

Updated October 2015



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 chaptermgr.northbay@autismontario.com	
Children’s Advocacy Project (Ontario)	1.416.534.0100 Annie Kidder Email: annie@peopleforeducation.ca http://www.peopleforeducation.ca/about-us/	
Children’s Aid Society	705.472.0910 Toll Free: 1.877.303.0910 www.parnipcas.org	705.746.9354 Toll Free: 1.877.303.0910
Community Care Access Centres – North East	1.888.533.2222 www.ccac-ont.ca	1.800.440.6762
Community Counselling Centre of Nipissing	705-472-6515 www.cenip.com	
Community Living Association	705-476-3288/384-5384 www.nbdacl.org www.ahcl.org	705-746-9330 www.clps.ca
Easter Seals Society – Regional Office	800-361-5730 www.easterseals.org	
Epilepsy Ontario	800-463-1119 www.epilepsyontario.org	
Family Alliance Ontario	416-489-2384 www.family-alliance.com	
HANDS the Family Help Network	800-668-8555 705-476-2293/744-0459/384-5225 www.TheFamilyHelpNetwork.ca	800-668-8555 705-746-4293



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



***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.

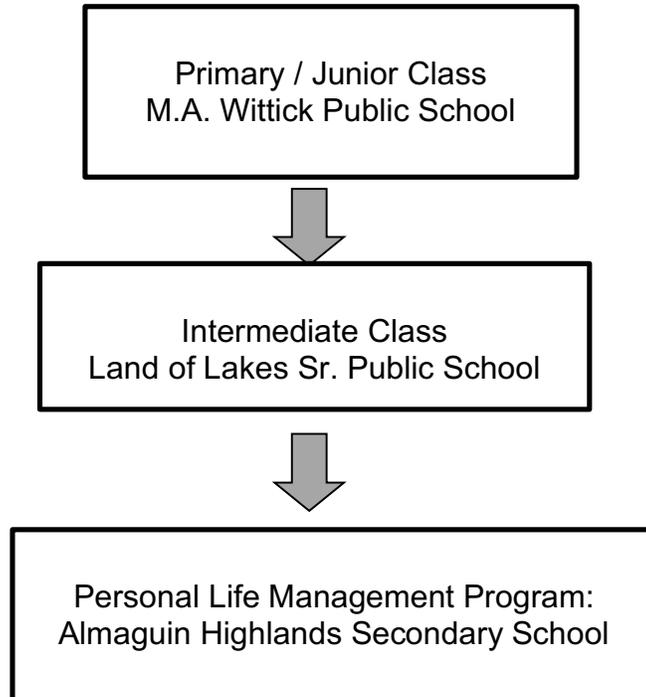
Specialized Settings

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

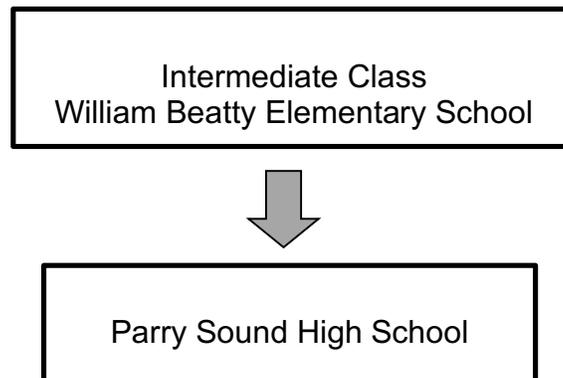
Special Education Classes for Students with:

Severe Autism
Developmental Disabilities
Complex Multiple Disabilities

SOUTH REGION



WEST REGION



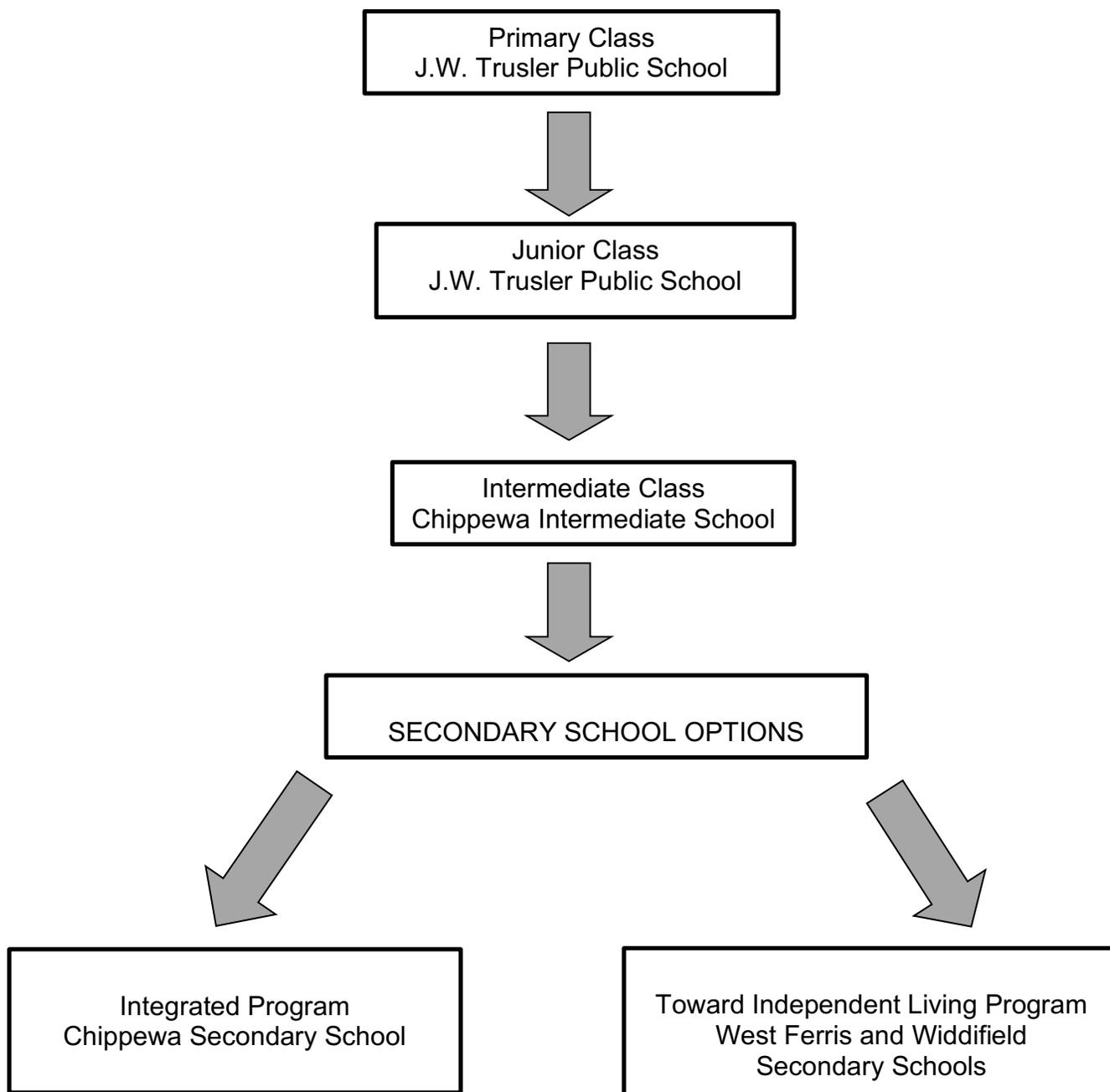
Special Education Classes for Students with:

Near North District School Board



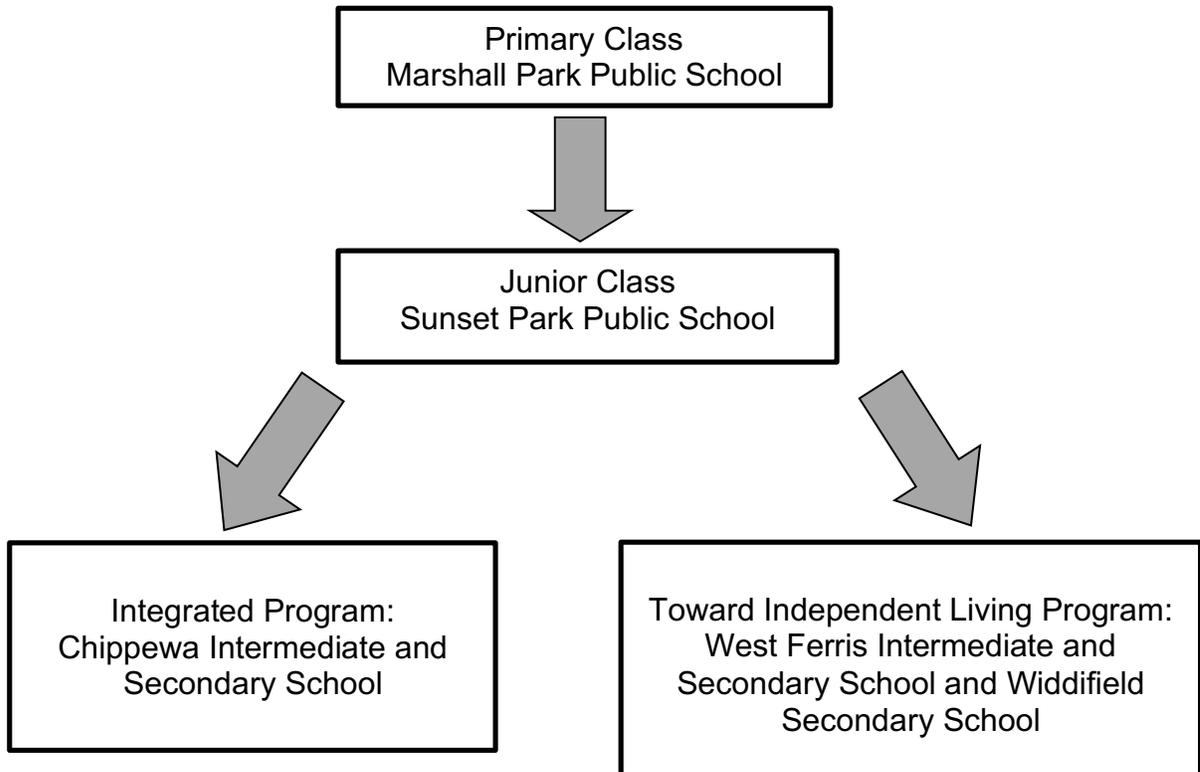
Severe Autism

NORTH REGION



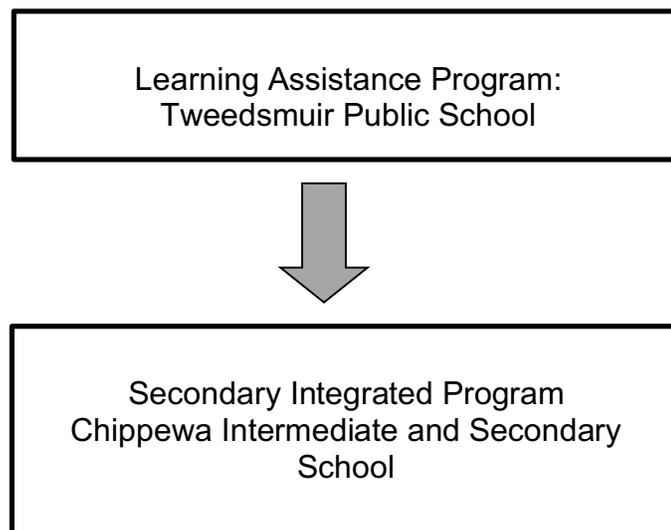
Special Education Classes for Students with:
Developmental Disabilities

NORTH REGION



Special Education Classes for Students with:
Complex Multiple Disabilities

NORTH REGION



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

CLASS

SCHOOL AFFILIATE

HANDS (thefamilyhelpnetwork)
Community Living Day Treatment
CAS Day Treatment North Bay
CAS Day Treatment Parry Sound
Near North Youth Centre
Nipissing Detention Centre
Project D.A.R.E.
Youthdale Treatment Centre
Country Haven Acres

Sunset Park Public School
Parry Sound High School
Chippewa Secondary School
Parry Sound High School
Widdifield Secondary School
West Ferris Intermediate and Secondary School
Almaguin Highlands Secondary School
Almaguin Highlands Secondary School
Evergreen Heights Education Centre

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, Psychological Associate, Psychometrists
- Behaviour Counsellors
- Child Development Counsellors
- Speech/Language Pathologists
- Communicative Disorders Assistants
- Section 23 Administrator
- Attendance Counsellors
- Educational Assistants

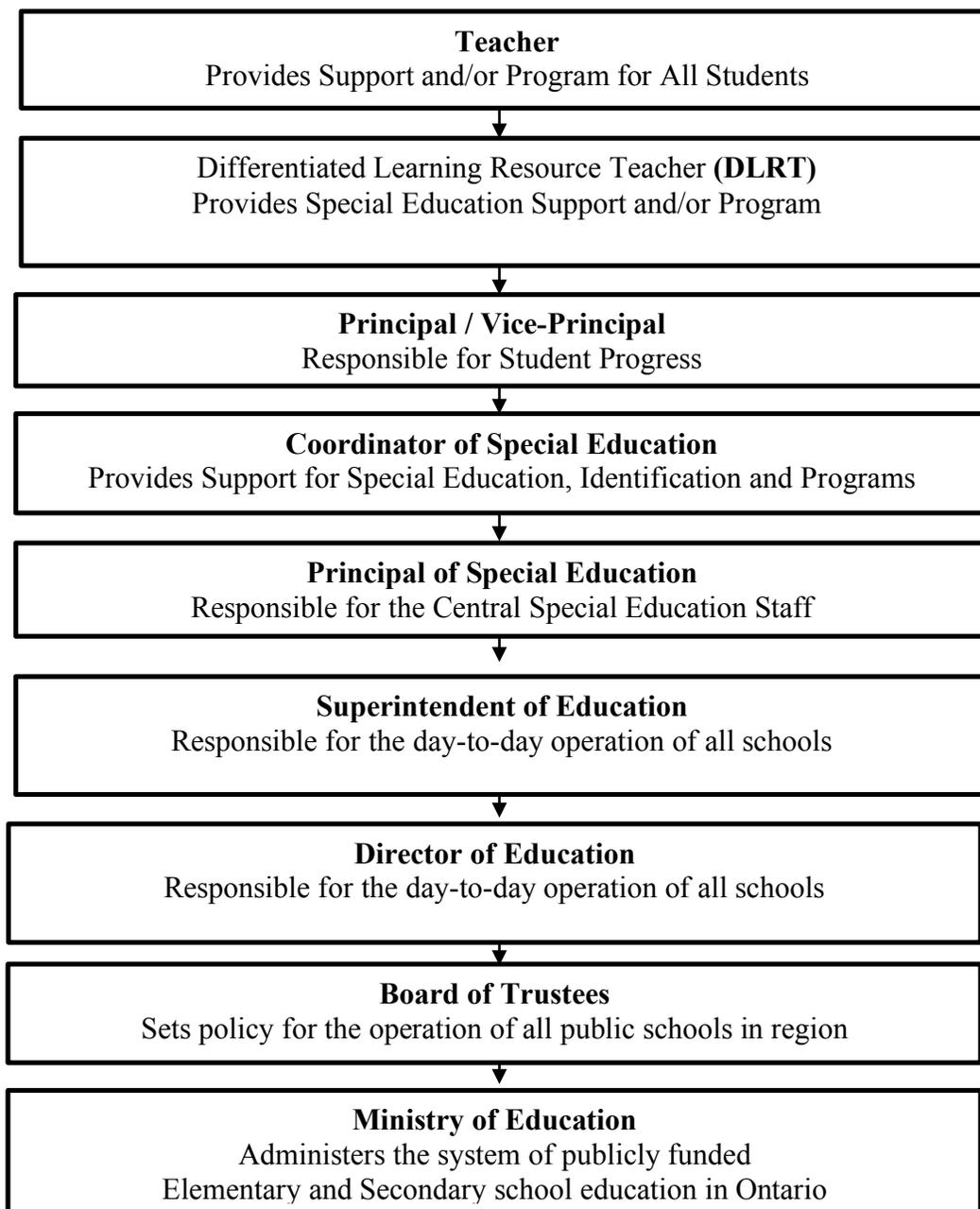
Partnerships with Community Care Access Centre and/or One Kids Place (Children's Treatment Centre) provide:

- 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	Larry Lanctot	http://www.nearnorthschools.ca/schools/alternative-education
Alliance	705-475-2326	Gisele Lynch	http://www.nearnorthschools.ca/alliance/
Argyle	705-475-2316	Sandra Johnson	http://www.nearnorthschools.ca/argyle/
Britt	705-383-2292	Dawn Buckland	http://www.nearnorthschools.ca/britt/
Chippewa Int	705-475-2341	Lucio Pavone	http://www.nearnorthschools.ca/chippewa/
Dr. MacDougall	705-472-5382	Scott Dunn	http://www.nearnorthschools.ca/dr-macdougall/
E.T. Carmichael	705-472-5502	Lisa Collins	http://www.nearnorthschools.ca/et-carmichael/
E.W. Norman	705-472-5534	Gay Smylie	http://www.nearnorthschools.ca/ew-norman/
Evergreen Heights	705-636-5955	Liz Simser	http://www.nearnorthschools.ca/evergreen-heights/
Ferris Glen	705-475-2323	MaryAnn Yarlasky	http://www.nearnorthschools.ca/ferris-glen/
Humphrey	705-732-4801	Stephen Krause	http://www.nearnorthschools.ca/humphrey/
J.W. Trusler	705-472-5459	Bronwyn Sands	http://www.nearnorthschools.ca/jw-trusler/
King George	705-472-5448	Julie Beaudoin	http://www.nearnorthschools.ca/king-george/
Land Of Lakes	705-475-2324	Todd Gribbon	http://www.nearnorthschools.ca/land-of-lakes/
M.A. Wittick	705-382-3038	Erinn Hansman	http://www.nearnorthschools.ca/ma-wittick/
M.T. Davidson	705-472-5970	Jim Burrows	http://www.nearnorthschools.ca/mt-davidson/
MacTier	705-375-2720	Wade Burrows	http://www.nearnorthschools.ca/mactier/
Magnetawan	705-387-3939	Shannon Mahon	http://www.nearnorthschools.ca/magnetawan/
Mapleridge	705-472-5751	Patti Fairfax	http://www.nearnorthschools.ca/mapleridge/
Mattawa	705-472-5241	Yves Boulanger	http://www.nearnorthschools.ca/mattawa/
McDougall	705-746-5904	Jennifer Nicholas	http://www.nearnorthschools.ca/mcdougall/
Nobel	705-342-5251	Dawn Buckland	http://www.nearnorthschools.ca/nobel/
Parry Sound PS	705-773-7985	Laurie Payne	http://www.nearnorthschools.ca/parry-sound-public/
Phelps Central	705-472-5567	Laurie Forth	http://www.nearnorthschools.ca/phelps/
South River	705-475-2325	Michele Burrows	https://www.nearnorthschools.ca/south-river/
Silver Birches	705-475-2322	Karen Waller	https://www.nearnorthschools.ca/silver-birches/
South Shore	705-475-2317	Sandra Johnson	https://www.nearnorthschools.ca/south-shore/
Sundridge	705-472-5101	Kim Pauli	http://www.nearnorthschools.ca/sundridge-centennial/
Sunset Park	705-475-2330	Tammy Melnyk	http://www.nearnorthschools.ca/sunset-park/
Vincent Massey	705-475-2340	Gord Daniels	http://www.nearnorthschools.ca/vincent-massey/
W.J. Fricker	705-472-5612	Heather Taylor	http://www.nearnorthschools.ca/wj-fricker/
West Ferris Int	705-475-2333	Andy Gagné	http://www.nearnorthschools.ca/west-ferris/
White Woods	705-472-5224	Christine Tranter	http://www.nearnorthschools.ca/white-woods/



Whitestone Lake	705-389-2590	Shannon Mahon	http://www.nearnorthschools.ca/whitestone-lake/
Almaguin Highlands	705-472-5563	Donna Breault	http://www.nearnorthschools.ca/almaguin/
Chippewa	705-475-2341	Lucio Pavone	http://www.nearnorthschools.ca/chippewa/
F.J. McElligott	705-472-5720	Sean Ruddy	http://www.nearnorthschools.ca/fj-mcelligott/
Northern	705-472-5322	Laurent Paquette	http://www.nearnorthschools.ca/northern/
Parry Sound	705-773-7979	James Douglas	http://www.nearnorthschools.ca/parry-sound/
West Ferris	705-475-2333	Andy Gagné	http://www.nearnorthschools.ca/west-ferris/
Widdifield	705-472-5711	Lisa O'Kane	http://www.nearnorthschools.ca/widdifield/



COMMONLY USED TERMS

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

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

- [*The Ontario Curriculum Grades 1-8, 1998*](#)
- [*Ontario Secondary Schools Grades 9 to 12: Program and Diploma Requirements, Curriculum OSS Policy Document*](#)
- [*The Ontario Curriculum: Program Planning and Assessment, 1999*](#)
- [*The Ontario Curriculum for Secondary Schools Grades 9-12, 1999*](#)
- [*The Annual Education Plan Grades 7 to 12*](#)
- [*Individual Education Plans, Standards for Development, Program Planning, and Implementation, 2000*](#)
- [*The Individual Education Plan \(IEP\): A Resource Guide, 2004*](#)
- [*Standards for School Boards Special Education Plans 2000*](#)
- [*Early Math Strategy, The Report of the Expert Panel on Early Math in Ontario, 2003*](#)
- [*Early Reading Strategy, The Report of the Expert Panel on Early Reading in Ontario, 2003*](#)
- [*Teaching and Learning Mathematics, The Report of the Expert Panel on Mathematics in Grades 4 to 6 in Ontario, 2004*](#)
- [*Literacy for Learning, The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario, 2004*](#)
- [*Leading Math Success, Mathematical Literacy Grades 7 – 12, The Report of the Expert Panel on Student Success in Ontario, 2004*](#)
- [*Think Literacy, The Report of the Expert Panel on Student Success in Ontario, 2004*](#)
- [*Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6, 2005*](#)
- [*Learning for All K-12, 2011*](#)

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



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



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>

Ontario Ministry of Education. (2007). *Shared Solutions - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs*. Retrieved from: <http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

