

Updated June 2026



SPECIAL EDUCATION PARENT GUIDE



A Message for Parents and Families

Every child can learn and grow. The Near North District School Board is committed to helping every student reach their personal best.

Under the Education Act, school boards must provide special education programs and services for students who have special learning needs. Whenever possible, support is provided in the regular classroom at the student's community school. Some students may need adjustments to their learning program, such as changes to instruction or classroom supports. Others may need more specialized programs and services to help them succeed.

Parents and caregivers are important partners in their child's education. You are encouraged to connect regularly with school staff to talk about your child's program and progress. This Parent's Guide to Special Education is designed to help you understand the process and take part in decisions about your child's learning.

Notes:

- If you would like this guide in another format (such as Braille, large print, audio, email, or a digital file that works with screen-reading software), please contact the school board using the information in the "Additional Information" section of the guide (page 24).
- In this guide, the word "parent" also includes guardians.

How to Support and Advocate for Your Child

If concerns about school arise, it's important to notice them early and act. Challenges can show up in different ways, such as changes in grades, less interest in schoolwork, low motivation, or difficulties with peers or teachers.

Your observations and concerns matter. Finding the right support can take time, so staying involved and working with the school will help ensure your child gets the help they need.

Plan Your Approach

- Gather helpful information about your child's experiences.
- Talk with your child to understand what they are noticing and feeling about school.
- Think about the key points or concerns you want to share.
- Prepare any questions you would like to ask the teacher or school team.

Parents can reach out to local agencies and organizations within the Near North District that support children and families with special needs for guidance and assistance. You are also welcome to bring a friend, family member, or advocate with you to school meetings for support.

Stay Connected with School Staff

Every child is unique, and you know your child best. By sharing your insights, you can help school staff better understand how to support your child's learning.

- Keep conversations positive and focus on one or two concerns at a time.
- Share what your child enjoys and what they do well (their strengths).
- Let the school know anything you feel is important about your child.
- Pass along information from outside professionals or services that may support planning at school.
- Listen carefully—everyone brings helpful perspectives to the conversation.
- Think about what supports or changes you would like to see.
- Work together with the school to plan clear next steps.
- Take notes to help you remember what was discussed and decided.



It's always a good time to ask for support. If something isn't clear, don't hesitate to ask questions.

Is your child having a tough time at school?

Is your child finding schoolwork challenging or having difficulty at school in general?

- If you feel your child is struggling, consider connecting with the teacher to share your concerns and explore ways to support your child.

What is special education?

Special education includes a range of programs, services, and supports designed to help students succeed at school. These supports are tailored to meet each child's individual needs.

For example, a student might use a computer to help organize their writing, access software that reads text aloud, or be given extra time to complete tests and assignments.

Does your child need extra support at school?

- Talk with your child about school and ask if there are things they find especially challenging.
- Connect with your child's teacher to share your observations and ask if they feel extra support might help, and what supports are available.
- Keep in mind that some health factors, such as hearing or vision, can affect learning. Speaking with your child's doctor may be helpful.
- Meet with school staff to discuss your concerns and explore next steps together.
- In some cases, your child may be assessed to better understand their learning needs. There may be a wait time for these assessments.
- If an assessment is planned, helping your child get a good night's sleep beforehand can make a positive difference.

Identification, Placement and Review Committee (IPRC)

The Identification, Placement and Review Committee (IPRC) is a meeting where a team looks at your child's learning strengths and needs and decides whether they should be formally identified as having special education needs.

An IPRC can be requested by you or by the school. If you make a written request, the school is required to arrange the meeting. The school will notify you when an IPRC is scheduled, and your participation is important—you are encouraged to attend and share your insights about your child.

What does the IPRC do?

The IPRC is a team that works together to support your child's learning needs. The committee will:

- Decide if your child has special learning needs and should be formally identified for special education support.
- Identify your child's specific areas of strength and need using guidelines from the Ministry of Education.
- Recommend the best learning setting and supports for your child. This may include support within the regular classroom, additional help from a resource teacher, or a specialized class.
- Review your child's identification and placement at least once each school year, or sooner if you or the principal requests it (after the program has been in place for at least three months).

Throughout this process, your input is important in helping the team understand and support your child.



What happens at an IPRC meeting?

At an IPRC meeting, a team comes together to better understand your child's learning needs and decide how best to support them. The meeting usually includes your child's teacher and/or special education resource teacher, the principal, you (the parent/guardian), and your child if they are 16 or older.

The team will review information shared by both school staff and you. This may include educational assessments, and in some cases, health or psychological assessments completed by qualified professionals (with your consent). Based on this information, the committee will decide if your child should be identified as having special education needs and recommend the most appropriate placement and supports. You will be asked to review and sign a document indicating whether you agree with the recommendations.

Helpful Tips for Parents:

- You are welcome to bring a friend, family member, or advocate to support you or speak on your behalf.
- Bring any reports or information from doctors or outside professionals that may help the team better understand your child.
- Bringing a photo of your child can help the team connect the discussion to your child as an individual.
- If a specific placement is suggested, you can ask to visit it.
- If you do not agree with the decision, you have the right to appeal within a set timeline—your principal can explain how this works.
- The process may feel formal, but it helps ensure your child has access to the supports they need to succeed.
- Your child's placement will be reviewed at least once each year, and you can request changes or ask questions at any time.

(Procedures for this process are set out in Regulation 181/98.)

How will I know when and where the IPRC meeting will take place?

- You will receive a letter from your child's principal at least 10 days before the meeting. This letter will include the date, time, and location of the IPRC.
- The school will ask you to confirm whether you can attend, either by phone, email, or by returning the form provided.
- Before the meeting, you will also receive copies of any information the committee will review, such as assessment results or summaries about your child.

If you're not able to attend at the scheduled time, you can:

- Contact the principal to arrange a different date or time, or
- Let the principal know that you will not be attending.

Your involvement is valued, and the school will work with you to help make participation as easy as possible.

What happens after the IPRC makes its decision?

If you agree with the IPRC's decision, you will be asked to sign a document to show that you agree with the identification and placement that have been recommended.

Individual Education Plan (IEP)

An Individual Education Plan (IEP) is created by the school team, when your child needs extra supports at school. It is a written plan that outlines how the school will help your child succeed, based on their unique strengths and needs.

Every student who has been formally identified will have an IEP.

Your child's IEP will include:

- A summary of your child's strengths and areas where they need support
- The special education programs and services your child will receive



- Classroom supports (accommodations) that help your child learn more effectively
- Any changes to grade-level expectations, if needed (modifications)
- Specific learning goals, teaching strategies, and ways your child's progress will be assessed
- Clear information about how progress will be tracked and shared with you
- Goals for your child and the school team to work toward throughout the year
- Any specialized equipment your child may need
- Important medical or health information (if relevant)
- Assessment strategies for reviewing progress and achievement
- A plan to support important transitions (such as changing grades or schools)

The IEP will be completed within 30 school days after your child begins special education programming, and you will receive a copy. It will also be reviewed and updated regularly throughout the school year so you can stay informed about your child's progress.

What is the difference between accommodations and modifications?

- **Accommodations** are changes in how your child learns or shows their learning, without changing what they are expected to learn. These supports help your child work toward grade-level expectations.
- **Modifications** are changes to what your child is expected to learn. The work is adjusted to better match your child's current learning level in a specific subject or course.

What are alternative expectations?

Alternative expectations are goals and activities that are not part of the regular Ontario curriculum. They are included when a child needs support in other important areas of development.

For example, these may focus on life skills such as personal care (like dressing or eating), communication, or social skills, depending on your child's needs.

What is my role as a parent?

As a parent, you play an important role in your child's IEP process. Your input helps the school better understand your child and plan supports that work. Be sure to ask for a copy of your child's IEP within 30 days so you can support their learning at home.

You know your child best. Sharing what you know can make a big difference. Consider talking with the school about your child's:

- Strengths
- Interests
- Areas where they are still developing skills
- Most important learning goals
- Any supports they may need during transitions (such as moving to a new class or school)

Reviewing and Updating Your Child's IEP

Your child's progress toward their goals will be reviewed regularly. As they grow and learn, the IEP may be updated with new strategies, supports, or resources to better meet their needs.

Here are some ways you can stay involved:

- Talk with your child's teacher about the goals in the IEP
- Keep in regular contact to discuss your child's progress
- Look for signs of progress toward goals on report cards
- Share your thoughts and suggest changes if you feel adjustments are needed
- Stay involved during important transitions, such as moving to a new grade, school, or preparing for work

There are also community organizations that can help you better understand the IEP or provide additional support. Your child's principal can guide you to services available in your area.



Good to Know:

Every student in Ontario has an Ontario Student Record (OSR), which follows them from school to school—even if you move to a different school board. The OSR includes important information such as report cards, assessments, and records related to special education (including IPRCs and IEPs).

Because special education programs may vary across school boards, the type of placement recommended for your child may be different if you move to another board.

Categories of Exceptionalities

The Education Act groups special education needs into five main categories. These categories help schools understand and support students in ways that best meet their individual needs:

1. **Behavioural** – Supports for students who may have challenges with behaviour that affect their learning.
2. **Communicational** – Supports for students with communication-related needs, such as autism, hearing differences, language or speech challenges, or learning disabilities.
3. **Intellectual** – Supports for students with learning needs related to intellectual development, including giftedness, mild intellectual disabilities, or developmental disabilities.
4. **Physical** – Supports for students with physical needs, including mobility challenges or vision differences (such as low vision or blindness).
5. **Multiple** – Supports for students who have a combination of needs across more than one of these categories.

These categories help guide schools in planning the right supports so every child can learn and succeed.

Community Agencies and Organizations:

AGENCY	NORTH BAY & AREA	PARRY SOUND
Autism Ontario	https://www.autismontario.com/	https://www.autismontario.com/
People for Education (Ontario)	https://peopleforeducation.ca/	https://peopleforeducation.ca/
Children's Aid Society (Nipissing and Parry Sound)	1-705-472-0910 Toll Free: 1-877-303-0910 www.parnipcas.org	1-705-746-9354 Toll Free: 1-877-303-0910 www.parnipcas.org
Community Living	1-705-476-3288 (North Bay) 1-705-384-5384 (Almaguin Highlands) https://communitylivingnorthbay.org/ www.ahcl.org	1-705-746-9330 www.clps.ca
Easter Seals Society Ontario	Toll Free: 1-800-668-6252 www.easterseals.org	Toll Free: 1-800-668-6252 www.easterseals.org
Epilepsy Ontario	1-905-738-9431 www.epilepsyontario.org	1-905-738-9431 www.epilepsyontario.org
Family Alliance Ontario	1-905-723-8111 www.family-alliance.com	1-905-723-8111 www.family-alliance.com
HANDS the Family Help Network	Toll Free: 1-800-668-8555 Crisis Line: 1-844-287-9072 https://thefamilyhelpnetwork.ca/	Toll Free: 1-800-668-8555 Crisis Line: 1-844-287-9072 https://thefamilyhelpnetwork.ca/



AGENCY	NORTH BAY & AREA	PARRY SOUND
Ontario Association for Infant and Child Development	www.oaicd.ca	www.oaicd.ca
LDAO (Learning Disabilities Association of Ontario)	https://www.ldao.ca/	https://www.ldao.ca/
Learning Disabilities Association of Canada - For Parents	https://www.ldac-acta.ca/causes/for-parents/	https://www.ldac-acta.ca/causes/for-parents/
Ontario Health At Home	https://ontariohealthathome.ca/region/north-east/	https://ontariohealthathome.ca/region/north-east/
North Bay Parry Sound District Health Unit	Toll Free: 1-800-563-2808 https://www.myhealthunit.ca/en/index.aspx	Toll Free: 1-800-563-2808 https://www.myhealthunit.ca/en/index.aspx
One Kids Place	Toll Free: 1-866-626-9100 1-705-476-5437 www.onekidsplace.ca	Toll Free: 1-855-746-6287 1-705-746-6287 www.onekidsplace.ca
Ontario Association for Families or Children with Communication Disorders	www.oafccd.com	www.oafccd.com



Ontario Early Years – North East Region	Tel: 705-474-8910 ext. 0 https://www.earlyoncfc.org/	https://www.psdssab.org/
PADDLE Learning Centre (providing adults with developmental disabilities lifelong education)	1-705-493-2401 www.paddlenorthbay.ca	
Parents of Adults with Developmental Disabilities	www.paddnorth.ca/	
Nipissing Down Syndrome Society	nipissingdownsyndrome@gmail.com	
Canadian National Institute for the Blind (CNIB)	https://www.cnib.ca/en	https://www.cnib.ca/en
Brain Injury Association of North Bay	https://bianba.ca/	https://bianba.ca/



Special Education Advisory Committee (SEAC)

SEAC is a group required by law that helps guide and support special education services in the school board. The committee includes school board representatives, members of local community organizations, First Nations and Indigenous representatives.

SEAC's role is to make recommendations to the school board about how special education programs and services are planned, developed, and delivered for students. The committee also takes part in reviewing the board's special education plan each year.

While SEAC helps improve programs and services overall, it does not provide advice on individual student situations.

Special Education Programs and Services

To meet the wide range of student needs, the Near North District School Board offers different placement options. These options are designed to provide the right level of support to help each child succeed.

Regular Class with Indirect Support

- Your child is in a regular classroom for the full day.
- The teacher receives guidance and support from special education staff to help meet your child's needs.

Regular Class with Resource Assistance

- Your child spends most or all of the day in the regular classroom.
- A special education teacher provides additional support, either one-on-one or in small groups, within the classroom.

Regular Class with Withdrawal Assistance

- Your child is in the regular classroom but may leave for short periods (less than half the day) to receive extra support from a special education teacher.

Special Education Class with Partial Integration

- Your child spends at least half the day in a smaller, specialized class with more support.

- They also join a regular classroom for part of the day.

Special Education Class Full-Time

- Your child spends the full day in a specialized class with a smaller student-to-teacher ratio and more intensive support.

Other Options

In some cases, additional placements may be considered, such as:

- Provincial schools for students who are blind, deaf, deaf-blind, or who have significant learning disabilities (some offer weekday residential programs).
- Specialized care or treatment programs for students with specific needs.

The goal is always to find the best setting to support your child's learning, well-being, and success.

Specialized Settings

Special Education Classes – Primary/Junior

Class Name	Location	Description	Recommended Class Size (FTE)
Learning Assistance Program (LAP) - Elementary	Silver Birches	Multiple exceptionalities, severe medically fragile - Primary/Junior	6
Primary Communication Class (PCC)	Woodland	Communication: Autism - Primary	8
Junior Communication Class (JCC)	Woodland	Developmental Disabilities - Junior	8



Primary Developmental Disabilities Class (PDD)	Silver Birches	Developmental Disabilities – Primary	8-10
Junior Developmental Disabilities Class (JDD)	Sunset Park	Developmental Disabilities - Junior	8-10
Alternative Classroom for Exceptional Students (ACES)	Land of Lakes	Developmental Disabilities – Primary/Junior	8-10
The Learning Centre - West (TLC)	Parry Sound Public	Developmental Disabilities – Primary/Junior	8-10
Skills for Early Learning (SEL)	Woodland	Pre-school Skills Development	8

Special Education Classes – Intermediate/Secondary

Class Name	Location	Description	Recommended Class Size (FTE)
Personal Life Management Program – East (PLMP)	Almaguin Highlands	Multiple, Developmentally Disabled and/or Communication: Autism	8-12
Senior Communication (SCC)	Chippewa	Communication: Autism	Up to 12



Senior Personal Life Management Program – West (PLMP)	Parry Sound High	Multiple, Developmentally Disabled and/or Communication: Autism	8-12
Intermediate Personal Life Management Program – West (PLMP)	Parry Sound Intermediate	Multiple, Developmentally Disabled and/or Communication: Autism	8-12
Intermediate Communication (ICC)	Chippewa	Communication: Autism	8-12
Senior Personal Life Management Program – North (PLMP)	West Ferris	Multiple, Developmentally Disabled and/or Communication: Autism	8-12
Intermediate Personal Life Management Program – North (PLMP)	West Ferris	Multiple, Developmentally Disabled, MID and/or Communication: Autism	8-12



Intensive Small Group Programs

Short-term, intensive programs in small group settings are available for students at the following locations:

Program	School Location
Phoenix	Laurentian Learning Centre, North Bay
Child and Youth Mental Health Unit, NBRHC	North Bay Regional Health Centre, North Bay
CAS School of Success	Elmwood Street, North Bay, Almaguin Highlands Secondary School, South River, Sundridge Centennial Public School, Sundridge
CAS Learning for Life (L4L) and SEEDS	Parry Sound Intermediate and Parry Sound High School, Parry Sound
Country Haven	Parish Street, Emsdale
One Kids Place (OKP) Transition to School	McKeown Avenue, North Bay
CMHA Cedar Space (Lotus)	Almaguin Highlands Secondary School, South River and Parry Sound High School, Parry Sound
HANDS John Street Residence	John Street, North Bay

Programs and Supports for Students

Support for Students with Hearing Needs

Specially trained teachers travel between schools to support students who are deaf or hard of hearing. These teachers work with your child and their school team to provide the tools and strategies needed for success in their regular classroom.

Support for Students Who Are Blind or Deaf-Blind

Specialist teachers provide support to students who are blind or deaf-blind while they attend their home school. Additional trained support staff (interveners) may also work directly with your child to help with communication, learning, and daily activities.

Programs for Gifted Students

Gifted learners are supported within the regular classroom through personalized strategies and opportunities, as outlined in their IEP. Students are encouraged to explore topics in greater depth, take on leadership roles, and extend their learning. In some cases, students may also join with others for enrichment activities within their school or across a group of schools.

SPECIAL EDUCATION STAFF

Special Education Support Staff, include the following:

- Principal of Special Education
- Coordinators of Special Education
- Itinerant Specialist Teachers
- Psychologist
- Psycho-educational Consultants
- Behaviour Management Systems (BMS) Consultants
- Behaviour Management Systems (BMS) Coaches
- Behaviour Analyst (R.B.A, Ontario)
- Behaviour Assistants
- Speech Language Pathologists
- Communicative Disorders Assistants
- Educational Assistants

Partnerships with community agencies support school health services and provide:

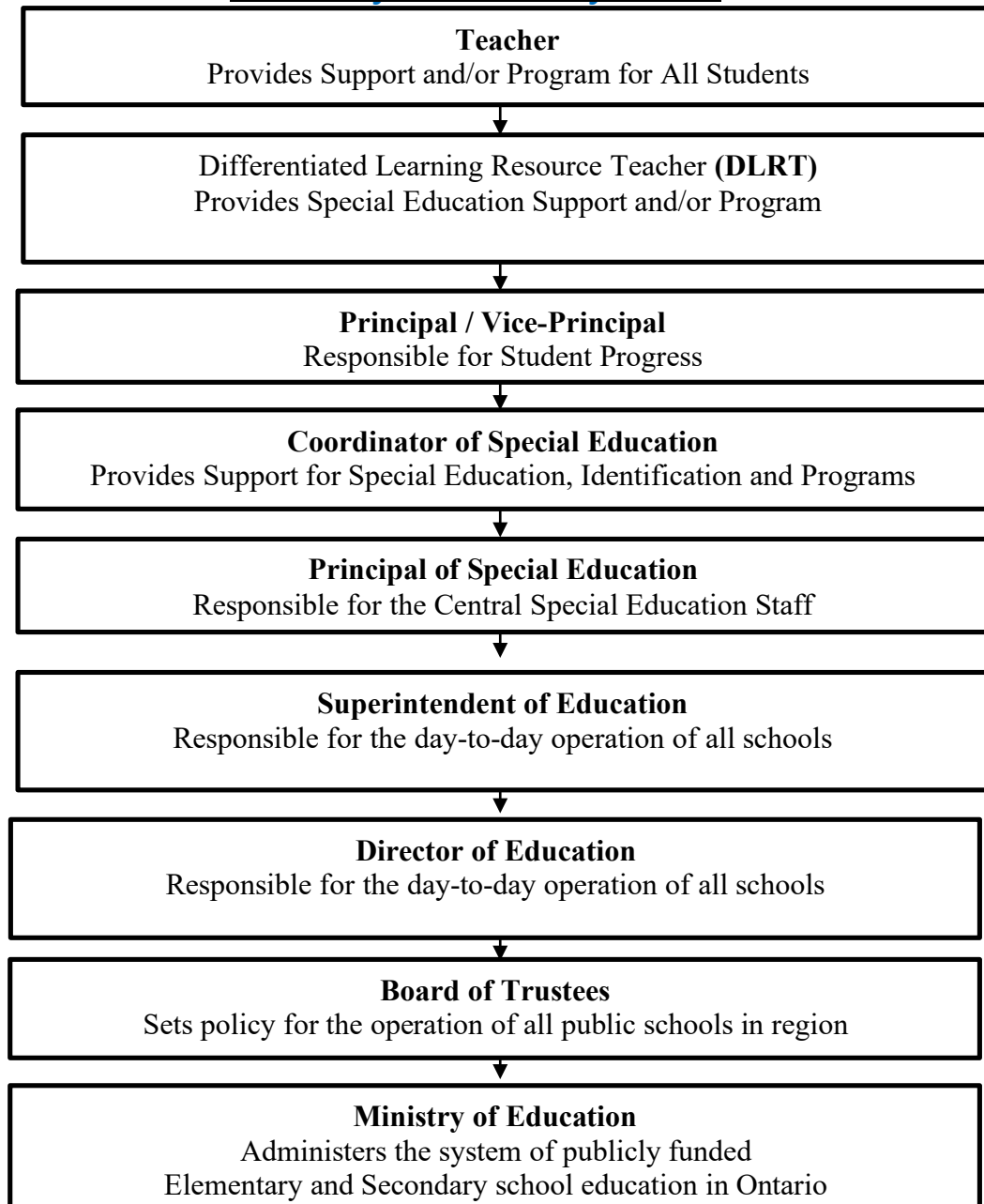
- Occupational Therapy
- Physiotherapy
- Speech Language Therapy
- Recreational Therapy
- Autism Spectrum Disorder Services



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	PHONE	ADDRESS
Alliance IMM	705.475.2326	700 Stones St., North Bay, ON P1B 6C1
Almaguin Highlands	705.472.5563	21 Mountainview Rd, South River, ON P0A 1X0
Argyle	705-475-2316	Box 1, #11767 Hwy522, Port Loring, ON P0H 1Y0
Britt	705-773-7999	841 Riverside Dr., Hwy. 526, Britt, ON P0G 1A0
Chippewa Intermediate / Secondary	705-475-2341	539 Chippewa St. W., North Bay, ON P1B 6G8
Evergreen Heights	705-636-5955	Box 149, #2510 Hwy 592 N Emsdale, ON P0A 1J0
F.J. McElligott	705-472-5720	Box 100, 370 Pine St., Mattawa, ON P0H 1V0
Ferris Glen	705-475-2323	30 Voyer Rd, R.R.#2, Corbeil, ON P0H 1K0
Humphrey	705-732-4801	120 Hwy. 141, Seguin, ON P2A 2W8
Land of Lakes	705-475-2324	Box 538, 92 Ontario St., Burk's Falls, ON P0A 1C0
Laurentian Learning Centre	705-472-5419	647 McKay Ave., North Bay, ON P1B 7V7
M.T Davidson	705-472-5970	G/D, 249 Lansdowne St, Callander, ON P0H 1H0
MacTier	705-773-7980	Box 552, 398 High St, Mactier, ON P0C 1H0
Magnetawan	705-387-3939	Box 100, 31 Sparks St, Magnetawan, ON P0A 1P0
Maple View	705-472-5612	790 Norman Ave. North Bay, ON P1B 8C4
Mapleridge	705-472-5751	Box 340, 171 Edward St, Powassan, ON P0H 1Z0
Mattawa District	705-472-5241	376 Park St., Box 330, Mattawa, ON P0H 1V0
McDougall	705-773-7971	69 Hwy. 124, McDougall, ON P2A 2W7
Nobel	705-773-7988	146 Hammel Ave, Nobel, ON P0G 1G0
Northern S.S.	705-472-5322	175 Ethel St., Sturgeon Falls, ON P2B 2Z8
Parry Sound High School	705-773-7979	111 Isabella St., Parry Sound, ON P2A 1N2
Parry Sound Public	705-773-7985	21 Beatty St., Parry Sound, ON P2A 2H5
Phelps Central	705-472-5567	19 Glenvale Dr, Redbridge, ON P0H 2A0
Silver Birches	705-475-2322	65 Marshall Ave. E., North Bay, ON P1A 3L4
South River	705-475-2325	Box 370, 137 Ottawa Ave, South River, ON P0A 1X0
South Shore Education Centre	705-475-2317	60 Beatty St., Nipissing, ON, P0H 1W0
Sundridge Centennial	705-472-5101	Box 419, 118 Main St, Sundridge, ON P0A 1Z0
Sunset Park	705-475-2330	1191 Lakeshore Dr., North Bay, ON P1B 8Z4
Vincent Massey	705-475-2340	15 Janey Ave, North Bay, ON P1C 1N1
West Ferris Intermediate/Secondary	705-475-2333	60 Marshall Park Dr., North Bay, ON P1A 2P2
White Woods	705-472-5224	177 Ethel St., Sturgeon Falls, ON P2B 2Z8
Whitestone Lake	705-389-2590	9 Moore Drive, R.R.1, Dunchurch, ON P0A 1G0
Woodland	705-475-2321	1325 Cedargrove Drive, North Bay, ON P1B 4S3



Post-Secondary Education – What to Expect

Colleges and universities welcome students with a wide range of learning needs and are committed to creating inclusive, accessible learning environments. Students still need to meet the admission requirements for their chosen program, and some schools also offer admission consideration through accessibility or disability-related policies.

Once your child moves on to post-secondary education, they will take a more independent role in advocating for their needs. This means your child will need to contact the school's Accessibility Services or Disability Services office to register and request support. In most cases, documentation from a qualified healthcare professional will be required to access these services.

Students may also be eligible for financial support to help cover the cost of disability-related services or equipment. By completing one application, students can be considered for:

- **Bursary for Students with Disabilities**
- **Canada Student Grant for Services and Equipment**

Encouraging your child to learn about these supports ahead of time can help make the transition to post-secondary education smoother and more successful.



Additional Information

Step 1: Start with Your School

- Contact your child's **School Principal** for support and guidance.

Step 2: Reach Out to the Special Education Team

Special Education Coordinator – North

-  **Email:** Kimberley.Gignac@nearnorthschools.ca
-  **Phone:** 1-800-278-4922 ext. 5017

Special Education Coordinator – East/West

-  **Email:** Lisa.Paradis@nearnorthschools.ca
-  **Phone:** 1-800-278-4922 ext. 6000

Principal of Special Education

-  **Email:** Alison.Clarke@nearnorthschools.ca
-  **Phone:** 1-800-278-4922 ext. 5073



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.
<https://www.ontario.ca/page/creating-pathways-success-education-and-careerlife-planning-program-ontario-schools>
- *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* sets out the requirements that govern the policies and programs of publicly funded elementary and secondary schools throughout Ontario.
<https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements>
- 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. 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).
<https://www.dcp.edu.gov.on.ca/en/curriculum/kindergarten/downloads>



- *Ontario First Nation, Métis, and Inuit Education Policy Framework* 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. <https://www.ontario.ca/page/ontario-first-nation-metis-and-inuit-education-policy-framework-2007>

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. <https://www.ontario.ca/page/caring-and-safe-schools-ontario-supporting-students-special-education-needs-through>
- *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. <https://www.ontario.ca/page/effective-educational-practices-students-autism-spectrum-disorders>
- *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. <https://www.ontario.ca/page/foundations-healthy-school-companion-resource-k-12-school-effectiveness-framework>
- *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.

<https://www.ontario.ca/page/french-second-language-ontario-schools>

- *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.
<https://www.ontario.ca/page/learning-all-guide-effective-assessment-and-instruction-all-students-kindergarten-grade-12>
- *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.
<https://www.ontario.ca/page/shared-solutions-guide-preventing-and-resolving-conflicts-regarding-programs-and-services>
- *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.
<https://www.ontario.ca/page/supporting-bias-free-progressive-discipline-schools>
- *Supporting Minds: An Educators’ Guide to Promoting Students’ Mental Health and Wellbeing* (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.
<https://www.publications.gov.on.ca/supporting-minds-an-educators-guide-to-promoting-students-mental-health-and-well-being-draft-version-2013>
- *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.

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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
MCCSS	Ministry of Children, 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

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.

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.