



Helping Others Wiichkuneet

Wiidookodaadiwin

Punaw... This... ently

Bepikaan... Endmojik

Naadjiw... Kina Ebkaana

Beautiful Difference

Genaajiwang O'nendimowin

Helping Others

**PARENT & CAREGIVER
SPECIAL EDUCATION HANDBOOK**



**KINOOMAADZIWIN
EDUCATION BODY**

Thinking Aloud

Look out for these Thinking Aloud messages throughout this document. They often contain advice, tips and culturally enriched ideas.

Boozhoo, Aanii, Koolamasi & Welcome!

Your child is a sacred gift and we want to thank you - the parents, caregivers and community - for all the work you do to support their dreams!

The Parent and Caregiver Special Education Handbook has been created to assist you and your family as you navigate special education. It is important to know that:

- *Special education support is common. All children and youth learn differently and may need additional supports to succeed.*
- *Accessing supports as early as possible for your beautiful child is a factor in their school success at the educational level.*
- *These supports can also contribute to their overall physical, emotional, intellectual and spiritual health.*

This handbook is for you, dedicated parents and caregivers, to prepare you for:

- *the conversations you can expect to have with school representatives, and,*
- *the decisions you will be asked to make regarding your child/youth.*

This handbook also includes culturally enriched ideas, strategies and resources for you to draw upon during this important journey.

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Thinking Aloud

There are many ways to use this handbook. You can go directly to the topic you are interested in or start with us here at the beginning.

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Miigwech, annushiik and thank you for your ongoing commitment to the education of your children! We are grateful for all your effort in supporting the next generation of leaders.

For any questions on this handbook, please contact the Kinoomaadziwin Education Body (KEB) at inquiries@a-e-s.ca. For any questions on special education for your child, please contact your First Nation's Education Director/Counsellor and school.

What Is A Holistic Approach to Special Education?

What Is Special Education With A Holistic Approach?

Special education in provincial schools is a legal and regulated process that is outlined in the **Ontario Education Act**. The term special education is used by the Ontario Ministry of Education and District School Boards (DSB) to describe a wide range of supports, programs and placements for your child who may need different teaching methods or special equipment to support them in school and in their learning journey.

Thinking Aloud

First Nation community terms and/or teachings on special education are unique. For example, Naadjiwinoon kina ebkaana means 'beautiful difference' and this is how some of our people name and describe those with developmental disabilities.

First Nation communities may not use the term 'Special Education', however, it is a term used in the Ontario Education Act, provincial school systems and in this handbook. To keep the language and terms consistent for this handbook, we will use the terms found in the Ontario Education Act. You will also find suggestions, options and ideas to include culturally relevant language and supports.

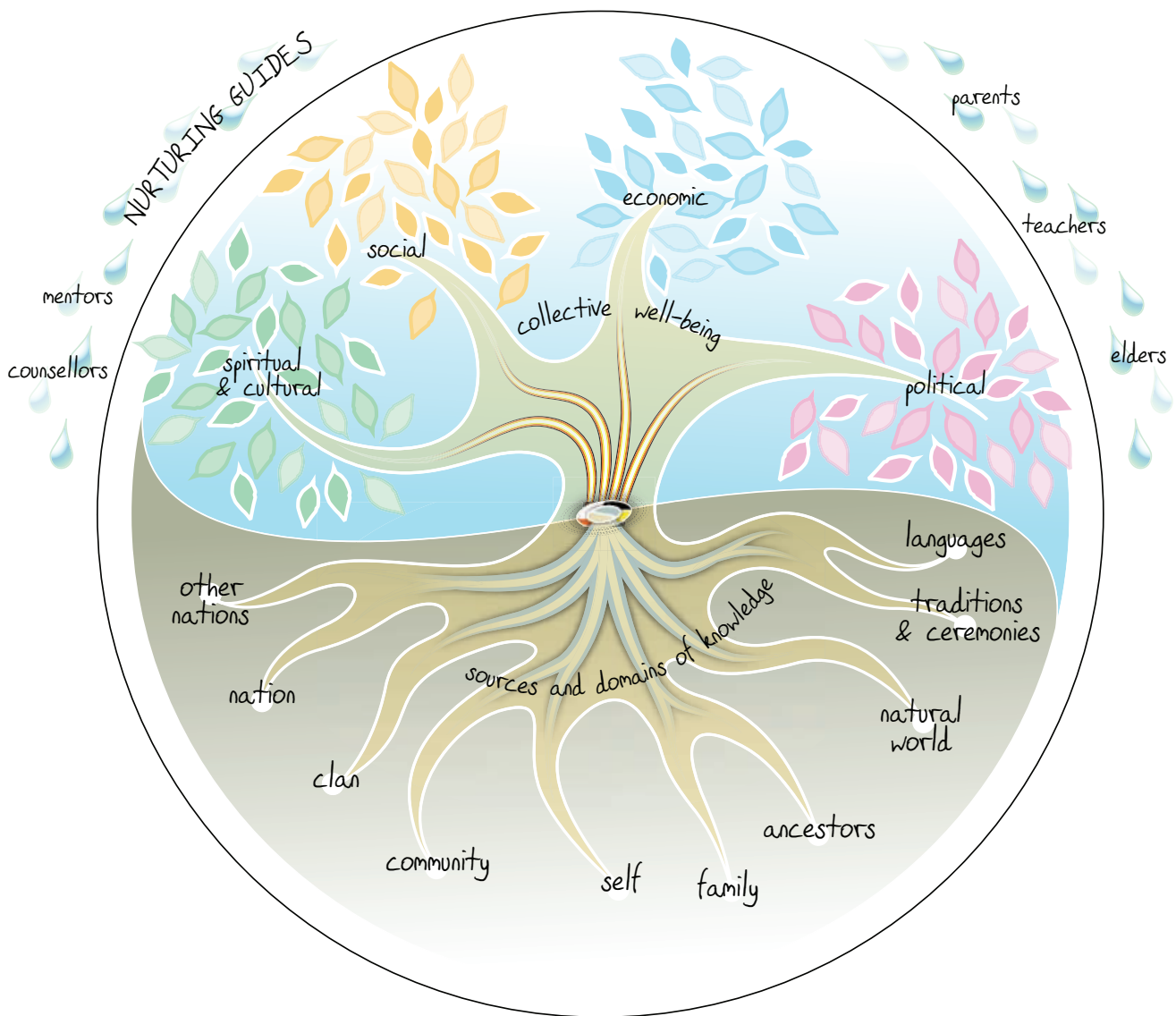
Special education for your child can involve many things inside and outside the classroom, including but not limited to:

- *A different way of teaching such as;*
 - *Universal Design or Differentiated Instruction*
 - *Land Based Learning, Experiential Learning and Inquiry Learning*
 - *Culturally responsive teaching approaches (i.e., including Elders and/or ceremony)*
- *Special equipment*
- *Extra time for tests and assignments*
- *Specialized classes or schools*
- *An educational assistant*
- *Other supports, modifications or accommodations*
- *Or a combination of these*

Why First Nations Cultures And Languages Enhance Special Education?

Our cultures and languages are beautiful and diverse. Meaningfully including our worldviews in schools is a factor for children’s learning success. As the *First Nations Holistic Lifelong Learning Model* shows, there are many sources and domains of knowledge and interconnectedness. Lifelong learning is grounded (the roots of the tree) in experiences that include both Indigenous and Western knowledge and traditions. These experiences include the natural world, language, traditions and ceremonies, which are unique to each community.

First Nations Holistic Lifelong Learning Model



As a learner, the child requires a balance of the four directions found in the Medicine Wheel, or Sacred Circle, which includes physical, emotional, intellectual and spiritual needs. This is seen in the trunk of the tree, the ring's core, where learning is experienced holistically and can occur at home, on the land or in the school.

The tree's leaves represent the well-being that is nurtured through healthy cultural, social, political and economic supports.

Trunk of the Tree

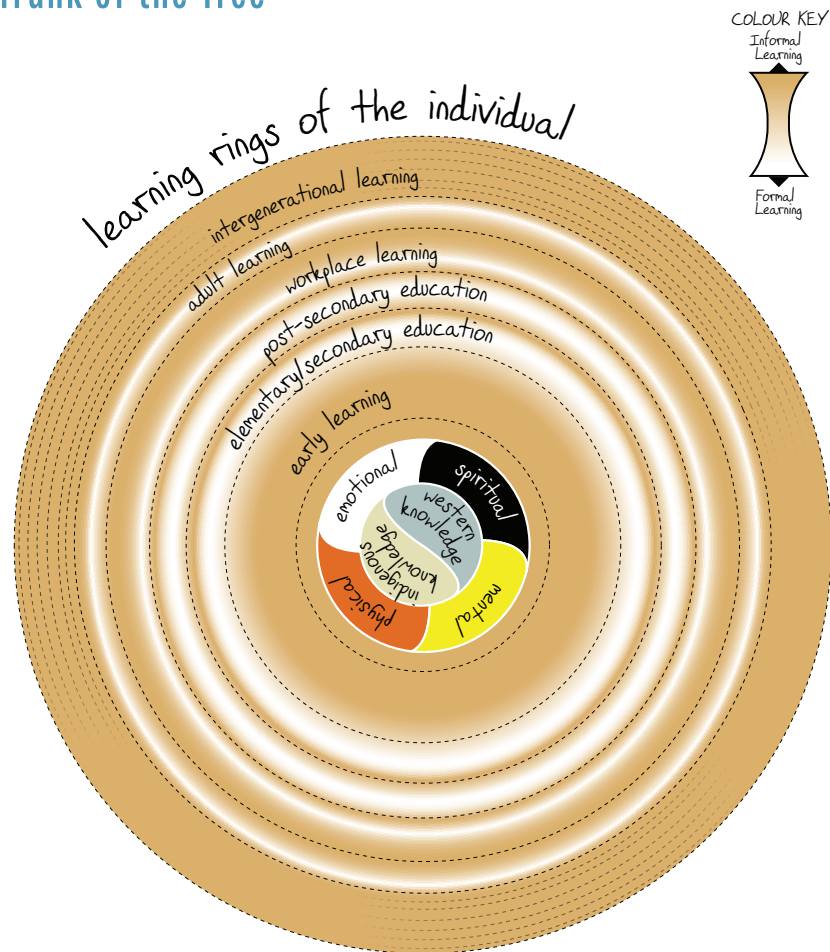


IMAGE BY CANADIAN COUNCIL ON LEARNING (CCL)
www.aes-keb.online/learning-model



This approach keeps the child, rather than the subject, at its centre. Each child is a gift with unique strengths. The role of the parents/caregivers, educators, Elders, and community is to treasure that gift, and to nurture (symbolically 'water') the child's path of life long learning.

The Special Education process should reflect First Nations worldviews, beliefs, and values, and be holistic in nature to honour the unique gifts of each child. This handbook will offer suggestions on ways to shape Individual Education Plans (IEPs) and Identification, Placement, and Review Committee/Circle (IPRC) to be culturally relevant.

Thinking Aloud

What is your community's vision of learning? Are there teachings and terms in your language that are important to share during the special education journey with the members of the Special Education team?

What is the Special Education Process

STEP 1

Learning Need Identified

A teacher, parent/caregiver or your child 16+ can identify a learning need and request for additional supports and services.

STEP 3

IPRC MEETING

Review of information and discussion about needs.

PEOPLE AT THE MEETING:

- Three or more school staff, including Principal and/or Superintendent
- Parent/Caregiver & Your Child 16+
- Support Person (optional)

IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE/CIRCLE (IPRC)

The parent/caregiver or Principal can request an IPRC meeting. A written request will need to be sent to the Principal and the Principal has 15 days to send a written response to the parent/caregiver.

STEP 2

COLLECT & SHARE INFORMATION

Parents/caregivers, teachers and your child 16+ can share observations or examples of learning needs. Also, if available, reviewing assessments, reports or other such data can help guide next steps.

STEP 4

IPRC DECISION

Determines

IDENTIFICATION
Categories of exceptionalities:

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

PLACEMENT

- Regular class with either indirect support, resource assistance, or
- Special education class with partial integration **or**
- Full-time special education class

STEP 5

INDIVIDUAL EDUCATION PLAN (IEP)

Developed within 30 days of IPRC decision.

INCLUDES:

- Learning goals and expectations
- Your child's strengths and needs
- Program and Services
- Annual Goals
- Teaching Strategies
- Assessment Methods
- Transition Planning

Students can access special education services without going through the IPRC process, or while waiting for an IPRC meeting.

Adapted from Source - Justice for Children & Youth
<https://jfcy.org/wp-content/uploads/2021/10/EN-Guide.pdf>

What Does This Look Like For My Child/Youth

Step 1 Is there a learning need?

As a parent and/or caregiver, you are the first teacher to your child and you may be the first to notice that your child could benefit from additional support. This could appear as;

- *Most mornings your child doesn't want to go to school*
- *School work is often incomplete or your child often hides their school work from you*
- *Low marks on school work and/or your child's report card*
- *Your child often becomes angry, irritable or silent when you talk about school*
- *Your child's teacher is reaching out with concerns*
- *Siblings or cousins that go to the same school notice your child is struggling*
- *Your child tells you regularly that they have no homework*

Thinking Aloud

Suggest meeting with the classroom teacher in the community or at a culturally safe space for these important conversations. Bring a support person or advocate with you (e.g. Knowledge Keeper, Education Counsellor, or friend).

It can be stressful when you think your child has additional needs and this is a normal response. Meeting with your child's classroom teacher to share observations and information is a great first step to supporting your child. It is important to remember that a parent/caregiver is a child's strongest advocate for accessing educational support.

Step 2 Organizing Information About Your Child

Below are some tips to support you in collecting information about your child's strengths, learning challenges and/or needs;

- *Start a folder of all letters and materials related to your child's education. This folder may include:*
 - *Copies of school files and names and dates of all assessments and results, including medical exams and information from other professionals*
 - *Samples of school work that demonstrate your child's needs, as well as strengths*
 - *A contact log of all discussions with a professional and keep a log of your own observations.*

As a parent/caregiver, you can share information like:

- *Observations or information you have noticed at home. For example: Your child has difficulty concentrating or completing tasks.*
- *Why you believe that your child's learning needs are not being met. For example: Your child consistently struggles with their math homework.*
- *Goals for your child. For example: Your child dreams of opening a small business in the community.*
- *Strategies you have found helpful when teaching your child. For example: Your child responds well to mini-lessons and hands on activities.*
- *Reports and recommendations from professionals working with your child (if any). For example: the Speech Pathologist working with the daycare has a recommended program.*

- *Historical information and best practices (e.g. if your child is transitioning from another school). For example: The Native Language Teacher at their former school used culturally relevant resources and these kept your child motivated.*
- *Your child's strengths, interests, talents and abilities. For example: Use the medicine wheel (sacred circle) to show their accomplishments physically, emotionally, intellectually and spiritually.*

Thinking Aloud

Your child's classroom teacher can share their observations, samples of school work and suggest next steps to supporting your child in the classroom. This is also a good time to work out your ideas/ suggestions with the teacher. It is also important to set up a 2nd meeting for follow up.

Questions You Can Ask At the Meeting

- What kinds of support or programs would help my child succeed?
- Can the teacher provide the extra help?
- Why does my child do well in certain subjects but maybe not in others?
- Are there culturally relevant program tools/resources available?
- Is there funding (eg. Jordan's Principle) to get the tools and resources my child needs?
- What First Nations based support systems or advocacy are available?
- Would my child have to wait a long time to get into the right program?
- As an educator, why do you feel that these supports may help my child succeed?
- Don't be afraid to be assertive - share what you know about your child, and examples of the challenges at school and at home.

Thinking Aloud

You always have the right to have an advocate with you at all meetings. These advocates can be from the education (or health) department in your First Nation or the designated Indigenous Lead or Graduation Coach from the School Board or a family friend.

Step 3 Follow-up Meeting

After meeting with the teacher, if you think your child needs more help, ask the principal or vice-principal to hold a meeting with other school staff (called a School Team Meeting) to talk about your child. If you are not comfortable making this request then ask an advocate to assist you. For example: Education Counsellor, Indigenous Lead or Graduation Coach.

Possible Outcomes of the School Meeting

The school staff may recommend one or more of the following options:

- *that the teacher will continue to provide support in the classroom;*
- *that the teacher/team develop an Individual Education Plan (IEP) for your child*
- *that your child be formally "assessed" to find out if they have special needs and what those needs are; and/or*
- *that the school hold a more formal Special Education meeting, called an Identification Placement and Review Committee/Circle (IPRC)*

Special Education Plans to Support Parents and Caregivers

Provincial School Special Education Plans

Regulation 306, made under the authority of the Education Act, requires every school board to maintain a special education plan. As a parent or caregiver, this information will be valuable for understanding your schools specific process including:

- *The roles and responsibilities of education staff*
- *Early identification procedures and intervention strategies*
- *The Identification, Placement, and Review Committee (IPRC) process and appeals*
- *Educational and other assessments available specific to your school or district such as:*
 - *Occupational Therapy and Physiotherapy (OT/PT)*
 - *Psychological Services*
 - *Social Work*
 - *Speech Language Services*
 - *Child and Youth Services*
- *Accessibility of school buildings*

Thinking Aloud

It takes a community to support your beautiful child/youth. Find out if the Board's Special Education Advisory Committee (SEAC) has an Indigenous representative on it. If not, then ask 'why'? This is an important committee and your community or communities should have representation. This is something that your leadership can address with the school board in a good way.

- *Equipment*
- *Categories and definitions of exceptionalities (regulated by the Ministry of Education)*
- *Special education placements provided by the board*
- *Individual Education Plans (IEPs)*
- *Transportation policies and information*
- *The Board's Special Education Advisory Committee (SEAC)*

First Nation Schools Special Education Plans

First Nation schools have Special Education Plans unique to their community. These plans are generally focused on strength based and measurable goals by community's standards.

Thinking Aloud

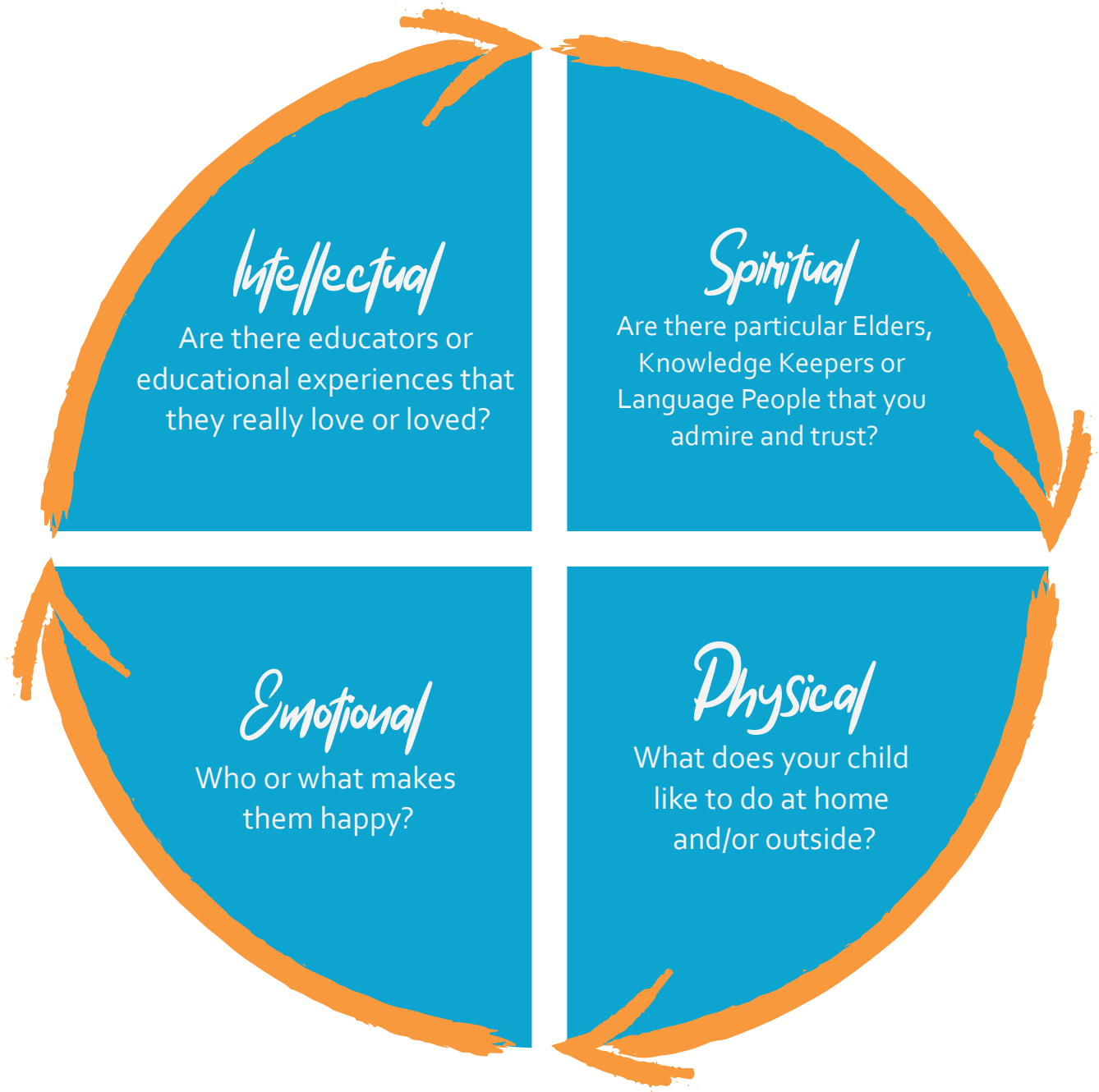
- Special Education support is common—all children and youth learn differently, some just need additional support to succeed.
- Receiving support for your child as early as possible can help your child move forward in a good way in their educational journey.

Reflection

We understand that caring for a child with unique needs can be challenging, and navigating a child's learning journey is an ongoing process.

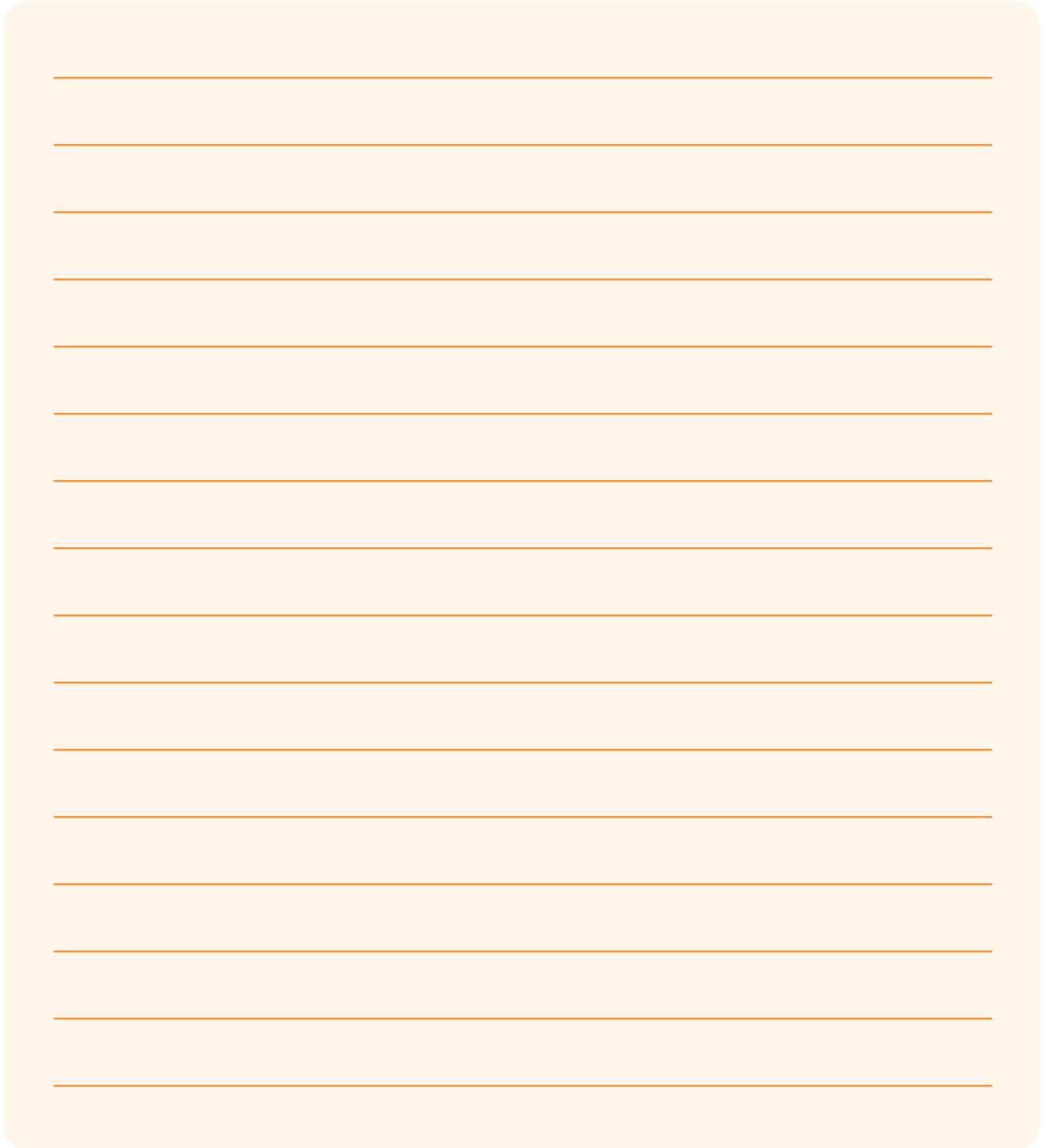
To assist you in organizing information about your child/youth, we have provided sections for you to record notes.

What are your child's strengths?

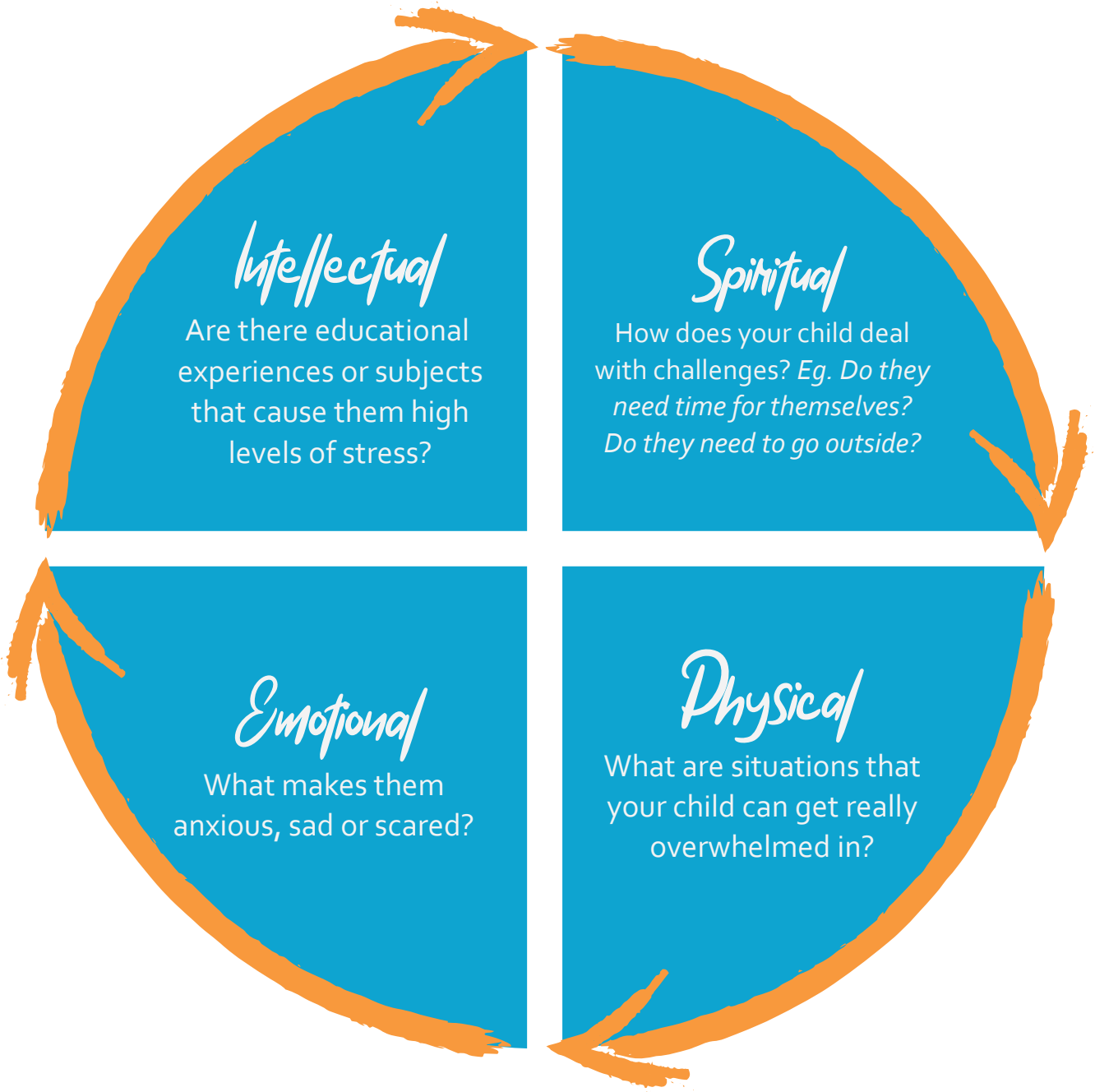


What are your child's strengths?

What does “a good day” look like for them, and how can an educator encourage that? Share some examples of what your child likes to do at home or outside, do they have any interests, play sports or is there something that they are working on right now?



What is a challenge or need for your child?



What is a challenge or a need for your child?

Do they have difficulty communicating? Do they become overwhelmed and need time or space to calm? What might “a challenging day” include, and how can an educator prepare to support them through it?

Thinking Aloud

Regular communication between the parents/caregivers and the school helps to ensure that important information is shared about your child and their learning journey, so that your child will receive all the necessary support, tools, and/or equipment for them to be successful.

The Individual Education Plan (IEP)

The IEP

An individual education plan (IEP) is a written plan that describes special education programs, accommodations and services that a school will provide for your child.

STEP 1

Making the Individual Education Plan (IEP)

The IEP may include...

ACCOMMODATIONS

Supports and services your child requires in order to learn at their current grade level.

ALTERNATIVE PROGRAMS

What your child will be learning that is not part of the Ontario curriculum.

MODIFICATIONS

Changes made to the current grade level expectations in order to meet your child's learning needs.

STEP 2

Sharing the IEP

A created IEP must be shared with:

- Parents
- Your child 16+
- All staff members directly responsible for instruction

STEP 4

Ongoing Development

Parents and your child 16+ must be consulted during the process. The IEP must include:

- The name and position of all individuals on the development team
- All sources used to inform the IEP
- Medical conditions and assessments
- Strengths and needs of your child

STEP 3

The IEP In Action

Teachers and support personnel are responsible for implementing the IEP. The IEP must be reviewed three times a year in elementary school and each semester in secondary school.

Adapted from Source - Justice for Children & Youth
<https://jfcy.org/wp-content/uploads/2021/10/EN-Guide.pdf>

What is an IEP?

The Individual Education Plan (IEP) is an active, legal, working document with standard sections that are designed to help your child be successful.

An IEP includes the following information:

- *Your child's **strengths and needs**;*
- *Special education **programs and/or services** your child requires;*
- **Annual Goals:** *what your child is expected to learn in a school year;*
- **Learning Expectations:** *what your child will learn in a reporting term;*
- **Accommodations:** *supports and services your child requires in order to learn at their current grade level;*
- **Modifications:** *changes made to the current grade level expectations in order to meet your child's learning needs. These can include specific changes to the current grade level expectations and expectations that are taken from a different grade level within the Ontario curriculum;*
- **Alternate Programs:** *what your child will be learning that is not part of the Ontario curriculum;*
- **Teaching Strategies:** *what will be used to teach;*
- **Assessment Methods:** *how your child's progress will be evaluated;*
- **Transition Planning:** *written plans outlining specific goals, supports, roles and responsibilities and timelines for different types of transitions (i.e., transitioning within the school or to other schools)*

Thinking Aloud

An IEP can be changed on a regular basis. It is not an 'unchangeable' document, and in fact, is supposed to be updated quite regularly throughout the year, as the child achieves the goals set out within the IEP.

How Does It Benefit My Child/Youth?

Who Helps Write The IEP?

- *The classroom teacher, in consultation with the school resource teacher, creates the IEP.*
- *The IEP must be written within thirty school days of when your child starts in a new school or classroom or has an IPRC meeting.*
- *The principal is ultimately responsible for ensuring the IEP is written and implemented.*
- **Parents** *play an important role in the development of the IEP for their child and are invited to participate in both the IEP and IPRC processes.*

Your child does better in school when parents are involved. In recent years, schools have made many changes to increase parental involvement and make themselves more “parent-friendly.”

Thinking Aloud

We know that all children/youth do better in school when parents are involved. This is why it is important to have your voice in the IEP. Ask the school team to think about these annual goals from a holistic lens, such as, the physical, emotional, intellectual, and spiritual aspects of your child.

An effective IEP brings together your knowledge about your child with the school’s knowledge about teaching and curriculum. An IEP is a plan of what the school will do to support your child in the classroom and help them succeed.

An IEP is a “legal document” and a “living document”.

- *It’s a legal document because it must follow the processes outlined in the Education Act.*
- *It’s a living document because it can, and will, be changed as your child’s circumstances change.*

Who Receives an IEP?

- *An IEP must be developed for your child if they have been identified as requiring special education services and/or programs by the Identification, Placement and Review Committee/Circle (IPRC).*
- *An IEP may be developed for your child who has not been formally identified by the IPRC but who requires additional support, as determined by the school team in consultation with the parent(s) and caregiver(s).*

The IEP Template

A sample IEP template has been attached so that you can see what information is collected and used for your child's IEP.

Individual Education Plan

IEP

REASON FOR DEVELOPING THE IEP

- Student identified as exceptional by IPRC Student not identified by IPRC but requires special education program/services, including accommodations and/or modified/alternative learning expectations

STUDENT PROFILE

Name: _____ Date of Birth: _____

Student OEN: _____

School: _____ Semester: _____

Principal: _____ Current Grade/Special Education Class: _____ School Year: _____

Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____

Exceptionality: _____

IPRC Placement Decision: _____

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results

Relevant Medical Conditions Yes (*list below*) No

Health Support Services/Personal Support Required Yes (*indicate type below*) No

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

The Student Profile

There is other information that can be included such as your child's Spirit Name, Dodem or Society and Treaty Territory. If you use syllabics to write your name, then use this format as well.

Assessment Data

Where it says 'Information Source', suggest including the feedback from Elders, Knowledge Keepers and/or community programs like the 'Aunties and Grandmothers'.

Relevant Medical Conditions

Suggest organizing this section by the physical, emotional, intellectual and spiritual if this is your way.

A big part of this information can show how balance is required for your child/youth holistically.

Health Support Services/Personal Support Required

It is ok to suggest that your First Nation support services be included here. You may have a Traditional and Cultural Support Unit at the First Nation Health Department that can be a factor in your child/youth's success.

Student's Strengths and Needs

The folder you are creating and keeping for your child/youth and the activities here in this handbook can be a big part of this section.

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Accommodated only (AC), Modified (MOD), or Alternative (ALT). Please identify courses by their codes.

_____ AC MOD ALT
_____ AC MOD ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

Yes (provide educational rationale) No

Complete for secondary students only:

Student is currently working towards attainment of the:

Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

Reporting Format

Provincial Report Card
 Alternative Report

Reporting Dates: _____

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects/program areas unless otherwise indicated.)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment Yes (list below) No

PROVINCIAL ASSESSMENTS

Provincial Assessment Year: Yes (provide name of the assessment below) No

Name of Assessment: _____

Permitted Accommodations: Yes (list below) No

Exemptions: Yes (provide explanatory statement from relevant EQAO document) No

Deferral of Ontario Secondary School Literacy Test (OSSLT): Yes (provide rationale below) No

Rationale: _____

Ontario Secondary School Literacy Course (OSSLC): Yes No

Subjects, Courses, or Alternative Programs to Which the IEP Applies

Some courses or all courses may be Accommodated (AC), Modified (MOD), or an Alternative (ALT) program may be offered instead.

Accommodations (AC): Accommodations for your child’s learning that do not apply to all courses would be listed here. The IEP may include accommodations for your child’s particular needs. They are made to ensure that your child is able to achieve the learning outcomes of the curriculum.

Modifications (MOD): A modified program for your child will be focused on goals different from the provincial curriculum. If your child’s IEP contains modifications, they will receive report cards with comments or letter grades in relation to the particular goals in the IEP rather than being specific to the learning outcomes for the subject or course.

Alternative (ALT): Alternative programs, or alternative skill areas, are developed to support your child in acquiring knowledge and skills outside of the Ontario school curriculum.

Thinking Aloud

Many First Nations now have ‘Harvest Camps’ for the entire community. This type of cultural activity is a culturally relevant program that develops skills from the teachings of our Elders and Knowledge Keepers out on the land. This is an example of an activity that you can recommend as well.

Accommodations

Accommodations are changes to:

- *the strategies used to teach your child (e.g. instructional accommodations)*
- *the materials available to your child (e.g. environmental accommodations)*
- *the assessment tools used to evaluate their learning (e.g. assessment accommodations)*

A list of examples for each type of accommodation can be found in the appendix of this handbook.

Provincial Assessments

Ask the school team if there is First Nations content in these assessments.

Special Education Program

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations. Please identify courses by their codes.

Subject/Course/Alternative Program:

Baseline Level of Achievement (refer to previous June report card):

Prerequisite course (if applicable) _____

Letter grade/Percentage mark _____

Curriculum grade level _____

Baseline Level of Achievement for Alternative Program (refer to description in previous June report card or alternative report):

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative program.

Learning Expectations	Teaching Strategies	Assessment Methods
List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.	List only those that are particular to the student and specific to the learning expectations.	Identify the assessment method to be used for each learning expectation.

Thinking Aloud

Encourage the school team to consult with the Indigenous Lead, Indigenous Graduation Coach or Native Language Teacher at the school board for culturally affirming strategies, materials and tools. This is also an opportunity to request that a First Nations Knowledge Keeper be involved in contributing to this section of the IEP.

Annual Program Goals

Each child will have goals that they will work towards throughout each term within the school year. These can be reviewed or changed more often than once a year.

The goals that are listed in the IEP are meant to be a guide, are not permanent and are specifically designed to support your child on their learning journey.

Suggest that a holistic approach to these goals is to have clear statements about the physical, emotional, intellectual, and spiritual domains. You can also ask the team members what their annual goals are for your child/youth.

Thinking Aloud

It is important to have goals that include a holistic approach and you may not see these on the report card. It doesn't mean that these are not important, but, definitely point this out. For example: A spiritual goal to support your child may include going to a leadership camp for First Nations youth. This type of goal is about reinforcing their self-esteem and identity as part of a balanced approach to this special education journey.

Learning Expectations

These typically come from the Ontario Curriculum. It is ok to suggest that the expectations be organized and aligned with your own community's teachings.

Teaching Strategies & Assessment Methods

Encourage the team to clearly identify which strategies and methods are culturally rooted and those that are non-First Nations. This is an approach called 'two-eyed seeing' where we honour our knowledge and pick the best tools from non-Indigenous society.

Transition Plan

Actions Required at This Time: Yes No

Goal(s)

Actions Required	Person(s) Responsible for Actions	Timelines

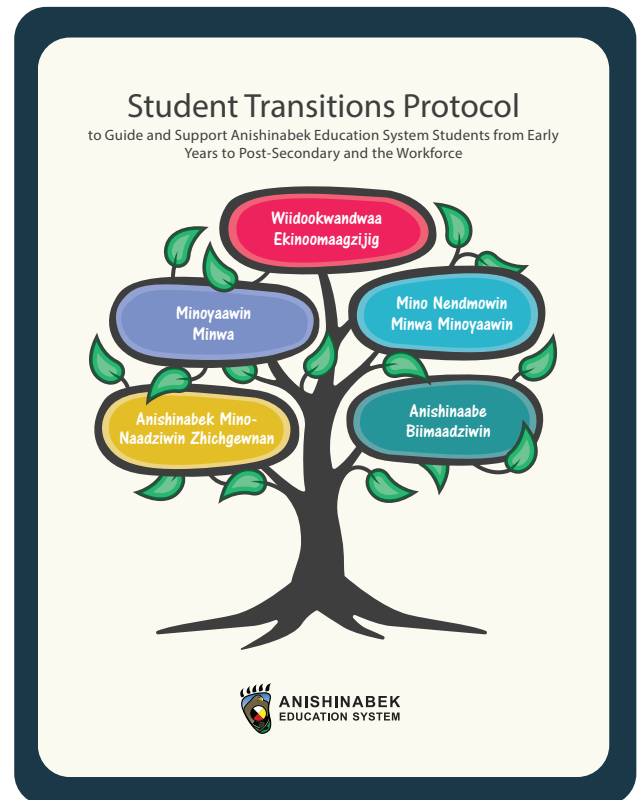
Transition Plan

The transition plan is a detailed plan designed to assist students in making successful educational transitions.

A transition plan must be developed for each child that has an IEP. It is meant to be reviewed regularly. The goals and action items listed within the plan may change to meet the growing needs and interests of the student.

Transition Plans May Include:

- *Goals for entry to school*
- *Goals to transition from one activity to another within the classroom*
- *Goals to transition to non-instructional time (i.e. recess)*
- *Goals to transition from class to class*
- *Goals to transition from grade to grade*
- *Goals to transition to high school or post-secondary activities*
- *Goals to transition from high school to suggest goals to transition from high school to workforce*



For a more detailed resource on Transitions, please go to the KEB website at www.aes-keb.com to access the *Student Transitions Protocol*.

STUDENT TRANSITIONS PROTOCOL
www.aes-keb.com



HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Initiation Date	Frequency or Intensity	Location

IEP DEVELOPMENT TEAM

Staff Member	Role

SOURCES CONSULTED IN THE DEVELOPMENT OF THE IEP

- IPRC Statement of Decision (if applicable) Provincial Report Card Previous IEP Parents/Guardians Student
- Other sources (*list below*)

DATE OF PLACEMENT IN SPECIAL EDUCATION PROGRAM (*select the appropriate option*)

- 1) First day of attendance in new special education program
- 2) First day of the new school year or semester in which the student is continuing in a placement
- 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement:

Completion Date of IEP Development Phase
(within 30 school days following the Date of Placement):

Human Resources (teaching/non-teaching)

Suggest that the other-than-human resources be included here as well. You may ask that creating regalia, drum-making and rites of passage be included.

IEP Development Team

Encourage the school team to include all members that contribute to your child's IEP.

You may want the contributions of your advocates or the other-than-human resources be listed here as well. This is important to do as it demonstrates the responsibility of all to your child/youth. Some may say that this is repetitive to do this, but, this inclusion is a reminder that we are a community dedicated to education and your child.

Sources Consulted in the Development of the IEP

Under 'Other Sources (list below)' be sure to include your own folder on your child/youth. Also, it is important to list the community members and resources that have been and are a part of this journey.

LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Information Source	Description of Activity	Feedback/Outcome

The principal is responsible for each student’s IEP and must ensure that it is implemented according to the ministry’s guidelines and that a monitoring plan is in place.

This IEP has been developed according to the ministry’s standards and appropriately addresses the student’s strengths and needs.

Principal’s Signature

Date

Involvement of Parent/Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP

Parent/Guardian Student

I declined the opportunity to be consulted in the development of this IEP

Parent/Guardian Student

I have received a copy of this IEP

Parent/Guardian Student

Parent / Guardian and Student Comments:

Parent/Guardian Signature

Date

Student Signature (if 16 or older)

Date

Log of Parent/Student Consultation & Staff Review/Updating

Under 'Description of Activity' encourage your cultural protocols for each. Examples of this may include smudging, circles, traditional gifting, feasting and celebrating your child/youth's milestones. This is also an opportunity to discuss the locations of staff reviews/updating, meaning that you can suggest that meetings take place in the First Nation, or a culturally safe space at school.

What if I don't agree with the school's IEP for my child? Can I appeal the IEP?

As a parent/caregiver, if you have advocated for specific needs for your child and they are not being met by the school, these disagreements about the Individual Education Plan (IEP) cannot be appealed.

If you have serious concerns about the IEP not meeting your child's needs you might be able to submit a complaint to the Human Rights Tribunal of Ontario.

HUMAN RIGHTS TRIBUNAL OF ONTARIO
www.tribunalsontario.ca/hrto/



The Identification, Placement, Review, Committee/Circle (IPRC)

STEP 1

Learning Need Identified

A teacher, parent/caregiver or your child 16+ can identify a learning need and request for additional supports and services.

STEP 2

COLLECT & SHARE INFORMATION

Parents/caregivers, teachers and your child 16+ can share observations or examples of learning needs. Also, if available, reviewing assessments, reports or other such data can help guide next steps.

STEP 3

IPRC MEETING

Review of information and discussion about needs.

PEOPLE AT THE MEETING:

- Three or more school staff, including Principal and/or Superintendent
- Parent/Caregiver & Your Child 16+
- Support Person (optional)

IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE/CIRCLE (IPRC)

The parent/caregiver or Principal can request an IPRC meeting. A written request will need to be sent to the Principal and the Principal has 15 days to send a written response to the parent/caregiver.

STEP 4

IPRC DECISION

Determines

IDENTIFICATION
Categories of exceptionalities:

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

PLACEMENT

- Regular class with either indirect support, resource assistance, or
- Special education class with partial integration **or**
- Full-time special education class

STEP 5

INDIVIDUAL EDUCATION PLAN (IEP)

Developed within 30 days of IPRC decision.

INCLUDES:

- Learning goals and expectations
- Your child's strengths and needs
- Program and Services
- Annual Goals
- Teaching Strategies
- Assessment Methods
- Transition Planning

Students can access special education services without going through the IPRC process, or while waiting for an IPRC meeting.

Adapted from Source - Justice for Children & Youth
<https://jfcy.org/wp-content/uploads/2021/10/EN-Guide.pdf>

Identification, Placement, Review and Committee/Circle (IPRC)

What is an IPRC?

- *It is a formal committee that follows regulated steps and timelines*
- *It includes educators, parents/ caregivers and your child (if 16 years of age or older)*
- *A parent/caregiver can bring a support person (advocate) to the meeting*
- *It is focused on education programming, identification, and placement of your child*
- *It is based on*
 - *Your child's strengths and needs*
 - *Evaluations, medical or learning assessment data*
- *Meets at least once per year*

The IPRC Meeting will determine if your child's learning needs fall under one of the five Categories for Exceptionalities, as defined by the Ministry of Education. The IPRC will also determine your child's placement for learning.

Thinking Aloud

There will be many meetings during the IPRC process. It is important to know that you can always bring an advocate. The other thing you need to know is that it does not have to be the same person always. The advocate is your witness and can record notes to capture the discussion. This way you can ensure that nothing gets missed for your beautiful child.

I Identification

Identifying your child's needs.

P Placement

Deciding on the best placement to support those needs.

R Review

A meeting to review supports.

C Committee/Circle

A formal committee made up of educators, parent/caregiver, the student (if 16 years of age or older) & their support person.

Categories of Exceptionalities

“Exceptionalities” are terms defined under the Ontario Education Act and are specific to special education in Ontario provincial schools.

You may hear this term if your child is identified through an IPRC process for one or more categories of exceptionalities and is being provided special education programming and/or services.

There are five different categories of exceptionality in Ontario’s Education Act

The list below will provide information about the five categories;

If your child does not fit into one of the five categories, they can still be accommodated and supported with their learning in the classroom.

Thinking Aloud

Our languages are diverse and amazing. There are so many dialects and each community has their own sayings and nuances. You have the right to request a translator during the IPRC process and at any meetings during the special education journey with your child.

Categories and Definitions of Exceptionalities

BEHAVIOURAL

Behavioural Exceptionality: A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance and that may be accompanied by one or more of the following:

- a. an inability to build or to maintain interpersonal relationships;
- b. excessive fears or anxieties;
- c. a tendency to compulsive reaction;
- d. an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Behavioural refers to challenges over a period of time, and to such a degree, that it impacts a student's learning.

If your child is identified with this exceptionality, suggest that Indigenous Intergenerational Trauma programs and resources be a part of the IEP.

COMMUNICATIONAL

Autism: A severe learning disorder that is characterized by:

- a. disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;
- b. lack of the representational symbolic behaviour that precedes language.

Communication refers to challenges that impact a student receiving or relaying information.

This exceptionality has the broadest range out of all 5. If your child is identified with this exceptionality, suggest that First Nations resources be evenly utilized in the IEP. This will help to nurture your child's sense of identity and self-esteem. For example: Dr. Sharla Peltier, an Anishinaabe Speech Pathologist has written that 'communication differences' can often be met with an approach called 'English and/or French as a 2nd dialect' for First Nations learners.

Deaf and Hard of Hearing: An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Language Impairment: A learning disorder characterized by an impairment in comprehension, and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- a. involve one or more of the form, content, and function of language in communication; and
- b. include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment: A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability: One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

INTELLECTUAL

Giftedness: An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability: A learning disorder characterized by:

- a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services;
- b. an inability to profit educationally within a regular class because of slow intellectual development;
- c. a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability: A severe learning disorder characterized by:

- a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- b. an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- c. a limited potential for academic learning, independent social adjustment, and economic self-support

Intellectual refers to differences in general mental or cognitive abilities - higher or lower -that may affect: intellectual functioning, such as learning, problem solving, judgement, or adaptive functioning (activities in daily life), such as communication, or independent living.

If your child is identified with this exceptionality, you can request special equipment like a laptop through Jordan's Principle to support them in their educational journey.

PHYSICAL

Physical Disability: A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level.

Physical refers to a condition that affects the body, where help is needed to support the student's educational achievement.

If your child has been identified with this exceptionality, suggest that the local Aboriginal Health Access Centre or Indigenous Led Community Health Centre can be one of the services and supports for your child. For example: Shkagamik-Kwe in Sudbury, Ontario offers a full range of medical, physio, wellness and cultural services.

Blind and Low Vision: A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

MULTIPLE

Multiple Exceptionalities: A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

(Source: Special Education in Ontario, Kindergarten to Grade 12; pages A14 to A16)

Multiple refers to when a student's needs are in two or more categories of exceptionality.

Multiple Exceptionalities. If your child is identified with multiple exceptionalities, suggest that professional development in Indigenous Cultural Safety (ICS) be offered to the team that is supporting your child. ICS gives each person tools/strategies to understand their own views and learn how to communicate/collaborate in a good way.

Placements for Learning

Placements refer to what type of classroom or learning support would best meet the needs of your child who is receiving special education services and programming. The placement will be clearly outlined in the IEP.

THERE ARE FIVE TYPES OF SPECIAL EDUCATION PLACEMENTS;

Placement	Description
A regular class with indirect support	<p>The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.</p> <p><i>Thinking Ahead</i> First Nation books that honour our people are easily accessible for classrooms now. Suggest that the Indigenous Lead be consulted to offer these resources. You can also check out www.goodminds.com to find books that support your child.</p>
A regular class with resource assistance	<p>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.</p> <p><i>Thinking Ahead</i> Suggest that the special education teacher check out the newsletter series 'Our Gifted Children' at https://education.chiefs-ofontario.org/priorities/specialeducation/#newsletters for culturally affirming strategies and resources.</p>
A regular class with withdrawal assistance	<p>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.</p> <p><i>Thinking Ahead</i> Encourage both the homeroom teacher and special education teacher to bring in an Elder or Knowledge Keeper to talk about First Nations perspectives/teachings on special education. This talk can be done with the class as a way for them to understand that everyone learns differently.</p>
A special education class with partial integration	<p>The student is placed by the IPRC in a special education class 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.</p> <p><i>Thinking Ahead</i> Suggest that you and your child/youth visit this class together before placement. You may want to have your medicines (if this is your way) present in that space or request that a welcoming song on the drum be done to welcome all children into this space.</p>

A special education class full time

The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to the standards in O. Reg. 298, section 31, for the entire school day.

Thinking Ahead There are so many 'wrap-around services' that can benefit your child in this placement. Suggest that the local Indigenous Friendship Centre be a part of this plan and placement. They have outreach workers that can be the connection to cultural and language supports.

(Source: *Special Education in Ontario, Kindergarten to Grade 12*; page D10)

What supports will help your child thrive?

For some learners, extra time, visual organizers, frequent breaks, or hands-on materials and activities is a good start. Others may require dedicated time with speech pathologists, occupational therapists or one-on-one assistance through the school day. Complete the visual organizer below and add to your at home folder.

Intellectual
What is your vision for your child's education?


Spiritual
Is there a particular cultural tradition or ceremony or rite of passage that can help your child thrive?

Emotional
Are there community programs, services or people that can or already support your child?

Physical
How do you support your child at home?

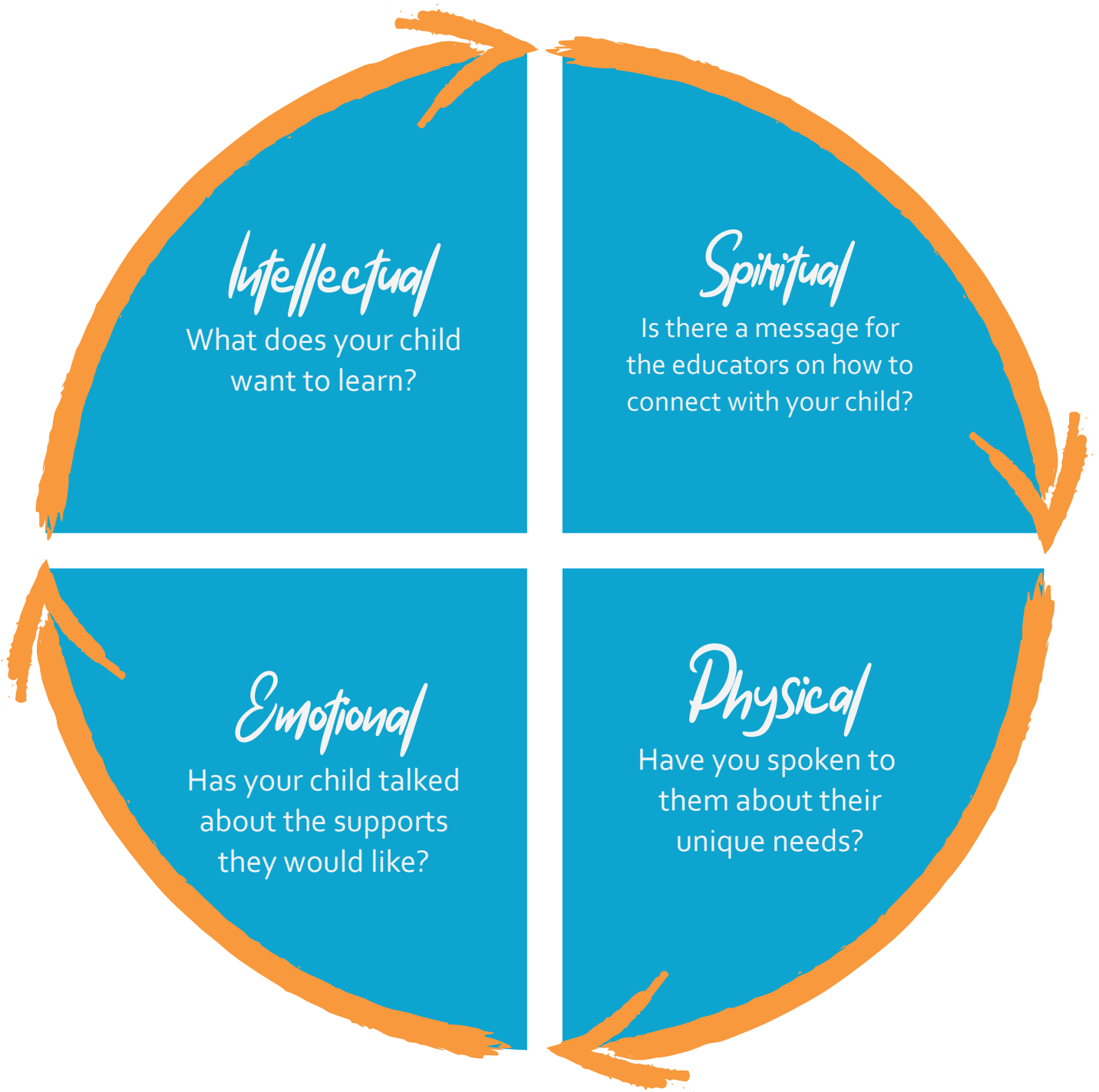
What supports will help your child thrive?

For some learners, extra time, visual organizers, frequent breaks, or hands-on materials and activities is a good start. Others may require dedicated time with speech or occupational therapies, or one on one support throughout their school day. How do you support your child currently? How do you see that carrying forward into their education?



What does your child think?

Complete the visual organizer below and add to your at home folder.



What does your child think?

Have you spoken to them about their unique needs? Do they have an opinion on what support they would value, or how they can best connect with someone who will assist them in the day-to-day? What does your child want to learn?



IPRC Meeting Process & Timelines

What Does It Look Like?

Below is a summary and timelines of what you can expect during the IPRC process;

THE IPRC MEETING PROCESS

1 A Meeting Is Called

A parent or caregiver calls a meeting, the Principal will have 15 days to respond to a written request for an IPRC.

OR

If the Principal calls a meeting, you will receive a letter within 15 days and any supporting documentation.

You will also receive a date and time that the meeting will be taking place. If you need to reschedule the meeting please ensure that you contact the school right away.

Information and Types of Reports You Should Receive;

- *IEP - Individual Education Plan*
- *All Assessment Reports*
 - *Speech & Language, Occupational Therapy, Psych-educational, or any others*

Thinking Aloud

This is an opportunity here for you to suggest that the correspondence also be in an Indigenous Language OR that the meeting be held at the First Nation. This is an opportunity to start the process in a good way with a circle, smudge, feast and gifting (if this is your way).

There are sample letters for your use at the back of this handbook.

2 The Meeting: Who May Be There?

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

There may be other people present at this meeting as well. They are;

- *Resource teacher*
- *Classroom teacher*
- *Indigenous Graduation Coach*
- *Other school professionals who provide support, or who may be able to provide further information (special education staff, social worker, school psychologist)*
- *Parent or Caregiver*
- *Your child (if 16 years of age or older)*
- A parent or caregiver support person (a family member, First Nations advocate, Elder or community member)

Thinking Aloud

Remember you are not alone and do not have to be alone at this or any of the meetings during the IPRC process. Bring your advocate with you and request that the meetings begin in a good way - traditional medicines, opening prayer in the language, drum song (if this is your way).

As a parent/caregiver, you may bring someone to support you at the IPRC meeting. You may bring a family member, a First Nation advocate, Elder or community member.

Preparation for the IPRC Meeting

For all requests for an IPRC, the Principal:

- *ensures that data collected during the referral process has been discussed and shared with the parents including:*
 - *in-School Team Record;*
 - *educational assessments;*
 - *other assessments (as required);*

Your child can still access special education services if they are not identified as having an exceptionality by the IPRC

- *ensures that parents have had an opportunity to discuss:*
 - *recommendations to be considered by the IPRC for identification and placement; and*
 - *the IPRC process.*

As a parent or caregiver, you can be involved in the process from the beginning through to the end.

The decision made by the IPRC is identifying that your child fits within a special educational category. As determined by the Ministry of Education Categories and Definitions of Exceptionalities, the purpose of these categories is for programming and supporting your child in provincial schools.

For Your Notes

Principal Name and Contact Information

Teacher's Name

Special Education Teacher and Other School Staff Names

Community advocate, Elder or Education Director/Councilor from your community

Date of IPRC meeting and other important dates/tasks

Do I have a copy of the IEP?

Other Notes

During the Meeting: What Can You Expect?

Step 1: 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.

Step 2: The chair will make sure that everyone has the same information to refer to throughout the meeting.

Please ask questions for clarification at any time during the IPRC meeting.

Step 5: Once the meeting is over, and the paperwork has been signed, you will receive all of the information about your child’s programming in written format.

Thinking Aloud

It is ok to ask for a short break during the meeting to gather your thoughts. This is also the time for your advocate to share what they are hearing and the questions you (or they) can ask.

Step 3: Once the team looks over all of the documentation a decision will be made.

Step 4: You will be asked to sign “The Statement of Decision”. *You do not need to sign the statement if you do not agree with it and could appeal the IPRC decision.*

The IPRC appeal process will be explained in the next session. However, your child will still have an IEP developed for them to ensure that they are receiving the proper programming for their needs.

Thinking Aloud

Suggest that alternative formats be offered rather than just written. You can ask that the information be in an audio or digital format.

Statement of Decision

As soon as possible after a decision is made, the Identification, Placement, and Review Committee/Circle (IPRC) must provide a written statement of their decision to the parent/caregiver and your child (16+). This is called the Statement of Decision.

If the committee identifies your child as exceptional, the decision must include:

- *The category and definition of exceptionality*
- *Strengths and needs of the student*
- *Placement decision*
- *Reasons for placement in special education class, if that is the decision*
- *Recommendations for a special education program and/or services*

Thinking Aloud

These types of decisions can be very emotional for you and this is completely normal. Keep your medicines close and on you (if this is your way). Your medicine pouch, eagle feather or grandmother stones will support you too. Hold them in your hand and focus on your beautiful child and what is going to honour them.

When you receive the IPRC Statement of Decision, you can:

- *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*

Thinking Aloud

It is completely normal to feel stress during this stage. Ensure that you share this 'IPRC Statement of Decision' with an Education Counsellor, Indigenous Graduation Coach or a trusted advocate before signing. You have the right to review and reflect before making your decision for your beautiful child/youth.

Thinking Aloud

Remember that this guide and your at-home folder is your culturally affirming parents guide to special education'. The school board will often have a very standard guide without the advice, teachings and tips located here.

Timelines & Steps

How And Where Am I Involved?

We have highlighted the places in this process where you are involved.

Summary of the IPRC Timeline and Your Checklist

Stage 1: IPRC Meeting Requested	Action	Completed
Within 15 days of request	<p>Principal sends parent:</p> <ul style="list-style-type: none"> ◦ acknowledgement of request or notice of referral ◦ parents' guide to special education ◦ approximate date for IPRC meeting 	<input type="checkbox"/>
At least 10 days before meeting	<p>IPRC chair sends parent (and student if 16 or over);</p> <ul style="list-style-type: none"> ◦ notification of IPRC meeting ◦ details of meeting (date, time, place) 	<input type="checkbox"/>
Before the meeting and as soon as possible after receipt of information on student	<p>IPRC chair send parent (and students if 16 or over) information about student received by IPRC</p>	<input type="checkbox"/>

Stage 2: IPRC Meeting	Action	Completed
	<p>IPRC:</p> <ul style="list-style-type: none"> ◦ <i>documents students's strengths and needs</i> ◦ <i>makes decision about identification and placement</i> ◦ <i>identifies category and definition of student's exceptionality</i> ◦ <i>may recommend program and services</i> <p>As soon as possible after decision is made, statement of decision is sent to the relevant parties, along with reasons for placing student in special education class, if that is IPRC's placement decision</p>	<input type="checkbox"/>

Stage 3: After IPRC Decision	Action	Completed
<p>Within 15 days of statement of decision</p>	<p>Parent may:</p> <ul style="list-style-type: none"> ◦ <i>agree with decision and sign consent form</i> ◦ <i>make no response</i> ◦ <i>request further discussion, or</i> ◦ <i>disagree with decision and file appeal with SEAB</i> 	<input type="checkbox"/>
<p><i>If parent agrees or makes no response</i></p>	<p>Action</p>	

Within 30 school days of placement being implemented	<i>School completes IEP</i> <i>Parent gets copy of IEP</i>	<input type="checkbox"/>
<i>If parent wishes further discussion:</i>	<i>Action</i>	
Within 15 days of receipt of decision	<i>Parent requests second meeting</i>	<input type="checkbox"/>
<i>If parent disagrees:</i>	<i>Action</i>	
Within 30 days of receipt of initial IPRC decision	<i>Parent files notice of appeal with secretary of board</i>	<input type="checkbox"/>
Stage 4: Second IPRC Meeting	Action	Completed
	As soon as possible after second IPRC meeting, <i>notice of results sent to relevant parties</i> , along with reasons for changes if there is a revised decision	<input type="checkbox"/>
Stage 5: After Second IPRC Meeting	Action	Completed
	<i>Parent may:</i> <ul style="list-style-type: none"> <i>sign consent form, or</i> <i>make no response (board then implements placement decision, and develops IEP within 30 days)</i> 	<input type="checkbox"/>
<i>If parent disagrees:</i>	<i>Action</i>	
Within 15 days of request of decision of second meeting	<i>Parent files notice of appeal with secretary of board</i>	<input type="checkbox"/>

Source: *Special Education in Ontario, Kindergarten to Grade 12; pages D14 & D15*

Appealing the IPRC - What Should I Do?

WHAT CAN BE APPEALED?

A parent/caregiver can appeal:

- *The identification of the student as an exceptional student;*
- *The decision that the student is not an exceptional student;*
- *The placement of an exceptional student.*

Some reasons why you you may appeal the IPRC decision, as they could impact your child's identification and placement;

- *You did not receive the proper information, paperwork or forms before the IPRC meeting*
- *You don't agree with the IPRC decision*
- *You received new information about your child (i.e., new assessments, doctor reports or other such information)*

IPRC meetings can be held more than once a year. It can be held multiple times a year to ensure that programming and placement is meeting the needs of the your child.

Notice of Appeal	Action	Completed
Within 15 days of notice being recieved by the secretary of board	School board and parent each select on member of appeal board	<input type="checkbox"/>
Within 15 days of the selections being made	The two members select a chair	<input type="checkbox"/>
Within 30 days of selection of chair	Appeal board meets (unless parent and board consent in writing to a later date)	<input type="checkbox"/>

Meeting	Action	Completed
Within 30 days following the meeting	Appeal board recommendations sent to relevant parties	<input type="checkbox"/>
Within 30 days of receipt of recommendations	School board considers recommendations and sends statement of decision to relevant parties	<input type="checkbox"/>

Board's Decision	Action	Completed
Within 30 days of receipt OR	Parent appeals to Special Education Tribunal	<input type="checkbox"/>
After 30 days and without an appeal by parents	Board implements its decision	<input type="checkbox"/>

(Source: Special Education in Ontario, Kindergarten to Grade 12; pages D27)

SEAB Decision

Parents /caregivers, your child (16 years of age or older), and the school board will receive a written statement of the recommendations.

The school board must decide whether to accept some, all, or none of the recommendations within 30 days.

If you disagree with the outcome, you can appeal to the Special Education Tribunal (SET) within 30 days of receiving the school board's decision.

Special Education Tribunal (SET)

SET may dismiss the appeal, grant the appeal and set aside the identification and/or placement, or make changes to the identification and/or placement.

The school board usually has a lawyer and parents can also have a lawyer.

The SET decision will be made in writing, and is final.

IPRC appeals are about the Identification and Placement decision only.

Disagreements about the Individual Education Plan IEP cannot be appealed.

As a parent/caregiver, if you have advocated for specific needs for your child and they are not being met by the school, these disagreements about the Individual Education Plan (IEP) cannot be appealed.

Thinking Aloud

Your First Nation, tribal council or education authority can provide legal representation for you. It is important to have legal representation.

If you have serious concerns about the IEP not meeting your child's needs you might be able to submit a complaint to the Human Rights Tribunal of Ontario. Please view their website at www.tribunalsontario.ca/hrto/ for more information.

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;

There are sample letters for your use at the back of this handbook.

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

Special Education Appeal Board SEAB

This is a formal review process with a three person panel organized by the school board; parents choose one of the panel members.

The SEAB will review the documents related to the IPRC decision (including the decision).

If you have new and/or more complete expert information, you can ask the SEAB to consider it. The SEAB will host a meeting, also called a hearing, to consider the appeal.

The Appeal Board shall consist of three (3) members, none of whom shall have any prior involvement with the matter of appeal;

One member selected by the Board where the student is placed (e.g., Superintendent, principal);

One member selected by the parent of the student;

A Chair, selected jointly by the Board staff and the member selected by the parent (If the members cannot agree, the district manager of the local Ministry office can assist with the selection).

Note: A member cannot be:

- *A Board Trustee or employee providing or purchasing the special education program;*
- *An employee of the Ministry;*
- *A person who has had any prior involvement with the matter under appeal*

AES Reporting Racism Tool

Addressing Racism

If at anytime during the special education process, you or your child/youth feel discriminated against, the AES Reporting Racism Tool is here to support you. This tool is for parents, students, and community members to safely report incidents of racism so that the KEB can effectively track, support, and respond to these incidents, in collaboration with our education partners.



AES Reporting Racism Tool

Did you know?

The Anishinabek Education System (AES) has an online tool for reporting racism in education settings.

The tool is for parents, students, and community members.

Support is offered once an incident is reported.

You can help address racism in schools and school activities, by taking any of the following steps:

Bring the incident to the attention of school staff and/or;

Bring the incident to the attention of the Education Director or Manager at your First Nation and/or;

Bring the incident to the attention of the KEB by using the link to the online tool below.

Let Us Know

If your child or the school environment has been impacted by a racialized incident. We will support you and your community to ensure a timely and appropriate response is in place.



AES Reporting Racism Tool for Families



The QR code and link below can be used to report an incident of racism. If you are more comfortable reporting an incident over the phone, please call us at:

705-542-6332

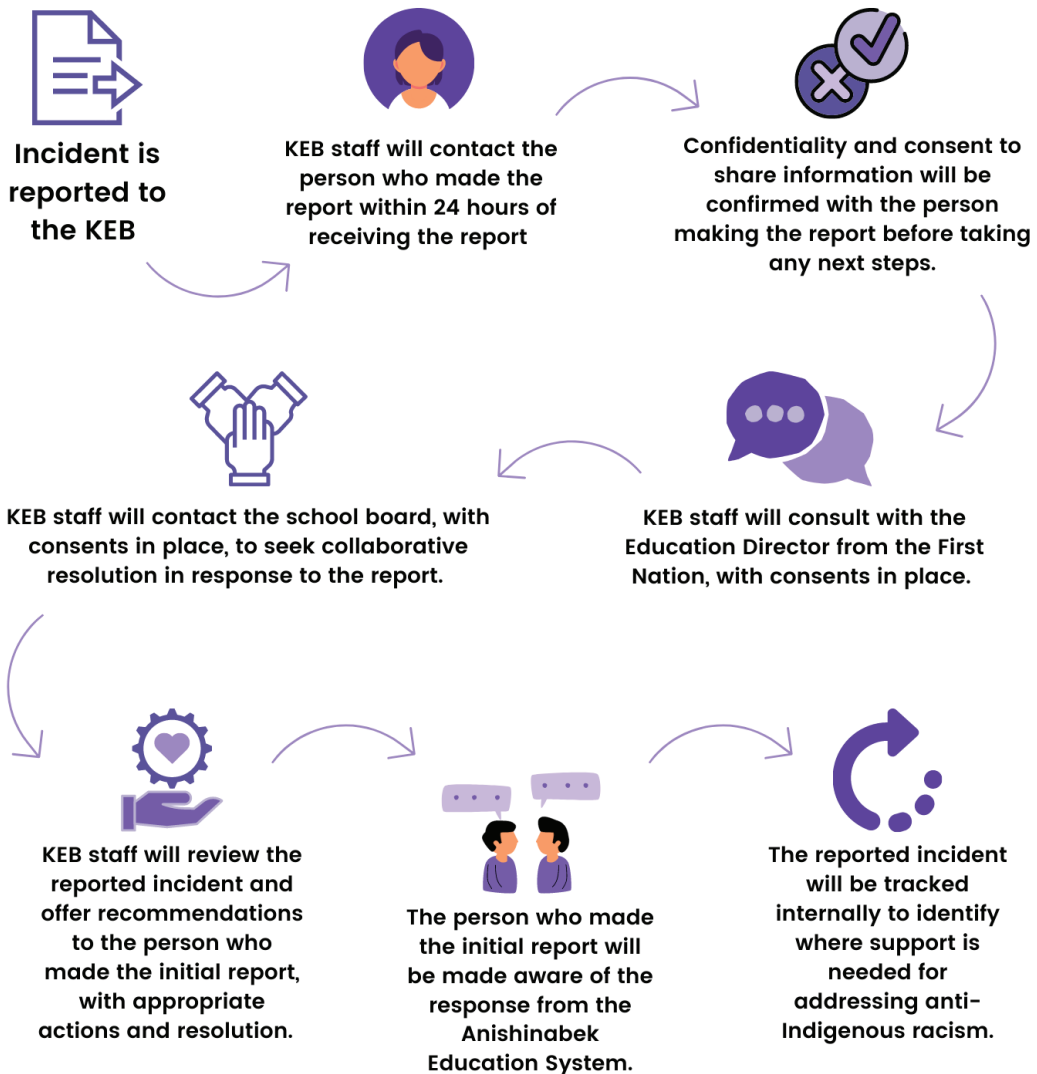
<https://forms.office.com/r/yisB26k6ZC>

Together we can help to make sure the schools that our children attend are more inclusive and more equitable



Using the Anishinabek Education System Reporting Racism Tool

What Happens When You Report an Incident of Anti-Indigenous Racism



How Jordan's Principle Can Help Your Child/Youth

How Jordan's Principle Can Help Your Child/Youth?

Jordan's Principle is a child first initiative named in memory of Jordan River Anderson. The program ensures that First Nations children receive the public services that they need when they need them.

Who Is Eligible?

All First Nations children from 0 to 19 years of age who live on and off reserve are eligible. Services can be applied for one child or a group of children. Services that have been paid for by families in the past may be reimbursed as far back as April 2009.

What Is Covered?

The services that are covered under Jordan's Principle are all public services. If you have a child that is in need of services or support, and their needs are not being met, a referral can be made on behalf of the child. In most cases, the Special Education Resource Teacher will make the referral. They may need to ask you specific questions about your child to ensure that the best services are received for them. This can include assistance technology, transportation services, respite care, and other supports and services.

Funding for Culturally Relevant Supports

Jordan's Principle also covers culturally relevant supports.

This can include Land-Based Learning, bringing a child to experience ceremony, and more.

For more details about Jordan's Principle, you can visit the website below:

Thinking Aloud

Some First Nation communities have workers who can assist with a Jordan's Principle application.

JORDAN'S PRINCIPAL
www.aes-keb.online/PSG-jp



Examples of Accommodations

Examples of Accommodations


Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none"> ◦ Buddy/peer tutoring ◦ Note-taking assistance ◦ Duplicated notes ◦ Contracts ◦ Scaffolding learning ◦ Clustering learning ◦ Descriptive feedback from peers ◦ Reinforcement incentives ◦ Highly structured approach ◦ Partnering ◦ Ability grouping ◦ Augmentative and alternative communications systems ◦ Assistive technology, such as text-to-speech software ◦ Video recordings of lessons for intensive review at a later time ◦ Graphic organizers ◦ Non-verbal signals ◦ Organizational coaching ◦ Pictorial schedules to assist in making transitions ◦ Time-management aids ◦ Mind maps ◦ More frequent breaks ◦ Concrete/hands-on materials ◦ Manipulatives ◦ Tactile tracing strategies ◦ Gesture cues ◦ Dramatizing information ◦ Visual cueing ◦ Large-size font ◦ Tracking sheets ◦ Colour Cues ◦ Reduced/uncluttered format ◦ Computer options ◦ Spatially cued formats ◦ Repetition of information ◦ Rewarding/rephrasing of information ◦ Extra time for processing ◦ Word-retrieval prompts ◦ Taped texts 	<ul style="list-style-type: none"> ◦ Alternative work space ◦ Strategic seating ◦ Proximity to instructor ◦ Reduction of audio/visual stimuli ◦ Study carrel ◦ Minimizing of background noise ◦ Quiet setting ◦ Use of headphones ◦ Special lighting ◦ Assistive devices or adaptive equipment 	<ul style="list-style-type: none"> ◦ Extended time limits ◦ Verbatim scribing ◦ Oral responses, including recorded responses (audio or video) ◦ Alternative settings ◦ More frequent breaks ◦ Assistive devices or adaptive equipment ◦ Prompts to return student's attention to task ◦ Chunking of assessment tasks over time ◦ Allowing a choice as a demonstration of learning ◦ Augmentative and alternative communications systems ◦ Assistive technology, such as speech-to-text software ◦ Large-size font ◦ Colour cues ◦ Reduced/uncluttered format ◦ Computer options ◦ Extra time for processing ◦ Reduction in the number of tasks used to assess a concept or skill



(Source: *Special Education in Ontario, Kindergarten to Grade 12*; pages E39)

Participating First Nation & District School Boards

Participating First Nations (PFN)	District School Boards (DSB)
<i>Regional Education Council (REC) #1</i>	
<ul style="list-style-type: none"> ◦ <i>Biigtong Nishnaabeg</i> ◦ <i>Pic Mobert First Nation</i> ◦ <i>Long Lake #58 First Nation</i> ◦ <i>Biingitiwaabik Zaaging Anishinaabek</i> 	<ul style="list-style-type: none"> ◦ <i>Superior-Greenstone District School Board</i> ◦ <i>Superior North Catholic District School Board</i>
<i>Regional Education Council (REC) #2</i>	
<ul style="list-style-type: none"> ◦ <i>Atikameksheng Anishnawbek</i> ◦ <i>Aundeck Omni Kaning First Nation</i> ◦ <i>Michipicoten First Nation</i> ◦ <i>Sheshegwaning First Nation</i> ◦ <i>Zhiibaahaasing First Nation</i> ◦ <i>Whitefish River First Nation</i> 	<ul style="list-style-type: none"> ◦ <i>Rainbow District School Board</i> ◦ <i>Sudbury Catholic District School Board</i> ◦ <i>Conseil scolaire catholique du Nouvel-Ontario</i> ◦ <i>Algoma District School Board</i> ◦ <i>Huron-Superior Catholic District School Board</i>
<i>Regional Education Council (REC) #3</i>	
<ul style="list-style-type: none"> ◦ <i>Dokis First Nation</i> ◦ <i>Henvey Inlet First Nation</i> ◦ <i>Magnetawan First Nation</i> ◦ <i>Moose Deer Point First Nation</i> ◦ <i>Nipissing First Nation</i> ◦ <i>Wahnapiatae First Nation</i> ◦ <i>Wasauksing First Nation</i> 	<ul style="list-style-type: none"> ◦ <i>Near North District School Board</i> ◦ <i>Rainbow District School Board</i> ◦ <i>Simcoe Muskoka Catholic District School Board</i> ◦ <i>Nipissing-Parry Sound Catholic District School Board</i> ◦ <i>Conseil scolaire de district du Nord-Est de l'Ontario</i> ◦ <i>Sudbury Catholic District School Board</i> ◦ <i>Conseil scolaire catholique de Nouvel-Ontario</i>
<i>Regional Education Council (REC) #4</i>	
<ul style="list-style-type: none"> ◦ <i>Aamjiwnaang First Nation</i> ◦ <i>Chippewas of Georgina Island First Nation</i> ◦ <i>Chippewas of Rama First Nation</i> ◦ <i>Mississaugas of Scugog Island First Nation</i> ◦ <i>Munsee-Delaware Nation</i> ◦ <i>Beausoleil (Chimnissing) First Nation</i> 	<ul style="list-style-type: none"> ◦ <i>Lambton-Kent District School Board</i> ◦ <i>York Region District School Board</i> ◦ <i>Simcoe County District School Board</i> ◦ <i>Simcoe Muskoka Catholic District School Board</i> ◦ <i>Durham District School Board</i> ◦ <i>Thames Valley District School Board</i>

Special Education Assessment Information Table

Type of Assessment & Tools	Purpose	Assessor / Qualifications	Wait Time	Parent / Guardian Consent & Information Sharing
Early Identification & Intervention Screening <ul style="list-style-type: none"> • Observation • Conferencing 	Assessment of current performance to provide baseline for intervention.			
OLA: Oral Language Assessment	OLA Assesses receptive language and working memory: their ability to listen to and understand language.			
AEL: Activate Early Learning Assessment	AEL Identifies students whose oral language skills fall significantly below expected levels. Provides focused instruction to improve oral language skills, knowledge of academic concepts, and social skills	Designated Early Childhood Educator (DECE): <i>Early Childhood Educator Diploma. Registration with the College of Early Childhood Educators.</i>	Immediate & ongoing.	Registration in school implies consent. Information sharing is regular and ongoing.
EDI: Early Development Instrument 	EDI Assesses the developmental strengths and needs of students.	Regular Classroom Teacher (RCT): <i>Certified by the Ontario College of Teachers.</i>		
Observation Survey of Early Literacy Achievement	Assesses progress in early literacy learning with six tasks: <ul style="list-style-type: none"> • Concepts About Print • Running Records • Letter Identification • Word Reading • Writing Vocabulary • Hearing & Recording Sounds in Words 			

<p>Educational Assessment</p> <p>Diagnostic Formative Summative Subject-Specific Assessments</p>	<p>Assesses current knowledge and background.</p> <p>Determines intervention strategies.</p>	<p>Regular Classroom Teacher (RCT):</p> <p>Certified by the Ontario College of Teachers.</p>		
<p>PM Benchmark Reading Assessment Kit:</p>	<p>PM Benchmark: Informal reading inventory that assesses decoding skills, fluency and comprehension.</p>		<p>Regular & ongoing.</p>	<p>Registration in school implies consent.</p> <p>Information sharing is regular and ongoing.</p>
<p>CASI Reading Assessment (Comprehension, Attitude, Strategies & Interest)</p> 	<p>CASI: Reading assessment of student's strengths & needs for those who are reading above PM Benchmark L 27.</p>			
<p>Kaufman Test of Educational Achievement-Third Edition (KTEA-3)</p> 	<p>KTEA-3: Standardized test that measures academic achievement in Oral Language, Reading, Writing and Math for students ages 4-25:11 years.</p>	<p>Special Education Resource Teacher (SERT): Certified by the Ontario College of Teachers.</p>	<p>School waitlist dependant on the needs of the child and of the school as a whole.</p>	<p>Consent required.</p> <p>Parent provided with rationale in advance.</p>
<p>Otis-Lennon School Ability Test (OLSAT)</p>	<p>Test of abilities. Used to screen for giftedness.</p>			
<p>Speech and Language Assessment</p>	<p>Assess articulation; phonological processing; receptive language; expressive language; central auditory processing in order to determine plan for intervention.</p>	<p>Speech-Language Pathologist (SLP). Registered with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO)</p>	<p>School waitlist dependant on the needs of the child, the school and the system process.</p>	<p>Signature required on the informed consent. Feedback provided in person. Copy of report provided to parent / caregiver.</p>

Occupational Therapy Assessment	Assess the environment & the skills necessary for participation in school activities: sensory, self-care, fine motor skills, social skills, behaviour management.	Occupational Therapist (OT). Accredited by the Canadian Association of the Occupational Therapists (CAOT).	Waitlist dependant on service provider.	Signature required on informed consent. Feedback provided in person. Copy of report provided to parent / caregiver.
Physical Therapy Assessment	Assess, diagnose, treat & manage acute & chronic physical conditions to improve or restore function.	Physiotherapist (PT). Certified by the Canadian Physiotherapy Association.	Waitlist dependant on service provider.	Signature required on informed consent. Feedback provided in person. Copy of report provided to parent / caregiver.
Behavioural Applied Behaviour Analysis Functional Behaviour Analysis Frequency Tracking Antecedent-Behaviour-Consequence (A-B-C) Tracking	Assesses the function of behaviour in order to plan interventions.	Board Certified Behaviour Analyst (BCBA)		Signature required on informed consent. Feedback provided in person. Copy of report provided to parent / caregiver.
Psycho-educational Wechsler Intelligence Scale for Children (WISC-V) Behaviour Rating Scales Executive Functioning Measures Personality & social emotional measures.	WISC-V: Assesses child's general intellectual ability relative to their peers in 5 areas: Verbal Comprehension; Visual Spatial; Fluid reasoning; Working Memory; Processing Speed. <ul style="list-style-type: none"> • May diagnose • Assess academic skills. • Assess behavioural, social, emotional, & adaptive skills. 	Diagnostician (supervised) Psychometrist (supervised) Psychologist: Registration with the College of Psychologists of Ontario.		Signature required on informed consent. Feedback provided in person. Copy of report given to parent / caregiver. Written, informed consent from parent / guardian is required before sharing assessment information.

Special Education Strategies, Resources, and Accommodations

Special Education Strategies, Resources, & Accommodations

Adapted from Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide 5.1

Instructional Accommodations:

Focus:

- *Provide only one or two directions at a time*
- *Establish eye contact prior to giving instructions*
- *Repetition of information*
- *Rephrasing information in clear simple language*
- *Visual cueing*
- *Extra time for processing*
- *More frequent breaks*
- *Class visual schedule*

Comprehension:

- *Scaffold learning*
- *Ability grouping*
- *Hands-on materials and activities*
- *Adapt the number of items the learner is expected to learn*
- *Adapt the time allotted for learning or task completion*
- *Increase the amount of personal assistance for a student*
- *Use visual aids*
- *Adapt the location the learning takes place: on the land*
- *Experiential learning*
- *Task Analysis*

Writing:

- *Graphic organizers*
- *Mind maps*
- *Assistive Technology*
- *Scribe for note-taking*
- *Duplicated notes*
- *Video recordings of lessons for review*
- *Alternate formats for writing*

Environmental Accommodations:

- *Land-based learning*
- *Experiential learning*
- *Inquiry learning*
- *Alternative workspace*
- *Strategic seating*
- *Proximity to teacher*
- *Reduction of audio stimuli*
- *Reduction of visual stimuli*
- *Study carrel*
- *Special lighting*
- *Use of headphones*
- *Timer, visual timer*
- *Colour-coded folders/binders*
- *Individual visual schedule*
- *Assistive devices or adaptive equipment. Specify _____*

Assessment Accommodations:

- *Extended time limits*
- *Alternate test/format*
- *Verbatim scribing*
- *Oral responses, including audio or video recordings*
- *Alternative settings*
- *Repeat directions to the student individually*
- *More frequent breaks*
- *Provide sample items at the beginning of the test*
- *Assistive devices or adaptive equipment*
- *Practice test*
- *Prompts to return student's attention to task*
- *Chunking of assessment tasks over time*
- *Visual graphic cues as test directions change*
- *Allow choice as a demonstration of learning*
- *Reduction of the number of tasks used to assess a concept or skill*

Behaviour Accommodations:

- *Smudging*
- *Time with Elder, Traditional Teacher or Knowledge Keeper*
- *Restorative practices*
- *Sensory activities*
- *Student contract/goal setting*
- *Relaxation strategies*
- *Home-school communication program*
- *Antecedent-Behaviour-Consequence (A-B-C) tracking sheets*
- *Reinforcement incentives*

Templates of Letters For You To Use

Templates Of Letters For You To Use

If you need some samples or assistance, the link below includes five templates adapted from the Learning Disabilities Association of Ontario.

1. A letter requesting a meeting
2. A letter requesting an IPRC
3. A letter requesting a follow up/further discussion meeting
4. A letter requesting an appeal
5. A letter requesting a review (before an annual review)

These are samples for you to consider, and recommendations for relevant information to include and maintain your records of outreach. For a physical copy of the letter to review, flip to the back of this book.

TEMPLATES

www.aes-keb.online/templates



SAMPLE LETTER REQUESTING A SCHOOL TEAM MEETING

The Principal
Name of School
Address of School

Date

Dear Mr. or Ms. (Name of Principal):

Re: Request for a School Team Meeting for - (Name of Your Child) (Date of Birth)
e.g. Mary Jones, d.o.b. 11-06-82

We wish to request a school team meeting to discuss the learning needs of our child, (name of child), and the supports and services available for our child.

We wish to attend the school team meeting, and would like a summary of any available assessment results prior to this meeting. Please advise us regarding the next step in this process.

Thanking you and your staff for supporting this request.

Yours sincerely or Miigwech,

(your name)

Cc: Family Doctor or other professional you have been working with
Your Education Director, First Nation

SAMPLE LETTER REQUESTING AN I.P.R.C

The Principal
Name of School
Address of School

Date

Dear Mr. or Ms. (Name of Principal):

Re: IPRC Meeting Request for (Name of Your Child) (Date of Birth) e.g. Mary Jones, d.o.b. 11-06-82

I am requesting an Identification, Placement, and Review Committee/Circle (IPRC) meeting for my child (name of child) to review their learning needs and to discuss the supports and services available for them.

Please confirm that you have received this letter and thank you for your prompt action on my child's behalf.

Yours sincerely or Miigwech,

(your name)

Cc: (Superintendent of the School Board)
Your Education Director, First Nation

SAMPLE LETTER TO REQUEST FURTHER DISCUSSION WITH THE I.P.R.C.

The Principal
Name of School
Address of School

Date

Dear Mr. or Ms. (Name of Principal):

Re: Request for Further Discussion with the IPRC for - (Name of Your Child) (Date of Birth) e.g. Mary Jones, d.o.b. 11-06-82

On (date of I.P.R.C. meeting) the I.P.R.C. met at (location of I.P.R.C.) to consider the identification and/or placement for my child. As you will recall, I did not sign the I.P.R.C. Statement of Decision at the time of the I.P.R.C. since I do not agree with it.

I would like to request a Second IPRC meeting, as soon as possible, to discuss further my child's (identification and/or placement). I understand that requesting a Second IPRC meeting does not remove my right to appeal the I.P.R.C. determination, should I wish to do so.

Thank you for your prompt attention to this request.

Yours sincerely or Miigwech,

(your name)

Cc: I.P.R.C. Chair
Your Education Director, First Nation

SAMPLE LETTER FOR AN APPEAL

Director of the School Board
 Name of the School Board
 Address

Dear Mr. or Ms. (Name of Director/Principal):

Re: Request for a Special Education Appeal Board meeting Further Discussion with the IPRC for - (Name of Your Child) (Date of Birth) e.g. Mary Jones, d.o.b. 11-06-82

The purpose of this letter is to inform you that I wish to appeal the determination of the I.P.R.C. held on (date of I.P.R.C.) regarding my child.

I disagree with the I.P.R.C.'s finding in the following areas: (spell out specifics applicable to your child)

- i. I believe that my child is/is not an exceptional pupil, contrary to the I.P.R.C. statement **and/or**
- ii. I believe that (name of child) exceptionality is:
 - category and definition - and wish to have this stated on the I.P.R.C. determination **and/or**
- iii. I wish to have them placed in (spell out what you wish) instead of the placement recommended by the I.P.R.C.

Our nominee to the Appeal Board will be (state name of individual who will attend the appeal board) who is eligible to serve on an Appeal Board on our behalf, as defined in the Act.

I understand that until the Appeal Board makes its recommendation to the School Board, our child's identification and/or placement will remain unchanged.

Thank you for your prompt attention to the matter. I look forward to hearing from you.

Yours sincerely or Miigwech,

(your name)

Cc: Your Education Director, First Nation
 Regional Office of the Ministry of Education

LETTER REQUESTING A REVIEW PRIOR TO THE ANNUAL REVIEW

Director of Education
Name of School
Address

Dear (name of director) or Sir/Madam:

Re: Review Prior to Annual Review for - (Name of Your Child) (Date of Birth) e.g.
Mary Jones, d.o.b. 11-06-82

At the I.P.R.C. meeting held on (date of I.P.R.C.) it was determined that my child (name) should be placed in (describe specific placement). I agreed to this placement, recognizing that if the placement does not meet my child's identified strengths and needs, I can always request a review after three months in the placement. The purpose of this letter is to request such a review as soon as possible. I do not wish to wait until the annual review. It is my opinion that this placement does not meet my child's needs in the following respects:

(spell out concerns, e.g. he or she is not making any gains or he or she is not receiving the required time in the resource room or his or her class size is significantly larger)

Thank you for your prompt attention to the letter.

Yours sincerely or Miigwech,

(your name)

Cc: Child's Principal
Your Education Director, First Nation

Glossary of Terms

Glossary of Terms

This section includes definitions of many terms found in the handbook.

Accommodations change the way students are taught material.

Alternative programs are developed to help students gain experience outside of the Ontario curriculum. They are typically focused on life skills.

Assessment accommodations are adjustments in assessment activities and methods required to enable the student to demonstrate learning.

Assistive technology refers to equipment or software that enhances learning and living for people with unique abilities and needs.

Behaviour modification uses both positive and negative reinforcers/consequences to try and encourage positive behaviour.

Culturally responsive teaching approaches encourage students to leverage their cultural knowledge to improve their learning outcomes. This can require teachers and other authorities to relinquish the role of expert from time to time to hold space for students to approach learning challenges from their unique cultural perspective.

Curriculum The Ontario curriculum outlines what students should know and be able to do at the end of each grade or course in a subject. It is used mainly by teachers and educators but is available to everyone.

Differentiated Instruction adapts a lesson plan to allow each student to learn best in their individual style. This may mean allowing some students to work in groups while others work alone. It may mean providing written instructions to some students and visual demonstrations to others. The goal of differentiated instruction is that each student is able to follow their own path to the learning goals. Rather than redirecting unique students to conforming learning methods, the focus is on finding a way for their learning style to integrate into the classroom.

Environmental accommodations are changes or supports in the physical environment of the classroom and/or the school.

Experiential Learning or Learning by doing - this way of learning is focused on taking action or doing the activity, practicing and reflecting on the activity to then refine their techniques.

Identification, Placement, and Review Committee (IPRC) is the group that meets, reviews and discusses information gathered about a student, to decide if a student should be identified as exceptional in accordance with the Ministry of Education categories of exceptionality.

Individual Education Plan (IEP) is a written plan created by the school to describe the special education programs and services that are to be provided to the student.

Instructional accommodations are adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum .

Land Based learning is the passing on of knowledge from family, Elders and knowledge keepers. It means living in harmony with the environment, respecting animals, and taking only what you need. Land-based learning is the way that knowledge is transferred from one generation to the next.

Modifications change what a student is taught, and/or what they are expected to learn. Modified expectations may include changing the grade level, or changing the complexity of the grade level expectations.

Occupational Therapist (OT) is a trained professional who specializes in assessing and treating disabilities and delays in the areas of fine motor (cutting, holding a pencil or crayons, etc.) and adaptive skills (getting dressed, sitting properly at a table/desk, etc.)

Ontario Student Record (OSR) details a student's information and progress through school. It is confidential and can only be accessed by the Principal, school staff with permission, and the student and/or parent upon request.

Physical Therapist (PT) is a trained professional who specializes in assessing and treating disabilities/delays in the area of gross motor (walking, jumping, playing, etc.)

Special Education Advisory Committees (SEAC) are trustees and representatives of local associations that support exceptional children or adults. They provide advice on special education to their local school board and make recommendations for programs and services. Each school board must have a SEAC.

Special education programs are plans that contain the learning goals and the special education services required to meet the student's needs.

Special education services refer to resources, equipment and support personnel. They are there to support the overall program and needs of the student.

Speech Language Pathologist (SLP) is a trained professional who specializes in assessing and treating speech and language disorders/delays including articulation (how a student pronounces words), communication (how they listen and respond to conversation or information), and swallowing (physical complications).

Universal Design: Simply put, universal design is good design.

A design is universal when it is able to be accessed without accommodation by a variety of people with different needs. Universal design can rarely accommodate 100% of the diverse needs of a community, but good universal design pushes the boundaries of design as far as possible without compromising the integrity or quality of the product.

Additional Special Education Resources

Resources To Support You and Your Child

Below are resources which may support you as well as your child as you continue on the learning journey with your child. You can type the link into a browser, or if you have a cell phone or tablet device, use the QR code to scan and go directly to the digital resource.



A PARENT'S GUIDE TO SPECIAL EDUCATION IN ONTARIO

www.aes-keb.online/PSG-pgse

AUTISM ONTARIO

www.aes-keb.online/PSG-autismontario



LEARNING DISABILITY ASSOCIATION OF ONTARIO

www.aes-keb.online/PSG-ldao

MINISTRY OF EDUCATION - IEP INFORMATION

aes-keb.online/PSG-IEP





MINISTRY OF EDUCATION - IPRC INFORMATION
www.aes-keb.online/PSG-IPRC

ONTARIO HUMAN RIGHTS
Policy Accessible Education for Students With Disabilities
(ohrc.on.ca)
www.aes-keb.online/PSG-aced



PARENTS FOR EDUCATION
P4E-MWM-What-Matters-in-Indigenous-Education.pdf
(peopleforeducation.ca)
www.aes-keb.online/PSG-ind-ed

SPECIAL EDUCATION JUSTICE FOR PARENTS
AND YOUTH GUIDE
Complete Guide (jfcy.org)
www.aes-keb.online/PSG-pyg





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