



NCDSB 2026–2028

SPECIAL EDUCATION PLAN

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<https://www.ncdsb.on.ca>



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Our Mission

To ensure an attitude of welcomed acceptance and that a celebration of individual differences is encouraged and supported among students, 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 needs 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.



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Section One: Special Education Programs & Services

Model for Special Education

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 student's 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 programs and service delivery decisions. Ongoing communication between home and school regarding each student's programs and services 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 needs, is in accordance with the wishes of parents/guardians, 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 to meet the needs of some exceptional students.

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 to ensure that the students' needs are 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, and 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 the resources available to the school.

Parents/guardians are involved in discussions about the placement, programs and services being provided for the exceptional students. The school has a 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.

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 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 teachers and may be supported by educational assistants and child and youth workers when and where deemed necessary.
- Delivery of language services is provided to students across the district by a contracted Speech and 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.

ACTION 1: Continue developing internal process documents within the Special Education Department, with focus on finalizing the following: English Language Learners, Identification, Placement and Review Committee (IPRC), Child and Youth Worker (CYW) Services, and Intervention Progress Reports.

Compliance with Legislation

The Special Education 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*.

Identification, Placement and Review Committee (IPRC) Process

This IPRC Process in the NCDSB is based on Regulation 181/98, "Identification and Placement of Exceptional Pupils". The identification of learning needs process outlines the procedures leading to curriculum modification and/or placement in a specialized program. Education assessments occur continually during the process, in consultation with the parent, and include the teacher's own initial assessment of the student, other school-based assessments, other assessments by registered professionals, and the on-going evaluation of student progress.

Effective June 11, 2025, the total number of students in the Board identified with exceptionalities is 366 (elementary) and 91 (secondary). No appeals were conducted in the 2024-2025 school year.

Summary of Identified Students in the NCDSB (June 11, 2025)		
Exceptionality	Number of Elementary Students	Number of Secondary Students
Communication: Autism	49	7
Communication: Speech Impairment	2	0
Communication: Language Impairment	19	0
Communication: Deaf/Hard of Hearing	1	1
Communication: Learning Disability	136	50
Behaviour	23	5
Physical: Physical Disability	2	2
Physical: Blind/Low Vision	1	0
Physical: Deaf	0	0
Intellectual: Giftedness	1	1
Intellectual: Mild Intellectual Disability	14	3
Intellectual: Developmental Disability	9	2
Multiple Exceptionality	109	20
Total	366	91

The former Referral Process model has been replaced with the philosophy of the tiered approach to early intervention as described in the document *Learning for All* (see page 7). 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.

Steps in the IPRC process:

1. The principal refers students to IPRC either at the written request of the parent/guardian or on his/her own initiative.
2. 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.

3. Within 15 days of authorization, the principal notifies the parent that the student has been referred to the IPRC.
 - a. The parent receives the written notification of the referral, the approximate time the IPRC is likely to meet and a copy of **The Parent's Guide to Special Education**.
4. At least 10 days in advance, the principal must notify the parent and the student, if 16 years of age or over, in writing of the date of the IPRC.
 - a. The parent/guardian, the student, if 16 years of age or older, is entitled to receive all the information which is provided to members of the IPRC.
 - b. Parents are encouraged to include the student should he/she feel attendance at the meeting would be beneficial and supportive of the student.
5. The IPRC meets and
 - considers assessment reports (educational, psychological and/or health);
 - may discuss and make a recommendation for special education programs and services but will not make decisions about these issues.
 - may recommend that an exceptional student who is 21 years of age or older remain in a secondary school program.
 - decides:
 - a. whether the student is exceptional or not
 - b. if exceptional, the category and definition of the identified exceptionality
 - c. the strengths and needs of the student
 - d. the placement of the student in a regular class with special education services or in a special education class. The IPRC will recommend placement in a regular classroom with special education services as the first option if in its opinion such a placement meets the student's needs and is consistent with parental preference
 - In the Northeastern Catholic District School Board, the majority of students identified as exceptional are placed in a regular classroom with special educational support.
 - If the IPRC recommends placement in a special education class, the reasons for this recommendation are set out in the decision.
 - The chair of the IPRC notifies in writing the parent/guardian, the student if he/she is 16 years of age or older, the principal who made the referral and a representative of the school board, of the IPRC's decision.

Special Education Appeal Board:

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

- Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss concerns: or
- Within 30 days of receipt of the decision, file a notice of appeal with the Director of Education of the Northeastern Catholic District School Board, 383 Birch St North, Timmins, ON P4N 6E8.
- If a parent/guardian still does not agree with the decision after the second meeting, he or she may file an appeal within 15 days of receipt of the decision.

How Does a Parent/Guardian Appeal an IPRC Decision?

If a parent/guardian disagrees with the IPRC's identification of his or her child as exceptional or with the placement decision of the IPRC, he or she may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of an intention to appeal the decision to the Director of Education of the Northeastern Catholic District School Board, 383 Birch Street North, Timmins, ON P4N 6E8. 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:

- ✓ The board will establish a Special Education Appeal Board to hear an appeal. The Appeal Board will be composed of three people (one of whom is to be selected by the parent/guardian) who have no prior knowledge of the matter under appeal.
- ✓ The Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been notified (unless parents/guardians and board both provide written consent to a later date).
- ✓ The Appeal Board will receive the material reviewed by the IPRC and may interview any people who may be able to contribute information about the matter under appeal.
- ✓ The parent/guardian and the child, if he or she is 16 years old or over, are entitled to be present at the meeting, and to participate in all discussions.
- ✓ 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 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.
- ✓ 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.

Implementation of IPRC Decision and Next Steps

- The school will implement the IPRC decision as soon as possible.
- Within 30 school days of the placement starting, an individual education plan (IEP) for the student is developed. The IEP is provided to the parent and if the student is 16 years of age or older, the student. The parents and student (if they are over 16) are consulted on the contents of the IEP.
- Once a year, the IPRC is reconvened to review each student's identification and/or placement. At the NCDSB, reviews take place in the fall of the new school year. The parents, however, may request a review three months after the placement has begun.

Special Education Placements Provided by the NCDSB

In accordance with the direction of the Ministry of Education, the Northeastern Catholic District School Board is committed to the principle that the integration of exceptional students should be the norm, provided the placement meets the student's needs and is in accordance with parents' preferences. The NCDSB acknowledges the necessity for a full range of placement options to meet these varying needs of students. These options are reviewed by the Special Education Advisory Committee on an annual basis.

Placement of a student in a regular classroom setting is the first option considered by the Identification, Placement and Review Committee (IPRC).

Placement Options

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

PLACEMENT OPTIONS	
Regular Class with Indirect Support	The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
Regular Class with Resource Assistance	The student is placed in a regular class for most or all day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
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.
Special Education Class with Partial Integration	The student is placed in a special education class for at least 50% of the school day and is integrated with a regular class for at least one instructional period daily.
Special Education Class Full-Time	The student is placed in a special education class for the entire school day.

Other options than these exist to meet the students' needs. Students may need to apply for admission to a provincial school for students who are blind, deaf or deaf-blind or a Provincial Demonstration School for students with severe learning disabilities. Consideration of the facility that provides the necessary care or treatment appropriate to the students' condition is provided.

Application to Provincial Schools and Provincial Demonstration Schools are coordinated by individual schools and submitted with assistance by the school board. Applications to Care and Treatment Facilities are coordinated by individual schools via the Special Assignment Teacher for Special Education.

The Northeastern Catholic District School Board is fortunate to have an active Special Education Advisory Committee. Through regular open monthly meetings and annual school tours, SEAC receives input which enables it to make recommendations on the Special Education programs offered each year.

The following chart summarizes our service delivery model for each exceptionality in the 2024-2025 School Year:

SERVICE DELIVERY FOR EXCEPTIONAL STUDENTS IN THE NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD 2024-2025				
Exceptionality		Placement Options		
		Regular Classroom with Program Modifications and/or Accommodations	Regular Classroom with Resource Teacher Support (Resource/Withdrawal)	Special Programs & Classes
Communication	Autism	✓	✓	
	Speech Impairment	✓	✓	
	Language Impairment	✓	✓	
	Deaf & Hard of Hearing	✓	✓	● Provincial School
	Learning Disability	✓	✓	● Provincial School
Behaviour		✓	✓	
Intellectual	Mild Intellectual Disability	✓	✓	
	Developmental Disability	✓	✓	
	Giftedness	✓	✓	
Physical	Blind & Low Vision	✓	✓	
	Deaf Blind	✓	✓	
	Physical Disability	✓	✓	
Multiple Exceptionalities		✓	✓	● St. Joseph ● Sacred Heart School

Process for Admitting Exceptional Students to Placements

- **Regular Class with Resource Assistance:** In order for a student to be placed in the regular class with resource support, the IPRC 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 IEP describes the Special Education staff who provide resource assistance within the regular class setting and outlines the frequency and duration of this assistance. The resource support begins within 30 days of the IPRC's determination of the exceptional student's placement.
- **Regular Class with Withdrawal Assistance:** In order for a student to be placed in the regular class with withdrawal support, the IPRC 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 IEP 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 IPRC's determination of the exceptional student's placement.

- **Regular Class with Indirect Support:** Upon enrolment, all students, including exceptional students, are placed in a regular class. If a placement other than the regular class is requested at the time of enrolment, a case conference is held with the parents and agencies involved with the student to determine the need for an alternative placement.
- **Special Education Class with 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 IEP 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 can begin at the beginning of either term. Mid-term placements would only be made if necessary.
- **Special Education Class Full-Time:** Often, self-contained classrooms support those students who have severe difficulties accessing programs in a regular class, even with additional human resource support. The parent/guardian and student 16 years or older must give informed, written consent to this placement. The IEP describes the Special Education staff who provide the assistance and outlines the frequency and duration of this assistance. The placement can begin at the beginning of either term. Mid-term placements would only be made if necessary.

Criteria for Determining the 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 class with monitoring are generally those with the narrowest range of needs and the highest level of independence. Those placed in the regular class 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 class 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 class.

Criteria for Determining a Change to Special Education Placements

Changes to an exceptional student's 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 students' needs have changed.
- the level of independent functioning has changed.
- additional placement options have been created in the students' community school region.

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 its 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 to try and meet the needs of the 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.

Individual Education Plans (IEP)

The Individual Education Plan (IEP) reflects the Northeastern Catholic District School Board's commitment to provide the special education programs and services, within its available resources, needed to meet the identified strengths and needs of the student. As per Regulation 181/98 of the Education Act, and the Ministry's IEP Standards, Principals in the NCDSB are required to ensure an IEP is prepared for all identified exceptional students within 30 school days of the commencement of the student's placement in a special education program. Recommendations regarding programming and services made by the Identification, Placement and Review Committee (IPRC) are considered, and parents (and students who are 16 years of age and older) are strongly encouraged to participate in the development of the IEP. Any issues or differences regarding the implementation of the IEP are communicated to the school or differences regarding the implementation of the IEP are communicated to the school Principal, who will arrange for additional parent-school consultation and/or case conference to address these issues.

The IEP is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations of the Ontario Curriculum for the appropriate grade and subject or course. The IEP also identifies accommodation and special education services needed to assist a student in achieving his/her learning expectations. It assists teachers in monitoring the student's progress and serves as a framework for communicating information about this progress to the parents at least each school term/semester. As changes occur in the student's

special education programs and services because of on-going assessment and evaluation of the achievement of learning expectations, the IEP is updated to reflect the student's new needs and goals.

In summary, the IEP includes:

- learning expectations
- current level of achievement
- an outline of the special education programs and services to be provided
- how the pupils' progress will be evaluated
- a transition plan

Board Implementation Plan / Results of Ministry of Education Review

The board continues to purchase service through Base Point Solutions to ensure that classroom and resource teachers complete IEPs using a web-based application. Based on the Ministry of Education's recommendations to the NCDSB as part of the review process, strategic training and professional development opportunities to 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 plan for students with an IEP have been undertaken.

Special Assignment Teachers for Special Education selected and reviewed 10 IEPs from each school, ensuring that various identifications and grades were chosen. Using a list of selected criteria, the IEPs were reviewed and the next steps shared with school teams. School teams were then supported as they worked with their school staff to address their areas of need. Special Assignment Teachers were available for additional support if requested. After the IEP review and the sharing of the results, the schools then reviewed 5 IEPs for the second term.

The purpose of engaging the school team in this process was to help provide the school with a greater understanding of Board expectations and to help build their capacity and competence in developing, implementing and monitoring IEPs.

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 will request to meet with the parent/guardian and the school 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."

ACTION 2: *Continue to build capacity and competency of principals, teachers and support staff in the development, implementation and monitoring of effective IEPs for students requiring modifications to individual programs. Each school worked through an IEP audit process in the winter of 2025 after the SATs provided feedback. We would like to engage school teams in a follow-up process in the fall of 2025 to continue to build comfort with this in each school. We continue to have concerns about the alignment between assessment data and the goals and expectations in the IEP. Ensure all new teachers hired who have not previously done the NCDSB IEP e-Hub course, complete this by the end of September 2025.*

ACTION 3: *Review the use of modifications for language programs to ensure students really require the modifications and that there are no post-secondary implications.*

Special Education Staff

Elementary Schools 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 and Vice-Principal
- Classroom Teachers
- Resource Teachers
- Literacy/Numeracy Intervention Teachers
- Special Needs Teachers
- Child and Youth Workers
- Educational Assistants
- Autism & Behaviour Support Worker
- Autism & Behaviour Consultant
- Mental Health Social Worker

Within our elementary schools, the Special Education support staff are:

- Resource teachers who provide instruction for exceptional students in all grades of elementary school and consult with the classroom teachers and child and youth workers concerning exceptional students' IEPs. Each elementary school within the Board has a resource teacher.
- Literacy/Numeracy Intervention teachers provide short-term intervention to students who have specific skill deficits in literacy and/or numeracy. Diagnostic assessment is used to determine who requires special education services. Student achievement is tracked regularly to ensure that the intervention is having the desired outcome.
- Special needs teachers are responsible for the programming in specialized classroom settings. They work in conjunction with the resource teacher and classroom teacher (when the child is partially integrated) to develop and implement programs related to the needs of the students.
- Child and Youth Workers in our elementary schools provide programs and intervention to students who are struggling socially and/or emotionally. They will teach special 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 sessions with a specific

focus. Recently, we have been focusing on providing our Child & Youth Workers with additional training to support students through ABA strategies. All our CYWs have now completed the 40-hour RBT course. As such, we have been leaning on CYWs to provide a greater amount of support to students with ASD and/or other behavioural needs under the direction of our Mental Health Leader and her Behaviour Support Team.

- 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 IPRC process and/or who would benefit from support related to physical, medical and safety/supervision needs first. The EAs also support student use of assistive technology as required.
- Our Autism & Behaviour Support Workers support students who have ASD and/or who have other complex behavioural needs. These support staff work in conjunction with the teachers, educational assistants, the school principal, the resource teacher and the CYW to craft behaviour support plans and to monitor progress towards meeting these goals. This person can also act as a liaison between the school, the family and other community agencies.
- Our Autism & Behaviour Consultant conducts data driven functional behaviour assessment and analysis. This person is also tasked to monitor functional behaviour interventions and data recording systems. This person is a liaison between home, school, system staff and community as appropriate, to support students with complex behavioural needs. Clinical consultation, under the supervision of a qualified BCBA, is provided to families and staff to support plans and implement strategies and interventions for students with ASD. This person also supports the capacity building of school and system staff by offering professional development related to PPM 140.

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

- Orientation and mobility instructor through the Canadian National Institute for the Blind
- Speech and language pathologist – contract with private professional
- Psychological services

ACTION 4: The focus for learning with our Literacy/Numeracy leads will be around the use of progress monitoring tools found within Aimsweb+ to support their intervention work with students. We will also support classroom teachers in using a variety of classroom-based tools to monitor the impact of Tier 1 instruction.

The table below summarizes the number of full-time equivalent (FTE) staff members who are assigned to **elementary schools** Special Education programs in 2024-2025.

SPECIAL EDUCATION STAFF ALLOCATIONS	FULL-TIME EQUIVALENT	QUALIFICATIONS
Resource Teacher	15	Special Education AQ Part 2
Teacher for Self-Contained Classes	2	Special Education AQ Part 1
Teacher for the Blind	0	
Teacher for the Deaf	0	
Teacher Diagnostician	0.40	Special Education Specialist; Additional Training and Supervision of Board-Certified Psychologist
Superintendent or Designate	0.45	SOQP; Special Education Specialist
Special Assignment Teacher for Special Education	1.9	Special Education Specialist
Literacy/Numeracy Intervention Teacher	7.7	Special Education Part 1 Preferred: Math Part 1 Preferred: Reading Part 1
Oral Language Support Teacher	0.0	Special Education Part 1
Educational Assistant	45.5	College Diploma or Degree in Related Field
Psychologist	Purchase of Service	
Psychometrist	Purchase of Service	
Psychiatrist	0	
Speech and Language Pathologist	Purchase of Service	
Audiologist	0	
Occupational Therapist	0	
Physiotherapist	0	
Child and Youth Worker	8.04	College Diploma or Degree in Related Field
Orientation and Mobility	Purchase of Service	
Autism & Behaviour Support Worker	1.9	College Diploma or Degree in Related Field
Autism & Behaviour Consultant	0.90	Bachelor's Degree in a Related Field
Mental Health Worker	1.0	Bachelor's Degree in Social Work Regulated Health Professional
TOTAL FTE	84.79	

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 Teachers
- Department Heads
- Guidance Counselor
- Educational Assistants
- Mental Health Social Workers

Within our secondary school, the Special Education support staff are:

- Resource teachers who provide instruction for exceptional students in all grades of the secondary school and consult with the classroom teachers and child and youth workers concerning exceptional students' IEPs.
- 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 IPRC process and/or who would benefit from support related to physical, medical and safety/supervision needs first.
- Our Autism & Behaviour Workers support students who have ASD and/or who have other complex behavioral needs. These support staff work in conjunction with the teachers, educational assistants, the school principal, the resource teacher and the CYW to craft behavior support plans and to monitor progress towards meeting these goals. This person can also act as a liaison between the school, the family and other community agencies.
- Our Autism & Behaviour Consultant conducts data driven functional behaviour assessment and analysis. This person is also tasked to monitor functional behaviour interventions and data recording systems. This person is a liaison between home, school, system staff and community as appropriate, to support students with complex behavioural needs. Clinical consultation, under the supervision of a qualified BCBA, is provided to families and staff to support plans and implement strategies and interventions for students with ASD. This person also supports the capacity building of school and system staff by offering professional development related to PPM 140.
- The mental health workers work within the school community to provide direct service to students exhibiting mild to moderate mental health problems, with the goal of ensuring equitable access to service. They offer structured psychotherapy and psychoeducation to help address students' needs, either individually or in small groups. They actively participate in service planning, within multidisciplinary team meetings, for students referred and/or at-risk students. In addition, they work with school staff to enhance their mental health literacy, as part of the board's mental health & addiction strategy goals.

The table below 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.

SPECIAL EDUCATION STAFF ALLOCATIONS	FULL-TIME EQUIVALENT	QUALIFICATIONS
Resource Teacher	2.00	Special Education AQ Part 2
Teacher for Self-Contained Classes	0	Special Education AQ Part 1
Teacher for the Blind	0	
Teacher for the Deaf	0	
Teacher Diagnostician	0.10	Special Education Specialist; Additional Training and Supervision of Board Certified Psychologist
Superintendent or Designate	0.05	SOQP; Special Education Specialist
Special Assignment Teacher for Special Education	0.10	Special Education Specialist
Technology Support Teacher	0	Special Education Part 1
Literacy Support Teacher	0	
Educational Assistant	4	College Diploma or Degree in Related Field
Psychologist	Purchase of Service	
Psychometrist	Purchase of Service	
Psychiatrist	0	
Speech and Language Pathologist	Purchase of Service	
Audiologist	0	
Occupational Therapist	0	
Physiotherapist	0	
Child and Youth Worker	0	College Diploma or Degree in Related Field
Orientation and Mobility	Purchase of Service	
Autism & Behaviour Support Worker	0.10	College Diploma or Degree in Related Field
Autism & Behaviour Consultant	0.10	Bachelor's Degree in a Related Field
Mental Health Worker	2.0	Bachelor's Degree in Social Work Regulated Health Professional
TOTAL FTE	8.45	

Specialized Equipment

The Specialized Equipment Allocation (SEA), previously Special Education Amount, is for the purchase of specialized equipment for students with special educational needs. The change in name and funding follows a review from education sector partners from across the province in 2024. This modernized approach to funding specialized equipment aims to meet the changing needs of students better, reduce administrative burden, and increase flexibility in how school boards utilize this funding to meet local needs.

SEA provides students with special education needs with equipment and technology that is directly required and essential for attending school, accessing the Ontario curriculum, supporting or augmenting a board-determined alternative program and/or course, and supporting seamless transitions.

As such, SEA purchases are made for students with documented special education needs (e.g., current Individual Education Plan (IEP) and other supporting documentation as outlined in the requirements and documentation sections below). For clarity, students do not have to be identified as exceptional pupils through the Identification, Placement, and Review Committee (IPRC) process to be eligible for equipment funded through SEA. However, students must receive special education programs and services, and the use of SEA-funded equipment must be outlined and described in the student's IEP.

There are currently two components to the purchasing of SEA equipment/technology.

1. **Formula Component** - All boards receive Formula-based funding as follows:
A base amount of \$200,000 plus a per pupil amount of \$51.10
This can be used for any type of equipment, technology related or not, training, maintenance, and repairs related to that equipment, for students with special educational needs. Unspent funds become part of the Special Education Fund deferred revenue envelope and can be used for SEA purchases and/or to provide any special education programs and services in future years.
2. **Claims-Based Component**
Boards can apply for funding for the purchase of any single item (any equipment type technology related or not) costing \$5,000 or above before taxes for an individual student with special education needs. The only exception is fixed and/or hard-wired equipment which remains ineligible (fixed/capital expenditures). There is no deductible.

NCDSB follows the following guidelines:

- 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.
- It is the responsibility of the Board to purchase any equipment recommended for an exceptional student totaling less than \$5000 in any given school year (formula-based amount). Boards are encouraged to have a process to determine the need for SEA under

the formula component. If the item is purchased through the formula component and requires customization, then the school board must have on file a qualified professional assessment outlining this need, and its intended use. Documentation must include a copy of the invoice(s) or proof of the cost of equipment purchased a copy of the student's IEP and parent notification.

- When a single item for an exceptional student has been recommended totaling more than \$5000 in any given school year, the expense is submitted to the Ministry of Education through the SEA process (claims based). In these instances, 3 quotes are required from various vendors. These claims require an assessment on file from an appropriately qualified professional detailing the item required and its function and use, a copy of the invoice or proof of the cost of the item purchased, a current copy of the student's IEP, and parent notification. The assessment by a qualified professional MUST indicate that a particular device is ESSENTIAL for the student to benefit from instruction and/or the DOCUMENTED DISABILITY that this device will help to ameliorate.
- 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 another board, providing it meets SEA requirements.

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 year, if necessary.

Expenditures for SEA equipment in the 2024-2025 school year were \$116,741.76 (claims-based).

Transportation for Students with Special Education Needs

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 1 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 a contact telephone number.

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 behavioural 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 behavioural difficulties and/or if they are a safety concern to others.
- **Students Attending Provincial and Demonstration Schools:**
 - The Board provides transportation to students attending Provincial and Demonstration Schools as outlined in the section of the Special Education Plan under “Provincial and Demonstration Schools – Transportation”

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 students’ needs for the following year as stated on the IEP. The Board’s transportation officer will then be notified of the students needing special transportation.

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

- 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 updated.
- Some bus companies in our Board monitor the status of their staff’s license by obtaining a driver’s abstract form the Ministry of Transportation, or from the Ontario School Bus Association’s monthly publication.
- Bus drivers fill out an offense declaration form every September.
- Attendants need to get a yearly criminal record check.

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 behavioural 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 company to make daily trips to and from school.
- An educational assistant may accompany the student to ensure his/her safety if needed.
- The use of a bus harness is encouraged as needed. A process exists to ensure that the safety needs of a student are addressed accordingly and with the consent of the parent/guardian.

Transition Planning

Effective transition planning is important for all students, especially for students with special educational needs. Personalized and precise student transition plans reflect the individual student's strengths and needs and provide the foundation for successful transition experiences. A transition planning template has been created in an electronic format (Clevr software) and professional training has been offered to initiate this required element for all students. The intent is that a transition plan will be included for all students with an IEP to ensure compliance with *PPM 156: Supporting Transitions for Students with Special Education Needs*. We are now in full compliance with expectations of PPM 156.

Section Two: Provincial Information

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
- School Board
- Special Education Advisory Committee
- School Principal
- Teacher
- Resource Teacher
- Parent/guardian
- Student

The Ministry of Education:

- defines through the Education Act, regulations and policy/program memorandum, the legal obligations of school boards regarding the provisions of Special Education 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 students.
- 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), 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 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 students.
- establishes a Provincial Advisory Council on Special Education to advise the Minister of Education on matters related to Special Education programs and services.
- Provincial and Demonstration Schools operate for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The School Board:

- establishes school board policy and practices that comply with the Education Act, regulations and policy/program memorandum.
- monitors school compliance with the Education Act, regulations, and policy/program memorandum.
- requires staff to comply with the Education Act, regulations, and policy/program memorandum.
- provides appropriately qualified staff to provide programs and services for the exceptional students of the Board.
- obtains the appropriate funding and reports on the expenditures for Special Education.
- develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional students of the Board.
- reviews the plan annually and submits amendments to the Minister of Education.
- provides statistical reports to the Ministry of Education 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 students and determine appropriate placements for them.
- establishes a Special Education Advisory Committee.
- provides professional development to staff on Special Education.

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 students of the Board.
- participates in the Board's annual review of its Special Education 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.

The School Principal:

- carries out duties as outlined in the Education Act, regulations and policy/program memorandum, 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 students, 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 students.
- 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.

The Teacher:

- carries out duties as outlined in the Education Act, regulations and policy/program memorandum.
- follows Board policies and procedures regarding Special Education.
- maintain up-to-date knowledge of Special Education practices.
- where appropriate, work with Special Education staff and parents to develop the IEP for an exceptional pupil.
- provides the program for the exceptional pupils 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.

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 students' progress with reference to the IEP and modifies the program as necessary.
- assists in providing educational assessments for exceptional students.

The Parent/Guardian:

- become 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 students' attendance at the school.

The Student:

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

Categories and Definitions of Exceptionalities

Communication - Language Impairment		
Ministry Definition	As Determined By	
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: <ul style="list-style-type: none">- language delay;- dysfluency;- voice and articulation development, which may or may not be organically or functionally based.	<ul style="list-style-type: none">● classroom documentation indicating academic difficulties with oral and/or written language.● educational assessment to determine the 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.	
Communication - Speech Impairment		
Ministry Definition	Observables	As Determined By
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.	<ul style="list-style-type: none">● unable to form, blend, and pronounce words;● 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 or 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.	<ul style="list-style-type: none">● educational assessment to determine the 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.

Communication - Autism	
Ministry Definition	As Determined By
<p>A severe learning disorder that is characterized by:</p> <ul style="list-style-type: none"> disturbances in: <ul style="list-style-type: none"> rate of educational development; ability to relate to the environment; mobility; perception, speech and language. lack of the representative symbolic behaviour that precedes language. 	<ul style="list-style-type: none"> 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.

Communication - Deaf and Hard of Hearing		
Ministry Definition	Observables	As Determined By
<p>An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.</p>	<ul style="list-style-type: none"> 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. <p>Students may demonstrate needs in the following areas:</p> <ul style="list-style-type: none"> articulation – speech clarity; expressive language; conversational skills – writing, spelling; Receptive language (listening and reading); Social-emotional development and interpersonal skills. <p>Possible Observable Characteristics:</p> <ul style="list-style-type: none"> 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 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. <p>Possible Social/Emotional Implications:</p> <ul style="list-style-type: none"> language delay may lead to a limited ability to express feelings and needs; may be or appear to be socially immature or naïve; 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; 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> ● may become frustrated or isolated which sometimes leads to misbehaviour; ● 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. 	
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Communication - Learning Disability		
Ministry Definition	Observables	As Determined By
<p>A learning disorder persistently and significantly has an impact on the ability to learn and use academic and other skills that:</p> <ul style="list-style-type: none"> ● affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; ● results in (a) academic achievement that is inconsistent with the intellectual abilities of the student and /or (b) academic achievement that can be maintained by the student only with high levels of effort and/or with additional support. ● results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills ● may be typically associated on one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); ● may be associated with difficulties in social interaction; with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; ● is not primarily the result of: <ul style="list-style-type: none"> - impairment of vision or hearing; - intellectual disabilities - socio-economic factors - cultural differences 	<ul style="list-style-type: none"> ● 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; ● behaviour 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 behaviour 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. 	<ul style="list-style-type: none"> ● 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, and should be based on Canadian norms, be culturally sensitive where possible, and be provided to the student in an accessible format (sign language, Braille, large print)

<ul style="list-style-type: none"> - lack of proficiency in the language of instruction; - lack of motivation or effort; - gaps in school attendance or inadequate opportunity to benefit from instruction; 		
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Behaviour			
Ministry Definition	Observables	Observable characteristics may be demonstrated by	As Determined by
<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; • or an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof. 	<ul style="list-style-type: none"> • Student behaviour is a concern for educators when it interferes with academic achievement. • The following behavioural traits may be evidenced to varying degrees in students with behaviour/ emotional disorders. • It is important to note that evidence of some traits does not always indicate a behavioural exceptionality. • The frequency, intensity or duration of the behaviour must be taken into account. • Behaviour disorders affect social relationships and academic progress. • The behaviours persist in different settings and with different people. • They are not primarily due to intellectual or health factors. 	<p>Behaviours that deviate in a significant manner from that which is normally expected usually with little regard for social or cultural norms:</p> <ul style="list-style-type: none"> • 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 behaviour or vandalism; • truancy from school. <p>Behaviours which negatively affect learning and tend to be impulsive or compulsive:</p> <ul style="list-style-type: none"> • speaks out; • disrupts classroom activities; • displays temper tantrums; • repetitively demonstrates the same behaviour; • difficulty thinking before acting, impulsive; • distractible, inattentive, lacks focus; • daydreams, appears pre-occupied; • short attention span, poor concentration. <p>Demonstrates poor interpersonal relationships and has low self-esteem:</p> <ul style="list-style-type: none"> • 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. <p>Demonstrates behaviour injurious to oneself:</p> <ul style="list-style-type: none"> • withdrawal, nervousness, hypersensitivity; • anorexia, bulimia; self-abuse 	<p>Classroom documentation in the form of a behaviour log or checklist indicating:</p> <ul style="list-style-type: none"> • acting out or withdrawn behaviours, lacking social awareness/social skills, lack of motivation, or demonstration of some other behavioural difficulty; • behaviour 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. • Behavioural assessment done by a child and youth worker • Other professional assessments such as a Psychological or Psychiatric Assessment.

Intellectual - Gifted		
Ministry Definition	Observables	As Determined By
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.	<ul style="list-style-type: none"> • 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; • may be self-assertive or even stubborn when convinced of the correctness of his or her argument; • 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 or her abilities or choose courses at a lower level than his or her ability would indicate. 	<ul style="list-style-type: none"> • 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 indicating functioning that is at the 98th percentile, full scale, on a recently administered WISC (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 (Canadian Norms); • need for program modifications that are differentiated; depth and breadth of learning, within and perhaps beyond the regular classroom.

Intellectual - Mild Intellectual Disability		
Ministry Definition	Observables	As Determined By
<p>A learning disorder characterized by:</p> <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 classroom because of slow intellectual development; • a potential for academic learning, independent social adjustment, and economic self-support. 	<ul style="list-style-type: none"> • 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 behaviour (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; • has poor verbal skills; • work habits and study skills may be lacking; • physical skills and coordination may be below class level; • slower rate of learning, acquiring new skills/knowledge. 	<ul style="list-style-type: none"> • educational assessment indicating achievement in core subjects will be 2 or 3 grade levels below that expected based on chronological age; • psychological assessment indicates functioning in the mild to borderline (2nd to 8th percentile) intellectual range as measured on the latest version of the WISC; • student 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; • behaviour is not the key focus for these students.

Intellectual - Developmental Disability		
Ministry Definition	Observables	As Determined By
<p>A severe learning disorder characterized by:</p> <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. 	<ul style="list-style-type: none"> lacks physical coordination 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 or her peers; has poor academic skills; may use socially unacceptable behaviours such as indiscriminate affection and responsiveness; unable to compete with his or 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. 	<ul style="list-style-type: none"> 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 indicates functioning in the mild to severe (1st percentile and below) intellectual range as measured on the latest version of the WISC; an adaptive behaviour 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.

Physical - Physical Disability		
Ministry Definition	Observables	As Determined By
<p>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 students without exceptionalities who are of the same age or developmental level.</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> professional assessment by a registered, qualified professional diagnosing a physical or orthopedic condition requiring modifications and/or accommodations to the learning environment, learning activities, learning materials, support from specialized equipment and/or an educational assistant; modifications or accommodations needed related to the physical or orthopedic disability.

Physical - Blind and Low Vision		
Ministry Definition	Observables	As Determined By
<p>A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.</p>	<ul style="list-style-type: none"> may or may not be aware of his or her vision is faulty; unable to distinguish movement; avoids bright lights; uncontrolled eye movements; squints or rubs his or 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 or she sees; lacks eye-hand coordination and fine motor skills; 	<ul style="list-style-type: none"> Classroom documentation based on information obtained from the student, parent/guardian, 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

	<ul style="list-style-type: none"> • unable to integrate what he or she sees; • does not learn through the visual mode; • may be distractible; • may be unable to distinguish colors and shapes; • may or may not use enlarged print, Braille; • eyes may be swollen and red-rimmed and may complain of frequent headaches. 	whose visual acuity is 20/70 or less after best correction; <ul style="list-style-type: none"> • Program modifications or accommodations needed related to visual impairment.
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Multiple	
Ministry Definition	As Determined By
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.	<ul style="list-style-type: none"> • educational assessment to determine the 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.

Provincial and Demonstration Schools in Ontario

The NCDSB is privileged to have active and ongoing partnerships with the Provincial Schools Branch.

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 centers for students who are deaf, blind, or deaf-blind.
- provide pre-school home visiting services for students who are deaf, blind 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.

Admittance to a provincial school is determined by the Provincial Admission Committee in accordance with the requirements set out in Ontario Regulation 296. Transportation to provincial schools for students is provided by school boards.

W. Ross MacDonald School: School for the Blind and Deaf-Blind

W. Ross MacDonald is 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 textbooks.
- ✓ professional services and guidance to ministries of education on an interprovincial, cooperative basis.

Programs are tailored to the needs of the individual students 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 visits for parents and families of pre-school deaf-blind children to assist in preparing these children for future education.

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)
- ✓ Ernest 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-Léger in Ottawa (serving Francophone students and families throughout Ontario)

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.

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 a reasonable commuting distance from the school.

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.

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

Exceptional Students Currently Attending Provincial and Demonstration Schools

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

School	Number of Students In 2019-2020	Number of Students In 2020-2021	Number of Students In 2021-2022	Number of Students In 2022-2023	Number of Students In 2023-2024	Number of Students In 2024-2025
Schools for the Deaf						
• E.C. Drury School - School for the Deaf	0	0	0	0	0	0
• The Robarts School	0	0	0	0	0	0
• Sir James Whitney School	0	0	0	0	0	0
Schools for the Blind and the Deaf-Blind						
• W. Ross Macdonald School	0	0	0	0	0	0
Schools for the Blind, Deaf and Deaf-Blind						
• Centre Jules-Léger	0	0	0	0	0	0
Provincial Demonstration Schools						
• Amethyst School	0	0	0	0	0	0
• Centre Jules-Léger	0	0	0	0	0	0
• Sagonaska School	0	1	0	0	0	0
• Trillium School	0	0	0	0	0	0

Transportation To and From the Provincial and Demonstration Schools

Transportation to and from the Provincial and Demonstration Schools is provided for all exceptional students who attend these schools at no cost to their parents/guardians.

Students attending a Provincial and Demonstration School are transported by airplane every Sunday afternoon to Toronto or Trenton and return to Timmins by airplane every Friday afternoon. From the Provincial Schools (Belleville, Milton), the students are transported to the airport by bus through an escort service.

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 the Timmins area are transported by taxi to Timmins airport (i.e. a child from Cochrane).

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.

Section Three: Other Related Information Required for Community

The Board's Consultation Process

Communication and Feedback Process

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

The communication and feedback process are maintained by the board through:

- personal, one-to-one communication among parents/guardians, students and Special Education staff.
- presentations to school councils and school staff regarding Special Education programs and services.
- distribution of the Parent's 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 and youth workers, teachers and principals.
- focus group sessions for the resource teachers and principals of each school, in each of the three regions of the board.
- focus group sessions for the members of SEAC.
- in-servicing of resource teachers, child and youth workers, educational assistants and principals related to Special Education.

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

No minority reports have been received concerning the Board's approved plan.

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 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.

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 Plan in the following ways:

- Participation in meetings to review draft procedural guidelines for various components of Special Education programs and services.
- Proposal for specific recommendations for Special Education programs and services to be included in the Special Education Plan;
- Examination and approval of the draft version of the Special Education Plan.
- Examination and approval of the final draft of the Special Education Plan.

ACTION 5: Ensure parents are aware of our SEAC membership and dates for our monthly meetings through posting of information on the board website by September 30th, 2025
Minutes of SEAC meetings will also be posted monthly. We will continue to explore additional community representatives on SEAC. We are looking for representatives with connections to the ASD and LD communities.

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.

The Special Education Advisory Committee (SEAC) **Selection Process**

- Letters are submitted to agencies asking for representatives to become SEAC members. Representation is solicited for representation of the Indigenous population.
- The nomination for the chairperson and vice-chairperson is held at our first meeting. Nominations are open to all members.

- Information relating to the roles, responsibilities, programs and services are shared monthly with SEAC members.
- The SEAC members have access to the SEAC Information Program available online at [SEAC Learning](#).

Names and Affiliations of Members

SEAC MEMBERSHIP 2024-2025	
Name	Agency
Colleen Landers Chair	NCDSB Trustee
Stan Skalecki Vice Chair	NCDSB Trustee
Ellen Renaud	North Eastern Ontario Family and Children's Services
Ryley Reis	Canadian Mental Health Association
Jessica Rocheleau	Kunuwanimano Child and Family Services
Shannon Costello	The Cochrane District Social Services Administration Board
Paula Crotteau	Cochrane Temiskaming Children's Treatment Centre
Melanie Hannah	Misiway Milopemahtesewin Community Health Centre
Ken Ryan	The Lords Kitchen Society
Daphne Brumwell	NCDSB Superintendent of Education
Julia Spadetto-Forward	School Principal, St Jerome School
Amber Smith-Come	School Principal, St. Anne English Catholic School
Catherine Hoven & Katie Mundle	NCDSB Special Assignment Teachers for Student Services
Kim McEntee	NCDSB Supervisor of Mental Health
Lisa Lamarche	NCDSB Behavior & Autism Worker
Jean Ethier	NCDSB Education Services Officer / Recorder

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 and August.
- Teleconferencing and/or videoconferencing are available to members outside of the Timmins area.
- Meetings take place on the third Wednesday of each month at 11:45 a.m. at the Northeastern Catholic District School Board, 383 Birch St. North, Timmins.
- There is a formal, written agenda for each meeting which is mailed electronically 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 attend each SEAC meeting are as follows:

- ✓ Superintendent of Education or designate
- ✓ Special Assignment Teachers for Student Services
- ✓ Education Services Officer

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 students of the board.” [S11(1)] For example:

- ✓ Recommendations to the Board regarding the delivery service
- ✓ Participation in the annual review of the Special Education Plan
- ✓ Participation in the development of the Board’s annual budget for Special Education
- ✓ Review of the financial statements 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 over meetings. In the chair’s absence, the vice chair will preside. If neither the chair nor 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 [SEAC Learning](#). 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 are also 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.)

SEAC Activities during the 2024-2025 School Year

September 2024	<ul style="list-style-type: none"> • Election of Chair and Vice Chair • Schedule of Meetings • School Year Calendar • IPRCs and IEPs Fall 2024 • Update of the Summer Transition Program • Speech and Language Services • Specialized Classrooms - Update for 2024-2025 • Agency Reports
October 2024	<ul style="list-style-type: none"> • Psychological Assessment Budget • Presentation from Cochrane Temiskaming Resource Centre • Intervention Supports in Schools • ESL/ELL • Agency Reports
November 2024	<ul style="list-style-type: none"> • Mental Health Plan Update • Fall Data & At-Risk Lists • NCDSB Math Board Action Plan • Agency Reports
January 2025	<ul style="list-style-type: none"> • Interim Special Incidence Portion (SIP) Funding Approach • Fall Data • Agency Reports
February 2025	<ul style="list-style-type: none"> • Oral Language Screening & Intervention Update • IEP Audit • Agency Reports
March 2025	<ul style="list-style-type: none"> • Mental Health & Well Being Update • October 31st Data • Review of the Special Education Plan for 2025-2027 • Agency Reports
April 2025	<ul style="list-style-type: none"> • Math Action Plan Update • Special Education Plan Items 2025-2027 • EQAO • Agency Reports
June 2025	<ul style="list-style-type: none"> • EA Allocation Process • Special Education Plan 2026-2028 • NTIP Learning Session • Changes to OT Services • Agency Reports

Early Identification Procedures and Intervention Strategies

Children with Special Education Needs in the Early Years

Children demonstrate a wide range of strengths and needs as they progress through the early years. Teachers and Registered Early Childhood Educators plan programs that recognize this developmental range and design learning experiences that respect the children's individual needs so that every child develops and learns. Integrated assessment and instruction that are suited to the characteristics of a diverse group of children but are also precisely tailored to the unique strengths and needs of each child can be achieved using the principles of Universal Design for Learning, differentiated instruction, and a tiered approach (Kindergarten Program, 2016).

In planning programs for children with special educational needs, educators begin by examining both the program expectations and the individual child's strengths and learning needs to determine if the child requires accommodation, modifications or alternative programming. While the majority of children adapt to the level of programming offered during the early school years, some show evidence of learning difficulties that place them significantly behind their peers in key areas of communication and cognitive development.

If the child requires accommodation and/or modified or alternative expectations, the relevant information must be recorded in his or her Individual Education Plan (IEP). More detailed information about developing and implementing IEPs for children with special education needs can be found in *The Individual Education Plan (IEP): A Resource Guide, 2004* (referred to hereafter as the *IEP Resource Guide, 2004*). A detailed discussion of the Ministry's requirements for IEPs is provided in *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*).

Children Requiring Accommodations Only

Providing accommodation to children with special education needs should be the first option considered in program planning. Accommodation allows the child with special education needs to access the program without any changes to the expectations. Many children with special education needs are able, with certain accommodations, to participate in an early years program and demonstrate learning independently. The accommodation required to facilitate the child's learning must be identified in his or her IEP (*IEP Standards, 2000*, p. 11). A child's IEP is likely to reflect the same accommodation for many, or all, frames of learning.

There are three types of accommodation:

- **Instructional accommodations** are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of large print, Braille, or sensory toys or equipment.
- **Environmental accommodations** are changes that the child may require in the classroom and/or school environment, such as special lighting, individual quiet space, or a visual schedule.
- **Assessment accommodations** are changes in assessment procedures that enable the child to demonstrate his or her learning, such as the use of speech-to-text software.

If a child requires "accommodations only" to support learning, the IEP box on the Ontario Provincial Report Card will **not** be checked. Reporting provided under each section of the report card will be based on the expectations of the grade level program.

Children Requiring Modified or Alternative Expectations

Modified expectations for most children with special education needs in the early years will be based on the program expectations in each subject, with changes in the number and/or complexity of the expectations. Modified expectations must represent specific, realistic, observable, and measurable learning, and must describe specific knowledge and/or skills that the child can demonstrate independently, given the appropriate assessment accommodations.

Modified expectations must indicate the knowledge and/or skills that the child is expected to demonstrate independently and that will be assessed in each reporting period (*IEP Standards, 2000*, pp. 10 and 11). Modified expectations should be expressed in such a way that the child and parents can understand not only the key to learning the child is expected to demonstrate independently but also the basis on which his or her performance will be evaluated, resulting in comments that are recorded on the reports. The learning expectations for the child must be reviewed in relation to the child's progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000*, p. 11).

If a child requires modified expectations, assessment and evaluation of his or her key learning will be based on the learning expectations identified in the IEP. The IEP box on the report card must be checked for any program area which requires modified expectations, and the following statement must be inserted: *"This comment is based on achievement of expectations in the IEP that vary from the Kindergarten expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."* The educators' comments should include relevant information on the key learning and on the child's demonstrated growth in learning related to the modified expectations, as well as next steps for the child's learning.

For many children, alternative expectations would be additional to modified or regular grade level program expectations. If a child requires alternative expectations, assessment and evaluation of his or her key learning will be based on the learning expectations identified in the IEP. The IEP box must be checked for any part of the program in which the child requires alternative expectations, and the following statement must be inserted: *"This comment is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum."*

Transition Plans for Children with Special Education Needs

For children with special education needs, transition planning is critical for a smooth and successful entry to school. A transition plan must be developed for a child who has an IEP and may also be developed for a child who is receiving special education programs and/or services but does not have an IEP.

The transition plan should be responsive to the child's physical, emotional, and learning needs, and should be developed in collaboration with parents and members of the school's special education team, community agencies, and other professionals, as required, to determine the nature and extent of the transition support that the child requires. The plan must identify specific transition goals, the actions required to achieve the goals, the kind of support needed, roles and responsibilities, and timelines for the implementation and/or completion of each of the identified actions. For further information about transition planning, see "Policy/Program Memorandum No. 156: Supporting Transitions for Students with Special Education Needs" (2013).

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 needs and to facilitate each child’s growth and development.”

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 get to know each child as soon, and as thoroughly as possible, 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.
- 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.

Specific Objectives of the Program:

- To help all children to reach their potential.
- To heighten educators’ awareness of how children learn.
- To help make educators aware of each child’s level of growth and development.
- To increase educators’ effectiveness in assessing the strengths and needs of their students.
- To give educators a theoretical framework that will help them in setting learning goals from which learning experiences can be developed.
- To provide educators with programs, materials, and consultation necessary for the remediation of any areas of need identified by the screening procedures.
- To increase the likelihood of school success for children who are at risk through early identification.
- To identify children who need further diagnostic assessment and special instructional planning to increase the potential for success.
- To evaluate the screening process periodically ensure that it is beneficial to the children and their educator teams.

Development in Early Learning

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 the following areas can 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 and Vision:** Some physiological causes affect development. For example, 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:** These observations 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 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.

ROLES AND RESPONSIBILITIES

The early and ongoing identification process is a collaborative and inclusive process involving the home, school and community. When developing strategies for the individual learner, the process involves continuous observation, interpretation, planning and assessment.

Classroom Teacher:

- ✓ Use a variety of strategies to maintain a systematic and ongoing review of each child's emotional, social, intellectual and physical development
- ✓ View language development as a major component of early identification
- ✓ Ensure ongoing observation and assessment using recommended board tools which results in appropriate changes in the child's program
- ✓ Involve parents in the consultation process and consult with them on a regular basis
- ✓ Accommodate various learning styles to enhance each child's self-concept and development
- ✓ Treat information from assessment as tentative, temporary and confidential
- ✓ Identify children with needs who require further assessment and record all information
- ✓ Recognize and provide support to children previously identified during their preschool year
- ✓ Collaborate with other school staff to ensure each child's needs are being met; refer to the school-based team as needed
- ✓ Create, implement and monitor the Individual Education Plan as needed

Resource Teacher:

- ✓ Provide support to the classroom teacher in using a variety of strategies to maintain a systematic and ongoing review of each child's emotional, social, intellectual and physical development
- ✓ Administer additional assessments as required for students who may be at risk
- ✓ Involve parents in the consultation process and consult with them on a regular basis
- ✓ Accommodate various learning styles to enhance each child's self-concept and development
- ✓ Treat information from assessment as tentative, temporary and confidential
- ✓ Identify children with needs who require further assessment
- ✓ Support the classroom teacher in the creation, implementation and monitoring of the Individual Education Plan

- ✓ Liaise with community agencies to ensure adequate support is being provided to children previously identified during their preschool year

The Parent or Guardian:

- ✓ Provide the school with pertinent information to assist the school staff in meeting their child's needs
- ✓ Provide consent to administer necessary assessments
- ✓ Become familiar with the school program and staff working with their child
- ✓ Encourage their child to share the daily activities of their classroom at the end of each school day
- ✓ Share observations and relevant data as the school year progresses
- ✓ Attend case conferences and other meetings related to special education programs and services
- ✓ Participate in parent-teacher conferences, portfolio nights and other relevant school activities
- ✓ Support their child at home and communicate any observations that would be helpful to school staff

The School Principal:

- ✓ Ensure staff follow the Early Identification Procedures as described in this plan
- ✓ Monitor the use of assessment tools and request the sharing of results as needed
- ✓ Attend school-based team meetings as required
- ✓ Ensure parents are involved in the consultation process and consult with them as needed

The Northeastern Catholic District School Board has adopted several observation, diagnostic and formal assessment tools to help classroom and resource teachers determine which students are at risk and require specialized interventions. A description and a list of these tools follows on page 46.

EARLY AND ONGOING IDENTIFICATION PROCEDURES

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 or her family.
- ✓ The parent/guardian meets individually with the principal to review registration information and discuss the strengths and needs of the child. Principals record this information to share with school staff.
- ✓ Children with significant special education needs should be identified and shared with board personnel.

Intake Process and Transition 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 to enter the NCDSB. Transitions from home to school, from one grade or level of schooling to another, from one school to another, and from school to work can be challenging for students with exceptionalities and their families. A coordinated plan must be developed as part of the learner's Individual Education Plan and implemented well before any anticipated move is initiated to ensure that the student has the support in place to assist in the transition. The Superintendent of Education works in conjunction with the Special Education team to review the required elements of the transition plan and ensure that a collaborative approach is employed. Each student case is discussed and reviewed as required, and relevant student information is shared with the appropriate team members and receiving facility to ensure maximum success of transitioning students.

Observation of Students & Pedagogical Documentation:

The observation of a student is a collaborative effort of 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 or her environment, and his or 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 or 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
- unobtrusive and not interfering with normal activities

- cover all aspects of development: spiritual, cognitive, physical, social, and emotional
- objective and factual
- shared with parents/guardians and the student

Observations of students should be made for the following reasons:

- ✓ **To help determine effective teaching strategies:** Profitable, effective teaching strategies may be formed from observations.
- ✓ **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.
- ✓ **To identify problems that can be solved or remediate through modification of classroom programs:** 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.
- ✓ **To identify students who should be referred to the school-based team:** If a child is exhibiting behaviours that are affecting his or her learning, then referral to the school-based team may be necessary. A referral should be completed as soon as possible, since 30 days of observations are 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

Pedagogical Documentation

Pedagogical documentation is about more than recording events – it is a means to learning about how children think and learn. It offers a way to explore all our questions about children. As suggested by Carlina Rinaldi, it is a way of listening to children, helping us to learn about children during their experiences and to make this learning visible to others for interpretation. And it encourages educators to be co-learners alongside both children and their families.

“Pedagogical documentation supports educators in both including child development in their view but also looking beyond development to capture broader aspects of experience for reflection.”

Moving beyond simply an objective reporting of children’s behaviour, pedagogical documentation helps to find meaning in what children do and what they experience.

It is:

- a way to value children’s experiences and include their perspectives.
- a way to make children’s learning and understanding of the world around them visible to the children themselves.
- a process for educators to co-plan with children and with families.

The Ministry of Education has numerous resources to support Early Learning. The following are recommended reading for all educator teams:

- *Ontario Early Years Policy Framework* (2013) [Ontario Early Years Policy Framework](#)
- *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Needs, Kindergarten to Grade 6* (2005) [Kindergarten Matters: Intentional Play-based Learning](#)
- *The Kindergarten Program* (2016) [The Kindergarten Program, 2016](#)
- *Growing Success - The Kindergarten Addendum* (2016) [Growing Success – The Kindergarten Addendum](#)
- *Kindergarten Matters: Intentional Play-Based Learning* [Kindergarten Matters: Intentional Play-based Learning](#)
- *Learning for All K-12* [Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013](#)
- *Monographs: What Works: Research into Practice & Capacity Building Series – Some of the Titles of interest – Language and Literacy October 2011, Maximizing Student Mathematical Thinking in the Early Years (2011), Pedagogical Documentation (2012) and The Third Teacher (2012)*
- [Inspire: What Works? Research Into Practice](#)
- [Inspire: Capacity Building Series](#)
- *Planning Entry to School: A Resource Guide* (2005) [Planning Entry to School](#)
- *Principals Want to Know Tip Sheets: #15 – Documenting in FDK – Making Children’s Learning Visible; #16 – Supporting Strong Educator Teams for Full-Day Kindergarten; #17 – Intentional Play-Based Learning*
- *How Does Learning Happen, Ontario’s Pedagogy for the Early Years* (mainly page 37-62) <https://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>
- Kindergarten GAINS – [Kindergarten GAINS Video](#)

Assessment Strategies

In the spring of 2025, staff were introduced to a new resource to support classroom-based assessment. ***Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement*** is a comprehensive resource designed to support assessment from Kindergarten to Grade 12. The assessments found within this resource cover the following areas:

- Phonological Awareness
- Letter Names
- Phonics
- Decoding and Word Recognition
- Reading Fluency
- Vocabulary
- Comprehension

This resource also includes a student profile form that can be used to track achievement over time.

ACTION 6: We are entering year 4 of our 5-year implementation plan for the Science of Reading/Structure Literacy approach. Our focus for 2025-2026 will be on vocabulary development and comprehension through the use of read alouds. We also intend to continue to support writing instruction using the blanks and blocks approach.

DETERMINING IF A STUDENT IS AT RISK

The observation and assessment tools will provide the educator teams and resource teachers 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 students' strengths and needs.

Each assessment tool has different cut-offs for determining if a student is at risk.

- **Assessing Reading Multiple Measures:** See resources for individual cut-offs for each assessment.
- **Aimsweb Screening Tools:** The NCDSB continues to use this screening tool from K-Gr. 2. Students will be screened three times a year as follows:

Measure	PreK & K	Grade 1	Grade 2
Print Concepts	✓		
Initial Sounds	✓		
Letter Naming Fluency	✓		
Phoneme Segmentation	✓	✓	
Nonsense Word Fluency	✓	✓	
Word Reading Fluency	✓	✓	
Letter Word Sounds Fluency	✓	✓	
Auditory Vocabulary	✓	✓	
Oral Reading Fluency		✓	✓
Spelling	✓	✓	
Vocabulary			✓
Listening Comprehension		✓	✓
Reading Comprehension			✓
Silent Reading Comprehension			✓
Silent Reading Fluency			✓

- Brigance Early Childhood Screen III Kindergarten & Grade 1:** The Brigance measures the areas of Physical Development, Language Development and Academic Skills/Cognitive Development (Literacy and Mathematics). A child who is 5 years, 0 months - 5 years, 5 months must score at least 61 to be considered not at risk. A child 5 years 6 months - 5 years, 11 months must score at least 70 to be considered not at risk. A child 6 years, 0 months – 6 years, 5 months must score at least 68 to be considered not at risk. A child 6 years, 6 months – 7 years, 6 months must score at least 86 to be considered not at risk. We recommend the use of Brigance only once a student has been flagged as having significant academic difficulties.

Based on the results of this battery of assessment, additional referrals might be needed.

Choosing Students for Intervention Programs

Once the results have been carefully analyzed 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. Schools are required to meet with teachers after each round of screening to discuss individual students. A student's level of risk is determined, and decisions are made regarding the next steps and the possible need for intervention. The team will determine who will support the students and how progress will be monitored.

Once a student has been provided with support, additional assessment, referrals and program changes may be necessary. This should be determined using the school-based team model.

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.
- ✓ Recommend intervention program(s) based on assessment results and the student's strengths and needs and determine who will be responsible for intervention program(s).
- ✓ Request the creation of an intervention plan that may 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 the parent for intervention program(s).
- ✓ Monitor progress being made with the student.

Reporting and Storing Results

All assessment results are stored in the student's school-based assessment folder.

Action Item 7: Review the process being used in schools to identify and discuss the needs of students who are at-risk. Included in this review would be the determination of what and where documents are kept.

INTERVENTION FOR STUDENTS AT RISK

Intervention refers to support that is designed to close gaps in learning. 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.

Early Literacy Initiatives:

- **Phonemic Awareness Development:** We have adopted the Heggerty Phonemic Awareness Curriculum. We are using the K program for FDK, the Primary Program in Grades 1 & 2 for all K-Gr. 2 students. The Closing the Gap program will be used with students beyond grade 2 who continue to demonstrate difficulties in this area. Students will undergo pre and post screening to gauge progress over time.
- **Oral Language Development:** Our contracted Speech Pathologist has been screening all Year 2 Kindergarten students in the fall of each year. These results are being used to identify students who would benefit from Tier 1 interventions, as well as further assessment.
- **Lexia Reading Program:** Lexia is a digital reading program that helps students work independently to develop their critical reading skills through individualized, motivating learning paths. All students, regardless of their skill level, can each work at their own pace

and the teacher is notified when they require support. Students have the opportunity to accelerate beyond their grade-level skills, as they are given the ability to demonstrate proficiency in each skill area and are advanced to the next level in the program if no instruction is needed. For students in need of extra support, Lexia provides a level of scaffolding. If the student still struggles, the program provides explicit instruction on the concepts and rules of the skill, allowing the student to demonstrate proficiency and then return to the scaffolded level and standard-level activities. Personalized instruction ensures that students receive the appropriate intensity and support to acquire the skills they need to become proficient readers. Licenses have been purchased for each student in our school board from Kindergarten through grade 8, and time is allocated each day for Lexia use.

Early Numeracy Initiatives:

The Northeastern Catholic District School Board has adopted a comprehensive numeracy framework. The following are recognized as support for this framework:

- **NCDSB All About Numbers:** This tool has been designed and developed by teachers to support assessment of number concepts in FDK Year 1 & Year 2, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5 and Intermediate (based on Grade 7 Expectations). Once teachers have used the assessment, they can follow up with providing whole-class or small-group interventions using the Intervention Guide that has been created to support this tool.
- **NCDSB Show What You Know in Mental Math:** This tool has been designed and developed by teachers to support assessment of mental math strategies from Grade 1 to 8. This is one-way teachers can see how students are internalizing the mental math strategies that are being taught for each operation.
- **NCDSB Common Math Assessment:** Grade 3 & 6 students complete a common math assessment up to 4 times a year to determine areas of need in preparation for EQAO. Additionally, students in other grades also complete a common math assessment each term. Students may be selected for intervention based on their results.

Specific Intervention Programs for Literacy:

- **UFLI: Literacy/Numeracy Leads** have been placed in all schools with K-Gr. 2 students. These leads will be supporting the implementation of the UFLI program in our K-3 classrooms. They will also be using the program to support Tier 2 intervention with students who need it based on on-going assessment data in the other grades.
- **Empower Reading Program:** Empower Reading is an explicit intervention designed by Sick Kids to support phonemic awareness for students with significant deficits in decoding. Eight schools in our board currently have access to this program for use with students with learning disabilities. The use of Empower is available based on individual student needs.
- **Tier 2 Intervention for Mathematics:** Schools use a variety of different means of identifying which students would receive support in mathematics. Several resources are available to support this work including *Leaps and Bounds*, *The Key Math Essential Resources Kit 1 & 2*, *Jump Math* and *IXL*.

Follow-up to Identification and Intervention

Students who are receiving intervention 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 accommodation such as the time required to complete tasks.

Modifications and Accommodations for At-Risk Students: The following are sample indicators of the need for program accommodations and/or 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 to experience success. Therefore, it is the responsibility of the classroom teacher, in conjunction with the resource teacher and the parent, to decide if an Individual Education Plan (IEP) would be in the child's best interest, and what should be included to ensure the student's needs are met.

In the primary division, the Individual Education Plan may consist of only a few pages that outline the expectations that will be evaluated for 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.

In the junior and intermediate divisions, the Individual Education Plan will likely be significantly longer. The reason for this is that accommodation and/or modifications may be required in most subject areas. Again, the focus needs to be placed on the expectations that will be evaluated for the student.

Beginning in September 2016, we have been advocating for accommodations only to be provided to students with learning disabilities, particularly in mathematics. In the 2025-2026 school year, we will be reviewing the use of modifications in language. The reason for this is that we

understand the limitations we are placing on students who have modified math programs as they move up through the grades. Those students who have had a modified program in elementary school are not likely to be allowed to take an applied or academic math course in high school. This significantly reduces any student's career and post-secondary opportunities.

ACTION 8: Review the process for the introduction of a non-identified IEP for a student who is at-risk. We also need to review the criteria for modifying a language program for a student.

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 each term and a copy sent home to parents.

Reviewing Student Status

The school-based team is responsible for reviewing a student's status when interventions have not been successful. When a classroom or resource teacher feels a meeting is necessary to discuss a student's progress, the team must set up a school-based team meeting as soon as possible. It is strongly suggested that the parents be informed of any concerns that continue.

A student who has demonstrated that he or she is able to cope with the grade-level curriculum relatively independently may no longer require accommodation, 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 teachers, and the parent is required.

ACTION 9: Continue to support schools in implementing the School-Based Team model. The purpose of these meetings is to provide an opportunity for school staff to discuss the needs of students by sharing ideas about how to better support the student and collaborate to create an action plan to support the students moving forward. A follow up is required to ensure that actions have been taken and to discuss their effectiveness. Special Assignment Teachers for Special Education will be providing side-by-side coaching to support teams in maximizing this structure/protocol. Schools will move to a model where staff will be released on a given day for School-Based Team meetings rather than on a weekly basis.

Educational and Other Assessments

The Northeastern Catholic District School Board believes the purpose of educational assessment is to improve student learning and the instructional program. Therefore, assessment must be part of a continuous process from diagnosis to specific program suggestions to evaluation. This on-going assessment will include a variety of strategies such as observation, informal tests and formal testing.

When the School-Based team recommends further testing such as psychological or psychometric testing, consent is obtained from the parent/guardian (Ref. PPM#59 - Psychological Testing and Assessment of Pupils October 1982). At times more in-depth and comprehensive assessments may result in a wide range of recommendations to which parents and educators have a shared responsibility to review and determine the next steps. Assessments may result in recommendations that are the responsibility of the parent/guardian.

During 2024-2025, the NCDSB contracted 47 psycho-educational assessments across the elementary and secondary panels. In determining priority, factors considered include the degree to which students are struggling academically or socially, special class placement, change in program placement and other cases as per need.

In those cases where information is to be shared with individuals not authorized through the Education Act or OSR guidelines to receive such information, prior consent is obtained from the parent or guardian, or from the pupil if over 16.

The Northeastern Catholic District School Board purchases the services of local psychologists when psychological and psychometric assessments are required.

As per Ministry of Health legislation communication of a diagnosis is done by a qualified professional such as a psychiatrist, psychologist, medical doctor or audiologist.

Assessments	Management of Waiting List
Informal Educational	According to severity/needs (e.g., provision of specialized support, information for the IPRC process); generally done at the school level by the Resource Teacher or the Special Assignment Teacher for Special Education after permission is obtained from parents.
Speech & Language Pathology	SLP Service Delivery Model with our contracted SLP for language services. Referrals are made by our own staff as needed. Speech services continue to be provided by the community agency.
Occupational Therapist	<ul style="list-style-type: none"> OT assigned to each school by the community agency Tiered intervention model
Physiotherapist	Referral to community agency.
Psychological and Psychoeducational (contracted)	Prioritization based on need and severity, along with the following factors: the degree to which students are struggling academically or socially, special class placement, provision of specialized support, change in placement, post-secondary transition.

Category of Assessment	Name of Test	Who does the assessment	Qualifications of Assessor	Frequency of Assessment
District wide	Aimswest+ Screening Tool	Board Team	OCT	K-Gr. 2 English program only. See appendix for an overview of the literacy tools being used with each grade. Students in K-Gr. 2 French Immersion are currently being screened using the English Screener.
	Aimswest+ Oral Reading Fluency Assessment	Board Team	OCT	Gr. 1-8 English Students Grade 3-8 French Immersion Students
	Aimswest+ Test Nav	Classroom Teacher	OCT	Grade 3-8 Digital Reading Assessment is done 3 times a year. Grade 2 students will complete the assessment only in the Spring. Test covers vocabulary, comprehension and silent reading fluency.
	Ontario Writing Assessment	Classroom Teacher	OCT	As per Teacher Professional Judgment; Gr. 1-8
	Ontario Comprehension Assessment	Classroom Teacher	OCT	As per Teacher Professional Judgment; Gr. 1-8
	Ontario Numeracy Assessment Package	Classroom Teacher	OCT	As per Teacher Professional Judgment; Gr. 1-8
	Assessing Reading Multiple Measures	Classroom Teacher Resource Teacher Literacy Lead	OCT	As per Teacher Professional Judgment; FDK to Grade 12.
	NCDSB Binder of Assessment Tools (BAT)	Classroom Teacher	OCT	As per Teacher Professional Judgment; FDK-Gr. 4
	Mathematics Gap Closing Resources	Classroom Teacher	OCT	As per Teacher Professional Judgment; Gr. 4-8
	NCDSB All About Numbers	Classroom Teacher	OCT	As per Teacher Professional Judgment; FDK Year 1, Year 2, Grade 1, Grade 2, Junior & Intermediate
	NCDSB Show What You Know in Mental Math	Classroom Teacher	OCT	As per Teacher Professional Judgment; All elementary grades

Individual Standardized Tests	WISC	Psychologist & Psychometrist	M.A. / Doctorate Directly or in a Supervisory Role	As required
	Peabody Picture Vocabulary Test Expressive Vocabulary Test	Resource Teacher	Spec Educ Specialist, Spec Ed 2	As required
	Key Math 3	Resource Teacher	Spec Ed Specialist, Spec Ed 2	As required
	Brigance Early Childhood Screen III Kindergarten & Grade 1	Resource Teacher	Spec Ed Specialist, Spec Ed 2	As required
	WIAT-III	Resource Teacher Psychometrist	Spec Educ Specialist/Spec Ed 2/M.A./ Doctorate	As required

ACTION 10: Introduce the Eclair resource to FDK-Gr. 5 French Immersion teachers. This tool is designed to support classroom-based assessment in French. We are also going to explore providing French Immersion teachers with copies of the progress monitoring Oral Reading Fluency passages in French, so they have something to support their work.

Coordination of Services with Other Ministries or Agencies

The Board, in conjunction with several of the local agencies, has developed procedures to facilitate the entry to 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.

STUDENTS ENTERING THE BOARD

- **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 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.

- **Preschool Speech and Language Programs**

A transition plan has been developed between the local school boards and the Northeastern Public Health Unit to ensure that the transition between preschool speech and language services and school services is in place. For students who have been receiving speech services from the Northeastern Public Health Unit, the service is transitioned, if needed, to the Inspire Centre. For students who have been receiving language services from the Northeastern Public Health Unit, the service is transitioned, if needed, to our Board.

- **Intensive Early Intervention Program and Entry to School 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 parents 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.

The Entry to School program is highly recommended for all students who are beginning school and who have a diagnosis of autism. Principals will ensure they speak with parents about the need to access this program at the point of registration.

- **School-Based Services Program for Autism**

We continue to employ our own Autism and Behaviour Support Workers. In addition to our in-house services, the NCDSB continues to maximize the services offered through the school support program and training opportunities facilitated by Sonderly. With the recruitment of an ABA expert, as per ministry funding and in accordance with PPM 140, our staff and students are benefiting from this developing 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.

- **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 of designate attend the case conference. The purpose is to develop a transition plan for the students' return to school. Our School Mental Health Nurse would also play a role in the transition of such students.

- **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 Student Record (OSR) 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 IPRC 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 IPRC 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 or revised.

STUDENTS LEAVING THE BOARD

- **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.

- **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*. Our School Mental Health Nurse would also play a role in the transition of such students. 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.

Specialized Health Support Services in School Settings

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 Home and Community Care Support Services North East

Specialized Health Support Services: The board, in conjunction with local agencies, provides 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

The table on the next page provides a summary of the following:

- ✓ 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 1.

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	Principal	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 that the prescribed medication no longer needs to be administered during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent 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 local community care agency	Medical assessment indicating that the prescribed oxygen no longer needs to be administered during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent 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 may act as a mediator
Catheterization Clean Intermittent	Student Board staff (EA) Local community care agency	Medical assessment indicating that catheterization must be done during school hours Informed, written consent of parent/guardian or adult student	School principal local community care agency	Medical assessment indicating that catheterization no longer required during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator
Physiotherapy / Occupational Therapy	Inspire Centre Physiotherapist Occupational Therapist Board staff (EA)	Medical assessment indicating that physiotherapy/occupational therapy is required during school hours Informed, written consent of parent/guardian or adult student	School principal Inspire Centre	Medical assessment indicating that physiotherapy/occupational therapy is no longer required during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator
Speech and Language Therapy	Inspire Centre Speech and Language Pathologist	Speech and Language assessment indicating that speech and/or language therapy is required during school hours	School principal Inspire Centre	Medical assessment that speech and/or language therapy no longer needs to be administered during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator
Speech Correction and Remediation	Board Staff (EA/RT) Speech and Language Pathologist	Speech and Language Assessment indicating that speech correction and/or remediation is required during school hours Informed, written consent of parent/guardian or adult student	School principal Speech and Language Pathologist	Speech and 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 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 or adult student	School principal Local community care agency	Medical assessment indicating that shallow surface suctioning no longer required during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator
Deep Suctioning or Drainage	Local community care agency Nurse	Medical assessment indicating that deep suctioning and/or drainage must be provided during school hours Informed, written consent of parent/guardian or adult student	School principal Local community care agency	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 may act as a mediator
Toileting	Board staff (EA)	Medical assessment indicating that student requires assistance with toileting	School principal	Students demonstrate independent toileting skills	Superintendent or designate and/or superintendent may act as a mediator
Catheterization Sterile Intermittent	Local community care agency Nurse	Medical assessment indicating that sterile catheterization must be done during school hours Informed, written consent of parent/guardian	School principal Local community care agency	Medical assessment indicating that catheterization is no longer required during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator

Staff Development

Goal of Special Education Staff Development Plan

The goal of Special Education staff development is to ensure that all staff members 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

Ways in Which Staff Provide Input for the Plan

- **Senior Administration, Principals, Classroom Teachers:**

A Professional Development Committee composed 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 and procedures is considered. Professional development will occur at regular intervals based on need at resource teacher meetings and/or through job-embedded learning. Information from each teacher's Annual Learning Plan is also used to determine what learning might be needed.

- **Educational Assistants:**

A Professional Development Committee composed 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 have had the opportunity to attend all seven professional activity days since 2019; 3 of which required mandatory participation.

- **Child and Youth Workers:**

Under the leadership of our Supervisor of Mental Health, the Child and Youth Workers have been meeting once per term to discuss concerns, share ideas, strategies and information and plan specific professional development activities. They have also set up regular virtual sessions in between these face-to-face sessions. Over the last couple of school years, we have also extended an opportunity for our Child and Youth Workers to attend the same mandatory learning sessions the Educational Assistants participate in.

- **Autism and Behaviour Support Team:**

Under the leadership of the Superintendent of Education, the Autism and Behaviour Support team work weekly with a private firm that offers supervision and professional development services. This team helps identify the support that is needed in the schools and provides professional learning to staff as needed.

Though our preferred model is to support staff in a job-embedded, side-by-side coaching model, there are times when staff are invited to attend larger group workshops either centrally or by region. At times, principals will also request that his/her school engage in inquiry work using the Catholic Learning Community model.

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 the teacher federation.

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. Where possible, we also attempt to integrate the use of Education Program Other (EPO) funds to support our learning.

Ways in Which SEAC is Consulted About Staff Development

- SEAC is informed about upcoming staff development and has 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.

Budget Allocation for Special Education

Each year a portion of the funds provided through the GSNs are used to support professional learning for teaching and support staff. We also endeavour to find opportunities through the Responsive Education Programs (REP) to maximize learning opportunities. Professional learning plans are developed annually to address focus areas in Special Education using these funding allocations to support job-embedded learning.

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. In addition, educational consultants from Sagonaska Demonstration School are always willing to provide staff

development opportunities. Educational consultants from the Provincial Schools for the Deaf also offer information sessions to staff members upon request.

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

The Northeastern Catholic District School Board's Special Education Plan is available for viewing on the Board's website at 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.

Throughout the 2024-2025 school year, NCDSB educators participated in several training sessions and had additional learning opportunities made available to them. These included:

- The Individual Education Plan: A Support for Students eHUB course – available to assist new teachers and LTO teachers with IEP training
- Morning Routine Full Day Training (Self-Paced Format) by Training 24/7
- Literacy/Numeracy Leads and RT Meetings: 8 meetings held throughout the year
- Wilson Foundations Program Training – Kindergarten Level, Level One, Level Two
- UFLI NCDSB eHUB Course
- EQAO Grade 3 Session – Grade 3 teachers, RTs
- EQAO Grade 6 Session – Grade 6 teachers, RTs
- Writing Session for All Staff - November 2024 PA Day
- Follow Up Writing Session for All Staff - April 2025 PA Day
- Introduction to Jump Math in August 2024; Follow Up for the Implementation of Jump Math at the November 2024 and April 2025 PA days
- Daily Cumulative Review with David Costello - Session for Principals in November 2024
- LDAO Annual Educators' Institute – August 2024 – opportunity for 5 NCDSB educators to attend a two-day virtual event designed to provide educators with information and strategies to support the learning of students with learning disabilities
- International Dyslexia Association (IDA) Ontario Literacy and Learning Educator Conference - April 2025 - an opportunity for 7 NCDSB educators to attend two days of learning sessions
- New Teacher Induction Program (NTIP) Session - May 2025 - Focus: Differentiation

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

For the last couple of years, we have also been working on the development of an on-line Special Education Community on our e-Hub. This area of the e-Hub is used to store all the necessary forms, policies and procedures related to Special Education programs and services. It also provides countless resources to staff on a wide variety of topics and is accessible to all Resource Teachers, Educational Assistants and Principals.

ACTION 11: Work with our secondary school to determine how best to support the large number of students with diagnosed learning disabilities (nearly 25% of the student population). Review the use of LD Class Profiles as one mechanism to support students in destreamed and streamed classes. Build capacity with classroom teachers to better understand how to support students with an LD in the classroom.

Accessibility (AODA)

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. 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 to ensure that the necessary arrangements are made for the child.

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.

Physical Renovations and Accommodations

Year	Renovation/Accommodation	Location	Cost
2020	Replacement of door knobs to levers	Aileen Wright English Catholic School Cochrane, ON	\$5560
2020	Replacement of door knobs to levers	St. Patrick School Kapuskasing, ON	\$5224
2020	Replacement of door knobs to levers	Sacred Heart School Kirkland Lake, ON	\$25,000
2020	Replacement of door knobs to levers	English Catholic Central School New Liskeard, ON	\$18,682
2020	Replacement of door knobs to levers	St. Patrick Catholic School Cobalt, ON	\$1482
2020	Replacement of door knobs to levers	Holy Family School, Englehart, ON	\$7893
2020	Separated/Renovated two spaces to create two Resource Rooms.	Holy Family School, Englehart, ON	\$6600
2020	Upgraded exterior Main Entrance walkways c/w dropped curbs. Installed asphalt Bus Route for pick-up and drop off, added Barrier-Free parking stalls to enhance accessibility.	Pope Francis Elementary School Timmins, ON	\$352,664
2020	Upgraded exterior concrete sidewalks. Installed asphalt Bus Route for pick-up and drop off to enhance Barrier-Free accessibility.	St. Patrick School Kapuskasing, ON	\$364,903
2020	Relocated Main Entrance of school. Built a new Barrier-Free accessible Main Reception Area and Principal's Office. Installed automatic door operators at Main Entrance doors to enhance Barrier-Free accessibility. Ensured Barrier-Free access from parking lot to Main Entrance.	St. Joseph School South Porcupine, ON	\$204,042
2020	Installed new Universal W/R c/w Barrier Free sink, toilet, W/R accessories, grab bars and change table.	St. Joseph School South Porcupine, ON	\$42,618
2021	Installed LED Light Fixtures	Aileen Wright English Catholic School Cochrane, ON	\$100,048.38
2021	Installed LED Light Fixtures	Bishop Belleau School Moosonee, ON	\$97,168.33
2021	Installed LED Light Fixtures	English Catholic Central School New Liskeard, ON	\$138,421.96
2021	Installed LED Light Fixtures	Holy Family School, Englehart, ON	\$98,970.58

2021	Installed LED Light Fixtures	O’Gorman High School Timmins, ON	\$309,430.85
2021	Installed LED Light Fixtures	O’Gorman Intermediate Catholic School Timmins, ON	\$150,394.67
2021	Installed LED Light Fixtures	Sacred Heart School Kirkland Lake, ON	\$117,186.70
2021	Installed LED Light Fixtures	St. Anne English Catholic School Iroquois Falls, ON	\$117,186.70
2021	Installed LED Light Fixtures	St. Jerome School Kirkland Lake, ON	\$129,353.01
2021	Installed LED Light Fixtures	St. Patrick School Kapuskasing, ON	\$201,443.44
2021	Installed LED Light Fixtures	St. Patrick Catholic School Cobalt, ON	\$88,105.43
2021	Installed Acoustic Panels to control sound travel	Pope Francis Elementary School Timmins, ON	\$74,889.06
2021	Installed Elevating Device	St. Jerome School Kirkland Lake, ON	\$116,219.78
2022	Installed new handrails in Stairwell 103a, 116 & 122	Sacred Heart School Kirkland Lake, ON	\$138,860.04
2022	Installed new handrails and new slip resistant, colour contrast floor/stair finish c/w colour contrast tactile warning strips in Stairwell 112, 212 & 130, 230	St. Jerome School Kirkland Lake, ON	\$186,355.52
2022	Installed new handrails and new slip resistant, colour contrast stair finish in Stairwell 114 & 214	St. Patrick Catholic School Cobalt, ON	\$146,698.12
2022	Installed new handrails and new slip resistant, colour contrast floor/stair finish c/w colour contrast tactile warning strips in Stairwell 102, 202, 111, 211, 123, 223 & 133B.	St. Patrick School Kapuskasing, ON	\$272,489.48
2022	Upgraded existing sink plumbing fixtures with new automatic operators in the washrooms and hand washing sink areas throughout the school. Installed water bottle filling stations.	Aileen Wright English Catholic School Cochrane, ON	\$17,274.88
2022	Upgraded existing sink plumbing fixtures with new automatic operators in the washrooms and hand washing sink areas throughout the school. Installed water bottle filling stations.	St. Anne English Catholic School Iroquois Falls, ON	\$20,338.87
2022	Upgraded existing sink plumbing fixtures with new automatic	St. Patrick School Kapuskasing, ON	\$32,012.90

	operators in the washrooms and hand washing sink areas throughout the school. Installed water bottle filling stations.		
2022	Upgraded existing sink plumbing fixtures with new automatic operators in the washrooms and hand washing sink areas throughout the school. Installed water bottle filling stations.	English Catholic Central School New Liskeard, ON	\$19,061.97
2022	Upgraded existing sink plumbing fixtures with new automatic operators in the washrooms and hand washing sink areas throughout the school. Installed water bottle filling stations.	Holy Family School, Englehart, ON	\$17,418.95
2022	Upgraded existing sink plumbing fixtures with new automatic operators in the washrooms and hand washing sink areas throughout the school. Installed water bottle filling stations.	St. Jerome School Kirkland Lake, ON	\$18,631.96
2022	Upgraded existing sink plumbing fixtures with new automatic operators in the washrooms and hand washing sink areas throughout the school. Installed water bottle filling stations.	St. Patrick School Kapuskasing, ON	\$18,780.60
2022	Upgraded existing sink plumbing fixtures with new automatic operators in the washrooms and hand washing sink areas throughout the school. Installed water bottle filling stations.	Sacred Heart School Kirkland Lake, ON	\$20,735.03
2022	Installed water bottle filling stations	St. Joseph School South Porcupine, ON	\$2988.85
2022	Installed water bottle filling stations	Pope Francis Elementary School Timmins, ON	\$5022.85
2022	Installed water bottle filling stations	O’Gorman Intermediate Catholic School Timmins, ON	\$4877.31
2022	Installed water bottle filling stations	O’Gorman High School Timmins, ON	\$4515.18
2023	Installed new slip resistant, colour contrast stair finish in South Basement Stairwell & North Basement Stairwell.	ACCESS/NCDSB Timmins, ON	\$13,462.82

2023	Installed new sink plumbing fixtures with new automatic operators in washrooms 123, 124 & 106.	Bishop Belleau School Moosonee, ON	\$64,725
2023	Installed new interior/exterior vestibule doors c/w new automatic door operators at the Main & School Yard Entrance.	Bishop Belleau School Moosonee, ON	\$85,257

The table below summarizes the accessibility features of each one of the NCDSB's 12 elementary schools, 1 secondary school and 1 Adult and Continuing Education Center.

ACCESSIBILITY FEATURES BY SCHOOL AT THE NCDSB										
SCHOOL	Handicapped Parking Sign	Wheelchair/ Van Accessible	School Accessible	Automatic Door Opener	Portable Classroom Accessible	Resource Room	Stage Accessible	2 nd /3 rd Floor Accessible	Special Needs Washroom	Hydraulic Change Table
Aileen Wright	yes	yes	yes	yes	n/a	1st	n/a	n/a	yes	no
Bishop Belleau	yes	yes	yes	yes	n/a	1st	n/a	n/a	yes	no
ECCS	yes	yes	yes	yes	n/a	1st	yes	n/a	yes	no
Holy Family	yes	yes	yes	yes	n/a	1st	n/a	n/a	yes	yes
O'Gorman High	yes	yes	yes	yes	n/a	1st	yes	yes	yes	no
O'Gorman Intermediate	yes	yes	yes	yes	n/a	1st	n/a	yes	yes	no
Sacred Heart, KL	yes	yes	yes	yes	n/a	1st	n/a	yes	yes	yes
St. Anne	yes	yes	yes	yes	n/a	1st	n/a	n/a	yes	no
St. Jerome	yes	yes	yes	yes	n/a	1st	no	yes	no	no
St. Joseph	yes	yes	yes	yes	n/a	1st	n/a	n/a	yes	yes
St. Patrick, Cobalt	yes	yes	yes	yes	n/a	2nd	n/a	yes	yes	yes
St. Patrick, Kapuskasing	yes	yes	yes	yes	n/a	1st	n/a	yes	yes	no
Pope Francis	yes	yes	yes	yes	n/a	1st	n/a	yes	yes	no
Access Centre	yes	yes	no	yes	n/a	2nd	n/a	no	yes	no



NCDSB

PARENT'S GUIDE TO SPECIAL EDUCATION



Updated May 2023

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OUR MESSAGE

The Northeastern Catholic District School Board recognizes the important role that parents have to play in the program provided to students with exceptional needs. Positive, ongoing communication is essential if programming is going to meet the needs of each exceptional student in accordance with the Special Education Legislation for Ontario. The purpose of this parent's guide is to provide you with the information you need to make the best decisions possible for your child. Our goal is to ensure that each and every child in our care receives the services required to develop to his/her fullest potential.

Together, we can make a difference.



OUR MISSION

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

WE BELIEVE THAT:

- All teachers are special educators.
- 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.



WHAT IS A SPECIAL EDUCATION PROGRAM?

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

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

WHAT ARE SPECIAL EDUCATION SERVICES?

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

WHO IS IDENTIFIED AS AN EXCEPTIONAL STUDENT?

An “exceptional student” refers to 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 service.

It is important to note that a student does NOT have to be formally identified by the IPRC to benefit from Special Educational Programs and Services

WHAT IS AN IEP?

- An IEP is an Individual Education Plan written for a student. An IEP is **required** for every student who has been identified by the IPRC, but may also be developed for any student who would benefit from special education programs or services.
- An IEP must be completed within 30 school days of your child being placed in a special education program, or within 30 days of the beginning of a new school year, and revised within 30 days of the beginning of a new term.

AN IEP SHOULD INCLUDE:

- The student's strengths and needs as recorded on the Statement of Decision received from the IPRC
- Relevant medical/health information
- Relevant formal (standardized) assessment data
- Relevant classroom assessment data
- The student's current level of achievement in each program area
- Goals and specific expectations for the student
- Program modifications (changes to the grade-level expectations in the Ontario curriculum)
- Accommodations required to supports and services that will help the student access the Ontario curriculum and demonstrate learning
- A description of the special education and related services being provided to the student
- Assessment strategies for reviewing the student's achievement and progress
- Regular updates, showing dates, results and recommendations
- A transition plan

AN IEP IS NOT....

- **A description of everything that will be taught to the student;**
- **A list of all the teaching strategies used in regular classroom instruction;**
- **A document that records all learning expectations, including those that are not modified from the regular grade level curriculum expectations;**
- **A daily lesson plan.**

AN IEP IS...

- A summary of the student's strengths, interests and needs;
- A list of the expectations for a student's learning during a school year that differs from the expectations defined in the appropriate grade level of the Ontario curriculum;
- A written plan of action prepared for a student who requires modifications or accommodations to access the regular school program;
- A plan developed, implemented and monitored by school staff to help communicate the student's growth;
- A flexible, working document that can be adjusted as necessary (with consultation with the parent);
- An accountability tool for the student, his/her parents and everyone who has a responsibility under the plan for helping the student meet his/her goals and expectations;
- An ongoing record that ensures continuity in programming;
- A document to be used in conjunction with the provincial report card.



Each child is a gift from God and has the potential to grow, to develop and to contribute to his/her community. Each person is worthy of our respect, is to be included and is to be treated fairly and with dignity at all times.

WHAT IS THE PARENT'S ROLE IN THE IEP?

Parents have an important role to play in supporting their child's learning by:

- collaborating in the IEP process;
- advocating for their child's best interest;
- providing relevant up-to-date medical information about their child;
- providing important information about their child's likes, dislikes, learning styles, interests, and reactions to situations, and about the talents and skills their child demonstrates in the home and community;
- reinforcing and extending the educational efforts of the teacher by providing opportunities to practice and maintain skills in the home.

COMMUNICATION BETWEEN HOME AND SCHOOL

Open communication between home and school is essential to ensuring that the needs of each student are met effectively and in a timely fashion. Each school has a special education resource teacher that can serve as the main point of contact for each family. In most cases, students will be placed in a regular classroom, so the classroom teacher also plays an important role with each family.

If, at any time, a family feels as though their child's needs are not being met, the parent is encouraged to request a meeting with the school. This can be done through the resource teacher, classroom teacher or the principal. Should you feel as though the needs of your child are still not being met once you have addressed your concerns with the school, you are always welcome to contact the superintendent of education responsible for special education through the NCDSB board office at 705-268-7443.

*In the end, everything has
been entrusted to our
protection and all of us are
responsible for it. Be
protectors of God's gift and
truly joyful for your many
blessings.*

POPE FRANCIS I

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

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. Parents are invited and strongly encouraged to attend the IPRC meeting. 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);
- a representative for the parents – that is, a person who may support the student or the parents, or speak on their behalf;
- an interpreter if one is required (request through principal)

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;
- list the strengths and needs of your child;
- decide an appropriate placement for your child;
- review the identification and placement at least once in each school year.

HOW IS AN IPRC REQUESTED?

The principal of your child's school:

- must convene an IPRC meeting for your child within 15 days of receiving your written request;
- may, with written notice to you, refer your child to an IPRC when results of an assessment demonstrate that your child may benefit from a special education program.

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

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;
 - ✓ a summary of current programming and other accommodations/modifications that have been made to facilitate your child's learning;
 - ✓ identify areas of strengths and continued areas of need;
 - ✓ consider any information that you submit about your child;
 - ✓ 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.
- You are encouraged to ask questions and join in the discussion at any point during the meeting.
- A summary of the discussions is recorded on the "Statement of Decision."

Please Note:

If you can't make a scheduled IPRC meeting, please contact your child's principal to arrange an alternative date and/or time. If you prefer not to attend the meeting, let the principal know and a copy of the written IPRC statement will be provided to you.

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

WHAT WILL THE WRITTEN IPRC STATEMENT OF DECISION INCLUDE?

- Whether the IPRC has identified your child as exceptional
- Where there is an identification, the following additional information will be recorded:
 - ✓ the category(ies) of exceptionality as defined by the Ontario Ministry of Education;
 - ✓ a description of your child's strengths and needs;
 - ✓ the placement decision;
 - ✓ recommendations regarding a special education program and/or services, including the need for special transportation or equipment.
 - ✓ an Individual Education Plan (IEP) must be developed in consultation with the parent within 30 days.

WHAT WILL THE IPRC CONSIDER WHEN MAKING ITS DECISION?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class, with appropriate special education services, will meet your child's needs and your preferences.

REVIEWING THE IPRC DECISION

An IPRC review meeting will be held at least once per year to decide if there are any changes to a student's identification and placement. Before making any changes to your child's placement, you must be notified and invited to discuss the proposed change and agree to them in writing. A parent may also request a review any time after the student has been in a special education program/placement for 3 months.

ONTARIO MINISTRY OF EDUCATION

CATEGORIES OF EXCEPTIONALITY

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; or • an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.
Communication: Learning Disability (LD)	<p>A learning disorder persistently and significantly has an impact on the ability to learn and use academic and other skills that:</p> <ul style="list-style-type: none"> • affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; • results in (a) academic achievement that is inconsistent with the intellectual abilities of the student and /or (b) academic achievement that can be maintained by the student only with high levels of effort and/or with additional support; • results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; • may typically be associated on one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (self-regulation of behavior and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); • may be associated with difficulties in social interaction; with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • is not primarily the result of: <ul style="list-style-type: none"> -impairment of vision or hearing; -intellectual disabilities; -socio-economic factors; -cultural differences; -lack of proficiency in the language of instruction; -lack of motivation or effort; -gaps in school attendance or inadequate opportunity to benefit from instruction.

ONTARIO MINISTRY OF EDUCATION

CATEGORIES OF EXCEPTIONALITY

Communication: Autism	<p>A severe learning disorder that is characterized by:</p> <ul style="list-style-type: none"> • disturbances in: <ul style="list-style-type: none"> -rate of educational development; -ability to relate to the environment; -mobility; -perception, speech and language; • lack of the representative symbolic behaviour that precedes language.
Communication: Deaf and Hard of Hearing	<p>An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.</p>
Communication: Language Impairment	<p>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:</p> <ul style="list-style-type: none"> • involve one or more of the form, content, and function of language in communication and; • include one or more of the following: <ul style="list-style-type: none"> -language delay; -dysfluency; • voice and articulation development, which may or may not be organically or functionally based.
Communication: Speech Impairment	<p>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.</p>
Intellectual: Giftedness	<p>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.</p>

ONTARIO MINISTRY OF EDUCATION

CATEGORIES OF EXCEPTIONALITY

Intellectual: Mild Intellectual Disability (MID)	<p>A learning disorder characterized by:</p> <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 classroom because of slow intellectual development; • a potential for academic learning, independent social adjustment, and economic self-support.
Intellectual: Developmental Disability (DD)	<p>A severe learning disorder characterized by:</p> <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 Disability	<p>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 students without exceptionalities who are of the same age or developmental level.</p>
Physical Disability: Blind/Low Vision	<p>A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.</p>
Multiple	<p>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.</p>

PLACEMENT OPTIONS

IN THE NCDSB

The NCDSB believes that the inclusion of exceptional students into the regular classroom should be the usual practice in our schools. Inclusion is consistent with the goal of providing the highest quality education possible for all children where equity and access are valued. The range of special education programs offered in our schools is reflected below. It is important to note that special education classes are not available in every school or geographical area of the board.

Regular Class with Indirect Support	the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services
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
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
Special Education Class with Partial Integration	the student is placed in a special education class for at least 50% of the school day and is integrated with a regular class for at least one instructional period daily
Special Education Class Full-Time	the student is placed in a special education class for the entire school day

OTHER PLACEMENT OPTIONS

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. If you feel that your child might benefit from one of these programs, please contact the principal of your child's school. There is a comprehensive application process required for admission that must be completed by school board staff on your child's behalf.

Provincial Schools Branch Ministry of Education

School for the Blind and Deaf-Blind

Provincial Schools Branch

255 Ontario Street South
Milton, ON
L9T 2M5
905-878-2851
Fax: 905-878-5405

W. Ross MacDonald School

350 Brant Avenue
Brantford, ON
N3T 3J9
519-759-0730
Fax: 519-759-4741

Schools for the Deaf

Provincial Demonstration Schools for Students with Learning Disabilities

The Ernest C. Drury School for the Deaf

255 Ontario Street South Milton, ON
L9T 2M5
905-878-2851
Fax: 905-878-1354

Amethyst School

1090 Highbury Avenue London, ON
N5Y 4V9
519-453-4408
Fax: 519-453-2160

The Robarts School for the Deaf

1090 Highbury Avenue London, ON
N5Y 4V9
519-453-4408
Fax: 519-453-7943

Centre Jules-Léger (FRANCOPHONE)

281 Lanark Street Ottawa, ON
K1Z 6R8
613-761-9300
Fax: 613-761-9301

Sir James Whitney School for the Deaf

350 Dundas Street West Belleville, ON
K8P 1B2
613-967-2823
Fax: 613-967-2857

Sagonaska School

350 Dundas Street West Belleville, ON
K8P 1B2
613-967-2830
Fax: 613-967-2482

Centre Jules-Léger (FRANCOPHONE)

281 Lanark Street Ottawa, ON
K1Z 6R8
613-761-9300
Fax: 613-761-9301

Trillium School

347 Ontario Street South Milton, ON
L9T 3X9
905-878-8428
Fax: 905-878-7540

DISAGREEMENT WITH THE IPRC DECISION

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

- Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
- Within 30 days of receipt of the decision, file a **notice of appeal** with the secretary of the board

**Director of Education
Northeastern Catholic District School Board
383 Birch St. North
Timmins, ON
P4N 6E8**

THE NOTICE OF APPEAL

- If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.
- In the written notice of appeal, you must indicate the decision with which you disagree and the reasons for which you disagree.

Please note:

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

In the event that you wish to appeal to a Special Education Tribunal, information about how to make a request will be included with the Special Education Appeal Board's decision.

APPEAL PROCESS

The appeal process involves the following steps:

- The board will establish a Special Education Appeal Board to hear your appeal. The appeal board will be composed of three persons 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 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 board's decision or you may appeal to a Special Education Tribunal.

ORGANIZATIONS

There are many organizations available locally, within the district or provincially to assist parents who have questions or require additional services to support a child with special needs.

Autism Ontario autismontario.com	Canadian Foundation for Physically Disabled Persons cfpdp.com	Down Syndrome Association of Ontario dsao.ca
Canadian Hearing Services chs.ca	Tourette Canada tourette.ca	Learning Disabilities Association of Ontario ldao.ca
Canadian Mental Health Association cmha.ca	Ontario Human Rights Commission ohrc.on.ca	Cochrane Temiskaming Children's Treatment Center ctctc.org
The Canadian Institute for the Blind cnib.ca	North Eastern Ontario Family and Children's Services neofacs.org	Canadian Cancer Society cancer.ca
Ontario Council for Exceptional Children ontario.exceptionalchildren.org	Porcupine Health Unit porcupinehu.on.ca	Timmins Native Friendship Centre tnfc.ca
Community Living Ontario communitylivingontario.ca	Timiskaming Health Unit timiskaminghu.com	Cochrane Temiskaming Resource Centre ctrc.on.ca

OUR SCHOOLS

Aileen Wright English Catholic School

Cochrane
705-272-4704



Bishop Belleau School

Moosonee
705-336-2619



English Catholic Central School

New Liskeard
705-647-4301



Holy Family School

Englehart
705-544-2397



O'Gorman Intermediate Catholic School

Timmins
705-264-6555



Sacred Heart Catholic School

Kirkland Lake
705-567-7444



Pope Francis Elementary School

Timmins
705-264-5869



St. Anne English Catholic School

Iroquois Falls
705-232-5355



St. Jerome School

Kirkland Lake
705-567-5800



St. Joseph School

South Porcupine
705-235-4622



St. Patrick School

Cobalt
705-679-5575



St. Patrick School

Kapuskasing
705-335-3241



O'Gorman High School

Timmins
705-268-4501



Access Centre

Timmins
705-531-3075



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 comprised of trustees, members from local associations and agencies. We are pleased to have membership from the following:

- Autism Ontario
- VOICE for Hearing Impaired Children
- North Eastern Ontario Family and Children's Services
- The Lord's Kitchen
- Cochrane Temiskaming Children's Treatment Centre
- Canadian Mental Health Association
- YMCA



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 students of the board.



CONTACT US:

Phone

705-268-7443



Website

<https://www.ncdsb.on.ca/>



Office Address

**383 Birch Street North
Timmins, ON
P4N 6E8**



**Northeastern
Catholic District**
SCHOOL BOARD

SUPPORTING YOUR CHILD

Parents are phenomenal partners!

As a parent, you know your child best and understand their individual strengths, abilities, needs and interests.

You play a key role in the IEP process, and because of this, it is critical that you share information about your child with the school team and take an active role in decisions that impact your child's education.

Should you have any questions, or require additional information, please contact your child's teacher or principal.



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THE INDIVIDUAL EDUCATION PLAN

A GUIDE FOR PARENTS



WHAT IS AN IEP?

An Individual Education Plan (IEP) is a written plan that describes:

- your child's strengths and needs and specific educational expectations
- an outline of the special education program and/or services that will be received
- a statement about the methods by which your child's progress will be reviewed
- a transition plan

A transition plan outlines the daily, short term and long term actions that are taken to support your child. This plan is reviewed and updated as part of the IEP review process.

Supported transitions may include:

- entry to school
- activity to activity
- class to class
- between grades
- school to school
- elementary school to secondary school
- secondary school to education, career, community and life pathway

IEPs must be reviewed regularly – at least once every reporting period.

WHY IS AN IEP DEVELOPED?

An IEP is developed for one of two reasons:

1. Your child has been identified as an “exceptional pupil” by an Identification, Placement and Review Committee (IPRC).
2. Your child has not been identified by an IPRC as exceptional, but requires a special education program and/or services in order to attend school, achieve curriculum expectations and/or to demonstrate learning.

IEPs are based on a thorough assessment of your child's strengths, needs, and ability to demonstrate learning.

IEPs are working documents.

ACCOMMODATIONS & MODIFICATIONS

Special education needs can be met through accommodations, modifications and alternative curriculum expectations.

Accommodations are strategies and supports that differ from what is normally provided during instruction. Accommodations allow a student to participate in learning without any changes to the knowledge and skills the student is expected to demonstrate. Instructional, Environmental and Assessment accommodations are listed on the IEP.

Modifications are changes that are made in the age-appropriate, grade-level expectations for a subject or course to meet a child's learning needs.

Modifications can be made by:

- selecting expectations from a different grade level;
- altering the number of the grade level expectations; and/or
- altering the complexity of the grade level expectations

Alternative Curriculum Expectations are learning expectations that are not represented in the Ontario Curriculum. Alternative programming enables learners to develop the skills needed to reach their full potential.



SUPPORTING YOUR CHILD

- Be informed! Learn about your child's learning and thinking differences.
- Build relationships! Get to know the people that support your child.
- Ask questions! Don't be afraid to ask for clarification or share your concerns.



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

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ALTERNATIVE PROGRAMMING

A GUIDE FOR PARENTS



THE ALTERNATIVE CURRICULUM

The Alternative Curriculum places the learner at the heart of all programming decisions.

Students that access Alternative Programming have learning needs that require learning expectations different from those listed in the Ontario Curriculum.

Alternative programming enables learners to develop the skills needed to reach their full potential.

It is important to attend IPRC meetings and school events like parent teacher conferences.

You are always welcome to contact the school and request a meeting to receive an update on your child's progress, discuss any concerns and provide input about your child's programming.

NCDSB's Alternative Curriculum has been organized into 10 units:

- Language
- Math
- Science and Technology
- Motor Skills
- Communication
- Life Skills
- Personal Growth
- Community Life
- World of Work
- Student as a Learner

Specific units of focus are selected based on the individual needs of the student.



REPORTING

The Alternative Programming Report Card highlights the Alternative Expectations that have been a focus for the student, as well as a level to which that Expectation was achieved. For example:

A - Achieved

PW - Progressing Well

P- Progressing

PS - Progressing Slowly

The Alternative Report Card describes the student's development in specific areas and outlines next steps.