

Updated January 2018



# **SPECIAL EDUCATION PARENT GUIDE**



## A MESSAGE TO PARENTS

The Near North District School Board believes that all students have the potential to learn and that all students should progress to the best of their ability.

The *Education Act* requires that school boards provide special education programs and services for students with exceptionalities. Every effort is made to address the needs of students in a regular classroom in their community school. Some students will need a variety of program modifications and accommodations to their educational program. Other students may require more specialized educational programs and services in order to assist them to reach their full potential.

Parents are important partners in their children's education. You are encouraged to meet frequently with the school team to discuss the educational program being planned and delivered. The *Parent's Guide to Special Education* has been prepared to help you fully participate in decision-making regarding your child's needs.

Note:

- If you wish to receive this Parent's Guide in an alternate format such as Braille, large print, audio recording, e-mail, and electronic or digital document (which is accessible using a personal computer equipped with "screen reading" software) please contact the Board at the email address or telephone number shown on the last page of this guide.
- When used in this guide, the word "parent" includes guardian.



### **Is Your Child Struggling at School?**

Is your child is struggling with school work or with school in general?

- Did you receive a phone call from his/her teacher stating they are concerned about your child? You may feel shocked, angry, anxious or embarrassed, but remember it is about your child, and what is best for them;
- If your child has an issue with their work, and you believe he/she are sincerely struggling with the work, make arrangements to speak with the teacher.

### **How to Be Your Child's Supporter (Advocate)**

The school and your child's teachers welcome your participation in communicating your concern. If school problems do come up, it's important that you quickly recognize and address them. Problems at school can show up as poor academic performance, lack of motivation, loss of interest in school work, or poor relationships with peers or teachers. Remember your concerns are important but sometimes it takes some time to establish the best solution.

#### **Plan your approach:**

- Gather the information;
- Talk to your child about the process;
- Be clear about the facts ahead of time;
- Organize what you want to highlight;
- Know what questions you want to ask.

Parents can contact an agency/organization within the Near North District who supports children and families with any special needs for guidance and assistance. You can also invite a friend or advocate at any time to attend meetings with you.

### **2. Communicate regularly with school staff:**

Each student is different and learns differently, and no one knows your child better than you do. You may be able to provide some insight that will help the teacher and/or the special education resource teacher work more effectively with your child at school.

- Be positive and focus on one or two issues at a time;
- Share information on what the child likes to do or what they are good at (strengths);
- Share information about your child that you feel is important;
- Share information that you have gathered from outside sources that may assist with programming decisions at school;
- Listen actively – every person at the meeting has important information to share;
- Give some thought to the solutions you would like to see;
- Plan next steps together;
- Take notes of discussion items and decisions made.

Difficulties at school may be minor, severe, short-term or long term. Even short-term school problems can have a negative effect on how children feel about school and themselves. It is

never too early to seek help for your child but it might cause more difficulties if you wait too long. Going through the process to determine the difficulties may feel confusing. Always ask questions if there are things that you don't understand.

Parents play an important role and your child needs you to ask for support. Help them to realize you can all work together with the school as a team so resources can be put in place to assist them. When your child is diagnosed with a learning disability or other issue it is hard not to get caught up in the negative. Look for the positive, and together you can figure out how to harness your child's strengths in the face of their challenges.

### **What is Special Education?**

Special Education describes a wide range of programs, services, supports and placements for students to allow them to be successful in school. Some examples are using a computer to organize their thoughts when writing an essay, using a special computer program to read books, or simply providing students with extra time for writing tests.

### **Does your child need Special Education support?**

- Ask your child if there are certain things that are always difficult at school;
- Ask the teacher if he or she thinks your son or daughter needs extra support and if the teacher can provide the extra help;
- Some medical conditions may affect learning (e.g. hearing, vision etc.), so it might help to talk to your child's doctor;
- Meet with school staff;
- Your student may be assessed to determine if they have special needs and what those needs are. There may be a short waiting list to be assessed.
- If your child's doctor and/or school staff determine that your child needs to be evaluated or assessed please try to ensure that they have a good night's rest the night before the assessment.

### **IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)**

The Identification Placement and Review Committee (IPRC) is a meeting to officially determine whether or not your child should be identified as exceptional. An IPRC may be requested by the parents or the school. Once parents have made a request in writing, an IPRC must be held. The school must inform the parents about an IPRC, and it is very important for parents to attend.

### **What is the role of the IPRC?**

The Committee:

- Decides whether or not your child has special learning needs and should be identified as exceptional.
- Identifies the areas of your child's exceptionality according to the categories and definitions provided by the Ministry of Education.



- Decides the best placement and program for your child (regular classroom with modifications and/or accommodations; regular classroom with resource programming; special education class).
- Reviews the identification and placement of your child at least once in each school year or when requested by the parent or school principal provided that the program has been in effect for at least three months.

### **What happens at an IPRC?**

The IPRC meeting usually includes the student's teacher and/or special education resource teacher, principal, parents and the student (if over 16 years of age). Using information from the staff and parents, the committee will consider an educational assessment of your child. Consider, subject to the conditions of the *Health Care Consent Act, 1996*, a health or psychological assessment of your child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision.

They will recommend a placement for the student, and the parents will be asked to sign a document agreeing to the committee's recommendations.

Some tips:

- You can bring an advocate or support person who may speak on your behalf of you and your child;
- Bring any doctor's notes or assessments about the student's medical condition or about his or her learning skills;
- Take a photograph of your child to help the committee remember who they're talking about;
- If a particular placement is recommended, you may ask to visit it;
- If you disagree with the decision of the IPRC, you may appeal it, but there is a time limit for the appeal. Your principal can explain the process;
- The IPRC process may seem very formal, but it means that you and your child will have a legal right to request ongoing support, which will help him or her succeed in school;
- Your child's placement will be reviewed at least once in every school year but you can always ask for changes or for more information at the review;
- Specific procedures for the identification and placement of exceptional pupils are set out in [Regulation 181/98](#).

### **How will I know where and when the IPRC Meeting will be held?**

- At least ten (10) days in advance of the meeting you will receive a letter from your child's school principal inviting you to the meeting to be held in your child's school on a specified date and time;
- You will be requested to indicate by telephone or return mail whether or not you will be in attendance. Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

If you are unable to attend the scheduled meeting you may:

- Contact the 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 Statement of Decision noting identification and placement and any recommendations regarding special education programs and services.

### **What happens after the IPRC has made its decision?**

If you agree with the IPRC decision you will be asked to indicate by signing your name that you agree with the identification and placement decisions made by the IPRC. You may take the document home and think it over before signing it.

### **INDIVIDUAL EDUCATION PLAN (IEP)**

In consultation with the parents, the Individual Education Plan (IEP) is developed by the teacher when special supports are needed. It is a written plan that describes what the school will do to help your child be successful. It is based on assessments and evaluation that show the student's learning strengths and needs. Schools must develop an IEP for every identified student and a student does not have to be formally assessed to have an IEP.

The IEP should:

- List the student's strengths and needs discovered through assessment;
- Outline of the special education programs and services that will be provided, where and when the service will be provided, and who will provide it;
- List general classroom Accommodations;
- List program Modifications (changes required to grade-level expectations in the Ontario Curriculum);
- List specific educational expectations, teaching strategies and assessment methods for modified and alternative curriculum;
- Include a description of how the student's progress will be measured and reviewed;
- List a set of goals and expectations for the student and teacher to work toward over the year;
- List any special equipment to be provided;
- List any medical/health Information;
- List Assessment data;
- State the student's current level of achievement in each program area;
- Assessment strategies for reviewing the student's achievements and progress;
- Regular Updates showing Dates, Results, and Recommendations;
- Include transition plans for students 14 years and older (except those identified as gifted).

An IEP must be completed within 30 school days after your child has been placed in a special placement and the principal must ensure that you receive a copy of it. The IEP must be reviewed each reporting period.

### **What is the difference between Accommodations and Modifications?**

- *Accommodations* are strategies that will help a student meet the curriculum expectations of his/her grade level;
- *Modifications* are changes to the curriculum so that a student will be given work at their ability level in a particular subject or course.

### **What are Alternative Expectations?**

*Alternative Expectations* are activities and goals that are not part of the regular Ontario curriculum, but are added when needed by a student (e.g. personal care - dressing, feeding).

### **As the parent, what role do I play?**

Parents play a powerful supporting role in the IEP process. As well, be sure to ask for a copy of your child's IEP within thirty (30) days so that you can support the planned activities at home.

You know things about your child's approach to learning that no one else knows. Be sure to tell the teacher about your child's:

- Likes, dislikes and interests
- Interest in extra-curricular activities
- Talents and abilities
- Family relationships and dynamics (including extended family and pets)
- Peer relationships and dynamics
- Family routines and schedules

### **How can I contribute to the planning goals for my child?**

Beginning with your child's strengths and needs is an important first step.

You can help by:

- Including your child in the discussions.
- Telling the teacher what you hope your child will accomplish this year.

### **Review and update the IEP:**

Your child's progress towards his/her goals will be reviewed. Then the IEP will be updated to include different strategies, approaches, and/or resources considered necessary to help the learning process.

- Talk to your child's teacher about the goals that have been set;
- Communicate regularly with your child's teacher regarding progress;
- Look for evidence of growth towards goals on your child's report card;
- Recommend changes in goals, strategies and/or resources or support where you see a need;

- Be actively involved in discussions at school when your child is changing grades, schools or moving into the workplace.

Many organizations are available to support you in understanding the IEP, and/or to provide additional resources. Your school's principal can provide the names of the organizations that serve your area or review the list of community agencies and organizations within this Guide.

Please note that every student in Ontario has an Ontario Student Record (OSR) that travels with the student from school to school, even if the family moves to a new school board. The OSR contains all of the relevant information about the student, including report cards, and information about special education assessments, IPRC's and IEPs. Because there are no standard Special Education programs across the province, the "placement" part of the IPRC may differ widely from board to board.

### **Categories of Exceptionalities**

The following five categories of exceptionalities have been identified in the *Education Act* definition of exceptional pupil:

- 1. Behaviour**
- 2. Communication:** Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability
- 3. Intellectual:** Giftedness, Mild Intellectual Disability, Developmental Disability
- 4. Physical:** Physical Disability, Blind and Low Vision
- 5. Multiple:** Multiple Exceptionalities

# Community Agencies and Organizations:

AGENCY	NORTH BAY & AREA	PARRY SOUND
ADD/ADHD Family Support Group	Through HANDS (see below)	
Autism Ontario	705.476.5437 ext. 3561 1.866.626.9100 ext. 3561 One Kids Place, 400 McKeown Ave. Lee-Anna Tremblay <a href="mailto:chaptermgr.northbay@autismontario.com">chaptermgr.northbay@autismontario.com</a>	
Children's Advocacy Project (Ontario)	1.416.534.0100 Annie Kidder Email: <a href="mailto:annie@peopleforeducation.ca">annie@peopleforeducation.ca</a> <a href="http://www.peopleforeducation.ca/about-us/">http://www.peopleforeducation.ca/about-us/</a>	
Children's Aid Society	705.472.0910 Toll Free: 1.877.303.0910 <a href="http://www.parnipcas.org">www.parnipcas.org</a>	705.746.9354 Toll Free: 1.877.303.0910
Community Care Access Centres – North East	1.888.533.2222 <a href="http://www.ccac-ont.ca">www.ccac-ont.ca</a>	1.800.440.6762
Community Counselling Centre of Nipissing	705-472-6515 <a href="http://www.ccnip.com">www.ccnip.com</a>	
Community Living Association	705-476-3288/384-5384 <a href="http://www.nbdacl.org">www.nbdacl.org</a> <a href="http://www.ahcl.org">www.ahcl.org</a>	705-746-9330 <a href="http://www.clps.ca">www.clps.ca</a>
Easter Seals Society – Regional Office	800-361-5730 <a href="http://www.easterseals.org">www.easterseals.org</a>	
Epilepsy Ontario	800-463-1119 <a href="http://www.epilepsyontario.org">www.epilepsyontario.org</a>	
Family Alliance Ontario	416-489-2384 <a href="http://www.family-alliance.com">www.family-alliance.com</a>	
HANDS the Family Help Network	800-668-8555 705-476-2293/744-0459/384-5225 <a href="http://www.TheFamilyHelpNetwork.ca">www.TheFamilyHelpNetwork.ca</a>	800-668-8555 705-746-4293

AGENCY	NORTH BAY & AREA	PARRY SOUND
Infant Development Program	705-472-0910/382-1333 <a href="http://www.oaicd.ca">www.oaicd.ca</a>	705-746-9354
Learning Disabilities Association (LDA)– North Bay & Area One Kids Place, 400 McKeown Ave	705.476.5437 ext. 3704 Email: <a href="mailto:ldaonorthbay@gmail.com">ldaonorthbay@gmail.com</a> <a href="http://www.ldaonorthbay.ca">www.ldaonorthbay.ca</a>	
Learning Disabilities Association - Parent Support Group	To register: 705.476.5437 ext. 3704	
North East Local Health Integration Network (LHIN)	705-840-2872 866-906-5446	
Nipissing Association for Disabled Youth (NADY)	705-476-5437 Ext. 3550 <a href="http://www.nady.ca">www.nady.ca</a>	
Nipissing Down Syndrome Society	705-472-7037 <a href="http://www.nipissingdownsyndromesociety.ca">www.nipissingdownsyndromesociety.ca</a>	
North Bay Parry Sound Health Unit	800-563-2808 705-474-1400 <a href="http://www.healthunit.biz">www.healthunit.biz</a>	705-746-2711
One Kids Place	866-626-9100 705-476-5437 <a href="http://www.onekidsplace.ca">www.onekidsplace.ca</a>	866-232-5559 705-789-9985
Ontario Association for Families or Children with Communication Disorders	519-842-9506 <a href="http://www.oafccd.com">www.oafccd.com</a>	
Ontario Early Years – North East Region	705-474-8910 <a href="http://www.ontarioearlyyears.ca">www.ontarioearlyyears.ca</a>	705-746-9522
PADDLE Learning Centre (providing adults with developmental disabilities lifelong education)	705-493-2401 <a href="http://www.paddlenorthbay.ca">www.paddlenorthbay.ca</a>	
Special Education Advisory Committee (SEAC) *	<a href="mailto:seac@nearnorthschools.ca">seac@nearnorthschools.ca</a>	

**\*SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)**

SEAC is a committee mandated by legislation with members of the school board, parents, local organizations and Native representatives. They are responsible for making recommendations to the board in respect of any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board. They participate in the board's annual review of the special education plan. SEAC does not advise parents or school boards on matters involving individual students.

**SPECIAL EDUCATION PROGRAMS AND SERVICES:**

To accommodate the variety of needs of exceptional pupils, the NNDSB offers a range of placement options:

**Regular Class with Indirect Support:**

- The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

**Regular Class with Resource Assistance:**

- The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

**Regular Class with Withdrawal Assistance:**

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

**Special Education Class with Partial Integration:**

- The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to Regulation 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.

**Special Education Class Fulltime:**

- The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, Section 31, for the entire school day.

Other options exist to meet the student's needs for example, there may be a need to apply for admission to:

- A provincial school for students who are blind, deaf, or deaf-blind or a provincial demonstration school for students who have severe learning disabilities. Residential programs are offered at the schools Monday to Friday. For a list of provincial and demonstration schools, please visit <http://psbnet.ca/eng/index.html>.
- A facility that provides the necessary care or treatment appropriate to the student's condition.

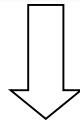
## **Specialized Settings**

Some students require a more specialized setting for a period of time to address their needs. Programs available in specialized settings are:

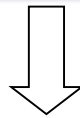
**Special Education Classes for Students with:**  
**Severe Autism**  
**Developmental Disabilities**  
**Complex Multiple Disabilities**

### **SOUTH REGION**

Primary / Junior Class  
Land of Lakes Public School



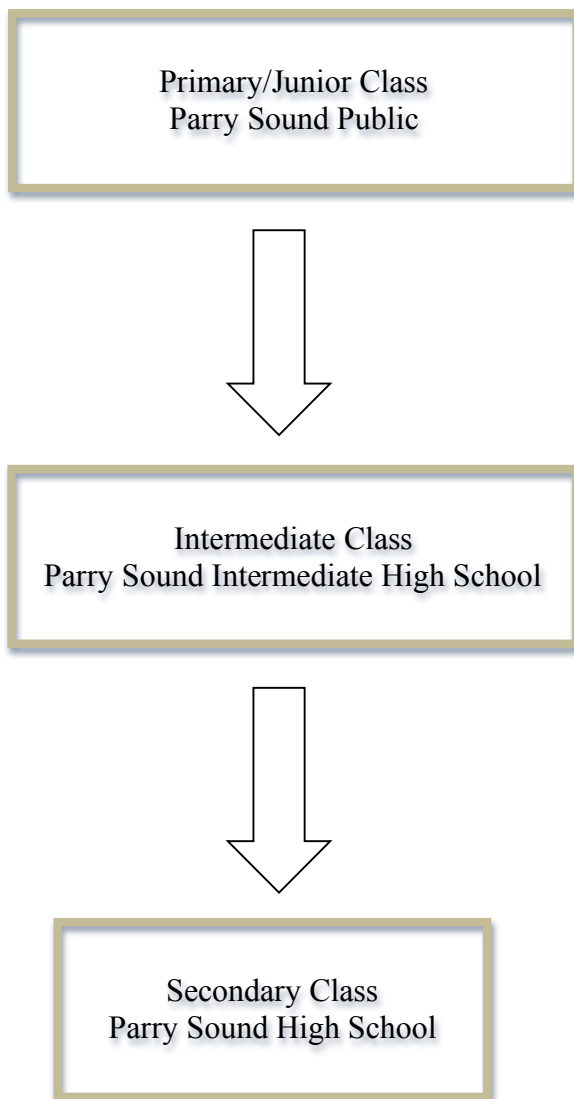
Intermediate Class  
Land of Lakes Sr. Public School



Secondary Class  
Personal Life Management Program  
Almaguin Highlands Secondary School

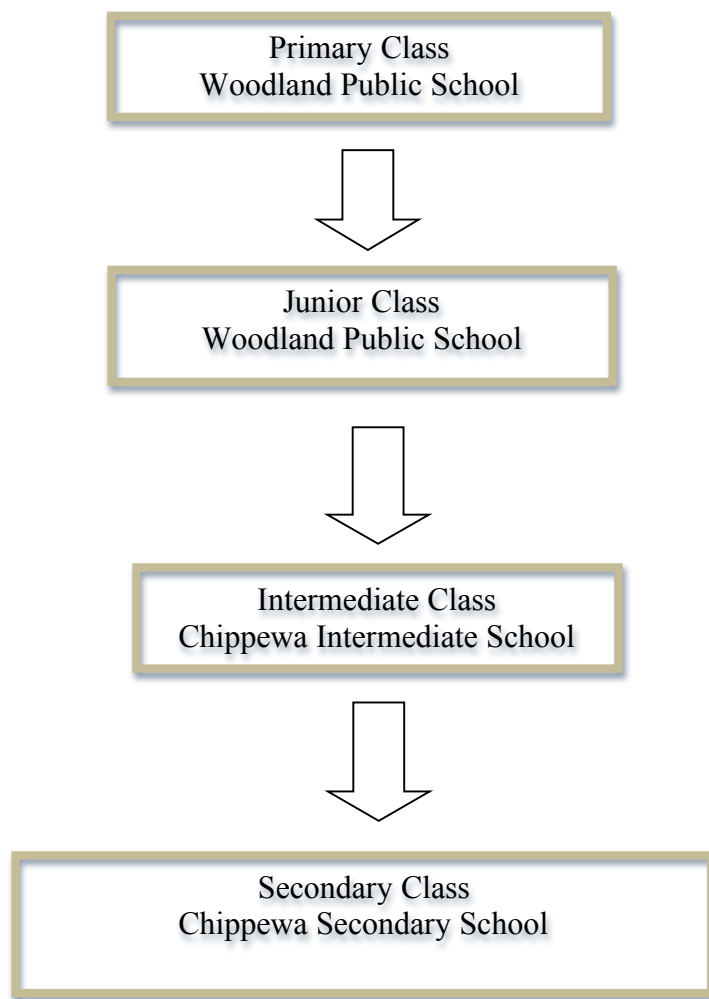


**WEST REGION**



**Special education classes for students with Severe Autism.**

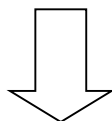
**NORTH REGION**



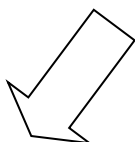
**Special education classes for students with  
Developmental Disabilities.**

**NORTH REGION**

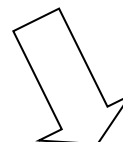
Primary Class  
Silver Birches Public School



Junior Class  
Sunset Public School



Integrated Program  
Chippewa Intermediate and Secondary School

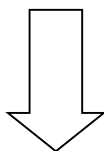


Toward Independent Living Program  
West Ferris Intermediate and Secondary School  
and Widdifield Secondary School

**Special education classes for students with  
Complex Multiple Disabilities.**

**NORTH REGION**

Learning Assistance Program  
Silver Birches Public School



Secondary Integrated Program  
Chippewa Intermediate and Secondary School

Intensive small group programs for students are available at the following locations:

**CLASS**

**SCHOOL AFFILIATE**

HANDS (thefamilyhelpnetwork)	Sunset Park Public School
Community Living Day Treatment	Parry Sound High School
CAS Day Treatment North Bay	Chippewa Secondary School
CAS Day Treatment Parry Sound	Parry Sound High School
Near North Youth Centre	Widdifield Secondary School
Nipissing Detention Centre	West Ferris Intermediate and Secondary School
Project D.A.R.E.	Almaguin Highlands Secondary School
Youthdale Treatment Centre	Almaguin Highlands Secondary School
Country Haven Acres	Almaguin Highlands Secondary School

Following short-term placements in these programs, students return to the regular school setting.

**Programs for Hearing Impaired Students:**

An itinerant specialist teacher of the hearing impaired provides instruction and support services for hearing impaired students in their home schools.

**Programs for Blind and Deaf-Blind Students:**

An itinerant specialist teacher of the blind and deaf-blind provides instruction and support services for blind and deaf-blind students in their home schools with additional intervener support.

**Programs for Gifted Students:**

The needs of gifted students are met within the regular classroom through a variety of modifications and accommodations as outlined on the IEP. Students are encouraged to assume leadership roles and pursue studies in more breadth and depth. Clustering for enrichment activities at the school or family of schools level may be an option.

## **SPECIAL EDUCATION STAFF**

Special Education Support Staff, include the following:

- Principal of Special Education
- Coordinators of Special Education
- Itinerant Specialist Teachers
- Psychologist, Psychometrists
- Behaviour Counsellors
- Child Development Counsellors
- Speech/Language Pathologists
- Communicative Disorders Assistants
- Attendance Counsellors
- Educational Assistants

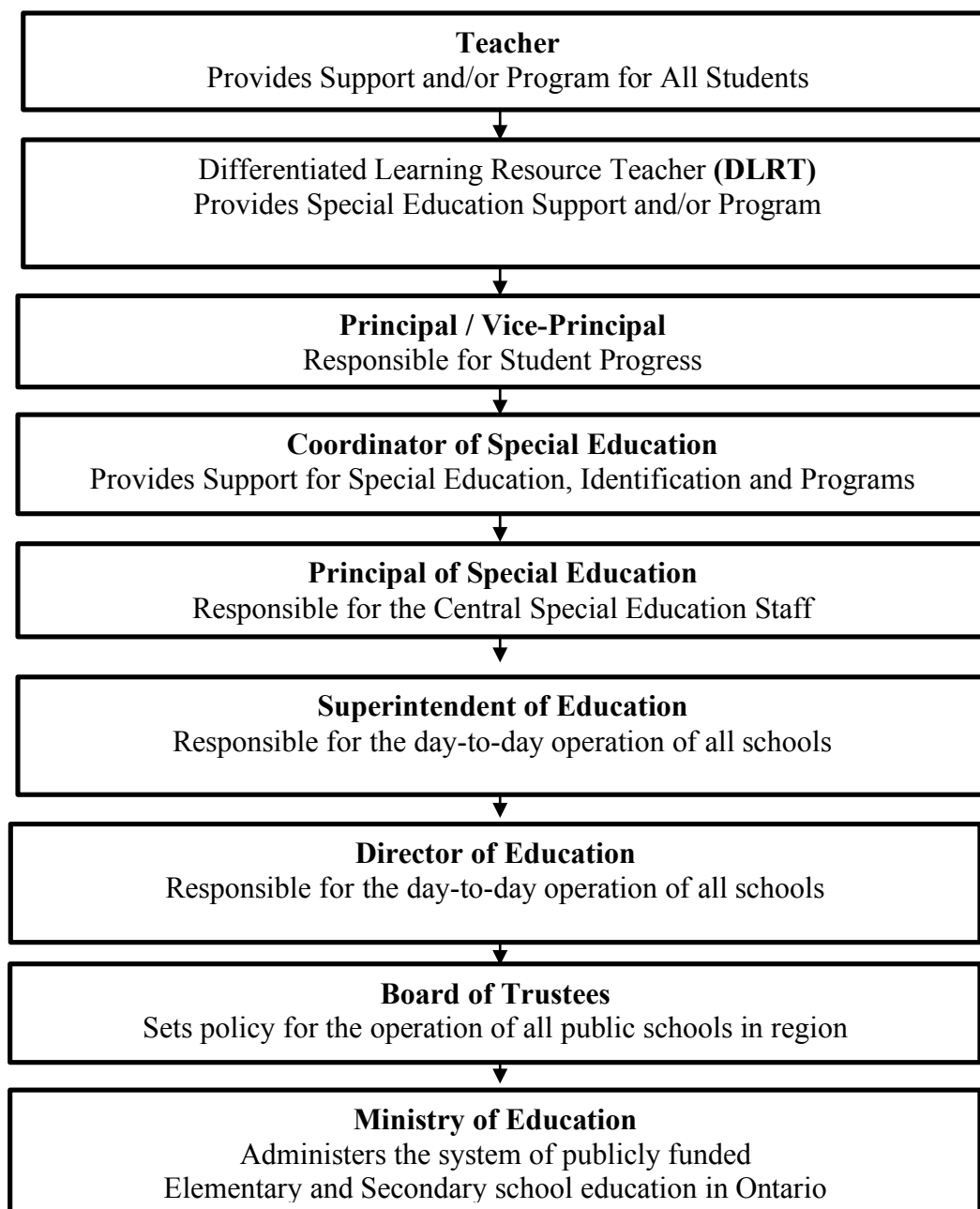
**Partnerships with Community Care Access Centre and/or One Kids Place (Children's Treatment Centre) provide:**

- Occupational Therapy
- Physiotherapy
- Speech/Language Therapy

## Still Looking for Assistance?

If you have concerns follow the steps in the chart below and contact the person indicated in the chart.

### Elementary and Secondary Schools



## **SCHOOLS IN THE NEAR NORTH DISTRICT SCHOOL BOARD**

School Description ▼	Phone ▼	Principal ▼	School Website ▼
Laurentian Learning Centre	705-472-5419	Alison Hearst-Jackson	<a href="http://www.nearnorthschools.ca/schools/alternative-education">http://www.nearnorthschools.ca/schools/alternative-education</a>
Alliance	705-475-2326	Tammy Melnyk	<a href="http://www.nearnorthschools.ca/alliance/">http://www.nearnorthschools.ca/alliance/</a>
Argyle	705-475-2316	Jim Burrows	<a href="http://www.nearnorthschools.ca/argyle/">http://www.nearnorthschools.ca/argyle/</a>
Britt	705-383-2292	Wade Burrows	<a href="http://www.nearnorthschools.ca/britt/">http://www.nearnorthschools.ca/britt/</a>
Chippewa Int	705-475-2341	Karin Podlatis-Brown	<a href="http://www.nearnorthschools.ca/chippewa/">http://www.nearnorthschools.ca/chippewa/</a>
E.T. Carmichael	705-472-5502	Lisa Collins	<a href="http://www.nearnorthschools.ca/et-carmichael/">http://www.nearnorthschools.ca/et-carmichael/</a>
E.W. Norman	705-472-5534	Jodie Nychuk	<a href="http://www.nearnorthschools.ca/ew-norman/">http://www.nearnorthschools.ca/ew-norman/</a>
Evergreen Heights	705-636-5955	Pam Marshall-Gray	<a href="http://www.nearnorthschools.ca/evergreen-heights/">http://www.nearnorthschools.ca/evergreen-heights/</a>
Ferris Glen	705-475-2323	Scott Dunn	<a href="http://www.nearnorthschools.ca/ferris-glen/">http://www.nearnorthschools.ca/ferris-glen/</a>
Humphrey	705-732-4801	Stephen Krause	<a href="http://www.nearnorthschools.ca/humphrey/">http://www.nearnorthschools.ca/humphrey/</a>
Land Of Lakes	705-475-2324	Liz Simser	<a href="http://www.nearnorthschools.ca/land-of-lakes/">http://www.nearnorthschools.ca/land-of-lakes/</a>
M.T. Davidson	705-472-5970	Todd Gribbon	<a href="http://www.nearnorthschools.ca/mt-davidson/">http://www.nearnorthschools.ca/mt-davidson/</a>
MacTier	705-375-2720	Leslie Wheaton	<a href="http://www.nearnorthschools.ca/mactier/">http://www.nearnorthschools.ca/mactier/</a>
Magnetawan	705-387-3939	Shannon Mahon	<a href="http://www.nearnorthschools.ca/magnetawan/">http://www.nearnorthschools.ca/magnetawan/</a>
Mapleridge	705-472-5751	Sandi Johnson	<a href="http://www.nearnorthschools.ca/mapleridge/">http://www.nearnorthschools.ca/mapleridge/</a>
Mattawa	705-472-5241	Yves Boulanger	<a href="http://www.nearnorthschools.ca/mattawa/">http://www.nearnorthschools.ca/mattawa/</a>
McDougall	705-746-5904	Jennifer Nicholas	<a href="http://www.nearnorthschools.ca/mcdougall/">http://www.nearnorthschools.ca/mcdougall/</a>
Nobel	705-342-5251	Wade Burrows	<a href="http://www.nearnorthschools.ca/nobel/">http://www.nearnorthschools.ca/nobel/</a>
Parry Sound PS	705-773-7985	Laurie Payne	<a href="http://www.nearnorthschools.ca/parry-sound-public/">http://www.nearnorthschools.ca/parry-sound-public/</a>
Parry Sound Int	705-773-7979	Dawn Buckland	<a href="https://www.nearnorthschools.ca/parry-sound/">https://www.nearnorthschools.ca/parry-sound/</a>
Phelps Central	705-472-5567	Laurie Forth	<a href="http://www.nearnorthschools.ca/phelps/">http://www.nearnorthschools.ca/phelps/</a>
South River	705-475-2325	Sarah Spence	<a href="https://www.nearnorthschools.ca/south-river/">https://www.nearnorthschools.ca/south-river/</a>
Silver Birches	705-475-2322	Karen Waller	<a href="https://www.nearnorthschools.ca/silver-birches/">https://www.nearnorthschools.ca/silver-birches/</a>
South Shore	705-475-2317	Jim Burrows	<a href="https://www.nearnorthschools.ca/south-shore/">https://www.nearnorthschools.ca/south-shore/</a>
Sundridge	705-472-5101	Kim Pauli	<a href="http://www.nearnorthschools.ca/sundridge-centennial/">http://www.nearnorthschools.ca/sundridge-centennial/</a>
Sunset Park	705-475-2330	Erinn Hansman	<a href="http://www.nearnorthschools.ca/sunset-park/">http://www.nearnorthschools.ca/sunset-park/</a>
Vincent Massey	705-475-2340	Christine Tranter	<a href="http://www.nearnorthschools.ca/vincent-massey/">http://www.nearnorthschools.ca/vincent-massey/</a>
W.J. Fricker	705-472-5612	Heather Taylor	<a href="http://www.nearnorthschools.ca/wj-fricker/">http://www.nearnorthschools.ca/wj-fricker/</a>
West Ferris Int	705-475-2333	Andy Gagné	<a href="http://www.nearnorthschools.ca/west-ferris/">http://www.nearnorthschools.ca/west-ferris/</a>
White Woods	705-472-5224	Jennifer Delorme	<a href="http://www.nearnorthschools.ca/white-woods/">http://www.nearnorthschools.ca/white-woods/</a>
Whitestone Lake	705-389-2590	Shannon Mahon	<a href="http://www.nearnorthschools.ca/whitestone-lake/">http://www.nearnorthschools.ca/whitestone-lake/</a>
Woodland	705-475-2321	Julie Beaudoin	<a href="https://www.nearnorthschools.ca/woodland/">https://www.nearnorthschools.ca/woodland/</a>



<b>Almaguin Highlands</b>	<b>705-472-5563</b>	<b>Donna Breault</b>	<a href="http://www.earnorthschools.ca/almaguin/">http://www.earnorthschools.ca/almaguin/</a>
<b>Chippewa</b>	<b>705-475-2341</b>	<b>Karin Podlatis-Brown</b>	<a href="http://www.earnorthschools.ca/chippewa/">http://www.earnorthschools.ca/chippewa/</a>
<b>F.J. McElligott</b>	<b>705-472-5720</b>	<b>Sean Ruddy</b>	<a href="http://www.earnorthschools.ca/fj-mcelligott/">http://www.earnorthschools.ca/fj-mcelligott/</a>
<b>Northern</b>	<b>705-472-5322</b>	<b>Laurent Paquette</b>	<a href="http://www.earnorthschools.ca/northern/">http://www.earnorthschools.ca/northern/</a>
<b>Parry Sound</b>	<b>705-773-7979</b>	<b>Dawn Buckland</b>	<a href="http://www.earnorthschools.ca/parry-sound/">http://www.earnorthschools.ca/parry-sound/</a>
<b>West Ferris</b>	<b>705-475-2333</b>	<b>Andy Gagné</b>	<a href="http://www.earnorthschools.ca/west-ferris/">http://www.earnorthschools.ca/west-ferris/</a>
<b>Widdifield</b>	<b>705-472-5711</b>	<b>Lisa O'Kane</b>	<a href="http://www.earnorthschools.ca/widdifield/">http://www.earnorthschools.ca/widdifield/</a>

## COMMONLY USED TERMS

<b>ABA</b>	Applied Behaviour Analysis
<b>ABI</b>	Acquired Brain Injury
<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>ADP</b>	Assistive Devices Program
<b>AEP</b>	Annual Education Plan
<b>ARC</b>	Accommodation Review Committee
<b>ASP</b>	Autism Spectrum Disorders
<b>ASL</b>	American Sign Language
<b>AT</b>	Assistive Technology
<b>BEA</b>	Behaviour Expertise Amount
<b>BSW</b>	Behaviour Support Worker
<b>CAP</b>	Central Auditory Processing
<b>CAS</b>	Children's Aid Society
<b>CAT</b>	Canadian Achievement Test
<b>CCAC</b>	Community Care Access Centre
<b>CCTV</b>	Closed Caption Television
<b>CD</b>	Conduct Disorder
<b>CDC</b>	Child Development Counsellor
<b>CEC</b>	Council for Exceptional Children
<b>CF</b>	Cystic Fibrosis
<b>CHS</b>	Canadian Hearing Society
<b>CNIB</b>	Canadian National Institute for the Blind
<b>CP</b>	Cerebral Palsy
<b>CYW</b>	Child and Youth Worker
<b>DD</b>	Developmental Disability
<b>DLRT</b>	Differentiated Learning Resource Teacher
<b>DMD</b>	Duchenne Muscular Dystrophy
<b>DOB</b>	Date of Birth
<b>DSM</b>	Diagnostic and Statistical Manual of Mental Disorders
<b>DSW</b>	Developmental Service Worker
<b>EA</b>	Educational Assistant
<b>ECE</b>	Early Childhood Education
<b>EQAO</b>	Education Quality & Accountability Office
<b>ESL</b>	English as a Second Language
<b>FA</b>	Facilities Amount
<b>FAS</b>	Fetal Alcohol Syndrome
<b>HI</b>	Hearing Impaired
<b>IBI</b>	Intensive Behaviour Intervention
<b>HNA</b>	High Needs Amount
<b>IEP</b>	Individual Education Plan
<b>IPRC</b>	Identification, Placement and Review Committee
<b>ISA</b>	Intensive Support Amount (Funding Term)
<b>ISNC</b>	Integrated Services for Northern Children

<b>LD</b>	Learning Disability
<b>LDAO</b>	Learning Disabilities Association of Ontario
<b>MCSS</b>	Ministry of Community and Social Services
<b>MD</b>	Muscular Dystrophy
<b>MID</b>	Mild Intellectual Disability
<b>MOE</b>	Ministry of Education
<b>NLD</b>	Non-verbal Learning Disability
<b>OAC</b>	Ontario Academic Credit
<b>OAD</b>	Ontario Association of the Deaf
<b>OCDC</b>	Obsessive Compulsive Disorder
<b>ODD</b>	Oppositional Defiant Disorder
<b>O&amp;M</b>	Orientation and mobility
<b>OSR</b>	Ontario School Record
<b>OST</b>	Ontario Student Transcript
<b>OT</b>	Occupational Therapist
<b>PDD</b>	Pervasive Developmental Disorder
<b>PT</b>	Physiotherapist
<b>SBT</b>	School Based Team
<b>SEA</b>	Special Equipment Amount
<b>SEAC</b>	Special Education Advisory Committee
<b>SEPPA</b>	Special Education per Pupil Amount (Funding Term)
<b>SERT</b>	Special Education Resource Teacher
<b>SIP</b>	Special Incidence Portion
<b>TBI</b>	Traumatic Brain Injury
<b>VI</b>	Visually Impaired
<b>YCJA</b>	Youth Criminal Justice Act

Programs and services for all students in Ontario, including those who are exceptional, are provided in agreement with the requirements of the *Education Act* and related Regulations, and with principles articulated in the following Ministry of Education policy documents:

#### Key Ministry Policy and Resource Documents Pertaining to Students with Special Education Needs

The following ministry **policy documents** outline program requirements for all elementary and secondary schools, and all students, including students with special education needs, in Ontario.

- *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12 (2013)* sets out the career development policy for Ontario schools, which involves the implementation of a comprehensive Kindergarten to Grade 12 education and career/life planning program designed to help students achieve their personal goals and become competent, successful, and contributing members of society.
- *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (2016)* sets out the requirements that govern the policies and programs of publicly funded elementary and secondary schools throughout Ontario. Section 3.3 (“Students with Special Education Needs”), section 3.4 (“Provincial and Demonstration Schools”), section 3.5 (Education Programs from Students in Care and/or Treatment, Custody, and Correctional Facilities”), and section 7.4 (“Alternative [Non-Credit] Courses”) are of particular relevance to educators working with exceptional students, but the policies outlined throughout the document are relevant to all students, including students with special education needs. Other sections of particular interest are as follows:
  - ◆ Section 6.1.3 (“The Secondary School Literacy Graduation Requirement”), along with Appendix 3 (“The Secondary School Literacy Graduation Requirement – Accommodations, Special Provisions, Deferrals, and Exemptions”), Sections 1, 3 and 4. (The policies outlined in PPM No. 127, “The Secondary School Literacy Graduation Requirement”, 2009, are incorporated here.)
  - ◆ Section 6.4, “The Certificate of Accomplishment”
  - ◆ Section 7.2.5, “Prior Learning Assessment and Recognition (PLAR)”
  - ◆ Section 10.1, “E-Learning”
- The Ontario curriculum policy documents for the various subjects and disciplines provide grade-by-grade expectations for students in elementary and secondary schools in Ontario. In each of the elementary and secondary curriculum policy documents, there is a section summarizing policies and approaches related to planning programs for students with special education needs, including those who require accommodations only and those who require modified expectations as well as accommodations.
- *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010)* sets out policies and practices related to assessment, evaluation, and reporting in all schools and for all students. Chapter 6 (Reporting Student Achievement”) and Chapter 7 (“Students with Special Education Needs: Modifications, Accommodations, and Alternative Programs”) outline policies and practices for assessment, evaluation, and reporting that specific to students with special education needs. In conjunction with the release of *The Kindergarten Program (2016)*, the ministry

has released the policy document *Growing Success - The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools* (2016).

- *Ontario First Nation, Métis, and Inuit Education Policy Framework* (2017) provides the strategic policy context within which the Ministry of Education, school boards, and schools will work together to improve the academic achievement of Indigenous students.

The following ministry **resource documents** also contain information relevant to special education.

- *Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12* (2010) sets out a framework that system and school leaders may use to strengthen schools' ability to provide a caring and safe environment, in which responses to behavior issues are shaped by informed consideration of students' needs and circumstances.
- *Effective Educational Practices for Students with Autism Spectrum Disorders: A Resource Guide* (2007) is designed to support educators in elementary and secondary schools in planning and implementing effective instructional programs for students with autism spectrum disorders (ASD). It contains information, strategies, and practices that can be put to use in the school and the classroom.
- *Foundations for a Healthy School: Promoting Well-Being is Part of Ontario's Achieving Excellence Vision* (2014) is designed to help contribute to a learning environment that promotes and supports child and student well-being. This goal emphasizes the need to focus not just on academic success, but also on the whole child and student – their cognitive, emotional, social, and physical development.
- *Including Students with Special Education Needs in French as a Second Language Programs: A Guide for Ontario Schools* (2015) builds on one of the guiding principles of *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12* (2013), which is the "FSL programs are for all students". An examination of current research literature, data, policies, and school board practices highlights the benefits of second-language learning for students with special education needs and supports the engagement of stakeholders in decision making that reflects inclusive FSL programs and case-by-case decision making the best interests of individual students.
- *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013) outlines an integrated process of assessment and instruction designed to improve student learning at both the elementary and secondary levels.
- *Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs* (2007) is designed to help parents, educators, and students with special education needs address conflicts.
- *Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders* (2013) was developed jointly by the Ministry of Education and the Ontario Human Rights Commission. The document is intended to guide school and system leaders in fostering a bias-free approach to progressive discipline, prevention and early intervention practices to support positive student behavior among all students.
- *Supporting Minds: An Educators' Guide to Promoting Students' Mental Health and Well-being* (Draft Version, 2013) provides educators with the information they need to support

students with mental health and addiction problems through early recognition and effective classroom strategies.

- *Education Funding: A Guide to the Special Education Grant* provides an overview of special education funding in Ontario. The purpose of the guide is to provide a clear explanation of the funding model for parents, the public, and other partners in education.

## **Post-Secondary Education– What to Expect**

Colleges and universities welcome students with exceptionalities. They strive to provide an accessible, barrier-free learning environment. Applicants must meet the minimum stated requirements for admission and may apply for consideration under their accessibility admission policy.

As a post-secondary student your child will need to be their own advocate. It is your student's responsibility to contact the Accessibility Services or Disability Services office within their college or university to complete a Self-Identification form. Proper documentation from an appropriate registered health care professional is required before services can be provided.

Post-secondary students can apply for disability-related funding under OSAP and includes: Ontario Bursary for Students with Disabilities, Canada Student Grant for Persons with Permanent Disabilities, and Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities.

To be eligible for disability-related Canada Student Grants the student must have a permanent disability, which is defined as a functional limitation that:

- is caused by a physical or mental impairment that:
- restricts the student's ability to perform the daily activities necessary to participate in studies at post-secondary level or the labour force; and
- is expected to remain with the student for their whole life.

Assessment criteria changes but usually students diagnosed with a learning disability are required to have a psycho-educational assessment conducted by a registered psychologist or psychological associate and must be completed when the student was at least 18 years of age or within the past five (5) years.

### Additional Resources:

Organization	Website
ABC's of Mental Health	<a href="http://www.hincksdellcrest.org/ABC/Welcome">http://www.hincksdellcrest.org/ABC/Welcome</a>
Ability Online	<a href="http://www.abilityonline.org/">http://www.abilityonline.org/</a>
ADHD Resource Centre	<a href="http://www.aboutkidshealth.ca/en/resourcecentres/adhd/pages/default.aspx">http://www.aboutkidshealth.ca/en/resourcecentres/adhd/pages/default.aspx</a>
Association for Bright Children	<a href="http://www.abcontario.ca">www.abcontario.ca</a>
Autism Ontario	<a href="http://www.autismontario.com/">http://www.autismontario.com/</a>
Canadian Dyslexia Association	<a href="http://www.dyslexiaassociation.ca/">http://www.dyslexiaassociation.ca/</a>
Centre for ADHD Awareness, Canada	<a href="http://www.caddac.ca/cms/page.php?2">http://www.caddac.ca/cms/page.php?2</a>
Down Syndrome Association of Ontario	<a href="http://www.dsao.ca">www.dsao.ca</a>
Integra (Children's Mental Health Centre )	<a href="http://www.integra.on.ca/">http://www.integra.on.ca/</a>
Integration for Action for Inclusion in Education and Community	<a href="http://www.integration-inclusion.com">www.integration-inclusion.com</a>
International Dyslexia Association Ontario Branch	<a href="http://idaontario.com/">http://idaontario.com/</a>
Learning Disabilities Association of Canada	<a href="http://www.ldac-acta.ca/en/learn-more/ld-basics.html">http://www.ldac-acta.ca/en/learn-more/ld-basics.html</a>
Learning Disabilities Association of Ontario	<a href="http://www.ldao.ca">www.ldao.ca</a>
Learning Disabilities Association of Ontario: Parent's Guide to Special Education in Ontario	<a href="http://www.ldao.ca/wp-content/uploads/A-Parents-Guide-to-Special-Education.pdf">http://www.ldao.ca/wp-content/uploads/A-Parents-Guide-to-Special-Education.pdf</a>
National Educational Association of Disabled Students	<a href="http://www.neads.ca/">http://www.neads.ca/</a>



Ontario Association on Developmental Disabilities	<a href="http://www.oadd.org/">http://www.oadd.org/</a>
Ontario Association for Developmental Education	<a href="http://www.oade.ca/About_Us.html">http://www.oade.ca/About_Us.html</a>
Ontario Association for Families of Children with Communicative Disorders (OAFCCD)	<a href="http://www.oafccd.com">www.oafccd.com</a>
Ontario Brain Injury Association	<a href="http://www.obia.on.ca">www.obia.on.ca</a>
Ontario Council for Exceptional Children	<a href="http://www.cecontario.ca/links-resources">http://www.cecontario.ca/links-resources</a>
Ontario Federation for Cerebral Palsy	<a href="http://www.ofcp.ca">www.ofcp.ca</a>
Ontario Ministry of Education – Special Education	<a href="http://www.edu.gov.on.ca/eng/parents/speced.html">http://www.edu.gov.on.ca/eng/parents/speced.html</a>
People for Education – Tip Sheets for Parents	<a href="http://www.peopleforeducation.ca/how-does-education-work/multi-lingual-information-for-parents/">http://www.peopleforeducation.ca/how-does-education-work/multi-lingual-information-for-parents/</a>
Shared Solutions – A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs	<a href="http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf">http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf</a>
Smart Kids with LD	<a href="http://www.smartkidswithld.org/">http://www.smartkidswithld.org/</a>
Spina Bifida and Hydrocephalus Association of Ontario	<a href="http://www.sbhao.on.ca">www.sbhao.on.ca</a>
Tourette Syndrome Foundation of Canada	<a href="http://www.tourette.ca">www.tourette.ca</a>
VEWS Supports and Advocates for Children who are Blind or Low Vision	<a href="http://www.viewson.ca">www.viewson.ca</a>
VOICE for Hearing Impaired Children	<a href="http://www.voicefordeafkids.com">www.voicefordeafkids.com</a>

## **Glossary of Terms**

**Curriculum**: The province of Ontario has outlined the program or curriculum that must be followed to educate children at each grade level. The curriculum describes the expectations (skills and knowledge) that students must acquire as well as achievement level (mark or grade). The curriculum is divided into different subject areas (e.g. Language, Mathematics, Social Studies) for elementary and secondary school students.

**Education Act**: The Education Act is the provincial law that governs education in Ontario. All school boards must operate according to this law. The Act includes legislation – overall laws passed as Bills by government and regulations – made by the Minister of Education to give more details as how the Act is to be applied.

**Exceptional Student**: According to the Education Act an exceptional student is a student who has been formally identified by an Identification and Placement Review Committee (IPRC). An exceptional student has significant needs in the areas of behaviour, communication, intellectual, physical or multiple disabilities and meets the provincial and school board criteria for identification. A student who has been identified as “exceptional” must be provided with the supports and services required to meet the exceptional needs.

**Special Education Advisory Committee (SEAC)**: Every board is required to have a SEAC. This committee is composed of volunteers from community organizations and trustees. The purpose of this committee is to advise the school board on special education issues.

Since 1962, the *Ontario Human Rights Code* (OHRC) has provided persons with disabilities with the right to access goods, services, employment, etc. without discrimination.

### **Accessibility for Ontarians with Disabilities Act (AODA)**

The goal of the *Accessibility for Ontarians with Disabilities Act* (2005) is to make Ontario accessible by 2025 through the development of accessibility standards.

### **Additional information**

1. Contact your child's School Principal

2. Contact:

Special Education Coordinator - North Region  
Near North District School Board  
15 Janey Ave.  
North Bay, ON P1C 1N1  
Phone: 705.472.7015 ext. 5017  
Email: Kimberley.Gignac@nearnorthschools.ca

Or

- Coordinator of Special Education - South/West  
Email: Lisa.Paradis@nearnorthschools.ca  
Phone: 705.386.2387 ext. 6000 or 1.800.278.4922

3. Principal of Special Education

Email: Susan.Wilson@nearnorthschools.ca  
Phone: 705.386.2387 ext. 6018 or 1.800.278.4922

Many students have different learning styles. Concentrate on their strengths instead of their weaknesses. We need to contribute to their self-confidence, self-esteem, happiness and to their ability to reach their potential.

## References

Ontario Ministry of Education. (2012). *Education Act*. Retrieved from:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/edact.html>

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Retrieved from: <http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

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