



Northeastern Catholic District School Board

SPECIAL EDUCATION

Policy Number: E-5

Authority: 12-50/14-103/16-193

POLICY STATEMENT

The Northeastern Catholic District School Board is committed to the belief that every student can learn and develop their full potential as children of God. The NCDSB believes that it is the shared responsibility of home, community, and school partners to design and implement an instructional program appropriate to meet the needs of each student. All students should feel safe at school and deserve a positive school climate that is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

REFERENCES

- NCDSB Administrative Procedures
Special Education Equipment – APE005
School Bus Harness – APE014
- Bill 13 – Accepting Schools Act

DEFINITIONS

Exceptional Students

Those students who are identified with a behavioural, communication, intellectual, physical or multiple exceptionality in accordance with the Identification, Placement, and Review Committee (IPRC).

Identification, Placement, and Review Committee (IPRC)

This is a formal process/meeting of parents and school staff designed to discuss and determine whether or not a child should be identified as exceptional according to the categories outlined by the Ontario Ministry of Education. If a student is deemed exceptional according to these categories, the committee will decide an appropriate placement for the exceptional student. The identification and placement of an exceptional student is to be reviewed at least once per school year.

POLICY REGULATIONS

It is the policy of the Northeastern Catholic District School Board to:

- 1.0 Use Special Education funding provided by the Ministry of Education and any other initiatives or opportunities to provide programs and services for students with special needs according to the area of exceptionality defined by the Ministry of Education;
- 2.0 Co-operate with other school boards and community agencies when necessary in order to provide a full range of programs and services designed to meet the needs of students with diverse abilities;
- 3.0 Provide within special education funding provided by the Ministry of Education and other initiatives or opportunities, as many resources as possible and practical at the community school level such that most exceptional students can remain with their peers in a regular or special education classroom placement.
- 4.0 Develop administrative procedures for the delivery of special education programs and services in keeping with the Education Act and Program Policy Memorandum.