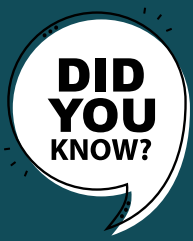
JUSTICE
FOR CHILDREN
AND YOUTH



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Special Education

Teachers in a special education classroom must have specific qualifications

If an exceptional student is placed in a special education class, the IPRC must provide written reasons for doing so

Placements

Special education class with partial integration

- The student will be in a regular classroom less than half of the school day
- The remaining part of the school day, the student will receive instruction outside the classroom from a special education teacher

Full-time special education class

- The student will spend the entire day in a special education class

Maximum class sizes for full-time special education classes differ, based on the level of need. For student with severe learning disabilities, the maximum is eight students in one class, with a qualified special education teacher. Mixed exceptionality classes may have up to 16 students with one teacher.

For more information on special education classroom placements, see Regulation 298 of the Education Act, section 31

In addition to the five placement options, the IPRC can also refer the student to one of the Provincial and Demonstration Schools.

Students must meet eligibility requirements for admission to either:

- a provincial school for the blind, deaf, or deaf-blind, or
- a provincial demonstration school for students with severe learning disabilities

Learn more at www.pdsbnet.ca

Accommodations, modifications, and alternative programs

Students with exceptionalities require special education programs or services to meet their learning needs.

They are identified as exceptional through the Identification, Placement, and Review Committee (IPRC).

The Identification, Placement, and Review Committee (IPRC)

The Identification, Placement and Review Committee (IPRC) is a formal group of school board staff that meet to make a decision about the identification and placement of the student.

The IPRC is made up of at least three (3) school board staff, including the Principal and/or Superintendent (sometimes called Supervisory Officer)

Parents and students over 16 years of age have a right to attend the meeting

IDENTIFICATION

The IPRC will decide whether a student has an exceptionality. There are five categories:

- Behaviour
- Communication
- Intellectual
- Physical
- Multiple (of the above)

¶PRC Request

Make a written request to

The Identification, Placement, and Review Committee (IPRC)

Guide to special education

Once a request for an IPRC meeting has been made, the principal must give the parent and student 16+ a copy of the school board's guide to special education for parents, within 15 days.

The guide is meant to support parents and students in understanding the IPRC process, special education, and what to expect.

If you have not received a copy of your school board's guide to special education, you can contact your Principal directly. The school board must also have it on their website.

It is your legal right to be given a guide to special education prepared by your school board

What does theEM

The guide to special education for parents may differ depending on the school board

The Identification, Placement, and Review Committee (IPRC)

Who will be at the IPRC meeting?

There are always a minimum of three school staff present at the IPRC meeting, including either the Principal or Superintendent.

Other school staff that may be there include:

- Resource teacher
- Classroom teacher
- Special education staff
- Social Worker
- School Psychologist
- Other school board professionals who provide support, or who may be able to provide further information

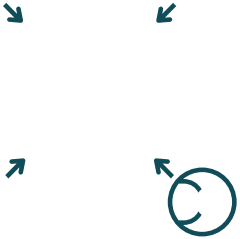
Other people who may attend include:

- Parent/caregiver(s)
- Student if 16+
- Representative of the parent(s) and/or of a student 16+ (to advocate, speak on behalf of, take notes for, etc.)
- Interpreter (including sign language)

Waiting for the IPRC meeting or IPRC final decision?

Special education programs or services that meet the needs of the student must be provided, even while waiting for the IPRC meeting or final decision

The Identification,

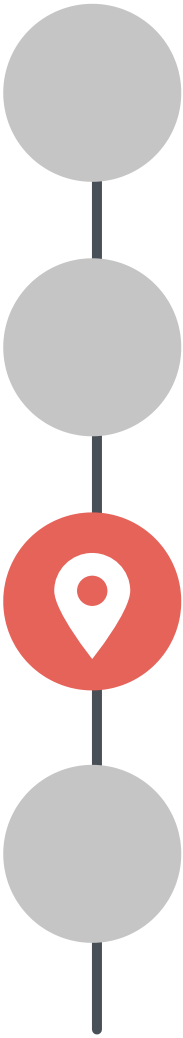


The meeting should begin with the host or "chair" of the meeting (often the Principal) introducing everyone at the table, explaining their roles, and the purpose for the meeting.

The chair should make sure that everyone has all of the information that will be considered.

If you do not understand something, ask all the questions you need to be sure you understand. Talk about any concerns you have. Ask for clarification anytime it is needed.

Appealing the IPRC decision



Introduction to Special Education in Ontario

The identification,

Disagree
with the decision?

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- The category and definition of exceptionality
- Strengths and needs of the student
- Placement decision

- Agree with the decision, OR

- Disagree with the decision and choose one of these options:
  - Do nothing. The student will be placed after 30 days
  - Request a second IPRC meeting to review your concerns, within 15 days
  - File an appeal with the Special Education Appeal Board (SEAB), within 30 days

If you disagree with an IPRC decision

Within 15 days, make a written (email, typed, or handwritten) request to the principal to ask for a second IPRC meeting to review your concerns; or

Within 30 days, write to the secretary of the school board explaining why you disagree with the decision and to ask for an appeal to the Special Education Appeal Board (SEAB)

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Who can be chosen as the parent/studeĎ

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Оценка и контроль знаний

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During the hearing

Appeals

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The Special Education Tribunal (SET)

SET will send you a Form A: Notice of Appeal

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Appeals

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voluntary mediation -

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hearing c

START

Appeal by filing in writing with the secretary of the school board

Second IPRC Meeting (Review)

If you disagree

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JUSTICE FOR CHILDREN AND YOUTH

After the IPRC

within 30 days

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ACCOMODATIONS

Instructional accommodations
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Environmental accommodations

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Assessment accommodations
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MODIFICATIONS

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Different grade level

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The complexity of the grade level

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- Goals -
- Action steps
- Individual(s) responsible

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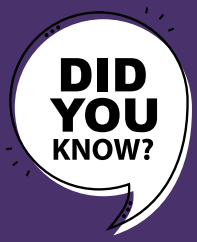
- Timelines

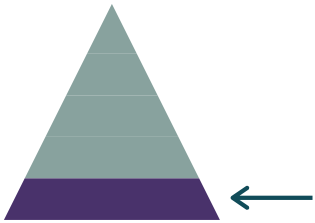


These disagreements often fall into one of three categories:

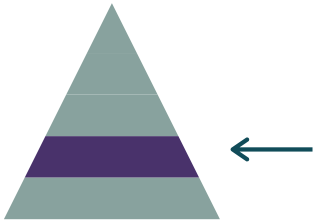
- Content
- Implementation
- Putting an IEP in place:

The Individual Education Plan

Step 1: Meet with the teacher



Step 2: Meet with the Principal



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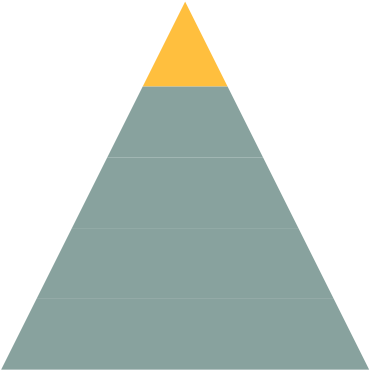

Accommodations

Alternative programs

Special Education Advisory Committees (SEAC)

Special education programs

Community Organizations

General

Accessibility for Ontarians with Disabilities Act Alliance (AODA Alliance)

Centre for Addiction and Mental Health (CAMH)

Centre for ADHD Awareness, Canad

Supports by Category