



Northeastern Catholic District School Board

SPECIAL EDUCATION

Policy Number: E-5

**Authority: 12-50/14-103/16-193/19-144
/22-72**

POLICY STATEMENT

The Northeastern Catholic District School Board (NCDSB) is committed to the belief that every student can learn and develop their full potential as children of God. The NCDSB believes that it is the shared responsibility of home, community, and school partners to design and implement an instructional program appropriate to meet the needs of each student. All students should feel safe at school and deserve a positive school climate founded on the principles of equity, inclusivity, and acceptance.

REFERENCES

Education Act

Special Education Advisory Committee – Reg. 464/97, 2
Special Education Programs and Services – Reg. 298, 30, 306, 2

NCDSB Administrative Procedure

APE005-1 Special Education Equipment
APE005-2 Request for a Transitional Support Worker
NCDSB Special Education Plan

DEFINITIONS

Exceptional Students

Those students who are identified with a behavioural, communication, intellectual, physical or multiple exceptionality in accordance with the Identification, Placement, and Review Committee (IPRC).

Identification, Placement, and Review Committee (IPRC)

This is a formal process/meeting of parents and school staff designed to discuss and determine whether or not a child should be identified as exceptional according to the categories outlined by the Ontario Ministry of Education. If a student is deemed exceptional according to these categories, the committee will decide an appropriate placement for the exceptional student. The identification and placement of an exceptional student is to be reviewed at least once per school year.

POLICY REGULATIONS

- 1.0 Use Special Education funding provided by the Ministry of Education and any other initiatives or opportunities to provide programs and services for students with special needs according to the area of exceptionality defined by the Ministry of Education.

- 2.0 Co-operate with other school boards and community agencies when necessary in order to provide a full range of programs and services designed to meet the needs of students with diverse abilities.
- 3.0 Provide as many resources as possible and practical at the community school level to ensure that most students with exceptionalities can remain with their peers in a regular or special education classroom placement.
- 4.0 Establish and maintain a Special Education Advisory Committee annually to provide information, recommendation and advice to the Board for matters related to Special Education programs and services.
- 5.0 Ensure that administrative procedures for the delivery of special education programs and services are reviewed regularly and aligned with governing provisions of the *Education Act* and Policy Program Memorandum.