
Building Bridges to Student Support:

Niagara Catholic Special Education Plan 2023



Niagara Catholic Education Centre

OUR MISSION

We are a
CHRIST-CENTERED
CATHOLIC FAITH community
that **celebrates diversity**
and fosters **SPIRITUAL GROWTH**,
inspiring ALL to **REACH**
their **FULL potential** in
MIND, BODY, & SPIRIT

OUR VISION

ENCOUNTERING SOULS
AND
OPENING MINDS
so that **all students**
SUCCEED

OUR VALUES

ACCOUNTABILITY • COMMUNITY • COMPASSION
FAITHFULNESS • INTEGRITY • JUSTICE • STEWARDSHIP



TABLE OF CONTENTS

TABLE OF CONTENTS	3
PART 1: MODEL FOR SPECIAL EDUCATION	4
PART 2: IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS	6
PART 3: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD	13
PART 4: INDIVIDUAL EDUCATION PLANS (IEPs).....	19
PART 5: SPECIAL EDUCATION STAFF	21
PART 6: SPECIALIZED EQUIPMENT	24
PART 7: TRANSPORTATION FOR STUDENTS WITH SPECIAL EDUCATION NEEDS	27
PART 8: TRANSITION PLANNING	28
PART 9: ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION	32
PART 10: CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES	35
PART 11: PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO	37
PART 12: THE BOARD'S CONSULTATION PROCESS	41
PART 13: SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC).....	44
PART 14: EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES	48
PART 15: EDUCATIONAL AND OTHER ASSESSMENTS	51
PART 16: COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES.....	55
PART 17: SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS	57
PART 18: STAFF DEVELOPMENT.....	64
PART 19: ACCESSIBILITY (AODA).....	66
PART 20: PARENT GUIDE TO SPECIAL EDUCATION	69
APPENDICES.....	82

PART 1: MODEL FOR SPECIAL EDUCATION

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

- 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.

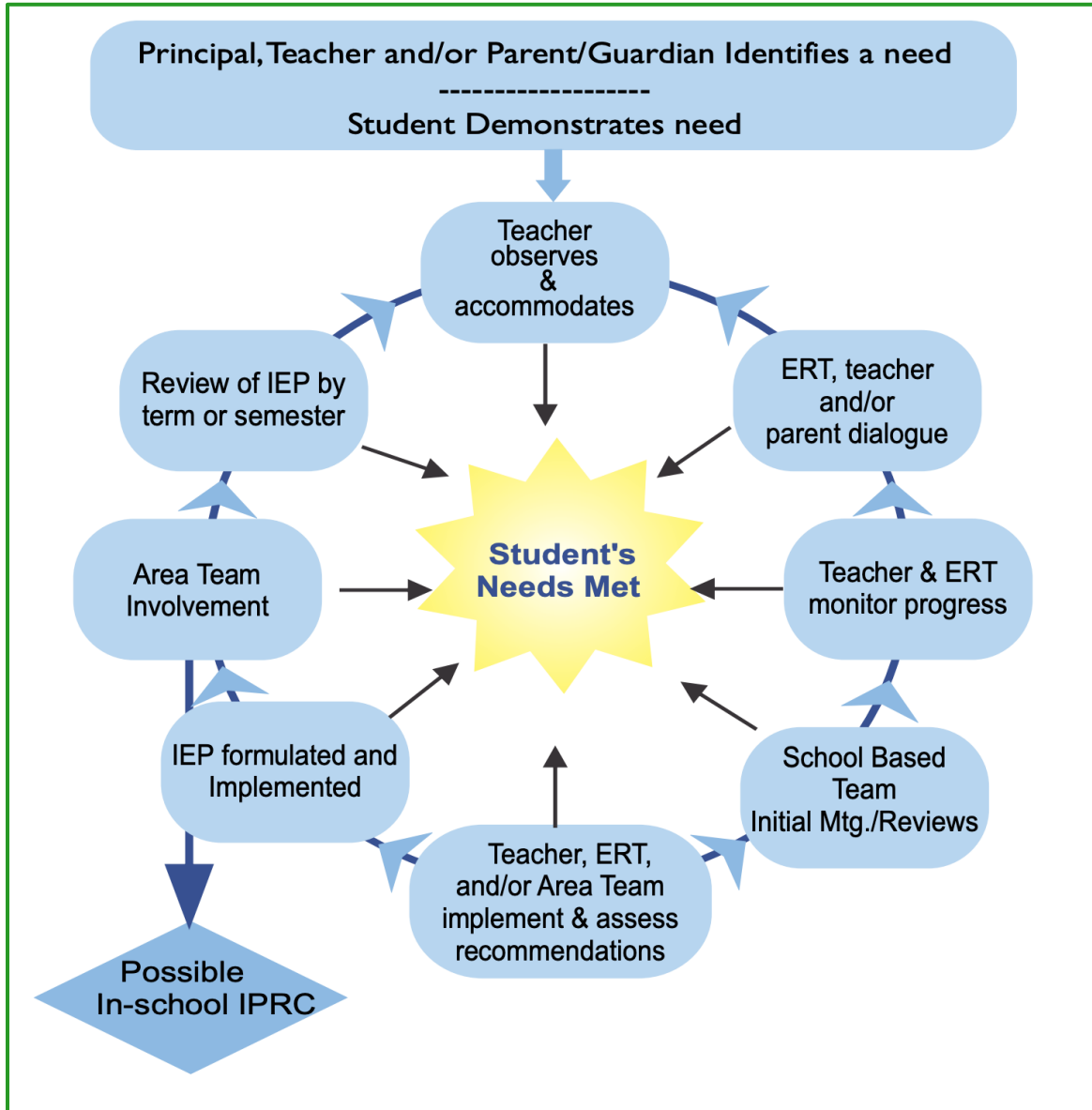
Guiding Principles of Special Education

- 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 intervention and ongoing data collection and assessment.
- 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 2023 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.

Niagara Catholic Problem-Solving Model for Student Success



PART 2: IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS

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 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 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 Student Support 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.
- Based on 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 Student Support 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 and 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.
- Response to request for 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 *IPRC Parent 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.
- Notification of IPRC: 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 (Please see Appendix P2-I: Notification of IPRC).

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 Student Support 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 will be shared with the parent(s)/guardian(s) (or student where appropriate) before the IPRC.

IPRC Members

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

- **School Level:** School Principal and two additional members (may include professional services staff or teachers)
- **System Level:** Supervisory Officer of the Board (or designate), a Principal employed by the Board, and an additional member may include professional services staff or teachers).

Others in Attendance

Either the parent or the Principal of the student's school may request the attendance of others at the IPRC meeting. Although parents are not, by Ministry regulations, a member of the committee, they are an integral part of the collaborative process and are encouraged to attend all IPRC meetings. Other invitees may include the student's teacher, school-based staff, Student Support staff, or a 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 — may also attend. An interpreter, if one is required (e.g., sign language, oral, specific language) may also attend.

The IPRC Meeting

Role of the Chair

The role of the IPRC Chair is to establish a warm, welcoming environment and begin the meeting in prayer. They will introduce all participants and establish the purpose of the meeting. The Chair leads the discussion and encourages input from all participants, ensuring that all relevant information is shared. The Chair will keep the meeting focused and bring closure to the discussion, summarize the decisions, explaining them clearly. They will also ensure that the necessary documentation has been completed and 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 may be relevant.

The Committee may also discuss special education programs 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, IPRC Statement of Decision).

The Committee will consider the assessment information presented to determine:

- Whether or not the student meets the criteria for an exceptional student as outlined in Regulation 181/98.
- The area of exceptionality set by the Ministry of Education supported by assessment information: Behaviour; Communication; Intellectual; Physical; Multiple.
- The appropriate placement set by the Ministry of Education: Regular Class (with Indirect Support, 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 time the Statement of Decision is completed during the IPRC Meeting (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.

Parental consent is required in order for an IPRC to proceed in their absence if they are not able to attend the IPRC as scheduled. If parent(s)/guardian(s) require additional time to consider the IPRC decision, the signing of the

Statement of Decision 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.

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 a Statement of Decision.

Parent(s)/guardian(s) may request an IPRC review meeting 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 Appendices P2-I (Notification of IPRC Meeting), P2-III (IPRC Parent Guide) and P2-V (IPRC Review 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. 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 strives to ensure that parent(s)/guardian(s) have a good understanding of programming directions being considered well before they are made. Open and proactive communication is 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 days of receipt of the decision, request by written notice 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 receipt of the decision.

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 Chair 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 the parent disagrees with 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 exceptional, 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 three (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.

Individual Education Plans (IEP) for students Identified as Exceptional through IPRC

An IEP must be developed for a student identified through the IPRC, in consultation with parent(s)/guardian(s).

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.

2022-2023 IPRC Data

The Ontario School Information System (OnSIS) report for October 2022 submitted to the Ministry of Education reported the following IPRC data for Niagara Catholic:

- Elementary IPRC from Kindergarten to Grade 8: 362 students (includes new and reviewed).
- Secondary IPRC from Grade 9 to Grade 12: 476 students (includes new and reviewed).

PART 3: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

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 Placements

Regular Class with 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.

Regular Class with 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.

Regular Class with 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 Class Placements

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 Centres of Excellence (elementary only; maximum number of students is 16 FTE) and Special Education Classes (secondary only; maximum number of students is 16 FTE with multiple exceptionalities).

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.

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.

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.

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.

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.

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.

Parent(s)/Guardian(s) Involvement: 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 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.

Services Provided by the Niagara Catholic District School Board

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".

"Challenge" is the process whereby students' prior learning is assessed for the purpose of granting credit for Grade 10, 11, or 12 courses developed from a provincial curriculum policy document published in 1999 or later.

"Equivalency" is the process of assessing credentials from other jurisdictions.

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

Service 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, Social Worker, Behaviour Resource Teacher, or members of the Applied Behaviour Analysis (ABA). For a few students, placement in specialized treatment programs outside the jurisdiction of the Board may be necessary (e.g., Pathstone Mental Health Day Treatment).

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 Speech Language Pathologist. The Board also consults with the Augmentative and Alternative Communication Clinic (AAC Clinic) for students with needs in the area of augmentative communication. In some cases, special arrangements are made with Children's Treatment Centres (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, services and supports under the Ontario Autism Program.

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 speech/language assessments.

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

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 School-Based Rehabilitation Services (SBRs) provided through the Niagara Children's Centre.

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-DHH). 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.

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-Based

Rehabilitation Services (Occupational, Physical and/or Speech), and personnel may be provided. Where appropriate, the necessary medical staff is also included to ensure a safe environment. Liaison and interaction with outside agencies occur 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.

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 – BLV). 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 services provided by the provincial school is accessed when needed and appropriate.

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 environment.

Services for Students with Intellectual Needs

Many students are served within the regular class and may have the assistance from school and Board personnel. Curriculum modifications, accommodations and alternative programs may be implemented to assist student success. 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 through the IPRC process.

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.

Next Steps – Further Intervention Required

In cases where a school has exhausted its resources to provide an appropriate learning environment for a student, schools may submit a Request for Student Support to the Area Student Support Team. The Area Team determines 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 Home and Community Care Support Services (HCCSS) — formerly known as the Local Health Integration Network (LHIN) — may provide in-school training or staff to support students with complex medical needs.

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 Centres of Excellence at the elementary level and eight Special Education Classes at the secondary level.

Elementary Learning Centres of Excellence

Objectives of the Class

- Practice and fortify their strengths as learners and identify compensatory strategies and skills to help them overcome challenges and barriers as identified by their learning profile
- Explore new learning modalities (such as using assistive technology) and accepting support and instruction from teachers and support staff
- 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/guardian preferences.
- Student must be in Grades 5 through 8.
- Relevant assessment data that supports the placement.
- The student requires a low ratio setting.
- Must include evidence of school- and system based-Problem Solving Model and involvement of appropriate Student Support personnel.
- Student may have been through in-school IPRC process.
- Parent(s)/guardian(s) support and involvement is a necessary element of the program.

Class Description

- generally, no more than 16 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 fundamental literacy and numeracy development

Secondary Special Education Class

Objectives of the Class

- to expose students to a large variety of activities 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 secondary 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.

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.

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 Home. Niagara Catholic District School Board students also access various CTCC Facilities' programs such as those offered at Pathstone Mental Health, and Child and Parent Resource Institute (CPRI).

PART 4: INDIVIDUAL EDUCATION PLANS (IEPs)

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's parent(s)/guardian(s), the Educational Resource Teacher (ERT), the student (where appropriate) and other professionals or support staff involved with the student. 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 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 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 strengths and needs 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.

If resolution is not possible after all other avenues have been explored, 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-I for a sample of an IEP document.

PART 5: SPECIAL EDUCATION STAFF

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)

Educational Resource Teacher (ERT) allocations are reviewed on an annual basis. The decision to increase/decrease ERT allocations in a school may be based upon the following factors:

- Budget approval and availability for staffing increases/decreases;
- School area demographics;
- FTE student enrollment statistics.

Educational Assistants

The Student Support Department consults with school Principals, ERTs and Area Team members, using a Summary of Student Needs process, to determine Educational Assistant supports at the school level each year. The following criteria is considered in deploying Educational Assistants to schools:

- **Health/Medical:** The student demonstrates need related to mobility, therapy, medications, use of specialized equipment or personal care.
- **Safety/Social/Emotional:** Student demonstrates need related to behavioral and/or social challenges.
- **Communication/Adaptive Function:** 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. The following charts outline the staff/external resource professionals currently utilized within the Niagara Catholic District School Board.

Special Education Staff

Teachers	FTE	Staff Qualifications
Educational Resource Teachers	58.5	Ontario Teachers' Certificate of Qualification: minimum Special Education Pt. 1
Special Education Class Teachers (Elementary)	1	Ontario Teachers' Certificate of Qualification: minimum Special Education Pt. 2 preferred
Special Education Class Teachers (Secondary)	10.34	Ontario Teachers' Certificate of Qualification: minimum Special Education Pt. 2 preferred

Board Level Support Teachers	FTE	Staff Qualifications
Behaviour Resource Teachers	4	Ontario Teachers' Certificate of Qualification; Additional Qualifications: Special Education Specialist; Supervised by qualified, registered member of College of Psychologists
Itinerant Program Resource Teachers – Deaf/Hard of Hearing, Blind/Low Vision	2	Ontario Teachers' Certificate of Qualification; Additional Qualifications: Teacher of the Deaf, Teacher of the Blind
Program Resource Teachers	3	Ontario Teachers' Certificate of Qualification; Additional Qualifications: Special Education Specialist; Supervised by qualified, registered member of College of Psychologists
Student Support Coordinators	3	Ontario Teachers' Certificate of Qualification; Additional Qualifications: Special Education Specialist

Teacher Assistants in Special Education	FTE	Staff Qualifications
Child and Youth Workers	18	Completion of a three-year post-secondary Child and Youth Care diploma or equivalent, Certification in Behaviour Management Systems (BMS) Training
Educational Assistants	303	Completion of Educational Resources and Special Needs Certificate or equivalent, Developmental Handicap Service Worker (DHSW), Certification in Behaviour Management Systems (BMS) Training
Sign Language Interpreters (for deaf/hard of hearing students)	0	A recognized Interpreter Training Program
Intervenors (for deaf-blind students)	3	A recognized Intervenor Diploma

Other Professional Resource Staff	FTE	Staff Qualifications
ABA Facilitators	8	Autism and Behavioural Sciences diploma from a recognized post-secondary institution
ABA Leads	3	Post-Secondary degree/diploma in education or health related field: post graduate studies or equivalent field experience in autism and behavioural science
Behaviour Analyst	1	Master's Degree in Applied Behaviour Analysis, Psychology, Applied Disability Studies, or Developmental Disabilities; Board Certified Behaviour Analyst certification
SEA Technology Facilitators	2	2-year College diploma in Educational Assistant - Special Needs Support
Social Workers	9	Master's Degree in Social Work or equivalent, registration with the Ontario College of Social Workers and Social Services Workers
Student Support Facilitators	3	Educational Resource and Special Needs 2-year diploma, Human Relations 2-year diploma, Signed English Part I and II. American Sign Language Part I and Pharmacology – Completed Course; Certification in Behaviour Management Systems (BMS) Training

Other Professional Resource Staff	FTE	Staff Qualifications
Speech-Language Pathologists	5	Master's Degree in Speech-Language Pathology, member in good standing with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO)
Stay in School Coordinators	1	Bachelor of Arts degree in a related field plus education and certification related to role.
Stay in School Counsellor	1	
Consulting Educational Audiologist		Services contracted out
Consulting Psychologist		Services contracted out; member in good standing with College of Psychologists
Orientation and mobility personnel		Contracted through the Canadian National Institute for the Blind (CNIB)
Physiotherapists; Occupational therapists;		Services provided through School-Based Rehabilitation Services, Niagara Children's Centre

PART 6: SPECIALIZED EQUIPMENT

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:

- | | |
|---|--|
| <ul style="list-style-type: none"> • speech analyzers • FM systems • soundfield systems • amplification systems • print enlargers for students with low vision • computer hardware • software that provides access to curriculum • adjustable desks or computer tables • Braille • symbol or letter voice translators • insulated booths and study carrels | <ul style="list-style-type: none"> • 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 equipment use in their 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.
- 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 it 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) already available in the school not meeting 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.

PART 7: TRANSPORTATION FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

The Student Support 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 Student Support 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 Student Support Department will obtain approval from the Superintendent of Education – Student Support.
- 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.

PART 8: 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.

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 based on 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

Grade/Division	Timeline	Activities
Pre-school/ kindergarten	January	<ul style="list-style-type: none"> notification of registrations to schools introductory intake meeting with Special Education Staff and any pre-school services involved
	February/March	<ul style="list-style-type: none"> pre-school observation visits are made by Student Support Staff
	April-June	<ul style="list-style-type: none"> home schools receive intake packages for new students transition meetings are scheduled at the home school transition plans may be developed for student preceding entry to school appropriate receiving staff may visit student in pre-school setting
	September	<ul style="list-style-type: none"> students begin new school
	October	<ul style="list-style-type: none"> follow up transition meeting may be held approximately 6 weeks after student is in school, as needed school staff may consult with pre-school resource staff

Grade/Division	Timeline	Activities
kindergarten – Grade 1	May-June of school year preceding entry	<ul style="list-style-type: none"> picture books and picture sequence schedules may be created and given to the student to illustrate upcoming changes to routine and schedule visits to new classroom environment
Grades 1-7	May-June	<ul style="list-style-type: none"> prepare student for transition by visiting new classroom, meeting teacher where possible prepare receiving classroom teacher through case conference, attendance at IPRC review potential for time to be spent in new classroom prior to end of school year
Grade 7	May-June of school year preceding Gr. 8	<ul style="list-style-type: none"> 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 outline the special education class placement available at the FOS Catholic secondary school level and any special programs and services
Grade 8	December	<ul style="list-style-type: none"> classroom teachers and elementary Educational Resource Teachers begin to share information with FOS Catholic secondary school Educational Resource Teachers and staff
	January	<ul style="list-style-type: none"> parent(s)/guardian(s)/students invited to attend FOS Catholic secondary school open house

Grade/Division	Timeline	Activities
Grade 8	February	<ul style="list-style-type: none"> • arrange for a case conference at the elementary school; the FOS Catholic secondary school personnel are invited • students attend open house visits and Grade 8 visits as arranged by FOS Catholic secondary school
	March - June	<ul style="list-style-type: none"> • parent(s)/guardian(s) may visit FOS Catholic secondary school with Student Support staff • 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 • transfer of information forms are reviewed by elementary and secondary staff prior to the end of the school year

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

Grade/Division	Activities
Year 1	<ul style="list-style-type: none"> • schedule uniquely tailored to needs of student • integrated classes will be scheduled based on student's abilities, needs and strengths • collaborative planning involving parent(s)/guardian(s), school staff, and agency staff for successful transition from school program to post-secondary • school based jobs may be introduced with peer tutor or school staff
Year 2	<ul style="list-style-type: none"> • appropriate course selection • school based work skills is continued • where appropriate, opportunities for integration may be increased • 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 • collaborative planning involving parent(s)/guardian(s), school staff, and agency staff for successful transition from school program to post-secondary opportunities
Year 3	<ul style="list-style-type: none"> • appropriate selection of courses continues • formal co-op program may be initiated, for example, resume writing, interview training, reference gathering • possible job/social skills programming • placements are assigned based on time and length suitable to student needs • collaborative planning involving parent(s)/guardian(s), school staff, and agency staff for successful transition from school program to post-secondary opportunities
Year 4-7	<ul style="list-style-type: none"> • course selection continues • co-op experiences may take place during the school day • determine levels of appropriate support • collaborative planning involving parent(s)/guardian(s), school staff, and agency staff for successful transition from school program to post-secondary opportunities

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 Student Support ensuring the successful transfer of a student in conjunction with the Principal and appropriate Student Support Staff.

PART 9: ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

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, paraprofessionals, 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;
- 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;
- 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;
- 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;
- 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);
- 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;
- 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.
- 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;
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

Summary of Rights and Responsibilities of Parent(s)/Guardian(s)

Expectations	Responsibilities
<ul style="list-style-type: none"> • to an appropriate education for their child • to receive open, honest, regular communication between school and home • to be included in meaningful consultation early on in the development phase of the IEP • to attend, and participate in the IPRC process • to review the IPRC and the IEP on a regular basis • 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 	<ul style="list-style-type: none"> • to advocate for their child's best interests • to collaborate with the school IEP team and the team of professionals working with their child • to provide current, pertinent information from all sources • to reinforce and extend educational efforts at home • to provide constructive feedback to the school on transfer of skills at home and in community • to maintain open, honest, and constructive communication

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

Behavioural

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.

Communicational

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, 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

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

Mild Intellectual Disability: A learning disorder characterized by:

- an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services;
- 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

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

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

Multiple

Multiple Exceptionalities: A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

PART 11: PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

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 deafblind;
- provide pre-school home visiting services for students who are deaf or deafblind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services;
- play a valuable role in teacher training 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.

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 interprovincial, 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.
- 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.
- 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

Provincial Demonstration Schools	Schools for the Deaf
Sagonaska School 350 Dundas Street West, Belleville ON K8P 1B2 Phone: (613) 967-2830 Fax: (905) 967-2482	Sir James Whitney School 350 Dundas Street West, Belleville ON K8P 1B2 Phone and TTY: (613) 967-2823 Fax: (613) 967-2857
Amethyst School 1090 Highbury Avenue, London ON N5Y 4V9 Phone: (519) 453-4408 Fax: (519) 453-2160	Robarts School 1090 Highbury Avenue, PO Box 7360, Station E, London ON N5Y 4V9 Phone and TTY: (519) 453-4400 Fax: (519) 453-7943
Trillium School 347 Ontario Street South, Milton ON L9T 3X9 Phone: (905) 878-8428 Fax: (905) 878-7540	Ernest C. Drury School 255 Ontario Street South, Milton ON L9T 2M5 Phone: (905) 878-2851 Fax: (905) 878-1354
Francophone School for the Deaf and Those with Learning Disabilities	School for the Blind and Deaf-Blind
Centre Jules-Léger 281 rue Lanark, Ottawa ON K1Z 6R8 Phone: (613) 761-9300 TTY: (613) 761-9302 and 761-9304 Fax: (613) 761-9301	W. Ross Macdonald School 350 Brant Avenue, Brantford ON N3T 3J9 Phone: (519) 759-0730 Fax: (519) 759-4741

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:

1. 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.
2. With parental/guardian support, an application for entry is completed. Accompanying the application form is consent for referral and a referral form.
3. 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 three (3) students attend a Provincial School in 2021-2022.

PART 12: THE BOARD'S CONSULTATION PROCESS

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 2021-2022 school year.

Public Consultation and Summary of Feedback Received

Niagara Catholic's Special Education Plan, *Building Bridges to Services 2022 and Beyond*, was made publicly available through Niagara Catholic's website in September 2022.

School Principals were sent general information about SEAC, their public meeting dates, and copies of *Building Bridges to Services 2022 and Beyond* to be shared through their respective Catholic School Council agendas in September 2022.

SEAC also prepared and forwarded school newsletter inserts to all school administrators throughout the 2022-2023 school year.

With assistance and support from the Student Support and Research, Assessment, and Evaluation (RAED) department, SEAC also conducted a formal public consultation in 2022-2023 by way of a survey to Niagara Catholic families of students

with an Individual Education Plan called *Niagara Catholic Supporting Students*. The survey was distributed via email on February 3, 2023 and was also shared on the board's website.

Parents/Guardians of Niagara Catholic District School Board Students

Parents/guardians 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.

Parents/guardians 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.

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 Student Services

The Student Services 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 provide 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.

PART 13: SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

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 6:30 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 Niagara Catholic District School Board's SEAC meetings, role and responsibilities of members are displayed on this page.

In addition, there are two links: edu.gov.on.ca/eng/general/elemsec/speced/seac and the Ministry of Education Special Education website: 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 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 2021-2022 school year.

Role/Responsibility	Activities
To further the interests and well-being of groups of exceptional children or adults.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 • Niagara Catholic District School Board Special Education Brochure • SEAC Representative on the Niagara Catholic Parent Involvement Committee (NCPIC)
May make recommendations to the district school board or school authority respecting matters affecting the establishment, development, and delivery of special education	<ul style="list-style-type: none"> • recommendations regarding the maintenance of a variety of program delivery models • recommendations regarding IEP and IPRC processes • feedback regarding development of school year calendar

Role/Responsibility	Activities
programs and services for exceptional pupils of the board.	<ul style="list-style-type: none"> feedback provided from policy vetting
Is provided with the opportunity to participate in the annual review of the Board's Special Education Plan.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Superintendent of Business and Financial Services presents and reviews financial statements with the SEAC members with a specific focus on special education

Niagara Catholic District School Board Special Education Advisory Committee 2021-2022

Member and Affiliation	Contact Information
Monique Somma, (Co-Chair) Assistant Professor (PhD, OCT) Community Living Welland/Pelham Representative	Department of Educational Studies, Brock University 1812 Sir Isaac Brock Way, St Catharines, ON L2S 3A1 905-688-5550 x 3091 msomma@brocku.ca
Emily Glencross, Program Coordinator Learning Disabilities Association of Niagara Region	1338 Fourth Ave., Unit S215 St Catharines, ON L2S 0G1 905-641-1021 eglencross@LDANiagara.org
Tara Kelly, Clinical Manager, Pathstone Mental Health	1338 Fourth Avenue, St. Catharines, ON L0S 0G1 905-688-6850 ext. 243 tkelly@pathstone.ca
Michelle Maxwell, Manager, Clinical Services, Niagara Children's Centre	567 Glenridge Avenue, St. Catharines, ON L2T 4C2 905-688-3550 Ext. 259 michelle.maxwell@niagatachildrenscentre.com
Alexandria Attree, Autism Ontario Niagara Region Chapter	7150 Montrose Rd., Suite 7 Niagara Falls, ON L2H 3N3 905-357-2777 Alexandria.attree@gmail.com
Pina Palombo, Down Syndrome Niagara	71 Monarch Park Drive, St. Catharines, ON L2M 6V4 289-696-7549 downsyndromeniagara@gmail.com
Krystine Donato, Community Member	155 Louth St., Apt. 107 St. Catharines, ON L2S 2R4 905-324-7389 kadonato75@gmail.com

Member and Affiliation	Contact Information
VACANT Indigenous Representative	c/o the Niagara Regional Native Centre, 18 - 140 Welland Avenue, St Catharines, ON L2F 2N6 905-685-5246
Lorraine Smith, Resource Facilitator of the Options Niagara Program, Mainstream	263 Pelham Road, St. Catharines, ON L2S 1X7 905-934-3924 lsmith@mainstreamservices.com
Rita Smith, Coordinator of Community & Family Support Services, Community Living Port Colborne / Welland	100 McRae Avenue, Port Colborne, ON L3K 2A8 905-835-8941 ext. 135 ritas@clpcw.com
Alyson Wilson, Director, Children and Youth Services Bethesda Services	3280 Schmon Pkwy Thorold, ON L2V 4Y6 905-684-6918 awilson@bethesdaservices.com
Doug Joyner, Trustee of the Board	427 Rice Road, Welland, ON L3C 7C1 905-735-0240
Jim Marino, Trustee of the Board	427 Rice Road, Welland, ON L3C 7C1 905-735-0240
Mackenzie Agretto, Student Senate Representative	427 Rice Road, Welland, ON L3C 7C1 905-735-0240

Resource Personnel	Contact Information
Gino Pizzoferratto, Superintendent of Education	427 Rice Road, Welland, ON L3C 7C1 905-735-0240
Susy Walsh, Elementary Principal	St. Joseph Catholic Elementary 905-382-3822
Adele Filice, Secondary Principal	Holy Cross Catholic Secondary 905-937-6446
Jim Di Gioia, Student Support Coordinator	427 Rice Road, Welland, ON L3C 7C1 905-735-0240
Anthony Di Toro, Student Support Coordinator	427 Rice Road, Welland, ON L3C 7C1 905-735-0240
Danny Giancola, Student Support Coordinator	427 Rice Road, Welland, ON L3C 7C1 905-735-0240

PART 14: EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

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

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 student's 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.

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

The process involved in the Problem Solving Model includes:

Process	Activities Associated with This Step
Identification of Need	<ul style="list-style-type: none"> 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.
Review of Need or Concern	<ul style="list-style-type: none"> 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.
Referral to School Based Team (SBT)	<ul style="list-style-type: none"> SBT discusses needs of students. Further program accommodations and/or modifications are made to program and/or environment.

Process	Activities Associated with This Step
	<ul style="list-style-type: none"> • 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.
Implementation of Recommendations (accommodations/strategies)	<ul style="list-style-type: none"> • 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.
Development of Individual Education Plan	<ul style="list-style-type: none"> • 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.
Referral to Area Student Support Team	<ul style="list-style-type: none"> • Area Student Support 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.
Possible Referral to IPRC	<ul style="list-style-type: none"> • 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.

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.

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 Team Referral Process

Principals, teachers or staff at any school within the jurisdiction of the Niagara Catholic District School Board can initiate the School based Team referral process. Parent(s)/Guardian(s) may be consulted with this process.

PART 15: EDUCATIONAL AND OTHER ASSESSMENTS

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 personnel in the student's home school 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 Cognitive Abilities Test (CCAT 7), 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: Written consent will be obtained prior to any formal academic assessment completed by the Educational Resource Teacher.

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 individual's overall level of academic functioning based on age norms from students ages 6 to 18 years.

Conducted by	Educational Resource Teacher
Staff qualifications	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 regularly and prioritized according to student need
Communication of results	Through a Case Conference with parent and school staff
Privacy of information	Results are filed in Ontario Student Record

Canadian Cognitive Abilities Test (CCAT 7): A reasoning assessment used to determine whether a student meets criteria for a Gifted exceptionality. It is a group-administered assessment that measures verbal, nonverbal, and quantitative reasoning.

Conducted by	Educational Resource Teacher
Staff qualifications	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 regularly 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

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 times: Vary by assessment type; may be up to one (1) year from determining requirement for assessment

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

Conducted by	Services contracted out
Staff qualifications	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 monthly and prioritized according to student need
Communication of results	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.

Conducted by	Program Resource Teacher
Staff qualifications	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 monthly 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

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 Based Rehabilitation Services) to meet the speech and language needs of the student.

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 speech and language assessment.

Wait time: 6-12 months

Conducted by	Speech-Language Pathologists (SLPs)
Staff qualifications	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 monthly and prioritized according to student need
Communication of results	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 Niagara Catholic District School Board, 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.

PART 16: COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

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:

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.

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.

Bethesda: Niagara Catholic has several protocols with Bethesda for the following services: Autism Consultation Services, Children's Developmental Assessment Services (CDAS), Children's Behaviour Services and the legacy funded Applied Behaviour Analysis Services and Supports Program in partnership with McMaster Children's Hospital.

Ontario Autism Program - Entry to School (ETS) Program: Bethesda, Niagara Children's Centre and McMaster Children's Hospital's interdisciplinary ETS Program provides each child, family, and school with individualized school readiness intervention, programming, and support for a positive and successful transition into school. The program serves young children who are transitioning into school for the first time.

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 school through the Connections for Students Program.

Preschool Speech and Language: Niagara Catholic and Preschool Speech work diligently to enhance transition procedures for students accessing SLP services and for students involved in the Infant Hearing Program.

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.

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 regularly to review cases.

Niagara Suicide Prevention Coalition: This community group comes together to make Niagara a suicide safer community. The focus is prevention, intervention and postvention.

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.

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.

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.

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.

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 our Catholic secondary schools and utilize guest speakers from the community through the YWCA.

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. Student Support Coordinators sit on this committee.

PART 17: SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Through funding from the Ministries 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 Home and Community Care Support Services (formerly the Local Health Integration Network — LHIN) and Niagara Children’s Centre 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 Hamilton Niagara Haldimand Brant Home and Community Care Support Services and Niagara Children’s Centre.

Through consultation with, and referral either Home and Community Care Support Services or the Niagara Children’s Centre’s School Based Rehabilitation Services program, 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.

Student Support Department staff at Niagara Catholic must be aware of all the specialized support services in the schools. Student Support Team Members 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

Specialized health support service:	Nursing
Agency/position of person performing the service:	Home and Community Care Support Services (former LHIN)
Eligibility criteria:	<ul style="list-style-type: none"> Valid health card Service required to enable school attendance
Position of person who determines eligibility:	LHIN Care Coordinator
Discharge criteria:	<ul style="list-style-type: none"> Student specific goals achieved No longer appropriate
Dispute resolution procedures regarding edibility and level of support:	Home and Community Care Support Services (former LHIN) appeal process

Specialized health support service:	Occupational Therapy
Agency/position of person performing the service:	Niagara Children’s Centre School Based Rehabilitation Services (SBRS)
Eligibility criteria:	Service required to enable school attendance
Position of person who determines eligibility:	SBRS Coordinator
Discharge criteria:	<ul style="list-style-type: none"> Student specific goals achieved No longer appropriate

Dispute resolution procedures regarding edibility and level of support:	Niagara Children's Centre complaint process
Specialized health support service:	Physiotherapy
Agency/position of person performing the service:	Niagara Children's Centre School Based Rehabilitation Services (SBRS)
Eligibility criteria:	Service required to enable school attendance
Position of person who determines eligibility:	SBRS Coordinator
Discharge criteria:	<ul style="list-style-type: none"> • Student specific goals achieved • No longer appropriate
Dispute resolution procedures regarding edibility and level of support:	Niagara Children's Centre complaint process
Specialized health support service:	Nutrition
Agency/position of person performing the service:	Home and Community Care Support Services (former LHIN)
Eligibility criteria:	<ul style="list-style-type: none"> • Valid health card • Service required to enable school attendance
Position of person who determines eligibility:	LHIN Care Coordinator
Discharge criteria:	<ul style="list-style-type: none"> • Student specific goals achieved • No longer appropriate
Dispute resolution procedures regarding edibility and level of support:	Home and Community Care Support Services (former LHIN) appeal process
Specialized health support service:	Speech and Language Therapy Articulation/Dysfluency
Agency/position of person performing the service:	Niagara Children's Centre School Based Rehabilitation Services (SBRS)
Eligibility criteria:	<ul style="list-style-type: none"> • Service required to enable school attendance • Screener completed by Niagara Catholic Speech-Language Pathologist
Position of person who determines eligibility:	SBRS Coordinator
Discharge criteria:	<ul style="list-style-type: none"> • Student specific goals achieved • No longer appropriate
Dispute resolution procedures regarding edibility and level of support:	Niagara Children's Centre complaint process
Specialized health support service:	Language Intervention

Agency/position of person performing the service:	Niagara Catholic District School Board
Eligibility criteria:	<ul style="list-style-type: none"> Referral to Area Team Assessment by Speech-Language Pathologist
Position of person who determines eligibility:	Niagara Catholic Speech Language Pathologist
Discharge criteria:	<ul style="list-style-type: none"> Student specific goals achieved No longer appropriate
Dispute resolution procedures regarding edibility and level of support:	Case conference involving Speech Language Pathologist, Student Support Coordinator, school staff and parent(s)/ guardian(s)

Specialized health support service:	Administering Prescribed Medications
Agency/position of person performing the service:	<ul style="list-style-type: none"> Oral: student, parent/guardian, Niagara Catholic Injection: student, parent/guardian, LHIN Inhalation therapy: student, parent/ guardian Infusion: student, parent/guardian, Niagara Catholic
Eligibility criteria:	<ul style="list-style-type: none"> Medication required to enable attendance at school Adherence to Niagara Catholic policy for administering medications Medication required to ensure physical well-being of student
Position of person who determines eligibility:	<ul style="list-style-type: none"> Family physician School Principal LHIN
Discharge criteria:	Parent/guardian withdraws permission for the school to medicate or fails to provide refill.
Dispute resolution procedures regarding edibility and level of support:	Case conference at the school level

Specialized health support service:	Catheterization
Agency /position of person who performs the service:	<ul style="list-style-type: none"> Clean: Niagara Catholic and/ or student Sterile: Home and Community Care Support Services (former LHIN)
Eligibility criteria:	Service required to enable school attendance
Position of person who determines eligibility:	Family physician
Discharge criteria:	Family physician indicates service no longer required or no longer appropriate
Dispute resolution procedures regarding edibility and level of support:	<ul style="list-style-type: none"> School: Case Conference Home and Community Care Support Services (former LHIN): appeal process

Specialized health support service:	Lifting and Positioning
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Agency/position of person performing the service:	Niagara Catholic Educational Assistants
Eligibility criteria:	Service required to enable school attendance
Position of person who determines eligibility:	<ul style="list-style-type: none"> Recommendations of Family Physician Recommendations of OT or PT
Discharge criteria:	Student is able to lift and position independently as per OT or PT assessment
Dispute resolution procedures regarding edibility and level of support:	Case Conference at school level with appropriate staff

Specialized health support service:	Suctioning
Agency/position of person performing the service:	<ul style="list-style-type: none"> Shallow: Niagara Catholic District School Board Deep: Home and Community Care Support Services (former LHIN)
Eligibility criteria:	Service required to enable school attendance
Position of person who determines eligibility:	Recommendations of Family Physician
Discharge criteria:	Suctioning is discontinued as per physician direction
Dispute resolution procedures regarding edibility and level of support:	<ul style="list-style-type: none"> Niagara Catholic: Case conference Home and Community Care Support Services (former LHIN): Appeal Process

Specialized health support service:	Assistance with Mobility
Agency/position of person performing the service:	Niagara Catholic District School Board
Eligibility criteria:	Service required to enable school attendance
Position of person who determines eligibility:	<ul style="list-style-type: none"> Recommendations of Family Physician Recommendations of OT or PT
Discharge criteria:	Student is able to manage with mobility as per OT or PT assessment
Dispute resolution procedures regarding edibility and level of support:	Case Conference at school level with appropriate staff

Specialized health support service:	Feeding
Agency/position of person performing the service::	Niagara Catholic District School Board
Eligibility criteria:	Service required to enable school attendance

Position of person who determines eligibility:	Recommendations of Family Physician
Discharge criteria:	Child able to self-feed as per recommendation by family physician and case conference
Dispute resolution procedures regarding edibility and level of support:	Case Conference at school level with appropriate staff

Specialized health support service:	Toileting
Agency/position of person performing the service:	Niagara Catholic District School Board
Eligibility criteria:	Service required to enable school attendance
Position of person who determines eligibility:	Recommendations of Family Physician
Discharge criteria:	Child able to self-toilet as per input from family physician and case conference
Dispute resolution procedures regarding edibility and level of support:	Case Conference at school level with appropriate staff

Specialized health support service:	Insulin Monitoring
Agency/position of person performing the service:	<ul style="list-style-type: none"> Niagara Catholic District School Board Home and Community Care Support Services (former LHIN) As determined by a medical professional
Eligibility criteria:	<ul style="list-style-type: none"> Valid health card Service required to enable school attendance
Position of person who determines eligibility:	<ul style="list-style-type: none"> Recommendation of family physician LHIN Care Coordinator
Discharge criteria:	As determined by a medical professional
Dispute resolution procedures regarding edibility and level of support:	Case Conference at school level with appropriate staff to include Home and Community Care Support Services (former LHIN) staff where appropriate

Specialized health support service:	Manual Expression of Bladder/Stoma, Postural Drainage, Tube Feeding
Agency/position of person performing the service:	Home and Community Care Support Services (former LHIN)
Eligibility criteria:	<ul style="list-style-type: none"> Valid health card Service required to enable school attendance
Position of person who determines eligibility:	LHIN Care Coordinator
Discharge criteria:	<ul style="list-style-type: none"> Student specific goals achieved No longer appropriate

Dispute resolution procedures regarding edibility and level of support:

Home and Community Care Support Services (former LHIN) appeal process

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.

Occupational or Physiotherapy	Speech, Voice of Fluency
<ul style="list-style-type: none"> School completes therapy application package Forms are signed by parent(s)/guardian(s) and Principal and sent to the Area Student Support Coordinator Area Student Support Coordinator forwards applications to Niagara Children's Centre SBRs Coordinator reviews the completed referral and determines eligibility as well as priority of service SBRs Coordinator informs family and school of eligibility and priority for service If student is assigned to a wait list, family and school are provided an approximate time frame for wait Family and school are notified once service is scheduled to begin Registered health professional conducts assessment, communicates results with school and family, and develops a plan of care in coordination with educational staff 	<ul style="list-style-type: none"> School completes a Request for Student Support - Speech Language Articulation/Voice/Fluency which includes signed parental consent for Student Support Involvement School submits request electronically to Student Support Coordinator through eLite, who then assigns Request to Speech-Language Pathologist SLP conducts assessment and makes referral to School Based Rehabilitation Services if required SBRs Coordinator reviews referral, determines eligibility and priority of service and informs family and school of decision Family and school are provided an approximate wait-time if student is wait-listed SBRs notifies family and school when service is scheduled to begin Registered health professional conducts assessment, communicates results with school and family and develops a plan of care in coordination with educational staff

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 of the responsibilities of the classroom teacher, the Educational Resource Teacher and the Principal will become involved.
- A Case Conference is scheduled in which the concerns are to be addressed.
- 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 Student Support 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.

Home and Community Care Support Services (former LHIN) Appeal Process

If a Hamilton Niagara Haldimand Brant Home and Community Care Support Services 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 and Compliments

Please refer to the link below for information on Niagara Children's Centre Complaints and Compliments processes:
<http://niagarachildrenscentre.com/ncc/information-for-families/complaints-compliments>

PART 18: STAFF DEVELOPMENT

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, multifaceted, 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.

Timeframe	Topic	Audience	Person(s) Responsible
Weekly	Service Updates, Ministry Information, Issues and Concerns	Student Support Coordinators	Superintendent of Student Support
Bi-weekly	Service Updates, Team Needs, Referrals, Ministry Information and Board Information	Area Student Support Team Members	Student Support Coordinators
Monthly	Service Issues, Trends, Ministry and Board Information	School Principals	Superintendent of Student Support
Monthly	Board Issues and Policy, Service Issues, Professional Development, Planning	Program Resource Teachers Behaviour Resource Teachers Special Needs Facilitators Speech/Language Pathologists Itinerant Teachers ABA Leads	Student Support Coordinators
As required	Service Updates, Ministry Updates, Board Issues and Policy	Educational Resource Teachers	Student Support Team Members

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 2022-2023 school year, the following are samples of professional development activities that were provided to staff:

- Expansion of Empower™ Reading interventions to most elementary schools
- Lexia Core 5
- Behaviour Management System (BMS) Training
- Sonderly™ ABA for Educators Level 1
- Faith Formation
- Professional Association Meetings and Conferences

The Student Support Department projects the following areas of focus for professional development in the 2023-2024 school year:

- Expansion of Empower™ Reading intervention training for all elementary schools
- Continued Faith Formation experiences for Student Support staff
- Annual Behaviour Management System (BMS) Training
- Transition Planning for students from kindergarten to secondary graduation
- Early Years Communication and Early Intervention support

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 Student Support staff:

- Preschool Transitions Parent Information Sessions
- 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 meetings. Principals also have the ability to request professional development from Student Support staff through the Specialized Consultation Request Form (Non-Student specific).

PART 19: ACCESSIBILITY (AODA)

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 2020-2021 and 2021-2022 school years. These projects include:

Accessibility Projects Completed 2022-2023

Facility	Project Description
Denis Morris CHS	Provide access to elevated weight room and walking track.
Notre Dame College	Provide access to stage and auditorium.
Saint Paul CHS	Add accessible washroom in special needs area and provide access to courtyard.
Saint Francis CSS	Add accessible washroom to special needs area.
Holy Cross CSS	Add accessible washroom in special needs area and provide access to courtyard.
St. Peter CES	Add accessible washroom and renovations to movement room.
St. Joseph CES (S)	Interior alterations to improve accessibility in gymnasium.

Future Accessibility Projects for Consideration

Facility	Project Description
Assumption Catholic Elementary	Provide barrier-free lift for stage
St. Patrick Catholic Elementary Niagara Falls	Provide elevator
Loretto Catholic Elementary	Retrofit to allow barrier free emergency evacuation from second floor
Monsignor Clancy Catholic Elementary	Retrofit to allow barrier free emergency evacuation from second floor
St. Kevin Catholic Elementary	Retrofit to allow barrier free emergency evacuation from second floor
St. Alfred Catholic Elementary	Retrofit to allow barrier free emergency evacuation from second floor
St. Ann Catholic Elementary St. Catharines	Retrofit to allow barrier free emergency evacuation from second floor
St. Denis Catholic Elementary	Retrofit to allow barrier free emergency evacuation from second floor
St. Nicholas Catholic Elementary	Provide barrier free access to second floor
St. Peter Catholic Elementary	Retrofit to allow barrier free emergency evacuation from second floor
St. Teresa of Calcutta Catholic Elementary	Provide sensory room
St. Theresa Catholic Elementary	Provide lift to stage
St. Mark Catholic Elementary	Install two sets of magnetic hold-open devices. Retrofit to allow barrier free emergency evacuation from second floor
Saint Michael Catholic High School	Retrofit to allow barrier free emergency evacuation from second floor

Saint Paul Catholic High School	Retrofit to allow barrier free emergency evacuation from second floor
Notre Dame College	Retrofit to allow barrier free emergency evacuation from second floor
Denis Morris Catholic High School	Retrofit to allow barrier free emergency evacuation from second floor; Install automatic door openers at main office and attendance office
Holy Cross Catholic Secondary	Retrofit to allow barrier free emergency evacuation from second floor
Saint Francis Catholic Secondary	Retrofit to allow barrier free emergency evacuation from second floor

PART 20: PARENT GUIDE TO SPECIAL EDUCATION

Parent Guide to Special Education



Niagara Catholic Education Centre



OUR MISSION
We are a
CHRIST-CENTERED
CATHOLIC FAITH community
that **celebrates diversity**
and fosters **SPIRITUAL GROWTH**,
inspiring ALL to **REACH**
their **FULL potential** in
MIND, BODY, & SPIRIT

OUR VISION
ENCOUNTERING SOULS
AND
OPENING MINDS
SO that all students
SUCCEED

OUR VALUES
JUSTICE • COMPASSION • STEWARDSHIP
ACCOUNTABILITY • COMMUNITY • INTEGRITY • FAITHFULNESS





Table of Contents

Table of Contents	3
Guiding Principles	4
Philosophy of the Student Support Department	4
Programming Decisions for Students	5
Niagara Catholic Staff Who Support Students with Special Education Needs.....	7
Individual Education Plans (IEPs)	7
Transition Planning.....	8
Identification, Placement and Review Committee (IPRC)	8
Placement for Students with Special Education Needs.....	11
Provincial and Demonstration Schools	12
Community Partners	13
The Special Education Advisory Committee.....	13
.....	



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 intervention and ongoing data collection and assessment.
- 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.



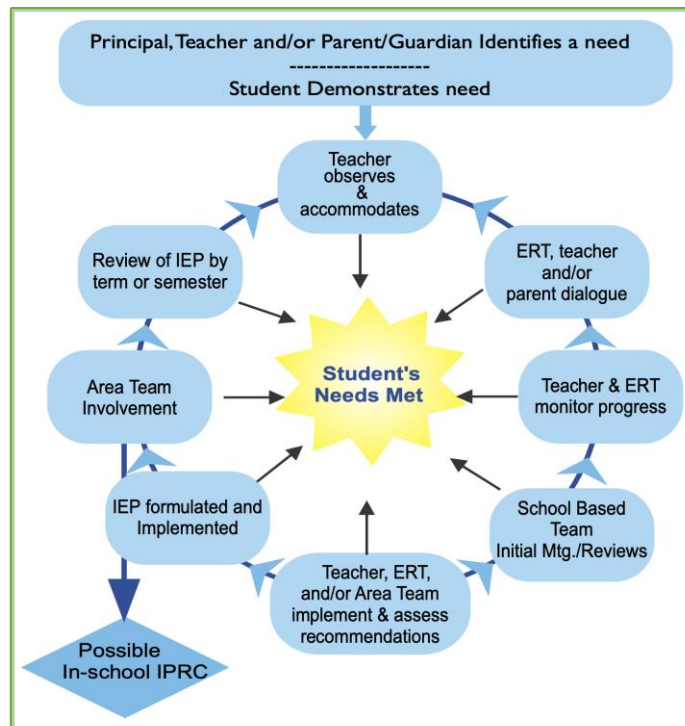
Programming Decisions for Students

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 student's 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

ERT: Educational Resource Teacher

IEP: Individual Education Plan

SBT: School Based Team, In-school team which provides early intervention to address student needs.

Accommodations: Adjustments to the learning process that do not alter the grade level expectations.

Area Team: Student Support personnel

IPRC: Identification, Placement, Review Committee

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.



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:

Student Support Department Staff	School Based Staff
<ul style="list-style-type: none"> • Superintendent of Education – Student Support • Student Support Coordinators • Program Resource Teachers • Behaviour Resource Teachers • Itinerant Teachers of the Deaf and Hard of Hearing • Itinerant Teacher of the Blind and Low Vision • Speech Language Pathologists • Special Needs Facilitators • Applied Behaviour Analysis (ABA) Leads • ABA Facilitators • Consulting Board Psychologist • Consulting Educational Audiologist • Mental Health Lead • Social Workers • Stay in School Coordinator 	<ul style="list-style-type: none"> • Principal • Classroom Teacher • Early Childhood Educators • Educational Resource Teachers • Educational Assistants • Child and Youth Workers • Interpreter • Intervenor

Individual Education Plans (IEPs)

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 subject or course, as outlined in the Ministry of Education's curriculum policy documents, if modifications 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.

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 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

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.

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:

- 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.

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 forms, 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, 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.

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

Mild Intellectual Disability: A learning disorder characterized by:

- a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services.
- 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.

Developmental Disability: A severe learning disorder characterized by:

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



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

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

Multiple Exceptionalities: A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Placement for Students with Special Education Needs

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 Placements

Regular Class with 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.

Regular Class with 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.

Regular Class with 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 Class Placements

Special Education class placement will be provided based on 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 deafblind.
- provide pre-school home visiting services for students who are deaf or deafblind.
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind.
- provide school board teachers with resource services.
- play a valuable role in teacher training throughout the province.

Provincial Demonstration Schools	Schools for the Deaf
Sagonaska School 350 Dundas Street West, Belleville ON K8P 1B2 Phone: (613) 967-2830 Fax: (905) 967-2482	Sir James Whitney School 350 Dundas Street West, Belleville ON K8P 1B2 Phone and TTY: (613) 967-2823 Fax: (613) 967-2857
Amethyst School 1090 Highbury Avenue, London ON N5Y 4V9 Phone: (519) 453-4408 Fax: (519) 453-2160	Robarts School 1090 Highbury Avenue, PO Box 7360, Station E, London ON N5Y 4V9 Phone and TTY: (519) 453-4400 Fax: (519) 453-7943
Trillium School 347 Ontario Street South, Milton ON L9T 3X9 Phone: (905) 878-8428 Fax: (905) 878-7540	Ernest C. Drury School 255 Ontario Street South, Milton ON L9T 2M5 Phone: (905) 878-2851 Fax: (905) 878-1354
School for the Blind and Deaf-Blind	Francophone School for the Deaf and Those with Learning Disabilities
W. Ross Macdonald School 350 Brant Avenue, Brantford ON N3T 3J9 Phone: (519) 759-0730 Fax: (519) 759-4741	Centre Jules-Léger 281 rue Lanark, Ottawa ON K1Z 6R8 Phone: (613) 761-9300 TTY: (613) 761-9302 and 761-9304 Fax: (613) 761-9301



Community Partners

- Bethesda
- Child Parent Resource Institute (CPRI)
- Home and Community Care Support Services
- Community Living
- Contact Niagara
- Niagara Children's Centre
- Niagara Support Services (NSS)
- Niagara Training and Employment Agency (NTEC)
- Pathstone Mental Health

The 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, except for 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.

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 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 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
- Learning Disabilities Association of Ontario Niagara Region
- Niagara Children's Centre
- Pathstone Mental Health

APPENDICES

Appendix P2-I: Notification of IPRC

Appendix P2-II: IPRC Statement of Decision

Appendix P2-III: IPRC Parent Guide


Appendix P2-IV: IPRC Parent Questionnaire

Appendix P2-I: IPRC Review Letter

Appendix P4-I: Sample IEP

Appendix P13-I: SEAC Informational Pamphlet

Appendix P2-I: Notification of IPRC

	Niagara Catholic District School Board NOTIFICATION OF IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE MEETING
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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.

Date (yyyy mm dd)

Dear Parent/Guardian:

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 specialized 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.

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

Your cooperation is greatly appreciated.


Principal: School: Telephone:



PARENT REPLY TO IPRC NOTIFICATION			
Student Name		<input type="checkbox"/> M <input type="checkbox"/> F	OEN #
School		Date of Meeting	
<p><input type="checkbox"/> I will not be present. Please proceed as planned</p> <p><input type="checkbox"/> I will not be present at the IPRC meeting as scheduled. Please contact me at the number(s) listed below.</p> <p><input type="checkbox"/> I will be present at the IPRC meeting.</p> <p><u>For an IPRC Review Meeting only</u></p> <p><input type="checkbox"/> 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.</p> <p>Signature: _____ Date: _____</p> <p>Telephone: _____ (home) _____ (business)</p>			

April 2010 – Form 08

Appendix P2-II: IPRC Statement of Decision

	Niagara Catholic District School Board IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE STATEMENT OF DECISION
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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 905-733-0240.

<input type="checkbox"/> Initial IPRC	<input type="checkbox"/> Review
Initial IPRC Date:	Date of IPRC Meeting: (yyyy/mm/dd)
Time of Meeting:	Location of Meeting:

STUDENT INFORMATION					
Student Name		<input type="checkbox"/> M <input type="checkbox"/> F	Date of Birth yyyy mm dd		Age
Parent/Guardian			Home Phone		Work Phone
Address			City/Postal Code		
Home School			Principal		Teacher
Educational Resource Teacher			Grade/Placement		OEN #

COMMITTEE MEMBERSHIP			
Chairperson		Recorder	
Voting Member			
People in Attendance:			
1)		4)	
2)		5)	
3)		6)	
		7)	
		8)	
		9)	

SCHOOL HISTORY	
Number of Schools Attended to Date	
Date of First Entry into Special Education Class	
Student Attendance Pattern	
Other Pertinent Information	

MEDICAL INFORMATION	
Major Illnesses/Diagnosis	
Allergies	
Significant Medication	
Vision	Hearing
Other Significant Information	

Student: _____	DOB: (yyyy/mm/dd) _____	IPRC Date: (yyyy/mm/dd) _____
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ASSESSMENT INFORMATION (MOST RECENT ASSESSMENT FIRST)			
Date of Test	Name of Test	Administered By	Results

STUDENT STRENGTHS	STUDENT NEEDS

ADDITIONAL RELEVANT INFORMATION

Name of Person(s) Completing Form _____	School _____
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Student: _____ DOB: (yyyy/mm/dd) _____ IPRC Date: (yyyy/mm/dd) _____

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

- | | | | | |
|---|---|---|--|--|
| <input type="checkbox"/> Behaviour | Communication | Intellectual | Physical | <input type="checkbox"/> Multiple |
| | <input type="checkbox"/> Autism | <input type="checkbox"/> Giftedness | <input type="checkbox"/> Physical Disability | |
| | <input type="checkbox"/> Deaf and Hard of Hearing | <input type="checkbox"/> Mild Intellectual Disability | <input type="checkbox"/> Blind/Low Vision | |
| | <input type="checkbox"/> Language Impairment | <input type="checkbox"/> Developmental Disability | | |
| | <input type="checkbox"/> Speech Impairment | | | |
| | <input type="checkbox"/> Learning Disability | | | |

PLACEMENT

- | | |
|---|---|
| <input type="checkbox"/> Regular Class with Indirect Support | <input type="checkbox"/> Special Education Class with Partial Integration |
| <input type="checkbox"/> Regular Class with Resource Assistance | <input type="checkbox"/> Special Education Class Full Time |
| <input type="checkbox"/> 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
- OR
- ☐ The student requires intensive programming in a specialized setting.

Signature of Chair _____ Date _____

- ☐ I/We agree with the Committee Identification and Placement
- ☐ I/We do not agree with the Committee Identification and Placement

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.

Student:	DOB: (yyyy/mm/dd)	IPRC Date: (yyyy/mm/dd)
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Definitions of Exceptionalities

BEHAVIOUR

A learning disorder characterized by specific behavioural 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

1. Autism

A severe learning disorder that is characterized by:

- a) disturbances in
 - (i) rate of educational development;
 - (ii) ability to relate to the environment;
 - (iii) mobility;
 - (iv) perception, speech, and language;
- b) lack of the representational-symbolic behaviour that precedes language.

2. Deaf and Hard of Hearing

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

3. 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 difficulty 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.

4. 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.

5. Language Impairment

A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication which may be associated with neurological, psychological, physical, or sensory factors, and which may:

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

INTELLECTUAL

1. 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.

2. 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.

3. Developmental Disability

A severe learning disorder characterized by:

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

PHYSICAL

1. Physical Disability

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

2. Blind and Low Vision

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

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.

Appendix P2-III: IPRC Parent Guide



**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 2018

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:

In-school IPRC	Special Education Class Placement IPRC
<input type="checkbox"/> (Chair) Principal of the school <input type="checkbox"/> (Recorder) Educational Resource Teacher (ERT) <input type="checkbox"/> (Voting Member) An additional teacher from the school staff (but not the teacher of the student being presented to the IPRC)	<input type="checkbox"/> (Chair) Coordinator of Special Education (or designate) <input type="checkbox"/> (Recorder) Program Resource Teacher/Behaviour Resource Teacher <input type="checkbox"/> (Voting Member) Principal /Vice-Principal from an alternate school

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 acknowledgement 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
- ♦ 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.


Gino Pizzoferrato, Superintendent of Education
(905) 735-0240 ext. 228

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

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

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

Appendix P2-IV: IPRC Parent Questionnaire

	<p>Niagara Catholic District School Board</p> <p>IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE</p> <p>PARENT QUESTIONNAIRE</p>
---	--

School Name	
--------------------	--

<input type="checkbox"/> Initial <input type="checkbox"/> Review		
1. Did you feel you were adequately prepared for the meeting? Comment:	YES	NO
2. Were you aware of the reason for your presence at the meeting? Comment:	YES	NO
3. Was the information presented in an understandable manner? Comment:	YES	NO
4. Were you comfortable in expressing your point of view? Comment:	YES	NO
5. Did you feel that your point of view was taken into consideration? Comment:	YES	NO
6. In your opinion, were your child's needs adequately represented? Comment:	YES	NO
7. Further comments: Comment:	YES	NO

Please return to Special Education

Signature (optional)

September 2009 – F-12

Appendix P2-V: IPRC Review Letter



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD IPRC REVIEW PARENT/GUARDIAN LETTER

Date:

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

Appendix P4-I: Sample IEP



Individual Education Plan for Sample Doe

OEN 000000001 School Education Centre
Date of Birth 2015/11/17 Principal Pat Rocca
5 yrs 6 mo
Grade School Year 2020-2021

Draft

as at 2021/06/10

Reason for IEP Student identified as exceptional by IPRC

Initial IPRC Date
Latest IPRC Date
Exceptionality (Primary)
Placement
Placement Date 2020/09/17 (first day of placement)
IEP completed 2020/09/17

Developed By n / a

Assessment Data

n / a

Strengths & Needs

Areas of Strength

n / a

Areas of Need

n / a

Subjects, Courses, or Alternative Program to which this IEP applies

(AC Accommodated only MOD Modified ALT Alternative)

Language	<input type="checkbox"/> AC <input checked="" type="checkbox"/> MOD <input type="checkbox"/> ALT
Mathematics	<input checked="" type="checkbox"/> AC <input type="checkbox"/> MOD <input type="checkbox"/> ALT

Elementary program exemptions:

n / a

Provincial Assessments

Provincial Assessments applicable to the student in the current year: None

SPECIAL EDUCATION PROGRAM

Language (Modified)

Term

Sources Consulted in the Development of the IEP

n / a

Evaluation and Reporting

Reporting Dates	Reporting Format
2019/11/08	Provincial Progress Report
2020/02/07	Provincial Report Card
2020/06/25	Provincial Report Card

Individual Education Plan for Sample Doe *continued*

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: Pat Rocca Date

Appendix P13-I: SEAC Informational Pamphlet



NIAGARA CATHOLIC Special Education Advisory Committee SEAC



WHAT IS THE PURPOSE OF THE COMMITTEE?

- advise and make recommendations to the Board to help with special education needs in both elementary and secondary schools
- advise and make recommendations to the Board to help students receive an educational program that meets their needs
- advise and make recommendations to the Board to help ensure the rights of students are being met

HOW DOES THE COMMITTEE MAKE SURE THIS HAPPENS?

- by following the Ontario Education Act which states, that every student is entitled to a program that meets the needs of the student
- by offering advice and making recommendations to the board
- by having honest and open discussions
- by sharing information
- by meeting monthly

WHO SITS ON THE COMMITTEE?

The committee's membership is made up of various representatives from:

- community Agencies
- Niagara Catholic District School Board
- elected trustees
- * Parents and members of the public are welcome to attend any of the meetings as observers.

WHEN DO THE MEETINGS OCCUR?

- the first Wednesday (6:30 pm) of every month

FOR MORE INFORMATION YOU MAY WANT TO ACCESS THE LINKS BELOW

- Introduction – Special Education Advisory Committee (SEAC) (gov.on.ca)
- Useful Links – PAAC SEAC (paac-seac.ca)
- SPECIAL EDUCATION - Niagara Catholic District School Board

AGENCY	WEBSITE	CONTACT NUMBER
Autism Niagara	www.autismontario.com/region/south	905-682-2776 1-800-472-7789
Community Living Port Colborne – Wainfleet	www.portcolbornecommunityliving.com	905-835-8941
Community Living Welland – Pelham	www.cl-wellandpelham.ca	905-735-0081
Down Syndrome Niagara	www.facebook.com/groups/200750226622012/	905-964-6425
Learning Disabilities Association	www.ldaniagara.org	905-641-1021
Mainstream	www.mainstreamservices.com	905-934-3924
Niagara Children's Centre	www.niagarachildrenscentre.com	905-688-1890
Pathstone Mental Health	www.pathstonementalhealth.ca	905-688-6850
Supports for Indigenous Students		289-821-1369

NIAGARA CATHOLIC SPECIAL EDUCATION ADVISORY COMMITTEE SEAC • WORKING TOGETHER

INTEGRITY • JUSTICE • COMMUNITY • FAITHFULNESS • STEWARDSHIP • COMPASSION • ACCOUNTABILITY