundfield systems in the form of two Hearing Awareness workshops annually
- b) To invite parents to attend the Hearing Awareness Workshops in partnership with their child's classroom teacher
- c) To invite guest speakers who are Deaf/Hard of Hearing to speak at Hearing Awareness workshops and Program Resource Teacher meeting
2. To provide in-service for Program Resource Teachers on the Deaf/Hard of Hearing exceptionality, personal FM equipment and Soundfield systems at Program Resource Teacher meetings
3. To provide focussed congregated opportunities for students with the Deaf/Hard of Hearing exceptionality to interact with Deaf/Hard of Hearing peers quarterly
4. To create and distribute an information pamphlet outlining the services available in both Chatham-Kent and Sarnia-Lambton and post on the board website
5. To create one page information flyers that address various topics pertaining to the Deaf/Hard of Hearing exceptionality and post on first class PRT website for use with staff
6. To publish an article for staff that provides detailed information pertaining to the needs of students who are Deaf/Hard of Hearing
7. To continue to utilize the resources provided by the staff at Provincial Schools, Canadian Hearing Society, the FM system manufacturers and community services/agencies (VOICE For Hearing Impaired Children, Auditory-Verbal approach, Ontario Association for the Deaf, Canadian Cultural Society of the Deaf, Ontario Association of Sign Language Interpreters/Association of Visual Language Interpreters of Canada

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Review of Programs and Services - Deaf/Hard of Hearing

Elementary Classroom Teacher Survey

School: _____

Name (Optional): _____

1. What grade(s) do you teach?

JK K 1 2 3 4 5 6 7 8

2. Does the student in your classroom identified with the Deaf/Hard of Hearing exceptionality receive:

Accommodations: _____

Modifications: (curriculum at a different grade level) _____

Alternative Programming: _____

*Please rate the following items from 1 - 4
1 indicates a low level and 4 indicates a high level*

3. How well do you feel you are meeting the needs of your student with the Deaf/Hard of Hearing exceptionality?

(Low) 1 2 3 4 (High)

4. How would you rate your knowledge of the Deaf/Hard of Hearing exceptionality?

(Low) 1 2 3 4 (High)

5. To help us better plan to meet your professional development needs please rate the areas where you need more information/support for students with a Deaf/Hard of Hearing exceptionality.

*Please rate the items from 1 - 4
1 is least important and 4 is most important*

Behaviour Management	_____
Classroom strategies	_____
Assessing individual learning levels	_____
Understanding of Deaf/Hard of Hearing	_____
Use of Assistive Technology	_____
Accommodations/modifications	_____
Teaching self-advocacy	_____
Programming/assessment	_____
FM systems	_____
Community supports	_____
Other _____	_____

6. Please identify any community supports or resources you have accessed to help you in meeting the needs of the student in your class with the Deaf/Hard of Hearing exceptionalality.

7. Please identify any programs and resources you have used in your classroom to assist students with the Deaf/Hard of Hearing exceptionalality.

8. As a classroom teacher, what are the challenges facing you in meeting the needs of students with the Deaf/Hard of Hearing exceptionalality?

9. Please share best practices or strategies you have used or witnessed that work well with students with the Deaf/Hard of Hearing exceptionalality.

Did you attend the Hearing Awareness workshop put on by the board in September?
Please provide feedback about this workshop if you attended.

Review of Programs and Services - Deaf/Hard of Hearing

Elementary Program Resource Teacher Survey School: _____

Name (Optional) _____

1. Please indicate areas of expertise you have in working with students with the Deaf/Hard of Hearing exceptionality.

*Please rate the following items from 1 - 4
1 indicates a low level and 4 indicates a high level*

2. How well do you feel you are meeting the needs of students with the Deaf/Hard of Hearing exceptionality?

(Low) 1 2 3 4 (High)

3. How would you rate your knowledge of Deaf/Hard of Hearing?

(Low) 1 2 3 4 (High)

4. To help us better plan to meet your professional development needs please rate the areas where you need more information/support for students with the Deaf/Hard of Hearing exceptionality.

*Please rate each the items from 1 - 4
1 is least important and 4 is most important*

- | | |
|---------------------------------------|-------|
| Behaviour Management | _____ |
| Classroom strategies | _____ |
| Assessing individual learning levels | _____ |
| Understanding of Deaf/Hard of Hearing | _____ |
| Use of technology | _____ |
| Accommodations/modifications | _____ |
| Teaching self-advocacy | _____ |
| Programming/assessment | _____ |
| FM systems | _____ |
| Community supports | _____ |
| Other _____ | _____ |

5. Please identify any community supports or resources you have accessed to help you in meeting the needs of students in your school with the Deaf/Hard of Hearing exceptionality.

6. Please identify any programs and resources you have used in your resource program to assist students with the Deaf/Hard of Hearing exceptionality.

7. As a program resource teacher, what are the challenges facing you in meeting the needs of students with the Deaf/Hard of Hearing exceptionality in your school?

8. Please share best practices or strategies you have used or witnessed that work well with students with the Deaf/Hard of Hearing exceptionality.

Review of Programs and Services - Deaf/Hard of Hearing

Principal Survey

School: _____

1. Do you see a need for professional development in the area of Deaf/Hard of Hearing for staff in your school? Yes ____ No ____
2. Do you feel you have an adequate knowledge base in the area of Deaf/Hard of Hearing? Yes ____ No ____
3. To help us better plan to meet your staff=s professional development needs, please rate the areas where you need more information/support for your students with the Deaf/Hard of Hearing exceptionality.

*Please rate the items from 1 - 4
1 is least important and 4 is most important*

- Behaviour Management _____
- Classroom strategies _____
- Assessing individual learning levels _____
- Anecdotal record keeping _____
- Understanding of Deaf/Hard of Hearing _____
- Use of technology _____
- Accommodations/modifications _____
- Teaching self-advocacy _____
- Programming/assessment _____
- Other _____

4. Please describe any best teaching practices or resources that are used successfully within your school for students with the Deaf/Hard of Hearing exceptionality.

5. Additional comments and/or challenges in terms of meeting the needs of students the Deaf/Hard of Hearing exceptionality in your school.

Review of Programs and Services – Deaf/Hard of Hearing

Student Survey

1. What is your current grade? _____
2. Describe your hearing difficulties in your own words and how it impacts you in school.

3. What areas of your school experience have you found most rewarding?

4. What areas of your school experience have you found most difficult?

5. Do you feel the school is meeting your learning needs? Yes _____ No _____

6. What do you think the school could do to help you more?

7. Do you think your hearing difficulties affect your peer relationships? Yes_____ No _____

If yes, how? _____

8. How can schools make life better for students with hearing difficulties?

9. What can schools do to help better prepare you for postsecondary?

10. What are you doing outside of school to explore your talents, enhance your learning and/or challenge yourself?

11. Any final thoughts?

12. For secondary school students only:

Would you describe your transition from elementary to secondary school as easy or difficult? What would have made this transition better for you?

Review of Programs and Services - Deaf/Hard of Hearing

Parent Survey

Student=s Grade Level _____

1. What is the degree of your child’s hearing loss? _____

2. Do you feel your child’s educational/hearing needs are being met at school?
Yes ___ No ___
Why or why not? _____

3. In which grade was your child identified with Deaf/Hard of Hearing? _____

4. Are you comfortable meeting with the school personnel to discuss your child=s program?
Yes _____ No _____
Why or why not? _____

5. Did you find the Identification, Placement and Review Process beneficial for your child?
Yes _____ No _____
Why or why not? _____

6. Are you utilizing any outside resources to assist yourself and/or your child with the Deaf/Hard of Hearing exceptionality? (i.e. websites, support groups)

Please list on the chart below.

Resource	Assist Parent	Assist Child

7. How do you think the educational system could better meet the needs of students with the Deaf/Hard of Hearing exceptionality?

Would you like to attend a Hearing Awareness Workshop if the opportunity arose? What topics would you like presented?

Review of Programs and Services – Deaf/Hard of Hearing

Elementary Classroom Teacher Survey

1. What grade do you teach?

JK	3
K	3
1	0
2	2
3	3
4	1
5	5
6	3
7	2
8	1

2. Does the student in your classroom identified with the Deaf/Hard of Hearing exceptionality receive:

Accommodations	21
Modifications	4
Alternative programming	1

3. How well do you feel you are meeting the needs of your students with the Deaf/Hard of Hearing exceptionality?

(Low) 1	2	3	4 (High)
0	4	14	5

4. How would you rate your knowledge of the Deaf/Hard of Hearing exceptionality?

(Low) 1	2	3	4 (High)
1	9	10	5

5. To help us better plan to meet your professional development needs, please rate the areas where you need more information/support for student with the Deaf/Hard of Hearing exceptionality. 1 is least important and 4 is most important

	1	2	3	4
Behaviour Management	14	2	1	3
Classroom strategies	4	3	7	5
Assessing individual learning levels	5	5	5	5
Understanding of Deaf/Hard of Hearing	3	5	5	5
Use of assistive technology	4	1	4	12
Accommodations/modifications	5	6	4	3
Teaching self-advocacy	4	7	4	3
Programming/assessment	3	6	9	1
FM systems	6	2	4	7
Community supports	3	3	6	1
Other	0	0	0	0

6. Please identify any community supports or resources you have accessed to help you in meeting the needs of the student in your class with the Deaf/Hard of Hearing exceptionality.
- Lauri Doig (3)
 - Workshops at CEC
 - Parents
 - Program Resource Teacher
 - Student
 - Board personnel – regular visits to assess unit
7. Please identify any programs and resources you have used in your classroom to assist students with the Deaf/Hard of Hearing exceptionality.
- Lauri Doig (1)
 - FM system(11)
 - Bridge reading program
 - Reading Milestones reading program
 - Visual schedules
 - Listening centres
 - Technology
 - Hush ups

8. As a classroom teacher, what are the challenges facing you in meeting the needs of students with the Deaf/Hard of Hearing exceptionality?

- Behavioural expectations (no peers with same exceptionality)
- The child tries to hide their exceptionality
- Difficulty with group work
- Using the pass around microphone is time intensive
- FM system not always operational
- FM system takes time to repair
- Self-advocacy of student
- Understanding of expectations
- Lack of parental support
- Child doesn't want to wear hearing aids

9. Please share best practices or strategies you have used or witnessed that work well with students with the Deaf/Hard of Hearing exceptionality.

- Premier suites assistive technology
- Preferential seating (7)
- Eye contact
- Visual supports
- FM system
- Soundfield system
- Pass around microphone
- Pairing auditory instructions with visual supports
- Cueing
- Use of planner as organizational tool
- Peer assistance
- Small group instruction

Did you attend the Hearing Awareness workshop put on by the board in September? Please provide feedback if you attended.

Yes	8
No	7
No Response	3

- Workshop was great
- Hands-on experience with equipment was very helpful
- Good ideas for classroom strategies

Review of Programs and Services – Deaf/Hard of Hearing

Elementary Program Resource Teacher Survey

1. Please indicate areas of expertise you have in working with students with the Deaf/Hard of Hearing exceptionality.

- Understanding of deaf culture
- Utilizing soundfields and FM systems
- Supporting and troubleshooting soundfield / hearing aids
- Programming
- Working with consultants and representatives of soundfield companies
- PRT meeting updates
- Have learned from Lauri Doig

2. How well do you feel the school is meeting the needs of students with the Deaf/Hard of Hearing exceptionality?

1	2	3	4
0	4	9	1

3. How would you rate your knowledge of the Deaf/Hard of Hearing exceptionality?

1	2	3	4
1	5	7	1

4. To help us better plan to meet your professional development needs, please rate the areas where you need more information/support for student with the Deaf/Hard of Hearing exceptionality. 1 is least important and 4 is most important.

	1	2	3	4
Behaviour Management	2	2	6	1
Classroom strategies	0	3	4	6
Assessing individual learning levels	3	2	4	4
Understanding of Deaf/Hard of Hearing	2	2	7	3
Use of technology	1	1	6	6
Accommodations/modifications	0	5	6	3
Teaching self advocacy	2	4	5	3
Programming/assessment	2	2	7	2
FM systems	2	6	2	2
Community supports	1	3	7	1
Other	0	0	0	0

- 5. Please identify any community supports or resources you have access to help you in meeting the needs of students in your school with the Deaf/Hard of Hearing exceptionality.**
- Lauri Doig (8)
 - Board Speech and Language Pathologists
 - Canadian Hearing Society
 - Provincial Schools
 - Pathways Health Centre
 - Children's Treatment Centre
 - Phonak
- 6. Please identify any programs and resources you are using in your resource program to assist students with the Deaf/Hard of Hearing exceptionality.**
- Writing Traits
 - Graphic Organizers
 - Social Stories
 - Role Playing
 - Diversity kit
 - Thames Valley ASL Pro
 - Premier Suites
 - Kurzweil
 - Rosetta Stone
 - Reading Milestones
 - HELP
 - First Start in Sign Language
- 7. As a program resource teacher, what are the challenges facing you in meeting the needs of student with the Deaf/Hard of Hearing exceptionality?**
- Appropriate academic resources
 - Need more training
 - Need more programs to use for these students
 - Parental support
 - Need more time
 - Classroom teachers need more information
 - It is difficult to ascertain if there are additional learning disabilities being masked by the hearing loss
 - Programming difficulties
- 8. Please share best practices or strategies you have used or witnessed that work well with students with the Deaf/Hard of Hearing exceptionality.**
- Minimizing background noise
 - Providing students with leadership opportunities
 - Providing accommodations

- Encouraging child to be a self-advocate
- Individual teaching
- Small group instruction
- Pairing student with a supportive peer
- Repetition of information
- Visual supports
- Inclusion
- Pass the microphone
- Formative assessments
- In-school assessments

Review of Programs and Services – Deaf/Hard of Hearing

Principal Survey

- 1. Do you see a need for professional development in the area of Deaf/Hard of Hearing for staff in your school?**

Yes	9
No	3

- 2. Do you feel you have an adequate knowledge base in the area of Deaf/Hard of Hearing?**

Yes	6
No	6

- 3. To help us better plan to meet your professional development needs, please rate the areas where you need more information/support for student with the Deaf/Hard of Hearing exceptionalty. 1 is the least important and 4 is most important.**

	1	2	3	4
Behaviour Management	4	1	2	1
Classroom strategies	0	1	6	5
Assessing individual learning levels	1	1	4	2
Understanding of Deaf/Hard of Hearing	3	0	4	4
Use of technology	3	1	4	4
Accommodations/modifications	0	4	3	2
Teaching self-advocacy	1	5	1	1
Programming/assessment	0	4	4	0
Other	0	0	0	0

- 4. Please describe any best teaching practices or resources that are used successfully within your school for students with the Deaf/Hard of Hearing exceptionalty.**

- Teacher training in September
- Lauri’s assistance and expertise is essential
- Parental Communication
- FM systems are used across the school
- Professional development and workshops
- Post-secondary transitions
- Departmental meetings

5. Additional comments and/or challenges in terms of meeting the needs of students with the Deaf/Hard of Hearing exceptionality.

- Parental engagement and follow through with recommendations can be problematic
- Supporting parents as their child's needs are actualized
- Ensuring that staff is fully trained and comfortable with technology and soundfield use
- Can be challenging to ensure that soundfields are available in the necessary classrooms in the secondary panel
- The language gaps are very challenging to close for this population
- Ensuring that students have access to timely assessments
- Challenging to know and understand the many facets of Deaf/Hard of Hearing students

Review of Programs and Services – Deaf/Hard of Hearing

Student Survey

1. What is your current grade?

JK	SK	1	2	3	4	5	6	7	8	11	12
2	1	0	2	3	0	5	0	3	2	1	1

2. Described your hearing difficulties in your own words and how it impacts you in school.

- Hard time hearing during group work due to noise level
- Background noise makes it difficult to hear anyone trying to speak to me
- I am very sensitive to noise, so often it is way too noisy in the classroom
- I have difficulty with math because I can't always hear the important stuff and then I don't know what I am doing
- I wish some videos that are important parts of the lesson had subtitles
- Teachers talk while I try to write and catch up to what they are saying
- Group activities are challenging because there is more than one thing occurring and I cannot listen to everything at the same time
- I can't hear
- I'm deaf and sometimes I cannot hear the teacher well at all
- The furnace in the classroom is noisy and I can't hear my teacher talking
- When I use the FM system, I can hear better
- When someone talks too loud, it annoys the hearing aid and makes it hard to hear
- I miss what people say.
- When it's loud in the room, I can't concentrate and cannot hear the teacher. It helps to work in a quiet environment
- I have a hard time when teachers talk fast.....I lose focus

3. What areas of your school experience have you found most rewarding?

- Being a classroom helper
- I like drama
- Enjoy being on school teams
- Independent activities
- Computers
- Playing with friends
- The use of the personal FM has helped me
- Music
- Friends
- Gym

4. What areas of your school experience have you found most difficult?

- Noise level
- Social studies
- Math is hard to follow
- Gym can be really noisy
- I do not like reading and writing
- A lot of school work is hard for me because I miss pieces of information

5. Do you feel the school is meeting your learning needs?

Yes	17
No	3

6. What do you think the school could do to help you more?

- Prepare a quiet space for me to do my work after each lesson
- Teachers could ask me to rephrase things
- More hands-on activities
- Use a computer more often
- More videos and picture based information
- More one-on-one
- Making sure the student is placed in a spot where they can hear the teacher clearly
- Talk to teachers to warn them that I have hearing aids

7. Do you think your hearing difficulties affect your peer relationships?

Yes	9
No	8
No Response	3

If yes, how?

- I can't hear what they are saying, so a lot of time I misunderstand what they are saying. It is difficult and frustrating for everyone
- I don't know; I get embarrassed when I don't understand what my peers are saying

8. How can schools make life better for students with hearing difficulties?

- We need a quiet place to go sometimes
- Teachers need to repeat instructions more
- Make sure teachers use the soundfields all the time
- It would be helpful to have a soundfield in the gym
- Having my friends understand my hearing loss would help
- People need to know how hard it is to try to hear when it is really noisy

9. What can schools do to help better prepare you for postsecondary?

- Using my own computer with special programs
- I don't know...I am only in grade 5
- Will also help organization as everything is on the computer
- Not sure

10. What are you doing outside of school to explore your talents, enhance your learning and/or challenge yourself?

- Am an athlete with regular kids outside of school
- Running club
- Karate after school
- No money for anything
- Music lessons
- Go to Sylvan
- Play soccer
- Play video games
- Gymnastics
- Play with friends

11. Any final thoughts?

- It isn't always easy because sometimes I think my hearing aids don't work the way they should
- I won't let my hearing stop me from doing what I want to do

12. For secondary students only:

Would you describe your transition from elementary to secondary school as easy or difficulty? What would have made this transition better for you?

- Easier than I expected
- Difficult because there are more students to adapt to as well as teachers. There is more electronic interference with my FM system

Review of Programs and Services – Deaf/Hard of Hearing

Parent Survey

1. What is the degree of your child’s hearing loss?

- Wears hearing aids in both ears
- High pitch severe
- Moderate to severe
- Deaf in one ear
- Different degrees of loss in each ear

2. Do you feel your child’s educational/hearing needs are being met at school?

Yes	10
No	1

Why or why not?

- The staff is well informed about hearing loss
- A laptop would make things so much easier for him as he could hear things through earphones with a laptop and special programs
- Hearing system to help and hearing person twice a week to help
- School makes sure he wears his hearing aids and uses an FM system

3. In which grade was your child identified with Deaf/Hard of Hearing?

- At Birth2 students
- Age 11 student
- Age 23 students
- Age 32 students
- JK2 students
- Grade 13 students
- Grade 21 student

4. Are you comfortable with the school personnel to discuss your child’s program?

Yes	12
No	1

5. Did you find the IPRC Process beneficial for you child?

Yes	7
No	1
Unsure	3
Yes & No	2

Why or why not?

- I like to be informed of my child’s progress
- Teachers aren’t totally aware of the needs of the deaf student
- I didn’t understand the scope of my child’s needs until a psychoeducational assessment was completed

6. Are you utilizing any outside resources to assist yourself and/or your child with the Deaf/Hard of Hearing exceptionality?

- Children’s Treatment Centre
- Voice website
- Canadian Hearing Society
- St. Joseph’s London, Audiology

7. How do you think the educational system could better meet the needs of students with the Deaf/Hard of Hearing exceptionality?

- By offering additional tutoring services
- To allow for a variety of learning options such as ASL, AV therapy, cueing at school
- The system meets my child’s needs
- More personnel to support my child
- Extra help in class-EA’s
- More time with Mrs. Doig
- To bring in guest speakers that are deaf so that the students have positive role models

8. Would you like to attend a Hearing Awareness Workshop if the opportunity arose? What topics would you like presented?

Yes	10
No	3

- Teaching techniques that focus on deaf students particularly
- Ask the students what they would like to learn
- New technologies that are out there
- Troubleshooting hearing equipment
- Resources that are available

**ST. CLAIR CATHOLIC DISTRICT
SCHOOL BOARD**

2010-2011

IEP AUDIT RESULTS

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
IEP AUDIT RESULTS– ANALYSIS 2010-2011**

	Expectation	% YES Overall	% YES Elem	% YES Sec	% YES D/HH	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improve ment from 2010-2011 Audit	Next Steps
1	Current and relevant assessment data is appropriately recorded.	66	72	45	76	-need for in-school assessments that reflect student's current level of achievement (especially secondary) -remove specific cognitive scores (e.g. psycho-educational assessment scores) -use parent friendly language	-more appropriate assessment data is listed -fewer instances of specific cognitive scores listed	-continue to focus on using parent friendly language when describing the outcomes of the assessment - IEP's need to have updated assessment data -exclude information that does not pertain such as, "the child is not Bipolar"
2	Areas of strength provide a picture of the student as a learner.	87	90	73	100	-stay within the limit of 5 to be listed -the strengths need to reflect the child's learning abilities	-strengths are more reflective of the child's learning abilities -fewer statements such as, "attendance"	-continue to paint the picture of the learner
3	Areas of need are skill-based and consistent with assessment data.	89	90	82	100	-set a limit of 5 -make certain to paraphrase certain needs in parent friendly language	-evidence that needs are taken from the assessment data	-continue to use parent friendly language that will be understood
4	Subjects/courses/skill areas to which the IEP applies are clearly identified.	86	91	76	86	-check IEP as it relates to French to ensure consistency with report card comment	-this area was well done overall -boxes were checked appropriately -French exemption statement was included for exempt students	-continue to check appropriate boxes
5	Health support services (required to enable the child to attend school) are listed appropriately.	91	94	82	95	-review and update regularly	-this section was completed with little error	-ensure that this section is updated as the child's needs change (i.e. for our medically fragile students particularly)

	Expectation	% YES Overall	% YES Elem	% YES Sec	% YES D/HH	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improvement from 2010-2011 Audit	Next Steps
6	Accommodations are specific to the student's needs and are not generic or too numerous.	94	94	94	95	-ensure that students with SEA equipment (computer) have every opportunity to use it	-well done overall	-continue to ensure that accommodations are specific to the child's needs and that they differ from what the teacher is providing in the classroom
7	Individualized equipment (required for student to access the curriculum) is listed. SEA equipment is identified as "Ministry funded".	94	93	100	90	-review section and update regularly	-well done -this section reflected the equipment that student's utilize as the result of SEA funding	-when listing Ministry funded equipment, only put the statement, "Ministry Funded" beside the equipment that has been funded through SEA
8	Information pertinent to Provincial Assessments is included appropriately.	79	71	97	76	-review section and update regularly	-this section needs to be monitored more carefully when completing	-ensure that the provincial assessment box is appropriately checked during assessment years and non-assessment years to ensure that the proper statements are imported
9	Special Education Program pages are included for each modified subject and/or alternative program. They are not included for accommodated only subjects.	98	97	97	100	-review section as student need changes	-this section was extremely well done	

	Expectation	% YES Overall	% YES Elem	% YES Sec	% YES D/HH	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improvement from 2010-2011 Audit	Next Steps
10	Current level of achievement is provided from previous June report card or achievement of alternative expectations 95 from previous June.	90	88	88	100	-continue in-service of HELP	-completed properly overall	
11	Annual Program Goals are stated as observable/measurable outcomes that can be accomplished by the end of the school year.	89	90	85	95	-small group in-service regarding goal writing -work with new PRT's at beginning of year PRT meeting -provide samples of SMART goal statements in PRT conference	-growth in the area of writing annual goals	-to continue to provide new PRT's with support at the beginning of each year -to have consultants provide support to school PRT's regarding annual goal statements -ensure that the goal is attainable and measurable
12	Annual Program Goals clearly demonstrate growth from previous term IEP.	85	80	85	100	-continue to review the previous terms IEP when tracking growth and devising a goal	-evidence of growth in most IEP's	-set attainable, realistic goals that can reasonably be achieved in the timeframe
13a	Learning Expectations: measurable performance tasks written for each term/semester	85	74	97	95	-continue to individualize the expectations to suit the child -more specific and measurable expectations need to be devised each term	-more evidence of individualized expectations noticed	-write expectations in parent friendly language without taking them directly from curriculum expectations -statements should clearly articulate what the child will learn in understandable terms
13b	Learning Expectations: representative sample (3-5 is reasonable)	92	86	97	100	-stay within 3-5 range	-the number of expectations is appropriate in the majority of IEP's	-stay within 3-5 range

	Expectation	% YES Overall	% YES Elem	% YES Sec	% YES D/HH	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improvement from 2010-2011 Audit	Next Steps
13c	Learning Expectations: indicate grade level if subject is modified	93	91	97	95	-ensure that grade level is included if the subject is modified	-grade level is included appropriately in most IEP's	-include grade level for each modified subject
14	Learning Expectations clearly demonstrate growth from previous term IEP.	85	78	88	100	-verify information with previous IEP and the prior report card and ensure consistency -at times there is little change or the change is extreme	-evidence of growth in this area is noted in that there is change in the expectations between terms	-continue to ensure consistency between the expectations that are on the IEP and what is reported on the Report Card -continue to ensure that 100% the expectations demonstrate growth that is realistic for the child based on their needs. -monitor the expectations with the classroom teacher to ensure that they are appropriate
15	Focused instructional strategies are provided that are unique to the student and are recorded beside each Learning Expectation.	94	90	100	100	-continue to ensure that the strategies directly relate to the strengths and needs for continuity	-the strategies were appropriately matched to the expectation in most IEP's	-continue to ensure congruency between the expectations and the strategies necessary for the child to achieve that learning expectation
16	Assessment methods are aligned with each learning expectation.	97	94	100	100	-refer to exemplars	-the assessment methods were aligned with the expectation in most IEP's	-continue to ensure that the methods are appropriate for the individual child
17	Human resources section provides required information about Special Education	68	78	48	100	-review this section and update regularly	-this section needs to include more quantifiable information for the frequency of board staff	-refer to exemplars for examples -remember that this section is for board staff only -do not include EA support when the child is not on your intensive

	Expectation	% YES Overall	% YES Elem	% YES Sec	% YES D/HH	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improvement from 2010-2011 Audit	Next Steps
	program/services (include quantifiable number for frequency for board staff).							needs profile and may only be receiving occasional classroom support rarely
18	Transition plan provides steps/resources for postsecondary activities (required for students over 14 years old – not required for gifted).	80	91	58	95	-continue with piloting of the transition planner -plan must be more detailed about the steps that will be taken to ensure success	-improvement in this section noted	-include parent friendly language that will be understood -comment on realistic and measureable steps that will be taken by the staff and student to assist them with achievement of their postsecondary goals
19	Parent (student) consultation is evident and appropriately recorded in the log.	72	51	97	100	-review this section and update regularly -remember that consultation related to student program and learning is recorded in consultation section (avoid private, personal information)		-consultation needs to include the outcome of the consultation and/or the action items that result -avoid personal/private information that does not relate to student learning and programming
20	IEP is written in clear language for parents.	98	96	100	100			-continue to use parent friendly language that can be easily understood
21	The IEP demonstrates an alignment with the report card.	79	72	85	90	-checklist for principals is available -Growing Success document being released -Ministry statement is not being used appropriately in all cases -checkbox and program areas on the IEP are not aligned -for modified programs, report card should be specific and limited to IEP expectations -all IEP expectations must be reported on (alternative programs are reported on an alternative report card and attached to the provincial report card)	-the checkbox and program areas on the IEP are more aligned than last year	-ensure that all IEP expectations are reported on in the Provincial Report Card -the new Ministry statement for modified and alternative programs is found on pages 62-63 of the Growing Success document -students on alternative programs need to have their alternative report

	Expectation	% YES Overall	% YES Elem	% YES Sec	% YES D/HH	Areas requiring strengthening from 2009-2010 Audit	Strengths/Improvement from 2010-2011 Audit	Next Steps
								attached to the provincial report card
22	Evidence that the student met or exceeded his/her IEP goals based upon the Annual Program Goals, Learning Expectations and Report Card.	88	80	100	95	<ul style="list-style-type: none"> -check for alignment between IEPs and the Report Card -reporting on the learning expectations should be done on the Report Card -What do classroom teachers need here? 		<ul style="list-style-type: none"> -greater alignment between the IEP and report card is evident -evidence that student met or exceeded their goals is more readily apparent when reading the IEP's and the corresponding report card in most instances. However, continued work with the classroom teachers regarding reporting on learning expectations on the report card is needed

ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD

IEP PARENT SATISFACTION SURVEY RESULTS- 2010-2011

N=35 (2010-2011) - 123 students audited

N=40 (2009-2010) - 146 students audited

N=57 (2008-2009) - 164 students audited

Questions Posed:	08/09	09/10	10/11
Were you invited to meet with school staff to provide input in the development of your child's IEP?	100	100	97
Did you participate in a meeting at the school concerning the development of your child's IEP?	88	95	94
If yes, was the meeting beneficial?	100	90	94
Did you receive a copy of your child's completed IEP by mid October?	96	100	97
Are you satisfied with the amount of consultation between the school and yourself concerning your child's IEP?	89	95	94
Overall, I find my child's IEP:			
Easy to understand	46	48	43
Understandable	44	48	54
Somewhat confusing	9	5	3
Very confusing	2	0	0
Does your child's IEP clearly describe:			
annual education goals	93	95	80
Term goals	93	93	86
accommodations provided	96	93	91
Does your child's IEP provide you with a clear picture of your child's current level of achievement?	77	83	89
Does your child's IEP provide evidence of your child's academic growth?	75	73	83
Do you feel your child's IEP is reflected in your child's report card?	84	85	83

PARENT SATISFACTION IEP SURVEY RESULTS 2010-2011

Anecdotal Responses

General Comments and Suggestions regarding the IEP:

“I am very grateful that my child can and does benefit from having an IEP. His little mind just doesn't think as quickly or the same as most. The program helps him to still have a quality education and allows him to be graded fairly at his level.”

“I am very grateful for my child being in the Separate School system. I have seen what is offered to children through the other system through friends and their children and I have told them to switch over. I do feel very supported.”

“The IEP process was explained very well to me by the Resource Teacher and I was very comfortable with what was happening.”

“I was very pleased with my son's IEP and report. It was easy to understand and I felt that the school clearly knew what my son's strengths and weaknesses were. It was well-planned and executed.”

“The only suggestion would be to have more report cards for my son so that I know how he is doing.”

“I believe the IEP is, and should be a “team” effort. This includes Principal, Classroom Teacher, EA, Resource Teacher etc.”

“The IEP has helped my son stay in school and have a better attitude towards school.”

“I found it beneficial to meet about the IEP because it helped me to understand why some of the tasks set out for my son were important.”

“My only worries with the IEP are that I am not sure that the boys are being “pushed” enough. Sometimes I think because they have an IEP that they are being pushed through grades and this concerns me a great deal. I am not sure when they ever catch up when they move onto the next grade when they clearly should not have.”

“I don't really understand what is to be expected from my son at the end of the school year.”