



Standard 18

Parents' Guide to Special Education



KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
1-877-741-4577

Standard 18

Kawartha Pine Ridge District School Board

Parents' Guide to Special Education

NOTES:

- If you wish to receive this parent's guide in Braille, large print, or audio format, please contact the board at the address or telephone shown on the first page of this guide.
- When used in this guide, the word "parent" refers to both parent and guardian. It may also be taken to include caregivers or close family members who are responsible for raising the student.

The *Education Act* requires that school boards provide, or purchase from another board special education programs and services for their exceptional pupils. The purpose of this guide is to provide you with information about special education services and the Identification, Placement and Review Committee (IPRC). The guide also sets out for you the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement, or appealing such decisions if you do not agree with the IPRC.

At the Kawartha Pine Ridge District School Board, learning is designed so that all students are inspired, motivated and challenged, maximizing the potential of all students. Achievement, engagement and equity matter at the KPRDSB, and the Special Education Services Department supports schools in maintaining high expectations for all students, in differentiating instruction to engage all learners, and in ensuring that the needs of all learners are being met.

The Kawartha Pine Ridge District School Board's vision for Special Education is as follows: We promote learning for all when we create and maintain mentally healthy classrooms, through programming, environmental and organizational conditions which support all, some and few students to reach their full potential.

Inclusion

Students benefit from inclusion through the provision of a broad range of programs and services that support our primary goal of educating students in their home school community with their same age peers, whenever possible.

For Special Education programs and services provided by the Kawartha Pine Ridge District School Board, please visit our website at [this link](http://www.kprschools.ca/en/our_schools/resources/specialed/specialeducationresources.html).
(http://www.kprschools.ca/en/our_schools/resources/specialed/specialeducationresources.html)

If, after reading this guide, you require more information please see our Special Education Plan and other resources on our website at [this link](http://www.kprschools.ca/en/our_schools/resources/specialed/specialeducationplan.html).
(http://www.kprschools.ca/en/our_schools/resources/specialed/specialeducationplan.html)

Also, please see our list of contact people at the end of this guide.

What action is taken should a child require special help?

Curriculum or school programs should provide an opportunity for each child to achieve the greatest potential of which he or she is capable. Basic skills needed for a student's continuing education must be available to all.

When issues or difficulties arise, the school takes action to assist the student. Should these difficulties persist and the parent(s)/guardian(s), student and/or school have concerns about achievement:

- Parents and teachers must discuss the situation and share all reports related to the student's progress and program;
- Frequently, the regular classroom teacher can provide the necessary changes in program and strategies to achieve the required result without developing an Individual Education Plan (IEP);
- If these changes do not help the student experience success, the principal, in conjunction with the parents, will seek programming assistance from the school-based resources including the classroom teacher(s) and Special Education Resource Teacher (SERT);
- Based on relevant assessment, this team may determine that an IEP should be developed and make suggestions for accommodations, curriculum modifications, or alternate programming based on the student's needs and may request the involvement of Special Education Services support staff, e.g., Special Education Consultants, Psychological Services, Attendance and Counselling, Speech and Language Services, Applied Behaviour Analysis Coordinators, Behaviour Support Services.

What is an Individual Education Plan (IEP)?

An IEP is a legal document that is developed for any student where there is enough assessment information gathered over time to determine that the student requires specific learning strategies, accommodations and/or modifications to the curriculum and special education services in order to be successful at school.

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

- Statements of the student's strengths and needs and specific educational expectations;
- An outline of the special education program and services that will be received;
- A statement about the methods by which your child's progress will be reviewed; and
- A transition plan that includes the specific goals, actions required, person(s) responsible for actions, and timelines for each educational transition where the student requires support.

The IEP must be completed within 30 school days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

What is a special education program?

A special education program is defined in the *Education Act* as an educational program that is based on and modified by the results of continuous assessment and evaluation, and that includes an IEP containing specific objectives and an outline of special education services that meet the needs of the student.

What are special education services?

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

What is an IPRC?

An Identification, Placement and Review Committee (IPRC) is a legal committee of the Kawartha Pine Ridge District School Board. It is mandated under Regulation 181/98 of the *Education Act*. An IPRC is composed of at least 3 people, one of whom must be the school principal or a supervisory officer of the Board. Parents are invited and encouraged to attend the meeting.

What is the role of the IPRC?

The committee will:

- Decide whether or not your child should be identified as exceptional;
- Identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- Decide an appropriate placement for your child. Here is a list of placements available in the Kawartha Pine Ridge District School Board:

Placement	Description
A regular class with indirect support	The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
A regular class with resource assistance	The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
A regular class with withdrawal assistance	The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.
A special education class with partial integration	The student is placed by the IPRC in a special education class (Learning and Life Skills) where the student-teacher ratio conforms to the standards in O. Reg. 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.

- Review the identification and placement at least once in each school year.

Does my child need to be identified through the Identification, Placement and Review Committee (IPRC) process in order to have an IEP?

No. In the Kawartha Pine Ridge District School Board an identification through an IPRC meeting is not required for a student to have an IEP developed or to receive Special Education services. Your child will have an IEP when there is sufficient ongoing assessment information to determine that it is needed in order to experience success.

Are there circumstances when my child would be considered for the IPRC process?

Yes. In the Kawartha Pine Ridge District School Board, these are:

- The student has a developmental disability and is being recommended for placement in a Learning and Life Skills special education class;

- The student is being recommended for placement in a Provincial or Demonstration School;
- The parents/guardians have requested the IPRC meeting in writing to the principal.

How is an IPRC meeting requested?

The principal of your child's school:

- must request an IPRC meeting for your child, upon receiving your written request;
- may, with written notice to you, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.

May parents/guardians attend the IPRC meeting?

Yes. Regulation 181/98 entitles parents/guardians and pupils 16 years of age or older:

- To be present at and participate in all Committee discussions about your child; and
- To be present when the Committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- the principal of your child's school;
- other resource people such as your child's teacher, the SERT, central Board staff, or the representative of an agency, who may provide further information or clarification;
- your representative – that is, a person who may support you or speak on behalf of you or your child; and
- an interpreter, if one is required. (You may request the services of an interpreter through the principal of your child's school.)

Please note: Students under 16 years of age may be invited to an IPRC meeting if they are of an appropriate age and ability to contribute to the process or benefit from it. It is recommended that parents opting to bring an advocate/support person choose a member of a relevant association.

Who may request that additional people attend?

Either you or the principal of your child's school may make a request for the attendance of others at the IPRC meeting.

What information will parent(s)/guardian(s) receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC meeting will provide you with written notification of the meeting and an invitation to attend as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you whether you will attend.

What if parents/guardians are unable to make the scheduled meeting?

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

- Contact the school principal to arrange an alternative date or time; or

- Let the school principal know you will not be attending. As soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement of decision.

What happens at an IPRC meeting?

The chairperson of the committee will introduce everyone, explain the purpose of the meeting, and encourage parents to participate fully in the discussions.

The chairperson will ask that a summary of all information be presented to the committee. The members will:

- Consider an educational assessment of your child;
- Consider, subject to the provisions of the *Health Care Consent Act, 1996*, a health or psychological assessment of your child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision;
- Consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.

The committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will discuss any such proposal at your request. Parents are invited to ask questions and to join in the discussion.

Following the discussion, after all the information has been presented and considered, the committee will make its decision. A placement decision will usually be made at the meeting. The chairperson will explain it carefully.

What will the IPRC consider in making its placement decision?

The IPRC must consider your child's strengths and needs. A regular classroom placement with appropriate special education services should be considered the first option. Before recommending a placement the IPRC must decide whether the placement will:

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

Again, you are encouraged to participate fully and make your choice(s) known. The IPRC should describe the nature of the special education classroom or regular classroom options to you. Options may include provincial or demonstration schools run by the Ministry of Education and Training. The IPRC will look at all options and give reasons for their final choice.

What will the IPRC's written statement of decision include?

The IPRC's written statement of decision will state:

- Whether the IPRC has identified your child as exceptional;
- Where the IPRC has identified your child as exceptional,
 - The categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
 - The IPRC's description of your child's strengths and needs;
 - The IPRC's placement decision; and

- The IPRC's recommendations regarding a special education program and special education services;
- Where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.

What happens after the IPRC has made its decision?

- If you **agree** with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC.
- If the IPRC has identified your child as an exceptional pupil and if you **agree** with the IPRC identification and placement decisions, the principal of the school at which the special education program is to be provided will ensure the development of an Individual Education Plan (IEP) for your child, if one is not already in place.
- If any additional information determined at the IPRC meeting needs to be added to the IEP already in place, the principal will facilitate this, also.

Once a student has been placed in a special education program, can the placement be reviewed?

- A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
- You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.

What does a review IPRC consider and decide?

- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

What can parents do if they disagree with the IPRC decision?

It is always the goal of the Kawartha Pine Ridge District School Board that parents and school staff are communicating effectively about students' strengths and needs, and what is required to reach their potential. However, we understand that there are times when there are different opinions on how that can be achieved, in spite of everyone's best efforts, and this can occur at an IPRC. Therefore:

- If you **do not agree** with either the identification or the placement decision made by the IPRC, you may:
 - within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
 - within 30 days of receipt of the decision, file a notice of appeal with the Secretary of the Board, Kawartha Pine Ridge District School Board, 1994 Fisher Drive, Peterborough, ON K9J 6X6
- If you **do not agree** with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.

If you do not consent to the IPRC decision, but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to the Secretary of the Board, Kawartha Pine Ridge District School Board, 1994 Fisher Drive, Peterborough, ON K9J 6X6.

The notice of appeal must:

- Indicate the decision with which you disagree; and
- Include a statement that sets out your reasons for disagreeing.

What happens in the appeal process?

The appeal process involves the following steps:

- The Board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons who have no prior knowledge of the matter under appeal, one of whom is to be selected by you, the parent.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he/she has been selected (unless parents and board provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent/guardian, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendations within 3 days of the meeting's end. It may:
 - agree with the IPRC and recommend that the decision be implemented; or
 - disagree with the IPRC and make a recommendation to the Board about your child's identification or placement or both.
- The appeal board will report its recommendations, in writing, to you and to the Board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the Board will decide what action it will take with respect to the recommendations. Boards are not required to follow the appeal board recommendation.
- You may accept the decision of the Board or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the Secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

What are the Ministry's Provincial and Demonstration Schools?

The Ministry operates provincial and demonstration schools throughout Ontario for students who are deaf or hard of hearing, who are blind or have low vision, who are deaf-blind, and/or who have severe learning disabilities, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday for students who live too far from school to travel daily.

Demonstration Schools for Students with Severe Learning Disabilities:

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

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

Amethyst School
1515 Cheapside Street
London, ON N5V 3N9
Phone: (519) 453-4408

Provincial Schools for the Deaf:

Sir James Whitney School
350 Dundas Street West
Belleville, ON K8P 1B2
Phone & TTY: (613) 967-2823
1-800-501-6240

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

Robarts School
1515 Cheapside Street,
London, ON N5V 3N9
Phone & TTY: (519) 453-4400

Provincial School for the Blind and Deaf-Blind:

W. Ross Macdonald School
350 Brant Avenue,
Brantford, ON N3T 3J9
Phone: (519) 759-0730
1-866-618-9092

French-language Provincial School for the Deaf and Demonstration School for Students with Severe Learning Disabilities:

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

Special Education Advisory Committee of the Kawartha Pine Ridge District School Board (SEAC)

SEAC provides specific information, advice, and assistance to parents whose children may require additional support. It makes recommendations to the Board concerning the establishment and development of special education programs and services.

The Committee is comprised of member representatives from a variety of community agencies that provide services for children throughout Kawartha Pine Ridge District School Board. To see a list of SEAC members, visit our website at [this link](http://www.kprschools.ca/en/our_schools/resources/specialed/specedadvisorycommittee.html).

(http://www.kprschools.ca/en/our_schools/resources/specialed/specedadvisorycommittee.html)

Where can parents obtain additional information?

Additional information can be obtained from:

- Your school Principal
- The System Principal of Special Education Services
- The Superintendent of Education – Student Achievement, responsible for Special Education, Mental Health and Well-being

Kawartha Pine Ridge District School Board
1994 Fisher Drive,
Peterborough, Ontario
K9J 6X6
(705) 742 9773
1-877-741-4577



Helpful Information



Name

Telephone

Principal:

Special Education Resource:

Team Members:

Dates to remember:
