



Making a difference, one child at a time

SPECIAL EDUCATION BOARD PLAN

**WORKING DOCUMENT
2010-2011**



**Northeastern Catholic
District School Board**

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1. INTRODUCTION

In accordance with *Ontario Regulation 306*, each school board in the province is required, every two years, to prepare and approve a report on the special education programs and special education services provided by the board, and to submit the report to the Ministry of Education.

Each school board is required to maintain a Special Education Board Plan, to review it annually, to amend it from time to time to meet current needs of its exceptional students, and to submit any amendments to the Ministry.

In the 2000-2001 school year, the Ministry of Education required each board in Ontario to submit a Special Education Board Plan which was in compliance with the Ministry of Education's Standards for School Boards' Special Education Board Plans - 2000 document. These new province-wide standards were established to help ensure greater accountability in the area of Special Education and to ensure that exceptional students in Ontario receive the best quality education possible.

These standards require each board to report on the following aspects of special education:

- the consultation process utilized by the Board to obtain information from its internal and external stakeholders concerning the Board's special education programs and services;
- special education programs and services offered by the Board;
- the Board's Special Education Advisory Committee;
- the Board's coordination of services with other Ministries or agencies;
- the means used by the Board to make its Special Education Board Plan available to the public;
- confidentiality of information

The Northeastern Catholic District School Board is pleased to share its Special Education Board Plan for the 2005-2011 school years.

Mission & Beliefs

Our Mission

To ensure an attitude of welcomed acceptance & that a celebration of individual differences is encouraged and supported among pupils, parents and staff in our Catholic schools.

We believe that:

- ★ All teachers are special educators.
- ★ Our Catholic schools educate the whole child and the uniqueness of every child is celebrated.
- ★ The heart, mind, body and soul of our exceptional students need to be nurtured.
- ★ Early identification and intervention is the key to academic success.
- ★ Facilitating growth is a continuous process for all students receiving special education programs and services.
- ★ It is our responsibility as Catholic educators and parents to provide the opportunity for our special education students to share the school experience their brothers, sisters and friends enjoy. Therefore, integration is considered first when in the best interest of the child.
- ★ Together, we can make a difference.

2. CONSULTATION PROCESS

2.1 COMMUNICATION AND FEEDBACK PROCESS

The Northeastern Catholic District School Board maintains open and ongoing communication with all of its internal and external stakeholders with respect to its special education programs and services.

The communication and feedback process is maintained by the Board through:

- personal, one-to-one communication among parents/guardians, students and special education staff;
- presentations to school councils and school staffs regarding special education programs and services;
- distribution of the Parents' Guide to the Identification, Placement and Review Committee, the Early Identification and Intervention Program, and pamphlets/brochures regarding specific areas of special education;
- Special Education Advisory Committee meetings which are open to the public;
- regular meetings with the Superintendent or designate to discuss issues related to special education programs and services;
- regular meetings with Board Special Education staff to discuss issues related to special education programs and services;
- meetings with community medical and social service professionals within all regions of the board to develop protocols and discuss issues as needed;
- school-based team meetings at each of the schools involving all educational assistants, child & youth workers, teachers and principals;
- focus group sessions for the resource teachers and principal of each school, in each of the 3 regions of the board;
- focus group sessions for the members of SEAC;
- in-servicing of resource teachers, child & youth workers, educational assistants and principals on topics related to special education;

- the addition of website medium to enhance communication with all stakeholders and community agencies.

No minority reports have been received concerning the board's approved plan for 2005-2011.

With the assistance of school Principals, as well as direct communication with School Councils, parents will be encouraged to provide input into the board's special education board plan. Deadlines will appear on the board's website along with a copy of the plan.

Feedback is received on a regular basis from Principals, Resource Teachers, Curriculum Team members, Catholic School Council Forum, and used in planning for special education. Information gathered at IPRC meetings, case conferences and during school-based visits is also considered when revising the plan and the delivery of special education.

2.2 SPECIAL EDUCATION ADVISORY COMMITTEE

In accordance with Ontario Regulation 464/97, the Special Education Advisory Committee of the Northeastern Catholic District School Board is involved in the annual review of the Board's Special Education Board Plan in the following ways:

- participation in meetings to review draft procedural guidelines for various components of special education programs and services;
- proposal of specific recommendations for special education programs and services to be included in the Special Education Board Plan;
- examination and approval of the draft version of the Special Education Board Plan;
- examination and approval of the final draft of the Special Education Board Plan.

2.3 Annual Report Summary from the Office of the Superintendent or designate

The Superintendent or designate provides monthly reports to the Special Education Advisory Committee to ensure regular and accurate communication regarding issues and activities relating to the student services department.

2.4 Summary of Activities

Throughout the 2010-2011 school year, the focus of professional learning for principals, resource teachers, and classroom teachers include, but is not limited to:

- Individual Education Plans - Development, Implementation, and Assessment
- Identification, Placement, Review Committees
- Student Placements and Programs
- High Yield Strategies for Improved Student Achievement in the Areas of Literacy and Mathematics Instruction
- Tiered Intervention Approach to Address Gaps in Learning
- School Based Teams or Catholic Learning Communities
- Assessment and Evaluation aligned with Growing Success
- Partnership with the School Support Program for ASD
- Ministry Reporting and Student Database Information
- Behaviour Management and Social Skills Intervention Program
- Reading and Interpreting Psychological Assessments
- Primary Reading Intervention Program (PRIP)
- Fountas & Pinnell Assessment Kits (K-2, 3-8)
- Behaviour Management Plans
- Understanding Autism and Implementing ABA Strategies in the Classroom
- Learning for All / Education for All K-12

2.5 Goals for the 2010-2011 School Year

- ★ To focus on job-embedded learning for principals, teachers, and support staff to meet the needs of students with special needs in our schools. Some areas of specific focus will include assistive technology, autism spectrum disorder, behaviour management planning, and instructional methodology.
- ★ To define the criteria for the development of Individual Education Plans for non-identified students.
- ★ To build community awareness and partnerships to highlight program delivery and the student services department across the district.
- ★ To enhance Principal and Teacher capacity relating to effective intervention strategies and monitoring of student achievement using relevant data.
- ★ To reduce gaps and increase achievement for our students with special education needs.

3. SPECIAL EDUCATION PROGRAMS AND SERVICES

Introduction

Special education programs, services and resources assist exceptional students in reaching their academic, physical, social and emotional potential, and are focused on the individual learner.

Students have different abilities, rates and styles of learning and therefore require different resources to assist them with their learning.

Responsibility for each student's education is shared by the student, the students' parents/guardians, educators, and trustees; therefore, all staff members in the Northeastern Catholic District School Board are expected to assist in the provision of appropriate programs, services and resources for exceptional students.

Parents/guardians and the students are key partners in the discussions about the special education program and service delivery decisions. Ongoing communication between home and school regarding each student's program and progress is essential to the success of the partnership.

The legislated and societal demands for special education programs and services continue to increase, as has the complexity of the needs of many of our students. Through careful planning, the Northeastern Catholic District School Board provides programs and services based on student needs, recognizing that these may change as the student progresses from year to year.

The following principles support the accommodation of students in their community schools when such a placement meets a student's need, is in accordance with the wishes of parents/guardian, and where school facilities, staffing and other resources permit:

- ★ Programs must be developed from the student's *strengths and needs*. The provision of special education programs and services, with the allocation of resources, is based on student needs.
- ★ A range of placements is provided in order to meet the needs of some exceptional students.

General Model of Special Education for the Northeastern Catholic District School Board

Guiding Principles

- School teams, with input from parents/guardians, health and social agencies, coordinate the planning, delivery, and evaluation of the accommodations and program modifications for exceptional students. Classroom teachers have prime responsibility for the education of students in their classes, and are provided with any assistance necessary from the Special Education staff in order to ensure that the students' needs are being met appropriately.
- Staff development focuses on enhancing the expertise of all staff as they address the special needs of learners.
- Unless an alternative curriculum is required, programs for students are based on the expectations of the Ontario Curriculum. Appropriate accommodations and program modifications, based on student needs, are provided.
- Partnerships with agencies, other Ministries, and community resources continue to enhance the ability of the school system to fulfill its mandate of educating students in the Northeastern Catholic District School Board.

Approach to Special Education

The Northeastern Catholic District School Board believes that most exceptional students can and should have their needs met in regular classes in their home schools. Meeting these needs can be accomplished using a variety of teaching strategies, modifying the curriculum when appropriate, and using resources available to the school.

Parents/guardians are involved in the discussions about the placement, programs and services being provided for the exceptional students. The school has the responsibility to ensure that parents/guardians, and to the extent possible, students are well informed and understand the decisions being made. Respect, clarity, accurate information and appropriate time for answering the questions of parents/guardians must guide all discussions.

3.1 GENERAL MODEL OF SPECIAL EDUCATION

3.1.1 Service Delivery Model

- The provision of special education programs and services within the Northeastern Catholic District School Board is inclusionary in nature:

- the focus is on providing these programs and services within the context of the regular classroom setting whenever possible.
- All programs and services take place in the exceptional student's school, unless the placement requires transportation to a nearby school in order to access specialized programs or services not available at the child's home school.
- Special education programs and services within the Board's elementary and secondary schools are provided by the Classroom Teacher may be supported by Educational Assistants and CYWs when and where deemed necessary.
- Delivery of language services is provided to students across the district by a contracted Speech & Language Pathologist.
- Delivery of psychological services is provided to students in all regions by a variety of psychologists and/or psychometrists hired by the Board on a needs basis and/or through community agencies after an appropriate assessment period has taken place according to the tiered approach to early intervention.

3.1.2 Compliance with Legislation

The Special Education Board Plan of the Northeastern Catholic District School Board has been developed in accordance with the *Canadian Charter of Rights and Freedom*, the *Ontario Human Rights Code*, the *Education Act* and the regulations made under the *Act*.

3.2 ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

A variety of organizations and individuals have roles and responsibilities with respect to special education, including:

- the Ministry of Education
- the School Board
- the Special Education Advisory Committee
- the School Principal
- the Teacher
- the Resource Teacher
- the Parent/Guardian
- the Student

3.2.1 The Ministry of Education

- defines through the Education Act, regulations and policy/program memoranda, the legal obligations of school boards regarding the provisions of special programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Per Pupil Allocation (SEPPA) Grant, and other special purpose grants;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain Special Education Board Plans, review them annually, and submit amendments to the Ministry;
- requires school boards to establish Special Education Advisory Committees;
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a Provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind or deaf-blind, or who have severe learning disabilities.

3.2.2 The School Board

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;

- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- obtains the appropriate funding and reports on the expenditures for special education;
- develops and maintains a Special Education Board Plan that is amended from time to time to meet the current needs of the exceptional pupils of the board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the Ministry as required and requested;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

3.2.3 The Special Education Advisory Committee

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- participates in the board's annual review of its Special Education Board Plan;
- participates in the board's annual budget process as it relates to special education;
- reviews the financial statements of the board as they relate to special education;
- provides information to parents, as requested.

3.2.4 The School Principal

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to 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 parents and with school board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to the 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 if necessary and that parental consent is obtained before any assessment is conducted.

3.2.5 The Teacher

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda;
- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP;

- communicates the student's progress to parents;
- works with other school board staff to review the student's IEP.

3.2.6 The Resource Teacher

The Resource Teacher, in addition to the responsibilities listed under "Teacher":

- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils.

3.2.7 The Parent/Guardian

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- becomes acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to solve problems;
- is responsible for the student's attendance at the school.

3.2.8 The Student

- complies with the requirements as outlined in the Education Act, regulations and policy/program memoranda;
- complies with board policies and procedures;
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

3.3 Early and On-Going Identification & Intervention

The NCDSB will continue to implement a tiered approach to early intervention (Learning for All) with specific tracking mechanisms to profile students at risk including the Binder of Assessment Tools and Fountas & Pinnell Reading Resources.

3.3.1 Introduction

Young children develop rapidly, frequently experiencing tremendous change and growth physically, cognitively, linguistically and socially. Preschoolers, for example, seem to race from one milestone to the next. Nevertheless, the rate of growth and development among young children varies greatly.

Physical health factors can also affect energy and motivation levels, while personality, emotional and family issues also have an impact on an individual's attitude and readiness for learning. While the majority of these children adapt to the level of programming offered during the early school years, a minority show evidence of learning difficulties that place them significantly behind their peers in key areas of readiness for the acquisition of appropriate literacy and numeracy skills.

Indeed, as a result of this high variability during early childhood, evident in nearly any environment with preschoolers and kindergarteners, there is a considerable body of evidence which indicates that at-risk pre-school children who receive direct assistance in overcoming deficiencies in the areas of language, problem-solving, and reading are less likely to fail once they enter school than children who do not receive this form of assistance (Simner, pg. 1)

*The teaching staff of the Northeastern Catholic District School Board will respond promptly when there is evidence that a child is experiencing difficulties in any or all of the above-mentioned areas. Once an assessment has established a need for intervention then teachers will determine which intervention to apply. Students who are experiencing difficulty acquiring literacy skills may benefit from a period of remedial assistance through the use of the Fountas and Pinnell Leveled Literacy Intervention. The LLI is a research-based small group, supplementary intervention program that is designed to prevent literacy difficulties from becoming entrenched. It has been highly successful in bringing struggling readers up to grade level performance over the course of 12 to 20 weeks.

The process for informing parents/ guardians that their child is at risk is clearly outlined on page 23 (sub-section 3.8 - Reporting and Storing Results); page 27, sub-section 3.13 - The Identification, Placement and Review Committee (IPRC) Process and Appeals; and page 31 - Chart, Criteria or Purpose of Step Two: Teacher-Parent Conference.

3.3.2 Ministry of Education Policy/Program Memorandum No. 11 (Revised 1982) - Early Identification of Children's Learning Needs

The Ministry of Education Policy/Program Memorandum No. 11 states that:

“Each school board is required to have approved and in operation by September 1981 procedures to identify each child's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these...”

3.3.3 Guiding Principles of the Early Identification and Intervention Program

- Language development is a major component of early identification.
- Teachers, in consultation with parents, must strive to know each child as soon, and as thoroughly as possible in order to provide learning opportunities that will help each child.
- A variety of strategies are to be used to maintain an ongoing review of each child's emotional, social, intellectual and physical development throughout the early years.
- Continuous assessment is to be done to help determine suitable programs for each child depending on learning strengths and needs. These programs are provided to the child in an environment where he or she feels secure.
- Assessment information is to be used to assist the child, and not as a predictor of long-term achievement. The information regarding the assessment will remain in the student's OSR according to the Regulation.
- Classroom and Resource Teachers will work together to identify children with special needs and refer them to the appropriate agencies for further assessment and for appropriate services. They will also work together to use the expertise of these professionals to help assist with programming.

3.3.4 Specific Objectives of the Program

- ✓ To increase the likelihood of school success for children who are at risk through early identification.
- ✓ The purpose is to identify children who need further diagnostic assessment and special instructional planning in order to increase the potential for success.
- ✓ To provide further assessment to high risk children so that their strengths and needs can be identified and used in instructional planning.
- ✓ To provide a basis for referral for additional assessments.
- ✓ To help all children to reach their potential.
- ✓ To heighten teachers' awareness of how children learn.
- ✓ To help make teachers aware of each child's level of development and maturation.
- ✓ To increase teachers' effectiveness in assessing the strengths and needs of their students.
- ✓ To give teachers a theoretical framework that will help them in setting learning goals from which activities for the class can be developed.
- ✓ To provide teachers with programs, materials and consultation necessary for the remediation of any areas of need identified by the screening procedures.
- ✓ To evaluate the screening process periodically to ensure that it is beneficial to the children and their teachers.

3.3.5 The Role of Support Personnel in the Early Identification and Intervention Process

The Classroom Teacher will administer the Binder of Assessment Tools (BAT) according to established timelines as the first step in the early identification and intervention process.

The Resource Teacher will complete tracking sheets in collaboration with the classroom teacher and ensure that results are filed appropriately in the school-based assessment folder.

The Parent or Guardian:

- ✓ will assist in giving pertinent information about his or her child;
- ✓ will support programming at home;
- ✓ will attend any case conferences, meetings (i.e. IEP, IPRC);
- ✓ will work in a collaborative manner with the school;
- ✓ will give his or her permission for necessary assessments.

3.4 Assessment of Readiness Skills in Early Childhood

Children exhibiting signs of physical, cognitive, linguistic and/or social difficulties will benefit from a comprehensive system of observation and assessment. Compiling information on any or all of the following areas can help determine which children are most at-risk, as well as help determine the area(s) on which intervention should focus:

Background information about family, early development, health, language, literacy and educational experiences. A record of early developmental milestones will provide information about the rate of learning and any difficulties the child may have experienced.

Hearing & Vision. Some physiological causes affect development. For example, a hearing impairment can interfere with language acquisition; a child with a visual impairment may be unable to interpret and interact with his or her environment appropriately.

Observations about perception, memory, language, thinking skills and aptitudes can help identify children experiencing difficulties in one or more areas of development.

Listening comprehension and expressive language. Observation of the child as he or she communicates with parents, teachers and peers demonstrates his or her ability to comprehend single words, sentences, questions and short stories. A child should be able to use words previously learned, express ideas in an organized way, manipulate the sounds that make words, and play rhyming games, as appropriate. Constraints associated with formal testing may be less evident during observation, revealing more of what a child knows or can express. This is a significant area of observation because other symbolic systems, such as reading, writing and mathematics are based largely on oral language.

Awareness and manipulation of sounds in words, letter names, and picture names. These are good predictors of the success any given child may have with early reading skills.

Writing mechanics and early content. A child's pencil grasp during the writing process, samples of drawings, invented spellings, and pretend messages can effectively supplement the results of more formal testing.

Mathematics. Testing instruments assess a child's verbal, visual and cognitive skills through recognition of numerals and perception of quantitative and qualitative characteristics (more, less, bigger, similar, different). Additional informal observation is also valuable.

Reasoning. A child's ability to sort, group, classify objects and attributes, solve problems and understand cause and effect can be determined by the performance of various tasks and by careful observation.

Social and self-help skills and use of non-verbal communication. Children should demonstrate the progressive ability to put on articles of clothing, tie shoes, button buttons, select clothes that are appropriate for different activities and weather conditions, and feed themselves. As play progresses from sensory exploration and representational play, a child should learn to take turns. Observing the child perform tasks that require visual-spatial skills can be beneficial.

Attention. Younger children may be expected to lack sustained attention and be overactive, while kindergarteners should develop the ability to remain on-task for a sustained period. Observation can reveal problems in this area.

Maturation. Parents can provide information about a child's ability to care for him or herself and for others. From this information, along with observation, a child's level of general independence can be determined.

**Information adapted from LDAO Fact Sheet Entitled
"Assessment of Readiness Skills During Early Childhood"**

The Northeastern Catholic District School Board has adopted several observation, diagnostic and formal assessment tools to help classroom and special education teachers determine which students are at-risk and require specialized interventions. A description and list of these tools follows in section 3.5.3.

3.5 Early & On-Going Identification Procedures

3.5.1 School Registration

- ✓ The early identification process begins in the winter prior to school entrance when the parent/guardian comes to the elementary school to register the child for Junior Kindergarten, Kindergarten, or in some cases Grade 1.

- ✓ The parent/guardian completes the “School Registration Form.” This form provides the school with basic demographic information about the child and his/her family.
- ✓ The parent/guardian is also asked to complete the “Pre-School History Form” which will include information about the child’s health history and general development. The school secretary or principal is available to help fill out the form if needed.

3.5.2 Intake Process for Students with Special Education Needs

The Ministry document entitled *Planning Entry to School* will be used as the primary reference resource for the development and delivery of an effective transition plan for students with special needs entering the NCDSB.

3.5.3 Observation & Assessment Tools

3.5.3.1 Observation of Students

The observation of a student is a collaborative effort of the many individuals interacting with the student. It is the most significant tool one has for assessment and evaluation. The interpretation of these observations can help ensure that appropriate programs are planned and implemented for each student.

When making observations, the teacher must be cognizant of the developmental profile of the student. Both the developmental stages and the learning expectations must form the basis for observation. Observation is an integral part of the teaching process.

Observations should be made of the student’s interaction in his/her environment, and his/her attitudes towards learning. In this way, the teacher has a better chance of discovering the special talents, strengths, interests and needs of the student that may affect his/her progress towards becoming an autonomous learner.

The Royal Commission on Learning states that well structured programs for young children must be based on careful observation and monitoring of individual progress (vol. 11, pg. 21). Therefore, observation must be deliberate. Teachers must have a plan for methodical observation. Good observation techniques have the following characteristics:

- ★ regular and systematic
- ★ target a specific skill, attitude or behaviour
- ★ reflect both process and product
- ★ accompanied by examples where appropriate

- ★ comprehensive - in a variety of settings (classroom, gym, recess, small group, large group, independent)
- ★ formative - over a period of time
- ★ unobtrusive and not interfere with normal activities
- ★ cover all aspects of development: spiritual, cognitive, physical, social and emotional
- ★ objective and factual
- ★ shared with parents, guardians, & the student

David Elkind states that, "***The trick in observing is not to interpret, not to generalize, but merely to record as simply, as directly and as completely as one can.***"

Observations of students should be made for the following reasons:

1. To help determine effective teaching strategies.

Profitable, effective teaching strategies may be formed from observations.

2. To confirm the validity of other information (such as assessment).

Information gathered by teacher observation may at times be more valuable and valid than other information obtained by tests, formal assessments, or student records. Thus, the teacher, through observation, is capable of confirming (or disproving) test findings or other information obtained from other sources.

3. To identify problems that can be solved or remediated through modification or classroom program.

A student may need to adjust to a new teacher or adult with a personality different from that of the parent/guardian or previous teachers. Furthermore, a lack of understanding of directional/positional concepts, quantitative/numerical concepts and other prerequisite skills may cause a student much frustration and result in a learning problem.

4. To identify students who should be referred to the School-Based Team.

If a child is exhibiting behaviours that are affecting his/her learning, then referral to the in-school team may be necessary. A referral should be completed as soon as possible, since 30 days of observations is required (in most cases) before a meeting can take place.

The following observation techniques should be used regularly:

- ☺ anecdotal records
- ☺ collections of student work (portfolios)
- ☺ inventories (like reading or writing)

- ☺ questionnaires
- ☺ diaries
- ☺ checklists
- ☺ rating scales
- ☺ interviews/conferences
- ☺ discussions

The Ministry of Education Curriculum Planner software has a description of each of these techniques and provides many more suggestions and examples. The resource teacher or principal can also provide additional suggestions.

3.5.4 Assessment Strategies

As part of the NCDSB Code Project - DELTA - board-wide implementation of the Binder of Assessment Tools (BAT) was introduced to primary division teachers during the 2007-2008 school year. As part of the early identification process, the BAT has been designed to assist teachers in their understanding of student ability and deficiencies in order to strategically design appropriate instructional and intervention programs. The assessment tools within the BAT include:

- Phonological Awareness
- Letter Identification
- Letter - Sound Correspondence
- Word Knowledge
- Reading Records

3.6 Determining If a Student is At-Risk

The observation and assessment tools will provide the classroom teacher and RT with a general understanding of each student's abilities in a wide variety of areas. The results are not to be viewed individually. Consideration of all the assessment data as well as anecdotal observations regarding the student's performance in the regular classroom are essential. This provides a more balanced understanding of the student's strengths and needs.

Each assessment tool has different cut-offs for determining if a student is at risk. The following **guidelines** should be used when analyzing results:

Nipissing Screen - If you have noted difficulty in **one or more** areas of the screen, it could be an indication that there are developmental concerns. Areas of difficulty should be shared with the parent so that a referral can be made to the local Health Unit.

Teacher School Readiness Inventory - The TSRI includes teacher ratings in the areas of attention & memory, verbal fluency, participation level, letter identification skills & printing skills. These areas have consistently demonstrated strong relationships with children's later success in school. **Children who score 11 or lower on the TSRI should be considered at-risk.**

Brigance K-1 Screen - the results for each student in any given class should be ordered from highest to lowest. If the average score for the class is 70, and most children are scoring around 70, then the teacher should be concerned with those students scoring **lower than this**. However, the individual skills tested should also be analyzed to determine which are most important for developing pre-literacy and pre-numeracy skills. An emphasis should be placed on subtests 2B, 3B, 4B, 6B, 7B, 8 or 9B, 10B, 12B & 13B when determining which students may be at risk.

Yopp-Singer Test of Phoneme Segmentation - Students who correctly segment 17-22 of the items may be considered to be phonemically aware. If 7-16 items are done correctly, the student is considered to be displaying emerging phonemic awareness. Students who are able to segment **only a few items or none at all (0-6)** lack appropriate levels of phonemic awareness. Without intervention, these students are likely to experience difficulty with reading and spelling and should be provided with considerable linguistic stimulation that focuses on the sound structure of spoken language in conjunction with the reading program.

Fountas & Pinnell Benchmark Assessment System/GB Plus - A student whose independent reading level is **more than 1 grade below** his/her age-appropriate level should be considered at-risk.

Dolch Sight Word - A student whose grade level equivalent is **more than 1 grade below** his/her age-appropriate level should be considered at risk. For the Dolch List, students should be able to read 80% of the words in the grade appropriate list.

3.7 Choosing Students for Intervention Programs

Once the results have been carefully analysed and day to day observations are considered, the teacher, resource teacher and principal need to make a decision regarding the student's status in the program. A student's status must be determined to be one of the following:

NOT AT RISK - Results indicate that the student is not currently experiencing any major difficulties that might affect the rate of learning.

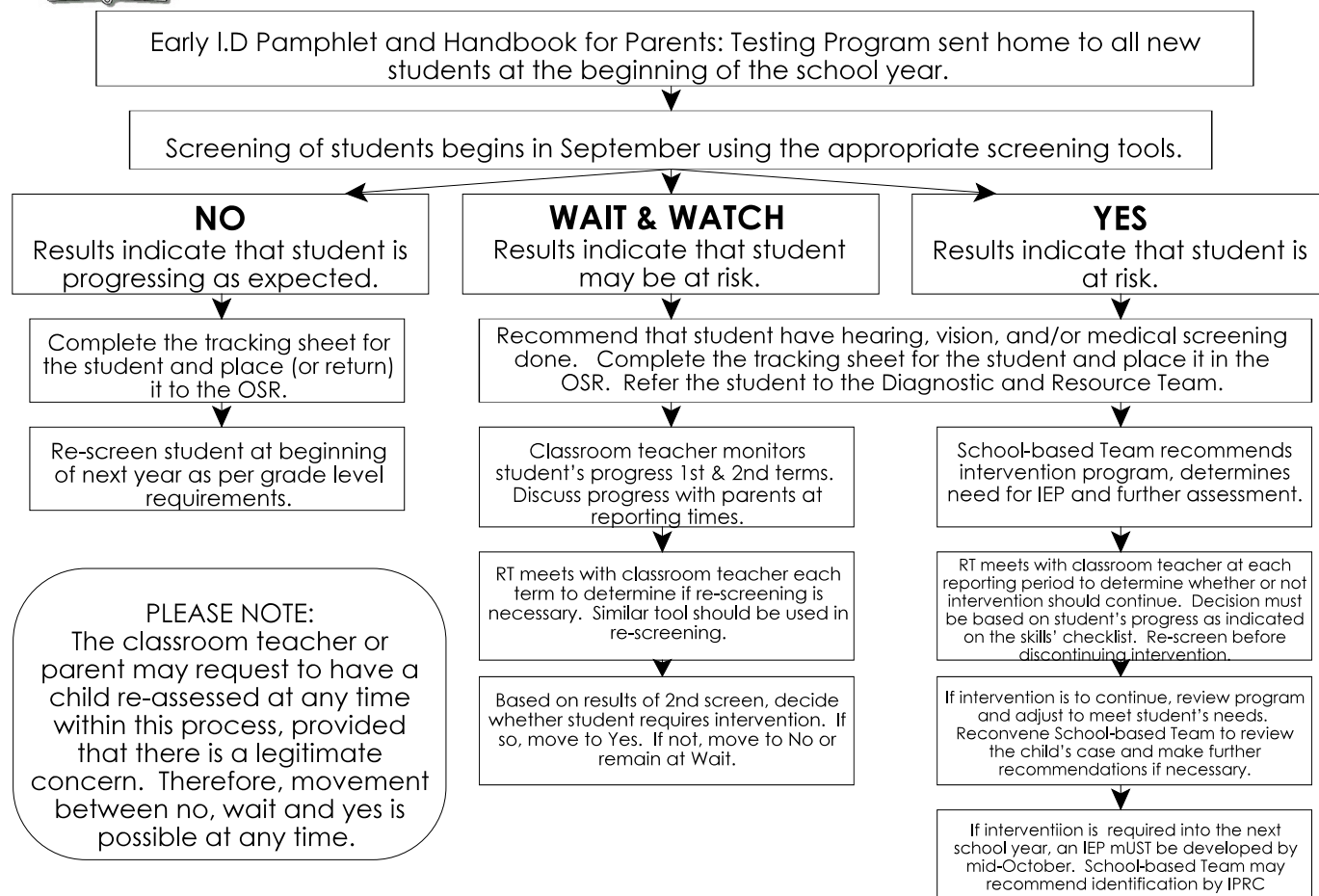
MAY BE AT RISK - Results indicate that the student may experience some difficulties learning. The classroom teacher will monitor the student's progress

over the term to determine if referral to the Diagnostic and Resource Team is required. This is considered the **WAIT and WATCH** stage.

AT RISK - Results clearly indicate that the student may experience social, emotional, intellectual or academic difficulties. The student **MUST BE** referred to the School-Based Team as soon as possible. Intervention is required.



Northeastern Catholic District School Board EARLY IDENTIFICATION PROCESS



The role of a School-Based Team, in relation to the Early Identification and Intervention program is as follows:

- review the results of the observations and assessments conducted on the student
- confirm the status of the student as being AT RISK (or WAIT and WATCH)

- recommend intervention program(s) based on assessment results and the students strengths & needs, and determine who will be responsible for intervention program(s)
- request creation of an intervention plan that will take the form of an Individual Education Plan and suggest possible modifications and/or accommodations to the regular classroom program
- determine if further assessment by school, board or community agency personnel is required
- explain the results of assessments and implications to the parent of the student
- obtain consent from parent for intervention program(s)
- monitor progress being made with student on a term-by-term basis
- ensure tracking sheets are complete and stored in OSR

3.8 Reporting & Storing Results

All assessment results are stored in the student's school-based assessment folder and not the Ontario Student Record.

3.9 Intervention for Students At-Risk

Intervention refers to curriculum modifications and/or supports that are designed to promote student success. These services are tailored to meet a student's individual needs and should build on a student's strengths. Intervention can take on many different forms and may look quite different from one student to the next.

A variety of programs and strategies are meant to help improve the literacy skills of all our students. Although they are not geared specifically towards those students who are identified as being at-risk of experiencing difficulties in school, the majority of the programs and strategies can be used with these students as well.

3.9.1 Early Literacy Initiatives

The Northeastern Catholic District School Board has adopted a balanced literacy framework. The following are recognized as supports for this framework.

1. Phonemic Awareness Development: Each school has been provided with the **Jolly Phonics** program. This multi-sensory program provides the opportunity for children to work with blending and segmenting words using the 42

phonemes of the English language. Each phoneme has a corresponding action, sound and picture cue that is taught simultaneously. This program is to be introduced in JK and integrated into the current reading program in SK and Gr. 1. In addition, each school has received a copy of the book entitled **“Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills”** by Jo Fitzpatrick. This can be found in the SK classroom or in the resource room.

2. Fountas & Pinnell Benchmark Assessment System/GB Plus: Fountas & Pinnell Benchmarks are an invaluable way to determine which strategies a student is using while reading in order to build reading skills while focussing on the student's strengths and needs.

3.9.2 Specific Intervention Programs

1. Promoting Early Intervention: All kindergarten students are assessed through a tool entitled the Early Development Instrument (EDI). This project, which involves the University of Guelph Ontario, is sponsored by Child and Family Services. Collective results are then shared with the Northeastern Catholic District School Board.

2. Fountas & Pinnell Leveled Literacy Intervention: All schools are currently using the LLI in order to address the needs of students who have experienced difficulty learning to read and write in Kindergarten to Grade 4. The LLI has been proven to be very effective in accelerating student learning and to close achievement gaps for students within 10 to 20 weeks. Many students who have participated in an LLI intervention were withdrawn from the program after they met grade level ranges of reading achievement.

3. Violence Prevention and Empathy Training Programs: Programs such as Second Step, Roots of Empathy and Be Cool are violence prevention curriculum. The goal of these programs is to build problem solving and social skills, and to develop anger management skills to help children get along with others. The introduction of Lion's Quest at the junior/intermediate level took place during the 2010-2011 school year.

4. Later Literacy Intervention: Resource Teachers utilize this intervention technique which provides literacy intervention to small groups of junior/intermediate and senior students in the area of reading and writing. The *Soar to Success* program is also used at the junior/intermediate levels for slightly larger groups of students. This program, which is in all of our schools, also provides intervention in the areas of reading and writing.

3.10 Follow-up to Identification and Intervention

Students who are receiving intervention, or who are on the WAIT and WATCH list must be monitored carefully by the classroom and resource teachers. Adjustments to the classroom or intervention program(s) are required when a student is not demonstrating the necessary growth. These adjustments must be tailored to meet the needs of each child. The degree and extent to which a program is adjusted will vary from child to child. For example, it may be necessary to modify the entire program or just one aspect of it. Modifications may be short term or ongoing. It may also be necessary to make accommodations *such as* the time required to complete tasks.

3.10.1 Modifications and Accommodations for At-Risk Students

The following are sample indicators of the need for program accommodations and modifications:

- ✓ the child has limited background experience and general knowledge;
- ✓ the child is experiencing learning difficulties in one or more areas of the program;
- ✓ the child is exhibiting behavioural difficulties;
- ✓ the child has difficulties attending;
- ✓ the child is having difficulties relating to/getting along with others;
- ✓ the child is overly shy or overly compliant;
- ✓ the child has speech or language difficulties;
- ✓ the child has a vision or hearing deficit;
- ✓ the child displays gross or fine motor difficulties;
- ✓ the child's first language is other than English.

Students who demonstrate any of the above characteristics will likely require some general modifications and accommodations to the regular classroom program in order to experience success. Therefore, it is the responsibility of the classroom teacher, in conjunction with the Resource Teacher and the parent, to decide what *should* be included in the student's **Individual Education Plan** to ensure that the student's needs are being met.

In the Primary Division, the Individual Education Plan may consist of only a few pages that outline the specialized intervention programs and/or strategies being used with the student. The goals should be tailored specifically to the needs identified throughout the assessment process and must be linked as closely as possible to Ontario Curriculum expectations when possible. See section 5.3 for strategies that can be used to help develop skills in weak areas.

In the Junior & Intermediate Divisions, the Individual Education Plan will likely be significantly longer. The reason for this is that accommodations and/or modifications will likely be required in all subject areas.

IEPs should not contain too many expectations in any one term so that the teacher is able to provide the instruction required to meet these goals. This will help the student meet with success. ***Individual Education Plans must be reviewed three times annually.***

3.10.2 Modifications and Accommodations for Students Who Perform Beyond Grade Level Curriculum Expectations

Program accommodations and modifications may also be required for the child who performs beyond grade level curriculum expectations in one or more areas and displays some of the following characteristics:

- ✓ the child is socially adept and demonstrates maturity in interpersonal relationships;
- ✓ the child displays acute curiosity and is rarely satisfied with superficial explorations;
- ✓ the child learn rapidly and easily with very little repetition;
- ✓ the child becomes engrossed in a single activity for an extended period of time and requires little or no direction;
- ✓ the child has learned to read early and possesses a sound understanding of the nuances of language;
- ✓ the child utilizes advanced thought processes and has the capacity for perceiving unusual and diverse relations;
- ✓ the child has understanding of skills and concepts not formally taught;
- ✓ the child is able to deal with abstractions (e.g. time, cause & effect) better than age peers;
- ✓ the child demonstrates advanced physical skill development.

See section 5.2 for strategies that can be used with students who demonstrate advanced skill in comparison to age peers.

3.11 Early Intervention Strategies to be Used Prior to Referral to IPRC

A child should be provided with intervention strategies in the following major areas prior to proceeding to an IPRC. Children who perform beyond grade

level expectations should also be provided with opportunities to ensure that their needs are met and that they find the curriculum challenging enough.

- ✓ Language and Literacy Development - Oral Language
- ✓ Language and Literacy Development - Reading
- ✓ Language and Literacy Development - Writing
- ✓ Cognitive and Mathematical Development
- ✓ Social & Emotional Development - Self Esteem
- ✓ Social & Emotional Development - Aggression
- ✓ Social & Emotional Development - Attention Span
- ✓ Social & Emotional Development - Independence
- ✓ Social & Emotional Development - Social Skills
- ✓ Physical Development - Gross Motor Skills
- ✓ Physical Development - Fine Motor Skills

3.12 Reviewing Student Status

The School-Based Team (see section 3.5 for a more complete description) is responsible for reviewing a student's status in the Early & On-Going Identification and Intervention Program. When a classroom or resource teacher feels a meeting is necessary to discuss a student's progress, the team must set up a meeting as soon as possible. It is strongly suggested that the parent be included in this meeting.

A student who has demonstrated that he/she is able to cope with the grade-level curriculum relatively independently may no longer require the accommodations, modifications or intervention strategies currently in place. This improvement needs to be demonstrated both through classroom observation, and in formal assessment. The School-Based Team will make a decision about discontinuing any student who demonstrates the required growth. **Nonetheless, it is suggested that the student's progress for the next couple of terms be closely monitored to ensure that difficulties do not resurface.** Close communication between the classroom teacher, the resource teacher, and the parent is required.

3.13 The Identification, Placement and Review Committee (IPRC) Process and Appeals

The former Referral Process model has been replaced with the philosophy of the tiered approach to early intervention as described in the document *Education for All*. Based on the student's progress, stagnation, or regression in tiers 1, 2, and 3 and supporting evidence, decisions are made collaboratively with the members of the school-based team.

3.13.1 Types of IPRC (Identification, Placement, Review) Committees

The distinction between school-based and system-based IPRCs no longer exists. All such references within the Board Plan will be omitted.

3.13.2 IPRC Process

The Superintendent or designate will authorize the initial IPRC as requested by the school principal, but does not need to attend all initial IPRC meetings across the district.

All reviews of Identification and Placement will take place at the beginning of the school year. This process will ensure that placement decisions are made with an accurate and current understanding of school structure and support services. It is understood that no student will be “de-identified” without prior discussion with the Superintendent in advance of the scheduled meeting.

3.13.3 IPRC Referrals, Reviews, Dispensations and Appeals

The NCDSB commits to tracking the number of referrals, reviews, dispensations, and appeals for the 2010-2011 school year.

3.13.4 Special Education Appeal Board

If a parent/guardian does not agree with either the identification of placement decision made by the IPRC, he/she may:

- Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss concerns; or
- Within 35 days of receipt of the decision, file a notice of appeal with the Director, Northeastern Catholic District School Board, 101 Spruce Street North, Timmins, Ontario, P4N 6M9.
- If a parent/guardian still does not agree with the decisions after the second meeting, he/she may file a notice of appeal within 15 days of receipt of the decision.
- If a parent/guardian does not consent to the IPRC decision and does not appeal it, the board will instruct the principal to implement the IPRC decision.

How Does A Parent/Guardian Appeal An IPRC Decision?

If a parent/guardian disagrees with the IPRCs identification of his/her child as exceptional or with the placement decision of the IPRC, he/she may, within 35 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 an intention to appeal

the decision to the Director, Northeastern Catholic District School Board, 101 Spruce Street South, Timmins, Ontario, P4N 6M9.

The notice of appeal must:

- indicate the decision with which the parent/guardian disagrees; and
- include a statement that sets out the parent/guardian's reasons for disagreeing.

What Happens In The Appeal Process?

The appeal process involves the following steps:

1. The board will establish a special education appeal board to hear an appeal. The appeal board will be composed of three persons (one of whom is to be selected by the parent/guardian) who have no prior knowledge of the matter under appeal.
2. 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 notified (unless parents/guardians and board both provide written consent to a later date).
3. 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.
4. The parent/guardian, and the child, if he or she is 16 years old or over, are entitled to be present at, and to participate in all discussions.
5. The appeal board will report its recommendations in writing, to the parent/guardian (and to the child if 16 years of age or over) and to the school board, providing the reasons for its recommendations. (Boards are not required to follow the appeal board's recommendation).
6. 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 recommendation.
7. A parent/guardian may accept the decision of the school board, or may appeal to a Special Education Tribunal. He or she 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.

3.14 EDUCATIONAL AND OTHER ASSESSMENTS

The addition of the Binder of Assessment Tools (BAT) to the list of assessment tools to which classroom teachers have access.

3.15 SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

3.15.1 Legislative Background

- *Policy/Program Memorandum No. 81 - Provision of Health Support Services in School Settings* was issued by the Ministry of Education in 1984. It describes the nature of health services that would be provided in school settings and by whom these services would be provided.
- In 1996, the *Long Term Care Reform Act* was passed which means that the services being provided under the Home Care Program are now being provided by Community Care Access Centres (C.C.A.C).

3.15.2 Specialized Health Support Services

The Board, in conjunction with the Community Care Access Centres and other agencies provide the following specialized health support services for students who require them in school settings:

- administering prescribed medications;
- administering prescribed oxygen;
- assistance with mobility;
- catheterization;
- feeding;
- lifting and positioning;
- nursing;
- nutrition;
- occupational therapy;
- physiotherapy;
- speech and language therapy;
- speech correction and remediation;
- suctioning;
- toileting;

Table 3 on the next page provides a summary of the following:

- type of specialized health support services
- providers of each service
- eligibility criteria for students to receive the service
- position of person who determines eligibility to receive the service and the level of service
- criteria for determining when the service is no longer required
- procedures for resolving disputes about eligibility and level of support

The Northeastern Catholic District School Board has established the *Protocol for Partnerships with External Agencies* as per PPM 149.

| Specialized Health Support Services | Agency or Position of Person Who Performs the Service | Eligibility Criteria for Students to Receive the Service | Position of Person Who Determines Eligibility to Receive the Service and the Level of Support | Criteria for Determining When the Service is No Longer Required | Procedures for Resolving Disputes About Eligibility and Level of Support |
|--|--|--|--|---|--|
| Administering Prescribed Medication | Student Board Staff (Principal, Vice-Principal, RT, EA) | Medical assessment indicating that prescribed medication must be administered during school hours Informed, written consent of parent/guardian or adult student | School Principal | Medical assessment indicating that the prescribed medication no longer needs to be administered during school hours OR Parent/guardian assumes the responsibility | Superintendent or designate and/or Superintendent of Education may act as a mediator |
| Administering Prescribed Oxygen | Board Staff (EA) | Medical assessment indicating that prescribed oxygen must be administered during school hours Informed, written consent of parent/guardian or adult student | School Principal CCAC Case Worker | Medical assessment indicating that the prescribed oxygen no longer needs to be administered during school hours OR Parent/guardian assumes the responsibility | Superintendent or designate and/or Superintendent of Education may act as a mediator |
| Assistance with Mobility | Board Staff (EA) | Medical assessment indicating need for assistance with mobility Informed, written consent of parent/guardian or adult student | School Principal | Medical assessment indicating assistance with mobility no longer required OR Parent/guardian assumes responsibility | Superintendent or designate and/or Superintendent of Education may act as a mediator |
| Catheterization Clean intermittent | Student Board Staff (EA) | Medical assessment indicating that catheterization must be done during school hours Informed, written consent of parent/guardian | School Principal CCAC Case Manager | Medical assessment indicating that catheterization no longer required during school hours OR Parent/guardian assumes responsibility | Superintendent or designate and/or Superintendent of Education may act as a mediator |
| Physiotherapy | CCAC Physiotherapist Board Staff (EA) | Medical assessment indicating that physiotherapy is required during school hours Informed, written consent of parent/guardian | School Principal CCAC Case Manager | Medical assessment indicating that physiotherapy no longer required during school hours OR Parent/guardian assumes responsibility | Superintendent or designate and/or Superintendent of Education may act as a mediator |

| | | | | | |
|---|--|---|---|---|--|
| Speech and Language Therapy | CCAC Speech-Language Pathologist | Speech-Language Assessment indicating that speech and/or language therapy is required during school hours | School Principal CCAC Case Manager | Medical Assessment indicating that speech and/or language therapy no longer required during school hours OR Parent/guardian assumes responsibility | Superintendent or designate and/or Superintendent of Education may act as a mediator |
| Speech Correction and Remediation | Board Staff (EA) Speech- Language Pathologists | Speech-Language Assessment indicating that speech correction and/or remediation is required during school hours Informed, written consent of parent/guardian | School Principal Speech-Language Pathologists | Speech-Language Assessment indicating that speech correction and/or remediation are no longer required during school hours OR Parent/guardian assumes responsibility | Superintendent or designate and/or Superintendent of Education may act as a mediator |
| Suctioning Shallow Surface | Board Staff (EA) | Medical assessment indicating that shallow surface suctioning must be provided during school hours Informed, written consent of parent/guardian | School Principal CCAC Case Manager | Medical assessment indicating that shallow surface suctioning no longer required during school hours OR Parent/guardian assumes responsibility | Superintendent or designate and/or Superintendent of Education may act as a mediator |
| Suctioning Deep Suctioning or Drainage | CCAC Nurse | Medical assessment indicating that deep suctioning and/or drainage must be provided during school hours Informed, written consent of parent/guardian | School Principal CCAC Case Manager | Medical assessment indicating that deep suctioning and/or drainage no longer required during school hours OR Parent/guardian assumes responsibility | Superintendent or designate and/or Superintendent of Education may act as a mediator |
| Toileting | Board Staff (EA) | Medical assessment indicating that student requires assistance with toileting | School Principal | Student demonstrates independent toileting skills | Superintendent or designate and/or Superintendent of Education may act as a mediator |
| Catheterization Sterile intermittent | CCAC Nurse | Medical assessment indicating that sterile catheterization must be done during school hours Informed , written consent of parent/guardian | School Principal CCAC Case Manager | Medical assessment indicating that catheterization no longer required during school hours OR Parent/guardian assumes responsibility | Superintendent or designate and/or Superintendent of Education may act as a mediator |

3.16 CATEGORIES OF EXCEPTIONALITIES & DEFINITIONS

3.16.1 Behavior

Ministry Definition: A learning disorder characterized by specific Behavior 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:

- An inability to build or to maintain interpersonal relationships
- Excessive fears or anxieties
- A tendency to compulsive reaction **or**
- An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Observables:

Student Behavior is a concern for educators when it interferes with academic achievement. The following behavioral traits may be evidenced to varying degrees in students with Behavior/emotional disorders. It is important to note that evidence of some traits does not always indicate a behavioral exceptionality. The frequency, intensity or duration of the Behavior must be taken into account. Behavior disorders affect social relationships and academic progress. The behaviors persist in different settings and with different people. They are not primarily due to intellectual or health factors.

Observable characteristics may be demonstrated by:

Behaviors that deviate in a significant manner from that which is normally expected, usually with little regard for social or cultural norms:

- destructive of own, school or other's property
- disobedient, defies authority, tests the limits, refuses to follow directions
- domineering
- uncooperative, resistive, inconsiderate, disruptive, interrupts, disturbs
- causes disturbance for which others are blamed
- apathetic; 'don't care' attitude
- fights, hits, is assaultive
- intimidates others, bullies, threatens
- restless, boisterous, noisy
- untrustworthy, dishonest, lies, steals
- use of profane, abusive language and gestures
- delinquent Behavior or vandalism
- truancy from school

Behaviors which negatively affect learning and tend to be impulsive or compulsive:

- speaks out
- disrupts classroom activities
- displays temper tantrums
- repetitively demonstrates the same Behavior
- difficulty thinking before acting, impulsive
- distractable, inattentive, lacks focus
- daydreams, appears pre-occupied
- short attention span, poor concentration

Demonstrates poor interpersonal relationships and has low self-esteem:

- uncooperative in groups, argumentative, passively non-compliant
- attention seeking
- depends on others for direction and requires constant reassurance
- hypersensitive, easily hurt or embarrassed, easily flustered
- lacks self confidence

Demonstrates Behaviors injurious to oneself:

- withdrawal, nervousness, hypersensitivity
- anorexia, bulimia
- self abuse

As Determined By:

- Classroom documentation in the form of a Behavior log or checklist indicating:
 - acting out or withdrawn Behaviors, lacking social awareness/social skills, lack of motivation, or demonstration of some other behavioral difficulty
 - Behavior that is strongly interfering with that student's or other students' performance at school
 - manifest the above characteristics regularly over a 6 month period such that special education programs and services are required
- Behavioral Assessment done by a Child & Youth Worker
- Other Professional Assessment such as a Psychological or Psychiatric Assessment

3.16.2 Communication

Learning Disability

Ministry Definition: A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- is not primarily the result of:
 - impairment of vision or hearing
 - physical disability
 - developmental disability
 - primary emotional disturbance
 - cultural differences **and**
- results in significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - receptive language (listening, reading)
 - language processing (thinking, conceptualizing, integrating)
 - expressive language (talking, spelling, writing)
 - mathematical computation
- may be associated with one or more conditions diagnosed as:
 - a perceptual handicap
 - a brain injury
 - minimal brain dysfunction
 - dyslexia
 - developmental aphasia

Observables:

- uneven or inconsistent academic and social development and progress which suggests the student may not profit from regular instruction
- functional difficulties in visual, auditory, motor, organizational and/or conceptual skills
- difficulty understanding and following directions
- interpretation of language literally and/or a limited vocabulary
- problems with reading, comprehension and mathematics
- difficulty with writing, spelling, grammar, and/or oral expression of language
- difficulty organizing and sequencing thoughts and ideas
- difficulty in the social use of language
- inefficient strategies for reception, storage and production of information
- difficulty with long term and/or short term memory
- difficulty generalizing learning or transferring skills/knowledge from one setting to another
- mastery of content but an inability to produce answers
- difficulty solving problems and may become overwhelmed by the tasks at hand
- Behavior that is often immature, impulsive and egocentric
- low self-esteem, social skill deficits
- fear of school
- difficulty in discrimination and sequencing and/or directionality confusion
- more accident prone than peers
- may write well but not read well, or vice versa
- very easily distracted

- lack of sense of time, space, body awareness, shape (e.g. lack of organization on the page)
- difficulty sequencing when presented with visual or auditory stimuli
- may exhibit negative Behavior patterns (acting out or withdrawal)
- written work may be poor in style and form with frequent errors in omissions, additions, substitutions and reversals
- difficulty tracking with reading

As Determined By:

- Classroom documentation (i.e. assessment information, anecdotal observations, etc.)
- Educational Assessment indicating level of achievement is significantly below what is expected based on chronological age (at least 2 grades below)
- At least average performance in some aspects of learning which may include listening, conceptualizing, oral language and/or problem solving
- Psychological Assessment indicating significant discrepancy between potential and academic achievement. Learning disability must be diagnosed by the psychologist.

Autism

Ministry Definition: A severe learning disorder that is characterized by:

- disturbances in:
 - rate of educational development
 - ability to relate to the environment
 - mobility
 - perception, speech and language
- lack of the representative symbolic Behavior that precedes language.

As Determined By:

- Classroom documentation demonstrating that the student is not able to focus and/or maintain attention to activities or tasks and has difficulty making transitions
- Educational Assessment indicating learning strengths and needs that demonstrate difficulty with verbal and non-verbal communication and social interactive skills
- Professional Assessment with diagnosis by a regulated, qualified practitioner indicating a diagnosis of Autistic or other Pervasive Developmental Disorder
- Psychological Assessment to determine cognitive abilities
- Language Assessment when appropriate

Deaf and Hard of Hearing

Ministry Definition: An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.

Observables:

- Deaf and hard-of-hearing students have varying degrees of hearing loss.
- The degree of hearing loss may result in the need to develop alternative methods of communication.
- Varying degrees of hearing may make it difficult to acquire spoken language through the auditory channel alone and may necessitate the use of additional support.

Students may demonstrate needs in the following areas:

- articulation - speech clarity
- expressive language
- conversational skills - writing, spelling
- receptive language (listening and reading)
- social-emotional development and interpersonal skills

Possible Observable Characteristics:

- miss key and subtle words in conversations
- have difficulty expressing ideas
- have some degree of language delay
- follow rather than lead
- have a limited vocabulary
- lack understanding of colloquialisms, idioms, slang expressions, multiple meanings of words, language-based humor (puns and riddles)
- be more comfortable setting the topic and controlling the conversation
- misinterpret oral information
- have difficulty hearing in noise or from a distance
- turn head towards the speaker or sound source
- have difficulty locating the speaker in a group situation
- have difficulty discriminating between similar speech sounds or words
- have a preference for a visual tactile learning environment or strategies
- use gestures or sign language

Possible Social/Emotional Implications

- language delay may lead to a limited ability to express feeling and needs
- may be or appear to be socially immature or naive
- may display limited skills for making friends
- may need to work on developing pragmatic skills to enhance communication effectiveness
- may be the last to answer in class and slow to respond
- the use of hearing aids or FM may lead peers and adults to assume the student is a less competent learner
- may become frustrated or isolated which sometimes leads to misbehavior
- may be left out by peers during games or recess

- concern to be accepted by peers may lead to rejection of vital supports (e.g. FM system, itinerant support, etc.)
- may prefer the company of other deaf or hard-of-hearing peers

As Determined By:

- Classroom documentation indicating difficulty accessing the curriculum without accommodation or modification of program, and indicating academic, social or emotional difficulties directly related to hearing impairment
- Professional Assessment by a regulated, qualified practitioner indicating a hearing loss within the mild to profound range.
- Speech and Language Assessment when deemed appropriate
- Need for amplification (hearing aids and FM system)
- Need for program modifications related to hearing impairment.

Language Impairment

Ministry Definition: A learning disorder characterized by an impairment in comprehension and/or 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:

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

As Determined By:

- Classroom documentation indicating academic difficulties with oral and/or written language
- Educational Assessment to determine level of academic achievement
- Professional Assessment by a regulated, qualified practitioner outlining receptive and expressive language levels which significantly interfere with communication and academic achievement
- Psychological Assessment to establish cognitive levels when deemed appropriate
- Need for program modifications related to language impairment.

Speech Impairment

Ministry Definition: A disorder in language formulation which 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.

Observables:

- unable to form, blend and pronounce sounds
- has a harsh, husky voice or a nasal twang
- speaks too softly or too loudly
- substitutes and adds or omits sounds
- speech patterns are broken by stuttering
- may struggle and avoid speaking when he/she feels uncomfortable
- may not understand the structure of grammar or the relationship between sound and symbol
- understands what is being said but refuses to answer
- has difficulty in naming things
- may drop word endings
- has an abnormal rhythm or rate of speech

As Determined By:

- Educational Assessment to determine level of academic achievement.
- Professional Assessment by a regulated, qualified practitioner indicating an impairment in speech production which significantly interferes with the student's communication and academic achievement
- Need for program modifications related to speech impairment.

3.16.3 Intellectual

Gifted

Ministry Definition: 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.

Observables:

- often has an unusually advanced vocabulary
- may have a great fund of knowledge about a variety of topics or of one specific area
- has quick recall of factual information
- can readily see relationships, make generalizations, transfer knowledge from one area to another
- may be easily bored with routine tasks
- may prefer to work independently, without teacher direction
- when convinced of the correctness of his/her argument, the student may be self-assertive or even stubborn
- leadership ability and self-confidence may enable student to dominate groups

- creativity may be shown in questions asked, ability to connect ideas, problem-solve
- may display a particular area of talent (e.g. art, music, athletic ability)
- behaviour problems may develop which mask the student's ability (e.g. may daydream or read other work during class)
- assignments and written work may be completed in a haphazard manner
- student may withdraw from social interaction with peers or be overly critical of others
- may downplay his/her abilities or choose courses at a lower level than his/her ability would indicate

As Determined By:

- Classroom documentation indicating a higher achievement level in the core subject areas than students in the same grade placement
- Educational Assessment demonstrating significantly higher levels of achievement in core subject areas
- Demonstrates unique abilities, creativity and/or talent
- Psychological Assessment
 - a psychological assessment indicating that the student is functioning at the 98th percentile, full scale, on a recently administered WISC-III (Canadian Norms). The use of other measures for primary aged students may be considered **or**
 - the 99th percentile on either the Verbal or Performance Scale on a recently administered WISC-III (Canadian Norms)
- Need for program modifications in order to provide differentiated learning experiences of a depth and breadth, within and perhaps beyond, the regular classroom.

Mild Intellectual Disability

Ministry Definition: A learning disorder characterized by:

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

Observables:

- may have a short attention span
- has difficulty transferring a concept from one situation to another
- has difficulty generalizing
- avoids trying new things
- academic achievement is below the level of their peers
- uses socially inappropriate Behavior (e.g. showing off, withdrawing)
- may have low frustration tolerance

- has difficulty competing with peers (i.e. some may give up and some may work very hard producing good results)
- has poor retention
- poor verbal skills
- work habits and study skills may be lacking
- physical skills and co-ordination may be below class level
- slower rate of learning, acquiring new skills/knowledge

As Determined By:

- Classroom documentation
- Educational Assessment indicating academic achievement in core subjects will be 2 or 3 grade levels below that expected based on chronological age
- Psychological Assessment
 - indicating the student functioning in the mild to borderline (2nd to 8th percentile) intellectual range as measured by a WISC-III
- Students would have a modified program based on the Ontario Curriculum, have access to additional support in the classroom or require a small class setting for parts of the day
- Behavior is not the key focus for these students.

Note: Interpretation of grade scores must be done within the context of general daily achievement.

Developmental Disability

Ministry Definition: A severe learning disorder characterized by:

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

Observables

- lacks physical co-ordination and spatial awareness
- has difficulty following directions
- may have limited social skills as a result of an overprotective or institutional environment
- likes repetition of simple tasks
- may not have developed self-care skills (i.e. unable to deal with basic needs)
- has difficulty using public transit
- has an intellectual functioning level below his/her peers
- has poor academic skills
- may use socially unacceptable Behaviors such as indiscriminate affection and responsiveness

- unable to compete with his/her peers in an academic or vocational setting
- may not cope well with any degree of pressure
- health problems requiring medication, medical supervision and diet restrictions may be present
- inability to communicate or relate effectively
- may have multiple handicaps

As Determined By:

- Classroom documentation
- Educational Assessment indicating academic achievement in core subjects will be less than half the grade level expectancy based on chronological age (if student is in Grade 6, academics will be at a mid-Grade 3 or lower)
- Psychological Assessment
 - indicating the student functioning in the mild to severe (1st percentile & below) intellectual range as measured by a WISC-III
 - an adaptive Behavior assessment indicating the child is functioning in 2 or more areas at the 1st percentile or below
- Program would focus on basic living skills, functional academics and social adjustment.

3.16.4 Physical

Physical Disability

Ministry Definition: 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 pupils without exceptionalities who are of the same age or developmental level.

Observables:

- may lack social/interpersonal skills (e.g. defensive or attention-seeking)
- has an irregular gait
- tires easily
- has poor muscular control (e.g. eating, handwriting)
- tends to drop and spill things
- lacks stamina and physical strength
- may often be absent
- may be on medication
- may require a means of physical support (e.g. cane, wheelchair, crutches or braces)

As Determined By:

- Professional Assessment by a registered, qualified professional diagnosing a physical or orthopedic condition requiring modification and/or accommodation to the learning

environment, learning activities, learning materials, support from specialized equipment and/or an educational assistant

- Program modifications or accommodations needed related to the physical or orthopedic disability.

Blind and Low Vision

Ministry Definition: A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Observables

- may or may not be aware his/her vision is faulty
- unable to distinguish movement
- avoids bright lights
- uncontrolled eye movements
- squints or rubs his/her eyes
- holds work too close or too far away
- unable to see shapes
- may close one eye or tilt head
- walks carefully and slowly, seldom runs
- does not pay attention to what he/she sees
- lacks eye-hand co-ordination and fine motor skills
- unable to integrate what he/she sees
- does not learn through the visual mode
- may be distractable
- may be unable to distinguish colors and shapes
- may or may not use enlarged print, braille
- eyes may be swollen and red-rimmed and student may complain of frequent headaches

As Determined By:

- Classroom documentation based on information obtained from the student, parent and school personnel indicating academic, social or emotional difficulties directly related to visual impairment
- Professional Assessment by a registered, qualified professional indicating a significant field loss or whose visual acuity is 20/70 or less after best correction.
- Program modifications or accommodations needed related to visual impairment.

3.16.5 Multiple

Ministry Definition: 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.

As Determined By:

- Educational Assessment to determine level of academic achievement
- Meets the criteria for more than 2 of the categories of exceptionality as defined
- Professional Assessment
 - documentation and assessments, as outlined in areas of defined exceptionalities that clearly confirm a level of diversity of student needs that would be most effectively addressed in an intensive support setting.

3.17 SPECIAL EDUCATION PLACEMENTS

3.17.1 Special Education Advisory Committee

- In accordance with *Ontario Regulation 464/97*, the Special Education Advisory Committee of the Northeastern Catholic District School Board makes “*recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board.*”
- The Special Education Advisory Committee meets on a monthly basis throughout the school year to discuss issues and concerns related to special education, including the special education placements provided by the Board.

3.17.2 Placement Options

The range of special education placement options available within each elementary and secondary school are as follows:

| PLACEMENT OPTIONS | |
|---|---|
| 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 or support staff. |
| Regular Class with Withdrawal Assistance | The student is placed in a regular class and receives instruction outside the classroom, for less than 50% of the school day from a qualified special education teacher. |
| Regular Class with Indirect Support | The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services. |
| Special Education Classroom Partial Integration | The student is placed by the IPRC in a special education class for at least 50% of the school day, but is integrated with a regular class for at least one instructional period daily. |
| Special Education Classroom Fully Self-Contained | The student is placed in a special education class for the entire school day. |

3.17.3 Special Education Placements for Each Exceptionality

Since the Board advocates an inclusionary approach to the provision of Special Education Programs and Services, exceptional students have available to them a variety of placement options. Table 4 on page 47 outlines the placement option and criteria for admission for each exceptionality.

3.17.4 Process for Admitting Exceptional Students to Placements

Regular Classroom with Resource Assistance

In order for a student to be placed in the regular classroom with resource support, the Identification, Placement and Review Committee must make the recommendation. In addition, the parent/guardian and student 16 years of age or older must give, informed written consent to this placement. The Individual Education Plan describes the special education staff who provide resource assistance within the regular classroom setting, and outlines the frequency and duration of this assistance. The resource support begins within 30 days of the IPRCs determination of the exceptional student's placement.

Regular Classroom with Withdrawal Assistance

In order for a student to be placed in the regular classroom with withdrawal support, the Identification, Placement and Review Committee must make the recommendation. In addition, the parent/guardian and student 16 years of age or older must give, informed written consent to this placement. The Individual Education Plan describes the special education staff who provide the assistance, and outlines the frequency and duration of this assistance. The withdrawal program begins within 30 days of the IPRCs determination of the exceptional student's placement.

Regular Classroom with Indirect Support

Upon enrolment, all students, including exceptional students, are placed in the regular classroom. If a placement other than the regular classroom is requested at the time of enrolment, a case conference is held with the parent and agencies involved with the student to determine the need for an alternative placement.

Special Education Classroom - Partial Integration

When the IPRC recommends a student be placed in a partially self-contained classroom setting, the decision is not made lightly. In most cases, a variety of other placements have already been tried, with little success. In addition, the parent/guardian and student 16 years of age or older must give informed written consent to this placement. The Individual Education Plan describes the special education staff who provide the assistance, and outlines the frequency and duration of this assistance. The IEP also indicates which subjects the student will be integrated for. The placement begins at the earliest possible date after the IPRCs determination of the exceptional student's placement, but no longer than 2 weeks.

Special Education Classroom Fully Self-Contained

Often, self-contained classrooms support those students who have severe difficulties accessing programs in the regular classroom, even with additional human resource support. The parent/guardian and student 16 years of age or older must give, informed written consent to this placement. The Individual Education Plan describes the special education staff who provide the assistance, and outlines the frequency and duration of this assistance. The placement begins at the earliest possible date after the IPRCs determination of the exceptional student's placement, but no longer than 2 weeks.

| Exceptionality | Range of Placements | Admission Criteria |
|---|---|---|
| COMMUNICATION Deaf and Hard of Hearing | <ul style="list-style-type: none"> • Regular Classroom with Indirect Support • Regular Classroom with Resource Assistance • Regular Classroom with Withdrawal Assistance | <ul style="list-style-type: none"> • Mild discrepancy between expected and actual level of hearing acuity. • Range of needs such that regular classroom teacher can provide the need programs and services. • Mild to moderate discrepancy between expected and actual level of hearing acuity. • Range of needs is such that the student requires assistance from the Resource Teacher, a Teacher of the Deaf, and/or an Educational Assistant within the regular classroom. • Moderate to severe discrepancy between expected and actual level of hearing acuity. • Range of needs is such that the student requires assistance from the Resource Teacher, a Teacher of the Deaf, a Sign Language Interpreter, and/or an Educational Assistant. Student might also be involved with other, outside agencies (Canadian Hearing Society, Speech/Language Pathologist, Audiologist) • Due to confidentiality, environmental and/or instructional factors, it is impractical to provide the entire special education program within the regular classroom. |
| COMMUNICATION Language Impairment | <ul style="list-style-type: none"> • Regular Classroom with Indirect Support • Regular Classroom with Resource Assistance • Regular Classroom with Withdrawal Assistance | <ul style="list-style-type: none"> • Mild discrepancy between expected and actual level of language development. • Range of needs such that regular classroom teacher can provide the need programs and services. • Mild to moderate discrepancy between expected and actual level hearing acuity. • Range of needs is such that the student requires assistance from the Resource Teacher within the classroom setting. • Moderate to severe discrepancy between expected and actual level of language development. • Range of needs is such that the student requires assistance from the Resource Teacher. Student might also be involved with other, outside agencies/professionals (Speech/Language Pathologist) • Due to confidentiality, environmental and/or instructional factors, it is impractical to provide the entire special education program within the regular classroom. |
| COMMUNICATION Speech Impairment | <ul style="list-style-type: none"> • Regular Classroom with Indirect Support | <ul style="list-style-type: none"> • Mild discrepancy between expected and actual level of speech development. • Range of needs such that regular classroom teacher can provide the need programs and services. |

| Exceptionality | Range of Placements | Admission Criteria |
|--|---|--|
| COMMUNICATION Speech Impairment (Continued) | <ul style="list-style-type: none"> • Regular Classroom with Resource Assistance • Regular Classroom with Withdrawal Assistance | <ul style="list-style-type: none"> • Mild to moderate discrepancy between expected and actual level of speech development. • Range of needs is such that the student requires assistance from the Resource Teacher within the regular classroom setting. • Moderate to severe discrepancy between expected and actual level of speech development. • Range of needs is such that the student requires assistance from the Resource Teacher. Student might also be involved with other, outside agencies/professionals (Speech/Language Pathologist) • Due to confidentiality, environmental and/or instructional factors, it is impractical to provide the entire special education program within the regular classroom. |
| COMMUNICATION Learning Disability | <ul style="list-style-type: none"> • Regular Classroom with Indirect Support • Regular Classroom with Resource Assistance • Regular Classroom with Withdrawal Assistance | <ul style="list-style-type: none"> • Mild discrepancy between expected and actual level of academic development. • Range of needs such that regular classroom teacher can provide the need programs and services. • Mild to moderate discrepancy between expected and actual level of academic development. • Range of needs is such that the student requires assistance from the Resource Teacher, the Child and Youth Worker, and/or an educational assistant within the regular classroom setting. • Moderate to severe discrepancy between expected and actual level of academic development. • Range of needs is such that the student requires assistance from the Resource Teacher, the Child and Youth Worker, and/or an educational assistant. Student might also be involved with other, outside agencies/ professionals (Speech/Language Pathologist, psychologist, Child & Family Services, Mental Health, etc...) • Due to confidentiality, environmental and/or instructional factors, it is impractical to provide the entire special education program within the regular classroom. |

| Exceptionality | Range of Placements | Admission Criteria |
|--|---|---|
| INTELLECTUAL Developmental Disability | <ul style="list-style-type: none"> • Regular Classroom with Resource Assistance • Regular Classroom with Withdrawal Assistance Special Education Classroom Full Time | <ul style="list-style-type: none"> • Mild to moderate discrepancy between expected and actual level of cognitive development and adaptive functioning. • Range of needs is such that the student requires assistance from the Resource Teacher, the Child and Youth Worker, and/or an Educational Assistant within the regular classroom. • Moderate to severe discrepancy between expected and actual level of cognitive development and adaptive functioning. • Range of needs is such that the student requires assistance from the Resource Teacher, the Child and Youth Worker, and/or an Educational Assistant. Student might also be involved with other, outside agencies (Cochrane-Timiskaming Resource Centre, Speech-Language Pathologist, etc...) • Due to confidentiality, environmental and/or instructional factors, it is impractical to provide the entire special education program within the regular classroom. • Severe discrepancy between expected and actual level of language, motor and social-emotional development. • Range of needs is such that the student requires assistance from the Resource Teacher, the Child and Youth Worker, and/or an Educational Assistant. Student might also be involved with other, outside agencies (Cochrane-Timiskaming Resource Centre, Speech-Language Pathologist, etc...) • Student is provided with a more suitable environment for 50% or more of the school day and is integrated into the regular classroom when and if deemed appropriate. |
| INTELLECTUAL Gifted | <ul style="list-style-type: none"> • Regular Classroom with Indirect Support • Regular Classroom with Resource Assistance • Regular Classroom with Withdrawal Assistance | <ul style="list-style-type: none"> • Range of needs such that regular classroom teacher can provide the need programs and services. • Range of needs is such that the student requires input from the Resource Teacher and/or the Child and Youth Worker within the regular classroom setting. • Range of needs is such that the student requires additional input from the Special Education Teacher and/or the Child and Youth Worker. |

| Exceptionality | Range of Placements | Admission Criteria |
|--|---|--|
| INTELLECTUAL Mild Intellectual Disability | <ul style="list-style-type: none"> • Regular Classroom with Indirect Assistance • Regular Classroom with Resource Assistance • Regular Classroom with Withdrawal Assistance • Regular Classroom with Withdrawal Assistance • Special Education Classroom Full Time | <ul style="list-style-type: none"> • Mild discrepancy between expected and actual level of cognitive, development and adaptive functioning. • Range of needs such that regular classroom teacher can provide the need programs and services. • Mild to moderate discrepancy between expected and actual level of cognitive development and adaptive functioning. • Range of needs is such that the student requires assistance from the Resource Teacher, the Child and Youth Worker, and/or an Educational Assistant within the regular classroom. • Moderate to severe discrepancy between expected and actual level of language, motor and social-emotional development. • Range of needs is such that the student requires assistance from the Resource Teacher, the Child and Youth Worker, and/or an Educational Assistant. Student might also be involved with other, outside agencies (Cochrane-Timiskaming Resource Centre, Speech-Language Pathologist, etc...) • Due to confidentiality, environmental and/or instructional factors, it is impractical to provide the entire special education program within the regular classroom. • Severe discrepancy between expected and actual level of language, motor and social-emotional development. • Range of needs is such that the student requires assistance from the Resource Teacher, the Child and Youth Worker, and/or an Educational Assistant. Student might also be involved with other, outside agencies (Cochrane-Timiskaming Resource Centre, Speech-Language Pathologist, etc...) • Student is provided with a more suitable environment for 50% or more of the school day and is integrated into the regular classroom when and if deemed appropriate |

| Exceptionality | Range of Placements | Admission Criteria |
|--|---|---|
| INTELLECTUAL Developmental Disability | <ul style="list-style-type: none"> • Regular Classroom with Resource Assistance • Regular Classroom with Withdrawal Assistance Special Education Classroom Full Time | <ul style="list-style-type: none"> • Mild to moderate discrepancy between expected and actual level of cognitive development and adaptive functioning. • Range of needs is such that the student requires assistance from the Resource Teacher, the Child and Youth Worker, and/or an Educational Assistant within the regular classroom. • Moderate to severe discrepancy between expected and actual level of cognitive development and adaptive functioning. • Range of needs is such that the student requires assistance from the Resource Teacher, the Child and Youth Worker, and/or an Educational Assistant. Student might also be involved with other, outside agencies (Cochrane-Timiskaming Resource Centre, Speech-Language Pathologist, etc...) • Due to confidentiality, environmental and/or instructional factors, it is impractical to provide the entire special education program within the regular classroom. • Severe discrepancy between expected and actual level of language, motor and social-emotional development. • Range of needs is such that the student requires assistance from the Resource Teacher, the Child and Youth Worker, and/or an Educational Assistant. Student might also be involved with other, outside agencies (Cochrane-Timiskaming Resource Centre, Speech-Language Pathologist, etc...) • Student is provided with a more suitable environment for 50% or more of the school day and is integrated into the regular classroom when and if deemed appropriate. |
| PHYSICAL Blind/Low Vision | <ul style="list-style-type: none"> • Regular Classroom with Indirect Support • Regular Classroom with Resource Assistance • Regular Classroom with Withdrawal Assistance | <ul style="list-style-type: none"> • Mild discrepancy between expected and actual level of visual efficiency. • Range of needs such that regular classroom teacher can provide the need programs and services. • Mild to moderate discrepancy between expected and actual level of visual efficiency. • Range of needs is such that the student requires assistance from the Resource Teacher, a Teacher of the Blind, a Brailist, and/or an Educational Assistant within the regular classroom. • Moderate to severe discrepancy between expected and actual level of visual efficiency. • Range of needs is such that the student requires assistance from the Resource Teacher, a Teacher of the Blind, a Brailist, and/or an Educational Assistant. Student might also be involved with other, outside agencies (Canadian National Institute for the Blind, Speech/Language Pathologist, Opthamologist) • Due to confidentiality, environmental and/or instructional factors, it is impractical to provide the entire special education program within the regular classroom. |

| Exceptionality | Range of Placements | Admission Criteria |
|-----------------|--|--|
| MULTIPLE | <ul style="list-style-type: none"> • Regular Classroom with Indirect Support • Regular Classroom with Resource Assistance • Regular Classroom with Withdrawal Assistance • Special Education Classroom - Partially Integrated • Special Education Classroom Full Time | <p>Student must meet the admission criteria for more than two of the exceptionalities listed above, one of which must be physical. The full range of placements is available to students identified as having a Multiple Exceptionality.</p> |

3.17.5 Criteria for Determining Level of Support in Each Special Education Placement

The level of support provided to exceptional students is determined by the following:

- the severity of the student's disability;
- the range of needs presented by the student;
- the degree of independent functioning displayed by the student.

Therefore, exceptional students placed in the regular classroom with monitoring are generally those with the narrowest range of needs and the highest level of independence. Those placed in the regular classroom with resource support have mild to moderate disabilities, a moderate range of needs, and a moderate level of independent functioning. For a placement in the regular classroom with withdrawal support, the student would have moderate to severe disabilities, moderate to high range of needs and generally low levels of independence. Finally, those students with the most severe disabilities, the highest range of needs, and the lowest level of independent functioning would be placed in a partially self-contained or self-contained classroom.

3.17.6 Criteria for Determining a Change to Special Education Placements

Changes to an exceptional pupils placement can only be made during an IPRC review. Informed, written consent of the parent/guardian or student over the age of 16 must be obtained. A change in placement is to be considered under the following circumstances:

- the severity of the disability has changed
- the range of the student's needs have changed
- the level of independent functioning has changed
- additional placement options have been created in the students community school region

3.17.7 Alternative Placements

If an exceptional student requires medical and/or psychological treatment that is beyond the mandate of the Board, and/or the expertise of it's staff, an alternative placement may be an option. However, the range of alternative placements in the North is limited.

Every attempt is made to provide additional resources and/or training in order to try and meet the needs of students. Should attempts to provide a program within our Board be unsuccessful, parents are made aware of special programs offered by other boards and/or provincial and demonstration schools.

In these circumstances, the parents would be invited to a case conference by the school Principal and Superintendent or designate to discuss the various treatment

options and/or facilities the student might access. Should the parent choose to pursue admission to another board or facility, the Superintendent or designate will assist in the admission process.

3.18 INDIVIDUAL EDUCATION PLAN

3.18.1 Ministry of Education, Individual Education Plans. Standards for Development, Program Planning and Implementation, 2000.

In October of 2000, the standards for the development of Individual Education Plans were introduced. The Ministry of Education indicated that Boards were to use the 2000-2001 school year to implement the new standards. Furthermore, the Ministry indicated that individual Boards would be audited in the winter and spring of 2001 to ensure that Individual Education Plans meet the new standards. The initial board implementation plan and the steps undertaken following the Ministry of Education's review of IEPs are outlined below.

3.18.2 Board Implementation Plan / Results of MOE Review

In the fall of 2007 the Ministry of Education shared a provincial template for school boards to complete Individual Education Plans. A revision to the NCDSB IEP template was undertaken to ensure that the template was aligned with ministry expectations and design. The board continues to purchase service through Base Point Solutions to ensure that classroom and resource teachers will complete IEPs using a web based application. Based on the Ministry of Education recommendations to the NCDSB as part of the review process, strategic training and professional development opportunities ensure that all members of school communities have a thorough understanding of the elements of an IEP, the roles and responsibilities of team members, and the successful implementation and assessment of an effective learning/action plan for students with an IEP.

3.18.3 Individual Education Plan Dispute Resolution Process

When a parent/guardian or student 16 years of age or older is not satisfied with any aspect of the Individual Education Plan, the Superintendent or designate and/or the Superintendent of Education will request to meet with the parent/guardian and the school in order to attempt to resolve the dispute.

If it is not possible to resolve the dispute in a way which satisfies both the parent/guardian and the school staff, the School Principal has the final decision regarding the content of the information provided in the IEP in accordance with the Individual Education Plan Resource Guide (1998) which states that "An IEP is a plan developed, implemented and monitored by school staff."

3.19 PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

3.19.1 Introduction

Provincial and Demonstration Schools:

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- provide preschool home visiting services for students who are deaf or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services;
- play a valuable role in teacher training.

3.19.2 W. Ross Macdonald School: School for the Blind and Deaf-Blind

W. Ross MacDonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print text-books;
- professional services and guidance to ministries of education on an interprovincial, cooperative basis.

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive “life skills” program;
- provide home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

3.19.3 Provincial Schools for the Deaf

The following Provincial Schools offer services for deaf and hard-of-hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario)
- Earnest C. Drury School for the Deaf in Milton (serving central and northern Ontario)

- Robarts School for the Deaf in London (serving western Ontario)
- Centre Jules-Leger in Ottawa (serving Francophone students and families throughout Ontario).

Admittance to a Provincial School is determined by the Provincial Admission Committee in accordance with the requirements set out in *Ontario Regulation 296*.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP).

Schools for the deaf:

- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
- operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.
- Transportation to Provincial Schools for students is provided by school boards.
- Each school has a Resource Services Department which provides:
 - ✓ consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
 - ✓ information brochures;
 - ✓ a wide variety of workshops for parents, school boards, and other agencies;
 - ✓ an extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

3.19.4 Provincial School Contacts

Teachers and parents may obtain additional information from the Resource Services departments of the Provincial Schools and the groups listed below:

| Provincial Schools Branch Ministry of Education | School for the Blind and Deaf-Blind |
|--|--|
| Provincial Schools Branch 255 Ontario Street South Milton, ON L9T 2M5 Tel: 905-878-2851 Fax: 905-878-5405 | W. Ross Macdonald School 350 Brant Avenue Brantford, ON N3T 3J9 Tel: 519-759-0730 Fax: 519-759-4741 |

| Schools for the Deaf | Provincial Demonstration Schools |
|---|--|
| <p>The Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, ON L9T 2M5 Tel: 905-878-2851 Fax: 905-878-1354</p> | <p>Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 Tel: 519-453-4408 Fax: 519-453-2160</p> |
| <p>The Robarts School for the Deaf 1090 Highbury Avenue London, ON N5Y 4V9 Tel: 519-453-4408 Fax: 519-453-7943</p> | <p>Centre Jules-Leger 281 Lanark Street Ottawa, ON K1Z 6R8 Tel: 613-761-9300 Fax: 613-761-9301</p> |
| <p>Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, ON K8P 1B2 Tel: 613-967-2823 Fax: 613-967-2857</p> | <p>Sagonaska School 350 Dundas Street West Belleville, ON K8P 1B2 Tel: 613-967-2830 Fax: 613-967-2482</p> |
| | <p>Trillium School 347 Ontario Street South Milton, ON L9T 3X9 Tel: 905-878-8428 Fax: 905-878-7540</p> |

3.19.5 Provincial Demonstration Schools

The NCDSB is privileged to have active and ongoing partnerships with the Provincial Schools Branch. Through our CODE projects and partnerships, we are enhancing assistive technology opportunities for our students with exceptionalities and professional learning sessions designed to support classroom and resource teachers with the design and delivery of effective special education programs and services.

3.19.6 Exceptional Students Currently Attending Provincial and Demonstration Schools

Table 5 outlines the number of exceptional students from the Northeastern Catholic District School Board who are attending Provincial and Demonstration Schools.

TABLE 5: STATISTICS ON PROVINCIAL SCHOOL ATTENDANCE

| School | Number of Students in 2010-2011 | Number of Students in 2011-2012 |
|--|---------------------------------|---------------------------------|
| Schools for the Deaf <ul style="list-style-type: none"> • E.C. Drury School • The Roberts School • Sir James Whitney School | 1 | 1 |
| Schools for the Blind and the Deaf-Blind <ul style="list-style-type: none"> • W. Ross Macdonald School | 0 | 0 |
| Schools for the Blind, Deaf and Deaf-Blind <ul style="list-style-type: none"> • Centre Jules-Leger | 0 | 0 |
| Provincial Demonstration Schools <ul style="list-style-type: none"> • Amethyst School • Centre Jules-Leger • Sagonaska School • Trillium School | 0 0 0 3 | 0 0 0 0 |

3.19.7 Transportation To and From the Provincial and Demonstration School

- Transportation to and from the Provincial and Demonstration Schools is provided for all exceptional students who attend these schools at no cost to their parent/guardians.
- Students attending a provincial and demonstration school are transported by airplane every Sunday evening to Toronto and return to Timmins by air plane every Friday afternoon. From the provincial school (Belleville, Milton), the students are transported to the airport by bus through an escort service (approximately a two hour drive).
- If a student lives in the Timmins area and parents do not have the means to transport their child to and from the airport, then the child is transported by taxi to and from his or her home. Students who live outside of the Timmins area are transported by Taxi to the Timmins airport (i.e a child from Cochrane takes a taxi from home to the Timmins airport and vice versa).

- For safety reasons, an escort is provided by the transportation company that has been hired to arrange the weekly transportation to and from the schools. The escort accompanies the students from the school to the airport, as well as on the flight itself.
- Once an exceptional student has been accepted into a Provincial or Demonstration School, the Special Assignment Teacher for Special Education contacts the parent/guardian to discuss arrangements for the student's transportation to and from the school.
- All arrangements are made through the Ted Tyler Transport Company.

3.20 SPECIAL EDUCATION STAFF

3.20.1 Elementary School Special Education Staff

At the elementary school level, special education programs and services are provided by each staff member within the school including the:

- Principal
- Classroom Teachers
- Resource Teachers
- Special Needs Teachers
- Child and Youth Workers
- Educational Assistants
- Braillists
- Sign Language Interpreters
- Behaviour and Autism Spectrum Disorder Specialist

Within our elementary schools, the Special Education Support Staff are:

- Resource Teachers who provide instruction for exceptional students in all grades of the elementary school, and consult with the Classroom Teachers and Child and Youth Workers concerning exceptional students' Individual Education Plans. Each elementary school within the Board has a Resource Teacher.
- Child and Youth Workers in our elementary schools provide programs, counselling and intervention to students who are struggling socially and/or emotionally. They will teach specific social skill programs to an entire class, and/or small groups of students who have identified needs in this area. They also run individual and small group therapy sessions.
- Special Needs teachers are responsible for the programming in specialized classroom settings. They work in conjunction with the RT and classroom teacher (when child is partially integrated) to develop and implement programs related to the needs of the students.

- Based on need, educational assistants are assigned to elementary and secondary schools to provide intensive support to exceptional students who have been formally identified through the IPRCS process.

In addition to the staff mentioned above, the Northeastern Catholic District School Board also purchases the services of the following professionals:

- Orientation and Mobility Instructor through the Canadian National Institute for the Blind
- American Sign Language Instructor through the Canadian Hearing Society
- Speech-Language Pathologist - contract with private professional
- Psychological and Psychometric Services

Table 6 summarizes the number of full-time equivalent (FTE) staff members who are assigned to elementary school Special Education Programs.

TABLE 6: ELEMENTARY SCHOOL STAFF 2010-2011**Note: The minimum staff qualifications remain unchanged.**

| STUDENT SERVICES STAFF ALLOCATIONS | FULL TIME EQUIVALENT |
|---|-----------------------------|
| Resource Teacher | 12.5 |
| Teachers for self-contained classes | 2 |
| Teacher of the Blind | 0 |
| Teacher of the Deaf | 0 |
| Teacher Diagnostician | 0 |
| Superintendent or designate | 0.5 |
| Special Assignment Teacher - Student Services | 0.5 |
| Literacy Support Teachers | 0 |
| Educational Assistants | 46 |
| Psychologists | Purchase of Service |
| Psychometrists | Purchase of Service |
| Psychiatrists | 0 |
| Speech & Language Pathologist | Purchase of Service |
| Audiologists | 0 |
| Occupational Therapists | 0 |
| Physiotherapists | 0 |
| Child and Youth Workers | 6 |
| Orientation & Mobility | Purchase of Service |
| ABA Lead | 1 |
| TOTAL FTE | 68.5 |

3.20.2 Secondary School Special Education Staff

The Northeastern Catholic District School Board has only one secondary school. At the secondary school level, special education programs and services are provided by each staff member within the school including the:

- Principal
- Vice-Principal
- Resource Teacher
- Special Needs Teachers
- Department Heads
- Guidance Counsellor
- Educational Assistants

Within our secondary school, the Special Education Support Staff are:

- Resource Teacher who provides instruction for exceptional students in all grades of the secondary school, and consult with the Classroom Teachers and Child and Youth Worker concerning exceptional students' Individual Education Plans. Our secondary school has a Resource Teacher.
- Special Needs teachers are responsible for the programming in specialized classroom settings. They work in conjunction with the RT and classroom teacher (when child is partially integrated) to develop and implement programs related to the needs of the students.
- Child and Youth Workers provide counselling and intervention to students who are struggling social and/or emotionally.
- Educational Assistants are assigned to our secondary school to provide intensive support to exceptional students who have been formally identified through the IPRCS process whose needs require additional human resource support.

Table 7 summarizes the number of full-time equivalent (FTE) staff members who are assigned to our secondary school Special Education Program. The professional qualifications of the staff members are also described.

TABLE 7: SECONDARY SCHOOL STAFF 2010-2011**Note: The minimum staff qualifications remain unchanged.**

| STUDENT SERVICES STAFF ALLOCATIONS | FULL TIME EQUIVALENT |
|---|-----------------------------|
| Resource Teacher | 1.7 |
| Teachers for self-contained classes | 1 |
| Teacher of the Blind | 0 |
| Teacher of the Deaf | 0 |
| Teacher Diagnostician | 0 |
| Superintendent or designate | 0.5 |
| Special Assignment Teacher - Student Services | 0.5 |
| Literacy Support Teachers | 0 |
| Educational Assistants | 5 |
| Psychologists | Purchase of Service |
| Psychometrists | Purchase of Service |
| Psychiatrists | 0 |
| Speech & Language Pathologist | Purchase of Service |
| Audiologists | 0 |
| Occupational Therapists | 0 |
| Physiotherapists | 0 |
| Child and Youth Workers | 1 |
| Orientation & Mobility | Purchase of Service |
| TOTAL FTE | 9.7 |

3.21 STAFF DEVELOPMENT**3.21.1 Goal of Special Education Staff Development Plan**

The goal of Special Education Staff Development is to ensure that all staff members, including senior administration, principals, teachers, educational assistants, and child and youth workers are continuously updated regarding:

- Board's philosophy of special education, mission and statement of beliefs and their implications
- current research on "best practice" in special education
- new legislation, policies and procedures of the Ministry of Education
- new policies and procedures of the Board
- specialized programs or techniques to use with exceptional students

3.21.2 Ways in Which Staff Provide Input for the Plan

Senior Administration, Principals, Classroom Teachers

- A Professional Development Committee comprised of a team in accordance with Provincial Discussion Tables (PDT) requirements meets at least 4 times a year to plan staff development for administration, principals and teachers. Professional development is provided during Professional Development Days, during staff meetings, and through voluntary after-school workshops.
- The committee utilizes information from the Ministry of Education, especially as it relates to new legislation, policies and procedures, from recommendations made through the Special Education Advisory Committee, and from surveys sent to the teachers when determining the topics which will be addressed during the school year.

Resource Teachers

- Resource Teachers are surveyed each year to determine professional development needs for the year. In addition, information provided by the Ministry of Education regarding new initiatives, policies or procedures are considered.
- Professional development will occur at regular intervals based on need at Resource Teacher meetings, and/or during after-school workshops.

Educational Assistants

- A Professional Development Committee comprised of staff members from the Human Resources Department, representatives from the support staff and members of the Canadian Union of Public Service Employees plan professional development activities for Educational Assistants. Educational Assistants attended two professional activity days in 2010-2011 and will attend all six in 2011-2012.
- Educational Assistants will be formally invited to attend any after school workshops that are planned around a Special Education theme.

Child and Youth Workers

- The Child and Youth Workers, in conjunction with the Superintendent or designate meet once per term to discuss concerns, share ideas, strategies and information and plan specific professional development activities.

- The Child and Youth Workers across the Board area may meet three times a year with outside agencies such as Child and Family Services of Timmins and District to participate in professional development activities when available.

In addition to the workshops and presentations concerning Special Education which are planned on a system-wide basis, each school provides in-service workshops based on the needs of their staff members as identified in each school. These workshops are presented by Resource Teachers, and/or the Superintendent or designate.

When several professional development needs are determined, the special education department, along with the board's curriculum team and professional development committee, consider the following factors in prioritizing the delivery of said professional development: Ministry focused funding; Ministry training goals for any given year; needs resulting from school-based consultations; feedback from school Principals and Teachers; partnerships with our coterminous board (DSBONE); and teacher Federation.

In order to maximize funds for professional development, funding for training of Resource Teachers, Child and Youth Workers and Educational Assistants is usually taken directly from the special education budget.

When cost-sharing with our coterminous board, the cost to each partner for any given session is calculated on a per-capita basis.

3.21.3 Ways in Which SEAC is Consulted About Staff Development

- SEAC is informed about upcoming staff development and have the opportunity to suggest staff development activities;
- Information is shared after staff development has occurred regarding the success of the endeavour;
- SEAC is provided with information regarding the professional development session when requested;
- SEAC is invited to attend professional development sessions.

3.21.4 Budget Allocation for Special Education

Professional development focus for 2011-2012 will be supporting teachers and support staff with the effective delivery of PPM 140 - ABA for ASD Students, IEP development, implementation and assessment, behaviour management plans, and effective instructional practices to meet the needs of all students, Learning for All - Revised, and instructional leadership to support students with special needs.

3.21.5 Cost-Sharing with Ministries and Other Agencies

- Professionals from outside agencies often extend invitations to staff development activities to our Resource Teachers, Child and Youth Workers and Educational Assistants;
- Educational Consultants from Sagonaska Demonstration School are always willing to provide staff development opportunities.
- Education Consultants from the provincial schools for the deaf also offers information sessions to staff members upon request;
- The Board is asked several times a year to lend financial support to other agencies who bring in special guest presenters.

3.21.6 Ways in Which School Board Staff are Made Aware of the Board's Special Education Board Plan and Professional Development Opportunities

- The Special Education Board Plan, which contains the staff development plan designed for Special Education Programs and Services will be distributed to all staff in the Board in the fall. This will allow staff members to plan to attend the workshops they are most interested in attending as the professional development opportunities arise, school principals will be asked to submit names of participants from their school.
- The Northeastern Catholic District School Board's Special Education Board Plan is available for viewing on the Board's Website - www.ncdsb.on.ca. A copy is also available in each school. In addition, principals are requested to highlight the most pertinent areas of the plan during one of the school's bi-monthly staff meetings. Upon request, the Superintendent or designate is available to review the plan with school staff.

Proposed Staff Development Opportunities 2011-2012

Throughout the 2011-2012 school year, the focus of professional learning for principals, resource teachers, classroom teachers and support staff includes, but is not limited to:

- ◆ The development, implementation, monitoring, and assessment of Individual Education Plans based on the revised NCDSB template
- ◆ Autism Spectrum Disorders
- ◆ Intense learning opportunities designed around the different DSM designations/exceptionalities
- ◆ Continued work with the tiered approach to early implementation
- ◆ Understanding and using professional assessments to create effective programs and learning plans
- ◆ Behaviour Management Plans
- ◆ Effective instructional practice and intervention approaches
- ◆ Assistive Technology in the regular classroom setting
- ◆ Applied Behaviour Analysis - PPM 140
- ◆ Understanding & Managing Mental Health Issues

- ◆ Learning for All
- ◆ Growing Success

The Ministry of Education also offers sessions from time to time which the Northeastern Catholic District School Board participates in. Other professional development opportunities do come up during the year and such opportunities are accessed by various staffs.

3.22 EQUIPMENT

3.22.1 Determining Eligibility

Most specialized equipment is purchased through Ministry of Education Specialized Equipment Amount (SEA) provided the criteria as listed is met. Any reference to the former ISA process is now replaced with the SEA process.

- any student requiring specialized equipment to access the Ontario curriculum or a board determined program
- evidence of the use of the equipment is documented in the child's IEP
- written documentation has been received from a qualified, registered professional that the individualized equipment is required to allow the exceptional student to profit from instruction

3.22.2 Purchasing Equipment

- If the required equipment is already available within the school or the Board, new equipment is not purchased.
- If another piece of equipment is already available in the school or the Board that can be substituted for the recommended equipment, then new individual equipment will not be purchased.
- School Boards are responsible for the first \$800 in costs for any student per year. The Northeastern Catholic District School Board usually budgets for approximately \$60,000 yearly for this equipment.
- Individualized equipment recommended for an exceptional student totalling less than \$800 in any given school year is the responsibility of the Board.
- Individualized equipment recommended for an exceptional student totalling more than \$800 in any given school year is submitted to the Ministry of Education through the SEA process.
- Equipment which is shared by more than one student is claimed in the name of one student only.

- Where feasible, equipment purchased for a student is expected to be transferred with the student from school to school or to a school in another board, providing it meets SEA requirements.

3.22.3 Budgeting for Individual Equipment

- The budget is allocated based on assessment results and estimated equipment needs from the previous year, as well as from information regarding new students enrolling in September requiring individualized equipment.
- Extra funding is provided during the course of the year, if necessary.

3.23 ACCESSIBILITY OF SCHOOL BUILDINGS

3.23.1 Introduction

The Ministry of Education has established new funding opportunities via SEA per pupil amounts allowing greater flexibility with technology purchases as well as the claims-based process for all other purchases. In order for students with physical disabilities to fully participate in their educational programs, the school buildings must be physically accessible to them. In the spring of each year, the Superintendent or designate discusses the needs of students entering each school the following September with the school Principal in order to ensure that the necessary arrangements are made for the child.

3.23.2 Physical Renovations and Accommodations

**PHYSICAL RENOVATIONS AND ACCOMMODATIONS
SUMMARY OF ACCESSIBILITY CHANGES AND FORECASTED CHANGES
TABLE 10A
1999 - 2011**

| YEAR | RENOVATION/ ACCOMMODATION | SCHOOL/BUILDING/ LOCATION | COST |
|------|---|------------------------------------|----------|
| 1999 | Elevator | St. Patrick School, Cobalt | \$80,000 |
| 2000 | Elevator | O'Gorman Intermediate, Timmins | \$80,000 |
| 2001 | Automatic door actuator | O'Gorman High School, Timmins | \$20,000 |
| 2001 | Stair Tracker | St. Patrick School, Kapuskasung | \$7,000 |
| 2002 | Supports in washroom for accessibility | Holy Family School, Englehart | \$500 |

| | | | |
|-----------|---|--|-----------|
| 2003 | Painting of stairwells for visually impaired child | St. Patrick School, Cobalt | \$200 |
| 2003 | Automatic door actuators | Holy Family School, Englehart English Central Catholic School, New Liskeard St. Paul School, Timmins | \$6,000 |
| 2003 | Ramp for access to tech room | O'Gorman Intermediate, Timmins | \$2,000 |
| 2003 | Privacy doors to accessible washroom | Sacred Heart School, Kirkland Lake | \$500 |
| 2003 | Buzzer at front door | St. Patrick School, Cobalt | \$100 |
| 2003 | Designated handicap parking | All schools | \$600 |
| 2004 | Elevator | St. Paul School | \$100,000 |
| 2004 | Automatic door actuator | Holy Family School, Englehart | \$2,000 |
| 2004 | Wheelchair ramp for outside portable | St. Paul School, Timmins | \$2,000 |
| 2004 | Doors in wheelchair accessible washroom | Sacred Heart School, Kirkland Lake | \$500 |
| 2004 | Improved lighting in washroom for visually-impaired child | St. Patrick School, Cobalt | \$100 |
| 2004 | Wheelchair ramp | O'Gorman Intermediate, Timmins | \$2,000 |
| 2004 | Automatic door actuator | English Central Catholic School, New Liskeard | \$2,000 |
| 2004 | Automatic door actuator | St. Paul School, Timmins | \$2,000 |
| 2004 | Barrier-free washrooms | St. Paul School, Timmins | \$2,000 |
| 2004-2005 | Repainting of stairs for visually-impaired child | St. Patrick School, Cobalt | \$200 |
| 2005 | Completion of all handicapped parking | Various schools | \$50 each |

| | | | |
|-----------|---|---|-----------|
| 2005 | Noise reduction caps for desks (to help hearing impaired) | Sacred Heart School, Timmins St. Jerome School, Kirkland Lake St. Patrick School, Kapuskasing | \$1000 |
| 2006 | Noise reduction caps for desks (to help hearing impaired) | Sacred Heart School, Kirkland Lake Sacred Heart School, Timmins St. Paul School, Timmins | \$750 |
| 2006 | Repositioning track and harness | Sacred Heart School, Kirkland Lake | \$2,000 |
| 2006-2008 | Elevator | St. Patrick School, Kapuskasing | \$140,636 |
| 2009 | Hush-ups in 4 classrooms | O'Gorman Intermediate, Timmins | \$1,000 |
| 2010 | Full accessibility compliance | | |
| 2011 | Full accessibility compliance | | |

3.23.3 Multi-year Capital Expenditures for Accessibility to School Buildings

Future accessibility plans will be dependent on funding allocations and needs. The Ministry is strongly encouraged to increase allocation in capital funding to enable the Board to develop a long-term plan.

A copy of the board's budget is available upon request. The budget is also posted on the board's website.

Table 10 summarizes the accessibility features of each one of the Northeastern Catholic District School Board's 13 elementary schools and 1 secondary school.

SPECIAL EDUCATION BUILDING ACCOMMODATIONS - TABLE 10

| SCHOOL | Handicapped Parking Sign | Wheelchair/ Van Accessible | School Accessible | Automatic Door Opener | Portable Classroom Accessible | Resource Room | Stage Accessible | 2nd / 3rd Floor Accessible | Special Needs Washroom | Hydraulic Change Table |
|----------------------------------|-------------------------------------|---|------------------------------|--------------------------------------|--|--------------------------|-----------------------------|---|---------------------------------------|---------------------------------------|
| Aileen Wright | no | yes | yes | yes | no | 1 st | n/a | n/a | yes | no |
| Bishop Belleau | no | no | yes | no | no | 1 st | n/a | n/a | yes | no |
| ECCS | no | yes | yes | yes | yes | 1 st | yes | n/a | yes | no |
| Holy Family | no | yes | yes | yes | n/a | 1 st | n/a | n/a | yes | no |
| O'Gorman High | yes | yes | yes | yes | n/a | 1 st | yes | yes | yes | no |
| O'Gorman Intermediate | no | yes | yes | yes | no | 1 st | n/a | yes | yes | no |
| Sacred Heart - KL | no | yes | yes | no | no | 1 st | n/a | no | yes | yes |
| Sacred Heart - Timmins | yes | yes | yes | yes | yes | 1 st | n/a | yes | yes | no |
| St. Anne | no | yes | yes | yes | n/a | 1 st | n/a | no | yes | no |
| St. Jerome | no | yes | yes | no | n/a | 2 nd | no | yes | no | no |
| St. Joseph | no | yes | yes | no | no | 1 st | n/a | n/a | yes | no |
| St. Patrick - Cobalt | yes | yes | yes | yes | n/a | Base ment | n/a | yes | yes | no |
| St. Patrick - Kap | yes | yes | yes | no | n/a | 1 st | n/a | yes | yes | no |
| St. Paul | no | yes | yes | yes | yes | 2 nd | n/a | yes | yes | no |

3.24 TRANSPORTATION

3.24.1 Transportation Guidelines

The transportation of students within the Northeastern Catholic District School Board is governed by the following guidelines:

- All Junior Kindergarten and Kindergarten students qualify for bus transportation provided by the Board;
- Students from grades 3 through to grade 12 must qualify for busing based on distances established by coterminous boards of education. Distances can and do vary periodically. Updated distances may be obtained by calling the Transportation Officer (visit www.ncdsb.on.ca for contact telephone number).

3.24.2 Exceptional Students

Students in Special Education Programs and the Regular Classroom

- Students in Special Education Programs with moderate to profound physical needs may access special transportation;
- Students with a developmental delay may access special transportation depending on the needs of the child;
- Students with severe behavioral needs may access special transportation.

Students in Educational Programs in Care, Treatment, and Correctional Facilities:

- Students in care, treatment and correctional facilities may be transported to educational programs if they require special transportation due to behavioral difficulties and/or if they are a safety concern to others.

Students Attending Provincial and Demonstration Schools:

- The school board provides transportation to students attending Provincial and Demonstration Schools as outlined in the section of the Special Education Board Plan under “ Provincial and Demonstration Schools-Transportation.”

3.24.3 Process for Deciding Whether a Student Qualifies for Special Transportation

- Decisions about the need for transportation are made based on information shared at the IPRC. The IPRC will then make a recommendation which will be included as part of the student's needs for the following year as stated on the I.E.P.

- The Board's Transportation Officer will then be notified of the students needing special transportation.

3.24.4 Safety Criteria Being Used by the Board in Tendering the Selection of Transportation Providers for Exceptional Pupils

- The Ministry of Transportation initiates a criminal record search;
- The applicant is asked to show proof that they have completed a driver improvement course;
- Drivers must hold a class B or E driver's license and must continually meet a list of criteria to keep their license update;
- Some bus companies in our board monitor the status of their staffs' license by obtaining a driver's abstract from the Ministry of Transportation, or from the Ontario School Bus Association's monthly publication.
- Bus drivers fill out an offence declaration form every September.
- Attendants need to get a yearly criminal record check.

3.24.5 Individualized Transportation

- A small number of exceptional students need to be transported to and from school individually.
- The criteria for determining which exceptional student requires individualized transportation are as follows:
 - student presents such a significant behavioral disorder that he/she may be a danger to other students;
 - student presents such a significant health problem that he/she cannot be accommodated in a vehicle shared with other students.
- In such cases, the general practice is to hire a taxi cab company to make the daily trips to and from the school.
- An educational assistant may accompany the student to ensure his/her safety if needed.
- New in 2010-2011 is the implementation of criteria requesting the use of a bus harness on a school bus. This process is necessary to ensure that the safety needs of a student are addressed accordingly and with the consent of parents/guardians.

4. SPECIAL EDUCATION ADVISORY COMMITTEE

4.1 SELECTION PROCESS

- Letters were submitted to agencies asking for representatives to become SEAC members. Representation was solicited for representation of the Native population.
- The nomination for the chairperson and vice-chairperson was held at our first meeting. Nominations were open to all members.
- The SEAC members were provided with a binder that included Regulation 181, Regulation 464, the SEAC members' roles and responsibilities, the Parent Guide and a copy of the Categories of Exceptionality.
- The SEAC members now have access to the SEAC Information Program available on-line at www.seaclearning.ca.
- The SEAC, regrettably, was unable to secure representation from the Native community during the 2010-2011 school year.

4.2 NAMES AND AFFILIATIONS OF MEMBERS

| SEAC MEMBERSHIP 2010 - 2011 | |
|--|---|
| Name | Agency |
| Kay Gaffney (Chair) | Child & Family Services of Timmins |
| Joel McCartney (Vice-Chair) | Cochrane Temiskaming Resource Centre |
| William (Bill) Russell | The Lord's Kitchen |
| Mark Lionello | Canadian Mental Health Association |
| Nancy Cole | Canadian National Institute for the Blind |
| Amanda Wessman | Community Living Timmins |
| Kim Bordignon | Children's Treatment Centre |
| Rick Brassard | NCDSB Chair |
| Colleen Landers | NCDSB Trustee |
| Elizabeth King | NCDSB Trustee |
| Tricia Stefanic Weltz | Superintendent of Education |
| Dan Loreto | Special Assignment Teacher - Student Services |
| Judy Piché | Administrative Assistant/Recorder |

4.3 SEAC MEETINGS

- SEAC meetings take place once per month during the school year, for a total of 10 meetings. The committee does not meet in July or August.
- Teleconferencing and/or videoconferencing is available to membership outside of the Timmins area.
- Meetings take place on the third Wednesday of each month at 11:45 a.m. in the Catholic Education Centre, 101 Spruce St. N., Timmins, ON and via videoconference.
- There is a formal, written agenda for each meeting which is mailed to every SEAC member within one week of the meeting date.
- The chair or vice-chair presides over the meeting.
- SEAC utilizes processes with respect to discussion, making of motions and voting that are consistent with those followed at meetings of the Board of Trustees.
- Minutes are taken by the Recording Secretary from the office of the Superintendent of Education.
- Staff members who are in attendance at each SEAC meeting are as follows:
 - ✓ Superintendent of Education or designate
 - ✓ Administrative Assistant to the Superintendent of Education
 - ✓ Special Assignment Teacher - Student Services

4.4 ROLES AND RESPONSIBILITIES

- As specified in Ontario Regulation 464/97, the role of SEAC is to “...make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board.” [S11(1)] For example:
 - ✓ Recommendations to the Board for the Delivery Service
 - ✓ Participation of the Annual Review of the Special Education Board Plan
 - ✓ Participation in the Development of the Board’s Annual Budget for Special Education
 - ✓ Review of the Financial Statement of the Board related to Special Education
- A chair and vice-chair are selected from among SEAC members during the first meeting after being appointed by the Board.

- The chair presides at meetings.
- In the chair's absence, the vice-chair will preside.
- If neither the chair or the vice-chair are present at the meeting, the members present must elect a chair for that meeting.
- Members are expected to attend all meetings and to vote on motions.
- When a member is unable to attend a meeting, the member notifies the alternate. The alternate attends the meeting and acts in the member's place.
- An orientation and in-service workshop will be provided for all new SEAC members and their alternates using the SEAC Learning website at www.seaclearning.on.ca. The in-service will cover the roles and responsibilities of SEAC members, and the provision of special education programs and services within the Board.
- Members will also be invited to visit the elementary and secondary schools in their region.
- Parents and other members of the public can make their views known to SEAC by:
 - ✓ Contacting members directly using the list of members provided to each school
 - ✓ Providing input through the School Councils. (This is an area that SEAC has addressed as a need and therefore further communication will be established with School Councils.)

4.5 SEAC ACTIVITIES DURING THE 2010-2011 SCHOOL YEAR

September/October 2010

- Schedule of Meetings 2010-2011
- Elections - Chair and Vice-Chair
- School Year Calendar
- Programming 2010-2011 - Timmins and Kirkland Lake
- Special Equipment Amount (SEA)
- Special Education Enrolment and Staffing
- Special Incident Portion (SIP) Applications
- Special Education Funding Discussions
- Caring and Safe Schools in Ontario
- Clustering of Social Justice Tribunals
- SEAC Learning Website
- SEAC Capacity Building Survey
- Minutes of the Minister's Advisory Council on Special Education
- Agency Reports

November 2010

- Presentation: Leveled Literacy Intervention
- School Data Breakdown by Exceptionality
- Board Improvement Plan
- Distribution of Acronyms
- SEAC Learning Website
- SEAC Capacity Building Survey
- Agency Reports

December 2010

- Presentation: Revised Budget
- Parent Guide
- Discussion: Range for Intellectual Disabilities
- Policy Review PPM 149
- Agency Reports
- ASD Behaviour Consultant

January 2011

- PPM 140: Incorporating Methods of Applied Behaviour Analysis into Programs for Students with Autism Spectrum Disorders
- Continuing the Conversation
- JK Registration
- Student Support Leadership
- Minutes of the Minister's Advisory Council on Special Education
- Agency Reports
- Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008
- Thank You

February 2011

- Learning for All
- Tier 2 Intervention
- Assessment Strategy
- Integrated Services for Northern Children (ISNC) Divestment Dollars
- Review of Special Education Course Guidelines
- Student Support Leadership
- Agency Reports

March 2011

- Tier 2 Intervention
- Parent Engagement Strategy
- Damian Cooper Professional Activity Day
- April 11th Professional Activity Day
- Review of Special Education Course Guidelines
- Parent Guide
- Letter to the Minister
- Donation from Bill Russell

- MACSE Update
- Agency Reports

April 2011

- Mental Health
- Connections Transition Team Protocol
- Web-Based Teaching Tool Conference
- Speech and Language Pathology Services
- Agency Reports
- Budget Announcement for 2011-2012
- OICS PHAST Paces Classroom

May/June 2011

- Literacy Project at St. Paul School
- SCAT Referrals
- Oticon Personal FM Systems
- Learning for All
- Special Education Board Plan
- Staffing 2011-2012
- Agency Reports
- Correspondence

5. COORDINATION OF SERVICES

5.1 INTRODUCTION

The Board, in conjunction with the several of the local agencies, have developed procedures to facilitate the entry of children with special education needs from preschool programs, from care, treatment and correctional programs and from special education programs offered by other boards of education. The Board has also developed procedures for the transfer of exceptional students to care, treatment and correctional programs and to programs offered by other school boards.

5.2 STUDENTS ENTERING THE BOARD

5.2.1 Preschool Nursery Programs and Daycare Centres

The entry process for children who have been identified as having special education needs prior to school registration is a cooperative endeavour between the family, the school and the Superintendent or designate. At the time of registration, the School Principal will begin to arrange an in-take meeting with the parents of the child, the nursery school or daycare, and any of the outside agencies that might be involved with the student. The purpose of the in-take meeting is to gather as much information as possible about the child in order to ensure a smooth transition to school. Should intensive support be required, the initial leg work is started. This allows an educational assistant and any specialized equipment that might be needed to be arranged before the beginning of the school year.

5.2.2 Preschool Speech and Language Programs

A transition plan has been developed between all of the local School Boards and the Porcupine and Timiskaming Region Health Units to ensure that the transition between preschool Speech and Language services and school services are in place.

For students who have been receiving Speech services from the Porcupine or Timiskaming Health Unit, the service is transitioned, if needed, to the Community Care Access Centre. For students who have been receiving Language services from the Porcupine Health Unit, the service is transitioned, if needed, to our School Board.

5.2.3 Intensive Early Intervention Program for Children with Autism

Children who are involved with the Intensive Early Intervention Program for Children with Autism may enter Junior and Senior Kindergarten while they are involved with the program. Most parents opt to have the child attend school only half a day, so that the intervention program can continue the other half of the day.

It is the responsibility of the parent to notify the school of the child's participation in this program at the time of school registration. Steps can then be taken to arrange an in-take meeting with the appropriate outside agencies to ensure a smooth transition to school. With informed, written consent from the parent/guardian, the agencies

involved with the student can share assessments from community educational, medical and social service professionals.

When a student completes the Intensive Early Intervention Program, a transition meeting is scheduled at the school where the parent/guardian, the student's therapist, the Resource Teacher and other school personnel make any changes necessary to the student's Individual Education Plan.

5.2.4 School Based Services Program for Autism

In the fall of 2004 the Northeastern Catholic District School Board entered into an agreement with Nipissing Child & Family Services to access the services of two consultants. These individuals provide supports to school staffs both through direct consultative services and in-servicing.

Further to this important partnership, the NCDSB continues to maximize the services offered through the School Support Program and training opportunities facilitated by the Geneva Centre for Autism. The recent recruitment of an ABA expert as per ministry funding and in accordance with PPM 140, our staff and students are benefiting from this newly developed service. We remain committed to providing the necessary skills and training to our staff to better support the needs of our students diagnosed with an autism spectrum disorder.

5.2.5 Care Treatment and Correctional Facilities

Students who are involved in educational programs in care, treatment and correctional facilities require considerable support when making the transition back to their school. When the staff at the facility feel the student is ready to begin making the transition back to the school, the school is contacted and arrangements are made to hold a case conference.

The parent/guardian, facility staff, school personnel and Superintendent or designate attend the case conference. The purpose is to develop a transition plan for the students return to the school.

5.2.6 Programs Offered by Other Boards of Education

When a student transfers into the Northeastern Catholic District School Board from another school board where he/she has been involved in special education programs or services, the Principal of the school which the student will be attending follows the same procedures used when any student transfers into the school. He/she will request the student's Ontario School Record and will generally call the Principal of the child's last school to gather as much information as possible.

The parent/guardian is provided with a copy of the Board's Special Education Guide to the IPRCS process, and the process is explained. The parent/guardian would also be asked to sign a "Consent Form" to allow school board personnel to access other

educational, medical or social service reports which may not be contained in the OSR.

If the student meets the criteria for identification as an exceptional student according to the Board's Categories of Exceptionalities and Definitions, a request is sent by the School Principal to the Special Assignment Teacher for Special Education for an initial IPRCS to be held. Once the IPRC is held, the student is placed in the appropriate special education program and an Individual Education Plan is developed.

5.3 STUDENTS LEAVING THE BOARD

5.3.1 Transfer to Another School Board

When a student transfers from the Northeastern Catholic District School Board to attend a school in another school board, information about the student is shared with the receiving school board following the procedures outlined in the *Ontario School Record (OSR) Guidelines 2000*.

If the receiving board requests other information that is not contained within the OSR, the Board requires the receipt of a signed "Consent Form" from the parent/guardian prior to forwarding any additional information.

5.3.2 Transfer to Care, Treatment or Correctional Facility

When a student transfers from the Northeastern Catholic District School Board to attend an educational program offered by a care, treatment or correctional facility, information about the student is shared with the Principal of the educational program of the facility following the procedures outlined in the *Ontario School Record (OSR) Guidelines 2000*.

If the receiving board requests other information that is not contained within the OSR, the facility requires the receipt of a signed "Consent Form" from the parent/guardian prior to forwarding any additional information.

6. AVAILABILITY OF SCHOOL BOARD PLAN

6.1 DISSEMINATION OF THE PLAN

The revised version of the Special Education Board Plan 2005-2011, is available on the Northeastern Catholic District School Board's website at www.ncdsb.on.ca.

APPENDIX A

The following forms have been revised to ensure current and consistent practices and procedures across the district:

- Dispense/ Review of IPRC
- Invitation to IPRC Meeting
- IPRC Notification of Decision to Parent/Guardian
- Principal's Request for Initial IPRC
- IPRC Statement of Decision
- Individual Education Plan Template
- IEP Review in Preparation for an IPRC
- Observation Checklist for Speech & Language
- Consent for School-Based Educational Assessment
- Consent for Speech & Language Assessment
- Referral to Psychological Services
- Ontario Student Records Documentation Cover Sheet
- Individual Education Plan Parent Consultation Form

Forms related to the referral process:

- Form 1 - IPRC: Principal's Request for Initial IPRC
- Form 2 - IPRC: Dispense of Review
- Form 3 - IPRC: Invitation to IPRC Meeting
- Form 4 - IPRC: Statement of Decision
- Form 5 - IPRC: Notification of Decision - Initial
- Form 6 - IPRC: Notification of Decision - Review
- Form 7 - IPRC: Preparing for an IPRC
- Form 8 - IPRC: Preparation Checklist for Review

Forms related to the IEP process (Individual Education Plan):

- Form 9 - IEP Planning: Parent Consultation Form
- Form 10 - IEP Form
- Form 11 - Reviewing the IEP in preparation for IPRC
- Form 12 - Reviewing the IEP for Non-Identified Students

Forms related to early identification:

- Form 13 - Speech and Language Screening Tool (new referrals only) for Teachers

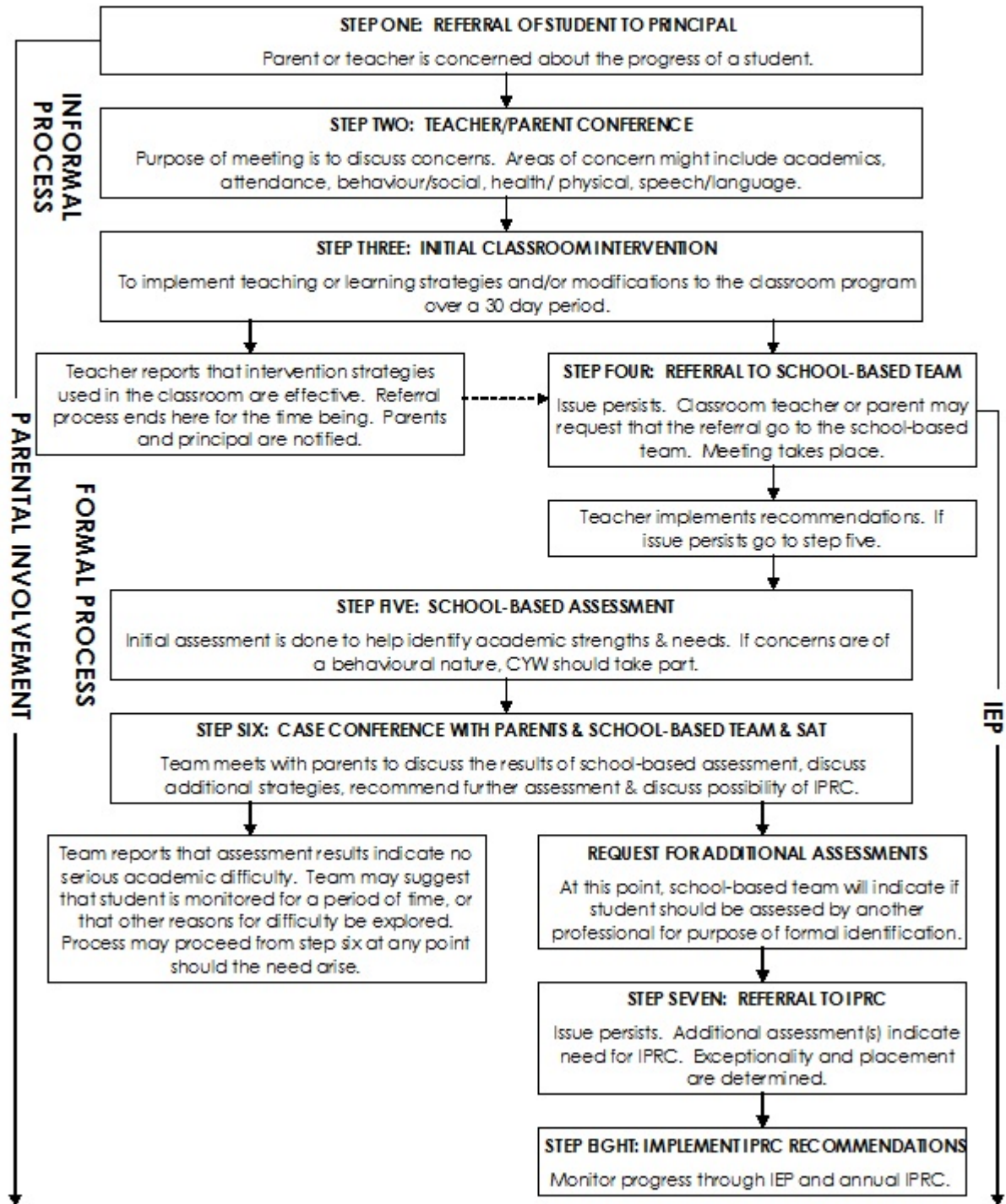
Forms related to assessment and intervention:

- Form 14 - Consent for Speech/Language Assessment
- Form 15 - Consent for School Based Assessment
- Form 16 - Referral to Psychological Services
- Form 17 - Preparation Checklist for Psychological Assessment
- Form 18 - Consent for Psychological Assessment
- Form 19 - Special Education - Information
- Form 20 - Junior Kindergarten - Student Information Form
- Form 21 - Parent Handbook for Special Education Program and Services

APPENDIX B

- SEAC Motion to recommend that the amendments to the Special Education Board Plan 2005-2011 be presented to the Board of Trustees.
- Northeastern Catholic District School Board Motion to approve the amendments to the Special Education Board Plan 2005-2011 and forward them to the Ministry of Education.

The Referral Process





NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

**Student Services Department
PRINCIPAL'S REQUEST FOR INITIAL IPRC**

| | |
|---------------|------------------|
| School: _____ | Principal: _____ |
|---------------|------------------|

Student Information

| | | |
|--------------|--------------|----------------|
| | | |
| | | |
| | | |
| Phone: _____ | Grade: _____ | Teacher: _____ |

Recommended Category of Exceptionality

Communication

- Autism
- Learning Disability
- Deaf & Hard of Hearing
- Speech Impairment
- Language Impairment

Intellectual

- Developmental Disability
- Mild Intellectual Disability
- Giftedness

Physical

- Physical Disability
- Blind/Low Vision

Behaviour

- Behaviour

Multiple: (List Exceptionalities)

1. _____ 2. _____

| | |
|---|---|
| Assessment Information is attached: <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Type of Assessment/Date: | done by: |
| Type of Assessment/Date: | done by: |
| Type of Assessment/Date: | done by: |
| Hearing test: <input type="checkbox"/> Yes <input type="checkbox"/> No Date: | CAP: <input type="checkbox"/> Yes <input type="checkbox"/> No Date: |
| Vision test: <input type="checkbox"/> Yes <input type="checkbox"/> No Date: | |

Suggested Placement

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Regular Class - Resource Assistance <input type="checkbox"/> Regular Class - Withdrawal <input type="checkbox"/> Regular Class - Indirect Support | <ul style="list-style-type: none"> <input type="checkbox"/> Special Education Class: Partial Integration <input type="checkbox"/> Special Education Class: Self Contained |
|--|---|

IPRC Meeting Information

| |
|----------------------------------|
| Suggested date of Meeting: _____ |
|----------------------------------|

| Staff to Attend | |
|-----------------|-----------|
| | Position: |
| | Position: |
| | Position: |
| | Position: |
| | Position: |

| |
|--|
| Agency(ies) involved: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Agency representative: Position: |
| Agency representative: Position: |
| Agency representative: Position: |

| | |
|--|--|
| IPRC is at request of school <input type="checkbox"/> Yes <input type="checkbox"/> No | IPRC is at request of parent /agency <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Date of Request: | |

Please be sure to attach all assessment information and other evidence, if applicable, suggesting the need for IPRC.

Notice to parents/guardians will be sent by the school along with a copy of the Parent's Guide to the IPRC in advance of the scheduled meeting.

FOR BOARD OFFICE USE ONLY

| | | | |
|-----------------------|------------------|--------|--|
| | Request Approved | Date | |
| | Request Denied | Reason | |
| Authorized Signature: | | | |



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD
Student Services Department
Making a difference one child at a time.

DISPENSE OR REVIEW

| | |
|--------------|----------------|
| Date: | School: |
|--------------|----------------|

Dear Parents/Guardians,

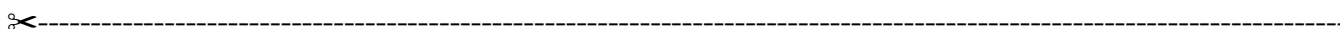
We will be holding Identification, Placement and Review Committee (IPRC) meetings for our students with special needs. However, it is no longer necessary to have a yearly review of each identified child's program if the educational needs of the child are already being met by his/her current identification and placement.

Since your child's identification and/or placement is not anticipated to be changing during the next school year, you may choose not to have an IPRC review this year. Therefore, you can dispense with the IPRC by signing the form below and returning it to the school, as soon as possible, in the enclosed envelope.

If you wish to proceed with the annual review of your child's identification and placement, please indicate this below and we will schedule a mutually agreeable time for your child's IPRC meeting.

Sincerely,

 Principal's Signature



DISPENSE OR REVIEW

Please make your choice and **sign** the bottom of the form.

| | |
|-------------------|---|
| Student's Name: | |
| | I wish to DISPENSE with my child's IPRC review for this year. I have signed below. |
| | I wish to PROCEED with my child's IPRC review for this year. |
| Parent Signature: | |



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD
Student Services Department
Making a difference one student at a time.

INVITATION TO IPRC MEETING

| | |
|--------------|----------------|
| Date: | School: |
|--------------|----------------|

Dear NAME OF PARENT/GUARDIAN HERE

Young people with identified special learning needs require shared communication between home and school. The Ministry of Education regulations require that an Identification, Placement and Review Committee (IPRC) meeting be held, a minimum of once per year, to confirm an existing placement and identification, or when a change to the student's placement, program or identification is being considered.

We believe that the parent(s) or guardian(s) of the student should be active partners in the decision-making process. Therefore, we invite you to meet with the IPRC Committee in order to review your child's current program, placement & identification.

The meeting will take place at the school on:

| | |
|--------------|--------------|
| Date: | Time: |
|--------------|--------------|

We look forward to meeting with you to discuss your child's needs and to work together to ensure a successful school year.

Sincerely,

Principal's Signature

✂-----

IDENTIFICATION, PLACEMENT & REVIEW COMMITTEE

Please complete the following form and return it by: **[insert date]**

Name of Student: [insert child's name]

Please choose one.

| | |
|--------------------------|---|
| <input type="checkbox"/> | I will attend the IPRC meeting on the date indicated above. |
| <input type="checkbox"/> | I waive the right to attend the IPRC meeting. I understand that the Committee's recommendations will be sent to me. |
| <input type="checkbox"/> | I am unable to attend the meeting on the date mentioned above. I will call the school to arrange for an alternate, mutually agreeable meeting time. |
| Parent Signature: | |
| Date: | |



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

**Identification, Placement, and Review Committee
STATEMENT OF DECISION**

| | |
|----------------------|-----------------------|
| Date of IPRC: | School: |
| Student: | Date of Birth: |
| Teacher: | Current Grade: |

| | | |
|-----------------------|---|---|
| Type of IPRC | <input type="checkbox"/> Initial | <input type="checkbox"/> Review |
| Identification | <input type="checkbox"/> Student is exceptional | <input type="checkbox"/> Student is not exceptional |

IDENTIFICATION DECISION

COMMUNICATION

- Autism
- Learning Disability
- Deaf/Hard of Hearing
- Speech Impairment
- Language Impairment

INTELLECTUAL

- Developmental Disability
- Mild Intellectual Disability
- Giftedness

BEHAVIOUR

PHYSICAL

- Physical Disability
- Blind/Low Vision

MULTIPLE

| | | | | |
|-------------------------------|--------------------------|-----------------------------|--------------------------|----------------------------|
| This decision involves | <input type="checkbox"/> | No change in identification | <input type="checkbox"/> | A change in identification |
| Rationale for change | | | | |

PLACEMENT DECISION

| | | | |
|--|---|-------------------------|---|
| | Regular Class: Resource Assistance | | Special Education: Partial Integration |
| | Regular Class: Withdrawal | | Special Education: Self Contained |
| | Regular Class: Indirect Support | Program Details: | |

| | | | | |
|-------------------------------|--------------------------|------------------------|--------------------------|-----------------------|
| This decision involves | <input type="checkbox"/> | No change in placement | <input type="checkbox"/> | A change in placement |
| Rationale for change | | | | |

| STUDENT PROFILE | |
|------------------------|--------------|
| STRENGTHS | NEEDS |
| | |
| | |
| | |
| | |

| |
|--|
| Specialized Needs (transportation only) |
| |

| | | | | |
|-------------------------------------|--|---|--|---|
| For secondary students only: | | Ontario Secondary School Diploma | | Ontario Secondary School Certificate |
|-------------------------------------|--|---|--|---|

| IPRC Committee Members | |
|-------------------------------|--------------------|
| Chair: | Parent/Guardian: |
| Principal: | Classroom Teacher: |
| Resource Teacher: | Other: |
| Other: | Other: |

| PARENTAL CONSENT | | | |
|--|---|--|--|
| I have reviewed the identification and placement decisions made during this meeting and have decided that: | | | |
| | I agree with the identification | | I agree with the placement |
| | I DO NOT agree with the identification | | I DO NOT agree with the placement |

NOTE: Should you disagree with the committee's recommendations, you may submit a written request to appeal the decision to the Principal of the school within 30 school days.

| | | | |
|----------------------------------|--|-------------|--|
| Parent/Guardian Signature | | Date | |
| IPRC Chair Signature | | Date | |



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

**Student Services Department
Making a difference one child at a time.**

**NOTIFICATION OF DECISION
INITIAL**

| | | | |
|-------------|--|---------------|--|
| Date | | School | |
|-------------|--|---------------|--|

Dear Parents/Guardians,

It is unfortunate that you were unable to attend the Identification, Placement and Review Committee meeting that was held on [insert date]. During this meeting, the committee identified [insert name] as having a [insert exceptionality]. We also discussed the best placement and program options for your child.

The IPRC Statement of Decision is attached for you to review. Your consent with the decisions made regarding your child's identification and placement is required. If you are in agreement with the information provided on the IPRC Statement of Decision, please check the appropriate boxes on the second page, then sign and return it to the school in the enclosed envelope by [insert date].

If you do not agree with the identification and placement decided upon at the meeting, please indicate this on the IPRC Statement of Decision by checking the appropriate boxes, signing and returning the form to the school. You may appeal the decision within 15 days of the meeting. All appeals must be sent in writing to the school principal.

Should you have any further questions or concerns, please do not hesitate to contact the school at your convenience. We thank you in advance for taking the time to review the IPRC notes enclosed and signing it as required.

Sincerely,

Principal



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

Student Services Department
Making a difference one child at a time.

NOTIFICATION OF DECISION REVIEW

| | | | |
|-----------------|--|---------------|--|
| Name of Student | | | |
| Date | | School | |

Dear Parents/Guardians,

It is unfortunate that you were unable to attend the Identification, Placement and Review Committee meeting that was held on *[insert date]*. During this meeting, the committee reviewed the identification and placement for *[insert student's name]*.

The IPRC Statement of Decision is attached for you to review. Your consent with the decisions made regarding your child's placement is required. If you are in agreement with the information provided on the IPRC Statement of Decision, please check the appropriate boxes on the second page, then sign and return it to the school in the enclosed envelope by *[insert date]*.

If you do not agree with the placement decided upon at the meeting, please indicate this on the IPRC Statement of Decision by checking the appropriate boxes, signing and returning the form to the school. You may appeal the decision within 15 days of the meeting. All appeals must be sent in writing to the school principal.

Should you have any further questions or concerns, please do not hesitate to contact the school at your convenience. We thank you in advance for taking the time to review the IPRC notes enclosed and signing it as required.

Sincerely,

Principal



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD
Student Services Department

Preparing for an IPRC

Before the meeting...

Keep a copy on file of all letters sent home to parents.

1. Scheduling of date with school/board personal.
2. Send home letter: Dispense of Review for students meeting criteria.
3. Once parent's respond to Dispense Letters, a schedule can be drawn up for the meetings. Allow 15 minutes per meeting with a five minute transition time.
4. Send home letter: Invitation to IPRC Meeting stating date and time of IPRC.
5. Adjust scheduling according to responses.
6. Prepare Statement of Decision forms electronically for each student. When filling out Strengths and Needs, be sure to refer to the most recent IEP as well as assessment documentation in OSR. Use wording that is "parent friendly".
7. Prepare form: **Review of IEP for IPRC**. Complete any information that pertains to your involvement with the student, then e-mail each teacher their form(s). They are required to complete the form and return it to the principal in advance of the meetings.
8. Have OSR's ready. They should be in order. Report Cards should be at the front. Student Services information should be filed by year in the documentation folder with the most recent on top. Ensure that the assessment that identifies the student is flagged and with the current year information.

During the meeting...

1. Have all Statement of Decision forms on laptop. You will be asked to recap placement/strengths/needs.
2. Principal/Chair will greet everyone and make introductions. Then state purpose of meeting (review or initial identification).
3. OSR should be available so that the principal or Resource Teacher can give a summary of all school attended by the child and indicate when the child was first identified as an exceptional student. Reference should be made to most recent assessment(s).
4. Principal/Chair will then give everyone at the table (teacher(s), CYW, EA., Resource Teacher) an opportunity to speak about the child's strengths, progress and needs. This should be brief.
5. Principal/Chair will summarize (or will ask the RT who serves as a recorder) the strengths, needs identification and placement.
6. Make any amendments necessary to Statement of Decision.
7. Principal/Chair will thank everyone for coming.
8. Print 3 copies of the Statement of Decision at the end of the meeting. Copies go to the Board Office, parents (original) and OSR.

After the meeting...

1. File signed Statement of Decision in Student Services Information for the current school year. If parents did not attend meeting, send home letter: Notification of IPRC Decision with Statement of Decision. Keep copy of letter in student file until parent returns Statement of Decision.
2. Once signed statement of Decision is returned to school, send copy to Board Office, then place in OSR and remove Notification of Decision letter.
3. Update OSR Tracking Sheet.



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

Student Services Department
Making a difference one child at a time.

PREPARATION CHECKLIST FOR FILE REVIEW

To you prepare for the upcoming reviews, please ensure that the following items are completed:

- The parents/guardians are aware of the review. The review letter has been sent home and consent has been granted.
- Copies of the following documents have been placed in a file with the student's name:
 - The current Individual Education Plan
 - Evidence of intervention strategies
 - A copy of the most recent report card
 - A copy of the last psychological report, if applicable
 - A copy of the most recent agency reports and recent progress notes (OT, PT, Speech), if applicable
 - Copies of behaviour logs, if applicable
 - Medical notes, if applicable/relevant
 - The Ontario Student Record is available to the assessor.
- The classroom teacher is aware that his/her student will undergo a review. The classroom teacher is aware that the psychologist may need to speak with the him/her regarding the student being reviewed.
- A space is available within the school so that the assessor/associate have a room to review the files.
- You have a small basket of healthy snacks, water, and tea for the assessor and the student, if needed. Costs associated with the purchase of these items are to be reimbursed by the school. Thank you.


NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

Student Services Department
Making a difference one child at a time.
INDIVIDUAL EDUCATION PLANNING
PARENT CONSULTATION FORM

Each year, we ask parents/guardians to offer their insight into their child's strengths, needs, and focus areas for the school year. The educational priorities you identify are important to your child's overall learning experience. Your input also helps us to develop an Individual Education Plan (IEP) that responds to your child's needs and abilities. Please take some time to complete the following information and return this form to the school by [INSERT DATE].

| | |
|---|--|
| NAME OF STUDENT | |
| NAME OF PARENT/GUARDIAN | |
| What are your child's strengths in school? | |
| What are your child's areas of need in school? | |
| Does your child have any behaviours that are of concern to you or other family members? If yes, please describe. | |
| What do you think the main areas of focus should be for your child this year? | |
| Other information that may be relevant to your child's IEP. | |

Thank you for helping us develop the IEP for your child.



Northeastern Catholic District School Board

Individual Education Plan for

Sample IEP Template

Student Profile

| | | | |
|----------------|-------------------------------------|-----------|-----------|
| Student ID | n/a (M) | School | |
| Date of Birth | 1996/01/01 13 yrs 2 mo | Principal | |
| Grade | 8 Term n/a | Year | 2008-2009 |
| Exceptionality | Communication - Learning Disability | | |

Draft
as at 2009/03/12

Placement **Regular Class with resource assistance**

IEP completed **2009/03/12**

Latest IPRC **2009/03/10**

Reason for IEP **Exceptional Student**

Assessments

n / a

Program Summary

This IEP applies to the following programs, courses or skill areas:

| Accommodated Only | Modified | Alternative |
|-------------------|----------|-------------|
| None | English | None |

Elementary program exemptions:

n / a

Provincial Assessments

Exemptions from provincial assessments
n / a

Special Education Program

English

Baseline level of achievement as of June 2008
Letter grade / mark: B Curriculum grade level: Grade 2 Modified

Annual Program Goal(s):

Special Education Services n / a

Individualized Equipment n / a

Developed by n / a

Log of Parent/ Student Consultation *no consultation information on file for this IEP*

Implementation and Monitoring

The Principal has the legal requirement to implement and monitor the IEP.

The plan has been developed according to the Ministry's standards, addresses the student's strengths and needs, and the learning expectations will be reviewed and student progress monitored at least once every reporting period.

Principal's signature

Date

Sample IEP Template



Northeastern Catholic District School Board

Individual Education Plan for

Student Profile

| | | | |
|---------------|------------------------|-----------|-----------|
| Student ID | n/a (M) | School | |
| Date of Birth | 1996/01/01 13 yrs 2 mo | Principal | |
| Grade | 8 Term n / a | Year | 2008-2009 |

Draft
as at 2009/03/12

Exceptionality **Communication - Learning Disability**

Placement **Regular Class with resource assistance**

IEP completed **2009/03/12**

Latest IPRC **2009/03/10**

Reason for IEP **Exceptional Student**

Summary of Review, Updating and Parent/Student Consultation

no consultation information on file for this IEP

Please complete and return this form by 2009/08/06

| | |
|---|--|
| <input type="checkbox"/> I was consulted in the development of this IEP | <input type="checkbox"/> I have received a copy of this IEP |
| <input type="checkbox"/> I declined the opportunity to be consulted | <input type="checkbox"/> Any comments I provided are noted above |
| <hr style="width: 80%; margin: 0 auto;"/> Parent / Guardian | <hr style="width: 80%; margin: 0 auto;"/> Date |

File in OSR. Form not returned by deadline. School Official signature _____ Date _____

Sample IEP Template



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

Student Services Department
Making a difference one child at a time.

Reviewing the IEP in Preparation for IPRC

This form **and** the review of the IEP is to be done by the classroom teacher, and any other teacher responsible for a **modified subject matter** on the IEP.

- STEP 1:** Review the **strengths and needs** listed on the front page of the IEP. List changes you would like to see made to these on the bottom of this page.
- STEP 2:** Go through each of the **accommodations** listed on the IEP. Check off those that have been useful, and scratch out those that have not worked.
- STEP 3:** Go through each of the subject pages. Check off those **expectations** that have been covered, including those you expect to cover by the end of June. Again, check off those **teaching and assessment strategies** that have been useful. Scratch off those that have not worked, and add any new strategies you have used.
- STEP 4:** If the child is going to be in Grade 3 or 6 next year, please make recommendations regarding **exemption/accommodations** that will be needed for the Provincial Testing on the bottom of this form.
- STEP 5:** Complete this form and submit it with the **IEP** to the Resource Teacher prior to IPRC meeting.

| | | | |
|----------------|--|---------------|--|
| Student's Name | | Current Grade | |
| Teacher's Name | | | |

Has the student achieved most of the expectations listed on the IEP?

| Program | Yes | No | <i>If yes, is the child ready for the next grade level expectations? List level needed.</i> |
|-------------------------|-----|----|---|
| Reading | | | |
| Writing | | | |
| Mathematics | | | |
| Alternative Programming | | | |

If no, explain why program needs to continue at the current level.

List a few accomplishments.

What has worked well for the child this year?

What areas need improvement? Are there any areas that are not already addressed on the IEP?

Do you have any recommendations for next year? (EQAO Accommodations/exemption)

Other comments, concerns or suggestions.



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

Student Services Department
Making a difference one child at a time.

Reviewing the IEP for Non-Identified Students

This form **and** the review of the IEP is to be done by the classroom teacher, and any other teacher responsible for a **modified subject matter** on the IEP.

- STEP 1:** Review the **strengths and needs** listed on the front page of the IEP. List changes you would like to see made to these on the bottom of this page.
- STEP 2:** Go through each of the **accommodations** listed on the IEP. Check off those that have been useful, and scratch out those that have not worked.
- STEP 3:** Go through each of the subject pages. Check off those **expectations** that have been covered, including those you expect to cover by the end of June. Again, check off those **teaching and assessment strategies** that have been useful. Scratch off those that have not worked, and add any new strategies you have used.
- STEP 4:** If the child is going to be in Grade 3 or 6 next year, please make recommendations regarding **exemption/accommodations** that will be needed for the Provincial Testing on the bottom of this form.
- STEP 5:** Complete this form and submit it with the **IEP** to the Resource Teacher prior to the last day of school.

| | | | |
|-----------------------|--|----------------------|--|
| Student's Name | | Current Grade | |
| Teacher's Name | | | |

Has the student achieved most of the expectations listed on the IEP?

| Program | Yes | No | If yes, is the child ready for the next grade level expectations? List level needed. |
|--|-----|----|--|
| Reading | | | |
| Writing | | | |
| Mathematics | | | |
| Alternative Programming | | | |
| If no, explain why program needs to continue at the current level. | | | |

List a few accomplishments.

What has worked well for the child this year?

What areas need improvement? Are there any areas that are not already addressed on the IEP?

Do you have any recommendations for next year? (EQAO Accommodations/exemption)

Other comments, concerns or suggestions.

Speech and Language Screening Tool for NCDSB Teachers
~ New Referrals Only ~

| | | | |
|--------------------------|--|----------------------|--|
| Student Name | | Date of Birth | |
| School | | Grade | |
| Name of Parent(s) | | Home Phone | |
| First Language | | Date | |
| Resource Teacher | | Class Teacher | |

Check off boxes that apply to this child:

PHYSICAL & COGNITIVE RISKS

- The child has frequent earaches, allergies or fevers.
- The child is often tired.
- The child has difficulty focusing and paying attention in a consistent manner.
- The child is quickly discouraged and does not participate.

Comments:

SECOND LANGUAGE

- The child has difficulty communicating in the first language: (1st language: _____)
- The child's mother almost always speaks in a language different from the school's language.
- The child's father almost always speaks in a language different from the school's language.

Comments:

COMMUNICATION

Phonological Awareness/Pre-Reading Skills

- The child could not clap the number of syllables in three syllable words.
- The child could not identify among three words, two words that rhyme.
- The child could not identify among three words, two words that begin with the same first sound.
- The child could not distinguish between a book, a page, a word, and a sentence.

Comments:

SPEECH

- The child omits, substitutes, or distorts phonemes in conversation. Circle the errors below.

| | | | |
|---|------------------------|-------------|---------------------------|
| In general, sounds are acquired by the indicated age: | | | |
| 3 yrs | 3.5 - 4 yrs | 5 - 6 yrs | 7 - 8 yrs |
| p, m, h, n | w, b, k, g, d, f, y | t, ng, r, l | ch, sh, s, z, j, v, th |

- The child has a hoarse voice or speaks through the nose.
- The child hesitates, prolongs, or repeats sounds and syllables in conversation.

Comments:

LANGUAGE

Form

- The child uses immature sentence structures.
- The child does not correctly use pronouns, articles and conjunctions.

Content

- The child has difficulty remembering new words (names, verbs, adjectives) and academic notions (temporal spatial relations, math concepts, etc.)
- The child does not understand instructions given in the classroom.
- The child has difficulty answering open ended questions

Social pragmatics

- The child does not greet others, does not maintain the topic of discussion, or does not verbally request objects, permission, or information
- The child has social-communication based behaviour difficulties.

Comments:

REFERRAL FORM

Candidature for NCDSB Based

SPEECH PATHOLOGY SERVICES

1. The child has

- social issues
- academic issues

2. Another agency currently offers SLP services

- yes
- no

3. The child is on an agency waitlist for services

- yes *If yes, please share the agency name:*

_____ no

- unsure

4. Is the child identified as an exceptional student through an IPRC

- yes
- no

5. Previous speech and language assessment

- yes *If yes, please share the date:*

- no

Based on the information obtained on this form, INSERT CHILD'S NAME HERE presents with a communication impairment that adversely influences social relationships and/or academic progress.

Resource Teacher

Date

Principal

Date



**Northeastern Catholic District School Board
STUDENT SERVICES DEPARTMENT**

Consent for Speech/Language Assessment

Date: _____

Dear _____,

In order that the school may better understand the communication needs of your child _____, we are recommending that he/she be given a speech/ language assessment. This assessment will be carried out in accordance with School Board policies and Ministry of Education regulations by a registered Speech and Language Pathologist.

The results of this assessment will be shared with you, as well as stored in your child's Ontario School Record. They are confidential and cannot be given to anyone else without your consent.

It is understood that you may, **at your expense**, seek other assessment services from other qualified professionals.

Please give your consent by signing below. This consent will cover all assessments completed over the _____ school year. Should you have any questions or concerns, please do not hesitate to contact the school, at your convenience.

Principal's Signature

School

Resource Teacher's Signature

I give permission for my child, _____, to be assessed.

I **do not** give permission for my child, _____, to be assessed.

Date: _____

Parent/Guardian's Signature: _____

In accordance with the Act to provide freedom of information and protection of individual privacy, the information on this form is collected for and by the IPR Committee according to Regulation 181/98 under the Education Act and shall serve to determine the identification and placement of the student. All questions concerning this matter should be directed to the Freedom of Information Co-ordinator.



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD
Student Services Department
Making a difference one child at a time.

Consent for School Based Assessment

| | |
|--------------|----------------|
| Date: | School: |
|--------------|----------------|

Dear Parents/Guardians,

In order that we may better understand the academic needs of your child, we are recommending that **[he/she]** be given an educational assessment. This assessment will be carried out in accordance with School Board policies and Ministry of Education regulations by qualified School Board personnel.

The results of this assessment will be shared with you, as well as stored in your child's Ontario School Record. They are confidential and cannot be given to anyone else without your consent.

It is understood that you may, **at your expense**, seek other assessment services from other qualified professionals not employed by the School Board.

Please give your consent by signing below. This consent will cover all assessments completed over the **[insert correct year]** school year. Should you have any questions or concerns, please do not hesitate to contact the school, at your convenience.

Sincerely,

Principal

----->

| | | | |
|--------------------------|--|------|--|
| <input type="checkbox"/> | I give permission for my child, [insert name] to be assessed. | | |
| <input type="checkbox"/> | I do not give permission for my child, [insert name] to be assessed. | | |
| Signature | | Date | |

In accordance with the Act to provide freedom of information and protection of individual privacy, the information on this form is collected for and by the IPR Committee according to Regulation 181/98 under the Education Act and shall serve to determine the identification and placement of the student. All questions concerning this matter should be directed to the Freedom of Information p. 135 Co-Ordinator.



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD
Student Services Department
Making a difference one child at a time.

REFERRAL TO PSYCHOLOGICAL SERVICES

Date of Referral: ____/____/____ (d/m/y) School: _____

Student's Name: _____ Date of Birth: ____/____/____ (d/m/y)

Grade: _____ Gender: M F Referral to: _____

Section 1: General Family Data

| Father | Mother |
|--------------------|--------------------|
| Name: | Name: |
| Date of Birth: | Date of Birth: |
| Occupation: | Occupation: |
| Mailing Address: | Mailing Address: |
| City: | City: |
| Postal Code: | Postal Code: |
| Home Phone Number: | Home Phone Number: |
| Work Phone Number: | Work Phone Number: |
| Email Address: | Email Address: |

Preference for Contact: home work email

| Siblings or Other Significant Person(s) Living in the Home | | | |
|--|-----|--------------|-----------------------|
| Name | Age | Relationship | Grade (if applicable) |
| | | | |
| | | | |
| | | | |
| | | | |

Section 2: Developmental Milestones

At about what age (in months or years) did your child first:

| | | |
|-------------------------|--------------|-------------|
| Sit Up? | _____ months | _____ years |
| Crawl? | _____ months | _____ years |
| Stand Alone? | _____ months | _____ years |
| Walk by Self? | _____ months | _____ years |
| Feed Self? | _____ months | _____ years |
| Undress Self? | _____ months | _____ years |
| Dress Self? | _____ months | _____ years |
| Speak First Words? | _____ months | _____ years |
| Three Word Phrases? | _____ months | _____ years |
| Speak First Sentence? | _____ months | _____ years |
| Retell Short Stories? | _____ months | _____ years |
| Toilet Trained - Day? | _____ months | _____ years |
| Toilet Trained - Night? | _____ months | _____ years |
| Ride a Tricycle? | _____ months | _____ years |
| Ride a Bicycle? | _____ months | _____ years |
| Tie Own Shoes? | _____ months | _____ years |

Were there any significant delays noticed by yourself or your doctor? yes no

If yes, explain:

Language Spoken at Home: English French Other: _____

Language Spoken at School: English French Other: _____

Has your child ever received services from a Speech & Language Therapist? yes no

If yes, when? _____ for what? _____

In your opinion, can your child's speech be easily understood by others? yes no

Section 3: Medical History

Name of Family Physician: _____ Date of Last Visit: _____

Name of Other Specialist Involved in the Past or Present:

| | |
|---------------|----------------|
| Past: _____ | Present: _____ |
| When: _____ | When: _____ |
| Reason: _____ | Reason: _____ |

Has your child ever had any of the following:

| Condition | Yes | Age | No |
|----------------------------|-----|-----|----|
| Ear infections | | | |
| High Fever (102 or higher) | | | |
| Seizures | | | |
| Epilepsy | | | |
| Diabetes | | | |
| Allergies | | | |
| Asthma | | | |
| Tonsilitis and adenoiditis | | | |
| Head Injury | | | |
| Memory Problem | | | |
| Heart Problems | | | |
| Headaches/Migraines | | | |
| Dizzy Spells | | | |
| Stomach/Bowel Problems | | | |
| Anemia | | | |
| Spells of Vomiting | | | |
| Cancer | | | |
| Croup or Whooping Cough | | | |
| Chickenpox | | | |
| Measles | | | |
| Mumps | | | |
| Scarlet or Rheumatic Fever | | | |

Section 4: Educational Information

a) Has your child failed any grades? yes no If yes, what grade? _____

b) Is your child identified as an exceptional student? yes no
If yes, what is the exceptionality? Behavior intellectual
 physical communication
 multiple

c) Has your child ever had an academic assessment before? yes no
If yes, by whom? _____
When? _____
May we have a copy of the report? yes no

d) Has your child ever had a psychological or psychometric assessment? yes no
If yes, by whom? _____
When? _____
May we have a copy of the report? yes no

e) What educational difficulties is your child demonstrating?

Behavioral: self-esteem
 conduct
 attitude
 social skills
 aggression
 withdrawal

Has your child ever been suspended from school? yes no
If yes, how often? _____

Does your child see the Child and Youth Worker? yes no

Academic: listening skills
 oral language
 reading
 written language
 mathematics
 general achievement

Does your child have an Individual Education Plan? yes no

f) What do you hope will be the result of this assessment?

Section 5: Affective/Behavioral Factors

Does your child exhibit any of the following Behaviors? If so, please give an example.

| Behavior | Example |
|------------------------------|----------------|
| Sadness | |
| Aversion to personal contact | |
| Nervous Habits | |
| Fearful | |
| Immaturity | |
| Sneaky | |
| Stubborn | |
| Angry | |
| Temper Tantrums | |
| Aggressiveness | |
| Destructiveness | |
| Running away from home | |
| Skipping School | |
| Lying | |
| Stealing | |
| Playing with Fire | |
| Alcohol/Drugs | |
| Suicidal Thoughts/Attempts | |
| Self-Inflicted Injury | |

Are there any family situations which may be related to your child's present difficulties?

If yes, please explain:

Additional Comments:

Section 6: Access to Information & Permission for Assessment

To be completed by the School and Signed by the Parent

The following professional has been asked to conduct an assessment on your child:

Name of Professional: _____

Title: psychologist psychometrist psychiatrist

Access to Information:

a) He/she will need access to the following information found in the Ontario School Record:

- report cards past assessments suspension notices
 IPRC information I.E.P.

PERMISSION: IS GRANTED Signature of Parent: _____
 IS NOT GRANTED

b) He/she will need access to the following additional information:

- behavioral logs anecdotal observations incident reports

PERMISSION: IS GRANTED Signature of Parent: _____
 IS NOT GRANTED

Permission for Assessment:

The above-named professional has permission to complete a full psychological assessment on my child, _____.

I understand that part of the assessment process will involve a meeting with us, the parents.

PERMISSION: IS GRANTED
 IS NOT GRANTED

Signature of Parent: _____ Date: ____/____/____ (d/m/y)

Witnessed by: _____ Date: ____/____/____ (d/m/y)



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD
Student Services Department
Making a difference one child at a time.

Preparation Checklist for Psychological Assessment

To prepare for the upcoming assessments, please ensure that the following items are completed:

- The parents/guardians are aware of the assessment.
- A consent for Psychological Assessment and accompanying package have been sent home to the parents/guardians. This information must be available to the psychologist/associate by the scheduled assessment time.
- Copies of the following documents have been placed in a file with the student's name:
 - The consent form/referral package
 - The results of the WJ III
 - The current Individual Education Plan
 - Evidence of intervention strategies
 - A copy of the most recent report card
 - A copy of the last psychological report, if applicable
 - A copy of the most recent agency reports and recent progress notes (OT, PT, Speech), if applicable
 - Copies of behaviour logs, if applicable
 - Medical notes, if applicable/relevant
 - The Ontario Student Record is available to the psychologist
- The classroom teacher is aware that his/her student will undergo a psychological assessment. The classroom teacher is aware that the psychologist may need to speak with the him/her regarding the student being assessed.
- Two separate spaces are reserved within the school so that the psychologist and/or his/her associate have a room to conduct the assessments.
- You have a small basket of healthy snacks, water, and tea for the assessor and the student, if needed. Costs associated with the purchase of these items are to be reimbursed by the school. Thank you.



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

**Student Services Department
Making a difference one child at a time.
Consent for Psychological Assessment**

| | |
|--------------|----------------|
| Date: | School: |
|--------------|----------------|

Dear Parents/Guardians,

In order that we may better understand the academic needs of your child, **[insert name]**, we are recommending that **[he/she]** undergoes a psychological assessment. This assessment will be carried out in accordance with School Board policies and Ministry of Education regulations by a trained and qualified psychologist or one of his associates.

The results of this assessment will be shared with you, as well as stored in your child's Ontario Student Record. The results are confidential and cannot be given to anyone else without your consent.

It is understood that you may, at your expense, seek other assessment services from other qualified professionals not contracted by the School Board.

Please give your consent by signing the form at the end of this notice. This consent will cover all assessments completed over the **[insert correct year]** school year. Should you have any questions or concerns, please do not hesitate to contact the school.

Sincerely,

NAME OF PRINCIPAL HERE

***Please be advised that assessments are scheduled for [insert date]
Therefore consent and forms must be completed as soon as possible.***

| | | | |
|--------------------------|---|------|--|
| <input type="checkbox"/> | I give permission for my child, [insert name] to be assessed. | | |
| <input type="checkbox"/> | I <u>do not</u> give permission for my child, [insert name] to be assessed. | | |
| Signature | | Date | |

In accordance with the Act to provide freedom of information and protection of individual privacy, the information on this form is collected for and by the IPR Committee according to Regulation 181 under the Education Act and shall serve to determine



**Northeastern Catholic District School Board
Student Services Department**

Information

**2009-2010
School Year**

| | |
|-----------------------|--|
| Student Name | |
| Exceptionality | |

DOCUMENTATION ATTACHED

| | | | |
|--|--|--|---------------------------------|
| | IPRC Meeting Notes | | Individual Education Plan (IEP) |
| | Referral Information | | Behaviour Management Plan |
| | Occupational Therapy Report | | Child & Youth Worker Report |
| | Speech & Language Report | | Case Conference Notes |
| | Physiotherapy Report | | Medical Information |
| | Audiology Report | | Other: |
| | Psychological Assessment Report Date of Report: | | |

Northeastern Catholic District School Board
Junior Kindergarten
Student Information Form

| | |
|-------------------------|---|
| School | |
| Student Name | |
| Date Completed | |
| Enrolment Status | <input type="checkbox"/> Full Time Student <input type="checkbox"/> Part Time Student |

| GENERAL INFORMATION | | | | |
|----------------------------|---|------------|-----------|--------------------------------|
| Question | | Yes | No | Please Specify/Comments |
| 1 | Does your child suffer from allergies? | | | |
| 2 | Does your child suffer from any other medical problems? | | | |
| 3 | Does your child have any special needs of which the teacher should be aware? | | | |
| 4 | Does your child take medication? | | | |
| 5 | Has your child had vision, hearing or speech assessments recently? Please specify the particulars of these assessments. | | | |
| 6 | Do you use a nickname or shortened version of your child's name? | | | |
| 7 | Is your child able to say his/her first and last names when asked? | | | |
| 8 | Does your child know his/her address? | | | |
| 9 | Does your child know his/her telephone number? | | | |
| 10 | Does your child recognize his/her name when it is written or printed? | | | |
| 11 | Does your child dress independently? | | | |

| | | | | |
|------------------------------------|---|------------|-----------|--------------------------------|
| 12 | Can your child tie his/her shoes? | | | |
| Question | | Yes | No | Please Specify/Comments |
| 13 | Does your child nap during the day? | | | |
| 14 | Does your child suck his/her thumb? | | | |
| 15 | Is your child able to use the toilet by him/herself? | | | |
| 16 | Has your child attended a pre-school program? | | | |
| 17 | Has your child had regular opportunities to play with other children? | | | |
| 18 | Does your child spend time looking at books on his/her own? | | | |
| 19 | Does your child enjoy listening to stories? | | | |
| 20 | Is your child able to count and/or recognize numbers? | | | |
| 21 | Has your child had experiences with: | | | |
| | pasting (using glue) | | | |
| | painting | | | |
| | colouring | | | |
| | cutting | | | |
| | paper/pencil activities (printing) | | | |
| OTHER IMPORTANT INFORMATION | | | | |
| 22 | Is your child left or right handed? | Left | Right | Unsure |
| 23 | When is your child's birthday? | | | |
| 24 | What language is spoken at home? | | | |

TELL US ABOUT YOUR CHILD

Please take this opportunity to share the qualities of your child's personality and other important information that will help us work with your child.

COMMENTS OR CONCERNS

A Parent's Guide to Special Education



Northeastern Catholic District School Board

Northeastern Catholic District School Board

We believe:

- ★ every student is a valued and welcomed member of our Catholic learning community.
- ★ all children and youth can succeed given the necessary support, services, and access to quality programs.
- ★ parents play an important role in their children's academic, social, and personal success.
- ★ all students should be empowered to become independent, active members of their community, a place where every person contributes and benefits from living and learning together.

THE IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC)

WHO IS IDENTIFIED AS AN EXCEPTIONAL STUDENT?

An "exceptional student" means a student whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered by the school board's Identification, Placement and Review Committee (IPRC) to benefit from a placement in a special education program and/or services.

WHAT IS AN IPRC?

Regulation 181/98 requires that all school boards set up one or more IPRC. An IPRC is a group made up of at least three people. For our school board, we normally lead an IPRC with a principal, classroom teacher, and resource teacher. Parents are invited and strongly encouraged to attend the IPRC meeting. Along with this group of people, there are also others who may attend:

- other resource people, at the discretion of the principal (such as special education staff, board support staff, or an agency representative who may provide further information or clarification;
- a representative for the parents - that is, a person who may support the student or the parents, or speak on their behalf.

WHAT IS THE ROLE OF THE IPRC?

The committee will:

- decide whether or not your child should be identified as exceptional.
- identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education.
- decide an appropriate placement for your child.
- review the identification and placement at least once in each school year.

WHAT HAPPENS AT AN IPRC MEETING?

- ▶ The principal, who acts as the chair of the meeting, will introduce everyone and explain the purpose of the meeting. The principal will review your child's educational history.
- ▶ The IPRC will review all available information about your child: reports that have been received by a professional, notes on progress made in class and intervention programs, identify areas of strengths and continued areas of need; discuss any specialized transportation or equipment that may be necessary.
- ▶ Once these details have been discussed, a recommendation for an identification and placement will be made.
- ▶ 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.
- ▶ A summary of the discussions is recorded on the "Statement of Decision".
- ▶ An IPRC review meeting will be held at least once per year to decide if there are changes to a student's identification and placement. A parent may request this review any time after the student has been in a special education program/placement for 3 months.

OTHER IMPORTANT DETAILS OF THE IPRC:

- ▶ Students are referred to an IPRC by the school principal, with written notice to the parent, based on the results of an assessment conducted by a qualified, registered professional.
- ▶ A parent may request an IPRC to the principal in writing. The principal is then required to make the referral to the Superintendent of Education.
- ▶ Before considering a student for referral to the IPRC, the principal must ensure that the student's case has been carefully reviewed and the necessary interventions have been put in place prior to the referral. When a student is referred to the IPRC, it is an indication that all other resources at the school level have been exhausted and that additional programs and/or services are required to meet the needs of the student.
- ▶ The IPRC may find:
 - ✓ that the student is an exceptional student, or
 - ✓ that the student is NOT an exceptional student.
- ▶ If the committee decides the student is exceptional, it will then:
 - ✓ identify the strengths and needs of the student;
 - ✓ determine the category of exceptionality based on the Ministry of Education and school board criteria;
 - ✓ recommend a placement for the student and provide a reason for the choice.
- ▶ If you are unable to attend the scheduled meeting, the principal will send the statement of decision to you for your consideration and signature.

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 principal will then ensure that an IEP is developed for your child.
- ✗ If you **DO NOT AGREE** with either the identification or the placement decision made by the IPRC, you may request (within 15 days of receipt of the decision) 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 Director of Education. If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of receiving 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 DOES THE APPEAL PROCESS WORK?

If you disagree with the IPRC's identification 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 as described above, give written notification of your intention to appeal the decision to the Director of Education, Northeastern Catholic District School Board, 101 Spruce Street North, Timmins, Ontario, P4N 6M9. The notice of appeal must indicate the decision with which you disagree and include a statement that sets out your reason for disagreeing.

WHAT HAPPENS IN THE APPEAL PROCESS?

- The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons who have no prior knowledge of the matter under appeal, one of whom is to be selected by you, the parent.
- 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 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/she is 16 years or older) are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within 3 days of the meeting's ending. It may agree with the IPRC and recommend that the decision be upheld or disagree with the IPRC and make a recommendation to the board about your child's identification or placement or both.

The Appeal Process continued...

- 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.

WHAT IS A SPECIAL EDUCATION PROGRAM?

A special education program is defined as an educational program that is based on and modified by the results of continuous assessment and evaluation. It includes an Individual Education Plan containing specific objective and an outline of special education services that meet the needs of the student.

WHAT ARE SPECIAL EDUCATION SERVICES?

Special education services are the facilities and resources, including equipment and support personnel needed to create a special education program.

WHAT IS AN INDIVIDUAL EDUCATION PLAN (IEP)?

An IEP must be developed for your child, in consultation with you. It must include:

- specific educational expectations,
- an outline of the special education program 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 for those students identified as gifted), a plan for transition to appropriate postsecondary school activities (work, further education, and community living).

The IEP must be completed within 30 days after your child has been placed in the program, and the principal must ensure that you receive a copy of the IEP.

| PLACEMENT OPTIONS | |
|---|---|
| Regular Class 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 or support staff. |
| Regular Class Withdrawal Assistance | The student is placed in a regular class and receives instruction outside the classroom, for less than 50% of the school day from a qualified special education teacher. |
| Regular Class Indirect Support | The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services. |
| Special Education Partial Integration | The student is placed by the IPRC in a special education class for at least 50% of the school day, but is integrated with a regular class for at least one instructional period daily. |
| Special Education Fully Self-Contained | The student is placed in a special education class for the entire school day. |

PROVINCIAL AND DEMONSTRATION SCHOOLS

The ministry operates Provincial and Demonstration Schools throughout Ontario for deaf, blind, deaf-blind, and severely learning disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration Schools for English-speaking students with severe learning disabilities, including learning disabilities with ADHD

AMETHYST SCHOOL

London, Ontario (519)453-4400

SAGANASKA DEMONSTRATION SCHOOL

Belleville, Ontario (613)967-2830

TRILLIUM SCHOOL

Milton, Ontario (905)878-2851

Schools for the Deaf / Blind and Blind-Deaf

ERNEST C. DRURY SCHOOL FOR THE DEAF

Milton, Ontario (905)878-2851

ROBARTS SCHOOL FOR THE DEAF

London, Ontario (519) 453-4400

SIR JAMES WHITNEY SCHOOL FOR THE DEAF

Belleville, Ontario (613)967-2823

W. ROSS MACDONALD SCHOOL (Deaf/Deaf-Blind)

Brantford, Ontario (519)759-0730

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 (SEAC) which is composed of trustees, members from local associations and local agencies. We are pleased to have membership from the following organizations and agencies:

- * Child and Family Services
- * Lord's Kitchen
- * Canadian National Institute for the Blind
- * Community Living - Timmins
- * Cochrane Temiskaming Resource Centre
- * Canadian Mental Health Association
- * Children's Treatment Centre

For more information you are encouraged to visit our website at:

www.ncdsb.on.ca

You may also find it helpful to contact your local community Catholic School:

NCDSB ELEMENTARY SCHOOLS

| | |
|--|---|
| Aileen Wright English Catholic School (Cochrane) | Bishop Belleau School (Moosonee) |
| English Catholic Central School (New Liskeard) | Holy Family School (Englehart) |
| O'Gorman Intermediate Catholic School (Timmins) | Sacred Heart Catholic School (Kirkland Lake) |
| Sacred Heart School (Timmins) | St. Anne English Catholic School (Iroquois Falls) |
| St. Jerome School (Kirkland Lake) | St. Joseph School (South Porcupine) |
| St. Patrick School (Cobalt) | St. Patrick School (Kapuskasung) |
| St. Paul School (Timmins) | |

NCDSB SECONDARY SCHOOL

O'Gorman High School (Timmins)

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

BEHAVIOUR

| | |
|------------------|--|
| Behaviour | <p>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:</p> <ul style="list-style-type: none"> • an inability to build or to maintain interpersonal relationships; • excessive fears or anxieties; • a tendency to compulsive reaction; • an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination. |
|------------------|--|

COMMUNICATION

| | |
|-----------------------------------|--|
| Autism | <p>A severe learning disability that is characterized by:</p> <ul style="list-style-type: none"> • disturbances in rate of educational development, ability to relate to the environment, mobility, perception, speech, and language; • lack of the representational symbolic behaviour that precedes language. |
| Deaf & Hard of Hearing | <p>An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.</p> |
| Language Impairment | <p>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:</p> <ul style="list-style-type: none"> • involve one or more of the form, content, and function of language in communication; • includes a language delay, dysfluency, and/or voice articulation development. |
| Speech Impairment | <p>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.</p> |
| Learning Disability | <p>A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:</p> <p>is not primarily the result of:</p> <p style="padding-left: 40px;">impairment of vision, impairment of hearing, physical disability, developmental disability, primary emotional disturbance, cultural difference;</p> <p>results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:</p> <p style="padding-left: 40px;">receptive language (listening, reading), language processing (thinking, conceptualizing, integrating), expressive language (talking, spelling, writing), mathematical computations;</p> <p>may be associated with one or more conditions diagnosed as:</p> <p style="padding-left: 40px;">a perceptual handicap, a brain injury, minimal brain dysfunction, dyslexia, developmental aphasia.</p> |

| 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: <ul style="list-style-type: none"> • an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service, • an inability to profit educationally within a regular class because of slow intellectual development, • a potential for academic learning, independent social adjustment, and economic self-support. |
| Developmental Disability | A severe learning disorder characterized by: <ul style="list-style-type: none"> • an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development, • an ability to profit from a special education program that is designed to accommodate slow intellectual development, • a limited potential for academic learning, independent social adjustment, and economic self support. |
| 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 pupils without exceptionalities who are of the same age or developmental level. |
| 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 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. |

Making a difference...
One child at a time.





Northeastern Catholic District School Board

STUDENT SERVICES DEPARTMENT

**101 Spruce Street South
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P4N 6M9**

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SPECIAL EDUCATION ADVISORY COMMITTEE

MOTION OF APPROVAL

The Special Education Advisory Committee of the Northeastern Catholic District School Board met on May 18, 2011 to recommend that the amendments to the Special Education Board Plan 2005-2011 be presented to the Northeastern Catholic District School Board Trustees for approval.

The Special Education Advisory Committee made the following recommendation:

“That the Northeastern Catholic District School Board Special Education Advisory Committee accept the amendments to the Special Education Board Plan 2005-2011, as revised throughout the 2010-2011 school year.”

Kay Gaffney, Chair

May 18, 2011



Northeastern Catholic District School Board

SPECIAL EDUCATION DEPARTMENT

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NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

MOTION OF APPROVAL

The Northeastern Catholic District School Board met on June 17, 2011 to approve the amendments to the Special Education Board Plan 2005-2011.

The Board made the following recommendation:

“That the Northeastern Catholic District School Board approve the amendments to the Special Education Board Plan 2005-2011 and forward them to the Ministry of Education.”

Rick Brassard, Chair

June 17, 2011