

Education Resource Guide¹



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¹The information provided in this resource guide is not intended to be legal advice. The Ontario Autism Coalition has tried to ensure that the information provided in this guide is accurate but we cannot guarantee that it is free of errors. Please contact a lawyer if you require legal advice about a specific matter.

General Resources

MINISTRY OF EDUCATION

<http://www.edu.gov.on.ca/eng/>

ONTARIO HUMAN RIGHTS TRIBUNAL

<http://tribunalsontario.ca/hrto/>

ARCH DISABILITY LAW

<https://archdisabilitylaw.ca/>

(416) 482-8255

Toll-free 1-866-482-2724

JUSTICE FOR CHILDREN AND YOUTH

<https://jfcy.org/en/>

(416) 920-1633

Toll-free 1-866-999-5329

PEOPLE FOR EDUCATION

<https://peopleforeducation.ca/>

Phone: 416-534-0100

Toll-free: 1-888-534-3944

LAW SOCIETY REFERRAL SERVICE

<https://lsrs.lso.ca/lsrs/welcome>

LEGAL AID ONTARIO

<http://www.legalaid.on.ca/>

Some community legal clinics provide education related legal services. To find out which clinic to contact, please use the following link:

<https://www.legalaid.on.ca/services/legal-clinics/>

Toronto: 416-979-1446

Toll free: 1-800-668-8258

PRO BONO LAW ONTARIO--EDUCATION LAW PROGRAM

<https://www.probonoontario.org/education/>

Free Legal Advice Hotline

1-855-255-7256

Important Documents Pertaining to Special Education

[The Ontario Education Act](#) – The Education Act and its regulations provide the statutory basis for how education is delivered to students who are enrolled in the publicly funded school system in Ontario. It was last updated on November 14, 2017

[Ontario Regulation 298 Operation of Schools](#) – Provides direction to boards for daily operation of schools

[Ontario Regulation 472/07](#) – Behaviour, Discipline and Safety of Pupils

[Ontario Regulation 181/98](#) – Identification and Placement of Exceptional Pupils

[Ontario Regulation 464/97](#) – Special Education Advisory Committees

[Ontario Regulation 374/10](#) – Supervised Alternative Learning and Excusals From Attendance at Schools

[Ontario Regulation 306](#) – Special Education Programs and Services

You should also look at the information available on the website of your local school board.

PPM (Policy / Program Memorandum)

PPM's (or numbered policy directives) are issued to school boards and school authorities to outline the Ministry of Education's expectations regarding the implementation of ministry policies and programs. It can be useful to refer to these when advocating for your child/student.

[PPM 1: Ontario Schools for the Blind and Deaf as Resource Centres](#)

[PPM 8: Identification of and Program Planning For Students With Learning Disabilities](#)

[PPM 11: Early Identification of Children's Learning Needs](#)

[PPM 59: Psychological Testing and Assessment of Pupils](#)

[PPM 76C: Alternative Educational Programs and Services for Deaf, Blind and Deaf-Blind Exceptional Pupils](#)

[PPM 81: Provision of Health Support Services in School Settings](#)

[PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)

[PPM 137: Use of Additional Teacher Resources to Support Student Success in Ontario Secondary Schools](#)

[PPM 140: Incorporating Methods of ABA Into Programs for Students with Autism Spectrum Disorder](#)

[PPM 144: Bullying Prevention and Intervention](#)

[PPM 145: Progressive Discipline and Promoting Positive Student Behaviour](#)

[PPM 155: Diagnostic Assessment in Support of Student Learning](#)

[PPM 156: Supporting Transitions for Students with Special Education Needs](#)

[PPM 163: School Board Policies on Service Animals](#)

For a list of all PPM's, click [here](#).

Other Important Documents and Links

[Advocacy for Inclusion](#) – Videos on Advocacy Tips (from ARCH Disability Law)

[Advocacy Toolkit](#) – Your Right to not be Excluded from School in Ontario

[Advocacy Toolkit](#) – Service Animals in Schools in Ontario (from ARCH Disability Law)

[Guide](#) – Human Rights and Education in Ontario: A general guide for students (from ARCH Disability Law)

[Inclusive Education Canada](#) – A national non-governmental organization (NGO) committed to quality education for all students in inclusive schools and classrooms in Canadian schools.

[Ministry of Education Memorandum titled “Categories of Exceptionalities”](#) - This document defines the different Categories of Exceptionalities as listed on the IPRC document and also recommends which categories can be used for identifying ADD / ADHD

[Ontario’s Equity and Inclusive Education Strategy](#) - Published in 2009, this document outlines the Province’s recommendations for how ALL students, regardless of exceptionality, are to be fully included in learning Ontario’s Curriculum.

[Research Report](#) – If Inclusion Means Everyone, Why Not Me? (from ARCH Disability Law)

[What Works? Research into Practice](#) – articles published under the Teacher section of the Ministry of Education website. The articles on this website can be passed on to classroom teachers and school staff to help them better understand best practices when helping students with special needs.

Acronyms in Ontario's Education System²

ABA	Applied Behavioural Analysis
ABC	Antecedent, Behaviour, Consequence
BCBA	Board Certified Behaviour Analyst
CFS	Connections For Students
EA	Education Assistant
EDU	Ministry of Education
ERW	Education Resource Worker
IEP	Individual Education Plan
IPRC	Identification, Placement, and Review Committee
MDT	Multi-disciplinary Team
OHRC	Ontario Human Rights Code
OHRT	Ontario Human Right Tribunal
OT	Occupational Therapist / Therapy
PPM	Policy Program Memorandum
RBT	Registered Behaviour Therapist
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEG	Special Education Grant
SEPPA	Special Education Per Pupil Amount
SIP	Special Incidence Portion
SLP	Speech Language Pathologist / Pathology
SNA	Special Needs Amount
SST	School Support Team
TA	Teacher's Assistant

² Some acronyms may change depending on the school board. This is a list of the most commonly used acronyms.

IPRC Timelines As Outlined in Regulation 181/98³

IPRC Process	Time Frame	Actions
IPRC process is requested by parent in writing	Within 15 days of request	<ul style="list-style-type: none"> ● Principal sends letter of acknowledgement ● Letter indicates approximate date of IPRC ● Parent Guide to Special Education must be sent
IPRC meeting is requested by principal upon recommendation of School Support Team	Within 15 days of request by principal to the Special Education Department	<ul style="list-style-type: none"> ● Principal sends letter to inform parent that Principal has requested an IPRC ● Letter indicates approximate date of IPRC ● Parent Guide to Special Education must be sent
IPRC meeting is scheduled	Special Education Department informs school of IPRC meeting schedule approximately 2-3 weeks prior	<ul style="list-style-type: none"> ● Special Education Department notifies the school principal about the schedule of students from that school
Parent is informed of IPRC meeting	Parent must be in receipt of the invitation at least 10 days prior to the IPRC	<ul style="list-style-type: none"> ● School sends letter of invitation to parent ● Parent Guide to Special Education is again sent ● All IPRC documentation is included with invitation for parental review prior to meeting
IPRC meeting is held	Generally 30 minutes scheduled for an initial IPRC / 20 minutes for a Review	<ul style="list-style-type: none"> ● Chair person explains purpose of IPRC ● Student's strengths and needs are documented ● Decisions about exceptionality and placement are determined ● Categories and definitions of exceptionalities are identified ● Recommendations about program and services are documented on Page 2 ● Statement of Decision is reviewed and given to parent

³ Source: November 2011 Special Education for Administrators AQ - Ontario Principals' Council

<p>Parent agrees with IPRC decision</p>	<p>Either at IPRC meeting or subsequent to meeting</p> <p>Upon student's placement in special education program</p> <p>Within 30 school days of placement in program</p>	<ul style="list-style-type: none"> ● Parent completes and signs Statement of Decision and subsequently potentially an Offer of Program Placement ● School seeks parental input for the students Individual Education Plan (IEP) ● School completes the IEP and provides the parent with a copy
<p>Parent wishes further discussion</p>	<p>Within 15 days of receipt of the Statement of Decision</p>	<ul style="list-style-type: none"> ● Parents request a second meeting of the IPRC ● Generally new information is available or the parent wishes the committee to consider previous information in a different light
<p>Special Education Department arranges reconvening of the IPRC</p>	<p>As soon as possible, keeping in mind that parent has 30 days after receiving the decision of IPRC to file an appeal</p>	<ul style="list-style-type: none"> ● The original committee must be reconstituted ● The parents are given an opportunity to outline their reason for asking the committee to reconsider its decisions ● A new Statement of Decision is produced which may reflect the same or revised decisions
<p>Parent disagrees with decisions of the IPRC</p>	<p>Within 30 days of receipt of the IPRC Statement of Decision</p>	<ul style="list-style-type: none"> ● Parent files notice of appeal with Secretary of the Board (Director)
<p>Notice of Appeal</p>	<p>Within 15 days of notice received</p> <p>Within 15 days of selections made</p> <p>Within 30 days of selection of Chair</p>	<ul style="list-style-type: none"> ● School board and parent each select one member of Appeal Board ● The two identified members select a Chair ● Appeal Board meeting is held (unless both parties consent in writing to a later date)
<p>Special Education Appeal Board (SEAB)</p>	<p>Within 3 days</p> <p>Within 30 days of receipt of recommendations</p>	<ul style="list-style-type: none"> ● SEAB recommendations sent to relevant parties ● School board considers recommendations and

		sends statement of its decisions to parties
Board's Decision	<p>Within 30 days of receipt</p> <p>After 30 days and with no notice of appeal from parents</p>	<ul style="list-style-type: none"> • Parents appeal to Special Education Tribunal • Board implements its decision

Chain of Command

When advocating for your special needs child, it is very important to understand the structure of the school system. If you encounter a challenge with your child's education, start by contacting the teacher. If you are not satisfied with their response, move up to the next level. Taking a problem up the chain of command too quickly can often be counterproductive. To learn more about the roles and responsibilities of each individual or organization in this chain of command, click [here](#).

