Overview of the Special Education Process

Parent's Role: Parents are involved at each level of the process and are invited to share any relevant information about their child with the school.

Informing Parents: If their child is experiencing difficulties at school that are impacting their learning, parents will receive from the school principal an invitation to attend any School Based Support Team (SBST), Case Conference, School Based Support Learning Team (SBSLT), or Identification, Placement and review committee (IPRC) meeting scheduled to discuss their child. Parents and staff share information and have discussions regarding next steps. All meeting recommendations and determinations (IPRC) are documented and shared with the parent.

1. **Teacher's Role:** Classroom Teacher identifies student needs that are impacting learning and shares observations and student data with the principal.

2. Principal schedules a School Based Support Team (SBST) meeting and invites the parent. Classroom Teacher discusses student needs with the SBST, including the Principal, the Special Education Teacher, the Department Head or Guidance (in Secondary). Recommendations are made and the teacher implements suggested strategies and observes and reflects on student progress.

3. Student lack of progress may suggest the need for strategies beyond those identified through SBST. The principal schedules and Case Conference or School Based Support Learning Team (SBSLT) meeting and invites the parent. Parent permission is required to proceed. Others invited include the Psychologist, Social Worker, Speech and Language Pathologist, and Assessment and Programming Teachers , Other central special services team members may also be invited such as Behaviour Analysts, Audiologists and intinerant Deaf and Hard of Hearing teachers depending on the student's learning profile. These staff may provide additional strategies to school staff to support student learning. If appropriate, a referral for consideration of a student assessment may be made.

   An IEP and special education programs or services may be considered at an SBSLT meeting or an IPRC to support student needs or may be expanded to include new strategies. If considered or recommended, documentation of the meeting discussions is prepared and shared with parents.

4. Referral Final Reports arising out of a referral may be shared at an SBSLT meeting and may recommend proceeding to an IPRC meeting.

5. An IPRC meeting is then requested by the principal to determine placement and exceptionality of a student to inform the provision of special education programming and services. Each year the Identification, Placement and Review Committee meets to review student progress. A parent may also request an IPRC meeting in writing to the school principal.

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