

SPECIAL EDUCATION SERVICES

A GUIDE FOR PARENTS AND STUDENTS

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Notes:

1. If you wish to receive this parents' guide in Braille, large-print, or audio format, please contact the board at the address or telephone number shown on the last page of this guide.
2. When used in this guide, the word "parent(s)" refers to both parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. The purpose of this parents' guide is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set out for you the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement, or appealing such decisions if you do not agree with the IPRC.

If, after reading this guide, you require more information, please see the board's list of contacts at the end of the document.

Statement of Beliefs

The Nipissing-Parry Sound Catholic District School Board is committed to the principle that the inclusion of exceptional pupils should be the norm, provided the placement meets the pupil's needs and is consistent with parents' wishes.

In our Catholic schools the uniqueness of every student is celebrated. We recognize each child's dignity and value within the family, the church, the community and the school. The goal of purposeful inclusion of all students with adequate supports will ensure that each child's needs are met and assist the child to participate fully in the life of the school.

Inclusion of all exceptional students requires flexibility on the part of schools and parents, as well as partnerships with community agencies providing expertise and personnel. Inclusive programs must be supported through adequate training and funding for facilities and equipment, and require evaluation to ensure that expectations are being achieved in the best interests of all students.

Students have needs in a variety of domains: spiritual, social, emotional, cognitive-academic, and physical. To achieve the highest quality of education for all students, each student's strengths and needs must be evaluated individually.

The Nipissing-Parry Sound Catholic District School Board acknowledges the need for a full range of placement options to meet these varying needs of students. These placement options include placement in a regular classroom with resource support, specialized classes, purchase of service and referral to provincial schools.

Philosophy of Programs and Services

Anyone who welcomes you, welcomes me and those who welcome me welcome the one who sent me. (Matthew 10: 40)

The Nipissing-Parry Sound Catholic District School Board is committed to creating stimulating and nurturing learning environments for all the students entrusted to its care. The Catholic school community respects, builds upon, and indeed celebrates the uniqueness of the individual, who is created in God's image.

When specialized learning is required, our shared faith vision manifests in the inclusion of exceptional students in an atmosphere of loving acceptance, shared responsibility and continuous support. A recognition that students with special needs are more like other students than unlike them, and a focus on abilities rather than disabilities, is the primary focus in our Catholic schools.

There are different gifts but the same Spirit; there are different ministries, but the same Lord; there are different works but the same God who accomplishes all of them in everyone. To each person the manifestation of the Spirit is given for the common good. (1 Co. 12: 4-8)

*The challenge is
To be caring, growing, barrier-breaking,
horizon-stretching,
To acknowledge each other's fragility,
uniqueness, gifts.
To nourish, enrich and ever-extend a loving,
sharing community of God's people
To essentially, build Jesus' earthly Kingdom.
(Margaret Egan)*

Parents are valued members and necessary partners in the education of all students in our Catholic schools.

Although the Identification, Placement and Review process may appear formal, every effort is made to make every step in the process a welcoming, informal, information sharing session.

Further information about Board special education services can be found in the Board's Special Education Report.

GLOSSARY OF TERMS

- Accommodations** – Strategies to assist a student in achieving within the curriculum expectations for that grade. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.
- Appeal** – The legal process followed when parents disagree with an IPRC decision.
- Assessment** – The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving curriculum expectations.
- Case conference** – Case conferences are an opportunity for all parties (parents, school staff, community agencies) to discuss student progress. Case conferences may be requested at any time through the school Principal. For example, once assessments are completed, the case conference is an opportunity for all parties involved to discuss those results. At or before a case conference, the parent will be provided copies of the assessment report(s) prepared by school personnel and/or special education/student services staff. Parents are encouraged to provide the school with any relevant outside documentation which they wish to be considered. Should there be any questions after the case conference and after studying the assessment report(s), another meeting with school staff and special services personnel, and student if appropriate, should be requested.
- Exceptionalities** – Exceptionalities described by the Ministry of Education: They are as follows:
- | | |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Communication
Autism
Deaf and Hard-of-Hearing
Language Impairment
Speech Impairment
Learning Disability | Intellectual
Giftedness
Mild Intellectual Disability
Developmental Disability |
| Physical
Physical Disability
Blind and Low Vision | Multiple
Combination of Disorders,
Impairments or Disabilities |
| Behavior | |
- Expectations** – Statements that describe the knowledge and skills that students should be able to develop or demonstrate.

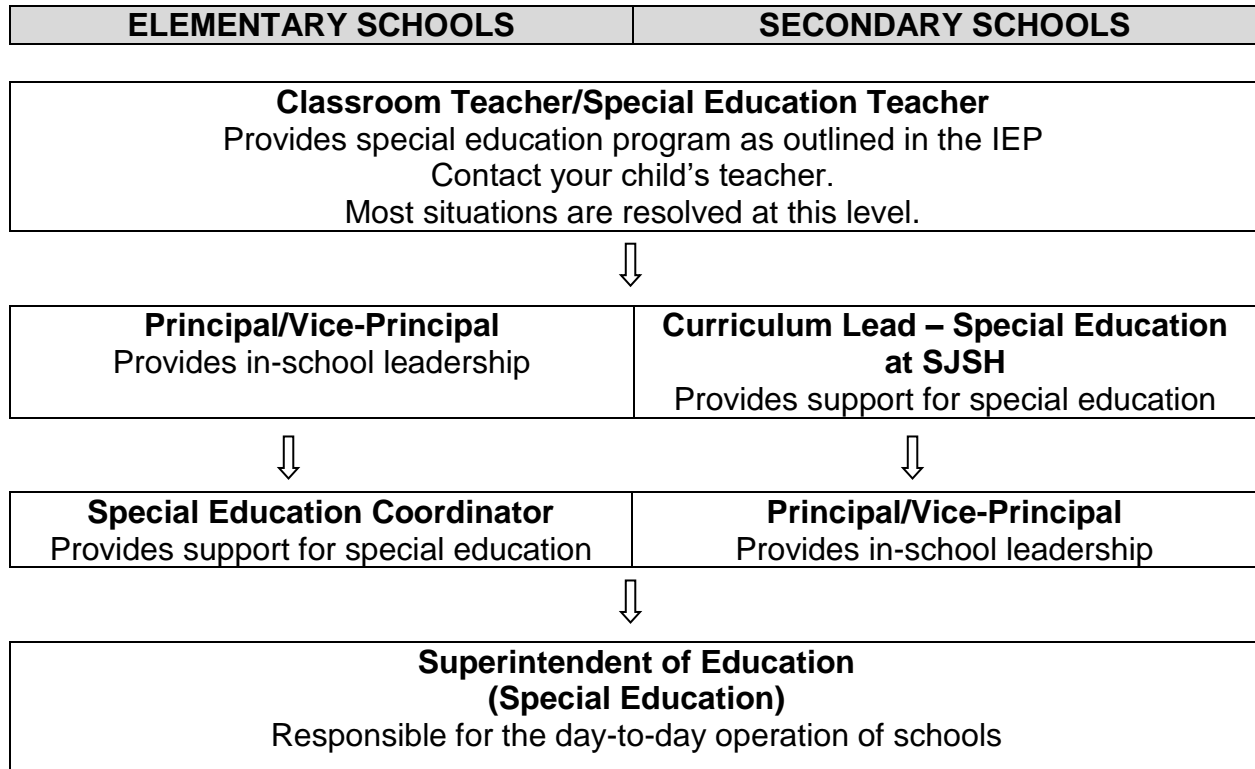
- IEP – Individual Education Plan
A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement.
- IPRC – Identification, Placement and Review Committee
A committee that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year.
- Inclusive Education – Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.
- In-School-Team – A group of teachers/support staff led by a school administrator who meet regularly to discuss the strengths, needs, progress and plans for students who are experiencing learning difficulties and need support within the school.
- Interpreter – A person who interprets/facilitates communication on behalf of a deaf or hard-of-hearing student.
- Intervenor – A person who helps interpret the world on behalf of a deaf/blind student.
- Liaison – The sharing of information from one agency to another in order to provide the best support for your child.

- Modifications – Significant changes to the curriculum expectations for that grade level by reaching well below or well above grade level or significantly reducing the number of expectations. For example, a Grade 7 student working on Grade 3 Mathematics expectations would have a modified Math program as outlined in his/her Individual Education Plan (IEP).
- Placement – The program or service provided to your child:
regular class with an Individual Education Plan (IEP);
special class with an IEP.
- Transition Plan – A plan for transition to appropriate post-secondary activities, such as work, further education, and/or community living, for exceptional students 14 years of age or older (except for those identified as exceptional solely on the basis of giftedness), that is part of their Individual Education Plan.

ACRONYMS RELATED TO SPECIAL EDUCATION

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BMC	Behaviour Management Consultant
CRT	Classroom Resource Teacher
DD	Developmental Disability
DHH	Deaf and Hard of Hearing
EA	Educational Assistant
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
LAC	Learning Assistance Centre
LD	Learning Disability
LSC	Learning Skills Class
MID	Mild Intellectual Disability
OT	Occupational Therapist
PDD	Pervasive Development Disorder
PT	Physiotherapist
SLP	Speech-Language Pathologist
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SIP	Special Incidence Portion

COMMUNICATION PROTOCOL FOR SPECIAL EDUCATION CONFLICT RESOLUTION



Source: Adapted from Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding programs and Services for Students with Special Education Needs, 2007.

PROGRAMS AND SERVICES

To accommodate the variety of needs of exceptional pupils, the Nipissing-Parry Sound Catholic District School Board offers a range of placements across our 12 Catholic schools as follows:

A regular class with indirect support

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

A regular class with resource assistance

The student is placed in a 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.

A regular class with withdrawal assistance

The student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified special education teacher.

A special education class with partial integration

The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regular 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.

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 Regular 298, section 31, for the entire school day.

Specialized settings

In a supportive classroom, the classroom teacher plays an extremely important role in the success of the exceptional pupil. By being knowledgeable about the student's background, current abilities, strengths and potential areas of educational and social needs, the teacher can set the stage for success. In many cases, teachers may be able to draw on the expertise and assistance of school and board staff who can provide support around issues related to special education.

Some students require placement within a small group setting for a certain period of time. Programs available in specialized settings are:

a) Learning Skills Classroom

Students identified with severe to profound learning disabilities who would benefit from more highly structured intervention.

Current Location: Mother St. Bride School (Junior and Intermediate)
 Our Lady of Sorrows School, Sturgeon Falls
 (Maamwi-Enchiyang Program)

b) Social Skills Classroom

Treatment program for students who may benefit from additional programming for social and/or emotional reasons.

Current Location: St. Alexander School

c) Learning Assistance Centre

Unique settings for students with severe to profound multiple exceptionalities. Each program incorporates as much meaningful inclusion with the whole school and peer age classrooms as possible. The frequency and duration of placements are determined by a multi-disciplinary team based on individual student strengths and needs.

Current Locations: St. Alexander School (Primary)
Holy Cross School (Primary/Junior/Intermediate)
St. Hubert School (Junior/Intermediate)
Our Lady of Sorrows School, Sturgeon Falls
(Primary/Junior/Intermediate)
St. Joseph-Scollard Hall Catholic Secondary School
(Intermediate/Senior)

d) Programs for Hearing Impaired Students

This program provides instruction and support services for children who are “educationally deaf” with a hearing threshold of 70dB level ANSI 1969 unaided in the better ear.

Students in this program must meet the criteria set out in Policy/Program Memorandum 76C.

e) Programs for Gifted Students

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth to satisfy the level of educational potential indicated.

The learning needs of gifted students are met within the regular classroom through modifications and accommodations as outlined in the IEP.

Enrichment activities are offered at the junior level.

f) Transitioning

A coordinated plan that forms part of the student’s IEP is implemented well before any anticipated move in order to ensure that the student has supports in place to assist in the transition.

For students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE

In Ontario, Reg. 181/98 under the *Education Act* sets out the requirements and procedures for special education Identification, Placement and Review Committees (IPRC) and appeals.

WHAT DOES IT MEAN TO BE AN EXCEPTIONAL STUDENT?

The *Education Act* defines an 'exceptional student' as "a pupil whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that s/he is considered to need placement in a special education program." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

For students who have been identified as exceptional, the IEP must indicate the student's exceptionality, as stated in the IPRC's statement of decision (and as given in the ministry-approved list of categories and definitions of exceptionalities). The approved list of exceptionalities is as follows:

- Behavior
- Autism
- Deaf and Hard-of-Hearing
- Language Impairment
- Speech Impairment
- Learning Disability
- Giftedness
- Mild Intellectual Disability
- Developmental Disability
- Physical Disability
- Blind and Low Vision
- Multiple Exceptionalities

WHAT IS A SPECIAL EDUCATION PROGRAM?

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

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

WHAT ARE SPECIAL EDUCATION SERVICES?

Special education services are defined in the *Education Act* as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

WHAT IS AN INDIVIDUAL EDUCATION PLAN (IEP)?

The IEP is a plan that must be developed for your child, in consultation with you. It must include:

- a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs – that is, the strengths and needs that affect the student's ability to learn and to demonstrate learning;
- a record of the particular accommodations (environment, instructional strategies, assessment) needed to help the student achieve his or her learning expectations, given the student's identified learning strengths and needs;
- a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, as outlined in the Ministry of Education's curriculum policy documents;
- a working document that identifies alternative expectations, if required, in program areas not represented in the Ontario curriculum;
- a record of the specific knowledge and skills to be assessed and evaluation for the purpose of reporting student achievement of modified and/or alternative expectations;
- an accountability tool for the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum;
- for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The IEP must be completed within 30 school days after your child has been placed in the program, and the principal will provide the parents with a copy.

Parents/guardians are invited to consult in the development, review and/or revision of the content of your child's Individual Education Plan. This consultation process may occur in a face-to-face meeting, a telephone meeting, or via written communication.

WHAT IS AN IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)?

An IPRC is a committee composed of at least three people, one of whom must be a principal or supervisory officer of the Board. In the Nipissing-Parry Sound Catholic schools, the IPRC is a committee consisting of:

- the Superintendent of Education (Special Education) or the Catholic Coordinator of Special Education, as chairperson/secretary (voting member); and
- two school principals, other than the presenting principal (also voting members).

WHAT IS THE ROLE OF THE IPRC?

The committee:

- decides whether or not your child should be identified exceptional;
- identifies the areas of your child's exceptionality according to the categories and definitions provided by the Ministry of Education;
- recommends placement of an exceptional student into an appropriate program;
- reviews the identification and placement of the exceptional student at least every 12 months, or when requested by the parent or school principal, provided that the program has been in effect for at least three months.

HOW IS AN IPRC MEETING REQUESTED?

The principal of your child's school:

- must request an IPRC meeting for your child upon receiving your written request;
- may, with written notice to you, refer your child to an IPRC when the principal and child's teacher or teachers believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.

MAY PARENTS ATTEND THE IPRC MEETING?

Regulation 181/98 entitles parents and pupils 16 years of age or older:

- to be present at and participate in all committee discussions about your child; and
- to be present when the committee's identification and placement decision is made.

WHO MAY ATTEND AN IPRC MEETING?

- the Identification, Placement and Review Committee;
- your child's school principal (who will present the case);
- parents/guardians, and pupil if over 16 years of age;
- your representative or advocate; that is, a person who may support you or speak on behalf of you and your child;
- an interpreter if one is required;
- other resource people, e.g., child's teacher(s), special education staff or any representative from an agency who may provide further information or clarification. Their roles are limited to the above.

HOW WILL I KNOW WHERE AND WHEN THE IPRC MEETING WILL BE HELD?

At least 10 days in advance of the meeting, you will receive a letter from your child's school principal inviting you to the meeting to be held in your child's school on a specified date and time. You will be requested to indicate by telephone or return mail whether or not you will be in attendance. Before the IPRC meeting occurs you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

WHAT IF PARENTS ARE UNABLE TO MAKE THE SCHEDULED MEETING?

If you are unable to make the scheduled meeting, you may:

- contact the principal to arrange an alternative date or time; or
- let the school principal know you will not be attending, and as soon as possible after the meeting the principal will forward to you, for your consideration and signature, the IPRC written statement of decision noting the decision of

identification and placement and any recommendations regarding special education programs and services.

WHAT HAPPENS AT AN IPRC MEETING?

- The chair introduces everyone and explains the purpose of the meeting.
- Academic, social and behavioural information gathered by your child's teacher(s), school resource teacher, and school principal will be presented to the committee members for consideration.
- If there is a medical or psychological assessment, this too will be presented. Discussion and questions will follow.
- Interview your child with your consent if your child is less than 16 years of age, if they feel it would be useful to do so.
- The committee will also consider any information about the pupil submitted by the parents of the pupil. **You are encouraged to ask questions and join in the discussion.**

After all information is presented the committee will determine:

- if the pupil is an "exceptional" pupil according to the Ministry of Education definition;
- the areas of exceptionality of the pupil according to Ministry of Education categories and definitions;
- an appropriate educational placement for the pupil.

The committee will also provide a description of the pupil's strengths and needs.

When making a placement decision the committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class with appropriate special education services:

- a) would meet the pupil's needs; and
- b) is consistent with parental preferences.

If a committee is satisfied that (a) and (b) are met, the committee shall decide in favour of regular class placement in the home school, with appropriate special education services.

The needs of some exceptional pupils may be such that they would benefit from placement in specialized settings with low pupil/teacher ratios and access to special

resources. If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

It is **not** appropriate to include information about *what the student needs* or *what the student needs to do*, such as the following:

- the need for a type or level of human support (e.g., “the student needs an educational assistant” or “the student needs one-to-one assistance”);
- the need for a specific program or service (e.g., “the student needs speech therapy”);
- the need for improvement in a particular subject (e.g., “the student needs to improve his or her math skills”).

For most exceptionalities, the areas of need do not change significantly over time.

Note: An IPRC **does not** deal with the question of specific equipment, or educational assistants and other support staff. These are administrative decisions made in implementing the program.

WHAT WILL THE IPRC CONSIDER IN MAKING ITS PLACEMENT DECISION?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet your child’s needs, and
- be consistent with your preferences

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child’s needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

WHAT WILL THE IPRC’S WRITTEN STATEMENT OF DECISION INCLUDE?

The IPRC’s written statement of decision will state:

- whether the IPRC has identified your child as exceptional;
- where the IPRC has identified your child as exceptional;

- the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
- the IPRC's description of your child's strengths and needs;
- the IPRC's placement decision;
- the IPRC's recommendations regarding a special education program and special education services;
- where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.

WHAT HAPPENS AFTER THE IPRC HAS MADE ITS DECISION?

- If you **agree** with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned within 15 days.
- If the IPRC has identified your child as an exceptional pupil and if you **agreed** with the IPRC identification and placement decision, the Board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

ONCE A CHILD HAS BEEN PLACED IN A SPECIAL EDUCATION PROGRAM, CAN THE PLACEMENT BE REVIEWED?

- A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
- You may request in writing a review IPRC meeting any time after your child has been in a special education program for three months, but not more often than once every three months.

WHAT DOES A REVIEW IPRC CONSIDER AND DECIDE?

- The review IPRC considers the same type of information that was originally considered.
- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

WHAT CAN PARENTS DO IF THEY DISAGREE WITH THE IPRC DECISION?

If you **do not** agree with either the identification or placement decision made by the IPRC, you may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
- within 30 days of receipt of the decision, file a notice of appeal with the Secretary of the Board, Nipissing-Parry Sound Catholic District School Board, 1000 High Street, North Bay ON P1B 6S6;
- if you **do not agree** with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision;

If you do not consent to the IPRC decision but you do not appeal it, the Board will instruct the principal to implement the IPRC decision.

HOW DO I APPEAL AN IPRC DECISION?

If you disagree with the IPRC's decision of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to the Secretary of the Board, Nipissing-Parry Sound Catholic District School Board, 1000 High Street, North Bay ON P1B 6S6

The notice of appeal must:

- indicate the decision with which you disagree; and
- include a statement that sets out your reasons for disagreeing.

WHAT HAPPENS IN THE APPEAL PROCESS?

The appeal process involves the following steps:

- The Board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons (one of whom is to be selected by you, the parent) who have no prior knowledge of the matter under appeal.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and Board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.

- You, the parent, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within three days of the meeting ending. It may:
 - agree with the IPRC and recommend that the decision be implemented; or
 - disagree with the IPRC and make a recommendation to the Board about your child's identification, placement or both.
- The appeal board will report its recommendations in writing to you and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).
- You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

SCHOOL BOARD SPECIAL EDUCATION STAFF

School Principal

- Carries out duties as outlined in the *Education Act*, regulations and policy documents, including policy/program memoranda and Board policies;
- Ensures that appropriately qualified staff are assigned to teach special education classes;
- Communicates Ministry and Board policies and procedures about special education staff, students, and parents;
- Ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the *Education Act*, regulations and Board policies;
- Consults with school Board staff to determine the most appropriate program for students with special education needs;
- Ensures the development, implementation and review of a student's IEP, including a transition plan, according to provincial requirements;
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures the delivery of the program as set out in the IEP;
- Ensures that appropriate assessments are requested when necessary and that, if necessary, appropriate consents are obtained.

Catholic Coordinator of Special Education (Elementary)

Special Education Curriculum Lead (Secondary)

- To chair central IPRC meetings;
- To coordinate the development, implementation and review of programs for exceptional students, where applicable;
- To consult with principals, teachers and parents;
- To consult with community agencies.

Teacher/Special Education Teacher

- Carries out duties as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- Follows Board policies and procedures regarding special education;
- Works with special education teacher to acquire and maintain up-to-date knowledge of special education practices;
- Where appropriate, develops the IEP with special education staff and parents for a student with special education needs;
- Provides the program for the student with special education needs in the regular class;
- Communicates the student's progress to parents;
- Works with other school Board staff to review and update the student's IEP.

Classroom Resource Teachers (in addition to the responsibilities listed above for teachers)

- Classroom resource teachers are made available to school staffs to assist with program modifications and accommodations to meet the needs of exceptional students;
- To partner expertise with regular classroom teachers for more specific assistance for students with exceptional needs;
- To monitor the student's progress with reference to the IEP and modifies the program as necessary;
- To assist in providing educational assessments for students with exceptionalities.

Speech-Language Pathologist

- To assess the speech, language and overall communication needs of students upon referral from school staff;
- To provide strategies to teachers, support staff, Communicative Disorders Assistant and parents in promoting language development;
- To provide direct service on a priority basis to students with language disorders.

Communicative Disorders Assistant

- To provide direct speech language therapy to students with special needs.

Behaviour Management Consultant

- To assist teachers with providing strategies to meet the needs of exceptional students with behavioural difficulties;
- To interact with students and assist them with anger management and conflict resolution.

Educational Assistants

- Educational assistants provide support to students with special needs;
- Educational assistants report to the principal and in cooperation with the classroom teacher, they assist in the implementation and monitoring of individual student programs.

Social Worker

- To promote the equity of opportunity for all students to benefit from an academic program, and to ensure educational and personal growth of students who are experiencing personal, social and /or behavioural challenges;
- Short-term services are primarily geared to intermediate and secondary students with the objective of providing immediate support to assist students overcome emotional barriers to educational success.

PROVINCIAL SCHOOLS

The Ministry of Education operates a number of schools in the province which are specifically designed to offer educational opportunities for pupils who cannot be accommodated in local school programs. These schools are:

Schools for the Blind and Deaf-Blind

The W. Ross MacDonald School for Blind & Deaf Blind Pupils
350 Brant Avenue
Brantford ON N3T 3J9
519-759-0730 or 1-866-618-9092
<https://pdsbnet.ca/en/schools/w-ross-macdonald/>

Schools for the Deaf

The Sir James Whitney School for Deaf Pupils
350 Dundas Street West
Belleville ON K8P 1B2
613-967-2823 or 1-800-501-6240
TTY: 613-967-2823
<https://pdsbnet.ca/en/schools/sir-james-whitney/>

The Robarts School for the Hearing Impaired
1515 Cheapside Street
London ON N5V 3N9
519-453-4400
TTY: 519-453-4400
<https://pdsbnet.ca/en/schools/robarts/>

The Ernest C. Drury School for the Hearing Impaired
255 Ontario Street South
Milton ON L9T 2M5
905-878-2851
TTY: 905-878-7195
<https://pdsbnet.ca/en/schools/ernest-c-drury/>

Demonstration Schools for English-Speaking Students with ADHD and Severe Learning Disabilities

Sagonaska Demonstration School for Learning Disabled Pupils
350 Dundas Street West
Belleville ON K8P 1B2
613-967-2830
<https://pdsbnet.ca/en/schools/sagonaska/>

Amethyst Demonstration School for Learning Disabled Pupils
1515 Cheapside Street
London ON N5V 3N9
519-453-4408
<https://pdsbnet.ca/en/schools/amethyst/>

Trillium School
347 Ontario Street South
Milton ON L9T 3L3
905-878-8428

<https://pdsbnet.ca/en/schools/trillium/>

French-language Provincial School for the Deaf and Demonstration School for students
with severe learning disabilities

Centre Jules-Léger
281 Lanark Avenue
Ottawa, ON K1Z 6R8
613-761-9300
TTY: 613-761-9302

<https://centrejulesleger.ca/en/>

**WHOM SHOULD I CONTACT IF I WOULD LIKE FURTHER
INFORMATION REGARDING THE IPRC PROCESS?**

Contact your child's school principal

OR

Coordinator of Special Education (elementary) at 705-472-1201, ext 31261

OR

Curriculum Lead, Special Education (secondary) at 705-494-8600

OR

Superintendent of Special Education at 705-472-1201, ext 31242