



Standard 20

Parent Guide to Special Education



KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Kawartha Pine Ridge District School Board
1994 Fisher Drive Peterborough, Ontario K9J 6X6
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Parent 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 last 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 the student.

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.

The purpose of this guide is to provide you with general information about Special Education services in KPR by providing you with a series of links to resources on our board website.

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.

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.

For Special Education programs and services provided by the Kawartha Pine Ridge District School Board, please visit our website at [this link](#).

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

Please see our list of helpful resources at [this link](#).

(http://www.kprschoools.ca/en/our_schools/resources/specialed/specialeducationresources.html)

Please see our Special Education Plan, submitted annually to the Ministry of Education at [this link](#).

(http://www.kprschoools.ca/en/our_schools/resources/specialed/specialeducationplan.html)

What action is taken should a child require help to meet their program goals?

Curriculum or school programs 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 are available to all.

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

- Parents and teachers discuss the situation and share all information, assessments, reports, etc. 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 (Mental Health Clinicians), Speech and Language Services, Autism Support Team, 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. A "placement" means the start of a new grade or new semester, or the placement in a class such as Learning and Life Skills.

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.

Please see: *A Parent's Guide to Special Education Identification, Placement and Review Committee (IPRC)* at [this link](#).

(<http://www.kprschools.ca/content/dam/kpr/documents/specialeducation/Brochure%20A%20Parent's%20Guide%20to%20IPRC%20rev%20Jan%202020.pdf>)

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, and for further information, visit our website at [this link](http://www.kprschoools.ca/en/our_schools/resources/specialed/specedadvisorycommittee.html).

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

Communication Guide for Parents/Guardians and Students

Questions or Concerns: Where to begin

The best place to begin is with the person closest to the issue (e.g. regular classroom teacher, Special Education Resource Teacher, bus driver, etc.). To assist with resolving issues or concerns, you should:

- gather as much information about the situation as possible
- contact the school and arrange a meeting with the staff member(s) to discuss your concern

Most questions can be answered, and issues resolved by having meaningful and purposeful conversations. Keeping the lines of communication open is the best strategy.

Asking questions or communicating concerns regarding program or special education services

We welcome your participation in asking questions or communicating your concerns:

- plan your approach
- gather your information
- be clear about the facts ahead of time
- organize what you want to highlight
- know what questions you want to ask

Remember:

- The members of the board's Special Education Advisory Committee are available to assist you. Information is found in the Special Education Advisory Committee section of the Special Education Plan.
- It may be helpful to contact an agency/organization in KPRDSB who supports children and families with special needs.
- You are welcome to involve a friend or advocate at any time.

Communicate with School Staff:

- be positive
- focus on one or two issues at a time
- share information you feel is important about your child
- share information that you have gathered from outside sources that may assist with programming decisions at school
- listen actively – every person in the discussion has important information to share
- give some thought to the solutions you would like to see
- plan next steps together
- take notes of discussion items and decisions made

Remember:

- your concern is important – sometimes getting to the best solutions takes time
- keep communicating – continuing communication is important

Who to contact if questions or concerns not adequately addressed?

If you feel your question has not been answered or concern has not been addressed, follow this flow chart of who to contact. At any time in the process, you can ask your question or raise your concern with a member of the board's Special Education Advisory Committee.

Elementary Schools

Teacher

Provides support and/or program for all students

Secondary Schools

Teacher

Provides support and/or program for all students

Special Education Resource Teacher
Provides special education support and/or program support

Special Education Resource Teacher
Provides special education support and/or program support

Special Education Lead Teacher
Provides special education support and/or program and problem solves department and student concerns with students, teachers, administrators and parents/guardians

Principal/Vice-principal
Responsible for student progress

Principal/Vice-principal
Responsible for student progress

System Principal of Special Education
Provides support for Special Education, Identification and Programs

System Principal of Special Education
Provides support for Special Education, Identification and Programs

Superintendent of Education
Responsible for day-to-day operation of all schools

Superintendent of Education
Responsible for day-to-day operation of all schools

Director of Education
Responsible for day-to-day operation of the school board.

Director of Education
Responsible for day-to-day operation of the school board.

Your Local Trustee
Sets policy for the operation of all public schools in KPRDSB

Your Local Trustee
Sets policy for the operation of all public schools in KPRDSB

Ministry of Education
Administers the system of publicly funded elementary and secondary school education in Ontario

Ministry of Education
Administers the system of publicly funded elementary and secondary school education in Ontario

Where can parents obtain additional information?

Additional information can be obtained from:

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

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