



NCDSB **PARENT'S GUIDE TO** **SPECIAL** **EDUCATION**



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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

<p>Behaviour</p>	<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.
<p>Communication: Learning Disability (LD)</p>	<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

<p>Communication: Autism</p>	<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.
<p>Communication: Deaf and Hard of Hearing</p>	<p>An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.</p>
<p>Communication: Language Impairment</p>	<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.
<p>Communication: Speech Impairment</p>	<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>
<p>Intellectual: Giftedness</p>	<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

<p>Intellectual: Mild Intellectual Disability (MID)</p>	<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.
<p>Intellectual: Developmental Disability (DD)</p>	<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.
<p>Physical Disability</p>	<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>
<p>Physical Disability: Blind/Low Vision</p>	<p>A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.</p>
<p>Multiple</p>	<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.

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

OUR SCHOOLS

<p>Aileen Wright English Catholic School Cochrane 705-272-4704</p> 	<p>Bishop Belleau School Moosonee 705-336-2619</p> 
<p>English Catholic Central School New Liskeard 705-647-4301</p> 	<p>Holy Family School Englehart 705-544-2397</p> 
<p>O'Gorman Intermediate Catholic School Timmins 705-264-6555</p> 	<p>Sacred Heart Catholic School Kirkland Lake 705-567-7444</p> 
<p>Pope Francis Elementary School Timmins 705-264-5869</p> 	<p>St. Anne English Catholic School Iroquois Falls 705-232-5355</p> 
<p>St. Jerome School Kirkland Lake 705-567-5800</p> 	<p>St. Joseph School South Porcupine 705-235-4622</p> 
<p>St. Patrick School Cobalt 705-679-5575</p> 	<p>St. Patrick School Kapusking 705-335-3241</p> 
<p>O'Gorman High School Timmins 705-268-4501</p> 	<p>Access Centre Timmins 705-531-3075</p> 

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