



District School Board
Ontario North East

2026-2027
Special Education
Board Plan

Our Vision
**Preparing our learners for
their future success.**

Our Mission
**Providing
meaningful growth
opportunities.**

We respectfully acknowledge that we are situated on the traditional territories of the Cree, Ojibway, Oji-Cree and Algonquin Peoples. We commit to actions to better serve students, families and communities who identify as First Nation, Métis and Inuit.

Our Strategic Priorities & Actions

Achieve

Uphold high expectations in diverse learning and working environments.

Learning Environments: Provide supportive and engaging classrooms that inspire excellence.

Pathways: Offer a variety of pathways that honour each learner's unique strengths and goals.

Learning Opportunities: Deliver learning that supports real-world applications and community partnerships.

Belong

Build inclusive communities where all feel supported and valued.

Well-Being: Prioritize the physical, mental, and emotional well-being of students, staff, and the school community.

Inclusive Community: Provide equitable opportunities that engage all learners.

Recognition and Voice: Respond to student and staff needs by actively seeking feedback and input.

Create

Foster collaboration, innovation and skill development in all learners.

Innovative Practices: Embrace creative and flexible approaches to learning and teaching, while leveraging technology.

Critical Thinking: Strengthen learners' ability to analyze, evaluate, and make informed decisions.

Future-Ready Skills: Equip learners with essential skills to adapt, thrive and lead.

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Section 1- Introduction

The Ontario Ministry of Education has set out expectations for improving the quality of special education programs and services in Ontario and for ensuring greater accountability in the area of special education. These standards support the government's goal of ensuring that students with special education needs and disabilities across the province receive the best quality education possible.

District School Board Ontario North East has developed and will maintain this plan in accordance with Regulation 306 and the ministry policy document entitled Standards for School Boards' Special Education Plans. Each board is required to maintain a special education plan, to review/amend it annually to ensure it meets the current needs of its exceptional students, and to submit the plan to the ministry for review. The purpose of the special education plan is to provide the Ministry of Education and the public with information about special education programs and services that are provided by the school board.

District School Board Ontario North East's Special Education Plan is compliant with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontario Education Act, the Ontarians with Disabilities Act, and other relevant legislation. The plan is organized in sections as outlined in the Ontario Ministry of Education's Standards for School Boards' Special Education Plans, with the beginning of each section indicating the purpose of that section.

For further information, contact the office of the Superintendent of Education, with responsibility for Special Education, at the New Liskeard Board Office 705-647-7394.

Section 2 - Consultation Process and General Model for Special Education

District School Board Ontario North East values input from community partners, students, families, and staff. Input is sought in a variety of ways.

We encourage inquiries, comments, concerns, and suggestions and ask that they be brought forward whenever they arise. All such expressions are directed to the personnel who can respond to the concern or take the suggestion forward to make a change.

School principals frequently respond to their community – school staff, students, families, community partners, and school communities.

When specific information or processes require, communications may be appropriately directed to the Chief Executive Officer, Superintendent of Education with Responsibility for Special Education and/or Special Education Lead.

The Special Education Advisory Committee (SEAC) is kept informed of any new concerns, any changes being considered, and any new directions to directives from the Ministry of Education. The names of SEAC members as well as meeting dates and times are posted on the Board website. The Special Education Guide is provided to every family of an identified student, is available in every school, and is also on the Board website. SEAC participates actively in the process of developing the Special Education Board Plan by reviewing the programs and services, staffing, and financing throughout the year.

District School Board Ontario North East actively seeks comment on its delivery of programs and services in an open invitation, in writing, for submission to the Chief Executive Officer. Letters and surveys are sent to community agencies and local associations, as well as to School Councils, and staff. Students receiving support services and Special Education programs, and families of students identified as exceptional, are also asked for their feedback and input.

In developing and modifying the Special Education Board Plan, the Board considers the feedback from the stakeholders and community, with the assistance of the Special Education Advisory Committee.

Section 3 – The Board’s General Model for Special Education

Below you can find the Board’s guiding principles, philosophy, and service delivery model for the provision of Special Education programs and services.

Philosophy

- District School Board Ontario North East believes that all students can learn, and each learner has unique strengths and needs.
- The Board believes that all students should be educated in an environment of learning which will assist each student to develop to their maximum potential as an individual.
- Sometimes adjustments to the individual’s program and/or placement are minor and can be made at the classroom and school level by accessing the support services available. Other times specialized programs and services may be required in an alternate setting, to maximize the potential of an individual student.

It is a continuous pursuit of District School Board Ontario North East to develop and implement the programs and services that will both address the needs of the learner and reflect the beliefs of the Board.

The Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Education Act and Regulations made under the Act all contribute to the overall philosophy practiced by District School Board Ontario North East.

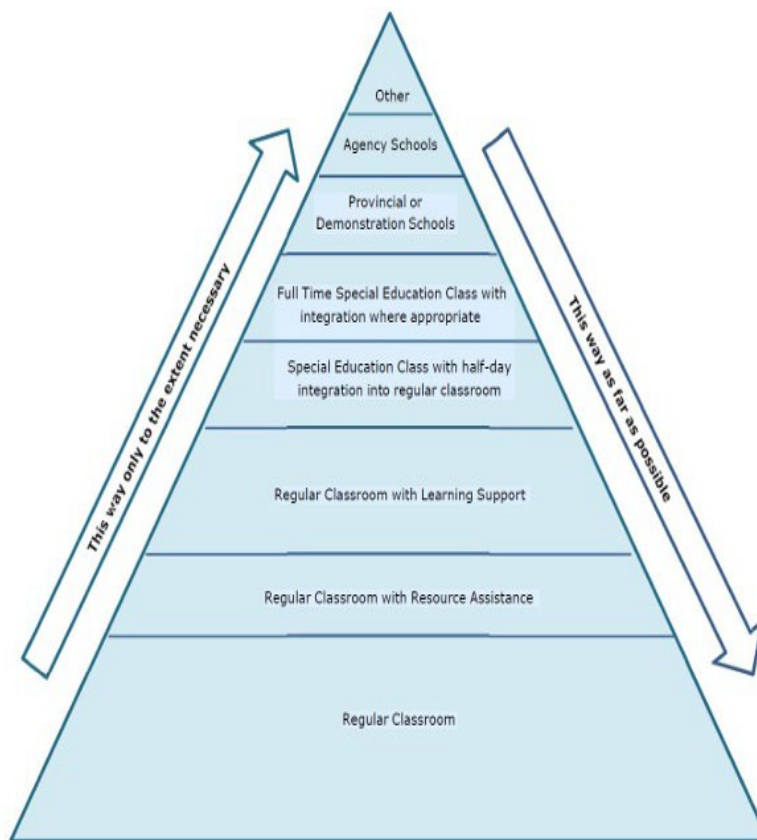
Goals

- To provide a continual review of present programs and practices;
- To be responsive to changing needs through a continuous review of present programs and practices;
- To ensure excellent and equitable delivery of programs and services across the district;
- To facilitate the best use of the financial resources for Special Education across District School Board Ontario North East;
- To endeavour to maintain a full range of Special Education programs and services across the district;
- To encourage inclusion and promote independence and interdependence in student learning;
- To evaluate services and programs using measurable and accountable outcomes;
- To foster partnerships to avoid duplication and enhance learning opportunities.

- To align with the regular curriculum;
- To comply with the Canadian Charter of Rights and Freedom, the Ontario Human Rights Code, and the Education Act and Regulations made under the Act.

Delivery Model of Special Education Supports and Services

District School Board Ontario North endorses a modified “Cascade Model” of services and a system of Special Education delivery that incorporates a continuum of supports, services, and programs. Our primary emphasis is foundational support, early identification, targeted prevention, and intervention.



NOTE: It is important to recognize that the Cascade Model is a philosophical model not a legislative model.

*Encyclopedia of Special Education (Volume 1): **A reference for the education of Children, Adolescents, and Adults with Disabilities and Other Exceptional Individuals.** Edited by Cecil R. Reynolds & Elaine Fletcher-Janzen, John Wiley & Sons, 2007.

Section 4 - Roles and Responsibilities

The purpose of the standard is to provide the public with information on roles and responsibilities in the area of Special Education. All are required to comply with and uphold the principles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Human Rights Code.

DSB1 has a responsibility to provide a safe environment for all students and staff, ensure Indigenous rights and human rights (including centering dignity and respect and the duty to accommodate) are the foundations of the work, and it is the legal responsibility of the DSB1 to provide education to students.

Roles and Responsibilities Outlined by the Ministry of Education

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas: legislative and policy framework; school system management; funding; programs and curriculum. The roles and responsibilities within special education are outlined below.

In addition, DSB1 has further detailed the roles of the Special Education Resource Teacher (SERT), the Educational Assistant (EA), the Personal Support Worker (PSW), the Language Acquisition Support Worker (LASW), the Child and Youth Worker (CYW), School Social Worker (SSW) the Mental Health and Well-Being Lead, the Registered Behaviour Analyst (RBA), and the Student Support Consultant (SSC).

The Ministry of Education:

- Sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- Prescribes the categories and definitions of exceptionality;
- Requires through the Education Act that school boards provide appropriate special education programs and services for their exceptional students;
- Establishes the funding for special education through the structure of the funding model;
- Requires school boards to report on their expenditures for special education through the budget process;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry;
- Requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- Establishes a Minister's 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 or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

The School Board:

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda
- Monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda;
- Requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- Provides staff, within funding guidelines, for programs and services to meet the needs of students with exceptionalities;
- Plans and reports on the expenditures for special education;
- Develops and maintains a special education plan to meet the current needs of students with exceptionalities;
- Reviews the plan annually and submits amendments to the Minister of Education;
- Provides statistical reports to the ministry as required;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- Establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them;
- Establishes a SEAC;
- Provides professional development to staff on special education;
- Adheres to applicable legislation.

The Superintendent of Education with Responsibility for Special Education: (As defined by District School Board Ontario North East)

- Establishes school board policies 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;
- Supports 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 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 families with information about Special Education programs, services, and procedures;
- Establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- Assumes the staff supervisory role of the Special Education Advisory Committee (SEAC);
- Provides professional development to staff on Special Education.

The Special Education Advisory Committee (SEAC):

- To consider and make recommendations to the Board regarding matters related to the establishment, development and delivery of special education programs and services for exceptional students;
- To participate in the Board's annual review of its Special Education Plan;
- To participate in the Board's budget development process and to review financial statements related to special education programs and services;
- To ensure the Committee's deliberations and recommendations are undertaken with integrity and in compliance with its obligations under the Ontario Human Rights Code and related policies.

The Special Education Lead:

(As defined by District School Board Ontario North East)

- Provides leadership and direction for Special Education service delivery;
- Participates in the establishment of objectives and plans for Special Education programs and services;
- Serves as a liaison with school administrators in relation to Special Education programs and services;
- Coordinates in-services and other professional learning opportunities related to system initiatives and Special Education;
- Communicates with families, students, and community partners regarding Special Education programs and services;
- Participates in the IPRC process as required and supports decision-making concerning new identifications and specialized classroom placements.

The District Special Education Resource Teacher (DSERT):

(As defined by District School Board Ontario North East)

- Supports schools on the implementation of Learning for All JK-12 and Growing Success;

- Works closely with each Superintendent of Education and the Special Education Lead to assist with Special Education in the various families of schools;
- Supports school SERTs with school specific concerns and issues;
- Assists in the completion of assessments;
- Attends meetings – initial IPRC meetings, case conferences, review IPRC meetings, community agency meetings as required, and student transition meetings;
- Completes required documents such as the Special Incidence Portion applications, Special Equipment Application claims, IPRC notes, case conference notes, etc.
- Completes other duties related to the work of the Special Education portfolio as determined by the Superintendent of Education.

The School Principal:

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda, and board policies;
- Communicates Ministry of Education and school board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach special education classes;
- Communicates board policies and procedures about special education to staff, students, and parents;
- Ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- Consults with school board staff to determine the most appropriate programs for exceptional students; • ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;
- 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 that the program is delivered as set out in the IEP;
- Ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

The Teacher:

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- Follows board policies and procedures regarding special education;

- Works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;
- Collaborates with special education staff and parents to develop the IEP for an exceptional student;
- Where appropriate, works with other school board staff to review and update the student's IEP;
- Provides the program for the exceptional student in the regular class, as outlined in the IEP;
- Communicates the student's progress to parents.

The Special Education Resource Teacher (SERT):

The special education teacher, in addition to the responsibilities listed above under "The teacher":

- Holds qualifications, in accordance with the regulations under the Education Act, to teach special education;
- Monitors the student's progress with references to the IEP and modifies the program as necessary;
- Assists in providing educational assessments for exceptional students.

The Educational Assistant (EA):

(As defined by District School Board Ontario North East)

- Accompanies teacher to meetings with outside agency support personnel, if required;
- Gets to know individual students by talking to them about hobbies, interests, and careers;
- Supports the students by following instructions and implementing directives from the Special Education Lead, Principal of the School, Special Education Resource Teacher, and the Classroom Teacher;
- Supervises student activity at arrival, recess, lunch, dismissal, and other unstructured components of the day as required/scheduled;
- Individualizes student-based support for academics, activities, and personal needs;
- Accommodates/supports physical needs (e.g., feeding, toileting, physiotherapy, repositioning/lifts/transfers, assisting with mobility, medical and administration of medication as per Board policy, assisting with management of behaviour/aggression and participation in team intervention if required, supporting student safety);
- Participates as a team player with school-based personnel and activities in operation with and in support of other Educational Assistants in the work setting;

- Follows the established routine for home-school communication through classroom teacher, SERT, and Principal;
- Maintains daily detailed logs specific to the student as required;
- Assumes an intervention role for students with communication difficulties;
- Supports academic instruction, social/emotional needs, behavioural needs, etc.

Personal Support Worker (PSW):

(As defined by District School Board Ontario North East)

- Assist the student with activities of daily living (feeding, lifts and transfers, skin care, oral hygiene, and toileting);
- Execute the student's care plan related to the complex medical needs (proper established care for student in the event of seizures and other health related needs);
- Assist with medication related to student's complex medical needs;
- Assist in occupational and physiotherapy strategies as directed by school personnel and the care plan;
- Continuously observe the student in the school environment (must report and document unsafe conditions and behavioural, physical, and/or cognitive changes);
- Meet the safety needs of the client and use equipment safely and properly.

Language Acquisition Support Worker (LASW):

(As defined by District School Board Ontario North East)

- Support students in the early learning of American Sign Language (ASL) as their primary language;
- Provide classroom support to students based on their individual, social, emotional, behavioural, and physical needs;
- Support students to access the curriculum and meet their full potential in both integrated and high support settings;
- Facilitate students' ASL language acquisition in various educational settings, including classrooms, nutrition breaks, recess, field trips, assemblies, and alternative programs;
- Perform other related duties as required.

Mental Health Lead:

(As defined by District School Board Ontario North East)

- Provides leadership within the board for student mental health;
- Collaborates with school board staff and community mental health partners to promote a proactive, integrated system of care, with clear pathways to/from/through service for students requiring mental health supports;

- Accountable for developing and implementing DSB1's three-year mental health and addictions strategy, one-year action plan, and the collection, utilization and reporting of information related to student mental health;
- Supervises School Social Workers, Child and Youth Workers as well as Attendance Counselors;
- Collection, utilization and reporting of information related to student mental health.

School Social Worker (SSW):

(As defined by District School Board Ontario North East)

- Is a regulated mental health professional registered with the Ontario College of Social Workers and Social Service Workers;
- Facilitates school based, evidence-informed, mental health literacy and universal mental health promotion activities;
- Supports students with mild to moderate mental health concerns and provides brief evidence-informed early interventions;
- Refers students with more intensive mental health concerns to community-based child and youth mental health services;
- As appropriate, supports students with intensive mental health concerns and/or students in crisis, when intensive mental health services are not readily available in the community.

Child and Youth Worker (CYW):

(As defined by District School Board Ontario North East)

Supports all students in the classroom or in small groups with evidence-informed mental health literacy and universal mental health promotion activities. This includes an explicit focus on developing students' social and emotional skills by supporting essential core competencies including:

- Identifying and managing emotions;
- Coping with stress;
- Staying positive and persevering when things are difficult;
- Building and keeping healthy relationships;
- Understanding and celebrating our identity;
- Engaging in critical and creative thinking.

Social-emotional learning is associated with a range of positive outcomes, as determined by research globally. Young people who engage with high-quality social-emotional learning have better mental health and academic outcomes than matched students who do not.

For students with more intensive mental health concerns, they will refer students to community-based child and youth mental health services.

Registered Behaviour Analyst (RBA):

(As defined by District School Board Ontario North East)

- Provide consultation to school teams on the implementation of individualized ABA interventions for students with special education and/or behavioural needs, with emphasis on students with Autism Spectrum Disorder (ASD);
- Provide consultation for classroom management based on evidence-based strategies and make recommendations for alternative programming/alternative IEP goals for high support classrooms and inclusive mainstream classrooms;
- Conduct and interpret behaviour analytic assessments (functional behavioural assessments, skill-based curriculum assessments), develop ABA intervention plans to target behaviour reduction and skill building, provide training and coaching to school staff on the implementation of recommended ABA strategies, and make recommendations for alternative programming/alternative IEP goals (in special education placements and in inclusive mainstream classrooms);
- Collect and interpret behaviour data, including consultation with school teams on data collection;
- Support school teams in developing/updating Behaviour Support Plans (BSPs), Safety Plans and Transition Plans;
- Consult with staff on student transition planning;
- Provide Crisis Prevention Institute (CPI) training to CPI School Support Teams; provide clinical leadership for system staff who support student behaviour in DSB1 schools;
- Develop and facilitate professional development/training for school staff supporting ongoing staff capacity building by providing training and resources;
- Participate in the DSB1 Student Support Team;
- Work with interdisciplinary service teams, supporting service navigation and collaboration between school teams and community service providers.

Student Support Consultant (SSC):

(As defined by District School Board Ontario North East)

- Provide direct observation and data review of students in the educational setting;
- Develop Behaviour Support Plans and Safety Plans through a CPI lens;
- Support the management and maintenance of referrals and collaborate on delivery models;
- Participate in consultation and intake meetings with school teams;

- Participate in service coordination, attend meetings, and liaise with community organizations;
- Assist school staff with the implementation and development of the Behaviour Support Plans, Safety Plans and any classroom strategies through modelling and coaching.
- Provide Crisis Prevention Institute (CPI) training to CPI School Support Teams;
- Develop and facilitate professional development/training for school staff supporting ongoing staff capacity building by providing trainings and resources;
- Implement plans as outlined by the Registered Behaviour Analyst.

Teacher of the Hard of Hearing:

(As defined by District School Board Ontario North East)

- Provides staff with strategies to be used when working with students who are deaf and hard of hearing;
- Provides staff with strategies regarding the use of personal FM systems and free field sound systems;
- Provides direct instruction to students who are deaf and hard of hearing;
- Works in collaboration with classroom teacher/SERT to develop, implement and review Individual Education Plans for students who are deaf and hard of hearing;
- Develops academic programming for deaf and hard of hearing students through observation and assessment;
- Acts as a resource person/liaison to families, community agencies, and FM system/sound field equipment providers.

The Parent/Guardian:

- Share all relevant information about special education needs and/or exceptionalities upon registration;
- Is 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;
- Is 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 policies/program memoranda;
- Complies with Board policies and procedures;
- Participates in IPRCs, teacher-conferences, and other activities, as appropriate.

Section 5 - Early Identification Process and Intervention Strategies

District School Board Ontario North East has early, and ongoing identification procedures as required by the Ministry of Education [Policy/Program Memorandum 11](#), “Early Identification of Children’s Learning Needs”, to identify each child’s level of development, learning abilities, and needs. Early and ongoing identification of children’s needs is part of the assessment required to ensure that individual educational needs are identified, and that appropriate programming is in place.

The purpose of early and ongoing identification procedures is to ensure that educational programs are designed to accommodate identified needs and to facilitate each child’s growth and development. This process should be initiated when a child is first enrolled in school and is known to have special education needs. The process is ongoing and should continue throughout a child’s school life. Cooperation amongst families, teachers and resource personnel and the sharing of pertinent information regarding the child is crucial in enabling teachers to establish appropriate programs for each child.

Process for Early Identification for Children’s Learning Needs

Expectations of the Principal

- To ensure that the Early Identification Process is followed as outlined in the Board Guide;
- To provide information to the central office regarding statistics and other information as requested;
- To ensure follow-up actions outlined for individual students.

Expectations of the Teacher

- Prior to school entry, and with family consent, Board personnel may contact pre-school service providers to arrange to observe students with special needs, and hold care meetings for all stakeholders to ensure the availability of necessary services upon school entry (e.g., Occupational Therapy, Physiotherapy, Speech and Language Therapy, additional in-class support, etc.);
- Kindergarten teachers may meet with all families and students with exceptionalities, if possible, on an individual basis before the first day of class to collect information and observe the child interacting with the environment and selected learning materials;
- To complete the School Readiness Inventory for each student, based on classroom observation of students;
- To formulate a list of those “flagged students” indicated to be most likely to benefit from Early Intervention;
- To work with the school resource teacher to implement interventions for students.

Expectations of the Special Education Resource Teacher (SERT)

- To assist with observation of the students if requested by the classroom teacher;
- To refer students for assessment to the District Special Education Resource Teacher;
- To refer students, when necessary, to outside agencies;
- To collaborate with the teacher regarding family conferences and communication;
- To work with the classroom teacher to determine appropriate intervention strategies for flagged students;
- To work with teachers to ensure that all “flagged students” continue to have their needs met through classroom programming and/or SERT directed interventions.

Expectations of the Family

- To provide all relevant information about their child;
- To provide follow-up requested by the school to support their child’s needs (taking a child to the family doctor or other community services);
- To meet with school personnel to discuss their child’s needs;
- To work with community agencies, if appropriate;
- To collaborate with the school, and agencies, to work towards solutions;
- To work with the school to provide suggested learning opportunities in the home that complement the school program.

Referral for Assessment

Students are referred to the Special Education Resource Teacher and Principal for consideration of further assessments needed beyond the classroom. Initially, assessment of academic achievement is done through the school Special Education Resource Teacher. Referrals being considered for central assessment services should be discussed with the District Special Education Resource Teacher.

Testing is used to gain more information about a student’s strengths and needs to assist the school in meeting the student’s needs.

Assessment Tools used by the Classroom Teacher

- Kindergarten checklists based on the Ontario Kindergarten Program document – upon entry to program.
- Diagnostic assessments such as the Acadience Reading Diagnostic, Core Phonics Survey, Phare Phonétique (from Greater Essex County District School Board), and Placement tests (I Can Read in French).

Assessment Tools used by the Special Education Resource Teacher

- Progress monitoring (e.g., using flashcards, games, checklists, etc.)
- Achievement and/or diagnostic assessment tools such as the Wide Range Achievement Test (WRAT5).
- Assessment of Basic Language and Learning Skills (ABLLS-R) and Assessment of Functional Living Skills (AFLS) are used to measure the

basic linguistic and functional skills of an individual with developmental delays or disabilities.

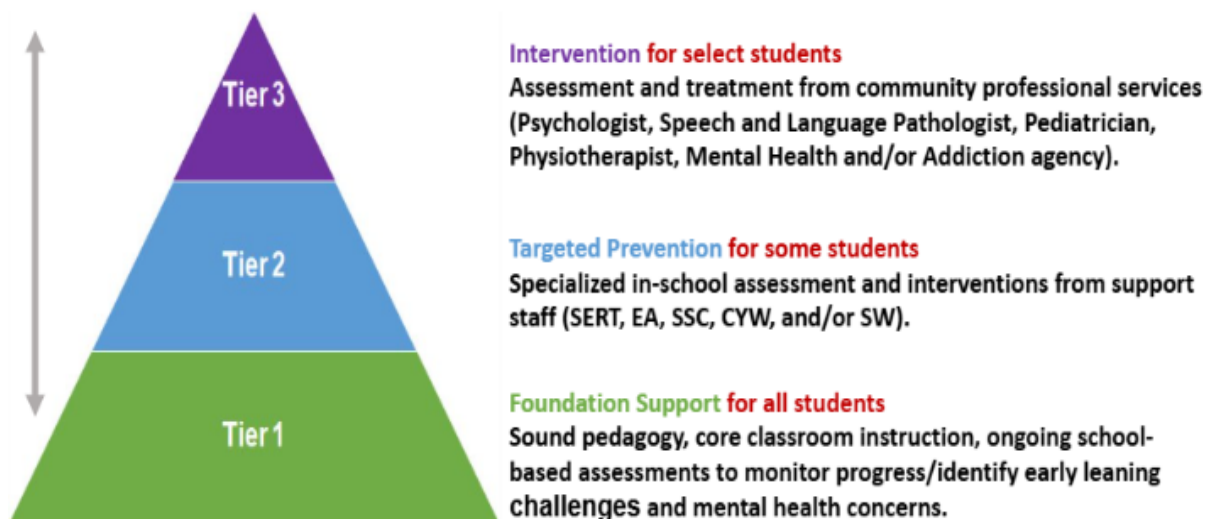
Assessment Tools used by the District Special Education Resource Teacher

- Weschler Individual Achievement Test (WIAT).

Belief Statement about Assessment for Early Intervention

District School Board Ontario North East supports the pyramid of intervention model. We strive to create a learning environment which demonstrates our belief that ALL children can learn given time and support. We have adopted the Ministry of Education's Tiered Intervention approach, where assessment drives instruction and more intensive levels of support are offered as greater needs become more apparent. Family involvement is embedded in all levels of the process.

Early Identification and Intervention: Tiered Intervention Approach



In **Tier 1 Intervention**, core classroom instruction and sound pedagogy is critical. Achievement is monitored for all students to identify early indicators of learning difficulties. In support of students experiencing learning challenges, the school team of primary teachers and/or the Special Education Resource Teacher work together to develop effective strategies that the classroom teacher can utilize to address area(s) of deficit as indicated in assessment results and/or observations. The frequency and intensity of this support is documented, students are re-assessed periodically, and instruction is adjusted based on student performance.

Tier 2 Intervention is considered when a student's skills appear to improve very little, despite implementation of specialized strategies and additional classroom teacher support. More intensive support is required, in addition to classroom instruction, which targets specific learning challenges the student is experiencing. This often requires withdrawal of the student from the regular classroom to work with a Special Education Resource Teacher (SERT) for a short amount of time.

Tier 3 Intervention is pursued when students demonstrate severe learning difficulties for which targeted intervention and increased school staff support does not result in an adequate increase in academic achievement. This level of intervention occurs in consultation and cooperation with the students' families and may involve a referral to a medical or para-professional, including but not limited to an Occupational Therapist, Speech and Language Pathologist, Psychologist or Pediatrician.

Section 6 - Identification Placement and Review Committee (IPRC) Process and Appeals

The purpose of the Standard is to provide details of the board's IPRC process to the Ministry and to the public.

Many students are successful with assessment and instruction in the regular classroom. Some students require support beyond those ordinarily received through usual instructional and assessment practices. Students who have behavioural, communication, intellectual, physical or multiple exceptionalities may require access to additional instructional programs and/or services available through Special Education and Inclusion.

Requirements under Ontario Regulation 181/98 and Policy/Program Memoranda Nos. 140 and 156 of the Education Act provides information about the Identification, Placement, and Review Committee (IPRC). It sets out the procedures involved in identifying a pupil as exceptional, deciding the pupil's placement and appealing such decisions when the parents/legal guardians do not agree with the IPRC.

What is an IPRC?

- An IPRC is a committee of DSB1 which undertakes a formal process that is mandated under Regulation 181/98 of the Education Act for students who require additional supports to be successful in meeting curriculum expectations;
- An IPRC is composed of at least three DSB1 staff members, one of whom must be a Principal/Vice-Principal or a System Lead of the Board
- Parent(s)/guardian(s) are key players in any decisions that are made regarding their child; they are highly encouraged to attend and participate in the meeting as their input is valued;
- Accommodation is an ongoing process involving adjusting services, programs and practices to remove barriers and better respond to or address individual Human Rights Code related needs. Program planning may include assessment by school board or community based clinicians and the results are shared at school team meetings (or care conferences) with the parent(s)/guardian(s). If appropriate, then an IPRC may be requested.

The IPRC Committee

The team will strive to ensure that families are an integral part of the planning process. Parent/guardian input is valuable within the decision-making process.

Annual IPRC Review

A child's special education needs must be reviewed at least once a year at an annual review of placement. You will be notified of this in writing.

Before the IPRC

If a program is not yet meeting a student's needs, school staff will communicate concerns, in-class assessments, planning and strategies to parent(s)/guardian(s) on a regular basis. The teacher may request support from the school team comprised of the SERT and school administrator(s) for programming ideas.

If a program continues to not yet meet the student's need, the school team will host a care conference. A care conference is an informal, strategy seeking team meeting where all those who have been working to support your child meet with parent(s)/guardian(s) (and your child as appropriate), to determine further in school supports and strategies, the need for outside supports, and whether the student would benefit from a formal identification.

A summary of all information will be presented which may include:

- Information you choose to share as parent(s)/guardian(s);
- Educational assessments conducted by school staff;
- Community based assessments subject to the consent provisions completed by other professionals that you have provided informed consent to be involved with your child and are relevant to the identification or placement decision;
- Strengths, needs and interests of the student; decided in collaboration with the parent(s)/guardian(s) and based on assessment data;
- Potential programming options.

If identification is being considered, the team can describe what placement options are available to meet your child's needs. Most of our students with special education strengths and needs access learning through regular class placements with indirect support. For some, a more intensive, smaller staff to student ratio program is recommended.

Requesting an IPRC

As a parent(s)/guardian(s), you have the right to request an IPRC. The request must be written and sent to your child's school principal. The principal shall organize the IPRC and inform you in writing of the process and timelines to IPRC. The school team may request an IPRC based on their assessment(s) of your child's progress. The principal will inform you in writing. Within 15 calendar days of receiving your request, the principal must provide you with a copy of DSB1's Special Education Guide for Parents and Students, which can also be found in the Appendices of this plan.

Schedule of an IPRC

At least 10 days before the IPRC will be held, the principal or chair will provide you with a written notice of when the IPRC will meet (location/format, date and time). If the date is not convenient you may request an alternate date or time and the principal or chair will try and accommodate your request. If you are unable to attend, the principal will forward to you a copy of the IPRC form. Your input is important even if you are unable to attend. Please offer any information for consideration to

your school team in advance of the IPRC. The IPRC Statement of Decision will include a written statement of the identification and the recommendation of placement.

The Importance of Parent(s)/Guardian(s)

Parent(s)/guardian(s) are an essential part of the IPRC and an equal participant in the discussion that will lead to making a decision for their child. We encourage parent(s)/guardian(s) to become as involved and informed as possible. We highly encourage families to attend the IPRC if able. If language interpretation services or accessibility supports are required to participate in the meeting, please ask your child's principal to arrange for what you need.

If the child is 16 years or older they are encouraged to attend the IPRC meeting. Children under age 16 may attend with parent(s)/guardian(s) permission. Given the sensitive nature of some of the information presented, parent(s)/guardian(s) may want to talk in advance with their child and the school principal about how they might be involved in the meeting.

Prior to the IPRC, parent/guardian input regarding strengths, interests and placement (if change is recommended) needs will be sought.

Parent(s)/guardian(s) should be offered an opportunity to review the student's strengths, needs and interests as well as other relevant updates, including any current assessment data prior to the meeting.

Planning for IPRC Participation

Students and parent(s)/guardian(s) in the IPRC

Parent(s)/guardian(s) and students 16 years of age or older are encouraged to attend the IPRC and are important contributors to the discussion. Staff who have come to know and work with the child will attend an IPRC.

An advocate or support individual, if invited by the student/parent(s)/guardian(s) may also be in attendance to provide support or speak on behalf of students and families. We request that the school team be notified in advance so that meeting room arrangements and any accessibility accommodations can be made for participants.

IPRC Committee

The IPRC Committee is comprised of at least three designated staff from the DSB1. These will include at least one Superintendent and/or Principal/Vice-Principal. It may include the System Lead for Special Education, or other System Leads from the board office. Others might include:

- Special Education Resource Teacher from the school;
- District Special Education Teacher from the school board;
- Classroom Teacher and/or other teachers from the school;
- Teacher of the Hard of Hearing or Teacher of the Blind and Low Vision;
- Facilitators;

- Professional support staff (e.g., Psychological Services or Speech and Language Pathologists).

What Happens During the IPRC Meeting?

The IPRC Chairperson begins the meeting by welcoming all attendees and initiating introductions. The purpose and goals of the IPRC meeting are reviewed and participants, including the parent(s)/ guardian(s), are invited to provide information to assist the committee in understanding the student's progress, strengths, needs and interests. A regular classroom placement (mainstream placement) should be considered as the first and most inclusive option. Before recommending a placement in a special education class (small class placement) the IPRC must decide whether this placement will meet your child's needs. At the IPRC, the chairperson will ask that a summary of strengths, needs and interests be presented to the committee. Parent(s)/guardian(s) will have been offered an opportunity to review this information prior to the meeting. IPRC meetings are usually scheduled for 30 minutes.

IPRC Discussion

The IPRC will review all available information relevant to IPRC about your child. The members will:

- Consider an educational assessment of the child;
- Consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of the child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision;
- Connect with the child, with parental consent if the child is less than 16 years of age, if they feel it would be useful to do so;
- Consider any information that the parent(s)/guardian(s) share about their child or that the child shares (if they are 16 years of age or older).

The Committee may discuss any proposal that has been made about a special education program or special education services for your child. Committee members will discuss any such proposal at your request or at the request of your child, (if the child is 16 years of age or older). Parent(s)/guardian(s) will be invited to ask questions and to join in the discussion.

IPRC Decision

A decision will usually be made regarding identification and placement. The Chairperson will explain it carefully.

Placement Information

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

- Meet the student's needs;
- Be consistent with parent(s)/guardian(s) preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet the student's needs and that such a decision is consistent with the parent preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

Further information about the five categories of exceptionalities and their subcategories can be found in Section 7 – Categories and Definitions of Exceptionalities.

An IPRC placement decision cannot be implemented unless a parent(s)/guardian(s) has agreed to the decision and has not filed a notice of appeal with the request time limit (within 30 calendar days of receiving the IPRC Statement of Decision).

If You Agree with the IPRC Decision

If you agree, then you will be asked to indicate by signing the IPRC Statement of Decision that you agree with the designation of the exceptionality and the placement. You may take the document home to consider, or you may sign the document at the conclusion of the IPRC. You have a maximum of 30 working days to finalize with parent(s)/guardian(s) signature. The appropriate staff will then notify the school that you agree with the decision and that an IEP will be developed within 30 school days of formal placement within the recommended program.

If You Disagree with the IPRC Decision

If you disagree with either the identification or the placement, you have 2 options available to you:

1. Within 15 calendar days of receiving the decision, request in writing an additional meeting to re-evaluate the decision of the IPRC. The principal must hold the meeting as soon as possible. Any new or additional information related to the previous decisions can be shared at this time. Following the meeting, the Chair of the IPRC must advise the parent(s)/guardian(s) of any changes to the decision of the IPRC.

If after the second meeting to re-evaluate the IPRC decision you still disagree, then you have 15 calendar days to appeal the decision in writing.

2. Within 30 calendar days of receiving the IPRC decision, the parent(s)/guardian(s) may appeal the decision in writing. If you do not agree with the IPRC decision but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

If as parent(s)/guardian(s), you disagree with the decision reached at the Annual Review of Placement, you may appeal in the same way as described for the original IPRC.

You may appeal the IPRC decision in writing. Address your appeal to:

Superintendent of Special Education
District School Board Ontario North
East 153 Croatia Avenue
Schumacher, ON, P0N 1G0

What Happens in the IPRC Appeal Process?

The appeal process involves the following steps:

- School board staff will establish a Special Education Appeal Board to hear your appeal;
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 calendar days after the chair has been selected (unless parent(s)/guardian(s) and the board both provide written consent to a later date);
- The appeal board will receive the material reviewed by the IPRC and may interview any person(s) who may be able to contribute information about the matter under appeal;
- You as the parent(s)/guardian(s), and your child, if they are 16 years old or over, are entitled to be present at, and to participate in, all discussions;
- The appeal board must make its recommendation within 3 days of the meeting's conclusion. It may:
 - agree with the IPRC and recommend that the decision be implemented; or
 - disagree with the IPRC and make a recommendation to the board about your child's identification, placement, or both.
- The appeal board will report its recommendations in writing to you and to the school board, providing the reasons for its recommendations;
- Within 30 calendar days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations. School boards are not required to follow the appeal board recommendation;
- You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

The Special Education Appeal Board is made up of three members:

1. One member selected by the school board;
2. One member selected by the parent of the pupil; and
3. A chair member (selected by the school Board and parent members).

The appointed members cannot be an employee of the school board, an employee of the Ministry of Education, or a person who has had any prior involvement in this matter (including anyone who may have been involved in the IPRC process). Once

the school board and parent members have been chosen, those individuals appoint a third person to act as chair. This will happen within fifteen (15) days of the parent(s)/guardian(s) member's appointment.

Following the IPRC

The Ministry of Education requires that every student who has been identified by an IPRC as exceptional must have an Individual Education Plan (IEP). The IEP is developed by the school with opportunity for consultation with parent(s)/guardian(s), the school team and may include input from the board staff.

Further information about IEPs can be found in Section 14 – Individual Education Plans.

Section 7 - Categories and Definitions of Exceptionalities

The purpose of the standard is to make information on the Categories and Definitions of Exceptionalities available to the public, including parent(s)/guardian(s) and community associations.

The Education Act identifies five categories of exceptionalities for exceptional students: behavioural, communicational, intellectual, physical, and multiple. These categories are designed to address the wide range of conditions that may affect a student's ability to learn and are meant to be inclusive of all medical conditions, whether diagnosed or not, that can lead to specific types of learning difficulties.

The categories are a useful tool for the identification of students with special education needs and disabilities. However, a student may present learning needs in many ways in a school setting and may be identified as exceptional within one or more of the categories. The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the needs of the individual student based on an individual assessment of strengths and needs.

The definitions provided by the Ministry of Education for the five categories of exceptionalities and their subcategories follow below:

COMMUNICATION

LEARNING DISABILITY

A learning disorder evident in both academic and social situations that involves one or more of the proper uses of spoken language or the symbols of communication, and that is characterized by a condition that:

- Is not primarily the result of:
 - Impairment of vision
 - Impairment of hearing
 - Physical disability
 - Developmental disability
 - Primary emotional disturbance
 - Cultural difference
- Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - Receptive language (listening, reading)
 - Language processing (thinking, conceptualizing, integrating)
 - Expressive language (talking, spelling, writing)
 - Mathematical computations
- May be associated with one or more conditions diagnosed as:
 - A perceptual handicap

- A brain injury
- Minimal brain dysfunction
- Dyslexia
- Developmental aphasia

Board Criteria: Diagnosis of a specific learning disability by a psychologist as per the DSM-V-TR criteria.

AUTISM

A severe learning disorder that is characterized by:

- Disturbances in rate of educational development, ability to relate to the environment, perception, speech & language and/or mobility.
- A lack of the representative symbolic behaviour that precedes language.

Board criteria: Diagnosis of Autism Spectrum Disorder by a qualified professional (medical doctor or a registered psychologist).

LANGUAGE IMPAIRMENT

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

- Involve one or more of the forms, content, and function of language in communication; and
- Include one or more of the following:
 - Language delay.
 - Dysfluency.
 - Voice and articulation development, which may or may not be organically or functionally based.

Board criteria: An impairment in comprehension and/or use of verbal communication or the written or other symbolic system of communication which results in a significant discrepancy between academic achievement and assessed intellectual ability through current professional assessments. A moderate to severe expressive and/or receptive language delay is documented which results in the need for program modifications related to the language areas.

SPEECH IMPAIRMENT

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

Board criteria: Diagnosis by a registered psychologist, speech/language pathologist or medical practitioner of a severe language dysfunction.

DEAF AND HARD OF HEARING

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

Board criteria: Audiological documentation by a qualified professional (audiologist, M.D.), which indicates a moderate bilateral hearing loss that adversely affects educational performance or a non-existent auditory response to sound.

BEHAVIOUR

A learning disorder characterized by specific behaviour problems over a certain period of time, and 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.

Board criteria: Behaviour assessment by a qualified professional (M.D., psychologist, psychiatrist) includes the use of objective measures of behaviour and assessment instruments. Behaviours are of a frequency, intensity, or duration that they interfere with academic achievement and social relationships.

PHYSICAL

PHYSICAL DISABILITY

A condition of such severe physical limitation or deficiency requires 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.

Board criteria: A report from a legally qualified medical practitioner or medical agency stating the nature of the student's physical handicap and severity. The report may include recommendations for a plan of care that the student will require at school.

BLIND AND LOW VISION

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

Board criteria: Diagnosis by a qualified professional (MD) or ophthalmological assessment of a condition of partial or total impairment of sight or vision.

MULTIPLE

MULTIPLE EXCEPTIONALITIES

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teacher's holding qualifications in Special Education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Board criteria: Criteria for two or more of the categories of exceptionalities are met.

INTELLECTUAL

GIFTEDNESS

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

Board criteria: A psychological assessment with a diagnosis as per the DSM-V-

TR. MILD INTELLECTUAL DISABILITY

A learning disorder characterized by:

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

Board criteria: Diagnosis by a registered psychologist of a cognitive measure of intelligence falling within the intellectually deficient range as per DSM-V-TR.

DEVELOPMENTAL DISABILITY

A severe learning disorder that is 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, independence, social adjustment, and economic self-support.

Board criteria: Diagnosis by a registered psychologist or medical diagnosis as per the DSM-V-TR criteria.

Section 8 - Special Education Placements Provided by the Board

The purpose of the standard is to make information about Special Education Placement in District School Board Ontario North East available to the public, including parent(s)/guardian(s) and community associations.

District School Board Ontario North East upholds the Cascade Model based on a full range of optional placements, with the first consideration always being the most inclusive setting where the student can profit, and where the parents/guardians agree.

Regular classroom placement is the first choice when such placement meets the pupil's needs and is in accordance with parents' wishes. Rationale for alternate placements is recorded in the IPRC summary and the appropriate integration opportunities are discussed and recorded during the meeting. The Board recognizes that a regular classroom placement may not meet with needs of every exceptional pupil, and a range of placements may be available for consideration.

SEAC's Role in the Determination of Range of Placements Offered

As representatives of organizations that support exceptional students within the communities of District School Board Ontario North East, each SEAC member may bring forward concerns about the range of placements that the Board provides. Numerous opportunities arise to express any concerns. Members may request, through the Chair, to place a concern on the agenda. Discussion during regular meetings may lead to considerations of the range of placement options. Presentations regarding categories of exceptionalities, programs and services present an ongoing means of reviewing the existing range of placement options. Ministry of Education directives and ongoing endeavours requiring in-service for SEAC members often leads to reviewing and confirming questions or recommending consideration for the revision of the range of placements.

Integration into the Regular Classroom

Student placement is in the regular classroom when the student can profit, their needs can be met, and the parents/guardians agree. It may be necessary to provide some aspects of the student's program outside the regular classroom in a withdrawal setting where the groups are smaller, the program more individualized and the expertise more specific. For the blind and low vision and deaf and hard of hearing, and the deaf-blind, in integrated classrooms, the support and programming of an intervener may be accessed. When high support classrooms are the placement preference, integration opportunities are sought which are appropriate for the student socially, academically, for interest, stimulation, or experience. Such integration may occur in a variety of settings: regular classrooms, homerooms, gymnasiums, cafeterias, leisure sport venues, community activity sites, excursions or trips, social gatherings, or performances.

Range of Placements for Elementary and Secondary Students

Regular Class with Indirect Support

The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.

Regular Class with Resource Assistance

The student attends regular class and receives direct, specialized instruction, individually or in a small group, from a special education teacher within the regular classroom.

Regular Class with Withdrawal Assistance

The student is placed in a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.

Special Education Class with Partial Integration (High Support)

The student is placed by the IPRC in a special education class where the student teacher ratio conforms to the standards in O. Reg. 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.

Students profit from regular classroom placement for components of mainstream programming for a portion of the school day. Students also require specialized programming provided in an alternate setting for the remainder of their program and their school day. Typically, the portion of program in a regular classroom would be of a social or interest nature with 'close to' age peers. Occasionally, regular classroom programming is appropriate and students' experience success for more academically based program (not usually with age peers) and require a self-contained setting and specialized program for life-skills based needs.

Special Education Class Full Time (High Support)

The student is placed by the IPRC in a special education class, where the student teacher ratio conforms to the standards in O. Reg. 298, section 31, for the entire school day.

Placement in a fully self-contained setting is considered for students who require a greater level of support and specialized programming which may include substantial modifications to the Ontario Curriculum and/or alternative areas of

study (i.e., independent living/life skills). Typically, efforts continue to determine appropriate opportunities for inclusion in regular classroom/school experiences.

Home Instruction

Students unable to participate in school-based programming on a temporary basis may receive up to 5 hours per week of instruction at home. Instruction may be provided on the request of the parents and/or as indicated by the student's physician. The instructor is a qualified teacher. Approval for home instruction is through the Superintendent for Education with responsibility for Special Education.

Meeting the Needs of Exceptional

Students Teaching Approaches

The needs of each identified student, through the IEP development, may include accommodations and modifications to maximize their academic potential. A variety of teaching approaches may need to be used to help exceptional students achieve the learning expectations of their courses.

Examples of such approaches may include:

- Using special resources, such as reading material consistent with students' reading levels and learning styles; a variety of learning experiences and learning tools (e.g., calculators, assistive technology); enrichment units, additional readings, and other opportunities (e.g., problems to solve) that extend learning.
- Using a variety of teaching/learning strategies, such as team teaching; special interest groupings for research projects; peer partners, collaborative groups, and cross-age tutoring; mentorship programs; and independent study plans.
- Using a resource room or alternate space as an alternative to the classroom.
- Collaborating with resource teachers and other professionals.
- Using different areas of the classroom for different purposes (e.g., independent learning, group work).
- Consulting with families about providing appropriate study conditions at home.
- Providing for those students who may need more or less time to complete assignments or achieve the learning expectations.
- Providing alternative ways of completing tasks or presenting information (e.g., through oral questioning, demonstrations, dramatizations, role play).
- Simplifying the language of instruction.
- Providing opportunities for performance in areas of special talent.
- Providing students with opportunities to develop compassion and empathy toward all members of the school community including exceptional students.
- Facilitating where appropriate integration of exceptional students into the regular classroom as well as inclusion in school-based activities.

Curriculum

Curriculum content may need to be modified to help exceptional students achieve the learning expectations of their courses. Examples of such content changes could include:

Providing a module on learning and study skills to help students acquire such skills as:

- Formulating a work plan, taking notes, reading, and studying;
- Providing additional material to reinforce learning, if necessary;
- Providing additional material to extend learning, if appropriate;
- Providing modified curriculum expectations or alternative expectations (i.e., expectations that are alternatives to the provincial curriculum expectations), as appropriate, to ensure that the individual needs of exceptional students are met;
- Modifying the delivery of cooperative education programs for exceptional students;
- Providing exceptional students with opportunities to gain the knowledge and skills they need to make a successful transition to postsecondary education, apprenticeship programs, work, or living independently in the community;
- Providing opportunities for exceptional students to acquire self-advocacy skills.

Assessment Procedures and Strategies

Assessment procedures and strategies may also need to be altered to assess the extent to which exceptional students are achieving the learning expectations of their courses.

Examples of such alterations to procedures and strategies may include:

- Changing the time requirements for completing assignments or assessment tasks;
- Changing the format of the assessment materials;
- Providing a quiet environment in which assessment may take place;
- Simplifying test instructions and the language of questions; providing for the use of scribes, digital recorders, computers, or allowing oral responses;
- Allowing students to retake classroom tests or redo classroom assignments to improve their performance;
- Providing alternative homework assignments;
- Basing classroom assessment on the full range of students' work (e.g., portfolios, interviews).

Note: The provision of accommodations on provincial assessments (i.e., EQAO) is based upon the student's Individual Education Plan, and should be consistent with regular classroom practice, including assessments.

Specific Details of Placements

The following chart provides a breakdown of the Special Education placements available across the district:

SCHOOL	Regular Classroom	Regular Classroom with Resource Support	Regular Classroom with Withdrawal Assistance	Partially Self-Contained	Fully Self-Contained	Home Instruction (as required)
Bertha Shaw Public School	✓	✓	✓			✓
Central Public School	✓	✓	✓			✓
Clayton Brown Public School	✓	✓	✓	✓	✓	✓
Cochrane Public School	✓	✓	✓	✓	✓	✓
Diamond Jubilee Public School	✓	✓	✓	✓	✓	✓
Ecole Secondaire Cochrane High School	✓	✓	✓	✓	✓	✓
Elk Lake Public School	✓	✓	✓	✓	✓	✓
Englehart High School	✓	✓	✓	✓	✓	✓
Englehart High School – Elementary	✓	✓	✓			✓
Englehart Public School	✓	✓	✓	✓	✓	✓
Federal Public School	✓	✓	✓	✓	✓	✓
Golden Avenue Public School	✓	✓	✓	✓	✓	✓
Hearst High School	✓	✓	✓			✓
Iroquois Falls Public School	✓	✓	✓	✓	✓	✓
Iroquois Falls Secondary School	✓	✓	✓	✓	✓	✓
Iroquois Falls Secondary School – Elementary	✓	✓	✓	✓	✓	✓
Joseph H. Kennedy Public School	✓	✓	✓	✓	✓	✓
Kapuskasing District High School	✓	✓	✓	✓	✓	✓
Kerns Public School	✓	✓	✓	✓	✓	✓
Kirkland Lake District Composite School	✓	✓	✓	✓	✓	✓
Kirkland Lake District Composite School - Elementary	✓	✓	✓	✓	✓	✓
New Liskeard Public School	✓	✓	✓	✓	✓	✓
Pinecrest Public School	✓	✓	✓	✓	✓	✓
R. Ross Beattie Senior Public School	✓	✓	✓	✓	✓	✓
Roland Michener Secondary School	✓	✓	✓	✓	✓	✓
Roland Michener Secondary School – Elementary	✓	✓	✓	✓	✓	✓
Schumacher Public School	✓	✓	✓	✓	✓	✓
Smooth Rock Falls Public School	✓					✓
Temagami Public School	✓					✓
Timiskaming District Secondary School	✓	✓	✓	✓	✓	✓
Timiskaming District Secondary School – Elementary	✓	✓	✓			✓
Timmins Centennial Public School	✓	✓	✓			✓
Timmins High & Vocational School	✓	✓	✓	✓	✓	✓
W. Earle Miller Public School	✓	✓	✓	✓	✓	✓

Section 9 – Provincial and Demonstration Schools in Ontario

The purpose of this standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deafblind, or who have severe learning disabilities, which may include attention deficit hyperactivity disorder (ADHD).

The Ministry of Education operates Provincial Schools and Demonstration Schools throughout Ontario for Deaf, blind, deafblind, and students with severe learning disabilities. Access is usually by way of an IPRC recommendation. 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 deafblind;
- Provide preschool home visiting services for students who are Deaf or deafblind;
- Develop and provide learning materials and media for students who are Deaf, blind, or deafblind;
- Provide school board teachers with resource services;
- Play a valuable role in teacher training provide learning materials/media for students who are Deaf or deafblind (and to develop these resources);
- Provide school board teachers with resource services and teacher training for teachers in Ontario school boards;
- Provide alternate format materials through Alternative Education Resources for Ontario (AERO).

Demonstration Schools

Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French. Application for admission to a provincial Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission. Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students require a residential school setting for a period.

The Demonstration Schools were established to:

- Provide special residential education programs for students between the ages of 5 and 21 years
- Enhance the development of each student's academic and social skills

- Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years

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

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

An in-service teacher education program is provided at each Demonstration School.

This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

Application for admission is made by DSB1 with parent consent, and eligibility is determined by the Provincial Committee on Learning Disabilities.

School	Address	Phone/Fax
Sagonaska School	350 Dundas Street West, Belleville, ON K8P 1B2	Tel: 613-967-2830 Fax: 613-967-2482
Trillium School	347 Ontario Street South, Milton, ON L9T 3X9	Tel: 905-878-8428 Fax: 905-878-7540
Amethyst School	1090 Highbury Avenue, London, ON N5Y 4V9	Tel: 519-453-4408 Fax: 519-453-2160
Centre Jules-Léger	French Language School 281 rue Lanark, Ottawa, ON K1Z 6R8	Tel: 613-761-9300 TTY: 613-761- 9302/9304 Fax: 613-761-9301

DSB1 currently has one student attending a Demonstration School.

Provincial Schools for the Deaf

Provincial Schools for the Deaf include Ernest C. Drury School (Milton), Robarts School (London), Sir. James Whitney School (Belleville), and Centre Jules-Léger (Ottawa).

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The schools use the Ontario curriculum, and parallel courses and programs provided in school boards.

Each student has their special education needs met as set out in their Individual Education Plan (IEP). Admittance is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

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.

School	Address	Phone/Fax
Ernest C. Drury School	255 Ontario Street South Milton, ON L9T 2M5	Tel: 905-878-2851 TTY: 905-878-7195 Fax: 905-878-1354
Robarts School	1090 Highbury Avenue P.O. Box 7360, Station E, London, ON N5Y 4V9	Tel/TTY: 519-453-4400 Fax: 519-453-7943
Sir James Whitney School	350 Dundas Street West Belleville, ON K8P 1B2	Tel/TTY: 613-967-2823 Fax: 613-967-2857
Centre Jules-Léger	French Language School 281 rue Lanark, Ottawa, ON K1Z 6R8	Tel: 613-761-9300 TTY: 613-761- 9302/9304 Fax: 613-761-9301

DSB1 does not currently have any students attending a Provincial School for the Deaf.

Provincial School for Visually Impaired, Blind and Deafblind Students

W. Ross Macdonald School (Brantford) is a residential school operated through the Ministry of Education and provides education for students who are blind, visually impaired, or deaf-blind. It provides an educational alternative placement for students who are blind, visually impaired, or deafblind. The school:

- Provides a provincial resource centre for students who are visually impaired and deafblind;
- Supports local school boards through consultation and the provision of special learning materials, such as braille materials, electronic texts, and large-print textbooks;

- Offers professional services and guidance to ministries of education on an interprovincial, cooperative basis.

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

- Are designed to help students learn to live independently in a non-sheltered environment;
- Follow the Ontario curriculum developed for all students in the province 206 Section P: Provincial and Demonstration Schools
- 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
- Are delivered by specially trained teachers;
- Provide home visiting for parents and families of preschool deafblind children to assist in preparing these children for future education.

School	Address	Phone/Fax
W. Ross Macdonald School	350 Brant Avenue, Brantford, ON N3T 3J9	Tel: 519-759-0730 Fax: 519-759-4741

DSB1 does not currently have any students attending a Provincial School for Visually Impaired, Blind and Deafblind Students.

Transportation to and from Provincial Schools

Students are transported by air and by land, both when traveling to and from school. District School Board personnel in each region make all the travel arrangements in consultation with the families, transportation providers, the escorts (as required) and provincial schools. Consistency of routine and personnel involved are a prime consideration for the students and their families. The Transportation Officer will facilitate all travel arrangements.

The Superintendent with responsibility for Special Education must be aware of all travel arrangements. Emergency contacts are distributed to Board personnel/ escorts/ parents/ students in the event of illness, inclement weather, flight cancellations, other delays, etc.

Section 10 – Special Education Staff

The purpose of the standard is to provide specific details on Board staff to the Ministry and to the public.

ELEMENTARY AND SECONDARY PANELS (2026-2027)

SPECIAL EDUCATION STAFF		FTE'S		STAFF QUALIFICATIONS
	Elementary	Secondary		
1. TEACHERS OF EXCEPTIONAL STUDENTS				
1.1 Teachers for resource-withdrawal programs	18.2	6.68	Special Education AQ (Specialist Preferred)	
1.2 Teachers of self-contained classes	47.0	33.34	Special Education AQ (Specialist Preferred)	
2. OTHER SPECIAL EDUCATION TEACHERS				
2.1 Itinerant teachers Itinerant Teacher of the Hard of Hearing	0.5	0.5	The Deaf Specialist, Teacher of the Hard of Hearing/Listening and Spoken Language Specialist, Certified Auditory Verbal Educator Special Education Specialist	
2.2 District SERTs	1.5	1.5	Special Education Specialist	
2.3 Special Education Lead	0.5	0.5	Special Education Specialist / Principal Qualifications	
3. EDUCATIONAL ASSISTANTS AND SUPPORT STAFF				
3.1 Educational assistants	156	60	EA Diploma or Equivalent	
3.2 Personal Support Workers	2.0	1.46		
3.3 Language Acquisition Support Worker	1.0	0		
4. OTHER PROFESSIONAL RESOURCE STAFF				
4.1 Psychologists	Contracts			
4.4 Speech-language pathologists	Contracts/Community Partnerships			
4.5 Audiologists	Community Partnerships			
4.6 Occupational therapists	Community Partnerships			
4.7 Physiotherapists	Community Partnerships			
4.8 Mental Health Nurse	Community Partnerships			
4.9 Social worker	0	7.0	Master's in Social Work preferred	
4.10 Mental Health Lead	0.5	0.5	Master's Degree- relevant discipline	
4.11 Student Support Consultants	1.5	1.5	Bachelor's degree in Social Work, Psychology or related field preferred	
4.12 Registered Behaviour Analyst	1.0	1.0	Master's in Psychology or applied Behaviour Analysis Registered Behavior Analyst with a certificate for Autonomous practice, College of Psychologists and Behaviour Analysts or Board-Certified Analyst (RBA) status, College of Psychologist of Ontario	
5. PARAPROFESSIONAL RESOURCE STAFF				
5.1 Orientation and mobility personnel	Contracts			
5.6 Auditory-verbal therapists – Communication Assistants	Contracts			
5.7 Child & Youth Workers	15.0	0	CYW Diploma	
5.8 Attendance Counsellor	1.5	1.5		

Section 11 – Staff Professional Learning

The purpose of the standard is to provide details of the board's professional learning plans for special education staff to the Ministry and to the public.

District School Board Ontario North East allocates specific funds to support professional learning and to build the capacity of all staff in the area of Special Education.

SPECIAL EDUCATION BUDGET FOR PROFESSIONAL Learning 2025-2026 SCHOOL YEAR		
Academic	Elementary	\$33,630.53
	Secondary	\$10,242.32
Non-Teaching	Elementary	\$13,587.76
	Secondary	\$8,492.35
TOTAL		\$65,952.96

Goals for Special Education Professional Learning

- To keep staff current with new Ministry initiatives, legislation requirements;
- To promote professional development and expertise in the field of Special Education and programming;
- To build capacity to optimize learning for students with special needs;
- To foster ongoing improvement in practice.

Input for Professional Learning

- By request through Principal;
- By recommendation of SEAC;
- By request of staff (e.g., Teacher, Educational Assistant and/or Child and Youth Worker).

Determination of Priorities

- Consideration of identified needs;
- New requirements/initiatives from Ministry;
- New teachers are “linked” and “mentored” with another Special Education Resource Teacher with a similar school role and expertise;
- Exceptionality requirements.

Budget Money/Funds for Professional Learning

- Cost sharing;
- Agencies and organizations offer some workshops at no cost, some at a reduced registration fee

- Professional learning opportunities with coterminous Boards/other Ministries;
- Discretionary decisions of schools to allocate budgetary funds towards professional learning in Special Education;
- Accessing school-based training outside of instructional periods (e.g., during staff meeting) or providing release during the school day (cost of staff release would apply).

Types of Professional Learning

District School Board Ontario North East provides professional learning in several ways. Due to the large geographical area of the Board, localizing in-service or the use of video conferencing is considered whenever possible. In-service training includes:

- In-service sessions for classroom teachers;
- In-service sessions for SERTs/EAs/CYW/RSWs/ECEs/ISAs/SSCs/RBAs;
- Training in new processes, procedures, programs for staff;
- Consultation/presentations by specialized professionals;
- Attendance at regional or provincial conferences/sessions;
- Certification courses and recertification;
- Attendance at Ministry workshops
- Opportunities for research into specific areas of need;
- Individual consultation;
- Presentations to staff, school councils;
- Supported visits to sites of expertise;
- Use of instructional coaches, Student Support Consultants and Registered Behaviour Analysts to support initiatives.

The Special Education Team receives input from staff directly, through their school administrators and in conversations with unions around areas for learning, and the team creates and facilitates sessions to align with these learning needs.

Section 12 – Educational and Other Assessments

The purpose of the standard is to provide details of the school board's assessment policies and procedures and to make parent(s)/guardian(s) aware of the types of assessment tools used by district teams, the ways in which assessments support programming for students, duty bearer responsibilities and the process by which assessment results may be used to inform Identification, Placement and Review Committee (IPRC) decisions.

The goal of educational assessments is to improve student learning and achievement. Assessment is a daily part of classroom programs and regular assessment will provide an important range of information on a student's learning needs. The greatest potential of assessment is when it becomes an integral part of all classroom activities and when used to identify students' strengths and needs to outline the next steps for learning.

For students who are experiencing learning difficulties, additional assessment beyond the classroom and/or school is often needed to assist with the decisions about program directions, possible exceptionality determination, and placement decisions.

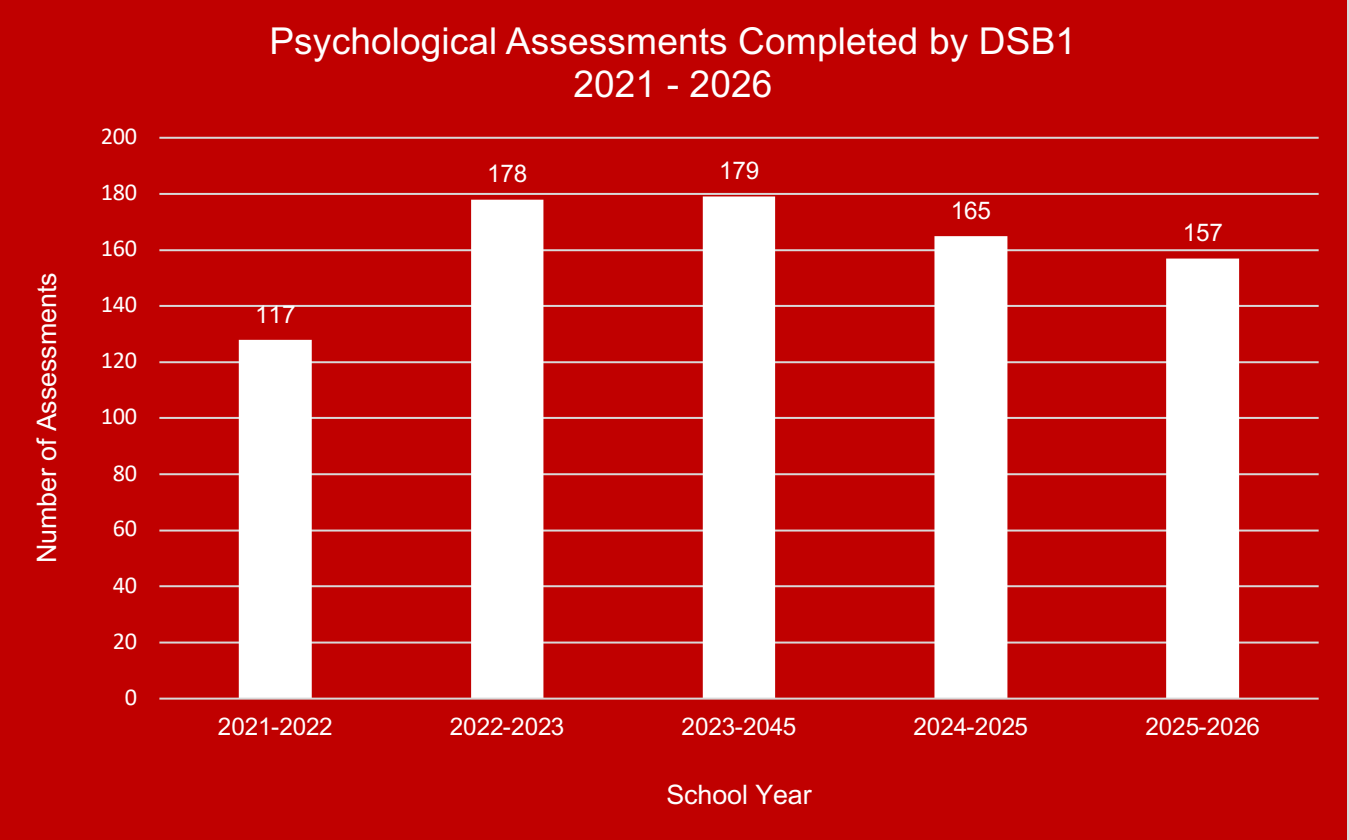
In consultation with the parents/guardians and principal, the Special Education Resource Teacher (SERT), who holds additional qualifications in Special Education, may administer educational assessments (e.g., WRAT5). This will establish academic levels for comparison/verification with classroom achievement and provide an accurate baseline for tracking future development. Schools may suggest parents contact their medical doctor for possible referral to a specialist and suggestions for vision and/or auditory assessments.

A more comprehensive psychoeducational assessment may be requested through the District Special Education Resource Teacher (DSERT). This assessment is for students exhibiting learning difficulties that are primarily academic and are more complex. The referral process for this next step of assessment is outlined below.

District School Board Ontario North East has established referral processes to access psycho-educational assessments. The completed referral, which must include prior parental/guardian or in some cases, student consent, is submitted by the school principal to the Special Education Lead or District Special Education Resource Teacher.

All referrals are considered upon review of the referral package by the Special Education Team, and assessments can be assigned to the Board's contract psychologist or forwarded to an outside agency that specializes in assessment of a particular disability. Psychologists conducting assessments must be members in good standing of the [CPBAO Public – Regulating Psychology and Applied Behaviour Analysis in Ontario](#).

Results of a psycho-educational assessment are shared by the psychologist, initially with the parents/guardians, prior to sharing with the school and Board team. Psychoeducational assessments completed by the Board’s contract psychologist are stored in students’ Ontario Student Record (OSR), the contents of which are regulated by the [Education Act, R.S.O. 1990, c. E.2](#) and outlined in District School Board Ontario North East’s [Policy 2.1.27 Ontario Student Records \(OSR\)](#). While results of educational assessments completed by school staff can be shared with specified external agencies with prior written consent of the parent/guardian or of a student who has attained the age of 16 and is deemed to have the capacity to consent, in the case of the psychological assessment, the parent, guardian, or adult student are required to provide a copy of the psycho-educational assessment to external parties.



Section 13 – Specialized Health Support Services in the School Setting

The purpose of the standard is to provide details of the board's specialized health support services to the ministry and the public.

The provision of health support services to students in school settings is governed by the Ministry of Education [Policy/Program Memorandum 161 Supporting Children and Students with Prevalent Medical Conditions \(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy in School\)](#). These policy documents outline the shared responsibility for the provision of health support services amongst the Ministries of Education, Health, and Children, Community and Social Services.

District School Board Ontario North East partners with the Ministry of Health and [Ontario Health atHome](#) to assist students with certain medical needs or therapies in attending school, and/or providing educational programming suitable to student needs. It is a shared responsibility for Ministries to join in providing services. Services may include, but are not limited to, consultation, training, and direct service, to extend the Board's ability to support student needs. There are criteria for students to receive services, to determine the personnel and level of support, and to discharge when the service is no longer required.

The Ontario Ministry of Education's [Policy/Program Memorandum No. 81: Provision of Health Support Services in School Settings](#) addresses delivery of services that extend beyond educational services and are not included in the normal preventive health programs already provided by boards of health to school children within the school context. Responsibility for the direct provision of these services at the local level is shared by school boards, Ontario Health at Home (OHaH) - School Health Support Services Program of the Ministry of Health, and agencies operating under the Ministry of Children, Community and Social Services.

District School Board Ontario North East's [Policy 2.1.9 Health Support Services](#) outlines administrative regulations and operational procedures. Details of Health Support Services for District School Board Ontario North East are included in the Appendices.

Section 14 – Individual Education Plans (IEPs)

The purpose of the standard is to inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEPs.

All students who are identified as exceptional through an IPRC must have an Individual Education Plan (IEP) in place within 30 school days of the student's placement in a Special Education program. As outlined in [O. Reg. 181/98: Identification and Placement of Exceptional Pupils](#) of the Education Act, this plan must include:

- Specific educational expectations for the pupil;
- An outline of the special education program and services to be received by the pupil;
- A statement of the methods by which the pupil's progress will be reviewed;
- A transition plan.

District School Board Ontario North East has implemented the requirements for IEPs outlined in the [Special education in Ontario Kindergarten to Grade 12 – Policy and resource guide | ontario.ca](#)

Development and Dispute Resolution

IEPs are developed through a consultative process, including school staff, parents/guardians and possibly students. Special Education Resource Teachers and classroom teachers use all forms of current documentation in the OSR, assessment reports, and the IPRC information to develop the IEP. Families review the IEP and offer input on the student's learning style and needs.

An IEP is a written plan, a working (living) document, changing over time, which describes the strengths and needs of a student as well as the Special Education program and services the student is receiving within the resources available to the Board. If there is a conflict or disagreement between school staff and families about the IEP, the principal will try to resolve the issue. If it is not resolved, the principal may call the Superintendent of Special Education or Board Special Education staff to work with the parent and school staff to facilitate a resolution. There is a section on the IEP for the family to record any disagreement or suggestions for changes.

The Board contracts Fujitsu Consulting (Canada) Inc. for the IEP – an interactive database for IEP development. Fujitsu monitors, develops, customizes, updates, and supports all facets of the technology. A sample/test IEP developed in the Board's database is included in the Appendices.

Ongoing Professional Development

We continue to provide a strong focus on writing clear, relevant IEPs that are meaningful to students and their parents/guardians. Training and ongoing support is provided throughout the year. As part of the Individual Education Plan, any

provisions of the regulation that apply to the IEP also apply to the transition plan. District School Board Ontario North East adheres to Ministry of Education [Policy/Program Memorandum 156](#), which came into effect on September 2, 2014. PPM 156 directs that transition plans be considered for ALL students who have an IEP, and, at the Board's discretion, transition plans may be developed for students who receive Special Education programs and/or services but do not have an IEP and/or have not been identified as exceptional. The school principal is responsible for ensuring that student transition plans are developed, implemented, and maintained in accordance with the requirements.

- Specific and realistic transition goals and required support needs. The goals must reflect the strengths, needs and interests of the student;
- The actions required, now and in the future, to achieve the stated goals. The actions must build on the student's identified strengths, needs, and interests;
- Roles and responsibilities – The person or agency responsible for or involved in completing each of the identified actions (i.e., the student, parents, educators, providers of specialized support and services, community agencies);
- Timelines for the implementation and/or completion of each of the identified actions.

Transition plans must be personalized for students; developed and reviewed in consultation with the parent(s)/guardian(s) or student (as appropriate). Consultation should also involve relevant community agencies and/or partners (as necessary) and/or a post-secondary institution (where appropriate). Every transition plan must include the following elements:

Transition planning is targeted and must consider context variables and individual student needs. Planning for transitions is incorporated into the Individual Education Plan with specific goals, strategies, and steps to facilitate the transition(s).

Differing kinds of school-based transitions require different degrees of support. Simpler transitions might involve a student transitioning from activity to activity within a classroom or between locations within the school. More complex transitions might involve changes to students' pathways in terms of location, school and/or program and may require significant support from adults.

The key transitions in a student's schooling can include the following

- Entry to school;
- A change from one school to another;
- The move from elementary to secondary school;
- The transition from secondary school to postsecondary activities;
- A move to a school following a prolonged absence for medical reasons or after receiving care, treatment or rehabilitation at another institution.

The IEP must be completed within 30 school days after the child has been formally placed in the program by an IPRC, and the principal must ensure that you receive a copy of it. Every student will receive an updated IEP within 30 working days of the start of each school year. Parent(s)/guardian(s) input into this initial draft is important. The IEP is a working document that will be updated for every reporting period, or as student needs and program strategies change. Parent(s)/guardian(s) are encouraged to continue to provide feedback as part of the ongoing development and implementation of the IEP.

Section 15 – Specialized Equipment

The purpose of this standard is to inform the Ministry, board staff members and other professionals, and parent(s)/caregiver(s) about the provision of individualized equipment for some students with special education strengths and needs.

District School Board Ontario North East is committed to ensuring that students with special education interests, strengths and needs have the personalized equipment necessary to access their educational programs. Recommendations are received from board professional personnel and community professional practitioners.

Professional assessments can come from:

- Audiologist
- Optometrist/Ophthalmologist
- Occupational Therapist
- Physiotherapist
- Psychologist
- Psychological Associate
- Speech-Language Pathologist
- Physician
- Other regulated health professionals as appropriate.

The Special Equipment Amount (SEA) provides funding to School Boards to assist with the costs of this equipment. There are two components to SEA funding:

1. The **Per Pupil Amount** allocation is for purchase and/or lease of all recommended equipment and peripherals (i.e., personal iPads, computers and related applications, software, and devices), service contracts, technician costs and training that are required to make the equipment operational for use by students with Special Education needs.
2. SEA **claims-based funding** is for purchase of all non-technology-based equipment, which may include sensory, hearing, vision, personal care, and physical assist equipment. This funding will cover the cost of an individual student's equipment needs. In 2025-2026.

The Ministry of Education allocates to school boards, SEA revenue generated from the SEA per Pupil Amount and SEA Claims-based Amounts for expenses exceeding \$5000.

District School Board Ontario North East is responsible for SEA approved equipment that costs less than \$5,000. DSB1's [Policy 2.1.22 Special Education - Specialized Equipment](#) guides the purchase, use and care of personalized equipment.

If a student who has been provided with SEA equipment transfers to another school board, the equipment is portable and must move to the new school board at their request, with the receiving school board assuming responsibility for the shipping costs. Likewise, if a student with SEA personalized equipment transfers to a school

in our school board, transfer of the student's equipment may be requested, and we will assume responsibility for any associated costs. This follows the Ministry of Education's Guidelines for [Specialized Equipment Allocation \(SEA\)](#).

A centralized data base of all personalized equipment is maintained. Surplus equipment is reallocated where possible, if it meets the criteria of the professional recommendations and if the equipment is safe and functional.

Section 16 – Accessibility Plan

The purpose of the standard is to provide the ministry with further details of the board's multi-year plan, which was previously submitted to the ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

The Accessibility Plan describes how District School Board Ontario North East will work towards the obligations of the [Ontarians with Disabilities Act \(ODA\)](#) and [Accessibility for Ontarians with Disabilities Act \(AODA\)](#), and its commitment to accessibility throughout our schools and learning environments.

Objectives

The plan:

- Shares the obligation DSB1 holds for all students, families and staff to abide by all ODA and AODA;
- Describes the process by which DSB1 works to identify, remove and prevent barriers;
- Reviews progress and recent efforts to remove and prevent barriers;
- Makes a commitment to provide update on progress towards Multi-Year Accessibility Plan and how it relates to the DSB1 Strategic Plan;
- Makes a commitment to continue the process of consulting with the Special Education Advisory Committee and with person(s) with disabilities.

Obligations

The purpose of the Ontarians for Disability Act 2001 (ODA 2001) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal, and prevention of barriers to their full participation in the life of the province. To this end, the ODA 2001 mandates that each school Board prepare an Annual Accessibility Plan.

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

The purpose of the AODA, 2005, is to achieve accessibility for Ontarians with disabilities by providing for the development, implementation and enforcement of mandatory accessibility standards respecting food, services, facilities, accommodation, buildings and employment by January 2025. Standards that will be developed under the AODA, 2005, are to apply to both public and private organizations. These mandatory and enforceable standards are inclusive of Customer Service Standards, Information and Communications Standards, Employment Standards, Transportation Standards and Design of Public Spaces.

Commitment to the Accessibility Plan

DSB1 is committed to continually improving accessibility to school and Board facilities, premises and services for students, staff and families with disabilities.

Barrier Identification

Group	Methods
Students and Families	Barriers to accessibility are identified by students, and families. Building Services, Special Education and staff work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	Barriers to accessibility are identified by staff. Building Services, Human Resources and Special Education and staff work with stakeholders to remove/prevent barriers and develop accommodation plans.
Special Education Advisory Committee	Members identify barriers to accessibility and provide input to the board to remove barriers and develop accommodation plans.

Recent Barrier Removal Achievements

- New websites and content meet WCAG 2.0 Level A standards;
- Communications Department is incorporating alternate text captions on social media posts;
- Communications Department is incorporating the PDF/UA standard on public documents updated to the DSB1 website
- School transportation plans continue to be developed and reviewed with parents for students with disabilities;
- Accessibility continues to be factored into school renovation plans.

DSB1 Road to Accessibility

Barriers to be addressed in 2023-2028

Type	Location	Action
Systemic	Board Wide	Creation of an Accessibility Committee to identify barriers, provide input into the plan and actions. The group will come together in January 2024.
Systemic	Board Wide	Continue to implement mandatory (AODA) accessibility awareness training to ensure new staff have been trained.
Communications	Board Wide	Continue to provide more internal and public resources in accessible formats.

Review and Monitoring

Accessibility issues are addressed on an ongoing basis in DSB1. Wherever possible, proactive measures are put in place to ensure accessible working and learning environments. Feedback and input are through input received from school board staff, families, and community members.

In respect to the Multi-Year Accessibility Plan the following steps take place:

- An annual report on the progress of the measures taken to implement the Plan is brought to the Board for information in November;
- At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant stakeholders. The new plan is brought to the Board for information in November.

Communications of the Plan

In addition to the public availability of the Plan, DSB1 will post an annual update report on the progress of the Multi-Year Accessibility Plan on the Board's website at: www.dsb1.ca.

Section 17 – Transportation

The purpose of this standard is to provide details of the board's transportation policies to the Ministry and to the public.

District School Board Ontario North East recognizes that some students with Special Education needs will require specialized transportation arrangements to travel to the local school while other students may be transported to a special program at another site.

Approval for any specialized arrangements is required in writing from the Superintendent of Education with responsible for Special Education through the completion of the [online Transportation Request form](#).

Students/Programs	Access	Details
Special Education Programs	School Bus/or Alternative per request form	Access to regular school bus or wheelchair accessible bus Attendant/Monitor available on some buses as per reviewed need Special needs only bus routes Harnesses/Car seats Fee for service alternative transportation
Regular Classroom	Bus Services	JK/SK – home or distance to group stop of < 0.3 km Gr. 1-3 > 0.8 km Gr. 4-8 > 1.6 km Gr. 9-12 > 2.6 km
Care/Treatment/Correctional Facilities	As needed	Use of "Special Request" form
Ontario Schools or Residential facilities for exceptional students		The Board will provide resident students transportation to and from their residence and the Provincial or Demonstration Schools as per the schedule established by the facility.
Summer School Programs (if offered)		The Board may provide transportation for summer school. In the northern areas the student must reside more than 1.6 km from the school. This is dependent on the demand and number of students.

The Board's transportation plan always considers what is best for the individual student. Accommodations and adjustments are made on an "as needed" basis.

Buses will pick up and drop off registered students at their permanent place of residence on a serviced public road or on an access route maintained by publicly funded services.

The Transportation Policy can be accessed through the Board's website: [District School Board Ontario North East](#).

Safety

All buses must be certified as school buses and meet the Federal and Provincial requirements and regulations.

Any new safety criteria are incorporated into the tendering process for carriers.

Bus drivers for wheelchair accessible buses are trained in securing of wheelchairs during transit and operation of the lifts for entry and exit.

Bus monitors are placed on buses for some high-needs students, by written request to the Superintendent of Education (specifying documented needs and time frames).

Alternative arrangements to a school bus may be made for health, safety, behavioural issues by completing a "Request for Special School Bus Transportation" form.

The Board is supporting carriers in offering the initial training for school bus drivers in anaphylaxis, First Aid, CPR, fire extinguishers, and epi-pens.

Provincial Schools

Students attending the Provincial and Demonstration Schools are provided with transportation to these schools via air and ground providers and escorts as required. Transportation arrangements are made by the Board transportation officers in consultation with the Special Education Department and Families. See Provincial School Section of the Board for further information.

Section 18 – Special Education Advisory Committee (SEAC)

The purpose of this standard is to provide details of the operation of the board's Special Education Advisory Committee (SEAC) to the Ministry and to give members of the public information to which they are entitled.

The Role of the Special Education Advisory Committee (SEAC)

[O. Reg. 464/97](#) of the Education Act establishes the SEAC as a statutory committee that advises the Board on matters relating to special education and sets out its structure and mandate.

Under [Regulation 464/97](#), SEAC:

- May make recommendations to the board respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional students within the board;
- Is provided with opportunities to participate in the annual review of the board's 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.

The members of SEAC represent students with special education needs and disabilities who attend schools in District School Board Ontario North East. During monthly SEAC meetings, members review and make recommendations to special education programs and services.

The Special Education Advisory Committee participated in the following during the 2025-2026 school year:

- DSB1 Strategic Plan Presentation presented by Lesleigh Dye, Chief Executive Officer and Andreanne Denis, Communications Manager
- Special Education by The Numbers: A DSB1 Context presented by Chad Mowbray, Superintendent of Education
- Special Education by the Numbers: Historical Data presented by Chad Mowbray, Superintendent of Education
- Hearing Screenings Presentation presented by Billie Doucette, Teacher of the Hard of the Hearing
- Presentation and overview of the 2025-2026 Budget Consultation Survey Results presented by Lisa Edwards, Superintendent of Business and Finance
- Crisis Prevention Intervention presentation by Selena Malott, Student Success Consultant
- Review and update of Special Education Board Plan 2026-2027 presented by Jody Pecore, Special Education Lead.

Meeting Times and Location

Special Education Advisory Committee meetings are held at 12:00 p.m. on Microsoft Teams. For further information please call 705-360-1151.

SEAC Membership

The committee currently consists of 7 representatives from community partner and 1 trustee. Alternate representatives attend meetings regularly and participate in discussions, but do not vote unless substituting for an official representative. Some SEAC members are parents/legal guardians of DSB1 students with special education needs and disabilities. In March 2026, a new Chair was elected.

The Committee is composed of members from:

- Cochrane District Services Administration Board
- Cochrane Timiskaming Resource Centre
- District School Board Ontario North East (Trustees)
- Métis Nation of Ontario
- Norther College of Applied Arts and Technology
- Timiskaming First Nation

COMMUNITY AGENCIES AND ASSOCIATIONS	
Holly Castellani, MPed., BCBA Psychometrist Cochrane Timiskaming Resource Centre 6 Tweedsmuir Road P.O. Box 144 Kirkland Lake, ON P2N 1H9 (705) 567- 5379 ext.446 (work) (705) 568-8190 (fax) hcastellani@ctrc.on.ca	Richard Kearney General Director Timiskaming First Nation 24 Avenues Algonquin #3B0 Notre-Dame-Du-Nord, Quebec J0Z 3B0 (819) 629-1859 g.director@atfn.ca
Shannon Costello Director of Children's Services Cochrane District Services Administration Board 500 Algonquin Avenue East Timmins, ON P47 1B7 (705) 268-7722 shannon.costello@cdssab.on.ca	Lorette McKnight President, Temiskaming Métis Community Council Métis Nation Ontario 347 Spruce Street South Timmins, ON P4N 1M6 (705) 264- 3939 lorettemcknight@live.ca

Jennifer Moorlag Executive Director for Student Services, Institution of Research and Registrar Northern College of Applied Arts and Technology, Haileybury Campus 640 Latchford Street Haileybury, ON P0J 1K0 moorlagj@northern.on.ca	
PARENT REPRESENTATIVES	
TRUSTEE REPRESENTATIVES	
Dennis Draves Trustee District School Board Ontario North East 153 Croatia Avenue Schumacher, ON P0N1G0 (705) 272-9457 dennis.draves@dsb1.ca	Rosemary Pochopsky Trustee (Alternate) District School Board Ontario North East 153 Croatia Avenue Schumacher, ON P0N1G0 (705) 568-7321 rosemary.pochopsky@dsb1.ca

SEAC Education Advisory Committee Meetings Schedule 2026-2027

September 9, 2026
 October 7, 2026
 November 4, 2026
 December 2, 2026
 January 13, 2027
 February 2, 2027
 March 2, 2027
 April 7, 2027
 May 5, 2027
 June 2, 2027

Section 19 – Co-ordination of Services with Other Ministries and Agencies

The purpose of the standard is to provide the Ministry and the public with details of the board's strategies to ensure smooth transitions for students with special education strengths and needs who are entering or leaving a school.

The transition of students with special needs into and from Board programs requires advance planning, co-ordination and communication. The Superintendent with responsibility for Special Education is responsible for overseeing these transition processes and ensures that school and central Special Education support staff work together with families and community agencies. A successful transition is very important in maximizing the educational opportunities for a student. For all areas of dialogue and sharing of information, a school authorization to release or obtain information is required in advance of any communication.

Pre-School/Nursery/Day Care Programs

- Families share information at registration;
- School holds case conference considering assessments and reports;
- School staff may visit student at preschool setting.

Pre-School/Deaf/Blind

- Families currently supported by provincial school staff share information at registration;
- Care conference for transition plan to determine student needs for accommodated/modified or alternative program;
- School staff may visit student at preschool setting.

Pre-School Speech Language

- Families present documentation at registration indicating ongoing services, student needs or accommodations (e.g., for environmental use of baffles).

Pre-School/Autism

- Families share information at registration;
- School holds case conference to plan for transition including student needs, program requirements, supports required, on-going agency supports (e.g., IBI), training requirements.

Care/Treatment/Correctional

- Care conference in advance of school entry (if possible) to determine student needs, program placements, support requirements, personalized equipment, accommodations, transportation.

Entry from other Boards

- Family consent for liaison between receiving school principal and Special Education staff, with the sending school personnel and external agency supports, including release of documentation.

Students leaving Board

- With family and/or student consent, conferencing to share information key for placement and programming needs.

It is important to note that each individual student presents with specific considerations at a varying degree of severity. The personnel involved and the depth of pre-placement conferencing will be determined by the severity of considerations and the complexity of the issues that need to be addressed in sharing critical information.

Section 20 – Submission and Availability of Board Plans

Further to the April 2014 Ministry directive, the Special Education Board Plan has been updated, amended, and reviewed in consultation with SEAC. The completed Ministry checklist was forwarded to the Ministry of Education local district office by the July 1st deadline. The Special Education Board Plan will continue to be posted on the Board's website for public access, with the updated version available in September 2026. The website is www.dsb1.ca.

A reference copy of the complete document is available:

- In the Chief Executive Officer's office at the Schumacher Board Office;
- In the Superintendent of Educations' offices at the Schumacher Board Office and the New Liskeard Board Office;
- In the Chair's office at the Schumacher Board Office.

Copies are available to the public by calling the office of the Superintendent of Special Education at (705) 647-7394.

Section 21- Appendices

Specialized Health Support Services

Framework for the delivery of health services in schools

Specialized Health Support Service	Administration	Training and Direction	Consultation
Oral Medication	Student, parent(s)/ caregiver(s) or school board staff as authorized	Primary Care Provider or school board	Ontario Health at Home
Injection of Medication	• Student or parent(s)/ caregiver(s) as authorized • Health professional • School board staff	• Primary Care Provider • Ontario Health atHome	Ontario Health at Home
• Manual expression of bladder/stoma • Tube feeding	• Health professional • School board staff (tube feeding)	Ontario Health at Home	Ontario Health atHome
Catheterization 1) Clean intermittent	School board staff	• Parent(s)/caregiver(s) • Ontario Health atHome	Ontario Health atHome
Catheterization 2) Site intermittent	Health professional	• Ontario Health atHome	Ontario Health atHome
Suctioning 1) Shallow Surface (e.g., oral or nasal suction)	School board staff	• Parent(s)/caregiver(s) • Ontario Health atHome	Ontario Health atHome
Suctioning 2) Deep (e.g., Throat and/or Chest Suction or Drainage)	Health professional	Ontario Health atHome	Ontario Health atHome
• Lifting and positioning • Assistance with Mobility	School board staff	• Inspire Centre • School board staff	Inspire Centre

School-Based Rehabilitation Services

Clinical Service	Assessment	Clinical Intervention (including direct therapy, consultative approaches, etc.)
Physiotherapy (PT)	- Inspire Centre - Fee for Service Therapy Services	- Inspire Centre - Fee for Service Therapy Services - School board staff (Assist/Support Therapy)
Occupational Therapy (OT)	- Inspire Centre - Fee for Service Therapy Services	- Inspire Centre - Fee for Service Therapy Services
Speech and Language Pathology (SLP)	- Inspire Centre - Cochrane Temiskaming Resource Centre - Fee for Service Therapy Services	- Inspire Centre - Cochrane Temiskaming Resource Centre - Fee for Service Therapy Services
Applied Behaviour Analysis (ABA) Services	- HANDs - TheFamilyHelpNetwork.ca - One Kids Place - School Board RBAs	- HANDs - TheFamilyHelpNetwork.ca - One Kids Place - School Board RBAs
Other Community-Based Clinical Services	External service provider	External service provider

Individual Education Plan Template



153 Croatia Ave, Schumacher Box 1020 Timmins, ON P4N 7H7

IEP

REASON FOR DEVELOPING THE IEP

- ☐ Student Identified as Exceptional by IPRC ☒ Student not identified by IPRC but requires special education program/services, including accommodations and/or modified/alternative learning expectations

STUDENT PROFILE

Name _____ Date of Birth: _____
Student OEN: _____
School _____ IEP Completion: _____
Principal _____ Grade Level _____ Term _____ School Year: _____
Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____
Exceptionality _____
Placement : _____ Program _____

ASSESSMENT DATA

Listed below are the relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results

Relevant Medical Conditions ☐ Yes (list below) ☒ No

Health Support Services/Personal Support Required ☐ Yes (indicate type below) ☒ No

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Courses are identified as Accommodated only (AC), Modified (MOD), or Alternative (ALT).

☐ AC ☐ MOD ☐ ALT

☐ AC ☐ MOD ☐ ALT

Program Exemptions or School Compulsory Course Substitutions

☐ Yes (provide educational rationale) ☒ No

Educational Rationale

For secondary students only:

Student is currently working towards attainment of the:

☐ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment

Reporting Format

☐ Provincial Report Card

☐ Alternative Report

Reporting Dates:

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects/program areas unless otherwise indicated.)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment ☐ Yes (list below) ☒ No

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Courses are identified as Accommodated only (AC), Modified (MOD), or Alternative (ALT).

☐ AC ☐ MOD ☐ ALT

☐ AC ☐ MOD ☐ ALT

Program Exemptions or School Compulsory Course Substitutions

☐ Yes (provide educational rationale) ☒ No

Educational Rationale

For secondary students only:

Student is currently working towards attainment of the:

☐ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment

Reporting Format

☐ Provincial Report Card

☐ Alternative Report

Reporting Dates:

Transition Plan**Actions Required at This Time:**☐ Yes☒ No Transition Support is required at this time.

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Initiation Date	Frequency or Intensity	Location

IEP DEVELOPMENT TEAM

Staff Member	Role

SOURCES CONSULTED IN THE DEVELOPMENT OF THE IEP

- ☐ IPRC Statement of Decision ☐ Parents/Guardians ☐ Previous IEP
☐ Provincial Report Card ☐ Student
☐ Other sources (list below)
-

DATE OF PLACEMENT IN SPECIAL EDUCATION PROGRAM

- ☐ 1) First day of attendance in new special education program
☐ 2) First day of the new school year or semester in which the student is continuing in a placement
☐ 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement:

Completion Date of IEP Development Phase (within 30 school days following the Date of Placement):

The principal is responsible for each student's IEP and must ensure that it is implemented according to the ministry's guidelines and that a monitoring plan is in place.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs.

Principal's Signature

Date

LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Name _____ Grade Level _____ Homeroom: _____

Date	Staff	Type	Reason	Description of Activity	Feedback / Outcome

Involvement of Parent/Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP

☐ Parent / Guardian ☐ Student

I declined the opportunity to be consulted in the development of this IEP

☐ Parent / Guardian ☐ Student

I have received a copy of this IEP

☐ Parent / Guardian ☐ Student

Parent / Guardian and Student Comments:

Parent / Guardian Signature_____
Date_____
Student Signature (if 16 or older)_____
Date

Request for School Bus Transportation

Transportation Request

INSTRUCTIONS: To be completed by parent/guardian and returned to the school administration office. Please allow for a delay of five business days (or 10 business days in September) from date of receipt for the requested change to come into effect.

District --Select--	School 	Grade
Student Last Name 	Student First Name 	Gender --Select--
Student ID 	Alternate ID 	Birth Date

Section I – Request Type

- ☐ Medical
 ☐ Hazard
 ☐ Out of Bounds
 ☐ Out of District
 ☐ More secure bus stop
 ☐ Courtesy seating
 ☐ Other (specify below)

Start Date

Section II – Reason for Request

Section III – Student Information

Home Address:

House/Apt. number 	Street name 	Suffix 	City/Town 	Postal/Zip Code
--	--	---------------------------------------	--	--

Telephone (home) 	Telephone (mother / guardian) 	Telephone (father / guardian)
---	--	--

Morning Pickup Address:

☐ Same as home address (see above) If address is different, please complete the section below:

House/Apt. number 	Street name 	Suffix 	City/Town 	Postal/Zip Code
--	--	---------------------------------------	--	--

Contact name 	Contact Phone 	Contact Phone (alternate)
---	--	--

Afternoon Drop-off Address:

☐ Same as home address (see above) If address is different, please complete the section below:

House/Apt. number 	Street name 	Suffix 	City/Town 	Postal/Zip Code
--	--	---------------------------------------	--	--

Contact name 	Contact Phone 	Contact Phone (alternate)
---	--	--

Submitted by

I acknowledge that transportation procedures will apply.

Last Name 	First Name 	Email
--	---	--------------------------------------

[Submit](#)

Special Education Acronyms

ABA	Applied Behaviour Analysis
ABAS	Adaptive Behaviour Assessment System
ABLLS - R	Assessment of Basic Learning and Language Skills – Revised
ADHD	Attention Deficit Hyperactivity Disorder
AFLS	Assessment of Functional Living Skills
ASD	Autism Spectrum Disorder
AT	Assistive Technology
BCBA	Board Certified Behaviour Analyst
CAPD	Central Auditory Processing Disorder
CD	Conduct Disorder
CHS	Canadian Hearing Society
CMHA	Canadian Mental Health Association
CNIB	Canadian National Institute for the Blind
CPI	Crisis Prevention Intervention
CTCTC	Note-Now called Inspire Centre
CTRC	Cochrane Timiskaming Resource Centre
CYW	Child and Youth Worker
DD	Developmental Disability
DSB1	District School Board Ontario North East
DSERT	District Special Education Resource Teacher
DSM V	Diagnostic and Statistical Manual V
DSW	Developmental Services Worker
DSW	District Social Worker
EA	Educational Assistant
EQAO	Education Quality and Accountability Office
GAD	Generalized Anxiety Disorder
IBI	Intensive Behaviour Intervention
IEP	Individual Education Plan
IPRC	Individual Placement and Review Committee
ISC	Intensive Service Coordination
LASW	Language Acquisition Support Worker
LD	Learning Disability
LI	Language Impairment
LDAO	Learning Disability Association of Ontario
MID	Mild Intellectual Disability
NEOFACS	North Eastern Ontario Family and Children's Services
NIEP	Non-identified Individual Education Plan
NPH	Northeastern Public Health Unit
OHaH	Ontario Health atHome
O.T.	Occupational Therapy
ODD	Oppositional Defiant Disorder
OKP	One Kids Place
OSR	Ontario Student Record
PSW	Personal Support Worker
P.T.	Physiotherapy
RSW	Registered Social Worker

SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEPPA	Special Education Per Pupil Amount
SERT	Special Education Resource Teacher
SIP	Special Incidence Portion
SLP	Speech Language Pathology
SSC	Student Support Consultant
TNFC	Timmins Native Friendship Centre
WIAT-III	Wechsler Individual Achievement Test - Third Edition
WRAT5	Wide Range Achievement Test – Fifth Edition
WISC-V	Wechsler Intelligence Scale for Children – Fifth Edition

Special Education Guide for Parents and Students



District School Board
Ontario North East

SPECIAL EDUCATION GUIDE FOR PARENTS AND STUDENTS

The Education Act requires that School Boards provide Special Education programs and services for the “exceptional” students. This guide has been designed to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set out for you the procedures involved in identifying a student as “exceptional”, deciding the student’s placement, or appealing such decisions if you do not agree with the IPRC. If, after reading this guide, you require more information, please contact the principal of your child’s school or visit our website: [Special Education – District School Board Ontario North East](#)

If you wish to receive this guide in Braille, large print, or audiocassette format, please contact the principal of your child’s school. When used in this guide, the word “parent” includes guardian.

Our Vision
**Preparing our learners for their
future success.**

Our Mission
**Providing meaningful
growth opportunities.**

We respectfully acknowledge that we are situated on the traditional territories of the Cree, Ojibway, Oji-Cree and Algonquin Peoples. We commit to actions to better serve students, families and communities who identify as First Nation, Métis and Inuit.

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Identification Placement and Review Committee (IPRC) Process and Appeals

What is an IPRC?

Regulation 181/98 requires that all school boards set up Identification, Placement, and Review Committees (IPRCs). An IPRC is composed of at least three people, appointed by the Board, one of whom must be a principal or supervisory officer of the Board.

What is the function of an IPRC?

An IPRC will:

- Decide whether or not your child should be identified as exceptional;
- Identify the areas of your child's exceptionality (according to the categories and definitions provided by the Ministry of Education and Training);
- Decide an appropriate placement for your child; and
- Review the identification and placement at least once in each school year, unless waived by the parent.

Who is identified as an exceptional student?

The Education Act defines an exceptional student as "...a pupil whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she is considered to need placement in a Special Education program...". Students are identified according to the categories and definitions provided by the Ministry of Education. A copy of these can be made available by the principal of your child's school.

What is a Special Education program?

A Special Education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation; and
- Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of Special Education services that meet the needs of the exceptional student and include a range of placement options.

What are Special Education services?

Special Education services are the people and resources necessary for developing and implementing the Special Education program.

What is an IEP?

An IEP is an Individual Education Plan developed (in consultation with parents and the student, where the student is 16 years of age or older) for each student who has been identified as exceptional by the IPRC process. The development of an IEP will consider the recommendations of IPRC and Special Education tribunals regarding programs and services. It must include:

- Specific educational expectations;
- An outline of the special education program and services that will be received;
- A statement about the methods by which your child's progress will be reviewed; and
- A plan for transition to appropriate post-secondary school activities, such as work, further education, and community living. The transition plan may require consultation with community agencies and post-secondary institutions.

The IEP must be completed within 30 days of your child's placement in the program. The IEP will be placed in the student's Ontario School Record (OSR) and you will be sent a copy.

An IEP may be developed for students who have not been formally identified as "exceptional". For more information on the IEP, please refer to the *IEP Resource Guide* (at your child's school).

How can parents be involved in developing their child's IEP?

Parents can assist with the development of the IEP by:

- Participating in the IEP process;
- Advocating for their child's best interests;
- Providing information about their child's likes, dislikes, learning styles, interests, and reactions to situations, and about the talents and skills their child demonstrates in the home and community;
- Reinforcing and extending the educational efforts of the teacher by providing opportunities to practice and maintain skills in the home; and
- Maintaining open communication with the school.

► How is an IPRC meeting requested?

The principal of your child's school:

- Shall convene an IPRC meeting for your child, upon receiving your written request;

- May (with written notice to you) hold an IPRC when the principal and the child's teacher (or teachers) believe that your child may benefit from a Special Education program.

Within 15 days of receiving your request, or giving you notice, the principal shall provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.

May parents attend the IPRC meeting?

Regulation 181/98 entitles parents (and pupils 16 years of age and older):

- To be present at and participate in all committee discussions about your child; and
- To be present when the Committee's identification and placement decision is made.

Who else may attend the IPRC meeting?

- The principal of your child's school;
- Other resource people such as your child's teacher, special education staff, Board support staff, or the representative of an agency, who may provide further information or clarification;
- Any person you may wish to speak on your behalf or support you and your child; and
- An interpreter, if one is required (you can request the services of an interpreter through the principal of your child's school);
- Students if over 16 or by invitation of parents if younger.

At least 10 days before the meeting, the Chair of the IPRC will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

What if parents are unable to make the scheduled meeting?

If you are unable to make the scheduled meeting, you may:

- Contact the school principal to arrange an alternative date or time; or
- Let the school principal know you will not be attending, and as soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement noting the decision

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of identification and placement and any recommendations regarding Special Education programs and services.

What happens at an IPRC meeting?

The Chair introduces everyone and explains the purpose of the meeting. The IPRC will review all available information about your child. They will:

- Consider the results of a learning assessment of your child;
- Consider (subject to the provisions of the Health Care Consent Act, 1996) any health or psychological assessments of your child conducted by a qualified practitioner if the committee feels that such an assessment is required to make a correct identification or placement decision;
- Interview your child (with your consent, if your child is less than 16 years of age) if they feel it would be useful to do so;
- Consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older; and
- Consider any additional relevant information submitted. All information relevant to determining identification or placement will be shared with parents.

The Committee may discuss any proposal for Special Education programming or services for your child and shall discuss any such proposal at your request (or at the request of your child if the child is 16 years of age or older). Please ask questions and join in the discussion. After all information has been presented and following discussions, the Committee will make its recommendations.

What will the IPRC consider in making its placement decision?

The Committee may discuss any proposal for Special Education programming or services for your child and shall discuss any such proposal at your request (or at the request of your child if the child is 16 years of age or older). Please ask questions and join in the discussion.

Where regular class placement with Special Education services will:

- Meet your child's needs; and
- Be consistent with your preferences;
- Regular class placement will be considered before placing your child in a Special Education program.

After all information has been presented, and following discussions, the Committee will make its recommendations.



What will the IPRC's written *Statement of Decision* include?

The IPRC's written *Statement of Decision* will state:

- Whether the IPRC has identified your child as exceptional or not exceptional;
- Where the IPRC has identified your child as exceptional;
- The categories and definitions of any exceptionalities identified (as defined by the Ministry of Education and Training)
- A description of your child's strengths and needs;
- The placement decision; and
- Any recommendations regarding a Special Education program and services;
- Where the IPRC has decided that your child should be placed in a Special Education class, the reasons for that decision; and
- The IPRC may consider recommendations regarding Special Education services.

What happens after the IPRC has made its decision?

You will receive a copy of the *Statement of Decision*. If you agree with the IPRC decision, you will be asked to sign the *Statement of Decision*.

If the IPRC has identified your child as an exceptional student, and you have agreed with the identification and placement decision, the Chair of the IPRC will promptly notify the principal of your child's school of the need to develop an Individual Education Plan (IEP) for your child.

No IPRC decision regarding placement can be implemented unless:

- You agree with the decision; or
- The time limit for filing an appeal has passed.

Once a child has been placed in a Special Education program, can the placement be reviewed?

An IPRC review meeting will be held every school year, unless the principal of the school at which the Special Education program is being provided receives written notice from you, the parent, agreeing not to hold the annual review. You may request an IPRC review meeting any time after your child has been in a Special Education program for 3 months.

What does the IPRC Review consider? What does it decide?

The IPRC review considers the same type of information that was considered for your child's previous identification and placement. In addition, the review will consider the progress your child has made in relation to their IEP. The IPRC will review the current placement and identification and decide whether they should be continued or changed.



How does a parent appeal an IPRC decision?

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

- Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
- Within 30 days of receipt of the decision, file a written Notice of Appeal with the Secretary of District School Board Ontario North East, P. O. Box 1020, Timmins, ON P4N 7H7

If you do not agree with the decision after the second meeting, you may file a Notice of Appeal within 15 days of your receipt of the decision.

If you do not consent to the IPRC decision but you do not appeal it, the Board will instruct the principal to implement the IPRC decision.

What happens in the appeal process?

The appeal process involves the following steps:

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



District School Board
Ontario North East

► **Appeal action:**

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

Parents may accept the decision of the Board or may appeal to a Special Education Tribunal. You may request a hearing by writing to the Secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the Appeal Board's decision.

Who should parents contact for more information?

Parents are encouraged to contact the principal of their child's school for additional information. If parents require further clarification, the principal will direct them to the appropriate District School Board Ontario North East personnel.

Parents are also invited to visit the Special Education section of the Board's website: [Special Education – District School Board Ontario North East](#)

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Categories and Definitions of Exceptionalities

The Education Act identifies five categories of exceptionalities for exceptional students: behavioural, communicational, intellectual, physical, and multiple. These categories are designed to address the wide range of conditions that may affect a student's ability to learn and are meant to be inclusive of all medical conditions, whether diagnosed or not, that can lead to specific types of learning difficulties.

The categories are a useful tool for the identification of students with special education needs and disabilities. However, a student may present learning needs in many ways in a school setting and may be identified as exceptional within one or more of the categories. The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the needs of the individual student based on an individual assessment of strengths and needs.

The definitions provided by the Ministry of Education for the five categories of exceptionalities and their subcategories follow below:

COMMUNICATION

LEARNING DISABILITY

A learning disorder evident in both academic and social situations that involves one or more of the proper uses of spoken language or the symbols of communication, and that is characterized by a condition that:

- Is not primarily the result of:
 - Impairment of vision
 - Impairment of hearing
 - Physical disability
 - Developmental disability
 - Primary emotional disturbance
 - Cultural difference
- Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - Receptive language (listening, reading)
 - Language processing (thinking, conceptualizing, integrating)
 - Expressive language (talking, spelling, writing)
 - Mathematical computations
- May be associated with one or more conditions diagnosed as:
 - A perceptual handicap
 - Minimal brain dysfunction
 - Dyslexia
 - Developmental aphasia

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Board Criteria: Diagnosis of a specific learning disability by a psychologist as per the DSM-V-TR criteria.

AUTISM

A severe learning disorder that is characterized by:

- Disturbances in rate of educational development, ability to relate to the environment, perception, speech & language and/or mobility.
- A lack of the representative symbolic behaviour that precedes language.

Board criteria: Diagnosis of Autism Spectrum Disorder by a qualified professional (medical doctor or a registered psychologist).

LANGUAGE IMPAIRMENT

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

- Involve one or more of the forms, content, and function of language in communication; and
- Include one or more of the following:
 - Language delay.
 - Dysfluency.
 - Voice and articulation development, which may or may not be organically or functionally based.

Board criteria: An impairment in comprehension and/or use of verbal communication or the written or other symbolic system of communication which results in a significant discrepancy between academic achievement and assessed intellectual ability through current professional assessments. A moderate to severe expressive and/or receptive language delay is documented which results in the need for program modifications related to the language areas.

SPEECH IMPAIRMENT

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

Board criteria: Diagnosis by a registered psychologist, speech/language pathologist or medical practitioner of a severe language dysfunction.

DEAF AND HARD OF HEARING

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

Board criteria: Audiological documentation by a qualified professional (audiologist, M.D.), which indicates a moderate bilateral hearing loss that adversely affects educational performance or a non-existent auditory response to sound.

BEHAVIOUR

A learning disorder characterized by specific behaviour problems over a certain period of time, and 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.

Board criteria: Behaviour assessment by a qualified professional (M.D., psychologist, psychiatrist) includes the use of objective measures of behaviour and assessment instruments. Behaviours are of a frequency, intensity, or duration that they interfere with academic achievement and social relationships.

PHYSICAL

PHYSICAL DISABILITY

A condition of such severe physical limitation or deficiency requires 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.

Board criteria: A report from a legally qualified medical practitioner or medical agency stating the nature of the student's physical handicap and severity. The report may include recommendations for a plan of care that the student will require at school.

BLIND AND LOW VISION

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

Board criteria: Diagnosis by a qualified professional (MD) or ophthalmological assessment of a condition of partial or total impairment of sight or vision.

MULTIPLE

MULTIPLE EXCEPTIONALITIES

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teacher's holding qualifications in Special Education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Board criteria: Criteria for two or more of the categories of exceptionalities are met.

INTELLECTUAL

GIFTEDNESS

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

Board criteria: A psychological assessment with a diagnosis as per the DSM-V-TR.

MILD INTELLECTUAL DISABILITY

A learning disorder characterized by:

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

Board criteria: Diagnosis by a registered psychologist of a cognitive measure of intelligence falling within the intellectually deficient range as per DSM-V-TR.

DEVELOPMENTAL DISABILITY

A severe learning disorder that is 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, independence, social adjustment, and economic self-support.

Board criteria: Diagnosis by a registered psychologist or medical diagnosis as per the DSM-V-TR criteria.

Special Education Placements Provided by the Board

District School Board Ontario North East upholds the Cascade Model based on a full range of optional placements, with the first consideration always being the most inclusive setting where the student can profit, and where the parents/guardians agree.

Regular classroom placement is the first choice when such placement meets the pupil's needs and is in accordance with parents' wishes. Rationale for alternate placements is recorded in the IPRC summary and the appropriate integration opportunities are discussed and recorded during the meeting. The Board recognizes that a regular classroom placement may not meet with needs of every exceptional pupil, and a range of placements may be available for consideration.

Integration into the Regular Classroom

Student placement is in the regular classroom when the student can profit, their needs can be met, and the parents/guardians agree. It may be necessary to provide some aspects of the student's program outside the regular classroom in a withdrawal setting where the groups are smaller, the program more individualized and the expertise more specific. For the blind and low vision and deaf and hard of hearing, and the deaf-blind, in integrated classrooms, the support and programming of an intervener may be accessed. When specialized settings are the placement preference, integration opportunities are sought which are appropriate for the student socially, academically, for interest, stimulation, or experience. Such integration may occur in a variety of settings: regular classrooms, homerooms, gymnasiums, cafeterias, leisure sport venues, community activity sites, excursions or trips, social gatherings, or performances.

Range of Placements for Elementary and Secondary Students

Regular Class with Indirect Support

The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.

Regular Class with Resource Assistance

The student attends regular class and receives direct, specialized instruction, individually or in a small group, from a special education teacher within the regular classroom.

Regular Class with Withdrawal Assistance

The student is placed in a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.

Special Education Class with Partial Integration (High Support)

The student is placed by the IPRC in a special education class where the student teacher ratio conforms to the standards in O. Reg. 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.

Students profit from regular classroom placement for components of mainstream programming for a portion of the school day. Students also require specialized programming provided in an alternate setting for the remainder of their program and their school day. Typically, the portion of program in a regular classroom would be of a social or interest nature with 'close to' age peers. Occasionally, regular classroom programming is appropriate and students' experience success for more academically based program (not usually with age peers) and require a self-contained setting and specialized program for life-skills based needs.

Special Education Class Full Time (High Support)

The student is placed by the IPRC in a special education class, where the student teacher ratio conforms to the standards in O. Reg. 298, section 31, for the entire school day.

Placement in a fully self-contained setting is considered for students who require a greater level of support and specialized programming which may include substantial modifications to the Ontario Curriculum and/or alternative areas of study (i.e., independent living/life skills). Typically, efforts continue to determine appropriate opportunities for inclusion in regular classroom/school experiences.

Home Instruction

Students unable to participate in school-based programming on a temporary basis may receive up to 5 hours per week of instruction at home. Instruction is provided at the request of the parents and/or as indicated by the student's physician. The instructor is a qualified teacher. Approval for home instruction is through the Superintendent for Special Education.