



**Northeastern
Catholic District**
SCHOOL BOARD


SPECIAL EDUCATION PLAN 2020-2021



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

OUR MISSION

We believe that:

- ✚ All teachers are special educators.
- ✚ Our Catholic schools educate the whole child and the uniqueness of every child is celebrated.
- ✚ The heart, mind, body and soul of our exceptional students need to be nurtured.
- ✚ Early identification and intervention is the key to academic success.
- ✚ Facilitating growth is a continuous process for all students receiving Special Education programs and services.
- ✚ It is our responsibility as Catholic educators and parents to provide the opportunity for our Special Education students to share the school experience their brothers, sisters and friends enjoy. Therefore, integration is considered first when in the best interest of the child.
- ✚ Together, we can make a difference.

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Section One: Special Education Programs & Services

Model for Special Education

Special Education programs, services and resources assist exceptional students in reaching their academic, physical, social and emotional potential, and are focused on the individual learner.

Students have different abilities, rates and styles of learning and therefore require different resources to assist them with their learning.

Responsibility for each student's education is shared by the student, the student's parents/guardians, educators, and trustees; therefore, all staff members in the Northeastern Catholic District School Board are expected to assist in the provision of appropriate programs, services and resources for exceptional students.

Parents/guardians and the students are key partners in the discussions about the Special Education programs and service delivery decisions. Ongoing communication between home and school regarding each student's programs and services is essential to the success of the partnership.

The legislated and societal demands for Special Education programs and services continue to increase, as has the complexity of the needs of many of our students. Through careful planning, the Northeastern Catholic District School Board provides programs and services based on student needs, recognizing that these may change as the student progresses from year to year.

The following principles support the accommodation of students in their community schools when such a placement meets a student's needs, is in accordance with the wishes of parents/guardians, and where school facilities, staffing and other resources permit:

- Programs must be developed from the student's strengths and needs. The provision of Special Education programs and services, with the allocation of resources, is based on student needs.
- A range of placements is provided in order to meet the needs of some exceptional students.

Guiding Principles:

- School teams, with input from parents/guardians, health and social agencies, coordinate the planning delivery, and evaluation of the accommodations and program modifications for exceptional students. Classroom teachers have prime responsibility for the education of students in their classes, and are provided with any assistance necessary from the Special Education staff in order to ensure that the students' needs are being met appropriately.
- Staff development focuses on enhancing the expertise of all staff as they address the special needs of learners.
- Unless an alternative curriculum is required, programs for students are based on the expectations of the Ontario Curriculum. Appropriate accommodations and program modifications, based on student needs, are provided.
- Partnerships with agencies, other ministries, and community resources continue to enhance the ability of the school system to fulfill its mandate of educating students in the Northeastern Catholic District School Board.

Approach to Special Education:

The Northeastern Catholic District School Board believes that most exceptional students can and should have their needs met in regular classes in their home schools. Meeting these needs can be accomplished using a variety of teaching strategies, modifying the curriculum when appropriate, and using the resources available to the school.

Parents/guardians are involved in the discussions about the placement, programs and services being provided for the exceptional students. The school has a responsibility to ensure that parents/guardians, and to the extent possible, students are well informed and understand the decisions being made. Respect, clarity, accurate information and appropriate time for answering the questions of parents/guardians must guide all discussions.

Service Delivery Model

- The provision of Special Education programs and services within the Northeastern Catholic District School Board is inclusionary in nature.
- The focus is on providing these programs and services within the context of the regular classroom setting whenever possible.
- All programs and services take place in the exceptional student's school, unless the placement requires transportation to a nearby school in order to access specialized programs or services not available at the child's home school.
- Special Education programs and services within the Board's elementary and secondary schools are provided by the classroom teachers may be supported by educational assistants and child and youth workers when and where deemed necessary.
- Delivery of language services is provided to students across the district by a contracted Speech and Language Pathologist.
- Delivery of psychological services is provided to students in all regions by a variety of psychologists and/or psychometrists hired by the Board on a needs basis and/or through community agencies after an appropriate assessment period has taken place according to the tiered approach to early intervention.

ACTION 1 FOR 2020-2021

Continue to work on the creation of the documents that outline the various internal processes found in the special education department.

Compliance with Legislation

The Special Education Plan of the Northeastern Catholic District School Board has been developed in accordance with the *Canadian Charter of Rights and Freedom*, the *Ontario Human Rights Code*, the *Education Act*, and the regulations made under the *Act*.

Identification, Placement and Review Committee (IPRC) Process

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

Effective March 31st, 2020, the total number of students in the Board identified with exceptionalities is 315 (elementary) and 80 (secondary). No appeals were conducted in 2019- 2020 school year.

Summary of Identified Students in the NCDSB (March 31st, 2020)

Exceptionality	Number of Elementary Students	Number of Secondary Students
Communication: Autism	25	3
Communication: Speech Impairment	1	0
Communication: Language Impairment	19	0
Communication: Deaf/Hard of Hearing	3	1
Communication: Learning Disability	143	56
Behavior	16	1
Physical: Physical Disability	11	0
Physical: Blind/Low Vision	1	0
Physical: Deaf/Blind	0	0
Intellectual: Giftedness	1	0
Intellectual: Mild Intellectual Disability	28	13
Intellectual: Developmental Disability	7	3
Multiple Exceptionality	60	3
Total	315	80

The former Referral Process model has been replaced with the philosophy of the tiered approach to early intervention as described in the document *Learning for All* (see page 7). Based on the student's progress, stagnation, or regression in tiers 1, 2, and 3 and supporting evidence, decisions are made collaboratively with the members of the school-based team.

ACTION 2 FOR 2020-2021

Explore an online Referral Process that will allow both the Special Education and Mental Health departments to streamline this fairly intensive paper process. Explore the opportunity to use the new Powerschool Student Information System to generate such referrals.

Steps in the IPRC process:

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

Special Education Appeal Board:

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

- Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss concerns; or
- Within 35 days of receipt of the decision, file a notice of appeal with the Director of Education of the Northeastern Catholic District School Board, 383 Birch St North, Timmins, ON P4N 6E8.
- If a parent/guardian still does not agree with the decisions after the second meeting, he or she may file a notice of appeal within 15 days of receipt of the decision.

NCDSB REFERRAL PROCESS

Tier 1

Classroom Instruction

Parent/Teacher Meeting

Academic or behavioural concerns noted by teacher or parent.

Classroom-Based Assessments

Teacher reviews and/or conducts assessments.

Initiate Tier 1 Intervention

- Data-driven Decision Making
- Research-Based Instruction
- On-going Communication Between Parent & Teacher

SUCCESSFUL

- Document intervention and continue as long as necessary, but for a minimum of 30 days.
- In some circumstances, a student may move directly to Tier 2 after consultation with the Principal and Resource Teacher.

UNSUCCESSFUL

- Teacher notifies Resource Teacher & Principal
- Referral to School-Based Team

Tier 2

In Addition to Classroom Instruction

School-Based Team Meeting

- Includes Principal, Classroom Teacher, Resource Teacher, and other school staff who can help problem solve. Parent and/or other agency personnel may be invited.
- Parent notified of Tier 2 Status

School-Based Assessment

Resource Teacher conducts additional assessments as required.

Initiate Tier 2 Intervention

- Data-driven Decision Making
- Research-Based Instruction
- Parent, Teacher & RT communication
- Instruction usually provided by Resource Teacher in consultation with Classroom Teacher in a withdrawal setting.
- Team decides if a Non-Identified IEP is required until such time as there is movement to Tier 3.

SUCCESSFUL

- Document intervention and continue as long as necessary.

UNSUCCESSFUL

- Resource Teacher notifies Special Assignment Teacher for Special Education (SAT)
- Referral to NCDSB Student Services through the Superintendent of Education

Tier 3

Case Conference with Parents, School-Based Team, SAT and Agency Personnel (when involved)

- Team reviews all assessment data to date
- Team reviews all interventions that have been tried and reports on success of each.
- Team decides if a Non-Identified ICP is required until such time as there is determination of a formal identification.
- Team decides which referral(s) is/are needed for student

Assessment by Other Professional(s)

Student is referred for additional assessment(s) to one or more professional services provided by the board or offered in the community.

Referral To IPRC

- Review assessment results. If student meets Ministry criteria, convene an IPRC. Student is identified and placed.
- If assessment results do not indicate student meets the criteria for identification, determine what level of intervention, if any, continues to be required. This would include the need for a Non-Identified IEP.

Implement IPRC Recommendations

Activate placement and create the IEP. Monitor progress through bi-annual review of the IEP and annual IPRC.

July 2014

How Does a Parent/Guardian Appeal an IPRC Decision?

If a parent/guardian disagrees with the IPRC's identification of his or her child as exceptional or with the placement decision of the IPRC, he or she may, within 35 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of an intention to appeal the decision to the Director of Education of the Northeastern Catholic District School Board, 383 Birch Street North, Timmins, ON P4N 6E8. The notice of appeal must:

- Indicate the decision with which the parent/guardian disagrees; and
- Include a statement that sets out the parent/guardian's reasons for disagreeing.

What Happens in the Appeal Process?

The appeal process involves the following steps:

- ✓ The board will establish a Special Education Appeal Board to hear an appeal. The Appeal Board will be composed of three persons (one of whom is to be selected by the parent/guardian) who have no prior knowledge of the matter under appeal.
- ✓ The Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been notified (unless parents/guardians and board both provide written consent to a later date).
- ✓ The Appeal Board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- ✓ The parent/guardian and the child, if he or she is 16 years old or over, are entitled to be present at the meeting, and to participate in all discussions.
- ✓ The Appeal Board will report its recommendations in writing to the parent/guardian (and to the child if 16 years of age or over) and to the school board, providing the reasons for its recommendations. Boards are not required to follow the Appeal Board's recommendations.
- ✓ Within 30 days of receiving the Appeal Board's written statement, the school board will decide what action it will take with respect to the recommendations.
- ✓ A parent/guardian may accept the decision of the school board, or may appeal to a Special Education Tribunal. He or she may request a hearing by writing to the Secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the Appeal Board's decision.

Implementation of IPRC Decision and Next Steps

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

Special Education Placements Provided by the NCDSB

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

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

Placement Options

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

PLACEMENT OPTIONS	
Regular Class	The student is placed in a regular class for the entire day, and the teacher provides program modifications and/or accommodations.
Regular Class with Indirect Support	The student is placed in a regular class for the entire day, and the student receives specialized consultative services.
Regular Class with Resource Assistance	The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified resource teacher.
Regular Class with Withdrawal Assistance	The student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day from a qualified resource teacher.
Special Education Class with Partial Integration	The student is placed by the IPRC in a Special Education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular classroom for at least one instructional period daily.
Special Education Class Full-Time	The student is placed by the IPRC in a Special Education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

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

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

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

The following chart summarizes our service delivery model for each exceptionality in the 2019-2020 School Year.

SERVICE DELIVERY FOR EXCEPTIONAL STUDENTS IN THE NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD 2019-2020

Exceptionality		Placement Options		
		Regular Classroom with Program Modifications and/or Accommodations	Regular Classroom with Resource Teacher Support (Resource/Withdrawal)	Special Programs & Classes
Communication	Autism	✓	✓	• St. Jerome
	Speech Impairment	✓	✓	
	Language Impairment	✓	✓	
	Deaf & Hard of Hearing	✓	✓	• Provincial School
	Learning Disability	✓	✓	• Provincial School • Empower Class (60 minutes per day) at OICS, ECCS, Pope Francis, Sacred Heart & St. Patrick School in Kapuskasing
Behaviour		✓	✓	
Intellectual	Mild Intellectual Disability	✓	✓	
	Developmental Disability	✓	✓	
	Giftedness	✓	✓	
Physical	Blind & Low Vision	✓	✓	
	Deaf Blind	✓	✓	
	Physical Disability	✓	✓	
Multiple Exceptionalities		✓	✓	• St. Joseph • St. Patrick School in Cobalt

Process for Admitting Exceptional Students to Placements

- **Regular Class with Resource Assistance:** In order for a student to be placed in the regular class with resource support, the IPRC must make the recommendation. In addition, the parent/guardian and student 16 years of age or older must give informed, written consent to this placement. The IEP describes the Special Education staff who provides resource assistance within the regular class setting, and outlines the frequency and duration of this assistance. The resource support begins within 30 days of the IPRC's determination of the exceptional student's placement.
- **Regular Class with Withdrawal Assistance:** In order for a student to be placed in the regular class with withdrawal support, the IPRC must make the recommendation. In addition, the parent/guardian and student 16 years of age or older must give informed, written consent to this placement. The IEP describes the Special Education staff who provides the assistance and outlines the frequency and duration of this assistance. The withdrawal program begins within 30 days of the IPRC's determination of the exceptional student's placement.
- **Regular Class with Indirect Support:** Upon enrolment, all students, including exceptional students, are placed in a regular class. If a placement other than the regular class is requested at the time of enrolment, a case conference is held with the parent and agencies involved with the student to determine the need for an alternative placement.
- **Special Education Class with Partial Integration:** When the IPRC recommends a student be placed in a partially self-contained classroom setting, the decision is not made lightly. In most cases, a variety of other placements have already been tried, with little success. In addition, the parent/guardian and student 16 years of age or older must

give informed, written consent to this placement. The IEP describes the Special Education staff who provides the assistance and outlines the frequency and duration of this assistance. The IEP also indicates which subjects the student will be integrated for. The placement begins at the earliest possible date after the IPRC's determination of the exceptional student's placement, but no longer than 2 weeks.

- **Special Education Class Full-Time:** Often, self-contained classrooms support those students who have severe difficulties accessing programs in a regular class, even with additional human resource support. The parent/guardian and student 16 years or older must give informed, written consent to this placement. The IEP describes the Special Education staff who provides the assistance and outlines the frequency and duration of this assistance. The placement begins at the earliest possible date after the IPRC's determination of the exceptional student's placement, but no longer than 2 weeks.

Criteria for Determining the Level of Support in Each Special Education Placement

The level of support provided to exceptional students is determined by the following:

- the severity of the student's disability;
- the range of needs presented by the student;
- the degree of independent functioning displayed by the student.

Therefore, exceptional students placed in the regular class with monitoring are generally those with the narrowest range of needs and the highest level of independence. Those placed in the regular class with resource support have mild to moderate disabilities, a moderate range of needs, and a moderate level of independent functioning. For a placement in the regular class with withdrawal support, the student would have moderate to severe disabilities, moderate to high range of needs and generally low levels of independence. Finally, those students with the most severe disabilities, the highest range of needs, and the lowest level of independent functioning would be placed in a partially self-contained or self-contained class.

Criteria for Determining a Change to Special Education Placements

Changes to an exceptional student's placement can only be made during an IPRC review. Informed, written consent of the parent/guardian or student over the age of 16 must be obtained. A change in placement is to be considered under the following circumstances:

- the severity of the disability has changed;
- the range of the student's needs have changed;
- the level of independent functioning has changed;
- additional placement options have been created in the student's community school region.

Alternative Placements

If an exceptional student requires medical and/or psychological treatment that is beyond the mandate of the Board and/or the expertise of its staff, an alternative placement may be an option. However, the range of alternative placements in the North is limited.

Every attempt is made to provide additional resources and/or training in order to try and meet the needs of the students. Should attempts to provide a program within our Board be unsuccessful, parents are made aware of special programs offered by other boards and/or provincial and demonstration schools.

In these circumstances, the parents would be invited to a case conference by the school principal and superintendent or designate to discuss the various treatment options and/or facilities the student might access. Should the parent choose to pursue admission to another board or facility, the superintendent or designate will assist in the admission process.

ACTION 3 FOR 2020-2021

Encourage schools to include students in the IPRC and IEP process where appropriate (Grade 7 & up).

Individual Education Plans (IEP)

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

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

In summary, the IEP includes:

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

Board Implementation Plan / Results of Ministry of Education Review

In the Fall of 2007, the Ministry of Education shared a provincial template for school boards to complete Individual Education Plans. A revision to the NCDSB IEP template was undertaken to ensure that the template was aligned with Ministry expectations and design. The board continues to purchase service through Base Point Solutions to ensure that classroom and resource teachers complete IEPs using a web-based application. Based on the Ministry of Education's recommendations to the NCDSB as part of the review process, strategic training and professional development opportunities to ensure that all members of school communities have a thorough understanding of the elements of an IEP, the roles and responsibilities of team members, and the successful implementation and assessment of an effective learning plan for students with an IEP have been undertaken.

Each year we have been engaging in an internal review of IEPs in an effort to see how effectively written our IEPs are and how well they conform to the expectations we have set out. This year, our review was completed in January 2020. Three IEPs were selected from each school for the review. The IEPs selected included 1 of each of the following: Non-Identified, Learning Disability and Other (MID, DD, ASD, Multiple). A Google Form was created to input all the information reviewed for each IEP.

Strengths:

- In most cases, updated BAS scores were listed and old BAS scores were removed (running record results)
- In most cases, cognitive scores were listed from the psychoeducational assessment
- The majority of IEPs included a list of specialized equipment when a SEA claim had been submitted
- The outcomes of parent consultations were often noted
- When Mathematics programming was modified, it was often supported with data
- When a child was being seen by the RT, the purpose was usually noted (LLI, Math Intervention, Empower)
- Formatting was largely consistent throughout the IEPs

Needs:

- WIAT subscores should be included if the WIAT is recent
- Additional classroom-based assessments should be listed, to support the need for the IEP
- Modifications must be validated with current data
- It must be clearly identified if the subject was modified or accommodated the previous year
- The grade level of the modification must to be included after the expectation
- Expectations must be specific and measurable
- A holistic learner comment is part of the transition plan and must be completed

Results of the review are shared with schools so that the next round of IEPs can reflect the areas of need identified.

Examples of NCDSB IEPs can be found in the appendix.

Individual Education Plan Dispute Resolution Process

When a parent/guardian or student 16 years of age or older is not satisfied with any aspect of the Individual Education Plan, the superintendent or designate will request to meet with the parent/guardian and the school in order to attempt to resolve the dispute.

If it is not possible to resolve the dispute in a way which satisfies both the parent/guardian and the school staff, the school principal has the final decision regarding the content of the information provided in the IEP in accordance with the Individual Education Plan Resource Guide (1998) which states that “An IEP is a plan developed, implemented and monitored by school staff.”

ACTION 4 FOR 2020-2021

Continue to build capacity and competency of principals, teachers and support staff in the development, implementation and monitoring of effective IEPs for students requiring modifications to individual programs. Complete another audit of IEPS in November 2020 and share results with school principals and RTs in December 2020. Follow up with another review in March 2021 of the same IEPS that were audited in the fall to determine the degree to which recommendations have been implemented.

Ensure all new teachers hired who have not previously done the NCDSB IEP e-Hub course, complete this by the end of September 2020.

Special Education Staff**Elementary Schools Special Education Staff**

At the elementary school level, Special Education programs and services are provided by each staff member within the school including the:

- Principal
- Classroom Teachers
- Resource Teachers
- Special Needs Teachers
- Child and Youth Workers
- Educational Assistants
- Behaviour Support Specialist
- Behaviour Analyst

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

- Resource teachers who provide instruction for exceptional students in all grades of elementary school, and consult with the classroom teachers and child and youth workers concerning exceptional students' IEPs. Each elementary school within the Board has a resource teacher.
- Special needs teachers are responsible for the programming in specialized classroom settings. They work in conjunction with the resource teacher and classroom teacher (when the child is partially integrated) to develop and implement programs related to the needs of the students.

- Child and Youth Workers in our elementary schools provide programs and intervention to students who are struggling socially and/or emotionally. They will teach special social skill programs to an entire class, and/or small groups of students who have identified needs in this area. They also run individual and small group sessions with a specific focus. Recently, we have been focusing on providing our Child & Youth Workers with additional training to support students through ABA strategies. All of our CYWs have now completed the 40 hour RBT course. As such, we have been leaning on CYWs to provide a greater amount of support to students with ASD and/or other behavioural needs under the direction of our Mental Health Leader and her Behaviour Support Team.
- Based on need, educational assistants are assigned to elementary and secondary schools to provide intensive support to exceptional students who have been formally identified through the IPRC process and/or who would benefit from support related to physical, medical and safety/supervision needs first. The EAs also support student use of assistive technology as required.
- Our Behaviour Specialists supports students who have ASD and/or who have other complex behavioural needs. This person works in conjunction with the teachers, educational assistants, the school principal, the resource teacher and the CYW to craft behaviour support plans and to monitor progress towards meeting these goals. This person can also act as a liaison between the school, the family and other community agencies.
- Our Behaviour Analyst conducts data driven functional behaviour assessment and analysis. This person is also tasked to monitor functional behaviour interventions and data recording systems. This person is a liaison between home, school, system staff and community as appropriate, to support students with complex behavioural needs. Clinical consultation, under the supervision of a qualified BCBA, is provided to families and staff to support plans and implement strategies and interventions for students with ASD. This person also supports the capacity building of school and system staff by offering professional development related to PPM 140.

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

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

The table below summarizes the number of full-time equivalent (FTE) staff members who are assigned to elementary schools Special Education programs in 2019-2020.

SPECIAL EDUCATION STAFF ALLOCATIONS	FULL-TIME EQUIVALENT	QUALIFICATIONS
Resource Teacher	15	Special Education AQ Part 2
Teacher for Self-Contained Classes	2.5	Special Education AQ Part 1
Teacher for the Blind	0	
Teacher for the Deaf	0	
Teacher Diagnostician	0.40	Special Education Specialist; Additional Training and Supervision of Board Certified Psychologist
Superintendent or Designate	0.45	SOQP; Special Education Specialist
Special Assignment Teacher for Special Education	1.4	Special Education Specialist
Literacy Support Teacher	0	
Numeracy Support Teacher	0.5	Special Education Part 1 & Math Part 1
Oral Language Support Teacher	1.0	Special Education Part 1
Educational Assistant	40	College Diploma or Degree in Related Field

Psychologist	Purchase of Service	
Psychometrist	Purchase of Service	
Psychiatrist	0	
Speech and Language Pathologist	Purchase of Service	
Audiologist	0	
Occupational Therapist	0	
Physiotherapist	0	
Child and Youth Worker	5.89	College Diploma or Degree in Related Field
Orientation and Mobility	Purchase of Service	
Autism & Behaviour Support Specialist	1.9	College Diploma or Degree in Related Field
Behaviour Analyst	0.90	Bachelor's Degree in a Related Field
TOTAL FTE	69.94	

Secondary School Special Education Staff

The Northeastern Catholic District School Board has only one secondary school. At the secondary school level, Special Education programs and services are provided by each staff member within the school including the:

- Principal
- Vice-Principals
- Resource Teachers
- Department Heads
- Guidance Counsellor
- Child and Youth Worker
- Educational Assistants

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

- Resource teachers who provide instruction for exceptional students in all grades of the secondary school, and consult with the classroom teachers and child and youth worker concerning exceptional students' IEPs.
- Child and youth workers provide support and intervention to students who are struggling socially or with mental health on a referral basis. Clinical services are referring to community agencies who specialize in this work.
- Based on need, educational assistants are assigned to elementary and secondary schools to provide intensive support to exceptional students who have been formally identified through the IPRC process and/or who would benefit from support related to physical, medical and safety/supervision needs first.

The table below summarizes the number of full-time equivalent (FTE) staff members who are assigned to our secondary school Special Education program. The professional qualifications of the staff members are also described.

SPECIAL EDUCATION STAFF ALLOCATIONS	FULL-TIME EQUIVALENT	QUALIFICATIONS
Resource Teacher	2.00	Special Education AQ Part 2
Teacher for Self-Contained Classes	0	Special Education AQ Part 1
Teacher for the Blind	0	
Teacher for the Deaf	0	

Teacher Diagnostician	0.10	Special Education Specialist; Additional Training and Supervision of Board Certified Psychologist
Superintendent of Designate	0.05	SOQP; Special Education Specialist
Special Assignment Teacher for Special Education	0.10	Special Education Specialist
Technology Support Teacher	.33	Special Education Part 1
Literacy Support Teacher	0	
Educational Assistant	4	College Diploma or Degree in Related Field
Psychologist	Purchase of Service	
Psychometrist	Purchase of Service	
Psychiatrist	0	
Speech and Language Pathologist	Purchase of Service	
Audiologist	0	
Occupational Therapist	0	
Physiotherapist	0	
Child and Youth Worker	0.71	College Diploma or Degree in Related Field
Orientation and Mobility	Purchase of Service	
Autism & Behaviour Support Specialist	0.10	College Diploma or Degree in Related Field
Behaviour Analyst	0.10	Bachelor's Degree in a Related Field
Social Worker	1.0	Regulated Health Professional
TOTAL FTE	8.49	

Specialized Equipment

Determining Eligibility

In order to determine if a student requires individualized equipment, a recommendation is received from a qualified registered practitioner such as a medical doctor, psychometrist, audiologist, occupational therapist or physical therapist, indicating that the equipment is necessary for programming.

Most specialized equipment is purchased through Ministry of Education Specialized Equipment Amount (SEA) provided the criteria as listed is met.

Purchasing Equipment

Beginning in 2010-2011, the SEA allocation has been made up of two components: a SEA Per Pupil amount and a SEA Claims-Based Amount.

The new SEA Per Pupil Amount would be part of a five-year plan to provide boards with greater flexibility and predictability by converting part of the SEA allocation (approximately 85% of funds) into a single SEA Per Pupil Amount for all school boards by 2014-2015.

The SEA Claims-Based Amount would continue to support the purchases of non-computer based equipment to be utilized by students with special education needs, including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment and physical assists support equipment. This component of the SEA allocation would continue to be claim-based with an \$800 deductible.

At the NCDSB, equipment is allocated as follows:

- If the required equipment is already available within the school or the Board, new equipment is not purchased.
- If another piece of equipment is already available in the school or the Board that can be substituted for the recommended equipment, then new individual equipment will not be purchased.
- School boards are responsible for the first \$800 in costs for any student per year. The NCDSB usually budgets for approximately \$50,000 yearly for this equipment.
- Individualized equipment recommended for an exceptional student totaling less than \$800 in any given school year is the responsibility of the Board.
- Individualized equipment recommended for an exceptional student totaling more than \$800 in any given school year is submitted to the Ministry of Education through the SEA process.
- Equipment which is shared by more than one student is claimed in the name of one student only.
- Where feasible, equipment purchased for a student is expected to be transferred with the student from school to school or to a school in another board, providing it meets SEA requirements.

Each SEA claim **MUST** be documented by:

1. An assessment on file from an appropriately qualified professional;
2. A copy of the invoice(s) or proof of cost of equipment purchased: this documentation should show the student number of the person assigned the equipment;
3. A current copy of the student's IEP;
4. A medical diagnosis;
5. Parent notification.

The assessment by a qualified professional **MUST** indicate that a particular device is **ESSENTIAL** in order for the student to benefit from instruction and/or the **DOCUMENTED DISABILITY** that this device will help to ameliorate.

Budgeting for Individual Equipment

The budget is allocated based on assessment results and estimated equipment needs from the previous year, as well as from information regarding new students enrolling in September requiring individualized equipment. Extra funding is provided during the course of the year, if necessary. **Expenditures for SEA equipment in the 2019-2020 school year was \$88,236.98 (technology) and \$75,814.48 (claims-based).**

Transportation for Students with Special Education Needs

Transportation Guidelines

The transportation of students within the Northeastern Catholic District School Board is governed by the following guidelines:

- All Junior Kindergarten and Kindergarten students qualify for bus transportation provided by the Board;
- Students from Grades 1 through to Grade 12 must qualify for busing based on distances established by coterminous boards of education. Distances can and do vary periodically. Updated distances may be obtained by calling the transportation officer. Visit www.ncdsb.on.ca for a contact telephone number.

Exceptional Students

- **Students in Special Education Programs and the Regular Classroom:**
 - o Students in Special Education programs with moderate to profound physical needs may access special transportation.
 - o Students with a developmental delay may access special transportation depending on the needs of the child.
 - o Students with severe behavioural needs may access special transportation.
- **Students in Educational Programs in Care, Treatment, and Correctional Facilities:**
 - o Students in care, treatment and correctional facilities may be transported to educational programs if they require special transportation due to behavioural difficulties and/or if they are a safety concern to others.
- **Students Attending Provincial and Demonstration Schools:**
 - o The Board provides transportation to students attending Provincial and Demonstration Schools as outlined in the section of the Special Education Plan under “Provincial and Demonstration Schools – Transportation”.

Process for Deciding Whether a Student Qualifies for Special Transportation

Decisions about the need for transportation are made based on information shared at the IPRC. The IPRC will then make a recommendation which will be included as part of the student’s needs for the following year as stated on the IEP. The Board’s transportation officer will then be notified of the students needing special transportation.

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

- The Ministry of Transportation initiates a criminal record search;
- The applicant is asked to show proof that they have completed a driver improvement course;
- Drivers must hold a class B or E driver’s license and must continually meet a list of criteria to keep their license updated;
- Some bus companies in our Board monitor the status of their staff’s license by obtaining a driver’s abstract form the Ministry of Transportation, or from the Ontario School Bus Association’s monthly publication;
- Bus drivers fill out an offence declaration form every September.
- Attendants need to get a yearly criminal record check.

Individualized Transportation

- A small number of exceptional students need to be transported to and from school individually.
- The criteria for determining which exceptional student requires individualized transportation are as follows:
 - ✓ Student presents such a significant behavioural disorder that he/she may be a danger to other students;

- ✓ Student presents such a significant health problem that he/she cannot be accommodated in a vehicle shared with other students.
- In such cases, the general practice is to hire a taxi company to make daily trips to and from the school.
- An educational assistant may accompany the student to ensure his/her safety if needed.
- The implementation of criteria requesting the use of a bus harness on a school bus was introduced in 2010-2011. This process is necessary to ensure that the safety needs of a student are addressed accordingly and with the consent of the parent/guardian.

Transition Planning

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

Section Two: Provincial Information

Roles and Responsibilities in Special Education

A variety of organizations and individuals have roles and responsibilities with respect to Special Education, including the:

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

The Ministry of Education:

- defines through the Education Act, regulations and policy/program memorandum, the legal obligations of school boards regarding the provisions of Special Education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate Special Education programs and services for their exceptional students;
- establishes the funding for Special Education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Per Pupil Allocation (SEPPA), and other special purpose grants;
- requires school boards to report on their expenditures for Special Education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain Special Education Plans, review them annually, and submit amendments to the Ministry;
- requires school boards to establish Special Education Advisory Committees;
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional students;
- establishes a Provincial Advisory Council on Special Education to advise the Minister of Education on matters related to Special Education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The School Board:

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

The Special Education Advisory Committee

- makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of Special Education programs and services for exceptional students of the Board;
- participates in the Board's annual review of its Special Education Plan;
- participates in the Board's annual budget process as it relates to Special Education;
- reviews the financial statements of the Board as they relate to Special Education;
- provides information to parents, as requested.

The School Principal:

- carries out duties as outlined in the Education Act, regulations and policy/program memorandum, and through Board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach Special Education classes;
- communicates Board policies and procedures about Special Education to staff, students, and parents;
- ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and Board policies;
- consults with parents and with school board staff to determine the most appropriate program for exceptional students;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to the provincial requirements;
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained before any assessment is conducted.

The Teacher:

- carries out duties as outlined in the Education Act, regulations and policy/program memorandum;
- follows Board policies and procedures regarding Special Education;
- maintain up-to-date knowledge of Special Education practices;
- where appropriate, works with Special Education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- communicates the student's progress to parents;
- works with other school board staff to review the student's IEP.

The Resource Teacher:

The Resource Teacher, in addition to the responsibilities listed under "Teacher":

- holds qualifications, in accordance with Regulation 298, to teach Special Education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional students.

The Parent/Guardian:

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent/teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- becomes acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to solve problems;
- is responsible for the student's attendance at the school.

The Student:

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

Categories and Definitions of Exceptionalities

Behaviour			
Ministry Definition	Observables	Observable characteristics may be demonstrated by	As Determined by
<p>A learning disorder characterized by specific behaviour problems over such a period of time and to such a marked degree, and of such a nature as to adversely affect educational performance and that may be accompanied by one or more of the following:</p> <ul style="list-style-type: none"> • an inability to build or to maintain interpersonal relationships; • excessive fears or anxieties; • a tendency to compulsive reaction; or • an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof. 	<ul style="list-style-type: none"> • Student behaviour is a concern for educators when it interferes with academic achievement. • The following behavioural traits may be evidenced to varying degrees in students with behaviour/ emotional disorders. • It is important to note that evidence of some traits does not always indicate a behavioural exceptionality. • The frequency, intensity or duration of the behaviour must be taken into account. • Behaviour disorders affect social relationships and academic progress. • The behaviours persist in different settings and with different people. • They are not primarily due to intellectual or health factors. 	<p>Behaviours that deviate in a significant manner from that which is normally expected usually with little regard for social or cultural norms:</p> <ul style="list-style-type: none"> • destructive of own, school or other's property; • disobedient, defies authority, tests the limits, refuses to follow directions; • domineering; • uncooperative, resistive, inconsiderate, disruptive, interrupts, disturbs; • causes disturbance for which others are blamed; • apathetic; 'don't care' attitude; • fights, hits, is assaultive; • intimidates others, bullies, threatens; • restless, boisterous, noisy; • untrustworthy, dishonest, lies, steals; • use of profane, abusive language and gestures; • delinquent behaviour or vandalism; • truancy from school. <p>Behaviours which negatively affect learning and tend to be impulsive or compulsive:</p> <ul style="list-style-type: none"> • speaks out; • disrupts classroom activities; • displays temper tantrums; • repetitively demonstrates the same behaviour; • difficulty thinking before acting, impulsive; • distractible, inattentive, lacks focus; • daydreams, appears pre-occupied; • short attention span, poor concentration. <p>Demonstrates poor interpersonal relationships and has low self-esteem:</p> <ul style="list-style-type: none"> • uncooperative in groups, argumentative, passively non-compliant; • attention seeking; • depends on others for direction and requires constant reassurance; • hypersensitive, easily hurt or embarrassed, easily flustered; • lacks self-confidence. <p>Demonstrates behaviour injurious to oneself:</p> <ul style="list-style-type: none"> • withdrawal, nervousness, hypersensitivity; • anorexia, bulimia; self-abuse 	<p>Classroom documentation in the form of a behaviour log or checklist indicating:</p> <ul style="list-style-type: none"> • acting out or withdrawn behaviours, lacking social awareness/social skills, lack of motivation, or demonstration of some other behavioural difficulty; • behaviour that is strongly interfering with that student's or other students' performance at school; • manifest the above characteristics regularly over a 6 month period such that Special Education programs and services are required. • Behavioural assessment done by a child and youth worker • Other professional assessments such as a Psychological or Psychiatric Assessment.

Communication - Learning Disability

Ministry Definition	Observables	As Determined By
<p>A learning disorder persistently and significantly has an impact on the ability to learn and use academic and other skills that:</p> <ul style="list-style-type: none"> • affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; • results in (a) academic achievement that is inconsistent with the intellectual abilities of the student and /or (b) academic achievement that can be maintained by the student only with high levels of effort and/or with additional support. • results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills • may be typically associated on one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); • may be associated with difficulties in social interaction; with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • is not primarily the result of: <ul style="list-style-type: none"> - impairment of vision or hearing; - intellectual disabilities - socio-economic factors - cultural differences - lack of proficiency in the language of instruction; - lack of motivation or effort; - gaps in school attendance or inadequate opportunity to benefit from instruction; 	<ul style="list-style-type: none"> • uneven or inconsistent academic and social development and progress which suggests the student may not profit from regular instruction; • functional difficulties in visual, auditory, motor, organizational and/or conceptual skills; • difficulty understanding and following directions; • interpretation of language literally and/or a limited vocabulary; • problems with reading, comprehension, and mathematics; • difficulty with writing, spelling, grammar, and/or oral expression of language; • difficulty organizing and sequencing thoughts and ideas; • difficulty in the social use of language; • inefficient strategies for reception, storage and production of information; • difficulty with long-term and/or short-term memory; • difficulty generalizing learning or transferring skills/knowledge from one setting to another; • mastery of content but an inability to produce answers; • difficulty solving problems and may become overwhelmed by the tasks at hand; • behaviour that is often immature, impulsive and egocentric; • low self-esteem, social skill deficits; • fear of school; • difficulty in discrimination and sequencing and/or directionality confusion; • more accident-prone than peers; • may write well but not read well, or vice-versa; • very easily distracted; • lack of sense of time, space, body awareness, shape (e.g. lack of organization on the page); • difficulty sequencing when presented with visual or auditory stimuli; • may exhibit negative behaviour patterns (acting out or withdrawal); • written work may be poor in style and form with frequent errors in omissions, additions, substitutions, and reversals; • difficulty tracking with reading. 	<ul style="list-style-type: none"> • classroom documentation (i.e. assessment information, anecdotal observations, etc.); • educational assessment indicating level of achievement is significantly below what is expected based on chronological age (at least 2 grades below); • at least average performance in some aspects of learning which may include listening, conceptualizing, oral language, and/or problem solving; • psychological assessment indicating significant discrepancy between potential and academic achievement. Learning disability must be diagnosed by the psychologist, and should be based on Canadian norms, be culturally sensitive where possible, and be provided to the student in an accessible format (sign language, Braille, large print)

Communication - Autism

Ministry Definition	As Determined By
<p>A severe learning disorder that is characterized by:</p> <ul style="list-style-type: none"> • disturbances in: <ul style="list-style-type: none"> - rate of educational development; - ability to relate to the environment; - mobility; - perception, speech and language. • lack of the representative symbolic behaviour that precedes language. 	<ul style="list-style-type: none"> • classroom documentation demonstrating that the student is not able to focus and/or maintain attention to activities or tasks and has difficulty making transitions; • educational assessment indicating learning strengths and needs that demonstrate difficulty with verbal and non-verbal communication and social interactive skills; • professional assessment with diagnosis by a regulated, qualified practitioner indicating a diagnosis of autistic or other pervasive developmental disorder; • psychological assessment to determine cognitive abilities; • language assessment when appropriate.

Communication - Deaf and Hard of Hearing

Ministry Definition	Observables	As Determined By
<p>An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.</p>	<ul style="list-style-type: none"> • Deaf and hard-of-hearing students have varying degrees of hearing loss. • The degree of hearing loss may result in the need to develop alternative methods of communication. • Varying degrees of hearing may make it difficult to acquire spoken language through the auditory channel alone and may necessitate the use of additional support. <p>Students may demonstrate needs in the following areas:</p> <ul style="list-style-type: none"> • articulation – speech clarity; • expressive language; • conversational skills – writing, spelling; • Receptive language (listening and reading); • Social-emotional development and interpersonal skills. <p>Possible Observable Characteristics:</p> <ul style="list-style-type: none"> • miss key and subtle words in conversations; • have difficulty expressing ideas; • have some degree of language delay; • follow rather than lead; • have a limited vocabulary; • lack understanding of colloquialisms, idioms, slang expressions, multiple meanings of words, language-based humor (puns and riddles); • be more comfortable setting the topic and controlling the conversation; • misinterpret oral information; • have difficulty hearing noise or from a distance; • turn head towards the speaker or sound source; • have difficulty locating the speaker in a group situation; • have difficulty discriminating between similar speech sounds or words; • have a preference for a visual tactile learning environment or strategies; • use gestures or sign language. <p>Possible Social/Emotional Implications:</p> <ul style="list-style-type: none"> • language delay may lead to a limited ability to express feelings and needs; • may be or appear to be socially immature or naïve; • may display limited skills for making friends; • may need to work on developing pragmatic skills to enhance communication effectiveness; • may be the last to answer in class and slow to respond; • the use of hearing aids or FM may lead peers and adults to assume the student is a less competent learner; • may become frustrated or isolated which sometimes leads to misbehaviour; • may be left out by peers during games or recess; • concern to be accepted by peers may lead to rejection of vital supports (e.g. FM system, itinerant support, etc.) • may prefer the company of other deaf or hard-of-hearing peers. 	<ul style="list-style-type: none"> • classroom documentation indicating difficulty accessing the curriculum without accommodation or modification of program, and indicating academic, social, or emotional difficulties directly related to hearing impairment; • professional assessment by a regulated, qualified practitioner indicating a hearing loss within the mild to profound range; • speech and language assessment when deemed appropriate; • need for amplification (hearing aids and FM system); • need for program modifications related to hearing impairment.

Communication - Language Impairment

Ministry Definition	As Determined By
<p>A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:</p> <ul style="list-style-type: none"> involve one or more of the form, content, and function of language in communication and; include one or more of the following: <ul style="list-style-type: none"> language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based. 	<ul style="list-style-type: none"> classroom documentation indicating academic difficulties with oral and/or written language; educational assessment to determine the level of academic achievement; professional assessment by a regulated, qualified practitioner outlining receptive and expressive language levels which significantly interfere with communication and academic achievement; psychological assessment to establish cognitive levels when deemed appropriate; need for program modifications related to language impairment.

Communication - Speech Impairment

Ministry Definition	Observables	As Determined By
<p>A disorder in language formulation which may be associated with neurological, psychological, physical, or sensory factors that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.</p>	<ul style="list-style-type: none"> unable to form, blend, and pronounce words; has a harsh, husky voice or a nasal twang; speaks too softly or too loudly; substitutes and adds or omits sounds; speech patterns are broken by stuttering; may struggle and avoid speaking when he or she feels uncomfortable; may not understand the structure of grammar or the relationship between sound and symbol; understands what is being said but refuses to answer; has difficulty in naming things; may drop word endings; has an abnormal rhythm or rate of speech. 	<ul style="list-style-type: none"> educational assessment to determine the level of academic achievement; professional assessment by a regulated, qualified practitioner indicating an impairment in speech production which significantly interferes with the student's communication and academic achievement; need for program modifications related to speech impairment.

Intellectual - Gifted

Ministry Definition	Observables	As Determined By
<p>An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.</p>	<ul style="list-style-type: none"> often has an unusually advanced vocabulary; may have a great fund of knowledge about a variety of topics or of one specific area; has quick recall of factual information; can readily see relationships, make generalizations, transfer knowledge from one area to another; may be easily bored with routine tasks; may prefer to work independently, without teacher direction; may be self-assertive or even stubborn when convinced of the correctness of his or her argument; leadership ability and self-confidence may enable student to dominate groups; creativity may be shown in questions asked, ability to connect ideas, problem solve; may display a particular area of talent (e.g. art, music, athletic ability); behaviour problems may develop which mask the student's ability (e.g. may daydream or read other work during class); assignments and written work may be completed in a haphazard manner; student may withdraw from social interaction with peers or be overly critical of others; may downplay his or her abilities or choose courses at a lower level than his or her ability would indicate. 	<ul style="list-style-type: none"> classroom documentation indicating a higher achievement level in the core subject areas than students in the same grade placement; educational assessment demonstrating significantly higher levels of achievement in core subject areas; demonstrates unique abilities, creativity and/or talent; psychological assessment indicating functioning that is at the 98th percentile, full scale, on a recently administered WISC (Canadian Norms). The use of other measures for primary aged students may be considered or the 99th percentile on either the verbal or performance scale on a recently administered WISC (Canadian Norms); need for program modifications that are differentiated; depth and breadth of learning, within and perhaps beyond the regular classroom.

Intellectual - Mild Intellectual Disability

Ministry Definition	Observables	As Determined By
<p>A learning disorder characterized by:</p> <ul style="list-style-type: none"> an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; an inability to profit educationally within a regular classroom because of slow intellectual development; a potential for academic learning, independent social adjustment, and economic self-support. 	<ul style="list-style-type: none"> may have a short attention span; has difficulty transferring a concept from one situation to another; has difficulty generalizing; avoids trying new things; academic achievement is below the level of their peers; uses socially inappropriate behaviour (e.g. showing off, withdrawing); may have low frustration tolerance; has difficulty competing with peers (i.e. some may give up and some may work very hard producing good results); has poor retention; has poor verbal skills; work habits and study skills may be lacking; physical skills and coordination may be below class level; slower rate of learning, acquiring new skills/knowledge. 	<ul style="list-style-type: none"> educational assessment indicating achievement in core subjects will be 2 or 3 grade levels below that expected based on chronological age; psychological assessment indicates functioning in the mild to borderline (2nd to 8th percentile) intellectual range as measured on the latest version of the WISC; student would have a modified program based on the Ontario Curriculum, have access to additional support in the classroom or require a small class setting for parts of the day; behaviour is not the key focus for these students.

Intellectual - Developmental Disability

Ministry Definition	Observables	As Determined By
<p>A severe learning disorder characterized by:</p> <ul style="list-style-type: none"> an inability to profit from a Special Education program for students with mild intellectual disabilities because of slow intellectual development; an ability to profit from a Special Education program that is designed to accommodate slow intellectual development; a limited potential for academic learning, independent social adjustment, and economic self-support. 	<ul style="list-style-type: none"> lacks physical coordination and spatial awareness; has difficulty following directions; may have limited social skills as a result of an overprotective or institutional environment; likes repetition of simple tasks; may not have developed self-care skills (i.e. unable to deal with basic needs); has difficulty using public transit; has an intellectual functioning level below his or her peers; has poor academic skills; may use socially unacceptable behaviours such as indiscriminate affection and responsiveness; unable to compete with his or her peers in an academic or vocational setting; may not cope well with any degree of pressure; health problems requiring medication, medical supervision and diet restrictions may be present; inability to communicate or relate effectively; may have multiple handicaps. 	<ul style="list-style-type: none"> educational assessment indicating academic achievement in core subjects will be less than half the grade level expectancy based on chronological age (if student is in Grade 6, academics will be at a mid-Grade 3 or lower); psychological assessment indicates functioning in the mild to severe (1st percentile and below) intellectual range as measured on the latest version of the WISC; an adaptive behaviour assessment indicating the child is functioning in 2 or more areas at the 1st percentile or below; program would focus on basic living skills, functional academics, and social adjustment.

Physical - Physical Disability

Ministry Definition	Observables	As Determined By
<p>A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or developmental level.</p>	<ul style="list-style-type: none"> may lack social/interpersonal skills (e.g. defensive or attention-seeking); has an irregular gait; tires easily; has poor muscular control (e.g. eating, handwriting); tends to drop and spill things; lacks stamina and physical strength; may often be absent; may be on medication; may require a means of physical support (e.g. cane, wheelchair, crutches, or braces). 	<ul style="list-style-type: none"> professional assessment by a registered, qualified professional diagnosing a physical or orthopedic condition requiring modifications and/or accommodations to the learning environment, learning activities, learning materials, support from specialized equipment and/or an educational assistant;

		<ul style="list-style-type: none"> • modifications or accommodations needed related to the physical or orthopedic disability.
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Physical - Blind and Low Vision		
Ministry Definition	Observables	As Determined By
A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.	<ul style="list-style-type: none"> • may or may not be aware of his or her vision is faulty; • unable to distinguish movement; • avoids bright lights; • uncontrolled eye movements; • squints or rubs his or her eyes; • holds work too close or too far away; • unable to see shapes; • may close one eye or tilt head; • walks carefully and slowly, seldom runs; • does not pay attention to what he or she sees; • lacks eye-hand coordination and fine motor skills; • unable to integrate what he or she sees; • does not learn through the visual mode; • may be distractible; • may be unable to distinguish colors and shapes; • may or may not use enlarged print, Braille; • eyes may be swollen and red-rimmed and may complain of frequent headaches. 	<ul style="list-style-type: none"> • Classroom documentation based on information obtained from the student, parent/guardian, and school personnel indicating academic, social, or emotional difficulties directly related to visual impairment; • Professional assessment by a registered, qualified professional indicating a significant field loss or whose visual acuity is 20/70 or less after best correction; • Program modifications or accommodations needed related to visual impairment.

Multiple	
Ministry Definition	As Determined By
A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in Special Education and the provision of support services appropriate for such disorders, impairments, or disabilities.	<ul style="list-style-type: none"> • educational assessment to determine the level of academic achievement; • meets the criteria for more than 2 of the categories of exceptionality as defined; • professional assessment: documentation and assessments, as outlined in areas of defined exceptionalities that clearly confirm a level of diversity of student needs that would be most effectively addressed in an intensive support setting.

Provincial and Demonstration Schools in Ontario

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

Provincial and Demonstration Schools:

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

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

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

W. Ross MacDonald is 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 and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- ✓ professional services and guidance to ministries of education on an interprovincial, cooperative basis.

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

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

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

Schools for the deaf:

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

Each school has a Resource Services Department which provides:

- ✓ consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
- ✓ information brochures;
- ✓ a wide variety of workshops for parents, school boards, and other agencies;
- ✓ an extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

Provincial School Contacts

Teachers and parents may obtain additional information from the Resource Services Departments of the provincial schools and the groups listed below.

Provincial Schools Branch Ministry of Education	School for the Blind and Deaf-Blind
Provincial Schools Branch 255 Ontario Street South Milton, ON L9T 2M5 Tel.: 905-878-2851 Fax: 905-878-5405	W. Ross MacDonald School 350 Brant Avenue Brantford, ON N3T 3J9 Tel.: 519-759-0730 Fax: 519-759-4741
Schools for the Deaf	Provincial Demonstration Schools
The Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, ON L9T 2M5 Tel.: 905-878-2851 Fax: 905-878-1354	Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 Tel.: 519-453-4408 Fax: 519-453-2160
The Robarts School for the Deaf 1090 Highbury Avenue London, ON N5Y 4V9 Tel.: 519-453-4408 Fax: 519-453-7943	Centre Jules-Léger 281 Lanark Street Ottawa, ON K1Z 6R8 Tel.: 613-761-9300 Fax: 613-761-9301
Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, ON K8P 1B2 Tel.: 613-967-2823 Fax: 613-967-2857	Sagonaska School 350 Dundas Street West Belleville, ON K8P 1B2 Tel.: 613-967-2830 Fax: 613-967-2482
	Trillium School 347 Ontario Street South Milton, ON L9T 3X9 Tel.: 905-878-8428 Fax: 905-878-7540

Exceptional Students Currently Attending Provincial and Demonstration Schools

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

School	Number of Students In 2015-2016	Number of Students In 2016-2017	Number of Students In 2017-2018	Number of Students In 2018-2019	Number of Students In 2019-2020
Schools for the Deaf					
• E.C. Drury School - School for the Deaf	1	1	0	0	0
• The Robarts School	0	0	0	0	0
• Sir James Whitney School	0	0	1	1	0
Schools for the Blind and the Deaf-Blind					
• W. Ross Macdonald School	0	0	0	0	0
Schools for the Blind, Deaf and Deaf-Blind					
• Centre Jules-Léger	0	0	0	0	0
Provincial Demonstration Schools					
• Amethyst School	0	0	0	0	0
• Centre Jules-Léger	0	0	0	0	0
• Sagonaska School	1	0	1	2	0
• Trillium School	0	0	0	0	0

Transportation To and From the Provincial and Demonstration Schools

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

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

If a student lives in the Timmins area and parents do not have the means to transport their child to and from the airport, then the child is transported by taxi to and from his or her home. Students who live outside the Timmins area are transported by taxi to the Timmins airport (i.e. a child from Cochrane).

For safety reasons, an escort is provided by the transportation company that has been hired to arrange the weekly transportation to and from the schools. The escort accompanies the students from the school to the airport, as well as on the flight itself.

Once an exceptional student has been accepted into a Provincial or Demonstration School, the Special Assignment Teacher for Special Education contacts the parent/guardian to discuss arrangements for the student's transportation to and from the school.

Section Three: Other Related Information Required for Community

The Board's Consultation Process

COMMUNICATION AND FEEDBACK PROCESS

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

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

- personal, one-to-one communication among parents/guardians, students and Special Education staff;
- presentations to school councils and school staff regarding Special Education programs and services;
- distribution of the Parent's Guide to the Identification, Placement and Review Committee, the Early Identification and Intervention Program, and pamphlets/brochures regarding specific areas of Special Education;
- Special Education Advisory Committee meetings which are open to the public;
- regular meetings with the superintendent or designate to discuss issues related to Special Education programs and services;
- regular meetings with board Special Education staff to discuss issues related to Special Education programs and services;
- meetings with community medical and social service professionals within all regions of the board to develop protocols and discuss issues as needed;
- school-based team meetings at each of the schools involving all educational assistants, child and youth workers, teachers and principals;
- focus group sessions for the resource teachers and principals of each school, in each of the three regions of the board;
- focus group sessions for the members of SEAC;
- in-servicing of resource teachers, child and youth workers, educational assistants and principals related to Special Education;
- the addition of a website medium to enhance communication with all stakeholders and community agencies.

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

With the assistance of school principals, as well as direct communication with school councils, parents will be encouraged to provide input into the Board's Special Education Plan. Deadlines will appear on the Board's website along with a copy of the plan.

Feedback is received on a regular basis from principals, resource teachers, curriculum team members, Catholic school council forum, and used in planning for Special Education. Information gathered at IPRC meetings, case conferences and during school-based visits is also considered when revising the plan and the delivery of Special Education.

In the Spring of 2019, the NCDSB underwent an internal audit of its programs and services. Focus group discussions were held with the following groups:

- Classroom Teachers
- Resource Teachers
- Educational Assistants, Child and Youth Workers and Early Childhood Educators
- Principals
- Program Team Members
- Community Partners
- Parents (through a survey link)

A full report of the findings of this audit was shared with SEAC in the Fall of 2019.

Special Education Advisory Committee

In accordance with Ontario Regulation 464/97, the Special Education Advisory Committee of the Northeastern Catholic District School Board is involved in the annual review of the Board's Special Education Plan in the following ways:

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

ACTION 5 FOR 2019-2020

Ensure parents are aware of our SEAC membership and dates for our monthly meetings through posting of information on the board website by September 30th, 2020. Minutes of SEAC meetings will also be posted on a monthly basis. We will continue to explore additional community representatives on SEAC, particularly ensuring that we have a rep from one of our Indigenous partners.

Annual Report Summary from the Office of the Superintendent or Designate

The superintendent or designate provides monthly reports to the Special Education Advisory Committee to ensure regular and accurate communication regarding issues and activities relating to the student services department.

The Special Education Advisory Committee (SEAC)

Selection Process

- Letters are submitted to agencies asking for representatives to become SEAC members. Representation is solicited for representation of the Indigenous population.
- The nomination for the chairperson and vice-chairperson is held at our first meeting. Nominations are open to all members.
- Information relating to the roles, responsibilities, programs and services are shared on a monthly basis with SEAC members.
- The SEAC members have access to the SEAC Information Program available online at [SEAC Learning](#).

Names and Affiliations of Members

SEAC MEMBERSHIP 2019-2020	
Name	Agency
Joel McCartney, Chair	Cochrane Temiskaming Resource Centre
Kim Bordignon, Vice-Chair	Cochrane Temiskaming Children's Treatment Centre
Mark Lionello or Designate	Canadian Mental Health Association
Mackenzie Carrier	Community Living Timmins
Ellen Renaud	North Eastern Ontario Family and Children's Services
Heather Demers	The Lord's Kitchen
Billie Richer	VOICE for Hearing Impaired Children
Stan Skalecki	NCDSB Trustee
Ron McInnis	NCDSB Trustee
Daphne Brumwell	NCDSB Superintendent of Education
Catherine Hoven & Katie Mundle	NCDSB Special Assignment Teachers for Student Services
Jean Ethier	NCDSB Education Services Officer / Recorder

SEAC Meetings

- SEAC meetings take place one per month during the school year, for a total of 10 meetings. The committee does not meet in July and August.
- Teleconferencing and/or videoconferencing is available to members outside of the Timmins area.
- Meetings take place on the third Wednesday of each month at 11:45 a.m. at the Catholic Education Centre, 383 Birch St. North, Timmins.
- There is a formal, written agenda for each meeting which is mailed electronically to every SEAC member within one week of the meeting date.
- The chair or vice-chair presides over the meeting.
- SEAC utilizes processes with respect to discussion, making of motions and voting that are consistent with those followed at meetings of the Board of Trustees.
- Minutes are taken by the Recording Secretary from the Office of the Superintendent of Education.
- Staff members who are in attendance at each SEAC meeting are as follows:
 - ✓ Superintendent of Education or designate
 - ✓ Special Assignment Teachers for Student Services
 - ✓ Education Services Officer - Superintendent of Education

Roles and Responsibilities

- As specified in Ontario Regulation 464/97, the role of SEAC is to "...make recommendations to the board in respect of any matter affecting the establishment, development and delivery of Special Education programs and services for exceptional students of the board." [S11(1)] For example:
 - ✓ Recommendations to the Board for the delivery service
 - ✓ Participation of the annual review of the Special Education Plan
 - ✓ Participation in the development of the Board's annual budget for Special Education
 - ✓ Review of the financial statements of the Board related to Special Education
- A chair and vice-chair are selected from among SEAC members during the first meeting after being appointed by the Board.
- The chair presides at meetings. In the chair's absence, the vice-chair will preside. If neither the chair or vice-chair are present at the meeting, the members present must elect a chair for that meeting.
- Members are expected to attend all meetings and to vote on motions. When a member is unable to attend a meeting, the member notifies the alternate. The alternate attends the meeting and acts in the member's place.
- An orientation and in-service workshop will be provided for all new SEAC members and their alternates using the SEAC Learning website at [SEAC Learning](#). The in-service will cover the roles and responsibilities of SEAC members and the provision of Special Education programs and services within the Board.
- Members are also invited to visit the elementary and secondary schools in their region.
- Parents and other members of the public can make their views known to SEAC by:
 - ✓ Contacting members directly using the list of members provided to each school;
 - ✓ Providing input through the School Councils. (This is an area that SEAC has addressed as a need and therefore further communication will be established with School Councils.)

SEAC Activities during the 2019-2020 School Year

Month	Agenda Items
September 2019	<ul style="list-style-type: none"> • Election of Chair and Vice-Chair • Schedule of Meetings • School Year Calendar • Highlights of the Special Needs Audit • Special Education Plan • Presentation: Supporting Students with Special Needs in 2019-2020 • Special Education Staffing Update • Agency Reports
October 2019	<ul style="list-style-type: none"> • High Needs Audit Meetings • Technology conversations with LD students at High School • New Students/New IPRC Data • Professional Learning Plans for Staff • Agency Reports
December 2019	<ul style="list-style-type: none"> • October 31 Data • Special Incidence Portion Funding • Behaviour Support/Safety Plans • Agency Reports
January 2020	<ul style="list-style-type: none"> • Mental Health Steering Committee • Brigrance K-1 Screen • Oral Language Screening & Intervention • Behaviour Support Plans • Ministry of Education Advisory Council on Special Education • Agency Reports
February 2020	<ul style="list-style-type: none"> • Oral Language Screening & Intervention • Behaviour Support Plans • After School Skills Developments for Students with ASD • Agency Reports
April 2020	<ul style="list-style-type: none"> • Distance Learning • Education Assistant Allocation Process for 2020-2021 • Northern Support Initiative • Special Education Plan 2020 • Agency Reports
May 2020	<ul style="list-style-type: none"> • MASCE Template • Special Education Plan 2020-2021 Recommended Amendments • Special Needs Classrooms • Learning at Home • Staffing Update for 2020-2021 • Collection of data on new High Needs FDK Registrants for September 2020 • Agency Reports
June 2020	<ul style="list-style-type: none"> • Special Education Plan 2020-2021 • Update on Special Education Funding for 2020-2021 • Agency Reports

Early Identification Procedures and Intervention Strategies

Kindergarten Children with Special Education Needs

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

In planning Kindergarten programs for children with special education needs, educators begin by examining both the program expectations and the individual child's strengths and learning needs to determine which of the following options is appropriate for the child:

- no accommodations or modified expectations;
- accommodations only (individualized teaching and assessment strategies, human supports, and/or individualized equipment)
- modified expectations, with the possibility of accommodations;
- alternative expectations, which are not derived from the program expectations.

While the majority of children adapt to the level of programming offered during the early school years, a minority shows evidence of learning difficulties that place them significantly behind their peers in key areas of communication and cognitive development.

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

Children Requiring Accommodations Only

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

There are three types of accommodations:

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

If a child requires "accommodations only" to support learning, the IEP box on the Kindergarten Communication of Learning: Initial Observations report and on the Kindergarten Communication of Learning report will **not** be checked. Reporting provided under Key Learning, Growth in Learning, and Next Steps in Learning in both reports will be based on the expectations in the Kindergarten Program Document.

Children Requiring Modified or Alternative Expectations

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

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

If a child requires modified expectations, assessment and evaluation of his or her key learning will be based on the learning expectations identified in the IEP. On the Kindergarten Communication of Learning reports, the IEP box must be checked for any frame in which the child requires modified expectations, and the following statement must be inserted: *"Program expectations have been modified to meet the needs of the child."* The educators' comments should include relevant information on the key learning and on the child's demonstrated growth in learning related to the modified expectations, as well as next steps for the child's learning.

For the majority of children, alternative expectations would be additional to modified or regular Kindergarten program expectations. If a child requires alternative expectations, assessment and evaluation of his or her key learning will be based on the learning expectations identified in the IEP. On the Kindergarten Communication of Learning reports, the IEP box must be checked for any frame in which the child requires alternative expectations, and the following statement must be inserted: *"Key learning, growth in learning, and next steps in learning are based on alternative learning expectations in the IEP."*

Transition Plans for Children with Special Education Needs

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

The transition plan should be responsive to the child's physical, emotional, and learning needs, and should be developed in collaboration with parents and members of the school's special education team, community agencies, and other professionals, as required, to determine the nature and extent of the transition support that the child requires. The plan must identify specific transition goals, the actions required to achieve the goals, the kind of support needed, roles and responsibilities, and timelines for the implementation and/or completion of each of the identified actions.

For further information about transition planning, see "Policy/Program Memorandum No. 156: Supporting Transitions for Students with Special Education Needs" (2013).

MINISTRY OF EDUCATION POLICY/PROGRAM MEMORANDUM NO. 11 (REVISED 1982) – EARLY IDENTIFICATION OF CHILDREN'S LEARNING NEEDS:

The Ministry of Education Policy/Program Memorandum No. 11 states that:

"Each school board is required to have approved and in operation by September 1981 procedures to identify each child's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development."

Guiding Principles of the Early Identification and Intervention Program:

- Language development is a major component of early identification.
- Teachers, in consultation with parents, must strive to know each child as soon, and as thoroughly as possible, in order to provide learning opportunities that will help each child.
- A variety of strategies are to be used to maintain an ongoing review of each child's emotional, social, intellectual, and physical development throughout the early years.
- Continuous assessment is to be done to help determine suitable programs for each child depending on learning strengths and needs. These programs are provided to the child in an environment where he or she feels secure.
- Assessment information is to be used to assist the child, and not as a predictor of long-term achievement.

- Classroom and resource teachers will work together to identify children with special needs and refer them to the appropriate agencies for further assessment and for appropriate services. They will also work together to use the expertise of these professionals to help assist with programming.

Specific Objectives of the Program:

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

Development in Early Learning

Children exhibiting signs of physical, cognitive, linguistic and/or social difficulties will benefit from a comprehensive system of observation and assessment. Compiling information on any or all of the following areas can help determine the area(s) on which intervention should focus.

- ❑ **Background Information about Family, Early Development, Health, Language, Literacy, and Educational Experiences:** A record of early developmental milestones will provide information about the rate of learning and any difficulties the child may have experienced.
- ❑ **Hearing and Vision:** Some physiological causes affect development. For example, a hearing impairment can interfere with language acquisition; a child with a visual impairment may be unable to interpret and interact with his or her environment appropriately.
- ❑ **Observations about Perception, Memory, Language, Thinking Skills, and Aptitudes:** These observations can help identify children experiencing difficulties in one or more areas of development.
- ❑ **Listening Comprehension and Expressive Language:** Observation of the child as he or she communicates with parents, teachers, and peers demonstrates his or her ability to comprehend single words, sentences, questions, and short stories. A child should be able to use words previously learned, express ideas in an organized way, manipulate the sounds that make words, and play rhyming games, as appropriate. Constraints associated with formal testing may be less evident during observation, revealing more of what a child knows or can express. This is a significant area of observation because other symbolic systems, such as reading, writing and mathematics are based largely on oral language.
- ❑ **Awareness and Manipulation of Sounds in Words, Letter Names, and Picture Names:** These are good predictors of the success any given child may have with early reading skills.
- ❑ **Writing Mechanics and Early Content:** A child's pencil grasp during the writing process, samples of drawings, invented spellings, and pretend messages can effectively supplement the results of more formal testing.
- ❑ **Mathematics:** Testing instruments assess a child's verbal, visual and cognitive skills through recognition of numerals and perception of quantitative and qualitative characteristics (more, less, bigger, similar, different). Additional observation is also valuable.
- ❑ **Reasoning:** A child's ability to sort, group, classify objects and attributes, solve problems, and understand cause and effect can be determined by the performance of various tasks and by careful observation.
- ❑ **Social and Self-Help Skills and Use of Non-Verbal Communication:** Children should demonstrate the progressive ability to put on articles of clothing, tie shoes, button buttons, select clothes that are appropriate for different activities and weather conditions, and feed themselves. As play progresses from sensory exploration and representational play, a child should learn to take turns. Observing the child perform tasks that require visual-spatial skills can be beneficial.
- ❑ **Attention:** Younger children may be expected to lack sustained attention and be overactive, while kindergarteners should develop the ability to remain on task for a sustained period. Observation can reveal problems in this area.
- ❑ **Maturation:** Parents can provide information about a child's ability to care for him or herself and for others. From this information, along with observation, a child's level of general independence can be determined.

ROLES AND RESPONSIBILITIES

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

Classroom Teacher:

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

Resource Teacher:

- ✓ Provide support to the classroom teacher in using a variety of strategies to maintain a systematic and ongoing review of each child's emotional, social, intellectual and physical development
- ✓ Administer additional assessments as required for students who may be at risk
- ✓ Involve parents in the consultation process and consult with them on a regular basis
- ✓ Accommodate various learning styles to enhance each child's self-concept and development
- ✓ Treat information from assessment as tentative, temporary and confidential
- ✓ Identify children with needs who require further assessment
- ✓ Record all information on the early identification tracking sheets found in the School-Based Assessment folder
- ✓ Support the classroom teacher in the creation, implementation and monitoring of the Individual Education Plan
- ✓ Liaise with community agencies to ensure adequate support is being provided to children previously identified during their preschool year

The Parent or Guardian:

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

The School Principal:

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

The Northeastern Catholic District School Board has adopted several observation, diagnostic and formal assessment tools to help classroom and resource teachers determine which students are at risk and require specialized interventions. A description and a list of these tools follows on page 40.

EARLY AND ONGOING IDENTIFICATION PROCEDURES

- **School Registration:**

- ✓ The early identification process begins in the winter prior to school entrance when the parent/guardian comes to the elementary school to register the child for Junior Kindergarten, Kindergarten, or in some cases, Grade 1.
- ✓ The parent/guardian completes the "School Registration Form". This form provides the school with basic demographic information about the child and his or her family.
- ✓ The parent/guardian is also asked to complete the "Early Years Information" form which will include information about the child's health history and general development. The school secretary or principal is available to help fill out the form if needed.

- **Intake Process and Transition for Students with Special Education Needs:**

The Ministry document entitled *Planning Entry to School* will be used as the primary reference resource for the development and delivery of an effective transition plan for students with special needs entering the NCDSB. Transitions from home to school, from one grade or level of schooling to another, from one school to another, and from school to work can be challenging for students with exceptionalities and their families. A coordinated plan must be developed as part of the learner's Individual Education Plan and implemented well before any anticipated move is initiated to ensure that the student has the supports in place to assist in the transition. The Superintendent of Education works in conjunction with the Special Education team to review the required elements of the transition plan and ensure that a collaborative approach is employed. Each student case is discussed and reviewed as required, and relevant student information is shared with the appropriate team members and receiving facility to ensure maximum success of transitioning students.

- **Observation of Students & Pedagogical Documentation:**

The observation of a student is a collaborative effort of many individuals interacting with the student. It is the most significant tool one has for assessment and evaluation. The interpretation of these observations can help ensure that appropriate programs are planned and implemented for each student.

When making observations, the teacher must be cognizant of the developmental profile of the student. Both the developmental stages and the learning expectations must form the basis for observation. Observation is an integral part of the teaching process.

Observations should be made of the student's interaction in his or her environment, and his or her attitudes towards learning. In this way, the teacher has a better chance of discovering the special talents, strengths, interests, and needs of the student that may affect his or her progress towards becoming an autonomous learner.

The *Royal Commission on Learning* states that well-structured programs for young children must be based on careful observation and monitoring of individual progress (vol. 11, pg. 21). Therefore, observation must be deliberate. Teachers must have a plan for methodical observation. Good observation techniques have the following characteristics:

- regular and systematic
- target a specific skill, attitude or behaviour
- reflect both process and product
- accompanied by examples where appropriate
- comprehensive – in a variety of settings (classroom, gym, recess, small group, large group, independent)
- formative – over a period of time
- unobtrusive and not interfere with normal activities
- cover all aspects of development: spiritual, cognitive, physical, social, and emotional
- objective and factual
- shared with parents/guardians and the student

Observations of students should be made for the following reasons:

- ✓ **To help determine effective teaching strategies:** Profitable, effective teaching strategies may be formed from observations.
- ✓ **To confirm the validity of other information (such as assessment):** Information gathered by teacher observation may at times be more valuable and valid than other information obtained by tests, formal assessments, or student records. Thus, the teacher, through observation, is capable of confirming (or disproving) test findings or other information obtained from other sources.
- ✓ **To identify problems that can be solved or remediated through modification of classroom program:** A student may need to adjust to a new teacher or adult with a personality different from that of the parent/guardian or previous teachers. Furthermore, a lack of understanding of directional/positional concepts, quantitative/numerical concepts and other prerequisite skills may cause a student much frustration and result in a learning problem.
- ✓ **To identify students who should be referred to the school-based team:** If a child is exhibiting behaviours that are affecting his or her learning, then referral to the School-based team may be necessary. A referral should be completed as soon as possible, since 30 days of observations is required (in most cases) before a meeting can take place.

The following observation techniques should be used regularly:

- ☐ anecdotal records
- ☐ collections of student work (portfolios)
- ☐ inventories (like reading or writing)
- ☐ questionnaires
- ☐ diaries
- ☐ checklists
- ☐ rating scales
- ☐ interviews/conferences
- ☐ discussions

Pedagogical Documentation

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

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

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

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

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

- *Ontario Early Years Policy Framework (2013)* [Ontario Early Years Policy Framework](#)
- *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Needs, Kindergarten to Grade 6 (2005)* [Kindergarten Matters: Intentional Play-based Learning](#)
- *The Kindergarten Program (2016)* [The Kindergarten Program, 2016](#)
- *Growing Success - The Kindergarten Addendum (2016)* [Growing Success – The Kindergarten Addendum](#)
- *Kindergarten Matters: Intentional Play-Based Learning*

[Kindergarten Matters: Intentional Play-based Learning](#)

- *Learning for All K-12*
[Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013](#)
 - *Monographs: What Works: Research into Practice & Capacity Building Series – Some of the Titles of interest – Language and Literacy October 2011, Maximizing Student Mathematical Thinking in the Early Years (2011), Pedagogical Documentation (2012) and The Third Teacher (2012)*
[Inspire: What Works? Research Into Practice](#)
[Inspire: Capacity Building Series](#)
 - *Planning Entry to School: A Resource Guide (2005)* [Planning Entry to School](#)
 - *Principals Want to Know Tip Sheets: #15 – Documenting in FDK – Making Children’s Learning Visible; #16 – Supporting Strong Educator Teams for Full-Day Kindergarten; #17 – Intentional Play-Based Learning*
 - *How Does Learning Happen, Ontario’s Pedagogy for the Early Years (mainly page 37-62)*
<https://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>
 - Kindergarten GAINS – [Kindergarten GAINS Video](#)
- **Assessment Strategies**
As part of the NCDSB Code Project (DELTA), board-wide implementation of the Binder of Assessment Tools (BAT) was first introduced to primary division teachers during the 2007-2008 school year. As part of the early identification process, the BAT has been designed to assist teachers in their understanding of student strengths & needs as they relate to literacy and numeracy skills. It is intended that this information would then be used to strategically design appropriate instructional and intervention programs. The BAT was revised over the 2014-2015 school year and was redistributed to schools for implementation September 2015. The assessment tools within the BAT include:
 - ✓ Phonological Awareness
 - ✓ Concepts About Print
 - ✓ Oral Language
 - ✓ Letter Identification
 - ✓ Letter – Sound Correspondence
 - ✓ Word Knowledge/Word Features
 - ✓ Reading Records
 - ✓ All About Numbers for Year 1 and Year 2 FDK students

ACTION 6 FOR 2020-2021

Continue to monitor and support the use of the Brigance Screen III for Year 2 Kindergarten and Grade 1 students. Screening will take place in December 2020 with a follow up for students at risk in June 2021. Review the impact of data analysis of the Brigance to ensure it is providing us with the necessary information to better support our youngest learners. Provide training to teachers and ECEs in January 2021 so that they can implement appropriate interventions based on the results of the Brigance. Revise and implement the Early Identification Student Profile by June 2021.

DETERMINING IF A STUDENT IS AT RISK

The observation and assessment tools will provide the educator teams and resource teachers with a general understanding of each student’s abilities in a wide variety of areas. The results are not to be viewed individually. Consideration of all the assessment data as well as anecdotal observations regarding the student’s performance in the regular classroom are essential. This provides a more balanced understanding of the student’s strengths and needs.

Each assessment tool has different cut-offs for determining if a student is at risk. The following **guidelines** should be used when analyzing results:

- **Teacher School Readiness Inventory:** The TSRI includes teacher ratings in the areas of attention and memory, verbal fluency, participation level, letter identification skills and printing skills. These areas have consistently demonstrated strong relationships with children’s later success in school. **Children who score 13 or lower on the TSRI should be considered at risk.**
- **Brigance Early Childhood Screen III Kindergarten & Grade 1:** The Brigance measures the areas of Physical Development, Language Development and Academic Skills/Cognitive Development (Literacy and Mathematics). A child who is 5 years, 0 months - 5 years, 5 months must score at least 61 to be considered not at risk. A child 5 years

6 months - 5 years, 11 months must score at least 70 to be considered not at risk. A child 6 years, 0 months – 6 years, 5 months must score at least 68 to be considered not at risk. A child 6 years, 6 months – 7 years, 6 months must score at least 86 to be considered not at risk.

- **Binder of Assessment Tools:** Students who score less than 50% on 7 of 10 of the literacy screens or less than 40% on the numeracy screen.
- **Fountas & Pinnell Benchmark Assessment System/GB Plus:** A student whose independent reading level is **more than 1 grade below** his or her age-appropriate level should be considered at risk.

Choosing Students for Intervention Programs

Once the results have been carefully analyzed and day-to-day observations are considered, the teacher, resource teacher and principal need to make a decision regarding the student's status in the program. A student's status must be determined to be one of the following and recorded annually on the "Early Identification Student Profile" form:

- ✓ **NOT AT RISK:** Results indicate that the student is not currently experiencing any major difficulties that might affect the rate of learning.
- ✓ **MAY BE AT RISK:** Results indicate that the student may experience some difficulties learning. The classroom teacher will monitor the student's progress over the term to determine if referral to the Diagnostic and Resource Team is required. This is considered the **WAIT AND WATCH STAGE**.
- ✓ **AT RISK:** Results clearly indicate that the student may experience social, emotional, intellectual, or academic difficulties. The student **MUST BE REFERRED** to the school-based team as soon as possible. Intervention is required.

The role of a school-based team, in relation to the Early Identification and Intervention Program is as follows:

- ✓ Review the results of the observations and assessments conducted on the student;
- ✓ Confirm the status of the student as being AT RISK (or WAIT AND WATCH);
- ✓ Recommend intervention program(s) based on assessment results and the student's strengths and needs, and determine who will be responsible for intervention program(s);
- ✓ Request creation of an intervention plan that will take the form of an Individual Education Plan and suggest possible modifications and/or accommodations to the regular classroom program;
- ✓ Determine if further assessment by school, board or community agency personnel is required;
- ✓ Explain the results of assessments and implications to the parent of the student;
- ✓ Obtain consent from the parent for intervention program(s);
- ✓ Monitor progress being made with the student on a term-by-term basis;
- ✓ Ensure tracking sheets are complete and stored in the OSR.

NCDSB EARLY IDENTIFICATION PROCESS

Revised September 2015

Early I.D. Pamphlet and Handbook for Parents provided to all new students at the beginning of the school year.

?

Screening of students begins in September using the appropriate screening tools. See Suggested Timelines for Assessment.

?

NO

Results indicate that student is progressing as expected.

?

Complete the Early Identification Student Profile form for the student and place (or return) it to the OSR.

?

Re-screen student at beginning of next year as per grade level requirements.

?

WAIT & WATCH

Results indicate that student may be at risk.

?

Recommend that students have hearing, vision, and/or medical screening done. Complete the Early Identification Student Profile form for the student and place it in the OSR. Refer the student to the school-based team.

?

Classroom teacher monitors the student's progress in the 1st and 2nd terms.
Discuss progress with parents at reporting times.

?

RT meets with classroom teacher each term to determine if re-screening is necessary. Similar tool should be used in re-screening.

?

Based on the results of the 2nd screen, decide whether a student requires intervention. If so, move to YES. If not, move to NO or remain at WAIT.

?

YES

Results indicate that student is at risk.

?

Recommend that students have hearing, vision, and/or medical screening done. Complete the Early Identification Student Profile form for the student and place it in the OSR. Refer the student to the school-based team.

?

School-based team recommends an intervention program, determines needs for IEP and further assessment.

?

RT meets with classroom teacher at each reporting period to determine whether or not intervention should continue. Decisions must be based on student's progress as indicated on the skills' checklist. Re-screen before discontinuing intervention.

?

If intervention is to continue, review the program and adjust to meet the student's needs. Reconvene school-based team to review the child's case and make further recommendations if necessary.

?

If intervention is required into the next school year, an IEP must be developed by mid-October. School-based teams may recommend further assessment and/or identification by IPRC.

PLEASE NOTE:

The classroom teacher or parent may request to have a child re-assessed at any time within this process, provided that there is a legitimate concern. Therefore, movement between NO, WAIT & WATCH and YES is possible at any time.

Reporting and Storing Results

All assessment results are stored in the student's school-based assessment folder. The **Early Years Student Summary** Form will be kept in the documentation file of the Ontario Student Record.

INTERVENTION FOR STUDENTS AT RISK

Intervention refers to curriculum modifications and/or supports that are designed to promote student success. These services are tailored to meet a student's individual needs and should build on a student's strengths. Intervention can take on many different forms and may look quite different from one student to the next.

Early Literacy Initiatives:

The Northeastern Catholic District School Board has adopted a comprehensive literacy framework. The following are recognized as supports for this framework.

- **The NCDSB Reading/Writing Continuum:** All teachers have access to a planning document that supports the connections that should be made between specific reading for meaning expectations (1.4-1.9) and the six forms of writing. This document provides valuable information about what forms, formats, expectations and prompts should be used within each teaching/learning cycle.
- **Phonological Awareness Development:** Each school has been provided with the *Jolly Phonics* program. This multi-sensory program provides the opportunity for children to work with blending and segmenting words using the 42 phonemes of the English language. Each phoneme has a corresponding action, sound and picture cue that is taught simultaneously. This program is to be introduced in FDK and integrated into the current reading program as required in subsequent grades. Other resources similar to Jolly Phonics can also be used at the school's discretion. In addition, each school has received a copy of the book entitled *Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills* by Jo Fitzpatrick. This can be found in the FDK classroom or in the resource room. Teachers are expected to build explicit opportunities for students to develop phonological awareness into their comprehensive literacy program.
- **Oral Language Development:** Over the last few years, a significant amount of money has been invested in providing resources and professional learning to support oral language instruction in FDK and the early primary grades. Teachers are familiar with a number of strategies they can use to embed oral language instruction into their comprehensive literacy program. We have also explored more explicit opportunities for students to receive Tier 1 intervention at the classroom level as needed. Our contracted Speech Pathologist has been screening all Year 2 Kindergarten students in the fall of each year. These results are being used to identify students who would benefit from Tier 1 interventions, as well as further assessment. We are pleased to share that we had an Oral Language Intervention teacher at Pope Francis Elementary School in the 2019-2020 school year.
- **Fountas & Pinnell Benchmark Assessment System/GB Plus:** Fountas & Pinnell Benchmarks are an invaluable way to determine which strategies a student is using while reading in order to build reading skills while focusing on the student's strengths and needs.

Early Numeracy Initiatives:

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

- **The NCDSB Math Continuum:** All teachers have access to a planning document that supports the connections between the expectations of Ontario Mathematics Curriculum and a variety of resources that can help support instruction. Emphasis has been placed on helping teachers see how the strands are connected and how many of the skills and concepts of the curriculum spiral. This document helps teachers understand how individual expectations build over the grades.
- **NCDSB All About Numbers:** This tool has been designed and developed by teachers to support assessment of number concepts in FDK Year 1 & Year 2, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5 and Intermediate (based on Grade 7 Expectations). Once teachers have used the assessment, they can follow up with providing whole-class or small-group interventions using the Intervention Guide that has been created to support this tool.
- **NCDSB Show What You Know in Mental Math:** This tool has been designed and developed by teachers to support assessment of mental math strategies from Grade 1 to 8. This is one way teachers can see how students are internalizing the mental math strategies that are being taught for each operation.

Specific Intervention Programs:

- **Fountas & Pinnell Leveled Literacy Intervention:** All schools are currently using the LLI in order to address the needs of students who have experienced difficulty learning to read and write from Kindergarten to Grade 8. LLI has been proven to be very effective in accelerating student learning and close achievement gaps for students within 10 to 20 weeks. Many students who have participated in an LLI intervention are withdrawn from the program after they met grade level ranges of reading achievement.
- **Violence Prevention and Empathy Training Programs:** Programs such as *Second Step*, *Roots of Empathy* and *Be Cool* are violence prevention curriculum. The goal of these programs is to build problem-solving and social skills, and to develop anger management skills to help children get along with others.
- **Empower Reading Program:** Empower Reading is an explicit intervention designed by Sick Kids to support phonemic awareness for students with significant deficits in decoding. This program now operates in 5 of our schools with the largest number of at-risk and/or students with learning disabilities. We plan to expand the program to include the comprehension module at two schools in the 2020-2021 school year.

ACTION 7 FOR 2020-2021

Explore the use of the Empower Comprehension module for Gr. 2-5 at Sacred Heart School and Pope Francis Elementary School. We would like to include a group of indigenous students to see the impact of the program on our students who have significant language deficits.

- **Tier 2 Intervention for Mathematics:** All resource teachers are now providing at least one period a day of numeracy-based interventions for at-risk students. Schools used a variety of different means of identifying which students would receive this support, but all were required to track progress over time using one of the formal assessment tools at their disposal. Two key resources have supported this work in many schools: *Leaps and Bounds* & *The Key Math Essential Resources Kit 1 & 2*. In the 2019-2020 school year, we had a Math Intervention teacher as a 0.5 FTE at St. Jerome School.

Follow-up to Identification and Intervention

Students who are receiving intervention or who are on the WAIT & WATCH list must be monitored carefully by the classroom and resource teachers. Adjustments to the classroom or intervention program(s) are required when a student is not demonstrating the necessary growth. These adjustments must be tailored to meet the needs of each child. The degree and extent to which a program is adjusted will vary from child to child. For example, it may be necessary to modify the entire program or just one aspect of it. Modifications may be short term or ongoing. It may also be necessary to make accommodations such as the time required to complete tasks.

Modifications and Accommodations for At-Risk Students: The following are sample indicators of the need for program accommodations and modifications:

- ✓ The child has limited background experience and general knowledge;
- ✓ The child is experiencing learning difficulties in one or more areas of the program;
- ✓ The child is exhibiting behavioural difficulties;
- ✓ The child has difficulties attending;
- ✓ The child is having difficulties relating to/getting along with others;
- ✓ The child is overly shy or overly compliant;
- ✓ The child has a speech or language difficulties;
- ✓ The child has a vision or hearing deficit;
- ✓ The child displays gross or fine motor difficulties;
- ✓ The child's first language is other than English.

Students who demonstrate any of the above characteristics will likely require some general modifications and accommodations to the regular classroom program in order to experience success. Therefore, it is the responsibility of the classroom teacher, in conjunction with the resource teacher and the parent, to decide if an Individual Education Plan (IEP) would be in the child's best interest, and what should be included to ensure the student's needs are being met.

In the primary division, the Individual Education Plan may consist of only a few pages that outline the specialized intervention programs and/or strategies being used with the student. The goals should be tailored specifically to the needs identified throughout the assessment process and must be linked as closely as possible to Ontario Curriculum expectations when possible. See section 5.3 for strategies that can be used to help develop skills in weak areas.

In the junior and intermediate divisions, the Individual Education Plan will likely be significantly longer. The reason for this is that accommodations and/or modifications may be required in most subject areas.

Beginning in September 2016, we have been advocating for accommodations only to be provided to students with learning disabilities, particularly in the area of mathematics. The reason for this is that we understand the limitations we are placing on students who have modified math programs as they move up through the grades. Those students who have had a modified math program in elementary school are not likely to be allowed to take an applied or academic math course in high school. This significantly reduces any student's career opportunities.

ACTION 8 FOR 2020-2021

Continue to monitor the modifications being made to math programs for students with learning disabilities. Provide greater support to RTs and Classroom Teachers to identify gaps in student learning and opportunities for intervention. Support the use of the York Region suggested accommodations by psychological process and the York Waterfall to help teachers meet the needs of LD students in math.

Build capacity around math content knowledge and math pedagogy with resource teachers and principals to support their work in math intervention. This will be particularly important given the potential gaps created during the COVID 19 Pandemic.

IEPs should not contain too many expectations in any one term so that the teacher is able to provide the instruction required to meet these goals. This will help the student meet with success. **Individual Education Plans must be reviewed each term and a copy sent home to parents.**

Modifications and Accommodations for Students Who Perform Beyond Grade Level Curriculum Expectations:

Program accommodations and modifications may also be required for the child who performs beyond grade level curriculum expectations in one or more areas and displays some of the following characteristics:

- ✓ The child is socially adept and demonstrates maturity in interpersonal relationships;
- ✓ The child displays acute curiosity and is rarely satisfied with superficial explorations;
- ✓ The child learns rapidly and easily with very little repetition;
- ✓ The child becomes engrossed in a single activity for an extended period of time and requires little or no direction;
- ✓ The child has learned to read early and possesses a sound understanding of the nuances of language;
- ✓ The child has an understanding of skills and concepts not formally taught;
- ✓ The child is able to deal with abstractions (e.g. time, cause, and effect) better than age peers;
- ✓ The child demonstrates advanced physical skill development.

Reviewing Student Status

The school-based team is responsible for reviewing a student's status in the Early and Ongoing Identification and Intervention Program. When a classroom or resource teacher feels a meeting is necessary to discuss a student's progress, the team must set up a meeting as soon as possible. It is strongly suggested that the parent be included in this meeting.

A student who has demonstrated that he or she is able to cope with the grade-level curriculum relatively independently may no longer require accommodations, modifications or intervention strategies currently in place. This improvement needs to be demonstrated both through classroom observation and in formal assessment. The school-based team will make a decision about discontinuing any student who demonstrates the required growth. **Nonetheless, it is suggested that the student's progress for the next couple of terms be closely monitored to ensure that difficulties do not resurface.** Close communication between the classroom teacher, the resource teachers, and the parent is required.

ACTION 9 FOR 2020-2021

Continue to support schools in implementing the School-Based Team model. The purpose of these meetings is to provide an opportunity for school staff to discuss the needs of students by sharing ideas about how to better support the student, and collaborate to create an action plan to support the student moving forward. A follow up is required to ensure that actions have been taken and to discuss their effectiveness.

Educational and Other Assessments

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

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

During 2019-2020, the NCDSB contracted approximately 27 psycho-educational assessments across the elementary and secondary panels. In determining priority, factors considered include the degree to which students are struggling academically or socially, special class placement, change in program placement and other cases as per need. This number is less than the previous school year due to the interruption of school because of the Covid 19 pandemic.

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

The Northeastern Catholic District School Board purchases the services of local psychologists when psychological and psychometric assessments are required. We have also begun a process whereby our Special Assignment Teacher for Special Education has been learning to administer the WISC-III alongside our contracted psychologist. We are in phase two of this project; as such she is now doing many assessments on her own with our contracted psychologist simply reviewing her results and signing off on her reports. This has proven to be a very cost-effective and more personalized approach for our students.

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

Assessments	Management of Waiting List
Informal Educational	According to severity/needs (e.g., provision of specialized support, information for the IPRC process); generally done at the school level after permission is obtained from parents.
Speech & Language Pathology	<ul style="list-style-type: none">• SLP Service Delivery Model• Prioritization of service based on chronological order of wait with the following exceptions: medically fragile, groups, programming needs.
Occupational Therapist	Referral to community agency.
Physiotherapist	Referral to community agency.
Psychological and Psychoeducational (contracted)	Prioritization based on need and severity, along with the following factors: the degree to which students are struggling academically or socially, special class placement, provision of specialized support, change in placement, post-secondary transition.

ACTION 10 FOR 2020-2021

In addition to the usual 35-40 assessment completed each year, provide up to 4 psychological assessments annually for students we suspect are ASD. This will be done through our contracted psychologist. Diagnosis of ASD is becoming very challenging for families in the north. Wait-lists are long and services are scarce.

ACTION 11 FOR 2020-2021

Continue to work with our contracted SLP provider to ensure the provision of additional and more consistent therapy for students required language support. This funding will come from the Northern Support Initiative and is done in collaboration with our co-terminus English school board.

Category of Assessment	Name of Test	Who does the assessment	Qualifications of Assessor	Frequency of Assessment
District wide	Benchmark Assessment System/GB+	Classroom teacher	OCT	Year 2 FDK – Grade 8 English and French Immersion Programs
	Teacher School Readiness Inventory	Classroom Teacher	OCT	FDK Year 1, Year 2, Grade 1
	Ontario Writing Assessment	Classroom teacher	OCT	As per Teacher Professional Judgment; Gr. 1-8
	Ontario Comprehension Assessment	Classroom teacher	OCT	As per Teacher Professional Judgment; Gr. 1-8
	Ontario Numeracy Assessment Package	Classroom teacher	OCT	As per Teacher Professional Judgment; Gr. 1-8
	NCDSB Binder of Assessment Tools (BAT)	Classroom teacher	OCT	As per Teacher Professional Judgment; FDK-Gr. 4
	Mathematics Gap Closing Resources	Classroom teacher	OCT	As per Teacher Professional Judgment; Gr. 4-8
	NCDSB All About Numbers	Classroom Teacher	OCT	As per Teacher Professional Judgment; FDK Year 1, Year 2, Grade 1, Grade 2, Junior & Intermediate
	NCDSB Show What You Know in Mental Math	Classroom Teacher	OCT	As per Teacher Professional Judgment; All elementary grades
Individual Standardized Tests	WISC IV	Psychologist & Psychometrist	M.A. / Doctorate Directly or in a Supervisory Role	As required
	TAPS	Resource Teacher	Spec Educ Specialist, Spec Ed 2	As required

	TVPS	Resource Teacher	Spec Educ Specialist, Spec Ed 2	As required
	Peabody Picture Vocabulary Test	Resource Teacher	Spec Educ Specialist, Spec Ed 2	As required
	Key Math 3	Resource Teacher	Spec Ed Specialist, Spec Ed 2	As required
	Brigance Early Childhood Screen III Kindergarten & Grade	Resource Teacher	Spec Ed Specialist, Spec Ed 2	December for all Year 2 FDK and Gr. 1 Students; Repeated with those at risk in June
	WIAT-III	Resource Teacher Psychometrist	Spec Educ Specialist/Spec Ed 2/M.A./ Doctorate	As required

Coordination of Services with Other Ministries or Agencies

The Board, in conjunction with several of the local agencies, have developed procedures to facilitate the entry to children with Special Education needs from preschool programs, from care, treatment and correctional programs and from Special Education programs offered by other boards of education. The Board has also developed procedures for the transfer of exceptional students to care, treatment and correctional programs and to programs offered by other school boards.

STUDENTS ENTERING THE BOARD

- **Preschool Nursery Programs and Daycare Centres**

The entry process for children who have been identified as having Special Education needs prior to school registration is a cooperative endeavour between the family, the school and the superintendent or designate. At the time of registration, the school principal will begin to arrange an in-take meeting with the parents of the child, the nursery school or daycare, and any of the outside agencies that might be involved with the student. The purpose of the in-take meeting is to gather as much information as possible about the child in order to ensure a smooth transition to school. Should intensive support be required, the initial leg work is started. This allows an educational assistant and any specialized equipment that might be needed to be arranged before the beginning of the school year.

- **Preschool Speech and Language Programs**

A transition plan has been developed between the local school boards and the Porcupine and Timiskaming Region Health Units to ensure that the transition between preschool speech and language services and school services are in place. For students who have been receiving speech services from the Porcupine or Timiskaming Health Unit, the service is transitioned, if needed, to the Community Care Access Centre. For students who have been receiving language services from the Porcupine Health Unit, the service is transitioned, if needed, to our Board.

- **Intensive Early Intervention Program for Children with Autism**

Children who are involved with the intensive early intervention program for children with autism may enter Junior and Senior Kindergarten while they are involved with the program. Most parents opt to have the child attend school only half a day so that the intervention program can continue the other half of the day.

It is the responsibility of the parent to notify the school of the child's participation in this program at the time of school registration. Steps can then be taken to arrange an in-take meeting with the appropriate outside agencies to

ensure a smooth transition to school. With informed, written consent from the parent/guardian, the agencies involved with the student can share assessments from community educational, medical and social service professionals.

When a student completes the intensive early intervention program, a transition meeting is scheduled at the school where the parent/guardian, the student's therapist, the resource teacher and other school personnel make any changes necessary to the student's Individual Education Plan.

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

We continue to employ our own Autism and Behaviour Support Specialists (initial hiring of the first one in the Fall of 2010; 2nd position added in the Fall of 2018). In addition to this in-house service, we have also been maximizing supports provided through **Hands** in North Bay and through **NEOFACS** and their Autism Assessment Team. Sadly these two programs will be discontinued under the new Ontario Autism Program.

Further to these important partnerships, the NCDSB continues to maximize the services offered through the school support program and training opportunities facilitated by the Geneva Centre for Autism. With the recruitment of an ABA expert, as per ministry funding and in accordance with PPM 140, our staff and students are benefiting from this developed service. We remain committed to providing the necessary skills and training to our staff to better support the needs of our students diagnosed with an autism spectrum disorder. In the 2016-2017 school year, 6 Educational Assistants, 1 ECE and 8 CYWs completed the 20 Hour ABA Certificate Course; 3 Educational Assistants completed the 8 hour Introduction to ABA Course and 1 EA and 4 Early Childhood Educators completed the 8 hour Inquiry and Play-Based Learning Using ABA Course. In the 2017-2018 school year, 12 Educational Assistants and 3 Child and Youth Workers completed the 40 hour Registered Behaviour Technician course through the Geneva Center. In 2018-2019, an additional 6 Educational Assistants and 9 Child & Youth Workers completed the 40 hour Registered Behaviour Technician course through the Geneva Center. This was part of the ASD Pilot. These courses have been very well received and have supported all staff in meeting the needs of students with autism more effectively.

Under the Northern Support Initiative, we have engaged Dr. Stephane Beaulne to provide extensive professional learning related to self-regulation in the early years. This has included large group learning sessions for FDK teams, classroom teachers of students in Grades 1 and 2, and school principals. It has also included in-vivo coaching.

Finally, the ASD Pilot has also allowed us to hire a Behaviour Analyst. This position is providing an additional layer of support to students with autism and their families.

- **Care Treatment and Correctional Facilities**

Students who are involved in educational programs in care, treatment and correctional facilities require considerable support when making the transition back to their school. When the staff at the facility feels the student is ready to begin making the transition back to the school, the school is contacted and arrangements are made to hold a case conference. The parent/guardian, facility staff, school personnel and superintendent of designate attend the case conference. The purpose is to develop a transition plan for the student's return to school. Our School Mental Health Nurse would also play a role in the transition of such students.

- **Programs Offered by Other Boards of Education**

When a student transfers into the Northeastern Catholic District School Board from another school board where he/she has been involved in Special Education programs or services, the principal of the school which the student will be attending follows the same procedures used when any student transfers into the school. He/she will request the student's Ontario Student Record (OSR) and will generally call the principal of the child's last school to gather as much information as possible. The parent/guardian is provided with a copy of the Board's Special Education Guide to the IPRC process, and the process is explained. The parent/guardian would also be asked to sign a "Consent Form" to allow school board personnel to access other educational, medical or social service reports which may not be contained in the OSR.

If the student meets the criteria for identification as an exceptional student according to the Board's categories of exceptionalities and definitions, a request is sent by the school principal to the special assignment teacher for Special Education for an initial IPRC to be held. Once the IPRC is held, the student is placed in the appropriate Special Education program and an Individual Education Plan is developed or revised.

STUDENTS LEAVING THE BOARD

- **Transfer to Another School Board**

When a student transfers from the Northeastern Catholic District School Board to attend a school in another school board, information about the student is shared with the receiving school board following the procedures outlined in the *Ontario School Record (OSR) Guidelines 2000*. If the receiving board requests other information that is not contained within the OSR, the Board requires the receipt of a signed “Consent Form” from the parent/guardian prior to forwarding any additional information.

- **Transfer to Care, Treatment or Correctional Facility**

When a student transfers from the Northeastern Catholic District School Board to attend an educational program offered by a care, treatment or correctional facility, information about the student is shared with the principal of the educational program of the facility following the procedures outlined in the *Ontario School Record (OSR) Guidelines 2000*. Our School Mental Health Nurse would also play a role in the transition of such students. If the receiving board requests other information that is not contained within the OSR, the Board requires the receipt of a signed “Consent Form” from the parent/guardian prior to forwarding any additional information.

Specialized Health Support Services in School Settings

Legislative Background:

- *Policy/Program Memorandum No. 81 – Provision of Health Support Services in School Settings* was issued by the Ministry of Education in 1984. It describes the nature of health services that would be provided in school settings and by whom these services would be provided.
- In 1996, the *Long Term Care Reform Act* was passed which means that the services being provided under the Home Care Program are now being provided by NELHIN (Northeast Local Health Integration Network).

Specialized Health Support Services: The board, in conjunction with the North East Local Health Integration Network (NELHIN) and other agencies provide the following specialized health support services for students who require them in school settings:

- ✓ administering prescribed medications;
- ✓ administering prescribed oxygen;
- ✓ assistance with mobility;
- ✓ catheterization;
- ✓ feeding;
- ✓ lifting and positioning;
- ✓ nursing;
- ✓ nutrition;
- ✓ occupational therapy;
- ✓ physiotherapy;
- ✓ speech and language therapy;
- ✓ speech correction and remediation;
- ✓ suctioning;
- ✓ toileting

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

- ✓ type of specialized health support services;
- ✓ providers of each service;
- ✓ eligibility criteria for students to receive the service;
- ✓ position of person who determines eligibility to receive the service and the level of service;
- ✓ criteria for determining when the service is no longer required;
- ✓ procedures for resolving disputes about eligibility and level of support

The Northeastern Catholic District School Board has established the *Protocol for Partnerships with External Agencies* as per PPM 149

Specialized Health Support Services	Agency or Position of Person who Performs the Service	Eligibility Criteria for Students to Receive the Service	Position of Person who Determines Eligibility to Receive the Service and the Level of Support	Criteria for Determining When the Service is No Longer Required	Procedures for Resolving Disputes About Eligibility and Level of Support
Administering Prescribed Medication	Principal	Medical assessment indicating that prescribed medication must be administered during school hours Informed, written consent of parent/guardian or adult student	School principal	Medical assessment that the prescribed medication no longer needs to be administered during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator
Administering Prescribed Oxygen	Board staff (EA)	Medical assessment indicating that prescribed oxygen must be administered during school hours Informed, written consent of parent/guardian or adult student	School principal NELHIN case worker	Medical assessment indicating that the prescribed oxygen no longer needs to be administered during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator
Assistance with Mobility	Board staff (EA)	Medical assessment indicating need for assistance with mobility Informed, written consent of parent/guardian or adult student	School principal	Medical assessment indicating assistance with mobility no longer required OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator
Catheterization Clean Intermittent	Student Board staff (EA)/ NELHIN Nurse	Medical assessment indicating that catheterization must be done during school hours Informed, written consent of parent/guardian or adult student	School principal NELHIN case manager	Medical assessment indicating that catheterization no longer required during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator
Physiotherapy	NELHIN Physiotherapist Board staff (EA)	Medical assessment indicating that physiotherapy is required during school hours Informed, written consent of parent/guardian or adult student	School principal NELHIN case manager	Medical assessment indicating that physiotherapy no longer required during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator
Speech and Language Therapy	NELHIN Speech and Language Pathologist	Speech and Language assessment indicating that speech and/or language therapy is required during school hours	School principal NELHIN case manager	Medical assessment that speech and/or language therapy no longer needs to be administered during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator

Specialized Health Support Services	Agency or Position of Person who Performs the Service	Eligibility Criteria for Students to Receive the Service	Position of Person who Determines Eligibility to Receive the Service and the Level of Support	Criteria for Determining When the Service is No Longer Required	Procedures for Resolving Disputes About Eligibility and Level of Support
Speech Correction and Remediation	Board Staff (EA/RT) Speech and Language Pathologist	Speech and Language Assessment indicating that speech correction and/or remediation is required during school hours Informed, written consent of parent/guardian or adult student	School principal Speech and Language Pathologist	Speech and Language assessment indicating that speech correction and/or remediation no longer required during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator
Suctioning Shallow Surface	Board staff (EA)	Medical assessment indicating that shallow surface suctioning must be provided during school hours Informed, written consent of parent/guardian or adult student	School principal NELHIN case manager	Medical assessment indicating that shallow surface suctioning no longer required during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator
Deep Suctioning or Drainage	NELHIN Nurse	Medical assessment indicating that deep suctioning and/or drainage must be provided during school hours Informed, written consent of parent/guardian or adult student	School principal NELHIN case manager	Medical assessment indicating that deep suctioning and/or drainage no longer required during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator
Toileting	Board staff (EA)	Medical assessment indicating that student requires assistance with toileting	School principal	Student demonstrates independent toileting skills	Superintendent or designate and/or superintendent may act as a mediator
Catheterization Sterile Intermittent	NELHIN Nurse	Medical assessment indicating that sterile catheterization must be done during school hours Informed, written consent of parent/guardian	School principal NELHIN case manager	Medical assessment indicating that catheterization no longer required during school hours OR parent/guardian assumes responsibility	Superintendent or designate and/or superintendent may act as a mediator

Staff Development

Goal of Special Education Staff Development Plan

The goal of Special Education staff development is to ensure that all staff members are continuously updated regarding:

- Board's philosophy of Special Education, mission and statement of beliefs and their implications
- Current research on "best practice" in Special Education
- New legislation, policies and procedures of the Ministry of Education
- New policies and procedures of the Board
- Specialized programs or techniques to use with exceptional students

Ways in Which Staff Provide Input for the Plan

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

A Professional Development Committee composed of a team in accordance with Provincial Discussion Tables (PDT) requirements meets at least 4 times a year to plan staff development for administration, principals, and teachers. Professional development is provided during Professional Development Days, during staff meetings, and through voluntary after-school workshops.

The committee utilizes information from the Ministry of Education, especially as it relates to new legislation, policies and procedures, from recommendations made through the Special Education Advisory Committee, and from surveys sent to the teachers when determining the topics which will be addressed during the school year.

- **Resource Teachers:**

Resource teachers are surveyed each year to determine professional development needs for the year. In addition, information provided by the Ministry of Education regarding new initiatives, policies and procedures are considered. Professional development will occur at regular intervals based on need at resource teacher meetings and/or through job-embedded learning. Information from each teacher's Annual Learning Plan is also used to determine what learning might be needed.

- **Educational Assistants:**

A Professional Development Committee composed of staff members from the Human Resources Department, representatives from the support staff and members of the Canadian Union of Public Service Employees plan professional development activities for educational assistants. Educational Assistants had the opportunity to attend all seven professional activity days in 2019-2020; 3 of which required mandatory participation.

- **Child and Youth Workers:**

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

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

When several professional development needs are determined, the Special Education Department, along with the Board's Curriculum Team and Professional Development Committee, consider the following factors in prioritizing the delivery of said professional development: Ministry-focused funding, Ministry training goals for any given year, needs resulting from school-based consultations, feedback from school principals and teachers, partnerships with our coterminous board (DSBONE), and the teacher federation.

In order to maximize funds for professional development, funding for training of resource teachers, child and youth workers and educational assistants is usually taken directly from the Special Education budget. Where possible, we also attempt to integrate the use of Education Program Other (EPO) funds to support our learning.

Ways in Which SEAC is Consulted About Staff Development

- SEAC is informed about upcoming staff development and has the opportunity to suggest staff development activities.
- Information is shared after staff development has occurred regarding the success of the endeavour.
- SEAC is provided with information regarding the professional development session when requested.
- SEAC is invited to attend professional development sessions.

Budget Allocation for Special Education

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

Cost-Sharing with Ministries and Other Agencies

Professionals from outside agencies often extend invitations to staff development activities to our resource teachers, child and youth workers and educational assistants. In addition, Educational consultants from Sagonaska Demonstration School are always willing to provide staff development opportunities. Educational consultants from the Provincial Schools for the Deaf also offer information sessions to staff members upon request.

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

The Northeastern Catholic District School Board's Special Education Plan is available for viewing on the Board's website at www.ncdsb.on.ca. A copy is also available in each school. In addition, principals are requested to highlight the most pertinent areas of the Plan during one of the school's bi-monthly staff meetings. Upon request, the superintendent or designate is available to review the Plan with school staff.

- Throughout the 2019-2020 school year, the focus of professional learning for the Special Education staff include, but was not limited to:
 - A full day Resource Teacher learning session led by Jeff Hockett and Wendy O'Neil, consultants from the Sagonaska Provincial School for Learning Disabilities. The session was entitled Fostering Efficacious Kids: Learn about all the ways in which our students with LDs develop Grit, Growth Mindset and Self-Efficacy, and Focused & Productive Classrooms – Leveraging Executive Functions: An in-depth look at executive functions and the role they play in the classroom.
 - EA session during the November PA Day with a focus on the cognitive process and executive functioning and how it relates to a student with a learning disability.
 - A learning session entitled "Teaching Within a Strength-Based Framework that explored strength-based teaching, research supporting this approach and how to implement it in a classroom or school setting provided to RTs, EAs, and principals.
 - The development, implementation, monitoring, and assessment of IEPs – all new teaching staff were required to complete a 2.5 hour on-line module that was done by all new teachers.
 - Behaviour Management System - All EAs, CYWs, ECEs, Autism & Behaviour Specialists and Principals fully trained. All teaching staff completed the theoretical and de-escalation components of the program.
 - Assistive technology in the regular classroom setting; focus on both Google Read & Write
 - Teaching Attendance - all EAs, CYWs, Indigenous Support Workers, Autism & Behaviour Specialists
 - Trauma Informed, Resilient Schools - All Teachers, EAs, ECEs, CYWs, Principals, School Secretaries, SOs, Indigenous Support Workers, Autism & Behaviour Specialists, Mental Health & Indigenous Leads
 - Emotional Coaching - All CYWs, Principals and SOs
 - Supporting Students with Behavioural Concerns Using a Tiered Model - all Principals, CYWs and Resource Teachers
 - Skill Acquisition with Skill Streaming - CYWs, Mental Health Worker, Autism & Behaviour Specialists
 - Autism Awareness Training - Resource Teachers, SATs, Autism & Behaviour Specialists
 - Adverse Childhood Experiences - EAs, CYWs, ABST, MH Worker, Indigenous Support Worker, Indigenous Lead, Mental Health Lead
 - Stress Lesson Series - CYWs, Indigenous Support Worker, Indigenous Lead, Mental Health Lead
 - Changing Minds - EAs, CYWs, ISW, ABST, MH Worker

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

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

ACTION 12 FOR 2020-2021

1. Implement the use of the professional learning series at staff meetings or during other professional learning opportunities to help all teachers better understand the psychological processes and their impact on learning.
2. Continue to implement the LD Class Profiles that have been created. Build capacity with classroom teachers to better understand how to support students with an LD in the regular classroom.

Accessibility (AODA)

The Ministry of Education has established new funding opportunities via SEA per pupil amounts allowing greater flexibility with technology purchases as well as the claims-based process for all other purchases. In order for students with physical disabilities to fully participate in their educational programs, the school buildings must be physically accessible to them. In the Spring of each year, the superintendent or designate discusses the needs of students entering each school the following September with the school principal in order to ensure that the necessary arrangements are made for the child.

Physical Renovations and Accommodations

YEAR	RENOVATION/ ACCOMMODATION	SCHOOL/ LOCATION	COST
1999	Elevator	St. Patrick School, Cobalt	\$80,000
2000	Elevator	O’Gorman Intermediate Catholic School, Timmins	\$80,000
2001	Automatic door actuator	O’Gorman High School, Timmins	\$20,000
2001	Stair Tracker	St. Patrick School, Kapuskasing	\$7,000
2002	Supports in washroom for accessibility	Holy Family School, Englehart	\$500
2003	Painting of stairwells for visually-impaired child	St. Patrick School, Cobalt	\$200
2003	Automatic door actuators	English Catholic Central School, New Liskeard Holy Family School, Englehart St. Paul School, Timmins	\$6,000
2003	Ramp for access to tech room	O’Gorman Intermediate Catholic School, Timmins	\$2,000
2003	Privacy doors to accessible washroom	Sacred Heart School, Kirkland Lake	\$500
2003	Buzzer at front door	St. Patrick School, Cobalt	\$100
2003	Designated handicap parking	All schools	\$600
2004	Elevator	St. Paul School, Timmins	\$100,000
2004	Automatic door actuator	Holy Family School, Englehart	\$2,000
2004	Wheelchair ramp for outside portable	St. Paul School, Timmins	\$2,000
2004	Doors in wheelchair accessible washroom	Sacred Heart School, Kirkland Lake	\$500
2004	Improved lighting in washroom for visually-impaired child	St. Patrick School, Cobalt	\$100
2004	Wheelchair ramp	O’Gorman Intermediate Catholic School, Timmins	\$2,000
2004	Automatic door actuator	English Catholic Central School, New Liskeard	\$2,000
2004	Automatic door actuator	St. Paul School, Timmins	\$2,000
2004	Barrier-free washrooms	St. Paul School, Timmins	\$2,000
2004-2005	Repainting of stairs for visually-impaired child	St. Patrick School, Cobalt	\$200
2005	Completion of all handicapped parking	Various schools	\$50 each

2005	Noise reduction caps for desks (to help hearing-impaired children)	Sacred Heart School, Timmins St. Jerome School, Kirkland Lake St. Patrick School, Kapuskasing	\$1,000
2006	Noise reduction caps for desks (to help hearing-impaired children)	Sacred Heart School, Kirkland Lake Sacred Heart School, Timmins St. Paul School, Timmins	\$750
2006	Repositioning track and harness	Sacred Heart School, Kirkland Lake	\$2,000
2006-2008	Elevator	St. Patrick School, Kapuskasing	\$140,636
2009	Hush-ups in 4 classrooms	O'Gorman Intermediate Catholic School, Timmins	\$1,000
2010	Full accessible compliance		
2001	Full accessible compliance		
2012	Full accessible compliance		
2013	Playground	Bishop Belleau School, Moosonee	\$10,000
2014	Ramp to Gym	English Catholic Central School	\$56,400
2014	Replacement of door knobs to Levers	St. Paul School, Timmins	\$8000
2014	Replacement of door knobs to Levers	Sacred Heart School, Timmins	\$8000
2015	Replacement of door knobs to Levers	O'Gorman Intermediate Catholic School, Timmins	\$5,000
2016	Upgraded exterior entrance for Accessibility	O'Gorman Intermediate Catholic School, Timmins	\$30,000
2016	New lift and ramp	Sacred Heart School, Kirkland Lake	\$360,000
2016	New hands-free fixtures in washrooms	Bishop Belleau School, Moosonee	\$12,000
2017	Door operator at main entrance Replaced 32" doors to 38" doors complete with new levers	ACCESS Centre, Timmins	\$30,000
2017	Installed ceiling mounted swing for Special Education use	St. Patrick School, Cobalt	\$10,000
2017	Upgraded exterior entrance and paved parking lot to enhance accessibility	English Catholic Central School, New Liskeard	\$250,000
2017	Installed OBC compliant non-slip (carpet) finish with leading and ending colour strips on corridor ramp to enhance accessibility and assist with the visually impaired	Holy Family School, Englehart	\$2,550
2017	Upgraded existing plumbing fixtures and installed automatic operators in washroom areas. Installed protection under barrier-free countertop on main floor BF W/R.	O'Gorman Intermediate Catholic School, Timmins	\$120,000
2017	Upgraded existing plumbing fixtures with new automatic operators in the washroom areas (with the exception of urinals and toilets). Installed barrier-free backrest and elongated toilet seats on toilets in barrier-free W/R's. Installed barrier-free accessible countertop at sink location on main floor and second floor girls' washroom area.	O'Gorman High School, Timmins	\$35,000
2017	Installed OBC compliant handrails on exterior stairs, along with colour coded non-slip stair treads and	ACCESS Centre, Timmins	\$50,000

	non-slip landing identifier for the visually impaired.		
2018	Upgraded existing plumbing fixtures with new automatic operators in the washroom areas on the Main Floor and Boy's washroom on the Second Floor. Installed barrier-free backrest and elongated toilet seats on toilets in barrier-free W/R's. Installed barrier-free accessible countertop with protection at sink location in the washroom areas on the Main Floor. Provided colour contrast by painting wall behind plumbing fixtures an alternate colour for the visually impaired. (Boy's & Girl's W/R's both floors)	St. Patrick School Kapuskasing, ON	\$250,000
2018	Provided colour contrast by painting wall behind plumbing fixtures an alternate colour for the visually impaired. (Boy's & Girl's W/R's Main Floor)	Aileen Wright English Catholic School Cochrane, ON	\$2500
2018	Upgraded exterior site, installed side walk from parking lot to Main Entrance, paved parking lot, provided designated Barrier-Free parking stalls to enhance accessibility.	ACCESS Centre Timmins, ON	\$250,000
2018	Upgraded exterior entrance and paved parking lot, provided designated Barrier-Free parking stalls to enhance accessibility.	Sacred Heart School Kirkland Lake, ON	\$250,000
2019	Replacement of door knobs to Levers	Sacred Heart School Kirkland Lake, ON	\$25,000
2019	Replacement of door knobs to Levers	St. Patrick School Kapuskasing, ON	\$25,000
2019	Replacement of door knobs to Levers	St. Anne English Catholic School Iroquois Falls, ON	\$25,000

Multi-Year Capital Expenditures for Accessibility to School Buildings

Future accessibility plans will be dependent on funding allocations and needs. The Ministry is strongly encouraged to increase allocation in capital funding to enable the Board to develop a long-term plan.

A copy of the Board's budget is available upon request. The budget is also posted on the Board's website.

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

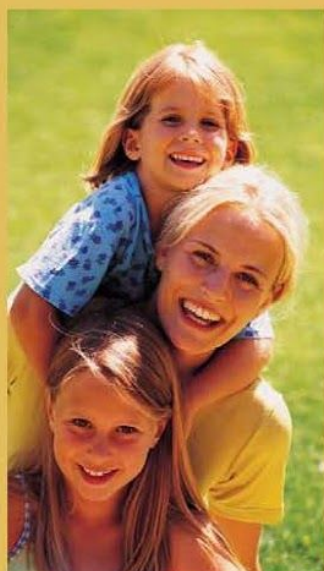
ACCESSIBILITY FEATURES BY SCHOOL AT THE NCDSB										
SCHOOL	Handicapped Parking Sign	Wheelchair/ Van Accessible	School Accessible	Automatic Door Opener	Portable Classroom Accessible	Resource Room	Stage Accessible	2 nd /3 rd Floor Accessible	Special Needs Washroom	Hydraulic Change Table
Aileen Wright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

Revised September 2018



NORTHEASTERN CATHOLIC DISTRICT SCHOOL

PARENT'S GUIDE TO SPECIAL EDUCATION



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

WE BELIEVE THAT:

- + All teachers are special educators.
- + Every student is a valued and welcomed member of our Catholic learning community.
- + All children and youth can succeed given the necessary support, services, and access to quality programs.
- + Parents play an important role in their children's academic, social, and personal success.
- + All students should be empowered to become independent, active members of their community, a place where every person contributes and benefits from living and learning together.

OUR MISSION

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

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THE IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

WHAT IS AN IPRC?

Regulation 181/98 requires that all school boards set up one or more IPRC. An IPRC is a group made up of at least three people. Parents are invited and strongly encouraged to attend the IPRC meeting. There are also others who may attend:

- other resource people, at the discretion of the principal (such as special education staff, board support staff, or an agency representative who may provide further information);
- a representative for the parents – that is, a person who may support the student or the parents, or speak on their behalf;
- an interpreter if one is required (request through principal)

WHAT IS THE ROLE OF THE IPRC?

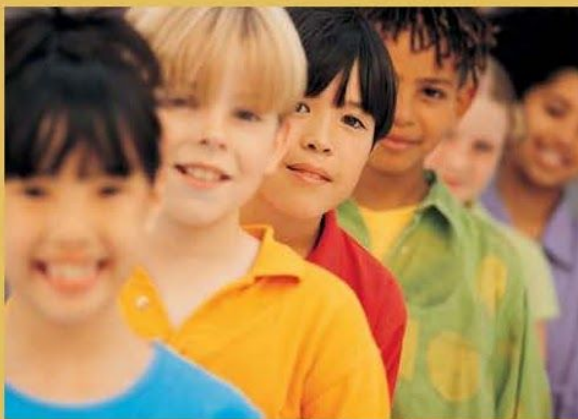
The committee will:

- decide whether or not your child should be identified as exceptional;
- identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- list the strengths and needs of your child;
- decide an appropriate placement for your child;
- review the identification and placement at least once in each school year.

HOW IS AN IPRC REQUESTED?

The principal of your child's school:

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



WHO IS IDENTIFIED AS AN EXCEPTIONAL STUDENT?

An "exceptional student" refers to a student whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered by the school board's Identification, Placement and Review Committee (IPRC) to benefit from a placement in a special education program and/or service.

WHAT IS A SPECIAL EDUCATION PROGRAM?

A special education program is defined as an educational program that is based on and modified by the results of continuous assessment and evaluation. It includes an Individual Education Plan containing specific objectives and an outline of special education services that meet the needs of the student.

WHAT ARE SPECIAL EDUCATION SERVICES?

Special education services are the facilities and resources, including equipment and support personnel, needed to create a special education program.

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

THE IPRC CONTINUED

WHAT HAPPENS AT AN IPRC MEETING?

- The principal, who acts as the chair of the meeting, will introduce everyone and explain the purpose of the meeting. The principal will review your child's educational history.
- The IPRC will review all available information about your child:
 - ✓ reports that have been received by a professional;
 - ✓ a summary of current programming and other accommodations/modifications that have been made to facilitate your child's learning;
 - ✓ identify areas of strengths and continued areas of need;
 - ✓ consider any information that you submit about your child;
 - ✓ discuss any specialized transportation or equipment that may be necessary.
- Once these details have been discussed, a recommendation for an identification and placement will be made.
- Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will meet your child's needs and be consistent with your preferences.
- You are encouraged to ask questions and join in the discussion at any point during the meeting.
- A summary of the discussions is recorded on the "Statement of Decision."

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



WHAT WILL THE WRITTEN IPRC STATEMENT OF DECISION INCLUDE?

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

WHAT WILL THE IPRC CONSIDER WHEN MAKING ITS PLACEMENT DECISION?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will meet your child's needs and your preferences. See page 5 for a description of the placement options available in our board.

PAGE 3

✦ REVIEWING THE IPRC DECISION

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

ONTARIO MINISTRY OF EDUCATION CATEGORIES OF EXCEPTIONALITY

Behaviour	<p>A learning disorder characterized by specific behaviour problems over such a period of time and to such a marked degree, and of such a nature as to adversely affect educational performance and that may be accompanied by one or more of the following:</p> <ul style="list-style-type: none"> • an inability to build or to maintain interpersonal relationships; • excessive fears or anxieties; • a tendency to compulsive reaction; or • an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.
Communication: Learning Disability (LD)	<p>A learning disorder persistently and significantly has an impact on the ability to learn and use academic and other skills that:</p> <ul style="list-style-type: none"> • affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range; • results in (a) academic achievement that is inconsistent with the intellectual abilities of the student and /or (b) academic achievement that can be maintained by the student only with high levels of effort and/or with additional support; • results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; • may typically be associated on one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (self-regulation of behavior and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); • may be associated with difficulties in social interaction; with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • is not primarily the result of: <ul style="list-style-type: none"> ✓ impairment of vision or hearing; ✓ intellectual disabilities; ✓ socio-economic factors; ✓ cultural differences; ✓ lack of proficiency in the language of instruction; ✓ lack of motivation or effort; ✓ gaps in school attendance or inadequate opportunity to benefit from instruction.
Communication: Autism	<p>A severe learning disorder that is characterized by:</p> <ul style="list-style-type: none"> • disturbances in: <ul style="list-style-type: none"> ✓ rate of educational development; ✓ ability to relate to the environment; ✓ mobility; ✓ perception, speech and language; • lack of the representative symbolic behaviour that precedes language.
Communication: Deaf and Hard of Hearing	<p>An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.</p>
Communication: Language Impairment	<p>A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:</p> <ul style="list-style-type: none"> • involve one or more of the form, content, and function of language in communication and; • include one or more of the following: <ul style="list-style-type: none"> ✓ language delay; ✓ dysfluency; • voice and articulation development, which may or may not be organically or functionally based.

ONTARIO MINISTRY OF EDUCATION CATEGORIES OF EXCEPTIONALITY

Communication: Speech Impairment	A disorder in language formulation which may be associated with neurological, psychological, physical, or sensory factors that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.
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.
Intellectual: Mild Intellectual Disability (MID)	A learning disorder characterized by: <ul style="list-style-type: none"> • an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; • an inability to profit educationally within a regular classroom because of slow intellectual development; • a potential for academic learning, independent social adjustment, and economic self-support.
Intellectual: Developmental Disability (DD)	A severe learning disorder characterized by: <ul style="list-style-type: none"> • an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; • an ability to profit from a special education program that is designed to accommodate slow intellectual development; • a limited potential for academic learning, independent social adjustment, and economic self-support.
Physical Disability	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or developmental level.
Physical Disability: Blind/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 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 OPTIONS IN THE NCDSB

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

Regular Class	The student is placed in a regular class for the entire day, and the teacher provides program modifications and/or accommodations.
Regular Class with Indirect Support	The student is placed in a regular class for the entire day, and the student receives specialized consultative services.
Regular Class with Resource Assistance	The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified resource teacher.
Regular Class with Withdrawal Assistance	The student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day from a qualified resource teacher.
Special Education Class with Partial Integration	The student is placed by the IPRC in a Special Education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular classroom for at least one instructional period daily.
Special Education Class Full-Time	The student is placed by the IPRC in a Special Education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

WHAT HAPPENS IN THE APPEAL PROCESS?

The appeal process involves the following steps:

- The board will establish a Special Education Appeal Board to hear your appeal. The appeal board will be composed of three persons who have no prior knowledge of the matter under appeal, one of whom is to be selected by you, the parent.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent, and your child (if he/she is 16 years or older) are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within 3 days of the meeting's ending. It may agree with the IPRC and recommend that the decision be upheld or disagree with the IPRC and make a recommendation to the board about your child's identification or placement or both.
- The appeal board will report its recommendations in writing to you and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations. Boards are not required to follow the appeal board recommendation. You may accept the board's decision or you may appeal to a Special Education Tribunal.



WHAT CAN PARENTS DO IF THEY DISAGREE WITH THE IPRC DECISION?

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

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

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

THE NOTICE OF APPEAL

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

Please note: Even if you do not consent to the IPRC decision, if you do not appeal it, the board will instruct the principal to implement the IPRC decision.

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

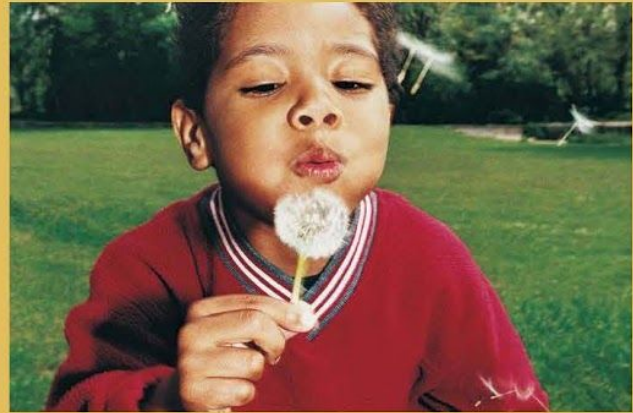
THE INDIVIDUAL EDUCATION PLAN

WHAT IS AN IEP?

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

An IEP should include:

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



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

AN IEP IS....

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

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✦ AN IEP IS NOT....

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

THE INDIVIDUAL EDUCATION PLAN

WHAT IS THE PARENT'S ROLE IN THE IEP?

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

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

COMMUNICATION BETWEEN HOME AND SCHOOL

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

If, at any time, a family feels as though their child's needs are not being met, the parent is encouraged to request a meeting with the school. This can be done through the resource teacher, classroom teacher or the principal. Should you feel as though the needs of your child are still not being met once you have addressed your concerns with the school, you are always welcome to contact the superintendent of education responsible for special education through the NCDSB board office at 705.268.7443.



SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

For more information, please visit our website at www.ncdsb.on.ca

Regulation 464/97 under the Education Act requires each school board in Ontario to establish a Special Education Advisory Committee (SEAC) which is comprised of trustees, members from local associations and agencies. We are pleased to have membership from the following:

- ♦ North Eastern Ontario Family and Children's Services
- ♦ Cochrane Timiskaming Resource Centre
- ♦ Children's Treatment Centre
- ♦ Canadian Mental Health Association
- ♦ Cochrane District Social Services Administration Board
- ♦ Timmins Family Counselling Centre
- ♦ VOICE for Hearing Impaired Children
- ♦ The Lord's Kitchen
- ♦ Community Living Timmins

The role of SEAC is to make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional students of the board.

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

OTHER PLACEMENT OPTIONS

PROVINCIAL AND DEMONSTRATION SCHOOLS

The Ministry operates Provincial and Demonstration Schools throughout Ontario for deaf, blind, deaf-blind, and severely learning disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday for students who live too far from school to travel daily. If you feel that your child might benefit from one of these programs, please contact the principal of your child's school. There is a comprehensive application process required for admission that must be completed by school board staff on your child's behalf.

Provincial Schools Branch Ministry of Education		School for the Blind and Deaf-Blind	
Provincial Schools Branch 255 Ontario Street South Milton, ON L9T 2M5 Tel.: 905-878-2851 Fax: 905-878-5405		W. Ross MacDonald School 350 Brant Avenue Brantford, ON N3T 3J9 Tel.: 519-759-0730 Fax: 519-759-4741	
Schools for the Deaf		Provincial Demonstration Schools for Students with Learning Disabilities	
The Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, ON L9T 2M5 Tel.: 905-878-2851 Fax: 905-878-1354		Amethyst School 1090 Highbury Avenue London, ON N5Y 4V9 Tel.: 519-453-4408 Fax: 519-453-2160	
The Roberts School for the Deaf 1090 Highbury Avenue London, ON N5Y 4V9 Tel.: 519-453-4408 Fax: 519-453-7943		Centre Jules-Léger (FRANCOPHONE) 281 Lanark Street Ottawa, ON K1Z 6R8 Tel.: 613-761-9300 Fax: 613-761-9301	
Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, ON K8P 1B2 Tel.: 613-967-2823 Fax: 613-967-2857		Sagonaska School 350 Dundas Street West Belleville, ON K8P 1B2 Tel.: 613-967-2830 Fax: 613-967-2482	
Centre Jules-Léger (FRANCOPHONE) 281 Lanark Street Ottawa, ON K1Z 6R8 Tel.: 613-761-9300 Fax: 613-761-9301		Trillium School 347 Ontario Street South Milton, ON L9T 3X9 Tel.: 905-878-8428 Fax: 905-878-7540	

OTHER ORGANIZATIONS AVAILABLE TO ASSIST PARENTS

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

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

CONTACT INFORMATION

For more information about Special Education Programs and Services, please use the information on this page to contact a school principal or the superintendent of education responsible for Special Education.

NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

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

**Phone: 705.268.7443
Toll Free: 877.422.9322
Fax: 705.267.3590**



NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD ELEMENTARY SCHOOLS

Aileen Wright English Catholic School - Cochrane 705.272.4704	Bishop Belleau School - Moosonee 705.336.2619
English Catholic Central School - New Liskeard 705.647.4301	Holy Family School - Englehart 705.544.2397
O'Gorman Intermediate Catholic School - Timmins 705.264.6555	Sacred Heart Catholic School - Kirkland Lake 705.567.7444
Pope Francis Elementary School - Timmins 705.264.5869	St. Anne English Catholic School - Iroquois Falls 705.232.5355
St. Jerome School - Kirkland Lake 705.567.5800	St. Joseph School - South Porcupine 705.235.4622
St. Patrick School - Cobalt 705.679.5575	St. Patrick School - Kapuskasing 705.335.3241

NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD SECONDARY SCHOOL

O'Gorman High School - Timmins



**Northeastern
Catholic District
SCHOOL BOARD**

STUDENT SERVICES REFERRAL

STUDENT INFORMATION

Student's LEGAL Name:	Surname	First Name	Middle Name
Date of Birth (DD/MM/YY):	Age:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Student Address:	Town/City:		
Postal Code:	Identified by IPRC: Designation:	<input type="checkbox"/> Yes <input type="checkbox"/> No	IEP: <input type="checkbox"/> Yes <input type="checkbox"/> No Since:
Home Phone:	Cell Phone:		

REFERRAL INFORMATION

School:	Date of Referral:
Referral Source:	Relationship to Student:
Student/Guardian is Aware of Referral? <input type="checkbox"/> Yes <input type="checkbox"/> No	Date Contacted: By Whom:
Signature of Referee:	Please sign and date when the form is complete. Submit one copy and place a copy in the Ontario Student Record.
Signature of School Principal:	

PARENT/LEGAL GUARDIAN INFORMATION

First Parent	Surname:	First Name:
Relationship to Student: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Other	Home Phone:	
Home Address:	Work Phone:	
Town/City:	Postal Code:	Cell Phone:
Mailing Address (if different):		
Town/City:	Postal Code:	
Second Parent	Surname:	First Name:
Relationship to Student: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Other	Home Phone:	
Home Address:	Work Phone:	
Town/City:	Postal Code:	Cell Phone:
Mailing Address (if different):		
Town/City:	Postal Code:	
Custody: <input type="checkbox"/> Both Parents <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Other		

REASON FOR REFERRAL

Please indicate why you are making this referral. Include any concerns, questions and desired outcomes in your response. What questions would you like answered?

How long has this been a concern?

CHECKLIST OF CONCERNS (list primary concerns only)

Cognitive

- ☐ struggles to comprehend material/concepts
- ☐ has poor short-term memory skills
- ☐ has poor long-term memory skills
- ☐ struggles to understand and follow directions
- ☐ uses problem solving strategies inefficiently
- ☐ generally seems to learn slowly

Perceptual Motor

- ☐ has poor auditory perception
- ☐ has poor visual perception
- ☐ has poor handwriting/penmanship
- ☐ appears clumsy and awkward
- ☐ has right/left confusion
- ☐ has poor gross motor coordination
- ☐ has poor fine motor coordination

Speech/Language/Academic

- ☐ has difficulty with oral language
- ☐ has difficulty with written expression
- ☐ has a limited vocabulary
- ☐ has poor math calculation skills
- ☐ has difficulty decoding words
- ☐ has poor reading comprehension
- ☐ has poor phonological awareness
- ☐ has poor spelling and/or grammar skills

Social/Emotional/Motivational

- ☐ gives up easily
- ☐ is easily frustrated
- ☐ demonstrates low interest in school work
- ☐ steals things
- ☐ avoids doing work in class
- ☐ fails to do homework
- ☐ presents with low self-esteem
- ☐ is socially isolated from peers
- ☐ has numerous physical complaints
- ☐ has limited social perceptiveness
- ☐ struggles to get along with other children
- ☐ demonstrates aggressive behaviour
- ☐ shows anger quickly
- ☐ is uncooperative
- ☐ is upset by changes in routine
- ☐ asks questions constantly
- ☐ requires more support than most peers
- ☐ requires constant supervision
- ☐ seeks attention constantly
- ☐ shows disruptive behaviour
- ☐ talks excessively
- ☐ gives in to peer pressure
- ☐ is self-critical or critical of others
- ☐ has low expectations for academic success
- ☐ demonstrates wide mood changes

SCHOOL HISTORY

Please list all previous schools attended. Include the approximate dates and locations.

Days Absent To Date:

Days Absent in Previous School Year:

Days Late To Date:

Days Late in Previous School Year:

STUDENT'S STRENGTHS AND INTERESTS

Please provide a brief description.

CURRENT CLASSROOM ACHIEVEMENT/FUNCTIONING LEVELS

Please provide a brief description. Attach most recent report card & IEP when applicable.

SCHOOL-BASED ASSESSMENT INFORMATION AND DATES

Please list all informal & formal school-based assessment results and dates administered.

FORMAL ASSESSMENT INFORMATION AND DATES

Please list all assessment results provided by a professional outside of our district and dates completed.

CURRENT PROFESSIONAL AND COMMUNITY SERVICES INVOLVED

Name	Title	Last Seen

SOCIAL/EMOTIONAL/FAMILY/BEHAVIOUR FACTORS

Child & Youth Worker is Involved: ☐ Yes ☐ No Behaviour Support Plan in Place: ☐ Yes ☐ No

Please provide a brief description. Attach any relevant observations, assessments and/or BSP completed by staff.

INTERVENTIONS TO DATE AND EFFECTIVENESS

Please identify all Tier 1 and 2 interventions that have been used. List any accommodations that have been provided. Indicate the effectiveness of each.

Intervention/Accommodation	Length of Intervention/ Accommodation	Effectiveness
		<input type="checkbox"/> highly effective <input type="checkbox"/> effective <input type="checkbox"/> some effectiveness <input type="checkbox"/> limited effectiveness
		<input type="checkbox"/> highly effective <input type="checkbox"/> effective <input type="checkbox"/> some effectiveness <input type="checkbox"/> limited effectiveness
		<input type="checkbox"/> highly effective <input type="checkbox"/> effective <input type="checkbox"/> some effectiveness <input type="checkbox"/> limited effectiveness
		<input type="checkbox"/> highly effective <input type="checkbox"/> effective <input type="checkbox"/> some effectiveness <input type="checkbox"/> limited effectiveness
		<input type="checkbox"/> highly effective <input type="checkbox"/> effective <input type="checkbox"/> some effectiveness <input type="checkbox"/> limited effectiveness
		<input type="checkbox"/> highly effective <input type="checkbox"/> effective <input type="checkbox"/> some effectiveness <input type="checkbox"/> limited effectiveness

FOR OFFICE USE ONLY

Date Received: Referral Sent To: <input type="checkbox"/> SAT for Student Services <input type="checkbox"/> case conference required <input type="checkbox"/> recommend Psycho-Educational Assessment <input type="checkbox"/> recommend Speech & Language Assessment <input type="checkbox"/> ABA Specialist <input type="checkbox"/> Attendance Counsellor <input type="checkbox"/> Mental Health Lead <input type="checkbox"/> Mental Health Nurse <input type="checkbox"/> Aboriginal Youth Liaison Worker	Date Reviewed by SO: Consents Required: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Educational Assessment <input type="checkbox"/> Speech & Language Assessment <input type="checkbox"/> Mental Health Services <input type="checkbox"/> ABA Specialist Support </div> <div> Received On: Received On: Received On: Received On: </div> </div> Next Steps:
--	--

Comments/Notes:



Considering a Child for Psychological Assessment

Some things to consider ...

	Review the Non-identified IEP list as any student that is moving to Tier 3 should have a modified IEP already in place. If the IEP is accommodated only, then the next step if the student is still struggling is to modify as needed.
	Remove any students that you feel might meet the CTRC mandate . This agency works with both children and adults that have a developmental disability, and will assess these students upon referral. The wait list in Timmins is over a year, so this is something to consider. Although, you can still program accordingly, as we often do not need a report for effective programming.
	Remove students that have had intervention , or for whom intervention has been very brief, or infrequent. This would include those students that saw the RT for 40 minutes once a week. We would not expect such students to show much growth considering the brief intervention provided. Intervention should have been solid.
	Examine educational testing results such as the BAT, BAS, All About Numbers . These tests would reflect the achievement gap that must be present if we are going to move forward with psychological testing.
	Consider if the student is displaying signs of ADHD/ADD . If the child has been formally diagnosed with either of these from a pediatrician, then we can identify the student as <i>Communication: Learning Disability</i> assuming that the ADHD is severe enough that we feel it is impacting learning and achievement. However, if we go this route, we do not have the WISC indexes that would help us program appropriately for the student. We would not have measures of the student's cognitive processes which we know is important in successful intervention and teaching. If we want to continue this route with a child that is ADHD we must feel confident that the assessor will be able to get enough information from the test to have a conclusive result. Many students that display signs of ADHD are able to sit and focus in a one to one environment with frequent breaks, but some are not. This should be decided on a case by case basis.
	Administering the WIAT requires parental permission and once this is obtained, then you can go ahead and administer this test. This test results need to highlight the achievement gap that you are expecting. Please call if you feel that the gaps in this test are not significant enough.
	Examine attendance patterns . It is hard for students to be successful if they are missing many days or many parts of days, or are arriving late frequently. Some students do not require Tier 3; they just need to be at school learning consistently.
	Check report cards to ensure that they too reflect the achievement gap that you are suspecting. Students may have Bs, but again, remember that the student is probably on a modified program. If students are achieving Bs and Cs on a report card without an IEP, or with just an accommodated IEP then they are working close to provincial average and would not require a psychological assessment.

PLEASE CALL TO DISCUSS IF YOU ARE STILL UNSURE OR REQUIRE AN OUTSIDE OPINION.



Northeastern
Catholic District
SCHOOL BOARD

REFERRAL FOR RESOURCE TEACHER SERVICES

STUDENT INFORMATION

Student Name:	Grade:
Teacher:	Date:

REASON FOR REFERRAL

- | | |
|--|--|
| <input type="checkbox"/> struggles to comprehend material/concepts
<input type="checkbox"/> has poor short-term memory skills
<input type="checkbox"/> struggles to understand and follow directions
<input type="checkbox"/> uses problem solving strategies inefficiently
<input type="checkbox"/> generally seems to learn slowly
<input type="checkbox"/> has difficulty with oral language
<input type="checkbox"/> has difficulty with written expression
<input type="checkbox"/> has a limited vocabulary
<input type="checkbox"/> has poor math calculation skills
<input type="checkbox"/> has difficulty decoding words
<input type="checkbox"/> has poor reading comprehension | <input type="checkbox"/> gives up easily
<input type="checkbox"/> is easily frustrated
<input type="checkbox"/> demonstrates low interest in school work
<input type="checkbox"/> avoids doing work in class
<input type="checkbox"/> presents with low self-esteem
<input type="checkbox"/> is upset by changes in routine
<input type="checkbox"/> asks questions constantly
<input type="checkbox"/> requires more support than most peers
<input type="checkbox"/> has low expectations for academic success
<input type="checkbox"/> has poor phonological awareness
<input type="checkbox"/> has poor spelling and/or grammar skills |
|--|--|

CURRENT CLASSROOM ACHIEVEMENT/FUNCTIONING LEVELS

Reading Assessment BAS / GB+		Reading Strategies Observed		Reading Response (attach sample)	
Instructional Level:					
Accuracy:					
Self-Correction:					
Fluency:					
Comprehension: (Within, About, Beyond)					
Writing – attach sample		Mathematics		Other	
<input type="checkbox"/> Ideas	<input type="checkbox"/> Voice	<input type="checkbox"/> Skill	<input type="checkbox"/> Strategy		
<input type="checkbox"/> Organization	<input type="checkbox"/> Word Choice	Explain:			
<input type="checkbox"/> Fluency	<input type="checkbox"/> Conventions				
<input type="checkbox"/> Oral to Written					
Other:					

INTERVENTIONS / STRATEGIES IMPLEMENTED

--

SIGNATURES	
Teacher:	Date:
Principal:	Date:



Northeastern
Catholic District
SCHOOL BOARD

CONSENT FOR CONSULTATION

Mental Health/ Psychological/ Speech & Language

(Date)

Dear (name of parent),

In order that we may better provide effective academic programming for your child, (child's name), we are recommending that we share your child's recent assessment(s) with members of our school board Specialist Team. They will provide us with recommendations and strategies to help us develop an effective program for your child to best meet their potential.

- ☐ Mental Health Lead & Nurse
- ☐ Psychologist (NCDSB contracted psychologist)
- ☐ Speech and Language Pathologist (NCDSB contracted Speech and Language Pathologist)

The results of this consultation will be shared with you as well as stored in your child's Ontario School Record. The results are confidential and cannot be given to anyone else without your consent. It is understood that you may, **at your expense**, seek other consultation services from other qualified professionals not contracted by the School Board.

Please give your consent by signing the form below. Should you have any questions or concerns, please do not hesitate to contact the school.

Sincerely,

Principal

School

CONSENT FOR CONSULTATION

Student Name:

☐ I give permission for my child's file to be reviewed as marked above.

☐ I **do not** give permission for my child's file to be reviewed as marked above.

Parent/Guardian's Signature:

Date:

Note to school: A copy of this authorization must be copied and issued to the parent/guardian.
The original is filed in the OSR.



**Northeastern
Catholic District
SCHOOL BOARD**

SPEECH & LANGUAGE SCREENING TOOL

New Referrals Only

SCHOOL INFORMATION

School:	Principal:
Classroom Teacher:	Resource Teacher:

STUDENT INFORMATION

Student's Name:		Date of Birth (DD/MM/YY):	
Grade:	Name of Parent(s):		1 st Language:

PHYSICAL & COGNITIVE RISKS

<input type="checkbox"/>	The child has frequent earaches, allergies or fevers.
<input type="checkbox"/>	The child is often tired.
<input type="checkbox"/>	The child has difficulty focusing and paying attention in a consistent manner.
<input type="checkbox"/>	The child is quickly discouraged and does not participate.

Comments:

SECOND LANGUAGE

<input type="checkbox"/>	The child has difficulty communicating in the first language:
<input type="checkbox"/>	The child's mother almost always speaks in a language different from the school's language.
<input type="checkbox"/>	The child's father almost always speaks in a language different from the school's language.

Comments:

COMMUNICATION

Phonological Awareness/Pre-reading Skills

<input type="checkbox"/>	The child could not clap the number of syllables in three syllable words.
<input type="checkbox"/>	The child could not identify among three words, two words that rhyme.
<input type="checkbox"/>	The child could not identify among three words, two words that begin with the same first sound.
<input type="checkbox"/>	The child could not distinguish between a book, a page, a word, and a sentence.

Language

<input type="checkbox"/>	The child uses immature sentence structures.
<input type="checkbox"/>	The child does not correctly use pronouns, articles and conjunctions.
<input type="checkbox"/>	The child has difficulty remembering new words (names, verbs, adjectives) and academic notions (temporal spatial relations, math concepts, etc.).
<input type="checkbox"/>	The child does not understand instructions given in the classroom.
<input type="checkbox"/>	The child has difficulty answering open ended questions.

Speech

<input type="checkbox"/>	The child omits, substitutes, or distorts phonemes in conversation. Circle the errors below. p,m,h,n (3. yrs.) w,b,k,g,d,f,y, (3.5-4yrs.) t,ng,r,l (5-6yrs) ch,sh,s,z,j,v,th (7-8 yrs.)
<input type="checkbox"/>	The child has a hoarse voice or speaks through the nose.
<input type="checkbox"/>	The child hesitates, prolongs, or repeats sounds and syllables in conversation.

<input type="checkbox"/>	The child does not greet others, does not maintain the topic of discussion, or does not verbally request objects, permission, or information.
<input type="checkbox"/>	The child has social-communication based behavior difficulties.

Comments:



Northeastern
Catholic District
SCHOOL BOARD

ABA/ASD REFERRAL UPDATE

Student Information

Student's Name:

School:

Grade:

DOB:

Referral Information

Referral Recipient:

Referral Date:

Observation / Screening Date:

Recommendations

Signatures

Referral Recipient:

Date:

School Principal:

Date:

Resource Teacher:

Date:



Northeastern
Catholic District
SCHOOL BOARD

PRINCIPAL'S REQUEST FOR INITIAL IPRC

SCHOOL INFORMATION

School:

Principal:

STUDENT INFORMATION

Student's Name:

Date of Birth (DD/MM/YY):

Grade:

Student Address:

Town/City:

Postal Code:

Home Phone:

Teacher:

RECOMMENDED CATEGORY OF EXCEPTIONALITY

Communication:

- ☐ Autism
- ☐ Learning Disability
- ☐ Deaf & Hard of Hearing
- ☐ Speech Impairment
- ☐ Language Impairment

Intellectual:

- ☐ Developmental Disability
- ☐ Mild Intellectual Disability
- ☐ Giftedness

Behaviour:

- ☐ Behaviour

Physical:

- ☐ Physical Disability
- ☐ Blind / Low Vision

Multiple:

- 1.
- 2.

ASSESSMENT INFORMATION

Assessment Information is attached: ☐ Yes ☐ No

Type of Assessment – Date:

Done by:

Type of Assessment – Date:

Done by:

Type of Assessment – Date:

Done by:

Hearing Test: ☐ Yes ☐ No - Date:

CAP: ☐ Yes ☐ No - Date:

Vision Test: ☐ Yes ☐ No - Date:

SUGGESTED PLACEMENT (As per Ministry of Education Guidelines)

- ☐ Regular Class – Resource Assistance
- ☐ Regular Class – Withdrawal
- ☐ Regular Class – Indirect Support
- ☐ Special Education Class – Partial Integration
- ☐ Special Education Class – Self Contained

IPRC MEETING

Suggested Date of Meeting:

Staff to Attend:

	Position:
	Position:
	Position:
	Position:
	Position:

Agency / Agencies Involved:

Agency Representative:	Position:
Agency Representative:	Position:
Agency Representative:	Position:
Agency Representative:	Position:
IPRC is at the Request of the School <input type="checkbox"/> Yes <input type="checkbox"/> No	IPRC is at the Request of Parents/Agency <input type="checkbox"/> Yes <input type="checkbox"/> No

Please be sure to attach all assessment information and other evidence, if applicable, suggesting the need for IPRC.

Notice to parents/guardians will be sent by the school along with a copy of the Parent's Guide to the IPRC in advance of the scheduled meeting.

FOR BOARD USE ONLY

	Request Approved	Date:
	Request Denied	Reason:

Authorized Signature:



PREPARING FOR AN IPRC

BEFORE THE MEETING

- ☐ Schedule a date with school/board personnel.
- ☐ Send home a Letter of Invitation to IPRC Meeting stating the proposed date and time of IPRC. For initial IPRCs include the Parent Guide. Ensure that parents have 10 days of notice. Use the form that is found on TPM.
- ☐ Within 15 days of notice for an initial IPRC, send home a Parent Guide to the parent/ guardian.
- ☐ Adjust scheduling according to responses.
- ☐ Prepare Statement of Decision forms electronically for each student through TPM software. When filling out the Strengths and Needs portion, be sure to refer to the most recent IEP as well as assessment documentation in OSR. Use wording that is "parent friendly".
- ☐ Ensure that the teachers that are attending the IPRC meeting are aware of the type of information that they will be required to share during the meeting. Teachers should be prepared to talk about the student's progress, strengths and needs that they notice, assessment data that is relevant, and the type of supports that the student will access.
- ☐ Have the OSR ready and in order. Report cards should be at the front. Student Services Information should be filed by year in the documentation folder with the most recent on top. Ensure that the assessment that identifies the student is flagged and with the current year information.

DURING THE MEETING

- ☐ Have all Statement of Decision forms ready on the laptop as you will be asked to recap placement, strengths, and needs.
- ☐ Principal/Chair will greet everyone and make introductions. Then state purpose of meeting (review or initial identification).
- ☐ OSR should be available so that the principal or resource teacher can give a summary of all schools attended by the child and indicate when the child was first identified as an exceptional student. Reference should be made to most recent assessment(s).
- ☐ Principal/Chair will then give everyone at the table (teachers, CYW, EA, resource Teacher) an opportunity to speak about the child's strengths, progress and needs. This should be brief.

- ☐ Principal/Chair will summarize (or will ask the resource teacher who serves as a recorder) the strengths, needs, identification, and placement.
- ☐ Make any amendments necessary to the Statement of Decision.
- ☐ Principal/Chair will thank everyone for coming.
- ☐ Print 3 copies of the Statement of Decision at the end of the meeting. The original goes to the parent(s). Send one copy to the Board Office, insert another in the OSR, and keep a paper copy for your files as it will assist with ONSIS reporting.

AFTER THE MEETING

- ☐ File the signed Statement of Decision in the documentation portion of the student OSR under the Student Services cover page for the current school year. If parents did not attend meeting, send home the Notification of IPRC Decision letter with the Statement of Decision. Keep a copy of the letter in the student file until the parent returns Statement of Decision.
- ☐ Once the signed Statement of Decision is returned to the school, send a copy to Board Office, then place in OSR and remove the Notification of Decision letter.
- ☐ Update OSR Tracking Sheet.
- ☐ Save all files electronically.



Northeastern
Catholic District
SCHOOL BOARD

IPRC DISPENSE OR REVIEW

(Date)

Dear Parents/Guardians,

We will be holding Identification, Placement and Review Committee (IPRC) meetings for our students with special needs. However, it is no longer necessary to have a yearly review of each identified child's program if the educational needs of the child are already being met by his/her current identification and placement.

Since your child's identification and/or placement is not anticipated to be changing during the next school year, you may choose not to have an IPRC review this year. Therefore, you can dispense with the IPRC by signing the form below and returning it to the school as soon as possible in the enclosed envelope.

If you wish to proceed with the annual review of your child's identification and placement, please indicate this below and we will schedule a mutually agreeable time for your child's IPRC meeting.

Sincerely,

Principal

School

IPRC DISPENSE OR REVIEW

Student Name:

☐ I wish to **DISPENSE** with my child's IPRC review for this year. I have signed below.

☐ I wish to **PROCEED** with my child's IPRC review for this year. I have signed below.

Parent/Guardian's Signature:

Date:



**Northeastern
Catholic District
SCHOOL BOARD**

NOTIFICATION OF DECISION

INITIAL IPRC

(Date)

Dear Parents/Guardians,

It is unfortunate that you were unable to attend the Identification, Placement and Review Committee meeting that was held on (insert date). During this meeting, the Committee identified (insert student's name) as having a (insert exceptionality). We also discussed the best placement and program options for your child.

The IPRC Statement of Decision is attached for you to review. Your consent with the decisions made regarding your child's identification and placement is required. If you are in agreement with the information provided on the IPRC Statement of Decision, please check the appropriate boxes on the second page, then sign and return it to the school in the enclosed envelope by (insert date).

If you do not agree with the identification and placement decided upon at the meeting, please indicate this on the IPRC Statement of Decision by checking the appropriate boxes, signing and returning the form to the school. You may appeal the decision within 15 days of the meeting. All appeals must be sent in writing to the Director of Education.

Should you have any further questions or concerns, please do not hesitate to contact the school at your convenience. We thank you in advance for taking the time to review the IPRC notes enclosed and signing it as required.

Sincerely,

Principal

School



Northeastern
Catholic District
SCHOOL BOARD

NOTIFICATION OF DECISION

REVIEW IPRC

(Date)

Dear Parents/Guardians,

It is unfortunate that you were unable to attend the Identification, Placement and Review Committee meeting that was held on (insert date). During this meeting, the Committee reviewed the identification and placement for (insert student's name).

The IPRC Statement of Decision is attached for you to review. Your consent with the decisions made regarding your child's placement is required. If you are in agreement with the information provided on the IPRC Statement of Decision, please check the appropriate boxes on the second page, then sign and return it to the school in the enclosed envelope by (insert date).

If you do not agree with the placement decided upon at the meeting, please indicate this on the IPRC Statement of Decision by checking the appropriate boxes, signing and returning the form to the school. You may appeal the decision within 15 days of the meeting. All appeals must be sent in writing to the Director of Education.

Should you have any further questions or concerns, please do not hesitate to contact the school at your convenience. We thank you in advance for taking the time to review the IPRC notes enclosed and signing it as required.

Sincerely,

Principal

School



REVIEWING THE IEP IN PREPARATION FOR IPRC

This form and the review of the IEP is to be done by the classroom teacher, and any other teacher responsible for a **modified subject matter** on the IEP.

- Step 1: Review the **strengths and needs** listed on the front page of the IEP. List changes you would like to see made to these on the bottom of this page.
- Step 2: Go through each of the **accommodations** listed on the IEP. Check off those that have been useful, and scratch out those that have not worked.
- Step 3: Go through each of the subject pages. Check off those **expectations** that have been covered, including those you expect to cover by the end of June. Again, check off those **teaching and assessment strategies** that have been useful. Scratch off those that have not worked, and add any new strategies you have used.
- Step 4: If the child is going to be in Grade 3 or 6 next year, make arrangements regarding **exemption/ accommodations** that will be needed for the Provincial Testing on the bottom of this form.
- Step 5: Complete this form and submit it with the **IEP** to the resource teacher prior to the IPRC meeting.

Name of Student: _____

Current Grade: _____

Name of Teacher: _____

Has the student achieved most of the expectations listed on the IEP?

Program	Yes	No	If yes, is the child ready for the next grade level expectations? List level needed.
Reading			
Writing			
Mathematics			
Alternative Programming			

If no, explain why the program needs to continue at the current level.

List a few accomplishments.

What has worked well for the child this year?

What areas need improvement? Are there any areas that are not already addressed on the IEP?

Do you have any recommendations for next year? (EQAO Accommodations/Exemption)

Other comments, concerns or suggestions.



**Northeastern
Catholic District
SCHOOL BOARD**

INDIVIDUAL EDUCATION PLAN

PARENT CONSULTATION FORM

Each year, we ask parents/guardians to offer their insight into their child's strengths, needs, and focus areas for the school year. The educational priorities you identify are important to your child's overall learning experience. Your input also helps us to develop an Individual Education Plan (IEP) that responds to your child's needs and abilities. Please take some time to complete the following information and return this form to the school by (insert date).

Name of Student:

Grade:

Name of Parent/Guardian:

Date:

**What are your child's
strengths in school?**

**What are your child's areas
of need in school?**

**Does your child have any
behaviours that are of
concern to you?
If yes, please describe.**

**What do you think the main
areas of focus should be for
your child this year?**

**Other information that
may be relevant to your
child's IEP.**

**Thank you for helping us to develop an Individual Education Plan that is appropriate for your child.
We value and appreciate your input.**



Northeastern
Catholic District
SCHOOL BOARD

REVIEWING THE IEP FOR NON-IDENTIFIED STUDENTS

This form and the review of the IEP is to be done by the classroom teacher, and any other teacher responsible for a **modified subject matter** on the IEP.

- Step 1: Review the **strengths and needs** listed on the front page of the IEP. List changes you would like to see made to these on the bottom of this page.
- Step 2: Go through each of the **accommodations** listed on the IEP. Check off those that have been useful, and scratch out those that have not worked.
- Step 3: Go through each of the subject pages. Check off those **expectations** that have been covered, including those you expect to cover by the end of June. Again, check off those **teaching and assessment strategies** that have been useful. Scratch off those that have not worked, and add any new strategies you have used.
- Step 4: If the child is going to be in Grade 3 or 6 next year, make arrangements regarding **exemption/ accommodations** that will be needed for the Provincial Testing on the bottom of this form.
- Step 5: Complete this form and submit it with the **IEP** to the resource teacher prior to the IPRC meeting.

Name of Student: _____

Current Grade: _____

Name of Teacher: _____

Has the student achieved most of the expectations listed on the IEP?

Program	Yes	No	If yes, is the child ready for the next grade level expectations? List level needed.
Reading			
Writing			
Mathematics			
Alternative Programming			

If no, explain why the program needs to continue at the current level.

List a few accomplishments.

What has worked well for the child this year?

What areas need improvement? Are there any areas that are not already addressed on the IEP?

Do you have any recommendations for next year? (EQAO Accommodations/Exemption)

Other comments, concerns or suggestions.



Northeastern
Catholic District
SCHOOL BOARD

RESOURCE TEACHER REPORT

STUDENT INFORMATION

School:	Year:	Term:
Student:	Grade:	Frequency:

LEARNING OBJECTIVES

READING STRATEGIES

SOUND AWARENESS / WORD WORK

READING RESPONSE

SIGNATURES

Resource Teacher:	Principal:
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Northeastern
Catholic District
SCHOOL BOARD

MATH INTERVENTION RESOURCE REPORT

STUDENT INFORMATION

School:	Year:	Term:
Student:	Grade:	Frequency:

LEARNING EXPECTATIONS

STUDENT PROGRESS REPORT

NEXT STEPS

SIGNATURES

Resource Teacher:	Principal:
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Northeastern
Catholic District
SCHOOL BOARD

REQUEST FOR SEA EQUIPMENT/TECHNOLOGY

STUDENT INFORMATION

Student Name:

Date of Birth (DD/MM/YY):

Grade:

School:

EQUIPMENT REQUIRED

TECHNOLOGY REQUIRED

SOFTWARE REQUIRED

Board
Licensed

Purchased

Requested by:

Date:

FOR STUDENT SERVICES USE ONLY

Account:

☐ 10-552-1-000-153

☐ 10-551-1-000-153

Documentation:

Date of Verification:

Verified by:

FOR INFORMATION TECHNOLOGY DEPARTMENT USE ONLY

Order Complete: ☐ Yes ☐ No

Explanation:

☐ New Build ☐ Reassignment

Explanation of Reassignment:

Order Completed By:

Date of Completion:



**Northeastern
Catholic District
SCHOOL BOARD**

SUMMARY OF CASE CONFERENCE

STUDENT INFORMATION

Student's Name:

Date:

School:

Principal:

Teacher:

Grade:

IN ATTENDANCE

	Parents	
	Principal	
	Teacher(s)	
	Agency/ Advocates	
	Resource Teacher	
	SAT: Special Education Services	
	Superintendent	
	Child & Youth Worker	
	Educational Assistant	
	Other	

REASONS FOR CASE CONFERENCE

Describe the reason(s) why the case conference has been scheduled.

SUMMARY OF DISCUSSION

RECOMMENDATIONS / FOLLOW-UP

SIGNATURES

Principal:

Parent:

Parent:

Distribution: check off those that apply

Parents

Principal

Teacher(s)

Agency/ Advocates

Resource Teacher

SAT: Special Education Services

Superintendent

Child & Youth Worker

Educational Assistant

Other



**Northeastern
Catholic District
SCHOOL BOARD**

ONTARIO STUDENT RECORDS STUDENT SERVICES INFORMATION

2016-2017 School Year

Student Name:

Exceptionality:

DOCUMENTATION ATTACHED

	IPRC Statement of Decision		Individual Education Plan (IEP)
	Referral Information		Behaviour Management Plan
	Occupational Therapy Report		Child & Youth Worker Report
	Speech & Language Report		Case Conference Notes
	Physiotherapy Report		Medical Information
	Audiology Report		Other:
	Psychological Assessment Report	Date of Report:	



**Northeastern
Catholic District
SCHOOL BOARD**

ONTARIO STUDENT RECORDS

ORDER FOR ORGANIZATION IN THE DOCUMENTATION FILE

1. Cover Page: school year, student name, exceptionality, date of the most recent Psychological Assessment Report
2. Statement of Decision for the most recent IPRC
3. Individual Education Plans for the whole academic school year. (If two-sided copies can be made that would be helpful – this would help reduce the overall size of the OSR.)
4. Psychological Report (to be moved up every year - with a small “flag” to confirm the student’s exceptionality)
5. Agency reports (filed together with the most recent report on top - not necessary to keep all of the progress notes for OT, PT, SLP; most recent only)
6. Locally developed intervention program Progress Reports
7. Case Conference Notes
8. Child & Youth Worker Progress Reports
9. EQAO Provincial Assessment Results (filed at the very back of the documentation file)

All information for one academic school year is to be stapled at the end of every school year.

Reminders:

- A tracking sheet is to be updated annually to reflect the placement and identification of the student based on the most recent IPRC.
- Custody information is always the first document, left loose, in the Documentation File.
- Copy and file all documentation relating to the IPRC process. The letter to parents/ guardians if they missed the meeting and keep the “unsigned” copy of the Statement of Decision until a signed copy is returned.
- School-Based Assessment folders are to be stored outside of the OSR in a separate filing system accessible to teaching staff.

Only Violent Incident Reports are to be kept in the OSR, and suspension notices are to be filed in a separate location. Suspension notices can be, at the principal’s discretion, forwarded to another school (feeder schools to OICS, for example).



**Northeastern
Catholic District
SCHOOL BOARD**

OSR Tracking Sheet for the Identification, Placement and Review Committee

Name of Student:

Date of Birth:

INITIAL IPRC

Date

Exceptionality

Placement

School

REVIEWS AND DISPENSATIONS

Date

Exceptionality

Placement

Review

Dispense

School



Northeastern
Catholic District
SCHOOL BOARD

CONSENT FOR ASSESSMENT

Educational/ Psychological/ Speech & Language

(Date)

Dear Parents/Guardians,

In order that we may better understand the academic needs of your child, we are recommending that (he/she) participates in assessment strategies. This assessment will be carried out in accordance with School Board and Ministry of Education regulations by a trained and qualified school board personnel and/or contracted partners. At this time, your permission is requested for the following assessments:

- ☐ School-based assessments (by NCDSB personnel)
- ☐ STEP initial assessment (by NCDSB personnel)
- ☐ Psychological assessments (by NCDSB contracted psychologist)
- ☐ Speech and Language assessments (by NCDSB contracted Speech and Language Pathologist)

The results of this assessment will be shared with you as well as stored in your child's Ontario School Record. The results are confidential and cannot be given to anyone else without your consent. It is understood that you may, **at your expense**, seek other assessment services from other qualified professionals not contracted by the School Board.

Please give your consent by signing the form below. This consent will cover all assessments completed over the (insert current school year) school year. Should you have any questions or concerns, please do not hesitate to contact the school.

Sincerely,

Principal

School

Please be advised that assessments are scheduled for (insert date).
Therefore, consent and forms must be completed as soon as possible.

CONSENT FOR ASSESSMENT

Student Name: _____

☐ I give permission for my child to be assessed as marked above.

☐ I **do not** give permission for my child to be assessed.

Parent/Guardian's Signature: _____

Date: _____

Note to school: A copy of this authorization must be copied and issued to the parent/guardian.
The original is filed in the OSR.



**Northeastern
Catholic District
SCHOOL BOARD**

PREPARATION CHECKLIST FOR PSYCHOLOGICAL ASSESSMENT

RESOURCE TEACHER LIST OF ACTIONS

- ☐ The parents/guardians are aware of the assessment.
- ☐ The Consent for Psychological Assessment has been sent home to the parents/guardians. This information must be available to the psychologist/ associate in advance of the scheduled assessment.
- ☐ Copies of the following documents have been placed in a file with the student's name:
 - ☐ The consent form & NCDSB referral package
 - ☐ The results of the WIAT
 - ☐ The current Individual Education Plan
 - ☐ Evidence of intervention strategies – outlined in referral package
 - ☐ Any school-based assessment – BAT, BAS, All About Numbers, Key Math, etc.
 - ☐ A copy of the most recent report card
 - ☐ A copy of the last psychological report, if applicable
 - ☐ A copy of the most recent agency reports and recent progress notes (OT, PT, Speech), if applicable
 - ☐ Copies of behaviour logs, if applicable
 - ☐ Medical notes, if applicable/relevant
 - ☐ The Ontario Student Record is available to the psychologist
- ☐ The classroom teacher is aware that his/her student will undergo a psychological assessment. The classroom teacher is aware that the psychologist may need to speak with him/her regarding the student being reviewed.
- ☐ A separate space is reserved within the school so that the psychologist and/or his/her associate have a room to conduct the assessments.
- ☐ You have a small basket of healthy snacks, water, and such for the assessor and the student, if needed. Costs associated with the purchase of these items are to be reimbursed by the school.

School Support Program-Autism Spectrum Disorder

Request for Service Form

Date of Request: _____	Principal: _____
Person Requesting: _____	Email: _____
School Board: _____	Board Contact: _____
School: _____	Email: _____
School Address: _____	Teacher: _____
School Phone: _____	Email: _____
School Fax: _____	Resource Teacher: _____
Diagnosis: _____	Email: _____
Student Name: _____	Grade: _____

(please indicate the requested service)

Training ☐ Transition Support ☐ General Consultation ☐

Student Specific Consultation (please obtain attached parent consent) ☐

The School Support Program provides training and consultation on a variety of topics related to educating students with a diagnosis on the autism spectrum (e.g., transition plans, self-monitoring strategies, increasing student motivation, social skills training etc.). *Please check the boxes that most apply to the reason for the referral:*

- | | | |
|--|--|--|
| <input type="checkbox"/> Challenging Behaviour | <input type="checkbox"/> Resource Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> On Task Behaviour | <input type="checkbox"/> Visual Aids |
| <input type="checkbox"/> Self-Awareness | <input type="checkbox"/> Peer Awareness | <input type="checkbox"/> Organizational Skills |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Social Thinking/Social Skills | <input type="checkbox"/> Functional skills |
| <input type="checkbox"/> Other: _____ | | |

Process

- Please send the completed form to your Special Ed. Coordinator who will then send the completed form to (705) 753-4464 or scan to **SSP-ASD@handstfhn.ca**
- Page 2 needs to be filled only when requesting a student specific consultation
- When requesting student specific consultation please ensure to include the signed and witnessed parental consent to exchange information
- Once the completed Request for Service form is signed and received by Hands, an SSP-ASD Consultant will contact the family to explain and sign the Understanding of the Provision of Service form.

This Section to be completed by Hands TheFamilyHelpNetwork.ca

Date Received: _____	
----------------------	--

Please have parent complete the following in order for the Consultant to contact the family in regards to the Understanding of the Provision of Service:

Home address:

Street: _____
P.O. Box: _____
City: _____
Postal code: _____

Telephone # home: _____
Telephone # work: _____
Other #'s (specify): _____
Email: _____

If addresses are different, please indicate both homes:

☐ **same as above**

Street: _____
P.O. Box: _____
City: _____
Postal code: _____

Telephone # home: _____
Telephone # work: _____
Other #'s (specify): _____
Email: _____

My signature indicates that:

- I am supportive of a referral to Hands TheFamilyHelpNetwork.ca.
- The above written reason for referral is accurate and has been explained to me.
- I give permission for this information to be shared with Hands TheFamilyHelpNetwork.ca.
- I understand that Hands TheFamilyHelpNetwork.ca will create a paper and electronic file.
- Hands TheFamilyHelpNetwork.ca may contact me in the future for research and evaluation purposes or to share agency related information.
- I understand that Hands TheFamilyHelpNetwork.ca will contact me directly to explain and sign the Understanding of the Provision of Service form.

Parent/Guardian/Client (if capable) _____

Date _____

Referral Source _____

José Vince – Manager, SSP-ASD
Hands TheFamilyHelpNetwork.ca www.handsthefamilyhelpnetwork.ca
Telephone (705) 476-2293 ext 1286
jvince@handstfhn.ca

2

CONSENT TO EXCHANGE INFORMATION

I, _____, hereby give consent to Hands –
 Name of Client/Parent/Guardian

TheFamilyHelpNetwork.ca to release to/or request from _____
 Name of Agency/Professional

information pertaining to _____
 Name of Client/Parent/Guardian / D.O.B.

The information that shall be disclosed will consist of the following:

1. _____
2. _____
3. _____

for the purpose of :

This consent shall remain in effect from this date until the purpose for which the information was disclosed has been achieved but no longer than one year from the date of my consent. It is understood that I can revoke this agreement at any time either verbally or in writing.

 Signature – Client 12 years of age or older

 Signature – Parent/Guardian(s)

 Signature of Witness

DATED THE _____ OF _____, 20____
 DAY MONTH YEAR

EXPIRY DATE: (maximum of one year) _____ OF _____, 20____
 DAY MONTH YEAR

Instructions for Completion of the "Consent to Exchange Information" form

1. Authorization must be in writing and contain the signature of the subject(s) of the information, or the legal representative or guardian of the subject(s), as well as the signature of a witness. One person may witness more than one signature.
2. The service provider may serve as a witness.
3. All individuals are considered capable of making a decision and giving consent unless determined otherwise in a capacity assessment.
4. The following guidelines may be helpful:
 - a) persons aged 16 or over may be presumed capable of authorizing the release of confidential information about themselves, unless there are reasonable grounds to question this presumption;
 - b) authorization for the release of confidential information about persons under the age of 16 (with the three following exceptions) must be obtained from a custodial parent or legal guardian;
 - c) children 12 years of age or older who receive services under Section 28 of the CFSA (i.e., without parental consent) must authorize release of confidential information about themselves obtained during the provision of services under that Section;
 - d) confidential information should not be released about children under the age of 16 who object to the release and who are deemed capable with regard to the release decision;
 - e) children under the age of 16 who request, on their own behalf, release of confidential information about themselves may authorize such release if they are deemed capable of doing so.
5. It is necessary to obtain authorization from all capable persons currently 16 or older before releasing their confidential information, regardless of their age at the time of service or their relationship to the client.
6. Only information generated within Hands – TheFamilyHelpNetwork.ca, or on behalf of Hands – TheFamilyHelpNetwork.ca by a contractor (e.g. telepsychiatry consultation notes), will be released. Psychological Assessments may only be released with permission from a member of the psychology team. Information from other agencies or service providers must be obtained directly from that agency.
7. Information that refers to a third party cannot be released without the permission of that third party. Any third party information will be removed from the material being requested if that third party permission is not received.
8. Authorization to release confidential information does not prevent the withholding of information that is judged likely to result in serious harm to the treatment or recovery of the client, or serious physical or serious emotional harm to another person. Absence of authorization does not prevent the release of information for the purpose of reporting that a child is or may be in need of protection.
9. Please identify as precisely as possible the purpose of the disclosure (e.g., "treatment planning," "assessment," "co-ordination of services") and the nature of the confidential information to be disclosed (e.g., "all relevant information," "intake information only," "psychological assessment report," "summary of service")



Northeastern
Catholic District
SCHOOL BOARD

STUDENT HEALTH PLAN

STUDENT INFORMATION

Student Name:	School:
Exceptionality (if any):	School Year:

Health / Medical Condition

Provision of Care

Location of Supplies & Equipment

Daily Instructions & Communications

Emergency Evacuation & Shelter in Place

Principal's Signature:	Date:
Parent's Signature:	Date:

Note to School: A copy of this plan must be stored in the Emergency Preparedness Binder.
The original is filed in the OSR, and a copy is distributed to the parents.



**Northeastern
Catholic District
SCHOOL BOARD**

STUDENT SAFETY PLAN

STUDENT INFORMATION

Student Name:	School:
Exceptionality (if any):	School Year:
Plan is created due to a Health/Medical Concern? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Health/Medical Condition: Documentation is attached <input type="checkbox"/> Yes <input type="checkbox"/> No	

Priority Area of Concern	Symptoms / Look Fors	Actions

Procedures for Emergency Evacuation & Shelter in Place

Principal's Signature:	Date:
Parent's Signature:	Date:

Note to School: A copy of this plan must be stored in the Emergency Preparedness Binder.
The original is filed in the OSR.



Northeastern
Catholic District
SCHOOL BOARD

EARLY YEARS INFORMATION

STUDENT INFORMATION

Student's LEGAL Name:	Surname	First Name	Middle Name
Date of Birth (DD/MM/YY):	Age: Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
Student Address:	Town/City:		
Postal Code:	Home Phone:	Cell Phone:	

Purpose: As a parent/caregiver, your feedback is important in helping the school carefully plan to meet the academic, social, and emotional needs of your child. Use the items listed below to guide your feedback.

Directions: Read each item and check the column (No, Uncertain, Yes) on the right that best applies to your child.

LANGUAGE DEVELOPMENT

Does your child...	No	Uncertain	Yes
1. name 5 colours when requested?			
2. name parts of the body (thumb, fingernails, chin, chest, elbows, shoulders) when pointed to?			
3. answer where and when questions?			
4. follows directions when given orally?			
5. speak in complete sentences?			

ACADEMIC SKILLS

Can your child...	No	Uncertain	Yes
6. tell others his/her first and last name?			
7. tell others his/her age?			
8. recognize his/her name in print?			
9. count?			
10. match numbers to objects?			

PHYSICAL DEVELOPMENT

Can your child...	No	Uncertain	Yes
11. stand on one foot and other foot for 10 seconds?			
12. draw pictures that are recognizable?			
13. draw a picture of a person with head, legs, ears, arms and trunk?			
14. successfully complete arts and crafts activities that are appropriate for his/her age?			
15. hold a pencil correctly?			
16. appear to have good physical health and stamina?			
17. appear to be free of physical / mental conditions or problems that might cause a need for special services?			

SELF-HELP SKILLS

Does your child...	No	Uncertain	Yes
18. dress himself/herself?			
19. need help with toileting?			
20. know which shoe goes on which foot?			
21. eat without assistance?			
22. request help as needed?			

SOCIAL & EMOTIONAL DEVELOPMENT

Does your child...	No	Uncertain	Yes
23. usually react to disappointment and failure in an acceptable manner?			
24. usually share and take turns willingly?			
25. willingly play cooperatively in a large group activity or game?			
26. show concern for using materials safely and appropriately?			
27. usually make an effort to solve problems before seeking help?			
28. usually continue a task until completed or until it is time to stop?			
29. usually transition appropriately from one activity to another?			
30. usually ask before using another child's toy or things?			

CHILD BEHAVIOURS

Does your child experience difficulty with any of the following?

- | | | |
|---|---|--|
| <input type="checkbox"/> Attention span | <input type="checkbox"/> Nightmares | <input type="checkbox"/> Getting along with others |
| <input type="checkbox"/> Overly fearful | <input type="checkbox"/> Shyness | <input type="checkbox"/> Co-operating with adults |
| <input type="checkbox"/> Eating | <input type="checkbox"/> Clumsiness | <input type="checkbox"/> Temper tantrums |
| <input type="checkbox"/> Toileting | <input type="checkbox"/> Nervous habits | <input type="checkbox"/> Separation anxiety |
| <input type="checkbox"/> Self-esteem | <input type="checkbox"/> Aggression | |

COMMUNITY AGENCY INVOLVEMENT

During your child's preschool years, has there been any involvement with a community agency (ie. Cochrane Temiskaming Resource Center, Porcupine Health Unit, Community Care Access Center) that may affect the way that your child is taught?

☐ No ☐ Yes If Yes:

Agency:

Comments:

Agency:

Comments:

On a waiting list (name of agency):

Does your child show any other behaviors that you feel may be cause for concern in the classroom?

☐ No ☐ Yes If yes, please describe

OTHER INFORMATION

Is there any other information you would like us to know about your child?

Signature of Parent/Guardian:

Date:

NCDSB Entry Plan for Students with Special Needs

Some students with special education needs, who are newly registered, but are not yet attending a Northeastern Catholic District School Board school may require special education support upon enrolment. The appropriate educational program and level of support will be determined by the Principal in consultation with members of the school support team, and the Special Assignment Teacher for Student Services.

Entry Plan for Students with Special Education Needs	Person Responsible	Timeline
Child is pre-registered (paper registration) in the home school by address as early as possible in the year prior to the year of school entry.	Home School Parent/Guardian	Up to 6 months prior to attending school where possible for FDK students. Ongoing and throughout the year for all other students.
The school welcomes the family and supports the family throughout the pre-registration and, where appropriate, contacts the board SAT for Student Services if additional supports, guidance and/or equipment are required.	Home School Principal	Ongoing
If required, a Transition Planning Case Conference will occur to address the special needs and requirements that a student may have on school entry. Parents/Guardians and agency staff as appropriate may be involved.	Receiving School SAT for Student Services School-Based Team	As soon as possible and ongoing
Parents/Guardians are given the Guide to Special Education for Parents/Guardians.	Home School	As soon as possible
Parents/Guardians provide the school with pertinent documentation with consents (as appropriate) to confer with outside agencies and/or previous school.	Parent/Guardian	As soon as possible
The Principal informs the SAT for Student Services if a specialized program/placement is required and consultation with the Superintendent follows. A school visit may be required to determine the most appropriate level of support needed for the particular student.	Principal SAT for Student Services Superintendent	As soon as possible
A decision is made as to the program that will be offered to the student, and this information is shared by the Principal to the school-based team, and to the family.	Receiving School SAT for Student Services School-Based Team	As soon as possible
The Resource Teacher at the school, along with the Classroom Teacher completes additional educational assessments, and intervention programs are put in place as needed. The results of additional assessments are shared with parents.	Resource Teacher Classroom Teacher	Once the child has been enrolled
An Individual Education Plan is created in consultation with the parents which outlines the strengths and needs of the student, along with the collected assessment information, appropriate curriculum expectations, and accommodation and/or modifications to the regular classroom programming. The IEP is provided to parents and is filed in the student's OSR.	Resource Teacher Classroom Teacher	After 30 school days, and throughout the year at board consistent intervals



EARLY IDENTIFICATION STUDENT PROFILE

Student Information

Student's LEGAL Name:	Surname	First Name	Middle Name
Date of Birth (DD/MM/YY):	Date of Entry to School:		

Early Screening

RT Administered Test	Dec. FDK Year 2		Dec. Grade 1
Brigance Early Childhood Screen III – K & 1	/100		/100
Classroom Teacher Administered Test	June JK	June SK	June Grade 1
Teacher School Readiness Index	/25	/25	/25
Behaviour Index	/15	/15	/15
Next Steps: If a student is considered at risk then the following screening tools should be administered.	<input type="checkbox"/> should not require ongoing support – not at risk <input type="checkbox"/> requires monitoring in the next grade – has not met expectations – at risk <input type="checkbox"/> has been referred to the School-Based Team for further testing – at risk	<input type="checkbox"/> should not require ongoing support – not at risk <input type="checkbox"/> requires monitoring in the next grade – has not met expectations – at risk <input type="checkbox"/> has been referred to the School-Based Team for further testing – at risk	<input type="checkbox"/> should not require ongoing support – not at risk <input type="checkbox"/> requires monitoring in the next grade – has not met expectations – at risk <input type="checkbox"/> has been referred to the School-Based Team for further testing – at risk

Literacy Screen

Test		June SK	June Grade 1	June Grade 2
Oral Language Screen		/15	/15	/15
Concepts About Print		/11	/11	/11
Letter Recognition – Upper Case		/26	/26	/26
Letter Recognition – Lower Case		/26	/26	/26
Letter Sound Correspondence		/26	/26	/26
Phonological Awareness	Word Level	/10	/10	/10
	Syllable Level	/15	/15	/15
	Onset/ Rime Level	/15	/15	/15
	Phoneme Level	/10	/10	/10
Word Knowledge	25 High Frequency Word Test - FDK	/25	/25	/25
	50 High Frequency Word Test – FDK/1	/50	/50	/50
	100 High Frequency Word Test – Gr. 1	/100	/100	/100
	F & P Word Features List – Gr. 1	/30	/30	/30

Numeracy Screens

Test		October	Mid-Year	June
All About Numbers	All About Numbers FDK Year 1	/12	/12	/12
	All About Numbers FDK Year 2	/16	/16	/16
	All About Numbers Grade 1	/16	/16	/16
	All About Numbers Grade 2			



**Northeastern
Catholic District
SCHOOL BOARD**

TEACHER'S SCHOOL READINESS INVENTORY (TSRI)

Test Background & Description

- Specifically designed to help teachers make sound intervention decisions for students who are at risk for failure in the development of reading skills.
- Teachers play a significant role in the initial task of early intervention.
- Checklists and inventories are efficient and easy to administer.
- The items that are assessed on the TSRI have a direct relationship to a child's performance at school. It only takes about 5 minutes to administer, and although brief, can provide invaluable insight into predicted child performance.
- Same person should administer to all students.
- TSRI was validated in a research program involving nearly 600 children - for periods of up to 3 years - it represents a longitudinal study that was well designed.
- Research outcome indicated an 80% validity rate by the end of Grade 2.
- TSRI is intended for use in the spring term of either the Junior or Senior Kindergarten year (reflects the conditions upon which the test was normed).

Test Item Description

Teachers should become familiar with the following information before they use the inventory.

Item 1: In-class Distractibility, Attention Span and Memory Span

- Be alert to whether the student is easily distracted, especially during periods of instruction.
- Note whether the student has a poor memory for detail as well as for the general content of the material presented in class.
- Observe whether the student has trouble remembering instructions, and must be reminded to complete assignments in class or take work home.

Item 2: Verbal Fluency

- Does the student use poor verbal fluency in that you notice imprecise or vague words when he/she is speaking (not referring to grammar)?
- Are ideas, situations, or events described by the student obscure or difficult to understand in spite of repeated requests for additional information?
- Student may gesture and avoid using words altogether.
- A student with good verbal fluency uses language that makes use of concrete information which is presented sequentially and accurately.
- Making individual spontaneous conversation tapes of each student at each reporting period creates an auditory record over time to be taken home at the end of the school year, or passed on to the next teacher to continue tracking language growth in this manner.

The remainder of the items on the TSRI are more readily observed in concrete ways.

Item 3: Interest and Participation

- Observe and track enthusiasm, interest, and eagerness to participate in normal classroom activities.
- Note those in which a student demonstrates high levels of motivation and the degree of effort, detail, and skill produced. High motivation and interest captures an intangible set of skills.

- The performance portfolio documents and, if the items are dated over time, tracks both skills progressions and products which reflect waning interest, diminished product quality, etc.
- Many good associations and inferences can be made through keen observation and tracking in determining personal targets and next steps.

Item 4: Letter Identification Skills

- Note the student's in-class performance. If there is sufficient opportunity to make proper in-class observations, or if the teacher feels uncomfortable assigning a rating based solely on the student's in-class performance, than more formalized testing may be helpful (ex. letters on a flash card).

Item 5: Printing Skills

- Analysis of errors or miscues will reflect the developmental stage at which the student is positioned.
- Errors such as a backwards "3", drawn in place of a "S", or a capital "E" containing four or more horizontal lines, or the letter "K" resembling the lower case "h" are form errors. These errors involve the addition, deletion, or misalignment of parts of a letter leading to a marked distortion in the overall shape or form of the intended letter or number. When an excessive number of form errors appear in writing samples obtained from 5 or 6 year old children, then this can be an important early warning sign of later school failure.

Assessment and Rating

- A rating system ranging from 1 to 5 was assigned to each of the subtests and represents successive approximations of ability to order a sample at 5.
- Technical considerations include: understanding the significance of the cutoff score; learning to distinguish the "true positives" from the "false positives"; becoming familiar with the cutoff scores which are crucial to making reasonable inferences about who is at risk for failure.
- The TSRI total score ranges from 5 to 25, and the cutoff scores assist in placing the student in a range where at-risk odds are predictable. The approximate odds of being at risk for failure are given for different ranges of scores below the cutoffs.
- Teachers must be careful that low scores are not associated with lowering expectations for those students who have achieved them. To do so would have a negative impact on the student's performance in responding to intervention strategies.
- Teachers need to continue to have high expectations for all students, and pair these high expectations with a positive outlook for present responding and future performance.

Teacher's School Readiness Inventory (TSRI) Behaviour Appendix

Many school screening measures incorporate behavioural and emotional facets. Since the TSRI does not include any behavioural items that can interfere with academic functioning we have developed a behavioural appendix to accompany the TSRI. This behavioural appendix has the same scoring features as the TSRI, that is, a 5 point rating system, with lower scores indicating more serious behavioural concerns. The three different behaviours that are included involve externalizing behavioural problems; i.e. opposition and defiance as well as verbal and physical aggression.

Suggested cut-offs for behaviourally at-risk scores are:

	Higher Risk	Lower Risk
JK	3-9	10-12
SK	3-6	7-10



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	Higher Risk	Lower Risk
JK	3-9	10-12
SK	3-6	7-10



Northeastern
Catholic District
SCHOOL BOARD

TEACHER'S SCHOOL READINESS INVENTORY

Individual Rating Form

Student Information

Student Name:	DOB:	
School:	Grade:	Total Score:

Instructions

- Using the five point rating scale shown below, rate the student on each of the following items.
- Record your ratings on the appropriate lines in the column to the right.
- Add all of your ratings to obtain the student's total score.

Testing Items

Rating

1. **In-class distractibility, attention span and memory span:** Is the student easily distracted by other children; does the student have difficulty remembering and following instructions and remembering the details and content of material presented in class?

Rating: 1 2 3 4 5
Highly distractible very good attention

2. **Verbal fluency:** Does the student tend to use precise words and convey abstract ideas reasonably well when asked to describe events?

Rating: 1 2 3 4 5
poor verbal fluency very good fluency

3. **Interest and participation:** Does the student show interest, enthusiasm and eagerness to participate in various classroom activities and does the student readily convey this overall sense of enthusiasm to other children or to adults?

Rating: 1 2 3 4 5
Very unenthusiastic very enthusiastic

4. **Letter identification skills:** Approximately how many upper-case letters can the student name correctly when shown pictures of these letters one at a time in random order?

Rating: 1 2 3 4 5
0 – 15% about 25% about 50% about 75% 85-100%

5. **Printing skills:** From your observations of the student's printing in class, approximately how often does the student distort the overall form of letters and numbers by adding, deleting, or misaligning parts thereby producing form errors that are similar to (or worse than) the form errors shown on the back of this page?

Rating: 1 2 3 4 5
Very often often occasionally rarely never



BEHAVIOURAL INVENTORY – APPENDIX TO TSRI

Individual Rating Form

Student Information

Student Name:		DOB:
School:	Grade:	Total Score:

Instructions

Complete the following ratings along with the TSRI for each student to provide additional information concerning students' development. Using the five point rating below, rate the student on the following items.

(Note: Total scores for the TSRI should be noted on page 1 and scores for this appendix should be noted on this page only.)

Testing Items

Rating

1. Behaviours I: Does the student physically aggress against peers and/or adults (kick, punch, bite, throw objects, etc)?

Rating:	1	2	3	4	5
	very often	often	occasionally	rarely	never
	daily	(2-3 times	(1 time	(few times	
		per week)	per week)	per month)	

2. Behaviours II: Does the student verbally aggress against peers and/or adults (threatens, extremely argumentative, derogatory remarks, etc.)?

Rating:	1	2	3	4	5
	very often	often	occasionally	rarely	never
	daily	(2-3 times	(1 time	(few times	
		per week)	per week)	per month)	

3. Behaviours III: Does the student defy authority or oppose adult directions?

Rating:	1	2	3	4	5
	very often	often	occasionally	rarely	never
	daily	(2-3 times	(1 time	(few times	
		per week)	per week)	per month)	

Letter	FORM ERRORS	Letter Number	FORM ERRORS
B	B P θ B b	5	ε 8 9 9 3
C	6 S L O	U	U U 4 r 4 4
D	O C P □	Y	Y X + h 4.
E	E S F	Z	3 2 2 2 2
F	E F	2	2 3 c 2 2 2
G	C C C G 6 b	3	2 3 3 2 3
J	U J	4	H Y
K	B N F F K	5	2 3 2 2
L	⋈ L	6	9) P 5
N	M 5 N	7	0 P 2 Y)



**Northeastern
Catholic District**
SCHOOL BOARD

BEHAVIOUR SUPPORT PLAN

Student Information

Student Name:

School:

Grade:

DOB:

Identified by IPRC: ☐ Yes ☐ No

Exceptionality:

Documentation:

IEP: ☐ Yes ☐ No

Since:

Reason for Behaviour Support Plan

Behaviour Support Plan Goals

Strategies

Plan Details

Intervention Period / Plan Review

From:

To:

Review Date:

School-Based Team Members to be Present:

Other Participants including Parents/Guardians:

Signatures

Principal:

Date:

Student:

Date:

Teacher(s):

Date:

Parents/ Guardians:

Date:

Other:

Date: