



ADMINISTRATIVE GUIDELINE

Title: Special Education

Effective Date: October 11, 2001
Revised May 16, 2010

Responsibility: Superintendent of Program
and Schools

1.0 Rationale

The Near North District School Board is committed to meeting the special needs of students through its Special Education Programs. Wherever possible the Board strives to integrate these students into a regular school setting.

2.0 Program Delivery

2.1 Elementary

At the elementary level, DLRT staffing for program delivery is organized on a ratio-based model based on student population, and the individual needs of the school based on the number and types of identifications. The Total allocation and ratio is determined annually during the budget and staffing process.

Allocation to schools begins using the following baseline for calculation purposes:

Enrolment FET (Excluding Self contained)	FTE DLRT Allocation
0-79	.25FTE
80-149	.5FTE
150-199	.75FTE
200-249	1.0 FTE
250-299	1.25 FTE
300-399	1.5 FTE
400 +	1.75 FTE

Once the base ratio has been determined each school's individual needs will be assessed and adjustments to allocation will be made by adding or subtracting FTE based on the following criteria.

- Percentage of identified students
- Total number of students with Individual Education Plans
- Number of the following exceptionalities
 - Mild Intellectual Disability
 - Learning Disabilities
 - Proximity to System allocated classrooms

The majority of students demonstrating special needs are accommodated in their home schools. The school structures the program implementing accommodations and modifications primarily through the use of Differentiated Instruction.

2.1.1 Self- Contained Classes

Class Name	Location	Description	Recommended Class Size (FTE)
Learning Assistance Program	Tweedsmuir	Multiple exceptionalities, severe and medically fragile	6
Primary Communication Class	J.W. Trusler	Communication: Autism	8
Junior Communication Class	J. W. Trusler	Communication: Autism	8
Intermediate Communication Class	Chippewa	Communication: Autism	8
Primary Developmental Disabilities Class	Marshall Park	Developmental Disabilities	8-10
Junior Developmental Disabilities Class	Sunset Park	Developmental Disabilities	8-10
Intermediate Developmental Disabilities Class	Silver Birches	Developmental Disabilities	8-10
Primary/Junior Special Needs	M.A. Wittick	Developmental Disabilities	8-10
Intermediate Special Needs	Land of Lakes	Developmental Disabilities	8-10
Junior/ Intermediate Special Needs	Wm. Beatty	Developmental Disabilities	8-10

2.2 Secondary

At the secondary level, program delivery is focused on an integrated approach to meeting student needs. Staffing is incorporated within the Ministry model for staffing secondary schools and is organized by each individual principal based on the needs of his/her school. Regional classes exist to provide programs for students within similar needs.

2.2.1 Self-Contained Classes

The following chart summarizes the self-contained classes designated for each secondary school.

Class Name	Location	Description	Recommended Class Size (FTE)
Personal Life Management	Almaguin Highlands	Multiple , Developmentally Disabled and/or Communication Autism Non-credit Program	8 - 10
Secondary Integrated Program	Chippewa Secondary	Multiple , Developmentally Disabled and/or Communication Autism Non-credit Program	8 - 10
Transition to independent Program	FJ McElligott Secondary.	Multiple , Developmentally Disabled, MID and/or Communication Autism Non-credit Program	10
Special Needs	Parry Sound High	Multiple , Developmentally Disabled and/or Communication Autism Non-credit Program	8 - 10
Toward Independent Living	Widdifield and West Ferris	Multiple , Developmentally Disabled, MID and/or Communication Autism Non-credit Program	10- 16

2.2.2 Options for At-Risk Students

Some students may be at risk due to their special education needs but some students are at risk for other reasons.

2.2.2.1 In-School At-Risk Strategies

In consultation with secondary principals an attempt will be made to provide secondary school with a person to function in the capacity of Retention Counsellor. This person would work with at-risk students to encourage them to stay in school. Among the duties of these positions would be the supervision of students who would be assigned to the retention room for a period of time as an alternative to out-of-school suspensions. Through this process students who have behaviour problems will be supervised to ensure that they keep up their course work while earning their way back into the regular class. Funding for these positions would be determined through the budget process.

2.2.2.2 Alternative Programs

For a number of at risk students a large secondary school is not a viable learning environment due to the anonymity which exists and due to what can be negative peer influences. For this reason the Near North District School Board ensures that alternative secondary programs continue to be offered in each of the Board's regions. In the north, the alternative school associated with Chippewa Secondary School will continue the needs of student.. These programs will all be expected to generate student enrolment at the rate of 16 students per teacher. Staff will be allocated specifically to the programs on a 1 to 16 ratio and the overall enrolment projection for each school will be adjusted to allow for the fact that some students will be attending the alternative program. A detailed report and the financial implications of these program will be provided as the budget is developed.

2.2.2.3 Student Pathways to Graduation

In order to ensure that as many students as possible have the opportunity to achieve success in secondary school a full use will be made of those options provided in Ontario Secondary Schools to recognize and encourage student achievement.

- a] Where students are unable to achieve the requirements of a diploma, every effort will be made to assist students to achieve the Ontario Secondary School Certificate or the Certificate of Accomplishment.
- b] Students will be assisted in their efforts to achieve a Secondary School Diploma (OSSD) through the use of locally developed courses at the Grade nine level. These are referred to as essential courses, and they fulfill the requirements of the compulsory credits in Grade 9 Mathematics, Science and English.
- c] In addition, students will have the option of completing locally

developed practical courses in Mathematics, English and Science at the Grade 10 level. These courses may not take the place of compulsory credits in these subject areas, but they will assist students to develop their skills and backgrounds in those areas prior to completing work place preparation courses at the Grade 11 level.

- d] Principals are encouraged to make judicious use of the provision in Ontario Secondary Schools for making substitutions for up to three compulsory courses for those students who would benefit from this provision.
- e] In consultation with school staff, Principals will make decisions regarding the delivery model to be used for Special Education resource programs. Where resource withdrawal is used, schools are encouraged to provide credits for these programs by offering the GLE credit courses.
- f] The Grade 11 Remedial English course will be offered to assist those students who are unsuccessful in the Grade 10 Test of Reading and Writing. In addition, schools are encouraged to offer remedial courses in English and Mathematics at the Grade 9 and 10 level. Usually, these are applied courses with a remedial focus. Every effort will also be made to promote the remedial summer courses in English and Mathematics for Grades 7 and 8 students.

3.0 Program Expectations

All schools are required to meet the expectations outlined in a student's I.E.P. Principals and school teams, in consultation, with the co-ordinators are required to develop an annual school-based Special Education Plan to meet the needs of all exceptional and at-risk students in their schools. Ministry of Education Regulations and Standards must be adhered to in the development of all Special Education Plans.

A Special Education Handbook published under separate cover, outlines, in detail, the program expectations of the Near North District School Board. The handbook was presented to schools on November 1, 2000 as a working document. A revised version was released September 2009 and will be updated yearly.