



**SPECIAL EDUCATION PLAN
2023-2024**

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SPECIAL EDUCATION PROGRAMS AND SERVICES

Statement of Beliefs

The Nipissing-Parry Sound Catholic District School Board is committed to the principle that the inclusion of exceptional pupils should be the norm, provided the placement meets the pupil's needs and is consistent with parents' wishes.

In our Catholic schools the uniqueness of every student is celebrated. We recognize each child's dignity and value within the family, the church, the community and the school. The goal of purposeful inclusion of all students with adequate supports will ensure that each child's needs are met and assist the child to participate fully in the life of the school.

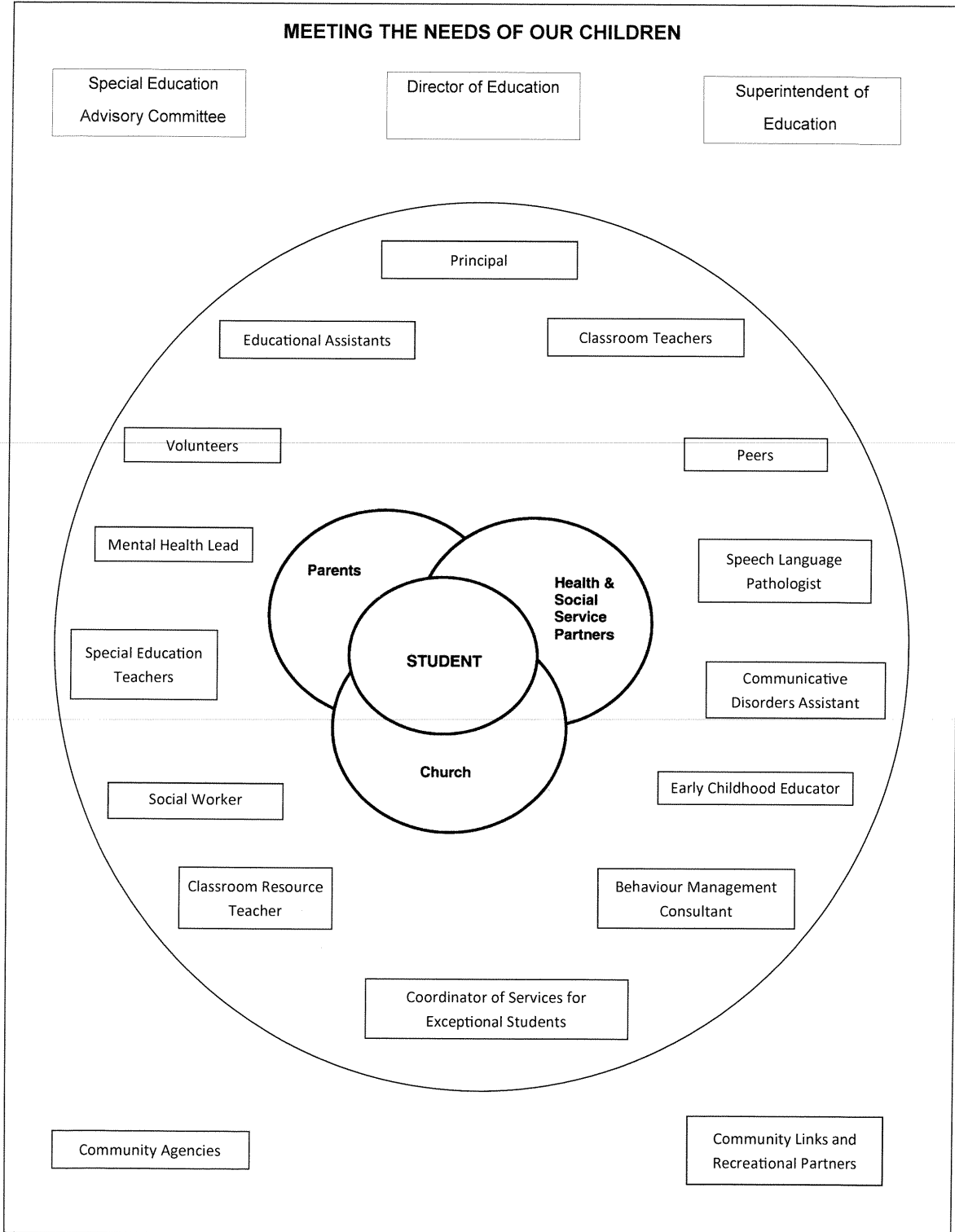
Inclusion of all exceptional students requires flexibility on the part of schools and parents, as well as partnerships with community agencies providing expertise and personnel. Inclusive programs must be supported through adequate training and funding for facilities and equipment, and require evaluation to ensure that expectations are being achieved in the best interests of all students.

Students have needs in a variety of domains: spiritual, social, emotional, cognitive-academic, and physical. To achieve the highest quality of education for all students, each student's strengths and needs must be evaluated individually.

The Nipissing-Parry Sound Catholic District School Board acknowledges the need for a full range of placement options to meet these varying needs of students. These placement options include placement in a regular classroom with resource support, specialized classes, purchase of service and referral to provincial schools.

List of Acronyms

ABA	–	Applied Behaviour Analysis
ABI	–	Acquired Brain Injury
ADHD	–	Attention Deficit Hyperactivity Disorder
AIP	–	Autism Intervener Program
ASD	–	Autism Spectrum Disorder
ASL	–	American Sign Language
BMC	–	Behaviour Management Consultant
NELHIN	–	North East Local Health Integration Network
CDA	–	Communicative Disorders Assistant
CERT	–	Critical Events Response Team
CRA	–	Classroom Resource Assistant
CRT	–	Classroom Resource Teacher
DECE	–	Designated Early Childhood Educator
EA	–	Educational Assistant
EDU	–	Ministry of Education
ELKP	–	Early Learning Kindergarten Program
IEP	–	Individualized Education Plan
IPRC	–	Identification Placement and Review Committee
ISNC	–	Integrated Services for Northern Children
LAC	–	Learning Assistance Centre
LDAO	–	Learning Disabilities Association of Ontario
LSC	–	Learning Skills Class
NELHIN	–	North East Local Health Integration Network
NPSCDSB	–	Nipissing-Parry Sound Catholic District School Board
OKP	–	One Kids' Place
OSR	–	Ontario Student Record
OT	–	Occupational Therapist
PEI	–	Promoting Early Intervention
PT	–	Physiotherapist
SEA	–	Specialized Equipment Allotment
SEAC	–	Special Education Advisory Committee
SEARC	–	Special Education Advisory Review Committee
SIP	–	Special Incident Portion
SLP	–	Speech Language Pathologist
SMH	–	School Mental Health
SSP	–	School Support Program
TIPS	–	Treatment & Intervention for Preschool to Age 6



IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) PROCESS

IPRC Process (as per regulation 181/98)

The NPSCDSB policy, "Identification, Placement and Review Committee" outlines the local procedures related to the IPRC process (Appendix 1). This IPRC 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 professional assessment of the student, the school consultation team screening, possible psychoeducational or psychological assessment, and the on-going evaluation of student progress.

As of September 7, 2021, the total number of NPSC students identified with exceptionalities was 383 (elementary) and 220 (secondary). There were no appeals conducted in 2021-2022.

The data above includes students who have been formally identified, are awaiting assessment and students who have not been formally identified but have an Individual Education Plan.

The process begins when the teacher and/or parent interprets student behaviour, learning characteristics and academic achievement to decide whether or not to refer a student to the school principal for consultation. The process may also be initiated after discussion with a parent regarding student achievement. Various steps are taken for the collection of data in order to decide on alternative strategies and/or recommending the student for identification as exceptional. These are outlined as follows:

- a) Initiate referral to the principal.
- b) Collect anecdotal observations and information from informal tests.
- c) Contact the student's parent/guardian. Case conference with parents/guardians and support services personnel is an opportunity for all parties involved to discuss assessment results and the recommendations regarding the student's learning needs.
- d) Implement alternative classroom strategies.
- e) Make referral to school level (screening) committee.
- f) Try other educational alternatives and initiate necessary educational assessments.
- g) Refer to IPRC.

Steps in the IPRC process:

- a) Principal refers students to IPRC either at the written request of the parent/guardian or on his/her own initiative.
- b) Within 15 days of making the referral, the principal notifies the parent that the student has been referred to the IPRC.

The parent receives the written notification of the referral, the approximate time the IPRC is likely to meet and a copy of **Special Education Services: A Guide for Parents and Students** (www.npsc.ca).

- c) 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.

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.

d) The IPRC meets and:

- Considers assessment reports (educational, psychological and/or health);
- Interviews the student, if this is considered useful;
- May discuss and make 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;
- And makes decisions on the following:
 - i). Whether the student is exceptional or not;
 - ii). If exceptional, the category and definition of the identified exceptionality;
 - iii). The strengths and needs of the student;
 - iv). 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 Nipissing-Parry Sound 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.

If the parent is not in agreement with the IPRC decision then he or she may, within 30 days of the IPRC:

- i). Request a second meeting with the IPRC to discuss the decision further; or
- ii). Request to have the matter referred to a Special Education Appeal Board.

e) If the parent so requests, a second meeting of the IPRC is convened as soon as possible.

The IPRC may uphold its original decision and notify all parties listed above of this decision and the reasons for the revised decision.

If the parent is not in agreement with the upheld or revised decision, he or she may request to have the matter referred to a Special Education Appeal Board within 15 days of the second meeting of the IPRC.

f) The School Board will implement the IPRC decision as soon as possible and notify the school principal of the decision.

Having received the IPRC's final decision in writing, the parent must provide written consent for the placement or if the parent is still not in agreement, begin an appeal to the Special Education Appeal Board within 15 days.

The student is placed in a special education program or is returned to a regular class in accordance with the IPRC decision if:

- a) The parent consents, or
- b) The parent has not consented but has not begun an appeal within 30 days of the final decision.

- g) 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.

For the students who are 14 years of age or older, the IEP must include a transition plan for post-secondary school activities such as work, further education and community living. The IEP and transition plans are developed based on guidelines set out in the Individual Education Plan (IEP) Resource Guide 1998 and Individual Education Plans: Standards for Development, Program Planning and Implementation (2000).

- h) Once a year, the IPRC is reconvened to review each student's identification and/or placement. The parent, however, may request a review three months after the placement has begun.

Special Education Services: A Guide for Parents and Students

Special Education Services: A Guide for Parents and Students is distributed to all parents of students who are being presented to an IPRC. Copies are available at the school office or on the Board's website at www.npsc.ca .

SPECIAL EDUCATION PLACEMENTS PROVIDED BY NPSCDSB

In accordance with the direction of the Ministry of Education, the NPSCDSB is committed to the principle that the integration of exceptional pupils should be the norm, provided the placement meets the pupil's needs and is in accordance with parents' preferences. The NPSCDSB acknowledges the necessity for a full range of placement options to meet these varying needs of students. Placement of a student in a regular classroom setting is the first option considered by the Identification, Placement and Review Committee (IPRC).

- **A regular classroom**
The student is placed in a regular classroom for the entire day, and the teacher provides program modifications.
- **A regular class with indirect support**
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- **A regular class with resource assistance**
The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- **A 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 special education teacher.
- **A 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 Regular 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- **A special education class full time**
The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to Regular 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 Education Coordinator.

The NPSCDSB 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. SEAC also receives important input from Special Education Administrative Review Committee (SEARC), made up of elementary and secondary school principals, Special Education Coordinator and administration who meet each term to discuss staffing, resources, service delivery models, and current issues and needs. SEAC considers input from all of these stakeholders to set priorities for the annual special education budget developed in the spring each year for the following school year. The following graphic chart depicts our service delivery model for each exceptionality:

Service Delivery for Exceptional Pupils in the Nipissing-Parry Sound Catholic District School Board

EXCEPTIONALITY		PLACEMENT OPTIONS:		
		Regular Classroom (program modifications and/or accommodations)	Regular Classroom - CRT support (resource/withdrawal)	Special Program/Class
Communication:	Autism	✓	✓	Learning Assistance Centres: Elementary – SA, SH, OLS, Secondary – SJSH
	Speech Impairment	✓	✓	
	Language Impairment	✓	✓	
	Deaf and Hard-of-Hearing	✓	✓	Teacher of the Deaf and Hard-of-Hearing
	Learning Disability	✓	✓	Jr. & Int. Learning Skills Classes (½ time): Elementary – OLS (Maamwi-Enchiyang), MSB; Secondary - SJSH (3 sections with GLE course in first semester)
Behaviour:		✓	✓	Section 23 - Day treatment: SA, System
Physical:	Blind & Low Vision	✓	✓	Teacher of the Blind and Low Vision
	Deaf Blind	✓	✓	Learning Assistance Centres: Elementary -- SA, SH; Secondary - SJSH
Multiple Exceptionalities:		✓	✓	Learning Assistance Centres: Elementary – OLS, SA, SH; Secondary - SJSH
Intellectual:	Giftedness	✓	✓	
	Mild Intellectual Disability	✓	✓	LAC (Intermediate & Secondary levels)
	Developmental Disability	✓	✓	Learning Assistance Centres: Elementary – SA, SH, OLS; Secondary - SJSH

Key: OLS= Our Lady of Sorrows; MSB= Mother St. Bride; SH= St. Hubert; SA= St. Alexander; SJSH= St. Joseph-Scollard Hall

INDIVIDUAL EDUCATION PLANS (IEP)

The Individual Education Plans (IEP) reflects the Nipissing-Parry Sound 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 NPSCDSB are required to prepare an IEP for identified exceptional students within 30 school days of the commencement of the student's placement in a special education program. Recommendations regarding program 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 and receive a copy.

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.

Throughout the 2010-2011 school year an internal review of the elementary IEP template occurred. A committee reviewed the school board's electronic IEP and the Ministry of Education's web-based IEP template. Consistent with Ministry of Education IEP standards, revisions were made to update the elementary electronic IEP. Elementary classroom resource teachers were provided in-service on Thursday, September 1, 2011.

Throughout the 2013-2014 school year, an internal review of the IEP template occurred. Revisions were made to ensure compliance with PPM 156 – Supporting Transitions for Students with Special Education Needs. System special education teachers will be provided with an in-service on Friday, September 12, 2014.

Throughout the 2014-2015 school year, a continued internal review of the IEP template occurred. Revisions were made to the accommodations and strategies drop down menus to ensure they were up to date, i.e. technology and software. Secondary Teachers were provided in-service on Monday April 13, 2015 on how to implement the accommodations and strategies in the students' IEP. Additions to the Transition portion of the IEP continue to be made to ensure compliance with PPM 156. The secondary special education teachers continue to meet twice per semester to monitor and revise.

Throughout the 2015-2016 school year, a continued internal review of the IEP template occurred. Revisions were made to the accommodations (Environmental, Instructional, and Assessment) drop down menus to ensure they were up to date (i.e. technology and software). Special Education Secondary Teachers were provided in-service on Google Read and Write on November 10, 2015. Additions to the Transition portion of the IEP continue to be made to ensure compliance with PPM 156. Integrated Transition plans for required secondary students are in place and attached to the student's IEP in the OSR. Secondary special education teachers continue to meet with the transition workers from Community Living North Bay as well as the student, their parents and other community agencies who are involved to monitor and update the Integrated Transition Plans that are in place twice a year.

Throughout the 2018-2019 school year, a continued internal review of the IEP template occurred. Revisions were made to ensure the document is current (i.e. technology and software). Training around revisions will occur with Special Education Teacher at the beginning of the 2019-2020 school year.

An IEP review did not occur in the 2019-2020, 2020-2021, or the 2021-2022 school years due to the challenges presented to us by the COVID-19 pandemic and other unique circumstances that redirected our attention and focus during these particular school years.

Ongoing review of the IEP continues to strengthen and maintain document quality. We are committed to conducting reviews in a collaborative systematic approach to ensure any necessary practices evolve and are implemented effectively.

SPECIAL EDUCATION STAFF

Elementary Panel

Special Education Staff		FTEs	Staff Qualifications
1.	Teachers of exceptional students		
1.1	Teachers for resource-withdrawal programs	18.0	Sp. Ed. Pt. 1 (minimum) *Includes 0.5 FTE Specialist Teacher of Deaf & Hard of Hearing and 0.5 FTE Specialist Teachers of Blind & Low Vision; 1.0 Primary Learning Assistance Centre Teacher, 1.0 Learning Skills Teacher, 0.5 Learning Technologies Teacher, 1.0 Autism SAT Teacher, 0.5 Supporting Students with LD SAT, 1.5 Teacher of Learning Skills Classroom (Mother St. Bride and Our Lady of Sorrows)
1.2	Teachers for self-contained classes	5	Sp. Ed. Pt. 1, Specialist preferred *Includes 1.0 FTE Primary Social Skills Teacher
2.	Other special education teachers		
2.1	Itinerant teachers	0	
2.2	Teacher diagnosticians	0	
2.3	Coordinators	1	Special Education Specialist Masters of Education
2.4	Consultants	1	Behaviour Management Consultant Social Welfare and Social Development
3.	Educational assistants in special education		
3.1	Educational assistants	66.5	Two-year post-secondary education with work experience and/or additional qualifications and/or Development Service Worker (2 yr.), ECE (2 yr.) and RNA for physical care *Includes NFN, CRA and Physical Care.
4.	Other professional resource staff		
4.1	Psychologists	0	Contracted as per need.
4.2	Psychometrists	0	Contracted as per need.
4.3	Psychiatrists	0	
4.4	Speech language pathologists	1	Masters Registered with CASLPO Elementary/secondary
4.5	Audiologists	0	
4.6	Occupational therapists	0	
4.7	Physiotherapists	0	

Special Education Staff		FTEs	Staff Qualifications
4.8	Social worker	7	Elementary/Secondary Registered with Ontario College of Social Workers and Social Service Workers Includes: Mental Health Lead/Manager of Student Support Services and Supervisor of Student Support Services Team
5.	Paraprofessional resource staff		
5.1	Orientation and mobility personnel	0	Contracted through CNIB
5.2	Oral interpreters (for deaf students)	0	
5.3	Sign interpreters (for deaf students)	0	
5.4	Transcribers (for blind students)	0	
5.5	Interveners (for deaf-blind students)	1	Educational assistant with training
5.6	Auditory-verbal therapists	0	
5.7	Communicative Disorders Assistant	2	CDA Diploma

Secondary Panel

Special Education Staff		FTEs	Staff Qualifications
1.	Teachers of exceptional students	All Staff	Various
1.1	Teachers for resource-withdrawal programs	2.0	Sp. Ed. Pt. 1 (minimum)
1.2	Teachers for self-contained classes	3.0	Sp. Ed. Pt. 2, Specialist preferred
2.	Other special education teachers	1.0	Prep Teacher (0.67 + 0.33) + 2.0 Curriculum Leads
2.1	Itinerant teachers	0	
2.2	Teacher diagnosticians	0	
2.3	Curriculum Leads – Special Education	2.0	Special Education Specialist
3.	Educational assistants in special education		
3.1	Educational assistants	15	Development Service Worker (2 yr.) ECE (2 yr.) and RNA for physical care
4.	Other professional resource staff		
4.1	Psychologists	0	Contracted as per need
4.2	Psychometrists	0	Contracted as per need
4.3	Psychiatrists	0	
4.4	Speech language pathologists	1	Masters Registered with CASLPO Elementary/secondary
4.5	Audiologists	0	
4.6	Occupational therapists	0	
4.7	Physiotherapists	0	
4.8	Social workers	7	Elementary/Secondary (see note from elementary panel)
5.	Paraprofessional resource staff		
5.1	Orientation and mobility personnel	0	Contracted as per need
5.2	Oral interpreters (for deaf students)	0	
5.3	Sign interpreters (for deaf students)	0	
5.4	Transcribers (for blind students)	0	
5.5	Intervenors (for deaf-blind students)	0	
5.6	Auditory-verbal therapists	0	

SPECIALIZED EQUIPMENT

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

Funding Allocation for Individualized Equipment

Under SEA claim funding, the Board's expenditures for the last school year total \$ 86,680.

Eligibility Criteria for SEA Claims (non-computer based equipment)

Under SEA funding, claims are made for any student who requires a total expenditure on personalized instructional equipment, including freight and taxes, that will exceed \$800 per school year. The Board is responsible for funding \$800 for each individual SEA claim that is submitted to the Ministry. The Board uses other special education funding to cover the \$800 deducted from each SEA claim.

Procedures for the Acquisition of Individualized Equipment

Each SEA claim MUST be documented by:

- a) An assessment on file from an appropriately qualified professional;
- b) 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;
- c) A current copy of the student's IEP;
- d) A medical diagnosis;
- e) 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.

Examples of specialized equipment for use at school include:

- personal FM systems for students with permanent hearing loss;
- print enlargers for students with low vision;
- braille writers for students who are blind;
- positioning devices for sitting, standing or lying used by physically disabled students;
- symbol or letter voice translators for students who are physically challenged or have non-existent verbal communication;
- individually modified desks or worktables for students who are physically challenged;
- adjustable desks or computer tables for students who are physically disabled.

In April 2010, school boards received a memorandum from the Ministry of Education regarding special education funding for Special Equipment Amount (SEA). Beginning in 2010-2011, the SEA allocation would be 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.

TRANSPORTATION FOR STUDENTS WITH SPECIAL NEEDS

Under the Board's regular Transportation policy (Appendix 2), students are transported to their neighborhood school.

Students attending special education programs, including students who are in regular classrooms, board the regular school buses providing the home school service for their own particular zone.

As per the Board's Accessibility Standards for Student Transportation Services Policy (S19.1, Appendix 2), the Board ensures that accessible school transportation services are provided for students with disabilities in a manner that meets their unique needs and ensures their safety. Where appropriate and practicable, integrated accessible school transportation services will be provided.

When special transportation is required due to specific needs and special equipment, students are transported by the City of North Bay's Parabus or specialized vans/buses provided by the Board-approved operator service.

The Board contracts all of its pupil transportation needs. Operators are selected in accordance with regulations in Section E of the Board's Transportation of Pupils policy (Appendix 2). Operators are required to perform a criminal records check upon hiring new drivers. The Board's regulations concerning bus drivers are described in Section D of the Board's Transportation of Pupils policy.

SUPPORTING TRANSITIONS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Effective transition planning is important. Individualized transition plans that reflect a student's strengths and needs provide the foundation for successful transitional experiences that support the building of student resiliency. Articulating student transition needs can also be a valuable component of developing an individual student profile.

Historically, transition requirements were laid out in the following regulatory and policy documents:

Ontario Regulation 181/98 states that, for exceptional students who are age 14 or over and who are not identified solely as gifted, the student's Individual Education Plan (IEP) must include a transition plan for the student's transition from school to work, further education, and/or community living.

Policy/Program Memorandum No. 140, "Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)", May 17, 2007, states that school board staff must plan for the transition between various activities and settings involving students with autism spectrum disorders.

For students in care and/or treatment, custody, and correctional facilities, the document entitled *Guidelines for Approval of Educational Programs for Pupils in Government Approved Care and/or Treatment Custody and Correctional Facilities (2005–06)* outlines how the facility and the board that is providing the educational program will work together to create transition plans for students in these facilities.

In February 2013, Policy/Program Memorandum No. 156 outlined for school boards and schools new requirements for transition plans for students with special education needs from Kindergarten to Grade 12.

The school principal is responsible for ensuring that student transition plans are developed, implemented, and maintained in accordance with the requirements of this memorandum.

A transition plan must be developed for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP.

At the discretion of the board, a transition plan may also be developed for students who receive special education programs and/or services but do not have an IEP and have not been identified as exceptional.

All transition plans must be developed in consultation with the parent(s), the student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary.

For students who have an IEP, the transition plan must be reviewed as part of the review of the IEP. The results of each review should be used to update the transition plan.

The physical, emotional, and learning needs of the student are considered when developing a transition plan, to determine if the student requires support when making transitions. Students make transitions in a variety of contexts: upon entry to school; between grades; from one program area or subject to another; when moving from school to school or from an outside agency/facility to a school; from elementary to secondary school; and from secondary school to the next appropriate pathway.

If the student has no particular need of support during transitions, the transition plan should state that no actions are required. When transition needs are identified for the student, school board staff must ensure that a transition plan is in place that addresses those needs.

Every transition plan will identify specific transition goals, support needs, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each of the identified actions.

The transition plan must be stored in the Ontario Student Record (OSR) documentation folder.

The requirements of this memorandum take effect September 2, 2014.

Additionally, school boards and community partners have developed a wide range of strategies, tools, and resources to provide effective transition planning for students. School boards are encouraged to continue to collaborate with community partners and to utilize these resources and supports when implementing the requirements for transition plans set out in PPM No. 156.

PROVINCIAL INFORMATION

ROLES AND RESPONSIBILITIES

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework
- funding
- school system management
- programs and curriculum

It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

The Ministry of Education:

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, 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 (SEACs);
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- 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 Nipissing-Parry Sound Catholic District School Board:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;

- provides appropriately qualified staff to provide programs and services for the exceptional pupils 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 pupils of the board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as 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 pupils 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 (SEAC):

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils 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 memoranda, 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 pupils, 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 pupils;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to 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.

The Classroom Teacher:

- carries out duties as outlined in the Education Act, regulations, and policy/ program memoranda;
- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- 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 and update the student's IEP.

The Classroom Resource Teacher (CRT), in addition to the responsibilities listed above under "the classroom 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 pupils.
- responsible for initiating, organizing and completing the IPRC (review and central)
- in constant communication with classroom teachers regarding best strategies to support our students with exceptionalities
- organizing and managing the resource room
- reviewing the Individual Education Plan (IEP) twice a year
- working collaboratively with outside agencies to best support our students needs (academically, emotional, physical
- ensuring students have appropriate SEA technology

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 school.

The Student:

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

Support Personnel

a) Speech Language Pathologist and Communicative Disorders Assistant

Currently, the Nipissing-Parry Sound Catholic District School Board employs a Speech-Language Pathologist who has a broad range of expertise in the area of communication disorders. With the clinical supervision of the Speech Language Pathologist, the Board also employs two Communicative Disorders Assistants. The range of services provided by the SLP and the CDA includes:

- assessment of communication disorders (articulation, language competency, phonological awareness, etc.) (SLP)
- participation on school support teams and case conferencing (SLP and CDA upon request);
- direct intervention (SLP and CDA);
- program suggestions and mediator intervention planning with Educational Assistants (EAs) (SLP);
- training and support for specific augmentative communication systems (SLP, CDA);
- liaison between schools and other community speech and language agencies and services (SLP).
- assessments/direct treatment pivoted to online during Covid-19 pandemic (SLP)

b) Behaviour Management Consultant

The Behaviour Management Program was established in the 1989-1990 school year. The focus of the program is to:

- Develop strategies in consultation with school staff to assist students with appropriate expressions of feelings, positive peer/adult interaction, social problem solving, anger management, social skills, building self-esteem, self-regulation and resiliency.
- Strategize with school personnel to more effectively produce positive behaviour in the students through consistent practices, structure, incentive based programs, and relationship building.
- Research and provide resource material to school personnel related to the student's needs and goals. Provide training and support to staff related to behaviour management and skill building.
- Liaise with other community agencies and parents regarding students' program, especially through case conferencing.

Committee involvement:

- Critical Events Response Team – core committee and board team
- Gateway Hub Table
- FASD North

The Behaviour Management Consultant provides training on the Critical Events Response Team (CERT); Behaviour Management Systems Training (non-violent crisis intervention) and Tools for Life.

c) Social Work

The Social Work position was established in the 2008-2009 school year. Over time the team has grown to a team of 4. The role of the Social Work team is to promote the equity of opportunity for all students to benefit from the Board's academic program, and to ensure educational and personal growth of students who are experiencing interpersonal challenges related to their mental health.

Services provided by the Social Work team will be guided by the board service pathway document, overseen by the mental health lead, and will complement existing services provided by school administration, student services, chaplaincy, the behavioural management team and partnering community agencies.

Services are expected to be short term, with the objective of providing immediate support to help students overcome emotional barriers to educational success.

The Social Work team will work collaboratively with staff, school Board resources and community agencies to meet the needs of students and families within tier 2.

d) Mental Health Lead

The Mental Health Lead position was established in 2014, and is supported by school Mental Health Ontario (SMHO). The role of the Mental Health Lead is to provide leadership to Student Support Services, develop a school-level and Board-level resource map to determine areas of strength and need, to work in collaboration with senior administration to develop and implement a strategic plan for service delivery, professional development, health promotion and prevention, develop and implement a plan to improve literacy around mental health and addictions, and collaborate with Board and community partners to improve pathways to care.

e) Educational Assistants

Educational assistants report to the principal and in cooperation with the classroom teacher they assist in the design, development, implementation and monitoring of individual student programs.

Educational assistants must have a two year post-secondary diploma in a relevant field such as Developmental Service Worker or Early Childhood Education and a Criminal Reference Check. They should also have first aid training, relevant work experience, formal training in sign language as required, basic computer knowledge, excellent interpersonal skills, knowledge of behavioural strategies and good written and oral communication skills.

Educational assistants are assigned to a school to meet the needs of students with severe exceptionalities who are registered in the school.

Educational assistants perform a variety of duties dependent on the particular setting in which they work and the students with whom they work. These duties and responsibilities are outlined in the Educational Assistant Handbook (see Appendix 3).

f) System Special Assignment (K-8) – Learning Technologies Resource Teacher

Implemented in March 2015, this role was developed to focus on supporting the system effort to foster 21st Century Skills and provide assistance to classroom teachers in the integration of various technologies in order to support students with special education needs.

- Working with classroom teachers and resource teachers to provide appropriate assistive technologies including laptops, software, iPads and apps generated through the SEA process in order to provide easy access to curriculum;
- Facilitate training for teachers, educational assistants and students to support the interaction of assistive technologies;
- To assist in generating learning goals through informed instructional practice and implementation in student's IEP;
- Working with staff to facilitate SEA claims and the allocation of special education technology.

g) Special Assignment Teacher – Supporting Students with Autism

The position was established in the 2016-2017 school year to support school boards through the transition to the new Ontario Autism Program. The main responsibility of this position is to support Connections for Students transition teams and provide school based teams support to students with Autism. The focus of the program is to:

- Facilitate in class coaching and professional development for Teachers, Educational Assistants and Designated Early Childhood Educators on effective learning strategies and techniques for students with Autism Spectrum Disorder (ASD);
- Work collaboratively as part of a multidisciplinary team with staff, School Board resources and community agencies;
- Support the development and implementation of the Individual Education Plan which includes strategies based on the principles of Applied Behaviour Analysis (ABA);
- Support staff with student specific program planning for students with ASD including resource development;
- Support student specific consultation and transition of students with ASD;
- Support development and implementation of behavior and safety plans and the application of technology for students with ASD.

h) Special Assignment Teacher – Supporting Students with Learning Disabilities

The position was established in the 2020-2021 school year to support students with learning disabilities. The main responsibility of this position is to support students who have struggled to begin to learn to read. The focus of the role is to:

- Facilitate reading intervention strategies, particularly with students with a Learning Disability, based on their learning profile;
- Collaborate with and support Classroom Resource Teachers and Classroom Teachers in the implementation of effective inclusive instructional strategies that meet the needs of students with Learning Disabilities;
- Facilitating the integration of a variety of digital learning technologies and related applications effectively into instructional practice;
- Facilitate the enhancement of system capacity through the implementation of effective strategies to teach Literacy (and Numeracy);
- Collaborate with colleagues and facilitate the implementation of the principles of Universal Design for Learning, including using a balanced literacy and numeracy program and the use of student data to drive instruction.

DEFINITIONS OF EXCEPTIONALITIES

Categories of Exceptionality and Definitions

The Nipissing-Parry Sound Catholic District School Board uses the categories recognized in the Education Act. The categories and definitions are as follows:

BEHAVIOUR

DEFINITION:

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

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

CHARACTERISTICS

In addition to the above, these students often manifest the following characteristics:

- < low self-esteem
- < regularly breaks social or cultural norms that are usually well established for the age level
- < deviates in a significant manner from the behaviour that is normally expected in the situation

IDENTIFICATION

Students in this category display inappropriate behavioural, social and/or emotional responses that are of such severity in terms of frequency, intensity, or duration that the student's education performance and/or the learning of other students is adversely affected. These responses will be observed in more than one setting. Observations are often supported by anecdotal records, letters to parents, letters regarding modified school attendance, suspension letters, medical diagnosis (i.e. ODD, OCD, ADHD, Depression, FASD, Anxiety Disorders, Reactive Attachment Disorder). A behaviour plan should be in place and evidence of in-school meetings to problem solve around the student's behaviour must be on file.

COMMUNICATION

AUTISM

DEFINITION

A severe learning disorder that is characterized by:

- a) disturbances in
 - < rate of educational development
 - < ability to relate to the environment
 - < mobility
 - < perception, speech and language
- b) lack of the representational symbolic behaviour that precedes language

CHARACTERISTICS

- < significant difficulty with communication and interactional skills
- < severe difficulty relating to others and adapting to the environment
- < intensive supervision required to maintain safety of self and others

IDENTIFICATION

A student identified in this category is assessed as having autism spectrum disorder. This assessment is carried out by a regulated, qualified professional with a clear statement and evidence to substantiate the level of need.

DEAF AND HARD-OF-HEARING

DEFINITION

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

CHARACTERISTICS

- < significant gaps in written or spoken language
- < on-going speech or language difficulties
- < moderate to profound hearing loss
- < student is unable to access the curriculum without major or significant intervention by a specialist teacher of the deaf
- < significant accommodation must be made to address the linguistic skills of the student
- < may have received a Cochlear implant

IDENTIFICATION

A student in this category is a deaf or hard-of-hearing student with an educationally significant hearing loss whether bilateral or unilateral, conductive or sensori-neural and who requires amplification or specialized communication supports.

A diagnosis by a regulated, qualified professional (Physician &/or Audiologist) is required.

A Specialist Teacher of the deaf and hard-of-hearing or consultative staff from a Provincial School for the Deaf can assist with the interpretation of documentation.

SPEECH IMPAIRMENT

DEFINITION

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

LANGUAGE IMPAIRMENT

DEFINITION

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:

- a) involve one or more of the form, content and function of language in communications; and
- b) include one or more of the following:
 - < language delay
 - < dysfluency
 - < voice and articulation development, which may or may not be organically or functionally based

IDENTIFICATION

A student identified in these categories displays severe to profound speech or language disorders as assessed by a regulated, qualified professional (i.e. Speech Language Pathologist or Physician).

LEARNING DISABILITY

DEFINITION & CHARACTERISTICS (Revised PPM 8, August 2014)

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

- a) 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
- b) results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support
- c) 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
- d) may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g. self-regulation of behavior and emotions, planning, organizing of thoughts and activities, prioritizing, decision making)
- e) may be associated with difficulties in social interaction (e.g. difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- f) is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

IDENTIFICATION

A student identified in this category, through assessment by a regulated qualified professional, demonstrates a significant discrepancy between average or above-average intellectual potential and academic achievement (**recommended that the point spread be 20+**). Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorders (ADHD) may accompany the learning disability.

INTELLECTUAL

GIFTEDNESS

DEFINITION

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.

CHARACTERISTICS

- < significantly advanced level of general and/or specific intellectual ability, as assessed by a variety of means, which include cognitive testing, evaluation of academic performance, and input from parents and teachers

IDENTIFICATION

Identification of a student in this category includes assessment results demonstrating cognitive ability with standard scores of 130+ with rapid progress in learning achievement.

MILD INTELLECTUAL DISABILITY

DEFINITION

A learning disorder characterized by:

- < an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
- < an inability to profit educationally within a regular class because of slow intellectual development
- < a potential for academic learning, independent social adjustment and economic self-support

CHARACTERISTICS

- < a moderate level of general intellectual disability
- < difficulty with impulse control
- < limited means of communication
- < difficulty with some independent living skills
- < unable to meet many provincial curriculum expectations at grade level of same aged peers
- < some difficulty with social interactional skills

IDENTIFICATION

A student identified in this category has a moderate general intellectual disability with delays in adaptive functioning, which indicates a need for a program that is focused on the student's social adjustment, independent living and economic self-support, in addition to the acquisition of academic skills. Identification includes assessment results demonstrating cognitive ability with standard scores generally ranging from the high 60s into the mid-70s, with levels of social competency and academic performance also taken into consideration. This identification is usually reserved for students who demonstrate globally low functioning. Levels of adaptive competency and academic performance must also be taken into consideration.

Documentation must include an assessment of cognitive ability by a regulated qualified professional.

DEVELOPMENTAL DISABILITY

DEFINITION

A severe learning disorder characterized by:

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

CHARACTERISTICS

- < a severe level of general intellectual disability
- < unable to attain most or all provincial curriculum expectations at grade level of same aged peers
- < working mainly on IEP goals/expectations
- < complex multiple needs
- < limited means of functional communication
- < requires supports with social interactions and basic daily living skills

IDENTIFICATION

A student identified in this category has a severe level of general intellectual disability, with delays in adaptive functioning, which indicates a need for a program that is focused on the student's social adjustment and independent living, in addition to the acquisition, where possible, of academic skills. Identification includes assessment results demonstrating cognitive ability with standard scores generally below the mid-60s with levels of social competency and academic performance also taken into consideration.

Documentation must include an assessment of cognitive ability by a regulated qualified professional.

For developmentally disabled young children entering Kindergarten, where adequate documentation is available, an identification is recommended. However, where documentation is lacking, it is in the best interests of the child to use the Kindergarten years to gather documentation.

PHYSICAL

PHYSICAL DISABILITY

DEFINITION

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

CHARACTERISTICS

- < a permanent or long-term physical or medical condition
- < chronic health needs, including those assessed as medically fragile, who require a great deal of assistance with activities of daily living, and require on-going medical intervention
- < may require intermittent repositioning, changing, suctioning, drainage, feeding or other support

IDENTIFICATION

A student identified in this category is a student with chronic health needs, assessed by a regulated, qualified professional with a clear statement and evidence to substantiate the disability.

BLIND AND LOW VISION

DEFINITION

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

CHARACTERISTICS

- < unable to access the curriculum without the appropriate support (i.e. intervention of a Specialist Teacher of the Blind, assistive technology)

IDENTIFICATION

A student identified in this category is assessed by a Physician, Ophthalmologist or CNIB/Provincial School personnel as being legally blind or low vision to the degree where they require supports to access the curriculum (i.e. Braille, assistive technology). The Specialist Teacher of the Blind can assist in interpretation of documentation.

MULTIPLE

MULTIPLE EXCEPTIONALITIES

DEFINITION

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.

CHARACTERISTICS

< for characteristics of these students, refer to other categories of exceptionality

IDENTIFICATION

A student identified in this category of 'multiple exceptionalities' may demonstrate any combination of exceptionalities that are of such a nature as to require a multi-faceted approach to meet the student's unique needs. Students identified as having 'multiple exceptionalities' should have each exceptionality included in the IPRC statement.

PROVINCIAL DEMONSTRATION SCHOOLS IN ONTARIO

The Nipissing-Parry Sound Catholic District School Board follows the procedures outlined in Policy Program Memorandum #89 (February 1990) when applying for placement in the provincial schools. Applications are made to the provincial admission team when it is felt that a child's learning difficulties are so severe he or she would benefit from a residential program.

Alternative Education Programs

For students requiring the programs and services for deaf, blind and deaf-blind exceptional students, the Nipissing-Parry Sound Catholic District School Board follows the criteria as outlined in Policy/Program Memorandum 76C, as well as Special Education Monograph #6 (1997).

The Nipissing-Parry Sound Catholic District School Board has a teacher of the deaf/hard of hearing and a teacher of the blind/low vision. We provide services and programs at the local level.

The resource staff from E.C. Drury School for the Deaf have provided on-going support and assistance to staff working with the Board's deaf and hard of hearing students.

The resource staff of W. Ross Macdonald and CNIB provide assistance to the local staff when required. W.R. Macdonald School is also a valuable resource for staff for obtaining available learning materials and curriculum texts in alternate format (e.g., taped version of texts); appropriate application packages are completed and forwarded to the school.

More information on Provincial Schools and Demonstration Schools can be found at www.edu.gov.on.ca.

Provincial Schools and Demonstration Schools

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

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

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

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school boards through consultation 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 through home visiting for parents and families of preschool 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)
- Roberts School for the Deaf in London (serving western Ontario)
- Centre Jules-Lager in Ottawa (serving francophone students and families throughout Ontario)

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

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 (IEP). Schools for the deaf:

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

Each school has a Resource Services Department which provides:

- consultation and educational advice to 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 Schools for the LD

Admission Criteria

(Reference Ministry of Education Policy/Program Memorandum 89)

- The applicant qualifies as a resident pupil of an **Ontario school board**.
- The applicant has been identified by his/her school board as having a **specific learning disability** which can be seen in a significant discrepancy between academic achievement and assessed intellectual ability. The learning difficulties represented in the identification must not primarily be the result of impairment of vision or hearing, physical disability, intellectual disability, or emotional disturbance.
- An **IPRC** has recommended to the school board that an application be submitted to the PCLD on behalf of the student.
- The applicant has been **assessed by Resource Services staff** from a Provincial Demonstration School.
- The applicant is in need of a **residential education program**.
- The applicant is **not in need of treatment for emotional or behavioural disorders**.

Characteristics of Demonstration School Students:

A Composite Profile

- Pervasive language difficulties
- Marked weakness in phonological awareness
- Very weak academic achievement, particularly in reading skills (mostly grade equivalents of 1 to 3) despite many years and methods of remediation
- Spelling and writing skills far below grade expectations
- Somewhat higher achievement in mathematical skills (mostly grade equivalents of 3 to 5)
- Sometimes difficulties in fine- and gross-motor coordination, visual-motor integration, concentration/attention
- At least average learning skills when information is visually, rather than language, mediated
- Emotional reactions secondary to the chronic deprivation of success in their school histories; these could include low motivation, discouragement, embarrassment, poor self esteem
- Most students between the ages of 11 and 15 at the time of application.

Application Procedures

School boards make the referrals upon the recommendation of an IPRC

1. Consultation Package - a Resource Services Consultant will visit the school for a consultation, assessment and/or programming - due anytime during the school year
2. Phase 1 Application Package - initial information - due May 15th or November 15th
3. Binder Application - binder for Provincial Committee on Learning Disabilities (PCLD) - due November 1st or February 1st
4. Tour the school and residence
5. A meeting with the PCLD, school board contact, school resource teacher, parents and student is held after the binders are submitted.
6. Following the PCLD meeting, a letter is sent to school boards and parents indicating if the student meets criteria.
7. In late May or June, a letter is sent indicating if a placement is available for the following school year.

Parent inquiries regarding eligibility can be directed to your home school.

Sagonaska Demonstration School
350 Dundas Street West
Belleville, ON K8P 1B2
613-967-2830
www.psbnet.ca
www.aero.psbnet.ca

OTHER RELATED INFORMATION REQUIRED FOR COMMUNITY

EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Introduction

In accordance with Provincial Policy Memorandum #11, the Board established an Early and On-Going Identification process in 1989. This policy was reviewed throughout the 2004-2005 school year by a Kindergarten Review Committee. The revisions primarily reflect changes to the pre-entry visit which occurs the first week of school.

Guiding Principles Used by the Board for Early Identification of Children's Learning Needs

As Catholic educators we hold:

- that awareness of, and respect for, the emotional, social, intellectual, spiritual and creative dimensions of each individual child governs our commitment to the education of the whole child;
- that gaining knowledge of each child in a systematic way, as soon and as thoroughly as possible, is necessary in order to provide appropriate learning opportunities for each individual;
- that working inclusively on an early and on-going basis with parents/guardians and with school and community professionals facilitates efforts to meet the needs of each child.

Full-Day Early Learning Kindergarten

The Full-Day Early Learning Kindergarten Program provides four and five year olds with a seamless and integrated day that includes an engaging play-based educational program during the regular school day, and integrated programs before and after school hours designed to complement the regular school day. Teacher and Early Childhood Educator work together to create a safe and inviting learning environment that supports the needs and total development of each child. The kindergarten educators and team combines their complimentary skills to help young students learn through stimulating play and inquiry-based learning opportunities and experiences.

Early Learning Kindergarten Team

Beginning with the pre-entry visit (page 5 of Appendix 5), the educator team will consult parents/caregivers and children themselves as an important part of the complex process of early and on-going identification. This continuous assessment process establishes ways of seeking to accommodate individual student needs, interests, abilities and learning styles as outlined in a student profile. The process includes the following:

- using the pre-entry school visit kit which includes the Nipissing District Developmental Screening Checklists (see Appendix 4);
- regular and on-going communication with parents/guardians;
- ongoing observations of the child;
- program modification based on on-going diagnostic and formative assessment;
- information gathered from parents/guardians and the professional reports, assessments and consultations of any professional involved with the child contribute to a holistic profile;
- consultation with the resource teacher and other support staff;
- referral to school consultation team when appropriate and possibly to the Identification Placement and Review Committee (IPRC).

The kindergarten educators gather evidence of the children's thinking and learning by documenting their daily observations, conversations and products of the children's work. The educators analyze and interpret their pedagogical documentation to determine and monitor each child's individual development, growth and learning in relation to the expectations in The Kindergarten Program (2016). This information is used by the educators to intentionally plan for next steps in learning based on each child's strengths and learning needs, identify children who may have a learning or development problem, and assess the effectiveness of the program. Growth, learning and next steps are communicated with parents.

Exemption: incoming children with complete/current (past year) development reviews / assessments may be exempt for the early identification process.

The Parent's Role in Early Identification

Studies show that children perform better in school if their parents are involved in their education (Kindergarten 1998). At registration or during the pre-entry visit, parents and teachers begin the cooperative task of gathering information about a child in order to provide the best possible learning environment. It is important that parents communicate any special needs which will have an impact on the child's progress in school (e.g., medical conditions, necessary emergency procedures, need for personalized equipment). It is helpful for parents to communicate regularly with the teacher, to offer useful information and to ask relevant questions about their child's progress.

Early Identification and Intervention for At Risk Children in French Immersion Program

For the children in French Immersion schools, as well as the above strategies, parent help is available at the NPSC website, [Supporting Students with Special Education Needs in FSL: A Parent Guide](#). The Ministry of Education provides further information for all stakeholders in the document [Including Students with Special Education Needs in French As A Second Language Programs: A Guide for Ontario Schools](#). Strategies to support early French immersion students are used to help students access language learning that is consistent with their skills, experiences, needs, and goals.

Should it be necessary to select an alternate pathway for a child, the Board's Guidelines for Transfer provide assistance in the decision making process with a focus on early ID and intervention to assist at-risk students. The transfer policy document is available on the NPSC website. If the Core French pathway in a regular English classroom is the recommended placement, this process facilitates a student's withdrawal from the EFI program while assuring the child appropriate assistance both before and after the transfer.

Best Start

Every child has the right to the best possible start in life. The province of Ontario's vision of achieving the social, intellectual, economic, physical and emotional potential of all its children led to the creation of the Best Start initiative. Best Start is a long-term strategy that focuses on early learning programs, child care services and healthy development during the child's first six years of life in an effort to give babies and children the best possible start in life. The goal of Best Start is to make sure that children are ready to learn by the time they enter grade one. This strategy consolidates programs and services within the community for children ages 0-6. It provides a range of services to support families with children from birth to age 6 including:

- Healthy Babies Healthy Children
- Infant hearing program
- Pre-school speech and language therapy for children who need extra help
- More opportunities for high quality, affordable early learning and child care
- Services for children who are blind or have low vision

Community partners such as school boards, municipalities, public health units, Ontario Early Year's Centres, and child care and children service providers are all working together to ensure that more parents and children have access to a range of services within a seamless network of early learning and development services and supports in their own communities. The Districts of Nipissing and Parry Sound have established "hubs" and "hub clusters" called child and family centres in schools within targeted neighborhoods in the community which integrate various services available to all children and parents ages 0-6 at no cost.

Further details about the Early and On-Going Identification process can be found in the Board's policy, **Early and On-Going Identification of Children's Learning Needs** in Appendix 5.

Details about the referral process and notification of parents can be found in the **Special Education Services: A Guide for Parents and Students** (www.npsc.ca).

EDUCATIONAL AND OTHER ASSESSMENTS

The Nipissing-Parry Sound 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 an IPRC 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 this school year, the elementary panel contracted approximately 50 psycho-educational assessments. The secondary panel contracted 10 psycho-educational assessments to assist students with the transition from secondary to post-secondary education. In determining priority, factors considered include special class placement, change in program placement and other cases as per need.

Additional professional assessment funding (January 2019 – August 2019) was provided to address wait lists and wait times for students with special education needs. This funding was used to: improve the educational outcomes for students with special needs by supporting timely access to professional assessments, reduce the number of students currently on a wait list for an assessment, & improve early intervention supports to reduce the number of required professional assessments.

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 Nipissing-Parry Sound Catholic District School Board purchases the services of local psychologists when psychological and psychometric assessments are required.

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 (as described on p. 31-32)	According to severity/needs (e.g., provision of specialized support, information for the IPRC process)
Speech & Language Pathology	<ul style="list-style-type: none"> • SLP Service Delivery Model • Prioritization of service based on referral date, age, placement and diagnosis • Assessments/direct treatment included virtual care during Covid-19 pandemic
Occupational Therapist	NE Local Health Integration Network (LHIN) (formerly Community Care Access Centre)
Physiotherapist	LHIN
Psychological and Psychoeducational (contracted)	Prioritization based on need and severity, along with the following factors: special class placement, provision of specialized support, change in placement, post-secondary transition.

Other kinds of assessments completed in NPSCDSB:

Category of Assessment	Name of Test	Who does the assessment	Qualifications of Assessor	Frequency of Assessment
District wide	CAT 3	Classroom teacher		Annual Grades 2, 5 & 8
	OWA	Classroom teacher		Gr. 1-8
	CASI	Classroom teacher		Gr. 4-6
	DRA	Classroom teacher		Gr. SK-3
Individual Standardized Tests	WISC IV WPBI	Psychologist & Psychometrist	M.A. / Doctorate	As required
	KTEA	CRT	Spec Educ Specialist, Spec Ed I or II	As required

The following is an overview of Speech Language Pathology assessment tools:

JK Screening Initiative

In the fall of each year, an attempt to identify speech and language difficulties in the incoming JK population takes place. For a two week period of time, the Communicative Disorders Assistants (CDA) and the Speech Language Pathologist (SLP) undertake a speech and language screening of ALL new JK students (unless indicated by the parents that their child is already receiving services from OKP). Consent forms are provided to parents for signature and must be on file prior to the screen taking place. These forms are provided at the Welcome to Kindergarten orientations in the spring or during first class visits in September of the JK year. Students are then screened using a non-standardized screening tool developed in-house within the Speech and Language Pathology Dept. Results of **all** screens are analyzed by the SLP and service needs are determined. Any student who earns a 'refer' according to pre-determined pass-refer criteria, is referred on to service at OKP, those who earn a 'yellow' will remain on the monitor list of the Board's SLP for re-checking in the spring of the student's SK year. Parents are provided with a written letter outlining the results of the screening indicating pass (green), monitor (yellow) or refer (red). Professional background and experience are the main tools relied upon for decisions re: referral, monitoring, or no follow-up required.

- JK Screening Initiative: Covid-19 protocols were implemented;
- SK re-checking in the spring of 2020 and 2021 was not possible due to Covid-19 (for these students, schools may refer them to the SLP department for an assessment if concerns persist);
- SK re-screens will proceed as per process in 2021-2022 school year

Formal Brief Assessments

A brief assessment is typically completed when information regarding the student's program needs, strategy suggestions, program modification, etc. are required by the school or teacher.

The following tests or subtests thereof are typically used, dependent upon the chronological/ cognitive age of the child:

- Goldman-Fristoe Test of Articulation - Third Edition
- Clinical Evaluation of Language Fundamentals – Fifth Edition
- Clinical Evaluation of Language Fundamentals – Preschool Second Edition
- Peabody Picture Vocabulary Test – Fourth Edition (PPVT-4)
- Expressive Vocabulary Test – Second Edition (EVT-2)

Formal Full Assessments

A full language assessment is typically required for formal documentation of level of language functioning, confirmation/designation of language impairment at IPRC, reporting and programming, and planning therapy interventions. A full language assessment is requested and completed not more than once every three years for a student in the primary or junior division. Testing done in between times of a 'full' assessment are more often 'brief' assessments. Full speech/language pathology assessments are typically made up of a varied combination of tests and subtests of the following standardized tools:

- Goldman-Fristoe Test of Articulation - Third Edition
- Clinical Evaluation of Language Fundamentals – Fifth Edition
- Clinical Evaluation of Language Fundamentals – Preschool Second Edition
- Khan-Lewis Phonological Analysis Form
- Peabody Picture Vocabulary Test – Fourth Edition
- Expressive Vocabulary Test – Second Edition
- Test of Language Processing – Second Edition
- Test for Auditory Comprehension of Language – Third Edition
- Comprehensive Assessment of Spoken Language – Second Edition
- Phonological Awareness Test – Second Edition

COORDINATION OF SERVICES WITH OTHER MINISTRIES/AGENCIES

HandsThefamilyhelpnetwork.ca

School Mental Health / Care and Treatment Programs

In partnership with the Nipissing-Parry Sound Catholic District School Board, HandsTheFamilyHelpNetwork.ca facilitates two day treatment programs funded through ISA4. The agreements cover two Care and Treatment Programs which include a self-contained classroom located at St. Alexander School, North Bay for primary students and a system team.

These programs are aimed at students with tier 3 exceptionalities who benefit from mental health interventions. The transition plan for students accepted into a Care & Treatment classroom is incorporated into the IEP.

Some benefits of this program may include:

- Mental health intervention within the school environment;
- Treatment for students and families;
- Access to other services within Handsthefamilyhelpnetwork.ca;
- Possibility for collaboration for school-based services;
- Access to teacher to support academic programming;
- Partnership with community agency.

Autism Spectrum Disorder School Support Program

The School Support Program is dedicated to enhancing the educational experience of school-aged students with an Autism Spectrum Disorder (ASD) by providing education and support to school board staff.

The delivery of service is met through four different components:

- Training can be delivered through conferences, workshops, in-service, networking groups or on an individual basis;
- Consultation is available upon request and may include interaction with board personnel on an individual or group basis;
- Resources can be developed to support school board staff in the implementation of strategies;
- Planning services are delivered in conjunction with school boards.

The objective of the program is to enhance capacity of school board staff to meet the needs of students with ASD by:

- Enhancing knowledge of the characteristics of students with ASD as well as evidence-based teaching strategies;
- Developing skills related to the principles of effective behavioural teaching and using these to support students with ASD;
- Encouraging linkages between school boards, lead agencies and other community agencies regarding issues that pertain to students with ASD.

Treatment and Intervention for Pre-School to Grade 6

The TIPS program (Treatment and Intervention for Preschool to Six) is a service for children ages 0-6 and their families. It is tailored to meet the needs of each child and his/her family. The TIPS program is designed with three core service components:

- Intensive, flexible mental health intervention/treatment services in the home, school and community.
- Parent training utilizing evidence-based programs.
- Consultation to day cares and schools.

Connections for Students

The goal of Connections for Students is to ensure every student with Autism Spectrum Disorder transitioning from an Autism Intervention Program (also known as IBI) into and through school will have a collaborative transition plan. Each transition plan will be seamless and represent a prepared student, a prepared family, a prepared educator and a prepared environment.

Objectives:

- Improve multi-disciplinary practices to support students;
- Develop a personalized transitions process to support the student's needs and achievement.
- Achieve seamless transitions for students from the AIP to school.
- Enhance parental engagement in their child's transition planning.
- Promote successful outcomes for students as evident in student performance.
- Support Applied Behaviour Analysis and other evidence based practices for student with Autism Spectrum Disorder.

Referrals for other services provided by Hands, such as residential treatment, counselling, and milieu support are made through the agency's referral and intake process, either directly by the Principal or by assisting the parent.

One Kids Place – The North East Regional Applied Behaviour Analysis (ABA) Program

This program provides a family centered approach to assisting children and youth with ASD to develop skills to address behaviours that interfere with day-to-day living. The involvement of children/youth, parents, caregivers and community services, through meaningful partnership, is essential to provide the best support for families. The ABA program works in partnership with school boards to ensure a collaborative and integrated service plan.

LHIN – Mental Health & Addiction Nurse

This partner assists in system navigation, health promotion/prevention, transition from hospital/detention/treatment facilities, early identification and intervention of mental health and addiction needs, developing capacity in the area of mental health and addiction, collaboration with partners and other professionals, medication education, brief intervention and support for student with mental health concerns, additions, social/emotional concerns and other risk behaviours that are impacting success at school.

The Hub – Gateway Mobilization Table

The Mental Health Lead participates in 'The Hub' which is an integrated service delivery model. This term refers to a forum wherein professionals from a variety of service sectors come together for the purpose of identifying the need for, and developing immediate plans for multi-agency interventions. This forum and its resulting interventions are intended to reduce elevated risk situations that if left unattended are deemed by the professionals involved to be highly likely to create harm to individuals, families or the community.

Community Living North Bay

This partner works collaboratively with school board staff to provide students with an exceptionality of developmental disability a transition plan to community. This self-directed transition plan is person-centered and is used to facilitate a smooth and successful transition from school to community life. Transition Coordinators assist high school students and their families to plan for their future, set personal goals, provide opportunities to build connections with the community, and assist with applications for funding and referrals to community services.

Ministry of Education Funded Summer Pilot To Improve the Educational Outcomes for Students in the Care of Children's Aid Society

During the summer of 2016 we collaborated on a Ministry of Education funded School Readiness Pilot Project. The pilot is a collaboration with Near North District School Board, Nipissing University, One Kids Place and The Children's Aid Society. The summer pilot program has been operating at One Kid's Place with two blocks of small groups of students attending for 2 hours per day, either in the morning or in the afternoon, from Monday-Thursday. The program simulates a classroom setting for our early learners coming into junior kindergarten this September in both boards. These students have been identified as having some unique needs as far as school readiness and have individual goals aimed at developing new skills to assist their successful transition to junior kindergarten. The classroom runs with 5-6 students and four adults. The team is comprised of a Teacher, Tutor in the classroom and a Behaviour Therapist. We have been able to provide exposure for our students to a typical day at school including a bus ride to and from, recess, carpet time, cooperative play and an introduction to early literacy and numeracy. The program will include follow up services with the family and home school via our board Mental Health and Addiction Nurse and members of our classroom team. We have seen great improvements in our students already and most importantly, all of our students are enjoying a positive introduction to the school environment.

Snoezelen Room

In the summer of 1998 renovations were done at John XXIII School to build a Snoezelen Room. This room, which provides a multi-sensory environment for students with multiple exceptionalities, was built with funding from Ronald McDonald Children's Charities, the support of local owner/operator of local McDonald franchise and the Nipissing-Parry Sound Catholic District School Board. Donations from community groups, especially the Nipissing Association for Disabled Youth (NADY) and local merchants, went towards the purchase of some of the specialized equipment.

At the time of its creation, the Snoezelen Room was available to children from all the school boards and local agencies and associations. The room provided a relaxing leisure environment and was used by approximately 40 children each week. Students came from schools in the Near North District School Board, Conseil scolaire catholique Franco-Nord, as well as schools within NPSC and were both elementary and secondary school students.

A review of the Snoezelen Room was completed in the 2013-2014 school year with the goal to determine a more accessible and central location. The Snoezelen Room was relocated to St. Alexander School in 2014-2015 and its use is limited to current students of St. Alexander school community. This aligns to how these types of rooms are now more readily available to all students within all school communities.

One Kids Place: Transition to School Program

OKP and the Near North District School Board are committed to delivering a transition to school program in partnership to better meet the transitional needs of children requiring a time-limited school experience within the therapeutic environment of the Children's Treatment Centre.

This partner works collaboratively with NPSCDSB to identify children arriving at Junior Kindergarten that are not experiencing success within the school environment, which creates challenges in subsequent years and the potential for early school failure for these children. Specifically, some children experiencing difficulty being successful at school:

- have not developed the required speech and language skills;
- have not developed the required functional skills related to activities of daily living;
- have difficulty with the social expectations of the large group environment;
- are not able to transition from a home environment to a school-based environment as the required transitional supports are not available within the classroom setting; and
- have multiple special needs.

It is agreed that the potential of these children to be successful in school and other social environments would increase if they had the opportunity to participate in a "Transition to School Program". This Program will operate within an appropriate therapeutic environment; have appropriate educational teaching and resource support; and access to a range of therapeutic assessment and treatment services.

The WELL Program

The WELL Program began as a pilot program during the 2016-2017 school year at the secondary level and supports their mental health needs academically, socially, emotionally and physically. The program supports incoming high-risk grade 9 students and/or those students age appropriate for grade 10 who have struggled to achieve credits and attend regularly due to their individual challenges with their mental health. The program provides experiential learning opportunities, via collaboration with community partners such as The Gathering Place and Good Life Fitness, with a focus on resiliency, coping strategies and credit accumulation in a smaller setting. It supports transition to a secondary setting with a focus on individualized support/planning around well-being and positive mental health. The WELL Program exists in a somewhat modified format, however

students are intentionally supported by our Student Support Services team where identified by the Student Success Team.

The LAC Program

The Learning Assistance Centre Program is made up of three special education hubs with a maximum of 16 students allowed in each. Students are enrolled in credit rendering courses with the opportunity to return for academic support. Individually designed course load which can evolve as students gain increased independence. The Learning Assistance Centre provides a wide range of program content and academic support to provide students with multiple exceptionalities. Using a holistic learning approach, the Learning Assistance Centre provides multiple pathways to be successful in academic, spiritual, social and independent living. Students receive individualized programming and have access to daily educational assistance support. The program provides basic literacy and numeracy skills which are further developed through intensive remediation. Students have the opportunity to gain credits towards the Ontario Secondary School Diploma (30 credits). Additionally, students may also decide to receive a Ontario Secondary School Certificate (14 credits) or a Certificate of Accomplishment which does not require any number of credits. A goal within the program is to provide transition pathways into independent living. Incorporation of independent living skills and self-advocacy skills are essential for the development of adult autonomy. Our students have the opportunity to gain knowledge in the field of work through workplace experiences within our community. Students have the ability to remain enrolled in the Learning Assistance Centre program until 21 years of age.

Links to Government

- i) The “Family Enrichment” program for families at risk is sponsored by the English Catholic Education Foundation and the Nipissing-Parry Sound Catholic District School Board. The English Catholic Education Foundation receives funding for the Child Care Resource part of the program to hire a Family Coordinator and Volunteer Coordinator who works with the children and 80 volunteers. The Nipissing-Parry Sound Catholic District School Board receives funding through the Ministry of Education for the adult program which allows parents to receive a secondary school credit in family studies or personal life management.

This program, serving approximately 150 high-risk families each year, has been in operation for 21 years and receives much community support.

Links to Local Initiatives

- i) The North Bay Social Planning Council established a “Hunger Task Force” to examine hunger issues in the city of North Bay. Board representatives have participated on the task force. This participation funding support for food programs in four schools has been received and resources to supplement the programs have been identified.

- ii) *New Horizons - Adult Education Services*
This adult education program was developed to provide a program for adult students with disabilities. Although there are few alternative programs for this population in the community, reduced funding for adult education is a concern for the sustainability of the program, and the Board feels it is necessary to support the New Horizons program for social justice reasons.
- iii) *“Risk Watch” program*
This program is under the Partners in Trauma Prevention for Nipissing and East Parry Sound Committee. It is a comprehensive injury prevention curriculum for children in Junior Kindergarten to Grade 8. Lessons are provided to address fire and burn prevention, choking and suffocation prevention, poisoning prevention, falls prevention, bike and pedestrian safety and water safety. The North Bay ‘Risk Watch’ Coalition which is comprised of representatives from police, fire departments, health unit and school boards will be providing the resources and training to schools for this safety program that support the Ontario Curriculum.
- iv) The Health Unit, DARE Program, L’Arche North Bay, Community Counselling of Nipissing Centre and Community Living North Bay are utilized by SJSB.

Educational and Other Assessments

The Board’s educational staff conduct informal educational assessments. Psychological and psychometric assessments are contracted by the Board. Community agencies provide other assessments such as:

- OT and PT** – NE Local Health Integration Network (LHIN) (formerly Near North Community Care Access Centre) and One Kids Place
- SLP** – Speech/Language Service Delivery Model
- Behavioural Assessments** – Hands the Family Health Network
- Medical** – Physicians, Sick Children’s Hospital and CHEO
- Developmental** – CAS Infant Development, One Kids Place, Early Years Centre, Community Living
- Mental Health** – HANDS, Telepsychiatry, Crisis Intervention, Community Care Access Centre Mental Health & Addiction Nurse
- Augmentative and Alternative Communication Assessments** – One Kids Place

Assessments from Outside Agencies

It is the practice of the Board to accept non-board assessments. Non-board assessments and follow-ups are provided to Board staff through case conferences or IPRCs involving parents, personnel from the agencies or the psychologist/psychometrist. Consent must be obtained from the parent or guardian, or from the pupil if over 16, prior to requesting assessments and when assessment information is to be shared.

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

The Nipissing-Parry Sound Catholic District School Board ensures the provision of specialized health support services for students who require them in the school setting.

- a) The NELHIN provides health care professionals to assist students with exceptional needs, their families and their educators through teaching, consulting and direct therapy.

These professionals provide case management services by liaising with our schools and providing access to and coordinating the services of occupational therapy, physiotherapy, speech language pathology, nursing, nutritional counselling and social work.

b) Speech Language Pathology Services (Appendix 6).

The Board has been monitoring and evaluating the effectiveness of the provision of speech and language services in our system on an on-going basis. Our goal has been to determine the most effective model for service delivery in which our Board may conduct assessments, provide direct intervention and make programming suggestions to teachers and parents to help students with speech and language exceptionalities.

The Nipissing-Parry Sound Catholic District School Board employs a Speech Language Pathologist (SLP). Therapy programs specifically outlined by the Speech Language Pathologist are carried out by the Communicative Disorders Assistants (CDA). These professionals are dedicated to providing services to those students within the Board who demonstrate difficulties in the area of communication.

The range of services provided by the SLP and CDA working in schools includes:

- participation on school support teams and case conferencing;
- assessment;
- consultation with teachers;
- direct intervention;
- educational assistants (EA) mediator intervention;
- liaison between schools and other community speech and language agencies and services;
- in-service.

Appendix 8 provides additional information on the NPSCDSB Speech and Language Service Delivery Guidelines.

c) The following are the Board policies related to school health support services and can be found at www.npsc.ca :

- 1) Provision of Student Health Support Services
- 2) Student Health Programs and Services.

d) The chart below provides details of the NPSCDSB's specialized health support services:

SPECIALIZED HEALTH SUPPORT SERVICES

Specialized Health Support Service	Agency or position of person who performs the service (e.g., NELHIN, board staff, parent, student)	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 (if available)
Nursing	NELHIN, VON, Board specialized staff, SLP	<ul style="list-style-type: none"> need as diagnosed by medical practitioner 	Collaborative <ul style="list-style-type: none"> school principal special education teacher medical personnel 	Collaborative <ul style="list-style-type: none"> school principal special education teacher medical personnel 	Collaborative: <ul style="list-style-type: none"> case conference action plan meetings summaries shared with parents and service providers Parents have the right to express a complaint, without prejudice, regarding service and/or service coordination issues Case coordinator ensures parents are aware of each agency's internal complaint procedures
Occupational therapy	NELHIN, CTC, Board staff follow-up	<ul style="list-style-type: none"> screening by OT 	NELHIN	NELHIN, OKP	
Physiotherapy	NELHIN, OKP, Board staff follow-up	<ul style="list-style-type: none"> screening by PT 	NELHIN	NELHIN, OKP	
Nutrition	NELHIN, SLP, Board staff follow-up	<ul style="list-style-type: none"> collaborative home/school/agency 	NELHIN, SLP	NELHIN, OKP, SLP	
Speech and language therapy	NELHIN, OKP, SLP, CDA	<ul style="list-style-type: none"> SLP screening/assessment 	SLP, NELHIN	SLP, NELHIN, OKP	
Speech correction and remediation	NELHIN, OKP, SLP, EA, CDA, Teacher, Parent follow-up	<ul style="list-style-type: none"> SLP screening/assessment 	SLP, NELHIN	SLP, NELHIN, OKP	
Administering of prescribed oral medications	EA, Teacher, Principals (e.g., Ritalin)	<ul style="list-style-type: none"> medical practitioner 	School principal	School principal	
Catheterization	NELHIN	<ul style="list-style-type: none"> medical practitioner 	NELHIN	NELHIN	
Suctioning	NELHIN	<ul style="list-style-type: none"> medical practitioner 	NELHIN	NELHIN	

Specialized Health Support Service	Agency or position of person who performs the service (e.g., NELHIN, board staff, parent, student)	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 (if available)
Lifting and positioning	Board staff	<ul style="list-style-type: none"> • medical practitioner 	Collaborative <ul style="list-style-type: none"> • school principal • special education teacher • medical personnel 	Collaborative <ul style="list-style-type: none"> • school principal • special education teacher • medical personnel 	
Assistance with mobility	Board staff	<ul style="list-style-type: none"> • medical practitioner • PT 	PT (NELHIN, OKP)	Medical practitioner PT (NELHIN/OKP)	
Feeding	Board staff, NELHIN, SLP, OT	<ul style="list-style-type: none"> • collaborative (home/school/agency) • medical practitioner 	Collaborative <ul style="list-style-type: none"> • school principal • special education teacher • medical personnel • NELHIN 	Collaborative <ul style="list-style-type: none"> • school principal • special education teacher • medical personnel • NELHIN 	
Toileting	Board staff	<ul style="list-style-type: none"> • collaborative (home/school/agency) 	Collaborative <ul style="list-style-type: none"> • school principal • special education teacher • medical personnel 	Collaborative <ul style="list-style-type: none"> • school principal • special education teacher • medical personnel 	
Orientation and mobility	CNIB W. Ross Macdonald	<ul style="list-style-type: none"> • CNIB • W. Ross Macdonald • O & M personnel 	CNIB W. Ross Macdonald O & M personnel	CNIB W. Ross Macdonald O & M personnel	

e) Pre-School to School-Age Speech Language Services

The purpose of this system is to develop a system of speech and language pathology services offered to children aged 0 to 4 years 11 months or end of JK in the areas of Nipissing-Timiskaming.

Funded by the Ministry of Children and Youth Services, transition plan(s) are developed at the local level by consumers, speech language pathologist, preschool agency representatives and school board administration.

Within the Nipissing-Timiskaming District and Muskoka Parry Sound, One Kids Place is the lead agency in this plan development in order to ensure smooth transition from pre-school services to school based services.

There are eight areas to be targeted for inclusion within transition plans within the preschool system. This included:

- Simplified Access
- Common Intake
- Assessment
- Early Identification
- Parent Support and Education
- Range of Interventions
- Public Awareness and Education
- Transition Meeting

To date, all issues have been targeted to some degree with some specific protocols for many areas outlined. For example, referrals are received to the end of December of the JK year of a client. Doctors, parents, grandparents, teachers, etc. can call 705-476-5437 (KIDS) to refer or gain information about referring children up to age 4 years 11 months who may be in need of speech and/or language intervention services.

Transition to school planning continues to be addressed on an ongoing basis.

STAFF DEVELOPMENT

The Nipissing-Parry Sound Catholic District School Board promotes the continuous and on-going of its special education staff. Individual expectations for growth are discussed between the staff member and his/her supervisor. Strategies and activities that support growth are arranged between the supervisor and senior administration. Informal support and training in assessment, documentation for reporting purposes, programming, development of IEPs, etc. is provided by the Board's Coordinator of Special Education on an on-going basis. Board-wide activities that enhance the knowledge and skills of special education staff and classroom teachers are also provided. Priorities for staff development are consistent with identified system needs and Ministry initiatives. Board staff are made aware of professional development opportunities through school principals. Principals receive notification electronically via invitations and Notice of In-Service.

Overall Goal of the Special Education Staff Development Plan

The overall goal of special education staff development is to provide learning opportunities for staff on various special education topics, methods of practice, program modifications, current Ministry regulations, so that the best possible teaching and learning for exceptional students is achieved. The staff development plan for the Nipissing-Parry Sound Catholic District School Board will reflect the needs of: classroom teachers, special education resource teachers, special class teachers, educational assistants, central special education staff, principals, vice-principals.

Strategies for staff development will include: regular special education resource teachers meetings, mentoring opportunities for new special education teachers, professional development days and the Special Education Advisory Review Committee consisting of all Principals and Board support staff.

Input to the Special Education Staff Development Plan

Ministry initiatives and priorities are identified and these, in addition to staff's requests, are discussed with the Board's Special Education Advisory Committee (SEAC) so that a special education staff development budget can be recommended to the Board.

Courses, In-Service Training and Other Professional Development Activities

Educational Assistant and Early Childhood Education Staff

August 2022

- BMST Recertification/Certification

October 2022

- Innovation, Creativity and STEM Education

November 2022

- Supporting Students with Special Education Needs – Student Achievement and Well-Being School Improvement Planning

February 2023

- PPM 166
- Health & Safety

April 2023

- Mental Health & Well-Being
- Accessibility for Ontarians with Disabilities

June 2023

- Faith & Indigenous Education

Professional Development: Board's Special Education Team

a) Speech Language Pathologist and Communicative Disorders Assistant

Committees

- Non-council committee member of the Inquiries, Complaints, and Reports Committee (ICRC) of the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO)

b) Behaviour Management Program

Professional development activities attended by BMC:

- June BMST trainer recertification
- Mehrit Centre Foundations 1-3
- Laurier University
 - Situation Table Training
 - Essential Self-Care and Resilience - Free version

Professional development activities presented by BMC:

- Ongoing BMST certification and recertification to system staff
- The First 10 days
- Tools for life, SEL sessions

Committees

- CERT – core committee (Board)
- Student Support Services (Board)
- FASD North (Community)

c) Special Education Coordinator

The Coordinator of Special Education: • Assists with implementation of board policy, Administrative Guidelines and Practices that comply with the Education Act, Regulations and Policy, Program Memoranda regarding special education. • Assists with implementation at the board level of all Ministry initiatives and directives, including funding (i.e. SIP, SEA), IPRC & IEP Standards and Special Education Plan Standards. • Assist with development and review of programs and services for exceptional students JK - 12. • Assists principals in addressing special education issues. • Collaborates with principals, school teams, families and internal/external professionals (i.e. OT, PT, SLP, Pediatricians, Psychologists) in addressing the needs of students. • Participates in IPRC process at schools and attends IPRC meetings for system classes (i.e. LAC, LSC). • Acts as a liaison with community partners, including agencies, provincial schools and the Ministry of Education in matters related to special education. • Coordinates

professional development and in-service for special education staff. •Assists with developing publications related to special education (i.e. Special Education Handbook , SEAC brochure, EA Handbook) • Acts as an administrative resource for SEAC. • Coordinates professional assessments and manages assessment completion through data collection and record management • Performs other duties as assigned by the Superintendent of Education.

Board Committees

SEARC, SEAC, SNS, Curriculum Team Committee.

Legislation and Ministry Policy

Changes to legislation and Ministry policy are addressed immediately through meetings with special education teachers. Sessions for Principals are immediately arranged in response to new Ministry requirements.

New teachers require training in relation to legislation and Ministry policy. Arrangements will be made during the fall term to meet with regard to orientation. In addition, mentorship is facilitated by the Principal with the approval of the Superintendent of Education. Immediate questions can be addressed through the Principal or the Special Education Coordinator.

Budget Allocation for Staff Development

The special education budget for this school year is allocated at \$9,500 for staff development. This covered the costs of supply teachers, registration and travel expenses and out-of-town speakers.

ACCESSIBILITY

The Nipissing-Parry Sound Catholic District School Board is committed to creating stimulating and nurturing learning and work environments for all students, parents/guardians, the public and our staff. Our Catholic school community respects, builds upon, and indeed celebrates the uniqueness of the individual, who is created in God's image.

In accordance with our Gospel values and the Church's teachings, it is the policy of the Nipissing-Parry Sound Catholic District School Board to provide an environment in all of its facilities that fosters independence, dignity and respect. The Nipissing-Parry Sound Catholic District School Board is committed to providing services that are free of barriers and biases to our students, parents/guardians, the public and our staff. We strive to ensure that the principle of equity of opportunity is reflected and valued in our learning and working environments. Our conduct will demonstrate our belief in the strength that diversity brings to our communities.

We are committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to information and communication, employment, and student transportation.

The multi-year Accessibility Plan was developed during the 2012-2013 school year and is in accordance with the Integration Accessibility Standards Regulation under the Accessibility for Ontarians with Disabilities Act, 2005. It incorporates the intentions of the Nipissing-Parry Sound Catholic District School Board to meet its obligations under the Ontarians with Disabilities Act, 2001. This plan describes the measures that the NPSCDSB will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in our Catholic school board community and environment including students, staff, parents and guardians, volunteers and visitors to the board and its schools.

The NPSC Accessibility Standards policy and Multi-Year Accessibility Plan 2012-2017 (Appendix 10) can be accessed at www.npsc.ca.

ACCESSIBILITY OF SCHOOL BUILDINGS

Each year the Nipissing-Parry Sound Catholic District School Board reviews its capital expenditure plan as it relates to improving the accessibility of school buildings for students with physical and sensory disabilities and this information is included in our Board's Multi-Year Accessibility Plan located in the appendices section of this document and at www.npsc.ca. Members of the public can obtain a copy of the plan by accessing our Board website.

PARENT GUIDE TO SPECIAL EDUCATION

The NPSC Parent Guide to Special Education is a resource guide that includes timely information on special education processes and services and includes frequently asked questions and answers.

The NPSC Parent Guide can be accessed at:

<http://www.npsc.ca/programs/special-education/a-guide-for-parents-and-students.aspx>

THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

In 1982, the Board established the first Special Education Advisory Committee in accordance with the legislation preceding Regulation 464/97.

Roles and Responsibilities

Today, SEAC continues to be an advisory body whose roles and responsibilities are as follows:

- making recommendations to the Board with respect to any matter affecting the establishment, development and delivery of special education programs and services for exceptional students with the Board;
- participating in the Board's annual review and development of its Special Education Plan;
- participating in the development of the Board's annual budget for special education;
- reviewing the financial statements of the Board as they relate to special education.

Membership

SEAC members are nominated by their respective associations and the names are submitted to the SEAC/Board for approval. The associations also nominate alternative representatives.

The committee consists of two trustees, and eight members who have had previous experience on provincial associations and/or on the Board Special Education Advisory Committee.

Meeting Times and Locations

SEAC members meet once a month (the second Tuesday of each month) at the Board office.

SEAC members meet for regular meetings (usually) on the second Tuesday of each month:

September 20, 2022

October 11, 2022

November 8, 2022

December 13, 2022

January 17, 2023

February 14, 2023

March 21, 2023

April 11, 2023

May 9, 2023

June 13, 2023

SEAC members also meet for other reasons such as:

Carousel Evening

School Visits

Ministry of Education Consultation

Presentation to the Board of Trustees

SEAC Education

Throughout the year SEAC is provided with information that relates to established priorities.

This year, SEAC members have requested to receive the following presentations:

- Special Education Grants Overview
- Supporting Students with Special Education Needs & CODE Summer Learning Opportunities
- Indigenous Education – Graduation Coach and Summer Transition Programs
- EQAO Preliminary Results & Results for Students with Special Education Needs
- Preliminary Proposed Special Education Budget

Members representing local and/or provincial associations share information and concerns with SEAC, as well as raise issues that may arise from the community or schools. The meetings are open to the public and are similar in format to a regular Board meeting. The Board will make virtual meeting arrangements upon request.

Board's Consultation Process

As a key part of their role, SEAC reviews the components of the Board's Special Education Plan on an annual basis. Throughout the year, SEAC seeks and considers input from our stakeholders inclusive of parents, community agencies/partners, staff and students. To enhance existing consultation mechanisms, SEAC facilitated a Parent Engagement Survey and a Parent Roundtable Discussion to seek input from parents on special education programs and services in order to facilitate student success. Additionally, SEAC facilitated a staff engagement survey and staff roundtable discussion to seek input from staff on Special Education programs and services. Throughout the year, SEAC is provided with information and the opportunity to provide input and feedback on the Board's programs and services as well as current issues in special education.

SEAC Recommendations 2022-2023

- Special Education Proposed Budget

SEAC Activities

- Carousel Evening
- SEAC Pamphlet - Update
- Parent Guide – In Process

SPECIAL EDUCATION ADVISORY COMMITTEE 2022-2023

Nipissing Down Syndrome Society

Jeannie Boissonneault

Parent Representative

Dr. Mary Grise

Community Living North Bay

Dan Lachance, April Porter

Nipissing First Nation

Caroline Labreque

Learning Disability Association of North Bay & District

Marie Derosier

One Kids Place (OKP)

Corry Thomas

PROTOCOL FOR PARTNERSHIP WITH EXTERNAL AGENCIES

The Nipissing-Parry Sound Catholic District School Board is a Catholic community that is committed to providing every opportunity for the emotional and physical well-being of our students. The Board recognizes that partnerships with external agencies are integral in helping students reach their full potential.

Existing long-term partnerships include delivery of School Mental Health/Section 23 programming, Autism School Support, Transition to School supports, Occupational Therapy, Physical Therapy, Speech and Language Therapy, nurse practitioner needs and mental health support.

The Board currently delivers Speech and Language Assessment/Therapy, and Psycho-Educational Assessments by regulated health professionals.

External agencies contribute services to students/families, provided that services:

- ✓ are consistent with the teaching of the Roman Catholic Church
- ✓ are consistent with the Mission and Vision statements of the Nipissing – Parry Sound Catholic District School Board
- ✓ promote effective partnerships that strive for continuous improvement in the delivery of programs and services for all students
- ✓ promote collaborative partnerships
- ✓ are in keeping with provisions of collective agreements with Board staff