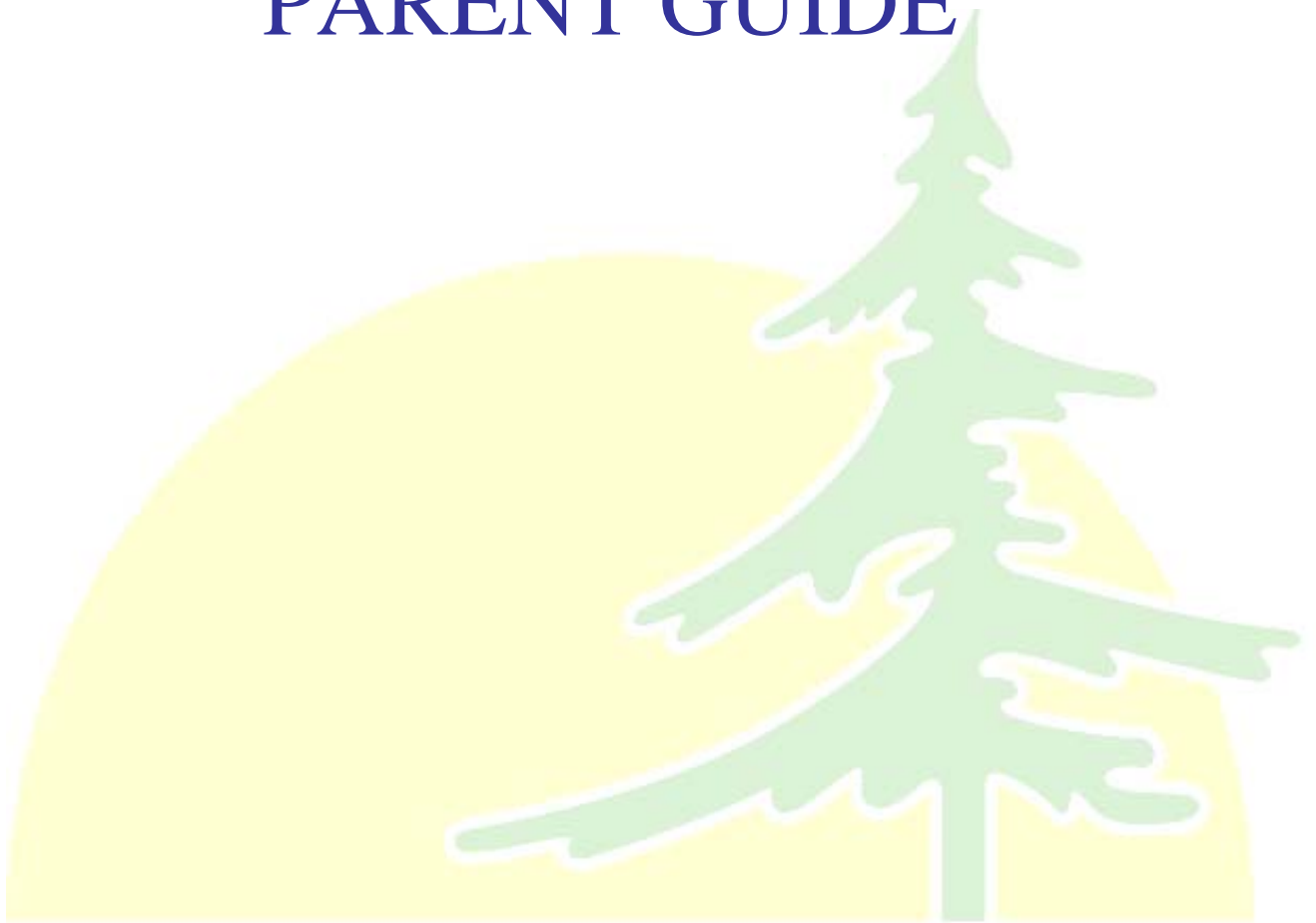


Revised September 2006



# **SPECIAL EDUCATION PARENT GUIDE**



**Our mission is to educate learners to their fullest potential in preparation for life-long learning.**

## **A MESSAGE TO PARENTS**

The Near North District School Board believes that all students have the potential to learn and that all students should progress to the best of their ability.

The Education Act requires that school boards provide special education programs and services for their exceptional pupils. Every effort is made to address the needs of students in a regular classroom in their community school. Some students will need a variety of program modifications and accommodations to their educational program. Other students may require more specialized educational programs and services in order to assist them to reach their full potential.

Parents are important partners in their children's education. You are encouraged to meet frequently with the school team to discuss the educational program being planned and delivered. This Guide has been prepared to help you fully participate in decision-making regarding your child's special needs.

**Note:**

**When used in this Guide, the word 'parent' includes 'guardian'.**

## **IDENTIFICATION, PLACEMENT and REVIEW COMMITTEE** **(IPRC)**

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.

### **1. WHAT DOES IT MEAN TO BE AN EXCEPTIONAL STUDENT?**

An “exceptional student” means “a pupil whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he/she 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.

### **2. WHAT IS A SPECIAL EDUCATION PROGRAM?**

A special education program means 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 special education services that meet the needs of the exceptional student.

### **3. WHAT ARE SPECIAL EDUCATION SERVICES?**

Special education services are facilities and resources, including support personnel and equipment necessary for developing and implementing a special education program.

### **4. WHAT IS AN INDIVIDUAL EDUCATIONAL PLAN?**

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

- ◆ Specific educational expectations.
- ◆ An outline of the special education programs and services that will be received.
- ◆ A statement about the methods by which your child’s progress will be reviewed.
- ◆ 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 thirty (30) school days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

## **5. 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, or designate. Parents are invited and encouraged to attend the meeting.

## **6. WHAT IS THE ROLE OF THE IPRC?**

The committee:

- ◆ Decides whether or not your child should be identified as exceptional.
- ◆ Identifies the areas of your child's exceptionality according to the categories and definitions provided by the Ministry of Education.
- ◆ Decides an appropriate placement for your child (regular classroom with modifications and/or accommodations; regular classroom with resource programming; special education class).
- ◆ Reviews the identification and placement of your child at least once in each school year, or when requested by the parent or school principal, provided that the program has been in effect for at least three months.

## **7. HOW IS AN IPRC MEETING REQUESTED?**

The principal of your child's school:

- ◆ Must convene 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 the child's teacher(s) believe that your child may benefit from a special education program.

## **8. WHO MAY ATTEND AN IPRC MEETING?**

- ◆ The Identification, Placement and Review Committee.
- ◆ Your child's school principal.
- ◆ Parents and the student if the student is over 16 years of age.
- ◆ Your representative or advocate; that is, one 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, special education staff or any representative from an agency who may provide further information or clarification.

## **9. HOW WILL I KNOW WHERE and WHEN THE IPRC MEETING WILL BE HELD?**

At least ten (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.

## **10. WHAT IF PARENTS ARE UNABLE TO ATTEND THE SCHEDULED MEETING?**

If you are unable to attend 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 statement of decision noting identification and placement and any recommendations regarding special education programs and services.

## **11. WHAT HAPPENS AT AN IPRC MEETING?**

- ◆ The Chair introduces everyone and explains the purpose of the meeting.
- ◆ The IPRC will review all available information about your child. The members will:
  - Consider an educational assessment of your child.
  - Consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision.
  - 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; and
  - Consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.
- ◆ The Committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will discuss any such proposal at your request or at the request of your child, if the child is 16 years of age or older.
- ◆ You are encouraged to ask questions and join the discussion.
- ◆ Following the discussion, after all the information has been presented and considered, the committee will make its decision.

## **12. WHAT WILL THE IPRC CONSIDER IN MAKING ITS PLACEMENT DECISION?**

Before the IPRC and 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.

## **13. 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; and
- ◆ 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; and
  - Where the IPRC has decided that your child should be placed in a special education class as well as the reasons for that decision.

## **14. 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.
- ◆ If the IPRC has identified your child as an exceptional pupil and you have agreed with the IPRC identification and placement decision, the Board will promptly notify the principal of the school where the special education program is to be provided, of the need to develop and individual Education Plan (IEP) for your child.

**15. 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 where the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.

You may request a review IPRC meeting any time after your child has been in a special education program for three months.

**16. 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.

**17. 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 fifteen (15) days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns, or
- ◆ Within thirty (30) days of receipt of the decision, file a notice of appeal with the Secretary of the Board.

If you do not agree with the decision after the second meeting, you may file a notice of appeal within fifteen (15) days of your receipt of the decision.

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

**18. 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 thirty (30) days of receipt of the original decision or within fifteen (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 (Colin Vickers, Director of Education).

The notice of appeal must:

- ◆ Indicate the decision with which you disagree; and
- ◆ Include a statement that sets out your reasons for disagreeing.

## **19. 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 the appeal.
- ◆ The Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place but no later than thirty (30) days after he or she has been selected (unless the parents and the 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 at the matter under appeal.
- ◆ You, the parent, and your child if he or she is sixteen (16) years old or over, are entitled to be present at and to participate in all discussions.
- ◆ The Appeal Board must make its recommendation with three (3) 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 thirty (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.

## **THE INDIVIDUAL EDUCATION PLAN (IEP)**

### **WHAT IS AN INDIVIDUAL EDUCATION PLAN (IEP)?**

An IEP is a written plan. It is a working document which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that pupil's needs, and how the program and services will be delivered. It also describes the student's progress.

### **THE IEP SUMMARIZES THE FOLLOWING:**

- ◆ Student's strengths and needs.
- ◆ Medical/health information.
- ◆ Assessment data.
- ◆ Student's current level of achievement in each program area.
- ◆ Goals and specific expectations for the student.
- ◆ Accommodations (supports that will help your child access the curriculum and demonstrate learning).
- ◆ Program modifications (changes required to grade-level expectations in the Ontario Curriculum).
- ◆ Special education services provided to the student.
- ◆ Assessment strategies for reviewing the student's achievements and progress.
- ◆ Regular updates showing dates, results, and recommendations.
- ◆ A Transition Plan (for students over the age of fourteen (14)).

### **HOW DOES AN IEP WORK?**

An IEP outlines the special education programs and services your child will receive. There are five (5) phases in the development of an IEP.

- ◆ Gather Information
- ◆ Set the Direction
- ◆ Develop the Plan
- ◆ Carry out the Planned Activities
- ◆ Review and Update the IEP.

Contributions from as many sources as possible will benefit your child.

## **AS THE PARENT, WHAT ROLE DO I PLAY?**

Parents play a powerful supporting role in the IEP process. It is important to understand and participate in the five (5) phases of the IEP process. As well, be sure to ask for a copy of your child's IEP within thirty (30) days so that you can support the planned activities at home.

You know things about your child's approach to learning that no one else knows. Be sure to tell the teacher about your child's:

- ◆ Likes, dislikes and interests.
- ◆ Interest in extra-curricular activities.
- ◆ Talents and abilities.
- ◆ Family relationships and dynamics (including extended family and pets).
- ◆ Peer relationships and dynamics, and
- ◆ Family routines and schedules.

## **DEVELOPING THE IEP – HOW CAN I CONTRIBUTE TO PLANNING GOALS FOR MY CHILD?**

Beginning with your child's strengths and needs is an important first step. You can help by:

- ◆ Including your child in the discussions.
- ◆ Telling the teacher what you hope your child will accomplish this year.

## **CARRYING OUT THE IEP**

There are many things you can do at home to help your child to reach his/her goals.

- ◆ Talk to the teacher about what she/he is trying to accomplish.
- ◆ Do what you can at home to try to support your child's goals.
- ◆ Take every opportunity to communicate with your child's teacher.
- ◆ Provide additional insights and resources to the school.
- ◆ Share significant personal/family events as relevant.

**REVIEW and UPDATE THE IEP**

Your child's progress towards his/her goals will be reviewed. Then the IEP will be updated to include different strategies, approaches, and/or resources considered necessary to help the learning process.

- ◆ Talk to your child's teacher about the goals that have been set.
- ◆ Communicate regularly with your child's teacher regarding progress.
- ◆ Look for evidence of growth towards goals on your child's report card.
- ◆ Recommend changes in goals, strategies and/or resources or support where you see a need.
- ◆ Be actively involved in discussions at school when your child is changing grades, schools or moving into the workplace.

Many organizations are available to support you in understanding the IEP, and/or to provide additional resources. Your school's principal can provide the names of the organizations that serve your area.

**WHAT SPECIAL EDUCATION PROGRAMS and SERVICES  
are PROVIDED by the Near North District School Board?**

To accommodate the variety of needs of exceptional pupils, the NNDSB offers a range of placement options.

◆ **Regular Classroom – Indirect Support**

- Modifications and accommodations by the teacher within the regular classroom.

◆ **Regular Classroom – Resource Assistance**

- Program modifications and accommodations by the teacher with resource teacher support in the classroom.

◆ **Regular Classroom – Resource Withdrawal**

- Pupil receives additional direct support from a resource teacher outside the regular classroom.

◆ **Regular Classroom with Assistance**

- An educational assistant is made available to assist the pupil with specific needs.

### ◆ **Specialized Settings**

Some students require a more specialized setting for a period of time to address their needs. Programs available in specialized settings are:

#### ○ **Special Education Classes**

Specialized classes are available for students with intellectual or developmental disabilities or autism, in the following locations:

Primary Developmental Disabilities Class	-Marshall Park School
Primary Communication Class	-J.W. Trusler School
Junior Developmental Disabilities Class	-Sunset Park School
Junior Communication Class	-J.W. Trusler School
Intermediate Communication Class	-Centennial Public School
Intermediate Developmental Disabilities Class	-Silver Birches School
Towards Independent Living	-Widdifield Secondary School
School-To-Work Program	-Chippewa Secondary School

Specialized classes are available for students with multiple and/or profound developmental disabilities, in the following locations:

Junior Learning Assistance Program	-Tweedsmuir Public School
Intermediate/Secondary Integrated Program	-Chippewa Secondary School

Primary/Junior Multiple Special Needs Class	-M.A. Wittick Public School
Intermediate Multiple Special Needs Class	-Land of Lakes School
Personal Life Management Class	-Almaguin Highlands Secondary

Jr/Intermediate Multiple Special Needs Class	-William Beatty School
Senior Special Needs Class	-Parry Sound High School

Specialized classes are available for students with behavioural needs.

Intensive small group programs for students with severe behavioural/social-emotional difficulties are available at the following locations:

### **Transition to High School**

-West Ferris Secondary

### **Care, Custodial, Correction and Treatment Classes:**

Algonquin Children's Residence, School Affiliate	-Sunset Park
PATHS, School Affiliate	-Parry Sound High
Nipissing Custody Residence, School Affiliate	-Centennial Public
Haydon Youth Services (Burk's Falls), School Affiliate	-Land of Lakes
Near North Youth Centre, School Affiliate	-Widdifield Secondary
Nipissing Detention Centre, School Affiliate	-Silver Birches
Project DARE, School Affiliate	-Almaguin Secondary
Youthdale Treatment Centre, School Affiliate	-Almaguin Secondary
Country Haven Acres, School Affiliate	-Evergreen Heights

### **Programs for Hearing Impaired Students**

An itinerant specialist teacher of the deaf provides instruction and support services for hearing impaired students in their home schools.

### **Programs for Blind and Deaf-Blind Students**

An itinerant specialist teacher of the blind provides instruction and support services for blind students in their home schools, with additional intervener support.

### **Programs for Gifted Students**

The needs of gifted students are met within the regular classroom through a variety of modifications and accommodations as outlined on the IEP. Students are encouraged to assume leadership roles and pursue studies in more breadth and depth. Clustering for enrichment activities at the school or family of schools level may be an option.

### **SPECIAL EDUCATION STAFF**

Special Education Support Staff, include the following:

- principal of special education
- coordinators of special education
- psychologist/psych-associate, psychometrists
- speech-language pathologists
- communicative disorders assistants
- child development counsellors
- attendance counsellors
- behaviour counsellors
- educational assistants

**Partnerships with Community Care Access Centre provide:**

- occupational therapy
- physiotherapy
- speech-language therapy

**Integrated Services for Northern Children** provide the above services in rural schools within the Board.

**WHAT ORGANIZATIONS ARE AVAILABLE TO ASSIST PARENTS?**

<b>AGENCY</b>	<b>NORTH BAY</b>	<b>MUSKOKA PARRY SOUND</b>
Algonquin Child and Family Services	(705) 476-2293 <a href="http://www.acfs.on.ca">www.acfs.on.ca</a>	(705) 746-4293
North Bay and District Association for Community Living	(705) 476-3288 <a href="http://www.nbdacl.org/">www.nbdacl.org/</a>	
Community Living Parry Sound		(705) 746-9330
ADD/ADHD Family Support Group		(705) 746-8556
Local Chapter Autism Society Ontario	(705) 472-6807	
Children's Advocacy Project (Ontario)	(416) 977-4448 x 226 <a href="http://dawn.thot.net/cap.html">http://dawn.thot.net/cap.html</a>	
Children's Aid Society	(705) 472-0910	(705) 472-0910
Near North /Community Care Access Centre	(705) 476-2222	
Muskoka - East Parry Sound Community Care Access Centre		(705) 687-7781 (Gravenhurst) (705) 789-6451 (Huntsville) (705) 382-2361 (Burk's Falls)
Community Counselling Centre of Nipissing	(705) 472-6515	
North Muskoka Community Living		(705) 789-4543
Nipissing Down Syndrome Society	(705) 472-7037	
Infant Development Program	(705) 472-0910	(705) 472-0910
Easter Seals Society	(705) 472-4320	(800) 316-5730 (Orillia)
Epilepsy Ontario	(905) 764-5099 <a href="http://www.epilepsyontario.org">www.epilepsyontario.org</a>	
Learning Disabilities Association of Ontario Local Chapter	(416) 929-4311 (705) 476-8771 <a href="http://www.ldac.com">www.ldac.com</a>	

**WHAT ORGANIZATIONS ARE AVAILABLE TO ASSIST PARENTS (cont'd)?**

<b>AGENCY</b>	<b>NORTH BAY</b>	<b>MUSKOKA PARRY SOUND</b>
North Bay & District Health Unit	(705) 474-1400 <a href="http://www.nbdhu.on.ca">www.nbdhu.on.ca</a>	
Muskoka Parry Sound Health Unit		(705) 746-5801 <a href="http://www.mpshu.on.ca">www.mpshu.on.ca</a>
Nipissing Association for Disabled Youth	(705) 474-7222	
Ontario Early Years Centres	(705) 474-8910	
Ontario Association for Families of Children with Communication Disorders	(519) 842-9506 <a href="http://www.oafccd.com">www.oafccd.com</a>	
Family Alliance Group Ontario	<a href="http://www.familynet.axiomnews.ca">www.familynet.axiomnews.ca</a>	
One Kid's Place	705-476-5437 <a href="mailto:info@onekidsplace.ca">info@onekidsplace.ca</a>	705-789-9985 <a href="mailto:info@onekidsplace.ca">info@onekidsplace.ca</a>

**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**(SEAC)**

Regulation 464/97 under the Education Act requires each school board in Ontario to establish a SPECIAL EDUCATION ADVISORY COMMITTEE which is composed of trustees and members from local associations, as well as community members.

Local association means an association or organization of parents that operates locally within the area of jurisdiction of a Board and that is affiliated with an association or organization that is not an association of professional educators but that is incorporated and operated throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.

This standing committee's major functions are to advise the Board regarding any special education matter and make recommendations concerning the needs of exceptional pupils in the Board's jurisdiction.

SEAC members are appointed by the Board for the term of office of the Board.

SEAC may be contacted at [SEAC@nearnorthschools.ca](mailto:SEAC@nearnorthschools.ca).

**SCHOOLS in the NEAR NORTH DISTRICT SCHOOL BOARD**

<b><u>NAME OF SCHOOL</u></b>	<b><u>GRADES</u></b>	<b><u>PHONE #</u></b>	<b><u>NAME OF SCHOOL</u></b>	<b><u>GRADES</u></b>	<b><u>PHONE #</u></b>
Almaguin Secondary	9 - 12	472-5563	M. A. Wittick Public	JK - 6	382-3038
LEAS Alternative School	9 - 12	472-5563	McDougall Elementary	JK - 8	746-5904
Argyle Public	JK - 8	475-2316	M. T. Davidson Public	JK - 8	472-5970
Britt Elementary	JK - 8	383-2292	Nobel Elementary	JK - 8	342-5251
Centennial Public	JK - 8	474-8300	Northern Secondary	9 - 12	472-5322
Chippewa Secondary	9 - 12	472-4010	Parry Sound High	9 - 12	773-7979
Nipissing Alternative School	9 - 12	474-2120	Phelps Central Public	JK - 8	472-5567
Dr. MacDougall Public	JK - 6	472-5382	Pinewood Public	JK - 6	472-5347
E.T. Carmichael Public	JK - 6	472-5502	Silver Birches Senior	7 - 8	475-2322
Evergreen Heights Education	JK - 8	636-5955	South River Public	JK - 6	386-2311
E. W. Norman Public	JK - 6	472-5534	South Shore Education	JK - 8	475-2317
F. J. McElligott Secondary	9 - 12	472-5720	Sundridge Centennial	JK - 6	472-5101
Ferris Glen Public	JK - 6	475-2323	Sunset Park Public	JK - 6	475-2330
Humphrey Elementary	JK - 8	732-4801	Tweedsmuir Public	JK - 6	472-9090
J. W. Trusler Public	JK - 6	472-5459	Victory Elementary	JK - 6	746-5691
King George Public	JK - 6	472-5448	Vincent Massey Public	JK - 6	472-0640
Land of Lakes Senior Public	5 - 8	382-2924	West Ferris Secondary	9 - 12	497-0730
Laurentian Public	JK - 6	475-2318	Whitestone Lake Elem	JK - 8	389-2590
MacTier Elementary	JK - 8	375-2720	White Woods Public	JK - 8	472-5224
Magnetawan Central Public	JK - 6	387-3939	Widdifield Secondary	9 - 12	472-5711
Mapleridge Public	JK - 8	472-5751	Wm Beatty Elementary	JK - 8	746-9333
Marshall Park Public	JK - 6	475-2321	W. J. Fricker	5 - 8	472-5612
Mattawa District Public	JK - 8	472-5241			

## **WHERE CAN PARENTS OBTAIN ADDITIONAL INFORMATION?**

- ◆ Contact your child's school Principal.
  
- ◆ Contact a Coordinator of Special Education:
  - Bonnie Roynon, Coordinator of Special Education, North Special Education Services – North Office  
15 Janey Avenue, P.O. Box 3110  
North Bay, ON P1B 8H1  
Phone: 705-472-8170 Ext. 5017  
800-278-4922 Ext. 5017  
Fax: 705-495-1882  
Email: [roynonb@nearnorthschools.ca](mailto:roynonb@nearnorthschools.ca)
  
  - Laurie Forth, Coordinator of Special Education, East/West Special Education Services – South Office  
118 Main Street, East, P.O. Box 419  
Sundridge, ON P1A 1Z0  
Phone: 705-386-2387 Ext. 6000  
800-278-4922 Ext. 6000  
Fax: 705-384-2551  
Email: [forthl@nearnorthschools.ca](mailto:forthl@nearnorthschools.ca)
  
- ◆ Contact the Principal of Special Education
  - Sue Wilson, Principal of Special Education  
Special Education Services – South Office  
118 Main Street, East, P.O. Box 419  
Sundridge, ON P0A 1Z0  
Phone: 705-386-2387 Ext. 6018  
800-278-4922 Ext. 6018  
Fax: 705-384-5221  
Email: [wilsons@nearnorthschools.ca](mailto:wilsons@nearnorthschools.ca)

A copy of the Special Education Parent Guide is available on the Board website at [www.nearnorthschools.ca](http://www.nearnorthschools.ca). Upon request, it is available in Braille, large print, or audiocassette format.