

Grand Erie Parent Roadmap for Children with Special Needs November 2020

DID YOU KNOW?

Mandatory education for children in Ontario begins for every child who turns six years old on or before the first school day in September. Children who have not turned six by this date are not required to attend school.

Document

Ongoing - Keep records of your child's tests and any diagnoses, recommendations for assistance.

TIP

Provide input into transition plans that may be required for your child who is currently:

- attending a licensed or unlicensed Daycare / Preschool;
- receiving therapy; or
- at home.

Share Information

In January, make an appointment with your child's school to review your documentation and discuss a transition plan.

DID YOU KNOW?

Where to Find Help and Support:

- Contact Brant
- Haldimand Norfolk R.E.A.C.H.
- Lansdowne Children's Centre
- EarlyON Child and Family Centres
- Ontario Treatment Centres
- Your Child's School Teacher / Principal



Complete Forms

Ensure you complete and understand all registration forms for your child. If you need help with them, contact your child's school.

Exceptional Pupil (student):

As defined in the Education Act, "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee [the IPRC], established under subparagraph iii of paragraph 5 of subsection 11 (1), of the board...".

DID YOU KNOW?

You can look up Ontario Children's Treatment Centres?

<https://empoweredkidsontario.ca/en/memberdirectory>



Research Special Education Resources

<https://www.granderie.ca/board/elementary/special-education>

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

TIP

Special Education Services are mandated by the Ontario Education Act:

http://www.edu.gov.on.ca/eng/document/policy/os/2017/spec_ed_2.html

TIP

Special Education school staff may ask to observe your child at their day care or nursery school. They must have your signed consent to do so.



TIP

You will need to consent to share information between the school and any 3rd party service providers who are supporting your child.

TOP NINE ADVOCACY TIPS

1. You are your child's best advocate.
2. Assume everyone involved has your child's best interest at heart.
3. Always refer to the [Parent Concern Process](#) when presenting a problem or concern.
4. Keep ongoing records.
5. Take notes at every meeting and ensure you understand what has been said. If not, ask for clarification.
6. Trust yourself. You know your child's strengths and weaknesses.
7. Do your best to be prepared before meetings.
8. Remain respectful of everyone's rights and responsibilities.
9. Be an active listener

Identification, Placement, Review Committee (IPRC)

WHAT IS AN IPRC?

Identification, Placement, and Review Committee

The IPRC is a process that determines if your child is an exceptional pupil and, if so, what type of educational placement is appropriate. The principal may also, on written notice to the parent(s)/guardian(s), refer a student to an IPRC. The parent(s)/guardian(s), as well as a student who is sixteen years of age or older, have the right to attend the meeting.

edu.gov.on.ca/eng/general/elemsec/speced/identifi.html

WHAT IS THE ROLE OF THE IPRC?

The IPRC will:

1. decide whether or not your child is exceptional;
2. identify the areas of exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
3. if exceptional, determine the most appropriate placement for your child; and
4. review your child's identification and placement at least once annually.

WHAT IS A SPECIAL EDUCATION PROGRAM?

A special education program is defined in the Education Act as an educational program that:

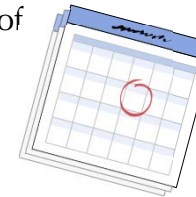
- A) is based on and modified by the results of continuous assessment and evaluation; and
- B) includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that are based on the strengths and needs of the exceptional pupil.

1. An IPRC must be initiated if

- a parent requests it in writing, or
- If the principal believes that the student may have needs that require special education programs or services

2. Parent's Guide to Special Education – IPRC

The principal will provide parents with a copy of the Parents Guide to Special Education – IPRC within 15 days of receiving a written request for an IPRC and an approximate date of when the IPRC will occur.



3. IPRC Attendees

- MUST ATTEND:**
- School IPRC
 - School Principal (Chair)
 - Learning Resource Teacher
 - a Classroom or Other Teacher
 - Area IPRC
 - one Principal (from area) - Chair**
 - another Principal or Vice-Principal (or designate)
 - a Teacher Consultant-Special Education (for the area)
- SHOULD ATTEND:**
- Parent, and if applicable, Student
- MAY ATTEND:**
- Agency Representative
 - Student / Parent Advocate



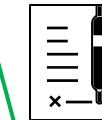
4. What Happens at an IPRC?

- Information about your child's educational strengths and needs will be reviewed.
- Parents are encouraged to provide input and to ask questions.

5. What Will the IPRC Results Tell Me?

- whether the IPRC has identified your child as "exceptional";
- the categories and definitions of any exceptionalities identified;
- a description of your child's educational strengths and needs;
- the IPRC placement decision;

6. What happens after the IPRC has made its decision?



YES, I agree

You will be asked to sign the form indicating you agree with the identification and placement.

NO, I disagree



You may request a second meeting within 15 days of the first, OR

You may file a notice of appeal with the board within 30 days of the receipt of the original decision.

The final IPRC is filed in the student's OSR and implemented by school staff.

What is the link between the IPRC and the IEP?

An Individual Education Plan (IEP)...

is a written document describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations.

A Student who has been identified as Exceptional by an IPRC...

must be provided with an IEP developed based on their strengths and needs within 30 days of a special education placement.

Individual Education Plan (IEP)

An Individual Education Plan (IEP)...

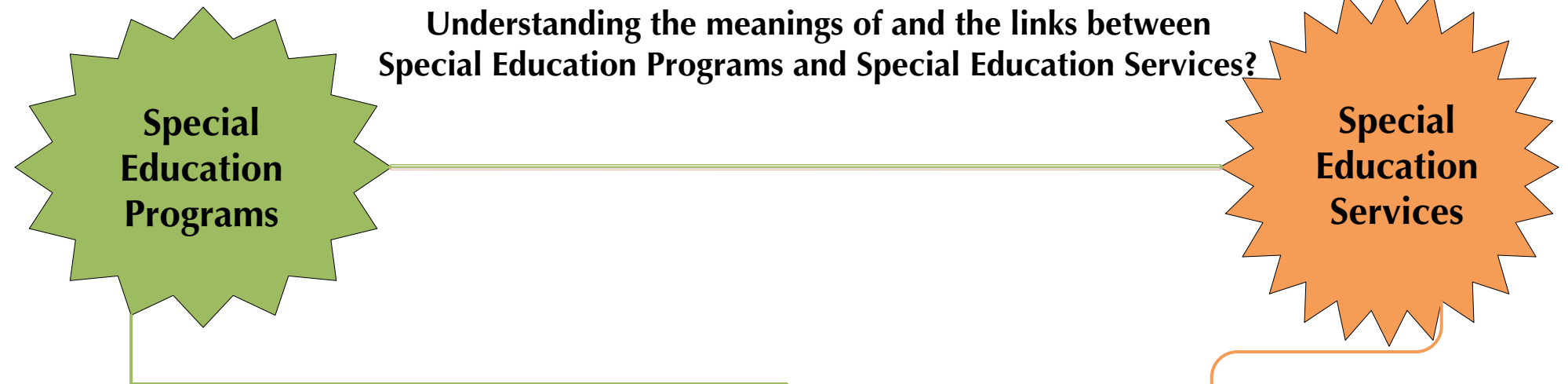
An IEP is a working document that identifies accommodations a student requires in order to meet with success or outlines learning expectations that may be modified from or alternative to the grade-level expectations in the curriculum document for your child's subject or course.

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>

DID YOU KNOW?

1. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations in the curriculum document for your child's subject course.
2. If your child has been identified through the IPRC process they must have an IEP created based on their strengths and needs.
3. Your child may have an IEP created based on their strengths and needs without formal identification through the IPRC process.

Understanding the meanings of and the links between Special Education Programs and Special Education Services?



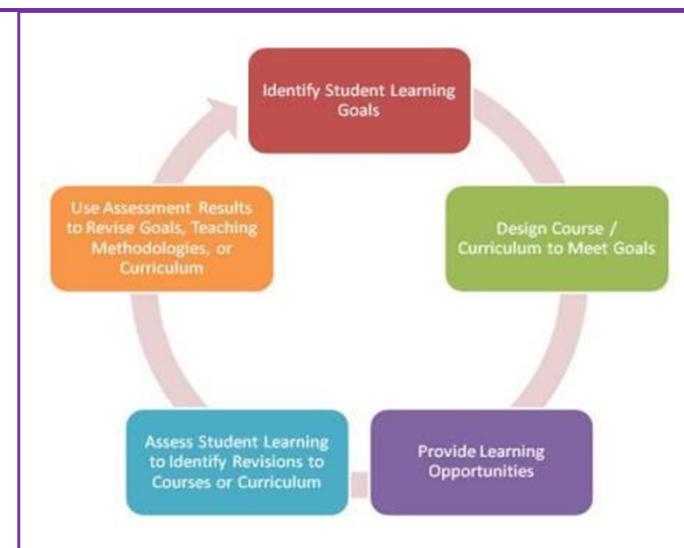
Special Education Programs...

are guided by the results of continuous assessment and evaluation and that include a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.

Special Education Services...

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

The student's goals should be consistent with his or her areas of strength and need and should be coordinated with the student's annual education plan (AEP).



The Individual Education Plan (IEP) Process

<http://edu.gov.on.ca/eng/general/elemsec/speced/individu.html>

Shared Solutions for Preventing and Resolving Conflicts

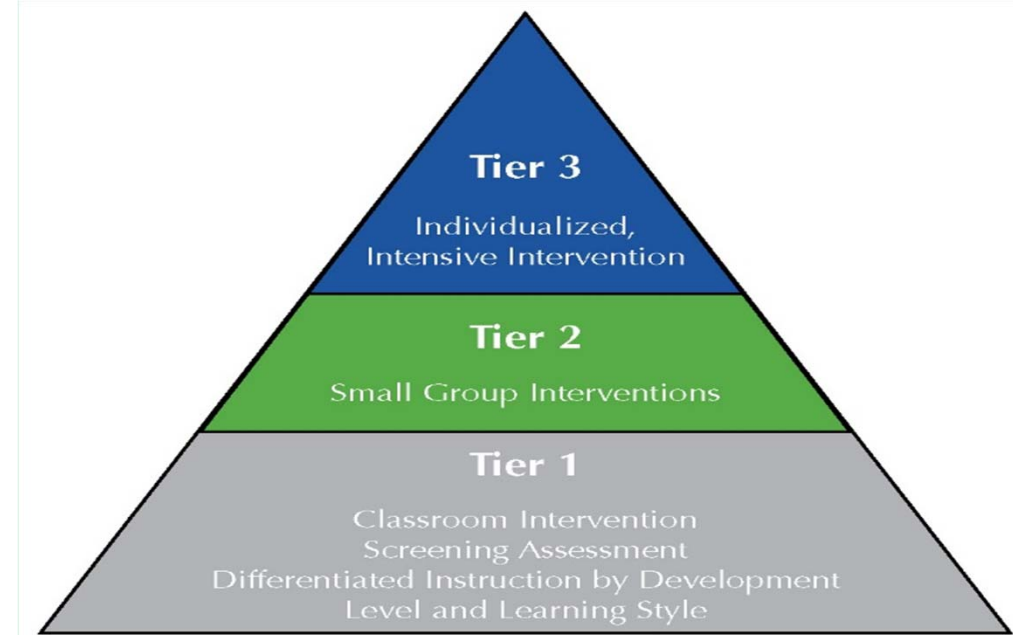
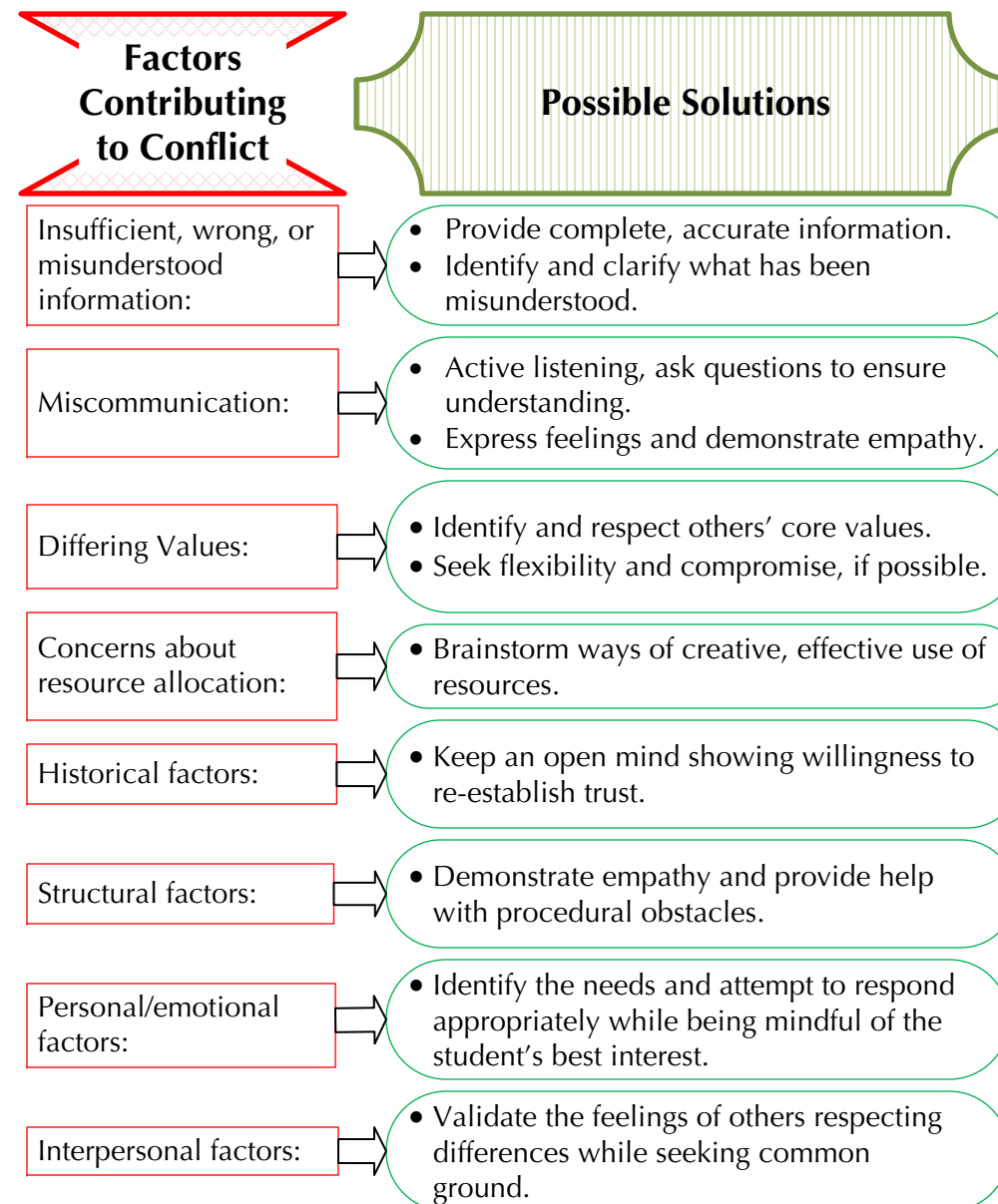
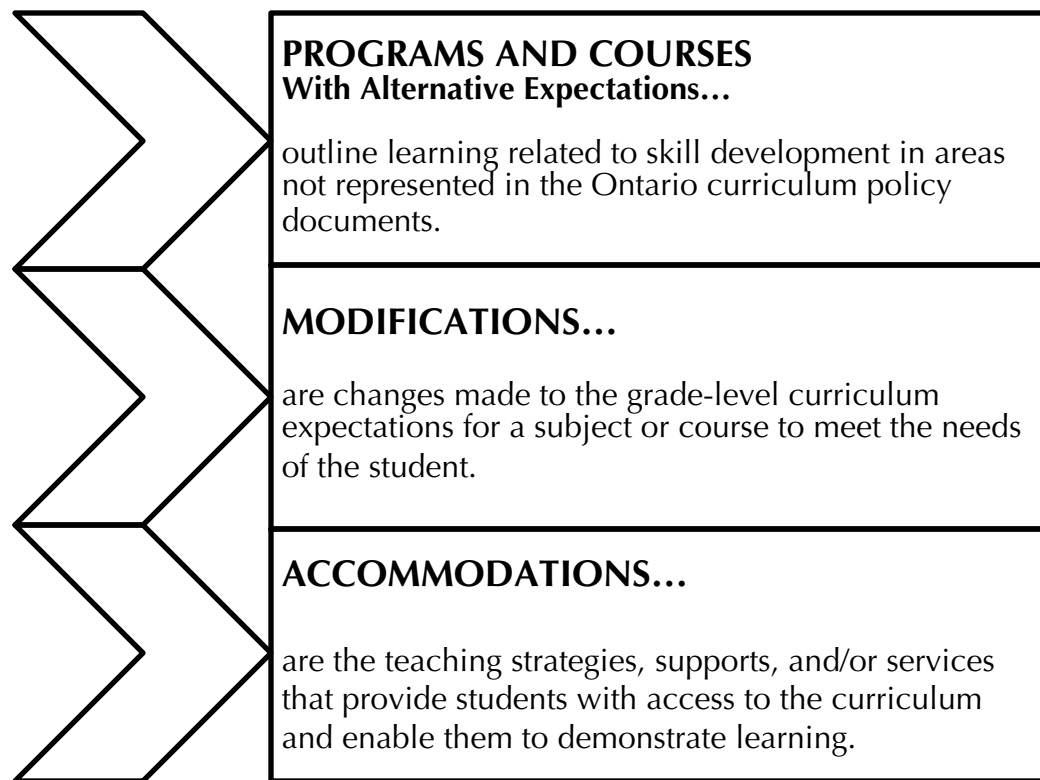
Accommodations, Modifications and Programs/Courses with Alternative Expectations



Be sure you understand the purpose of the different terms...

Preventing Conflict through the Cultivation of a Positive School Climate

- ✓ Everyone is treated with respect and care.
- ✓ Regular interaction and communication are encouraged.
- ✓ Everyone works hard to maintain a safe, nurturing atmosphere.
- ✓ There is a strong focus on prevention and early intervention in conflicts.
- ✓ Everyone is invited to contribute ideas and offer feedback.
- ✓ The successes of both students and staff are celebrated.
- ✓ Learning disruptions are minimized.
- ✓ Cross-cultural communication is valued.
- ✓ Educators continually update their training on current social education.
- ✓ All students are challenged through high expectations to do their best and encouraged to show leadership
- ✓ School administrators know who students are.
- ✓ School spirit is strong among both staff and students.
- ✓ School statistics show high levels of achievement and student growth over time.



In Tier 3, students may require an alternative setting or individualized support in order to meet with success.

In Tier 2, students require small group support in order to meet their educational goals.

In Tier 1 students meet their educational goals in a whole class setting, with supports provided.

The education of every child is the collective responsibility of every adult within a school community.

DID YOU KNOW?

"Shared Solutions – A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs" was developed by the Ministry of Education and is available online and for download at <http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.html>