## Contents

**SPECIAL EDUCATION PROGRAMS AND SERVICES - 5**

**PART 1**
MODEL FOR SPECIAL EDUCATION - 7

**PART 2**
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS - 9

**PART 3**
SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD - 33

**PART 4**
INDIVIDUAL EDUCATION PLANS (IEP) - 39

**PART 5**
SPECIAL EDUCATION STAFF - 44

**PART 6**
SPECIALIZED EQUIPMENT - 48

**PART 7**
TRANSPORTATION FOR STUDENTS WITH SPECIAL EDUCATION NEEDS - 51

**PART 8**
TRANSITION PLANNING - 52

**PROVINCIAL INFORMATION - 57**

**PART 9**
ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION - 58

**PART 10**
CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES - 61

**PART 11**
PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO - 63

**OTHER RELATED INFORMATION REQUIRED FOR COMMUNITY - 67**

**PART 12**
THE BOARD’S CONSULTATION PROCESS - 68

**PART 13**
SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) - 70

**PART 14**
EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES - 78

**PART 15**
EDUCATIONAL AND OTHER ASSESSMENTS - 85

**PART 16**
COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES - 90

**PART 17**
SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS - 92

**PART 18**
STAFF DEVELOPMENT - 101

**PART 19**
ACCESSIBILITY (AODA) - 105

**PART 20**
PARENT GUIDE TO SPECIAL EDUCATION - 108
Niagara Catholic Mission Statement
“The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.”

Ministry Goals
• Achieving Excellence
• Ensuring Equity
• Promoting Well Being
• Enhancing Public Confidence

Board Strategic Directions
• Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education
• Advance Student Achievement for All

Inclusion is the students’ feeling of belonging in a community of learning that honours equality, student diversity and spiritual respect.
The Niagara Catholic District School Board is committed to the inclusion of students with special education needs within their home schools and in their age-appropriate classes. Inclusion is the students’ feeling of belonging in a community of learning that honours equality, student diversity and spiritual respect. This commitment is shared with the Special Education Advisory Committee of the Niagara Catholic District School Board.

The model of special education program and service delivery is rooted in a seamless approach to serving students with special education needs from entry in Kindergarten to exit upon graduation. The Niagara Catholic District School Board is committed to the philosophy that all students within its jurisdiction be provided with the opportunity to access programs, services and supports that will maximize their potential and receive an education commensurate with their identified needs.

Philosophy for the Provision of Special Education Services

1. Education is of paramount importance to the physical, intellectual, social-emotional and spiritual growth of all children.
2. Each student is entitled to the best educational programs, services and personnel that can be provided.
3. All special education programs and services provided by the Board will be within the atmosphere of a Catholic school community.
4. The Special Education Department will utilize all resources to determine the educational needs of students and will provide programs, services and personnel to support the development of students with special education needs to their maximum potential.
5. The needs of students shall be met in the most enabling setting.
6. Ongoing communication and cooperation with the parents of students with special education needs is vital for success in all special education programs and services.
7. The education of students with special education needs is a shared responsibility of the student, teacher(s), parent(s)/guardian(s) and the Board.
8. The Special Education Department will cooperate with, and will seek the assistance of, all other appropriate agencies in meeting the needs of our students with special education needs.
9. Special Education programs and services will be provided in a safe atmosphere that cherishes and celebrates the uniqueness of each individual.

Guiding Principles of Special Education

- All staff will make programming decisions from a Christ-centred perspective.
- Students and their successes are the focus of all decision making.
- The foundation of programming and delivery is early ongoing assessment and intervention.
- Inclusion of students into their home school and age appropriate class is the preferred practice.
- A range of services will be provided from Kindergarten to graduation.
- All programming decisions will be collaborative and consultative.

The model of special education in the Niagara Catholic District School Board, as identified in the Special Education Plan 2018 is fully compliant with the Canadian Charter of Rights and Freedoms, the Human Rights Code, the Integrated Accessibility Standards Regulation 191/11 and all acts and regulations contained within the Education Act of Ontario.
The Niagara Catholic District School Board adheres to Regulation 181/98 and has developed practices that reflect our philosophy for the provision of Special Education services.

- Education is of paramount importance to the physical, intellectual, social-emotional and spiritual growth of all children.
- Each student is entitled to the best educational programs, services and personnel that can be provided.
- All special education programs and services provided by the Board will be within the atmosphere of a Catholic school community.
- The Special Education department will utilize all resources to determine the educational needs of students and will provide programs, services and personnel to support the development of students with special education needs to their maximum potential.
- The needs of students will be met in the most enabling setting.
- On-going communication and co-operation with the parents of students with special education needs is vital for success in all special education programs and services.
- The education of students with special education needs is a shared responsibility of the student, teacher(s), parent(s)/guardian(s) and the Board.
- The Special Education department will co-operate with, and will seek the assistance of, all other appropriate agencies in meeting the needs of our students with special education needs.
- Special Education programs and services will be provided in a safe atmosphere that cherishes and celebrates the uniqueness of each individual.

Identifying Exceptional Needs

An Identification Placement Review Committee (IPRC) will decide whether or not the student should be identified as exceptional; identify the areas of the student’s exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education, decide an appropriate placement for the student; and review the identification and placement at least once in each school year.

- Upon receiving a written request from a student’s parent(s)/guardian(s), the Principal of the school must refer the student to an IPRC.
- The Principal may also, on written notice to the parent(s)/guardian(s), refer the student to an IPRC.
- The parent(s)/guardian(s), as well as a student who is sixteen years of age or older, have the right to attend the IPRC meeting and may request that the IPRC discuss potential programs that would meet the student’s needs.
- On the basis of these discussions, the IPRC can recommend the special education programs and/or services that it considers to be appropriate for the student.
- An IPRC is not necessary for a child to receive special education program/services if the placement is a Regular Classroom.
- Before considering the option of placing a student in a special education class, the committee must first consider whether placement in a regular class, with appropriate special education programs and services, would meet the student’s needs and be consistent with the parent’s preferences. Where placement in a special education class is deemed most appropriate, the IPRC must provide written reasons for its decision.
- IPRCs where Special Class Placement may be considered are organized by the Area Special Education Coordinator, in dialogue with the school Principal and parent.
Exceptional Pupils

The Education Act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program.”

IPRC in Niagara Catholic

Regulation 181/98 requires that all School Boards shall establish Identification, Placement and Review Committees (IPRCs). The IPRC has a legal responsibility to make decisions about the identification of pupils as exceptional and placement of pupils into special education programs and services.

Niagara Catholic maintains two types of IPRCs:

- IPRC at the school level – Regular Class Placements within the school
- IPRC at the system level – Special Class Placements within the system

IPRC Meeting Requests

- The Principal of the school in which the student is enrolled with written notice to the parent(s)/guardian(s)/student 16 years of age an older, may refer the student to an IPRC.
- Upon written request from parent(s)/guardian(s), the Principal of the school will refer the student to the appropriate IPRC.
- Within 15 days of receiving a written request, or giving the written notice as stated above, the Principal must provide a copy of the Board’s IPRC Parent’s Guide to the parent(s)/guardian(s) and/or student 16 years of age and older, as well as an acknowledgment of the parent’s request and a written statement of approximately when the IPRC will meet.
- At least 10 days in advance of the IPRC meeting date, the Principal of the school will provide to the parent(s)/guardian(s)/student 16 years of age and older, written notification of the meeting and an invitation to attend the meeting as an important partner in considering their child’s placement. This letter will provide notification of the date, time, and place of the meeting, and it will ask the parent to indicate whether they will attend.

Prior to the Requested IPRC

- The Principal, Educational Resource Teacher or classroom teacher may review the IPRC Parent Guide with the family especially when an initial IPRC is scheduled.
- Background information will be collected. This information will be gathered through the collaborative efforts of the Educational Resource Teacher and the classroom teacher(s) of the student being presented to the IPRC. The information will be collected from a variety of sources, including, but not limited to the OSR, parental/guardian information, assessment information, assessments from external sources (which will be reviewed by appropriate Special Education staff), information from outside agencies (where appropriate), medical information, and information based on the observations and insights of the classroom teacher.
- In accordance with Regulation 181/98, any new information received by the Chair of the IPRC, prior to the IPRC, will be shared with the parent(s)/guardian(s) (or student where appropriate) before the IPRC.
- Please see Appendix P2-I for the Notification of IPRC.

IPRC Members

An IPRC is composed of at least three people, one of whom must be a Principal or a Supervisory Officer of the Board. The other members of the committee can be any other staff including other Principals, professional services staff or teachers.

School Level: Home School Principal and two teachers
System Level: Area Special Education Coordinator, School Principal, teacher

Others in Attendance

Either the parent or the Principal of the student’s school may make a request for the attendance of others at the IPRC meeting.

- Although parents are not, by Ministry regulations, a member, they are an integral part of the collaborative process;
- other resource people such as the student’s teacher, special education staff, Board support staff, or the representative of an agency, who may provide
further information or clarification;
• a representative of the parent or student 16 years of age or older – that is, a person who may provide support or speak on behalf of the parent or student; and
• an interpreter, if one is required, e.g., sign language, oral, specific language.

The IPRC Meeting

Role of the Chair
• Establish a warm, welcoming environment.
• Introduce all participants and establish the purpose of the meeting.
• Lead the discussion and encourage input from all participants.
• Ensure that all relevant information is shared.
• Keep the meeting focused and bring closure to the discussion.
• Summarize the decisions, explaining them clearly.
• Ensure that the necessary documentation has been completed.
• Secure signatures as appropriate.

Location
• IPRC meetings are typically held at the school attended by the student and a System Level IPRC is usually held at the site the student may be attending.

What to Expect During the IPRC Meeting
The Committee will review all available information about the student. They will:
• consider all educational assessments;
• consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
• interview the student, with the parent’s permission, if the child is less than 16 years of age, if they feel it would be useful to do so;
• consider any information that the parent submits about their child or that the student submits if he or she is 16 years of age or older;
• consider any information submitted to the Committee that it considers relevant.

The Committee may also discuss any proposal that has been made about a special education program or special education services for the student at the parent’s request, or at the request of the student if the student is 16 years of age or older. However, the Committee shall not make any decisions regarding the programs and services.

Parents are encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the Committee will make its decision on Identification and Placement. Following the IPRC meeting, parents will receive a copy of the IPRC Statement of Decision and a copy will be placed in the student’s OSR.

Statement of Decision
The Statement of Decision for the Niagara Catholic District School Board will incorporate all of the information as listed in Regulation 181/98. A specific form has been developed for use at IPRC meetings to ensure that this information is recorded accurately and is easily retrievable for use throughout the school year. Please refer to Appendix P2-II, Statement of Decision.

The Committee will consider the assessment information presented to determine:
• if the student not identified as exceptional OR student meets the criteria for an exceptional student as outlined in Regulation 181/98.
• the area of exceptionality set by the Ministry of Education that is supported by assessment information as being one of the following: Behaviour, Communication, Intellectual, Physical, Multiple.
• determine the appropriate placement as one of the following: Regular Class with (Indirect Support, or Resource Assistance, or Withdrawal Assistance), Special Education Class with Partial Integration, Special Education Class Full Time.

Parent(s)/guardian(s) are usually present at the Statement of Decision (unless they
have given permission to proceed in their absence), and if they are in agreement with the decision, they are asked to indicate their agreement by signing the Statement of Decision form.

If unable to attend the IPRC, parent permission must be obtained to proceed in their absence or reschedule. If parent(s)/guardian(s) require additional time to consider the IPRC decision, the signing of the form is delayed until the parent(s)/guardian(s) are ready to sign their agreement, or they indicate their plan of action as a result of their disagreement with the decision. However, if the IPRC is not signed within 31 days of receipt and the process to reconvene or appeal has not been initiated by the parent(s)/guardian(s), the Principal shall notify the parent(s)/guardian(s) in writing the IPRC decision/placement is being implemented.

**Individual Education Plans (IEP)**

The IEP must be developed for a student who is identified through the IPRC process, in consultation with the parent. It must include:

- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which the student’s progress will be reviewed; and
- all students require yearly transition plans.

The IEP must be completed within 30 days after the student has been placed in the program, and the Principal must ensure that the parent receives a copy.

**IPRC Reviews**

Generally, IPRC reviews are conducted each school year once a student has been identified as an exceptional student through the IPRC process. The Niagara Catholic District School Board, in keeping with Ministry regulations, has included in their Parent(s)/Guardian(s)’ Guide and in the Notification of a Proposed IPRC Meeting form, the right of a parent(s)/guardian(s) to waive the annual review.

If parent(s)/guardian(s) waive the annual IPRC review, the Identification and Placement recommended by the previous IPRC will remain unchanged. The Individual Education Plan will continue to indicate specific programming expectations, goals and transition plans. After notifying the school, the parent(s)/guardian(s) will receive a Letter of Acknowledgment in place of the standard IPRC forms.

A request by a parent(s)/guardian(s) for an IPRC review meeting may be made at any time after a placement has been in effect for three months but may not be made more often than once in every three-month period. Within 15 days of the review notice, the Principal will provide the parent(s)/guardian(s) written notice of approximately when the IPRC review will occur.

Please refer to Appendix P2-I (Notification of Proposed IPRC Meeting), Appendix P2-III (Parent/Guardian Guide to the IPRC) and Appendix P2-V (IPRC Review Parent/Guardian Letter) for this information.

**IPRC Parent(s)/Guardian(s) Questionnaire**

In order to ensure that the IPRC meets the needs of parent(s)/guardian(s), and that processes are fair, a parent(s)/guardian(s) questionnaire has been developed for parent(s)/guardian(s) to complete at the end of the IPRC process. This questionnaire will provide valuable information in the 2015-2016 school year. Please refer to Appendix P2-IV to see a sample of this questionnaire.

**Parent(s)/Guardian(s) Right to Reconvene the IPRC**

The Niagara Catholic District School Board to ensure that parent(s)/guardian(s) have a good understanding of programming directions being considered well before they are made. This open and proactive communication has been helpful in resolving disagreements with the Committee’s decision prior to the commencement of the Notice of Appeal process.

In cases where disagreements arise regarding the decision of the IPRC, a variety of options are open to the parent(s)/guardian(s).

- If parent(s)/guardian(s) do not agree with either the identification or placement decision made by the IPRC, parent(s)/guardian(s) may: within 15
PART 2  IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS

days of receipt of the decision, request that the IPRC hold a second meeting to discuss parent(s)/guardian(s) concerns;

- If parent(s)/guardian(s) do not agree with the decision after the second meeting, parent(s)/guardian(s) may file a Notice of Appeal to the Director of Education/Secretary of the Board within 15 days of your receipt of the decision;

SPECIAL NOTE: If parent(s)/guardian(s) do not consent to the IPRC decision and parent(s)/guardian(s) do not appeal the decision of the Committee, the Board will instruct the Principal to implement the IPRC decision.

Notice of Appeal Process

Sections 26-31 of Regulation 181/98 outlines the right of appeal, the process of appeal and mediation options. The Appeal Process in the Niagara Catholic District School Board has been developed according to the expectations set out in this regulation.

If parent(s)/guardian(s) disagree with the IPRC’s identification of their child or with the placement decision of the IPRC, they 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 their intention to appeal the decision to:

Director of Education/Secretary of the Board
Niagara Catholic District School Board
427 Rice Road
Welland, ON  L3C 7C1
Phone:  (905)735-0240 ext. 220
Fax:  (905)734-8828

A notice of appeal shall indicate the decision with which the parent disagrees and a statement that sets out their reasons for disagreeing. The notice of appeal must:

- indicate the decision with which the parent(s)/guardian(s) disagree as being:
  - the identification as exception, or the non-identification, and/or
  - the placement; and
- include a statement that sets out the reasons for disagreement.

The appeal process involves the following steps:

- The Board will establish a special education appeal board to hear appeals. The appeal board will be composed of three persons (one of whom is to be selected by the parent(s)/guardian(s) 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 selected (unless parent(s)/guardian(s) and the Board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- The parent(s)/guardian(s), and their child, if he or she is 16 years old or over, 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. It may:

- agree with the IPRC and recommend that the decision be implemented; or
- disagree with the IPRC and make a recommendation to the Board about the student’s identification, placement, or both.

The appeal board will report its recommendations in writing, to the parent(s)/guardian(s) and to the Board, providing the reasons for its recommendations.

Within 30 days of receiving the appeal board’s written statement, the Board will decide what action it will take with respect to the recommendations. (Boards are not required to follow the appeal board’s recommendation).

Parent(s)/guardian(s) may accept the decision of the school Board, or may appeal to
a Special Education Tribunal. Parent(s)/guardian(s) 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.

<table>
<thead>
<tr>
<th>IPRC/IEP DATA</th>
<th>IDENTIFIED STUDENTS</th>
<th>NON IDENTIFIED STUDENTS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENTARY</td>
<td>440</td>
<td>1753</td>
<td>2193</td>
</tr>
<tr>
<td>SECONDARY</td>
<td>629</td>
<td>799</td>
<td>1428</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1069</td>
<td>2552</td>
<td>3621</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IPRC REFERRAL DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>INITIAL</td>
</tr>
<tr>
<td>REVIEW/WAIVED</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

NOTE: There were no appeals during the 2018-2019 school year.
NOTIFICATION OF IPRC MEETING
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS

PART 2

This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by Special Education. Questions about this collection should be directed to the Superintendent of Education – Special Education, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1 905-735-0240.

Special Education.

Date of Meeting

Date (yyyy mm dd)

Dear

An Identification, Placement and Review Committee (IPRC) meeting will be held to discuss the strengths and needs of

The purpose of this meeting is to:

- Discuss your child’s assessment information, strengths and needs to date for consideration of identification and Placement according to Ministry guidelines.
- Review your child’s progress within his/her special education program within a regular class or special class placement with the possibility of modifying or continuing this program and/or placement.

The meeting will be held at [location] on [date] at [time] a.m./p.m.

The committee members are [chair], [recorder], and [voting member].

Other invited guests:

Please complete the “Parent Reply to IPRC Notification” below and return it to the school indicating your intentions.

Please complete the “Parent Reply to IPRC Notification” below and return it to the school indicating your intentions.

A Parent Guide, which outlines your rights and responsibilities regarding this meeting, is available upon request.

Your cooperation is greatly appreciated.

A Parent Guide, which outlines your rights and responsibilities regarding this meeting, is available upon request.

Please complete the “Parent Reply to IPRC Notification” below and return it to the school indicating your intentions.

A Parent Guide, which outlines your rights and responsibilities regarding this meeting, is available upon request.

Enclosed is a copy of the most recent IPRC Statement of Decision dated ___________________ that will remain in place for the next year. The IEP will continue to be an integral part of your child’s program as per regulation 181/98.

A parent/guardian can request an IPRC review in writing three months after an identification/placement decision.

The IEP must be developed once a student is determined exceptional through the IPRC process. The IEP is an essential part and outlines the specific program to be assessed, evaluated and monitored. An IEP must include:

- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which the student’s progress will be reviewed;
- a plan for transition to appropriate postsecondary school activities, such as work, further education, and community living; and
- Principals are required to ensure that a plan for transition is in place for students with ASD.

The IEP will be reviewed on a regular basis in consultation with the parent/student 16 yrs older. If you have any questions, please contact the Educational Resource Teacher and/or Principal.

Yours in Catholic Education,

Principal

May 2013 – Form 10

PARENT REPLY TO IPRC NOTIFICATION

Student Name

School

Date of Meeting

M F

DATE

Student Name

School

Date of Meeting

M F

DATE

An IPRC meeting is not required if the identification and placement does not change. In accordance with Reg. 181/98, s.21 (4) I wish to waive with this year’s IPRC review with the understanding that the identification and Placement recommended by the previous IPRC committee will remain unchanged. The Individual Education Plan will continue to be a requirement. It is an integral part of the student’s program and will be reviewed to indicate specific programming expectations, goals and transition plans. I will receive a letter of acknowledgement in place of the standard IPRC forms.

Signature: ____________________________ Date: ________________________

Telephone: ____________________________ (home) ____________________________ (business)

April 2010 – Form 08

Nurturing Souls and Building Minds
APPENDIX P2-II

STATEMENT OF DECISION
## PART 2
### IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS

**Niagara Catholic District School Board**

**IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE**

**STATEMENT OF DECISION**

This information is being collected pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act and under the Authority of the Education Act, and will be used by Special Education. Questions about this collection should be directed to the Superintendent of Education – Special Education, Niagara Catholic District School Board, 427 Rice Road, Welland, Ontario L3C 7C1, 905-735-0240.

<table>
<thead>
<tr>
<th>Student:</th>
<th>DOB: (yyyy/mm/dd)</th>
<th>IPRC Date: (yyyy/mm/dd)</th>
</tr>
</thead>
</table>

### ASSESSMENT INFORMATION (MOST RECENT ASSESSMENT FIRST)

<table>
<thead>
<tr>
<th>Date of Test</th>
<th>Name of Test</th>
<th>Administered By</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT STRENGTHS

### STUDENT NEEDS

### ADDITIONAL RELEVANT INFORMATION

<table>
<thead>
<tr>
<th>Name of Person(s) Completing Form</th>
<th>School</th>
</tr>
</thead>
</table>

### COMMITTEE MEMBERSHIP

<table>
<thead>
<tr>
<th>Chairperson</th>
<th>Recorder</th>
<th>Voting Member</th>
</tr>
</thead>
</table>

| People in Attendance: | | |
|-----------------------| | |
| 1)                    | (1)    | (7)           |
| 2)                    | (2)    |               |
| 3)                    | (3)    |               |

### SCHOOL HISTORY

<table>
<thead>
<tr>
<th>Number of Schools Attended to Date</th>
<th>Date of First Entry into Special Education Class</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Attendance Pattern</th>
<th>Other Pertinent Information</th>
</tr>
</thead>
</table>

### MEDICAL INFORMATION

<table>
<thead>
<tr>
<th>Major Illnesses/Diagnosis</th>
<th>Allergies</th>
<th>Significant Medication</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Vision</th>
<th>Hearing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Other Significant Information | |
|-------------------------------||

Name of Person(s) Completing Form: [Name]

School: [School Name]

Nurturing Souls and Building Minds
## IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS

### Summary of Additional Information Presented During the IPRC Meeting

<table>
<thead>
<tr>
<th>Student:</th>
<th>DOB: (yyyy/mm/dd)</th>
<th>IPRC Date: (yyyy/mm/dd)</th>
</tr>
</thead>
</table>

### DECISION OF THE IPRC COMMITTEE

- The committee recommends that the student is not identified as exceptional according to the definitions outlined in Reg. 181/98 and defined by the Ministry of Education and Training 1998.
- The committee recommends that the student meets the criteria for an exceptional student as outlined in Reg. 181/98.

### Identification

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour</td>
<td>Autism, Deaf and Hard of Hearing</td>
</tr>
<tr>
<td>Communication</td>
<td>Giftedness, Mild Intellectual Disability</td>
</tr>
<tr>
<td>Intellectual</td>
<td>Physical Disability, Blind/Low Vision</td>
</tr>
<tr>
<td>Physical</td>
<td>Multiple</td>
</tr>
</tbody>
</table>

### Placement

- Regular Class with Indirect Support
- Special Education Class with Partial Integration
- Regular Class with Resource Assistance
- Special Education Class Full Time
- Regular Class with Withdrawal Assistance

### Reason for Special Class Placement Only

- The student requires a low-ratio environment in a Learning Strategies Social Skills Class
- The student requires intensive programming in a specialized setting.

### Signature of Chair

<table>
<thead>
<tr>
<th>Date</th>
<th>I/We agree with the Committee Identification and Placement</th>
</tr>
</thead>
</table>

### Signature of Parent(s)/Guardian(s)

### Signature of Student (16 years of age or older)

**NOTE:** Parents MUST receive a final copy of this entire package before they leave the IPRC.

June 18, 2015 – F9
Definitions of Exceptionalities

**BEHAVIOUR**
A learning disorder characterized by specific behavioral problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:
- an inability to build or maintain interpersonal relationships
- excessive fidgetiness or inactivity
- a tendency to avoid academic work
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors or any combination thereof

**COMMUNICATION**
A severe learning disorder that is characterized by:
- disturbances in
  - rate of educational development;
  - ability to relate to the environment;
  - mobility;
  - perception, speech, and language;
- lack of the representational-symbolic behaviour that precedes language.

**Deaf and Hard of Hearing**
A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

**Giftedness**
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

**Learning Disabilities**
A severe learning disorder that is characterized by:
- an inability to profit from a special education program that is designed to accommodate slow intellectual development
- an inability to profit educationally within a regular class because of slow intellectual development; or
- an inability to profit from a special education program for students with mild intellectual disabilities; because of slow intellectual development;
- a limited potential for academic learning, independent social adjustment, and economic self-support.

**Multiple**
A combination of learning or other disorders, impairments, or physical handicaps that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.
NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)
PARENT(S)/GUARDIAN(S) GUIDE
PROCEDURES USED IN THE
IDENTIFICATION AND PLACEMENT OF EXCEPTIONAL PUPILS
IN SPECIAL EDUCATION PROGRAMS
AND
THE PARENT(S)/GUARDIAN(S)’ RIGHT TO APPEAL

June 2016
Introduction

The Education Act requires that school boards provide special education programs and services for their exceptional students. The purpose of this Parent/Guardian Guide is to provide information about the Identification, Placement, and Review Committee (IPRC). This guide sets out the procedures involved in identifying a student as “exceptional”, deciding the student’s placement, or to appeal such decisions if a parent/guardian does not agree with the IPRC.

If, after reading this guide, more information is required, please see the Board’s contact list at the end of the document.

Note: Please direct requests regarding Accessible formats to Jennifer Pellegrini, Communications Officer, Corporate Services and Communications by telephone, 905-735-0240 ext. 297 or by email, Jennifer.pellegrini@ncdsb.com

What Is An IPRC?

Regulation 181/98 requires that all school boards establish Identification, Placement and Review Committees (IPRCs). An IPRC is composed of at least three persons, one of whom must be a Principal or Supervisory Officer of the Board. There are two IPRC committees established at the Niagara Catholic District School Board. Please refer to the chart below for committee membership:

<table>
<thead>
<tr>
<th>In-school IPRC</th>
<th>Special Education Class Placement IPRC</th>
</tr>
</thead>
<tbody>
<tr>
<td>• (Chair) Principal of the school</td>
<td></td>
</tr>
<tr>
<td>• (Recorder) Educational Resource Teacher (ERT)</td>
<td></td>
</tr>
<tr>
<td>• (Voting Member) An additional teacher from the school staff (but not the teacher of the student being presented to the IPRC)</td>
<td></td>
</tr>
<tr>
<td>• (Chair) Coordinator of Special Education (or designate)</td>
<td></td>
</tr>
<tr>
<td>• (Recorder) Program Resource Teacher/Behaviour Resource Teacher</td>
<td></td>
</tr>
<tr>
<td>• (Voting Member) Principal/Vice-Principal from an alternate school</td>
<td></td>
</tr>
</tbody>
</table>

What Is The Role Of The IPRC?

The IPRC will:

- decide whether or not a student should be identified as exceptional;
- identify the area(s) of exceptionality of a student, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- determine an appropriate placement; and
- review the identification and placement at least once in each school year.

Who Is Identified As An Exceptional Student?

The Education Act defines an exceptional student as “a student whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

What Is A Special Education Program?

A special education program is defined in the Education Act as, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

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.

What Is An Individual Education Plan (IEP)?

The IEP must be developed for a student who is identified through the IPRC process, in consultation with the parent. It must include:

- specific educational expectations;
• an outline of the special education program and services that will be received;
• a statement about the methods by which the student’s progress will be reviewed; and
• all students require yearly transition plans.

The IEP must be completed within 30 days after a student has been placed in the program, and the Principal must ensure that the parent receives a copy.

How Is An IPRC Meeting Requested?
The Principal:
• upon receiving a parent/guardian’s written request, will convene an IPRC meeting; and
• may, with written notice to the parent(s)/guardian(s), refer the student to an IPRC when the Principal and the child’s teacher(s) believe that the student may benefit from a special education program.

Within 15 days of receiving the request, or giving the parent(s)/guardian(s) notice, the Principal must provide the parent(s)/guardian(s) with a copy of this guide and a written statement of approximately when the IPRC will meet.

May Parent(S)/Guardian(S) Attend The IPRC Meeting?
Regulation 181/98 entitles parent(s)/guardian(s) and students 16 years of age or older:
• to be present at and participate in all committee discussions; and
• to be present when the committee’s identification and placement decision is made.

Who Else May Attend An IPRC Meeting?
• the Principal;
• other resource people such as the student’s teacher(s), special education staff, Board support staff, or the representative of an agency, who may provide further information or clarification;
• a representative – that is, a person who may support or speak on behalf of the parent(s)/guardian(s) and/or student; and an interpreter, if one is required. (A request for the services of an interpreter can be made through the Principal.)

Who May Request That Others Attend?
Either the parent(s)/guardian(s) or the Principal may make a request for the attendance of others at the IPRC meeting.

What Information Will Parent(S)/Guardian(S) Receive About The IPRC Meeting?
At least 10 working days in advance of the meeting, the IPRC will provide the parent(s)/guardian(s) with written notification of the meeting and an invitation to attend the meeting as an important partner in considering the placement. This letter will note the date, time, and place of the meeting and it will request the parent(s)/guardian(s) to indicate attendance at the IPRC meeting.

Prior to the IPRC meeting, the parent(s)/guardian(s) will receive a written copy of any pertinent information that the chair of the IPRC has received including the results of assessments.

What If Parent(S)/Guardian(S) Are Unable To Attend The Scheduled Meeting?
If a parent/guardian is unable to attend the scheduled meeting:
• contact the school Principal to arrange an alternative date or time;
• advise the school Principal that the committee may proceed with the IPRC in the parent(s)/guardian’s absence. As soon as possible after the meeting, the Principal will forward for consideration and signature, the IPRC’s written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services; or

For An IPRC Review Meeting Only:
• An IPRC meeting is not required if the identification and placement does not change. In accordance with Reg. 181/98, s.21 (4) a parent/guardian may
waive this year’s IPRC review with the understanding that the Identification and Placement recommended by the previous IPRC committee will remain unchanged. The Individual Education Plan will continue to be a requirement. It is an integral part of the student’s program and will be reviewed to indicate specific programming expectations, goals and transition plans. The parent(s)/guardian(s) will receive a letter of acknowledgment in place of the standard IPRC forms.

What Happens At An IPRC Meeting?

• The meeting is opened with a prayer.
• The Chair introduces everyone and explains the purpose of the meeting.
• The IPRC will review all available information, and will:
  ➤ consider an educational assessment;
  ➤ consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment conducted by a qualified practitioner if such an assessment is required to make a correct identification or placement decision;
  ➤ interview the student, with consent if the student is less than 16 years of age, if they feel it would be useful to do so; and
  ➤ consider any information submitted by the parent(s)/guardian(s) or student if he or she is 16 years of age or older.
• The committee may discuss any proposal that has been made about special education programs or special education services. Committee members will discuss any such proposal at the request of the parent(s)/guardian(s), or at the request of the student 16 years of age or older.
• Parent(s)/guardian(s) are encouraged to ask questions and join in the discussion.
• Following the discussion, after all the information has been presented and considered, the committee will make its decision.

What Will The IPRC Consider In Making Its Placement Decision?

Before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

• meet the needs of the student; and
• be consistent with parent(s)/guardian(s) preferences.
  ➤ **Regular Class Placement**
  
  If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet needs of the student and that such a decision is consistent with the preferences of the parent(s)/guardian(s), the committee will decide in favour of placement in a regular class with appropriate special education services.
  
  ➤ **Special Education Class Placement**
  
  If the committee decides that the student should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.
  
  ➤ **Placement Options**
  
  The following placements are available to students with identified exceptional needs:
  
  ➤ Regular Class Placement with Indirect Support
  ➤ Regular Class Placement with Resource Assistance
  ➤ Regular Class Placement with Withdrawal Assistance
  ➤ Special Education Class with Partial Integration
  ➤ Special Education Class Full Time

What Will The IPRC’s Written Statement Of Decision Include?

• The IPRC’s written statement of decision will state:
  ➤ whether the IPRC has identified the student as exceptional;
  ➤ where the IPRC has identified the student as exceptional, the
categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education and Training;
- the IPRC’s description of the student’s strengths and needs;
- the IPRC’s placement decision; and
- the IPRC’s recommendations regarding a special education program and special education services, if any;
- where the IPRC has decided that the student should be placed in a special education class, the reason for that decision.

What Happens After The IPRC Has Made Its Decision?
- If the parent(s)/guardian(s) agrees with the IPRC decision, the parent(s)/guardian(s) will be asked to sign agreement with the identification and placement decision made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.
- If the IPRC has identified the student as an exceptional student and the parent(s)/guardian(s) has agreed with the IPRC identification and placement decision, the Board will promptly notify the Principal of the school at which the special education program is to be provided of the need to develop/review an Individual Education Plan (IEP).

Once A Child Has Been Placed In A Special Education Program, Can The Placement Be Reviewed?
- A review IPRC meeting will be held within the school year, unless the Principal of the school at which the special education program is being provided receives written notice from the parent(s)/guardian(s) waiving the annual review.
- Parent(s)/guardian(s) may request a review IPRC meeting any time after the student has been in a special education program for 3 months.

What Does A Review IPRC Consider And Decide?
- The review IPRC considers the same type of information that was considered at the initial IPRC.
- With the written permission of the parent(s)/guardian(s), the IPRC conducting the review will consider the progress the student has made in relation to the IEP.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

What Can Parent(S)/Guardian(S) Do If They Disagree With The IPRC Decision?
- If parent(s)/guardian(s) do not agree with either the identification or placement decision made by the IPRC, parent(s)/guardian(s) may: within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns;
- If parent(s)/guardian(s) do not agree with the decision after the second meeting, parent(s)/guardian(s) may file a notice of appeal within 15 days of your receipt of the decision.
- If parent(s)/guardian(s) do not consent to the IPRC decision and parent(s)/guardian(s) do not appeal it, the Board will instruct the Principal to implement the IPRC decision.

How Do The Parent(S)/Guardian(S) Appeal An IPRC Decision?
If parent(s)/guardian(s) disagree with the IPRC’s identification of their child or with the placement decision of the IPRC, they 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 the intention to appeal the decision to:

**Director of Education / Secretary-Treasurer**
Niagara Catholic District School Board
427 Rice Road, Welland, ON L3C 7C1
Phone: 905-735-0240 ext. 220 and Fax: 905-734-8828

The notice of appeal shall indicate the decision with which the parent disagrees and a statement that sets out their reasons for disagreeing. The notice of appeal must:
- indicate the decision with which the parent(s)/guardian(s) disagrees as being;
  - the identification as exception, or the non-identification, and/or the placement; and
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS

- include a statement that sets out the reasons for disagreement.

What Happens In The Appeal Process?
The appeal process involves the following steps:

- The Board will establish a special education appeal Board to hear the appeal. The appeal Board will be composed of three persons (one of who is to be selected by the parent(s)/guardian(s) 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 selected (unless parent(s) / guardian(s) 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 persons who may be able to contribute information about the matter under appeal.
- The parent(s)/guardian(s), and the student, if he or she is 16 years old or over, 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 ending. It may:
  - agree with the IPRC and recommend that the decision be implemented; or
  - disagree with the IPRC and make a recommendation to the Board about the student’s identification, placement, or both.
- The appeal Board will report its recommendations in writing, to parent(s)/guardian(s) and to the Board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal Board’s written statement, the Board will decide what action it will take with respect to the recommendations (Boards are not required to follow the appeal Board recommendation).
- Parent(s)/guardian(s) may accept the decision of the school Board, or may appeal to a Special Education Tribunal. Parent(s)/guardian(s) 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.

Where Can Parent(S)/Guardian(S) Obtain Additional Information?
Please contact the Principal of your school or you may also contact one of the following staff members located at the Catholic Education Centre, 427 Rice Road, Welland, ON, L3C 7C1.

- **Pat Rocca**, Superintendent of Education
  (905) 735-0240 ext. 228

- **Jim Di Gioia**, Coordinator
  (905) 735-0240 ext. 137

- **David O’Rourke**, Coordinator
  (905) 735-0240 ext. 195

- **Danny Giancola**, Coordinator
  (905) 735-0240 ext. 191
Dear Parents,

The Special Education Department is making every effort to ensure that each Identification, Placement and Review Committee Meeting (I.P.R.C.) is being conducted in such a way as to ensure that decisions made will best serve the needs of the student under consideration.

It is important for us to receive feedback from each family who has participated in an I.P.R.C. meeting. Therefore, we are asking you to complete the attached Parent Questionnaire and either mail it to the address listed on the form or return it to your child’s school.

You can be assured that your responses will be considered and will assist us in providing better service for both the parents and the children in our system.

Thank you for your anticipated support and co-operation.

Sincerely,

Special Education
Dear Parent/Guardian,

This letter is to provide you with information about the parent/guardian options when notification of an Identification Placement Review Committee (IPRC) meeting is scheduled. A parent/guardian, student age 16 years and older and/or the school can request an IPRC meeting as outlined in Regulation 181/98. There are four options available to you:

1. I will not be present. Please proceed as planned.
2. I will not be present at the IPRC meeting as scheduled. Please contact me.
3. I will be present at the IPRC meeting.

For an IPRC Review Meeting only:
4. An IPRC meeting is not required if the Identification and Placement does not change. In accordance with Reg. 181/98, s.21 (4) I wish to waive this year’s IPRC Review meeting with the understanding that the Identification and Placement recommended by the previous IPRC committee will remain unchanged. The Individual Education Plan will continue to indicate specific programming expectations, goals and transition plans. The parent/guardian will receive a letter of acknowledgement in place of the standard IPRC forms.

Option four is a choice to consider when a parent/guardian, and/or student age 16 years and older are in agreement with the most recent decision of the IPRC committee. Waiving the review will require Niagara Catholic to maintain the Identification and Placement from the most recent IPRC. The Individual Education Plan will continue to be a requirement. It is an integral part of the student’s program and will be consulted and reviewed throughout the school year.

An IPRC meeting can be initiated by the school, parent, guardian, and/or student 16 years and older in writing as per ministry regulations.

If you have any questions, please contact the school Principal or the Educational Resource Teacher regarding these options.

Sincerely,

Principal

September 2009 – Form 33
The Niagara Catholic District School Board is committed to the inclusion of students with special education needs within their home schools and in their age appropriate classes. Inclusion is the student’s feeling of belonging in a community of learning that honours equality, student diversity and spiritual respect. The Board’s model of program and service delivery is rooted in a seamless approach to serving students with special education needs from entry in Full Day Early Learning to exit upon graduation.

I. Range of Placement Options

A range of placement options are available across and external to the Niagara Catholic District School Board to meet the needs of students in the most enabling environment. These placements are available for any student with special education needs.

a. Regular Classroom Placement

Indirect Support: Students with special education needs who are enrolled in a regular class and are receiving direct instruction from a regular classroom teacher to whom the Board provides specialized consultative services.

Resource Assistance: Students with special education needs who are enrolled in a regular class and are receiving direct specialized instruction, individually or in a small group, within the regular classroom from a special education teacher.

Withdrawal Assistance: Students with special education needs who are enrolled in a regular class and are receiving instruction outside the regular classroom for part of the school day from a special education teacher.

b. Special Education Classes

Special Education class placement will be provided on the basis of the need for intervention outside the regular classroom. The duration of the special placement will be determined by the success of the intervention, the nature of the need and parental wishes.

- Special Education Class with Partial Integration: Students with special education needs who are enrolled in and attending a self-contained special education class and integrated for at least one instructional period daily.

- Special Education Class Full Time: Students with special education needs who are enrolled in and attending a special education class (in accordance with Regulation 298, section 31) for the entire school day. Opportunities for integration into age appropriate classes are arranged.

The classes include Learning Strategies Social Skills Classes (elementary only – maximum number of students is 8 FTE) and Special Education Classes (secondary only – maximum number of students is 16 FTE with multiple exceptionalities).

c. Care, Treatment, Custody and Correctional Facilities

For a few students with complex needs, government approved care, treatment, and correctional facilities have been established to focus primarily on therapeutic or security needs. The Niagara Catholic District School Board does not operate its own facilities, but can enter into arrangements with agencies operating other programs. Staff within these facilities work collaboratively using a multi-disciplinary approach. Placement within these programs involves an admission procedure, which is controlled by the agency housing the program.

d. Provincial School Placement

For a few students with specific needs who meet the admission criteria of the provincial schools, the Niagara Catholic District School Board provides transportation to the provincial schools operated by the Ministry of Education. For students of the Niagara Catholic District School Board these specialized settings are residential.
II. Meeting Student Needs in the Regular Classroom: Accommodations and/or Modifications and/or Alternative Programs

In keeping with the expectations of the Ministry of Education, it is expected practice within the Niagara Catholic District School Board to make accommodations, modifications, and/or alternative programs for students with special education needs. Accommodations, modifications and/or alternative programs can be made for any student provided that the parent(s)/guardian(s) have been consulted prior to any change in the curriculum expectations.

a. Accommodations (how the student is taught)
   The term accommodation is used to refer to the special teaching and assessment strategies, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

b. Modifications (what the student is learning)
   Modifications are changes made in the age appropriate grade level expectations for a subject or course in order to meet a student’s learning needs. These changes may involve developing expectations and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level expectations.

c. Alternative Programs
   Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. The expectations in an alternative course are individualized for the student and generally focus on preparing the student for daily living. Examples of alternative programs include: Social Skills, Orientation and Mobility Training and Personal Care Programs. Alternative programs are provided in both the Elementary and Secondary panels. Alternative courses at the Secondary level are non-credit courses.

d. Parent(s)/Guardian(s) Involvement
   The parent(s)/guardian(s) have a key role in the education of the student with special education needs. As such, early and ongoing discussion between school and home will occur to ensure that the most appropriate decisions are being made regarding school placements and programs.

   It is the expectation of the Niagara Catholic District School Board that parent(s)/guardian(s) will be consulted early on in the development of Individual Education Plans (IEP), and that parent(s)/guardian(s) will assist in the follow through of recommendations and programming strategies.

   The involvement of parent(s)/guardian(s) can take an informal and/or a formal approach. Informal communication can occur through regular conversations with school personnel. More formal involvement can occur through team meetings, case conferences, IPRCs and report card interviews.

III. Services Provided by the Niagara Catholic District School Board

a. Prior Learning Assessment and Recognition (PLAR)
   Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: “challenge” and “equivalency”.

   The “challenge” process is the process whereby students’ prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

   The “equivalency” process is the process of assessing credentials
from other jurisdictions.

Students, parent(s) or guardian(s) are asked to contact their school guidance counsellor. PLAR procedures are carried out under the direction of the school Principal who grants credits.

b. Services for Students with Behaviour Needs

Most students with behaviour difficulties are served in their home schools in age appropriate classes with additional support that may be provided through the Educational Resource Teacher, the Child and Youth Worker or the Behaviour Resource Teacher. For some students, the Learning Strategies Social Skills Class (LSSSC) may be the most appropriate setting. Students placed in the LSSSC through the IPRC process receive behavioural intervention in a small setting with integration as deemed appropriate. This is a temporary placement with the goal of returning to the student’s home school. For a few students, placement in specialized treatment programs outside the jurisdiction of the Board may be necessary (e.g. Pathstone Mental Health, Niagara Health Systems, and Niagara Support Services).

c. Services for Student with Communication Needs

The majority of the students with communication needs are served within the regular class. Additional support may also be provided by the Special Needs Facilitator (consultative) or the Speech Language Pathologist. The Board also consults with Communication Assessment Support Team (CAST) for students with needs in the area of augmentative communication. In some cases, special arrangements are made with Treatment Facilities (Niagara Children’s Centre) for intensive programming as an outpatient or as a part of the student’s program.

For students with a diagnosis of Autism, the Niagara Catholic District School Board has developed protocols with Bethesda and Hamilton Health Sciences to access a wide range of programs and services.

d. Services for Students with Speech/Language Needs

The majority of students have their needs met within the regular classroom with the possible addition of appropriate support being offered by Speech Language Pathologists who may complete the speech/language assessments.

For some students, an application is made for a placement in a specialized class at the Niagara Children’s Centre School provided that the student meets the admission criteria as set out by the Niagara Children’s Centre.

Students with speech impairments have their needs met within the regular class with support provided through recommendations by the Speech Language Pathologist, or through services provided by the Local Health Integration Network (LHIN).

e. Services for Students who are Deaf/Hard of Hearing

All students with hearing loss are supported in the regular classroom through differentiated instruction from their classroom teacher and may receive personalized service from an Itinerant Program Resource Teacher - Deaf / Hard of Hearing (IPRT-D/HH). Niagara Catholic District School Board contracts the service of an Educational Audiologist who makes recommendations for the most appropriate personal FM or sound field equipment and classroom environmental acoustic treatments. Consultation service provided by the provincial schools is accessed when needed and appropriate.

f. Services for Students with Physical Needs

Students are within their home school whenever possible with the addition of appropriate supports and/or specialized equipment. Appropriate equipment, Board approved therapy consultation through School Health Support Services (Occupational, Physical and/or Speech), and personnel may be provided. Where appropriate, the necessary medical staff is also included to ensure a
safe, productive environment. Liaison and interaction with outside agencies occurs regularly. Any accommodations to the physical environment of the school are reviewed to ensure accessibility. Specialized equipment purchases are also made on an as needed basis. In some instances, some purchases are made as set out by the Ministry of Education Special Equipment Amount (SEA) guidelines.

g. Services for Students who are Blind/Low Vision

All students with blind/low vision needs are supported in the regular classroom through differentiated instruction from their classroom teacher and may receive personalized service from an Itinerant Program Resource Teacher – Blind/Low Vision (IPRT – B/LV). Services may include instruction in braille or other assistive technology. Any accommodations to the physical environment of the school are reviewed to ensure accessibility. Specialized equipment purchases are made on an as needed basis. In some instances, these purchases are made as set out by the Ministry of Education SEA Guidelines. Consultation service provided by the provincial school is accessed when needed and appropriate.

h. Service for Students with Multiple Exceptionalities

In most cases, the student is served within the home school with the addition of any appropriate supports and specialized equipment. Where appropriate, the necessary medical staff is also included to ensure a safe, productive environment.

i. Services for Students with Intellectual Needs

Many students are served within the regular class and may have the assistance from school and Board level personnel. Curriculum modifications, accommodations and alternative programs may be implemented to assist the student in being successful. Specialized equipment may be provided as recommended by appropriate professionals. In some cases, at the secondary level, a Special Education Class is available with opportunities for appropriate integration. Entry into this class is through the Special Class IPRC process.

j. Services for Students Identified as Gifted

The Niagara Catholic District School Board combines in-school enrichment and opportunities for congregation as the key components for service delivery for students who have been identified as gifted. In-school opportunities for enrichment are provided to students in any grade. Opportunities for attendance at congregated enrichment modules occur in Grades 5-8.

IV. Next Steps – Further Intervention Required

In cases where a school has exhausted its resources to provide an appropriate and safe environment for a student, a referral to the Area Team is made to access Board support. At this level the Area Team determines, through direct observation and fact finding, the level of support required and the nature of the resources that need to be directed at the school. Where more specialized support may be required, Board personnel may suggest the parent(s)/guardian(s) access provincial/community supports. Agencies such as Local Health Integration Network (LHIN) may provide in school training or staff to support students with complex medical needs.

Regular site based monitoring continues between the school and the support personnel. Regular updates are provided to the Area Team to ensure proper implementation is taking place.

V. Self-Contained Special Education Classes offered by the Niagara Catholic District School Board

For some students, the program modifications required are so extensive that placement in a self-contained class is recommended to provide individual or small group assistance for more than fifty percent of the day. In elementary, these classes may serve pupils from several schools in the Board. Students are integrated into regular classes as appropriate to facilitate the achievement of particular program goals.

The Niagara Catholic District School Board provides two Learning Strategies Social Skills Classes at the elementary level and eight Special Education Classes at the
secondary level.

a. Elementary Learning Strategies Social Skills Special Education Classes

Objectives of the Class
- to plan for reintegration into the home school;
- to provide continuous modelling and reinforcement of appropriate social skills and behaviour;
- to develop age appropriate skills by using various behaviour and social activities;
- to develop compliance and behavioural strategies;
- to modify student behaviour and attitude toward school, improve academic achievement, enhance self-image, continue building spiritual self and to facilitate student return to the regular classroom.

Entrance Criteria
- placement in a Special Education Class is consistent with parent(s)/guardian(s)’ preferences;
- student must be in Grades 1 through 6;
- Behaviour Assessment Report (BAR) has been completed;
- the student requires a low ratio setting;
- must include extensive evidence of school and system based Problem Solving Model and involvement of appropriate Special Education personnel;
- student may have been through in-school IPRC process;
- parent(s)/guardian(s) support and involvement is a necessary element of the program;
- parent(s)/guardian(s) are strongly encouraged to initiate a referral to Contact Niagara.

Class Description
- program follows a modified school day;
- generally no more than 8 students in the class;
- daily communication between the home and school is an essential element;
- transportation will be provided by the Board as set out in the Board’s Transportation Policy;
- focus on social skills, literacy, numeracy, physical and spiritual development of the learner.

b. Secondary Special Education Class

Objectives of the Class
- to expose students to a large variety of activities in order to provide a stimulating environment for learning of life skills to prepare students for community inclusion;
- to focus on developing independence;
- to focus on effective transitioning to and from Secondary school.

Entrance Criteria
- student is placed in the Special Education class through an IPRC which is consistent with parent(s)/guardian(s)’ preferences;
- student is of appropriate high school age;
- student may have a significant intellectual disability and/or significant deficits in adaptive behaviours which have been identified through assessment(s) and/or diagnosis;
- student may have accompanying physical disabilities;
- student is usually working on alternative expectations;
- significant involvement of school-based and Board level staff;
- student requires intensive programming in a specialized setting.
PART 3
SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Class Description

- program may follow a modified day with individual programming and opportunities for integrated scheduling;
- life-skill focus;
- work experience/community based focus;
- liaison with community agencies and supports;
- peer tutor assistance provided where appropriate and available.

VI. Care, Treatment, Custody and Correctional (CTCC) Facilities

Presently, the Niagara Catholic District School Board is responsible to the Ministry of Education in supporting a Care, Treatment, Custody and Correctional (CTCC) Facility, classroom at David S. Horne. The students of the Niagara Catholic District School Board also access various CTCC Facilities’ programs such as those offered at Pathstone Mental Health, the Niagara Health System’s St. Catharines General Hospital site and Child and Parent Resource Institute (CPRI).
As outlined in *Special Education in Ontario: Kindergarten to Grade 12 (Policy and Resource Guide 2017, Ministry of Education)* an **Individual Education Plan (IEP)** is:

- a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student’s strengths and needs that affect the student’s ability to learn and to demonstrate learning;
- a working document that contains the transition plan, a detailed and coordinated plan that helps to ensure that a student has supports in place to facilitate educational transitions;
- a record of any accommodations needed to help the student achieve the learning expectations identified in the IEP, given the student’s identified learning strengths and needs;
- a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in the particular subject or course, as outlined in the Ministry of Education’s curriculum policy documents, if modification are required;
- a working document that identifies alternative expectations, if required, in areas not represented in the Ontario curriculum;
- a record of the teaching strategies specific to modified and alternative expectations and of assessment methods to be used to determine the student’s progress towards achieving these expectations;
- a working document that is developed at the beginning of a school year or semester or at the start of a placement and that is reviewed and adjusted throughout the reporting period;
- an accountability tool for the student, the student’s parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

The purpose of the IEP is to identify clearly for parents, school staff, and the Ministry of Education the reason for accessing special education programs and services.

An IEP must be developed for every student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC).

In addition, an IEP may be developed for a student who has not been identified as exceptional but is working with accommodations, or on modified or alternative curriculum.

Creating an IEP is a collaborative process that involves the classroom teacher(s) with whom the student interacts, the student where appropriate, the student’s parent(s)/guardian(s), the Educational Resource Teacher (ERT), and where appropriate, other professionals involved with the student, other school personnel/support staff, and staff from community agencies. Parent(s)/guardian(s) can provide an invaluable perspective on their child’s personality, development and learning style and therefore, have a very important role in the IEP development process. Niagara Catholic staff is committed to ensuring that parent(s)/guardian(s) are involved early on in the development of their child’s IEP, and continue to be involved throughout the implementation and review of the IEP. Since the IEP is a flexible, working document, revisions and updates are expected and adjustments as necessary can be made throughout the school year.

The most recent applicable IEP will be stored in the Ontario Student Record (OSR). Each year, the parent(s)/guardian(s) will receive a copy of the student’s IEP and updated copies of all changes made to meet the needs and strengths within the new grade/class placement.

Should questions or concerns arise regarding their child’s IEP, progress or programming, parent(s)/guardian(s) are expected to use the following approach:

1. Address the concern with the classroom teacher.
2. Should the concern remain, address the concern in a case conference with the classroom teacher, the Educational Resource Teacher, and the Principal.

In the event that resolution is not possible after all other avenues have been attempted, the Niagara Catholic Complaint Resolution Policy 800.3 further outlines the process available to parent(s)/guardian(s) in addressing their concerns.

Please refer to Appendix P4-1 for a sample of an IEP document.
APPENDIX P4-I

SAMPLE OF IEP DOCUMENT
**Individual Education Plan for IEP Sample**

**OEN**: 987654123 [M]

**School**: Education Centre

**Grade**: 4

**Term**: 2

**School Year**: 2014-2015

**Reason for IEP**: Student identified as exceptional by IPRC

**Draft as at 2015/06/19**

---

### Assessment Data

<table>
<thead>
<tr>
<th>Type</th>
<th>Information Source</th>
<th>Date</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQAO - Grade 3</td>
<td>Reading - Level 2 Writing - Level 2 Math - Level 2</td>
<td>2014/05/29</td>
<td>Reading - Level 2 Writing - Level 2 Math - Level 2</td>
</tr>
<tr>
<td>Kaufman Test of Educational Achievement II (KTEA-II)</td>
<td>Math Composite: Low Average</td>
<td>2014/03/02</td>
<td>Math Composite: Low Average</td>
</tr>
<tr>
<td>Psychological/Psychiatric Assessment</td>
<td>Dr. Grey</td>
<td>2009/02/18</td>
<td>Diagnosis of childhood depression and oppositional defiant disorder</td>
</tr>
</tbody>
</table>

---

### Strengths & Needs

<table>
<thead>
<tr>
<th>Areas of Need</th>
<th>Areas of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>gross motor abilities</td>
<td>expressive language (writing)</td>
</tr>
<tr>
<td>expressive language (speaking)</td>
<td>memory skills</td>
</tr>
<tr>
<td>attention</td>
<td>processing speed</td>
</tr>
<tr>
<td>computer skills</td>
<td>organizational skills</td>
</tr>
<tr>
<td>participation</td>
<td>attention</td>
</tr>
<tr>
<td>kinesthetic learning style</td>
<td>conflict resolution</td>
</tr>
<tr>
<td>mathematics</td>
<td>cooperation</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>adaptive</td>
</tr>
<tr>
<td>social studies</td>
<td>social interaction</td>
</tr>
<tr>
<td>Religious and Family Life Education</td>
<td></td>
</tr>
<tr>
<td>Second Language - French</td>
<td></td>
</tr>
<tr>
<td>Behaviour (Mrs. White)</td>
<td></td>
</tr>
</tbody>
</table>

---

### Accommodations

<table>
<thead>
<tr>
<th>Instructional</th>
<th>Environmental</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• assign one task at a time*</td>
<td>• preferential seating</td>
<td></td>
</tr>
<tr>
<td>• extra review/drill*</td>
<td>• access to computer or word processor with spell check*</td>
<td></td>
</tr>
<tr>
<td>• frequent breaks*</td>
<td>• alternatives to written output*</td>
<td></td>
</tr>
<tr>
<td>• highlight/chunk material*</td>
<td>• visual aids/concrete materials*</td>
<td></td>
</tr>
</tbody>
</table>

---

### Individualized Equipment

- n/a

---

### Provincial Assessments

- None

---

### Individual Education Plan for IEP Sample continued

**Term 1**

- Performance Tasks
- Teaching Strategies
- Assessment Methods

**Term 2**

- Performance Tasks
- Teaching Strategies
- Assessment Methods

---

### Transition Plan

**Non-Instructional Times**

- Long term goals: Student will transition independently during break periods (recess, nutrition break, lunch)

**Activity to Activity**

- Long term goals: Student will transition independently between subjects/activities

---

**https://iep.ncdsb.com/iep/Display/Print.aspx 6/19/2015**

---

**Nurturing Souls and Building Minds**
**Human Resources (teaching/nonteaching)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Provided by</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct instruction</td>
<td>Classroom Teacher</td>
<td>Regular class</td>
</tr>
<tr>
<td>Intensity: Daily starting: 2014/09/08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring</td>
<td>Educational Resource Teacher</td>
<td>Regular class</td>
</tr>
<tr>
<td>Intensity: Daily starting: 2014/09/08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioural program support</td>
<td>Behaviour Resource Teacher</td>
<td>Regular class</td>
</tr>
<tr>
<td>Intensity: As directed by the teacher starting: 2014/09/08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioural program support</td>
<td>Child and Youth Worker</td>
<td>Regular class</td>
</tr>
<tr>
<td>Intensity: As directed by the teacher starting: 2014/09/08</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sources Consulted in the Development of the IEP**

- IPRC information
- Classroom observations
- Educational assessments
- Consultation with student
- Consultation with parent/guardian
- Consultation with board staff

**Evaluation and Reporting**

<table>
<thead>
<tr>
<th>Reporting Dates</th>
<th>Reporting Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/11/26</td>
<td>Provincial Progress Report</td>
</tr>
<tr>
<td>2015/02/13</td>
<td>Provincial Report Card</td>
</tr>
<tr>
<td>2015/06/25</td>
<td>Provincial Report Card</td>
</tr>
</tbody>
</table>

**Log Of Review, Updating and Parent/Student Consultation**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity / Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/10/06</td>
<td>Contact with Mother by Mrs. White - Teacher Discussed strengths and needs. Determined focus for term 1. Discussed and revised IEP with parental input.</td>
</tr>
<tr>
<td>2015/02/03</td>
<td>Contact with Mother by Mrs. White - Teacher Reviewed Term 1 Report card. Discussed strengths and needs. Determined focus for term 2. Discussed and revised IEP with parental input.</td>
</tr>
</tbody>
</table>

The Principal is legally required to ensure that the IEP is properly implemented and monitored. This plan has been developed according to the Ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and student's achievement evaluated at least once every reporting period.

Approved: ________________________________ ______________
Principal: Date

The Niagara Catholic District School Board utilizes a wide range of teachers, professionals and paraprofessionals in its delivery of programs and services to students with special education needs. Staff members are deployed within schools as well as on a system-wide basis.

**Educational Resource Teachers (ERT)**
Each school presently has a minimum of a 0.5 Full Time Equivalent (FTE) Educational Resource Teacher (ERT).

ERT allocations will be reviewed on an annual basis. The decision to increase/decrease ERT allocations in a school may be based upon the following factors:

a. budget approval and availability for staffing increases/decreases;
b. school area demographics;
c. FTE student enrollment statistics.

**Deployment of Educational Assistants**
The Student Support Department consults with school Principals, ERTs and Area Team members, using an assessment of student needs process, to determine Educational Assistant supports at the school level each year. The following criteria is considered in the deployment of Educational Assistants at the school level:

- Medical/Physical: The student demonstrates need related to mobility, therapy, medications, use of specialized equipment or personal care.
- Safety/Supervision: Student demonstrates need related to behavioral and/or social challenges.
- Communication/ASD: Student demonstrates need in the area of communication, organization, social or life skills.

Educational Assistants are assigned to individual schools by the Board and deployed within the school as deemed appropriate by the Principal. The assignment of Educational Assistants is reviewed throughout the year.

The Student Support Department recognizes the need for additional staff and other external resource professionals, to meet the needs of students who require additional support during the school day. Appendix P5-I outlines the staff/external resource professionals currently utilized within the Niagara Catholic District School Board.
# SPECIAL EDUCATION STAFF

<table>
<thead>
<tr>
<th>Special Education Staff</th>
<th>FTE</th>
<th>Staff Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Resource Teachers</td>
<td>53.42</td>
<td>Ontario Teacher’s Certificate of Qualification: minimum Special Education Part I</td>
</tr>
<tr>
<td>Special Education Class Teachers (Elementary)</td>
<td>2</td>
<td>Ontario Teacher’s Certificate of Qualification: minimum Special Education Part II preferred</td>
</tr>
<tr>
<td>Special Education Class Teachers (Secondary)</td>
<td>8</td>
<td>Ontario Teacher’s Certificate of Qualification: minimum Special Education Part II preferred</td>
</tr>
<tr>
<td>Central Level Student Support Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Itinerant Teachers – Deaf/Hard of Hearing Blind/Low Vision</td>
<td>3</td>
<td>Ontario Teacher’s Certificate of Qualification: Additional Qualifications - Teacher of the Deaf, Teacher of the Blind</td>
</tr>
<tr>
<td>Program Resource Teachers</td>
<td>3</td>
<td>Ontario Teacher’s Certificate of Qualification: Special Education Specialist, supervised by qualified, registered member of College of Psychologists</td>
</tr>
<tr>
<td>Behaviour Resource Teachers</td>
<td>3</td>
<td>Ontario Teacher’s Certificate of Qualification: Special Education Specialist, supervised by qualified, registered member of College of Psychologists</td>
</tr>
<tr>
<td>Special Education Coordinators</td>
<td>3</td>
<td>Ontario Teacher’s Certificate of Qualification: Special Education Specialist</td>
</tr>
<tr>
<td>Teacher Assistants in Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Assistants</td>
<td>289.5</td>
<td>Completion of Educational Resources and Special Needs Certificate or equivalent, Developmental Handicapped Service Worker (DHSW), Certification in Behaviour Management Systems (BMS) Training</td>
</tr>
<tr>
<td>Child and Youth Workers</td>
<td>27</td>
<td>Completion of a three year post secondary Child and Youth Care diploma or equivalent, Certification in Behaviour Management Systems (BMS) Training</td>
</tr>
<tr>
<td>Sign interpreters (for deaf students)</td>
<td>2</td>
<td>A recognized Interpreter Training Program</td>
</tr>
</tbody>
</table>

---

Page 46

Nurturing Souls and Building Minds
<table>
<thead>
<tr>
<th>Position</th>
<th>Required Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervenor (for deaf-blind students)</td>
<td>2 A recognized Intervenor Diploma</td>
</tr>
<tr>
<td>Other Professional Resource Staff</td>
<td></td>
</tr>
<tr>
<td>Special Needs Facilitators – AT (Assistive Technology) Support</td>
<td>2 2 Year College Diploma in Educational Assistant – Special Needs Support</td>
</tr>
<tr>
<td>Speech-Language Pathologists</td>
<td>4 Master’s Degree in Speech-Language Pathology, member in good standing with (CASLPO), The College of Audiologists and Speech-Language Pathologists of Ontario</td>
</tr>
<tr>
<td>Social Workers</td>
<td>3 Master’s Degree in Social Work or equivalent, registration with the Ontario College of Social Workers and Social Services Workers</td>
</tr>
<tr>
<td>Stay in School Coordinator</td>
<td>1 Bachelor of Arts degree in a related field plus education and certification related to role</td>
</tr>
<tr>
<td>ABA Supervisor</td>
<td>3 Post-Secondary degree/diploma in education or health related field: post graduate studies or equivalent field experience in autism and behavioural science</td>
</tr>
<tr>
<td>Special Needs Facilitators – ABA</td>
<td>2 Autism and Behavioural Sciences diploma from a recognized post-secondary institution</td>
</tr>
<tr>
<td>Orientation and mobility personnel</td>
<td>Contracted through the Canadian National Institute for the Blind (CNIB)</td>
</tr>
<tr>
<td>Consulting Educational Audiologist</td>
<td>Services contracted out</td>
</tr>
<tr>
<td>Consulting Psychologist</td>
<td>Services contracted out – member in good standing with College of Psychologists</td>
</tr>
<tr>
<td>Occupational therapists</td>
<td>Niagara Children’s Centre</td>
</tr>
<tr>
<td>Physiotherapists</td>
<td>Niagara Children’s Centre</td>
</tr>
</tbody>
</table>
The Niagara Catholic District School Board allocates funding for the purchase of specialized equipment to provide students with the equipment they require in order to be successful in the learning environment. The Ministry of Education provides Special Equipment Amount (SEA) funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional.

Niagara Catholic follows the guidelines below in supporting the purchases of specialized equipment for students.

• The SEA Per Pupil Amount is for purchases of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment (includes equipment purchased through the claims-based process).

• The SEA Claims-Based funding is for purchases of other non-computer based equipment to be utilized by students with special education needs including sensory support, hearing support, vision support (including vision support equipment that has a computer interface and is required by a student when the primary function of the equipment is to address the vision support needs of the student), personal care support and physical assists support equipment which will cover the cost of an individual student’s equipment needs in excess of $800 in the year of purchase. Boards are responsible for the first $800 in cost for any student per year.

Students do not have to be identified as exceptional students through the Identification, Placement, and Review Committee (IPRC) process for Boards to apply for SEA funding. Evidence of the use of equipment must be documented in the student’s Individual Education Plan (IEP) and Provincial Report Card.

Types of Specialized Equipment

There is a wide range of specialized equipment that can be considered for purchase to assist students with special education needs. The equipment aids the student in accessing Ontario curriculum, a Board-determined alternative program, course and/or to attend school. In some cases, the equipment may be for personal care or to address personal dignity issues.

It is important to note that equipment purchases are made to address individual student needs as they apply to the school setting. Equipment purchased to assist students is to remain at school during all holidays and summer breaks, pending special arrangements.

Examples of SEA funded equipment may include:

• speech analyzers
• FM systems
• soundfield systems
• amplification systems
• print enlargers for students with low vision
• computer hardware
• software that provides access to curriculum (e.g., operating systems and accessibility programs)
• adjustable desks or computer tables
• Braille
• symbol or letter voice translators
• insulated booths and study carrels
• communication aids, such as speech synthesizers
• positioning devices for sitting, standing and lying
• personal care items
• lifts for transferring students
• warranties
• service contracts for technology
• training for students and staff on how to use SEA funded technology, software or other equipment

It is expected that equipment will be replaced or upgraded as needed to accommodate changes in students’ needs or due to changing technology. The expected number of years of use for different types of equipment varies depending on the technology.
Eligibility Criteria for Accessing Specialized Equipment

1. SEA Per Pupil and Claims Based process

The following eligibility prerequisites apply for SEA Per Pupil and Claims Based funding equipment purchases:

- **Documentation required:**
  - an assessment or assessments from a qualified professional including a diagnosis/deficit of condition the equipment is meant to address;
  - a recommendation indicating the types of equipment the student requires to address his or her needs;
  - an indication that the equipment is needed to access curriculum.

- **Also required are:**
  - a current signed copy of the student’s IEP that provides evidence of the use of the equipment in the student’s program;
  - current signed copy of the Provincial Report Card;
  - proof of purchase.

There are some special circumstances that are considered when purchasing equipment through the SEA Claim process. In some cases the Niagara Catholic District School Board can enter into leasing agreements for specialized equipment. In other cases, particularly those involving the purchase of FM systems and computer based equipment, a trial period for the equipment is required. In these cases, pre and post data are included as part of the claim documentation.

2. Board Purchased Equipment

The Niagara Catholic District School Board allocates a portion of SEPPA grants to pay for equipment purchases that do not fall under the SEA Claim guidelines. A purchase for student equipment by the Niagara Catholic District School Board is considered when:

- there is an assessment with accompanying recommendations provided to the Board by a qualified practitioner; and,

- the recommended equipment will provide the necessary accommodations to the environment that will allow the student to have equitable access to learning experiences and the learning environment.

Niagara Catholic District School Board Guidelines and Procedures for Accessing Specialized Equipment

- The following steps are taken when a request for equipment is made:
  - All requests for specialized equipment will come through the appropriate Student Support staff of the Niagara Catholic District School Board.
  - Each request requires a recommendation from an appropriately qualified professional.
  - A signed copy of the current Individual Education Plan (IEP) and the current Provincial Report Card must be included.
  - Where possible, a Canadian supplier is preferred and equipment must be CSA approved.
  - Recommendations for specific equipment must be outlined and included in the request for purchase.
  - Upon receipt of the required documentation, the request will be reviewed for approval. In some cases, additional documentation or recommendations for different equipment will be made.
  - It is important to note that decisions related to the purchase of specific computer software/hardware will be the exclusive jurisdiction of the Niagara Catholic District School Board.

- Additional considerations:
  - Will the recommended equipment provide the student with the accommodations necessary to access learning opportunities and the learning environment in a more equitable fashion?
  - Will the recommended equipment enhance the dignity of the student for whom the equipment is being purchased?
  - Can the student operate the equipment requested? What type of
support is required to allow the student to use the equipment?

- Does the student require the equipment in order to communicate with peers and school staff?
- How does technology (hardware and software) currently available in the school NOT meet the student’s needs?

**Portability/Transferring Equipment**

Equipment purchased through SEA funding is considered portable, therefore, it should be transferred when the student changes schools or moves to a different school board within Ontario. The student’s sending board will not be reimbursed by the Ministry. The receiving board will be responsible for any shipping or handling costs associated with the timely and effective transfer of equipment.
The Special Education Department and Niagara Student Transportation Services (NSTS) work together to provide transportation for students with special education needs. Through NSTS, the Niagara Catholic District School Board competitively procures carriers with extensive backgrounds in the provision of transportation services to students with special education needs. A range of services is provided to students with special education needs, and wherever possible, students with special education needs use regular busing to their home schools.

Guidelines for Provision of Transportation

a. The Special Education Department in consultation with the school Principal and Niagara Student Transportation Services (NSTS) will determine if a student with special education needs requires special transportation that is not the regular busing provided by the Board. In all cases, staff from the Special Education Department will obtain approval from the Superintendent of Education – Special Education.

b. The safety of a student with special education needs will be a factor when considering alternative transportation arrangements.

c. Students with special medical conditions that are debilitating and of a long-term nature and that are documented by a physician will be provided with transportation as approved by the Family of Schools Superintendent of Education.

d. Students enrolled in a Special Education Class, that is unavailable at the student’s home school will be provided with transportation with the approval of the Superintendent of Education – Special Education.

e. When no such specific education program is involved, parents are responsible for providing transportation for students with special education needs attending a school that is outside of their school area.

f. One school week is required to implement transportation arrangements.

g. The Niagara Catholic District School Board will work with NSTS to develop an Individual Student Transportation Plan in accordance with the Integrated Accessibility Standards Regulation 191/11 for students requiring specialized transportation.

Drivers employed by the transportation carriers are trained in the use of both hydraulic lifts and “tie-down” procedures to secure wheelchairs. Drivers also receive training to serve students with specialized transportation needs and regular first-aid training for emergency medical response through the transportation carrier. Other types of specific training, including training specific to the student they serve, may be provided as needed and upon request.

Additional information regarding student transportation is provided on the Niagara Catholic District School Board website under Student Transportation Policy 500.2.
Effective transition planning is important. Individualized transition plans that reflect a student’s strengths and needs provide the foundation for successful transitional experiences that support the building of student resiliency. Articulating student transition needs can also be a valuable component of developing an individual student profile. The implementation of effective transition plans will result in continuity of programs and services for students with special education needs and will support improved student achievement and well-being.

Transition requirements are set out in the following regulatory and policy documents:

- Policy/Program Memorandum No. 140, “Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)”, May 17, 2007, states that school Board staff must plan for the transition between various activities and settings involving students with autism spectrum disorders. Also, parent(s)/guardian(s) of students being discharged from Ministry-funded IBI programs may choose to access transition supports through the Connections for Students Program.

- Policy/Program Memorandum No. 156, “Supporting Transitions for Students with Special Education Needs” - A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP. At the discretion of the Board, a transition plan may also be developed for students who receive special education programs and/or services but do not have an IEP and have not been identified as exceptional.

- A Provincial Transition Planning Framework has been established to support integrated transition planning for young people aged 14 and over with a developmental disability who will be transitioning out of children’s sector services and may be seeking further services and supports as they move into adulthood. Parents/students have the option to participate in this process, known as Transitional Aged Youth (TAY) Planning.

The process for Transition Planning is closely tied to the consultation process in reviewing the IEP and those protocols and processes that the Niagara Catholic District School Board has developed with its community agencies for all students. IEP reviews occur at each reporting period and may occur more frequently as needed.

Consultation around the transition plan of the IEP includes school, parent(s)/guardian(s), the student, if the student is 16 years or older, supporting community agencies and a post-secondary institution, if deemed appropriate by the Principal.

The Classroom Teacher and/or the Educational Resource Teacher coordinate meeting time, location and contacts all required parties on behalf of the Principal. The details of the consultation on the IEP and transition plan are recorded. Where the parent(s)/guardian(s) are unavailable or not willing to meet with the school, the process is conducted on their behalf and the IEP is forwarded for their approval.

Guiding Principles for Transition Planning

The Niagara Catholic District School Board has established a transition process for students new to the Board and for students being educated within the Board. The Niagara Catholic District School Board is committed to the following guiding principles regarding their transition planning processes:

a. The student and their strengths and needs are central to the focus of transition planning;

b. The planning of transitions is a collaborative process, involving parent(s)/guardian(s), outside agencies and other professionals involved with the student; and,

c. Each transition planning process is unique to the student.
## Transition Planning Activities in the Niagara Catholic District School Board Elementary

<table>
<thead>
<tr>
<th>Grade/Division</th>
<th>Timing</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school/Kindergarten</td>
<td>January</td>
<td>• notification of registrations to schools&lt;br&gt;• introductory intake meeting with Special Education Staff and any pre-school services involved</td>
</tr>
<tr>
<td></td>
<td>February/March</td>
<td>• pre-school observation visits are made by Student Support Staff</td>
</tr>
<tr>
<td></td>
<td>April/May/June</td>
<td>• home schools receive intake packages for new students&lt;br&gt;• transition meetings are scheduled at the home school&lt;br&gt;• transition plans may be developed for student preceding entry to school&lt;br&gt;• appropriate receiving staff may visit student in pre-school setting</td>
</tr>
<tr>
<td></td>
<td>September</td>
<td>• students begin new school</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>• follow up transition meeting may be held approximately 6 weeks after student is in school, as needed&lt;br&gt;• school staff may consult with pre-school resource staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade/Division</th>
<th>Timing</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten - Grade 1</td>
<td>May-June of school year preceding entry</td>
<td>• picture books and picture sequence schedules may be created and given to the student to illustrate upcoming changes to routine and schedule&lt;br&gt;• visits to new classroom environment</td>
</tr>
<tr>
<td>Grades 1-7</td>
<td>May-June of school year preceding entry</td>
<td>• prepare student for transition by visiting new classroom, meeting teacher where possible&lt;br&gt;• prepare receiving classroom teacher through case conference, attendance at IPRC review&lt;br&gt;• potential for time to be spent in new classroom prior to end of school year</td>
</tr>
<tr>
<td>Grade 7</td>
<td>May/June of school year preceding Grade 8</td>
<td>• during a case conference outline for parent/guardian events of Grade 8 year e.g. The Journey Program, Sacrament of Confirmation, graduation celebration, Family of Schools (FOS) Catholic secondary school intention sheets/course selections&lt;br&gt;• outline the special education class placement available at the FOS Catholic secondary school level and any special programs and services</td>
</tr>
</tbody>
</table>
## Transition Planning

### Transition Planning Activities

<table>
<thead>
<tr>
<th>Grade/Division</th>
<th>Timing</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8</td>
<td>December</td>
<td>• classroom teachers and elementary Educational Resource Teachers begin to share information with FOS Catholic secondary school Educational Resource Teachers and staff</td>
</tr>
<tr>
<td></td>
<td>January</td>
<td>• parent(s)/guardian(s)/students invited to attend FOS Catholic secondary school open house</td>
</tr>
<tr>
<td></td>
<td>February</td>
<td>• arrange for a case conference at the elementary school; the FOS Catholic secondary school personnel are invited</td>
</tr>
<tr>
<td></td>
<td>March – June</td>
<td>• students attend open house visits and Grade 8 visits as arranged by FOS Catholic secondary school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• parent(s)/guardian(s) may visit FOS Catholic secondary school with Student Support staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• for students entering special education class placements, transition meetings will take place at school and visits may be scheduled to the FOS Catholic secondary school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• transfer of information forms are reviewed by elementary and secondary staff prior to the end of the school year</td>
</tr>
</tbody>
</table>

### Transition Planning Activities in the Niagara Catholic District School Board Secondary School:

<table>
<thead>
<tr>
<th>Grade/Division</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>• schedule uniquely tailored to needs of student</td>
</tr>
<tr>
<td></td>
<td>• integrated classes will be scheduled based on student’s abilities, needs and strengths</td>
</tr>
<tr>
<td></td>
<td>• collaborative planning involving parent(s)/guardian(s), school staff, and agency staff for successful transition from school program to post secondary opportunities</td>
</tr>
<tr>
<td></td>
<td>• school based jobs may be introduced with peer tutor or school staff</td>
</tr>
<tr>
<td>Year 2</td>
<td>• appropriate course selection</td>
</tr>
<tr>
<td></td>
<td>• school based work skills is continued</td>
</tr>
<tr>
<td></td>
<td>• where appropriate, opportunities for integration may be increased</td>
</tr>
<tr>
<td></td>
<td>• a job skills inventory may be completed with respect to the world of work, identifying likes and dislikes related to jobs and student success at jobs to date</td>
</tr>
<tr>
<td></td>
<td>• collaborative planning involving parent(s)/guardian(s), school staff, and agency staff for successful transition from school program to post secondary opportunities</td>
</tr>
</tbody>
</table>
### Grade/Division

### Activities

<table>
<thead>
<tr>
<th>Year 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• appropriate selection of courses continues</td>
<td></td>
</tr>
<tr>
<td>• formal co-op program may be initiated, for example, resume writing, interview training, reference gathering</td>
<td></td>
</tr>
<tr>
<td>• possible job/social skills programming</td>
<td></td>
</tr>
<tr>
<td>• placements are assigned based on time and length suitable to student needs</td>
<td></td>
</tr>
<tr>
<td>• levels of support are incorporated</td>
<td></td>
</tr>
<tr>
<td>• collaborative planning involving parent(s)/guardian(s), school staff, and agency staff for successful transition from school program to post secondary opportunities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years 4-7</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• course selection continues</td>
<td></td>
</tr>
<tr>
<td>• co-op experiences may take place during the school day</td>
<td></td>
</tr>
<tr>
<td>• determine levels of appropriate support</td>
<td></td>
</tr>
<tr>
<td>• collaborative planning involving parent(s)/guardian(s), school staff, and agency staff for successful transition from school program to post secondary opportunities</td>
<td></td>
</tr>
</tbody>
</table>

### Transitioning Practices for Students entering the Niagara Catholic District School Board from other Programs, Ministries, or Boards

The Niagara Catholic District School Board is committed to ensuring as smooth a transition as possible for students entering the school system from other Ministry programs and services.

When the family of a student with special education needs indicates their intent to register with the Niagara Catholic District School Board, staff gathers the pertinent data from the family through information meetings. With the family’s written consent, information is gathered from the agencies/ministries that have been involved with the student.

Assessments conducted by the agencies/ministries are reviewed, and wherever possible, the recommendations are acted upon. The consulting psychologist reviews the assessment to interpret the recommendations. Board level staff will consult with the school on how to incorporate such recommendations into the student’s program using the service delivery model of the Niagara Catholic District School Board.
Information Sharing with Other Boards and Care, Treatment, Custody and Correctional Facilities

In cases where the student is leaving the Niagara Catholic District School Board to attend programs in a Care, Treatment, Custody or Correctional (CTCC) Facility, and the Niagara Catholic District School Board has supported such placement, staff will participate in the intake and planning sessions required for successful entry into the program.

Appropriate staff of the Niagara Catholic District School Board will attend IPRCs and discharge meetings as requested by the facility.

In cases where the Niagara Catholic District School Board has not been a participant in the placement of students in programs at Care, Treatment, Custody and Correctional Facilities, information will be shared at the request of the CTCC program staff, and with full consent of the parent(s)/guardian(s) or adult student.

In cases where a student with special education needs moves from the Niagara Catholic District School Board to a school in the jurisdiction of another Board, the Niagara Catholic District School Board requires written permission from the parent(s)/guardian(s) to disclose information collected by the Niagara Catholic District School Board.

Integrated Transition Planning for Young People with Developmental Disabilities (TAY Protocol)

A Provincial Transition Planning Framework has been established to support integrated transition planning for young people aged 14 and over with a developmental disability who will be transitioning out of children’s sector services and may be seeking further services and supports as they move into adulthood. Parents/students have the option to participate in this process, known as Transitional Aged Youth (TAY) Planning. The TAY Planning process involves the Ministry of Children, Community and Social Services (MCCSS) and the Ministry of Education (EDU) working together to provide a more streamlined integrated transition planning process to support young people who are preparing for transition to adulthood.

As part of this process, an Integrated Transition Plan must be developed, separate from the IEP. Through TAY planning, young people with developmental disabilities will have a single integrated transition plan that will inform educational planning and help the young person transition from secondary school and child-centered services to adulthood and help to prepare parents or guardians and other family members for changes. Parental/Guardian and outside agency consultation is not only required but highly valued and welcomed during the development of the Integrated Transition Plan. The Integrated Transition Plan is a working document which is reviewed at least once per year, but can also be reviewed and changed at any time throughout the school year.

Staff Responsible for Ensuring Successful Transfer to the Niagara Catholic District School Board

The Niagara Catholic District School Board Student Support Department is divided into three distinct areas based on Families of Schools. Each area has a Coordinator of Special Education ensuring the successful transfer of a student in conjunction with the Principal and appropriate Student Support Staff.
The Student Support Department of the Niagara Catholic District School Board believes that the education of children is a shared responsibility.

The Niagara Catholic District School Board cooperates, using a consultative and collaborative approach, with parent(s)/guardian(s), educators, professionals, para-professionals, a variety of outside agencies, and the Ministry of Education in order to ensure quality programs and services for students with special education needs.

The Niagara Catholic District School Board supports the Ministry of Education in its belief that all involved in special education understand their roles and responsibilities, which are outlined below.

The Ministry of Education

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of speciality;
- ensures that school boards provide appropriate special education programs and services for their students with special education needs;
- establishes the funding for special education;
- requires boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to embed special education goals into the Board Improvement Plan;
- requires school boards to establish Special Education Advisory Committees (SEACs);
- establishes Special Education Tribunals to hear disputes between parent(s)/guardian(s) and school boards regarding the identification and placement of students with special education needs;
- establishes a Provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services; and
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board or School Authority

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the students with special education needs 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 students with special education needs of the board;
- reviews the plan annually;
- prepares a guide to provide parent(s)/guardian(s) with information about special education programs, services and procedures;
- establishes one or more IPRCs to identify students with special education needs and determine appropriate placements for them;
- establishes a Special Education Advisory Committee; and
- provides professional development to staff on special education topics.

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 students with special education needs of the board;
- participates in the board’s annual review of its Board Improvement Plan;
- participates in the board’s annual review of its Special Education Plan;
- participates in the annual budget process as it relates to special education; and
- provides information to parent(s)/guardian(s), as requested.
The Principal

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memoranda, and through board policies;
- communicates Ministry of Education and 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 parent(s)/guardian(s);
- ensures that the identification and placement of students with special education needs, through an IPRC, is done according to the procedures outlined in the *Education Act*, regulations, and board policies;
- consults with parent(s)/guardian(s) and with school board staff to determine the most appropriate program for students with special education needs;
- ensures the development, implementation, and review of a student’s Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- ensures that parent(s)/guardian(s) 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 program as set out in the IEP; and
- ensures that appropriate assessments are requested if necessary and that parental/guardian consent is obtained.

The Teacher

- carries out duties as outlined in the *Education Act*, regulations, and policy/program memoranda;
- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- develops, implements and reviews the IEP for a student with special education needs in consultation with the Principal, special education staff and parent(s)/guardian(s);
- provides the program for the student with special education needs in the regular class, as outlined in the IEP;
- communicates the student’s progress to parent(s)/guardian(s); and
- reviews and updates the student’s IEP.

The Educational Resource Teacher (ERT), in addition to the responsibilities listed for the teacher:

- holds qualifications/in process of obtaining qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student’s progress with reference to the IEP and suggests strategies/program modifications or accommodations to the classroom teacher as necessary; and
- assists in providing educational assessments and/or screening tools for students indicating the need for further intervention.

The Parent(s)/Guardian(s)

- becomes familiar with and informed about board policies and procedures in the areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- consults in the development and review of the IEP and transitioning planning;
- 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; and
- is responsible for the student’s attendance at school.

The Student

- complies with the requirements as outlined in the *Education Act*, regulations, and policy/program memoranda;
- complies with board policies and procedures; and
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.
Summary of Rights and Responsibilities of Parent(s)/Guardian(s)

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to an appropriate education for their child</td>
<td>• to advocate for their child's best interests</td>
</tr>
<tr>
<td>• to receive open, honest, regular communication between school and home</td>
<td>• to collaborate with the school IEP team and the team of</td>
</tr>
<tr>
<td>• to be included in meaningful consultation early on in the development</td>
<td>professionals working with their child</td>
</tr>
<tr>
<td>phase of the IEP</td>
<td>• to provide current, pertinent information from all sources</td>
</tr>
<tr>
<td>• to attend, and participate in the IPRC process</td>
<td>• to reinforce and extend educational efforts at home</td>
</tr>
<tr>
<td>• to review the IPRC and the IEP on a regular basis</td>
<td>• to provide constructive feedback to the school on transfer</td>
</tr>
<tr>
<td>• to appeal the decisions of an IPRC committee in regards to identification and/or placement, if the parent(s)/guardian(s) feels they are inappropriate</td>
<td>of skills at home and in community</td>
</tr>
<tr>
<td></td>
<td>• to maintain open, honest and constructive communication</td>
</tr>
</tbody>
</table>
PART 10

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

The Ministry of Education has provided a series of categories and definitions of exceptionalities for use by school Boards in the Identification, Placement and Review Committee (IPRC) process. It is important to note that the use of these categories and definitions is done so through the IPRC process, and in no way constitutes a diagnosis. The following definitions have been taken directly from the Special Education, A Guide for Educators 2001 document prepared by the Ministry of Education and updated memorandum from the Director of Special Education Policy and Programs Branch.

Ministry of Education Categories and Definitions

---

**Behaviour**

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:

- an inability to build or to maintain interpersonal relationships;
- excessive fears or anxieties;
- a tendency to compulsive reaction;
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

**Communication**

**a. Autism**

A severe learning disorder that is characterized by:

1. disturbances in
   - rate of educational development;
   - ability to relate to the environment;
   - mobility;
   - perception, speech, and language

---

2. lack of the representational-symbolic behaviour that precedes language.

**b. Deaf and Hard of Hearing**

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

**c. Language Impairment**

A learning disorder characterized by 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;
- include one or more of the following:
  - language delay;
  - dysfluency;
  - voice and articulation development, which may or may not be organically or functionally based.

**d. Speech Impairment**

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

**e. Learning Disability**

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- 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;
PART 10  CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

• results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely 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 with difficulties in one or more cognitive processes, such as phonological processing; memory and attention, processing speed, perceptual-motor processing, visual-spatial processing, executive functions, (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);

• may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;

• is not the result of a lack of acuity in hearing and/or vision that has not been corrected; 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

Intellectual

a. Giftedness
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

b. Mild Intellectual Disability
A learning disorder characterized by:

a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;

b. an inability to profit educationally within a regular class because of slow intellectual development;

c. a potential for academic learning, independent social adjustment, and economic self-support.

c. Developmental Disability
A severe learning disorder characterized by:

1. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;

2. an ability to profit from a special education program that is designed to accommodate slow intellectual development;

3. a limited potential for academic learning, independent social adjustment, and economic self-support.

Physical

a. Physical
A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

b. Blind/Low Vision
A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Multiple

Multiple Exceptionalities
A combination of learning or other disorders, impairments, or physical handicaps, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.
The Ministry of Education operates Provincial Schools and Provincial Demonstration Schools in the province of Ontario. They exist to:

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

**Provincial Schools**

The Ministry of Education operates several Provincial Schools, which exist to serve the needs of the blind, the deaf, and the deaf-blind.

**a) Provincial Schools for the Blind**

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

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

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school Boards through consultation, assessment and the provision of special learning materials, such as Braille materials, audio-tapes, electronic books and large-print textbooks; as well as,
- professional services and guidance to ministries of education on an inter-provincial, co-operative basis.

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

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

The Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296 determines admittance to a Provincial School.

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

- provide rich and supportive bilingual/bicultural educational environments which facilitate students’ language acquisition, learning, and social development through American Sign Language (ASL) and English;
- operate primarily as day schools; and,
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.
Each school has a Resource Services Department, which provides:

- consultation and educational advice to parent(s)/guardian(s) of children who are deaf and hard-of-hearing and school Board personnel;
- information brochures;
- a wide variety of workshops for parent(s)/guardian(s), school Boards, and other agencies; and,
- an extensive home-visiting program delivered to parent(s)/guardian(s) of pre-school children who are deaf and hard-of-hearing by teachers trained in pre-school and deaf education.

Demonstration Schools

Each Provincial Demonstration School has an enrollment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French.

Application for admission to a provincial Demonstration School is made on behalf of students by the school board, with parent(s)/guardian(s) consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission. Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students require a residential school setting for a period of time.

The Demonstration Schools were established to:

- provide special residential education programs for students between the ages of 5 and 21 years;
- enhance the development of each student’s academic and social skills; and,
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school Board within two years.

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADHD). These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW).

An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

Provincial School Contacts

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

**Provincial Schools Branch, Ministry of Education**

255 Ontario Street South

Milton, Ontario

L9T 2M5

Telephone: 905-878-2851

Fax: 905-878-5405
The Application Process for Provincial and Demonstration Schools

The Niagara Catholic District School Board enjoys an excellent relationship with the Provincial and Demonstration Schools in Ontario. Where placement in a Provincial or Demonstration School is deemed the most appropriate learning environment for a student, the Board is committed to co-operating fully to assist the Provincial and Demonstration Schools in determining whether or not a student would benefit from a placement in one of the programs offered at these schools.

Throughout the process, active communication is facilitated between the student’s parent(s)/guardian(s), home school and the Provincial and Demonstration Schools. Very often, we maintain a consultative relationship with the Provincial and Demonstration Schools where placement is not granted to ensure that programming needs at the local school can be met.

The following best represents the process employed by the Niagara Catholic District School Board when making application for admission to a Provincial and Demonstration School:

4. After a range of options is tried locally, the school, in co-operation with the parent(s)/guardian(s) and the Board may make an initial request for entry in one of the programs offered.

5. With parental/guardian support, an application for entry is completed. Accompanying the application form is consent for referral and a referral form.

6. Upon request from the Provincial or Demonstration School, a detailed application package is completed. Included in this package is the following:
   - Summary of Student Information
   - School and Board Information
   - Personal Information Regarding the Applicant
   - Parent(s)/guardian(s) Information
   - Medical Information
   - Formal Assessment Reports
   - Special Education History of the Applicant
• Work Samples of the Applicant
• Exceptional Pupil Identification Reports
• Alternative Educational Placements (where applicable).

Throughout the process, the Niagara Catholic District School Board works to ensure that the classroom teacher and the local school Educational Resource Teacher are available to Provincial and Demonstration School staffs where necessary. Upon notification of student acceptance into a Provincial or Demonstration School, the Board, in conjunction with the parent(s)/guardian(s), a Service Agreement between the Board and the Provincial School is created.

Transportation for Students Attending Provincial and Demonstration Schools

In collaboration with the Provincial School and the parents of the student, all necessary transportation arrangements are made by the Niagara Catholic District School Board. The cost of the transportation arrangements is paid for by the Board. Parent(s)/guardian(s) are asked to inform the transportation company when transportation is not required. In instances where parent(s)/guardian(s) do not cancel the transportation, any costs incurred by the Board are billed to the parent(s)/guardian(s).

Arrangements for transportation are generally made for students who are in residential placements at the Provincial and Demonstration Schools. This involves a pick-up at the beginning of the school week, and a drop-off to the home residence of the student at the end of the school week. In rare circumstances daily arrangements are made with appropriate documentation from the Principal of the Provincial or Demonstration Schools. Wherever possible, cost-sharing arrangements are entered into with the co-terminus board. A formal transportation agreement is struck between the parent(s)/guardian(s) and the Board when the student has received acceptance into the program.

Niagara Catholic District School Board had no student attend a Provincial School in the 2017-2018 school year.
OTHER RELATED INFORMATION REQUIRED FOR COMMUNITY
The Special Education Plan annual review process is an ongoing function of the Student Support Department. This is accomplished by the Superintendent of Education – Student Support, Special Education Coordinators and Student Support staff discussing current programs and services, meeting with staff regularly, implementing guidelines and directions from the Ministry of Education, integrating new research, and accepting input from parent(s)/guardian(s) and the Special Education Advisory Committee (SEAC).

**Special Education Advisory Committee (SEAC)**

The Special Education Advisory Committee (SEAC) of the Niagara Catholic District School Board provides information, input, and support for new initiatives and Special Education programs and services. Input is regularly sought at monthly meetings, and where appropriate, ad-hoc committees address issues and concerns related to special education locally and provincially.

To ensure that the SEAC of the Niagara Catholic District School Board has the opportunity to provide input into the development of the Special Education Plan, each agenda contains staff reports and presentations with respect to programs and services. During this planning year, the SEAC has participated in discussions regarding the following topics:

- policy vetting
- feedback for the development of System Priorities
- feedback for the development of the School Year Calendar
- development of SEAC goals
- budget consultation of the Special Education Department
- inter-agency reports
- new program initiatives
- professional development
- the Board’s Multi-Year Accessibility Plan (Working Document)
- the Board’s philosophy of inclusion, how it relates to special class offerings, and alternative types of programs and services for the regular class
- transition of students
- updates on programs in the elementary and secondary panels
- Special Education resources in schools

There were no minority/majority reports submitted by the Special Education Advisory Committee for the 2017-2018 school year.

**Public Consultation**

Niagara Catholic’s Special Education Plan, *Building Bridges to Services 2018 and Beyond*, was made publicly available through NCDSB’s website in September, 2018.

School Principals were sent general information about SEAC, their public meeting dates, and copies of *Building Bridges to Services 2018 and Beyond* to be shared through their respective Catholic School Council agendas in September, 2018.

SEAC also prepared and forwarded school newsletter inserts to all school administrators throughout the 2018-2019 school year.

SEAC did not conduct any formal public consultation in 2018-2019, and did not receive any feedback from community members in the 2018-2019 school year.

**Parent(s)/guardian(s) of Niagara Catholic District School Board Students**

Parent(s)/guardian(s) are valued partners in the education of all students. This partnership is highlighted in the Student Support Department brochure. This brochure is distributed to new families during the annual Kindergarten Program registration process and annually to each family with a student that has an Individual Education Plan.

Parent(s)/guardian(s) of students with special education needs have several methods to communicate with the Niagara Catholic staff about their concerns, suggestions, information and comments. These methods may include:

1. phone contact with the Classroom Teacher, Educational Resource Teacher, School Principal, Special Education Coordinator, other system level Student
Support staff or Superintendent of Education;

2. contact with SEAC representatives;

3. responding to the Parent/Guardian Questionnaire provided to each parent/guardian upon completion of the IPRC process;

4. participation in Catholic School Council or Niagara Catholic Parent Involvement Committee (NCPIC);

5. case conferences at the school level; and,

6. IEP survey (periodically).

Members of the community, particularly parents of children who are receiving special education programs and services may provide input into the Board’s Special Education Plan through their SEAC representative or directly to the Student Support Department. SEAC representatives can provide feedback received as a result of consultation with members of the community.

Staff of the Niagara Catholic District School Board

The staff of the Niagara Catholic District School Board has a variety of avenues through which to communicate with the Student Support Department. The input provided is used to develop and refine special education programs and services.

Principals

Principals have the opportunity to provide input regarding special education programs and services through monthly Director’s Meetings. The Director’s Meeting includes participation of all elementary and secondary Principals throughout Niagara Catholic representing each Family of Schools. Principals provide feedback at the Director’s Meetings to the representative from the Student Support Department.

Educational Resource Teachers (ERTs)

The Educational Resource Teachers of the Niagara Catholic District School Board provide input to the Student Support Department through regular meetings. The purpose of these meetings is: to discuss operational issues; to solicit input regarding ways to improve/enhance forms and processes; to provide suggestions with respect to special education programs and services; and to provide ongoing professional development.

Program Chairs of Special Education

The Special Education Program Chairs from the secondary panel meet periodically to discuss issues that are particularly relevant to secondary students. The group makes recommendations to the Student Support Department with respect to programs and services for the secondary student with special education needs.

Elementary and Secondary Special Education Class Teacher

Teachers of the Special Education Classes at the elementary and secondary level meet periodically to discuss programs and services relevant to the needs of their students. These meetings often result in recommendations being put forth to the Student Support Department.

Student Support Department

The Student Support Department supports schools through regular contact with Principals, Vice-Principals, Educational Resource Teachers, classroom teachers and support staff to discuss programs and services for all students. Student Support staff meet regularly for team, department and discipline meetings. The Student Support Department also meets jointly with other members of the Student Achievement Department (Curriculum/Program, Mental Health and Well-Being, Research, Assessment and Evaluation, Staff Development) to discuss, develop and provide an integrated and wrap around approach to the delivery of programs and services for all students.

Student Support staff also provides information to SEAC on the results of any internal or external reviews of existing special education programs and services within the Board that have taken place in the previous or current school year.

Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) Planning Team

Members of the Student Support Department sit as standing members of the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) planning team to support alignment with the Special Education Plan.
The Special Education Advisory Committee of the Niagara Catholic District School Board holds monthly public meetings during the school year, usually the first Wednesday of each month, with the exception of a school holiday, in which case the meeting will be held on the second Wednesday, at 7:00 p.m. at the Catholic Education Centre. From time to time the meeting location may change at which time the location will be posted and members will be notified of the different venue. SEAC information and meeting dates are published on the Board’s Calendar and on the Board’s web site: www.niagaracatholic.ca

Information about the SEAC of the Niagara Catholic District School Board, meetings, role and responsibilities of members are displayed on this page. In addition, there are two links: http://www.edu.gov.on.ca/eng/general/elemsec/speced/seac/ and the Ministry of Education Special Education website – www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html

SEAC meetings enable each member association to provide input on the particular needs of the association they represent, to bring valuable information from association members, to work collaboratively with the Board to ensure that the needs of all exceptional students are met, and to advise the Board about Special Education programs and services. SEAC meetings also provide the opportunity for Special Education personnel to keep SEAC members up to date on Board initiatives, activities, and programs and services for students with special education needs.

**Procedures for Selecting Members**

SEAC members are appointed by a district school board. They serve for the term of office of board members and until a new board is organized. A new SEAC is formed every four years following the election of the board of trustees.

SEAC members must be qualified to vote for members of the board and must be a resident in its jurisdiction.

Every district school Board shall establish a SEAC that shall consist of one representative from each of the local associations that operates locally within the area of jurisdiction of the Board, as nominated by the local association and appointed by the Board, one alternative for each representative and such numbers of members from among the Board’s trustees and, in the case of the Niagara Catholic District School Board, two trustees.

A “local association” means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators, but that is incorporated under a federal or provincial law and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.

The Board, according to the SEAC regulation 464-97, shall not appoint more than 12 representatives and where there are more than 12 local associations within the area of jurisdiction of the Board, the Board shall select the 12 local associations that shall be represented.
Niagara Catholic District School Board Selection Process

Nomination letters from local associations are sent to the Director of Education and the Chair of the Board;

Recommendations are forwarded to the Board for approval;

Local associations may apply at any time to be a member of the Niagara Catholic District School Board SEAC.

If a member is unable to fulfill their term in office, the association may nominate an alternate to fill the position and will notify the Board in writing of their intent to nominate the alternate. The alternate’s name is then brought forward to the Board of Trustees. Should the association be unable to find a suitable replacement, the association would notify the Board of their intent to withdraw from the SEAC. In this case, the Board would open nominations up to associations that meet Ministry criteria for membership on SEAC.

Roles and Responsibilities of SEAC

In keeping with legislation set out in Regulation 464/97, 11, 12(1), (2) of the Education Act, the roles and responsibilities of the SEAC of the Niagara Catholic District School Board include:

1. To further the interests and well-being of groups of exceptional children or adults;
2. To provide important advice on special education;
3. May make recommendations to the district school board or school authority respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
4. Is provided with the opportunity to participate in the annual review of the board’s Special Education Plan;
5. Participates in the board’s annual budget process as it relates to special education; and
6. Reviews the financial statements of the board as they relate to special education.
The following chart describes the ways in which the SEAC of the Niagara Catholic District School Board fulfilled its roles and responsibilities over the 2017-2018 school year.

<table>
<thead>
<tr>
<th>Role/Responsibility</th>
<th>Activities</th>
</tr>
</thead>
</table>
| To further the interests and well-being of groups of exceptional children or adults. | • staff reports regarding activities within the Student Support Department  
• review of the Board’s Multi-Year Accessibility Plan (Working Document)  
• review of Ministry of Education initiatives: Literacy, Numeracy and EQAO                                                                                                                                                                                                 |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                              |
| To provide important advice on special education.                                  | • SEAC presence on NCDSB website  
• information regarding SEAC and their role placed in all school newsletters several times a school year  
• SEAC report is a standing item on the Catholic School Council agenda  
• distribution of SEAC pamphlet to each family with a student that has an Individual Education Plan at the beginning of every school year (See Appendix P13-1)  
• SEAC presence at NCDSB Catholic School Council conventions/workshops  
• NCDSB Special Education Brochure  
• SEAC Representative on the Niagara Catholic Parent Involvement Committee (NCPIC)                                                                                                                                                                                          |

<table>
<thead>
<tr>
<th>Role/Responsibility</th>
<th>Activities</th>
</tr>
</thead>
</table>
| May make recommendations to the district school board or school authority respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board. | • recommendations regarding the maintenance of a variety of program delivery models  
• recommendations regarding IEP and IPRC processes  
• feedback regarding development of school year calendar  
• feedback provided from policy vetting                                                                                                                                                                                                                                           |
| Is provided with the opportunity to participate in the annual review of the Board's Special Education Plan. | • SEAC members are invited to participate in the annual review of the Special Education Plan                                                                                                                                                                                                                                                     |
| Participates in the Board's annual budget process as it relates to special education. | • review of Special Education funding  
• feedback regarding development of annual Board system priorities                                                                                                                                                                                                                                                                       |
| Reviews the financial statements of the Board as they relate to special education. | • Superintendent of Business and Financial Services presents and reviews financial statements with the SEAC members with a specific focus on special education                                                                                                                                                                                  |
Special Education Advisory Committee of the Niagara Catholic District School Board

<table>
<thead>
<tr>
<th>MEMBER</th>
<th>AFFILIATION</th>
<th>ADDRESS</th>
<th>PHONE NUMBER</th>
<th>EMAIL</th>
</tr>
</thead>
</table>
| Anna Racine (Chair)           | The Tourette Syndrome Association of Ontario Niagara Chapter                 | 6247 Kirkland Drive
Niagara Falls, ON L2H 2A7                                                | 905-358-3412       | racine@msflawyers.com                          |
| Karen Murphy (Vice-Chair)     | Autism Ontario Niagara Region Chapter                                        | C/O Autism Ontario Niagara Region Chapter
36 Page Street, Suite 401
St. Catharines, ON L2R 4A7                                                | 905-227-9249       | m_murphy7@sympatico.ca                          |
| Pina Palumbo                  | Down Syndrome Caring Parents - Niagara                                        |                                                                         |                |                                     |
| Andrew Howcroft               | Community Living –Welland/Pelham                                             | C/O Community Living Welland Pelham
535 Sutherland Ave.
Welland, ON L3B 5A4                                                        | 905-735-0081       | andrewhowcroft@clwellandpelham.ca               |
| Bill Helmeczi                 | Pathstone Mental Health                                                       | c/o Pathstone Mental Health
1338 Fourth Avenue
St. Catharines, ON L0S 0G1                                                 | 905-688-6850       | bhelmeci@Pathstone.ca                           |
| Dorothy Harvey                | Niagara Children’s Centre                                                     | C/O Niagara Children’s Centre
567 Glenridge Ave.,
St. Catharines, ON L2T 4C2                                                  | 905-688-3550       | dorothy.harvey@niagatachildrenscentre.com      |
| Rita Smith                    | Community Living Port Colborne/Wainfleet                                       | C/O Community Living Port Colborne/Wainfleet
100 McRae Ave.,
Port Colborne, ON L3K 2A8                                                   | 905-835-8941       | ritas@clpcw.com                                |
| Ted Nangle                    | Learning Disabilities Association – Niagara                                    |                                                                         |                |                                     |
| Lorraine Smith                | Mainstream                                                                   |                                                                         |                |                                     |
| Rhiannon Burkholder            | Trustee                                                                      | 427 Rice Road, Welland, ON L3C 7C1                                      |                |                                     |
| Kathy Burtnik                 | Trustee                                                                      | 427 Rice Road, Welland, ON L3C 7C1                                      |                |                                     |
| Donald Hingston               | Student Senate Representative                                                 | 427 Rice Road, Welland, ON L3C 7C1                                      |                |                                     |
### Resource Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat Rocca</td>
<td>Superintendent of Education</td>
<td>427 Rice Road</td>
<td>905-735-0240 ext. 228</td>
</tr>
<tr>
<td>Christopher Kerho</td>
<td>Principal – Elementary</td>
<td>St. Andrew Catholic</td>
<td>905-732-5663</td>
</tr>
<tr>
<td>Adele Filice</td>
<td>Vice-Principal – Secondary</td>
<td>Lakeshore Catholic High School</td>
<td>905-835-2451</td>
</tr>
<tr>
<td>Danny Giancola</td>
<td>Special Education Coordinator</td>
<td>427 Rice Road</td>
<td>905-735-0240 ext. 191</td>
</tr>
<tr>
<td>David O’Rourke</td>
<td>Special Education Coordinator</td>
<td>427 Rice Road</td>
<td>905-735-0240 ext. 195</td>
</tr>
<tr>
<td>Jim Di Gioia</td>
<td>Special Education Coordinator</td>
<td>427 Rice Road</td>
<td>905-735-0240 ext. 137</td>
</tr>
</tbody>
</table>
The Tourette Syndrome Association of Ontario

The Tourette Syndrome Association of Ontario (TSAO) was founded in 1997 as a provincial organization, independent and not governed by any higher body, whose mission is to support TS sufferers and their families with the day to day issues surrounding this medical disorder. The TSAO accomplishes this support through the following: The formation of chapters and support groups within the province which allow TS sufferers and their families an opportunity to support each other through the exchange of information and the presentation of workshops and lectures on TS to agencies in the fields of health care, education, law enforcement and various levels of government. The TSAO offers a toll-free telephone service 1-888-274-2226 - supplying not only information, but moral support to TS sufferers and their families. Core services include physiotherapy, occupational therapy, speech and language services, augmentative and alternative communication, social work and therapeutic recreation. Niagara Children's Centre is the Lead Agency for Niagara's preschool and therapeutic recreation. Niagara Children's Centre is also the Lead Agency for Niagara's preschool occupational therapy, speech and language services, speech and language program—Speech Services Niagara. Our family centred programs aim at helping their home, school and community environments. Each year the Centre serves over 3,200 children and youth.

You Are Welcome To Attend

The Niagara Catholic District School Board invites all parents and interested members of the public to attend Special Education Advisory Committee meetings, as observers. The Committee generally meets at the Catholic Education Centre, 427 Rice Road, Welland, at 7:00 p.m. on the first Wednesday of each month with the exception of a school holiday, when it will occur on the second Wednesday.

If you would like more information on the Special Education Advisory Committee, its meeting dates, or special education services, please call or visit our website at www.niagaracatholic.ca

Phone: 905-735-0240, Ext. 222
Toll Free Niagara Falls and Fort Erie
Phone: 905-382-3150
Fax: 905-735-9710
Please feel free to contact any of the SEAC members listed in this brochure for assistance.

Maurice Charbonneau
e-mail: 4mcharbonneau@gmail.com
Phone Number: 905.687.3942

Pat Vernal
e-mail: patvernal@hotmail.com
Phone Number: 905.227.5806

Niagara Catholic District School Board
Trustee Representatives

Niagara Childrens’ Centre

Niagara Children’s Centre is recognized throughout the Niagara Region as the provider of rehabilitation and support services to children and youth with physical, developmental and communicative delays and disabilities. Core services include physiotherapy, occupational therapy, speech and language services, augmentative and alternative communication, social work and therapeutic recreation. Niagara Children's Centre is also the Lead Agency for Niagara's preschool speech and language program—Speech Services Niagara. Our family centred programs aim at helping each child achieve his or her own optimal potential within their home, school and community environments. Each year the Centre serves over 3,200 children and youth.

www.niagarachildrenscentre.com
Contact Name: Dorothy Harvey, Manager Rehabilitation Services
Phone: 905-688-3550

Niagara Catholic District School Board
427 Rice Road
Welland, Ontario L3C 7C1
905-735-0240
www.niagaracatholic.ca
Part 13
Special Education Advisory Committee (SEAC)

Mandate
Every student, according to Ontario’s Education Act, is entitled to a program that meets his or her needs.
The Niagara Catholic District School Board’s Special Education Advisory Committee (SEAC) meets monthly
to ensure that the rights of students with special education needs are being met in elementary and
secondary schools.
SEAC may make recommendations to the Board concerning the establishment, development and
delivery of special education programs and services.

Autism Ontario - Niagara Region
Autism Ontario is the leading source of information about Autism and one of the largest collective voices
representing the autism community. Members are connected through a network of regional chapters
throughout the province of Ontario. Autism Ontario is dedicated to increasing public awareness about autism
and the day-to-day issues faced by individuals with autism, their families and the professionals with whom
they interact. The Niagara Chapter offers a large resource library, programs, camp, workshops, social
opportunities and family consultations.
http://www.autismontario.com/niagara
Contact Name: Karen Murphy
Phone: 905-227-9249

Pathstone Mental Health
Pathstone Mental Health is the Niagara Region’s primary children’s mental health agency. It is estimated that twenty
percent of children are dealing with a mental health problem. For these children, youth, and their families, Pathstone provides a
range of evidence based supports and clinical services including psychological assessments, counseling, high risk interventions,
section-23 treatment classrooms, residential programming, outreach services, early years programming, and crisis interventions. Each year Pathstone provides services for over 4000 Niagara families.
www.PathstoneMentalHealth.ca
Contact Name: Bill Helmeczi
Phone: 905-688-6850, Ext. 161

Community Living Welland Pelham
For over 60 years, Community Living Welland Pelham has been providing quality service and supports to people who have an intellectual disability and their families.
Our Vision: “An inclusive caring community where all people belong and have equal opportunity to participate effectively.”
Our Mission: Advocate for, promote and facilitate full participation, inclusion and citizenship of people who have an intellectual disability.
For more information please visit www.cf-wellandpelham.ca
Contact Name: Andrew Howcroft
Phone: 905-735-0081, Ext. 255

Community Living Port Colborne-Wainfleet
Since 1962 Community Living Port Colborne-Wainfleet has provided a wide variety of support services and programs for people who have an intellectual disability and their families. We believe in the value of teamwork and community partnerships to provide essential services ensuring individuals with intellectual disabilities an inclusive community environment in which to live, work and plan.
Our Vision: A Community Where Everyone Belongs
www.portcolbornecommunityliving.com
Contact: Rita Smith
Phone: 905-835-8941, Ext. 135

Down Syndrome - Caring Parents (Niagara)
This organization is a group of concerned parents and family members of children who have Down syndrome. Our main focus is parent support for all municipalities in the Niagara Region. Important issues are community awareness, promotion and distribution of accurate information on Down syndrome, speaking out for effective services, the promotion of opportunities for people with Down syndrome and networking with other related groups. Our goal is that individuals with Down syndrome be offered a status that observes their rights and privileges as citizens and that preserves their human dignity.
www.facebook.com/groups/200750226622012/
Contact Name: Rob Lavorato
Phone: 905-327-7663
Early Identification and Intervention

The Niagara Catholic District School Board strongly supports an early identification/intervention model of services for students with special education needs and complies with the Ministry Policy/Program Memorandum #11 (1982) which states: These procedures are part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue, ongoing throughout a child's school life.

Processes for School Entry

Processes are in place to ensure a successful transition for a student with special education needs from day-care/pre-school settings to school settings. Visits by school and board personnel to the day-care/pre-school are arranged well in advance of the student coming to school to ensure all necessary supports, equipment, and resources for a successful beginning at school.

Procedures for Screening, Assessment, Referral, Identification and Program Planning

1. Problem Solving Model for Service Delivery

   The Niagara Catholic District School Board has put into place a problem-solving model for identifying and meeting student needs at any grade level. The parent/caregiver has a key role in the education of the student with special education needs. As such, early and ongoing discussion between school and home will occur to ensure that the most appropriate decisions are being made regarding school placements and programs. This model sets in place a variety of mechanisms for identification of needs, accommodations and modifications, goals and expectations for IEPs, and ways of monitoring student progress. This model also clearly outlines when specific staff will get involved in the process of identifying and servicing the needs of the child. It is important to note that the focus of this model of service delivery is on the home school and is rooted in the belief that problem solving begins at school and ends with student success.

It is also important to note that this model of service delivery can be activated by any one of the stakeholders in the education of the students within the Niagara Catholic District School Board.

<table>
<thead>
<tr>
<th>Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERT - Educational Resource Teacher</td>
</tr>
<tr>
<td>IEP - Individual Education Plan</td>
</tr>
<tr>
<td>School Based Team - In-school team</td>
</tr>
<tr>
<td>which provides early intervention to</td>
</tr>
<tr>
<td>address student needs.</td>
</tr>
<tr>
<td>Accommodations - Adjustments to the</td>
</tr>
<tr>
<td>learning process that do not alter the</td>
</tr>
<tr>
<td>grade level expectations.</td>
</tr>
<tr>
<td>Area Team - Student Support personnel</td>
</tr>
<tr>
<td>IPRC - Identification, Placement, Review Committee</td>
</tr>
</tbody>
</table>

Problem-Solving for Student Success

Principal, Teacher and/or Parent/Guardian Identifies a need

Student Demonstrates need

Teacher observes & accommodates

Review of IEP by term or semester

ERT, Teacher and/or Parent dialogue

Area Team Involvement

IEP formulated and implemented

Teacher, ERT, and/or Area Team implement & assess recommendations

Possible In-school IPRC

School Based Team Initial Mtg./Reviews

Teacher & ERT monitor progress

Student’s Needs Met

Teacher observes needs met

Principal, Teacher and/or Parent/Guardian Identifies a need

Student Demonstrates need
The process involved in the Problem Solving Model includes:

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>ACTIVITIES ASSOCIATED WITH THE STEP</th>
</tr>
</thead>
</table>
| 1. Identification of Need     | • Parent(s)/guardian(s) or teacher identifies concerns.  
                                 • Student demonstrates need for help.  
                                 • Classroom teacher collects data.  
                                 • Classroom teacher makes accommodations to the learning environment.  |
| 2. Review of Need or Concern  | • Classroom teacher and/or Educational Resource Teacher, and parent(s)/guardian(s) dialogue and review concerns at case conferences.  
                                 • Classroom teacher monitors the student’s progress.  |
| 3. Referral to School Based Team (SBT) | • SBT discusses needs of students.  
                                 • Further program accommodations and/or modifications are made to program and/or environment.  
                                 • Parent(s)/guardian(s)  
                                 • Contact is maintained.  
                                 • Recommendations for in-school assessment and/or screening tools are made. If recommended assessment and/or screening tool require parent(s)/guardian(s) permission, written consent is obtained.  
                                 • Student progress is monitored and communicated to parent(s)/guardian(s) through a case conference.  |
| 4. Implementation of Recommendations (accommodations/strategies) | • School will implement strategies, interventions and accommodations. Resources, expectations and goals are identified.  
                                 • Student progress is monitored and communicated to parent(s)/guardian(s).  
                                 • A review SBT discusses implementation and student progress and/or next steps.  |
| 5. Development of Individual Education Plan | • Parent(s)/guardian(s) and/or student (aged 16 yrs. and older) are consulted in the development of the IEP. If parent(s)/guardian(s) and/or student (aged 16 yrs. and older) are unable to attend a meeting a draft copy of the IEP is sent home for review. Parent(s)/guardian(s) and/or student (aged 16 yrs. and older) are invited to meet with school staff to review draft copy of the IEP.  
                                 • Strengths and needs of the student are delineated.  
                                 • Accommodations, levels of achievement, annual goals, performance tasks and transition plans are identified.  
                                 • Methods of progress review are identified.  
                                 • Ongoing assessment and evaluation are established.  
                                 • IEP implemented and reviewed on a regular basis.  |
### EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

#### 6. Referral to Area Team
- Area Team provides consultation with respect to programming.
- Consent is obtained from parent(s)/guardian(s) to permit Area Team involvement.
- Possible recommendations are made for intervention.
- Consent is obtained from parent(s)/guardian(s) prior to assessment.

#### 7. Possible Referral to IPRC
- Parent(s)/guardian(s) and/or student (aged 16 yrs. and older) involvement is sought in discussions related to strengths, needs, and interests.
- Identification and exceptionality are determined with consent from parent(s)/guardian(s).
- Annual review takes place with respect to the committee decision.

It is important to note that concerns of parent(s)/guardian(s) are addressed throughout the process and resolved in a collaborative fashion.

---

**b. The School Based Team (SBT)**

A School Based Team (SBT) assists schools in the early identification of student needs and in the early intervention required to address student needs. The SBT is the focal point for the Problem Solving Model.

The School Based Team Approach accepts:

1. that the Principal is the leader of the team;
2. that the Principal and Educational Resource Teacher will be responsible for coordinating all team activities;
3. that the goal of the SBT approach is to address the educational, physical, spiritual and/or social-emotional needs of students in the regular classroom;
4. that the aims and objectives of team activity, as an integral part of the Problem Solving Model, are understood and supported by all staff members;
5. that each school will have a team composed of the Principal (Chair), the Educational Resource Teacher (Recorder), presenting Classroom Teacher(s), three representatives (elementary), or three Department representatives (secondary). Optional Members may include:

   - previous classroom teacher
   - Child and Youth Workers
   - Educational Assistant(s)
   - Early Childhood Educator
   - Chaplaincy Leader
   - Student Success Teacher
6. that additional personnel from the Student Support Department will be available as resources to the school team and teaching staff;
7. that the members agree to implement the recommendations of the School Based Team;
8. that the recommendations made at the SBT are regularly reviewed, and modified as necessary.
c. Parent(s)/Guardian(s) and/or student (aged 16 yrs. and older) Involvement

It is the expectation of the Niagara Catholic District School Board that parent(s)/guardian(s) and/or student (aged 16 yrs. and older) will be consulted early on in the development of Individual Education Plans, and that parent(s)/guardian(s) and/or student (aged 16 yrs. and older) will assist with the implementation of recommendations and programming strategies.

The involvement of parent(s)/guardian(s) and/or student (aged 16 yrs. and older) can take an informal and/or a formal approach. Informal communication can occur through regular conversations with school personnel. More formal involvement can occur through team meetings, case conferences, IPRCs and report card interviews. In cases of IPRCs and IEP development, parent(s)/guardian(s) and/or student (aged 16 yrs. and older) will be invited to participate in these processes through written invitation well in advance of the meetings and according to Ministry regulations where they exist.

---

Early Intervention Strategies Utilized by the Niagara Catholic District School Board

The Niagara Catholic District School Board utilizes a variety of early intervention strategies to assist students prior to referral for Area Team Support. The following represent a sample of the early intervention programs used by staff in one-to-one, small group, or large group sessions:

- Early Literacy/Numeracy Intervention Resources
- A variety of Social Skills resources
- Technology

School Based Referral Process

Principal, teacher or staff at any school within the jurisdiction of the Niagara Catholic District School Board can initiate the referral process. Parent(s)/Guardian(s) may be consulted with this process.
<table>
<thead>
<tr>
<th>Student Name</th>
<th></th>
<th>Grade</th>
<th>Meeting Date</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>OEN #</td>
<td>Date of Birth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People in Attendance</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>4)</td>
<td>7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td>5)</td>
<td>8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td>6)</td>
<td>9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [ ] initial
- [ ] review
- [ ] monitor

Diagnostic Assessment From Board Pre-Approved List (If Utilized)

Current Student Profile

- *

Student Strengths

- *

Student Needs

- *

Strategies/Accommodations

- *

Plan of Action

Responsibility of

- Staff must be present at SBT to be given responsibilities.

Principal: Recorder: Review Date: January 2016
It is the philosophy of the Niagara Catholic District Board that assessments are conducted for the prime purpose of enhancing educational programs for students while they are students under the jurisdiction of the Board. There are times when the assessment of students with special education needs is required to assist with program modification and/or the identification of appropriate teaching strategies.

A continuous, multi-faceted approach to the assessment of students with special education needs has been developed to assist teachers in programming for students with special education needs. This comprehensive assessment process, as outlined in the Ministry document Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010) includes:

**School Based Assessment**

**Classroom Assessment**

Classroom teachers are often the best assessors of students with special education needs. Through the use of a variety of informal assessments, classroom teachers often successfully identify student strengths and needs without the need for formal assessment and identification. As a result of this, the classroom teacher plays a vital role in the identification and remediation of student needs. Classroom based assessment is also one of the cornerstones to the local School Based Team (SBT) discussions. Assessments that a classroom teacher could employ include anecdotal notes, portfolios, journals, work samples, teacher made tests and skills continuum, Observation Survey, PM Benchmarks, Ontario Comprehension Assessment (OCA) and Developmental Reading Assessments (DRA).

**Diagnostic Assessment:** This *assessment for learning* occurs before instruction begins so teachers can determine students’ readiness to learn and their interests and learning preferences.

**Formative Assessment:** This *assessment for and as learning*, occurs continually during instruction, while students are gaining knowledge and practicing skills. Teachers support, model and guide students toward success. Students themselves take an active role in their learning through self assessment.

**Summative Assessment:** This *assessment of learning* occurs at or near the end of a period of learning. Student learning is compared to established success criteria, and then communicated to students, parents, teachers and others.

**Consent**

Ontario Regulation 298 – Operation of Schools – General requires teachers to “be responsible for effective instruction, training and evaluation of the progress of pupils”. Informed written consent of a parent/guardian is not required before a classroom assessment of a pupil is undertaken.

**Educational Resource Teacher Assessment and/or Screening Tools**

As a result of our belief that home school personnel know their students best, all ERTs within the Board have been trained to conduct formal academic assessments (Kaufman Test of Educational Achievement - 3, Comprehensive Inventory of Basic Skills Revised (CIBS-R), Canadian Test of Cognitive Skills (CTCS), and the Articulation Screener). The administration of an assessment at the school level will provide concrete identification of student strengths and needs in a timely fashion, and provides classroom teachers with suggestions for programming within a short period of time after the assessment has been completed.

**Consent**

Prior to any formal academic assessment completed by the Educational Resource teacher written consent will be obtained.

**Wait Time**

Wait time is dependent on the needs of the schools.

**Kaufman Test of Educational Achievement 3rd Edition (KTEA™3)**

A standardized individually administered assessment of reading, mathematics, listening comprehension spelling and written expression that measures the individuals overall level of academic functioning based on age norms from students ages 6 to 18 years.
### Educational and Other Assessments

<table>
<thead>
<tr>
<th>Conducted by</th>
<th>• Educational Resource Teacher (School Based)</th>
</tr>
</thead>
</table>
| Qualifications of staff | • Member in good standing with the Ontario College of Teachers  
• Special Education Part 1 |
| Consent | • Consent for In-School Assessment signed by parent |
| Wait List Management | • Generated through School Based Team meetings  
• Reviewed on a monthly basis and prioritized according to student need |
| Communication of Results | • Through a letter indicating results to parent |
| Privacy of Information | • Results are filed in Ontario Student Record |

#### Canadian Test of Cognitive Skills (CTCS)

A standardized assessment of academic aptitude that uses four mental ability tests designed to measure verbal, non-verbal and memory abilities of students in grade 4 through 12.

<table>
<thead>
<tr>
<th>Conducted by</th>
<th>• Educational Resource Teacher (School Based)</th>
</tr>
</thead>
</table>
| Qualifications of staff | • Member in good standing with the Ontario College of Teachers  
• Special Education Part 1 |
| Consent | • Consent for In-School Assessment signed by parent |

#### Area Team Assessment

There are students, who because of their complex needs and learning styles, may require more extensive assessment. Such assessments should only be considered after the school has completed curriculum based assessments, the ERT has completed more formal assessments within the school, and the SBT recommends that more in-depth Area Team involvement is required. In an attempt to expedite requests made to the Board team, all Program Resource Teachers and Behaviour Resource Teachers have been trained to conduct specific assessments within their range of expertise. Assessments completed by Area Team Staff are done so under the supervision of a consulting psychologist. In extremely complex cases, the Niagara Catholic District School Board may refer the assessment of a student to the consulting psychologist.

#### Consent

In accordance with *Ontario Regulation 298, subsection 11(3)m*, the Board requires the informed, written consent of the parent/guardian of the student or the adult student (16 years of age or older) prior to conducting a psycho-educational assessment.

#### Wait Time

Up to One (1) year
**Psychological-Educational Assessment**

A standardized individually administered assessment which provides a measure of cognitive ability (IQ), memory, phonemic awareness, academic functioning, as well as a screener for social/emotional and behavioral concerns

<table>
<thead>
<tr>
<th>Conducted by</th>
<th>Program Resource Teacher or Psychologist (Board level)</th>
</tr>
</thead>
</table>
| Qualifications of staff       | • Member in good standing with the Ontario College of Teachers  
• Special Education Specialist Preferred  
• Supervised by consulting Psychologist or member in good standing with the Ontario College of Psychologists |
| Consent                       | • Consent for Assessment - Student Support Staff |
| Wait List Management          | • Generated through Area Team meetings  
• Reviewed on a monthly basis and prioritized according to student need |
| Communication of Results      | • In person through a Case Conference with parent and school staff, and/or a phone call from the Psychologist to parent in the case of a diagnosis  
• Written report provided to parent and school |
| Privacy of Information        | • Results are filed in Ontario Student Record |

**Gifted Assessment**

A standardized individually administered assessment which provides a measure of general intellectual ability.

<table>
<thead>
<tr>
<th>Conducted by</th>
<th>Program Resource Teacher (Board level)</th>
</tr>
</thead>
</table>
| Qualifications of staff             | • Member in good standing with the Ontario College of Teachers  
• Special Education Specialist Preferred  
• Supervised by consulting Psychologist or member in good standing with the Ontario College of Psychologists |
| Consent                             | • Consent for Assessment - Student Support Staff |
| Wait List Management                | • Generated through Area Team meetings  
• Reviewed on a monthly basis and prioritized according to student need |
| Communication of Results            | • Through a report indicating results to parent and school |
| Privacy of Information              | • Results are filed in Ontario Student Record |
**Behaviour Assessment Report**

An analytical report based on observations, review of records, and data analysis that identifies potential functions of behaviour impacting student achievement, recommends strategies and practices to meet those functions in more age-appropriate, socially significant ways, and identifies areas of social/emotional and attention concerns that may significantly impact student behaviour.

<table>
<thead>
<tr>
<th>Conducted by</th>
<th>Behaviour Resource Teacher or Psychologist (Board level)</th>
</tr>
</thead>
</table>
| Qualifications of staff | • Member in good standing with the Ontario College of Teachers  
• Special Education Specialist Preferred  
• Supervised by consulting Psychologist or member in good standing with the College of Psychologists |
| Consent | • Consent for Assessment - Student Support Staff |
| Wait List Management | • Generated through Area Team meetings |
| Communication of Results | • In person through a Case Conference with parent and school staff,  
• Written report provided to parent and school |
| Privacy of Information | • Results are filed in Ontario Student Record |

**Speech and Language Assessment**

For students experiencing difficulties with language, articulation, voice, and/or fluency, the Speech-Language Pathologist (SLP) may complete assessments as deemed necessary. The SLP will make recommendations and additional referrals (i.e. School Health Support Services) to meet the speech and language needs of the student.

<table>
<thead>
<tr>
<th>Conducted by</th>
<th>Speech-Language Pathologists (SLPs)</th>
</tr>
</thead>
</table>
| Qualifications of staff | • Member in good standing of the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO)  
• Graduate degree in speech-language pathology |
| Consent | • Consent for Assessment - Student Support Staff  
• Speech-Language Services Referral (informed consent agreement) |
| Wait List Management | • Generated through Area Team meetings  
• Reviewed on a monthly basis and prioritized according to student need |
| Communication of Results | • In person through a Case Conference with parent and school staff,  
• Written report provided to parent and school |
| Privacy of Information | • Results are filed in Ontario Student Record  
• Personal health information is collected and stored by SLPS under provisions outlined in the Personal Health Information Protection Act (PHIPA) and the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) |
Outside Assessments

In very rare cases, where the needs of the student are so complex, or in cases where a differentiated diagnosis is required, the student may be referred to an outside agency for assessment. Such a referral would originate from the NCDSB, in consultation with the parent(s)/guardian(s) and the outside agency.

Throughout the ongoing assessment process, students, classroom teachers, educational resource teachers, area team board personnel and/or outside agencies, work collaboratively to ensure the ongoing effectiveness of instructional strategies.

Communication of Results

Early and ongoing communication with parent(s)/guardian(s) regarding classroom-based assessments creates an atmosphere conducive to the improvement of student learning. As classroom teachers identify the strengths and needs of students, this information is shared through scheduled parent(s)/guardian(s) conferences or meetings.

In cases where the parent(s)/guardian(s) wish to share an assessment completed outside of the NCDSB, consent must be provided. It is expected practice that all outside assessments are reviewed by the Consulting Psychologist or the Speech-Language Pathologist. It may be necessary to request a copy of the raw data from the outside assessor. The determination of the need for raw data will be made by the Consulting Psychologist or Speech-Language Pathologist.

Privacy of Information

Any release of assessment results to agencies outside of the Board requires written authorization of the parent(s)/guardian(s) in accordance with the Municipal Freedom of Information Protection of Privacy Act (MFIPPA) and the Education Act.

Referrals, completed assessments and recommendations mentioned above are stored in the Documentation File of the Ontario Student Record in accordance with the Ontario Student Record Guidelines 2000. A copy of the assessment report is also stored in a secure electronic file through the Student Support department of the Board.
The Niagara Catholic District School Board continues to have strong working relationships with a variety of community partners and staff from Ministries outside of the education sector. These relationships assist school staffs, staff of the Student Support Department and parent(s)/guardian(s) to plan for smooth transitions for students entering the school system, or for students within the school system who require additional supports and resources. The practice of the Niagara Catholic District School Board is to review the assessments of all partnering agencies and to utilize these to implement program supports where appropriate.

Links with Service/Agencies/Ministries within the Community

The Niagara Catholic District School Board is proud of the relationships that it maintains with a variety of community agencies. The Student Support Department currently sustains active relationships with the following agencies and ministries:

a. **Pre-School Sector (Niagara Children’s Centre Pre-school Program, Community Living, Niagara Support Services, Regional Municipality of Niagara)**

   The relationship between the Niagara Catholic District School Board and the Pre-School Sector works within a very formal framework for transitioning students to schools within the Niagara Catholic District School Board. It is focused on providing a smooth transition from pre-school programs to formal programs within the Board.

b. **CONTACT Niagara**

   CONTACT Niagara is the agency charged with providing parent(s)/guardian(s) with a single point of access to a wide range of children and youth developmental and mental health services within the Niagara community (up to age 18). NCDSB Staff will assist parents with the referral process as needed.

c. **Bethesda**

   NCDSB has several protocols with Bethesda for the following services: Autism Consultation Services, Children’s Developmental Assessment Services (CDAS), Children’s Behaviour Services, Hamilton Regional Autism Intervention Program at Bethesda and McMaster Children’s Hospital, Hamilton Health Sciences, Bethesda and McMaster Children’s Hospital – Applied Behaviour Analysis Services and Supports Program.

d. **Hamilton Health Sciences/McMaster Children’s Hospital Autism Spectrum Disorder School Support Program**

   ASD School Support personnel may assist in transitioning students out of Ministry-funded IBI programs into the home school through the Connections for Students Program.

e. **Speech Services Niagara (Pre-school Speech Initiative)**

   The NCDSB and Speech Services Niagara work diligently to enhance transition procedures for students accessing SLP services and for students involved in the Infant Hearing Program.

f. **Niagara Health System (NHS) – Mental Health**

   Children’s Mental Health Network includes partners from a variety of agencies, services, and educational institutions that have the common goal of advocating for the mental health needs of children in the Niagara Region. This group meets at least every month and operates with other committees to target needed services, and to assess the discharge process for students that are hospitalized.

g. **Child Abuse Review Team**

   This Family and Children’s Services team reviews and approves supervision plans for children who require protection. A variety of Niagara agencies from health, service supports and education meet quarterly to review cases.

h. **Niagara Suicide Prevention Coalition**

   This community group comes together to make Niagara a suicide safer community. The focus is prevention, intervention and postvention.
i. Niagara College
The Niagara Catholic District School Board partners with Niagara College to provide cooperative work placements for students in the Educational Assistant Special Needs Support (EASNS), Child and Youth Worker, Communicative Disorders Assistant, Applied Behaviour Analysis and Social Service Worker programs. Staff also assists the College in program planning through consultation for the Child and Youth Worker and the EASNS Advisory Committees.

j. Bereavement Resource Council of Niagara
This council coordinates the services provided in the Niagara Peninsula for the support and guidance of those dealing with the pain of grief and loss. Services include support groups, clerical support, lending libraries, seminars and workshops. The group meets three or four times throughout the year.

k. Social Workers in Schools Program
The Niagara Catholic District School Board, Contact Niagara and Pathstone Mental Health have collaborated to develop a process to access counseling services within the school setting.

l. Mental Health and Addictions Nurses (MHAN) in District School Boards (DSB) Program
The purpose of this agreement is to establish the Program and to assist the DSB to build capacity to recognize and respond to student mental health and addictions issues. The Program will augment and complement existing elements of the DSB’s overall mental health strategy. This collaborative agreement is intended to reflect a referral process from the DSB to the LHIN for students who are hospitalized for mental health issues and are returning to school, or have complex mental health diagnoses.

m. Girls Talk/Boys Lounge
In collaboration with the YWCA, groups are run for at-risk youth, struggling with mild to moderate mental health issues. These groups focus on body image, self-esteem, healthy relationships and mental health awareness. These groups are run in all of our Catholic secondary schools, and utilize guest speakers from the community through the YWCA.

n. Integrated Transition Planning – Transitional Aged Youth
A Provincial Transition Planning Framework has been established to support integrated transition planning for young people aged 14 and over with a developmental disability that will be transitioning out of children’s sector services and may be seeking further services and supports as they move into adulthood. Special Education Coordinators sit on this committee.
Through funding from the Ministry of Health and Long Term Care (MHLTC) and Ministry of Children, Community and Social Services (MCCSS), in-school support is offered to students with special education needs.

The Niagara Catholic District School Board is committed to a strong partnership with the Local Health Integration Network (LHIN) and Niagara Children’s Centre in order to ensure students receive all the necessary school health supports they require to participate fully in the learning environment. It is important to note that this section was developed in consultation with the Hamilton Niagara Haldimand Brant-LHIN and Niagara Children’s Centre.

Through consultation with, and referral to LHIN and the Niagara Children’s Centre, the following services are provided to students: tube feeding, suctioning, physiotherapy, occupational therapy and/or speech therapy. In some cases, training is provided to ensure that procedures are carried out correctly.

The Niagara Catholic District School Board Administration of Oral Medication to Students under the Age of 18 Policy, 302.2 addresses the needs of students requiring the administration of medication during the school day.

Central level staff in the Student Support Department at Niagara Catholic District School Board must be aware of all the specialized support services in the schools. Central level staff may be involved with the monitoring of specialized health supports in the school setting and recommendations of further review. This consultation is always done in dialogue with the school Principal.

### Specialized Health Supports in School Settings

#### Roles and Responsibilities

<table>
<thead>
<tr>
<th>SPECIALIZED HEALTH SUPPORT SERVICES</th>
<th>AGENCY OR POSITION OF PERSON WHO PERFORMS THE SERVICE (LHIN, BOARD, STAFF, PARENT/GUARDIAN, STUDENT)</th>
<th>ELIGIBILITY CRITERIA FOR STUDENTS TO RECEIVE THE SERVICE</th>
<th>POSITION OF THE PERSON WHO DETERMINES ELIGIBILITY TO RECEIVE THE SERVICE AND LEVEL OF SUPPORT</th>
<th>CRITERIA FOR DETERMINING WHEN THE SERVICE IS NO LONGER REQUIRED</th>
<th>PROCEDURES FOR RESOLVING DISPUTES ABOUT ELIGIBILITY AND LEVEL OF SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING</td>
<td>• LHIN</td>
<td>• valid health card&lt;br&gt;• service required to enable school attendance</td>
<td>• LHIN Care Coordinator&lt;br&gt;• Student specific goals achieved&lt;br&gt;• no longer appropriate</td>
<td>• LHIN appeal process</td>
<td></td>
</tr>
<tr>
<td>OCCUPATIONAL THERAPY</td>
<td>• Niagara Children’s Centre</td>
<td>• service required to enable school attendance</td>
<td>• Niagara Children’s Centre staff&lt;br&gt;• Student specific goals achieved&lt;br&gt;• no longer appropriate</td>
<td>• Niagara Children’s Centre complaint process</td>
<td></td>
</tr>
<tr>
<td>SPECIALIZED HEALTH SUPPORT SERVICES</td>
<td>AGENCY OR POSITION OF PERSON WHO PERFORMS THE SERVICE (LHIN, BOARD, STAFF, PARENT/GUARDIAN, STUDENT)</td>
<td>ELIGIBILITY CRITERIA FOR STUDENTS TO RECEIVE THE SERVICE</td>
<td>POSITION OF THE PERSON WHO DETERMINES ELIGIBILITY TO RECEIVE THE SERVICE AND LEVEL OF SUPPORT</td>
<td>CRITERIA FOR DETERMINING WHEN THE SERVICE IS NO LONGER REQUIRED</td>
<td>PROCEDURES FOR RESOLVING DISPUTES ABOUT ELIGIBILITY AND LEVEL OF SUPPORT</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>PHYSIOTHERAPY</td>
<td>• Niagara Children’s Centre</td>
<td>• service required to enable school attendance</td>
<td>• Niagara Children’s Centre staff</td>
<td>• Student specific goals achieved</td>
<td>• Niagara Children’s Centre complaint process</td>
</tr>
<tr>
<td>NUTRITION</td>
<td>• LHIN</td>
<td>• valid health card</td>
<td>• LHIN Care Coordinator</td>
<td>• Student specific goals achieved</td>
<td>• LHIN appeal process</td>
</tr>
<tr>
<td>SPEECH AND LANGUAGE THERAPY</td>
<td>• Niagara Children’s Centre</td>
<td>• service required to enable school attendance</td>
<td>• Niagara Children’s Centre staff</td>
<td>• Student specific goals achieved</td>
<td>• Niagara Children’s Centre complaint process</td>
</tr>
<tr>
<td>ARTICULATION/DYSFLUENCY</td>
<td>• Niagara Children’s Centre</td>
<td>• screener completed by SLP from NCDSB</td>
<td></td>
<td>• No longer appropriate</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE INTERVENTION</td>
<td>• NCDSB</td>
<td>• referral to Area Team</td>
<td>• Board Speech Language Pathologist</td>
<td>• Student goals achieved</td>
<td>• Case conference involving Speech Language Pathologist, Coordinator – Special Education, school staff and parent(s)/guardian(s)</td>
</tr>
</tbody>
</table>

Nurturing Souls and Building Minds
<table>
<thead>
<tr>
<th>SPECIALIZED HEALTH SUPPORT SERVICES</th>
<th>AGENCY OR POSITION OF PERSON WHO PERFORMS THE SERVICE (LHIN, BOARD, STAFF, PARENT/GUARDIAN, STUDENT)</th>
<th>ELIGIBILITY CRITERIA FOR STUDENTS TO RECEIVE THE SERVICE</th>
<th>POSITION OF THE PERSON WHO DETERMINES ELIGIBILITY TO RECEIVE THE SERVICE AND LEVEL OF SUPPORT</th>
<th>CRITERIA FOR DETERMINING WHEN THE SERVICE IS NO LONGER REQUIRED</th>
<th>PROCEDURES FOR RESOLVING DISPUTES ABOUT ELIGIBILITY AND LEVEL OF SUPPORT</th>
</tr>
</thead>
</table>
| ADMINISTERING OF PRESCRIBED MEDICATIONS | • oral-student, parent/guardian, Board  
• injection-student, parent/guardian, LHIN  
• inhalation therapy-student, parent/guardian  
• infusion – student, parent/guardian, Niagara Catholic District School Board | • medication required to enable attendance at school  
• adherence to the NCDSB policy for administering medications  
• medication required to ensure physical well being of student | • family physician, school principal  
• LHIN | • Parent/guardian withdraws permission for the school to medicate or fails to provide refill. | • Case conference at the school level |
| CATHETERIZATION | • clean: NCDSB and/or student  
• sterile: LHIN | • service required to enable school attendance | • family physician | • family physician indicates service no longer required or no longer appropriate | • school: Case Conference  
• LHIN: Appeal Process |
| LIFTING AND POSITIONING | • NCDSB  
• Educational Assistant | • service required to enable school attendance | • recommendations of family Physician  
• recommendations of OT or PT | • child able to lift and position independently as per OT or PT assessment | • Case Conference at school level with appropriate staff |
<table>
<thead>
<tr>
<th>SPECIALIZED HEALTH SUPPORT SERVICES</th>
<th>AGENCY OR POSITION OF PERSON WHO PERFORMS THE SERVICE (LHIN, BOARD, STAFF, PARENT/GUARDIAN, STUDENT)</th>
<th>ELIGIBILITY CRITERIA FOR STUDENTS TO RECEIVE THE SERVICE</th>
<th>POSITION OF THE PERSON WHO DETERMINES ELIGIBILITY TO RECEIVE THE SERVICE AND LEVEL OF SUPPORT</th>
<th>CRITERIA FOR DETERMINING WHEN THE SERVICE IS NO LONGER REQUIRED</th>
<th>PROCEDURES FOR RESOLVING DISPUTES ABOUT ELIGIBILITY AND LEVEL OF SUPPORT</th>
</tr>
</thead>
</table>
| SUCTIONING                            | • shallow: NCDSB staff  
• deep: LHIN                                                                                     | • service required to enable school attendance            | • recommendations of family physician                                                                                           | • Suctioning is discontinued as per physician direction.                                       | • NCDSB: Case conference  
• LHIN: Appeal Process                                                                                     |
| ASSISTANCE WITH MOBILITY              | • NCDSB staff                                                                                   | • service required to enable school attendance            | • recommendations of family physician  
• recommendations of an OT/PT                                                                                               | • child is able to manage with mobility as per OT or PT assessment                               | • NCDSB Case Conference at school level                                                          |
| FEEDING                               | • NCDSB Staff                                                                                   | • service required to enable school attendance            | • recommendations of a family physician  
• recommendations of an OT/PT                                                                                               | • Child able to self feed as per recommendation by family physician and NCDSB team case conference | • NCDSB Case Conference at school level with appropriate staff                                   |
| TOILETING                             | • NCDSB Staff                                                                                   | • service required to enable school attendance            | • recommendations of a family physician  
• child is able to self toilet as per input from family, physician and NCDSB team                                                | • NCDSB Case Conference with appropriate staff                                                   |                                                                                                  |
| INSULIN MONITORING                    | • NCDSB Staff and/or  
• LHIN  
• As determined by a medical professional                                                      | • valid health card  
• service required to enable school attendance                                                                 | • recommendations of a family physician  
• LHIN Care Coordinator  
• As determined by a medical professional                                                             | • NCDSB Case Conference with appropriate staff to include LHIN where appropriate                |                                                                                                  |
### Specialized Health Support Services in School Settings

**Occupational Therapy, Physiotherapy, Speech and Voice Fluency**

**Referral Process**

Parent(s)/guardian(s) and/or teacher with school Principal express concern regarding a student.

<table>
<thead>
<tr>
<th>OCCUPATIONAL OR PHYSIOTHERAPY</th>
<th>SPEECH, VOICE OR FLUENCY</th>
</tr>
</thead>
</table>
| • Application is completed at the school level.  
• The OT or PT screening package is completed by the ERT with the student for Occupational Therapy/Physical Therapy.  
• Forms are signed by parent(s)/guardian(s) and Principal and sent to the Area Coordinator - Special Education. | • Educational Resource Teacher completes a Request for Services and a Speech-Language Services Referral Form.  
• Forms are signed by parent(s)/guardian(s) and Principal and sent to the Area Coordinator - Special Education.  
• Student is discussed at Area Team and a decision is made to involve the Speech-Language Pathologist. |
### Specialized Health Support Services in School Settings

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Coordinator</td>
<td>Reviews application and forwards to Niagara Children’s Centre.</td>
</tr>
<tr>
<td>School Based Rehabilitation Coordinator</td>
<td>Reviews the completed referral and determines eligibility as well as priority of service.</td>
</tr>
<tr>
<td>SBRS Coordinator</td>
<td>Informs family and school of eligibility and priority for service.</td>
</tr>
<tr>
<td>If student is assigned to a wait list</td>
<td>Family and school are provided an approximate time frame for wait.</td>
</tr>
<tr>
<td>Family and school notified</td>
<td>Service is scheduled to begin.</td>
</tr>
<tr>
<td>Registered health Professional</td>
<td>Conducts assessment, communicates results with school and family, and develops a plan of care in coordination with educational staff.</td>
</tr>
</tbody>
</table>

### Procedures for Dealing with Concerns

- The parent(s)/guardian(s) address the concern at the school level. Initially, the concern should be addressed to the classroom teacher. If the scope of decision making is outside the responsibilities of the classroom teacher, the Educational Resource Teacher and the Principal will become involved.
- A case conference is scheduled.
- During the case conference, the issues will be discussed. It is important that if the parent(s)/guardian(s) are presenting new information, the new information, particularly recommendations from outside practitioners, must be shared with appropriate staff prior to the meeting.
- Minutes will be taken during the case conference.
- If the concern requires Special Education staff to be present, a mutually agreed upon date and time for the meeting will be established.
- In the event that resolution is not possible after all other avenues have been attempted at the school level, the Niagara Catholic Complaint Resolution Policy 800.3 further outlines the process available to parent(s)/guardian(s) in addressing their concerns.
APPENDIX P17- II

LOCAL HEALTH INTEGRATION NETWORK (LHIN) APPEAL PROCESS
AND
NIAGARA CHILDREN’S CENTRE COMPLAINTS & COMPLIMENTS
Specialized Health Support Services in School Settings

Local Health Integration Network (LHIN) Appeal Process
(As developed by LHIN)

If a Hamilton Niagara Haldimand Brant LHIN client/caregiver has a complaint about the type, amount or quality of service delivery or service decisions they should discuss the complaint and attempt to resolve the complaint with the Care Coordinator. If a mutually agreeable resolution cannot be achieved the Care Coordinator will contact their Client Services Manager to inform them of the situation.

The Client Services Manager will:
• Attempt to resolve the complaint with the client/caregiver and inform the Care Coordinator of the outcome.
• Inform the client, if the client still feels the complaint is unresolved that the complaint will be escalated to the Director level for further discussion and resolution.

Niagara Children’s Centre Complaints & Compliments
Please refer to the link for information on Niagara Children’s Centre Complaints & Compliments.
http://niagarachildrenscentre.com/ncc/information-for-families/complaints-compliments
Goal of Staff Development

The Niagara Catholic District School Board recognizes that effective staff development is crucial to facilitate continuous growth and development towards the use of preferred and current practices with regard to the legislation and Ministry policy on Special Education. Through opportunities for professional development, based on sound principles of change and adult learning, educators within the Niagara Catholic District School Board will be supported and encouraged to develop and grow as ongoing professional learners. Staff development deemed integral to the delivery of special education programs and services will reflect the Strategic Directions and System Priorities of the Niagara Catholic District School Board, with input from the Special Education Department and the Special Education Advisory Committee (SEAC).

Ongoing Professional Development

The professional development of educators working with students with special education needs is integral to the delivery of special education programs and services. Through regular meetings with Educational Resource Teachers, meetings of the Special Education Advisory Team, Area Principal meetings, discipline meetings and team meetings, staff development priorities have been identified for implementation.

The in-service plan for the Niagara Catholic District School Board is wide, multi-faceted, and extends to reach a wide range of professionals. The plan is broken down into ongoing in-service and into specific issue related in-service. This plan has been developed through the ongoing review of school and Board Improvement Plans, SEAC, surveys, and School Councils. Priorities for staff development are determined through the feedback provided to the Student Support Department by various stakeholders, and through the gap analysis that occurs as policy, legislation, and ministry initiatives become known to the Board.

The ongoing staff development sessions provide a vehicle for implementation and discussion of current ministry legislation and policies as they relate to special education.
<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Topic</th>
<th>Audience</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>Service Updates, Ministry Information, Issues and Concerns</td>
<td>Special Education Coordinators</td>
<td>Superintendent Student Support</td>
</tr>
<tr>
<td>Bi-Weekly</td>
<td>Service Updates, Team Needs, Referrals, Ministry Information and Board Information</td>
<td>Area Team Members</td>
<td>Special Education Coordinators</td>
</tr>
<tr>
<td>Monthly</td>
<td>Service Issues, Trends, Ministry and Board Information</td>
<td>School Principals</td>
<td>Superintendent Student Support</td>
</tr>
<tr>
<td>Bi-Monthly</td>
<td>Service Updates, Ministry Updates, Board Issues and Policy</td>
<td>Educational Resource Teachers</td>
<td>Student Achievement Department</td>
</tr>
</tbody>
</table>
Specific Professional Development

A range of specific professional development opportunities is provided each year for regular class teachers, special education teachers, professionals, support staff, administrators and parents. It is the intent of the Student Support Department to establish priorities for in-service in each calendar year. These priorities are determined by the Board Improvement Plan for Student Achievement and Well-Being.

During the 2018-2019 school year, the following are samples of professional development activities that were provided to staff:

- Applied Behaviour Analysis (ABA) Instruction
- Executive Function
- IEP Development
- Online Applied Behaviour Analysis Certificate Course for Educators - Geneva Centre Training
- Behaviour Management System (BMS) Training
- Safe Management Group (SMG) Training
- Faith Formation
- Professional Association Meetings and Conferences
- Mindfulness
- Transition Planning
- Positive Behaviour Supports
- Emotional Regulation
- Oral Language Development
- Board Maker On-Line
- Special Education Consultation Model (Non-Student Specific)
- Google GSuite for Education

The Student Support Department projects the following areas of focus for professional development in the 2019-2020 school year:

- Fostering a culture of independence for both students and staff
- Continued instruction in the use of technology
- Continued Faith Formation experiences for Student Support staff
- A continued focus on successful practices for inclusion for spiritual growth and practices found in Learning for All
- Continue with Behaviour Management System (BMS) Training
- Mental Health Instruction
- Learning for All practices
- IEP Expectation development and assessment strategies
- Transition Planning
- Self-Regulation and Mindfulness strategies
- Early Years Communication
- Assessment Training
- Applied Behaviour Analysis Instruction
- Executive Function
- Behaviour Support Plans
- Electronic Referral Process
- Special Education Consultation Model (Non-Student Specific)
- Student Support VLE presence
STAFF DEVELOPMENT

Professional Development for New Teachers and Teachers New to the Field of Special Education

The Niagara Catholic District School Board through the New Teacher Induction Program (NTIP) provides specific staff development in Special Education for newly hired teachers to the Board. The Student Support Department provides an orientation session. This orientation session introduces newly hired teachers to the model and philosophy of the Student Support Department, the programs and services provided by the department, and a walk-through of the IEP and IPRC processes.

The Student Support Department provides staff development to teachers newly hired to positions within the Student Support Department.

Educational Resource Teachers who are new to the role have access to experienced Educational Resource Teachers and Student Support staff to assist with guidance and professional development.

Building Awareness and Professional Development for the Community

The Student Support Department provides professional development opportunities for parents and the community at large. The following list provides examples of workshops that were conducted or arranged within the community by Special Education staff:

- Niagara Children’s Centre Parent Information Evening
- Transportation Needs of Special Education Students

Building Awareness for Staff Development

Niagara Catholic is made aware of professional development opportunities in a variety of ways. Student Support memos are issued from the Superintendent of Student Support informing Principals of upcoming professional development activities. Principals are also provided with information from the Student Support Department at monthly Director’s Meetings. Principals also have the ability to request professional development from Student Support staff through the Consultation Request Form (Non-Student specific).
The Niagara Catholic District School Board is committed to ensuring that its schools/sites, grounds and administration buildings are accessible to students, staff and the community. To this end, the Student Support and Facilities Services departments work diligently to address any accessibility needs in order to meet any identified needs or requirements.

Accessibility needs analysis consists of three distinct phases, which are:

1. the scope of the work required at each site identified;
2. cost estimates associated with the work identified; and,
3. recommended priorities.

The following list reflects items that may be considered at each facility and/or school site when needs arise:

1. parking
2. passenger loading zones
3. curb ramps
4. accessible routes
5. ramps and/or platforms
6. entrances
7. doors
8. elevators
9. stairs and stair wells
10. washrooms
11. hydration stations
12. locker space
13. signage
14. auditory information systems
15. tactile information/signage
16. employee/public areas
17. sensory rooms

The Niagara Catholic District School Board has established an Accessibility Planning Committee to support the on-going work of the Board in order to be in compliance with the Ontarians with Disabilities Act 2005, the Accessibility Standards for Customer Service, Ontario Regulation 429/07 and The Integrated Accessibility Standards Regulation 191/11. The mandate of this group is to identify barriers for people with disabilities in the areas of architectural, communication, information, attitudinal, technological, physical, policy and practice. Each year the Multi-Year Accessibility Plan (Working Document) is reviewed/revised.

The Niagara Catholic District School Board has developed the Accessible Customer Service Policy 800.8.1 and the Accessibility Standards Policy 800.8 in compliance with the AODA. Staff training requirements regarding accessibility are outlined in these policies and in the Board’s Multi-Year Accessibility Plan (Working Document). As additional Standards become Regulations in the Province, the Board will develop appropriate measures as required.

Please refer to the Niagara Catholic District School Board Accessible Customer Service Policy 800.8.1, the Niagara Catholic District School Board Accessibility Standards Policy 800.8, and the Niagara Catholic District School Board Multi-Year Accessibility Plan (Working Document) on the Board’s website for further information.

The Student Support Department has participated in several accessibility projects for the 2017-2018 and 2018-2019 school years.
These projects include:

### Accessibility Projects Completed 2016-2017

<table>
<thead>
<tr>
<th>Facility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakeshore Catholic</td>
<td>Sensory Rooms and Accessible Washroom Construction</td>
</tr>
<tr>
<td>Holy Name</td>
<td>New Sensory and Equipment Room</td>
</tr>
<tr>
<td>St. Gabriel Lalemont</td>
<td>Sensory room upgrades</td>
</tr>
</tbody>
</table>

### Accessibility Projects Completed 2017-2018

<table>
<thead>
<tr>
<th>Facility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Lady of Mount Carmel</td>
<td>stage lift installation</td>
</tr>
<tr>
<td>Father Hennepin</td>
<td>install automatic door openers at front entrance and accessible washroom</td>
</tr>
<tr>
<td>St Mary (NF)</td>
<td>provide sensory room</td>
</tr>
<tr>
<td>Monsignor Clancy</td>
<td>stage lift installation</td>
</tr>
<tr>
<td>St Ann (SC)</td>
<td>provide accessible washroom on second floor</td>
</tr>
<tr>
<td>Notre Dame College</td>
<td>boy's and girl's change rooms - added accessible showers</td>
</tr>
<tr>
<td>Notre Dame College</td>
<td>addition of accessible washroom to second floor</td>
</tr>
<tr>
<td>Canadian Martyrs</td>
<td>added new accessible washroom stalls</td>
</tr>
<tr>
<td>Loretto Catholic</td>
<td>elevator upgrade</td>
</tr>
<tr>
<td>Blessed Trinity</td>
<td>automatic door operator added to student washroom</td>
</tr>
</tbody>
</table>
## Future Accessibility Projects for Consideration

<table>
<thead>
<tr>
<th>Facility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Joseph (Stevensville)</td>
<td>provide lift to stage</td>
</tr>
<tr>
<td>St. Joseph (Stevensville)</td>
<td>revise interior ramp for minimum 1:12 slope</td>
</tr>
<tr>
<td>St. Patrick (NF)</td>
<td>Provide elevator</td>
</tr>
<tr>
<td>Loretto Catholic</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
<tr>
<td>Monsignor Clancy</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
<tr>
<td>St. Kevin</td>
<td>provide barrier free access to second floor</td>
</tr>
<tr>
<td>Assumption</td>
<td>provide barrier-free lift for stage</td>
</tr>
<tr>
<td>St. Alfred</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
<tr>
<td>St. Ann (SC)</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
<tr>
<td>St. Denis</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
<tr>
<td>St. Nicholas</td>
<td>provide barrier free access to second floor</td>
</tr>
<tr>
<td>St. Peter</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
<tr>
<td>St. Theresa</td>
<td>provide lift to stage</td>
</tr>
<tr>
<td>Mother Teresa</td>
<td>provide sensory room</td>
</tr>
<tr>
<td>St. Mark</td>
<td>install two sets of magnetic hold-open devices</td>
</tr>
<tr>
<td>St. Mark</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
<tr>
<td>Saint Michael</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
<tr>
<td>Saint Paul</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
<tr>
<td>Notre Dame College</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
<tr>
<td>Notre Dame College</td>
<td>provide barrier free access to second floor</td>
</tr>
<tr>
<td>Denis Morris</td>
<td>install automatic door openers at main office and attendance office</td>
</tr>
<tr>
<td>Denis Morris</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
<tr>
<td>Holy Cross</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
<tr>
<td>Saint Francis</td>
<td>retrofit to allow barrier free emergency evacuation from second floor</td>
</tr>
</tbody>
</table>
PART 20
PARENT GUIDE TO SPECIAL EDUCATION

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

PARENT GUIDE
TO SPECIAL EDUCATION

Nurturing Souls and Building Minds
CONTENTS

GUIDING PRINCIPLES ...5

PHILOSOPHY OF THE SPECIAL EDUCATION DEPARTMENT... 5

PROGRAMMING DECISIONS FOR STUDENTS ...6

INDIVIDUAL EDUCATION PLANS... 7

TRANSITION PLANNING... 8

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)... 8

NIAGARA CATHOLIC STAFF WHO SUPPORT STUDENTS WITH SPECIAL EDUCATION NEEDS... 9

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES... 10

PLACEMENTS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS ...13

PROVINCIAL AND DEMONSTRATION SCHOOLS...13

COMMUNITY PARTNERS...14

SPECIAL EDUCATION ADVISORY COMMITTEE...14
GUIDING PRINCIPLES

- All staff will make programming decisions from a Christ-centred perspective.
- Students and their successes are the focus of all decision making.
- The foundation of programming and delivery is early ongoing assessment and intervention.
- Inclusion of students into their home school and age appropriate class is the preferred practice.
- A range of services will be provided from Kindergarten to graduation.
- All programming decisions will be collaborative and consultative.

PHILOSOPHY OF THE STUDENT SUPPORT DEPARTMENT

The Niagara Catholic District School Board is committed to the inclusion of students with special education needs within their home school and in their age appropriate classes. The Board is also committed to the philosophy that all students within its jurisdictions be provided with the opportunity to access programs, services and supports that will maximize their potential and receive an education commensurate with their identified needs.

- Education is of paramount importance to the physical, intellectual, social-emotional and spiritual growth of all children.
- Each student is entitled to the best educational programs, services and personnel that can be provided.
- All special education programs and services provided by the Board will be within the atmosphere of a Catholic school community.
- The Student Support Department will utilize all resources to determine the educational needs of students and will provide programs, services and personnel to support the development of students with special education needs to their maximum potential.
- The needs of students shall be met in the most enabling setting.
- Ongoing communication and cooperation with the parents of students with special education needs is vital for success in all special education programs and services.
- The education of students with special education needs is a shared responsibility of the student, teacher(s), parent(s)/guardian(s) and the Board.
- The Student Support Department will cooperate with, and will seek the assistance of, all other appropriate agencies in meeting the needs of our students with special education needs.
- Special Education programs and services will be provided in a safe atmosphere that cherishes and celebrates the uniqueness of each individual.
PROGRAMMING DECISIONS FOR STUDENTS

EARLY IDENTIFICATION AND INTERVENTION
The Niagara Catholic District School Board strongly supports an early identification/intervention model of services for students with special education needs.

PROBLEM SOLVING MODEL FOR SERVICE DELIVERY
The Niagara Catholic District School Board has put into place a problem-solving model for identifying and meeting student needs at any grade level. The parent/caregiver has a key role in the education of the student with special education needs. As such, early and ongoing discussion between school and home will occur to ensure that the most appropriate decisions are being made regarding school placements and programs. This model sets in place a variety of mechanisms for identification of needs, accommodations and modifications, goals and expectations for IEPs, and ways of monitoring student progress. This model also clearly outlines when specific staff will get involved in the process of identifying and servicing the needs of the child. It is important to note that the focus of this model of service delivery is on the home school and is rooted in the belief that problem solving begins at school and ends with student success. It is also important to note that this model of service delivery can be activated by any one of the stakeholders in the education of the students within the Niagara Catholic District School Board.

Terminology

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERT</td>
<td>Educational Resource Teacher</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
</tr>
<tr>
<td>School Based Team</td>
<td>In-school team which provides early intervention to address student needs.</td>
</tr>
<tr>
<td>Accommodations</td>
<td>Adjustments to the learning process that do not alter the grade level expectations.</td>
</tr>
<tr>
<td>Area Team</td>
<td>Special Education personnel</td>
</tr>
<tr>
<td>IPRC</td>
<td>Identification, Placement, Review Committee</td>
</tr>
</tbody>
</table>
CASE CONFERENCES

- Case Conferences are collaborative activities and may include the teacher, Educational Resource Teacher, Principal, parents, community workers and/or other support personnel.
- These meetings may be held to share needs demonstrated by the student, assessment findings from board assessments or assessments from community resources, discuss possible programming/resources and/or student progress.

SCHOOL BASED TEAMS (SBT)

The School Based Team Approach accepts:

- that the Principal is the leader of the team;
- that the Principal and Educational Resource Teacher will be responsible for coordinating all team activities;
- that the goal of the SBT approach is to address the educational, physical, spiritual and/or social-emotional needs of students in the regular classroom;
- that the aims and objectives of team activity, as an integral part of the Problem Solving Model, are understood and supported by all staff members;
- that each school will have a team composed of the Principal (Chair), the Educational Resource Teacher (Recorder), presenting Classroom Teacher(s), three representatives (elementary), or three Department representatives (secondary).

Optional Members may include:

- previous classroom teacher
- Child and Youth Workers
- Educational Assistant(s)
- Early Childhood Educator
- Chaplaincy Leader
- Student Success Teacher

- that additional personnel from the Student Support Department will be available as resources to the school team and teaching staff;
- that the members agree to implement the recommendations of the School Based Team;
- that the recommendations made at the SBT are regularly reviewed, and modified as necessary.

INDIVIDUAL EDUCATION PLANS

As outlined in Individual Education Plans (IEP—A Resource guide 2004, Ministry of Education) on Individual Education Plan (IEP) is:

- a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student’s strengths and needs—that affect the student’s ability to learn and to demonstrate learning;
- a record of the particular accommodations needed to help the student achieve his or her learning expectations within grade level expectations, given the student’s identified learning strengths and needs;
- a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in the particular subject or course;
- a working document that identifies alternative expectations, if required;
• a record of the specific knowledge and skills to be assessed and evaluated for the purposes of reporting achievement of modified and/or alternative expectations and;
• an accountability tool for the student, the student’s parent(s)/guardian(s), and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

In addition, Policy/Program Memorandum No. 156 (PPM 156), “Supporting Transitions for Students with Special Education Needs” outlines the expectation that a transition plan must be developed for all students who have an IEP.

The purpose of the IEP is to identify clearly for parents, school staff, and the Ministry of Education the reason for accessing special education programs and services.

An IEP must be developed for every student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC).

In addition, an IEP may be developed for a student who has not been identified as exceptional but is working with accommodations, or on modified or alternative curriculum.

TRANSITION PLANNING

Effective transition planning is important. Individualized transition plans that reflect a student’s strengths and needs provide the foundation for successful transitional experiences that support the building of student resiliency. Articulating student transition needs can also be a valuable component of developing an individual student profile. The implementation of effective transition plans will result in continuity of programs and services for students with special education needs and will support improved student achievement and well-being.

GUIDING PRINCIPLES FOR TRANSITION PLANNING

The Niagara Catholic District School Board has established a transition process for students new to the Board and for students being educated within the Board. The Niagara Catholic District School Board is committed to the following guiding principles regarding their transition planning processes:

a) The student and their strengths and needs are central to the focus of transition planning;
b) The planning of transitions is a collaborative process, involving parent(s)/guardian(s), outside agencies and other professionals involved with the student; and,
c) Each transition planning process is unique to the student.

Transition processes that take place in the Niagara Catholic District School Board include; Preschool Transition Process, Grade 8 to Grade 9 and Integrated Transition Planning.
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

Regulation 181/98 requires that all school boards establish Identification, Placement and Review Committees (IPRCs). An IPRC is composed of at least three persons, one of whom must be a Principal or Supervisory Officer of the Board. There are two IPRC committees established at the Niagara Catholic District School Board. Please refer to the chart below for committee membership:

<table>
<thead>
<tr>
<th>In-school IPRC</th>
<th>Special Education Class Placement IPRC</th>
</tr>
</thead>
<tbody>
<tr>
<td>• (Chair) Principal of the school</td>
<td></td>
</tr>
<tr>
<td>• (Recorder) Educational Resource Teacher (ERT)</td>
<td></td>
</tr>
<tr>
<td>• (Voting Member) An additional teacher from the school staff (but not the teacher of the student being presented to the IPRC)</td>
<td></td>
</tr>
<tr>
<td>• (Chair) Coordinator of Special Education (or designate)</td>
<td></td>
</tr>
<tr>
<td>• (Recorder) Program Resource Teacher/Behaviour Resource Teacher</td>
<td></td>
</tr>
<tr>
<td>• (Voting Member) Principal/Vice-Principal from an alternate school</td>
<td></td>
</tr>
</tbody>
</table>

The IPRC will:
- decide whether or not a student should be identified as exceptional;
- identify the area(s) of exceptionality of a student, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- determine an appropriate placement; and
- review the identification and placement at least once in each school year.

For further information please refer to the Niagara Catholic District School Board IPRC Parent Guide.

NIAGARA CATHOLIC STAFF WHO SUPPORT STUDENTS WITH SPECIAL EDUCATION NEEDS

The Niagara Catholic District School Board utilizes a wide range of teachers, professionals and paraprofessionals in its delivery of programs and services to students with special education needs. Staff members are deployed within schools as well as on a system-wide basis. Staff members include:

<table>
<thead>
<tr>
<th>CENTRAL OFFICE STAFF</th>
<th>SCHOOL BASED STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Superintendent of Education – Student Support</td>
<td></td>
</tr>
<tr>
<td>• Special Education Coordinators</td>
<td></td>
</tr>
<tr>
<td>• Program Resource Teachers</td>
<td></td>
</tr>
<tr>
<td>• Behaviour Resource Teachers</td>
<td></td>
</tr>
<tr>
<td>• Itinerant Teachers of the Deaf and Hard of Hearing</td>
<td></td>
</tr>
<tr>
<td>• Itinerant Teacher of the Blind and Low Vision</td>
<td></td>
</tr>
<tr>
<td>• Speech Language Pathologists</td>
<td></td>
</tr>
<tr>
<td>• Special Needs Facilitators</td>
<td></td>
</tr>
<tr>
<td>• Special Needs Facilitators – Information Technology</td>
<td></td>
</tr>
<tr>
<td>• Applied Behaviour Analysis (ABA) Supervisors</td>
<td></td>
</tr>
<tr>
<td>• Consulting Board Psychologist</td>
<td></td>
</tr>
<tr>
<td>• Consulting Educational Audiologist</td>
<td></td>
</tr>
<tr>
<td>• Mental Health Lead</td>
<td></td>
</tr>
<tr>
<td>• Social Workers</td>
<td></td>
</tr>
<tr>
<td>• Stay in School Coordinator</td>
<td></td>
</tr>
<tr>
<td>• Supervisor of School Counselling Services</td>
<td></td>
</tr>
<tr>
<td>• Principal</td>
<td></td>
</tr>
<tr>
<td>• Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>• Educational Resource Teachers</td>
<td></td>
</tr>
<tr>
<td>• Educational Assistants</td>
<td></td>
</tr>
<tr>
<td>• Child and Youth Workers</td>
<td></td>
</tr>
<tr>
<td>• Interpreter</td>
<td></td>
</tr>
<tr>
<td>• Intervenor</td>
<td></td>
</tr>
<tr>
<td>CATEGORY</td>
<td>MINISTRY OF EDUCATION DEFINITION</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Behaviour         | 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:  
  a) an inability to build or to maintain interpersonal relationships;  
  b) excessive fears or anxieties;  
  c) a tendency to compulsive reaction;  
  d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof. |
| Communication     | Autism  
  A severe learning disorder that is characterized by:  
  a) disturbances in  
     • rate of educational development;  
     • ability to relate to the environment;  
     • mobility;  
     • perception, speech, and language  
  b) lack of the representational-symbolic behaviour that precedes language. |
| Deaf and Hard of Hearing | An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound. |
| Language Impairment | A learning disorder characterized by 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:  
  a) involve one or more of the form, content, and function of language in communication;  
  b) include one or more of the following:  
     • language delay;  
     • dysfluency;  
     • voice and articulation development, which may or may not be organically or functionally based. |
| Speech Impairment | A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors, that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress. |
| Learning Disability | One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:  
  • 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 underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely 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 with difficulties in one or more cognitive processes, such as phonological processing; memory and attention, processing speed, perceptual-motor processing, visual-spatial processing, executive functions, (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritising, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; 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.

<table>
<thead>
<tr>
<th>Intellectual Giftedness</th>
<th>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.</th>
</tr>
</thead>
</table>
| Mild Intellectual Disability | A learning disorder characterized by:  
- an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;  
- an inability to profit educationally within a regular class because of slow intellectual development;  
- a potential for academic learning, independent social adjustment, and economic self-support. |
| Developmental Disability | A severe learning disorder characterized by:  
- 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 | A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level. |
| Blind/Low Vision | A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely. |
| Multiple Exceptionalities | A combination of learning or other disorders, impairments, or physical handicaps, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities. |
PLACEMENTS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

The Niagara Catholic District School Board is committed to the inclusion of students with special education needs within their home schools and in their age appropriate classes. Inclusion is the student’s feeling of belonging in a community of learning that honours equality, student diversity and spiritual respect. The Board’s model of program and service delivery is rooted in a seamless approach to serving students with special education needs from entry in Kindergarten to exit upon graduation.

RANGE OF PLACEMENT OPTIONS

A range of placement options are available across and external to the Niagara Catholic District School Board to meet the needs of students in the most enabling environment. These placements are available for any student with special education needs.

Regular Classroom Placement

- **Indirect Support**: Students with special education needs who are enrolled in a regular class and are receiving direct instruction from a regular classroom teacher to whom the Board provides specialized consultative services.

- **Resource Assistance**: Students with special education needs who are enrolled in a regular class and are receiving direct specialized instruction, individually or in a small group, within the regular classroom from a special education teacher.

- **Withdrawal Assistance**: Students with special education needs who are enrolled in a regular class and are receiving instruction outside the regular classroom for part of the school day from a special education teacher.

Special Education Classes

Special Education class placement will be provided on the basis of the need for intervention outside the regular classroom. The duration of the special placement will be determined by the success of the intervention, the nature of the need and parental wishes.

- **Special Education Class with Partial Integration**: Students with special education needs who are enrolled in and attending a self-contained special education class and integrated for at least one instructional period daily.

- **Special Education Class Full Time**: Students with special education needs who are enrolled in and attending a special education class (in accordance with Regulation 298, section 31) for the entire school day. Opportunities for integration into age appropriate classes are arranged.
### PROVINCIAL AND DEMONSTRATION SCHOOLS

The Ministry of Education operates Provincial Schools and Provincial Demonstration Schools in the province of Ontario. They exist to:

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

<table>
<thead>
<tr>
<th>PROVINCIAL DEMONSTRATION SCHOOLS</th>
<th>SCHOOLS FOR THE DEAF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sagonaska School</strong>&lt;br&gt;350 Dundas Street West&lt;br&gt;Belleville ON K8P 1B2&lt;br&gt;Phone: (613) 967-2830&lt;br&gt;Fax: (905) 967-2482</td>
<td><strong>Sir James Whitney School</strong>&lt;br&gt;350 Dundas Street West&lt;br&gt;Belleville ON K8P 1B2&lt;br&gt;Phone and TTY: (613) 967-2823&lt;br&gt;Fax: (613) 967-2857</td>
</tr>
<tr>
<td><strong>Amethyst School</strong>&lt;br&gt;1090 Highbury Avenue&lt;br&gt;London ON N5Y 4V9&lt;br&gt;Phone: (519) 453-4408&lt;br&gt;Fax: (519) 453-2160</td>
<td><strong>Robarts School</strong>&lt;br&gt;1090 Highbury Avenue, PO Box 7360, Station E&lt;br&gt;London ON N5Y 4V9&lt;br&gt;Phone and TTY: (519) 453-4400&lt;br&gt;Fax: (519) 453-7943</td>
</tr>
<tr>
<td><strong>Trillium School</strong>&lt;br&gt;347 Ontario Street South&lt;br&gt;Milton ON L9T 3X9&lt;br&gt;Phone: (905) 878-8428&lt;br&gt;Fax: (905) 878-7540</td>
<td><strong>Ernest C. Drury School</strong>&lt;br&gt;255 Ontario Street South&lt;br&gt;Milton ON L9T 2M5&lt;br&gt;Phone: (905) 878-2851&lt;br&gt;Fax: (905) 878-1354</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRANCOPHONE SCHOOL FOR THE DEAF AND FOR THOSE WITH LEARNING DISABILITIES</th>
<th>SCHOOL FOR THE BLIND AND DEAF-BLIND</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Centre Jules-Léger</strong>&lt;br&gt;281 rue Lanark&lt;br&gt;Ottawa ON K2Z 6R8&lt;br&gt;Phone: (613) 761-9300&lt;br&gt;TTY: (613) 761-9302 and 761-9304&lt;br&gt;Fax: (613) 761-9301</td>
<td><strong>W. Ross Maclonald School</strong>&lt;br&gt;350 Brant Avenue&lt;br&gt;Brampton ON L3T 3J9&lt;br&gt;Phone: (905) 759-0730&lt;br&gt;Fax: (905) 759-4741</td>
</tr>
</tbody>
</table>
COMMUNITY PARTNERS

- Bethesda: Children’s Developmental Assessment Services (CDAS)
  Children’s Behaviour Services (CBS)
  ASD Respite Services
  Ontario Autism Program - Hamilton-Niagara Regional Autism Program
- Child Parent Resource Institute (CPRI—London)
- Local Health Integration Network (LHIN)
- Community Living
- Contact Niagara
- Niagara Children’s Centre
- Niagara Support Services (NSS)
- Niagara Training & Employment Agency (NTEC)
- Pathstone Mental Health
- Speech Services Niagara (SSN)

SPECIAL EDUCATION ADVISORY COMMITTEE

The Special Education Advisory Committee of the Niagara Catholic District School Board holds monthly public meetings during the school year, usually the first Wednesday of each month, with the exception of a school holiday, in which case the meeting will be held on the second Wednesday, at 7:00 p.m. at the Catholic Education Centre. SEAC information and meeting dates are published on the Board’s Calendar and on the Board’s website: www.niagaracatholic.ca

In keeping with legislation set out in Regulation 464/97, 11, 12(1), (2) of the Education Act, the roles and responsibilities of the SEAC of the Niagara Catholic District School Board include:

a) May make recommendations to the district school board or school authority respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
b) Is provided with the opportunity to participate in the annual review of the board’s Special Education Plan;
c) Participates in the board’s annual budget process as it relates to special education; and
d) Reviews the financial statements of the board as they relate to special education.

The list below includes the local associations who are members of the Niagara Catholic Special Education Advisory Committee:

- Autism Ontario Niagara Region Chapter
- Community Living – Port Colborne/Wainfleet
- Community Living – Welland/Pelham
- Down Syndrome Caring Parents – Niagara
- Niagara Children’s Centre
- Pathstone Mental Health
- The Tourette Syndrome Association of Ontario – Niagara Chapter
Special Education Advisory Committee

The Special Education Advisory Committee (SEAC) is a statutory Board Committee whose mandate is to make recommendations to the Board on any matter relating to Special Education Programs and Services for students with special education needs in the Niagara Catholic District School Board.

The Committee is comprised of local associations which further the interests and well-being of one or more groups of children and adults with special education needs throughout Ontario. Members of the SEAC will provide information to, and welcome feedback from stakeholders, whom have a vested interest in the education of all students.

Building Bridges to Services and Beyond is our Board’s Special Education Plan which can be found at www.niagaracatholic.ca/Programs/Special-Education/Special-Education-Plan

For further information regarding programs and services please contact the Home Catholic School Principal

Niagara Catholic District School Board
427 Rice Road
Welland, Ontario L3C 7C1
905-735-0240
www.niagaracatholic.ca

Nurturing Souls and Building Minds
Special Education in the Niagara Catholic District School Board

Inclusion is the students’ feeling of belonging in a community of learning that honours equality, student diversity and spiritual respect. As a result of this philosophy, the model of program delivery promotes a seamless approach to serving students with special education needs from Kindergarten to graduation, providing all of our students with the opportunity to access programs, services and supports that will maximize their potential.

Guiding Principles

- The guiding principles for services to students are rooted in the belief that the Special Education Department advocates for all students.
- All staff will make programming decisions from a Christ-centered perspective.
- Students and their successes are the focus of all decision making.
- The foundation of programming and delivery is early ongoing assessment and intervention.
- Inclusion of students into their home school and age appropriate class is the preferred practice.
- A range of services are provided from Kindergarten to graduation.
- All programming decisions will be collaborative and consultative.

Early Identification

The Niagara Catholic District School Board strongly supports an early identification/intervention model of services for students with special education needs. There are established guidelines for entry into Kindergarten programs to ensure that needs and strengths are identified early. Procedures are also in place to ensure successful transition for students from day-care/pre-school settings to school settings.

The Special Education Department uses a problem-solving approach that is consistent with Ministry of Education expectations. The strengths and needs of the student are central to all discussions and decisions relating to educational programs, supports and services. This process promotes on-going dialogue between all partners in the student’s education and emphasizes the shared responsibility for the education of the student.
PART 20
PARENT GUIDE TO SPECIAL EDUCATION

Transition to School
NCDSB Teachers of the Deaf and Hard of Hearing (TD /HH) work collaboratively with the Infant Hearing Program Service Agencies such as Speech Service Niagara (SSN), VOICE Auditory Verbal Therapists, American Sign Language Consultants and the Provincial Schools for the Deaf – Home Visiting Teachers to ensure a smooth transition to a school within the Niagara Catholic District School Board, and establish program goals for students.

Mission Statement
The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.

We Believe
• All students can succeed.
• Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
• Successful instructional practices are founded on evidence based research, tempered by experience.
• Classroom teachers are key educators for student’s literacy and numeracy development.
• Every child has his or her own unique patterns of learning.
• The classroom teacher needs the support of the larger community to create a learning environment that supports students with special education needs.
• Fairness is not sameness.

Learning for All
Research confirms that gaps in student achievement can be narrowed and overall improvement in achievement attained if the responsibility for making these changes is shared by students, parents, educators, and community partners, and that there has been a sustained and deliberate focus on individual students' strengths and needs, assessment for learning, and precision in instruction through evidence-informed interventions. (Learning for all pg.11)

Special Education Advisory Committee
Parents are welcome to attend SEAC meetings held the first Wednesday of each month at 7:00 p.m. at the Catholic Education Centre.

Niagara Catholic District School Board
427 Rice Road, Welland, ON. L3C 7C1
Phone: 905.735.0240
Fax: 905.735.9850
info@ncdsb.com
www.niagaracatholic.ca

Supporting an Inclusive Catholic Learning Community

Special Education Services and Personnel for Deaf and Hard of Hearing Students
The Niagara Catholic District School Board is committed to the inclusion of students with special needs within their home schools and in their age appropriate classes. Inclusion is the students feeling of belonging, in a community of learning that honours equality, student diversity and spiritual respect. This commitment is shared with the Special Education Advisory Committee of the Niagara Catholic District School Board.
In accordance with the NCDSB commitment to the inclusion of students with special needs the Teacher of the Deaf and Hard of Hearing (TD/HH) provides service to deaf and hard of hearing students in their home schools. The types of support range from Auditory Verbal, Oral, Total Communication and American Sign Language.

The support service that a student receives from the Teacher of the Deaf and Hard of Hearing is based on student need and the outcomes of the child’s Listen and Spoken Language assessment. Services may range from one-on-one withdrawal to in-class support, and/or FM equipment monitoring.

### Teachers of the Deaf and Hard of Hearing:
- assist in the development of IEPs and carry out the educational expectations along with the classroom teacher and other support team members;
- work directly with students to further develop their listen and spoken language skills;
- monitor all FM equipment to ensure they are functioning properly and are used correctly;
- work closely with teachers and students;
- providing ongoing in-service about the needs of students with hearing loss and the FM equipment:
  - facilitate student development of self-advocacy and social skills;
  - work with the expectation that the student will become an independent learner in the regular classroom;
  - are available for school / parent meetings such as IPRC, IEP consultations, and case conferences;
  - maintain regular contact with families to facilitate the carry-over of language goals and strategies from school to the home.

### Educational Audiologist
Niagara Catholic District School Board contracts the services of an Educational Audiologist who works collaboratively with the teachers of the deaf and hard of hearing (TD/HH).

**The Education Audiologist:**
- ensures proper hearing aid/FM coupling, and verifies the performance of new FM equipment purchases;
- recommends the most appropriate and current technology and informs the support staff of current changes in technology;
- evaluates classroom acoustics and recommends appropriate accommodations (e.g. Hushups).

### American Sign Language (ASL) Interpreters
Interpreters are provided for students who require sign language support.

### Speech And Language Support
Speech Language Pathologists conduct speech and language assessments as required. Students requiring additional speech intervention are provided speech services through School Health Support Services.

---

Nurturing Souls and Building Minds
Part 20
PARENT GUIDE TO SPECIAL EDUCATION

Incidence
Approximately 10% of school-aged children have speech and language delays or disorders, which vary in nature and severity.

To Access Services
If you have a concern regarding your child’s speech and language development, contact your child’s classroom teacher or the school’s Educational Resource Teacher (ERT). After review and implementation of strategies at the school, the ERT may facilitate a referral to the Board’s Speech-Language Pathologists.

If your child is in first year of Kindergarten, s/he is eligible to receive a speech and language screening and/or possible intervention at several community-based sites, at no cost to your family. Speech Services Niagara (SSN) is the central intake centre for preschool speech and language referrals. SSN services are offered during a student’s first year of Kindergarten, providing that a referral is initiated by the school prior to November 1st of the first year of Kindergarten. Once a student enters the second year of Kindergarten, s/he is no longer eligible to participate in this program.

Incoming referrals from outside agencies
When speech-language referrals are received from community-based service providers, the school ERT will initiate a referral (with parental consent) to access school board SLP services. The service delivery model will be dependent on your child’s needs, but may include consultation, assessment, and/or programming.

Niagara Catholic District School Board
427 Rice Road
Welland, ON L3C 7C1
Tel: (905) 735-0240
Fax: (905) 735-9850
www.niagaracatholic.ca

John Crocco
Director of Education/Secretary-Treasurer
Pat Rocca
Superintendent of Education
David O’Rourke
Coordinator Special Education
Danny Giancola
Coordinator Special Education
Jim Di Gioia
Coordinator Special Education

Speech Language Pathologists
Janice Baxter-Vaiana
Marilia Burke
Lori DiMatteo Marcella
Katherine Grzybala
Kavitha Harrington

Resources:
College of Audiologists and Speech-Language Pathologists of Ontario
www.caslpo.com

Ontario Association for Families of Children with Communication Disorders (OAFCCD)
www.oafccd.com

Niagara Catholic Mission Statement
The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.
Ministry Definition

Language Impairment
A learning disorder characterized by an impairment in comprehension and/or verbal use of communication or the written or other symbols system of communication, which may be associated with neurological, psychological, physical or sensory factors, and which may:
(a) involve one or more of the form, content and function of language in communication
(b) include one of more of the following: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.

When to Refer
A student may be referred if there are concerns about his/her ability to:
- Follow oral directions
- Understand questions and sentences
- Use appropriate vocabulary
- Use appropriate word order and/or grammar
- Recall information heard
- Produce speech sounds
- Speak fluently
- Speak with a normal voice quality (without raspiness)
- Develop literacy skills, including phonological awareness

Who are Speech-Language Pathologists (SLPs)?
SLPs are professionals who are registered with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO). Their practice is controlled in Ontario by the Regulated Health Professions Act and the Audiology and Speech-Language Pathology Act. SLPs have training and knowledge in speech, language and communication development and disorders, and are integral members of interdisciplinary educational teams.

Services Provided
- Assessment
- Consultation
- Programming
- Education/In-service
- Liaison with community-based service providers

Community-Based Service Providers

Speech Services Niagara (SSN)
Preschool program servicing children birth to entry into second year Kindergarten who may be demonstrating delayed speech and/or language.

Niagara Children’s Centre
Provides child and family centered programs and services to children and adolescents who require speech-language pathology, physiotherapy, and occupation therapy.

Communication Assessment & Support Team (CAST)
CAST is a clinic dedicated to facilitating the communication needs of non-speaking and/or non-writing individuals who require an augmentative or alternative communication system. A medical referral is required to access services.
Where is an IEP Stored?

Only the most recent applicable IEP will be stored in the Ontario Student Record (OSR). Each year, the parent(s)/guardian(s) will receive a copy of the student’s IEP and updated copies of all changes made to the Annual Goals, Learning Expectations and/or Accommodations to meet the needs and strengths within the new grade/class placement.

Parent(s)/guardian(s) are advised to begin a file folder at home for the storage of the student’s IEP. If the family moves from one school to another within or outside the school Board jurisdiction, the child’s IEP can be provided by the parent(s)/guardian(s) to the new school before the OSR arrives.

What is my role as a Parent/Guardian?

Parent(s)/guardian(s) can provide an invaluable perspective on their child’s personality, development and learning style and therefore, have a very important role in the IEP development process.

As a parent/guardian, you will:

⇒ collaborate in the IEP process;
⇒ advocate in the best interest of your child;
⇒ provide up-to-date medical information;
⇒ provide information about your child’s learning styles, interests and needs;
⇒ support educational efforts by the school and teachers by providing opportunities in the home to practice and maintain skills;
⇒ maintain open communication between home and school staff; and
⇒ create a file with your child’s most recent IEP and any other medical/professional reports.

What Else Do I Need to Know About IEPs?

The Niagara Catholic District School Board has complied with the province-wide standards for the development, implementation and assessment of an IEP. Our model demonstrates our commitment to provide special education programs and services within our resources, as required, to meet the identified strengths and needs of the student.

An IEP may be the first step in the IPRC process or it may address your child’s needs without a formal identification as an exceptional pupil.

Parent(s)/guardian(s) are encouraged to seek further information regarding IEPs by contacting your child’s school or school board personnel at anytime.

Niagara Catholic Mission Statement

“The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.”

Niagara Catholic District School Board

“Nurturing Souls & Building Minds”

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

A Parent’s Guide to Individual Education Plans (IEPs)

The purpose of this guide is to provide information about the IEP process. If, after reading this guide, you require more information, please contact the school or the Special Education Department.

Special Education Department
427 Rice Road,
Welland, Ontario L3C 7C1
(905) 735-0240

Toll Free: (905) 382-3108
Fax: (905) 735-9850
Website: www.niagaracatholic.ca
Email: info@ncdsb.com
### What is an Individual Education Plan (IEP)?

*An IEP is:

- a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs—thats affect the student's ability to learn and to demonstrate learning;
- a record of the particular accommodations needed to help the student achieve his or her learning expectations within grade level expectations, given the student's identified learning strengths and needs;
- a working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in the particular subject or course;
- a working document that identifies alternative expectations, if required;
- a record of the specific knowledge and skills to be assessed and evaluated for the purposes of reporting achievement of modified and/or alternative expectations and;
- an accountability tool for the student, the student's parent(s)/guardian(s), and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

A transition plan must be developed for all students who have an IEP. (PPM 156)


### Who Develops a Student's IEP?

Creating an IEP is a process that involves the classroom teacher(s) with whom the student interacts, the student, where appropriate, the student's parent(s)/guardian(s), the Educational Resource Teacher (ERT), other professionals involved with the student, other school personnel/support staff, and staff from community agencies.

A student's IEP should be developed, implemented, and monitored in a collaborative manner. The Individual Education Plan reflects the school board's and the principal's commitment to provide the special education program and services, within the resources available to the school board, needed to meet the identified strengths and needs of the student. The principal is responsible for ensuring compliance with all of the requirements described in this document for the development and implementation of student's Individual Education Plan.

### How Often is an IEP Reviewed?

An IEP is a flexible, working document that can be adjusted as necessary. It is reviewed at least once per reporting period. The student's progress must be reported to parent (s)/guardian(s) using the provincial report card. For students whose program includes alternative expectations, the student's progress is reported on the NCDSB's Alternative Report Card.

Parent(s)/guardian(s) will be notified of adjustments to the IEP. A complete copy of the revised IEP will be provided. A "Parent/Student IEP Consultation" page records communications between the school and the parent(s)/guardian(s).

### What Effect Does an IEP Have on My Child’s Report Card?

The Niagara Catholic District School Board has developed an Assessment and Evaluation Policy which guides teachers in the completion of a student’s provincial report including a student for whom an IEP has been developed.

If a student's IEP requires only accommodations to support learning in a particular subject or strand, the IEP box on the report card is not checked because the student's grade is based on the regular curriculum expectations.

If a student's IEP requires modifications, the IEP box on all Provincial Report Cards will be checked and the comments of student achievement will be based on the special education program and services, within the resources available to the school board, needed to meet the identified strengths and needs of the student. The principal is responsible for ensuring compliance with all of the requirements described in this document for the development and implementation of student's Individual Education Plan.

### What is an "Accommodation"?

The term accommodation is used to refer to the special teaching and assessment strategies, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

### What is a "Modification"?

Modifications are changes made in the age appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level expectations.

### What is "Alternative Programming"?

Alternative Programming are expectations that outline learning related to skill development in areas not represented in the Ontario curriculum. These may include: Behaviour, Life Skills, Learning Strategies or the Social / Emotional needs of the student.
PART 20

PARENT GUIDE TO SPECIAL EDUCATION

What is the process to request SEA equipment?

⇒ The school is responsible for the documentation initiating SEA claims.
⇒ A letter is sent home to inform parent(s)/guardian(s) a claim is being considered.
⇒ Qualified professionals review the documentation to determine eligibility.
⇒ Recommendations are forwarded to the Special Education Coordinator.
⇒ A trial period for equipment/software may be required prior to being assigned.
⇒ After a successful trial period equipment may be ordered and delivered.

*Note: A student’s needs may be addressed with equipment already available. Board staff make final decisions regarding allocations. This process ensures funding is utilized responsibly to meet the needs of all students.

How is SEA equipment maintained?

⇒ Board technicians ensure SEA equipment is functioning properly.
⇒ Only Board technicians are permitted to work on or repair computer equipment.
⇒ Costs incurred due to misuse are not covered by the Board or by warranties.
⇒ Equipment may be upgraded or replaced as needed. Documentation to support replacements and upgrades are required.

Can SEA equipment be taken off school property?

⇒ A laptop may be taken home at the discretion of the Principal.
⇒ USB memory sticks may be provided to students for the transport of files between home and school.
⇒ If a laptop is purchased, parent(s)/guardian(s) are reminded it is intended for school work only.
⇒ Materials such as games, music, Instant Messaging (IM) and videos are not to be downloaded or stored on the computer. This can compromise the configuration or even introduce computer viruses.

What happens when a student changes schools or boards?

⇒ If a student moves to another school there are procedures in place to facilitate the transfer of equipment between schools or from board to board.
⇒ The board receiving the equipment is responsible for:
  * Requesting the equipment.
  * Any shipping costs associated with the transfer.
⇒ Equipment is only transferable to publicly funded schools.

What are some examples of eligible SEA expenses?

⇒ FM systems
⇒ Computer hardware / software to provide access to curriculum.
⇒ Braillers
⇒ Personal care items
⇒ Lifts or harnesses for moving students.
⇒ Training for students and staff on how to use SEA funded equipment.

Niagara Catholic Mission Statement

"The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.”
**Special Education SEA Guide for Parents**

The Niagara Catholic District School Board (NCDSB) believes students have the right to accommodations essential to access the Ontario curriculum, an alternative program and/or to attend school. The Special Equipment Amount (SEA) funding provided by the Ministry of Education assists school boards to support these accommodations for students with special needs. Any student with a recommendation from a qualified professional may be eligible to receive equipment through the SEA process.

### What is SEA?

Special Equipment Amount (SEA) funding is used to assist school boards with the cost of equipment essential to support students with special needs.

### Who qualifies for the Special Equipment Amount (SEA)?

Any recommendation from an appropriately qualified professional will vary depending upon the nature of the student’s need and the purpose and function of the equipment. Assessments must include a diagnosis of the condition the equipment is meant to address and a functional recommendation regarding the specific types of equipment the student requires to access the Ontario curriculum and/or attend school while addressing his/her strengths and needs.

Qualified professionals recommending equipment and/or software, are encouraged to write the assessment in "functional language" (e.g. student requires text-to-speech software to address student’s strengths and needs), rather than specifying a brand name. The board shall consider the qualified professional recommendation when deciding what specific program, service, equipment and/or software to provide.

Students do not have to be identified as being exceptional by the Identification, Placement and Review Committee (IPRC) to be eligible for SEA funding. Evidence of the use of the equipment must be documented in the student’s Individual Education Plan (IEP), and linked to report card comments.

### What is covered by SEA?

Eligible expenses include all costs associated with purchasing equipment to meet student’s educational needs. Training, warranties and related costs for peripherals required to make equipment operational are also covered by SEA funding.

### What are the NCDSB’s responsibilities regarding SEA equipment?

SEA equipment is board property of the NCDSB. All boards are responsible for developing internal operating policies and procedures regarding the purchase, repair, use and disposal of SEA equipment. Efforts are made to share equipment among students when appropriate.

### Who can recommend SEA equipment?

The following are recognized as qualified professionals able to determine a student’s needs, and to recommend appropriate equipment supports based on their expertise:

- Psychologist or psychological associate
- Physician
- Social Worker
- Audiologist
- Speech-language pathologist
- Physiotherapist
- Augmentative communication therapist
- Optometrist/ophthalmologist
- Occupational therapist
- Provincial school recommendations are acceptable to support deaf, blind and deaf/blind students.

### How often can a claim be submitted for a student?

- One claim can be submitted per SEA cycle per student.
- Additional recommended items may be added during the claim cycle.

### When is SEA equipment ordered?

- Claims may be processed at anytime during the SEA cycle which runs from May 1st to April 30th of the following year.

  *Note*: Claims must be submitted in early March to ensure the equipment is received before the end of the current SEA cycle.

- Board may process claims as quickly as possible.
- Wait times may be associated with supply issues.
- Items may be ordered after a successful trial period.
- There are a variety of factors which can affect the time it takes for equipment to be ready for student use including availability of items from suppliers, delivery times, and coordination with other departments involved in the SEA process.

- When the required documentation is received by the board’s Special Education Coordinator, the board will work closely with therapists and other professionals regarding the specific types of equipment the student requires to access the Ontario curriculum and/or attend school while addressing his/her strengths and needs.

### Who pays for SEA equipment?

For sensory, personal care and physical items:

- Boards assume $800 for each claim submitted during the annual SEA cycle.
- The Ministry of Education is responsible for costs above $800.

*Claims totaling less than $800 would not initiate a Ministry SEA claim and the board would use discretion on how to allocate their funds.*

For computer hardware, software, peripherals and training:

- Boards receive a base amount and additional funds based on enrollment.