



**NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD**



NIAGARA CATHOLIC SPECIAL EDUCATION PROGRAMS AND SERVICES

The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.



Inclusion

Inclusion is the students' feeling of belonging in a community of learning that honours equality, student diversity and spiritual respect.

Inclusion creates opportunities for people to learn together and contributes to a quality learning experience for all.

All Schools in the Niagara Catholic District School Board are:

INCLUSIVE CATHOLIC LEARNING COMMUNITIES



Focus on Learning

Niagara Catholic Schools:

- Are **student-centered**;
- Foster the development of the **whole child**;
- **Use effective teaching and assessment strategies** to meet the needs of all students; and
- **Provide quality professional development** to build capacity in educators to meet the diverse needs of students.



Commitment to Community

- Nurture **inclusive** Catholic learning school communities;
- Focus on **improved student outcomes**;
- Celebrate the **unique gifts** of all students;
- Foster **community collaboration**; and
- Facilitate **accessibility**.



Special Education Advisory Committee (SEAC)

SEAC Roles/Responsibilities:

- To further the interests and well-being of groups of exceptional children or adults;
- To provide important advice on special education;
- May make recommendations to the district school board or school authority respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- Is provided with the opportunity to participate in the annual review of the board's Special Education Plan;
- Participates in the board's annual budget process as it relates to special education; and
- Reviews the financial statements of the board as they relate to special education.

September to June:

SEAC meetings are held on the first Wednesday of each month at the Catholic Education Centre in Welland, unless otherwise noted.



ALL Students Need

- **Access** to the provincial and/or alternate curriculum;
- To achieve **academic excellence** while recognizing individual needs & capabilities;
- A **dedicated teacher** to deliver the program;
- Effective **programming** opportunities; and
- Program **supports**.



Students

- **Participate actively** in all elements of school life;
- **Understand** their own learning styles and needs;
- Understand the nature of the **accommodations/modifications** provided; and
- **May assist** in setting annual program goals and learning expectations.



School Placement

We endeavour to serve all students within age appropriate **regular classes** in their **home school**.

Accessibility

Physical modifications such as doorways, ramps, specialized washrooms and care areas are provided where needed to ensure that the student can remain in their neighbourhood school.



Early Intervention

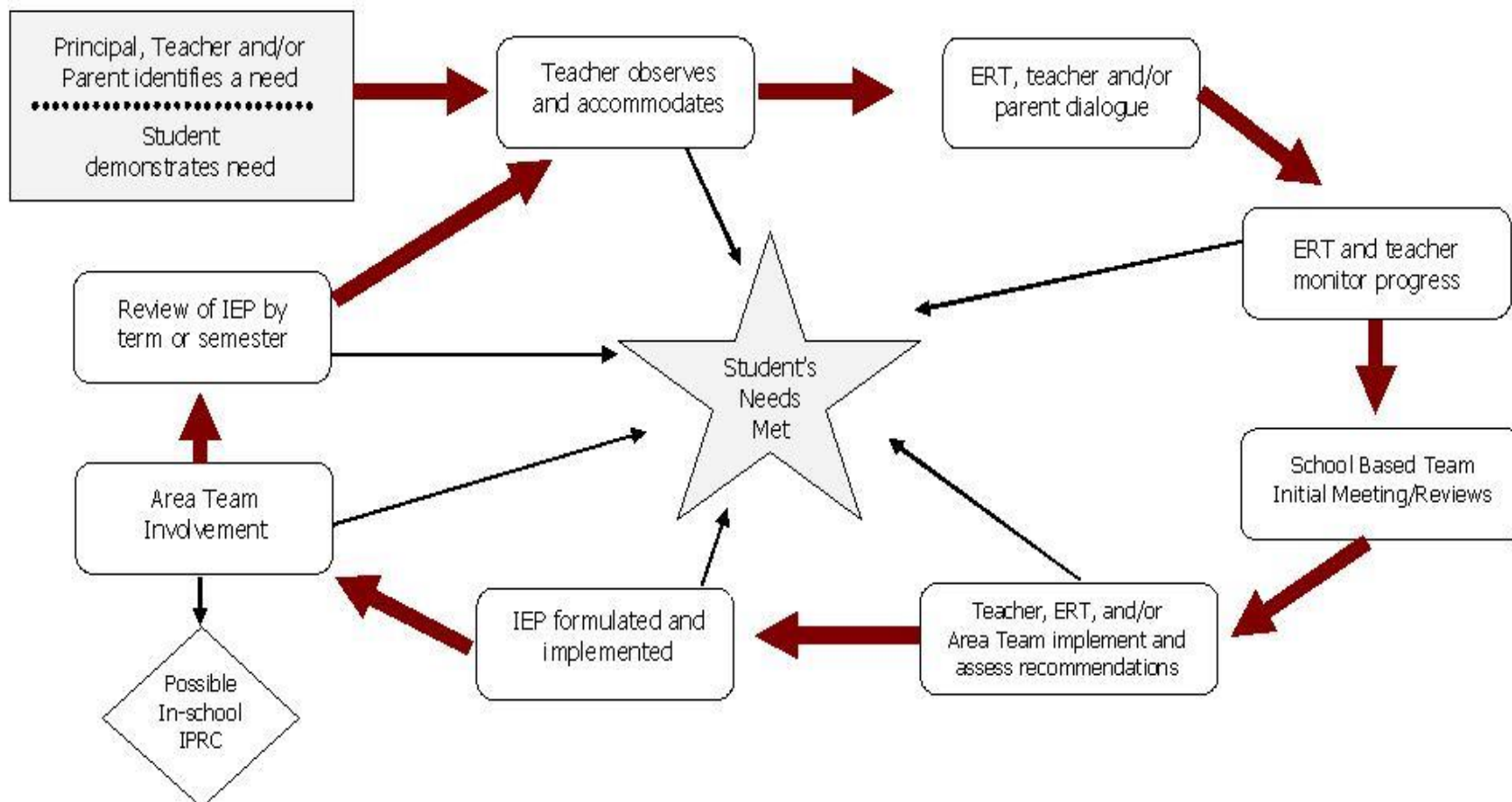
- Intervention at an **early age** is a key component of student success.
- The **School Based Team** identifies students who have needs that require additional strategies to assist learning.
- **School and system staff** may provide additional support in the early years in order to achieve success.
- **Parents/guardians** are involved and receive sound communication about the practices regarding services to their child.



Parents/ Guardians

- **share** first hand knowledge of the child (strengths, needs, interests, etc);
- provide **up-to-date** information about student assessment reports;
- maintain **open communication**;
- **reinforce** the educational efforts of the teachers at home;
- **work in** partnership with the school; and
- become familiar with **board policies and procedures** that affect their child.

Problem Solving Model





Fairness is not Sameness

We endeavor to give students the tools they need to succeed.

Some students require more or different support than others in order to work at a level appropriate to their needs and abilities. This may require the development of an Individual Education Plan.



Individual Education Plans

- School boards have the discretion to prepare an IEP for a student who is receiving a special education program and/or related services but who has not been formally identified as “exceptional.”
- An IEP is a summary of the student’s strengths, interests, and needs, and of the expectations for a student’s learning during a school year that differ from the expectations defined in the appropriate grade level of the Ontario curriculum.



Individual Education Plans

An IEP is...

- a **tool** to help teachers monitor and communicate the student's growth;
- a **plan** developed, implemented, and monitored by school staff;
- a **written plan of action** prepared for a student who requires modifications of the regular school program or accommodations;
- a **flexible, working document** that can be adjusted as necessary;



Individual Education Plans

- an **ongoing record** that ensures continuity in programming;
- an **accountability tool** for the student, his or her parents, and everyone who has responsibilities under the plan for helping the student meet his or her goals and expectations; and
- a document to be used **in conjunction with** the provincial report card.



Individual Education Plans

An IEP is **not**...

- a **description of everything** that will be taught to the student;
- an educational program or set of expectations for **all** students;
- a means to **monitor the effectiveness** of teachers; or
- a **daily plan**.



Individual Education Plans

The IEP is reviewed...

- at least **once** during each reporting period;
- **new expectations** are communicated to parent/guardian;
- **consultation with parent/guardian** when significant changes are made to the IEP throughout the school year.



Three Types of IEP Programs

| MODIFIED | ACCOMMODATED | ALTERNATIVE PROGRAM |
|--|--|--|
| <ul style="list-style-type: none">• Changes made to the grade level expectations for a subject or course to meet the needs of the student• Expectations from a different grade level or significant changes (increase or decrease) to the number and/or complexity of the learning expectations | <ul style="list-style-type: none">• Provincial curriculum learning expectations for the grade level are not altered• Subjects/courses that are accommodated only do not require annual program goals or learning expectations | <ul style="list-style-type: none">• Skill development in areas not represented in the Ontario curriculum policy documents• Possible skill areas include orientation and mobility, personal care, anger management, or social skills |



The IEP Meeting

Parents should bring...

- a folder or notebook of **specialist reports**, or any other material on their child that will be helpful in determining an appropriate program for him or her;
- **questions** to be answered, or any **concerns**;
- **strategies** that are working well at home; and
- a copy of the **most recent IEP** to ensure the program is moving forward.



Identification, Placement and Review Committee (IPRC)

- This committee determines whether or not to identify a student as exceptional according to ministry definitions as well as the appropriate placement for the student.
- Placement is determined by the services required by a **Special Education Teacher**.
- Under Regulation 181/98, an IEP must be developed for an “exceptional” student.



Area Team Support

- Provides an **interdisciplinary team approach** to serving the programming needs of all students;
- **Supports** students & teachers; and
- Provides **expertise** in curriculum implementation, accommodations, modifications & supports to program so all students can learn.



STRATEGIC FOCUS FROM VISION 2020

Advance Student Achievement for All

Address learning gaps

Ensure student success in a Catholic context

Provide specialized subject teachers

Promote all pathways for all students

Increase opportunities for social justice

Engage all students in community services

Create programs that meet local economic needs



STRATEGIC FOCUS FROM VISION 2020

Provide Supports for Success

Address learning gaps

Mental health supports

Strategies for classroom supports

Impact of socio-economic factors

Life-skills programs for students

Provide additional resources for identified
students



Community Supports

The Niagara Catholic District School Board works collaboratively with families and community agencies to provide a seamless continuum of support. These are just a few of our partners:

Ministry of Education

Contact Niagara

Niagara Children's Centre

Special Education Advisory Committee (SEAC)

Pathstone Mental Health

Community Living Associations

Family and Children Services

Hamilton Health Sciences – ASD Supports