

# **Special Education Plan 2019-2020**



## **SUDBURY CATHOLIC DISTRICT SCHOOL BOARD**

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# Special Education Plan 2019-2020

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This Board Special Education Plan has been prepared by Rossella Bagnato, Superintendent of School Effectiveness in consultation with S.E.A.C. The Learning Support Services Team and staff provide ongoing support and information which is incorporated to the Special Education Plan.

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A special thank you goes out to our dedicated Catholic teachers, board and school administrators, parents, community members and support staff for their dedication and commitment as well as their invaluable on-going input and feedback.

**Rossella Bagnato**  
**Superintendent of School Effectiveness**

## ***A Message from the Director of Education, Joanne Bénard***

At the Sudbury Catholic District School Board, we are committed to creating safe and caring environments that promote the dignity of all students through a focus on educating the whole child: spiritually, physically, intellectually, emotionally and socially. Our schools have adopted inclusive, personalized programs to meet the needs of the students in our care that is informed by the Ministry of Education's curriculum guidelines and policies such as Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide (2017), and the Ontario Catholic School Graduate Expectations (Institute for Catholic Education). Qualified, talented and committed staff, in collaboration with our families and community partners, create the conditions required for our students to become engaged, productive citizens who strive to achieve their full potential.

Input from all stakeholders has been essential in the development of our Special Education Plan and in setting the direction for the delivery of programs and services for our students. A special thank you is extended to our Special Education Team, Learning Support Team and the Special Education Advisory Committee for their ongoing dedication and commitment to offering the best possible programs and services for our students. We also extend our thanks to our families and our students for their hard work and dedication. Together we will work to ensure that the specific educational needs of our students are met and that the conditions for success are realized.

The Special Education Plan complies with regulation 306 and the standards outlined in Special Education in Ontario Policy and Resource Guide K-12 (2017).

## ***The Sudbury Catholic District School Board***

The Sudbury Catholic District School Board has carried on the proud tradition of quality faith-based education for Sudbury youth since 1969, with further roots back to the earliest days of schooling in our city over 100 years ago. We currently operate 4 Secondary Schools, 1 Adult Education Centre and 16 Elementary Schools, including an all-girls academy available after Grade 6 that is unique in the region. Each of our schools enjoys a vibrant relationship with one or more of 25 Catholic parishes in the Sudbury area, truly making our schools “Schools to Believe In”.

### ***OUR VISION***

Leaders in Learning and Faith

### ***OUR MISSION***

To realize each student’s potential within our inclusive Catholic learning community by nurturing and developing their mind, body and spirit.

### ***OUR VALUES***

Modelling Jesus in the world through Faith—Respect—Community—Innovation--  
Learning

### ***OUR STRATEGIC PATHWAYS***



We are called to strengthen our faith-based, inclusive and equitable community.



We are called to promote innovation.



We are called to advance leadership and learning for all.

## ***Special Education - Goals***

Schools under the jurisdiction of the Sudbury Catholic District School Board exist primarily to assist parents in developing to the fullest the academic, the intellectual, spiritual, physical, cultural and moral growth of their children.

The aims of education for exceptional pupils are essentially the same as those for all other students.

- A) To develop completely their individual talents as members of society and as unique and responsible Christian persons.
- B) To provide them with opportunities to grow in Faith and in an understanding of the nature and purpose of life.

## ***Special Education - Objectives***

- A) To provide, within special education funding provided by the Ministry of Education, and other initiatives or opportunities, programs and services for students with special education needs according to the area of exceptionality defined by the Ministry of Education.
- B) To co-operate with other school boards and community agencies when necessary in order to provide a full range of programs and services designed to meet the needs of students with diverse abilities.
- C) To provide within special education funding provided by the Ministry of Education and other initiatives or opportunities, as many resources as possible and practical at the community school level such that most exceptional pupils can remain with their fellow pupils in the regular classroom.



# **The Board's General Model for Special Education**

The Sudbury Catholic District School Board, in compliance with the Canadian Charter of Rights, the Ontario Human Rights Code and the Education Act and its regulations, has developed a Board Plan and Service Delivery model for special education.

The Sudbury Catholic District School Board strives to provide maximum growth and development opportunities for every pupil including the exceptional. Every elementary and secondary school has an "In-School Team" comprised of administrators, special education teachers, classroom teachers and one representative from the Learning Support Services Department. This team works at the school level to closely monitor the progress and address the needs of all at-risk and exceptional students. The Special Education Staff of the Learning Support Services Department at the school board office operates to assist the community school in this challenging task. (Refer to Appendix A "Procedure for Students of Concern")

A team, which includes Learning Support Consultants, Psychologist, Special Education teachers, an Attendance Counselor, a Social Worker, a Child and Youth Worker and a Speech/Language Pathologist, provides specialized assistance for teachers and pupils. This team of professionals works in close co-operation with the community school, parents, public health personnel, curriculum consultants, superintendents and all pertinent community agencies to help satisfy the particular needs of exceptional pupils.

Special Education Resource Teachers are provided for each school so that most students with special education needs can be helped at the home school level and be accommodated through integration into the regular classroom. The Sudbury Catholic District School Board is committed to the philosophy of inclusion and integration. Professional development has and will continue to be provided for teachers on the philosophy and practical strategies of Universal Design and Differentiated Instruction so that they can continue to address the specific needs of our students in the best ways possible.

"Linking the broad principles of Universal Design for Learning with the focused features of differentiated instruction provides the teacher with a strong foundation for selecting appropriate approaches. Teachers already use many instructional techniques such as: cooperative learning, project based or problem-based approaches to learning and explicit instruction that can be very

compatible with the principles of universal design for learning and differentiated instruction.” (p. 16, Education For All, 2005)

Pupils with more severe challenges who need intense programming may receive instruction for a period of time or specialized classrooms on a part-time or full-time basis. These specialized or small enrollment classrooms form part of a number of community schools in various locations across the system.

In co-operation with the Rainbow District School Board and Health Sciences North, the Board provides special programs and services for pupils with multiple exceptionalities at the Children’s Treatment Centre. Visually and hearing impaired pupils may have a program provided in a community school or be referred to the provincial school.

Pupils with severe emotional problems are referred to the Mental Health and Addictions Program at Health Sciences North and/or Child and Family Centre and the Board works in close co-operation with these services to ensure continuity of mental health and academic growth.

In summary, the Sudbury Catholic District School Board attempts to provide with its own resources or in co-operation with the Ministry of Education and/or other Boards and Agencies, for a full range of programs and services for the education of exceptional pupils under its jurisdiction.



# THE IDENTIFICATION AND PLACEMENT OF EXCEPTIONAL PUPILS

## ***The IPRC***

Regulation 181/98 requires that all school boards establish one or more Identification, Placement and Review Committees (IPRCs). The IPRC meets and decides if a student should be identified as an exceptional pupil and, if so, the placement that will best meet the student's needs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board. A school board trustee may not be on the IPRC.

## **The Role of the IPRC**

The IPRC will:

- Invite the parents and the student (if 16 years of age or older) to attend the meeting;
- Review relevant information about the student;
- Describe the student's strengths and needs;
- Decide whether or not the student should be identified as an exceptional pupil;
- Identify the area(s) of the student's exceptionality (ies), according to the categories and definitions of exceptionality provided by the Ministry of Education;
- Decide an appropriate placement for the student;
- Provide reasons for placement if deciding for placement in a special class;
- Discuss proposals for special education programs and services if the parent or the student age 16 or over requests it;
- Review the identification and placement at least once in each school year, unless the parent gives written notice dispensing with the review. Any student enrolled at a school has the right to an IPRC, irrespective of the grade the child is in (including Junior Kindergarten and Kindergarten). Once the child is enrolled, the parents have the right to request a meeting with the IPRC.

## **Requesting an IPRC Meeting**

The principal of the student's school:

- Must refer the student to an IPRC, upon receiving a written request from the parent;
- May, with written notice to the parent, refer the student to an IPRC (for example, if the principal and the student's teacher[s] believe that the student may have needs that require the provision of a special education program and/or services).

This means that, if a parent makes a written request for an IPRC, the principal must follow the board procedure in arranging for the IPRC meeting. Neither the board nor the principal can deny this request.

The regulation states that within 15 days of receiving a written request, or giving the parent notice, the principal must provide to the parent:

- An acknowledgement of the parent's request (if the IPRC is being convened at parental request);
- A copy of the board's Parents' Guide to special education (refer to Appendix B);
- A written statement indicating approximately when the IPRC will meet.

### **Notice of the IPRC Meeting**

Each school board has its own procedures for inviting parents to attend the IPRC meeting. Many boards find it helpful to contact parents by telephone and follow up with a letter of invitation.

At least 10 days before the meeting, the chair of the IPRC must send the parent written notification of the meeting. This letter will provide information about the date, time, and place of the meeting, and should ask the parent to indicate whether he or she will attend. Parents should be encouraged to attend.

They should also be informed that they have the right to:

- Be present at and participate in all committee discussions about the pupil;
- Be present when the committee makes its decision about identification and placement;
- Have a representative present to speak on their behalf or otherwise support them.

Every effort should be made to accommodate the parents' schedule. If no reply to the notice of the meeting is received by two or three days before the established date, the principal should contact the parents directly by telephone.

The parent (or student 16 years or older) must receive the same information about the student that the chair of the IPRC has received. This is to be sent out as soon as possible after the chair has received it.

### **The Parents' Guide**

Once an IPRC has been requested, parents must be provided with a Parents' Guide so that they are informed about the IPRC and the decision-making process.

Regulation 181/98 requires each school board to prepare a Parents' Guide to special education. This guide will provide information concerning:

- The function of the IPRC and the IPRC review;
- The procedure for identifying a student as exceptional and for deciding the student's placement;

- The IPRC's duty to describe the student's strengths and needs;
- The IPRC's duty to include the student's exceptionality and the category and definition of that exceptionality in its statement of decision;
- The function of a special education appeal board and the parent's right to appeal the decision of the IPRC to such a board;
- The names, addresses, and telephone numbers of the Provincial and Demonstration Schools;
- Whether and to what extent the school board purchases special education programs from another school board;
- A list of local parents' organizations eligible to be on a Special Education Advisory Committee (SEAC);
- The information that an IPRC placement decision cannot be implemented unless a parent has consented to the decision or has not filed a notice of appeal within the required time limit.

All parents should be informed by means of an item in the school newsletter, or by other appropriate means, at least once each year, of the availability of the school board's Parents' Guide to the IPRC process. At the same time, parents should also be informed of their right to request that their child be referred to an IPRC.

The Parents' Guide must be made available in Braille, large print, or audiocassette format upon request of the parent or student. Copies of the Parents' Guide must be available at every school, head office of the school board, and local district office of the ministry.

A copy of the Parents' Guide to Special Education is provided in Appendix B.

### **A Delayed IPRC Meeting**

No student is to be denied any special education program pending an IPRC meeting or decision. If there is a delay in holding the IPRC meeting or in determining identification and placement, a special education program and special education services appropriate to the student's apparent strengths and needs must be provided for the student in the interim. For example, where a parent registers a child in the spring for first-time attendance at school in the fall, the IPRC would be held after the student has started school in the fall. Where the parents and board staff agree that the student could benefit from a special education program and/or services, a case conference with the appropriate people present could be held in the spring to discuss the child's programming and service needs. These can be provided to the child in September prior to an IPRC meeting.

### **Attending the IPRC Meeting**

Regulation 181/98 entitles parents and students 16 years of age or older to be present at and participate in all committee discussions about the student and to be present when the committee's identification and placement decision is made.

In addition to the three people that constitute an IPRC, other people may attend the IPRC meeting, including:

- The principal of the student's school (if not already a member of the IPRC);
- Resource people such as the student's teacher, special education staff, board support staff, or other professionals who may be needed to provide further information or clarification;
- A representative of the parent or the student 16 years of age or older – that is, a person who may provide support for or speak on behalf of the parent or student;
- An interpreter (including a sign-language interpreter), if one is required;
- Other individuals whose presence is requested by either the parent or the principal of the student's school (subject to the agreement of the IPRC chair).

### **Recording the IPRC Meeting**

The IPRC chair, members, parents, and the student may make notes during the IPRC meeting. The board may want to keep a formal record of the meeting for possible future use at an appeal.

There is no requirement in Regulation 181/98 for a transcript or any other record of an IPRC meeting to be prepared. If anyone wishes to arrange for some form of record of the meeting, this should be discussed at the earliest opportunity with the IPRC chair and the other people attending the meeting.

### **Prior to the IPRC Meeting**

Some time prior to the IPRC meeting, it is advisable that a staff member arranges to meet with the parents for a preliminary discussion in order to:

- Make sure parents understand their rights concerning the IPRC, as explained in the Parents' Guide;
- Review the results of educational and other assessments that were conducted with the student;
- Outline the agenda for the IPRC meeting;
- Explain the recommendations that will be made by the school staff;
- Discuss the possible decisions the IPRC might make;
- Answer any questions.

### **The IPRC Meeting**

It is the responsibility of IPRC members to set an informal and welcoming tone for the meeting. It is good practice for the IPRC chair to:

- Introduce all those attending the meeting and explain their reason for being present;
- Explain the purpose of the meeting;
- Ensure that all participants feel that their contributions are valued.

Teachers are likely to be asked questions about the student's achievement, progress, behaviour, assessment results, and potential response to a change in placement.

Parents and students aged 16 or over, must be given the opportunity to have a representative with them if they wish, and to offer information and ask questions.

The IPRC will review all available information about the student. The committee will:

- Consider an educational assessment;
- Obtain, subject to the provisions of the Health Care Consent Act, 1996, and consider a health or psychological assessment, if it is believed that such an assessment is required to make a correct identification or placement decision;
- Interview the student, with the parent's permission, if the child is less than 16 years of age and the committee members feel it would be useful to do so;
- Consider any information about the student submitted by the parent, or by the student where he or she is 16 years of age or older.

The committee may discuss and make recommendations regarding special education programs and services for the student. Committee members will discuss any such proposal at the parent's request, or at the request of a student who is 16 years of age or older.

Parents and students should be encouraged to ask questions and participate in the discussion.

### **The IPRC Placement Decision**

Before the IPRC considers placement of the student in a special education class, Regulation 181/98 requires it to consider placement in a regular class with appropriate special education services. If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class would meet the student's needs and is consistent with parental preferences, the committee will decide in favor of placement in a regular class with appropriate special education services.

If the committee decides that the student should be placed in a special education class, it must give reasons in its written statement of decision.

In making its placement decision, the IPRC may consider a range of options, such as:

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

- ***A 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.
- ***A special education class full time.*** 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 than these exist to meet the student's needs, and parents and board staff are encouraged to explore them. 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;
- A facility that provides the necessary care or treatment appropriate to the student's condition.

### **The IPRC Statement of Decision**

After all the information has been presented, considered, and discussed, the committee will make its decision about identification and placement. The committee need not make its determination at the IPRC meeting. It may reserve its decision (for example, pending the receipt of further information). However, parents (and students aged 16 or over) are entitled to be present whenever the IPRC makes its decision.

The IPRC's written statement of decision will:

- State whether the IPRC has identified the student as exceptional;
- Where the IPRC has identified the student as exceptional, include:
  - ✓ The categories and definitions of any exceptionalities identified;
  - ✓ The IPRC's description of the student's strengths and needs;
  - ✓ The IPRC's placement decision;
  - ✓ The IPRC's recommendations regarding a special education program and special education services, if any; and
  - ✓ Give reasons for placing the student in a special education class, where that is the IPRC's decision.

### **Parental Consent**

The board will implement the placement decision either after the parent consents to it or, if the parent does not consent but does not wish to appeal the decision, after the time limit for an appeal has expired.

Although the regulation requires that the consent be written, it does not specify the form of consent. Many school boards have a policy of asking the parent to sign his or her name to the statement of decision to indicate agreement with the committee's identification and placement decision. The statement of decision may be signed at the IPRC meeting or taken home and returned. Parents should be encouraged to give serious consideration to their child's identification and placement prior to signing the IPRC form.

In any case, the chair of the IPRC must send a copy of the decision to:

- The parent;
- The student, if over the age of 16;
- The school principal;
- The director of the school board.

If the student's parent did not attend the IPRC meeting, the statement of decision and a consent form should be mailed to the home to be signed and returned to the school principal.

If the parent does not sign the consent form and does not appeal the decision within the time limit, the board will implement the IPRC decision and give written notice to the parent.

### **After the IPRC Decision**

A follow-up meeting of the IPRC may be held at the parent's request whether or not the parent agrees with the IPRC decision. The parent has 15 days after receiving the statement of decision to make a written request to the student's current school principal for a follow-up meeting with the IPRC. The principal will arrange for the meeting to be held as soon as possible. As soon as possible after the meeting, the IPRC chair will inform the necessary people if any changes were made to the IPRC decision and, if so, will provide a revised statement of decision and written reasons for the changes. The parent will be asked to consent to the revised identification or placement decision.

### **Agreement with the IPRC Decision**

Once the IPRC has identified the student as an exceptional pupil and the parent has agreed with the IPRC identification and placement decision, the board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an IEP for the student. See Part E of this guide for more information about the IEP.

### **Disagreement with the IPRC Decision**

If the parent disagrees with the revised decision, he or she may:

- Within 30 days of receipt of the initial IPRC decision, file a notice of appeal with the secretary of the board;
- Within 15 days of the receipt of the decision of the second meeting, file a notice of appeal with the secretary of the board.

Note that if the parent does not supply written consent to the IPRC decision and also does not appeal the decision within the time limit for appealing, the board will instruct the principal to implement the IPRC decision

### **Students Moving From a Provincial Demonstration School to a School of a Board**

The superintendent of the Demonstration School must notify the school board that the student is leaving the Demonstration School and coming to a school in the school board. The IPRC should meet as soon as possible after the decision is made to move the student from the Demonstration School to a school of the board.

## ***THE IPRC REVIEW***

### **Request for a Review**

At any time *after* a placement has been in effect for three months, a request for an IPRC review may be made by:

- The school principal with written notice to the parent;
- The parent in a written request to the principal; or
- The director of education of the educating board (in purchase-of-service situations).

A request by a person for an IPRC review cannot be made more often than once in every three-month period. An IPRC review meeting must be held once within each school year, unless the principal of the school at which the special education program is being provided receives written notice from the parent dispensing with the annual review.

### **Timelines for the IPRC Review**

The IPRC review operates under the same timelines as the original IPRC process. Within 15 days of notice of the parent's request for a review, the school principal must let the parent know, in writing, approximately when the IPRC review will take place.

### **Attendance at the IPRC Review**

The same people may attend the IPRC review as attended the original IPRC. If a special education program and/or service has been purchased from another school board, a representative of the purchasing board may be present.

### **The IPRC Review Decision**

The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made. The IPRC review considers the same type of information that was originally considered at the initial IPRC. With the parent's written permission, the IPRC conducting the review will consider the progress the student has made in relation to the IEP.

### **After the IPRC Review Decision**

As soon as possible after the review, a written statement confirming or changing the student's placement should be sent by the chair of the committee to:

- The parent;
- The student, where the student is 16 years of age or older;
- The school principal;
- The director of the school board;
- The representative of the purchasing board (if appropriate).

This written statement will be similar to the written statement of the original IPRC, but will note any changes that have been made to the identification or placement.

As in an initial IPRC, the committee must consider placement in a regular class with appropriate special education services before it considers placement in a special education class. If the committee decides that the student should be placed, or should continue to be placed, in a special education class, it must provide the reason(s) for that decision in its statement of decision. After receiving the statement of decision resulting from a review, the parent may request a follow-up meeting.

If the parent disagrees with the decision, he or she may:

- Within 30 days of receipt of the IPRC decision, file a notice of appeal with the secretary of the board;
- Within 15 days of the receipt of decision of the second meeting, file a notice of appeal with the secretary of the board.

If the parent does not supply written consent to the identification or placement, but also does not appeal, the school board may implement the placement decision. In this case, the school board notifies the parent of the action taken and the school principal is notified to review the IEP and to add a transition plan, if necessary.

### **The IPRC Appeal Process**

A parent who disagrees with the original or the review IPRC decision may appeal:

- The decision that the student is an exceptional pupil;
- The decision that the student is not an exceptional pupil; and/or
- The placement decision.

The notice of appeal must be sent to the secretary of the board (who is usually the director of education) and must:

- Indicate the decision with which the parent disagrees;
- Include a statement that sets out the nature of the disagreement.

No parent will lose the right to appeal an IPRC or review decision because the notice of appeal is incorrectly written or does not accurately describe the area of disagreement. In most cases, it will likely be sufficient for parents to indicate their reasons for disagreeing and the result they would prefer.

### **Appeal Timelines**

The request for an appeal must be filed with the secretary of the board within the following specific time limits:

- Within 30 days of receiving the IPRC's statement of decision; or
- Within 15 days of receiving the IPRC's statement of decision arising out of a follow-up meeting with the IPRC.

The same timelines apply to appeals from an IPRC review.

Where a parent files a notice of appeal, the IPRC placement being appealed is not implemented, pending the results of the appeal. However, there is nothing to prevent the parents and the board from agreeing to the terms of a temporary placement pending the results of the appeal.

## **The School Board Response to Receiving a Notice of Appeal**

After receiving the request for an appeal, the school board sets the appeal process in motion. It is suggested that the board assign one or more staff members who are not involved in the appeal to handle the arrangements for setting up the appeal board.

## **Selection of Appeal Board Members**

Within 15 days of the board's receiving the notice of appeal:

- The board selects one person to be a member of the appeal board; and
- The parent selects one person to be a member of the appeal board.

Though parents will often request that a local association recommend one of its members as their selection for the appeal board, they are not limited to this choice. Where the parent is unfamiliar with the local associations operating within the jurisdiction of the board, the school board should be prepared to provide the parent with the list of SEAC members and/or the list of local associations eligible for membership on SEAC.

Within 15 days of the selections of the parent and school board representatives, the two appeal board members will select a chair. It may be helpful for a school board, in advance of any requests for appeal board meetings, to compile a list of people who they believe are suitable and willing to act as chair. The list may include people from other boards, retired educators, or SEAC members from other boards. A prepared list, with resumes, may help the two members to select the chair.

If the appeal board members cannot agree on an appeal board chair, the manager of the district office of the ministry may be asked to select the chair.

No appeal board member should have had any prior involvement with the matter under appeal, and should not be a member or employee of the school board or an employee of the Ministry of Education.

## **Before the Meeting of the Appeal Board**

The school board will:

- Provide the appeal board with secretarial and administrative services for such activities as making telephone calls, typing correspondence, photocopying and distributing material, and typing the appeal board's recommendations;
- In accordance with board policy with respect to board members, pay the travelling and other expenses of the members of the appeal board while they are engaged in their duties.

The school board contact person should, as soon as possible after receiving the request for the appeal, contact the parties to identify when they will be available for the appeal board meeting and whom they have selected as their appeal board member.

In addition, the contact person should:

- Inform all parties to the appeal how he or she may be contacted. Questions or concerns about the process should be directed to the contact person rather than to the appeal board members;
- Make preparations for the meeting, including finding a facility in which to hold the meeting. The meeting should be held in a neutral location, preferably reasonably close to the parent's home, such as a school that is not involved in the matter, a government office, or a hotel;
- Inform both the parent and the board that any information regarding the student's needs and strengths that were brought up at the IPRC meeting(s) may be submitted to the appeal board for consideration. Although the regulation does not indicate when this information should be sent to the appeal board members, it would be a good idea to ensure that it is submitted in sufficient time to permit the members and the other party to read it carefully. Good practice suggests that the parties be asked to send their information to the school board contact person 10 calendar days prior to the appeal board meeting. The contact person should have copies made of the information for the appeal board members and the other party and distribute them at least 5 calendar days before the meeting;
- Ensure that the parent is aware of his/her right, and the student's right if the student is 16 years of age or older, to have a representative present at the meeting;
- Send a notice to the parent, the student who is 16 years of age or older, the board, and presenters within a reasonable period of time (but at least 10 days before the meeting) to inform them of the date, time, and location of the appeal board meeting. These factors should have been worked out in consultation with both parties and the appeal board members. Although appeal boards tend to be scheduled for one day, there may be circumstances in which everyone agrees that more time is necessary;
- Request that the parent and board each submit a list of the persons whom they wish to bring to the meeting, with an approximate indication of how long they expect these persons to speak. If time permits, this list should be distributed to the parties. If the lists are extensive or the appeal board members believe that certain persons are missing and should be invited, then the chair may convene a conference call with the parties to try to work out any difficulties. There may be a need for flexibility in scheduling to accommodate the schedules of the persons invited to provide information to the appeal board. If the appeal board members intend to request material that has not already been submitted by either of the parties, then a request to this effect should be made in writing by the school board contact person.

The school board provides the appeal board with the record of the IPRC proceedings, including the statement of decision and any reports, assessments, or other documents considered by the IPRC.

The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been

selected, unless the parent and the board both provide written consent to a later date.

### **The Appeal Board Meeting**

In addition to the committee members, the following people are entitled to be present:

- The parent, and student, where the student is 16 years of age or older, are entitled to be present at, and to participate in, all discussions;
- The parent and student are permitted to have representatives present to speak on their behalf or otherwise support them. If the parent and/or the board representative wish to have additional persons with them to assist with note taking, they should raise the matter with the chair of the appeal board either at or in advance of the meeting;
- Any person who in the opinion of the appeal board chair may be able to contribute information with respect to the matters under appeal may be invited to attend;
- The parent and the board may, with the agreement of the appeal board, bring other persons to the meeting to speak about various matters relevant to the appeal;
- If a special education program and/or service has been purchased from another school board, the representative of the board offering the service may be present.

The appeal board chair may prepare an agenda for the meeting that provides an overview of the scheduled proceedings. If possible, this agenda should be mailed to the parties in advance of the meeting. The agenda might include:

1. A call to order;
2. An introductory statement by the chair of the appeal board, including:
  - Introduction of the appeal board members;
  - Introduction of the participants;
  - A statement of the purpose of the meeting;
  - A description of the procedures to be followed (e.g., order of Presentations);
3. The presentations, including:
  - An opening statement by the parent;
  - An opening statement by the school board;
  - Presentation of information by persons invited by the parent;
  - Presentation of information by persons invited by the school Board;
  - Presentation of written information, if any, by parent and School board;
  - A summary by the parent;
  - A summary by the school board;
4. A closing statement by the appeal board chair. This statement should provide information about:
  - the decision date;
  - the powers of the appeal board;

- The role of the school board following the decision.

The appeal board meeting is to be conducted “in an informal manner”. The goal of the meeting is to provide the appeal board members with the information they require in order to make their recommendations.

### **After the Appeal Board Meeting**

The appeal board must make its recommendations to the school board within 3 days of the end of the meeting.

The appeal board recommendations may:

- Agree with the IPRC and recommend that its decisions be implemented; or
- Disagree with the IPRC and make a recommendation to the board regarding the student’s identification or placement or both.

The appeal board will report its recommendations in writing, providing the reasons for its recommendations. This written statement will be sent to:

- The parent;
- The student, if 16 years of age or older;
- The chair of the IPRC being appealed;
- The principal of the school;
- The director of the school board;
- The representative of the purchasing board, if appropriate.

The appeal board may report its decision in whatever written form it finds appropriate. The following elements might be included:

- Identifying personal information (e.g., the student’s name and age; the parent’s name and address; the name and address of the school);
  - The date, time, and place of the meeting;
  - The issue and purpose of the meeting;
  - The names of the parties and the guests whom they brought;
  - A summary of the facts of the case;
  - A summary of the positions of the parties;
  - A list of the factors that played a role in the formulation of the recommendations;
  - The recommendation of the appeal board on the issue.
- Although the regulation does not require it, it is good practice for the board contact person to prepare an official file including:
- The written communications between the appeal board and the parties;
  - The information submitted to the appeal board, including documents, assessments, videos, or other material (unless the parent requests that some of these be returned);
  - The appeal board recommendations;
  - The school board decision.

This record should be preserved for future reference, and for forwarding to a tribunal if required.

## **After the Appeal Board Decision**

Within 30 days of receiving the appeal board's written statement, the school board will:

- Consider the appeal board's recommendations;
- Decide what action it will take with respect to the student;
- Send a written statement of decision to everyone who received the written recommendations from the appeal board and include an explanation of the parent's right to appeal to a Special Education Tribunal (SET).

In deciding what action to take, the school board is not limited to the actions recommended by the appeal board.

If the parent is not satisfied with the school board decision, the parent has a further right to the board decision may be implemented when:

- The parent consents in writing;
- There is no appeal to the SET within 30 days of the parent's receiving notice of the decision; or
- The appeal to the SET has been dismissed or abandoned.

Nothing prevents the school board and the parent from coming to an agreement that differs from the original school board decision. If so, the school board must give notice of the new decision to the same people to whom it sent the original statement of decision.

# Special Education Placements Provided by the Board

- The Special Education Advisory committee annually reviews the range of placement options, as well as the specific placement options available within the Board or provincial school setting.
- The placement of a student in a regular class is the first option considered by an Identification, Placement and Review Committee.

*"To provide, within budget limitations, as many resources as possible and practical at the community school level such that most exceptional pupils can remain with their fellow pupils in the community school"*

## **Our Special Education Classes:**

### **Communication Class: (Elementary/Secondary)**

- ✓ Identification of Autism Spectrum Disorder or Severe Language Impairment.

### **Life Skills Classes (Elementary/Secondary)**

- ✓ Intellectual Exceptionality: Usually diagnosed with a Developmental Disability or Multiple Exceptionality

### **Skills Development Class (Elementary)**

- ✓ Some students maybe medically fragile or have severe health concerns/developmental delays

### **Care and Treatment – Mental Health and Well-Being Class (Secondary) TBA**

- ✓ A partnership with Child and Family Centre whereby students work with the assistance of both a clinician and education assistant to deal with severe emotional/social issues while the Special Education Teacher provides educational programming.

### **Comprehensive Class (Secondary)**

- ✓ Identified as having a Mild Intellectual Disability or Multiple Exceptionality generally including a mild intellectual disability &/behavioural identification.

### **Peace Program (Secondary)**

- ✓ An alternative program whereby students are engaged at a personal level. It involves goal setting, experimenting and observing. The cooperative education component of the program is the heart of the alternative learning process.

## **4 year Empower Pilot Project (2016-2020):**

- ✓ We have been selected to participate in a research project over a four-year period (2016-2020) with Ministry of Education, OSIE and The Hospital of Sick Children.

Pilots will be developed in the London and Sudbury-North Bay Regions of Ontario to test efficacy of intensive reading interventions for students with severe learning disabilities in reading. Empower is the reading intervention program that will be used in the pilots and will be complemented by other components including technology and social/emotional programming. The pilots will be monitored by an external research team and will include ongoing developmental evaluation and modifications to the pilots.

At the end of the three-year period (2019), an examination of the pilots and evaluation findings will be done in order to inform potential scalability. Demonstration schools will also be included in the project.

### **Sites Selected:**

2016-2017: Holy Cross (grade 5-6) & St. Benedict Elementary School (grade 7-8)  
2017-2018: Holy Trinity (grades 5-6) & St. Charles College Elementary (grades 7-8)  
Immaculate Conception School (grades 2-4) and St. Anne (grades 2-4)  
2018-2019: Holy Trinity (grades 5-6) & St. Charles College Elementary (grades 7-8)  
St. Charles Elementary (grades 2-4)  
2019-2020: TBA

**Refer to Appendix D for more detailed information about Special Education Placements for the current academic year**

### **Integration:**

- ✓ The amount and type of integration, of an exceptional student placed in a specific Special Education class, is considered by the Identification, Placement and Review Committee. Integration is also reviewed on a regular basis through an in-school review process. Consultation from teachers, principals, resource personnel, parents (and where appropriate, students) when reviewing the integration into the regular classroom.
- ✓ Student placements are reviewed on an annual basis at the IPRC meetings. The student's profile and academic progress is reviewed. A change of placement is considered at these meetings.
- ✓ Should greater support be required for an individual student, referrals are made to Provincial Schools (where appropriate) and/or to Community Based

Care and Treatment programs. Referrals to community agencies and services are also recommended.

### Home Instruction:

Placement in a Home Instruction program (for medical conditions-- as per Board Policy) may be recommended by the school principal. This placement is considered only with the approval of the Superintendent of School Effectiveness responsible for Special Education.



## ELEMENTARY PLACEMENTS

**All information is reviewed by the IPRC in considering the recommended placements. Specific criteria for each class is not listed**

Exceptionality	Regular Class	Regular Class with Resource Support	Regular Class with Withdrawal Assistance	Special Education Class (Max. Class Size 16)	School/Care & Treatment (Max. Class Size 6/8)
Behaviour	X	X	X	Section 23 - Care & Treatment	
Autism	X	X	X	Communication Class	
Deaf & Hard of Hearing	X	X	X		Provincial School
Language Impairment	X	X	Itinerant Speech/Language	Communication Class	Provincial School

Speech Impairment	X	X	Itinerant Speech/Language		
Learning Disability	X	X	X		Provincial School
Giftedness	X	X	X		
Mild Intellectual Disability	X	X	X	Life Skills	
Developmental Disability	X	X	X	Life Skills	
Physical Disability	X	X	X	Learning Skills/Life Skills	Care & Treatment (Children's Treatment Centre)
Blind and Low Vision	X	X	X		Provincial School
Multiple	X	X	X	Learning Skills/Life Skills	

## SECONDARY PLACEMENTS

**All information is reviewed by the IPRC in considering the recommended placements. Specific criteria for each class is not listed**

Exceptionality	Regular Class	Regular Class with Resource Support	Regular Class with Withdrawal Assistance	Special Education Class	Provincial School
Behaviour	X	X	X	Comprehensive	
Autism	X	X	X	Communication Class/Life Skills	
Deaf & Hard of Hearing	X	X	X		Provincial School

Language Impairment	X	X	X		Provincial School
Speech Impairment	X	X	X		
Learning Disability	X	X	X		Provincial School
Giftedness	X	X	X		
Mild Intellectual Disability	X	X	X	Comprehensive, Life Skills	
Developmental Disability				Comprehensive, Life Skills	
Physical Disability	X	X	X	Life Skills	Care & Treatment (Children's Treatment Centre)
Blind and Low Vision	X	X	X		Provincial School
Multiple	X	X	X	Comprehensive, Life Skills, Care & Development	

## Program Location

### **Pius XII Elementary School**

44 Third Avenue  
Sudbury, ON  
P3B 3P8

[piusxii.sudburycatholicschools.ca](http://piusxii.sudburycatholicschools.ca)

### Local Support Agencies:

Home and Community Care:  
School Health Support  
Services

705-522-3855

[www.healthcareathome.ca](http://www.healthcareathome.ca)

Health Sciences North:  
Children's Treatment Centre

705-523-7337

[www.hsnsudbury.ca](http://www.hsnsudbury.ca)



## Leaders in Learning and Faith.

165A D'Youville Street

Sudbury, Ontario

P3C 5E7

[www.sudburycatholicschools.ca](http://www.sudburycatholicschools.ca)

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Learning Support  
Centre

Skills Development

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**SUDBURY  
CATHOLIC  
SCHOOLS**

The Sudbury Catholic District School Board recognizes each student's potential within our inclusive Catholic learning community by nurturing & developing their mind, body & spirit. Specialized programs have been designed to meet the unique needs of all our students.



## Program Description

The Learning Support Centre – Skills Development Program offers specialized education for students with a variety of learning needs from mild to complex. These students may require extra support in the area of personal development, including cognitive, physical and social-emotional skills. Students can spend the full day or partial days depending on their individual needs. Students receive support from special education teachers, educational assistants, intervenors, child & youth workers, occupational therapists, physiotherapists and Speech and Language Pathologists.

The multi-disciplinary team fosters an environment of empathy, compassion and acceptance ensuring each student grows to their fullest potential.

## The Program Environment

The newly renovated modern classroom includes an adapted smartboard and 1-1 student technology. The classroom is also equipped with a full kitchen, laundry facilities and two bathrooms.

To meet the sensory needs of some students, there is a light room in addition to the state of the art snoezelen room. Hydrotherapy is also offered at the HSN snoezelen pool.



## The Curriculum

Students attending this classroom have an alternative educational program that is unique to each individual's learning profile. A school team approach including the Special Education teacher and parents is used to establish individual goals. Depending on the student's needs, some children may learn basic communication, social and independent living skills. Others may require support in the area of social-emotional development.

Some of the curriculum components include:

- ✓ Brigrance- Skills Development
- ✓ ABLLS
- ✓ Mind Up
- ✓ Kelso's Choices
- ✓ Christian Meditation
- ✓ Triple P
- ✓ FRIENDS
- ✓ Ontario Curriculum

For more information contact:

Christina Raso & Jennifer Connelly  
Consultants  
705-673-5620

Rossella Bagnato  
Superintendent of School  
Effectiveness

## Program Location

### **Holy Trinity Elementary School**

1945 Hawthorne  
Sudbury, Ontario  
P3A 0C1

[holytrinity.sudburycatholicschools.ca](http://holytrinity.sudburycatholicschools.ca)

### Local Support Agencies:

Child and Family Centre  
705-525-1008  
[cfc@childandfamilycentre.on.ca](mailto:cfc@childandfamilycentre.on.ca)



## Leaders in Learning and Faith.

165A D'Youville Street  
Sudbury, Ontario  
P3C 5E7

[www.sudburycatholicschools.ca](http://www.sudburycatholicschools.ca)

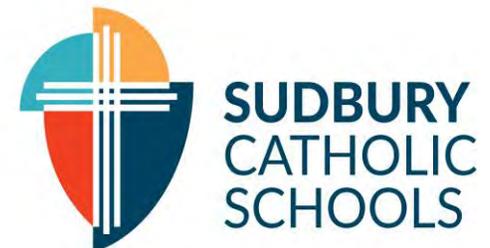
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## Learning Support Centre

Care and Treatment

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The Sudbury Catholic District School Board recognizes each student's potential within our inclusive Catholic learning community by nurturing & developing their mind, body & spirit. Specialized programs have been designed to meet the unique needs of all our students.



## Program Description

---

The Learning Support Centre –Care and Treatment Program is funded by the Ministry of Education. This program is developed with government approved care and treatment facilities and are created to provide for the joint provision of therapeutic and educational programming. The Board has partnered with the Child and Family Centre to support students with mental health needs.

The multi-disciplinary team works closely with families and fosters an environment of empathy, compassion and acceptance ensuring each student grows to their fullest potential.

## The Program Environment

---

This program will serve the Holy Trinity school community. Students who are part of the program will continue in their regular classroom but receive support from the multi-disciplinary team throughout the day.

## Criteria & Eligibility

---

Students Grade 1 to Grade 6 who exhibit behaviours (due to Mental health needs) that interfere with learning in the regular classroom and require daily counselling and therapy.

## Referrals

---

Parents and principal initiate the referral through the Mental Health Lead. The Child and Family Centre clinician then completes assessment screening, to determine the suitability of the referral, the Child and Family Centre will notify parents whether the student has been accepted into the program.

## The Curriculum

---

Specialized skills will include development and support in the following areas:

- Physical Development (fine/gross motor skills)
- Language Development
- Academics
- Daily Living/Independent Living
- Social and Emotional Development

Some of the curriculum is used:

- ✓ Mind Up
- ✓ SNAP
- ✓ Kelso's Choices
- ✓ Christian Meditation
- ✓ Triple P
- ✓ FRIENDS
- ✓ Ontario Curriculum

For more information contact:

Melissa Anderson  
Mental Health Lead  
705-673-5620 x 243

Rossella Bagnato  
Superintendent of School  
Effectiveness

## Program Location

### **St Francis Elementary School**

691 Lilac St  
Sudbury, ON  
P3E 4E2

[st-francis.sudburycatholicschools.ca](http://st-francis.sudburycatholicschools.ca)

### **St. Benedict Catholic Secondary School**

2993 Algonquin Rd  
Sudbury, ON  
P3E 4X5

st-  
[benedict.sudburycatholicschools.ca](http://benedict.sudburycatholicschools.ca)

### Local Support Agencies:

#### Child Community Resources

705 222-5000

#### Children's Treatment Centre

705 523-7337

#### Autism Ontario Sudbury

Chapter 705 222-5000 x 2685

#### Geneva Centre for Autism

416 322-7877



## Leaders in Learning and Faith.

165A D'Youville Street

Sudbury, Ontario

P3C 5E7

[www.sudburycatholicschools.ca](http://www.sudburycatholicschools.ca)

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## Learning Support Centre

Communication

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## Program Description

---

The Communication Class is an alternative classroom placement for students identified as Communication: Autism.

The multi-disciplinary team fosters an environment for empathy, compassion and acceptance ensuring each student grows to their fullest potential.

## The Program Environment

---

This program serves the Sudbury Catholic District School Board region. This program offers a small class size with higher adult to student ratio so targeted intervention can occur.

## Criteria & Eligibility

---

Students who are identified as Communication: Autism and require help developing meaningful gains in communication, socialization, behaviour and academics may be considered for the program through the Identification Placement and Review Committee process.

## Referrals

---

Referrals are done through the Consultants of Special Education who work with school teams to best meet the needs of all students.

## The Curriculum

---

Specialized skills will include development and support in the following areas:

- communication
- behaviour
- sensory integration
- socialization
- anxiety reduction
- academics

Some of the curriculum is used:

- ✓ Brigance- Skills Development
- ✓ ABLLS
- ✓ Mind Up
- ✓ Kelso's Choices
- ✓ Christian Meditation
- ✓ Triple P
- ✓ FRIENDS
- ✓ Ontario Curriculum

For more information contact:

Christina Raso & Jennifer Connelly  
Consultants  
705-673-5620

Rossella Bagnato  
Superintendent of School  
Effectiveness

## Program Location

### St Charles College

1940 Hawthorne  
Sudbury, Ontario

P3A 1M8

[scc.sudburycatholicschools.ca](http://scc.sudburycatholicschools.ca)



## Leaders in Learning and Faith.

165A D'Youville Street

Sudbury, Ontario

P3C 5E7

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## Learning Support Centre

Comprehensive

---



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## Program Description

---

The Comprehensive Class provides individualized programming for students to build essential Literacy, Numeracy, and Vocational Skills. These skills are essential to prepare our students for independent living.

The program recognizes the importance of individualized programming and utilizes sound assessment strategies and collaborates with parents and community members to target the individual social, emotional, and academic needs of our students.

The multi-disciplinary team fosters an environment for empathy, compassion and acceptance ensuring each student grows to their fullest potential.

## The Program Environment

---

This program serves the Sudbury Catholic District School Board region. This program offers a small class size with higher adult to student ratio, so intervention can occur. The goal of the Comprehensive Class program is to provide our students with an integrated high school experience. Some students have been successfully integrated and/or partially integrated into the following subject areas: art, co-op, health and physical education, math, and tech and vocational studies. Students who remain in the program through to graduation receive a Certificate of Accomplishment.

## Criteria & Eligibility

---

The Comprehensive Program is designed for students who are significantly behind grade level (usually working at a grade 2-5 level). Most students who participate in the Comprehensive Program are identified with a Mild Intellectual Disability and struggle in the areas of academics, social interactions and difficulty working in a regular classroom.

## Referrals

---

Referrals are done through the Consultants of Special Education who work with school teams to best meet the needs of all students.

## The Curriculum

---

Core Courses:

Literacy skills are developed and reinforced through individualized pre-reading, decoding, and comprehension strategies. Essential numeracy skills are taught through real-world applications to develop the skills required for independent living. The topics taught include, but are not limited to: currency, budgeting, telling time, and scheduling. Life and social skills are taught to supplement our Literacy and Numeracy courses in order to strengthen the independent living skills of our students.

For more information contact:

Christina Raso & Jennifer Connelly  
Consultants  
705-673-5620

Rossella Bagnato  
Superintendent of School  
Effectiveness

## Program Location

### **St Francis Elementary School**

691 Lilac St  
Sudbury, ON  
P3E 4E2

[st-francis.sudburycatholicschools.ca](http://st-francis.sudburycatholicschools.ca)

### **St. Benedict Catholic Secondary School**

2993 Algonquin Rd  
Sudbury, ON  
P3E 4X5

st-  
[benedict.sudburycatholicschools.ca](http://benedict.sudburycatholicschools.ca)

### **St Charles College**

1940 Hawthorne  
Sudbury, Ontario  
P3A 1M8

[scc.sudburycatholicschools.ca](http://scc.sudburycatholicschools.ca)



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## Learning Support Centre

Life Skills

---



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## Program Description

---

Lifeskills program provides an alternate classroom placement for students diagnosed with a Developmental Disability. Specialized skills and smaller class size provides students with the opportunity to flourish at their own unique rate.

The multi-disciplinary team fosters an environment for empathy, compassion and acceptance ensuring each student grows to their fullest potential.

## The Program Environment

---

This program serves the Sudbury Catholic District School Board region. This program offers a small class size with higher adult to student ratio so targeted intervention can occur.

## Criteria & Eligibility

---

Have a diagnosis of intellectual disability and recommended by an Identification Placement and Review Committee

## Referrals

---

Referrals are done through the Consultants of Special Education who work with school teams to best meet the needs of all students.

## The Curriculum

---

Specialized skills will include development and support in the following areas:

- Physical Development (fine/gross motor skills)
- Language Development/Communication
- Academics
- Daily Living/Independent Living
- Social and Emotional Development
- Post-secondary opportunities
- Community participation
- Employment

Some of the curriculum is used:

- ✓ Brigrance- Skills Development
- ✓ ABLLS
- ✓ Mind Up
- ✓ Kelso's Choices
- ✓ Christian Meditation
- ✓ Triple P
- ✓ FRIENDS
- ✓ Ontario Curriculum

For more information contact:

Christina Raso & Jennifer Connelly  
Consultants  
705-673-5620

Rossella Bagnato  
Superintendent of School  
Effectiveness

## Program Location

### St. Albert Adult Learning Centre

504 St. Raphael  
Sudbury, Ontario  
P3B 1M4

[st-albert.sudburycatholicschools.ca](http://st-albert.sudburycatholicschools.ca)

P.E.A.C.E.

Personalized  
Experiential  
Alternative  
Caring Catholic  
Education



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## Learning Support Centre

P.E.A.C.E.

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## Program Description

---

Our program provides support in a caring Catholic community for students who are not meeting their full potential in the regular classroom.

The Education Act requires school boards to offer at least one board program for students on long-term suspension or expulsion. The Peace program provides the opportunity for these students to continue their program of study as well as receive appropriate support/services.

Emphasis is placed on positive, useful, and socially acceptable behaviour in school, at home, at work and with peers.

## The Program Environment

---

This program serves the Sudbury Catholic District School Board. This program offers a small class size with higher adult to student ratio so targeted intervention can occur.

## Criteria & Eligibility

---

The student:

- desires a learning opportunity
- is willing to make a commitment to be successful
- has parent/guardian support
- would benefit from emotional and educational support in a small group setting

## Referrals

---

Referrals are done through the Consultants of Special Education who work with school teams to best meet the needs of all students.

- Home school principal, vice-principal, or attendance counsellor may recommend if student is a possible candidate.
- An interview will be scheduled to establish academic and other goals.
- Agreement established between student, parent and program leader.

## The Curriculum

---

ACADEMIC COMPONENT focuses on:

- accumulate credit through experiential learning, an existing job, or a volunteer position
- skills for lifelong learning
- accumulating credits and developing skills in literacy, numeracy, problem solving and computer use
- making informed decisions on personal education and career choices
- Ontario Skills Passport (portfolio of work related skills)
- support of existing courses to completion

NON-ACADEMIC COMPONENT is based on the needs of the individual which may include:

- anger and stress management
- conflict resolution
- family and peer relationships
- equity
- career exploration
- transition to a secondary or post-secondary school

For more information contact:

Jennifer Connelly  
Consultant  
705-673-5620

Rossella Bagnato  
Superintendent of School  
Effectiveness

## Program Locations

All Elementary Schools

All Secondary Schools

### Local Support Agencies:

Child and Family Centre  
705-525-1008  
cfcnorth.ca

Local Health Integration  
Network  
705-522-3460

Public Health: Sudbury and  
Districts  
705-522-9200



## Leaders in Learning and Faith.

165A D'Youville Street  
Sudbury, Ontario  
P3C 5E7

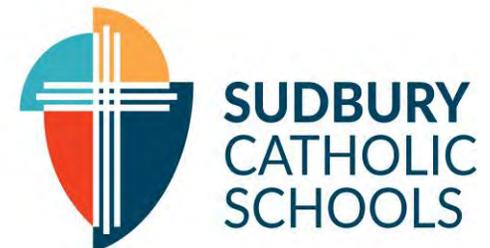
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## Mental Health Services

School Mental Health



The Sudbury Catholic District School Board recognizes each student's potential within our inclusive Catholic learning community by nurturing & developing their mind, body & spirit. Specialized programs have been designed to meet the unique needs of all our students.



## Program Description

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Mental Health is critical to academic success. A variety of group and individual school based mental health services are offered in both elementary and secondary schools. Services are delivered by social workers, psychotherapists, child and youth workers and educational assistants.

The Board also has partnerships across the District with the Child and Family Centre, the Local Health Integration Network and Public Health, Sudbury and Districts to support students with mental health needs.

## Services

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Promotion - Classroom Curriculum

Targeted Prevention – Groups

Intervention – Individualized Services

Mental Health & Addictions Nurses

MindSPACE – Walk-In Services

## Criteria & Eligibility

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All students registered with the SCDSB in an elementary or secondary school setting.

## Types of Concerns Addressed

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Mood/Anxiety; Self-Harm; Suicide; Grief/Loss; Divorce/Separation; Family Conflict; Interpersonal Relationships; Social and Coping Skills; Substance Issues; Self-Esteem; Resiliency; Self-Regulation; Anger

## Referrals

---

Parents and school staff initiate all referrals to the Mental Health Lead with the exception of MindSPACE services which are self-referred walk-in services for youth in schools.

## Programming

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Programming Available:

- ✓ SNAP
- ✓ Kelso's Choices
- ✓ Mindfulness
- ✓ Triple P
- ✓ FRIENDS
- ✓ Cognitive Behaviour Therapy
- ✓ Solution Focused Brief Therapy
- ✓ Psycho-education

For more information contact:

Melissa Anderson  
Mental Health Lead  
705-673-5620 x 243

Rossella Bagnato  
Superintendent of School  
Effectiveness

# WHAT IS AN IEP?

An IEP is a written plan. It is a working document that describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that student's needs, and how the program and services will be delivered. It also describes the student's progress.

An IEP should be based on a thorough assessment of the student's strengths, interests, and needs. It should identify specific goals and expectations for the student, and should explain how the special education program will help the student achieve the goals and expectations set out in the plan. The special education program and services the IEP describes should be modified as necessary by the results of continuous assessment and evaluation.

A student's IEP should be developed, implemented, and monitored in a collaborative manner. The educational growth of a student is best accomplished through the mutual efforts of, and close communication among, the student, the student's parent, the school, the community, and other professionals involved with the student.

## ***An IEP is:***

- A summary of the student's strengths, interests, and needs 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;
- A written plan of action prepared for a student who requires modifications of the regular school program or accommodations;
- A tool to help teachers monitor and communicate the student's growth;
- A plan developed, implemented, and monitored by school staff;
- A flexible, working document that can be adjusted as necessary;
- 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;
- An ongoing record that ensures continuity in programming;
- A document to be used in conjunction with the provincial report card.

## ***Important Information to be Included in an IEP:***

- ✓ Relevant medical/health information
- ✓ Relevant formal (standardized) assessment data
- ✓ Goals and specific expectations for students
- ✓ Special education and related services provided to the student
- ✓ Regular updates
- ✓ Transition Plan

## ***THE IEP PROCESS:***

Under Regulation 181/98, the principal is responsible for ensuring that an IEP is developed for each exceptional pupil. However, although the principal is responsible for ensuring the development of the IEP, he or she may delegate many tasks related to the IEP to teachers.

Once a student has been identified as exceptional and placed in a special education program, the principal should assign to one teacher the primary responsibility for coordinating the development, implementation, and monitoring of the student's IEP. A team approach should underlie the IEP process, and the process should be goal-oriented; that is, should always keep the goals and expectations for the student in mind.

### ***The IEP process involves the following five phases:***

1. Gather information
2. Set the direction
3. Develop the IEP
4. Implement the IEP
5. Review and update the IEP

Figure E.2 presents an overview of the five phases.

## **Educational Programming:**

Exceptional pupils should be given every opportunity to achieve the learning expectations set out in the Ontario curriculum policy documents. In fact, most exceptional pupils attend regular classrooms in their home schools and their educational program is considered a "regular" program consisting of the goals and learning expectations of the Ontario Provincial Curriculum at the student's age-appropriate grade level, with or without accommodations. However, some students need additional Special Education programming and/or services, which may include modified or alternative expectations.

## ***Accommodations***

Accommodations (AC) refer to the special teaching and assessment strategies, human supports, individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations.

### **There are 3 basic types of Accommodations:**

**Instructional Accommodations:** buddy/peer tutoring, visual cuing, taped texts, extra time for processing, large size fonts, assistive technology

**Environmental Accommodations:** proximity to teacher, special lighting, quiet seating, study carrel

**Assessment Accommodations:** extra time, verbal scribing, oral responses, reduction in number of tasks

## ***Modifications***

Modifications (MOD) are changes made in the age-appropriate grade-level expectations for a subject in order to meet a student's learning needs.

- Modifications can occur within the grade level (increasing/decreasing the number and/or complexity of curriculum expectations).
- Modifications can occur outside of the grade level. This kind of modification should only be done in "service" cases and by recommendation of IPRC.

Most students with the designation of Mild Intellectual Exceptionality will require modifications and, in some cases, for students with "severe" Communication Exceptionalities (**recommendation for modification must occur via the IPRC process**)

The following 3 questions could help a teacher to develop modified learning expectations (Heacox, 2002):

- What are the most important concepts?
- What is essential for this student to know and understand?
- What concepts or ideas do we continue to refer to as we move through the curriculum?

## **Alternative Programming**

Alternative (ALT) are the expectations that are not derived from a provincial curriculum policy document or that are modified so extensively that the Ontario Curriculum expectations no longer form the basis of the student's educational program.



## SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

165A D'YOUVILLE STREET, SUDBURY, ONTARIO P3C 5E7 Tel: (705)673-5620 Fax:( 705)673-8899  
<http://www.sudburycatholicschools.ca>

---

June 18, 2019

Dear Parents:

As part of the on-going communication regarding your child's special education program, we are offering you the opportunity to consult in the development of his/her Individual Education Plan (IEP). Attached is a draft copy of the IEP for this school year.

After reviewing your child's Individual Education Plan, let us know if you have any questions about the content or suggestions for improvement.

Please complete the parent involvement form in the IEP.

- If you are including comments or suggestions for improvement, respond with a checkmark to the first statement, "I was consulted in the development of this IEP."
- If you do not wish to offer input in the development of the IEP, please respond with a checkmark to the second statement, "I declined the opportunity to be consulted in the development of this IEP."
- Please respond to the third statement with a checkmark, "I have received a copy of this IEP." (enclosed).

Because we require this information for our school records, please return the completed, signed and dated form to the school by June 25, 2019. If you have questions about the IEP or your child's program, please contact the school principal. A final copy of the IEP will be sent to you with the first report card. Throughout the school year, the IEP will be evaluated and monitored before each report card, and updates will be sent home to you.

Thank you for your cooperation and involvement in your child's educational program and the IEP process.

Principal



# SUDBURY CATHOLIC DISTRICT SCHOOL BOARD

165A D'YOUVILLE STREET, SUDBURY, ONTARIO P3C 5E7 Tel: (705)673-5620 Fax:( 705)673-8899  
http://www.sudburycatholicsschools.ca

## INDIVIDUAL EDUCATION PLAN (DRAFT)

### STUDENT PROFILE

Name:	Gender:	Date of Birth:	
OEN:	Current Grade: 3		
School:	Principal:	School Year:	Term:
Most Recent IPRC Date:			
Exceptionality:			
IPRC Placement Decision:			
Date of Placement:			

### PROVINCIAL ASSESSMENT

Grade 3 Reading, Writing & Mathematics

**Student Status:** Student will participate in the assessment. No accommodations are required.

### IEP DEVELOPED BY:

Staff Member	Position	Staff Member	Position
--------------	----------	--------------	----------

### ASSESSMENT DATA

List relevant educational/classroom based, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational physiotherapy and behavioural assessments.

Information Source	Date	Summary of Results

### STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

**Individual Education Plan - Sample Student**

**ACCOMMODATIONS**

(Accommodations will apply to all subject areas unless otherwise indicated)

**INDIVIDUALIZED EQUIPMENT**

Yes  No

**HUMAN RESOURCES**

Yes  No

**SOURCES CONSULTED IN DEVELOPMENT OF THE IEP**

- IPRC Decisions  Provincial Report  OSR Contents
- Previous IEP  Parent/Guardian  Special Education Companion
- Others



# TRANSITION PLAN

Name:                      OEN:

Specific Goals for Transition:

Action Required	Person(s) Responsible for Actions	Timelines

**IEP CONSULTATION RECORD**

**Name:**                      **OEN:**

**Date:**                      **Description of Consultation:**

**Parent/Student Feedback / Outcome of Consultation:**

## **SPECIAL EDUCATION STAFF (As of June 2019)**

---

### **Elementary Panel**

<b>Special Education Staff</b>		<b>FTE's</b>	<b>Staff Qualifications</b>
<b>1.</b>	<b>Teachers of exceptional students</b>		
1.1	Teachers for resource-withdrawal programs	22.00	Special Ed Part 1
1.2	Teachers for self-contained classes	7.00	Special Ed Part 1
<b>2.</b>	<b>Other special education teachers</b>		
2.1	Itinerant teachers	3.50	Special Ed Part 1
2.2	Teacher diagnosticians	---	
2.3	Coordinators	---	
2.4	Consultants	1.00	Specialist Spec Ed
2.5	Teacher of the Blind	0.50	Blind Qualifications
2.6	Facilitators	11.00	Special Ed Part 1
2.7	Empower Teachers	2.00	Special Ed Part 1
2.8	Assistive Technology Teacher	0.50	Special Ed Part 1, Computers in the Classroom Part 1
2.9	Specialized Program Teachers	---	
2.10	Indigenous Lead	0.50	Specialist in Special Ed
2.11	Outdoor Education Experiential Learning Teacher	0.20	Special Ed Part 1
2.12	Resource Teacher – Vice Principal	2.50	Special Ed Part 1
<b>3.</b>	<b>Educational assistants in special education</b>		
3.1	Educational assistants	45.00	CYW, DSW, ECE
<b>4.</b>	<b>Other professional resource staff</b>		
4.1	Psychologists	0.80 1.00 (contracted)	Member of College of Psychologists
4.2	Psychometrists	---	Masters Degree
4.3	Psychiatrists	---	Access as required
4.4	Speech-language pathologists	1.90	Masters Degree
4.5	Audiologists	---	
4.6	Occupational therapists	---	Access as required
4.7	Physiotherapists	---	Access as required
4.8	Social Workers	1.00	Masters in Social Work
4.9	Mental Health Lead	0.50	Masters in Social Work
4.10	Psychotherapist	1.00	Masters
4.11	Mental Health Nurses (through LHIN)	1.50	Nurse
4.12	Special Needs Social Worker (BEA expert)	0.80	Masters in Social Work

<b>5.</b>	<b>Paraprofessional resource staff</b>		
5.1	Orientation and mobility personnel	---	Contract through CNIB
5.2	Oral interpreters (for deaf students)	---	Access as required
5.3	Sign interpreters (for deaf students)	---	Access as required
5.4	Transcribers (for blind students)	---	Access as required
5.5	Intervenors (for deaf-blind students)	2.00	CYW, DSW, ECE With on-job training
5.6	Auditory-verbal therapists	---	Access as required
5.7	Technology Technician	0.80	IT qualifications
5.8	Special Needs Support Worker (ABA Support)	0.90	ABA, IBI qualifications Minimum two years college
5.9	Attendance Support Workers	1.20	CYW, EA
5.10	Indigenous Support Worker	2.00	EA, CYW
5.11	Communicative Disorder Assistant	1.00	CDA
5.12	Special Education Data Support Clerk	0.80	Minimum 2 year College
5.13	Behaviour Support Educational Assistants 2 Primary 1 Junior 1 Autism	4.00	CYW, EA
5.14	CYW Mental Health	---	
	<b>Subtotal</b>	<b>116.90</b>	

## Secondary Panel

<b>Special Education Staff</b>		<b>FTE's</b>	<b>Staff Qualifications</b>
<b>1.</b>	<b>Teachers of exceptional students</b>		
1.1	Teachers for resource-withdrawal programs	4.44	Special Ed Part 1
1.2	Teachers for self-contained classes	8.00	Special Ed Part 1
<b>2.</b>	<b>Other special education teachers</b>		
2.1	Itinerant teachers	2.00	Special Ed Part 1
2.2	Teacher diagnostician	---	
2.3	Coordinators	---	
2.4	Consultants	1.00	Specialist Spec Ed
2.5	Teacher of the Blind	0.50	Blind Qualifications
2.6	Facilitators	---	
2.7	Empower Teachers	---	
2.8	Assistive Technology Teacher	0.50	Special Ed Part 1, Computers in the Classroom Part 1
2.9	Specialized Program Teachers	3.00	Special Ed Part 1
2.10	Indigenous Lead	0.50	Specialist in Special Ed
2.11	Outdoor Education Experiential Learning Teacher	0.20	Special Ed Part 1
2.12	Resource Teacher – Vice Principal	---	
<b>3.</b>	<b>Educational assistants in special education</b>		
3.1	Educational assistants	30.00	CYW, DSW, ECE
<b>4.</b>	<b>Other professional resource staff</b>		
4.1	Psychologists	0.20	Member of the college of Psychologists
4.2	Psychometrists	---	Master's Degree
4.3	Psychiatrists	---	Access as required
4.4	Speech-language pathologists	0.10	Master's Degree
4.5	Audiologists	---	Access as required
4.6	Occupational therapists	---	Access as required
4.7	Physiotherapists	---	Access as required
4.8	Social Workers (CFC contract)	3.00	Masters in Social Work
4.9	Mental Health Lead	0.50	Masters in Social Work
4.10	Psychotherapist	---	
4.11	Mental Health Nurses (through LHIN)	0.50	Nurse
4.12	Special Needs Social Worker (BEA expert)	0.20	Masters in Social Work
<b>5.</b>	<b>Paraprofessional resource staff</b>		
5.1	Orientation and mobility personnel	---	Contract as required
5.2	Oral interpreters (for deaf students)	---	Access as required

5.3	Sign interpreters (for deaf students)	---	Access as required
5.4	Transcribers (for blind students)	---	Access as required
5.5	Intervenors (for deaf-blind students)	2.00	CYW, DSW, ECE With on-job training
5.6	Auditory-verbal therapists	---	Access as required
5.7	Technology Technician	0.20	Access as required
5.8	Special Needs Support Worker (ABA Support)	0.10	ABA, IBI qualifications Minimum two years college
5.9	Attendance Support Workers	1.80	CYW, EA
5.10	Indigenous Support Worker	2.00	EA, CYW
5.11	Communicative Disorder Assistant	---	
5.12	Special Education Data Support Clerk	0.20	Minimum 2 year College
5.13	Behaviour Support Educational Assistants	---	Access as required
5.14	CYW Mental Health	3.00	CYW
	<b>Subtotal</b>	<b>63.94</b>	



Dedicated to helping  
each student reach  
their potential.

## Assistive Technology Role

- ✓ Research and promote the use of new technology to help enhance the learning of students with exceptionalities and students of concern.
- ✓ Collaboratively plan with teachers, colleagues, and administration to support student achievement.
- ✓ Develop a collaborative network to support the continual use of assistive technology to support the learner.
- ✓ Ensure students have access to grade appropriate alternative versions of materials.
- ✓ Identify and train both student and staff on software and online resources that support Learning for All and Growing Success.
- ✓ Assist with SEA laptop rollout procedures and related orientation session.
- ✓ Deliver parent information sessions.
- ✓ EQAO/OSSLT Special Education Liaison.

## What is Assistive Technology?

Assistive Technology (AT) is any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of students with disabilities to use their own unique abilities to reach their goals. Technological tools, from low-tech (pencil grips, communication boards,) to high-tech (screen readers, specialized curricular software and devices), are used by students to access the curriculum. Assistive technology is available to support student performance in academic areas such as writing, spelling, reading, and math. Technology can be a powerful equalizer for students and can help to support student performance and independence in communication, collaboration, listening, employment, recreation, and daily living activities. Different disabilities require different assistive technologies.



## SEA Technology at SCDSB

iPads

Laptops



## How Do I Know If My Child Needs Assistive Technology?

Equipment must be recommended by a qualified professional, such as an Occupational Therapist, Psychologist, Speech-Language Pathologist, etc. The recommendation must include a diagnosis of the disability the equipment is meant to address, and that the equipment recommended is essential in order for the student to benefit from instruction.

## What is the Role of a CYW?

The Child and Youth Worker works closely with school staff to proactively support the educational and safety plans for our students.

CYW's build upon the strengths of students by providing:

- Crisis intervention
- Classroom support and programming
- Information workshops
- School-wide prevention programs
- Customized social and life skills programming
- Consultation, collaboration and referral
- Resource sharing

Child and youth workers are specialists in facilitating change in children and youth and work alongside other professionals including educators, medical and social work professionals, correctional officers and family organizations dedicated to implementing a range of intervention, prevention and treatment strategies for children and their families. A child and youth worker is a valuable resource committed to understanding and interacting in therapeutic relationships that foster positive change.

## Why a CYW?

- To assist students to become academically, socially and behaviorally successful through support and participation within the school community
- To establish trusting, meaningful and supportive relationships
- To build a safe and welcoming learning environment



## Working As A Team

Child and Youth Workers rely on a team process in identifying and assessing student need and in providing support services to students. Teachers, parents, or school administrators may identify students who are struggling academically, socially, emotionally, or behaviourally in school. Combining a multi-disciplinary approach along with the insights of parents, medical practitioners, other community service workers and students themselves optimizes the likelihood that students will receive appropriate help.

## Kelso's Choice

This conflict-management curriculum for elementary students based on the premise that every child is capable of becoming a peacemaker. Designed around Kelso the Frog, this program offers nine options students can choose from to resolve minor conflicts on their own. Students will be able to determine the difference between minor problems they can handle and serious problems that require an adult's help.



# KELSO'S CHOICE

## **Itinerant Resource Teacher**

Sudbury Catholic is dedicated to meeting the needs of all learners. The Itinerant resource teacher circulates throughout the board's K-12 schools providing additional support to all teachers including school based Special education personnel.

This support may include training in the effective use of individual assessments, Individual Education Plan development and delivery, and out of school team meetings.



For more information contact:

**Special Education  
Consultant**

**Christina Raso**

705-673-5620 ext. 204

**Rossella Bagnato**

**Superintendent of School  
Effectiveness**

165A D'Youville Street  
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**SUDBURY  
CATHOLIC  
SCHOOLS**

Schools to believe in.

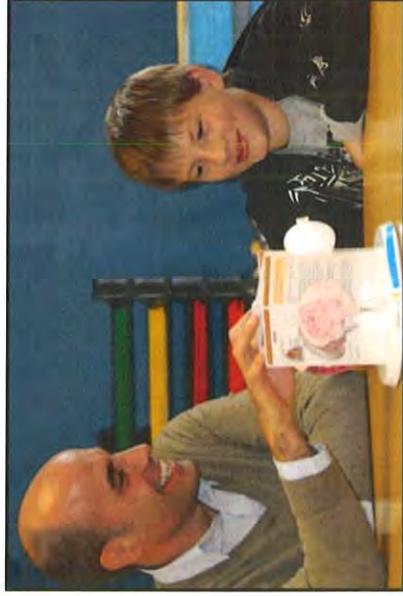
# **Sudbury Catholic District School Board**

**Special Education  
Resource Teachers &  
Learning Strategies  
Teachers**



*Committed to teaching the  
whole child:  
mind, body and spirit.*

## Providing ongoing targeted support and intervention within the classroom



Delivering alternative programs as needed

Using differentiated tools to reach all learners

The Sudbury Catholic District School Board recognizes the individual needs of each student are deeply rooted in our Catholic traditions and the Sacred Scriptures. The Board supports the meaningful integration of all students in a regular classroom in order to meet the student's educational needs. Specialized programs have been designed to meet unique needs for some students where meaningful integration remains the eventual program goal once necessary learning skills have been acquired by the student. These programs are offered at a variety of sites with specialized staff.

Helping assess students

Assisting with reading intervention



Modeling effective teaching practices

Collaboratively planning and implementing modified programs for exceptional students



Using technology as a tool to help students

# Psychological Assessment Services

## *Following the Assessment*

The findings may result in a diagnosis of a disorder such as a learning or intellectual disability.

An Identification, Placement and Review Committee (IPRC) meeting may be recommended to identify a student as exceptional. (as per Ministry of Education Guidelines)

An Individual Education Plan (IEP) may be developed stating the students needs and listing the strategies to meet those needs.

The student may receive services from the Special Education Resource Teacher/Learning Strategies Teacher at the school or be referred to other service providers.

Parents may consult the supervising psychologist anytime about a psychological diagnosis, assessment results or to clarify assessment procedures.



For more information contact:

**Christina Raso**  
Special Education Consultant  
705 673-5620 x 204

**Rossella Bagnato**  
Superintendent of School  
Effectiveness

165A D'Youville Street  
Sudbury, ON  
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SUDBURY  
CATHOLIC  
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Schools to believe in.

The Sudbury Catholic District School Board recognizes the individual needs of each student which are deeply rooted in our Catholic traditions and the Sacred Scriptures.

**Psychological Assessment** is a method of collecting information about students' learning and adjustment at school in order to identify their strengths and needs. This information is then used to improve academic programming and support.

### **Eligibility**

Students attending the Sudbury Catholic District School Board are eligible to receive psychological assessment services when referred by the school resource team. Students with documented learning or adjustment problems are referred when further information is required in order to understand their strengths and needs. Each referral form must be accompanied by written informed consent by the parent(s) or guardian(s).

### **Confidentiality is provided by:**

- gathering information in a sensitive and private manner
- individual visits with students in a private room at school
- sharing assessment results only with school board staff involved with the student

### **Service Delivery**

Psychological Assessment staff include psychometrists who are qualified at the post graduate level to conduct professional psychological assessments and a registered psychologist who is responsible for their work.

#### **Specialized Staff**

Donna Speigel - Psychometrist  
Jennifer Bernier - Psychometrist  
Dr T. Barriault - Consulting School Psychologist

#### **Assessments may include:**

- interviews with school staff
- review of information in the Ontario Student Record (OSR)
- student work samples
- observations of the student at school
- testing the student at school
- gathering information from sources in the community (physicians, agencies, etc.) upon receipt of further written parental consent.

#### **Tests may include:**

**ACHIEVEMENT** - how the student is doing in school subjects like reading, spelling and math.

**INTELLIGENCE** - how capable the student may be on a variety of ability measures.

**INFORMATION PROCESSING** - specific strengths and weaknesses in various areas such as working memory, auditory processing, motor coordination.

**BEHAVIOUR SCALES** - strengths and needs in the area of behaviour and social adjustment at school.

#### **Assessment Results:**

- are shared with parents or guardians and school staff at a follow-up meeting at the school.
- include a description of the student's strengths and needs and an understanding of how these may affect the student's performance at school.
- lead to recommendations for improving the educational program and delivery of services for students.
- provide an opportunity for participants to discuss their views of the student and to ask questions about findings.
- allow home and school to work together as a team to provide the best support for students.

#### **Assessment Reports:**

- are given to parents or guardians (usually at the follow-up school meeting)
- are prepared by the psychometrist and co-signed by the supervising psychologist
- can be made available to others (physicians, agencies, etc.) with further written parental consent
- are stored in locked, confidential files Ontario Student Record at school and Student Services files at the Education Centre)
- are stored with the assessment documents in locked psychological file at the Education Centre for at least ten years after the student turns 18

## What is a School Psychologist?

School Psychologists apply their knowledge about human behaviour and development to the understanding of the social, emotional and learning needs of children, adolescents and adults, and to the creation of learning environments that facilitate learning and mental health. School Psychologists interpret and analyze information and may communicate a diagnosis relating to ability, learning or mental health difficulties. They are knowledgeable about the impact of medication and medical conditions on learning and behaviour. The School Psychologist is a Regulated Health Professional, licensed to practice by the College of Psychologists of Ontario. The School Psychologist oversees all Psychological Services in the Board and is clinically responsible for psychological assessments and diagnostic considerations for assessments completed by non-regulated health professionals.



## Leaders in Learning and Faith.

165A D'Youville Street

Sudbury, Ontario

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[www.sudburycatholicschools.ca](http://www.sudburycatholicschools.ca)

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## School Psychological Assessments

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**SUDBURY  
CATHOLIC  
SCHOOLS**

## Program Description

---

The Sudbury Catholic District School Board recognizes that children develop differently. Sometimes teachers need additional assessment information to help them meet children's learning needs.

This brochure explains how a psychological assessment can help your child and how you will be involved. It also answers questions parents often ask about the assessment. Your child's teacher or principal can also give more information.

## How are parents involved?

---

You know your child best, and you have information that is essential to the assessment. Psychological staff will contact you before starting the assessment and will likely spend some time explaining the assessment in more detail, getting information about your child and answering any questions you may have. You will also be asked to complete a questionnaire about your child's early development, health, family background, and school history. All of this information helps the School Psychologist have a better understanding of your child.

## Services

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- Screening/Formal Assessment
- Consultation
- Education/In-service
- Liaison with community-based service providers

## Criteria & Eligibility

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All students registered with the SCDSB in an elementary or secondary school setting are eligible to receive consultation services, which may lead to having a psychological assessment when referred by the school resource team. Students with documented learning or adjustment problems are referred when further information is required in order to better understand their strengths and needs. Each referral form must be accompanied by written formal consent by the custodial parent(s) or legal guardian(s).

## Confidentiality

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The assessment process and results are confidential. They will be shared with appropriate school staff and with you. If you give written consent, the results can be shared with others (e.g., your doctor).

## What is a psychological assessment?

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The assessment is different for each student (based on individual needs), but generally it includes:

- Information you provide about your child's health background and early development
- Information about your child's progress in school (e.g., report cards, interview with teacher, observation of your child in class)
- Results of your child's individualized assessment
- Recommendations related to your child's specific strengths and needs

Individual testing may take between 6-8 hours and may include the following:

- Intellectual (cognitive) abilities
- Academic achievement
- Processes that affect learning (phonological awareness, visual-spatial skills, memory, attention, social/emotional well-being)

For more information contact:

Kari Squarzolo, M.A., C. Psych  
School Psychologist  
705-673-5620

Rossella Bagnato  
Superintendent of School  
Effectiveness

# How do I access support for my child?

If you have a concern regarding your child's speech and language development, contact your child's classroom teacher or the school's Special Education Resource Teacher (SERT). After review and implementation of strategies at the school, the SERT may facilitate a referral to the Board's Speech and Language Services.

## Speech-Language Pathologists

SLPs are professionals who are registered with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO). SLPs have training and knowledge in speech, language and communication development and disorders, and are integral members of interdisciplinary educational teams.



## Leaders in Learning and Faith.

165A D'Youville Street

Sudbury, Ontario

P3C 5E7

[www.sudburycatholicschools.ca](http://www.sudburycatholicschools.ca)

Facebook:

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## Speech and Language Services

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**SUDBURY  
CATHOLIC  
SCHOOLS**

## Program Description

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The program strives to help students develop the speech and language skills they need to succeed in school, both academically and socially, and to communicate effectively with others.

## Types of Concerns Addressed

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**Articulation/Phonology:** The actual physical production of speech sounds. Children may substitute sounds for others; omit, distort or add sounds.

**Language:** How a person understands or expresses language. Children may have trouble putting thoughts into words or understanding others; have difficulty following directions, answering questions; misuse grammar; speak in poorly constructed sentences; have limited receptive and/or expressive vocabulary; have trouble with idioms and multiple meaning words or difficulty with phonological awareness skills.

## Communication Disorder Assistants

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CDAs are paraprofessionals who work under the direction and supervision of registered SLP's in providing direct intervention to students with language and speech disorders who meet the criteria for service

## Services

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- Screening/Formal Language Assessment
- Consultation
- Education/In-service
- Liaison with community-based service providers

## Criteria & Eligibility

---

All students registered with the SCDSB in an elementary or secondary school setting.

Priority during the speech-language block is given to FDK year 2, grade 1 and grade 2 students. Priority is also given to those students who present with a hearing loss.

## Early Identification

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In order to support early identification and intervention, all FDK year 1 students are screened over the course of a four week period during the winter term.

Following the screening the classroom teacher is provided with appropriate goals for every student presenting with speech and/or language difficulties. Home programming is also supplied. CDA involvement will follow in FDK year 2 provided the student hasn't caught up to developmental norms.

## Referrals

---

The results of the speech/language screening during the fall and winter terms form the basis of the programming provided by the CDA's over the academic school year.

Students are screened based on the following:

- transition planning from a community agency (i.e., Wordplay or CTC)
- SK students flagged during the JK screening
- students already active with speech-language services that require follow-up
- new referrals (driven from teacher's and/or parent's concerns or information obtained from the OSR for new to SCDSB students)

For more information contact:

Nicole Keating & Maxine Belanger  
Speech - Language Pathologists  
705-673-5620

Rossella Bagnato  
Superintendent of School  
Effectiveness

## When should referrals be made?

- Attempts by the school staff to resolve the attendance issue or contact the parents have not been successful;
- The Attendance Counsellor should be notified after a student has been absent 10 or more times without adequate explanation;
- When absence is frequent and prolonged;
- When absence begins to show a regular pattern, i.e. Mondays or Fridays;
- When absence begins to affect progress;
- When school is unable to contact parent;
- When parents' explanations for their child's absence may be contributing to their child's frequent absences and therefore hindering their progress;
- Students have moved with no explanation and the Ontario Student Record (OSR) is still not requested;
- Parents or school request an alternative program such as Supervised Alternative Learning (SAL)



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## Student Attendance Services

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**SUDBURY  
CATHOLIC  
SCHOOLS**

## Program Description

---

The Sudbury Catholic District School Board recognizes that establishing good school attendance habits in the early grades is critical and students must view good attendance as important. Early identification of students at risk of dropping out enables us to introduce measures to reduce the dropout rate.

Keeping young people in school is an important step toward keeping them out of trouble. Young people who skip school are not only more likely to become involved in crime and drugs during school hours, but truancy is also often the first step towards greater involvement in criminal activity.

## Identifying Potential Dropouts

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The life-long implications of dropping out of school are profound. Early school leaving damages a young person's chance for future success. Dropouts have more difficulty finding and holding jobs and thus, make up a large portion of the long-term unemployed. When employment is found, they are usually low paying jobs. Identifying dropout-warning signs early and responding to them in a positive way is essential.

## Services

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- Promote regular school attendance and enforce the Education Act pertaining to compulsory attendance.
- Consultation
- Act as a liaison and advocate with community-based service providers, school and home.
- Prepare, implement, evaluate and revise strategies to address the social, behavioural and educational concerns leading to attendance issues.

## School Related Factors

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- Early absenteeism; truancy
- Frequent lateness
- Achievement below grade level
- Failing classes/low test scores
- Disruptive behavior and/or rebellious attitudes
- Older than classmates
- A lack of identification with school
- A feeling of not belonging
- A failure to see relevance of education
- Unable to tolerate structured activities

## Referrals

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The Attendance Counsellor is legally mandated to ensure that all students (between the ages of 6 and 18 years) are attending school regularly and punctually. Referrals can be made through the School Principal. The School Attendance Counsellor shall inquire into every case of failure to attend school when requested to do so by the appropriate Supervisory Officer, Principal of a school, and/or a Ratepayer. A yearly School Attendance chart is completed and submitted to the Attendance Counsellor at the time of referral.

Early Identification of pupils at the elementary level can definitely help to alleviate future difficulty in secondary school.

For more information contact:

Kim Taylor-Horeck & Amanda Lanthie  
Attendance Counsellors  
705-673-5620

Rossella Bagnato  
Superintendent of School  
Effectiveness



**SUDBURY CATHOLIC  
DISTRICT SCHOOL BOARD**

**Specialized Equipment Amount  
(SEA) Funding**  
*A Guide for Guardians, Staff, & Students*

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.

Assessments must include a diagnosis of the condition the equipment is meant to address and a functional recommendation regarding the specific types of equipment the student requires addressing his or her strengths and needs.

The list of professionals that can conduct assessments and recommend appropriate equipment supports is as follows:

- psychologist or psychological associate (psycho-educational testing),
- audiologist (hearing test), speech language pathologist (speech assessment),
- physician (family doctor or specialist),
- social worker,
- augmentative communication therapist (for non-verbal),
- optometrist/ ophthalmologist (vision tests),
- occupational therapist (fine and gross motor testing),
- Specialist Teachers accompanied by a diagnosis of related condition
- physiotherapist (mobility tests)
- Recommendations from a Provincial School are also acceptable for equipment required to support blind, deaf and deaf-blind students.

Not all student needs can be met through the purchase of a device. The student that fits the profile of one that can benefit from a device and it is essential to their learning is usually a student that has a learning disability in the moderate to severe range.

# **Guidelines for Special Equipment Amount (SEA) Applications for LD Students**

**In order to recommend that it is essential for special equipment to be provided to a student with a learning disability, a comprehensive assessment and formal diagnosis of a (specific) learning disability by a registered psychologist, or psychological associate is required.**

**1. Specific learning disabilities must involve academic related language skills (i.e. reading and writing).**

**A written report must be available along with specific scores (see below).**

## **2. Intellectual Ability**

**WISC-IV – The highest obtained Canadian-normed Index score should be at least average (i.e. at least 25<sup>th</sup>ile) on one of the two following indices: Verbal Comprehension; Perceptual Reasoning.**

## **3. Information Processing Factors**

**a. Cognitive information processing deficits are implicated in specific learning disabilities. Please refer to the LDAO package entitled Learning Disabilities: A New Definition (2001), Section 1.**

**b. The level of psychological processing deficit, if alone, should fall at least 1.5 Standard Deviation (i.e. 22 points or more) below the highest intellectual score.**

**c. The processing deficits must be logically related to the academic learning difficulties.**

**d. In some cases, processing deficits may act in combination to produce more pronounced academic learning difficulties. In such cases, the more problematic processing deficits should be specified.**

# The SEA Process

The Ministry of Education provides SEA funding for students with high level needs within the province of Ontario. SCDSB applies for SEA funds based on SEA guidelines and following the process below.

The equipment **must** be recommended by an appropriately qualified professional such as an occupational therapist, physiotherapist, audiologist, psychologist or psychological associate, physician, speech language pathologist, etc. The recommendation must include a diagnosis of the condition the equipment is meant to address and that the equipment recommended is essential in order for the student to benefit from instruction.

A copy of the letter recommending specialized equipment and all back up documentation to support the claim must be submitted to the Special Education Consultant. The original letter should be placed in the student's OSR.

The Special Education Consultant and/or the Assistive Technology Teacher, along with the Superintendent of Special Education, conduct a review of the recommendation to ensure it meets funding and SCDSB guidelines.

Review Results:  
Equipment will not be provided at this time.

Review Results:  
Student is provided with equipment.

IEP must be updated to provide evidence of the intended use of the equipment in the student's program.

The Assistive Technology Teacher places the order for the purchase of the equipment. The Superintendent of Special Education approves the purchase order. Wherever possible equipment is shared among students.

Once the equipment is received by Information Management Services, equipment is coded and recorded in a central database in order to track equipment and then delivered to schools.

When the purchase order is complete a copy of the paid invoice, along with all back up documentation is collected, and the information is filed in the student's individual SEA file.



## Ministry Required Documentation

Each SEA claim must include:

- 1.** **An assessment or assessments from an appropriately qualified professional** (see list on pg. 1). Assessments must have a diagnosis of the condition and a recommendation for equipment that is essential for the student to meet their learning goals. In some cases, more than one type of professional will need to be consulted to provide a complete picture of the student's needs and recommended equipment.
- 2.** **Evidence of proof of purchase such as a copy of a paid invoice**
- 3.** **A current copy of the student's IEP** that provides evidence of the use of the equipment in the student's program. Note that students must have an IEP when equipment is required to support classroom instruction and educational assessment.

## Board Responsibilities

School boards must ensure that students with special needs receive equipment necessary to attend school and learn. Equipment purchased by the school board is a resource that must be carefully managed.

Boards must make cost effective choices when buying equipment and ensure that students and teachers receive training.

The board's responsibilities include:

- Equipment is functioning properly and that the equipment is meeting student's needs
- Maintaining and replacing equipment as required. Upgrades and repairs are considered as an option before replacement;
- Transferring equipment to other students when it is no longer required by the student for whom it was purchased;
- Sharing equipment among several students when appropriate and possible;
- Disposal of equipment;
- Development of policies and procedures for SEA equipment.



# Components of SEA Funding

There are two components to SEA funding:

1.

**SEA Per Pupil Amount** – for purchases of all **computers, software, computing related devices and required supporting furniture identified** for use by students with special education needs, **training and technician costs.** Funding is based on a SEA Per Pupil Amount allocation plus an amount based on average daily enrolment.

2.

**SEA Claims-Based Funding** – for other **non-computer based equipment** to be utilized by students with special education needs including **sensory support, hearing support, vision support, personal care support and physical assists support equipment.** Boards are responsible for the first \$800.00 in cost for any student per year.

## Student IEPs

1. The student's IEP must demonstrate the use of equipment such that it:
  - aligns with program and report card,
  - reflects a logical thread from assessment data to the student's areas of strength and need, accommodation and/or program section,
  - provides, in the program section, measurable learning expectations related to Ontario curriculum for modified subjects/courses, and/or includes alternative skill areas as appropriate; and
  - demonstrates the student is using the equipment, and, where appropriate, that the student is using the equipment for provincial testing.

The student's IEP should include the following information:

- under *Individualized Equipment* – list the current SEA equipment the student has;
- under *General Accommodations* - include the following statement
  - “*use of assistive technology*” (i.e., list all software the student accesses on a regular basis as an instructional and/or an assessment accommodation).

### SEA EQUIPMENT IN MAPLEWOOD

SEA information is input and maintained in Maplewood (Spec Ed Tab), for students who are in receipt of equipment.

## SEA Expenses

For SEA funding, students do not have to go through the Identification, Placement, and Review Committee (IPRC) process. Equipment must be recommended by a qualified professional and the student's Individual Education Plan (IEP) must describe how the equipment is used to meet their needs.

### Eligible Expenses

Eligible expenses include the cost of purchasing and/ or leasing equipment, costs of software, service contracts and training required. The equipment must help students overcome barriers related to learning as a result of physical needs, vision, hearing, learning disabilities, and communication.

### Ineligible expenses:

Repairs/replacement due to malicious damage, building modifications, curriculum materials, HST rebate amount, cost of assessments, computer hardware when the student would have normal access with classmates to computers or software that is already licensed through the Ontario Educational Software Service.

## ***STUDENT TRANSFERS Within SCDSB***

**When a student is moving from one school to another within SCDSB, after reviewing the OSR, the SERT or administrator of the receiving school will contact the Assistive Technology Teacher and the IMS department in order to make arrangements for the transfer of equipment.**

## ***HOME USE OF SEA EQUIPMENT (SEPTEMBER TO JUNE ONLY - Secondary)***

SEA equipment is provided to assist the student in accessing the Ontario curriculum. In circumstances in secondary school when administrators deem it appropriate, SCDSB has created a policy that a personalized SEA device may go home under the following conditions:

- 1) An **Assumption of Responsibility Form** is reviewed with the parent/guardian/student and executed by all parties. *Assumption of Responsibility Forms* are valid only for the school year noted on the form, and must be initiated and signed for each school year. The original is to be placed in the Ontario Student Record (OSR) and a signed copy forwarded to the Assistive Technology Teacher.
- 2) The parties agree to take full responsibility for the safe keeping of the device while in their possession, and agree to indemnify and hold harmless SCDSB for any claims and/or loss and/or damage arising out of the use of the equipment.
- 3) Home use applies to student devices only (i.e. iPads or laptops), and does not include printers or scanners.
- 4) The student accepts responsibility for ensuring that his/her equipment is available during instructional time. A pattern of not having equipment available during instructional time can result in cancellation of this agreement.
- 5) **Devices are intended for the sole use of the student identified and are not to be loaned or used by anyone else.** Modification or re-configuration of computer systems is not permitted, nor is the installation of illegal software. Any modifications made to the system will be tracked and recorded. All software licensing regulations must be followed.
- 6) All SEA equipment must be returned to the school each June, for storage and upgrades over the summer months.
- 7) Failure to comply with rules and regulations can result in the removal of the device. The board reserves the rights to withdraw the student's privilege of home use at any time.

# What the SEA Process Looks Like

## *The Process in a Nutshell*

It becomes apparent that the child needs special support to access school or the curriculum and there is an assessment by a qualified professional.

The assessment is reviewed by the Special Education Team. This assessment may include recommendations for equipment already in the school, in which case, it may not need to be ordered. Typically, it is for equipment not available in the school.

The review could include teachers of special education, hearing, vision, autism, or speech language pathologists. They decide which recommendations are realistic in the school setting. When technology is recommended, the student must show that they are willing and able to use the equipment that is in the school before the SEA application can be processed.

The SEA claim is created. This includes the assessment, the list of necessary equipment and order information including quotes, and an updated IEP that notes the need for the equipment. It may take a few weeks to complete the package. It is then reviewed and equipment is ordered. Depending on the availability of the equipment, it may take several weeks to come in. Once it arrives, it is a multi-step process to prepare the equipment for delivery to the school and student.

Equipment is shipped to the school for the student and set up. Training occurs at the school and is ongoing between the Assistive Technology Teacher, Resource Teacher, Classroom Teacher, and all other professionals involved.

In secondary school, the school principal can make the SEA equipment available to the child to take home. Parent(s) will be asked to sign an Assumption of Responsibility Form to accept responsibility for equipment when it is not at school.

The SEA Claim process is documented and the IEP provides evidence that the student is using the equipment. An inventory of SEA equipment is placed in the student's Ontario Student Record (OSR) and a report including the student's name, school, identification (if any), equipment ordered and invoice information is sent to the Ministry.

**Note: The time it takes to complete a SEA package varies, but once the completed SEA claim is received; the average wait time is 2-4 weeks. In some incidents, the wait time can be longer depending on manufacturers.**

# Frequently Asked Questions

## **My child just had an assessment but didn't qualify for special equipment, why?**

Assessments must include a diagnosis of the condition the equipment is meant to address and a functional recommendation regarding the specific types of equipment the student requires to address his or her strengths and needs.

Technology is not appropriate for all learning disabilities; the assessment itself will demonstrate that the equipment is essential for learning and/or attending school.

## **In the assessment why aren't there particular names of software used?**

Qualified professionals recommending equipment and/or software, are encouraged to write the assessment in "functional language" (e.g. student requires text-to-speech software to address student's strengths and needs), rather than specifying a brand name.

To be financially responsible, whenever possible, Ontario Ministry licensed software is used.

## **On the assessment it mentions a desktop computer, but a laptop was purchased. How come?**

When purchasing equipment, the board considers the students and the learning environment, along with the qualified professional recommendation when deciding what specific program, service, equipment and/or software to provide. For example, the board will decide: which software version to purchase, whether to purchase a desktop/ laptop/ or other portable device, etc. based on the student's computer abilities, strengths, needs, and the school/board context.

At Sudbury Catholic, the device of choice is usually an iPad or a laptop for the portability but it also depends on the student's needs and classroom environment.

## **Who pays for consumables such as toner and paper for printers?**

Funding to support consumable costs such as toner and paper for printers, is allocated by the board to individual schools. Therefore, consumables are ordered and paid by individual school budgets.

## **As a parent I would like to come to training, can I?**

Parents are always welcome, we ask that you make arrangements through your school. Training occurs with the Assistive Technology Teacher and the SERT.

# Overview of Hardware

**When choosing the appropriate technology for students we take into account student's needs, classroom setup and the board network capabilities and any other pertinent information.**

The following technology purchases has been established as the frequent types purchased through SEA funding. These are subject to change with new versions, student's needs and even newer technology developed that is more appropriate. Whenever possible we buy in bulk in order to be more fiscally responsible.

Equipment	Description and Functionality
iPad	The iPad is SCDSB's choice of technology for portability and ease of use. We also find older students find it easier to carry class to class along with any books needed. These devices can record audio and video. Have built in accessible features and a variety of apps can be purchased to assist in learning. Peripherals can also be purchased such as an external keyboard.
Printer	Printers are purchased when an appropriate printer is not in the vicinity of the student's classroom. Most of our schools have shared printers accessible for all students to use.
Scanner	Scanners purchased all have OCR (Optical Character Recognition) capabilities. Meaning they can scan a document to recognize the characters as text. Software that comes with the scanner is used to scan and it is used with software like iWordQ Pro or Kurzweil.
USB storage Device	Students use the memory key to copy, store or transfer data from school laptop to home computer or another school computer and vice versa. It is also used for teacher-to-student transfer of documents.
Power Bar and extension	These peripherals are purchased if printers and scanners are purchased. These help those devices be accessible in classrooms.

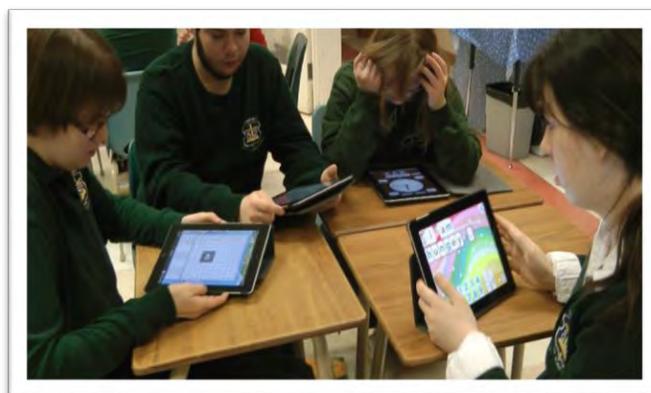
## Overview of Hardware

Equipment	Description and Functionality
Switches	These are common solutions for users with mobility disabilities who need to use computers or other electronic devices but have difficulty with the usual keyboard or mouse.
Headphones	Headphones allow students to listen to any audio output without disturbing others and it helps them focus on the task at hand. It is usual for the board to purchase the type that includes a microphone to enable voice recording.
Software*	Whenever possible, Ministry licensed software is used on computers when appropriate. Some of the titles utilized are: iWordQ Pro – Word Prediction and allows text to read aloud when highlighted. iThoughts – Mind mapping software Tools4Students – Graphic Organizer templates ChoiceWorks – used to create visual schedules Noteability – Easy note taking, annotation, recording Explain Everything – Interactive whiteboard: Images, Files, Video, Collaboration Book Creator – Crea Microsoft Office 365: Word, Excel, Powerpoint, Lens, Skype, Outlook GarageBand – used to record voice iMovie – used to video record Calculator – from a basic to scientific calculator that speaks results.  Accessible features include: Voice Over, Zoom, Flash Alerts, Slow or Sticky Keys
Laptop/Desktop	Due to portability, the laptop of choice is the MacBook Air. Otherwise, we do purchase the iMac as a desktop. A laptop or computer has all of the accessibility features of an iPad, and can have specialized apps installed for a student, depending on needs identified. In some of our specialized Classrooms, a PC touch screen computer is essential to the learning.
FM Systems	An audio enhancing system. One part of the system the speaker speaks into and the other consists of the output (either to entire class or to a hearing aid).

\* This by no means is meant to be an exhaustible list. Instead it is a few of the software used frequently

# Forms

- 1. Notification of SEA Equipment**
- 2. Re-Notification of SEA Equipment**
- 3. Home Use of Special Education Equipment**
- 4. Parental Notification of Release of SEA Equipment**





**SUDBURY  
CATHOLIC  
DISTRICT  
SCHOOL BOARD**

165A D'Youville Street  
Sudbury ON P3C 5E7  
705.673.5620  
sudburycatholicschools.ca

## NOTIFICATION OF SEA EQUIPMENT

**Date:**  
**Student's Name:**  
**School:**

Dear Parent(s)/Guardian(s),

Your child has received specialized equipment to facilitate his/her learning as a student within our Board. This equipment is funded by the Ministry of Education through the Special Equipment Amount (SEA). There is a trial period of 3 months for all devices to determine if the device is appropriate and beneficial to your child's learning. A decision as to fit will be made after the trial period.

The equipment consists of:

- iPad
- Laptop
- Otterbox case
- Lightning external keyboard
- Earpods
- FM System
- Specialized Software/Apps:
- Other:

School staff have discussed the expectations and the strategies necessary to effectively use the equipment with your child. They recognize the time and effort required to utilize the equipment productively. We encourage you to keep assisting your child develop a favorable attitude towards the use of this equipment.

From time to time, use of the equipment mentioned above will be reviewed for effective and appropriate use along with any required maintenance.

Thank you very much for your continuing support of your child's learning.

Regards,

A handwritten signature in blue ink that reads "Martina Reynolds".

**Martina Reynolds**  
**Assistive Technology Lead**  
**705-673-5620, ext. 206**

Copy to Parent(s)/Guardian(s)  
Copy to SEA Binder  
Copy to OSR



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## RE-NOTIFICATION OF SEA EQUIPMENT

Date:  
Student's Name:  
School:

Dear Parent(s)/Guardian(s),

This is a reminder that your child had received specialized equipment to facilitate his/her learning as a student within our Board. This equipment is funded by the Ministry of Education through the Special Equipment Amount (SEA).

The equipment consists of:

- iPad
- Laptop
- Otterbox case
- Lightning external keyboard
- Earpods
- FM System
- Specialized Software/Apps:
- Other:

We encourage you to keep assisting your child develop a favorable attitude towards the use of this equipment.

From time to time, use of the equipment mentioned above will be reviewed for effective and appropriate use along with any required maintenance.

Thank you very much for your continuing support of your child's learning.

Regards,

A handwritten signature in blue ink that reads "Martina Reynolds".

Martina Reynolds  
Assistive Technology Lead  
705-673-5620, ext. 206

Copy to Parent(s)/Guardian(s)  
Copy to SEA Binder  
Copy to OSR



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## HOME USE OF SPECIAL EDUCATION EQUIPMENT

**Date:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**OEN#** \_\_\_\_\_

**School:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Dear Parent(s)/ Guardian(s):**

As you are aware, a device has been purchased for your child \_\_\_\_\_.  
Sudbury Catholic District School Board would like to offer the extension of school use to include home evening use with regulations. This is only for students in grade 7 or older. The equipment being borrowed is to be used solely for educational purposes. Extra software will not be able to be installed on the device.

Description	Serial Number	Approximate Value

As per the Ministry of Education guidelines, the equipment must be with your son/ daughter while he or she is at school. It is important that you discuss with your child the safe handling and transportation of this equipment between home and school.

Failure to comply with the guidelines will result in take home privileges being revoked immediately.

I fully understand and accept responsibility for the security and safekeeping of the listed equipment while in my possession off Board premises.

I agree that should damage occur I share in the responsibility for any loss or damage arising out of the home use of the equipment listed above. The shared responsibility will be 50%.



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- I agree to not hold the Sudbury Catholic District School Board responsible for any claims, loss or damage arising out of the use of the equipment.
- I agree that the equipment will return to school everyday, fully charged, in the same condition as it was received.
- The equipment will not be going home during school holidays.
- I understand that while many printers are supported by the equipment, mine may not be and if that is the case my child will only be able to print while at school.

Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Signature of Student: \_\_\_\_\_

Dated: \_\_\_\_\_

Principal Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**Steps Followed for Home Use:**

- Meeting between principal and teachers to discuss the benefits of home use.
- Meeting between principal and parents to discuss the benefits of home use and to sign the form.
- Meeting between school and student to understand the rules of home use.
  - proper handling
  - proper take home procedure for school
  - fully charged device returning to school
- Principals to forward a copy of form to Assistive Technology Teacher (fax, email or through board mail) and to keep a copy on file at school.
- Student to follow take home procedure according to school.
- This privilege will be reviewed throughout the year and changed as appropriate.



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## Parental Notification of Release of SEA Equipment

Dear Parent(s)/Guardian(s),

As you are aware, through SEA Ministry of Education funding, your child received a specialized device to support his/her learning. The school team has emphasized the importance of using the equipment effectively and on a regular basis. We have set goals and objectives to encourage your child to take full advantage of using his/her equipment to access the curriculum. We have recognized the following concerns and have discussed them with your child and you, as the parent/guardian:

- Equipment is not being used in the classroom
- When encouraged to access the equipment, he/she indicates that it is not needed
- Equipment is not being used for the intended purpose
- Equipment no longer meets your child's needs

After consultation with you and your child, it is recommended that the SEA equipment be removed and reassigned to another student within the Sudbury Catholic District School Board (SCDSB). This cannot be reversed once completed. Support will continue to be offered through the Special Education Department as outlined in the Individual Education Plan.

Student Name:

School/Grade:

OEN#:

Device:

Student's Signature:

Date:

Principal's Signature:

Date:

Classroom Teacher's Signature:

Date:

SERT Signature:

Date:

Parent/Guardian Signature:

Date:

# For more information, please contact:

## **Sudbury Catholic District School Board**

165 A D'Youville St  
Sudbury, Ontario  
P3C 5E7  
705 673 5620

### **Rossella Bagnato**

Superintendent of School Effectiveness  
Special Education

### **Christina Raso**

Special Education Consultant  
705 673 5620 ext 204

### **Martina Reynolds**

Assistive Technology Lead  
705 673 5620 ext 206



**SUDBURY  
CATHOLIC  
SCHOOLS**

**Leaders in Learning and Faith.**

# Transportation

Students identified as exceptional students will be transported to designated schools in accordance with policy concerning distance between home and school. When possible, these students will be transported on regular routes.

Students in educational programs in care and treatment facilities may be transported as determined by the supervisory officer responsible for Special Education.

Students attending Provincial and Demonstration Schools will be transported in accordance with ministry funding. Transportation to and from the airport may be provided as determined by the supervisory officer responsible for Special Education.

Students attending summer school will be transported in accordance with ministry funding.

Most exceptional students will be transported on regular routes. In special circumstances, the Supervisory Officer responsible for Special Education, may approve special transportation arrangements.

School bus drivers, providing services to our students, are required to attend information sessions regarding exceptional students. The following topics are presented:

- Anaphylaxis and the Epi Pen
- Overview of Exceptionalities
- Behaviour
- Autism
- Physical Exceptionalities - including securing wheelchairs, lifting, and loading and unloading wheelchairs.

In addition, drivers are to wait additional time at stops where there are kindergarten, special education and students who use wheelchairs.



<b>Section</b>		<b>Page</b>
<b>Special Needs Transportation</b>		1 of 2
<b>Transportation - Special Needs</b>		<b>Date</b> June 10, 2002 <b>Revised</b> April 22, 2010
<b>Policy</b>	In accordance with the Accessibility for Ontarians Disability Act, the Sudbury Student Services Consortium accommodates all students that are identified by their School Board as requiring Special Needs Transportation.	
<b>Operational Procedures</b>	<p>The Sudbury Student Services Consortium shall endeavor to integrate all special needs students on regular routes where possible and when it would be in the student's best interest.</p> <p>Special needs transportation may be arranged when:</p> <ol style="list-style-type: none"> <li>1. the student has a permanent physical disability that prevents the student from boarding a regular bus and walking to his/her seat;</li> <li>2. the student has been identified by the School Board's Special Education Services as requiring special transportation;</li> <li>3. the student has a medical condition requiring special transportation (in this case, the request must be accompanied by a doctor's note that clearly specifies the student's limitations); or</li> <li>4. the student attends a local treatment centre.</li> </ol> <p>The Sudbury Student Services Consortium shall:</p> <ol style="list-style-type: none"> <li>1. prepare a list of all the students requiring special needs transportation that are currently identified by the Boards as part of the annual planning schedule;</li> <li>2. meet with the boards' Special Education Services Representatives to confirm approvals for the upcoming school year and to develop a personalized accessibility transportation plan;</li> </ol>	

3. coordinate the most cost-effective transportation for approved requests; and
4. maintain a Personalized Accessibility Plan for each student requiring special transportation;

Upon receiving a request for Special needs transportation, the Sudbury Student Services Consortium shall refer the parent or guardian to the school principal. The school principal shall review the request and contact his/her Board's Special Education Services Representative for their approval. If approved, the Board's Special Education Services Representative shall forward an email to the Sudbury Student Services Consortium and principal.

The Sudbury Student Services Consortium shall ensure that Operators provide specialized training for drivers who shall be responsible for transporting these students.

# **TRANSITION PLANNING & COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES**

In the Sudbury Catholic District School Board, transitions are facilitated by the Special Education Consultant in collaboration with staff, parents and community agencies. The Sudbury Catholic District School Board plans carefully at times of transition.

Exceptional students experience three significant transitions during their school lives:

## **1. Pre-School to School Programs**

- ✓ Section #23 programs
- ✓ Pre-school speech and language programs
- ✓ Intensive early intervention programs for children with Autism Spectrum Disorder (ASD)

## **2. Elementary to Secondary School**

## **3. Secondary to Post-secondary Education or Work**

The Special Education Consultant and the Special Needs Social Worker, work closely with principals, teachers and parents to facilitate a smooth transition, which will increase the possibility of future success.

## **Transition from Pre-School to School Programs**

- ✓ All children community services providers (such as Children's Treatment Centre (CTC)/Child Community Resources (CCR), Daycares, Infant Development Services, exchange of information
- ✓ Consents are signed by parents
- ✓ In January, staff from various community service providers inform the board of the possible arrival of children in September
- ✓ In December, "Transitioning to School" parent presentation held at CTC

- ✓ In early March, CTC and CCR staff meet with the Special Education Consultant & Special Needs Program Social Worker to discuss children with special needs who are transferring from pre-school programs
- ✓ In March, a formal Case Conference is held, with pre-school staff, parents, Special Education Consultant & Special Needs Program Support Worker and community school team. At this time, any assessment reports are discussed and plans for the transition from pre-school programs are established
- ✓ In April-May any updated or new assessment reports are forwarded to the Special Education Consultant
- ✓ In May, parents register the child in the program, which has been recommended through the collaborative process outlined above.
- ✓ An IPRC is convened to confirm the identification, placement and needs.

## **Transition from Word Play (Preschool Speech Language Services) to School Speech Language Services**

In September, a list of active Junior Kindergarten students involved with Word Play is given to the Speech Language Pathologist.

As students finish their involvement with Word Play, a transition meeting is held. Reports are shared. The school board Speech & Language Pathologist gives the Special Education Resource Teacher ideas to be used in the Junior Kindergarten classroom as well as information for follow up in Senior Kindergarten.

## **Transition from Elementary to Secondary Programs**

- ✓ In December, the WIAT is administered to all grade 8 exceptional students.
- ✓ In January, the Special Education Resource Teachers brief the Special Education Consultant regarding needs of exceptional students who will be leaving Grade 8.
- ✓ Psychology team reviews and determines if updated psycho-educational assessment is required for each exceptional student
- ✓ January - March, grade 8 reassessments are conducted
- ✓ In April - May, Elementary Principals review Transition Plans with parents and refinements are made.

- ✓ In May - June, IPRC's are held.
- ✓ Transition from Secondary to Post-Secondary Education / Workplace
- ✓ In November, the Special Education Consultant reviews Transition Plans of students who will be leaving secondary school with Secondary Special Education Program Leaders
- ✓ December - February, the Special Education Consultant confirms that referrals are in place and parents have been contacted.
- ✓ In March, the Special Education Consultant advises the Superintendent of staffing needs based upon Transition Planning for these students.
- ✓ In March, the Special Education Consultant confirms the number of students who will be over 21

## **Other Transitions**

Some students experience other transitions during their school lives as outlined below:

### **Transition from Care and Treatment Programs:**

- ✓ Students who are transferring from Care and Treatment programs have their transition needs met through a case conference with the Special Education Consultant and community school team.
- ✓ Assessment reports are reviewed and individualized plans for the transition from Care and Treatment programs are finalized.
- ✓ Once the assessment reports have been reviewed by the Psychology department, an IPRC is held with the staff from the appropriate school.

### **Transfers to Care and Treatment Programs:**

Students who are transferring to Care and Treatment programs have their transition needs met through a case conference with the appropriate staff. This case conference is facilitated by the Special Education Consultant with the community school team present to share student's strengths and needs

### **Transfers to and from other Boards of Education:**

- ✓ Students transferring to or from programs offered by other boards have their transition needs met through a case conference.
- ✓ Once the Ontario Student Record has been received, identification and placement is reviewed by the Special Education Consultant and the psychology team in the context of the identification criteria and range of placements established by the Sudbury Catholic District School Board.

### **Assessments from Outside Agencies:**

- ✓ When an assessment is completed by an outside agency the assessment is to be shared with the Special Education Consultant so that it can be reviewed by the psychology team
- ✓ If an IPRC is warranted, the Special Education Consultant will facilitate the meeting. The school will discuss IEP needs, program accommodations, modifications and any other concerns.
- ✓ The Sudbury Catholic District School Board does not necessarily re-assess the students, unless the existing assessment has not clearly documented the student's needs.
- ✓ Recommendations from outside agencies are considered in the context of the identification criteria and range of placements established by the Sudbury Catholic District School Board and within the resources available

## Co-Ordination of Services with other Ministries or Agencies

Advanced Special Education Planning is coordinated with the following agencies/services. Board Personnel, as indicated in the following chart, work in consultation with the Special Education Consultant, Special Needs Program Worker and with the Superintendent of School Effectiveness responsible for Special Education

<b>Program</b>	<b>Agency</b>	<b>Assessments Accepted</b>	<b>Board Personnel</b>	<b>Sharing of Information - Entering -</b>	<b>Sharing of Information - Existing -</b>
Pre-School Nursery	Child Care Resources	Yes	Special Education Consultants/ Superintendents	- in-school meeting - IPRC meeting	- reports - in-school meetings - IPRC meetings
Pre-school programs for students who are deaf or hard of hearing	Provincial Schools for the Deaf	Yes	Speech Language Pathologist/SE Consultant / Superintendent	- in-school meeting - IPRC meeting	- reports - in-school meetings - IPRC meetings
Early intervention programs for children with autism	Child Care Resources & Northeast Mental Health Centre	Yes	Speech Language Pathologist/SE Consultant / Superintendent	- reports - in-school meetings - IPRC meetings	- reports - in-school meetings - IPRC meetings
Pre-school programs for the physically disabled	Children's Treatment Centre	Yes	Special Education Consultant/ Superintendent	- reports - in-school meetings - IPRC meetings	- reports - in-school meetings - IPRC meetings
Correctional Services	Rainbow D.S.B. Care & Treatment	Yes	Counsellor Special Education Consultant/ Superintendent	- reports - in-school meetings - IPRC meetings	- reports - in-school meetings - IPRC meetings
Care & Treatment for children with behavioural &/or emotional issues	Rainbow D.S.B. Care & Treatment Centre & Northeast Mental Health Centre	Yes	Counsellor Special Education Consultant/ Superintendent	- reports - in-school meetings - IPRC meetings	- reports - in-school meetings - IPRC meetings
Other boards of education	/	Yes	Special Education Consultant (& appropriate staff)/ Superintendent	- reports - in-school meetings - IPRC meetings	- reports - in-school meetings - IPRC meetings

# Transition: The Journey towards Adult Services



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Children's Treatment  
Centre Sudbury

Children's Treatment Centre • (705)523-7337 • 41 Ramsey Lake Rd, Sudbury, Ontario P3E 5J1

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## INTRODUCTION

It is our hope that you will find this community resource directory to be helpful as you prepare for the transition to adult services. The change from paediatric services to adult services is very challenging for both the youth and their family. Transition can involve significant changes in all aspects of a person's life: where they live, where they go to school, who their doctor is, where they get their therapy, their income, leisure activities etc.

Our thanks to Anne-Marie Phillips, a 4<sup>th</sup> year social work student at Laurentian University's School of Social Work for all of her work and dedication in preparing the directory.

We will do our best to update the directory but agencies will sometimes change names and contact information without our knowledge. Please advise us of any relevant changes and we will incorporate them.

Every effort has been made to verify the information appearing in the directory. Information was obtained from each agency or group and verified by a contact within the agency or group. Information was also gathered via internet websites.

We have also developed another directory called FINDS – Families in Need-Directory of Services for Children With Special Needs. It outlines programs, funding and supports for families who have a child with special needs. Both directories are available at the Children's Treatment Centre. For your copy, send an email to [jtramontini@hrsrh.on.ca](mailto:jtramontini@hrsrh.on.ca).

Joanne Tramontini, M.S.W., R.S.W.  
Social worker  
Children's Treatment Centre  
523-7337 ext. 1483

## EDUCATION

### Cambrian College

#### The Glenn Crombie Centre for Disability Services

<p>(705) 566-8101 1400 Barrydowne Rd. Sudbury, ON P3A 3V5</p>	<p>General website: <a href="http://www.cambrianc.on.ca">www.cambrianc.on.ca</a> Direct Link to The Glenn Crombie Centre for Disability Services: <a href="http://www.cambrianc.on.ca/_Schools/school_gc.c.htm">www.cambrianc.on.ca/_Schools/school_gc.c.htm</a></p>
<p>The Glenn Crombie Centre for Disability Services is a resource centre that promotes access and success for students with disabilities. This unique Centre is a multi-service student complex with specialized education and training resources and state-of-the-art assistive learning technologies. The centre also links students to resources that are used to assist students in their classrooms in all programs.</p> <p><i>Specialized Programs offered at Cambrian</i></p> <p>Building Bridges – for students with developmental disabilities Transition to College (TCPG) – for students with learning disabilities College Vocational Program – for students with mild intellectual disabilities</p>	

### College Boreal

<p>(705) 560-6673 21 boulevard Lasalle Sudbury, ON P3A 6B1</p>	<p><a href="http://www.borealc.on.ca">www.borealc.on.ca</a>  <a href="http://www.borealc.on.ca/Services-aux-etudiants/Appui-apprentissage/Accueil/">http://www.borealc.on.ca/Services-aux-etudiants/Appui-apprentissage/Accueil/</a></p>
<p>Si tu as des besoins particuliers, plusieurs accommodements adaptés à tes besoins sont disponibles.</p> <p>Description : Difficultés et troubles d'apprentissage • trouble d'hyperactivité avec déficit de l'attention • personnes sourdes, devenues sourdes ou malentendantes • cécité et vision partielle • personnes ayant une mobilité réduite • lésion cérébrale acquise légère • autres (troubles médicaux, affectifs, psychologiques)</p>	

### Laurentian University

<p>(705) 675-1151, extension 3324 935 Ramsey Lake Rd Sudbury, ON P3E 2C6</p>	<p><a href="http://www.laurentian.ca">www.laurentian.ca</a> – general website <a href="http://www.laurentian.ca/Laurentian/Home/Departments/Special+Needs/Homepage.htm?Laurentian_Lang=en-CA">http://www.laurentian.ca/Laurentian/Home/Departments/Special+Needs/Homepage.htm?Laurentian_Lang=en-CA</a></p>
<p>Services Available – Extended time for tests and exams – Voice input to computer – Use of specialized equipment – Tape recorders for lectures – Personal reading scanners – TTY (teletype phone) – FM system for classroom lectures – Computerized note taking – Enlargement devices for class materials – Talking calculators – Alternative computer programs for various disabilities – a more extensive list can be found on the website. Bursaries are available.</p>	

# EMPLOYMENT

## Northern Vocational Services

(705) 674-4141 117 Elm St. Suite 209 Sudbury, ON P3C 1T3
Programs include on the job training, work trials and job placements, job coaching and job maintenance. They offer services in completing application forms, creating resumes/cover letters, learning and practicing interview skills, specialized computer training and more. Additional services offered free of charge through O.D.S.P. are transportation, clothing, workplace equipment, specialized training, vocational testing.

## Ontario Disability Support Program (ODSP) Income and Employment Supports

(705) 564-4515 199 Larch St. 5 <sup>th</sup> Floor Sudbury, ON P3E 5P9	<a href="http://www.mcass.gov.on.ca">www.mcass.gov.on.ca</a>
ODSP Employment Supports helps eligible people with disabilities overcome barriers to employment by providing employment-related goods and services. A person does not need to be in receipt of ODSP Income Support in order to be eligible for Employment Supports. To be eligible for Employment Supports under ODSP, you must have a physical or mental impairment that is continuous or recurring, lasting one year or more, and presents a substantial barrier to employment.	

## Employment Services (Ontario March of Dimes)

(705) 674-3377 31 Larch St. 4 <sup>th</sup> Floor Sudbury, ON P3E 1B7	<a href="http://www.marchofdimes.ca/dimes/corporate_rehab/programs_and_services/job_placement/sudbury.htm">http://www.marchofdimes.ca/dimes/corporate_rehab/programs_and_services/job_placement/sudbury.htm</a>
Employment services offers a full range of services to help people with disabilities develop employment plans, prepare for work, overcome employment barriers, and enter the workforce	

## YMCA Employment Services

(705) 674-2324 10 Elm St. Suite 112 Sudbury, ON P3C 5N3	<a href="http://www.sudbury.ymca.ca">www.sudbury.ymca.ca</a>
YMCA Employment Services offers employment planning services to individuals with disabilities who qualify under the Ontario Disability Support Program (ODSP). Programs provided: job trial, on the job placement, job coaching, job monitor, mobility training.	

### L'Arche

(705) 525-1015 1173 Rideau St. Sudbury, ON P3A 3A5	<a href="http://www.larchesudbury.org">www.larchesudbury.org</a>
Life Skills / Vocational Alternatives Program – opportunities for people with developmental disabilities to secure meaningful employment in the competitive workforce. Job coaches accompany these individuals and assist them in acquiring the necessary skills that will help them achieve independence in their work. <i>*** (Access to program through Service Coordination – (705) 673-4754)</i>	

\*\*\* (List of employment services is not comprehensive – see yellow pages for more options)

### Volunteer Sudbury

(705) 560-6661 960 Notre Dame Ave. Sudbury, ON P3A 2T4	<a href="http://www.volunteersudbury.com">www.volunteersudbury.com</a>
An organization dedicated to supporting volunteers and organizations requiring volunteers. This is achieved through services that link individuals interested in volunteering with organizations in need of assistance.	

### Volunteer Opportunities

<a href="http://www.mysudbury.ca">www.mysudbury.ca</a>
My Sudbury offers links for different volunteer opportunities available in Sudbury.

# HOUSING ACCOMMODATIONS and HOME SUPPORTS

## Housing Registry

(705) 671-2489 *4678 199 Larch St. Suite 603 Sudbury, ON P3A 5P3
The Housing Registry offers clients an updated database of available and affordable units within the City of Greater Sudbury. Clients have access to a telephone and desk to call potential landlords, find information on tenants' rights and receive assistance in developing money management skills. The Housing Coordinator is also available to advocate on the client's behalf with landlords, funding sources and utility companies.

## ICAN

(705) 673-0655 765 Brennan Road Sudbury, ON P3C 1C4	<a href="http://www.ican-cerd.com">www.ican-cerd.com</a>
<b>Supportive Housing</b> – Wheelchair accessible apartments with personal support services. As a tenant you manage your own lifestyle, sign a lease with the landlord and participate fully in community living. Trained support staff are available on-site 24hours a day to assist you with personal care needs, homemaking and other activities associated with apartment living. Scattered supportive housing services are also available where trained support staffs is on call 24 hours/day to assist with independent living within the community.	
<b>Outreach Services</b> – Trained staff assist you with daily living in your home at pre-arranged times. With outreach service you: structure and schedule your daily living activities, manage your personal service, and reduce dependence on family and friends	
<b>Respite</b> – Temporary accommodation with support staff on site 24 hours/day for assessment, holidays or when you and your family need a break (modest fee)	

## Sudbury Developmental Services

(705) 674-1451 245 Mountain Street Sudbury, ON P3C 2TB	<a href="http://www.cgsds.ca">www.cgsds.ca</a>
<b>Residential Services</b> – community living alternatives for adults who have a developmental disability. The varied residential programs are designed to provide staff support for individuals living in a group home, as well as living in their own apartment in the community.	
<b>Respite Case Services</b> – Provides relief to families and for individuals with developmental disabilities. Services can be provided in the home, at a service provider's residence or at our barrier-free respite care centre.	
***( <i>Access to program through YWCA Sudbury Service Coordination – (705) 673-4754</i> )	

### L'Arche

(705) 525-1015 1173 Rideau St. Sudbury, ON P3A 3A5	<a href="http://www.larchesudbury.org">www.larchesudbury.org</a>
Residential Program – includes three residential homes for people with developmental disabilities ***( <i>Access to program through YWCA Sudbury Service Coordination – (705) 673-4754</i> )	

### Community Living Greater Sudbury

(705) 671-7181 303 York St., Unit 241 Sudbury, ON P3E 2A5	<a href="http://www.valleyeasttoday.ca/CLGS/index.htm">www.valleyeasttoday.ca/CLGS/index.htm</a>
<b>Family Home Program</b> – An alternative to living in a group home setting. We seek a variety of families (Home Providers) who will welcome and embrace someone (Homesharer) with love, support, care, encouragement and a family bond. Individuals and families are supported by a team of case workers who ensure that services are coordinated and insure that individuals are able to make the transition to community living while receiving the care and service required	
<b>Outreach Program</b> – Assist those with high priority needs or those unable to receive support from other resources. Services may include: respite, equipment needs assessment, case management, advocacy	
<b>Residential Services</b> – Five residential houses are run by CLGS (Carina Residence, Evershed House, Grandview Residence, Place Amica Place, Makada Place) ***( <i>Access to programs through YWCA Sudbury Service Coordination –(705) 673-4754</i> )	

### Independent Living Services – Acquired Brain Injury (Ontario March of Dimes)

(705) 669-4327 263 Brady St. Suite 1111-B Sudbury, ON P3B 4A6	<a href="http://www.marchofdimes.ca/dimes/">http://www.marchofdimes.ca/dimes/</a>
Acquired Brain Injury services enable adults with an acquired brain injury to live independently. OMOD provides ABI services which can be described as rehabilitation services	
<b>Outreach Services:</b> provide assistance with, communication, community orientation and integration, emotional and behavioural support, life skills training, social skill training, recreation and social opportunities	
<b>Supportive Housing:</b> provides both scheduled and on-call assistance, 24 hours a day, for adults living in a supportive housing building or complex. Services are also available in school, work or community settings.	
<b>Respite Services:</b> provide short or longer-term relief for the primary caregiver, while working on the maintenance and development of new skills for the consumer. Service time can range from a few hours to several weeks.	

### **Christian Horizons**

(705) 566-7856	<a href="http://www.christian-horizons.org">www.christian-horizons.org</a>
<p>Christian Horizons in Sudbury provides supported housing for developmentally and physically challenged adults. They also offer Supported Independent Living- Services for people who wish to live independently. The level of support is determined on an individual basis and can range from several hours per day to a few hours each week.</p> <p><i>***(Access to program through YWCA Sudbury Service Coordination – (705) 673-4754)</i></p>	

## COMMUNITY PROGRAMS

### Children's Community Network (CCN)

(705) 566-3416 319 LaSalle Boulevard, Unit 2 Sudbury, ON P3A 1W7	<a href="http://communities.mysudbury.ca/Sites/CCN/default.aspx">http://communities.mysudbury.ca/Sites/CCN/default.aspx</a>
One Door, One Guide to Children's Services – CCN provides coordination information, a single point of access to services for children and families. CCN also provides youth and parents with assistance in transitioning to adult services. For example they provide assistance in filling out applications for ODSP and YWCA Sudbury Service Coordination.	

### YWCA Sudbury Service Coordination

(705) 673-4754 370 Ste. Raphael Street Sudbury, ON P3B 4K7	<a href="http://www.ywcasudbury.com">www.ywcasudbury.com</a>
YWCA Sudbury Service Coordination coordinates services and plans with adults who have a developmental challenge. Its service includes central access to services within the Adult Developmental Service System. It keeps the waiting list for people wanting residential, support and day services. It also provides individual funding through its northern regional program, Passport.	

### Independent Living Sudbury Manitoulin

(705) 675-2121 66 Elm Street Suite 105 Sudbury, ON P3C 1R8	<a href="http://www.ilresudbury.ca">www.ilresudbury.ca</a>
<p><b>Peer Support</b> - Is designed to provide opportunities for people with disabilities to share their knowledge and lived experiences. We recognize a peer as an individual who has had a similar or common experience and is willing to share the lessons learned” Peer Support” also affords individuals the opportunity to reduce isolation, to develop leadership skills, and gives assistance to individuals in exercising their rights and responsibilities.</p> <p><b>Programs:</b> Social and Recreational – swimming, bocce ball, billiards, bowling crafts Adapted Sports – rowing, sailing, skiing and curling Food Program – daily meals, dinner club Individual Advocacy Senior Friendship Circle</p> <p><b>Skills Development</b> – Assists individuals to advocate on their own behalf, supports their choices, respects their decisions, and affords individuals opportunities to take risks. It also provides learning opportunities by teaching individuals how to break down barriers and discrimination so that persons with disabilities can know their rights and responsibilities, as well as, access services and training opportunities to live and participate in society.</p>	

## **Independent Living Sudbury Manitoulin continued**

### **Programs:**

12 week employability program  
Pre-employability workshops  
Literacy and numeracy  
Computer training  
Music  
Theatre  
Life Skills Workshops

**Information and Networking** – We promote the Independent Living (IL) philosophy to consumers, their families, friends and support networks, community and governments by providing clear, accurate and up to date information that meets individual needs. This process is interactive; a “two-way street” that creates positive impacts for consumers and builds ongoing relationships between ILRCs and organizations in the community through the provision of current information on cross-disability issues. The experiences of people with disabilities validate the information that is out there to further understanding.

### **Services**

#### Financial Services

- Direct funding for adults with physical disabilities to hire attendants
- Registration support for RESP and RDSP
- Educational Workshops

#### Resources

- Available housing
- Online links
- Access to community agencies and programs

**Research and Community Development** - This area focuses on demonstrating IL models of services and delivery. The Participatory Action Research model most used in IL recognizes that persons with disabilities have expertise in determining what works and what does not. Consumer tested and validated information is the key to developing programs and services that benefit the whole community. Partnerships formed with individuals, community organizations, governments, schools, universities and businesses support the realization of these goals. By working together, gaps in service can be determined and new options and solutions can be created.

The Independent Living Resource Centre works to support people with disabilities achieve independence and integration into society. Programs include independent living empowerment skill development (education, life skills, computer training etc.), research and community development (capacity building, facilitate independent living, identify barriers in the community), peer support (team building, sharing knowledge and experiences), information and networking (reduce isolation, networking with community partners).

### Developmental Clinical Services

Developmental Clinical Services (DCS) Mental Health & Addictions Program Hôpital Régional De Sudbury Regional Hospital 127 Cedar Street Sudbury, Ontario P3E 1B1 <b>To access DCS, please contact:</b> <b><i>YWCA Sudbury Service Coordination at (705) 673-4754</i></b>
Developmental Clinical Services (DCS) provides community based assessment and treatment services to adults with developmental disabilities. DCS works in an integrated fashion with other service providers to build capacity within the service sector and among families caring for adults with developmental disabilities. DCS is committed to a range of community based clinical services which promote the quality of life and maximize the function of adults with developmental disabilities.

### ICAN

(705) 673-0655 765 Brennan Road Sudbury, ON P3C 1C4	<a href="http://www.ican-cerd.com">www.ican-cerd.com</a>
<b>Independence Training Centre</b> – Provides assessment and training for persons wanting to live in the community and to increase their ability and skills in independent living. A multi-disciplinary team works with you to develop an individualized plan designed to meet your personal goals. Program involves Occupational Therapy, functional assessments, peer support, assistive devices, activities of daily living, individual/caregiver education and support and recreation and leisure.	
<b>Peer Support Program</b> – This program provides peer support by matching people together to share their experiences. Being able to spend time with someone who has been in a similar situation can be very helpful. It creates opportunities for us to gain and share practical information and ways of coping. Peer support is also about having fun together, learning new interests, and finding new talents. It is about meeting new people, breaking down feelings of loneliness, and building confidence.	
<b>After School Campus Program</b> - This after school campus is for teens with physical disabilities that have the potential to direct their own care. This program offers: personal support services, an enjoyable after school program and activities, independence training, access to computers, recreation, socialization, snack. Our campus allows youth to progress in a positive direction into adulthood and community living: collaboration between agencies; address transitions issues, provide skills necessary to direct their own care, acquiring the necessary skills to manage different responsibilities in the home, at school and in the community. There is a cost to the program. In 2006, ICAN offered the Northern Teen Independence Program, a program based on the Bloorview TIP program, where youth between the ages of 16-19 participated in a 2 week residential program based at ICAN to work on their independence skills. <i>(Funding may be available through Special Services at Home – (705) 564-4515)</i>	

### Sudbury Community Service Centre

(705) 560-0430 1166 Roy Ave Sudbury, ON P3A 3M6	<a href="http://www.sudburycommunityservicecentre.ca/">http://www.sudburycommunityservicecentre.ca/</a>
The Sudbury Community Service Centre Support Services Program provides a case manager and services for people with a developmental disability. <b>Developmental Support Service Program:</b> Provides support services to adults diagnosed with a developmental disability and ensures that clients of the program become full participating members in the life of their community. ***( <i>Access to program through YWCA Sudbury Service Coordination – (705) 673-4754</i> ) <b>Credit Counselling Program:</b> The function of the Credit Counselling Program includes personal money management counselling, the arrangement of consumer debt repayment programs and the promotion of consumer credit education.	

### Community Living Greater Sudbury

(705) 671-7181 303 York St., Unit 241 Sudbury, ON P3E 2A5	<a href="http://www.valleyeasttoday.ca/CLGS/index.htm">www.valleyeasttoday.ca/CLGS/index.htm</a>
Day Support Services – Day and evening programs help enable people to establish interdependence with the community. Programs include: supported employment / volunteer job placement, leisure and recreation, community living skills, communication, sensory stimulation, behaviour treatment ***( <i>Access to program through YWCA Sudbury Service Coordination – (705) 673-4754</i> )	

### Sudbury Developmental Services – Day Programs

(705) 674-1451 245 Mountain St. Sudbury, ON P3C 2TB	<a href="http://www.cgsds.ca">www.cgsds.ca</a>
<b>Adele Samson and CEC Wood Centres</b> – provides the opportunity for individuals to experience, learn and maintain skills in the areas of socialization, communication and mobility through activities of daily living, leisure, recreation, speech, physio/occupational activities and community integration/inclusion. Adele Samson (705) 673-2072 10 York St. Sudbury, ON P3B 2T8 CEC Woods Centre (705) 566-1766 553 Lavoie St. Sudbury, ON P3A 2B4	
<b>Martin Asselin Centre</b> – Francophone day program that serves individuals with high/complex care needs (705) 673-2072 10 York St. Sudbury, ON P3B 2T8	
<b>Jarrett Resource Centre</b> – In its various enterprises, provides on the job training and employment opportunities for the individuals. (705) 675-1287 1125 Webbwood Dr. Sudbury, ON P3C 3B6	
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<p><b>Sudbury Developmental Services continued</b>  <b>Jarrett Value Centre</b> – Three locations offering training and employment opportunities. Recycles community donations in a processing and retail setting.                  (705) 525-5100 760 Notre Dame Ave. Sudbury, ON P3A 2T4</p>
<p><b>Transitional Age Youth Program</b> – Provides supports, integration and transition to our community youths exiting the school system. Job skills, training, introduction to community resources and employment preparation are the focus of this program                  (705) 675-1287 1125 Webbwood Dr. Sudbury, ON P3C 3B6                  (705) 525-5100 760 Notre Dame Ave. Sudbury, ON P3A 2T4</p>
<p><b>Therapeutic Gardening Program</b> – Set up specifically to address the need for a supervised activity setting as an adaptable and instrumental program to help people of all ages and mental/physical functioning to improve and grow. Horticulture therapy develops the social, educational, psychological and physical adjustment of persons to nurture their body, mind and spirits.                  Adele Samson (705) 673-2072 10 York St. Sudbury, ON P3B 2T8                  ***(<i>Access to programs through YWCA Sudbury Service Coordination –(705) 673-4754</i>)</p>

### Canadian Hearing Society

TTY(705) 522-1090/Voice (705) 522-1020 1233 Paris St. Sudbury, ON P3E 3B6	<a href="http://www.canadianhearingsociety.com">www.canadianhearingsociety.com</a>
The Canadian Hearing Society provides services that enhance the independence of deaf, deafened and hard of hearing people, and encourage prevention of hearing loss	

### CNIB

(705) 675-2468 303 York St. Sudbury, ON P3E 2A5	<a href="http://www.cnib.ca">www.cnib.ca</a>
<p><b>Early Intervention Specialists</b></p> <ul style="list-style-type: none"> <li>• Work directly with the child to determine their individual abilities and to ascertain effective teaching techniques.</li> <li>• Work closely with families, caregivers and professionals to provide information about the visual diagnosis, its impact on development, and appropriate teaching strategies.</li> </ul> <p><b>Low Vision Specialists</b></p> <ul style="list-style-type: none"> <li>• Assist family to understand visual diagnosis and to interpret medical terminology.</li> <li>• Complete functional vision assessments</li> <li>• Assist in maximizing use of residual vision, using everything from magnifiers and lighting to contrast in colors and textures</li> </ul> <p><b>Orientation and Mobility Specialists</b></p> <ul style="list-style-type: none"> <li>• Assist in teaching of skills that lead to independent travel indoors and outdoors, including safe travel techniques, use of a cane, protective techniques and trailing.</li> <li>• Assess and identify hazards in the environment and recommend modifications.</li> </ul>	

**CNIB continued**

**Independent Living Skills Specialists**

- Provide support and techniques regarding daily living activities necessary for independence as an adult.
- Assist in providing activities to stimulate tactile awareness for early literacy and pre-braille skills.
- Collaborate with EIS to establish developmentally appropriate expectations and teaching methods.

**Additional CNIB Services available**

Technology: Assessment Centres and Consumer Products including specialized hardware, software and training of specialized equipment

Library: for anyone who is unable to read using print - talking books, Braille, electronic information

Employment: services available to assist with pre-employment, job search, job accommodation and maintenance

Special Activities/Programs: SCORE (teen intensive rehabilitation program), mentorship programs, College and University preparation program, Children’s Discovery Portal, Lake Joseph Holiday Centre

CNIB is a nationwide, community-based, registered charity committed to research, public education and vision health for all Canadians. CNIB provides the services and support necessary for people to enjoy a good quality of life while living with vision loss.

**Learning Disabilities Association of Sudbury**

(705) 522-0100 Lockerby Composite School 1391 Ramsey View Court Sudbury, ON	<a href="http://www.ldasudbury.ca">www.ldasudbury.ca</a>
Services: One-on-one support to parents or guardians of students with LD to assist them in “navigating” the educational system and in developing advocacy skills.	

**AccessAbility Services  
Ontario March of Dimes**

<a href="http://www.marchofdimes.ca/dimes/">www.marchofdimes.ca/dimes/</a>
AccessAbility Services provides adults with physical disabilities greater independence through improved individual mobility and better community accessibility.
<b>Recycled Rental Equipment Program:</b> provides short and long-term rentals utilizing high quality, previously owned equipment.
<b>DesignAbility:</b> is a program that creates unique design solutions for adults with physical disabilities. In consultation with consumers, volunteers with technical expertise develop and adapt unique devices that are not commercially available.
<b>Barrier-Free Design Consultation:</b> provides consultation, information and advocacy around barrier-free design issues. This service includes maintaining a registry of housing

<b>Ontario March of Dimes continued</b> and landlords, and technical support to the Ontario Trillium Foundation Access Grant Program.
<b>Northern Medical Clinics:</b> provide residents of remote northern Ontario communities with access to volunteer medical specialists, who would otherwise not be available locally.
<b>Home and Vehicle Modification Program:</b> provides funding for renovations to home and vehicles for people with physical disabilities of all ages. Funding is provided by the Ontario Ministry of Community and Social Services.

### Meals on Wheels

(705) 525-4554 1127 Bancroft Dr. Sudbury, ON P3B 1R6	<a href="http://www.sudburymeals.org">www.sudburymeals.org</a>
Meals On Wheels offers a variety of high-quality, home-cooked meals to suit the needs of its diverse clientele. Our services include Daily Hot Meals, Home Meal Replacements (frozen meals), Wheels to Meals, Meals For Moms, and Daily Security Checks.	

## FUNDING

### ODSP Income Support

(705) 564-4515 199 Larch St. 5 <sup>th</sup> Floor Sudbury, ON P3E 5P9	<a href="http://www.mcass.gov.on.ca/mcass/english/pillars/social/programs/odsp.htm">www.mcass.gov.on.ca/mcass/english/pillars/social/programs/odsp.htm</a>
<p>Income Support provides financial assistance and other benefits to eligible people with disabilities and their families. This includes accommodation and basic living expenses, as well as prescription drugs and basic dental care. Other supports and benefits are also available see website for more information</p> <p>*Applications should be started 6 months prior to the teen's 18<sup>th</sup> birthday to ensure continuity of benefits as ACSD ends at 18.</p>	

### Access 2 Entertainment

<a href="http://www.access2.ca">http://www.access2.ca</a>
<p>The <b>Access 2 Entertainment</b><sup>TM</sup> card provides free admission (or a significant discount) for support persons accompanying a person with a disability at member movie theatres across Canada. The person with the disability pays regular admission. This program was developed by an advisory group of nine national disability organizations, in conjunction with Cineplex Entertainment.</p>

### Direct Funding Program Independent Living Sudbury Manitoulin

(705) 675-2121 66 Elm St., Suite 105 Sudbury, ON P3C 1R8	<a href="http://www.ilrcsudbury.ca">www.ilrcsudbury.ca</a>
<p>The Direct Funding program enables adults with a physical disability to become employers of their own attendants. Attendants assist with routine activities of living such as dressing, grooming and bathing. As an employer, you would be fully responsible for managing your own employees within a budget that is developed on an individual basis.</p>	

### Assistive Devices Program

1-800-268-6021	<a href="http://www.health.gov.on.ca">www.health.gov.on.ca</a>
<p>The objective of the Assistive Devices Program (ADP) is to financially assist Ontario residents with long term physical disabilities to obtain basic, competitively priced, personalized assistive devices appropriate for the individual's needs and essential for independent living. Categories of Assistive Devices are Communication Devices, Diabetic Supplies, Enteral Feeding Equipment/Supplies, Hearing aids, Orthotic Devices, Ostomy Supplies, Pressure Modification Devices, Prosthetic Devices, Respiratory Supplies/Equipment, Visual Aids, Wheelchairs, Positioning and Ambulation Aids</p>	

### **Ontario Federation for Cerebral Palsy**

416-244-9686 Toll Free 1-877-244-9686	<a href="http://www.ofcp.on.ca">www.ofcp.on.ca</a>
This is a new financial assistance program and is available to persons of all ages with cerebral palsy in the province of Ontario who hold a valid Ontario Health Card. For applications, guidelines and a complete list of categories of equipment funded, visit their website or call. Other services provided include advocacy and a family education program.	

### **Assistive Devices Program (Ontario March of Dimes)**

(866) 765-7237 215 Piccadilly Street, Unit 5 London, Ontario N6A 1S2	<a href="http://www.marchofdimes.ca">www.marchofdimes.ca</a>
Assistive Devices Program (ADP) offers financial assistance for device repair and equipment purchase. Devices include wheelchairs, braces, mobility aids and communication aids for non-speaking adults	

### **Home and Vehicle Modification Program (Ontario March of Dimes)**

1-877-369-4867 700 Richmond St., Suite 310 London, ON N6A 5C7	<a href="http://www.marchofdimes.ca">www.marchofdimes.ca</a>
Home and Vehicle Modification Program (HVMP) provides funding for home and vehicle modification that will enable children and adults with disabilities to continue living safely in their own homes, have safe access in their community and avoid loss of gainful employment.	

### **Service Clubs**

<i>Sudbury Public Library at 673-1155</i> <i>Leisure Guide:</i> <a href="http://www.mysudbury.ca/Portal/SportsandLeisure/LeisureGuide/">www.mysudbury.ca/Portal/SportsandLeisure/LeisureGuide/</a>
Service Clubs – Can provide funding for people who are not able to receive any funding or full funding from government programs. You can obtain an updated list of Service Clubs from the Greater Sudbury Public Library and the Greater Sudbury’s Leisure Guide.

### **Trillium Drug Company**

1-800-575-5386 416-642-3038 P.O. Box 337, Station D Etobicoke, ON M9A 4X3	<a href="http://www.health.gov.on.ca">www.health.gov.on.ca</a>
The Trillium Drug Program (TDP) is intended for Ontario residents who have a valid Ontario Health Card and who have high prescription drug costs in relation to their net household income and do not have a drug plan through an employer, ODSP or OW.	

**Passport**  
**(Program for young adults who have left school)**

[http://www.mcass.gov.on.ca/en/mcass/publications/developmentalServices/passport\\_family/intro\\_family.aspx](http://www.mcass.gov.on.ca/en/mcass/publications/developmentalServices/passport_family/intro_family.aspx)

Passport provides opportunities for individuals who have a developmental disability and who have left school to find more ways to participate in their communities. Through Passport, participants can receive funding for activities that encourage their personal development and help them achieve their potential. The Regional Passport Program is administered by the Sudbury YWCA Service Coordination at 673-4754.

**Ontario Works**

(705) 675-2411  
199 Larch St. 9<sup>th</sup> Floor  
PO Box 3700, Stn "A"  
Sudbury, ON P3A 5W5

[www.mcass.gov.on.ca](http://www.mcass.gov.on.ca)

Income and employment assistance for people who are in temporary financial need.

**Disability Tax Credit**

<http://www.cra-arc.gc.ca/E/pbg/tf/t2201/README.html>

The Government of Canada manages eligibility for the Disability Tax Credit. The Disability Tax Credit (DTC) is limited to people who are blind or have a severe and prolonged mental or physical impairment, which causes them to be markedly restricted in their ability to perform a basic activity of daily living, all or almost all of the time, even with therapy and the use of devices and medication. *Application available on the website*

**Registered Disability Savings Plan**

<http://www.cra-arc.gc.ca/gncy/bdgt/2007/rdsp-eng.html>

The Registered Disability Savings Plan (RDSP) is now available to help people with disabilities and their families save for the future. To help you save, the Government will pay a matching Canada Disability Savings Grant of up to \$3,500 a year on your contributions. In general, RDSPs can be opened until the person who will receive the money (the beneficiary) turns 59.

**Special Services at Home**

(705) 564-4515  
199 Larch St., Suite 501  
Sudbury, ON P3E 5P9

[www.children.gov.on.ca](http://www.children.gov.on.ca)

The Special Services at Home (SSAH) program helps children with developmental or physical disabilities and adults with a developmental disability to live at home with their families by providing funding on a time-limited basis to address individual needs. With this funding, families can purchase supports and services which they could not normally provide themselves and are not available elsewhere in the community.

## HEALTH

### **Sudbury Community Care Assess Centre (CCAC)**

(705) 522-3461 1760 Regent St. S. Sudbury, ON P3E 3Z8	<a href="http://www.ms.ccac-ont.ca">www.ms.ccac-ont.ca</a>
CCAC is the access point to home health services, school health services and information about/referral to community support services. Based on an assessment, a Case Manager determines which services a person is eligible to receive. The services offered in home are Nursing, Personal Support / Homemaking, Caregiver Respite, Physiotherapy, Occupational Therapy, Speech Therapy, Dietetics, and Social Work.	

### **Brain Injury Association Sudbury and District (BIASD)**

(705) 670-0200 576 A Haig St. Sudbury, ON P3C 5P8	<a href="http://www.obia.on.ca">www.obia.on.ca</a>
Programs include: support and awareness, information linkage, public education, newsletter, fundraising, and games day/drop in.	

### **Acquired Brain Injury Outpatient Brain Injury Rehabilitation Services**

(705) 523-7098 41 Ramsey Lake Rd, Laurentian Hospital Sudbury, ON P3E 5J1	<a href="http://www.hrsrh.on.ca">www.hrsrh.on.ca</a>
OBIRS is an outpatient program that provides post-acute rehabilitation services to brain injury survivors. The client participates in one or more therapeutic groups each week. Individual therapy may also be part of the treatment plan, with combined therapeutic interventions comprising a maximum of 20 attendance hours per week. The focus of the therapeutic groups includes life skills training, prevocational training, adjustment counselling, and cognitive retraining.	

### **Adult Augmentative Communication Program**

(705) 523-7100 * 3549 or 3550 41 Ramsey Lake Road, Laurentian Hospital, First Floor Sudbury, ON P3E 5J1	<a href="http://www.hrsrh.on.ca">www.hrsrh.on.ca</a>
The Assistive Communication Clinic (ACC) is an accredited Assistive Devices Program (ADP) clinic (expanded level) for augmentative and alternative communication. ACC provides assessment, consultation, intervention, and training to assist adult clients in developing functional communication (face-to-face and written communication).	

### **Sudbury and District Health Unit**

(705) 522-5182 1300 Paris St Sudbury, ON P3E 3A3	<a href="http://www.sdhu.com/">http://www.sdhu.com/</a>
Public health nursing: healthy adolescent program, disease control, healthy adult, sexual health, genetic counselling, vaccinations and smoking cessation program.	

### **HRSRH Outpatient Addictions and Gambling Services**

(705) 523-4988 127 Cedar Street Sudbury, ON P3E 1B1	
We offer a wide range of programs designed to provide help to those aged 0-99 who are affected by substance use and/or gambling problems.	

### **Telehealth Ontario**

1-866-797-0000
Health advice over the phone

### **Doctor Search**

<a href="http://www.cpso.on.ca/Doctor_Search/dr_srch_hm.htm">www.cpso.on.ca/Doctor_Search/dr_srch_hm.htm</a>
Information on how to find a family doctor

## LEGAL SERVICES

### Sudbury Legal Aid Office

(705) 673-1887 Rainbow Centre, 40 Elm Street, Unit 271 Sudbury, ON P3C 1S8	<a href="http://www.legalaid.on.ca">www.legalaid.on.ca</a>
Legal Aid is available to low income individuals and disadvantaged communities for a variety of legal problems, including criminal matters, family disputes, immigration and refugee hearings and poverty law issues such as landlord/tenant disputes, disability support and family benefits payments.	

### Sudbury Community Legal Clinic

(705) 674-3200 Rainbow Centre, 40 Elm Street, Unit 272 Sudbury, ON P3C 1S8	<a href="http://www.legalaid.on.ca">www.legalaid.on.ca</a>
Legal aid promotes access to justice throughout Ontario for low-income individuals by means of providing consistently high quality legal aid services in a cost-effective and efficient manner. Lawyers and community legal workers give advice and handle cases. They deal with problems around the Tenant Protection Act, Ontario Works (OW), Ontario Disability Support Program (ODSP), Employment Insurance (EI), and Canadian Pension Plan (CPP).	

### Ministry of the Attorney General

1-800-518-7901 McMurtry-Scott Building 720 Bay St., 11 <sup>th</sup> Floor Toronto, ON M5G 2K1	<a href="http://www.attorneygeneral.jus.gov.on.ca">www.attorneygeneral.jus.gov.on.ca</a>
Information on Power of Attorney – Power of Attorney is the person you want to make decisions for you when you are no longer able to make decisions for yourself. Power of attorney for property – for financial decisions and legal decisions. Power of attorney for personal care – for personal care decisions such as where you live, what you eat, what treatments you need etc, <i>Forms are available on the website</i>	

### Ombudsman

1-800-263-1830 Bell Trinity Square 483 Bay Street, 10 <sup>th</sup> Floor, South Tower Toronto, ON M5G 2C9	<a href="http://www.ombudsman.on.ca">www.ombudsman.on.ca</a>
If you have a complaint about Provincial Government Services then share your complaints with the Ombudsman. The Ombudsman investigates complaints about services provided by the Government of Ontario and its organizations. They also conduct systemic investigations on important issues about government services, which can affect large numbers of people	

## COUNSELLING

### Centre de counselling de Sudbury/Sudbury Counselling Centre

(705) 524-9629 260 Cedar St. Sudbury, ON P3B 1M7	<a href="http://communities.mysudbury.ca/Sites/Sudbury%20Family%20Service/default.aspx">http://communities.mysudbury.ca/Sites/Sudbury%20Family%20Service/default.aspx</a>
<b>General Counselling Program</b> Assists individuals, couples, and families to deal more effectively with a broad range of intrapersonal, interpersonal or social problems.	
<b>Violence Against Women Intervention Program</b> Offers counselling for women and children who have experienced or have been exposed to abuse in the home and for the men who are abusive.	
<b>Employee Assistance Program</b> Offers counselling and other organizational health services to employees of organizations that have retained our services.	
<b>Back on Track Program</b> A remedial measures program for convicted impaired drivers.	
<b>Child Witness Program</b> The Child Witness Program offers services and support to child victims and witnesses under 18 years of age who are required to provide testimony in court, as well as for their parents or guardians.	

### Employment Assistance Program (EAP)

Counselling professionals who can help resolve personal and work-related problems before they affect your health, family, or ability to work. Contact your employer to see if you have an EAP program.
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### Crisis Intervention Program

(705) 675-4760 700 Paris St. St. Joseph's Hospital Sudbury, ON P3E 3B5	<a href="http://www.hrsrh.on.ca">www.hrsrh.on.ca</a>
The Crisis Intervention Program runs 24 hours/day, 7 days/week, is a short term counselling service directed towards those who are unable to manage effectively as a result of personal problems. The program offers services to those who are in crisis.	

### Developmental Clinical Services

(705) 688-1120 680 Kirkwood Dr. Sudbury, ON P3E 1X3	
Developmental Clinical Services provides a range of clinical services which promote the quality of life and maximise function of individuals with a global developmental delay/disability (GDD) and/or a pervasive developmental disorder (PDD or autism). They provide psychosocial and educational services, support and research development. <i>***(Access to program through YWCA Sudbury Service Coordination – (705) 673-4754)</i>	

### **Community Mental Health and Addictions Services**

(705) 523-4988 127 Cedar Street Sudbury, ON P3E 1B1
The Centralized Intake and Referral Coordination Program provides a central point of entry for individuals, family members and service providers who are looking for supports, information, and services for adults with mental health concerns. This service is also available to youth presenting with eating disorders and symptoms of first episode psychosis.

### **Victim Services (VCAR)**

(705) 522-6970 190 Brady St. Sudbury, ON P3E 1C7	<a href="http://www.police.sudbury.on.ca">www.police.sudbury.on.ca</a>
Provide information/referrals, and if required short-term emotional support to victims of crime within the City of Greater Sudbury. Further, services are available to any victim or witness who would benefit from additional intervention including, but not limited to incidents of property crime, victims of violence and victims of circumstance.	

# TRANSPORTATION

## Handi Transit

(705) 670-2300	<a href="http://www.greatersudbury.ca/cms/index.cfm?app=div_transit&amp;lang=en&amp;currID=260">http://www.greatersudbury.ca/cms/index.cfm?app=div_transit&amp;lang=en&amp;currID=260</a>
The aim of Handi-Transit service is to provide transportation for persons who have physical disabilities and are unable to use the regular transit system. Applicants must submit a form to the City of Greater Sudbury which provides information to assist in determining the applicant's eligibility. A portion of the form must be filled out and signed by a physician (Application is available from the website). Must book Handi Transit two business days in advance	

## Sudbury Transit

(705) 675-3333	<a href="http://www.city.greatersudbury.on.ca">www.city.greatersudbury.on.ca</a>
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## Northern Health Travel Grant Program

(705) 675-4010 199 Larch St. Suite 801 Sudbury, ON P3E 5R1	<a href="http://www.health.gov.on.ca">www.health.gov.on.ca</a>
Travel grants are funded by the Ministry of Health and Long-Term Care to help defray the transportation costs for eligible residents of Northern Ontario who must travel long distances within Ontario to receive medically needed insured specialty services that are not available locally.	

## RECREATION and LEISURE

### City of Greater Sudbury Leisure Services

(705) 671-2489 PO Box 5000, Stn. A 200 Brady St. 1 Floor Sudbury, ON P3A 5P3	<a href="http://www.greatersudbury.ca">www.greatersudbury.ca</a>
The Leisure Services Department plays an important role in building and promoting a healthy community that provides opportunities for people to access physical recreation and leisure activities and that supports volunteers and community development.	

### YMCA Sudbury

(705) 673-9136 140 Durham St. Sudbury, ON P3E 3M7	<a href="http://www.sudbury.ymca.ca">www.sudbury.ymca.ca</a>
YMCA Sudbury offers health, fitness and recreation programs for people of all ages, abilities, and backgrounds. <b>Assisted Membership Program</b> – helps create opportunities to all individuals regardless of age, race, sex, ability, creed, or economic circumstances. The Assisted Membership Program is a sliding fee scale that is designed to fit each individual's financial situation. <b>“Fitness through Fun”</b> – a new program for teens and adults (over the age of 16) with developmental and/or physical disabilities that is currently running on Saturdays from 4:30 – 6:00 in the gym and in the pool. To register, or to find out more about it contact Roman at <a href="mailto:www.osink@cyberbeach.net">www.osink@cyberbeach.net</a> or Donna at 673-9136 ext 2134. There is no cost.	

### Special Olympics Ontario

855-1219 Area coordinator: Lynne Houle Email: <a href="mailto:lynne.houle@sympatico.ca">lynne.houle@sympatico.ca</a>	<a href="http://www.osoinc.com">www.osoinc.com</a>
The Special Olympics program provides athletes with an intellectual disability the opportunity to experience and succeed in sport. Special Olympics athletes train and compete at community and regional events. All ages are available to participate in Special Olympics, but a child must be at least 9 years old to participate in competitions, and be identified by an agency or professional as having one of the following conditions: intellectual disabilities, cognitive delays as measured by formal assessment, or significant learning or vocational problems due to cognitive delay that require or have required specially designed instruction.	

## Community Living Greater Sudbury Recreation Program

(705) 671-7181 303 York St., Unit 241 Sudbury, ON P3E 2A5	<a href="http://www.valleyeasttoday.ca/CLGS/index.htm">www.valleyeasttoday.ca/CLGS/index.htm</a>
Goal is to increase social and interaction skills, increase community access and awareness, foster good sportsmanship and increase self-esteem <b>Weekly Programs</b> – Bowling, Swimming, Drop in Centre, Sports and Fitness <b>Annual Special Events</b> – Monthly dances, Christmas Party, Jug curling tournament, Family Twosome Tournament, bowling banquet, sleigh ride, camping <b>Special Olympic Events</b> <i>***(Access to programs through YWCA Sudbury Service Coordination - (705) 673-4754)</i>	

## Access 2 Entertainment

<a href="http://www.access2.ca">www.access2.ca</a>
The Access 2 entertainment TM card provides persons with a disability to receive either free admission or a significant discount for their support person at movie theatres across Canada (Rainbow Cinemas, Famous Players). This program is administrated by Easter Seals Canada. For more information and the application, visit their website. The card is valid for a period of 5 years.

## Sudbury Therapeutic Riding Program

(705) 560-7877 1899 Gravel Dr. Hanmer, ON P3P 1R7
Maintains standard of horseback riding as a therapeutic physical, psychological, and sport activity for all ages. The program runs from April to November depending on the weather. Certain restrictions apply. <i>Pick up application at the Children's Treatment Centre or call the number above</i>

## Recreation and Integration Services (Ontario March of Dimes)

<a href="http://www.marchofdimes.ca">www.marchofdimes.ca</a>
Ontario March of Dimes enhances the quality of life for people with physical disabilities through recreation, activities, friendship opportunities and social integration.
<b>Befriending program:</b> Matches volunteers with adults who have a physical disability to share common interests and activities.
<b>Summer and Winter Holiday Programs:</b> Provide adults 19 and older with physical disabilities, the opportunity to enjoy leisure and recreation activities.
<b>Out Trips:</b> One day events and excursions, providing opportunities for people with disabilities to socialize in community settings.

## GENERAL INFORMATION

<b>Down Syndrome Association of Sudbury (DSAS)</b> (705) 673-8303 P.O. Box 2855, Stn A - Sudbury, ON - P3A 5J3	<a href="http://www.cdss.ca">www.cdss.ca</a>
<b>Ontario Federation for Cerebral Palsy</b>	<a href="http://www.ofcp.on.ca">www.ofcp.on.ca</a>
<b>Ontario Autism</b>	<a href="http://www.autismontario.com">www.autismontario.com</a>
<b>Spina Bifida and Hydrocephalus Association of Ontario</b>	<a href="http://www.sbhao.on.ca">www.sbhao.on.ca</a>
<b>Muscular Dystrophy</b>	<a href="http://www.mdac.ca">www.mdac.ca</a>
<b>Canadian Cystic Fibrosis Foundation</b>	<a href="http://www.ccff.ca">www.ccff.ca</a>

## MORE INFORMATION

### D.O.O.R. 2 Adulthood

<a href="http://www.door2adulthood.ca">www.door2adulthood.ca</a>
Disability Ontario Online Resource (D.O.O.R.) – The goal of D.O.O.R. 2 Adulthood is to improve the process of transition to adulthood for youth with disabilities and their families in Ontario by providing information about services and resources related to transition and the opportunity to network and share ideas.

### Persons with Disabilities Online

<a href="http://www.pwd-online.ca">www.pwd-online.ca</a>
Access to services and information for persons with disabilities, family members, caregivers and all Canadians.

<b>My Sudbury</b>	<a href="http://www.mysudbury.ca">www.mysudbury.ca</a>
<b>City of Greater Sudbury</b>	<a href="http://www.greatersudbury.ca">www.greatersudbury.ca</a>
<b>Ontario March of Dimes</b>	<a href="http://www.marchofdimes.ca">www.marchofdimes.ca</a>
<b>Ministry of Health and Long Term Care</b>	<a href="http://www.health.gov.on.ca">www.health.gov.on.ca</a>
<b>Ministry of Community and Social Services</b>	<a href="http://www.mcss.gov.on.ca">www.mcss.gov.on.ca</a>
<b>Government of Ontario</b>	<a href="http://www.gov.on.ca">www.gov.on.ca</a>
<b>Canada 411 Phone Directory</b>	<a href="http://www.canada411.ca">www.canada411.ca</a>

# ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

Clearly defined roles and responsibilities are an essential part of delivering special education programs and services. The roles and responsibilities within special education are outlined below.

## ***The Ministry of Education:***

- Sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- Prescribes the categories and definitions of exceptionality;
- Requires that school boards provide appropriate special education programs and services for their exceptional pupils;
- Establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- Requires school boards to report on their expenditures for special education;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- Requires school boards to establish Special Education Advisory Committees (SEACs);
- Establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- Establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

### ***The District School Board or School Authority:***

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/pro-gram memoranda;
- Monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda;
- Requires staff to comply with the Education Act, regulations, and policy documents, including policy/ program memoranda;
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- Reports on the expenditures for special education;
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board;
- Reviews the plan annually and submits amendments to the Minister of Education;
- Provides statistical reports to the ministry as required;
- Prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- Establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- Establishes a Special Education Advisory Committee;
- Provides professional development to staff on special education.

### ***The Special Education Advisory Committee:***

- Makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- Participates in the board's annual review of its special education plan;

- Participates in the board's annual budget process as it relates to special education;
- Reviews the financial statements of the board as they relate to special education;
- Provides information to parents, as requested.

### ***The School Principal:***

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda, and through board policies;
- Communicates Ministry of Education and school board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach special education classes;
- Communicates board policies and procedures about special education to staff, students, and parents;
- Ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- Consults with school board staff to determine the most appropriate program for exceptional pupils;
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures the delivery of the program as set out in the IEP;
- Ensures that appropriate assessments are requested and that, if necessary, consent is obtained.

### ***The Teacher:***

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;

- Follows board policies and procedures regarding special education;
- Works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;
- Where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil;
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- Communicates the student's progress to parents;
- Works with other school board staff to review and update the student's IEP.

### ***The Special Education Teacher:***

The special education teacher, in addition to the responsibilities listed above under "The Teacher":

- Holds qualifications, in accordance with the regulations under the Education Act, to teach special education;
- Monitors the student's progress with reference to the IEP and modifies the program as necessary;
- Assists in providing educational assessments for exceptional pupils.

### ***The Parent/Guardian:***

- Becomes familiar with and informed about board policies and procedures in areas that affect the child;
- Participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Becomes acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and teachers to solve problems;

- Is responsible for the student's attendance at school.

***The Student:***

- Complies with the requirements as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- Complies with board policies and procedures;
- Participates in IPRCs, development of IEP, parent-teacher conferences, and other activities, as appropriate.

# CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

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

- Behaviour
- Communication
- Intellectual
- Physical
- Multiple

## **Behaviour**

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

1. An inability to build or to maintain interpersonal relationships;
2. Excessive fears or anxieties;
3. A tendency to compulsive reaction;
4. An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

*Sudbury Catholic District School Board Determination:*

- ✓ Psychological/speech-language assessment
- ✓ Diagnosis by Regulated Health Care Professional
- ✓ Observations/checklists compiled and reviewed by Learning Support Services Team

## **Communication**

### **Autism**

A severe learning disorder that is characterized by:

1. Disturbances in:
  - a. rate of educational development;
  - b. ability to relate to the environment; – mobility;

- c. perception, speech, and language;
2. Lack of the representational symbolic behaviour that precedes language.

*Sudbury Catholic District School Board Determination:*

- ✓ Diagnosis of Autism Spectrum Disorder (Autism, Asperger Syndrome, PDD-NOS) by Regulated Health Care Professional

## **Deaf and Hard-of-Hearing**

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

*Sudbury Catholic District School Board Determination:*

- ✓ Diagnosis & report from audiologist

## **Language Impairment**

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

1. Involve one or more of the form, content, and function of language in communication; and
2. Include one or more of:
  - a. Language delay;
  - b. Dysfluency;
  - c. Voice and articulation development, which may or may not be organically or functionally based.

*Sudbury Catholic District School Board Determination:*

- ✓ Moderate language delay as assessed by a Speech & Language Pathologist's report

## **Speech Impairment**

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

### *Sudbury Catholic District School Board Determination:*

- ✓ Severe speech delay/disorder as assessed by a Speech & Language Pathologist report's report

## **Learning Disability**

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

1. Is not primarily the result of:
  - a. impairment of vision;
  - b. impairment of hearing;
  - c. physical disability;
  - d. developmental disability;
  - e. primary emotional disturbance;
  - f. cultural difference;
2. Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
  - a. receptive language (listening, reading);
  - b. language processing (thinking, conceptualizing, integrating);
  - c. expressive language (talking, spelling, writing);
  - d. mathematical computations; and
3. May be associated with one or more conditions diagnosed as:
  - a. a perceptual handicap;
  - b. a brain injury;
  - c. minimal brain dysfunction;
  - d. dyslexia;
  - e. developmental aphasia.

### *Sudbury Catholic District School Board Determination:*

- ✓ Diagnosis made by a Psychologist/Psychological Associate
- ✓ Identification by the IPRC based on a current psycho-educational assessment

## **Intellectual**

### **Giftedness**

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

*Sudbury Catholic District School Board Determination:*

- ✓ Assessment from Psychologist/Psychological Associate
- ✓ Identification by the IPRC based on a current psycho-educational assessment

**Mild Intellectual Disability**

A learning disorder characterized by:

1. An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
2. An inability to profit educationally within a regular class because of slow intellectual development;
3. A potential for academic learning, independent social adjustment, and economic self-support.

*Sudbury Catholic District School Board Determination:*

- ✓ Assessment from Psychologist/Psychological Associate
- ✓ Identification by the IPRC based on a current psycho-educational assessment

**Developmental Disability**

A severe learning disorder characterized by:

1. An inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
2. An ability to profit from a special education program that is designed to accommodate slow intellectual development;
3. A limited potential for academic learning, independent social adjustment, and economic self-support.

*Sudbury Catholic District School Board Determination:*

- ✓ Diagnosis made by Regulated Health Care Professional

**Physical**

**Physical Disability**

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational

achievement equivalent to that of pupils without exceptionalities who are of the same age or development level.

*Sudbury Catholic District School Board Determination:*

- ✓ Medical diagnosis by Regulated Health Care Professional that requires additional support or severe chronic health condition affecting a student's ability to access the Ontario Curriculum

## **Blind and Low Vision**

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

*Sudbury Catholic District School Board Determination:*

- ✓ Meet legal definition of legally blind, or low vision as per Ophthalmologist report

## **Multiple**

### **Multiple Exceptionalities**

A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

*Sudbury Catholic District School Board Determination:*

- ✓ Diagnosis by a Regulated Health Professional as having two or more severe conditions

# PROVINCIAL SCHOOLS AND PROVINCIAL DEMONSTRATION SCHOOLS

Provincial Schools and Provincial Demonstration Schools:

- Are operated by the Ministry of Education;
- Provide education for students who are deaf or blind, or who have severe learning disabilities;
- Provide an alternative education option;
- Serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- Provide preschool home visiting services for students who are deaf or deaf-blind;
- Develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- Provide school board teachers with resource services;
- Play a valuable role in teacher training.

## **W. Ross Macdonald School and Centre Jules-Léger: Schools for the Blind and Deaf-Blind**

W. Ross Macdonald School in Brantford and Centre Jules-Léger in Ottawa provide education for students who are blind, visually impaired, or deaf-blind. The schools, which are provincial resource centres for the visually impaired and deaf-blind, provide:

- Support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- Professional services and guidance to ministries of education on an inter-provincial, cooperative basis.

Programs are tailored to the needs of the individual student and:

- Are designed to help these students learn to live independently in a non-sheltered environment;
- Are delivered by specially trained teachers;
- Follow the Ontario curriculum developed for all students in the province;
- Offer a full range of courses at the secondary level;

- Offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- Are individualized, to offer a comprehensive “life skills” program;
- Provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

## **Provincial Schools for the Deaf**

The following Provincial Schools offer services for deaf and hard-of-hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario);
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario);
- Robarts School for the Deaf in London (serving western Ontario);
- Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario).

## **Admittance to a Provincial School**

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. These programs follow the Ontario curriculum and parallel courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP). Schools for the deaf:

- Provide rich and supportive bilingual/bicultural educational environments that facilitate students’ language acquisition, learning, and social development through American Sign Language (ASL) and English and through Langue des Signes Québécois (LSQ) and French;
- Operate primarily as day schools;
- Provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

## **Transportation to a Provincial School**

School boards provide transportation to Provincial Schools for students.

**Each Provincial school has a Resource Services Department that provides:**

- Consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
- Information brochures;
- A wide variety of workshops for parents, school boards, and other agencies;
- An extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

## **Provincial Schools Contacts**

Additional information can be obtained from the Resource Services departments of the Provincial Schools and the groups listed below.

### **Provincial Schools Branch, Ministry of Education**

#### **Provincial Schools Branch**

255 Ontario Street South Milton, Ontario L9T 2M5

Tel.: (905) 878-2851 TTY: (905) 878-7195 Fax: (905) 878-5405

<http://psbnet.ca>

## **Schools for the Deaf**

### **The Ernest C. Drury School for the Deaf**

255 Ontario Street South Milton, Ontario L9T 2M5

Tel.: (905) 878-2851 TTY: (905) 878-7195 Fax: (905) 878-1354

### **The Robarts School for the Deaf**

1090 Highbury Avenue London, Ontario N5Y 4V9

Tel.: (519) 453-4400 TTY: (519) 453-4400 Fax: (519) 453-7943

### **The Sir James Whitney School for the Deaf**

350 Dundas Street West Belleville, Ontario K8P 1B2

Tel.: (613) 967-2823 TTY: (613) 967-2823 Fax: (613) 967-2857

## **School for the Blind and Deaf-Blind**

### **W. Ross Macdonald School**

350 Brant Avenue Brantford, Ontario N3T 3J9

Tel.: (519) 759-0730 Fax: (519) 759-4741

## **School for the Deaf, Deaf-Blind, and Blind**

### **Centre Jules-Léger**

281, rue Lanark Ottawa, Ontario K1Z 6R8

Tel.: (613) 761-9300 TTY: (613) 761-9302 (613) 761-9404 Fax: (613) 761-9301

## **Provincial Demonstration Schools**

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities.

### **Amethyst School**

1090 Highbury Avenue London, Ontario N5Y 4V9

Tel.: (519) 453-4408 Fax: (519) 453-2160

### **Centre Jules-Léger**

281, rue Lanark Ottawa, Ontario K1Z 6R8

Tel.: (613) 761-9300 Fax: (613) 761-9301 TTY: (613) 761-9302 and 761-9304

### **Sagonaska School**

350 Dundas Street West Belleville, Ontario K8P 1B2

Tel.: (613) 967-2830 Fax: (613) 967-2482

### **Trillium School**

347 Ontario Street South Milton, Ontario L9T 3X9

Tel.: (905) 878-8428 Fax: (905) 878-7540

Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium Schools is English; at Centre Jules-Léger, instruction is in French.

Application for admission to a provincial Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting for a period of time.

The Demonstration Schools were established to:

- Provide special residential education programs for students between the ages of 5 and 21 years;
- Enhance the development of each student's academic and social skills;
- Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for

students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at: <http://snow.utoronto.ca>

An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

**For 2019-2020 School Year:**

2 students attending W. Ross MacDonald School

2 students attending Trillium School

# **THE BOARD'S CONSULTATION PROCESS**

- ✓ In compliance with Regulations 306 and 464/97, the Sudbury Catholic District School Board reviews the Board's Special Education Plan annually.
- ✓ In reviewing the Annual Plan the Board considered input and feedback from various stakeholders - students, parents of students in Special Education, Catholic School Councils, representatives from community agencies and service providers, principals/vice principals, teachers, educational assistants, and members of Special Education Staff of the Learning Services Department.
- ✓ The Board's Special Education Advisory Committee meets throughout the school year. In-service and business meetings are scheduled on a regular basis. The SEAC has the opportunity to be well aware of the Board's service delivery model and current issues facing the Board. Issues and concerns are brought to the SEAC meetings; a draft plan is prepared by staff and the draft plan is presented to SEAC. The plan is then finalized and presented to SEAC. By motion of the SEAC, the plan is then recommended to the Board.
- ✓ The Board has continued to provide additional funds for Special Education.
- ✓ All meetings of SEAC are open to the public. SEAC meetings are posted on the Board's web-site and written on the Board's annual calendar which is sent home to each family in both elementary and secondary schools.
- ✓ In general, the feedback from the public, via SEAC members is reported at SEAC meetings. Concerns are reported in the minutes and brought forward to administration and trustees. The SEAC has been supportive of the Board's approach to special education and is pleased with the Ministry's decision to enhance Special Education funding.

# **The Board's Special Education Advisory Committee**

In compliance with Regulation 464, the Special Education Advisory Committee holds at least ten meetings per year. At least five of these meetings are In-Service meetings.

At the various in-service and business meetings, the SEAC makes recommendations in the form of motions, regarding the Board's Special Education Plan, including Programs and Services for Exceptional Students. SEAC follows policy and procedures outlined in SCDBS's SEAC Handbook

At budget meetings and SEAC meetings, the Special Education budget is reviewed and highlighted. Financial statements, the budget and the revised estimates are reviewed on an annual basis.

SEAC in-service and business meetings are generally scheduled for the third Thursday of each month. Meetings generally are held at the Catholic Education Centre. Meeting dates and times are sent to all parents via the Board's annual calendar and posted on the board's web site.

In order to assist the SEAC in making informed recommendations, the Board will provide orientation sessions and may arrange for knowledgeable persons to provide in-service training sessions for members during regular SEAC meetings.

SEAC members are first nominated by various local associations and parent groups. If the nominees meet the criteria to be on SEAC, the names are presented to the Board for approval. The Board repeatedly places ads in the local newspapers recruiting new nominees.

The Board continues to have a dedicated and supportive SEAC. Please refer to the current list of members, which is found on the following page.

**THE SUDBURY CATHOLIC DISTRICT SCHOOL BOARD  
SPECIAL EDUCATION ADVISORY COMMITTEE**

<u>TRUSTEE</u>	<b>Michael Bellmore</b>	Home: (705) 669-0166 <a href="mailto:michael.bellmore@sudburycatholicschools.ca">michael.bellmore@sudburycatholicschools.ca</a>	<b>Trustee Representative</b> 153 Baker Street Sudbury, ON P3C 3E8
	<b>Alex Cimino</b> (Alternate)	<a href="mailto:alex.cimino@sudburycatholicschools.ca">alex.cimino@sudburycatholicschools.ca</a>	<b>Trustee</b> 764 Hillsdale Crescent Sudbury, ON P3E 3S9 (705) 923-0992
<u>COMMUNITY MEMBERS</u>	<b>Tiffanie Podstawka</b>	<a href="mailto:tiffane@midnorthautomation.com">tiffane@midnorthautomation.com</a>	<b>Learning Disabilities Association of Sudbury</b> P.O. Box 21038 Plaza 69 Sudbury, ON P3E 6G6 (705) 522-0100
	<b>Lorella Folino</b> Chairperson	<a href="mailto:lolla1965@hotmail.com">lolla1965@hotmail.com</a>	<b>Autism Ontario, Sudbury and District Chapter</b> 662 Falconbridge Road Sudbury, ON P3A 4S4 (705) 222-5000 ext. 2685 <a href="mailto:sudburyautismontario@gmail.com">sudburyautismontario@gmail.com</a>
	<b>Shari Tarlton</b> (Alternate)	<a href="mailto:Shari.Tarlton@hotmail.ca">Shari.Tarlton@hotmail.ca</a>	
	<b>Chantal Makela</b>	<a href="mailto:cmakela@cmha-sm.on.ca">cmakela@cmha-sm.on.ca</a>	<b>Sudbury Vocational Resource Centre</b> 124 Cedar Street Sudbury, ON (705) 671-2544
	<b>Jessica Grenier</b>	<a href="mailto:adhds@sudbury@gmail.com">adhds@sudbury@gmail.com</a>	<b>ADD/HD Parent Support Group</b> Neo Kids, Health Sciences North 41 Ramsey Lake Road Sudbury, ON P3E 2R1 (705) 523-4747
	<b>Mary Tremblay</b> (Alternate)	<a href="mailto:maryjoey@fiberop.ca">maryjoey@fiberop.ca</a>	
<b>Crystal McCollom</b>	<a href="mailto:cmccollom@pearson.ca">cmccollom@pearson.ca</a>	<b>March of Dimes</b> 96 Larch Street Sudbury, ON P3E 1C1 (705) 671-3188	
<u>BOARD PERSONNEL</u>	<b>Joanne Bénard</b>	Work: (705) 673-5620 ext. 298 <a href="mailto:joanne.benard@sudburycatholicschools.ca">joanne.benard@sudburycatholicschools.ca</a>	<b>Director of Education</b>
	<b>Rossella Bagnato</b>	Work: (705) 673-5620 ext. 300 <a href="mailto:rossella.bagnato@sudburycatholicschools.ca">rossella.bagnato@sudburycatholicschools.ca</a>	<b>Superintendent of School Effectiveness</b>
	<b>Christina Raso</b>	Work: (705) 673-5620 ext. 204 <a href="mailto:christina.raso@sudburycatholicschools.ca">christina.raso@sudburycatholicschools.ca</a>	<b>Special Education Consultant</b>

# **EARLY AND ONGOING IDENTIFICATION**

**“Our work is not about a curriculum or a teaching method ...it is about nurturing the human spirit with love.”**

**Ron Miller 1990**

In accordance with Provincial Policy Memorandum #11, the Board established an early and ongoing identification process in 1982 and has continually reviewed and refined this process. For students entering school for the first time, early identification begins with the Kindergarten & Grade 1 registration process, involves orientation and interviews and continues with the ongoing observation of children. Records and charts are maintained by the teachers and can be accessed by parents upon request.

The importance of the first few years in school in determining a child's future academic success is well recognized. It is essential, therefore, that teachers have as much information about each child as possible in order that programs and teaching strategies can be designed and implemented which recognize current needs and abilities and which might well prevent subsequent learning difficulties.

Parents and teachers must have the opportunity to share important information about the child's background and development on a regular basis in order to maximize chances for successful learning experiences.

The assessment process begins for all students before entry to school and is continuous thereafter. The Board hopes that parents and teachers will communicate frequently and openly as they share the daily responsibility for education. Home-school communication, is maintained by the teachers and principals in a variety of ways.

Early Identification is a process whereby each child entering school has the opportunity to have his/her exceptional learning needs identified as soon as possible. The goal is to provide meaningful and stimulating experiences and programs to meet those needs in order to maximize each child's potential.

## Guiding Principles for the Early Identification Process

As Catholic Educators we believe that:

- ✓ The awareness and respect for the emotional, social, intellectual and spiritual dimensions of each individual child governs our commitment to the education of the individual child;
- ✓ That gaining knowledge of each child in a systematic way, is necessary to provide appropriate learning opportunities of each child;
- ✓ That working inclusively on an early and ongoing basis with parents/guardians, school and community professionals facilitates efforts to meet the needs of each child.

The Board's Early Identification Program may serve to:

- ✓ Establish a clear understanding of any visual, hearing, or other medical conditions that may affect learning;
- ✓ Identify students who may face academic, cognitive, motor, or social challenges, so that interventions or more in-depth assessments can be initiated;
- ✓ Identify students who are not developing speech and language skills within normal ranges, so that remediation or treatment can be initiated;
- ✓ Enable school teams to plan proactively to provide experiences and programs that will maximize students' strengths and meet any special needs they may have from the time they enter school.



## **Kindergarten (Year 1/Year 2) Program**

Parents are invited to register children in February. After registration, principals meet with the family to complete the "School Readiness Questionnaire" and are provided with information about the kindergarten programs, transportation, September entry, etc. Students who register participate in a "Welcome to Kindergarten" event along with their parents. This is to support school readiness.

## **Health & Immunization Information**

Updated immunization records are required for school aged children in Ontario. It is the parents' responsibility to notify the Public Health Unit when a doctor gives any immunization.

## **September Entry**

At some schools, pupils will begin a staggered entry into school (4 or 5 pupils a day). All pupils will begin a regular program not later than Friday of the first school week in September.

## **Kindergarten Program (Year 1/Year 2)**

Throughout Year 1 and Year 2 of the Kindergarten program, the Teacher and the Early Childhood Educator plan learning experiences and assess strengths and areas of improvement in the following areas: Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours and Problem Solving and Innovating.

Teaching strategies and programs are adjusted continuously to meet the current needs and abilities of individual pupils. Learning experiences are planned to assist each child in all areas of his/her development.

During the latter part of October/beginning of November parents are invited to the school to meet with the Teacher and Early Childhood Educator. This meeting is an opportunity to review the child's progress report and update information about his/her development at home. If deemed necessary at this time, the Procedures for Students of Concern (Refer to Appendix A) are implemented.

Further, during the first school term, Year 1 and Year 2 Kindergarten pupils with speech problems or evidence of language delay are observed and monitored for possible speech and/or language assistance. Results are discussed with parents and a program of remediation begun if necessary.

## **The Assessments Administered:**

Rosner Test of Auditory Analysis Skills in January -Year 2 Kindergarten

- The Rosner Test of Auditory Skills illustrates how well a child can hear, identify, manipulate the phonemes / syllables in words.

Teacher's School Readiness Inventory (T.S.R.I) in April - Year 1/Year 2 Kindergarten

- The T.S.R.I. includes the areas of attention and memory, verbal fluency, participation level, letter identification skills and printing skills.

Yopp-Singer in January-Grade 1

- The Yopp-Singer Test of Phoneme Segmentation assesses children's phonemic awareness.

## **The Primary Years**

Throughout the primary grades, the teacher in co-operation with parents and other educational personnel will continue to provide programs suited to each child's needs and abilities. Parents will be informed of progress at regular intervals and of the need for program adjustments if necessary.

The teacher continues to observe, evaluate and provide programming to meet individual student needs and strengths. Inventories and tests also help us learn more about each child.

The Procedure for Students of Concern (Appendix A) should bring parents frequently and directly in communication with the teacher and the school. Parents will be requested to support the teacher's program and to participate more actively and fully in the educational process.

## **For the student, the Early Identification Program means:**

- ✓ Identification of strengths and areas of improvement related to present developmental levels and school performance.
- ✓ Identification of significant health problems that might affect school performance.
- ✓ The development and provision of a program suited to personal needs at an early time in the child's school experience.



**School Readiness Questionnaire**

**Information Shared by Parent(s) with PRINCIPAL**

Student's Name: \_\_\_\_\_  (M)  (F)

Date of Birth: \_\_\_\_\_ Place of Birth: \_\_\_\_\_

**1. Family Information:**

1. Siblings: Name(s) and Age(s)

\_\_\_\_\_  
\_\_\_\_\_

Is the child in the custody of both parents? Yes \_\_\_\_ No \_\_\_\_

Child is living with: Mother \_\_\_\_ Father \_\_\_\_ Guardian \_\_\_\_

Language spoken by Caregiver:

\_\_\_\_\_

Have you attended a Best Start Hub with your child? Yes \_\_\_\_ No \_\_\_\_

Details:

\_\_\_\_\_  
\_\_\_\_\_

Has your child attended a Nursery School or Day Care Centre? If so, please give details

Yes \_\_\_\_ No \_\_\_\_

Details:

\_\_\_\_\_  
\_\_\_\_\_

**2. Health Information:**

Does your child have any health problems?

(e.g., allergies, asthma)

Yes  No

Explain:



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Has your child had any ear infections? If so, how many?

Yes  No

Explain:

Has your child's hearing ever been tested by an audiologist? If so, could you please supply the school with a copy of the report?

Yes  No

Explain:

Has your child had hearing tubes inserted?

Yes  No

Explain:

Has your child's vision ever been tested?

Yes  No

Explain:

Does your child require glasses (far or near sighted)?

Yes  No

Explain:



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Has your child had any serious illnesses or accidents which you feel might have affected his/her development?

Yes  No

Explain:

### **3. Language Skills:**

What language(s) does your child speak? \_\_\_\_\_

What language(s) does your child understand? \_\_\_\_\_

At what age did your child begin to speak? \_\_\_\_\_

Does your child use simple sentences to tell others what to do, to ask questions and/or share ideas?

Yes  No

Explain:

Can your child carry out 2 or 3 simple directions given all at once, for example, "Put your blocks away, get your coat and we'll go out."

Yes  No

Explain:

Does your child recognize any letters of the alphabet?

Yes  No

Explain:



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Does your child recognize any numbers?

Yes  No

Explain:

Are you satisfied with the way your child says his/her words?

Yes  No

Explain:

Does your child have any speech difficulty?

Yes  No

Explain:

Has your child been referred to Wordplay (Preschool Speech and Language Services)?

\* Yes  No

Explain:

Is your child attending Wordplay (Preschool Speech and Language Services)?

Yes  No

Explain:

If your child is currently receiving speech or language therapy, please give the name of the therapist involved with your child: \_\_\_\_\_

\* Parents can refer directly if there are concerns to: Wordplay: Preschool Speech & Language Services: 522-6655 (this must be done prior to school entry)



#### **4. Social Experiences:**

Does your child play quietly or actively?

Yes  No

Explain:

With whom does your child play?

Alone  With older children  With younger children

Explain:

Would you say your child is a leader?

Yes  No

Explain:

What activities does your child enjoy? \_\_\_\_\_

What activities do you enjoy as a family? \_\_\_\_\_

How much television does your child watch per day? (Average) \_\_\_\_\_ hours per day

What programs are his/her favourite(s)? \_\_\_\_\_

Is your child involved in any community programs (swimming, skating, hockey)?

Yes  No

Explain:

Does your child enjoy books?



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Yes  No

Explain:

Is your child read to?

Yes  No

Explain:

Is your child able to remember songs or rhymes?

Yes  No

Explain:

Has your child had experience with:

paints  crayons  scissors  glue

Has your child had experience with technology? (eg: iPods, iPads, computers etc...)

Yes  No

Explain:

Does your child help select the clothing he/she wears?

Yes  No

Explain:



## **5. Development**

Is your child right or left handed?

Right  Left

Does your child help to dress him/herself?

Yes  No

Explain:

Is your child able to print his/her first name?

Yes  No

Explain:

Is your child aware of dangers such as fire, electricity, traffic and strangers?

Yes  No

Explain:

Is your child able to be in a new or a strange situation without an undue show of fear?

Yes  No

Explain:

Can your child take care of his/her own toilet needs?

Yes  No

Explain:



What methods of discipline do you find most effective in dealing with your child?

---

How does your child express his/her feelings with you?

---

How does your child express his/her anger?

---

Tell me about your child's eating habits.

---

Tell me about your child's bedtime routine.

---

Does he/she nap during the day?

Yes  No

What would you say are your child's strengths?

---

## **6. School Adjustment**

How does your child feel about coming to school?

---

Is your child able to sit still and listen to a story for ten minutes?

Yes  No

Does your child listen without interrupting while someone else talks?

Yes  No

Is your child able to share and take turns?

Yes  No

What do you expect your child to acquire through the kindergarten program?



---

What else would you like your child's teacher to know about your child?

---

Are there any activities from which your child should be excused?

Yes  No

Explain:

### **7. Emotional Adjustment**

When your child does not want to do something asked of her/him, how does she/he typically react?

---

How does your child feel and react to changes in routine and plans?

---

When your child is experiencing intense emotions (i.e. anger, disappointment), which of the following reactions present?

- Yelling
- Hitting or other physical aggressions
- Shutting down
- Fleeing
- Crying
- Other: \_\_\_\_\_

How often does your child require external support (i.e. help of an adult) to manage her/his emotions and behaviours?

- Rarely
- Occasionally
- Often
- Always



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When your child is experiencing difficulty managing emotional control, what works best to calm and redirect her/him?

---

Please list sources that cause feelings of worry in your child. How does your child express or show feelings of worry?

---

Has your child witnessed or experienced events that can sometimes impact current or future upset (i.e. loss, family breakdown, violence, abuse)?

---

**8. Any Other Helpful Information:**

Is there any other information about your child that would be helpful to know that hasn't been discussed?

---

---

---

---

---

---

**NOTE:** If you have serious concerns which have not been recognized, please maintain regular communication with your principal.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

The above information is confidential in the educational interest of the child. The signature of the parent or guardian is permission to place this information in the child's O.S.R. folder.

In accordance with the Ministry of Education's Memorandum concerning the Early Identification of Children's Learning Needs, the Early Identification Questionnaire Form shall be filed in the student's Ontario Student Record folder (O.S.R.).

# **Educational & Other Assessments**

## **1. Academic Achievement Assessments**

Educational and academic achievement assessments are conducted at the school by appropriately qualified staff. Classroom teachers also regularly use assessments to plan instruction.

Board-wide assessments are conducted as part the early identification process. These include the Prime Math Assessment, rich performance tasks, DRA, WIAT III.

Other tests include the Brigance Inventory of Basic Skills, Woodcock Johnson Achievement, Key Math, Slosson Oral Reading Test (SORT), Schonnel Spelling Test and Kottmeyer Diagnostic Test, Kaufman Testing, CAT

## **2. Speech and Language Assessments**

The teacher's role in early identification of speech and/or language concerns:

- ✓ to be familiar with speech and language norms
- ✓ to identify students whose speech and/or language skills appear delayed
- ✓ to provide a written description of the concerns
- ✓ to refer these students through the school resource teacher to the school board speech language pathologist for screening and/or assessment
- ✓ to provide to the parents the results of the screening

The parent's role in early identification of speech and/or language concerns:

- ✓ to discuss with school personnel information about their child's background and development
- ✓ to provide relevant assessment reports to school personnel
- ✓ to communicate on a regular basis with their child's teacher

Policies and procedures on screening, assessment, referral, identification, and program planning for students who may be in need of Speech and Language programs and services:

## **Screening**

- Students whose speech and/or language skills appear delayed are referred by the classroom teacher through the school resource teacher to the school board speech language pathologist for screening.
- A system-wide schedule for screening is set up and followed throughout the school year.
- Each referred child is screened at school by the Speech Language Pathologist.
- An In-School Review report is written for each student who was assessed; recommendations are shared with the parent in writing, and a copy is kept in the Ontario Student Record.

## **Assessment**

- Preschool Speech and Language Services, including the Children's Treatment Centre, share their assessment results with the Board's speech language pathologist as per Transition to School Policy
- Assessments, when warranted, are completed by the Board's speech language pathologist.

## **Referral**

- Through the screening process, students who are eligible to receive speech services through the North East Local Health Integration Network (NE LHIN) are referred by the speech language pathologist, with parent consent.
- Referrals are received by the school board speech language pathologist from community agencies.

## **Identification**

- Through the screening process, students who are recognized as requiring speech/language support are either referred to the appropriate community agency or included in the school board's speech/language programs
- For students who present with a significant speech and/or language disorder, a recommendation for presentation to the Identification, Placement and Review Committee is made by the school principal

## **Program Planning**

- Programming is planned in consultation with the appropriate school staff and the Board's speech and language services team

Procedures for providing parents with notice that their child is having difficulty in the area of speech and/ or language are as follows:

Following the speech/language assessment process in the schools, an In-School Review Report is written for each student including those who present with speech/language difficulties. The written report and recommendations are shared with parents, and a copy is kept in the Ontario Student Record.

Following a full speech/language assessment by the Board's speech language pathologist, a report is written by the Board's speech language pathologist. Assessment results are shared with parents and appropriate school personnel at a meeting at the school. Parents are provided with a copy of the assessment report, and a copy is kept in the Ontario Student Record.

During the speech/language support provided by the Board's speech/language staff, parents are provided with a written report of their child's progress and or difficulties. A copy of the report is also kept in the Ontario Student Record.

Should learning problems be identified through a Speech and/or Language Assessment, the student may be referred to an Identification, Placement and Review Committee (including notification to parents and involving them in the process).

### **Procedures for providing parents with notice that their child is being considered for referral to an Identification, Placement and Review Committee:**

Although the Board's Speech/Language Services Team may be involved in the Identification, Placement and Review Committee process through assessment and program planning and delivery, notice that a student is being considered for referral to an Identification, Placement and Review Committee is provided to the parents by the school principal and his/her special education staff.

Types of assessment tools/strategies used to gather appropriate information on students in order to assist in the development of appropriate Speech/Language educational programs:

### **Strategies & Assessment Tools**

- teacher observation
- diagnostic informal tests
- information sharing by parent
- standardized tests
- observation by speech/language services team
- inventory checklists
- transition plan from Preschool Speech Language Services
- informal testing
- formal assessment

## **Speech/Language Assessments**

### **Qualifications of Staff:**

Staff Member Speech Language Pathologist  
Governance Regulated Health Professions Act, 1991

### **Assessment Waiting Times:**

Speech Screening	6 weeks
Language Screening	6 weeks
Speech/Language Assessments	4 months

### **Criteria for Managing Waiting Lists:**

- A. Early referrals from preschool speech and language programs:
  - ✓ preschool programs for students who are deaf
  - ✓ intensive early intervention programs for children with autism
  - ✓ care, treatment and correctional programs
- B. Coordination of assessments for Identification, Placement and Review Committee meetings
- C. Supporting services provided by community agencies
- D. Scheduling of speech/language support program sessions in the schools

## **3. Psycho Educational Assessments**

A psycho educational assessment takes place as a result of a referral from school personnel to the Special Education Consultant. The psychology team plans and conducts the assessment of children from the Junior Kindergarten level through the total elementary (English and French Immersion) program and into the secondary level. The full spectrum of referral concerns is addressed including the five exceptionalities as identified by the Ministry of Education.

The Board employs one school psychologist and maintains a Professional Service Agreement with several registered psychologists, located in the City of Greater Sudbury. The professional service agreement provides for individual student assessments, as well as some supervision, consultation and in-service to the psychometrists & Special Education Resource Teachers.

Each assessment takes approximately one school day to complete. This includes the administration of standardized tests, review of the Ontario School Record, and consultation with the classroom teacher and classroom observations (as needed). The results of the assessment are reviewed and consultation with the Board's Psychologist may occur to assist in making appropriate recommendations, which are conveyed through a formal written report to the parents, a copy of which remains in the individual Ontario Student Record. Copies are available to other agencies upon parental consent.

The psychology team also consults with the Learning Support Services team members regarding implications for academic programming with recommendations for meeting the individual's needs in the appropriate program. In addition, the psychologist meets with and makes recommendations to appropriate academic/school personnel. This also includes referrals to and consultation with other specialists such as pediatricians, speech and language pathologists, family practitioners, psychologists, counsellors and audiologists.

As well as providing parents with a detailed explanation of the actual tests used, and providing them with the results of the findings, a discussion with respect to the student's behaviours observed during the assessment situation takes place. All of the above is integrated so that the parents have a full understanding of the child's special needs, and recommendations with respect to an Individual Education Plan are discussed.

Priority will be given to educational and other assessments during the transition years between elementary and high school to ensure a smooth and current transition plan is completed for each exceptional student.

The psychology team also provides in-service information to administration council, resource teachers and principals. This service is also provided for our own team members on an on-going informal basis as well as through a structured formal format.

The following assessment tools are used:

1. Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV)
2. Wechsler Adult Intelligence Scale - Third Edition (WAIS-III)
3. Wechsler Preschool and Primary Scale of Intelligence – Third Edition (WPPSI-III)
4. Wechsler Individual Achievement Test – Second Edition (WIAT-II)
5. Kaufman Test of Educational Achievement (KTEA II, Brief and Comprehensive)
6. Wide Range Assessment of Memory and Learning – Second Edition (WRAML2)
7. Peabody Picture Vocabulary Test – Fourth Edition (PPVT4)
8. The Developmental Test of Visual-Motor Integration (VMI)

9. Comprehensive Test of Phonological Processing (CTOPP)
10. Conners 3
11. Behaviour Rating Inventory of Executive Function (BRIEF)
12. Behaviour Assessment System for Children-Second Edition (BASC-2)
13. Multidimensional Anxiety Scale for Children – Second Edition (MASC2)
14. Children’s Depression Inventory – Second Edition (CDI2)

The average waiting time for psycho-educational assessments is approximately 12 months. The Board will accept private psychoeducational assessments.

### **Required Parental Consent for Psycho-Educational Assessments:**

Parents are required to provide signed consent.

### **Communicating Assessment Results to Parents:**

Assessment results are presented by the psychologist to parents and appropriate school staff and discussed at a school meeting. A copy of the report is given to the parents, and a copy retained in the Ontario Student Record.

### **Protocol for Sharing Information with Staff and Outside Agencies:**

Through an In-School Review Process, information is shared with school staff. Information and/or recommendations are recorded on an In-School Review Form. A copy is given to the parents, and a copy retained in the Ontario Student Record.

To share information with outside agencies, parents are required to provide signed consent via our Special Education Form 10 (SE10), and/or Form 14 (Mental Health Act, Ministry of Health).

### **Privacy of Information:**

To ensure protection of privacy of information, our procedures and forms are approved by the Board’s Freedom of Information coordinator.



# Specialized Health Support Services in School Settings

The Sudbury Catholic District School Board offers services to students who require special health support services as outlined in the board's directives, policies and specific forms. The following chart outlines the services and role of the providers (board, school and outside agencies). Policies and forms can be obtained at the school or at the board office.

<b>Specialized Health Support Services in School Settings</b>					
<b>Specialized Health Support Service</b>	<b>Agency or position of person who performs the service (e.g. LHIN, Board, staff, parent, support</b>	<b>Eligibility criteria for students to receive the Service</b>	<b>Position of person who determines eligibility to receive the service and the level of support</b>	<b>Criteria for determining when the service is no longer required</b>	<b>Procedures for resolving disputes above eligibility and level of support (if available)</b>
Oral Medication	Board	Board Procedure & Form	School Personnel	Medical Documentation	Parent to Physician
Injection of Medication	LHIN	Physician's Direction	Ministry of Health (LHIN)	Physician	Parent to Physician
Catheterization Clean/Intermittent	Board	Physician's Direction	School Personnel	Physician	Parent to Physician
Catheterization Sterile/Intermittent	LNIN	Physician's Direction	Ministry of Health (LHIN)	Physician	Parent to Physician
Tube Feeding	LHIN	Physician's Direction	Ministry of Health (LHIN)	Physician	Parent to Physician
Suctioning (Shallow/Surface)	Board	Physician's Direction	School Personnel	Physician	Parent to Physician
Suctioning (Deep)	LHIN	Physician's Direction	Ministry of Health (LHIN)	Physician	Parent to Physician

Type of Service	Agency	Eligibility	Supervisor	Criteria to End Service	Appeal Procedure
Lifting, Positioning, Mobility, Feeding, Toileting	Board	Physician's Direction	School Personnel	Physician	Parent to Physician
Physio/Occupational Therapy	LHIN	Health Professional (Therapist)	Ministry of Health (LHIN)	Therapist (LHIN)	Parent to LHIN
Speech Therapy	LHIN	Health Professional Speech and Language Pathologist (LHIN)	Health Professional Speech and Language Pathologist	Health Professional	Parent to LHIN
Nursing	LHIN	Health Professional	LHIN	Health Professional	Parent to Doctor/LHIN
Orientation & Mobility	CNIB (paid by Board)	O & M Personnel	CNIB	CNIB	Parent to Doctor/LHIN or W. Ross Macdonald Prov. School



# Special Education Staff Development

- ✓ The goal of Special Education Staff Development is to provide continuing in-service opportunities to all principals, teachers (including new teachers through New Teacher Induction Program) and support staff.
- ✓ Input into the types of in-service provided are through direct requests, suggestions from principals and administrators, suggestions from union or personnel representatives, and suggestions from the Learning Support Services Department.
- ✓ At the beginning of each school year the SEAC is informed of the direction for the year. In-service opportunities are planned as part of that direction.
- ✓ Priorities for staff development are determined by the directions statement, current issues, new staff involved and with input from administration, and the Learning Support Services Department.
- ✓ Staff development continues to be driven by The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6 - Education for All - Ministry of Education, 2005 and Learning for All - A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011.
- ✓ Particular consideration will be given to the seven beliefs that were the guiding principles and key themes of the Expert Panel Report

# EDUCATION FOR ALL

## What We Believe

The following beliefs sum up the Expert Panel's guiding principles and the key themes of this report.

### **Belief 1: All students can succeed.**

All students can demonstrate competence in literacy and numeracy. Teachers can ensure their success by getting to know their students through ongoing observation, assessment, and evaluation, and then carefully establishing the next steps each student needs to take in order to learn.

### **Belief 2: Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.**

Universal design ensures that the classroom and other learning environments are as usable as possible to students, regardless of their age, ability, or situation. Teachers should also aim to respond to the specific learning profiles of individual students with differentiated instruction.

### **Belief 3: Successful instructional practices on evidence-based research, tempered by experience.**

Children with special needs benefit most when teachers deliver programming informed by both professional judgment and domain knowledge supported by empirical evidence. Good pedagogy is based on good research. Basing instruction on sound research will avoid the pitfall of following trends that lack efficacy.

### **Belief 4: Classroom teachers are the key educators for a student's literacy and numeracy development.**

Students with special education needs may receive important support and programming from a number of people, but the key educator for literacy and numeracy development is the classroom teacher(s). Classroom teachers are ideally placed to gather ongoing assessment data and monitor student learning. They have the advantage of knowing the child well and can provide valuable feedback for others working with the student.

**Belief 5: Each child has his or her own unique patterns of learning.**

Patters of learning may vary greatly within a classroom. Teachers need to plan for diversity, give students tasks that respect their abilities, use dynamic and flexible grouping for instruction, and provide ongoing assessment.

**Belief 6: The classroom teacher needs the support of the larger community to create a learning environment that supports students with special education needs.**

Teachers have a challenging and complex job. It really is up to them to create the best possible learning environment for each and every student in their classrooms. Teachers can best help their students succeed when they are able to reach out to the larger community of learners. Teachers need support from their principal, special education resource teacher(s), other classroom teachers, and other professionals. Families and community support agencies are crucial contributors. Everybody has a place in the process.

**Belief 7: Fairness is not sameness.**

Treating all children exactly the same means that children who need accommodations or modifications to the program in order to succeed will be disadvantaged. Some students require more or different support than others in order to work at a level appropriate to their abilities and needs.

## **RECOMMENDATIONS from the LNS Panel Reports**

The Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs offers the following recommendations to guide schools and school boards in allocating funds and human resources to support literacy and numeracy instruction for students with special education needs from Kindergarten to Grade 6.

Funding is important, but funding alone will not make the difference for students. The programs and supports that the school boards implement must be founded on evidenced-based research. The effectiveness of instruction must be monitored carefully in order to ensure that students with special education needs succeed to their fullest potential.

These panel recommendations focus on the following themes:

- Professional Development
- Assistive Technology
- Program Planning and Implementation
- Teacher Education

### **Professional Development**

Professional development for Ontario teachers is a shared responsibility of the Ministry of Education, district school boards and school authorities, school principals, teachers, and other support staff. Consistent with current research on the effectiveness of various professional development approaches, the Expert Panel makes the following recommendations:

1. Classroom teachers should receive training on the instructional strategies and content in this report. Specific professional development around instructional strategies in literacy, numeracy, and assessment for students with special needs should be provided for classroom teachers, with particular emphasis on early intervention, curriculum-based assessment, and progress monitoring. Universal design, differentiated instruction, and evidence-based practice should provide the context for professional learning.
2. All teachers should be able to access professional development in the use of assistive technology. While many teachers have significant skills in using instructional technology in their teaching, it is imperative that teachers also receive effective professional development to successfully implement and embed assistive technology when teaching students with special needs.
3. Professional training should teach educators in the way they learn best: by observing and doing. Teachers need the opportunity to observe successful,

evidence-based practice in action in order to calibrate their own goals for practice. Demonstration classrooms would allow teachers to see master teachers enact the teaching, organizational, and management strategies that this report describes only briefly. Mentorship is crucial. Just like their students, teachers need guided practice when learning new strategies and concepts about teaching. This can be accomplished by enabling a master teacher who is up to date on evidence-based practice to coach and mentor a teacher in his or her own classroom.

4. Professional development opportunities must provide both ongoing sustained learning and just-in-time information and support. Professional development needs to range from informal sessions (e.g., study groups), through more intensive, collaborative professional and community workshops, to more formal coursework (e.g., Additional Qualification courses). Professional development models should encourage or allow multiple entry points to meet individual teachers' requirements.

Among the possibilities:

- in-school study groups with access to books and professional journals;
  - multimedia training, such as video conferencing, distance education, online courses, information-based websites, and accessible telephone support;
  - in-school facilitators and mentors;
  - collaboration with universities, colleges, and community resource agencies;
  - support for action research, case studies, and other reflective practice.
5. School board staff, principals, teachers, and support staff should receive training in successful practices in supporting students with special needs. Students benefit when all members of the professional learning community share the same values and goals. Senior administrators, principals, and support staff, as well as teachers, should receive training around successful practices in supporting students with special needs.

## **Assistive Technology**

Assistive technology is a powerful tool. The Expert Panel believes that Ontario schools can use it more effectively to support students with special needs, and therefore makes the following recommendations:

6. School boards need to create institutional structures that support responsible use of assistive technology. Accountability for assistive technology equipment is essential. The panel recommends the initiation of a comprehensive system that tracks needs assessments, implementation, and gap analyses. A

statement of how assistive technology is used should be a mandatory part of each district school board's special education plan.

7. The Ministry of Education and school boards must make the development of additional assistive technology tools for francophone students a priority. There is much more and a greater variety of assistive technology available for English-speaking students than for francophone students with special needs.

## **Program Planning and Implementation**

Decisions that school boards and schools make in program planning and implementation can have a significant impact on students with special needs. For this reason, the Expert Panel makes the following recommendations:

8. The Ministry of Education should ensure that students with special education needs are included in educational initiatives. When school boards apply for funding to the Ministry of Education for initiatives, the ministry should require a component outlining how students with special needs will be included.
9. The Ministry of Education should provide criteria to school boards that can be used to assist with programming decisions. Boards need to make programming decisions based on evidence-based research. Criteria developed by the ministry on the basis of such research could be used by school board personnel to evaluate the effectiveness of current programs and plan for the implementation of new programs for students with special education needs.

## **Teacher Education**

Pre-service teacher education is the appropriate place for an introduction to the characteristics of successful practices for supporting students with special needs. The Expert Panel therefore makes the following recommendation:

10. Ontario university programs leading to a B.Ed. degree should contain mandatory course hours on special education. Given the numbers of students with special education needs receiving instruction in regular classrooms, every Ontario teacher needs to be prepared to provide effective instruction.

## 2018-2019 Advancements and Professional Development

**Funding \$50,000** Please note various professional development that occurs does not have a cost associated as there is no release needed (i.e. PA days)

### Supporting Students of Concern

DATE	WHAT	WITH WHO	IMPACT
July 12, 2018	TRIPLE P	Offered to all parents in our schools. 12 participated	Positive parenting intervention with the main goals of increasing the knowledge, skills, and confidence of parents and reducing the prevalence of mental health, emotional, and behavioral problems in children and adolescents. If impactful then we will see a more cohesive learning environment in schools and at home.
September 1, 2018	Two Mental Health CYWs are hired	All Elementary Schools	To better support students in elementary schools
September 1, 2018	SNSW participated in two Connections for students meeting at St. Francis	St. Francis admin, CCR and family	Continued communication between home school and community agency to support student goals at school
September 1, 2018	SNSW participated in four In-school meetings for ASD students at St. Francis	St. Francis admin, family and CCR	To create smoother transitions for students so that it can be more successful
September 5, 2018	Empower Program	St Charles College/Holy Trinity, St Charles	8 students at St Charles College, 8 students at Holy Trinity and 16 students at St Charles will have intense help with reading
September 5, 2018	2 new Indigenous Support Workers for Indigenous Education (Jordan Mowat-elementary and Patrick Trudeau-secondary)	Various Schools	Building cultural understanding to all students and teachers. Providing cultural support in the schools.
September 10, 2018	Staff participates in K-8 sessions held at St Albert for 3 weeks (Sept 10-27)	All Elementary Schools	To help educators better understand the supports in schools and who to contact for assistance

September 10, 2018	Itinerant Behaviour Support Worker- completes programming block (1-1) with student. September 10- October 19, 2018	St. Charles Elementary	To help high needs student and school enhance capacity regarding self-regulation and behaviour management.
September 10, 2018	Itinerant Behaviour Support Worker- works at St. Francis 1-1 with student September 10- October 26	St. Francis	To help high needs student and school enhance capacity regarding self-regulation and behaviour management.
September 12, 2018	Special Education Staff Participates in Zones of Regulation Webinar	SERTS; Itinerant Behaviour EA's; School Mental Health Team; some admin	To better understand the Zones of Regulation as a tool to bring to SCDSB to support self regulation in schools
September 13, 2018	Indigenous Education Advisory Committee meeting	Researcher for LU, IEAC, Indigenous Lead, Superintendent	Community consultation in regards to a research project in order to maintain respectful relationships and continue with our duty to consult.
September 13, 2018	Indigenous Education Advisory Committee meeting	Community agencies (Aboriginal Hub, GSPS, Laurentian, Atikameksheng Anishnawbek)	Discuss goals for Indigenous Education and Presentation by Darrel Manitowabi (Indigenous Education Researcher) on a research project-committee approved. The final report will provide guidelines for "Wise Practices for Indigenous Youth"
September 14, 2018	Life Promotion / Suicide Prevention Summit Operational Committee	PHSD	Schools are part of community protocol
September 14, 2018	Harmony Student 2 day Workshop Sept 13/14	St Charles College (Indigenous Education Class)	To give students the tools to advocate and become student leaders in their school
September 15, 2018	Two new Itinerant Behaviour Education Assistants are hired	All Elementary Schools	To better support students and enhance capacity for staff in regard to behaviour based issues in elementary schools (referral process)
September 18, 2018	Headstrong Summit	Board Psychotherapist/ Students	Conference event for students to reduce stigma about mental health.

September 19, 2018	VTRA Steering Committee	Mental Health Lead and all community VTRA protocol members	To be part of the community protocol
September 20, 2018	Mental Health Lead attends CAS strategic planning session	Mental Health Lead and all community partners who have relationships with CAS	To provide input into the strategic planning process for students impacted by child welfare.
September 21, 2018	Chief Psychologists of Ontario School Boards Meeting	Board Psychologist and 30 Chief Psychologists representing their school boards, held at the Durham Catholic District School Board.	To discuss common concerns and initiatives related to Psychological Services across Ontario School Boards, to work towards consistency and to share knowledge/resources.
September 25, 2018	Mental Health Lead meets with Public Health Sudbury and Districts re: School Programming	Mental Health Lead and Public Health	To explore community partnership opportunities in the various school settings.
September 26, 2018	Life Promotion and Youth Suicide Prevention Summit	Board Social Worker and community partners	Conference event for community partners to enhance understanding of life promotion and suicide prevention.
September 26, 2018	Communicative Disorders Assistant (CDA) started 12 week block (1x/week) of speech-language programming with students from St. Paul.	7 students from St. Paul (direct) and family/teachers (indirectly)	CDA provides evidence-based speech-language programming to at risk and identified students with communication related difficulties to help develop the skills they need to succeed in school, both academically and socially.
September 27, 2018	Mental Health and Addictions System Priority Action Table (MHA S-PAT)	Mental Health Lead and all community partners in Mental Health	To focus collective efforts toward improved outcomes for mental health and addictions across the lifespan through cross-sectoral understanding, collaboration and action in Sudbury/Manitoulin districts.

September 27, 2018	Assistive Technology Lead participated in and helped deliver Special Education workshops during Network Learning Sessions at St. Albert September 10-27	K-8 Teachers, Principals, Vice Principals, ECEs.	Share procedures for Special Education, IEPs, and Assistive Technology. Share assistive apps and guides for students and teachers. Introduce Special Education Team and Roles.
September 27, 2018	Communicative Disorders Assistant (CDA) started 6 week block (2x/week) of speech-language programming with students from Immaculate Conception.	11 students (direct) and family/teachers (indirectly)	CDA provides evidence-based speech-language programming to at risk and identified students with communication related difficulties to help develop the skills they need to succeed in school, both academically and socially.
September 27, 2018	Assistive Technology Lead completed 70 on-on-one student training sessions, 46 adult training sessions, and 12 classroom visits in September. September 4-27	K-12 Teachers, Principals, Vice Principals, EAs, Guidance staff (18 schools)	To provide training to students and staff to build capacity in schools related to assistive technology integration and differentiation for special education students, as well as all students.
September 28, 2018	Communicative Disorders Assistant (CDA) started 6 week block (2x/week) of speech-language programming with students from St. Anne.	11 students (direct) and family/teachers (indirectly)	CDA provides evidence-based speech-language programming to at risk and identified students with communication related difficulties to help develop the skills they need to succeed in school, both academically and socially.
September 30, 2018	Number of Mental Health Referrals across the board: 21	Board Wide	team reviews referrals and allocates inschool/out of school supports
September 30, 2018	Number of Behaviour Referrals across the board: 12	Board Wide	team reviews referrals and allocates inschool/out of school supports

September 30, 2018	Number of VTRA's: 1 new; 15 active	Board Wide	community support to provide proper supports for our students
September 30, 2018	Triple P Parenting Group run by CFC worker and Attendance Counsellor (8 weeks in September and October)	St. Anne	To provide parents with a flexible, practical way to develop skills, strategies and confidence to handle any parenting situation.
September 30, 2018	Student of concern meetings (total:8)	Special Education Resource Teacher (SERT) and Special Education Support Teacher (SEST)	SERT and SEST determine the student of concern's areas of strength and need, determine next steps for support and target the instruction. This collaboration/sharing provides the opportunity to discuss and plan for optimal learning/growth and review progress.
October 1, 2018	Special Needs Support Worker for Assessment started with the Board	Will be supporting the Board Psychologist with needs related to assessment	Additional staff to address timeliness and volume of psychological assessments across the board.
October 1, 2018	Special Need Social Worker participated in three connections/OAP meetings at various schools.	School admin, SNSW, family of student and CCR.	Connections/OAP meeting take place in the schools for ASD students who are receiving services from CCR. The meetings help to coordinate services and keep everyone involved on the same page regarding goals and intervention.
October 2, 2018	Mental Health Lead meets with Big Brothers/Big Sisters re: programming pilot at Marymount	Marymount	To enhance self-esteem and confidence of participants in the Go Girls Program.
October 2, 2018	Children's Community Network AGM	Community Partners	Strengthen partnerships within community
October 5, 2018	Mental Health Lead, Social Workers and Psychotherapist attend ONCAIPS Annual Networking Conference	Community Mental Health Professionals	To share current challenges and successes and to collaborate together in advancing the clinical care, research and training in child and adolescent inpatient psychiatry in Ontario

October 5, 2018	Cultural Mindfulness Retreat with George Couchie October 2-5	Educators from elementary and secondary+2 Indigenous support workers+3 Administrators	increased knowledge among participants in regards to knowledge and awareness of Indigenous cultures, histories, traditions and perspectives to enhance the capacity to support Indigenous learners and their families as measured by participant surveys.
October 9, 2018	BURST meeting with Mental Health Leads to discuss coordination & communication strategies	Community Mental Health Leads; Northern Youth Services; Greater Sudbury Police Services	Discuss the BURST project and planning for upcoming camps for fourth cohort; ongoing intervention for first three cohorts.
October 9, 2018	Mental Health Lead meets with other school boards, CAMHP and LHIN re: Process Issues	Mental Health Leads/ CAMHP/ LHIN	Discuss changes to the services provided by Mental Health and Addictions Nurses in the school setting and process issues related to MHANs being deployed on the CAMHP unit to assist with transitions from hospital to school.
October 11, 2018	Osgoode Professional Development: Advanced Issues in Special Education in Schools: An Educator's Guide to the Law and Best Practices	Special Education and Mental Health Support Staff (Learning Support Staff)	To better understand the law and Special Education in schools.
October 12, 2018	Osgoode Professional Development: Advanced Issues in Cannabis in Schools: An Educator's Guide to the Law and Best Practices	Special Education and Mental Health Support Staff (Learning Support Staff)	To better understand the law and Cannabis in schools.
October 12, 2018	Life Promotion and Youth Suicide Prevention Summit debrief	Board Social Worker and community partners	Debrief Life Promotion and Youth Suicide Prevention Summit

October 17, 2018	Aboriginal Post Secondary Information Program	SCC: 24 students (gr.11-12)+ 1 teacher and support worker, St.Ben: 20 students (gr.10-11) +1 teacher, Bishop: 21 students (gr.10-11) +1 teacher and Guidance, MMA 2 students (gr.11)+1 teacher	Indigenous students had the opportunity to learn about various College and University programs and potential bursaries available. Students were able to explore and discuss options to set their post-secondary goals.
October 18, 2018	SNAP Leadership Training Oct 16-18, 2018	Mental Health Lead; Board Social Worker; Principal; Vice-Principal	Implementation of evidenced based program pilot in two schools with expansion forthcoming next school year.
October 18, 2018	Professional Development in partnership with Atikameksheng Anishnawbek. Land based learning opportunity with Elder Brian Nootchtai Oct 16-18, 2018	Oct.16th: Secondary NSL teachers, October 17th: Intermediate (7-8) teachers and 5 LSS	Developed an understanding of local community (Atikameksheng Anishnawbek) history, culture and impact of colonialism. Enhanced understanding of the importance of a holistic approach to education (mind, body, spirit).
October 19, 2018	Itinerant Behaviour Support Worker-Jen Ilg completed a 6 week block of 1-1 service with student at St. David Sept 10- Oct 19	St. David's admin and educators, student & family	Student successfully met goals established for 6 week block of services.
October 19, 2018	Special Needs Support Worker-Anna Heppner completed a 6 week block of 1-1 service with student at St. James Sept 10-Oct 19	St. James admin and educators, student, family	Student successfully met goals established for 6 week block of services.

October 23, 2018	Learning Outside the School Day Conference	Consultant presenting	We will be sharing our best practices and learning from other boards. We will learning more about the grade 6,7,8 camps other boards have been running to hopefully bring it to Sudbury Catholic
October 24, 2018	Mental Health Lead meets with Public Health Sudbury and Districts re: School Programming	Mental Health Lead and Public Health	Discuss and plan for school programming. Projects include Mindful Schools (St. Anne) ; Food Literacy Pilot (Pius); Physical Literacy Mentorship Program in partnership with McMaster University (Pius; St. John; St. Anne; St. David; RIRO/BBT - Resiliency Pilot - St. David/St. Albert
October 25, 2018	Mental Health Lead meets with other school boards, CAMHP and LHIN re: Process Issues	Mental Health Lead/ CAMHP/ LHIN	Continue to work on partnership and programming
October 26, 2018	Leaders in Learning and Faith PA Day	Board Wide	Mass followed by Dr Ian Manion speaking on staff mental health. The afternoon was filled with choice by all employees to better improve their own wellbeing.
October 26, 2018	Itinerant Behaviour Support Worker - assists with transition of students from Care and Treatment at St. Francis as well as assists with the behaviour management of one additional student September 5-October 26, 2018	St. Paul	To help a high needs student and school learn better strategies concerning behaviour.
October 30, 2018	Suicide-Safer Sudbury - LEADERSHIP Pillar Meeting	Mental Health Social Worker; Community Partners	Development of a Shared Agreement that describes our commitment to a Suicide Safer Community
October 31, 2018	Number of Mental Health Referrals across the board: 91	Board Wide	team reviews referrals and allocates inschool/out of school supports
October 31, 2018	Number of Behaviour Referrals across the board: 23	Board Wide	team reviews referrals and allocates inschool/out of school supports

October 31, 2018	Mental Health Leads Meetings	School Board Mental Health Leads	Discuss common practices, challenges, strategies
October 31, 2018	Assistive Technology Lead completed 38 on-one student training sessions, 12 adult training sessions, and 10 classroom visits in October.	K-12 Teachers, Principals, Vice Principals, EAs, Guidance staff (18 schools)	To provide training to students and staff to build capacity in schools related to assistive technology integration and differentiation for special education students, as well as all students.
October 31, 2018	Number of VTRA's: 2 new; 17 active	Board Wide	team reviews referrals and allocates inschool/out of school supports
October 31, 2018	Consortium Meeting	SCDSB and other board representatives	Stakeholders come together to learn about issues and share ideas. New small yellow buses will be replacing the blue and white buses. All seats will have seat belts.
October 31, 2018	Attendance Awareness Month poster contest Month of October	All schools	To bring greater awareness of the importance of regular school attendance to students, parents and staff.
October 31, 2018	Intake/Consultation meetings of possible students of concern related to psychological assessments (2 days)	Board Psychologist, Special Needs Support Worker (Assessment), Special Education Support Teacher, School SERTS.	To review potential cases for consultation and possible psychological assessment (approximately 14 cases across the Board).
October 31, 2018	Triple P Parenting Group run by CFC worker and Itinerant Behaviour EA October and November for 8 weeks	St. Paul	To provide parents with a flexible, practical way to develop skills, strategies and confidence to handle any parenting situation.
October 31, 2018	student of concern meetings (total:38)	Special Education Resource Teacher (SERT) and Special Education Support Teacher (SEST)	SERT and SEST determine the student of concern's areas of strength and need, determine next steps for support and target the instruction. This collaboration/sharing provides the opportunity to discuss and plan for optimal learning/growth and review progress.

November 1, 2018	Triple P Family Transitions Parenting group for Divorced and Separated Parents November and December for 8 weeks	St. John	To provide consistency and effective communication regarding the development of co-parenting skills for divorced and separated parents.
November 2, 2018	Special Education Resource Teacher Meeting	Resource teachers, two principals and two vice-principals	Professional Development for Resource teachers concerning new Student safety plan, Behaviour Management Plan, Mental Health Supports, Procedure of students of Concern, Assistive technology, Procedure for students showing speech and language needs
November 2, 2018	IEAC meeting	Indigenous Lead, Director, Superintendent, 3 Principals, ISW, community partners, Elder	Working meeting to discuss the Indigenous Education Board Action Plan. Input from the IEAC on how to support students in order to bring the voice of community partners to the table.
November 5, 2018	SNAP Training - meet and greet with frontline staff	CEC	To better support students in elementary schools
November 5, 2018	Indigenous Team meeting	Indigenous Lead, Superintendent, Indigenous Support Workers, principal	To discuss the success and needs of Support Workers in order to continue to support effective cultural support in schools.
November 5, 2018	Treaties Recognition Week November 5-8	All schools	Indigenous Education Lead provided a variety of resources to support Treaties Education in all schools. Schools participated in various learning opportunities (Blanket Exercise, Treaty kits, Read Alouds, Art). Schools shared their learning activities on Facebook and Twitter with the hashtag #TreatyON
November 6, 2018	Meeting with Nogdawindamin	Nogdawindamin and Sudbury Catholic Team	New position at NOG-Liasion Program Worker will support students in care through referral (On and Off Reserve) with Mental Health, Education and any other needs. The goal is to ensure smooth transitions and success of students in care

November 6, 2018	Special Needs Social Worker in partnership with Allison Roy- Psych Associate initiate CoolKids Anxiety program at St. Francis in Communications B classroom	Special Needs Social Worker and Psych Associate- facilitators of program to ASD students in Communications B Classroom for six weeks.	Cool Kids Anxiety program for ASD students. Provides students with an evidence based anxiety program to help them understand and "bully back" their anxieties and worries in order to support their mental health
November 7, 2018	Tier A Meeting re: Mental Health and Opioid Crisis	Public Health and Community Mental Health Partners	To plan for presentation to grade 9-10 students in December 2018 in partnership with school boards; GSPS; Public Health
November 7, 2018	KNOW MORE Tour Tier A planning meeting with School Boards	Community Partners re: Opioid Crisis	Training opportunity for youth and planning event.
November 7, 2018	ASIST Training (Applied Suicide Intervention Skills Training) (2 days)	School Board Social Worker and Psychotherapist	To enhance capacity of staff to assess for suicide ideation and enhance suicide prevention.
November 8, 2018	Cultural Diversity presentation by Lionel Laroche	40 Secondary teachers, Admin and Learning Support Team	Develop a deeper understanding of cultural diversity of students (International, First Nations) in order to effectively support all learners in our Board.
November 8, 2018	Indigenous Veterans Day Celebration	Native Language Students and teacher from St. James school with Atikameksheng Anishnawbek	A deeper partnership between St. James school and the community of Atikameksheng Anishnawbek. Students also had the opportunity to use Ojibway in context by singing O Canada and In Flanders Fields in the language.
November 13, 2018	NTIP session	20 NTIP teachers	Develop an understanding of good classroom pedagogy that helps students experiencing mental health issues.
November 13, 2018	NTIP session	20 NTIP teachers	Build an understanding for the implementation of Indigenous Education resources, expectations and programming for new teachers.

November 15, 2018	Child and Youth Mental Health Planning Table	Community Partners re: Mental Health	Over the course of a year, the CYCMHPT has collected information regarding the child and youth mental health services and programs delivered across our service area. We examined the data collected and discovered 3 dimensions of mental health services seemed to emerge: 1. Promotion; 2) Targeted Prevention; 3) Intervention. Other data included service and program volumes, as well as data reflecting the strengths, opportunities, aspirations, and results (SOAR) our community service stakeholders would like to see as a mental health system of care. Project work is ongoing.
November 16, 2018	Itinerant Behaviour Support Worker - completed a four week block of intensive ASD support at Holy Trinity	Holy Trinity School- FDK Yr 1 classroom	Intense support for one student to attend school
November 17, 2018	Speech-Language Pathologist completed Lunch & Learn at St. Francis	Communication classroom teachers, Primary Special Education teacher, Educational Assistants (EAs) and Special Education Resource Teacher (SERT)	SLP provided in-service/education regarding the components of verbal communication development. SLP & in-school staff discussed primary areas of concern in the classroom (social pragmatic language; joint attention; speech; oral expressive and receptive language and early literacy skills) and strategies to promote communication development in the classroom.
November 18, 2018	Speech-Language Pathologist completed Lunch & Learn at St. Francis	Lifeskills classroom teachers, Educational Assistants (EAs) and principal	SLP provided in-service/education regarding the components of verbal communication development. SLP & in-school staff discussed primary areas of concern in the classroom (social pragmatic language; joint attention; speech; oral expressive and receptive language and early literacy skills) and strategies to promote communication development in the classroom.
November 19, 2018	CYW is hired for Bishop Alexander Carter and St. Benedict	Students at St. Benedict and Bishop Alexander Carter	Students are provided with enhanced mental health and social skills support.

November 19, 2018	Reaching In/Reaching Out & Bounce Back and Thrive Train the Trainer; (4 days)	Mental Health Lead; Board Psychotherapist; Community Partners	To enhance capacity of staff to provide training in resiliency skills to school board staff and parents.
November 20, 2018	Support Gr. 10 Applied SEA students in one class at St. Ben November 20 - December 18	Gr. 10 Applied SEA students (12), AT Teacher,	15 out of 20 students are identified LD and 12 have SEA technology. Build capacity to answer questions effectively, use tech to help them read and answer the questions effectively. Use dictation and text to speech. All become "experts" with different parts of the tech and can help each other when needed in class to develop independence and proficiency.
November 20, 2018	SRA(Reading intervention) demonstration lesson (2 days)	Various Schools	Special Education Resource Teachers
November 26, 2018	FM system meeting	Special Education team, Facilities, HR and IMS	To create a board wide procedure for the upkeep of fm systems going forward. First a comprehensive list will be created of current systems
November 29, 2018	Mental Health and Addictions System Priority Action Table (MHA S-PAT)	Mental Health Lead and Community Partners	To focus collective efforts toward improved outcomes for mental health and addictions across the lifespan through cross-sectoral understanding, collaboration and action in Sudbury/Manitoulin districts.
November 30, 2018	PA Day Presentation - Zones of Regulation	School Board EA's and System Classes for Life Skills and Communication; Teachers	To enhance understanding of Zones of Regulation Program for implementation in classrooms
November 30, 2018	PA Day Presentation - Trauma Informed Schools	Elementary and Secondary Staff	To enhance understanding of the impact of trauma on children and youth in schools.
November 30, 2018	PA Day Presentation - Using Digital Tools in the Classroom	Elementary Staff and Assistive Technology Teacher	Introduction and training on some digital tools and apps that can be used in the classroom to enhance instruction in Literacy and Numeracy.
November 30, 2018	# of Mental Health Referrals: 151 # of Behaviour Referrals: 38	Various Schools	Meeting students needs so that they can attend school

November 30, 2018	# of VTRA's: 9 New; 26 Active	Various Schools	Meeting students needs so that they can attend school
November 30, 2018	Student of concern meetings (total for November: 6)	Special Education Resource Teacher and Special Education Support Teacher	SERT and SEST determine the student of concern's areas of strength and need, determine next steps for support and target the instruction. This collaboration/sharing provides the opportunity to discuss and plan next steps for optimal learning and growth and to review progress.
December 3, 2018	Special Education Services & IEP	Regional Parent Involvement Committee	RPIC members have a better understanding of special education programs and services at SCDSB
December 3, 2018	"Hour of Code" - Computer Science Education Week: Classroom Coding Activities (4 days)	Assistive Technology Teacher & Grade 4/5/6 classrooms	A one hour introduction to computer science and coding. Every student had the opportunity to learn computer science and how to code. This engaging activity will help to nurture problem-solving skills, logic and creativity; a foundation for success in any 21st-century career path.
December 4, 2018	Know More Tour	60 Grade 9/10 students	Students attend Know More Tour to learn about the impact of opioids in our community
December 4, 2018	Gr. 10 Applied English classroom: Integrating technology	Assistive Technology Teacher, English Teacher, 20 Grade 10 students	Strategies for effective use of technology by students in class. Learning how to use assistive technology to enhance teaching and learning, develop proficiency and increase independence.
December 6, 2018	Transition to School Meeting for FDK parents (students with special ed needs)	Community partners, parents	Parents being informed prior to school starting about education system. School board will be able to plan successful transition for FDK students who have special education needs.
December 7, 2018	MHA SPAT Priority 2 - System Navigation	Mental Health Lead and Community Partners	Mental Health and Addictions System Priority Action Table - Priority # 2 System Navigation focuses on enhancing system navigation for children, youth and families in the Sudbury District
December 11, 2018	VTRA Training - Traumatic Events System Training (2 Days)	Mental Health Leads across School Boards; VTRA Coordinator	Enhance understanding of trauma response for VTRA protocol partners
December 12, 2018	Gr. 10 Applied English classroom: Integrating technology	Assistive Technology Teacher, English Teacher, 20 Grade 10 students	Strategies for effective use of technology by students in class. Learning how to use assistive technology to enhance teaching and learning, develop proficiency and increase independence.

December 18, 2018	OSSLT Planning Meeting SCC	Assistive Technology Teacher & English Department Teachers at St. Charles College	Planning for supports for Special Education students and students who are using technology for OSSLT.
December 19, 2018	VTRA Steering Committee	Monthly meeting of Community Protocol Partners	Monthly meeting of Steering Committee to ensure protocol advancement, problem solving and training opportunities across the community.
December 31, 2018	student of concern meetings (total for December: 15)	Special Education Resource Teacher and Special Education Support Teacher	SERT and SEST determine the student of concern's areas of strength and need, determine next steps for support and target the instruction. This collaboration/sharing provides the opportunity to discuss and plan next steps for optimal learning and growth and to review progress.
January 7, 2019	Special Needs Support Worker begins six week intensive block of service at St. Paul School.	Special Needs Support Worker at St. Paul	To support student and educators in the classroom. Goals include assisting student with behavioural challenges by providing 1-1 intensive behavioural supports to help the student successfully manage in the classroom.
January 7, 2019	Special Needs Social Worker begins six week 1- 1 social skills coaching block with student at St. John School.	Special Needs Social Worker at St. John.	To enhance the capacity of the student to be socially aware and demonstrating this learned social intelligence in a variety of settings.
January 7, 2019	Itinerant Behaviour EA begins block of service at St. Francis	Itinerant Behaviour EA at St. Francis	To support student and educators in the classroom. Goals include assisting student with behavioural challenges by providing 1-1 intensive behavioural supports to help the student successfully manage in the classroom.
January 7, 2019	SNAP Training - 4 days	Mental Health Lead, Psychotherapist, Social Worker, 3 Child and Youth Workers, 3 Itinerant Behaviour Support Workers, 1 Special Needs Support Worker	Training to deliver SNAP in Schools

January 9, 2019	Yoga group for 10 ASD students begins at St. Francis for 12 weeks.	Special Needs Social Worker and Yoga therapist Tarryn Cothill	Social Skills and Movement intervention for students with Autism
January 9, 2019	Grade 3 Technology Integration - 6 week block - at St. Francis	Assistive Technology Teacher	Support grade 3 students and teachers with integration of assistive technology for Special Education students and students using assistive technology for EQAO.
January 11, 2019	Trauma In Service - St Anne	Principal; Vice Principal, 4 classroom teachers, 2 EA's, Mental Health Lead	In service to support the understanding of trauma in schools and the impact on student's mental health and behaviour in the school setting
January 14, 2019	Install Mathies apps on all iPads being used by high school students, particularly grade 9 students at all 4 high schools	Assistive Technology Teacher, grade 9 students.	Support the use of Mathies apps - digital math tools - during EQAO Math (Grade 9).
January 15, 2019	Crown Ward Education Champion Team (CWECT)	Community Partners and all Education Partners	To better support students involved in Child protection agencies and plan supports. With funding cuts there is no funding dedicated to this committee but the committee has chosen to continue the work. Sudbury Catholic and YMCA will co-chair the committee this year.
January 15, 2019	Meeting with CTC clinician at St. Charles	Assistive Technology Teacher, SERT, Classroom Teacher, EA	To support student and educators in the classroom with the implementation of "Proloquo2Go" software.
January 16, 2019	VTRA Steering Committee	Mental Health Lead, Community Partners	Community Based Collaboration for ongoing VTRA protocol implementation
January 17, 2019	Mental Health and Addictions System Priority Action Table - Priority 2 System Navigation	Mental Health Lead, Community Partners	Community Collaboration supporting the system navigation priority for families

January 17, 2019	Communicative Disorders Assistant (CDA) started 6 week block (2x/week) of speech-language programming with students from St. James	8 students (direct) and family/teachers (indirectly)	CDA provides evidence-based speech-language programming to at risk and identified students with communication related difficulties to help develop the skills they need to succeed in school.
January 18, 2019	Communicative Disorders Assistant (CDA) started 6 week block (2x/week) of speech-language programming with students from St. Charles Elementary	12 students (direct) and family/teachers (indirectly)	CDA provides evidence-based speech-language programming to at risk and identified students with communication related difficulties to help develop the skills they need to succeed in school.
January 18, 2019	Meeting with GSPS re: Human Trafficking	Mental Health Lead, Principal; Vice Principals; GSPS	Sharing of information regarding Human Trafficking across the community among secondary students
January 18, 2019	Children's Mental Health Week Planning Meeting	Mental Health Child and Youth Worker; Community Partners; 2 SCDSB Students	Community Collaboration for Children's Mental Health Week activities
January 21, 2019	Wellness Committee Meeting	Mental Health Lead	
January 22, 2019	Support Grade 9 EQAO Math - 2 days	Assistive Technology Teacher, grade 9 students	Scribing and use of assistive technology
January 23, 2019	Special Education Support Review	All education staff (board wide)	This survey will be used by the smaller focus group to discuss current supports and plan for the future.
January 24, 2019	Triple P Steering Committee	Mental Health Lead, SERT, Community Partners	Community Based Collaboration regarding the delivery of Triple P across the community. To date: SCDSB has provided groups at St. Francis; St. Anne; St. John; St. Paul and Pius; Immaculate is forthcoming in April 2019
January 24, 2019	Grade 6 EQAO Workshop	Assistive Technology Teacher and various grade 6 Teachers, Sheri-Dawn Maloney	

January 25, 2019	Assistive Technology integration - Pius	Assistive Technology Teacher grade 3/6 teachers and students.	Support grade 3 and 6 students and teachers with integration of assistive technology for Special Education students and students using assistive technology for EQAO.
January 26, 2019	SCDSB Career Fair	Special Education Team	To assist in career promotion for potential new employees
January 30, 2019	Lunch/Learn - Trauma Informed Schools	St. Charles Chelmsford Staff provided by Mental Health Lead.	Many students at the school have been identified with trauma based concerns. Lunch/Learn provided presentation on how to create a trauma informed environment in the school.
January 30, 2019	Student of concern meetings (total for January 14 students)	Special Education Resource Teacher, Special Education Support Teacher and school personnel	SERT and SEST determine the student of concern's areas of strength and need, determine next steps for support and target the instruction. This collaboration/sharing provides the opportunity to discuss and plan next steps for optimal learning and growth and to review progress.
January 31, 2019	Mental Health System Priority Committee	Mental Health Lead, Community Partners	Community Collaboration for Mental Health System Priority Identification
February 1, 2019	Itinerant Behaviour EA continues block of service at St. Francis	Itinerant Behaviour Education Assistants and Consultants	Supporting FDK Spec Ed classroom A
February 1, 2019	PA Day - Behaviour Team Meetings	Itinerant Behaviour Education Assistants and Consultants	Debrief supports offered and share strategies that have worked (share experiences) and plan for future student support.
February 1, 2019	Practice EQAO tests	Assistive Technology Teacher, Grade 3/6 teachers and students, SERTs	Practice assistive technology tests sent to all Primary and Junior carts in all Elementary schools. For use by Teachers and students to practice using assistive technology features and math tools on iPads.
February 1, 2019	Mental Health First Aid	Attendance Counsellor	To better recognize and support students in need
February 1, 2019	Research Meeting to begin: Wise Practices to Support Indigenous Youth	Laurentian University researcher, University of Ottawa researcher, Sudbury Catholic, Rainbow District School Board, Chiefs of Ontario	Develop the action plan to begin the research in collaboration with partners (noted), UNESCO and the city of Sudbury. Research to focus on what is working in for Indigenous Youth and identify the gaps.

February 4, 2019	Special Needs Support Worker completes observation at Immaculate Conception	Special Needs Support Worker	To assist the school by creating an action plan and revise safety plan
February 4, 2019	FM System Meeting	Speech and Language Pathologist, AT teacher, Consultants, Managers, Superintendents	Sharing of FM System Inventory
February 4, 2019	Supporting Students Mental Health OCT Consultation	Mental Health Lead, Community Partners, OCT	Supporting Students Mental Health through the Ontario College of Teachers.
February 5, 2019	Assistive Technology integration - St. James	Assistive Technology Teacher, grade 3/6 teachers and students.	Support grade 3 and 6 students and teachers with integration of assistive technology for Special Education students and students using assistive technology for EQAO.
February 5, 2019	Crown Ward Championship Team Meeting	Community table including SCDSB	To better support students under protection of the CAS. Aligning strategies, discussing cases
February 6, 2019	Mental Health and Addictions System Priority Action Table - Priority 2 System Navigation	Mental Health Lead, Community Partners	Community Collaboration for Mental Health System Priority #2 - System Navigation
February 6, 2019	Missing and Murdered Indigenous Women and Girls Conference	1 Principal, 2 VP, Indigenous Support Workers (2), Indigenous Lead, 2 Teachers, Superintendent	Learn about the effects of inter-generational trauma and it's effect on women and girls
February 7, 2019	Grade 3 Technology Integration - 4 week block - Holy Trinity	Assistive Technology Teacher grade 3/6 teachers and students.	Support grade 3 students and teachers with integration of assistive technology for Special Education students and students using assistive technology for EQAO.
February 11, 2019	Special Needs Support Worker begins six week intensive block at Holy Cross	Special Needs Support Worker	To better support a student with intensive needs

February 11, 2019	Special Education Focus Group Meeting	Elementary and Secondary focus group with representation from all stakeholders	To help examine the survey results from staff who answered the question of "What do you appreciate about the supports at Sudbury Catholic and what further opportunities could be offered to better meet students' needs?"
February 12, 2019	School Mental Health - ASSIST Provincial Meeting - 2 days	Province Wide - Mental Health Leads	Review of funding announcements and projects for the school year
February 15, 2019	SCDSB supports the YMCA in their funding request for a settlement worker to work fulltime in school next year. Funding not announced yet	Elementary schools with refugees	To better support all students and their families who are new to Canada
February 19, 2019	Assistive Technology integration - St. Anne	Assistive Technology Teacher grade 3/6 teachers and students.	Support grade 3 and 6 students and teachers with integration of assistive technology for Special Education students and students using assistive technology for EQAO.
February 19, 2019	Special Needs Social Worker attended a Connections Meeting with CCR for student at St. Francis	Special Needs Social Worker, St. Francis Admin	To better plan for supports that are needed for students currently involved with IBI
February 20, 2019	Grade 3 Technology Integration - 4 week block - Immaculate	Assistive Technology Teacher grade 3/6 teachers and students.	Support grade 3 students and teachers with integration of assistive technology for Special Education students and students using assistive technology for EQAO.
February 21, 2019	Assistive Technology integration - St. Charles	Assistive Technology Teacher grade 3/6 teachers and students.	Support grade 3 and 6 students and teachers with integration of assistive technology for Special Education students and students using assistive technology for EQAO.
February 21, 2019	Reading for the Love of It - 2 days	Indigenous Lead	Learn about best practices in Literacy to support achievement in reading, writing for Indigenous youth. Share learning and how it supports the Indigenous Education framework through workshops, and newsletters.

February 22, 2019	FASD Training	Mental Health Lead; Itinerant Behaviour Support Workers; Principal; Vice Principal, EA, SERT, Teachers	Training provided to the group re: FASD
February 22, 2019	Resource Meeting concerning English Language Learners	Elementary Resource teachers	SERTs were trained to assess using the STEP assessment. This way the assessment does not have to wait for the ELL teacher
February 25, 2019	Collaborative Inquiry	Assistive Technology Teacher, 3 Teachers at Bishop	Investigate and Develop an Assessment Application.
February 25, 2019	National Association of School Psychologists conference and workshops (4 days)	Board Psychologist	Participated in continuing education regarding: Advanced Neuropsychology assessment and programming, ASD strategies, behaviour assessment and planning, engaging teachers in the classroom, Mental health.
February 26, 2019	Anishnawbek Education System Education Forum - 2 days	Indigenous Lead, 1 principal, Superintendent, Director, 1 teacher	Learn about educational priorities and the AES systems' governance. Learn about the progress of the AES to date and the direction of the strategic priorities as it pertains to education in partnership with the participating First Nations (Atikameksheng and Wahnapiatae)
February 27, 2019	Assistive Technology integration - St. David	Assistive Technology Teacher grade 3/6 teachers and students.	Support grade 3 and 6 students and teachers with integration of assistive technology for Special Education students and students using assistive technology for EQAO.
February 27, 2019	Communicative Disorders Assistant (CDA) started 6 week block (2x/week) of speech-language programming with students from Holy Cross	10 students (direct) and family/teachers (indirectly)	CDA provides evidence-based speech-language programming to at risk and identified students with communication related difficulties to help develop the skills they need to succeed in school.
February 28, 2019	Communicative Disorders Assistant (CDA) started 6 week block (2x/week) of speech-language programming with students from St. Francis	10 students (direct) and family/teachers (indirectly)	CDA provides evidence-based speech-language programming to at risk and identified students with communication related difficulties to help develop the skills they need to succeed in school.

February 28, 2019	student of concern meetings-Feb. total 15 (Total from Sept/18 to Feb/19 – 96 students)	Psychologist, Special Needs Support Worker, Special Education Resource Teachers, school personnel and Special Education Support Teacher	SERT, school personnel and SEST determine the student of concern's strengths/needs/next steps for support and targeted instruction. The collaboration/sharing/planning and the implementation of the support plan provides a pathway for optimal growth, monitoring and review.
March 1, 2019	Special Needs Support Worker continues intensive services at Holy Cross	Special Needs Support Worker	Providing intensive support for student
March 1, 2019	Triple P - 8 weeks at Pius XII	Attendance Counsellor and Itinerant Behaviour Support Worker	Providing support to parents to better understand child behaviour and giving appropriate strategies
March 1, 2019	Itinerant Behaviour EA continues block of service at St. Francis	Itinerant Behaviour Education Assistants and Consultants	Providing intensive support for student
March 1, 2019	VTRA Education Sub-committee Mtg	Mental Health Leads across School Boards	VTRA Leads across school boards meet to review processes and focus on the implementation of consistent practices.
March 1, 2019	Children's Mental Health Week Planning Meeting	Mental Health Child and Youth Worker; Community Partners; 2 SCDSB Students	Community Collaboration for Children's Mental Health Week activities
March 1, 2019	Communicative Disorders Assistant (CDA) started 6 week block (2x/week) of speech-language programming with students from St. David	10 students (direct) and family/teachers (indirectly)	CDA provides evidence-based speech-language programming to at risk and identified students with communication related difficulties to help develop the skills they need to succeed in school.
March 1, 2019	Here Campaign - Attendance Promotion	Grades 7&8	Various 7&8 students participated in classroom presentations focus is on awareness of the importance of regular school attendance
March 4, 2019	Wellness Committee Meeting	Mental Health Lead	Planning supports for staff wellness

March 4, 2019	Keeping Kids in School Ministry Meeting	2 Superntendents, Student Support and Inclusion Consultant, Principal from St David, VP from St Charles College	To examine bias and data concerning suspensions and expulsions and to have the end goal of more students remaining in school.
March 5, 2019	Special Needs Social Worker presents at Carousel Event at St. David school.	Special Needs Social Worker	St. David's Carousel event for families of SCDSB.
March 6, 2019	Yoga group for 10 ASD students continues at St. Francis March 6, 20 and 27th, 2019	Special Needs Social Worker and Yoga therapist Tarryn Cothill	ASD group -After school skills funding
March 6, 2019	National Anthem sung in Ojibwe at Sudbury Arena	NSL students from Pius XII and St. James (24 students total)	Students were able to display their learning of Ojibwe in a contemporary context. Pride, increased self-esteem and connection to the Greater Sudbury community was increased
March 6, 2019	Program Review Meeting with PHSD/Mental Health	Mental Health Lead and Pubic Health Sudbury District	Review of programs/initiatives and partnerships with the local Public Health Unit
March 7, 2019	Special Needs Social Worker, Principal meets with director of Behaviour Analysis North to discuss students being released from services due to new OAP program.	Special Needs Social Worker, Kim Morris (BAN), Principal	Preparations/planning for students being released from intensive ASD services to classrooms at St. Francs in the coming months.
March 18, 2019	Proloquo2Go Training	St. Francis Teachers, Assistive Technology Teacher, SLP, CDA, Staff from HSN	Training on the ACC app "Proloquo2Go" - Lunch & Learn
March 18, 2019	ASD Music therapy group begins at SCC	Special Needs Social Worker, Music Therapist	ASD group -After school skills funding

March 18, 2019	Special Needs Social Worker releases memo on Autism Awareness Day 2019	Special Needs Social Worker	Memo to encourage schools to participate in Autism Awareness Day - April 2, 2019.
March 19, 2019	Mental Health of Refugees Webinar	Mental Health Lead	Webinar - Mental Health of Refugees: Identify, Assess and Support Refugees Experiencing Mental Health Challenges
March 19, 2019	SLP from the Assistive Communication Clinic completed Lunch & Learn	Special education classroom educators	SLP completed in-service presentation about voice generating communication devices (i.e., iPad) with Proloquo To go Application to help educators encourage the proper use of these devices.
March 20, 2019	ASD Anxiety Group begins at St. Benedict	Special Needs Social Worker, Psych Associate- Allison Roy	ASD group -After school skills funding
March 20, 2019	Self-Regulation Training with Sue Hopkins	Mental Health Team; Itinerant Behaviour Support Workers; Special Education Consultant	The Homestead Project and the Greater Sudbury Police Service hosted Dr. Susan Hopkins of the MEHRIT Centre (TMC). Dr. Hopkins will be talking about 'Self-Reg' (see <a href="https://self-reg.ca/">https://self-reg.ca/</a> ) which supports the work of Dr. Stuart Shanker and how to better support students in the classroom.
March 21, 2019	WFAS Scoring	Assistive Technology Teacher, 3 SERTS, SEST, Board Psychologist and Psychometrist, Consultant	Support scoring of the WFAS test for grade 7 and 8 students at SCC Elem., MMA, St. Charles, St. James which allow us to better transition students to secondary school and their pathway.
March 21, 2019	Special Needs Social Worker completes Social Skills Intervention with student at Holy Cross	Special Needs Social Worker	Social Skills Intervention with Everyday Speech program- Video modeling and interactive activities.
March 21, 2019	Special Needs Social Worker begins six week block of Social Skills intervention with student at St. Bens	Special Needs Social Worker	Social Skills Intervention with Everyday Speech program- Video modeling and interactive activities.
March 22, 2019	Attendance Protocol Review	SERTS	To better support all students and to have consistency

March 22, 2019	SERT Meeting - St. Albert	Assistive Technology Teacher, SERTs	Assisted SERTs on how to use One Note and Assistive Technology on MacBooks and iPads.
March 22, 2019	VTRA Education Sub-committee Mtg	Mental Health Lead and School Board Leads	VTRA Leads across school boards meet to review processes and focus on the implementation of consistent practices.
March 25, 2019	OSSLT test download - 2 days	Secondary Schools	Download Assistive Technology versions of OSSLT for iPads and MacBooks. Install on devices at SCC, BEN, BAC, MMA.
March 25, 2019	Northeast Suicide Prevention Network Meeting - NESPN Meeting	Mental Health Social Worker	Community Collaboration on the Prevention of Suicide in our Community
March 26, 2019	Breaking the Silence - Sexual Assault Conference	Mental Health Team; Principals; Vice Principals; SERTS; Teachers; EA's; CYW's	Sexual Assault conference hosted by GSPS for awareness training.
March 26, 2019	2nd Speech and Language Pathologist hired	Boardwide	To better support all students with speech and language concerns
March 26, 2019	SLP started with the SCDSB.	At-risk and identified students	To help improve the service provision of the Board's Speech and Language Services
March 27, 2019	OSSLT	Assistive Technology Teacher, various LSS staff	Assist with scribing at SCC, BEN, BAC. Ensure all technology in working order.
March 29, 2019	Culturally Responsive and Relevant Pedagogy Project approved	Focus on St Charles College and St David	Examining the barriers students experience especially in choosing secondary pathway.
March 31, 2019	student of concern meetings-March total -15 students	Special Education Resource Teachers, school personnel and Special Education Support Teacher	SERT, school personnel and SEST determine the student of concern's strengths/needs/next steps for support and targeted instruction. The collaboration/sharing/planning and the implementation of the support plan provides a pathway for optimal growth, monitoring and review.
April 1, 2019	Blanket Exercise	Learning Support Services	LSS developed a deeper understanding of the history of colonization and the impact of Residential Schools for students and families in present day.

April 2, 2019	Mental Health and Addictions System Priority Action Table	Mental Health Lead	Community Collaboration for Mental Health System Priority Identification
April 2, 2019	Raise the Flag for Autism Campaign 2019	Board Wide	Eight schools participated in bringing awareness about Autism to the school communities.
April 2, 2019	TinyEYE Speech-Language Therapy Pilot project began	Communication A classroom students and educators	Exceptional students to receive an 8-week block of therapy through TinyEYE's online platform. Impact to be determined at the end of May 2019.
April 4, 2019	BMS Training for School Administrators - 2 days	Mental Health Team	School Mental Health Ontario has been working with the SMART Center at Washington University for several years to see if the Brief Intervention for School Clinicians would be a useful tool for school mental health professionals serving students with mild- to moderate mental health difficulties. Pilot work indicated that it is a feasible, effective, and scalable evidence-based, implementation-sensitive intervention.
April 8, 2019	Health and Safety PA day	Board wide	All staff was introduced to the online reporting tool for Health and Safety and Safe Schools. The tool will be live April 15, 2019. This tool will help keep consistency within the board of incidents being reported.
April 9, 2019	New Student Information System - Aspen Demo	Student Support and Inclusion Consultant along with other board personnel	Student Support and Inclusion Consultant along with other board personnel took part in the demo with all northern boards to see feasibility. The new system would have a parent portal and all the current parts of the current system Maplewood. It would also have it's own IEP engine that would be integrated with the new system.
April 11, 2019	Revision of the Educational Assistant Handbook	Educational Assistants with the support from Principal, Consultants and Superintendent	To update the Education Assistant handbook to current practices

April 16, 2019	Maurice Switzer	NTIP teachers (12), Math Facilitators(6), Indigenous Lead, students at St. Benedict (2 grade 7/8 classes and 2 secondary classes), parents and board teachers (25)	Maurice Switzer (author "We Are All Treaty People") will present to various groups including an evening session for parents and educators to share his knowledge on Treaties and the importance of respectful relationships to lead to Reconciliation
April 16, 2019	Bounce Back and Thrive Group - 10 weeks	Mental Health Lead; Psychotherapist	Delivery of Parent Resilience group at St. Albert for students as part of a parent engagement initiative to develop healthy positive parenting relationships with their children and increase the students' resilience as parents.
April 16, 2019	40 Transition to School Meetings (4 days)	At risk and identified students with special needs starting FDK in Sept 2019.	Special Ed Consultant, SNSW, SLP and various community agencies (CTC, CCN, Daycares) meet to plan school entry. With these meetings, we as a team help prepare the family and student for their first year of school. We are able to better prepare for their arrival.
April 17, 2019	Ontario College of Teachers	Student Support and Inclusion Consultant and Communications	to hear about how teachers are an important part of a student's mental health support
April 17, 2019	VTRA Steering Committee	Student Support and Inclusion Consultant, Community	To better align practices, including when to call a VTRA and exclusion practices when a VTRA has been called.
April 17, 2019	BRISC Training - 2 days	Mental Health Lead	Training on the BRISC Tool - Brief Intervention for School Clinicians. This tool is being implemented for grades 7-12 students by regulated mental health professionals as part of the provincial school mental health initiative for individual Tier 3 service delivery.

April 17, 2019	Triple P Parenting Group - Immaculate Conception (6 weeks)	Child and Youth Worker/ Attendance Counsellor	Triple P helps parents to:  Raise happy, confident kids Manage misbehaviour so everyone in the family enjoys life more Set rules and routines that everyone respects and follows Encourage behaviour you like Take care of yourself as a parent Feel confident you're doing the right thing
April 18, 2019	Speech-Language presentation at the Special Education Advisory Committee (SEAC)	SEAC and Board SLP	SLP provided an overview of the Board's speech and language services, as well as some information regarding speech, oral language and written language to provide the committee with an update.
April 19, 2019	SLP completed Lunch & Learn	FDK educators and SERTs from St. Charles Elementary	SLP completed in-service presentation about oral language, phonological awareness and phonemic awareness. Strategies for the classroom and available tools/resources (i.e., Raconte-moi les sons; Jolly Phonics; oral language at your fingertips)
April 23, 2019	Identity Based Data Collection	Employee Representatives meet with the board and equity consultant	Employee Representatives meet with the board and equity consultant to finalize questions that will be used in fall staff data survey.
April 25, 2019	ASD Geneva Training 5 spots were provided by Ministry (2 days)	Special Needs Social Worker	Autism Level 1 training through Geneva Centre for Autism was provided to 1 teacher, 2 Itinerant Behaviour Support Workers, 2 CYW's/EA's.
April 29, 2019	Drum Building - April 29, 30 and May 6	NSL students (St. James), Child and Family Centre, Better Beginnings, Elders (Frank and Julie), Indigenous Lead, Indigenous Support Workers, NSL teacher	Group to prepare, build, birth and feast drums. In partnership with 2 community agencies and local Elders, students will learn about the drum and it's importance in First Nations culture. Students will learn about building protocol and how to take care of the drums for their school community.

April 29, 2019	Communicative Disorders Assistant (CDA) started 6 week block (some students are at 1x/week and some students are at 2x/week) of speech-language programming with students from Holy Trinity	14 students (direct) and family/teachers (indirectly)	CDA provides evidence-based speech-language programming to at risk and identified students with communication related difficulties to help develop the skills they need to succeed in school.
April 30, 2019	Review of alternative report card	IMS staff, secondary resource teachers, secondary specialized classroom teachers, Student support and inclusion consultant	To discuss a way to align the secondary timetable with the alternative report card timetable. Looking at a way to add and reduce alternative report card curriculum areas.
April 30, 2019	Meeting with Cambrian College's Special education team	Student Support and Inclusion Consultant, Cambrian College staff, Secondary resource teacher	To better align secondary special education transition practices
April 30, 2019	Behaviour Itinerant support: 40 closed, 3 current, 3 observations complete waiting on support, 4 on waitlist	3 Itinerant Behaviour Support Staff	Itinerants are working with students and classrooms teachers for classroom management support for success for the student.

<p>April 30, 2019</p>	<p>Psychological Educational Assessments: 8 currently in progress, 1 in progress with out of board psychologist, 18 on waitlist plus 2 more waitlist for next school year, 18 new assessments started and completed this school year. 15 assessments and feedback meetings completed this year from last year's assessments, 18 consult meetings, 5 days of intake meetings, 800 WFAS scoring of grade 7/8 not completed yet</p>	<p>All schools</p>	<p>Students of concern are presented in an intake meeting and those that qualify for a full assessment are put on waitlist for a full assessment. Current waitlist time is less than one year. Through assessment the student, their family and the school staff learn about the student's strength and needs and how to better support the student.</p>
<p>April 30, 2019</p>	<p>VTRA Level 1 Training (2 days)</p>	<p>3 Mental Health Child and Youth Workers</p>	<p>Three mental health Child and Youth Workers were trained in VTRA Level 1 to assist with creating an inclusive and safe school community through knowledge of the Violence Threat Risk Assessment (VTRA) model.</p>
<p>April 30, 2019</p>	<p>Triple P Service Planning Committee</p>	<p>Mental Health Lead/Community Partners</p>	<p>Service Planning meeting to determine who will partner to offer Triple P - positive parenting program throughout the community for the summer and fall sessions. Triple P helps parents to:</p> <ul style="list-style-type: none"> <li>Raise happy, confident kids</li> <li>Manage misbehaviour so everyone in the family enjoys life more</li> <li>Set rules and routines that everyone respects and follows</li> <li>Encourage behaviour you like</li> <li>Take care of yourself as a parent</li> <li>Feel confident you're doing the right thing</li> </ul>

May 15, 2019	VTRA Steering Committee	Mental Health Lead/Community Partners	To better align practices, including when to call a VTRA and exclusion practices when a VTRA has been called.
May 16, 2019	Primary/Junior EQAO	Assistive Technology Teacher, IMS	Assistive Technology Versions downloaded onto SEA devices
May 17, 2019	Coding activities @ St. Joseph	Assistive Technology Teacher, Students & Teacher	Students participated in low and high tech coding activities using BeeBots, Dash & Dot, Escape Box incorporating Numeracy & Literacy
May 20, 2019	WFAS Scoring	Psychologist and Special Needs Support Worker	completed scoring of WFAS (all Grade 7 & 8 students in board) 821 students approx.
May 23, 2019	Mental Health Regional Meeting	Mental Health Leads from across the Northern Region	To better align Mental Health practices in school boards with Provincial funding and initiatives. To explore evidence based training opportunities. For purposes of collaboration on data collection.
May 29, 2019	Chilled Out Anxiety Group- St. Benedicts	Allison Roy Psyc Associate, Special Needs Social Worker	12 week Anxiety Group for students with Autism completed.
May 31, 2019	1 week	AT Teacher, LSS staff	Coordinated various LSS staff members assisting in scribing for students at various schools.
June 4, 2019	Provincial Attendance Counsellor Conference (3 days)	2 Attendance Counsellors	Professional Development on to assist in working with students
June 5, 2019	Intakes and consults (2 days)	Special Education Team	Intakes: 5 students To better support and plan for student needs
June 7, 2019	Meeting with PHSD	Mental Health Lead and PHSD partners	Review of collaborative projects and opportunities in partnership with Public Health
June 12, 2019	VTRA Education Sub-Committee	Mental Health Lead and VTRA education leads across the 4 school boards + VTRA Community Coordinator	VTRA Leads across school boards meet to review processes and focus on the implementation of consistent practices.

June 14, 2019	Functional Behavioural Analysis (FBA) training for EA's at St. Francis	Behavioural Analysis North	The objective of this training is for learners to understand the process of determining the function of problem behaviour, identifying appropriate replacement behaviour and measure the success of the intervention.
June 14, 2019	BMS Training	BMS Training Team	Provide Behaviour Management Systems training for all Educational Assistants.
June 17, 2019	Music Therapy Group- St. Charles College	Kylie Klem- Music Therapist, Special Needs Social Worker	12 week Music Therapy Group at St. Charles College completed- 8 students participated in this program.
June 17, 2019	VTRA Steering Committee	Mental Health Lead/Community Partners	To better align practices, including when to call a VTRA and exclusion practices when a VTRA has been called.
June 17, 2019	BMS Trainer Re-certification	BMS Training Team	Recertification to ensure adherence to BMS principles for delivery of programming to board staff.
June 18, 2019	400 hour clinical placement of Laurentian MA Psychology student	Board Psychologist; and Student	Providing clinical education and training in assessment and other school psychology practices.
June 18, 2019	Emotion Focused Family Therapy (3 days)	Mental Health Team	EFFT: The Healing Power of Emotion in the Context of Connection reservation
June 19, 2019	Mental Health and Addictions System Priority Action Table	Mental Health Lead	To focus collective efforts toward improved outcomes for mental health and addictions across the lifespan through cross-sectoral understanding, collaboration and action in Sudbury/Manitoulin districts.
June 20, 2019	Psychological Assessments	Psychologist and Special Needs Support Worker	Total psychological assessments: 44; Assessments resulting in IPRC 30; Assessments in progress:1 ; Fomal Consultations: 61; Students added to waitlist this year: 26; Current waitlist: 17; WF:AS assessments:821; Referral to Community Agency (CFC): 9.



# Accessibility

The school board has developed regulation #150, Accessibility Policy and Administrative Procedures and Administrative Procedures and Guidelines- Accessibility Standards for Customer Service and a Multi-Year Accessibility Plan (see attached).

The Accessibility Working Group coordinated by Rossella Bagnato, Superintendent of School Effectiveness, welcomes feedback and input from all students, parents, staff and community partners of the Sudbury Catholic District School Board on the elimination of barriers for people with disabilities. Barriers are obstacles that prevent people with disabilities from accessing the services and participating in the activities that most of us take for granted.

Feedback and input can be submitted for Accessibility Working Group review at the Catholic Education Centre, 165A D'Youville Street, Sudbury, ON P3C 5E7, or by phone at 705 673-5620 or online at:

[http://www.scdsb.edu.on.ca/schools/accessibility\\_report.php](http://www.scdsb.edu.on.ca/schools/accessibility_report.php)

## Additional Resources:

***OESC Website – Accessibility Standards for Customer Service, Training Video:***

<http://www.oesc-cseo.org/en-ca/Pages/Video%20Resources.aspx>

***Accessibility for Ontarians with Disabilities Act, 2005:***

<https://www.ontario.ca/laws/statute/05a11>

***Accessibility Standards for Customer Service, Ontario Regulation 429/07:***

[http://www.e-laws.gov.on.ca/html/source/regs/english/2007/elaws\\_src\\_regs\\_r07429\\_e.htm](http://www.e-laws.gov.on.ca/html/source/regs/english/2007/elaws_src_regs_r07429_e.htm)

Adopted:	January 19, 2010	Policy Number:	BR150
Revised:	April 4, 2017	Former Policy Number:	
Reviewed:	April 4, 2017	Policy Category:	Board Regulations
Subsequent Review Date(s):	April 2019	Page(s):	1

**Belief Statement**

The Sudbury Catholic District School Board is committed to providing a safe and nurturing learning and working environment rooted in the Gospel Values. The Board is dedicated to providing facilities that promote independence, dignity, integration, and equality of opportunity for our students, parents/guardians, the public and our staff.

**Policy Statement**

The Sudbury Catholic District School is committed to:

1. Giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to others.
2. Proactively eradicating attitudes, actions, structures and systems that result in discrimination and exclusion.
3. The continual improvement of accessibility and the on-going removal of major barriers for people with disabilities in order to provide greater equity for all.

**Glossary of Key Policy Terms:**

Barrier: A barrier can be physical, architectural, informational or related to communications, attitudinal, technological, and or in policy or practice.

**Documents Referenced:**

*Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*  
*Integrated Accessibility Standards, Ontario Regulation 191/11*  
*Ontario Human Rights Code*  
 Multi-Year Accessibility Plan

**Administrative Procedures and Guidelines (APGs) Referenced:**

[CS28 Accessibility Standards for Customer Service](#)  
[CS33 Facility Access Program](#)  
[CS39 Accessibility Standard for Information and Communication](#)  
[HR32 Accessibility Standard for Employment](#)

## APG# CS28: Accessibility Standards for Customer Service

Adopted:	September 1, 2010	APG Number:	CS28
Revised:		Former APG Number (if applicable):	
Reviewed:	July 22, 2015	APG Category:	Corporate Services
Subsequent Review Date(s):	July 2017	Page(s):	2

### PREAMBLE

The Sudbury Catholic District School Board is committed to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. Further, we are committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve.

### GUIDELINES

1. The Board will make all reasonable efforts to ensure that all policies, practices and procedures from the date of this APG forward are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities.
2. The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities, such service to incorporate measures that include but are not limited to the use of assistive device<sup>3</sup>s and service animals.
3. Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.
4. To ensure greater awareness and responsiveness to the needs of a person with disabilities, the Board will provide appropriate training for all staff who deals with the public or other third parties on behalf of the Board.
5. Training as identified in #3 will be provided to all staff and, when appropriate, to volunteers. As new staff is hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe.
6. The Board will ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
7. When services that are normally provided to a person with a disability are temporarily unavailable (such as access to an elevator), a disruption of service notice will be posted at the site and on the Board's website that explains the reason, duration and any alternatives available.
8. In order to monitor the effectiveness of implementation of the Accessible Customer Service Standard, the Board will receive and respond (if requested) to feedback made available by submission in person, by telephone, in writing, by e-mail or otherwise.
9. So that adherence to this APG can be achieved efficiently and effectively, the Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

10. The Board will create a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include Special Education Advisory Council (SEAC), associations, unions, citizen's groups and methods would include use of electronic means such as websites.
11. The Board will also establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this APG to review its effectiveness.

## **LEGAL FRAMEWORK**

Accessibility for Ontarian with Disabilities Act, 2005 (AODA)  
Accessibility Standards for Customer Service, Ontario Regulation 429/7  
Ontario Human Rights Code

## **CROSS-REFERENCING**

Policy [BR150 Accessibility](#)  
Sudbury Catholic District School Board Accessibility Plan  
APG [HR13 Workplace Anti-Harassment and Appropriate Conduct](#)

**MULTI-YEAR ACCESSIBILITY PLAN**  
**2011 to 2025**

**SUDBURY CATHOLIC DISTRICT SCHOOL BOARD**

**Updated: March 2017**

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## EXECUTIVE SUMMARY

The *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) came into effect on June 13, 2005, replacing the previous *Ontarians with Disabilities Act, 2001* (ODA).

The purpose of the AODA is to develop, implement and enforce **standards for accessibility** related to goods, services, facilities, employment, accommodation and buildings, with a goal of a “barrier-free” Ontario by January 1, 2025.

To achieve this goal, the provincial government identified five (5) key areas for the first accessibility standards: customer service, transportation, information and communications, the built environment, and employment.

The Sudbury Catholic District School Board has developed the policies, training and feedback tools required to be compliant with the standards under the act.

On June 3, 2011, the Ontario government released the final **Integrated Accessibility Standards (Ontario Regulation 191/11)** to combine accessibility standards in three areas – information and communication, employment, and transportation. On June 1, 2016, Ontario Regulation 165/16 revoked and/ or amended portions of Ontario Regulation 191/11.

In addition to mandating a multi-year accessibility plan, O. Reg 191/11 provides multiple implementation dates for each of the accessibility standards. Requirements of the Integrated Accessibility Regulation are included within Appendix A.

As additional legislation is enacted, development and implementation plans will be drafted for review and approval.

## **MULTI-YEAR ACCESSIBILITY PLAN**

### **Aim**

The Accessibility Plan of the Sudbury Catholic District School Board outlines the legislative requirements, highlights the achievements of the previous years' plan and outlines current and future commitments so that no new barriers are created and, over time, existing ones are removed.

### **Objectives**

This report:

- describes the process by which the Board will identify, remove and prevent barriers to people with disabilities.
- reviews earlier efforts to remove and prevent barriers to people with disabilities.
- lists the facilities, policies, programs, practices, and services that the Board will review in the coming year to identify barriers to people with disabilities.
- describes the measures the Board will take in the coming year to identify, remove and prevent barriers to people with disabilities.
- describes how the Board will make this Accessibility Plan available to the public.

### **Description of the Sudbury Catholic District School Board (SCDSB)**

The Sudbury Catholic District School Board has provided quality faith based education to Sudbury area youth since 1969. We currently operate 4 Secondary Schools, 1 Adult Education Centre and 12 Elementary Schools, including an all-girls academy available after Grade 6 that is unique in the region. Each of our schools enjoys a vibrant relationship with their parish and wider community partnerships, focused on "Creating Hopes and Dreams through Excellence".

The Board has been addressing issues that present a barrier primarily to our students from accessing the services, programming and facilities we provide. Also of importance are the needs of staff, parents, and the public.

### **SCDSB commitment to accessibility planning**

The Sudbury Catholic District School Board is committed to:

- the continual improvement of access to school premises, facilities, and services for students, staff and the public with disabilities.
- the participation of people with disabilities in the development and review of its multi-year accessibility plans.
- the provision of quality services to all students, parents, and members of the community with disabilities.

To meet this commitment, an Accessibility Working Group has been established and mandated to develop, and update the Multi-Year Accessibility Plan.

## The Accessibility Working Group

The Accessibility Working Group consists of:

Member	Title	Contact Information
Cheryl Ann Corallo	Superintendent of Business and Finance	Phone: (705) 673-5620 ext. 418 Email: cherylann.corallo@sudburycatholicschools.ca
Rossella Bagnato	Superintendent of School Effectiveness	Phone: (705) 673-5620 ext. 300 Email: rossella.bagnato@sudburycatholicschools.ca
Suzanne Dubien	Senior Manager of Human Resources	Phone: (705) 673-5620 ext. 312 Email: Suzanne.dubien@sudburycatholicschools.ca
Richard Driscoll	Manager of Facility Services	Phone: (705) 673-5620 ext. 415 Email: Richard.driscoll@sudburycatholicschools.ca

### Mandate

The Accessibility Working Group's mandate is to:

- conduct research on barriers to people with disabilities in all facilities, regulations, policies, programs, practices and services offered by the Board.
- list facilities, regulations, policies, programs, practices and services that cause or may cause barriers to people with disabilities.
- identify barriers that will be removed or prevented in the coming year.
- submit a Multi-Year Accessibility Plan, updated at least every five years, to the Director of Education, and after its approval by the Director, make the Plan available on the Board's website, distribute to all schools and make available for review at the Board office.

### Coordinator

Cheryl Ann Corallo, Superintendent of Business and Finance, is the appointed coordinator of the Accessibility Working Group.

### Stakeholder Input

The Accessibility Working Group committee will be seeking input from staff, special education advisory committee, the Regional Parent Involvement Committee, and through our Board's on-line feedback and reporting webpage. This will ensure opportunities for input from students, staff, parents, and the public.

Accessibility issues will be tabled at Senior Management, Departmental and Principals' meetings. Administrators and Principals will then raise the awareness at staff meetings. The issue of accessibility planning will also be a topic at the Board's Special Education Advisory Committee meetings and at the Regional Parent Involvement Committee meetings.

As input is received, the committee will review and organize the data for submission to the Director of Education.

## **Review and monitoring process**

The Accessibility Working Group will meet regularly to review progress. The work of the group will be shared with the Administrative Council of the Board. The Director of Education and/or Coordinator of the Working Group will update staff, the Board, and the public.

## **Communication of the Plan**

Copies of this plan will be available in the Principals office at all schools, at the Catholic Education Centre, and on the Board's web site.

## **Recent barrier-removal initiatives**

Recent barrier-removal initiatives that have been completed include:

- full compliance with the **Accessibility Standards for Customer Service (Ontario Regulation 429/07)**
- installation of adhesive safety/hazard tape to doorframes and stair-nosings at Pius XII Elementary School to aid students with low vision to identify trip/fall hazards.
- renovation of the ramp and front door at St. Francis Elementary School.
- installation of an enhanced classroom communication system (FM system) at St. Francis Elementary School to enable students with hearing impairments an improved ability to understand/participate in curriculum, school announcements, etc.
- fully accessible new construction of Holy Cross Elementary School (K to grade 6 on St. Benedict campus) is complete
- fully accessible new construction at St. Benedict's Catholic Secondary School to allow for grade 7 and 8 programming.
- New construction of Holy Trinity School (K to grade 6 on St. Charles College campus) is complete
- Renovation of Care & Development classroom at St. Charles College
- New construction of St. David School (K to grade 6) is complete

## **Current Initiatives**

The following initiatives are planned for the 2016-17 school year, to continue our success in barrier-removal, and address requirements of recent legislation:

- emergency procedures, plans and public safety information to be made available in accessible formats when requested
- individualized workplace emergency response information to be developed and made available for employees with disabilities

## **Future Initiatives**

The following initiatives constitute our long-term planning to continue our success in barrier-removal, and address requirements of recent legislation:

- compliance with the AODA's goal for a "barrier-free" Ontario by January 1, 2025.
- implementation of legislation concerning accessibility standards for transportation, information and communications, the built environment, and employment.
- installation of lift devices to allow access to all areas within our facilities
- installation/renovation for accessible washrooms in all facilities
- installation of enhanced communication systems in all facilities
- installation of exterior door access ramps in all facilities
- installation of levered interior door handles in all facilities
- identification/delineation of handicap parking availability at all facilities
- continued emphasis on feedback process in place, intended to encourage all stakeholders to communicate accessibility concerns

Appendix A – Integrated Accessibility Regulation (O.Reg 191/11) Requirements

Appendix B - About Disability

Appendix C - Where to Look for Barriers

## Appendix A: Integrated Accessibility Regulation (O.Reg 191/11) Requirements

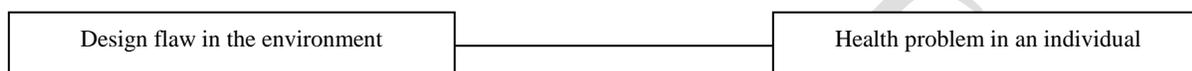
Due Date	Standard	Requirement
July 1, 2011	Transportation	<ul style="list-style-type: none"> <li>Schools Boards to provide accessible transportation services for students with disabilities.</li> </ul>
January 1, 2012	Information & Communications	<ul style="list-style-type: none"> <li>Emergency procedure, plans and public safety information to be available in accessible formats.</li> </ul>
	Employment	<ul style="list-style-type: none"> <li>Individualized workplace emergency response information for employees with disabilities</li> </ul>
January 1, 2013	General	<ul style="list-style-type: none"> <li>Develop policies and organizational commitment on achieving accessibility</li> <li>Review/update Accessibility Plans in consultation with persons with disabilities</li> <li>Incorporate accessibility criteria and features when procuring or acquiring goods, services or facilities</li> </ul>
	Information and Communications	<ul style="list-style-type: none"> <li>School Boards to provide educational resources/materials, student records, and program information in accessible formats.</li> <li>School Boards to provide educators with accessibility awareness training re accessible program course delivery and instruction</li> </ul>
January 1, 2014	General	<ul style="list-style-type: none"> <li>Training of employees and volunteers on accessibility standards and Human Rights Code</li> </ul>
	Information & Communications	<ul style="list-style-type: none"> <li>Feedback to be accessible to persons with disabilities through provision of formats and supports</li> <li>New internet websites and web content must conform with WCAG 2.0 Level A</li> </ul>
	Employment	<ul style="list-style-type: none"> <li>Employees and public must be notified of availability of accommodation for applicants in recruitment process</li> <li>Job information in accessible formats and communication supports</li> <li>Individual employee accommodation plans</li> <li>Accessibility in performance management, career development and redeployment</li> </ul>
	Transportation	<ul style="list-style-type: none"> <li>School boards to develop individual student transportation plans</li> </ul>
January 1, 2015	Information & Communications	<ul style="list-style-type: none"> <li>Provide accessible formats and communication supports</li> <li>Producers of textbooks to provide accessible or conversion-ready versions</li> <li>School libraries to provide accessible or conversion-ready versions of print material</li> </ul>
2020 - 2025	Information & Communications	<ul style="list-style-type: none"> <li>School libraries to provide digital and multi-media resources in accessible formats</li> <li>Producers of print-based education learning resources to provide accessible or conversion-ready versions</li> <li>All websites and content to conform with WCAG 2.0 level AA</li> </ul>

## Appendix B: About Disability

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### The disability continuum

There is no universally accepted meaning for the word “disability”. Most definitions, however, can be placed on a continuum. At one end of the spectrum, disability is explained in terms of medical conditions (medical model). At the opposite end, disability is explained in terms of the social and physical contexts in which it occurs (environmental model).



The medical model focuses on deficiencies, symptoms and treatments. The World Health Organization’s (WHO) 1976 definition for disability, for example, is “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.” Medical model definitions promote the idea that disability is a deviation from the norm.

Many people with disabilities are troubled by definitions that regard disability as abnormal, preferring instead to portray disability as commonplace, natural, and in fact, inevitable. As people age, they experience gradual declines in visual acuity, auditory sensitivity, range of motion, bodily strength and mental powers. Significant functional limitations affect almost half of the people between the ages of 55 and 79, and over 70% of people over 80. Beyond middle age, disability is the norm.

The environmental model explains disability in relation to social and physical contexts. In this view, the environment, not an individual’s medical condition, causes disability. For example, during an electrical blackout, a person who is completely blind can effortlessly navigate around the home, hammer nails, and, if a Braille user, read a novel. A sighted person would be unable to perform these tasks easily, if at all. In this example, the environment disables the sighted person.

The environmental model emphasizes that people with disabilities are capable human beings, and that it is barriers, not medical conditions, that are disabling. Disability results when people design a world for their way of living only, without taking into account the natural - and foreseeable - variability among human beings. In other words, disability is a consequence of design flaws in the built and human environments.

All barriers are human-made. If design problems cause barriers, then disabilities can be eliminated - or minimized - by modifying how we live, the tools we use, and our intuitions about the proper way to do things. If systemic barriers cause disabilities, the disabilities can be eliminated by modifications to policies, plans and processes. If attitudes cause barriers, then disability awareness, respect and an understanding of positive interaction with people with disabilities will remove barriers.

Specialized medical knowledge may be needed to treat diseases and symptoms, but not to address barriers. Barriers, not medical conditions, prevent people with disabilities from participating fully in life.

## **Types of disability and functional limitations**

A person's disability may make it physically or cognitively hard to perform everyday tasks such as operating a keyboard, reading a sign, differentiating colours, distinguishing sounds, climbing stairs, grasping small items, remembering words, or doing arithmetic.

Consider the functional limitations associated with twelve different kinds of disability and the effects of these limitations on an individual's ability to perform everyday tasks:<sup>7</sup>

### **1. Physical**

Physical disabilities include minor difficulties moving or coordinating a part of the body, muscle weakness, tremors and in extreme cases, paralysis in one or more parts of the body. Physical disabilities can be congenital, such as Muscular Dystrophy; or acquired, such as tendonitis.

Physical disabilities affect an individual's ability to

- Perform manual tasks, such as hold a pen, grip and turn a key, type on a keyboard, click a mouse button, and twist a doorknob
- Control the speed of one's movements
- Coordinate one's movements
- Move rapidly
- Experience balance and orientation
- Move one's arms or legs fully, e.g. climb stairs
- Move around independently, e.g., walk any distance, easily get into or out of a car, stand for an extended period
- Reach, pull, push or manipulate objects
- Have strength or endurance

### **2. Hearing**

Hearing loss include problems distinguishing certain frequencies, sounds or words, ringing in the ears and total (profound) deafness.

A person who is deaf, deafened or hard-of-hearing may be unable to use a public telephone, understand speech in noisy environments, or pronounce words clearly enough to be understood by strangers.

### **3. Speech**

Speech disability is a partial or total loss of the ability to speak. Typical voice disorders include problems with:

- Pronunciation
- Pitch and loudness
- Hoarseness or breathiness
- Stuttering or slurring

People with severe speech disabilities sometimes use manual or electronic communication devices. Individuals who have never heard may have speech that is hard to understand.

#### **4. Vision**

Vision disabilities range from slightly reduced visual acuity to total blindness.

A person with reduced visual acuity may have trouble reading street signs, recognizing faces, or judging distances. They might find it difficult to maneuver, especially in an unfamiliar place. He or she may have a narrow field of vision, be unable to differentiate colors, have difficulties navigating or seeing at night, or require bright lights to read. Most people who are legally blind have some vision.

#### **5. Deaf-blind**

Deaf-blindness is a combination of hearing and vision loss. It results in significant difficulties accessing information and performing activities of daily living. Deaf-blind disabilities interfere with communication, learning, orientation and mobility.

Individuals who are deaf-blind communicate using various sign language systems, Braille, standard PCs equipped with Braille displays, telephone devices for the deaf-blind and communication boards. They navigate with the aid of white canes, service animals, and electronic navigation devices.

People who are deaf-blind may rely on the services of an intervener. Interveners relay and facilitate auditory and visual information and act as sighted guides. Interveners are skilled in the communication systems used by people who are deaf-blind, including sign language and Braille.

#### **6. Smell**

Smell disability is the inability to sense, or a hypersensitivity to, odours and smells.

A person with a smelling disability may have allergies to certain odours, scents or chemicals or may be unable to identify dangerous gases, smoke, fumes and spoiled food.

#### **7. Taste**

Taste disability limits the ability to experience the four primary taste sensations: sweetness, bitterness, saltiness and sourness.

A person with a taste disability may be unable to identify ingredients in food, spoiled food, or noxious substances.

#### **8. Touch**

Touch disability alters the ability to sense surfaces and their texture or quality, including temperature, vibration and pressure. Touching sensations may be heightened, limited, absent (numbness), or may cause pain or burning.

A person with a touch disability may be unable to detect (or be insensitive to) heat, cold, or changing temperatures. Alternatively, a person with a touch disability may be hypersensitive to sound, physical vibrations, or heated surfaces or air.

## **9. Intellectual**

An intellectual disability affects an individual's ability to think and reason. The disability may be caused by genetic factors (e.g. Downs Syndrome), exposure to environmental toxins (as in Fetal Alcohol Syndrome), brain trauma and psychiatric conditions.

A person with an intellectual disability may have difficulty with:

- Language: understanding and using spoken or written information
- Concepts: understanding cause and effect
- Perception: taking in and responding to sensory information
- Memory: retrieving and recognizing information from short- or long-term memory
- Recognizing problems, problem solving and reasoning

## **10. Mental health**

There are three main kinds of mental health disabilities:

- Anxiety: a state of heightened nervousness or fear related to stress
- Mood: sadness or depression
- Behavioural: being disorganized; making false statements or inappropriate comments; telling distorted or exaggerated stories

People with mental health disabilities may seem edgy or irritated; act aggressively; exhibit blunt behaviour; be perceived as being pushy or abrupt; start laughing or get angry for no apparent reason.

## **11. Learning**

Learning disabilities are disorders that affect verbal and non-verbal information acquisition, retention, understanding, processing, organization and use.

People with learning disabilities have average or above-average intelligence, but take in information, retain it, and express knowledge in different ways. Learning disabilities affect reading comprehension and speed; spelling, the mechanics of writing; manual dexterity; math computation; problem solving; processing speed; the ability to organize space and manage time; and orientation and way finding.

## **12. Other**

Disabilities result from other conditions, accidents, illnesses, and diseases, including ALS (Lou Gehrig disease), asthma, diabetes, cancer, HIV/AIDS, environmental sensitivities, seizure disorders, heart disease, stroke, and joint replacement.

## Appendix C: Where to Look for Barriers

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Where to look for barriers to people with disabilities:

### The built environment

Exterior to a building  
Drop-off zones  
Lobbies  
Carpets  
Cafeterias  
Stairs  
Storage Areas

Interior of a building  
Floors  
Reception areas  
Cubicles  
Elevators  
Stairwells  
Lighting

Parking areas  
Offices  
Hallways  
Washrooms  
Escalators  
Closets

### Physical

Furniture  
Doors  
Planters  
Security Systems

Work Stations  
Door knobs  
Bathroom hardware

Chairs  
Windows  
Locks

### Information

Books  
Signage  
Forms  
Equipment Labels

Printed Information  
Bulletin Boards  
Manuals  
Computer Screens

Web-based resources  
Brochures  
Fax Transmissions

### Communication

Training  
Security Staff

Receptionists

Public Announcements

### Tools

Hand Tools, manual  
Carts and Dollies

Hand Tools, electrical

Machinery

### Service delivery

In Person  
By Email

By Telephone  
Via the Web

By Mail

## **Transportation**

Buses  
Water craft ( e.g. Ferries)

Trains  
Cars

Airplanes  
Vans

## **Policies and practices**

Procurement and Purchasing  
Interviewing  
Promotions  
Protocols

Job Postings  
Testing  
Regulations  
Safety and Evacuation

Hiring  
Meetings  
Rules

## **Technological**

Computers  
Proprietary Software  
Mice  
Telephones  
Appliances

Operating Systems  
Web Sites  
Printers  
TTY's  
Control Panels

Standard Software  
Keyboards  
Fax Machines  
Photocopiers  
Switches

## **Recreational facilities**

Playgrounds  
Change Rooms  
Picnic Areas  
Playground Structures

Gymnasiums  
Theatres  
Tracks  
Gymnasium Equipment

Swimming Pools  
Auditoriums  
Playing Fields



**APG# HR25: Protocol with External Agencies  
for the Provisions of Services**

Adopted:	June 17, 2013	APG Number:	HR25
Revised:		Former APG Number (if applicable):	
Reviewed:		APG Category:	Human Resources
Subsequent Review Date(s):		Page(s):	4

**1. Intended Purpose:**

The Sudbury Catholic District School board (School Board) supports collaborative relationships that are consistent with its vision and mission statements and existing policies and procedures. Service agreements are recognized as mutually beneficial and supportive arrangements between a school board and an external mental health, physical health or social service agency, professional or paraprofessional. The intent of these collaborative relationships is to enhance or expand opportunities for student success and student well being.

**2. Definitions:**

**2.1 External Agency:** An organization, external to the School Board, that employs regulated health professionals, regulated social services professionals and professionals.

**2.2 Board Staff:** Includes unionized and non-unionized school board employees

**2.3 Professional Student Services Personnel and Paraprofessionals:**

- a) Audiologists, as defined by the *Audiology & Speech-Language Pathology Act*, 1991
- b) Speech-Language Pathologist, as defined by the *Audiology & Speech-Language Pathology Act*, 1991
- c) Occupational Therapists, as defined by the *Occupational Therapy Act*, 1991
- d) Physiotherapists, as defined by the *Physiotherapy Act*, 1991
- e) Social Workers, as defined by the *Social Worker and Social Service Act*, 1998
- f) Psychologists, as defined by the *Psychology Act*, 1991
- g) Psychological associates, as defined by the *Psychology Act*, 1991
- h) Paraprofessional is defined as a person trained to assist a doctor, lawyer, teacher, or other paraprofessional, but not licensed to practice in the profession. (*source: Dictionary.com*)
- i) Other required professionals and/or paraprofessionals who are deemed by the School Board to be essential for the delivery of programs and services for students with special needs
- j) Any future regulated categories will be covered by this protocol

**2.4 Professional Services Agreement:** A formal, written document which outlines the terms and conditions of an external service agreement that is signed prior to the implementation of the proposed activities of the external agency.

**3.0 Responsibilities**

**3.1 Superintendent (or designate):**

- Manage this APG's review.
- Manage the evaluation of related programs and services, in consultation with external agencies and professionals/paraprofessionals.
- Review and approve all Professional Services Agreements.

**3.2 Principal:** Organizes and manages the school, per the *Education Act*.

**3.3 Members of Regulated Colleges (Staff from the external agency):** Provide supervision of paraprofessionals from the external agency.

**4. Programs and Services currently being delivered by Sudbury Catholic District School Board Staff:**

- 4.1 **Social Worker** offers a variety of services including: student advocacy, individual & family assessments, consultation, crisis intervention, individual counseling, group work, liaise with community professionals, and assist with referrals to community resources.
- 4.2 **Attendance Counsellor** works with staff and students to ensure that student absences do not inhibit effective learning. As required, the attendance counselor will communicate with students for finding effective solutions to their attendance difficulties, will be a source of discipline to those who do not heed to warnings, and will hold conferences between students, parents and teachers to discuss issues associated with poor attendance.
- 4.3 **Speech-Language Pathologist** offers a variety of services including: formal/informal assessments, classroom observations, consultation with classroom staff & families in order to facilitate language development, liaise with community professionals, provide direct support to classes, programs and students. In addition, the Speech-Language Pathologist supervises the Communicative Disorder Assistant (CDA).
- 4.4 **Communicative Disorder Assistant:** provide speech and language therapy to children. In addition, they perform speech and language screenings.  
School
- 4.5 **Child and Youth Workers** offer a number of interventions such as: student advocacy, student behavioural assessment, liaison between home, school & community, short-term goal specific interventions, crisis intervention, consultation to school personnel, families and community professionals, develop & implement prevention & intervention strategies to meet individual, small group and classroom needs.
- 4.6 **Early Childhood Educators** work together with the classroom teacher to help young students learn during the regular school day. These educators have complementary skills that create a learning environment to support the unique needs of each child.
- 4.7 **Psychometrists** offer the following: comprehensive assessment & consultation serves to teachers, students and families with respect to the cognitive, academic and social/emotional/behavioural well-being of students. Assessment findings are used to develop program modifications/accommodations and strategies, and to recommend appropriate School Board and community resources/support services. Psychometrists assist with requests for assistive technology and also liaise with community agencies.

**5. Programs and Services Currently being delivered by external agencies:**

- A. Health support services are provided by the Community Care Access Centre (e.g., Nursing, Occupational Therapy, Physical Therapy, Speech/Language Pathology intervention)
- B. Mental Health supports are provided by Mental Health and Addictions Nurse
- C. Children's Aid Society follows up on protection concerns at school
- D. Greater Sudbury Police Service provides liaison officers in Sudbury Catholic District School Board secondary schools
- E. Child and Family Centre provides a clinician to run the school Preservation Program at St. David School
- F. A partnership with Child and Family Centre whereby a clinician is provided to run a day treatment program at St. Raphael School for students with severe behavioural needs
- G. A partnership with Children's Treatment Centre whereby therapies are provided on site for students with severe multiple health needs (Section 23 classroom at Health Sciences North, CTC site)

- H. Psychologist to oversee and supervise Psychometrists
- I. CNIB Orientation & Mobility Training
- J. Sudbury and District Health Unit provides the Triple P Parenting Program (a partnership of children's mental health, education and social services providers working together to offer families high quality parenting programs and individualized support and advice). Offers clinics and workshops on Healthy Eating, Healthy Weight, Substance Abuse, Pregnancy, Sexual Health, Tobacco, and Stress.
- K. Health Sciences North provides Mental Health and Addictions Services
- L. Sudbury Action Centre for Youth facilitates Youth Programs for ages 16-24, offers counselling and support, provide assistance with housing, evening meals, recreational activities at no charge and housing support. In addition, they provide a Peer Mentor Program.
- M. White Buffalo Road Healing Lodge: provides native studies, medicine wheel, smudges
- N. Better Beginnings/Better Futures: Our community development workers respond to the needs of the neighborhood, relieve stress through parental support, advocate on behalf of families within the school system, encourage child-adult interaction and provides information to emergency resources, educational, social and health services in the area. They offer programming and support to the many different cultures in the area and promote equal access for all socio-economic groups.
- O. Innovative Guitars: Music store that offers free music/guitar lessons for at-risk youth.
- P. Ontario Works provides a resume writing program to youth as well as information on housing, financial assistance etc.
- Q. YMCA Employment Services facilitates the Y-SAL program, which provides life skills, employment planning, support in job search and part-time employment for youth ages 14 – 17 years who are excused from school under a Supervised Alternative Learning Plan. In addition, they run a Summer Jobs Program for Youth. This provides 5 to 10 at-risk youth between the ages of 15 to 18 yrs, the opportunity to earn up to 2 cooperative education credits, while receiving paid employment, during a 6-week period during the summer.

**6. Programs and Services that could be offered by School Board Staff but are not for financial reasons:**

- 6.1 Psychologist
- 6.2 CNIB Orientation & Mobility Training

**7. Required Documentation for A Professional Services Agreement:**

- 7.1 A service agreement is a mutually supportive, reciprocal arrangement between the School Board and a community service provider. Collaborative relationships are most pertinent when developed as a collaborative and coordinated effort between the school staff; student services personnel and community partners.

**8. Required Documentation for A Professional Services Agreement:**

- 8.1 Description of External Agency:** provide name, address, history and funding base of external agency.

- 8.2 Description of Program:** a description of program title, program goals and expected outcomes. Include information on the following: format of intervention, specific grades, resources required, program timelines and contact person.
- 8.3 Informed Consent:** in cases where a student is withdrawn from the classroom, the agency shall provide the Board with details of the informed consent process, including a sample form. In cases of whole classroom support, the agency shall provide a sample letter to parents/guardians regarding service to be provided and name of person(s) delivering the **service.**
- 8.4 Sharing of Information:** External agencies are required to share relevant student information and complete appropriate student referral procedures should a student require further interventions following the completion of the program with external provider.
- 8.5 Police Reference Check-Vulnerable Sector Screening:** In accordance with the *Education Act*, the Board shall collect a criminal reference background check (less than 6 months old) in respect of an individual before the individual becomes a service provider at a school site of the board. An offence declaration is required to be completed by the individual by September 1<sup>st</sup> of each year in which the individual is a service provider at a school site of the Board subsequent to his or her start date.
- 8.6 Proof of Insurance:** External providers must carry their own insurance, which includes professional malpractice coverage (minimum of \$2,000,000) to insure against civil litigation alleging incompetence, professional errors, omissions or charges laid by professional colleges or parents/legal guardians.
- 8.7 Qualifications/Supervisory Relationship:** External agency staff who are members of a regulated professional college must include: current qualifications as relevant to the services to be provided, current membership in the relevant regulated college and declaration of delivery of services in accordance with professional standards of practice. External agency staff who are paraprofessionals must include; evidence of work under the clinical supervision of staff from the external agency who currently holds memberships in the relevant regulated college; evidence of supervisor's membership in the relevant regulated college; details of the paraprofessional's role, responsibilities, name of immediate supervisor, and supervision plan.
- 8.8 Evaluation:** The School Board, external agencies and paraprofessionals must collaborate on the evaluation of programs and services provided and review annually.
- 8.9 Finances:** Statement of fees or payment is required prior to the approval of the agreement.
- 8.10 Termination of Agreement:** The terms of termination should be specified in each service agreement. It will be understood that the Board may terminate access to the school premises of the external Professional/Paraprofessional/Supervisor at any time. It will also be agreed that the external agency, the school or the Sudbury Catholic District School Board may terminate the service agreement on the giving of 30 days notice.

## **9. References and Related Administrative Procedures and Guidelines (APGs):**

- 9.1 Ontario Ministry of Education Policy/Program Memorandum No. 149, September 2009
- 9.2 APG #HR 05-Criminal Background Check
- 9.3 APG #PIM 01 Privacy Standard
- 9.4 APG #PIM 02 Privacy Breach Protocol
- 9.5 APG #PIM 03 Records and Information Management

**BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING  
2018-19  
(OPERATIONAL PLAN)**

**Background:** In an effort to create cohesion and alignment we have combined the Board’s Operational Plan with the Board Improvement Plan for Student Achievement and Well-Being. The combined plan allows staff to live out its mission, vision and values and to achieve the three strategic pathways/BIPSA goals: **We are called to strengthen our faith-based, inclusive and equitable community; We are called to promote innovation; We are called to advance leadership and learning for All.** This plan is monitored on an ongoing basis and will be reported on to the Board of Trustees under EL10- General Executive Limitations in monitoring reports provided in January and June. The monitoring reports are completed by collecting data/evidence from our schools and our central office staff.

**Mission: To realize each student’s potential within our inclusive Catholic learning community by nurturing and developing their mind, body and spirit.**

**Vision: Leaders in Learning and Faith**

**Values: Modeling Jesus in the world through: Faith, Respect, Community, Innovation and Learning**

**STRATEGIC PATHWAY #1: We are called to strengthen our faith-based, inclusive and equitable community.**

Goals to Support Student Achievement and Well-Being  IF WE....	Outcomes (What will we see?)  THEN WE WILL SEE....	Evidence – data collected (How will we know?)  AS MEASURED BY...
1.1 Ensure that our faith guides all aspects of our organization.	<ul style="list-style-type: none"> <li>• Visible evidence of the Ontario Catholic School Graduate Expectations (OCSGE) in cross-curricular planning</li> <li>• In-service opportunities include a direct link to the OSCGE and our faith</li> <li>• Evidence of school practices supporting the attainment of our Catholic Faith are highlighted on the website, newsletters and through parish bulletins</li> <li>• Administrative Guidelines and Procedures (APGs) and policies reflect our Catholic faith</li> <li>• The physical environments of all work sites contain evidence of our faith</li> <li>• The school, home and parish partnership strengthened</li> <li>• PD provided to support the Religion Curriculum</li> <li>• Increase number of teachers using social media as a platform to encourage social justice and demonstration of OCGEs</li> </ul>	<ul style="list-style-type: none"> <li>• School surveys, including student surveys</li> <li>• Review policies and APGs as per the cycle of review</li> <li>• Review of in-service sessions held</li> <li>• Review of school and Board websites</li> <li>• SO/Director of Education school learning visits</li> </ul>

<b>Goals to Support Student Achievement and Well-Being</b>  <b>IF WE....</b>	<b>Outcomes</b> <b>(What will we see?)</b>  <b>THEN WE WILL SEE....</b>	<b>Evidence – data collected</b> <b>(How will we know?)</b>  <b>AS MEASURED BY...</b>
1.2 Enhance staff faith formation.	<ul style="list-style-type: none"> <li>• Principals/Vice-Principals and Senior Administration participate in an annual faith retreat</li> <li>• A retreat is held for Learning Support Services (LSS) staff</li> <li>• Prayer at monthly principals' meetings facilitated by principals</li> <li>• A system-wide mass will be held at least once per school year</li> <li>• New Teacher Induction Program (NTIP) orientation includes faith development</li> <li>• School and Catholic Education Centre (CEC) staff have opportunities to participate in liturgical celebrations and prayer services</li> <li>• Monthly newsletters focused on faith development have been prepared and shared with staff</li> <li>• Orientation sessions for new staff includes awareness of the expectations with respect to working in a Catholic School Board</li> <li>• Communication and promotion of the new Pastoral Letter for Catholic Education – Renewing the Promise system-wide</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence will be collected through the various departments</li> <li>• Feedback from retreats, faith day, orientation sessions</li> <li>• Survey staff on the usefulness and relevance of monthly newsletters</li> <li>• Review of agendas for content</li> </ul>
1.3 Continue to support active parent involvement.	<ul style="list-style-type: none"> <li>• Schools have a Catholic School Council in place by October</li> <li>• A Catholic Parent Involvement Committee (CPIC) in place by October</li> <li>• The Catholic School Councils and the Parent Involvement Committee meet regularly throughout the year</li> <li>• Activities held used to enhance parent engagement both at the school and system levels</li> <li>• Learning opportunities and resources are provided for parents</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence will be collected through the Director of Education's Office and will be reported on through the monitoring reports of EL10 General Executive Limitations and EL70 – Catholic School Councils</li> <li>• Review of parental materials shared at open houses, registration nights, parent meetings etc. (i.e.: parent guide to special education, French second language (FSL), autism ...)</li> <li>• Parent reaching out grant reports/sharing</li> <li>• Feedback following parent activities at the school and system levels</li> <li>• Parents and staff are familiar with the new Pastoral Letter for Catholic Education</li> </ul>

<b>Goals to Support Student Achievement and Well-Being</b>  <b>IF WE....</b>	<b>Outcomes</b> <b>(What will we see?)</b>  <b>THEN WE WILL SEE....</b>	<b>Evidence – data collected</b> <b>(How will we know?)</b>  <b>AS MEASURED BY...</b>
1.4 Enhance the effectiveness of communication system-wide.	<ul style="list-style-type: none"> <li>• Senior Administration meeting with Catholic Education Centre (CEC) staff at least three times during the year to provide updates and enhance communication</li> <li>• Opportunities to have meaningful dialogue and build positive productive relationships with staff. Examples include: Joint Board Professional Development Committee (JBPD), Joint Staffing Committee (JSC), Labour/Management Committees, Director's meetings with employee representatives, Admin Council and Senior Admin.</li> <li>• Effective regular school / departmental meetings have been encouraged and supported</li> <li>• Learning Support Services (LSS) leads meet to communicate and guide our practices</li> <li>• Created opportunities to share information through social media (Twitter, Facebook, Instagram)</li> <li>• The Director's Blog continues to be shared, monthly system-wide</li> <li>• Schools communicate regularly with parents through monthly newsletters, website, and social media, synervoice and Remind APP</li> <li>• Institute quarterly newsletter focused on plant</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Board and school related social media</li> <li>• Feedback received from various departments and employee groups</li> <li>• Review of meeting minutes (i.e.: JSC, JBPD, LSS leads meetings)</li> <li>• Agendas of Administrative Council and Senior administration</li> <li>• Feedback on the website is obtained</li> <li>• Agendas were circulated in advance of the meetings and staff had the opportunity to bring forward items</li> <li>• The renewed Board website is completed and launched</li> </ul>
1.5 Model respect for All.	<ul style="list-style-type: none"> <li>• All students and staff have the opportunity to participate in community service and social justice activities</li> <li>• All supervisors will have a better understanding of how to assess and support the performance of employees through open dialogue and active listening and the performance appraisal process</li> <li>• A recognition/appreciation program is enhanced and implemented</li> <li>• Culturally responsive and relevant pedagogy training provided to board team</li> <li>• Development and implementation of an Equity Inquiry</li> <li>• In-service all senior leaders on Ontario's Education Equity Action Plan</li> <li>• APGs and policies reflect a commitment to the promotion of respect for all</li> <li>• Chair award presented annually</li> </ul>	<ul style="list-style-type: none"> <li>• School surveys</li> <li>• Evidence will be provided in monitoring reports of EL10, EL 40, EL50 and EL60 all of which address issues of respect</li> <li>• Input from supervisors on the effectiveness of the recognition program</li> <li>• Staff survey using ministry of education equity continuum</li> </ul>

<b>Goals to Support Student Achievement and Well-Being</b>  <b>IF WE....</b>	<b>Outcomes (What will we see?)</b>  <b>THEN WE WILL SEE....</b>	<b>Evidence – data collected (How will we know?)</b>  <b>AS MEASURED BY...</b>
1.6 Support and nurture the mental health and well-being of all students and staff.	<ul style="list-style-type: none"> <li>• Monthly "Wellness Talk" provided to all staff</li> <li>• SCDSB website promoting mental health and well-being and informing our stakeholders how to access available services</li> <li>• Improved access to service, including promotion of the Board Employee Assistance Program (EAP)</li> <li>• Student Health materials available in schools</li> <li>• Implement the Mental Health and Well-Being Support Plan</li> <li>• Create partnerships with Public Health Sudbury &amp; Districts to engage parents</li> <li>• Focus on mental health awareness and promotion with staff and students.</li> <li>• Wellness Committee focused on well-being of all staff</li> <li>• Create partnerships with hubs/pre-school daycares to determine enriched well-being of new FDK students</li> <li>• Collaborative Inquiry on mental health involving principals and senior staff</li> </ul>	<ul style="list-style-type: none"> <li>• Increased presence of mental health and well-being on website, Office 365, and Board social media sites</li> <li>• Track usage of website</li> <li>• Reduced wait lists in top tier</li> <li>• Increased intensive support referrals to the community</li> <li>• Learning commons at secondary in place (to address equity, inclusion and the development of 21<sup>st</sup> Century Competencies)</li> <li>• Expanded current level of walk-in clinics.</li> <li>• Increased number of classrooms utilizing Mind-Up, Kelso's Choice and Friends or other mindfulness activities</li> <li>• Fall (system-wide) PA day agenda focused on well-being</li> <li>• Review data with respect to staff usage of Employee Assistance Program (EAP), particularly pro-active measures</li> <li>• Mental health strategy is in place</li> <li>• Wellness committee has achieved their annual goals</li> </ul>

**STRATEGIC PATHWAY #2: WE ARE CALLED TO PROMOTE INNOVATION**

<p><b>Goals to Support Student Achievement and Well-Being</b></p> <p><b>IF WE...</b></p>	<p><b>Outcomes (What will we see?)</b></p> <p><b>THEN WE WILL SEE....</b></p>	<p><b>Evidence – data collected (How will we know?)</b></p> <p><b>AS MEASURED BY...</b></p>
<p>2.1 Develop and implement a clear vision and expectation on the effective use of technology for teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Increased access to a variety of tools for student use at the school (laptops, iPads, bring your own device)</li> <li>• The number of teachers who encourage the use of personal devices for learning in the classroom has increased</li> <li>• Develop and implement a plan for a parent portal</li> <li>• A review, analysis of the IT survey completed in June 2017 establishes next steps</li> <li>• Students have quicker access and effective use of SEA equipment</li> <li>• Provide staff PD/learning opportunities to demonstrate effective use of technology</li> <li>• Train staff on the use of available technology such as effective use of O365 tools</li> <li>• Train staff on effective use of new and improved VLE</li> </ul>	<ul style="list-style-type: none"> <li>• IT Steering Committee has cross-representation</li> <li>• Recommendations through the IT survey have been realized</li> <li>• Through a focus group, students report having greater access to technology for learning and assistive technology</li> <li>• Providing individual access to assistive technology for struggling readers in Empower Reading Intervention Program through pilot project funding</li> <li>• Monitored through principal, superintendent and Director visits</li> <li>• Identify PD taken by staff and measure participation rate</li> <li>• Evidence of classroom displays and examples of technology use, projects, presentations</li> <li>• A parent portal has been implemented</li> <li>• eLearning course options at secondary have been provided; we will continue to offer one secondary course, per school each semester</li> <li>• Participate fully in the Northern Ontario eLearning Consortium and the Ontario Catholic eLearning Consortium</li> <li>• Pre and post stats for VLE after launch of ADSynced New Mobile Compatible VLE</li> <li>• June P.A. day for secondary with focus on social media as a platform for social awareness</li> </ul>

<b>Goals to Support Student Achievement and Well-Being</b>  <b>IF WE...</b>	<b>Outcomes</b> <b>(What will we see?)</b>  <b>THEN WE WILL SEE....</b>	<b>Evidence – data collected</b> <b>(How will we know?)</b>  <b>AS MEASURED BY...</b>
<p>2.2 Promote and support a culture of risk taking.</p>	<ul style="list-style-type: none"> <li>• Staff has been encouraged to bring forward new ideas and to explore new ways of doing things through such programs as the Learning Innovation Project (LIPP) and Teacher learning and leadership program (TLLP), process improvements, streamlining and finding efficiencies</li> <li>• Exploring 'lean' methodologies</li> <li>• Enhanced Instrumental Music programming in Grade 4-6</li> <li>• Enhanced learning environments to better address 21<sup>st</sup> century learning competencies</li> <li>• Experiential Learning Opportunities across the curriculum are provided <ul style="list-style-type: none"> <li>○ Science North</li> <li>○ OYAP (Ontario Youth Apprenticeship Program)</li> <li>○ COOP (cooperative Education)</li> <li>○ Dual Credit</li> <li>○ Field trips (Skills Canada, Exploring trades' day)</li> <li>○ SHSM</li> </ul> </li> <li>• Emphasis on Growth Mindset</li> <li>• Expansion of Science Fair participation</li> </ul>	<ul style="list-style-type: none"> <li>• Identify innovative practices and activities profiled and promoted in a variety of ways such as Board meeting presentations, special education advisory council (SEAC) meetings, community events, media, twitter, monitoring reports and website; this will promote the sharing of practices and encourage others to take risks, be creative and to innovate</li> <li>• Learning disabilities twilight professional development webinars accessed by staff</li> <li>• Opportunities for parents to learn about student achievement and well-being (i.e.: coffee chats, pancake breakfast chat)</li> <li>• Innovation labs and coding rooms</li> <li>• Learning Commons - Facilitation of open-ended, real life problem solving facilitated by Learning Commons staff that addresses the integration of 21<sup>st</sup> Century skills as measured by surveys, feedback and observations</li> <li>• Increase in numbers of students taking music courses and participating in school bands and in junior music classes</li> <li>• Evidence of community involvement tied into Arts programs. i.e. Christmas choir to hospitals, Card/Poster creations for Food bank, Art shows and participation in the Sudbury Art Gallery, Music festivals and competitions</li> <li>• School social media highlighting school involvement and special events students and classes have been involved in monthly</li> <li>• Track and report on OYAP, Co-op data, Dual Credit, and SHSM data</li> </ul>

<b>Goals to Support Student Achievement and Well-Being</b>  <b>IF WE...</b>	<b>Outcomes</b> <b>(What will we see?)</b>  <b>THEN WE WILL SEE....</b>	<b>Evidence – data collected</b> <b>(How will we know?)</b>  <b>AS MEASURED BY...</b>
<p>2.3 Continue to embed the 21<sup>st</sup> century competencies (Critical thinking &amp; problem solving, innovation, creativity &amp; entrepreneurship, learning to learn/self-aware &amp; self-directed learning, collaboration, communication, global citizenship) in daily practice.</p>	<ul style="list-style-type: none"> <li>• Utilize the competencies in professional learning opportunities</li> <li>• Create a chart to show the alignment of the competencies, the catholic graduate expectations, values/virtues and learning skills</li> <li>• New programming is encouraged and supported</li> <li>• Diversity in clubs/activities to reflect 21<sup>st</sup> competencies</li> <li>• Promotion of COOP and OYAP programs</li> <li>• Inquiry based learning is promoted</li> <li>• Experiential learning K-12 expanded</li> <li>• Furniture purchases reflect a focus on flexible, collaborative learning spaces</li> <li>• Utilizing more learning partnerships with community (Code Mobile, Laurentian University, Cancode)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of competencies in action are provided through survey</li> <li>• Alignment chart is created and shared widely</li> <li>• Number and quality of LIPP proposals</li> <li>• Vertical spaces used in the classroom</li> <li>• Number of vertical non-permanent spaces board wide (math and elementary LIPP)</li> <li>• Number of students in COOP (credits achieved) and number of students registered in OYAP</li> <li>• Increase in experiential learning opportunities such as Visits to Science North / Dynamic Earth / Killarney Outdoor Education / partnerships with Classroom Economy / Skills Canada</li> <li>• Observation of classroom practice in the use of flexible, collaborative learning opportunities for students</li> <li>• Feedback provided by students, teachers, parents</li> </ul>

**STRATEGIC PATHWAY #3: We are called to advance leadership and learning for All**

<p><b>Goals to Support Student Achievement and Well-Being</b></p> <p><b>IF WE....</b></p>	<p><b>Outcomes</b> (What will we see?)</p> <p><b>THEN WE WILL SEE....</b></p>	<p><b>Evidence – data collected</b> (How will we know?)</p> <p><b>AS MEASURED BY...</b></p>
<p>3.1 Increase literacy achievement and enhance educators' professional knowledge and skills.</p>	<ul style="list-style-type: none"> <li>• Student achievement results in literacy will have improved</li> <li>• Teachers will have had opportunities to enhance their knowledge in skills in literacy and this will be evident in all classrooms</li> <li>• School and system leaders are able to identify the key look fors and are able to support classroom practice</li> <li>• School Improvement Plans reflect a focus on literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Report card data and EQAO results</li> <li>• Phonological Awareness Test (PAT) for grade 1 students</li> <li>• Scoring software</li> <li>• Improved reading levels for students involved in SRA Reading Intervention™</li> <li>• Improved Developmental Reading Assessment (DRA) and GB+ reading levels for students, as recorded in Paradigm A</li> <li>• Increased English Language Learners (ELL) student achievement through the OLB Continuum and Itinerant Resource Support</li> <li>• Staff surveys/feedback forms following professional development sessions</li> <li>• Identify professional development undertaken and extent of participation</li> <li>• Student work and data shared at school-based school improvement plans for student achievement and well-being (SIPSA-WB) release provides evidence of improvement</li> <li>• DRA Scores, WIAT-III Scores – Pre/Post data as evidence of reading achievement for LD students/struggling readers in Empower Reading Intervention Program Pilot Project</li> <li>• Successful completion of the Ontario Secondary School Literacy Test (OSSLT) for targeted students of concern</li> <li>• LEXIA is being implemented effectively</li> </ul>

<p>3.2 Increase numeracy achievement and enhance educators' professional knowledge and skills.</p>	<ul style="list-style-type: none"> <li>• Student achievement in numeracy will have improved</li> <li>• Teachers will have had opportunities to enhance their knowledge in skills in numeracy and this will be evident in all classrooms</li> <li>• School and system leaders are able to identify the key look fors and are able to support classroom practice</li> <li>• School Improvement Plans reflect a focus on numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Report card data and EQAO results</li> <li>• Measure pre and post data to monitor growth and effectiveness of intervention</li> <li>• Prime and Key Math 3 assessments</li> <li>• Student work and data shared at school-based SIPSA-WB release provides evidence of improvement</li> <li>• Staff surveys/feedback forms following PD sessions</li> <li>• Number of educators participating in professional learning opportunities increases</li> <li>• Pre-post survey data from growth mindset for teachers' course</li> <li>• Feedback from PD sessions</li> <li>• Professional Learning opportunities during SIPSA-WB release as indicated in agendas collected from schools</li> <li>• "Thinking classrooms" in Grade 9 and 10 Math</li> <li>• Improved instructional practice</li> </ul>
<p>3.3 Continue full implementation of Growing Success.</p>	<ul style="list-style-type: none"> <li>• Visible use of effective assessment practices in all classrooms</li> <li>• Assessment practices are embedded in all professional learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Identify teachers using triangulation as a means of assessment across the curriculum through superintendent and principal monitoring</li> <li>• SIPSA-WB conversations demonstrate the effective use of assessment</li> <li>• Assessment of student work based on co-constructed Success Criteria, Learning Goals and feedback</li> <li>• Students are aware of the classroom expectations for learning</li> </ul>
<p>3.4 Develop and implement a plan to identify and address student retention.</p>	<ul style="list-style-type: none"> <li>• Retention data has been gathered and analyzed</li> <li>• Established an action plan to increase student retention in targeted areas</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Plans / Activities in place and being implemented</li> <li>• Increase in retention rates year over year once baseline is established</li> </ul>

<p>3.5 Reduce the achievement gap for students paying particular attention to Indigenous Students, Students in Care, Students in Applied courses and students with special education needs.</p>	<ul style="list-style-type: none"> <li>• Student Success, Guidance and Special Education supports are aligned and focused</li> <li>• Identification of struggling students within these groups</li> <li>• Identify student needs and develop goals to address gaps (SIPSA-WB, in-school team meetings)</li> <li>• Utilize community supports</li> <li>• Implement effective pedagogy</li> <li>• Team approach to support</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in suspension rates</li> <li>• Increased student attendance</li> <li>• Increase in number of students graduating</li> <li>• Students in Care profile forms are completed</li> <li>• PA days have focused on closing the gap and staff efficacy has increased</li> <li>• Report card data, EQAO results, mark distribution and credit accumulation are improved</li> <li>• Pre/Post DRA, WIAT-III data for students with a learning disability / struggling readers in Empower reading intervention program pilot project</li> <li>• Data provided by secondary Indigenous support staff demonstrates improvements in the number of students accessing services</li> <li>• Cohort graduation rates improved</li> <li>• Applied and Workplace courses are being offered at secondary</li> <li>• Data on # of applied and workplace courses being offered</li> <li>• Grade 8 and 12 surveys</li> <li>• Transition activities for Indigenous students to post-secondary are in place</li> </ul>
<p>3.6 Continue to build on the French as a Second Language (FSL) strategy.</p>	<ul style="list-style-type: none"> <li>• French is the language of communication in all FSL classrooms</li> <li>• 7 to 12 students are aware of the Diplôme d'études en langue française (DELFP) and its components</li> <li>• Grade 12 students complete the DELF exam</li> <li>• Teachers have received professional development supports to enhance classroom practice in French as a Second Language</li> <li>• Teachers are using the resources provided to support the use of the Common European Framework of Reference (CEFR) framework including "l'approche actionnelle" in the classroom</li> <li>• Student recruitment and retention in FSL programs improves</li> <li>• Parent outreach to support FSL</li> </ul>	<ul style="list-style-type: none"> <li>• Monitored through principal, superintendent and Director visits</li> <li>• The number of Grade 12 students successfully completing the DELF has increased</li> <li>• The number of students registering and remaining in the FSL programs is increased and sustained overtime</li> <li>• Improved report card data</li> <li>• Identify PD undertaken and extent of participation</li> <li>• Offer speech and language support to FI students – verify # of students receiving support</li> </ul>

<p>3.7 Continue to build on the Indigenous Education strategy.</p>	<ul style="list-style-type: none"> <li>• Enhanced ID campaign is in place</li> <li>• Teachers are reviewing their data to support the improvement planning process</li> <li>• Cultural and pedagogical activities are planned for students and staff</li> <li>• Indigenous sacred spaces are present in our secondary schools</li> <li>• Collaborative Inquiry focused on Indigenous education is in place</li> <li>• Consultation has been ongoing with Elders and the community to create an Indigenous Education Advisory Committee (IEAC) which meets four times per year</li> <li>• Updated Indigenous Education Handbook</li> <li>• Indigenous Support Workers are in place</li> </ul>	<ul style="list-style-type: none"> <li>• The number of returning students and parents that voluntarily self-ID has increased as per self ID data numbers</li> <li>• Improved report card and EQAO results</li> <li>• Education service agreements are signed</li> <li>• Indigenous Education handbook completed and shared with staff</li> <li>• Qualified Indigenous Ojibway teachers hired</li> <li>• Feedback from an Indigenous Education Lead</li> <li>• Feedback from PVPs</li> <li>• Land acknowledgement is included in every school and during gatherings</li> </ul>
<p>3. 8 Continue to build the International Education strategy.</p>	<ul style="list-style-type: none"> <li>• Additional marketing materials developed and new website launched</li> <li>• Feedback from the International Students which indicates a successful transition</li> <li>• Greater participation in recruitment activities in identified new markets</li> <li>• Resident students and staff have further developed their cultural understanding, appreciation and acceptance of all students</li> <li>• Appropriate and ongoing programming being included, including academic, social and emotional supports</li> <li>• International students summer school</li> <li>• Schools host International student visits</li> </ul>	<ul style="list-style-type: none"> <li>• Expansion of international website, promotional videos, brochures, and flyers</li> <li>• Creation of student ambassador programs</li> <li>• Data collected through interviews with International students</li> <li>• The number of international students has increased</li> <li>• Retention of international students</li> <li>• Progress reports / Report cards, credit accumulation</li> </ul>
<p>3.9 Develop a retention and succession plan for the organization.</p>	<ul style="list-style-type: none"> <li>• Reviewed and refreshed composition of the Board Leadership and Development Team Committee</li> <li>• Terms of reference for the Committee are completed</li> <li>• Gaps and strategies identified and addressed</li> <li>• A future leaders program in place</li> </ul>	<ul style="list-style-type: none"> <li>• Gap analysis completed</li> <li>• A succession plan developed with feedback and consultation</li> <li>• Succession plan developed and shared</li> </ul>

<p>3.10 Provide opportunities to advance leadership and learning.</p>	<ul style="list-style-type: none"> <li>• Principal Learning Team (PLT) opportunities led and designed by principals for principals with the support of Senior Admin to enhance instructional leadership through focused professional development and through peer-to-peer collaboration in large group, smaller principal learning teams and VP specific meetings</li> <li>• Develop leadership potential and skills at all levels <ul style="list-style-type: none"> <li>○ 7 Habits training for interested staff</li> <li>○ Mentorship opportunities</li> <li>○ Professional development opportunities</li> <li>○ Building leadership development strategy (BLDS) / Learning Student Achievement (LSA)</li> </ul> </li> <li>• Principals/Supervisors having the opportunity to enhance their understanding of the Performance Appraisal process and to share best practices with one another</li> <li>• Continue to support targeted additional qualifications courses</li> <li>• TLLPs applications</li> <li>• Staff has had the opportunity to attend learning opportunities that support their job/position</li> <li>• Potential successors and others have been provided knowledge transfer opportunities</li> <li>• Continue to develop collaboratively planned common PA days and other system activities that cross Departments and portfolios</li> <li>• Create opportunities for cross-school meetings and collaboration with a focus on common interests and needs</li> <li>• SIPSA- WB release to address Learning Cycle</li> <li>• Professional Development for Thinking Classrooms with Peter Lilejdahl</li> <li>• Continued staff training for O365 (SharePoint)</li> <li>• Continued training on different applications (Excel, PowerPoint etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from PVP learning teams</li> <li>• Feedback from mentoring and PD opportunities for leadership</li> <li>• Performance appraisals for all staff are completed and adhere to the outlined process</li> <li>• Completion of annual learning/growth plans</li> <li>• PD day groups, recorded meetings, knowledge and resources shared and documented with fellow staff</li> <li>• Special education resource teachers (SERTs) monthly in-service sessions have been held</li> <li>• eLearning training was available to all e-learning teachers</li> <li>• A greater number of staff are utilizing Office 365</li> <li>• PD undertaken and extent of participation</li> </ul>
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## PROCEDURES FOR STUDENTS OF CONCERN

Stage One		
<p>Recognize a student is having difficulties</p> <p>Meet with the In-School Support Team to strategize, implement an action plan and document on an in-school meeting form. <b>SE2</b></p> <p>If attendance issues, please follow attendance referral protocol.</p>		
Stage Two		
Mental Health/Behaviour/Autism	Psychological Services	Speech and/or Language
<p>Complete the Specialized Services Referral Form and <b>SE3</b></p> <p>Send to Mental Health Lead</p>	<p>Complete <b>SE1</b> - OSR Review Sheet</p> <p>SERT and classroom teacher (or) in-school team meet to review and discuss/implement/document strategies for aiding the student.</p>	<p>Complete Speech and/or Language Referral Form <b>SE7</b> and send to SLP.</p> <p><b>*SE7 does not apply to transitioned students from community agencies such as Wordplay or Children’s Treatment Centre. See speech-language services handbook for additional details.</b></p> <p>SLP team will provide each school with a package of consent forms <b>SE9</b> for all new referrals/transitioned FDK year 2 students/active students.</p>
Stage Three		
<p>Referral assigned to team member. If warranted, an assessment and/or support plan is created.</p> <p>Student Safety Plan or Behaviour Management Plan if warranted.</p>	<p>Follow-up Meetings of the In-School Support Team to revise plan and monitor progress. <b>SE2</b></p> <p>Development of a non-exceptional IEP and/or Student Safety Plan and/or Behaviour Management Plan if warranted</p> <p>Complete school-based assessments (e.g., WIAT-III, PAT-2).</p> <p>Target the instruction to support areas of need.</p> <p>Monitor and document growth and supports provided. If gains are noticed, continue with school-based support until no longer required.</p>	<p>Students will be seen by the SLP for in-school screening or subsequent review. <b>SE2 SLP</b></p> <p>Based on the initial screening or subsequent review, some of the following may be recommended:</p> <ul style="list-style-type: none"> <li>Speech and/or language skills appear to be within normal limits. Itinerant speech-language programming is not recommended.</li> <li>Parent(s) and teacher(s) to provide corrective feedback and modeling to encourage further development of communication skills.</li> <li>Itinerant speech/language programming</li> <li>Referral to the LHIN for speech therapy</li> <li>Formal Assessment</li> </ul>

	If minimal to no gains determined after intervention and consistent supports, refer to out-of-school support to determine next steps.	<ul style="list-style-type: none"> <li>• SLP to monitor speech and/or language development on consultative basis.</li> <li>• SLP to discharge student from SDCSB's speech and language services.</li> </ul>
<b>Stage Four</b>		
<b>Mental Health/Behaviour/Autism</b>	<b>Psychological Services</b>	<b>Speech and/or Language</b>
Support plan is implemented and monitored  Send <b>SE4</b> directly to Special Needs Social Worker if requiring behavioural observation if student is diagnosed with ASD.	<p>If academic difficulties continue consult with the Special Education Consultant or Board Designate (Out of School Support).</p> <p>If deemed appropriate, refer to psychological services for consultation.</p> <p>Present all original copies to Psychologist (make a copy for your records).</p> <p>Prepare accompanying documentation (refer to Psychological Consultation/Intake Meeting Checklist).</p>	<p>Students who meet the criteria for itinerant speech/language programming will be seen for a block of programming by CDA.</p> <p>LHIN referrals will be completed.</p>
<b>Stage Five</b>		
<b>Mental Health/Behaviour/Autism</b>	<b>Psychological Services</b>	<b>Speech and/or Language</b>
Support plan is monitored by team and revised as needed  May refer to other services as required	<p>Based on Out of School Team consultation recommendations may include:</p> <ul style="list-style-type: none"> <li>○ Further strategies required</li> <li>○ Cases to be brought to intake meeting by school SERT with Psychologist and LSS staff to determine next steps. <b>SE4</b> must be completed and signed. For this meeting resource teachers will bring relevant data as asked for in intake package: <ul style="list-style-type: none"> <li>• OSR Review <b>SE1</b></li> <li>• New Consent- <b>SE4</b></li> </ul> </li> </ul>	<p>If a formal speech-language assessment was recommended, complete the Assessment Referral Package and send directly to SLP</p> <ul style="list-style-type: none"> <li>• OSR Review <b>SE1</b></li> <li>• New Consent <b>SE4</b></li> <li>• <b>SE5</b> (Parent Questionnaire confidential sealed envelope only to be shared with psychologist or social worker)</li> <li>• Most Current IEP</li> <li>• Outside Agency Reports.</li> </ul>

	<ul style="list-style-type: none"> <li>• Most Current IEP</li> <li>• Outside Agency Reports – only to be sent home upon request.</li> </ul>	
<b>Stage Six</b>		
<b>Mental Health/Behaviour/Autism</b>	<b>Psychological Services</b>	<b>Speech and/or Language</b>
Review, Monitor, and/or Discharge	<p>Based on Consult meeting (some or all suggestions may take place):</p> <ul style="list-style-type: none"> <li>○ Revision of non-exceptional IEP</li> <li>○ Recommendations/Strategies Provided</li> <li>○ Student placed on psychological assessment list (school to submit information as outlined on Assessment Checklist)</li> <li>○ Student referred for other Board services (mental health, speech/language, attendance, behaviour)</li> <li>○ Referral to outside agency initiated</li> <li>○ Psychological Assessment not deemed necessary</li> </ul>	<p>Formal assessments will be completed. SLP will meet with In-School Support Team and parents/guardians to review assessment results and determine next steps.</p> <p>May recommend referral to other board services (mental health, psychology, attendance, behaviour) or to outside agency, as required.</p>
<b>Stage Seven</b>		
Possibly present to IPRC, development and/or revision of an IEP and/or Student Safety Plan and/or Behaviour Management Plan and/or Mental Health Support Plan as warranted		
<b>Stage Eight</b>		
Review, Monitor, and/or Discharge		<p>Review, Monitor, and/or Discharge</p> <p>*Annual consent forms SE9 (for subsequent reviews) to be sent out by Speech and Language team), as needed.</p>

## Parents' Guide to Special Education



*Children are like seeds from different flowers.*

*First, they seem more similar than different in many ways.*

*Place these seeds in the earth and nourish them and they become very different.*

*Some will become small and delicate blossoms, some will be big and brilliant.*

*Some will be early bloomers and others will be late bloomers.*

*One thing is certain.*

*Given good conditions, they will all bloom with their own individual beauty.*

## **What are the Sudbury Catholic District School Board's Goals and Objectives for exceptional students?**

### **GOALS**

Schools under the jurisdiction of the Sudbury Catholic District School Board exist primarily to assist parents in developing, to the fullest the academic, the intellectual, spiritual, physical, cultural and moral growth of their children.

The aims of education for exceptional pupils are essentially the same as those for all other students.

- A) To develop completely their individual talents as members of society and as unique and responsible Christian persons.
- B) To provide them with opportunities to grow in Faith and in an understanding of the nature and purpose of life.

### **OBJECTIVES**

- A) To provide, within special education funding provided by the Ministry of Education, and other initiatives or opportunities, programs and services for students with special education needs according to the area of exceptionality defined by the Ministry of Education.
- B) To co-operate with other school boards and community agencies when necessary in order to provide a full range of programs and services designed to meet the needs of students with diverse abilities.
- C) To provide within special education funding provided by the Ministry of Education and other initiatives or opportunities, as many resources as possible and practical at the community school level such that most exceptional pupils can remain with their fellow pupils in the regular classroom.

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The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. The purpose of this parent's guide is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set out for you the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement, or appealing such decisions if you do not agree with the IPRC.

If, after reading this guide, you require more information, please see the Board's list of contacts at the end of the document.

#### **Notes:**

- If you wish to receive this parents' guide in Braille, large print, or audio format, please contact the Board at the address or telephone number shown on the last page of this guide.
- When used in this guide, the word "parent" includes guardian.

### **What is an Identification Placement and Review Committee (IPRC)?**

Regulation 181/98 requires that all school boards set up IPRC's. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.

- School Principal (Chairperson or designate)
- Superintendent of School Effectiveness (or designate)
- Learning Support Services Consultant – Special Education (or designate)
- School Principal (of receiving school) (or designate)

Parents are invited and encouraged to attend the meeting.

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

The IPRC will:

- Decide whether or not your child should be identified as exceptional;
- Identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training;
- Decide an appropriate placement for your child, regular class or special education class; and
- Review the identification and placement at least once in each school year.

### **Who is identified as an exceptional pupil?**

The Education Act defines an exceptional pupil as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

### **What are the Ministry of Education Categories and Definitions of Exceptionalities?**

**Behaviour:** A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- a) An inability to build or maintain interpersonal relationships;
- b) Excessive fears or anxieties;
- c) A tendency to compulsive reaction;
- d) An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

### **Communication:**

- < **Autism:** A severe learning disorder that is characterized by:
- a) Disturbance in: rate of educational development; ability to relate to the environment, mobility, perception, speech, and language;
  - b) Lack of the representational symbolic behaviour that precedes language.

- < **Deaf and Hard of Hearing:** An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.
- < **Language Impairment:** A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological or sensory factors, and which may:
  - a) Involve one or more of the form, content, and function of language in communication; and
  - b) Include one or more of the following: Language delay; dysfluency; voice articulation development, which may or may not be organically or functionally based.
- < **Speech Impairment:** A disorder in language formation that may be associated with neurological, psychological, physical, or sensory factors; that may be characterized by impairment in articulation, rhythm, and stress.
- < **Learning Disability:** One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills that:
  - a) Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
  - b) Results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
  - c) Results in difficulties in the development and use of skills in one or more of the following areas: Reading, writing, mathematics, and work habits and learning skills;
  - d) May typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
  - e) Is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

**Intellectual:**

- < **Giftedness:** An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.
- < **Mild Intellectual Disability:** A learning disorder characterized by:
  - a) An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
  - b) An inability to profit educationally within a regular class because of slow intellectual development;
  - c) A potential for academic learning, independent social adjustment, and economic self-support.

- < **Developmental Disability:** A severe learning disorder characterized by:
  - a) An inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
  - b) An ability to profit from a special education program that is designed to accommodate slow intellectual development;
  - c) Limited potential for academic learning, independent social adjustment, and economic self-support.

**Physical:**

- < **Physical Disability:** A condition of such severe physical limitations or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or development level.
- < **Blind and Low Vision:** A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

**Multiple:**

- < **Multiple Exceptionalities:** A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorder, impairments, or disabilities.

**What is a special education program?**

A special education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation; and
- Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

**What are special education services?**

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

**What is an IEP?**

The IEP, and Individual Education Plan, must be developed for your child, in consultation with you. It must include:

- Specific educational expectations;
- An outline of the special education program and services that will be received;
- A statement about the methods by which your child's progress will be reviewed; and
- For students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The IEP must be completed within 30 school days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

### **How is an IPRC meeting requested?**

The principal of your child's school:

- Must request an IPRC meeting for your child, upon receiving your written request;
- May, with written notice to you, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.

### **May parents attend the IPRC meeting?**

Regulation 181/98 entitles parents and pupils 16 years of age or older:

- To be present at and participate in all committee discussions about your child; and
- To be present when the committee's identification and placement decision is made.

### **Who else may attend an IPRC meeting?**

- The principal of your child's school;
- Other resource people such as your child's teacher, school special education staff, Learning Support Services staff, Superintendent of School Effectiveness, or the representative of an agency, who may provide further information or clarification;
- Your representative – that is, a person who may support you or speak on behalf of you or your child; and
- An interpreter, if one is required. (You may request the services of an interpreter through the principal of your child's school.)

### **Who may request that others attend?**

Either you or the principal of your child's school may make a request for the attendance of others at the IPRC meeting.

### **What information will parents receive about the IPRC meeting?**

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

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.

### **What if parents are unable to make the scheduled meeting?**

If you are unable to make the scheduled meeting, you may;

- Contact the school 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's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

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

- The chair introduces everyone and explains the purpose of the meeting.
- The IPRC will review all available information about your child. They will:
  - Consider an educational assessment of your child;
  - Consider, subject to the provisions of the Health Care Consent Act, 1986, 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;
  - Interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and
  - Consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.
- The committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older.
- You are encouraged to ask questions and join in the discussion.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

### **What will the IPRC consider in making its placement decision?**

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will meet your child's needs, and be consistent with your preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education support. If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

### **What will the written statement of decision include?**

The IPRC's written statement of decision will state:

- Whether the IPRC has identified your child as exceptional;
- Where the IPRC has identified your child as exceptional;

- The categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education and Training;
- The IPRC’s description of your child’s strengths and needs;
- The IPRC’s placement decision; and
- The IPRC’s recommendations regarding a special education program and special education support;
- Where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.

**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. The statement of decision may be signed at the IPRC meeting or taken home and returned.
- If the IPRC has identified your child as an exceptional pupil and you **have agreed** with the IPRC identification and placement decision, the board will promptly notify the principal of the school at which the special education program is to be provided, of the need to develop an Individual Education Plan (IEP) for your child.

**Once a child has been placed in a special education program, can the placement be reviewed?**

- A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review.
- You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.

**What does a review IPRC consider and decide?**

- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

**What can parents do if they disagree with the IPRC decision?**

- If you **do not agree** with either the identification or placement decision made by the IPRC, you may;
  - Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
  - Within 30 days of receipt of the decision, file a notice of appeal with the Director of Education and Secretary to the Board, Sudbury Catholic District School Board, 165A D’Youville Street, Sudbury, Ontario, P3C 5E7.
- If you **do not agree** with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.

If you do not consent to the IPRC decision but you do not appeal it, the board will instruct the principal to implement the IPRC decision.

### **How do I appeal an IPRC decision?**

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to the Director of Education and Secretary to the Board, Sudbury Catholic District School Board, 165A D'Youville Street, Sudbury, Ontario, P3C 5E7. The notice of appeal must:

- Indicate the decision with which you disagree; and
- Include a statement that sets out your reasons for disagreeing.

### **What happens in the appeal process?**

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons who have no prior knowledge of the matter under appeal, one of whom is to be selected by you, the parent.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board provide written consent to a later date.)
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendations within 3 days of the meeting ending. It may:
  - Agree with the IPRC and recommend that the decision be implemented; or
  - Disagree with the IPRC and make a recommendation to the board about your child's identification, placement, or both.
- The appeal board will report its recommendations in writing, to you and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).
- You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Educational Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

### **What special education programs and supports are provided by the board?**

The Sudbury Catholic District School Board attempts to provide maximum growth and development opportunities of every pupil including those identified as exceptional.

The Learning Support Services Department is organized and operates to assist the community school in this challenging task. A team which includes academic consultants, psychometrists, attendance

counsellor, speech language pathologist and communication disorder assistants provide specialized assistance to pupils and teachers. This team of professionals works in close cooperation with the community school, parents, public health personnel, superintendents and all pertinent community agencies to address the particular needs of exceptional pupils.

Every school has a Special Education Resource Teacher and/or Learning Support Teacher who assist(s) in providing special education support to exceptional pupils at their home schools and in their regular classrooms. Specialist Teachers, including a Teacher of the Visually Impaired, provide additional specialized support to exceptional students in all schools.

Pupils with more complex needs, who require modified or alternative programming, may be placed in a specialized classroom. These special classes are located in various community schools throughout our school system.

In cooperation with the Rainbow District School Board and Health Sciences North, the Sudbury Catholic District School Board provides specialized programs and services for pupils with severe physical disabilities at the Health Sciences North’s Children’s Treatment Centre.

**What organizations are available to assist parents?**

Many parents organizations are available both locally and provincially to provide information and support to parents of exceptional children. Some of these organizations are listed below.

<p><b>ADD/HD PARENT SUPPORT GROUP</b> Centre for ADHD Awareness Canada 574 Loach’s Road Sudbury, Ontario P3E 2R1 705-523-4747</p>	<p><b>AUTISM SOCIETY OF ONTARIO (Child and Community Resources)</b> 662 Falconbridge Road Sudbury, Ontario P3A 4S4 705-222-5000 Ext. 2685</p>	<p><b>CANADIAN DIABETES ASSOCIATION</b> (Sudbury and District B) 2141 Lasalle Blvd Sudbury, Ontario P3A 2A3 705-670-1993</p>
<p><b>CANADIAN HEARING SOCIETY (Sudbury)</b> 1233 Paris Street Sudbury, Ontario P3E 3B6 705-522-1020</p>	<p><b>CANADIAN MENTAL HEALTH ASSOCIATION</b> 111 Elm Street Sudbury, Ontario P3C 1T3 705-645-7252</p>	<p><b>THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND</b> 303 York Street Sudbury, Ontario P3E 2A5 705-675-2468</p>
<p><b>CITY OF GREATER SUDBURY DEVELOPMENTAL SERVICES</b> 245 Mountain Street Sudbury, Ontario P3B 2T8 705-674-1451 Ext. 236</p>	<p><b>COMMUNITY LIVING GREATER SUDBURY</b> 303 York Street Sudbury, Ontario P3E 2A5 705-671-7181</p>	<p><b>DOWN SYNDROME ASSOCIATION OF SUDBURY</b> 705-522-8763</p>

<p><b>EPILEPSY SUDBURY – MANITOULIN</b>  303 York Street  Sudbury, Ontario  P3B 245  705-688-0188</p>	<p><b>LEARNING DISABILITIES ASSOCIATION OF SUDBURY</b>  P.O. Box 21038  1935 Paris Street, Plaza 69  Sudbury, Ontario  705-522-0100</p>	<p><b>PARENTS ASSOCIATION FOR THE PHYSICALLY CHALLENGED</b>  1204 St. Jerome Street  Sudbury, Ontario  P3A 2V9  705-523-7337</p>
<p><b>SUDBURY REGIONAL COUNCIL OF CATHOLIC SCHOOLS ASSOCIATION</b>  Sudbury District Catholic School Board  165A D’Youville Street  Sudbury, Ontario  P3C 5E7  705-673-5620</p>	<p><b>TOURETTE SYNDROME FOUNDATION OF CANADA</b>  705-523-2242</p>	<p><b>ONTARIO HUMAN RIGHTS COMMISSION</b>  <a href="http://www.ohrc.on.ca">www.ohrc.on.ca</a>  7-800-387-9080</p>
<p><b>MANITOULIN-SUDBURY COMMUNITY CARE ACCESS CENTRE</b>  40 Elm Street, Unit 41-C  Sudbury, Ontario  P3C 1S8  705-522-3461</p>	<p><b>CHILD AND COMMUNITY RESOURCES</b>  662 Falconbridge Road  Sudbury, Ontario  P3A 4S4  705-525-0055</p>	<p><b>CANADIAN CANCER SOCIETY</b>  1780 Regent Street  Sudbury, Ontario  P3E 3Z8  705-670-1234</p>
<p><b>SUDBURY DISTRICT HEALTH UNIT CLINICAL SERVICES</b>  1300 Paris Street  Sudbury, Ontario  P3E 3A3  705-522-9200</p>	<p><b>CHILDREN’S COMMUNITY NETWORK</b>  319 Lasalle Blvd.  Sudbury, Ontario  P3A 1W7  705-566-3416</p>	<p><b>SUDBURY SOCIAL PLANNING COUNCIL</b>  30 St. Anne Road  Sudbury, Ontario  P3C 5E1  705-675-3894</p>
<p><b>N’SWAKOMOK NATIVE FRIENDSHIP CENTRE</b>  705-674-2128</p>	<p><b>BETTER BEGINNINGS BETTER FUTURES</b>  705-671-1941</p>	

## What are the ministry's provincial and demonstration schools?

The ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

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### School for the blind and deaf-blind

### W. Ross MacDonald School

350 Brant Avenue  
Brantford Ontario, N3T 3J9  
Phone: 519-759-0730

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### Demonstration schools for English-speaking Students with severe learning disabilities Including learning disabilities associated with ADHD

### Amethyst School

1090 Highbury Avenue  
London, Ontario, N5Y 4V9  
Phone: 519-453-4400

### Sagonaska School

350 Dundas Street South  
Milton, Ontario, K8P 1B2  
Phone: 613-967-2830

### Trillium School

347 Ontario Street South  
Milton, Ontario, L9T 3X9  
Phone: 905-878-2851

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### Schools for the deaf

### Ernest C. Drury School

255 Ontario Street South  
Milton, Ontario, L9T 2M5  
Phone: 905-878-2851, TTY: 905-878-7195

### Robarts School

1090 Highbury Avenue, P.O Box 7360 Station E  
London, Ontario, N5Y 4V9  
Phone/TTY: 519-453-4400

### Sir James Whitney School

350 Dundas Street West  
Belleville, Ontario, K8P 1B2  
Phone/TTY: 613-967-2823

### W. Ross MacDonald School

350 Brant Avenue  
Brantford, Ontario, N3T 3J9  
Phone: 519-759-0730

**Where can parents obtain additional information?**

Additional information can be obtained from the Sudbury Catholic District School Board website  
[www.scdsb.edu.on.ca](http://www.scdsb.edu.on.ca)  
 and

**Superintendent of School Effectiveness**

Sudbury Catholic District School Board  
 165A D'Youville Street  
 Sudbury, Ontario, P3C 5E7  
 Phone: 705-673-5620 Ext. 300

**Learning Support Services**

**Special Education Consultants**

Sudbury Catholic District School Board  
 165A D'Youville Street  
 Sudbury, Ontario, P3C 5E7  
 Phone: 705-673-5620 Ext. 204 or Ext. 230

<p><b>St. Anne School</b>                  4500 St. Michel Street                  Hanmer, Ontario                  P3P 1M8                  Phone: 705-969-2101</p>	<p><b>St. Benedict Elementary and St. Benedict Catholic Secondary School</b>                  2993 Algonquin Road                  Sudbury, Ontario                  P3E 4X5                  Phone: 705-523-9235</p>	<p><b>Bishop Alexander Carter Secondary School</b>                  539 Francis Street                  Hanmer, Ontario                  P3P 1E6                  Phone: 705-969-2212</p>	<p><b>St. Charles College</b>                  1940 Hawthorn Drive                  Sudbury, Ontario                  P3A 1M8                  Phone: 705-566-9605</p>
<p><b>St. Charles School</b>                  26 Charlotte Street                  Chelmsford, Ontario                  P0M 1L0                  Phone: 705-855-4955</p>	<p><b>St. David School</b>                  350 Jean Street                  Sudbury, Ontario                  P3C 2S8                  Phone: 705-674-4096</p>	<p><b>St. Francis School</b>                  691 Lilac Street                  Sudbury, Ontario                  P3E 4E2                  Phone: 705-674-0701</p>	<p><b>Holy Cross</b>                  2997 Algonquin Road                  Sudbury, Ontario                  P3E 4X5                  Phone: 705-586-3686</p>
<p><b>Holy Trinity</b>                  1945 Hawthorne Drive                  Sudbury, Ontario                  P3A 0C1                  Phone: 705-470-5123</p>	<p><b>Immaculate Conception School</b>                  1748 Pierre Street                  Val Caron, Ontario                  P3N 1C5                  Phone: 705-897-4483</p>	<p><b>St. James School</b>                  280 Anderson Drive                  Lively, Ontario                  P3Y 1M5                  Phone: 705-692-3974</p>	<p><b>St. John School</b>                  181 William Street                  Garson, Ontario                  P3L 1T7                  Phone: 705-693-2213</p>
<p><b>St. Joseph School</b>                  8 St. Paul Street                  Killarney, Ontario                  P0M 2A0                  Phone: 705-287-2712</p>	<p><b>St. Mark School</b>                  13 Church Street                  Markstay, Ontario                  P0M 2G0                  Phone: 705-853-4535</p>	<p><b>Marymount Elementary Academy and Marymount Academy</b>                  165 D'Youville Street                  Sudbury, Ontario                  P3C 5E7                  Phone: 705-674-4231</p>	<p><b>St. Paul School</b>                  1 Edward Street                  Conistion, Ontario                  P0M 1M0                  Phone: 705-694-4482</p>
<p><b>Pius XII School</b>                  44 Third Avenue                  Sudbury, Ontario                  P3B 3P8                  Phone: 705-566-6080</p>			



**SUDBURY CATHOLIC  
DISTRICT SCHOOL BOARD**

Supporting  
**Students with Special  
Education Needs  
In French as a Second  
Language**  
**A PARENT GUIDE**

# **AUTHOR TEAM**

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# **ACKNOWLEDGEMENTS & DISCLAIMER:**

This document is an adaptation and compilation of:

*Supporting Students With Special Education Needs*

*In French As A Second Language* created by the

Nipissing-Parry Sound Catholic District School Board in

which permission is granted to utilize for reference and to

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# INTRODUCTION

This guide has been developed as a way to help reassure parents that support is available so that all children can be successful in French as a Second Language (FSL) environments.

Parents who do not speak French may wonder how to support their children in their second language acquisition. A positive attitude can be the single most important factor in their success.

Ideas to promote French learning outside of the school environment:

- Watch French media with your child
- Listen to French music
- Explore the local area for French community places, groups, events, and bookstores
- Read with your child in any language
- Communicate positive messages about French to your child
- Talk to your child about what is happening in school
- Use online resources/apps to support your child's French development (See resources on page 8.)

# VISION

The vision for FSL in Ontario encompasses a heightened awareness of the value of learning French and extends beyond the development of French-language skills to include the broader advantages to be gained from learning more than one language. Making this vision a reality requires an ongoing commitment on the part of all stakeholders. Educators must be connected and supported through increased opportunities to participate in professional learning communities. School administrators must demonstrate knowledge, skills, and passion as leaders of their FSL programs. Schools and school boards must find ways of increasing student, parent, and community engagement and confidence in FSL programs. All stakeholders must continue to work together to provide more intensive support for FSL across the province.

*(Source: French As A Second Language Curriculum Grade 1-8 , 2013, page 6)*



As a parent, it is difficult to see your child struggle. Regardless of the subject or task, the initial instinct is to find a solution. As each child learns differently, there is no one solution. This is especially true for children with special education needs. Regardless of the program: Core, Extended or Immersion, there is a place for ALL students in FSL.

**MYTH:** My child will do better academically and feel better about themselves if they do not participate in French.

**FACT:** Students who leave FSL environments often experience a decrease in their level of confidence when they move to an English only classroom because they feel that they are not capable or that they have failed French. By contrast, students with special needs who stay in FSL programs have “increased motivation, self-esteem, and confidence”. (Arnett, 2013) Social benefits associated with the participation in FSL of students with special education needs include increased motivation, self-esteem, and confidence, which can be linked to being included with one’s peers (Arnett, 2013). Students with special education needs who receive appropriate supports in FSL programs also gain access to the numerous advantages available to all Canadians who have the confidence and ability to communicate in both official languages. These advantages include greater employment options and earning potential, enhanced problem-solving skills, greater creativity, and increased cognitive flexibility and ability to formulate concepts (Alberta Education, 2009).

This guide is based on the foundational belief stated in Learning for All, K-12, that “All students learn best when instruction, resources, and the learning environment are well suited to their particular strengths, interests, needs, and stage of readiness.” (p.8.) It is also important that “decisions about program participation, including participation in FSL programs, should be made on a case-by-case basis, taking into account the strengths, needs, and interests of the individual student.” (Including Students with Special Education Needs in French as a Second Language Program, p.3)

Navigating through the education system can seem overwhelming. Getting support as soon as a concern is recognized with respect to a child’s learning is important. Parents can help their child by:

- Being Involved
- Monitoring Progress
- Encouraging Self-Advocacy

# BENEFITS

## The Benefits of Learning French as a Second Language

Students with special education needs are a diverse group of learners. Many students in this group have no inherent difficulties with learning a second language, as their individual needs are not specifically related to receptive or productive language. In fact, some students in this group have a heightened capacity for many aspects of language learning. Even some students with learning difficulties that relate specifically to language learning can, with the provision of support, experience both academic and social benefits from participation in FSL programs.

**Source:** Including Students with Special Education Needs in French as a Second Language Programs, A guide for Ontario Schools. A Companion Resource to A Framework for FSL, K-12

## BEING INVOLVED

**MYTH:** French Immersion is only for academically advanced students.

**FACT:** According to the Ministry of Education, FSL programs are welcoming and inclusive of all students. French immersion programming can respond to a wide range of student needs and abilities.

Ultimately, it is up to parents to consider all pertinent information regarding which program is best suited to their child. When parents hear negative comments about French from their children, asking questions will help determine next steps:

A language-rich home prepares a child for, and supports, ongoing literacy development in any language.

Just a few suggestions:

- talk about words: words that sound funny, have more than one meaning, mean the same or are opposites, etc.;
- have fun with story-telling and make-believe play;
- use a lot of adjectives and adverbs, and encourage your child to use descriptors;
- ask open-ended questions (What's next? What if? What's happening? etc.);
- use starters that encourage conversation (I wonder..., Tell me about...);
- “think out loud” as you go about routine tasks;
- plan together, and then, after the activity or event, talk about what you've done;
- talk about feelings, and give your child words to help them describe how he or she feels.



**Talking with my child:**

**What should I talk to him/her about?**



**What do you find difficult about French class?**



**What things do you enjoy in French class?**



**What could your French teacher help you with?**



**How do you feel during French class?  
How is this different from other classes?**



**What do you like about school?**

**It is important to share this information with the French teacher, through a parent/teacher meeting, as you have a common goal of creating opportunities for success for your child. The teacher can provide additional information about your child's strengths, areas of need, and strategies to try.**

**In preparation for the meeting parents may wish to consider...**

**Questions:**

Write down any specific questions you would like to discuss.

**Bringing Your Child To The Meeting**

Depending on the age of the child and the goals of the meeting, this could be essential. Adult discussion may be necessary as well.

**Priorities**

Consider what the goals for your child might be and share them with the teachers and the principal. Valuing a bilingual education will set a positive tone to the meeting.

<p style="text-align: center;"><b>At the Meeting</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Be positive:</b> Everyone who is participating in the meeting is there to support your child.</li> <li><input type="checkbox"/> <b>Be open:</b> Make the teacher aware of any circumstances at home that may be affecting your child's performance at school.</li> <li><input type="checkbox"/> <b>Be honest:</b> Express your concerns about your child's struggles.</li> <li><input type="checkbox"/> <b>Be specific:</b> Provide speaking points.</li> <li><input type="checkbox"/> <b>Ask about strategies for home and school:</b> Leave this meeting with clear and realistic next steps on what strategies the teacher will implement and what you can try at home.</li> <li><input type="checkbox"/> <b>Determine next steps:</b> Establish a follow-up plan for ongoing communication.</li> </ul>
--	---

**After the meeting:**

**Be patient:** New strategies take time to take effect.

**Be positive:** Attitude towards the French program can affect your child's willingness to try.

**Have confidence:** The French teacher wants your child to achieve success in French.

**Follow through:** Take time to try the strategies suggested.

**Communicate:** Keep open communication with the French teacher, and share any changes you may notice.

# MONITORING YOUR CHILD'S PROGRESS

**MYTH:** A child with special education needs would perform better without French programming.

**FACT:** Research does not support better performance in an English only environment. The document "Including Students with Special Education Needs in FSL Programs" provides a Review of Research (p.10-15). Learning a second language will support the development of the first language, regardless of what that first language is. Working in multiple languages actually helps language development.

Today's FSL classrooms are as diverse as those delivering other programs. Many experts such as Fred Genesee believe there is no reason to exclude students who are struggling from FSL programs.

A student's ability to succeed in a French immersion program depends upon many factors, including motivation, support and environmental factors. If appropriate supports are in place, students with a variety of special education needs can succeed in the program. Students with language or reading difficulties or a learning disability can often thrive in a FSL classroom.



**If a child is still struggling despite their Individual Education Plan (IEP), it does not mean the child should be removed from French. It means that a review of the IEP is necessary, and can be done with the school team.**

**If a child continues to struggle in FSL, and the parent and the French teacher both feel that additional support is necessary, it is important to engage the school team.**

**It is important that parents continue to monitor their child's progress in cooperation with the French teacher.**

**Maintain communication:**

Throughout the school year and from one year to the next.

**Share:**

Share any new or additional strategies used.

**Celebrate success:**

Talk to your child about their successes in French class.

**Request outside agencies:**

Ask for any outside agency support that might be available in the community. Advise the school of any outside agency involvement.

**Support the French program:**

Continue to demonstrate the value of learning a second language.

## ENCOURAGING ADVOCACY

**MYTH:** Students with learning challenges will be more successful in English-only schools than in French immersion schools.

**FACT:** The claim that struggling students are at greater risk by remaining in French immersion programs has never been substantiated by research (Dr. Fred Genesee, 2012).

**An IEP supports a child's learning throughout their learning career. As such, it needs to change as the child's needs change.**

If a parent finds that the current content in the IEP is not responsive to their child's needs, then it is important to discuss this with the French teacher and the Special Education teacher to review the goals. It is essential that both the parent and the child mention their concerns or needs to the French teacher.

**All children can ask for accommodations/help to support their learning.**

**Some of these supports can include but are not limited to: preferential seating, use of technology, additional time for assignments/tests, etc.**

**It is important to discuss possible accommodations when planning the child's IEP with the school team.**



# ENCOURAGING ADVOCACY (CONT.)

**As students get older, they are encouraged to take greater ownership for their learning. As a child gains more learning experience, they will become more aware of their strengths and areas of need.**

**Taking ownership can be done in a variety of ways and with various supports.**

**These may include:**



### **Supporting Independence:**

Your child can speak to the teacher about their day-to-day needs as well as which learning strategies work.

### **Goal-setting:**

Your child can set personal, short-term goals for french.

### **Maintaining communication:**

Throughout the school year and from one year to the next, your child can share any additional strategies that are working at home.

### **Supporting the French Program:**

Your child can become familiar with the various resources available in class. Or, when permissible, your child may wish to use his/her own personal technological devices to assist his/her learning.

### **Checking for Accommodations and Modifications:**

Ensure that French is included on your child's IEP. Your child should be made aware of the learning expectations outlined on the IEP.

### **Expressing Abilities:**

As your child develops strategies to meet with success, he/she may be presented with a task in which he/she does not require additional supports. It is advantageous for your child to express his/her ability to meet the grade level expectations.

**MYTH:** A student with a language learning difficulty cannot learn French.

**FACT:** Students with language based learning difficulties can achieve at the same level as similar peers in the English mainstream program. Including Students with Special Education Needs in French as a Second Language Programs states that "Learning another language helps children to become more aware of their own. This awareness can lead to improvements in literacy across the curriculum." (Languages without Limits" website, at [www.languageswithoutlimits.co.uk/why.html](http://www.languageswithoutlimits.co.uk/why.html))

## CONCLUSION



**All students who participate in FSL, including those with special education needs benefit from the advantages and skill development associated with second language acquisition. “FSL is a valuable component of every child’s education” (Ontario, 2013a, p.38). Parents are the best advocate throughout a child’s education, even after the children are able to self-advocate. In that role, parents can work together with the child’s educators in order to provide an advantageous learning environment for the child.**

“Learning another language helps children to become more aware of their own. This awareness can lead to improvements in literacy across the curriculum.”

“Languages without Limits” website, at [www.languageswithoutlimits.co.uk/why.html](http://www.languageswithoutlimits.co.uk/why.html)



## RESOURCES

Ontario Ministry of Education. (2013)  
Supporting Your Child's Success In French Immersion and Extended French,  
Kindergarten to Grade 8. Toronto, ON: author.

Canadian Parents for French – Ontario Branch: [on.cpf.ca](http://on.cpf.ca)

Canadian Parents for French: [cpf.ca](http://cpf.ca)

Rainbow Schools. La Boîte à Outils: A Toolbox for Parents of students in  
French Immersion and Core French. Retrieved from:  
[http://www.rainbowschools.ca/programs/French/support/FI\\_toolGuide.pdf](http://www.rainbowschools.ca/programs/French/support/FI_toolGuide.pdf)

Alberta Learning. (2002). Yes, You Can Help. Retrieved from:  
<https://education.alberta.ca/media/3091402/yesyoucanhelp.pdf>

## REFERENCES

**For additional information corresponding to any of the information found in this booklet, you can review the following research:**

Arnett, K. (2013a). The Genesis and Perpetuation of Exemptions and Transfers from French Second Language Programs for Students with Diverse Learning Needs: A Preliminary Examination and their Link to Inclusion. In K. Arnett & C. Mady (Eds). *Minority Populations in Canada Second Language Education* (pp. 103-117). Bristol, UK: Multilingual Matters.

Arnett, K. (2013b). French Second Language Exemptions: Should Students with Learning Disabilities Be Excused From French Class? *Education Canada*, 53 (2). Retrieved from: <http://www.cea-ace.ca/fr/education-canada/article/french-second-language-exemptions>

Bourgouin, R. (2011). Immersion and At-Risk Learners: What Does the Research Say? *Journal de l'immersion*, 33(3), 27-30.

Bourgouin, R. (2012). Myths, Policies and Research: The Case of a New Brunswick Grade 3 French Immersion Entry Point. In *Proceedings of the Canadian Parents for French Roundtable on Academically Challenged Students in French Second Language Programs* (pp. 34-38). Ottawa, ON: Canadian Parents for French.

Genesee, F. (2004). What Do We Know About Bilingual Education For Majority Language Students. In T.K. Bhatia & W. Ritchie (Eds), *Handbook of Bilingualism and Multiculturalism*, 547-576. Malden, MA: Blackwell.

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Ontario Ministry of Education. (2013a). *A Framework for FSL in Ontario Schools*. Toronto: Author.

Ontario Ministry of Education. (2013b). *Learning For All: A Guide To Effective Assessment and Instruction For All Students, Kindergarten to Grade 12*. Toronto: Author.

Ontario Ministry of Education. (2015). *Including Students with Special Education Needs in French as a Second Language Programs*. Toronto: Author.

Turnbull, M., Lapkin, S., & Hart, D. (2001). Grade 3 Immersion Students' Performance in Literacy and Mathematics: Province-Wide Results from Ontario (1998-99). *The Canadian Modern Language Reviews*, 58, 9-26.

# GLOSSARY

## Individual Education Plan (IEP)

- A written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs – that is, the strengths and needs that affect the student's ability to learn and to demonstrate learning.
- A record of the particular accommodation needed to help the student achieve his or her learning expectations, given the student's identified learning strengths and needs;
- A working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, as outlined in the Ministry of education's curriculum policy documents;
- A working document that identifies alternative expectations, if required, in program areas not represented in the Ontario curriculum;
- A record for the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement of modified and/or alternative expectations;
- An accountability tool for the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum. (Ontario, 2004, p.6)

## Accommodations:

The term accommodations is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade. (Ontario, 2004, p. 25)

## Modifications:

Modifications are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations. (Ontario, 2004, p. 25)





# Sudbury's Mental Health Resources



Sudbury  
Catholic  
Schools



## Sudbury Mental Health Resources

### **Children's Community Network [CCN]**

705-566-3416

<http://www.ccnsudbury.on.ca>

Central access agency for Child and Family Centre, Addictions Services at North Bay Regional Health Centre, and Child and Adolescent psychiatry at Health Sciences North. Completes an intake with the young person and family to identify needs and makes referrals to the most appropriate services and supports available.

### **Child and Family Centre [CFC]**

705-525-1008

<http://www.childandfamilycentre.on.ca/home.html>

Referrals through CCN. No cost for service.

**Child and Family Intervention:** Mental health treatment programming, which may include therapy for the child/adolescent and their family or group therapy. Follow-up is also available

**Day Treatment:** Provides children with mental health problems, between the ages of 4 and 18 who meet the criteria for admission to a Section 23, as described in the Education Act, a school based therapeutic intervention.

**Early Years Mental Health 0-6:** Intensive and flexible mental health intervention/treatment services for children aged 0-6, including individual child therapy, family intervention or group based treatment addressing child development and parenting skills development.

**Family Intervention and Support Program:** Initiated through the Children's Aid Society protection service streams, where a child is at risk and the child's behaviours, coupled with the parents' care giving skills or response to the child, have created a crisis within the family unit. As a result, there are mental, emotional, health or behavioural issues that require protection intervention.

**Intensive Child and Family Intervention [ICFI]:** To provide children, up to 12 years, with severely maladaptive behaviors with intensive, flexible mental health treatment services in their home, schools, and/or communities through Child and Youth Workers working on goals identified by a Clinician.

**Intensive Support and Supervision Program (ISSP):** The Intensive Support and Supervision Program brings together workers from the children's mental health, youth justice and developmental sectors to address some of the underlying causes of youth crime, and offer alternatives to custody and supervision, and community team treatment.

**Psychology/Developmental Program:** Psychological assessment and clinical for children and their families, including diagnostic behavioural/mental health needs (i.e. global developmental disability); psychological assessment for behavioural/mental health needs; clinical assessments/consultations for behavioural/mental health needs.

**School Preservation Program:** Assists students with behavioral, emotional and social problems, with the goal of increasing their school performance. Treatment plans are prepared by the assigned Clinician and provide the basis for interventions at school.

### **Family Enrichment Centre**

705-670-0606

<http://www.familyenrichmentcentre.ca/>

Fees for most services, based on income level of client.

Individual and family counselling and psychological services for children, youth, and families, and group programs for youth, including the following:

**Anger Management Workshop:** Teaches how to recognize anger symptoms in order to develop new strategies for coping.

**"Stress Busters":** A group program which assists youth, ages 14-18, in understanding stress and how to manage and cope with its effects.

### **Sudbury Counselling Centre/Sudbury Family Service**

705-524-9629

<http://www.counsellingccs.com/en/>

Counselling for individuals, couples, families and teens. Fees based on income. EAP services also available. Specialty programs, including the following:

**Child Witness Program:** support services and impartial court preparation for children and youths, 17 years of age and under, involved in the criminal justice system as victims and/or as witnesses.

**Children Exposed to Violence:** provides children with the opportunity to process and to understand the abuse, power and control they were exposed to. It also provides support to the mothers so that they can best understand their children's perspective and in turn be supportive to them as they progress through the program.

### **The John Howard Society of Canada**

705-673-9576

<http://www.johnhowardsudbury.com>

One-on-one counselling and group anger management programming.

### **Better Beginnings Better Futures**

705-671-1941

<http://www.betterbeginningssudbury.ca/>

**After School Programs:** Operate five days a week for children who are between four and thirteen years of age. These programs allow children to participate in a wide variety of structured activities.

**Baby's Breath:** Provides support to pregnant and parenting teenagers by sharing experiences, offering nutritional support, providing a social environment, and prenatal and parenting education while increasing knowledge of fetal/child growth and development.

### **Triple P Positive Parenting Program**

705-566-3416

<https://triplep.mysudbury.ca/index.php/en/>

Provides easy to use tips and new ideas that will help parents build confidence and new skills. Through seminars, phone support, one-on-one consultations, and parenting groups.

### **Shkagamik-Kwe Health Centre**

705-675-1596

<http://www.skhc.ca/>

**Mental Health Program:** Individual intervention that uses techniques and strategies that incorporate western and traditional promising practices to assist a person in improving their mental health and their overall sense of well-being. Child and Youth programming is available.

**Healthy Choices Program:** Offers services to Aboriginal families affected by Fetal Alcohol Spectrum Disorder (FASD) in both individual and group formats.

### **Kids Help Phone**

1-800-668-6868

<http://org.kidshelpphone.ca/en>

Offers a connection to a professional counsellor for kids, teens and young adults 24 hours a day, 365 day a year by telephone or internet. From trouble with homework to dealing with loss and grief to thoughts of suicide, kids can talk to Kids Help Phone about anything and be connected to a service right in their community.

### **Sudbury Action Centre for Youth [SACY]**

705-673-4396

<http://www.sacy.ca/index.php>

Youth Drop-in centre offering counselling and Support, assistance with housing, and referrals to community support.

### **Children's Aid Society**

705-566-3113

<http://www.casdsm.on.ca/default.aspx>

**Family Services:** Offers information, referrals to other community agencies, counselling, support and assistance to families and children. The CAS goal is to assist parents solve problems and eliminate the risk of harm to their children.

### **Foyer Notre Dame House**

705-675-6422

<http://www.jeunesdelarue.ca/mission-e.html>

**Emergency Shelter:** To provide safe and short-term housing, basic necessities, supportive counselling and a referral service which will encourage youth between 16-19 years of age to return home, remain in school and rebuild their lives.

**Outreach:** The Community Outreach Program provides outreach services to men, women and youth who are homeless, or who are at risk of becoming homeless, which include referral to community resources, suicide intervention, immediate first aid, health support, and transportation to essential services such as emergency care, crisis prevention and intervention.

### **Canadian Mental Health Association Sudbury-Manitoulin Branch**

705-675-7252

<http://www.ontario.cmha.ca/>

#### **Information and Referral:**

Information and referral provides individuals with brief service, supportive counselling, family support and telephone referrals to community services for individuals with diagnosed mental illness.

**TAMI (Talking About Mental Illness):** An educational awareness program for high schools that has proven to be effective in bringing about positive change in young people's knowledge about mental illness and in reducing the stigma that surrounds mental illness. The students also have the opportunity to hear the stories from members of the community who are living with a mental illness. The program also informs students about mental health services available in the community.

**Warm Line:** A pre-crisis telephone support line for consumers, their family and friends to talk about issues before they become a crisis. Available Monday and Friday, from 6:00 to 10:00 p.m. Call locally: (705) 671-9276 (WARM) Call toll free: 1-866-856-9276 (WARM)

**Youth Mental Health Court Program:** Supports transitional youth, ages 16 and 17, who have a mental illness, addiction or developmental disorder and have been involved in the Criminal Justice System.

### **Crisis Intervention**

705-675-4760

**Children's Mobile Crisis Program:** The Children Mobile Crisis Program (CMCP) is a partnership between Health Sciences North [HSN] and the Child and Family Centre (CFC) and provides face-to-face assessment and brief intervention with children/youth experiencing crisis. CFC's response time for a face-to-face contact can be 2 hrs, 24 hrs, 3 days or 7 days. CFC

Clinicians work with the child/youth and the parents to reduce the risk factors and stabilize the situation from 8:30 am to 4:30 pm on weekdays.

**Crisis Intervention Program:** The Crisis Intervention Program is located at Health Sciences North Mental Health and Addictions Program -27 Cedar St., Sudbury. It provides 24/7 assessment and brief intervention services to individuals living with mental illness as well as those experiencing distressing feelings, thoughts or relationship problems.

### **Health Sciences North –Mental Health and Addictions**

<http://www.hsnsudbury.ca/portalen/Home/tabid/36/Default.aspx>

705-523-4988

**Counselling and Treatment Team:** Provides counselling, psycho-education, and individual and group psychotherapy services for persons 16 years of age and older who evidence symptoms of a psychiatric disorder.

**Early Psychosis Intervention Program:** Provides assessment and treatment services to individuals 16 to 35 years old experiencing a first episode of psychosis.

**Eating Disorders Program:** Outpatient assessment and treatment program offered to children, adolescents, and adults (along with their families) suffering from anorexia nervosa, bulimia, binge eating disorder and mixed syndromes.

**Outpatient Addictions and Gambling Services:** Offers a wide range of community programs designed to provide help for individuals experiencing difficulties with substance use and/or gambling problems. Serving children, adolescents, their families and significant others.

**Perinatal Mental Health Program:** Designed to provide a supportive and caring atmosphere for mothers and families experiencing mental illness in the perinatal period to help them recover and make the most out of their lives.

### **Health Sciences North -Withdrawal Management Services**

705-671-7167

The service offers detoxification beds for males and females 16 years of age and older, who are under the influence of/ or who are in withdrawal from alcohol/drugs. The service is located at 336 Pine Street.

**Safe Bed Program:** Provides a short stay (7 to 10 days) residential program for individuals over 16 who are in crisis. The service is located at 336 Pine Street.

### **Health Sciences North –Violence Intervention Prevention Program**

705-675-4743

Provides counselling, information and referrals, public education and advocacy, and a 24 hour crisis line to children, youth, and adults who are survivors of sexual assault and/or domestic violence.

### **Divorce Care for Kids**

705-522-4523

<http://www.gtsudbury.ca/>

Divorce Care is a program of healing from divorce for adults and children. Offered through Glad Tidings Church.

**The Regional Warm Line**

1-866-856-9276

This program offers peer assistance through pre-crisis telephone support to callers with mental health concerns. The phone lines are available 7 days a week, from 6:00 pm - 10:00pm.

# FINDS

Families In Need-Directory of Services  
For Children With Special Needs



**Children's Community  
Network Sudbury**

Children's Community Network \* 705-566-3416\*319 Lasalle Blvd, Unit 2\*  
Sudbury\* ON\* P3A 1W7

# FINDS

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## Introduction

The FINDS Directory was originally developed by the Children's Treatment Centre to meet the needs of families and professionals in our community. It will hopefully provide you with good information about services that you can access when you need them. You can also contact the Children's Community Network if you have questions about services for children.

There is a similar directory for youth with a physical and/or developmental disability who are transitioning to adult services. It's called "Transition: The Journey Towards Adult Services".

A special thanks to Brenda Finnila for her help in updating the directory, the agencies that assisted in its development and also to the parents who inspired it.

*Joanne Tramontini, MSW, RSW*

Manager

Children's Community Network

Tel: 705-566-3416 ext. 2547

[jtramontini@cnsudbury.on.ca](mailto:jtramontini@cnsudbury.on.ca)

# COMMUNITY AND HEALTH PROGRAMS

## Best Start Hubs

Call 3-1-1 for locations and schedules <a href="http://www.sudburybeststart.ca">www.sudburybeststart.ca</a>	Various locations
The Best Start Network is a partnership of education, early learning, health and social services serving children and families in Greater Sudbury. The Best Start Network promotes healthy child development by supporting families and children through a responsive, flexible, comprehensive and seamless system. The goals are for children to be ready for school, for children to achieve their full potential, inclusive and supportive communities and stable families. Some services include drop-in play groups, parent workshops, family activities, information on healthy development.	

## Better Beginnings Better Futures

Tel: 705-671-1941 <a href="http://www.betterbeginningssudbury.ca/">http://www.betterbeginningssudbury.ca/</a>	450 Morin Avenue Sudbury, ON P3C 5H6
Better Beginnings Better Futures is a prevention program for high-risk communities. The Sudbury Better Beginnings Better Futures holistic model provides child-centered activities in the context of community development and a model of decision-making that emphasizes self management by people actively working in a program. We offer support and advocacy based on need for parents of small children. Participants can access a number of programs such as Babies Breath under 18 mths, Community Dinners, English, Francophone and Aboriginal Hubs along with a Community Closet where free clothing, household goods, linens and footwear are available and distributed twice a week.	

## Canadian Hearing Society

TTY: 1-877 817-8205 Voice: 705-522-1020 <a href="http://www.chs.ca">www.chs.ca</a>	1233 Paris St. Sudbury, ON P3E 3B6
The Canadian Hearing Society is the leading provider of services, products, and information that: remove barriers to communication, advance hearing health and promotes equity for people who are culturally deaf, oral deaf, deafened and hard of hearing.	

## Centre Jules-Leger

Tel: 705-564-0149 <a href="http://www.centrejulesleger.com">www.centrejulesleger.com</a> Email: <a href="mailto:paulette.bedard@ontario.ca">paulette.bedard@ontario.ca</a>	Bureau à Sudbury: Point de Service Contact: Paulette Bedard 199 Larch St, Suite 1001, 10th Floor Sudbury ON P3E 5P9
<p>Located in Ottawa, Centre Jules-Léger has 2 consultants in the Sudbury area who travel to schools to assess the needs of the student. Centre Jules-Leger support French language school board staff by providing specialized programs and services for their students with severe learning disabilities, or those who are deaf, hard of hearing, blind or low vision or who are deafblind. Centre Jules-Léger consultants support school boards by offering training and delivery of professional development programs and transition services. The Deaf pre-school program provides service to parents of deaf or hard of hearing infants who will eventually be enrolled in a French language school board.</p>	

## Child & Community Resources

Tel: 705-525-0055 Toll Free: 1-877-996-1599 <a href="http://www.ccrconnect.ca">www.ccrconnect.ca</a>	662 Falconbridge Road Sudbury, ON P3A 4S4
<p>Child &amp; Community Resources (CCR) is a charitable organization that provides a broad continuum of services ranging from universal community services accessible to all children, to services for children and youth with Autism Spectrum Disorder (ASD), and/or complex medical and developmental needs. Services include:</p> <p><b>Family and Community Supports</b>          Best Start Hubs, Support for Early Learning and Child Care Services          Autism Spectrum Disorder School Support Program (ASD-SSP), Respite Services</p> <p><b>Services for Children and Youth with ASD          (accessed through Children's Community Network)</b></p> <p>Diagnostic &amp; Assessment Services</p> <p>Skill Building Services</p> <ul style="list-style-type: none"> <li>ABA Workshops for Parents</li> <li>ABA Workshops for Professionals</li> <li>ASD Awareness Presentations</li> <li>Brief Behavioural Consultation</li> <li>Social Skills and Enhancing Independent Behaviour Groups</li> <li>Transition Services</li> </ul> <p>Specialized Services</p> <ul style="list-style-type: none"> <li>Behaviour Consultation</li> <li>Behaviour Assessment</li> <li>Behaviour Treatment</li> </ul> <p>Intensive Services</p> <ul style="list-style-type: none"> <li>Intensive Behaviour Intervention (IBI)</li> <li>Therapeutic Residential Program (ASD/Non-ASD)</li> </ul>	

## Child and Family Centre

Tel: 705-525-1008

Toll Free: 1-800-815-7126

<http://www.childandfamilycentre.on.ca>

319, boulevard Lasalle Boulevard

Unit/unité 4

Sudbury, ON P3A 1W7

Accredited children's mental health agency providing mental health services to children and youth.

We recognize that every situation is unique and all of our programs and services are designed to respond to the expectations of our clients while respecting their culture and language. Our counselling staff work directly with children and families, encouraging their active participation in making decisions about the services they will receive.

Services are offered in English, French, Native cultural context and other languages are provided with the support of interpreters.

We offer services in Sudbury, Espanola, Little Current and Chapleau.

### Child and Family Centre Continued

- **Day Treatment Program** To provide children with mental health problems, who meet the criteria for admission to a Section 20, a school based therapeutic intervention. The goal of Day Treatment is the successful reintegration of the child into the regular school system.
- **Early Years Mental Health 0-6** Addresses mental health or emerging mental health problems in children, from birth to six years of age, and their caregivers, residing in the Districts of Sudbury and Manitoulin. Intensive and flexible mental health intervention/treatment services are provided in their homes, schools and communities.
- **Children's Mobile Crisis Program** For emergency crisis situations, clients are directed to **Health Sciences North** at the **127 Cedar Street** location. Clients may also call them at local number 705-675-4760, or for clients outside Greater Sudbury, the toll free number is 1-877-841-1101. The Children's Mobile Crisis Program is a partnership between the **Health Sciences North** and the Child and Family Centre. When community-based services are indicated, the Sudbury Mental Health Centre refers to CFC.
- **Child and Family Intervention** The purpose of the program is to process treatment planning within a multidisciplinary and case management approach. Child and Family Intervention is the core mental health treatment program, comprising the following steps: assessment, treatment planning, clinical interventions and follow-up.

This program is offered at all of our agency sites.

- **Family Intervention and Support Program** This program is in collaboration with the Children's Aid Society of the Districts of Sudbury Manitoulin. The purpose is to provide a coordinated, collaborative community response in those cases, initiated through the Children's Aid Society protection service streams, where a child is at risk and the child's behaviours, coupled with the parents' care giving skills or response to the child, have created a crisis within the family unit.

## Child and Family Centre Continued

- **Intensive Child and Family Intervention Program** Provides children, with severely maladaptive behaviors, with intensive, flexible mental health treatment services in their home, schools, and/or communities.
- **Outreach program** The purpose of this program is to teach children effective anger management skills, self-control and problem solving techniques and positive peer socialization skills; to teach parents effective child management skills by using SNAP; and to prevent the occurrence or reoccurrence of conduct problems.
- **Psychology/Developmental Services** CFC provides psychological assessment and clinical interventions for children and their families. These services include: diagnostic assessment of global developmental disability, psychological assessment for mental health problems; clinical consultations as well as behavioural/mental health interventions.
- **Supervised Access** The goal is to provide a safe, neutral and child focused setting for exchanges and/or visits between children and visiting parents or other family members and to decrease conflict and stress surrounding access to and/or exchange of children for separated/divorced families. Whether court ordered or voluntary, the participants make the initial contact with the Supervised Access Coordinator at 705-525-1008 ext. 2565.
- **School-Based Mental Health Program (SBMH)** The School-based Mental Health Program provides a coordinated, collaborative response in the school setting to youth whose mental health problems are impacting on their daily school activities and jeopardizing their academic success.
- **Triple P Positive Parenting Program (Triple P)** For every parent, whether you have a specific problem or are just looking for advice on common everyday issues. Provides easy to use tips and new ideas that will help you build confidence and new skills. Triple P of Sudbury and Manitoulin Districts is a partnership of children's health, education and social services providers working together to offer Sudbury and Manitoulin District families high quality parenting programs and individualized support and advice.

## Children's Aid Society

Tel: 705-566-3113

Toll Free 1-877-272-4334

[www.casdsm.on.ca](http://www.casdsm.on.ca)

319 Lasalle Boulevard, Unit 3

Sudbury, ON P3A 1W7

The Children's Aid Society of the Districts of Sudbury and Manitoulin is obligated and exclusively responsible for investigating where children are in need of protection from abuse and neglect, and for the adoption of crown wards. The Society must respond and provide services on a 24-hour basis, 365 days a year. Children's Aid Societies are designated and regulated under the *Child and Family Services Act* (CFSA).

Our children are precious and the most vulnerable citizens of our society. They deserve a life free of fear and violence. Each of us has a responsibility to protect them from abuse and harm by reporting suspected child abuse to a Children's Aid Society. The CFSA clarifies that the duty to report is a public and professional ongoing obligation that cannot be delegated to another person.

### Children's Aid Society Continued

Between the hours of 8:30 a.m. and 4:30 p.m. anyone reporting child protection concerns should contact (705) 566-3113 and ask to speak to an Intake Screener. Between the hours of 4:30 p.m. to 8:30 a.m. and 24 hours on the weekends, contact 705-566-3113 and press 0 to report child protection concerns. An operator will have an Emergency Child Protection Worker respond to your call.

### Children's Community Network (CCN)

Tel: 705-566-3416 Toll Free: 1-877-272-4336 <a href="http://www.ccsudbury.on.ca">www.ccsudbury.on.ca</a>	319 LaSalle Boulevard, Unit 2 Sudbury, ON P3A 1W7
<p>The Children's Community Network is the single point of access for children's services funded by the Ministry of Children and Youth Services in the Sudbury and Manitoulin Districts, including Espanola, Little Current and Chapleau. Services provided include:</p> <ul style="list-style-type: none"><li>• <b>Service Coordination</b> - for children with complex needs who require multiple services. We assist families in navigating services and systems. CCN provides information regarding support services, community programs, funding programs, recreational activities, and more for children with special needs.</li><li>• <b>Direct Funded Respite</b> - for families of children's with a developmental and/or physical disability in need of temporary relief from the physical and emotional demands involved in caring for a child with special needs.</li><li>• <b>RespiteServices.com</b> - CCN is the host agency for RespiteServices.com in the Sudbury and Manitoulin Districts. RespiteServices.com provides information about respite options in your area and includes The CHAP Program, which facilitates the connection between families and respite workers through its online database.</li><li>• <b>Alternative Dispute Resolution Program (ADR)</b> - CCN coordinates ADR in the Sudbury and Manitoulin Districts. Through this program, families work with a coordinator or mediator to create a plan for the child that is acceptable for the family and Child Protective Services.</li><li>• <b>Case Resolution</b> - CCN oversees the case resolution process for children whose needs are challenging the local system of children's services.</li><li>• <b>Transition Planning</b> - for youth with developmental disabilities. CCN has been chosen as the lead agency for transition planning for youth with developmental disabilities. Transition plans will be developed involving the youth and the people who are important in the young person's life.</li></ul>	

### CNIB

Tel: 705-675-2468 <a href="http://www.cnib.ca">www.cnib.ca</a>	303 York St. Sudbury, ON P3E 2A5
CNIB is a nationwide, community-based, registered charity committed to research, public education and vision health for all Canadians. CNIB provides the services and support necessary for people to enjoy a good quality of life while living with limited to no vision.	

## Health Sciences North/Horizon Santé-Nord

Tel: 705-523-7100 Toll Free: 1-866-469-0822 <a href="http://www.hsnsudbury.ca">www.hsnsudbury.ca</a>	Main Location: 41 Ramsey Lake Road Sudbury, ON P3E 5J1
The Health Sciences North provides a number of programs, services and clinics for children with health and developmental challenges. Services are listed below individually.	

### HSN - Children's Treatment Centre

Tel: 705-523-7337 <a href="http://www.childrenstreatment.com">www.childrenstreatment.com</a>	41 Ramsey Lake Road Sudbury, ON P3E 5J1
The Health Sciences North's Children's Treatment Centre (CTC) is a family-centred community-based rehabilitation facility providing comprehensive rehabilitation services (physiotherapy, occupational therapy, speech language therapy and social work, and other) including assessment, treatment, consultation and education as appropriate to children with motor, communication, and other impairments/disabilities. The CTC strives for the best quality of life and health for its clients by enhancing their self-esteem and facilitating their function, independence and community participation. The CTC offers services to children aged 0-19 years, and the Assistive Communication Clinic serves children and young adults up to age 21 years who have verbal and written communication challenges. For a complete listing of CTC services and programs please visit our website at <a href="http://www.childrenstreatment.com">www.childrenstreatment.com</a> or contact Jeff Sampson, Clinical Manager, at 705-523-7337 extension 1450.	

### HSN - Crisis Intervention Program

Tel: 705-675-4760 Toll Free: 1-877-841-1101(24 hour hotline-365 days/year) <a href="http://www.hsnsudbury.ca/portalen/ProgramsandServices/FamilyandChild/tabid/543/Default.aspx">http://www.hsnsudbury.ca/portalen/ProgramsandServices/FamilyandChild/tabid/543/Default.aspx</a>	127 Cedar St, Sudbury Office Hours: 8:30 a.m. to 10:00 p.m. (no appointment necessary) 7 days per week  Manitoulin Island 11 Meredith Street, Little Current Crisis Line: 705.368.0756 Office Hours: Monday to Friday 8:30 a.m. to 4:30 p.m. After hours phone support is provided by calling the Toll free: 1.877.841.1101 (24 hour hotline-365 days/year)
Crisis Services are free for people living or visiting in the Sudbury & Manitoulin Districts. We work with individuals of all ages and with your family and other supports if you agree to have them involved. We will help you find solutions to the issues you face and provide brief counselling and referral to other programs or agencies than can help you. Our Mobile Crisis Team can visit you in the community at a safe location (City of Greater Sudbury only). Call us to arrange an outreach visit. If immediate medical care is needed, there is a Crisis Nurse available in the Emergency Department of Health Sciences North 24h per day. We can meet you there. Please register with the Triage nurse in the Emergency Department to see the Crisis nurse.	

### **HSN - Diabetes Education and Care Program**

Tel: 705-671-6601 Fax: 705-671-5634 <a href="http://www.hsnsudbury.ca/portalen/diabetes/programmesoinsetd%c3%a9ducati%c3%a8te/tabid/942/default.aspx">http://www.hsnsudbury.ca/portalen/diabetes/programmesoinsetd%c3%a9ducati%c3%a8te/tabid/942/default.aspx</a>	Sudbury Outpatient Centre 865 Regent Street South Sudbury, ON P3E 3Y9
The Diabetes Education and Care Program has a specialized team available to help you and your family deal with the diagnosis of diabetes and teach you all the skills required to manage your child safely at home. They provide ongoing support from the time of diagnosis. Your diabetes team consists of a nurse, dietician, social worker and paediatrician. Some programs offered are: First Step Walking, Insulin Pump, Carbohydrate Counting for Beginners, and Taking Care of Your Feet.	

### **HSN - Genetic Counselling Services**

Tel: 705-675-4786 Fax: 705-523-7178	Sudbury Outpatient Centre 865 Regent Street South Sudbury, ON P3E 3Y9
Genetic counselling gives you current information and guidance about growth, developmental, learning and health problems that have a genetic cause. This can help you to understand and deal with the diagnosis of a genetic condition. Families learn about the diagnosis and what it means for the family members. Specialties include adult genetics, cancer genetics, paediatric genetics, general genetics and prenatal.	

### **HSN - Infant and Child Development Services**

Tel: 705-523-7184 <a href="http://www.hsnsudbury.ca/portalen/ProgramsandServices/FamilyandChild/tabid/543/Default.aspx">http://www.hsnsudbury.ca/portalen/ProgramsandServices/FamilyandChild/tabid/543/Default.aspx</a>	41 Ramsey Lake Road Sudbury, ON P3E 5J1
Infant and Child Development Services provides early intervention for newborn children to age 5 who have a developmental delay or who are at risk for delayed development. There is no cost for the service to parents. Some of the services provided include: evaluating the child's development and family needs, setting goals and introducing activities to encourage the development of the child's physical, social and intellectual skills, supporting the family and providing guidance regarding child development and parenting skills and assisting the family in accessing community services. Services can be accessed by contacting the Children's Community Network at 705-566-3416.	

### **HSN – Inpatient Services**

Child and Adolescent Mental Health Program (CAMHP)	41 Ramsey Lake Road Sudbury, ON P3E 5J1
<p>This unit is designed specifically for children and adolescents who, as a result of a situational crisis or psychiatric illness, are acutely ill and require short-term hospitalization. Admission to this unit is on the recommendation of a psychiatrist or by their designate. Family members are encouraged to take part in the assessment and treatment planning for their child or adolescent.</p>	

### **HSN –Outpatient Services**

Regional Eating Disorders Program	127 Cedar St. Sudbury, ON P3E 3M
<p>The Regional Eating Disorders Program is a community-based outpatient assessment and treatment program. Services are offered to children, adolescents and adults (along with their families) suffering from anorexia nervosa, bulimia, binge eating disorder and mixed syndromes. The Program provides assessment and treatment services to individuals and families throughout North-Eastern Ontario in partnership with the Sault Area Hospital, North Bay Regional Health Centre and Timmins &amp; District Hospital.</p>	

### **HSN - Paediatric Clinics**

Enquiries Only Tel: 705-523-7100 ext. 3263	
<ul style="list-style-type: none"> <li>• <b>Neonatal Follow-up Clinic</b> - The Neonatal Follow-Up Clinic (NNFU) is dedicated to the well-being of high risk infants by providing medical and therapy screenings, at routine intervals, to infants who were born prematurely or who have other risk factors. The NNFU Clinic will see the baby at important times during their development. Appointments are arranged for 2 months, 6 months, 9 months, 12 months, 15 months, 18 months, and 24 months of age. (from your baby's due date or corrected age). The family meets with the CTC NNFU team that includes a paediatrician, a physiotherapist, an occupational therapist and a speech language pathologist.</li> <li>• <b>Visiting Specialists Clinics</b> - This program provides local access to a range of specialty physicians who would normally only be accessed through travel to distant facilities. Currently, the Montreal Shrine Hospital provides a Visiting Specialist Pediatric Orthopedic Surgeon who provides two-day clinics at the Children's Treatment Center, the Laurentian Site or through Telemedicine. From the Hospital for Sick Children, Pediatric Rheumatologists and Cardiologists provide specialized rheumatology and cardiology clinics approximately six times a year at our Hospital. Referrals for these clinics can be made by local paediatricians</li> <li>• <b>Cystic Fibrosis Clinic</b> - The Northeastern Ontario Cystic Fibrosis Clinic sees children and families from all over northeastern Ontario who have been diagnosed with CF. Children visit the clinic every 3 months and meet with the multidisciplinary team comprised of a paediatrician, a physiotherapist, a dietician, the nurse coordinator and a social worker.</li> </ul>	

### HSN - Paediatric Clinics Continued

- **RSV Clinic** - Premature babies, babies with chronic lung disease, and babies with moderate to severe congenital heart disease are among children at highest risk of severe RSV infection. An application is submitted to the Government for approval by the paediatrician in order to receive the Synagis vaccine.
- **Botox Clinic** - Referrals to the Botox Clinic for the children from the Sudbury/Manitoulin area are accepted from HSN Paediatric Centre at 705-671-7397. Botox injections can help some children with spasticity.

### HSN - Psychiatric Services

Referral is by a registered physician	Kirkwood Place 680 Kirkwood Drive Sudbury, ON P3E 1X3
Psychiatrists provide specialized outpatient psychiatric consultation and follow up to children, adolescents and adults experiencing symptoms of mental illness. They have professional interests as well as specialized training in different areas including psychogeriatric, mood disorders, developmental disabilities, forensic psychiatry, child psychiatry, post-partum disorders, concurrent disorders (addictions), eating disorders and early intervention for psychosis. All psychiatrists practising at Health Sciences North provide full spectrum services for inpatient care, outpatient care, emergency and on-call consultation and consultation to our community clinics.	

### End of programs through Health Sciences North.

### ICAN

Tel: 705-673-0655 Toll Free: 1-866-439-4226 <a href="http://www.ican-cerd.com">www.ican-cerd.com</a>	765 Brennan Road Sudbury, ON P3C 1C4
There are numerous programs offered, 4 are listed below. <ul style="list-style-type: none"><li>• <b>Independence Training Centre</b>-Each client works with a Rehabilitation Support Worker as their central point of contact for services and a professional trans-disciplinary team to develop an individual service plan. The service plan is designed to attain independence within the home or community through specific, measurable and time sensitive goals. Programs are developed on an individual basis and are client centered.</li><li>• <b>Housing Registry Supportive Housing</b>- Wheelchair accessible apartments (2 locations) with trained support staff who are available 24 hours a day to assist with personal care needs, homemaking and other activities associated with apartment living. Tenants sign a lease with the landlord and participate fully in community living. A maximum of 6 hours of attendant care per day (scheduled &amp; unscheduled visits)/ 180 hours per month.</li></ul>	

## ICAN Continued

- **Attendant Care Outreach-** Provides assistance with personal care and activities of daily living to individuals throughout the city of Greater Sudbury and Sudbury West (including Espanola, Massey, and Manitoulin Island). Services are designed to meet the individual's needs at home, work or an educational facility. These are available at different intervals throughout the day. Maximum of 21 hours per week, no more than 3 visits per day.
- **Post Stroke Transitional Care Program** – In partnership with Health Sciences North offer a safe place to help the ease of transition from hospital to home. They assist with people in finding resources such as transportation to appointments, nursing, personal care, housekeeping, adaptive equipment, etc.
- *These programs are for youth/adults 16 years of age and older.*

## Licensed Child Care

Tel: 705-671-2489 Local Dial 3-1-1 TTY: 705-688-3919 <a href="http://www.greatersudbury.ca/childcare">www.greatersudbury.ca/childcare</a>	200 Brady St, Sudbury, ON P3A 5P3
<p>Child Care Subsidy is a program of the City of Greater Sudbury which helps eligible families with the cost of child care for children up to 12 (or up to 18 if the child has special needs) in licensed or other approved child care programs. To qualify, both parents (or the lone parent) must be working or going to school or a social, medical or special needs referral must be provided. A Special Needs Referral for Child Care must be filled out by an agency that is providing treatment or support to the child, only if the family wishes to apply for subsidized childcare and the parent (s) are not working or going to school; or if the child is 13 years or older.</p> <p>Eligibility for child care subsidies is based on the family's previous year's taxable income. Families may phone 3-1-1 with their income tax information for an over-the-phone pre-assessment to see if they qualify.</p> <p>The City funds Child &amp; Community Resources (CCR) to support the inclusion of children with special needs into all licensed child care programs. Based on the child's needs CCR will provide consultation to the child care program and may approve funding for additional staffing to support the program to ensure successful inclusion. The child care inclusion program is designed so that parents of children with special needs do not have to pay more than other families for licensed child care.</p> <p>Families in Greater Sudbury can search and register for all licensed child care programs through the on-line <a href="http://www.greatersudbury.ca/childcare">Greater Sudbury Child Care Registry</a> which is available through <a href="http://www.greatersudbury.ca/childcare">www.greatersudbury.ca/childcare</a> or by calling 3-1-1. Parents interested in licensed child care for a child with special needs should apply through the Child Care Registry and include information about the child's needs to help the child care centre plan for the successful integration of the child.</p> <p>See also the Best Start articles: <a href="#">Finding child care for children with special needs</a> and <a href="#">Paying for child care</a>.</p>	

### **North East Community Care Access Centre (NECCAC)**

Tel: 705-522-3461 Toll free: 1-800-461-2919 TTY: 711 ask operator for 1-888-533-2222 <a href="http://www.ne.ccac-ont.ca">www.ne.ccac-ont.ca</a>	40 Elm St, Suite 41-C, Sudbury ON P3C 1S8
Each CCAC is staffed by caring and knowledgeable professionals who will assess your needs, determine your requirements for care, answer your questions and develop a customized care plan that meets your individual needs. Then, if services are provided to you by your CCAC, we'll arrange for quality health-care professionals – nurses, physiotherapists, social workers, registered dietitians, occupational therapists, speech therapist and personal support workers to provide a range of care and supportive services to help support you at home and help you enjoy the best possible quality of life.	

### **Our Children Our Future**

Toll Free: 1-888-677-0440 <a href="http://www.ourchildren-ourfuture.net">www.ourchildren-ourfuture.net</a>	201 Jogues St Sudbury, ON P3C 5L7 Programs are held at a variety of sites
A variety of programs and services for families of children aged 0—6, their parents, guardians and caregivers designed to strengthen the family. We provide resources and tools to help families lead healthy lifestyles together in support of becoming part of a healthy family and a healthy community. Programs include a collective kitchen, discussion groups, programs for families, parent education courses and an infant food cupboard. Our Children Our Future operates a number of licensed daycares in the Greater Sudbury area. All of our Early Childhood Education Centres provide a healthy, secure, positive and creative learning environment that seeks to enhance every child's development at all levels. Early Childhood Education Centres are licensed by the Ministry of Children and Youth Services.	

### **RespiteServices.com**

Tel: 705-566-3416 <a href="http://www.respiteservices.com">www.respiteservices.com</a> Email: <a href="mailto:sgilchrist@ccnsudbury.on.ca">sgilchrist@ccnsudbury.on.ca</a>	319 Lasalle Blvd, Unit 2 Sudbury, ON P3A 1W7
Respite care is a family support service that provides temporary relief from the physical and emotional demands involved in caring for a family member who has a disability. Families register and are matched with screened respite workers through the CHAP program. The Children's Community Network is the host agency for this program.	

### **Sudbury Community Service Centre Inc.**

Tel: 705-560-0430 Toll Free: 1-800-685-1521 <a href="http://www.sudburycommunityservicecentre.ca">www.sudburycommunityservicecentre.ca</a>	1166 Roy Ave. Sudbury, ON P3A 3M6
<ul style="list-style-type: none"> <li>• <b>Credit Counselling Sudbury</b> - The function of the Credit Counselling Program includes personal money management counselling, the arrangement of consumer debt repayment programs and the promotion of consumer credit education.</li> <li>• <b>Developmental Support Services</b> - enable individuals to become full participating members in the life of the community (transitioning from school to work and from home to independent living).</li> </ul>	

## Sudbury and District Health Unit

Toll Free: 1-866-522-9200 <a href="http://www.sdhu.com/content/healthy_living/?lang=0">http://www.sdhu.com/content/healthy_living/?lang=0</a>	1300 Paris St Sudbury, ON P3E 3A3
The Healthy People Healthy Places offers a number of different programs for all ages. One program offered is Healthy Babies Healthy Children Program and is for pregnant moms and parents of children under six. Public health nurses and Partners in Parenting visit the home and provide advice and support to families. Some other services provided by the health nurses include: healthy adolescent program, disease control, healthy adult, sexual health, genetic counselling, vaccinations and smoking cessation program.	

## Telehealth Ontario

Toll Free: 1-866-797-0000	
Health advice over the phone.	

## Triple P

<a href="http://www.tripleontario.ca/en/practitioner_regions/north/Triple_P_In_Sudbury_Manitoulin.aspx">http://www.tripleontario.ca/en/practitioner_regions/north/Triple_P_In_Sudbury_Manitoulin.aspx</a> For more information, contact: Children's Community Network 705-566-3416	
Parenting is very rewarding and enjoyable. It is also often challenging, frustrating and exhausting. Parents have the important role of raising the next generation, yet most people begin parenting not prepared for what lies ahead. There is no "right" way of raising healthy, well adjusted children. It is up to you as a parent to decide which values, skills, and behaviours you want to encourage in your child and to develop your own approach to dealing with your child's behaviour. Triple P is helpful for many parents, making parenting easier and more enjoyable.	
Triple P of Sudbury and Manitoulin Districts is a partnership of children's health, education and social services providers working together to offer Sudbury and Manitoulin District families high quality parenting programs and individualized support and advice.	
Stepping Stones Triple P extends the standard Triple P system to specifically address the needs of families who have a child with a disability. Stepping Stones Triple P aims to help you develop effective management strategies for dealing with a variety of childhood behaviour problems and development issues.	

### W. Ross MacDonald School

Toll Free: 1-866-618-9092 Head Office: 519-759-0730 <a href="http://www.psbnet.ca/eng/schools/wross/index.html">http://www.psbnet.ca/eng/schools/wross/index.html</a>	350 Brant Avenue Brantford, ON N3T 3J9
The W. Ross Macdonald School is a provincial Education and Resource Centre for low vision, blind and Deafblind students. The school also provides onsite residential programs, specialized educational support for deafblind, low vision and blind students, life skills programming, music therapy, as well as an orientation and mobility program.	

### Wordplay Jeux de mots

Tel: 705-522-6655 Fax: 705-522-1215 <a href="http://www.nbrhc.on.ca/specialized-services/wordplay/preschool-speech-language-e.aspx">http://www.nbrhc.on.ca/specialized-services/wordplay/preschool-speech-language-e.aspx</a>	10 Elm Street, Unit 402 Sudbury, ON P3C 5N3
<ul style="list-style-type: none"> <li>• <b>Wordplay Preschool Speech and Language Service</b> - Any preschool child 70 months (5 years 10 months) or younger who lives in the Sudbury/Manitoulin Districts is eligible for services. Children must be referred prior to school entry. These services are free and are available in English and French. Services include Assessments, Parent/Caregiver Education Groups, Clinic and Community Consultations to parent(s)/agency, Home activities for your child, Individual or Group Programming and School Transition meetings. Services are provided at the clinic sites. Parents/Caregivers must attend all sessions.</li> <li>• <b>Northeast Blind Low Vision Intervention Program</b> - This program provides specialized family-centred services for children from birth to six years old who are blind or have low vision. This program offers family support, intervention and consultation services. Referrals can be made by physicians, ophthalmologists, optometrists, parents or caregivers.</li> <li>• <b>Northeast Infant Hearing Program</b> - There are three components of this program, which includes a universal neonatal screening of all babies born annually in these districts, audiology services and communication development for those children identified with permanent hearing loss between the ages of birth and 6 years. This program offers family support, intervention and consultation services.</li> </ul>	

# FUNDING PROGRAMS

## Access 2 Entertainment

Toll Free: 1-877-376-6362 <a href="http://easterseals.ca">http://easterseals.ca</a> Email: <a href="mailto:info@easterseals.ca">info@easterseals.ca</a>	Access 2 Entertainment C/O Easter Seals Canada 40 Holly Street, Suite 401 Toronto, ON M4S 3C3
The <b>Access 2 Entertainment™</b> card provides free admission (or a significant discount) for support persons accompanying a person with a disability by presenting the card prior to purchase; the person with the disability pays regular admission. The card can be used at Cineplex Entertainment, Empire and Landmark theatres, the Toronto Zoo, the Art Gallery of Ontario, Casa Loma, the CN Tower, Ontario Place, the Ontario Science Centre and the Royal Ontario Museum, just to name a few. There is an application process with a \$20 administration fee for the individual with the disability that is valid for 5 years.	

## Assistance for Children with Severe Disabilities

Tel: 705-564-6699 Toll Free: 1-800-265-1222 <a href="http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/specialservices/index.aspx">http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/specialservices/index.aspx</a>	199 Larch St., 10 <sup>th</sup> Floor, Suite 1002 Sudbury, ON P3E 5P9
The Assistance for Children with Severe Disabilities program helps parents with some of the extra costs of caring for a child who has a severe disability. A parent or a legal guardian whose child is under 18 years of age lives at home, and has a severe disability may be eligible to receive help under this program depending on the family's income. Extra expenses that could be covered include: travel, assistive devices (costs and repairs), parental relief, prescription drugs, dental services, eye glasses. How much a family receives depends on the family's income, the severity of the disability, the kind of difficulties the child has in activities of daily living and the extraordinary costs related to the disability.	

## Assistive Devices Program

Toll Free: 1-800-268-6021 TTY: 1-800-387-5559 <a href="http://www.health.gov.on.ca/en/">http://www.health.gov.on.ca/en/</a>	
The objective of the Assistive Devices Program (ADP) is to financially assist Ontario residents with long term physical disabilities to obtain basic, competitively priced, and personalized assistive devices appropriate for the individual's needs and essential for the individual's basic needs. Categories of Assistive Devices are Communication Devices, Diabetic Supplies, Enteral Feeding Equipment/Supplies, Hearing aids, Orthotic Devices, Ostomy Supplies, Prosthetic Devices, Respiratory Supplies/Equipment, Visual Aids, Wheelchairs, Positioning and Ambulation Aids.	

## Child Care Subsidy

Local Dial: 3-1-1 Tel: 705-671-2489 <a href="http://www.greatersudbury.ca/living/child-care/child-care-subsidy/">http://www.greatersudbury.ca/living/child-care/child-care-subsidy/</a>	200 Brady St. Sudbury, ON P3A 5P3
<p>Child Care Subsidy is a program of the City of Greater Sudbury which helps eligible families with the cost of child care for children up to 12 (or up to 18 if the child has special needs) in licensed or other approved child care programs. To qualify, both parents (or the lone parent) must be working or going to school or a social, medical or special needs referral must be provided. A Special Needs Referral for Child Care must be filled out by an agency that is providing treatment or support to the child, only if the family wishes to apply for subsidized childcare and the parent (s) are not working or going to school; or if the child is 13 years or older.</p> <p>Eligibility for child care subsidies is based on the family's previous year's taxable income. Families may phone 3-1-1 with their income tax information for an over-the-phone pre-assessment to see if they qualify. For more information check out the City's Website at <a href="http://www.greatersudbury.ca/childcare">www.greatersudbury.ca/childcare</a></p> <p>The City funds Child &amp; Community Resources (CCR) to support the inclusion of children with special needs into all licensed child care programs. Based on the child's needs CCR will provide consultation to the child care program and may approve funding for additional staffing to support the program to ensure successful inclusion. The child care inclusion program is designed so that parents of children with special needs do not have to pay more than other families for licensed child care.</p> <p>Families in Greater Sudbury can search and register for all licensed child care programs through the on-line <a href="http://www.greatersudbury.ca/childcare">Greater Sudbury Child Care Registry</a> which is available through <a href="http://www.greatersudbury.ca/childcare">www.greatersudbury.ca/childcare</a> or by calling 3-1-1. Parents interested in licensed child care for a child with special needs should apply through the Child Care Registry and include information about the child's needs to help the child care centre plan for the successful integration of the child.</p>	

## Children's Community Network Direct Funded Respite Option

Sudbury Tel: 705-566-3416 Espanola Tel: 705-869-1564 <a href="http://www.respiteservices.com">www.respiteservices.com</a>	319 LaSalle Boulevard, Unit 2 Sudbury, ON P3A 1W7
<p>This program provides funding assistance to parents/guardians whose child (aged 0-18 yrs) has documentation from a professional confirming the child's developmental and/or physical disability and functional limitations. The funding can be used to hire a CHAP worker for in-home or out-of-home respite. It can also be used for summer day and overnight camp fees or community recreational program fees.</p> <p>Families who are interested in this respite funding option are required to complete a Respite Eligibility Tool (RET) with their Service Coordinator at the Children's Community Network. Allocations are then determined based on the level of need of the child and family as determined by the Eligibility Tool.</p>	

## Disability Tax Credit Certificate

<p>Toll Free: 1-800-959-8281          TTY: 1-800-665-0354          Disability Tax Credit Certificate Form:  <a href="http://www.cra-arc.gc.ca/E/pbg/tf/t2201/README.html">http://www.cra-arc.gc.ca/E/pbg/tf/t2201/README.html</a></p>	<p>Main Canada Revenue Contact Page:  <a href="http://www.cra-arc.gc.ca/cntct/menu-eng.html">http://www.cra-arc.gc.ca/cntct/menu-eng.html</a></p>
<p>The Government of Canada manages eligibility for the Disability Tax Credit. The Disability Tax Credit (DTC) is available to people who are blind or have a severe and prolonged mental or physical impairment which causes them to be:</p> <ul style="list-style-type: none"> <li>• Markedly restricted in their ability to perform a basic activity of daily living (speaking, hearing, walking, feeding, dressing, elimination or mental functions necessary for everyday life) all or almost all of the time, even with therapy and the use of devices and medication.</li> <li>• Significantly restricted in their ability to perform two or more of the basic activities of daily living (see above) all or almost all of the time, even with therapy and the use of devices and medication.</li> </ul> <p>Your physician or paediatrician needs to fill it out and sign it. Children may also be eligible for other benefits and programs such as Child Disability Benefit (<a href="http://www.cra.gc.ca/benefits">www.cra.gc.ca/benefits</a>). Guardians may be eligible for higher Canada Child Tax Benefits.</p>	

## Easter Seals Ontario

<p>Sudbury Office Tel: 705-566-8858          Financial Assistance Program Tel:          1-866-630-3336  <a href="http://www.easterseals.org">www.easterseals.org</a></p>	<p>887 Notre Dame Ave, Unit F          Sudbury, ON P3A 2T2          Fax to attention of Financial Assistance Program: 416-696-1035          E-Mail: <a href="mailto:services@easterseals.org">services@easterseals.org</a></p>
<p>Easter Seals offers a magnitude of funding programs. There are 3 programs in detail as well as the following programs: Recreation Choices Funding Program, Scholarships to post secondary education, SEAC – Special Education Advisory Committee and the Top Up Program.</p> <ul style="list-style-type: none"> <li>• <b>Direct Financial Assistance</b> - Easter Seals acts as a third party funder and as such has no role in prescribing, recommending equipment, selecting a vendor/contractor or in the relationship between the parent and vendor. Children and young adults (birth to their 19th birthday) with physical disabilities, <b>who are registered</b> with Easter Seals Ontario qualify for financial assistance towards the purchase of eligible services and special equipment. Easter Seals Financial Assistance Program picks up where the Ministry of Health and Long Term Care's Assistive Devices Program (ADP), insurance and other family resources leave off. The list of eligible equipment and services is reviewed annually and priority is given to mobility and communication devices. Easter Seals' funding contribution is based on availability of funds.</li> </ul>	

### **Easter Seals Ontario Continued**

- **Incontinence Supplies Grant Program** - This program is for children and youth between the ages of 3 to 18 years of age with chronic disabilities (physical or developmental) that result in irreversible incontinence or retention problems lasting longer than six months requiring the use of incontinence supplies. The application must be completed and signed by a medical physician licensed to practice in Ontario. The child must be a resident of Ontario and hold a valid Ontario health card.
- **Easter Seals Summer Camps** – For more description about each of the camps refer to page 37 in this directory.

### **Home and Vehicle Modification Program (Ontario March of Dimes)**

Toll Free: 1-877-369-4867 press #2 <a href="http://www.marchofdimes.ca">www.marchofdimes.ca</a>	291 King Street, 3 <sup>rd</sup> Floor London, ON N6B 1R8
Home and Vehicle Modification Program (HVMP) provides funding for home and vehicle modification that will enable children and adults with disabilities to continue living safely in their own homes, have safe access in their community and avoid loss of gainful employment. It is an income based program.	

### **The Human League Association**

Tel: 705-670-8633 <a href="http://www.humanleaguesudbury.com">www.humanleaguesudbury.com</a>	471 Ontario Street Sudbury, ON P3E 4K4
P.L.A.Y. (Positive Leisure Activities for Youth) is a local program that assists families who have a low income with the cost of registration fees and equipment for their children's recreation. P.L.A.Y. helps children from economically disadvantaged families get involved in the arts, cultural activities, and sports such as hockey, soccer, drama, dance, swimming, guides, cadets, etc. Applications and income questionnaires are available on their website.	

### **Jennifer Ashleigh Children's Charity**

Tel: 905-852-1799 ext. 23 Toll Free: 1-866-268-9187 <a href="http://www.jenniferashleigh.org">http://www.jenniferashleigh.org</a>	10800 Concession 5 Uxbridge, ON L9P 1R1
The mission of the Jennifer Ashleigh Children's Charity is to improve the quality of life for seriously ill children and their families... " <i>when love is not enough.</i> " The Jennifer Ashleigh Children's Charity assists children who are seriously ill, have a permanent disability, are 21 years of age or under and must be a Canadian Citizen or Landed Immigrant and be a permanent resident. Family income impacts on assistance decisions. JACC has certain items that they cover depending on the diagnosis, hospital/treatment costs, specialized care and therapies. It is best to visit their website or contact them for a full list. The application form may be completed by the child's parent, physician, therapist, social worker, teacher or community liaison.	

## Muscular Dystrophy Canada

Toll Free: 1-800-567-2873 <a href="http://www.muscle.ca">www.muscle.ca</a>	2345 Yonge St, Suite 901 Toronto, ON M4P 2E5
<ul style="list-style-type: none"> <li> <b>Mobility Equipment Program</b> - From equipment recycling efforts, to funding in whole or in part of the purchase of new equipment, people with neuromuscular disorders and their families are benefiting from the financial donations and volunteer efforts of this essential program. Muscular Dystrophy Canada's mobility equipment programs are managed regionally, and there may be differences seen between regions and provinces in what is funded. There is often a waiting list for approved equipment. To be eligible for assistance applications are available on line – registration is free. A referral letter is needed by a qualified health-care professional, completed application form and 2 quotes for the cost of the equipment. Muscular Dystrophy Canada does <b>NOT</b> provide reimbursements. Other services provided by the organization include peer support, education and social action.                 </li> </ul>	

## Northern Health Travel Grant Program

Tel: 705-675-4010 Toll Free: 1-800-461-4006 <a href="http://www.health.gov.on.ca/english/public/pub/ohip/northern.html">http://www.health.gov.on.ca/english/public/pub/ohip/northern.html</a>	199 Larch St. Suite 801 Sudbury, ON P3E 5R1
Travel grants are funded by the Ministry of Health and Long-Term Care to help defray the transportation costs for eligible residents of Northern Ontario who must travel long distances within Ontario to receive medically needed insured specialty services that are not available locally. Forms must be signed before travel by the referring physician and at the appointment by the specialist.	

## Ontario Federation for Cerebral Palsy

Toll Free: 1-877-244-9686 TTY: 1-866-740-9501 <a href="http://www.ofcp.ca">www.ofcp.ca</a>	Suite 104-1630 Lawrence Avenue West Toronto, ON M6L 1C5
<ul style="list-style-type: none"> <li> <b>Assistive Devices Funding Program</b> -The Assistive Devices Funding Program is for persons with cerebral palsy of all ages in Ontario, who are individual members of the OFCP. Some categories of equipment that funding is provided for include: communication/writing aids, external feeding supplies, respiratory equipment, bathing/washing aids, wheelchairs/positioning aids, etc.                 </li> <li> <b>Activity Funding Program</b> - The purpose of this program is to provide opportunities to people with cerebral palsy to participate in structured and meaningful community activities and/or vacations and camps of their choice. It is our hope that this assistance will allow individuals to learn new skills and gain experiences that will improve their quality of life.                 </li> <li>                     Other services provided include advocacy and a family education program.                 </li> </ul>	

## Ontario Works

Tel: 705-675-2411 <a href="http://www.mcass.gov.on.ca">www.mcass.gov.on.ca</a>	PO Box 3700, Stn "A" 199 Larch St. 9 <sup>th</sup> Floor Sudbury, ON P3A 5W5
Income assistance for people who are in temporary financial need. Income Support helps to pay for items like food and housing. The amount you receive will depend on family size, income, assets and housing cost. If you qualify for Income Support you may also qualify for other benefits for drug coverage, dental, vision care, hearing aids, diabetic supplies, etc.	

## President's Choice Children's Charities

Toll Free: 1-866-996-9918 <a href="http://www.presidentschoice.ca/LCLOnline/pcccWhat.jsp">http://www.presidentschoice.ca/LCLOnline/pcccWhat.jsp</a>	1 President's Choice Circle Brampton, ON L6Y 5S5
We receive applications from families whose children have been diagnosed with a range of physical and developmental disabilities including cerebral palsy, autism, muscular dystrophy, spina bifida, and tourette syndrome. Applicants for Special Needs Assistance must meet the following criteria: Under 18 year's old, diagnosed physical or developmental disability, household annual income of \$70 000 or less, must be a Canadian citizen or have permanent residence status in Canada.	

## Registered Disability Savings Plan

<a href="http://www.cra-arc.gc.ca/tx/ndvdl/tpcs/rdsp-reei/menu-eng.html">http://www.cra-arc.gc.ca/tx/ndvdl/tpcs/rdsp-reei/menu-eng.html</a>	Sudbury Tax Centre 1050 Notre Dame Avenue Sudbury, ON P3A 5C1
The Registered Disability Savings Plan (RDSP) is available to help people with disabilities and their families save for the future. Contributions are permitted until the end of the year in which the beneficiary turns 59.	

## Residential Rehabilitation Assistance Program

Toll Free: 1-800-668-2642 <a href="http://www.cmhc-schl.gc.ca/en/co/prfinas/prfinas_003.cfm">http://www.cmhc-schl.gc.ca/en/co/prfinas/prfinas_003.cfm</a>	
Canada Mortgage and Housing Corporation (CMHC) offers financial assistance to allow homeowners and landlords to pay for modifications to make their property more accessible to persons with disabilities. These modifications are intended to eliminate physical barriers, imminent safety risks and improve the ability to meet the demands of daily living within the home. The amount of forgivable assistance that you receive is based on your household income, the cost of the modifications and where you live.	

## Service Clubs

The Greater Sudbury Public Library Tel: 705-673-1155	Leisure Guide: <a href="http://www.greatersudbury.ca/living/leisure-guide/">http://www.greatersudbury.ca/living/leisure-guide/</a>
Service Clubs – Can provide funding for people who are not able to receive any funding or full funding from government programs. You can obtain an updated list of Service Clubs from the Greater Sudbury Public Library and the Greater Sudbury’s Leisure Guide. The family income is given consideration in making decisions in many clubs.	

## Special Services at Home

Tel: 705-564-8153 ext. 3371 Toll Free: 1-800-268-6119 ext. 3371 <a href="http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/specialservices/index.aspx">http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/specialservices/index.aspx</a>	199 Larch St., 10 <sup>th</sup> Floor, Suite 1002 Sudbury, ON P3E 5P9
The Special Services at Home (SSAH) program helps children with developmental or physical disabilities and adults with a developmental disability to live at home with their families by providing funding on a time-limited basis to address individual needs. With this funding, families can purchase supports and services which they could not normally provide themselves and are not available elsewhere in the community. It is <u>not</u> an income based program. There is a waiting list for the funding.	

## Ten Rainbows Foundation

Tel: 705-674-2623 Email: <a href="mailto:info@trcfoundation.org">info@trcfoundation.org</a> <a href="http://www.trcfoundation.org/">http://www.trcfoundation.org/</a>	P.O. Box 2011, Station `A` Sudbury, ON P3A 4R8
The Ten Rainbows Foundation is a local non profit registered Canadian Charity founded in 1993 and is committed to the goal of improving the quality of life for children who are underprivileged, ill or physically/mentally challenged. The primary focus is to provide an alternative source of funding for individuals or groups in need who might otherwise not qualify for more traditional municipal, provincial or federal government assistance.	

## Trillium Drug Program

Toll Free: 1-800-575-5386 <a href="http://www.health.gov.on.ca/en/public/programs/drugs/programs/odb/opdp_trillium.aspx">http://www.health.gov.on.ca/en/public/programs/drugs/programs/odb/opdp_trillium.aspx</a>	P.O. Box 337, Station D Etobicoke, ON M9A 4X3
Trillium Drug Program (TDP) is intended for Ontario residents who have a valid Ontario Health Card and who have high prescription drug costs in relation to their net household income. TDP provides coverage for prescription drug products listed on the Ontario Drug Benefit Formulary/Comparative Drug Index (Formulary). In addition, drug products that are not listed on the Formulary are also considered for coverage for TDP recipients through the ministry’s Exceptional Access Program (EAP) on a case-by-case basis. This plan is good for families who have no drug plan or limited coverage and high costs for medications. It also covers the whole family instead of only the child with special needs for medications. Applications are on the website which is listed above.	

## **Wish Foundations**

Wish Foundations are non profit organizations that have developed to help grant wishes for children who have a severe physical disability or a life threatening illness. Most foundations work with children between the ages of 3-18. Each foundation functions independently and has specific criteria for eligibility. Most foundations have similar criteria in common which include a serious medical condition, a child's ability to formulate his or her own dream (there are exceptions) and no previous wish granted through another wish foundation. There are too many wish foundations to provide a comprehensive list. Families choose the wish foundation they want to go with if they decide to apply. Applications require a confirmation of diagnosis by the physician. Referrals come from parents, family members or the network of doctors, nurses and social workers engaged with the child. Referrals can also come from child-life specialists, friends, the potential wish child; other Wish families, community or support organizations, school teachers or caregivers.

# EDUCATION

Sudbury/Manitoulin has 4 separate and distinct School Boards. All have programs for students with special needs.

## **Conseil scolaire public du Grand Nord de l'Ontario**

Tel: 705-671-1533 Toll Free: 1-800-465-5993 <a href="http://www.cspgno.ca">http://www.cspgno.ca</a>	296, rue Van Horne Sudbury, ON P3B 1H9
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## **Conseil scolaire catholique du Nouvel-Ontario**

Tel: 705-673-5626 Toll Free: 1-800-259-5567 <a href="http://www.nouvelon.ca">http://www.nouvelon.ca</a>	201, rue Jogues Sudbury, ON P3C 5L7
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## **Rainbow District School Board**

Tel: 705-674-3171 Toll Free: 1-888-421-2661 <a href="http://www.rainbowschools.ca/">http://www.rainbowschools.ca/</a>	69 Young Street Sudbury, ON P3E 3G5
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## **Sudbury Catholic District School Board**

Tel: 705-673-5620 <a href="http://www.scdsb.edu.on.ca">www.scdsb.edu.on.ca</a>	Catholic Education Centre (CEC) 165A D'Youville Street Sudbury, ON P3C 5E7
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# SUPPORT FOR FAMILIES

## Autism Coffee Chat M.I.N.N.A (Many in Need of Necessary Autism Supports)

Contact: Trish Kitching Email: <a href="mailto:trish.kitching@gmail.com">trish.kitching@gmail.com</a> Subject Line: <i>Autism Coffee Chat</i>	
<p>Formed 11 years ago by parents eager to learn more about Autism. They had chats over coffee and eventually formed Autism Coffee Chat. There are over 150 families in the Sudbury District and North to Attawapiskat and down to Toronto Area. There are no borders, no fees to join. Parents, grandparents, caregivers, family members, spouses, siblings and any support person, are welcome to join. We collaborate with Autism Ontario regarding activities in the community and share information on the Facebook group.</p> <p>Many are unable to meet face to face, so we have opened up a Facebook group called, Autism Coffee Chat M.I.N.N.A's – it is a closed group, you need to ask to join. For more information, contact Trish Kitching @ <a href="mailto:trish.kitching@gmail.com">trish.kitching@gmail.com</a> - with <u>Autism Coffee Chat</u> in the subject line.</p>	

## Autism Ontario

Chapter Phone: 705-586-3663 Chapter Email: <a href="mailto:sudburyautismontario@gmail.com">sudburyautismontario@gmail.com</a> <a href="http://www.autismontario.com">www.autismontario.com</a> Toronto Office Tel: 416-246-9592	Mailing Address: 662 Falconbridge Road Sudbury, ON P3E 4S4 Physical Address - by appointment only 827 Barrydowne Ave Sudbury, ON (corner of Barrydowne and Hawthorne)
<p>Autism Ontario (formerly Autism Society Ontario) is the leading source of information and referral on autism and one of the largest collective voices representing the autism community. Members are connected through a volunteer network of Chapters throughout the Province of Ontario.</p> <p>Autism Ontario is dedicated to increasing public awareness about autism and the day-to-day issues faced by individuals with autism, their families, and the professionals with whom they interact. The association and its chapters share common goals of providing information and education, supporting research, and advocating for programs and services for the autism community. Autism Ontario supports 30 chapters in Ontario</p> <p><b>Chapter Area:</b> Greater Sudbury Area <b>President:</b> Rick Grylls</p>	

## Brain Injury Association Sudbury and District (BIASD)

Tel: 705-670-0200 <a href="http://www.biasd.ca/">http://www.biasd.ca/</a> Email: <a href="mailto:info@biasd.ca">info@biasd.ca</a>	576 Haig St. Sudbury, ON P3C 5P8
<p>A community association dedicated to support survivors of a brain injury and their families. Programs include: peer and mentor support, helmet awareness, information linkage, public education, newsletter, and fundraising.</p>	

## Canadian Down Syndrome Society

Tel: 1-800-883-5608 <a href="http://www.cdss.ca">www.cdss.ca</a>	
The Canadian Down Syndrome Society (CDSS) is a vital resource linking parents and professionals through advocacy, education and providing information in the form of workshops, support groups; new parent packages a resource centre, quarterly newsletter, etc.	

## Down Syndrome Association of Ontario

Tel: 905-439-6644 <a href="http://www.dsao.ca">http://www.dsao.ca</a>	
The vision of The Down Syndrome Association of Ontario (DSAO) is to provide a network of information and resources, to advocate and lobby for equal opportunities, to create an environment that is inclusive and supports cultural diversity and to develop relationships with other like minded organizations. The benefits to being a member are SEAC training, leadership development for local organizations, fundraising support, and representation on the Board of Directors. Through consultation with the local associations, the DSAO Board determines ways it can be helpful to the people of Ontario with Down syndrome and their families.	

## Down Syndrome Association of Sudbury

President: Lauri Christison Tel: 705-522-8763 Or Julie Contini Email: <a href="mailto:info@dsas.ca">info@dsas.ca</a> <a href="http://www.dsas.ca">www.dsas.ca</a>	P.O. Box 2855, Station "A" Sudbury, ON P3A 5J3
The Down Syndrome Association of Sudbury offers support to more than 55 families in the area. We offer personal support to parents of a new child born with Down Syndrome. Other services include financial assistance for the purchase of assistive devices, information sessions, family activities and parent group activities. Members can borrow recommended books to read from the resource library. There is also a New Parents Support Group that meets the second Saturday of the month. This is a group for parents, children with Down Syndrome from birth to age 10 and their siblings. The location is at the West End Hub – St. Francis Catholic School, 691 Lilac St. It is an informal atmosphere, and parents are free to speak openly about feelings and issues they may be facing.	

## Epilepsy Ontario

Toll Free: 1-800-463-1119 <a href="http://www.epilepsyontario.org">www.epilepsyontario.org</a>	Suite 803, 3100 Steeles Avenue East Markham, ON L3R 8T3
Epilepsy Ontario is a registered charitable non-profit non-governmental health organization dedicated to promoting independence and optimal quality of life for children and adults living with seizure disorders, by promoting information, awareness, support services, advocacy, education and research.	

## **Epilepsy Ontario Continued**

Through a network of chapters, contacts and associates, Epilepsy Ontario provides client services, counselling, information and referral services, education and advocacy services for children and adults living with seizure disorders, and for their families, friends, co-workers and caregivers. For Sudbury area, call 1-800-463-1119 and they will put you in touch with someone.

## **The Family and Friends Education Group – HSN Mental Health Program**

Tel: 705-523-4988 ext. 0	127 Cedar St. Sudbury, ON P3E 1X3
The Family & Friends Education Group ensures the availability of information, education and support for families, friends and others who know someone experiencing symptoms of mental illness. The Group is offered weekly and self-referrals are accepted. There is also a lending library at Cedar Street which houses an array of pamphlets, books and videos that individuals, families and friends may borrow.	

## **Learning Disabilities Association of Sudbury**

Tel: 705-522-0100 <a href="http://www.ldasudbury.ca">www.ldasudbury.ca</a> Email: <a href="mailto:info@ldasudbury.ca">info@ldasudbury.ca</a>	P.O Box 21038 1935 Paris St. Sudbury, ON P3E 6G6
The services and programs LDAS offers are: a resource Library, community outreach and education, one-on-one support to parents or guardians of students with LD to assist them in “navigating” the educational system and in developing advocacy skills. There is a coaching program that Laurentian University and Cambrian College, education students will work one-on-one with a grade 7, 8 or 9 student who has been identified with a learning disability within the Rainbow District School Board or Sudbury Catholic District School Board. There is also an Assistive Technology Camp that offers hands on training in Kurzweil 3000, Dragon Naturally Speaking, TextHelp, Inspirations, One Note and the use of iPods.	

## **Lions Foundation of Canada Dog Guides**

Tel: 905-842-2891 Toll Free: 1-800-768-3030 <a href="http://www.dogguides.com">www.dogguides.com</a>	P.O. Box 907 152 Wilson Street Oakville, ON L6J 5E8
Lions Foundation of Canada is a national charitable foundation founded by the Lions Clubs of Canada. Its mission is to provide service to physically challenged Canadians in the areas of mobility, safety, and independence. Lions Foundation of Canada operates Dog Guides Canada. In addition to training Dog Guides for people who are blind or visually impaired, the Foundation also trains Dog Guides to meet the needs of Canadians with hearing and other medically and physically limiting disabilities. All programs are funded through many sources of private donations, and are offered at no charge to clients.	

## Muscular Dystrophy Canada

Toll Free: 1-800-567-2873 <a href="http://www.muscle.ca">www.muscle.ca</a>	2345 Yonge St., Suite 901 Toronto, ON M4P 2E5
<p>Muscular Dystrophy Canada's dedicated volunteers and staff across the country raise funds and work hard to support the independence and full participation of Canadians with neuromuscular disorders, fund research to find a cure and improve the quality of life of people with neuromuscular disorders, assist our clients to participate in the decisions that affect them, and collaborate with others for social change.</p> <ul style="list-style-type: none"> <li> <b>Mobility Equipment Program</b> - From equipment recycling efforts, to funding in whole or in part of the purchase of new equipment, people with neuromuscular disorders and their families are benefiting from the financial donations and volunteer efforts of this essential program. Muscular Dystrophy Canada's mobility equipment programs are managed regionally, and there may be differences seen between regions and provinces in what is funded. There is often a waiting list for approved equipment. To be eligible for assistance applications are available on line – registration is free. A referral letter is needed by a qualified health-care professional, completed application form and 2 quotes for the cost of the equipment. The maximum amount paid on any item is \$2,640. A \$200 deductible will be applied to all funding requests. Funding requests for items under \$200 will not be considered. Muscular Dystrophy Canada does <b>NOT</b> provide reimbursements. Other services provided by the organization include peer support, education and social action. They will assist families in accessing a support group wherever possible. For more information, contact your Regional Services Director: Stacey Lintern, Ontario, 1-866-687-2538, or <a href="mailto:infoontario(at)muscle.ca">infoontario(at)muscle.ca</a> </li> </ul>	

## Ontario Federation for Cerebral Palsy

Toll Free: 1-877-244-9686 <a href="http://www.ofcp.ca">www.ofcp.ca</a> Email: <a href="mailto:families@ofcp.ca">families@ofcp.ca</a>	
<p>The Ontario Federation for Cerebral Palsy (OFCP) is an organization committed to supporting independence, inclusion, choice and full integration of all persons with cerebral palsy (CP) in Ontario. The OFCP does this by providing and initiating a wide range of services, resources and programs for individuals with CP and their families as well as professional organizations. These services can range from funding for equipment, education and recreation to housing and life planning.</p>	

## Spina Bifida and Hydrocephalus Association of Ontario

Toll Free: 1-800-387-1575 <a href="http://www.sbhao.on.ca">www.sbhao.on.ca</a>	P.O. Box 103, Suite 1006 555 Richmond Street West Toronto, ON M5V 3B1
<p>The Association supports those with spina bifida and/or hydrocephalus and their families with the challenges brought on by these serious conditions. SB&amp;H has grown to provide a comprehensive and essential range of services for parents, families, youth and adults with SB&amp;H. Programs and services include awareness programs, information packages, membership program, resource centre and publications, volunteer program, support programs for families and advocacy.</p>	

# COUNSELLING

## Child and Family Centre

Tel: 705-525-1008 Toll Free: 1-800-815-7126 <a href="http://www.childandfamilycentre.on.ca">http://www.childandfamilycentre.on.ca</a>	62 Frood Rd, Suite 100 Sudbury, ON P3C 4Z3
Accredited children's mental health agency providing mental health services to children and youth. Services are offered in English, French, Native cultural context and other languages are provided with the support of interpreters. We offer services in Sudbury, Espanola, Little Current and Chapleau.	
<b>For details on programs, please see page 6 – 7 of this directory.</b>	

## Family Enrichment Centre

Tel: 705-670-0606 <a href="http://www.familyenrichmentcentre.ca">www.familyenrichmentcentre.ca</a>	30 Ste. Anne Rd, 4 <sup>th</sup> Floor Sudbury, ON P3C 5E1
The Family Enrichment Centre provides Individual, Couple, Family & Youth Counselling for relationships, separation/divorce, co-dependency, addictions, grief and bereavement, depression and stress, as well as trauma & abuse survivors. Fees are based on a sliding scale depending on family income. Some fees for Counselling services may be covered by Employee Assistance Programs. Spiritual Direction is also available.	

## Employment Assistance Program (EAP)

Counselling professionals who can help resolve personal and work-related problems before they affect your health, family, or ability to work. <u>Contact your employer to see if you have an EAP program.</u> There is usually no waiting list.
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## Private Practitioners

For a list of mental health professionals who are private practitioners, see the yellow pages in the telephone book under Psychologists and Psychological Associates and/or Marriage, Family and & Individual Counsellors. Funding for their services may be available through you extended health care benefits or your Employment Assistance Program.
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## Sudbury Counselling Centre /Centre de counselling de Sudbury

Tel: 705-524-9629

[www.counsellingccs.com](http://www.counsellingccs.com)

260 Cedar St.

Sudbury, ON P3B 1M7

- **Children Exposed to Violence** -Provides children with the opportunity to process and to understand the abuse, power and control they were exposed to. It also provides support to mothers so they can best understand their child's perspective and become supportive.
- **Child Witness** - The Child Witness Program offers services and support to child victims and witnesses under 18 years of age who are required to provide testimony in court, as well as for their parents or guardians.
- **General Counselling Program** - Assists individuals, couples, and families to deal more effectively with a broad range of intrapersonal, interpersonal or social problems.
- **Employee Assistance Program** - Offers counselling and other organizational health services to employees of organizations that have retained our services.
- **Back on Track Program** - A remedial measures program for convicted impaired drivers. This program provides information and professional guidance to people who have operated a vehicle while under the influence of alcohol or other drugs.
- **Violence Against Women Intervention Program** - Offers counselling for women and children who have experienced or have been exposed to abuse in the home by men who are abusive.
- **Partner Assault Response (PAR)** - This program can improve your communication skills, to build a healthy relationship based on equality and respect as well as provide a safe environment for you to discuss challenges. This program is offered in collaboration with our judiciary partners which include the Victim/Witness Assistance Program. An assessment is required before you are accepted into the Program.
- **Male Survivors of Sexual Abuse** - Free individual and group counselling, peer support, e-counselling and telephone counselling for men victims of sexual abuse.

# TRANSPORTATION

## Handi Transit

Tel: 705-670-2300 <a href="http://www.greatersudbury.ca/cms/index.cfm?app=div_transit&amp;lang=en&amp;currID=260">http://www.greatersudbury.ca/cms/index.cfm?app=div_transit&amp;lang=en&amp;currID=260</a>	200 Brady St, Main Floor PO Box 5000 Station 'A' Sudbury, ON P3A 5P3
The aim of Handi-Transit service is to provide transportation for persons who have physical disabilities and are unable to use the regular transit system. Applicants must submit a form to the City of Greater Sudbury which provides information to assist in determining the applicant's eligibility. A portion of the form must be filled out and signed by a physician (Application is available from the website). You must book Handi Transit two business days in advance.	

## Ministry of Transportation Accessible Parking Permit

Tel: 705-674-4503 <a href="http://www.mto.gov.on.ca/english/dandv/vehicle/app.htm">http://www.mto.gov.on.ca/english/dandv/vehicle/app.htm</a>	There are multiple offices throughout the city.
The Accessible Parking Permit (APP) is issued to individuals and entitles the vehicle in which it is displayed to be parked in a designated accessible parking space. The individual to whom the permit is issued must be in the vehicle and the permit must be visibly displayed on the dashboard or sun visor when it is parked in the designated accessible parking space. To qualify for an APP, the individual must be certified by an APP program recognized health practitioner as having conditions which include: a child cannot walk without assistance of another person or a brace, cane, crutch, a lower limb prosthetic device or similar assistive device or who requires the assistance of a wheelchair, a condition(s) or functional impairment that severely limits his or her mobility, a visual impairment and/or a severely limited in the ability to walk due to an arthritic, neurological, musculoskeletal or orthopaedic condition. A licensed physician, chiropractor, registered nurse practitioner (extended class), physiotherapist or occupational therapist, chiropodist and podiatrist may certify the applicant's condition on the permit application. Applicant may choose to download and print the Application for <a href="#">Accessible Parking Permit</a> (PDF); or pick up an application at any Driver and Vehicle Licence Issuing Office.	

## Sudbury Transit

Tel: 705-675-3333

[http://www.greatersudbury.ca/cms/index.cfm?app=div\\_transit&lang=en](http://www.greatersudbury.ca/cms/index.cfm?app=div_transit&lang=en)

Greater Sudbury Transit has accessible transit runs and will attempt to have accessible buses on the designated runs at all times. However, please note that extra large wheelchairs cannot be accommodated and a maximum of two wheelchairs can be accommodated at the same time.

Passengers using scooters must transfer to a seat to avoid the risk of injury to themselves and others.

In the event that a passenger in a wheelchair is waiting for a bus that is designated accessible and the bus is not accessible, the bus operator will call for an accessible cab to take the passenger to their destination, within the accessible service area, at Transit's expense. The average waiting time for the taxi should be approximately 20 minutes. You are eligible for a Disability Pensioners Pass (*Special*) if you are a resident of the City of Greater Sudbury and are currently receiving one of the following:

- 1) Ontario Disability Support Program (O.D.S.P.)
- 2) Assistance for Children with Severe Disabilities (A.C.S.D.)
- 3) Canada Pension Plan Disability (C.P.P.D.)
- 4) A War Veterans Pension
- 5) Registered with the C.N.I.B.

How to apply:

Download the application form and once it is complete and authorized by the appropriate organization, bring it to Transit Centre Kiosk located at 9 Elm Street.

[http://www.greatersudbury.ca/content/div\\_transit/documents/ODSP2012\\_eng.pdf](http://www.greatersudbury.ca/content/div_transit/documents/ODSP2012_eng.pdf)

Once you have purchased your photo I.D. card, you will qualify for reduced fares on all Greater Sudbury Transit buses.

# RECREATION and LEISURE

(Including summer programs)

## Access 2 Entertainment

Toll Free: 1-877-376-6362 <a href="http://easterseals.ca">http://easterseals.ca</a> Email: <a href="mailto:info@easterseals.ca">info@easterseals.ca</a>	Access 2 Entertainment C/O Easter Seals Canada 40 Holly Street, Suite 401 Toronto, ON M4S 3C3
<p>The <b>Access 2 Entertainment</b><sup>TM</sup> card provides free admission (or a significant discount) for support persons accompanying a person with a disability by presenting the card prior to purchase; the person with the disability pays regular admission. The card can be used at Cineplex Entertainment, Empire and Landmark theatres, the Toronto Zoo, the Art Gallery of Ontario, Casa Loma, the CN Tower, Ontario Place, the Ontario Science Centre and the Royal Ontario Museum, just to name a few. There is an application process with a \$20 administration fee for the individual with the disability that is valid for 5 years.</p>	

## Adaptive Rowing (Sudbury Rowing Club Adaptive Program)

Tel: 705-673-6032 <a href="http://www.sudburyrowingclub.ca">www.sudburyrowingclub.ca</a>	Contact: Thomas Merritt Email: <a href="mailto:tjsmerritt@gmail.com">tjsmerritt@gmail.com</a>
<p>Recreational and competitive program for all ages and genders. The basic techniques of adaptive rowing are the same as rowing for an able-bodied person. SRC boathouse includes accessible washroom/change room facilities, docks, and three rowing machines with adaptive seats. Both competitive and recreational categories have a single (one person) and one double (two people) rowing boats. There are fees to cover membership and insurance costs with the SRC and Canadian Rowing Association. Another resource is: <a href="http://www.rowingcanada.org/domestic_rowing/adaptive/">http://www.rowingcanada.org/domestic_rowing/adaptive/</a></p>	

## Adaptive Soccer (Sudburnia Soccer)

Tel: 705-524-9029 <a href="http://www.sudburnia.com">www.sudburnia.com</a> Email: <a href="mailto:soccer@mcnickel.com">soccer@mcnickel.com</a>	Contact: Jeff McNickel PO Box 2723, Station A Sudbury, ON P3A 5J2
<p>Sudburnia offers a Special Needs Soccer program for children age 4-14. Any child who wants to play can sign up regardless of whatever challenge she or he may have. They will be looking for volunteers to run around with the children. No soccer experience necessary – but they would prefer to have people who have had experience with special needs children. They are also welcoming anyone for sponsoring this awesome team.</p>	

## Children's Treatment Centre

Tel: 705-523-7337 <a href="http://www.childrenstreatment.com">www.childrenstreatment.com</a>	41 Ramsey Lake Road Sudbury, ON P3E 5J1
Every summer CTC organizes a one week summer camp for children who receive services at our centre. The theme and target group can change from year to year. For more information, contact your child's therapist at CTC. There is a small cost for this program to cover supplies etc.	

## City of Greater Sudbury Leisure Services

Tel: 705-671-2489 <a href="http://www.greatersudbury.ca/living/leisure-guide">www.greatersudbury.ca/living/leisure-guide</a>	PO Box 5000 Stn. A 200 Brady St. 1 Floor Sudbury, ON P3A 5P3
The Leisure Services Department plays an important role in building and promoting a healthy community that provides opportunities for people to access physical recreation and leisure activities and that supports volunteers and community development. The Leisure guide provides an updated list of activities in our community, including those for children with special needs (e.g. integrated playgrounds)	

## Easter Seals Ontario

Tel: 705-566-8858 <a href="http://www.easterseals.org/">http://www.easterseals.org/</a>	887 Notre Dame Ave, Unit F Sudbury, ON P3A 2T2
<ul style="list-style-type: none"> <li>• <b>Recreational Choices Program</b> The Recreational Choices Funding Program provides families with up to \$500 toward a summer recreational program of their choosing that best suits the child. This could include: another individual camping program, day camp, swimming lessons or another recreational program that takes place during the summer.</li> <li>• <b>Easter Seals Camps</b> For over 70 years Easter Seals Ontario camps have provided an environment that fosters autonomy, self-esteem and acceptance for children and youth with physical disabilities. As a result, many campers leave camp not only with new skills and friendships, but also with a sense of pride and accomplishment. Easter Seals owns and operates two residential camps with specially trained camp staff, including a team of registered nurses, offering safe but exciting, fully accessible programs at Camp Merrywood and Camp Woodeden. <u>Easter Seals Camp Merrywood</u> is located on a beautiful peninsula stretching out into Big Rideau Lake. The camp sits on 30 acres of land between Smiths Falls and Perth in Eastern Ontario. The site has three camper cabins that can accommodate up to 72 campers per session; a health hut; dining room and lodge; music and theatre building; a nature building; a specially adapted swimming pool and an accessible playground. Merrywood offers a full waterfront program and activities such as sailing, kayaking, canoeing and fishing. Campers also get the experience a variety of trips off of camp property. There are three to four-day canoeing trips and one-night trips through the Rideau Canal system. To find out more information call Barb Gray at 1-613-267-1244 or email <a href="mailto:bgray@easterseals.org">bgray@easterseals.org</a>.</li> </ul>	

### **Easter Seals Ontario Continued**

Easter Seals Camp Woodeden is located on the outskirts of London, ON overlooking the Thames River. Situated on 107 acres of beautifully landscaped ground that includes an accessible tree house, a collection of trees/plants from around the world, and beautiful Japanese influenced architecture. Woodeden currently has seven camper cabins; an outdoor amphitheatre; an arts and crafts building and an outdoor pavilion. At Easter Seals Camp Woodeden, campers expend their leadership abilities through a myriad of creative arts programs and multi-sports activities, and a fully accessible high ropes course. During the summer the camp offers two 10-day individual camp session, one 6-day Gear-up program, a 5 day Discovery Camp and two 5-day Family Camps. For further information, contact Kim Vallieres at telephone number 1-519-471-6640 or send an email to [kvallieres@easterseals.org](mailto:kvallieres@easterseals.org).

### **Licensed Child Care - Summer Programs for School Aged Children**

Local Calls: Dial 3-1-1 Tel: 705-671-2489 <a href="http://www.greatersudbury.ca/childcare">www.greatersudbury.ca/childcare</a>	200 Brady St. Sudbury, ON P3A 5P3
Licensed child care centres provide high quality recreation-based summer programs for children aged 6-12 (or older with a completed Special Needs Referral). Subsidies may be available for children whose parents are working or in school and require child care, or children who for whom a Special Needs Referral for Child Care has been submitted. A Special Needs Referral for Child Care must be filled out by an agency that is providing treatment or support to the child, only if the family wishes to apply for subsidized child care and the parent (s) are not working or going to school; or if the child is 13 years or older. The City funds Child Community Resources (CCR) to support the inclusion of children with special needs into all licensed child care programs. Based on the child's needs CCR will provide consultation to the child care program and may approve funding for additional staffing to support the program to ensure successful inclusion. The special needs inclusion program is designed so that parents of children with special needs do not have to pay more than other families for licensed child care. Parents interested in licensed child care for a child with special needs are to apply through the Child Care Registry and include information about the child's needs to help the child care centre plan for the successful integration of the child.	

### **Reach for the Rainbow**

Tel: 416-503-0088 <a href="http://www.reachfortherainbow.ca">www.reachfortherainbow.ca</a>	20 Torlake Crescent Toronto, ON M8Z 1B3
Reach for the Rainbow is a registered charity, based in Toronto, serving families across Ontario who care for individuals with developmental and/or physical disabilities. Reach for the Rainbow develops and supports integrated recreational opportunities for children and young adults with disabilities. Application is on a first-come, first serve basis. Reach for the Rainbow works in partnership with families, overnight children's camps across the province, and day camps & year-round programs in the Greater Toronto Area. They provide training for camp staff, consultation with parents and campers, and support each child's summer camp experience.	

## Special Olympics Ontario

Tel: 705-855-1219 <a href="http://north.specialolympicsontario.ca">http://north.specialolympicsontario.ca</a>	Area coordinator: Lynne Houle Email: <a href="mailto:lynne.houle@sympatico.ca">lynne.houle@sympatico.ca</a>
<p>The Special Olympics program provides athletes with an intellectual disability the opportunity to experience and succeed in sport. Special Olympics athletes train and compete at community and regional events. All ages are available to participate in Special Olympics, but a child must be at least 9 years old to participate in competitions, and be identified by an agency or professional as having one of the following conditions: intellectual disabilities, cognitive delays as measured by formal assessment, or significant learning or vocational problems due to cognitive delay that require or have required specially designed instruction.</p>	

## Sudbury Accessible Sport Council

Tel: 705-692-3818	Contact: Patti Kitler Email: <a href="mailto:pattikit@gmail.com">pattikit@gmail.com</a>
<p>The vision of the SASC is to unite disability organizations across the city that provide sport and active living opportunities, to share resources, and create a stronger unified voice for athletes with a disability in Sudbury.</p>	

## Sudbury Rolling Thunder -Wheelchair Basketball

Tel: 705-969-1157	Contact: Dennis Duclos
<p>Wheelchair basketball is not currently active although it has been in the Sudbury area for 20 years. If you are interested, please contact Dennis.</p>	

## Sudbury Therapeutic Riding Program

Tel: 705-560-7877 <a href="http://www.strp.ca/">http://www.strp.ca/</a> Email: <a href="mailto:info@strp.ca">info@strp.ca</a>	1000-2 Main Street Val Caron, ON P3N 1L4
<p>Provides a specialized form of horseback riding for those with physical and developmental disabilities. It includes therapeutic physical, psychological, and sport activity for ages four and up. The program runs from May to October depending on the weather. Certain restrictions apply. <i>For an application, call the number listed above.</i></p>	

## Swimming (Nickel District Pool)

Local Tel: 3-1-1 Tel: 705-688-3907	
<p>People with disabilities are welcome to participate during public swim times. The person with the disability pays full price and the person helping is free. They also offer private and semi-private classes for 30 minutes for 8 weeks.</p>	

### **Walden Adaptive Nordic Ski Program**

Chalet Tel: 705-692-2321 <a href="http://www.waldenxc.com">www.waldenxc.com</a>	Contact Coach: Patti Kitler Email: <a href="mailto:pattikit@gmail.com">pattikit@gmail.com</a>
Walden Cross Country Fitness Club (WCCFC) has developed a trail system for people to hike, wheel chair, walk and run during the summer months and cross country ski in the winter time. The club runs programs for children and adults to learn how to enjoy our beautiful winters and competitive programs. The Adaptive Nordic Ski Program offers an opportunity for people of all disabilities, interests and skill levels to compete locally, provincially, nationally or internationally or simply be introduced to a winter sport the whole family can enjoy. The program is designed to meet individual participants' needs.	

### **Wheelchair Curling (Sudbury Curling Club)**

Tel: 705-673-5601 <a href="http://www.eteamz.com/sudburycurlingclub">www.eteamz.com/sudburycurlingclub</a>	Contact: Bill Sloan - President Email: <a href="mailto:billsloan@persona.ca">billsloan@persona.ca</a>
Currently participants are incorporated in all men's and ladies teams. If interest increases for a program that is specifically for people with special needs they will look into devoting a program.	

### **YMCA Sudbury**

Tel: 705-674-8315 <a href="http://www.sudbury.ymca.ca">www.sudbury.ymca.ca</a>	140 Durham St. Sudbury, ON P3E 3M7
YMCA Sudbury offers health, fitness and recreation programs for people of all ages, abilities, and backgrounds. The REACH for the Rainbow Program provides funding for children with special needs to have someone with them for support at YMCA camps. <b>Assisted Membership Program</b> – helps create opportunities to all individuals regardless of age, race, sex, ability, creed, or economic circumstances. The Assisted Membership Program has a sliding fee scale that is designed to fit each individual's financial situation.	

# LEGAL SERVICES

## Ministry of the Attorney General

Toll Free: 1-800-518-7901 <a href="http://www.attorneygeneral.jus.gov.on.ca">www.attorneygeneral.jus.gov.on.ca</a> Email: <a href="mailto:attorneygeneral@ontario.ca">attorneygeneral@ontario.ca</a>	McMurtry-Scott Building 720 Bay St., 11 <sup>th</sup> Floor Toronto, ON M5G 2K1
Information on Power of Attorney – Power of Attorney is the person you want to make decisions for you when you are no longer able to make decisions for yourself. Power of attorney for property – for financial decisions and legal decisions. Power of attorney for personal care – for personal care decisions such as where you live, what you eat, what treatments you need etc. <i>Forms are available on the website.</i>	

## Ombudsman

Toll Free: 1-800-263-1830 <a href="http://www.ombudsman.on.ca">www.ombudsman.on.ca</a>	Bell Trinity Square 483 Bay Street, 10 <sup>th</sup> Floor, South Tower Toronto, ON M5G 2C9
If you have a complaint about Provincial Government Services then share your complaints with the Ombudsman. The Ombudsman investigates complaints about services provided by the Government of Ontario and its organizations. They also conduct systemic investigations on important issues about government services, which can affect large numbers of people.	

## Sudbury Community Legal Clinic

Tel: 705-674-3200 <a href="http://www.legalaid.on.ca">www.legalaid.on.ca</a>	Rainbow Centre, 40 Elm Street, Unit 272 Sudbury, ON P3C 1S8
Community legal clinics provide representation, public legal education, law reform and community development services to low-income individuals and groups within a defined geographical area. Social assistance and housing law are two key areas that clinics focus on. Clinics also provide services in other areas of law, depending on their local community needs.	

## Sudbury Legal Aid Ontario Office

Tel: 705-673-8182 Toll Free: 1-800-668-8258 <a href="http://www.legalaid.on.ca">www.legalaid.on.ca</a>	Rainbow Centre 40 Elm Street, Unit 271 Sudbury, ON P3C 1S8
Legal Aid Ontario provides many programs and services to help low-income people who need legal aid. You must be <i>financially</i> eligible to qualify for these services, and your legal matter must be one that Legal Aid Ontario covers.	

## GENERAL INFORMATION WEBSITES

Canada 411 Phone Directory	<a href="http://www.canada411.ca">www.canada411.ca</a>
CanChild - Research and Educational Centre. They sell a kit for parents for gathering/organizing a child's health social and educational information	<a href="http://www.canchild.ca">www.canchild.ca</a>
Cystic Fibrosis Canada	<a href="http://www.cysticfibrosis.ca">www.cysticfibrosis.ca</a>
Canadian Mental Health Association	<a href="http://www.cmha.ca">www.cmha.ca</a>
Doctor Search: Information on how to find a family doctor	<a href="http://www.health.gov.on.ca/en/ms/healthcareconnect/public/">http://www.health.gov.on.ca/en/ms/healthcareconnect/public/</a> Toll Free: 800-268-1153
Ementalhealth.ca: A directory of mental health assistance, resources and events sorted by province and community	<a href="http://www.ementalhealth.ca">www.ementalhealth.ca</a>
Government of Ontario	<a href="http://www.gov.on.ca">www.gov.on.ca</a>
Ministry of Community and Social Services	<a href="http://www.mcss.gov.on.ca">www.mcss.gov.on.ca</a>
Ministry of Health and Long Term Care	<a href="http://www.health.gov.on.ca">www.health.gov.on.ca</a>
My Sudbury	<a href="http://www.mysudbury.ca">www.mysudbury.ca</a>
Ontario Association of Children's Rehabilitation Services	<a href="http://www.oacrs.com">www.oacrs.com</a>
Persons with Disabilities - Access to services and information for persons with disabilities, family members, caregivers and all Canadians.	<a href="http://www.pwd-online.ca">www.pwd-online.ca</a>
Service Canada (applications for employment insurance, birth certificates, compassionate care benefits, CPP)	<a href="http://www.servicecanada.gc.ca">www.servicecanada.gc.ca</a>
Toys for children with special needs	<a href="http://www.enablingdevices.com">www.enablingdevices.com</a> <a href="http://www.dragonflytoys.com">www.dragonflytoys.com</a> <a href="http://www.beyondplay.com">www.beyondplay.com</a> <a href="http://www.pfot.com">www.pfot.com</a>

**Students at Sudbury Catholic District School Board  
receiving assistance through Special Education  
(2018 – 2019)**

Updated: April 24, 2019

<b>Identifications</b>	<b>Totals</b>
<b>Autism</b>	<b>68</b>
<b>Behaviour</b>	<b>24</b>
<b>Blind and Low Vision</b>	<b>5</b>
<b>Deaf and Hard of Hearing</b>	<b>9</b>
<b>Developmental Disability</b>	<b>42</b>
<b>Giftedness</b>	<b>2</b>
<b>Language Impairment</b>	<b>94</b>
<b>Learning Disability</b>	<b>261</b>
<b>Mild Intellectual Disability</b>	<b>61</b>
<b>Multiple Exceptionalities</b>	<b>55</b>
<b>Physical Disability</b>	<b>20</b>
<b>Speech Impairment</b>	<b>5</b>
<b>Not Assigned (Has an IEP without identification)</b>	<b>603</b>
<b>Total</b>	<b>1249/6046</b>
<b>Total Exceptional</b>	<b>646</b>

<b>Placement</b>	
<b>Fully Self-Contained</b>	<b>134</b>
<b>Indirect Service</b>	<b>389</b>
<b>Partially Integrated</b>	<b>10</b>
<b>Resource Assistance</b>	<b>675</b>
<b>Withdrawal Assistance</b>	<b>64</b>

# SCHOOL PROFILE INFORMATION - Elementary and Secondary (as of April 23, 2019)

SCHOOL	GRADES	PROGRAM	ENROLMENT	CLASSES	# of students in Spec Ed Classes	# of identified students	Unidentified students with IEPs	Total IEPs	% of Students on IEPs in a Regular Classroom	EA's per Special Ed Classes	EA's School & Other Programs	LST	Resource	Vice Principal
St. Anne	K - 8	Dual	365	17		25	57	83	31.3%		1	1	1	1
St. Benedict Elementary	7 - 8	Dual	176	9		29	20	48	23.4%		1		1	1
	Life Skills				3					1				
	Communications				6					1				
St. Charles College Elementary	7 - 8	Dual	298	13		46	46	92	25.9%				1	1
	Life Skills B				7					1				
	Comprehensive A				11									
	Open Doors Program				2									
St. Charles	K - 8	Dual	395	17		28	59	87	22.0%		2	1	1	1
St. David	K - 6	Reg	271	11		28	34	62	22.9%		2		1	1
St. Francis	K - 6	Dual	300	17		60	46	106	21.1%		3.5		1	1
	Communications A				11					2.5				
	Communications B				8					2				
	Life Skills A				11					2				
	Life Skills B				13					2				
	Specialized FDK				11					3				
Holy Cross	K - 6	Dual	409	17		14	38	52	12.7%		2	1	1	1
Holy Trinity	K - 6	Dual	557	25		30	51	81	14.5%		2	1	1	1
	Care & Treatment				0					1				
Immaculate	K - 6	Dual	215	10		16	24	41	19.1%		2		1	
St. James	K - 8	Dual	298	15		16	14	30	10.1%		3	1	1	
St. John	K - 8	Dual	305	15		21	40	61	20.0%		2	1	1	
St. Joseph	K - 6	Reg	4	1		0	2	2	50.0%			N/A	N/A	1
St. Mark	K - 6	Reg	9	1		1	5	6	66.7%			N/A	N/A	1
Marymount Elem.	7 - 8	Dual	134	6		12	7	19	14.2%					1
St. Paul	K - 6	Dual	213	11		6	18	24	11.3%		2		1	
Pius XII	K - 6	Reg	220	11		12	25	39	16.2%		2		1	
	Care & Development				4					5				

Bishop Alexander Cartier	9 - 12	Dual	287			47	16	64	21.8%		2		1	1
	Open Doors Program				2									
Marymount Academy	9 - 12	Dual	214			5	24	29	13.6%		1		1	1
St. Benedict Secondary	9 - 12	Dual	476			73	18	84	14.4%		2		1	1
	Life Skills				10					1				
	Communications				8					1				
St. Charles College	9 - 12	Dual	795			165	36	202	18.7%		2		1	1
	Life Skills A				9					2				
	Life Skills B				1					1				
	Life Skills C				10					1				
	Life Skills D				7					5				
	Comprehensive A				1					1				
	Comprehensive B				18					1				
	Open Doors Program				20					1				

LEGEND	
	Does not include the number of Students or IEP's from Special Education Classes
	Special Education Classes
	Need to confirm

# SCDSB - BREAKDOWN OF EXCEPTIONALITIES

## REPORT C

Note: Students may have more than one Exceptionality

Updated: February 28, 2019

SCHOOLS (Enrollment)	BEHAVIOUR	COMMUNICATION					INTELLECTUAL			PHYSICAL		MULTIPLE	ASSIGNED TOTALS	NOT ASSIGNED TOTALS	ALL TOTALS	ALL TOTALS %
		AUTISM	DEAF/HARD OF HEARING	LANG.	SPEECH	L.D.	GIFTED	M.I.D.	DEV.DIS.	PHYSICAL	BLIND/LOW VISION					
St. Anne (360)		3		5		16		1	1	1			27	53	80	22.22%
St. Benedict Elem. (176)	2	7		2		13		2		2		2	30	21	51	28.98%
St. Charles College Elem. (298)	4	6	1	8		13		4	5	1		3	45	47	92	30.87%
St. Charles (394)			1	9	1	8				3	1		23	56	79	20.05%
St. David (256)	2	2		11		7		3	1	2			28	27	55	21.48%
St. Francis (305)	1	15		1		6		7	12			13	55	27	82	26.89%
Holy Cross (404)	1	1	1	1		2				2			8	32	40	9.90%
Holy Trinity (557)		3	1	8		13		2	1	1			29	49	78	14.00%
Immaculate (220)	1	1	1	6	1	4		4		1			19	22	41	18.64%
St. James (299)		2		1		9				1			13	17	30	10.03%
St. John (308)	1	2		6	2	9		2					22	43	65	21.10%
St. Joseph (4)													0	2	2	50.00%
St. Mark (9)				1									1	4	5	55.56%
Marymount Elem. (134)		2				10							12	6	18	13.43%
St. Paul (210)		2		1		3							6	16	22	10.48%
Pius XII (220)	2	1	1	2		1						4	11	27	38	17.27%
St. Benedict CSS (475)	1	9	2	6	1	33	1	1	9	3	3	4	73	24	97	20.42%
Bishop ACCSS (290)	2	4		11		29		5			1	2	54	33	87	30.00%
St. Charles College (811)	7	3	1	13		78		22	14	4		25	167	38	205	25.28%
Marymount Academy (214)		2		1		1	1						5	24	29	13.55%
<b>(5944) TOTALS</b>	<b>24</b>	<b>65</b>	<b>9</b>	<b>93</b>	<b>5</b>	<b>255</b>	<b>2</b>	<b>53</b>	<b>43</b>	<b>21</b>	<b>5</b>	<b>53</b>	<b>628</b>	<b>568</b>	<b>1196</b>	<b>20.12%</b>

Note: Enrollment numbers are from the February 28, 2019 enrollment report

## Special Education Classes 2018-2019

SCHOOL	Elem.	Sec.	Other.	CLASS	Elementary/ Secondary seperation	NO. OF STUDENTS	TEACHER	NUMBER OF EAs
St. Francis	1			Communications A (COMA)		11	M. Dopson	2.5
	1			Communications B (COMB)		8	E. DeAngelis	2
	1			Life Skills A (LSA)		11	G. Roy	2
	1			Life Skills B (LSB)		13	M. Mallette	2
	1			Specialized FDK (PSE)		11	A. Nesci-Spry	2
Pius XII	1			Care & Development (C&D)		4	N. Pellatt	3
BAC			1	Open Doors (OPD)		2	A. Michael	
St. Benedict				Life Skills (LS) E	3		P. Colasimone	2
				Life Skills (LS) S	10			
		1		<b>Total</b>		13		
				Communications (COMA) E	6		S. Hill	2
				Communications (COMA) S	8			
		1		<b>Total</b>		14		
St. Charles College		1		Life Skills A (LSA)		9	P. Demore	2
				Life Skills B (LSB) E	7		S. Thomson	2
				Life Skills B (LSB) S	1			
		1		<b>Total</b>		8		
			1	PEACE Program		12	Trisha Teale	2
		1		Life Skills C (LSC)		10	C. Esau	1
		1		Life Skills D (C&D)		7	J. Suchoplas	5
				Comprehensive A (COPA)	11		N. Oliveria (EA)	1
				Comprehensive A (COPA)	1			
				<b>Total</b>		12		
				1	Comprehensive B (COPB)		18	C. Gallagher (EA)
			1	Open Doors (OPD)		22	N. Thompson	1
Holy Trinity			1	Care & Treatment			T. Marcotte	1
<b>TOTAL</b>	<b>6</b>	<b>6</b>	<b>6</b>		<b>Students:</b>	<b>185</b>	<b>EA's:</b>	<b>33.5</b>

Note: EA's approx.