



**SUDBURY CATHOLIC  
DISTRICT SCHOOL BOARD**

**Special Education Plan  
2023/2024**



SUDBURY CATHOLIC SCHOOLS  
**INCLUSIVE**  
LEARNING SUPPORT SERVICES

## Table of Contents

Introduction .....	3
A Message from the Director.....	5
Sudbury Catholic District School Board: Mission, Vision, Values .....	6
Special Education Goals & Objectives .....	7
The Board's General Model for Special Education.....	8
The Identification and Placement of Exceptional Pupils .....	10
Special Education Placements Provided by the Board.....	23
What is an IEP? .....	27
Special Education Staff .....	31
Equipment .....	35
Transportation .....	36
Transition Planning & Coordination of Services with Other Ministries or Agencies .....	40
Roles and Responsibilities in Special Education .....	46
Categories and Definitions of Exceptionalities .....	51
Provincial Schools and Provincial Demonstration Schools.....	60
The Board's Consultation Process .....	65
The Board's Special Education Advisory Committee .....	66
Early and Ongoing Identification .....	69
Educational Assessments/Services .....	74
Specialized Health Support Services in School Settings.....	81
Special Education Staff Development .....	85
Accessibility of Schools .....	89
Appendices .....	90

## Introduction

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

Rossella Bagnato	Superintendent of School Effectiveness
Barb Hayes	Administrative Assistant to the Superintendents
Anthony Rocchio	Special Education Consultant
Mary Chretien	Support Clerk, Special Education
Kari Squarzolo	School Psychologist
Maxine Rouleau	Speech-Language Pathologist
Dominique Lacasse	Speech-Language Pathologist
Dakota Beaulieu	Speech-Language Pathologist
Janine O'Coin	Speech-Language Pathologist
Catia Temelini	Communicative Disorders Assistant
Brittany Cashubec	Special Needs Support Worker
Anna Heppner	Special Needs Support Worker
Lesley Urso	Special Education Teacher & ELL Resource
Shannon Duguay	Special Education Support Facilitator
Sherrie Belzile	Board Certified Behaviour Analyst
Tasha Breau	Psychotherapist
Alina Rukkila	Social Worker
Sabrina Grossi	Social Worker
Michael Guignard	Itinerant Behaviour Support
Jill-Anne Hachey	Itinerant Behaviour Support
Jamie Miron	Itinerant Behaviour Support
Melissa Wolfe	Itinerant Behaviour Support
Courtney Landry	Itinerant Behaviour Support
Alexandria Sgro	Behaviour Team
Natalie Lippert-Murdoch	Behaviour Team
Diane Zannier	Mental Health Lead
Jennifer Chapman	Child and Youth Worker - Mental Health
Lauren McWhinnie	Child and Youth Worker - Mental Health
Michelle Gideon	Child and Youth Worker - Mental Health
Melanie McIndoe	Child and Youth Worker - Mental Health
Julie Renaud	Child and Youth Worker - Mental Health
Ana Santos	Social Worker – Mental Health
Paula Pelletier	Social Worker – Mental Health
Esther Waymouth	Social Worker – Mental Health
Ginette Toivonen	Indigenous Education Facilitator
Joel Agowissa	Indigenous Support Worker
Dina Bowles	Indigenous Support Worker
Jessie Gorman	Indigenous Support Worker

Evan Abitong	Indigenous Support Worker
Lina Dokis Gagnon	Indigenous Support Worker
Shannon Agowissa	Indigenous Support Worker
Tina Trudeau	Indigenous Support Worker
Carissa Bruyere	Indigenous Support Worker
Stacey Dell	Indigenous Support Worker
Natalie Lacasse	Indigenous Support Worker
Sandra Migwans	Indigenous Support Worker

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**

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, working collaboratively with our families and community partners, create the conditions required for our students to become engaged, productive citizens who have the skills and attitudes 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, resilience and commitment. Together we will work to ensure that the specific educational needs of our students are met and that the conditions for success are in place.

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

***Director of Education, Joanne B  nard***

## **Sudbury Catholic District School Board: Mission, Vision, Values**

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 & Objectives**

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

### ***Special Education – Objectives***

- A) To provide 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 resources that are practical at the community school level so exceptional pupils can remain 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 development opportunities for every pupil. Every elementary and secondary school has an "In-School Team" comprised of administrators, special education teachers, classroom teachers, Special Education Staff of 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 Section 20 -Procedure for Students of Concern)

A team, which includes Learning Support Consultant, School Psychologist, Special Education teachers, Behaviour Analyst, a Social Worker, Child and Youth Workers and Speech/Language Pathologists, 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 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 community school level and be accommodated through integration into the regular classroom. The Sudbury Catholic District School Board is committed to 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)



The Sudbury Catholic District School Board believes that students identified with special education needs be welcomed, included, and supported throughout their learning journey. We are committed to providing all students with equitable access to special education programs, services, and resources in the most supportive and inclusive environment for learning. Achievement and well-being of every student is fostered through rich, culturally authentic learning experiences in diverse, accepting environments where all are included, every voice is heard, and every experience is honoured. We began this journey with fully inclusive kindergarten classrooms in September 2021 in all elementary schools and in September 2022 this continued into grade 1.

We believe all students can benefit from the primary model of education which offers both hands on and inquiry-based learning to provide a full range of experiences. This allows students to build relationships with their neighbourhood peers and limit travel throughout the region. Supports will be determined based on need.

Inclusive classrooms will have special education teachers supporting and planning with the classroom teacher (this may include co-teaching), heterogenous student grouping, team problem solving and a general level of co-operation and shared responsibility.

Although older students with very high and complex needs may require special placement, a truly inclusive model wherever possible has students with special needs learning in the regular classrooms with support. We will continue to keep open lines of communication with all groups and are committed to ensuring that each child's needs are met in the appropriate setting.

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

Pupils with severe emotional problems are referred to the Mental Health and Addictions Program at Compass (formerly called 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, a full range of programs and services for the education of exceptional pupils under its jurisdiction.

## The Identification and Placement of Exceptional Pupils

Year	2022/2023
Initial	126
Reviews	791
Appeals	0

### *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 Sudbury Catholic Schools our schools send out the notice for the IPRC meeting page to families often with a phone call also and follow up with a phone call when needed.

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 they 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. This guide is also now accessible on the SCDSB website. <http://www.sudburycatholicschools.ca/special-education/>

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.

## **Family Guide to Special Education**

### **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 they are 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 classroom teacher receives specialized consultative services. The classroom teacher in consultation with the Resource Teacher and other professional supports monitor the student's progress and makes program adjustments as appropriate.

***A regular class with resource assistance.*** The student is placed in the regular classroom on a fulltime basis; resource assistance is provided to the student by special education personnel within the regular classroom programming. This may include visits to a resource room when appropriate.

***A regular class with withdrawal assistance.*** The student is placed in a regular classroom and is withdrawn for planned special education support; planned resource assistance is provided to the students under the direction of the Resource Teacher.

***A special education class with partial integration.*** The student with an exceptionality is placed by the IPRC in a special education class where the student- teacher ratio conforms to the standards in O. Reg. 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 with an exceptionality is placed by the IPRC in a special education class, where the student- teacher ratio conforms to the standards in O. Reg. 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 the IEP section of this guide for more information.

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

If the parent disagrees with the revised decision, they 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, they 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 they 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 they 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:**

All Special Education Classes have been designed to meet the needs of our students with exceptionalities that require an alternative placement. Each class includes students with a mixture of different exceptionalities. The classes are created based the students’ age, strengths, needs, and geographic location. These classes are all Intensive Learning Support Centres.

### **Criteria for Placement in Special Education Programs**

Students’ strengths and needs and parental preferences form the basis of student placement.

Where a student is formally identified, the IPRC will recommend placement, based upon each student’s strengths and needs, as outlined in an Individual Education Plan (IEP), parental consultation and available resources.

Where a student has not been formally identified by an IPRC, special education programming shall be based on the strengths and needs of students as reflected in the IEP and determined by the school-based team in consultation with parents and students. Changes in programming are considered through the consultation process and review of individual education plans through the annual review process.

### **Learning Support Centre**

- For older elementary and secondary, an alternative program to provide focused support. Classes are created based on the students’ age, strengths, needs, and geographic location.

### **Education and Community Partnership Program – Mental Health and Well-Being Class (Gr 7-12)**

- A partnership with Compass (formerly 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)**

- Generally, 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.

### **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	School/ Care & Treatment/ Provincial School
Behaviour	X	X	X	X	
Autism	X	X	X	X	
Deaf & Hard of Hearing	X	X	X		X
Language Impairment	X	X	X	X	X
Speech Impairment	X	X	X		
Learning Disability	X	X	X		X
Giftedness	X	X	X		
Mild Intellectual Disability	X	X	X	X	
Developmental Disability	X	X	X	X	
Physical Disability	X	X	X	X	
Blind and Low Vision	X	X	X		X
Multiple	X	X	X	X	

## 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	X	
Autism	X	X	X	X	
Deaf & Hard of Hearing	X	X	X		X
Language Impairment	X	X	X		X
Speech Impairment	X	X	X		
Learning Disability	X	X	X		X
Giftedness	X	X	X		
Mild Intellectual Disability	X	X	X	X	
Developmental Disability				X	
Physical Disability	X	X	X	X	
Blind and Low Vision	X	X	X		X
Multiple	X	X	X	X	

## What is an IEP?

An Individualized Education plan (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 identifies 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

### **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. All accommodations apply to daily school life along with provincial assessments.

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

- **Instructional Accommodations:** E.g., buddy/peer tutoring, visual cuing, taped texts, extra time for processing, large size fonts, assistive technology
- **Environmental Accommodations:** E.g., proximity to teacher, special lighting, quiet seating, study carrel
- **Assessment Accommodations:** E.g., 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 (E.g. 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.

### **Dispute Resolution**

Students, parents, and educators all play important roles in the planning and implementation of a student's Individual Education Plan (IEP). Sometime, issues can arise in the process and become a source of disagreement. Sudbury Catholic Schools are committed to working collaboratively to resolve issues.

Guided by the strategies and best practices identified in the Ministry of Education document Shared Solutions, school teams will work collaboratively with parent/guardian/adult student (if over 16) to find agreement. Learning Support Services may also be accessed as part of a team to facilitate or support dispute resolution.

**Appendices:**

[#1 Sample Parent IEP Letter](#)

[#2 IEP Revision Parent Guardian Sample](#)

[#3 Sample IEP](#)

## Special Education Staff

---

### Elementary Panel

Special Education Staff		FTE's	Staff Qualifications
<b>1.</b>	<b>Teachers of exceptional students</b>		
1.1	Teachers for resource-withdrawal programs	25.00	Special Ed Part 1
1.2	Teachers for self-contained classes	9.50	Specialist Spec Ed
<b>2.</b>	<b>Other special education teachers</b>		
2.1	Itinerant teachers	1.00	Special Ed Part 1, ELL Part 1
2.2	Consultants	0.60	Specialist Spec Ed
2.3	Teacher of the Blind	0.50	Blind Qualifications
2.4	Facilitators	1.00	Special Ed Part 1
2.5	Indigenous Lead	0.50	Specialist in Special Ed
2.6	Outdoor Education Experiential Learning Consultant	0.50	
2.7	Resource Teacher – Vice Principal	1.20	Special Ed Part 1
<b>3.</b>	<b>Educational assistants in special education</b>		
3.1	Educational assistants	87.00	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	4.00	Masters Degree
4.5	Audiologists	---	Access as required
4.6	Occupational therapists	---	Access as required
4.7	Physiotherapists	---	Access as required
4.8	Social Workers	3.00	Masters Degree
4.9	Mental Health Lead	0.50	Masters in Social Work
4.10	Psychotherapist	1.00	Masters Degree
4.11	Mental Health Nurses (through LHIN)	2.00	Nurse
4.12	BEA expert - BCBA	0.80	Masters
<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)	---	CYW, DSW, ECE With on-job training
5.6	Auditory-verbal therapists	---	Access as required
5.7	Technology Technician	0.60	IT qualifications

5.8	Special Needs Support Worker (ABA Support)	0.80	ABA, IBI qualifications Minimum two years college
5.9	Attendance Support Workers	1.50	CYW, EA
5.10	Indigenous Support Worker	6.00	EA, CYW
5.11	Communicative Disorder Assistant	1.00	CDA
5.12	Special Education Support Clerk	0.80	Minimum 2 year College
5.13	Behaviour Support Educational Assistants	7.00	CYW, EA
5.14	CYW Mental Health	4.50	CYW
	<b>Subtotal</b>	<b>161.95</b>	



## Secondary Panel

Special Education Staff		FTE's	Staff Qualifications
<b>1.</b>	<b>Teachers of exceptional students</b>		
1.1	Teachers for resource-withdrawal programs	5.50	Special Ed Part 1
1.2	Teachers for self-contained classes	10.00	Specialist Spec Ed
<b>2.</b>	<b>Other special education teachers</b>		
2.1	Consultants	0.40	Specialist Spec Ed
2.2	Teacher of the Blind	0.50	Blind Qualifications
2.3	Indigenous Lead	0.50	Specialist in Special Ed
2.4	Outdoor Education Experiential Learning Consultant	0.50	Special Ed Part 1
2.5	Resource Teacher – Vice Principal	---	
<b>3.</b>	<b>Educational assistants in special education</b>		
3.1	Educational assistants	25.00	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	0.15	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	3.00	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)	0.50	Nurse
4.12	BEA expert -BCBA	0.20	Masters
<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	Interveners (for deaf-blind students)	1.00	CYW, DSW, ECE With on-job training
5.6	Auditory-verbal therapists	---	Access as required
5.7	Technology Technician	0.40	Access as required
5.8	Special Needs Support Worker (ABA Support)	0.20	ABA, IBI qualifications Minimum two years college
5.9	Attendance Support Workers	1.50	CYW, EA
5.10	Indigenous Support Worker	5.00	EA, CYW
5.11	Communicative Disorder Assistant	---	
5.12	Special Education Support Clerk	0.20	Minimum 2 year College

5.13	Behaviour Support Educational Assistants	---	Access as required
5.14	CYW Mental Health	6.50	
	<b>Subtotal</b>	<b>62.75</b>	

## Equipment

The Sudbury Catholic School's Special Education Department has ongoing review of recommendations for equipment from qualified professionals based on the assessment of student needs. 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. 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 for the student to benefit from instruction.

The Special Education 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 and documented on the student's Individual Education Plan (IEP). There are two components to SEA funding:

### **Per Pupil Amount:**

The Sudbury Catholic District School Board (SCDSB) receives a Per Pupil Amount (PPA) from the Ministry of Education. The SCDSB receives a base amount of \$10,000 plus an amount based on the board's average daily enrollment. This component supports the purchases of all technology-based equipment, computing-related devices, software and applications, training, and technician costs. Where appropriate, the equipment ordered is in accordance with current SCDSB standards.

### **Claims-Based Amount**

This component includes expenditures for non-computer based equipment utilized by students with special education needs including sensory support, hearing support, vision support, personal care support and physical assistance support equipment. When a qualified professional makes a recommendation for equipment that is below \$800, the Sudbury Catholic District School Board acquires the equipment. When a qualified professional makes a recommendation for equipment that is appropriate for the student and is over \$800, the Sudbury Catholic District School Board purchases the equipment and submits a SEA claim to the Ministry of Education, using the SEA Claims-Based Funding.

Parents/guardians are informed of the processes involved in acquiring specialized equipment either through board staff or through outside agencies, occupational therapists, physiotherapists, or other staff.

### **[Special Equipment Amount \(SEA\) - A Guide for Parents](#)**

## **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.



## **Specialized Transportation Application – 2023-2024 School Year**

Specialized Transportation will be provided for students:

- Who have been identified by the School Board and placed in a congregated classroom;
- Who have been identified by the School Board as having a permanent physical, mental or emotional disability that safely prevents them from getting to and from their Board designated school;
- SSSC will schedule transportation based on the student's needs, seat availability and vehicle feasibility;
- Students using special transportation will not be left unattended; parent/guardians are responsible to ensure that there is a caregiver available for the student at the beginning and the end of each school day;
- Special transportation must be applied for annually;
- Under normal conditions it can take up to five working days to arrange transportation;
- School purpose vehicles may be equipped with video cameras to ensure the safety of students;
- Applications that do not meet SSSC policies and procedures and incomplete applications will be returned to the School Board;
- Restrictions and/or limitations must be confirmed by school principal;
- Adult monitor, intended for students with extraordinary medical or safety needs;
- Mid-day pickup, intended for students who are medically unable to attend a full day of school;
- Ride alone transportation, intended for students who are unable to be safely transported with other students;
- Additional Services for Specialized Transportation Applications are required annually;
- Where additional services are no longer required it is the responsibility of the Board to notify SSSC, by re-submitting the Additional Services for Specialized Transportation Application.

### Student Information (To Be Completed by Special Needs Department)

Current School: _____		Program: _____		Start Date: ____/____/____	
<b>School 2023/24 :</b>		<b>Grade:</b>		<b>Program:</b>	
Surname: _____		Given Name: _____			DOB: _____
Home Address: _____			Unit No: _____	City: _____	Postal Code: _____
Parent/Guardian Name: _____			Phone Number: _____		Alternate Phone Number: _____
Emergency Contact: _____		Street Address: _____			Phone Number: _____
AM Pickup Location: (if different than home address)			PM Drop Off Location: (if different than home address)		
Safety Seat Information: Student's Age <input type="checkbox"/> Under 8 <input type="checkbox"/> 8 or Over			Student's Weight <input type="checkbox"/> 20 -40 lbs <input type="checkbox"/> 40 – 80 lbs <input type="checkbox"/> Over 80 lbs		Student's Height <input type="checkbox"/> Under 145 cm (4ft 9 in) <input type="checkbox"/> Over 145 cm (4 ft 9 in)
Vehicle Requirements: <input type="checkbox"/> Regular 72 pass bus <input type="checkbox"/> Wheelchair Accessible 72 pass bus <input type="checkbox"/> Taxi <input type="checkbox"/> Special Needs bus <input type="checkbox"/> Wheelchair Accessible <input type="checkbox"/> Can walk on the vehicle					
<b>Student Information: (Please check all that apply)</b> <input type="checkbox"/> Rides with a Nurse (not provided by SSSC) <input type="checkbox"/> Seizures <input type="checkbox"/> EpiPen <input type="checkbox"/> Aggressive Behaviour <input type="checkbox"/> Service Dog <input type="checkbox"/> Vision Impaired <input type="checkbox"/> Hearing Impaired <input type="checkbox"/> Runner <input type="checkbox"/> Easily Distracted <input type="checkbox"/> Non Verbal <input type="checkbox"/> Wheelchair <input type="checkbox"/> Stroller <input type="checkbox"/> Uses Walker <input type="checkbox"/> Congregated Class <input type="checkbox"/> Other (please specify) Cerebral Palsy <input type="checkbox"/> Student is currently in a new wheelchair					

- ☐ Seatbelt
- ☐ Medical Explanation
- ☐ Safety Needs
- ☐ Monitor
- ☐ No Longer Requires Monitor
- ☐ Ride Alone
- ☐ No Longer Requires Ride Alone
- ☐ Mid-Day Transportation
- ☐ Taxi

Reason For Application:

- ☐ Medical Explanation
- ☐ Safety Needs

Role of Monitor in the Vehicle:

Explanation of Ride Alone Request:

Explanation of Mid-Day Request:

**Current Student Needs:**

- ☐ EpiPen ☐ Down Syndrome ☐ Diabetic ☐ Autistic ☐ Deaf/Blind ☐ Section 23 ☐ Seizures/Epilepsy
- ☐ Ok to drop off alone ☐ Asthma ☐ Booster/Car Seat ☐ Taxi ☐ WC/Stroller ☐ Medical ☐ Monitor
- ☐ Seatbelt ☐ Mobility Problem

Authorization for Mid-day Request:

- ☐ I support the mid-day request. The student has extraordinary medical needs for which they are unable to attend a full day.

Authorization for Monitor:

- ☐ I support the monitor request. The student has extraordinary medical or safety needs in which an adult aid is required for the student to travel safely in the vehicle.

Authorization for Ride Alone Transportation:

- ☐ I support the ride alone request. The student cannot be safely transported to and from their school with other students.

Date:

(name of Board Designate)

**For SSSC Use Only:**

☐ Approved Start Date:

☐ Declined

**School Board Designate: Please email completed form to [laurie@businfo.ca](mailto:laurie@businfo.ca) for eligible students only. Please keep a copy for your files. Incomplete and denied applications will be returned to the School Board.**

**Notice of Collection:** In accordance with Section 29(2) of the *Municipal Freedom of Information and Protections of Privacy Act, 1989*, the information provided is collected under the legal authority of Section 327 of the *Education Act, R.S.O. 1990 c.E.2* as amended, and may be

used as necessary for some or all of the following principal administrative purposes related to: the Board's operation, school programs and educational services, student records, and Ministries of the Government of Ontario and for transportation service arrangements.

## **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**

- 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 or Home**

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

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

- All children community services providers (such as Children's Treatment Centre(CTC), Child Community Resources (CCR), Word Play, Daycares, Infant Development Services, exchange of information
- Consents are signed by parents
- In December, "Transitioning to School" parent presentation held at CTC
- In January, staff from various community service providers inform the board of the possible arrival of children in September
- In January, parents register their child(ren) in the program, which has been recommended through the collaborative process outlined above.



- March-April, a formal Case Conference is held, with pre-school staff, parents, Special Education Consultant, Speech and Language Pathologist(s), Psychologist, Behaviour Analyst, 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-August any updated or new assessment reports are forwarded to the Special Education Consultant
- In the fall, 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 Full Day Kindergarten – Year 1 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 the Fall, the WIAT is administered to all grade 7 students. This will help the planning for the transition the following year.
- 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
- Starting in the Fall students that will be transitioning are moved up in priority.
- 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
- 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 Education and Community Partnership Programs (ECP):**

- Students who are transferring from ECP 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 ECP 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 ECP Programs:**

Students who are transferring to ECP 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. All assessments are reviewed by a psychologist with a school certification.
- At Sudbury Catholic we follow the Learning Disability Association of Ontario's definition of Learning Disability, which is the accepted definition across Ontario.
- For all new outside assessments:
  - Consult must be obtained from family/guardian to have the assessment reviewed. If consult is not obtained the assessment cannot be accepted.
  - The Special Education consultant will consult with a School Psychologist who will confirm the exceptionality and the accommodations.
  - The information will be shared with the school and the family.
- 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 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	Yes	Speech Language Pathologist/SE Consultant / Superintendent	- reports - in-school meetings - IPRC meetings	- reports - in-school meetings - IPRC meetings
Correctional Services	Rainbow D.S.B. Education and Community Partnership Program	Yes	Counsellor/ Special Education Consultant/ Superintendent	- reports - in-school meetings - IPRC meetings	- reports - in-school meetings - IPRC meetings
Education and Community Partnership Program for behavioral &/or emotional issues	Compass	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

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

All students with an Individual Education Plan have a transition plan with their IEP that is followed. Students with an exceptionality have an Individual Placement Review Committee (IPRC) meeting in the spring to plan for a successful transition to the new secondary school placement. Both the elementary school staff and the secondary school staff attend along with the family and any other professionals involved. Whenever possible the student themselves is asked to attend and be an advocate for themselves.

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

All students with an Individual Education Plan have a transition plan with their IEP that is followed. Students with an exceptionality have an Individual Placement Review Committee (IPRC) meeting in the spring to plan for a successful transition to the new post-secondary school or work. The meeting is attended by secondary school staff, the family and any other professionals involved. Whenever possible the student themselves is asked to attend and be an advocate for themselves.

A successful transition for each student starts to be planned as early as grade 10. Prerequisite courses and grade requirements are discussed along with personal desires and circumstances. Staff help students and families plan for what will be needed in the future.

Our most vulnerable students and their families are a priority. Post-secondary programs for students with high special education needs can have long waitlists and it is important the student/family is connected with community supports as soon as possible.

**[The Hub for Families - Transition to School \(google.com\)](#)**

**[Transition CTC Resource Directory](#)**

**[HR34 Collaborative Agreements](#)**

## **Roles and Responsibilities in Special Education**

The Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide clearly defines roles and responsibilities of all partners in Special Education. 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-program 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 IPRC meetings 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 pupil in the 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 or helps provide an alternative program as necessary;
- Assists in providing educational assessments for exceptional pupils.

***The Early Childhood Educator:***

The early childhood educator, in coordination and cooperation with the classroom teacher:

- Plans for and provides education to children in Kindergarten;
- Observes, monitors, and assesses the development of Kindergarten children;

- Maintains a healthy physical, emotional, and social learning environment in the classroom;
- Communicates with families;
- Performs duties as assigned by the principal with respect to the Kindergarten program.

***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 definitions of exceptional pupils:

- A. Behaviour
- B. Communication
- C. Intellectual
- D. Physical
- E. Multiple

### **Behaviour**

#### **Ministry of Education Definition:**

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:**

Students being considered for a Behaviour exceptionality require supporting documentation in the form of one of the following:

- a psychological assessment completed by a Psychologist/Psychological Associate employed by the Sudbury Catholic District School Board, and/or;
- a medical diagnosis by an independent Regulated Health Care Professional, and/or;
- a psychological assessment completed by a Psychologist/Psychological Associate.

### **Communication**

#### **AUTISM**

#### **Ministry of Education Definition:**

A severe learning disorder that is characterized by:

1. Disturbances in:
  - a. rate of educational development;
  - b. ability to relate to the environment;
  - c. mobility;
  - d. perception, speech, and language;
2. Lack of the representational symbolic behaviour that precedes language.

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

Students being considered for identification under the Autism exceptionality must have a diagnosis of Autism Spectrum Disorder (Autism, Asperger Syndrome, PDD-NOS) made by:

- a) a Psychologist/Psychological Associate employed by the Sudbury Catholic District School Board, and/or;
- b) an independent Regulated Health Care Professional.

This diagnosis must have been communicated to the parent prior to the IPRC meeting.

## **DEAF AND HARD-OF-HEARING**

### **Ministry of Education Definition:**

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:**

Students being considered for identification under the Deaf and Hard-of-Hearing exceptionality must meet the following criteria:

- a) The hearing loss must be:
  - Bilateral;
  - Sensorineural;
  - Moderate (40dB) to profound (+90dB) in nature across all frequencies;
- b) The student has been prescribed personal hearing aids by an audiologist.

In addition, the student may have:

- a personal FM system;
- a sound field system prescribed by an audiologist;
- gaps in written or spoken language;
- ongoing speech or language difficulties;
- a late diagnosis of hearing loss (age +3.5 years) which increases the possibility of school failure.

## **LANGUAGE IMPAIRMENT**

### **Ministry of Education Definition:**

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:**

Students being considered for identification under the Language Impairment exceptionality must have moderate-severe language delay as assessed or consulted by a Speech-Language Pathologist employed by the Sudbury Catholic District School Board.

The results of the assessment must have been communicated to the parent(s) by the Speech-Language Pathologist or Psychologist prior to the IPRC meeting.

## **SPEECH IMPAIRMENT**

### **Ministry of Education Definition:**

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:**

Students being considered for identification under the Language Impairment exceptionality must have at least a moderate-severe speech delay/disorder as assessed or consulted by a Speech-Language Pathologist employed by the Sudbury Catholic District School Board.

The results of the assessment must have been communicated to the parent(s) by the Speech-Language Pathologist prior to the IPRC meeting.

## **LEARNING DISABILITY**

### **Ministry of Education Definition:**

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:**

Students being considered for identification under the Learning Disability exceptionality must have a diagnosis made by a Psychologist/Psychological Associate employed by the Sudbury Catholic District School Board who has the authorized area of practice of School Psychology. The Board will consider data (not necessarily the diagnosis) contained in reports by professionals not employed by the Board. Both objective data and overall clinical judgement are used in formulating a diagnosis. All outside assessments are consulted to by the Special Education team and a School Psychologist to confirm diagnosis and accommodations.

Sudbury Catholic District School Board concurs with the position of the Learning Disabilities Association of Ontario:

- “‘Learning Disabilities’ refers to a variety of disorders that affect the acquisition, retention, understanding, organisation or use of verbal and/or nonverbal information. These disorders result from impairments in one or more psychological processes related to

learning, in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities.”

- “Learning disabilities range in severity and invariably interfere with the acquisition and use of one or more of the following important skills:
  - oral language (e.g., listening, speaking, understanding)
  - reading (e.g., decoding, comprehension)
  - written language (e.g., spelling, written expression)
  - mathematics (e.g., computation, problem solving)”
- “Learning disabilities may also cause difficulties with organisational skills, social perception and social interaction.”
- “Learning disabilities are due to genetic, other congenital and/or acquired neurobiological factors. They are not caused by factors such as cultural or language differences, inadequate or inappropriate instruction, socioeconomic status or lack of motivation, although any one of these and other factors may compound the impact of learning disabilities. Frequently learning disabilities co-exist with other conditions, including attentional, behavioural and emotional disorders, sensory impairments or other medical conditions.”

The results of the assessment must have been communicated to the parent(s) by the Psychologist/Psychological Associate prior to the IPRC meeting.

## **Intellectual**

### **GIFTEDNESS**

#### **Ministry of Education Definition:**

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:**

Students being considered for identification under the Giftedness exceptionality must have:

- assessed higher order thinking abilities (Verbal Comprehension Index and Fluid Reasoning) as measured on the WISC-V at or above the 98th percentile; and
- commensurate academic abilities; and
- been assessed or those results reviewed by a Psychologist/Psychological Associate employed by the Sudbury Catholic District School Board who has the authorized area of practice of School.

The results of the assessment must have been communicated to the parent(s) by the Psychologist/Psychological Associate prior to the IPRC meeting.

## **MILD INTELLECTUAL DISABILITY**

### **Ministry of Education Definition:**

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:**

Students to be considered for identification under the Mild Intellectual Disability exceptionality must meet the following criteria:

- a) a psychological assessment completed/consulted by a Psychologist/Psychological Associate employed by the Sudbury Catholic District School Board indicating that the student's intellectual and adaptive functioning lie in the mild intellectual disability range;
- b) difficulty learning and understanding new concepts;
- c) able to meet limited Ontario Curriculum expectations with support;
- d) requires modified and/or alternative curriculum;
- e) has the potential for academic learning, social adjustment, and economic self-support;
- f) cognitive abilities fall within the 55 to 70 (+/-5) range; academic and social skills <70 to 75 range.
- g) All outside assessments are consulted to by the Special Education team and a School Psychologist to confirm diagnosis and accommodations.

The results of the assessment must have been communicated to the parent(s) by the Psychologist/Psychological Associate prior to the IPRC meeting.

## **DEVELOPMENTAL DISABILITY**

### **Ministry of Education Definition:**

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:**

Students to be considered for identification under the Developmental Disability exceptionality must have a diagnosis made by a Psychologist/Psychological Associate employed by the Sudbury Catholic District School Board, and/or an independent Regulated Health Care Professional as follows:

#### **Developmental Disability – Mild**

- assessed by a Regulated Health Care Professional to have a mild level of general intellectual disability with delays in adaptive functioning
- abilities and skills estimated to fall within the 55 to 70 (+/-5) range
- able to meet limited Ontario Curriculum expectations with support
- need for alternative curriculum expectations.

#### **Developmental Disability – Moderate**

- assessed by a regulated qualified professional to a moderate level of general intellectual disability with delays in adaptive functioning
- abilities and skills estimated to fall within the 40 to 55 range
- difficulties with impulse control, social interaction skills, some independent living skills and limited means of communication;
- working exclusively on alternative curriculum expectations.

#### **Developmental Disability – Severe to Profound**

- assessed to have severe to profound level of general intellectual disability with delays in adaptive functioning
- abilities and skills to fall within the 25 to 40 range or lower
- great difficulty with impulse control and behaviour management, communication, social interactions and daily living skills
- working exclusively on alternative curriculum expectations
- limited potential for academic learning, social adjustment, and economic self-support.

The results of the assessment must have been communicated to the parent(s) by the Psychologist/Psychological Associate prior to the IPRC meeting.

## **PHYSICAL DISABILITY**

### **Ministry of Education Definition:**

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:**

Students to be considered for identification under the Physical Disability exceptionality must:

- have a medical diagnosis by a Regulated Health Care Professional; and
- require the additional support of physiotherapy; and
- require support of occupational therapy, and in many cases, speech-language pathology.

In most instances, the student will have been involved with the Children's Treatment Centre or similar service and will require support for limitations in mobility and activities of daily living. Students who have a medically diagnosed severe chronic health condition affecting their ability to access the Ontario Curriculum may be considered for identification under this exceptionality.

## **BLIND AND LOW VISION**

### **Ministry of Education Definition:**

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:**

Students to be considered for identification under the Bind and Low Vision category must:

- ✓ meet the legal definition of legally blind which is 20/200 best corrected vision or less than 20 degree field of vision; or
- ✓ meet the legal definition of low vision which is 20/70 best corrected vision; or
- ✓ have vision difficulties of such a significant impact on their educational progress that they require extensive accommodations and assistance.

## **Multiple**

### **MULTIPLE EXCEPTIONALITIES**

#### **Ministry of Education Definition:**

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 Care Professional as having two or more severe conditions

#### **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 consulted by the appropriate professional. All psychological assessments are reviewed by a psychologist who has the authorized area of practice of School to confirm diagnosis and accommodations. All speech-language pathology assessments are reviewed by the school Board's Speech-Language Pathologist.

- For all new outside assessments:
  - Written consult must be obtained from family/guardian to have the assessment reviewed. If consult is not obtained, the assessment cannot be accepted.
  - The Special Education consultant will consult with the appropriate professional who will confirm the exceptionality and the accommodations.
  - The information will be shared with the school and the family.

## **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.



## 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 with involvement from the Special Education Advisory Committee (SEAC).

In reviewing the Annual Plan, the Board considers 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 Plan is available in PDF format on the Board's website. The plan is communicated to the public through a variety of system communication sources including: professional development sessions, parent reaching out events and messaging through the Special Education Team. The Special Education Plan is also accessible by link on all SCDSB school-based websites.

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 is 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.

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.

### **SEAC Committee Meeting Schedule 2022-2023**

<b>Date</b>	<b>Time</b>	<b>Meeting Room</b>
Thursday, September 22nd	12:00 p.m.	via zoom & CEC M1
Thursday, October 27th	12:00 p.m.	via zoom & CEC board room
Thursday, November 24th	12:00 p.m.	via zoom & CEC board room
Thursday, December 15th	12:00 p.m.	via zoom & CEC M1
Thursday, January 26th	12:00 p.m.	via zoom & CEC board room
Thursday, February 23rd	12:00 p.m.	via zoom & CEC board room
Thursday, March 23rd	12:00 p.m.	via zoom & CEC M1
Thursday, April 27th	12:00 p.m.	via zoom & CEC board room
Thursday, May 25th	12:00 p.m.	via zoom & CEC board room
Thursday, June 15th	12:00 p.m.	via zoom & CEC M1

## **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.

<b>The Sudbury Catholic District School Board Special Education Advisory Committee</b>			
<u>Trustee</u>	<b>Michael Bellmore</b>	michael.bellmore@sudburycatholicschools.ca Home: 705-669-0166	<b>Trustee Representative</b> 153 Baker Street Sudbury, ON P3C 3E8
	<b>Shirley McKnight</b> (Alternate)	shirley.mcknight@sudburycatholicschools.ca 705-562-7220	<b>Trustee</b> 101 Nicolet Street Sudbury, ON P3C 3A2
<u>Community Members</u>	<b>Marlene McIntosh</b> Resigned Feb 2023	705-522-0100	<b>Learning Disabilities Association of Sudbury</b> P.O. Box 21038 Plaza 69 Sudbury, ON P3E 6G6
	<b>Chantal Makela</b>	chantalm@sudburyemployment.ca 705-671-2544	<b>Spark Employment Services</b> 435 Notre Dame Avenue Suite 102 Sudbury, ON P3C 5K6
	<b>Geneviève Rivard</b>	grivard@compassne.ca 705-525-1008	<b>Compass/Boussole/Akii-Izhinoogan</b> 62 Frood Road, Suite 100 Sudbury, ON P3C 4Z3
	<b>Jessica Gaudette</b>  <b>Kristin Kewaquom</b>	jgaudette@kgcfs.org kkewaquom@kgcfs.org 705-377-2100 1-800-268-1899	<b>Kina Gbezhgomi Child &amp; Family Services</b> 866 Newgate Avenue, unit #1 Sudbury, ON P3A 5J9
	<b>Catherine Sutherland</b>	catherine.sutherland@ymcaneo.ca 249-377-5994	<b>YMCA of NE Ontario Employment &amp; Immigration Services</b> 10 Elm Street, #132 Sudbury, ON P3C 5N3
	<b>Stephanie Gilchrist</b>	sgilchrist@ccnsudbury.on.ca Tel: 705-566-3416 ext. 2590 Fax: 705-521-7376 Toll free: 1-877-272-4336	<b>Children's Community Network</b> 319 Lasalle Blvd, Unit 2 Sudbury, ON P3A 1W7
	<b>Taneesha Hare</b>	thare@nog.ca Tel: 705-946-3700	<b>Nogdawindamin Family &amp; Community Services</b> 493 Barrydowne Road Sudbury, ON P3A 3T3

<u>Board Personnel</u>	<b>Joanne B�nard</b>	joanne.benard@sudburycatholicschools.ca 705-673-5620 ext. 298	<b>Director of Education</b>
	<b>Rossella Bagnato</b>	rossella.bagnato@sudburycatholicschools.ca 705-673-5620 ext. 300	<b>Superintendent of School Effectiveness</b>
	<b>Anthony Rocchio</b>	anthony.rocchio@sudburycatholicschools.ca 705-673-5620 ext. 204	<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 students.

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. 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 child governs our commitment to their education;
- That gaining knowledge of each child in a systematic way, is necessary to provide appropriate learning opportunities;
- That working inclusively on an early and ongoing basis with parents/guardians, school and community professionals facilitates meeting 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 January. 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 entry into school together. All pupils will begin a regular program no 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 through a consultative basis. Results are discussed with parents and a program of remediation begins if necessary.

### **The Assessments that may be administered:**

#### **Rosner Test of Auditory Analysis Skills -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.) - 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**

- The Yopp-Singer Test of Phoneme Segmentation assesses children's phonemic awareness.
- PAT-2 TEST for Grade 1 students in F.I. and REGULAR classrooms

### **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.

### **The Assessments that may be administered:**

**Wechsler Individual Achievement Test.** An achievement test measures how an individual is doing in areas of academic school work. The WIAT give a summary of function in common school subjects like reading, math, written language, and oral language.

**Key Math.** Is an individually administered test of essential mathematics covering Basic Concepts, Operations and Applications.



**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.

**APPENDICES:**

[#4 - School Transition Entry Planning](#)

[#5 - Procedures for Students of Concern](#)

[#6 - A Look at Special Education](#)

**Family Guide to Special Education**

**Supporting Students with Special Education Needs in French as a  
Second Language – A Family Guide**

## **Educational Assessments/Services**

### **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, KEY MATH 3 (CDN), Phonological Awareness Test, 2<sup>nd</sup> Edition (PAT-2), DRA, Wechsler Individual Achievement Test, 3<sup>rd</sup> Canadian Edition (WIAT-III CDN), Wechsler Fundamental Academic Skills, Canadian Edition (WF:AS CDN).

### **2. Speech-Language Pathology Services**

The Board's Speech-Language Pathology (SLP) Services strives to support students with speech, language and communication needs in order to help develop the skills they need to succeed in school. We also strive to enable all in-school educators to be able to identify and convey concerns to parents/guardians as early as possible. Early intervention is key to our approach.

Description of Speech-Language Pathology Services:

#### **Initial Evaluations**

- 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 an initial evaluation.
- The initial evaluation aims to determine the students' speech and/or language needs using formal (standardized) and/or informal measures. This evaluation can help determine eligibility to receive a block of itinerant speech-language programming, eligibility for a referral to school-based rehabilitation Services (SBRS) speech therapy services and/or the need for a comprehensive assessment.
- A system-wide schedule for initial evaluations is set up and followed throughout the school year.
- Each referred child is assessed at school by the Speech Language Pathologist.
- An "In-School Speech/Language Evaluation Summary Report" is written for each student, recommendations are shared with the parent in writing, and a copy is kept in the Ontario Student Record.

## Reviews

- A system schedule for reviews is set up and followed throughout the school year.
- All students who previously received an initial evaluation and were recommended for a review the following school year will be assessed at school.
- A review aims to determine a students' speech and/or language needs using formal (standardized) and/or informal measures. This evaluation can help determine eligibility to receive a block of itinerant speech-language programming, eligibility for a referral to school-based rehabilitation Services (SBRS) speech therapy services and/or the need for a comprehensive assessment.
- An "In-School Speech/Language Evaluation Summary Report" is written for each student, recommendations are shared with the parent in writing, and a copy is kept in the Ontario Student Record.

## Formal Assessments

- Formal assessments, when warranted, are completed by the Board's Speech-Language Pathologist.
- Each referred child is assessed at school by the Speech Language Pathologist.
- Formal assessments are based on classroom observation, review of the Ontario Student Record, interviews with teachers, parents, other professionals, informal tasks and formal standardized testing.
- Formal assessments aim to:
  - provide teachers, parents and other participating professionals with an understanding of the student's oral language and/or communication needs as related to language learning, literacy development and general ability to participate in the classroom program.
  - Develop recommendations and programming suggestions
  - Determine whether the student's difficulties result from a Communication: speech and/or language impairment exceptionality, as per Board and Ministry of Education guidelines.
  - Determine strengths and needs for the Individual Education Plan (IEP)
  - Determine eligibility for itinerant speech-language programming with the Board's Communicative Disorders Assistant (CDA)
  - Recommend referrals to outside agencies, as deemed appropriate.
- A formal "Speech-Language Pathology Assessment Report" is written for each student, recommendations are shared with the parent in writing and in person, and a copy is kept in the Ontario Student Record.

## Consultations

- FDK year 1 transition to school meetings – Participation on school support teams to provide support and to facilitate appropriate referrals to Board services or community agencies. Informed written consent is required for this service.
- New to the Board student transition review – SLP to review SLP Assessment reports and/or Communication: Speech/Language Impairment identifications from a different school board. Informed written consent is required for this service.
- Student Consultation – Participation on school support teams to share strategies and recommendations to enhance academic programming plan for students with a broad range of non-exceptional or exceptional communication needs. SLP may also facilitate appropriate referrals to community agencies. Informed written consent is required for this service.

The SLP may also consult with Resources Teachers, Classroom Teachers, Educational Assistants, and other support staff involved with students who are **active with the Board's SLP Services on a consultative basis**. The school may request a consultation for a student who is active with the Board's service at any time.

## Liaison with community agencies

- Preschool Speech and Language Services, including the Children's Treatment Centre and Wordplay, share their assessment results with the Board's speech language pathologist as per Transition to School Policy.
- Through the initial evaluation process, students who are eligible to receive speech services through the Children's Treatment Centre (CTC) School Based Rehabilitation Services (SBRS) are referred by the Speech-Language Pathologist, with parent consent.
- Through the formal assessment process, students who are suspected of having a neurodevelopmental disorder are referred to the appropriate agency (i.e., CCN or CCR).

## IPRC Identification

- The Speech-Language Pathologist may recommend for students who present with significant speech and/or language difficulties be presented to the Identification, Placement and Review Committee.

## **Programming**

### **Indirect programming – completed by the SLP in specialized classrooms**

- Indirect programming may be offered to specialized classrooms through consultative services. Consultations may be student specific or class wide.
- SLP works collaboratively with teachers in special education classrooms to adapt the language components of the classroom program based on the understanding of the interrelationships among oral language, literacy, behavior, and social adaptive skills.
- SLP may support teachers in developing communication strategies and goals for Individual Education Plans for students with severe communication needs.
- Selecting, demonstrating, and determining the effectiveness of special technology as an aid to communication in the classroom; this may be facilitated in consultation with an outside agency.

### **Direct Programming – completed by the CDA or SLP with FDK-2 – Grade 3 students in regular programs**

- Working with teachers in the classroom to demonstrate specific oral language and communication facilitation strategies.
- Providing targeted direct programming to students either 1-1 or in small group.

#### **Eligibility criteria for direct itinerant speech-language programming - provided by CDA (under the direct/indirect supervision of the SLP) or the SLP:**

Priority is given to students who meet some or all of the following:

- Exceptional students in regular classroom programs identified with Communication related identifications
- Students presenting with speech AND language difficulties
- Students presenting with language difficulties
- Student is a good candidate for pull-out direct therapy, as per clinical judgement
- Student presenting with mild speech difficulties

Please note that blocks of itinerant speech-language programming are rotated on a yearly basis. Elementary schools receive one block per academic year at a frequency of either 1x or 2x times per week.

### **Home Programming**

The SLPs may prepare and send programs to be worked on at home upon request. This program would target a specific speech and/or language goal (i.e., /s/ sound; using is/are in sentences, etc.).

### **3. Psychological Services**

Psychological Services staff contribute to the development of effective classroom programming interventions and behaviour management techniques, especially for high-needs or at-risk students, by providing information about learning profiles, mental health and well-being issues and behavioural strategies. Psychological Services staff provide professional learning for school resource teachers on the Wechsler Fundamentals Academic Skills assessment tool, the Wechsler Individual Achievement Test (Third Edition), Key Math 3<sup>rd</sup> Edition, and the Phonological Awareness Test, 2<sup>nd</sup> Edition. They work collaboratively with Special Education staff regarding IPRCs and other priorities. Psychological Services staff liaise with other professional support services staff to address factors that affect student performance and well-being and coordinate services for individual students. They also liaise and refer to community healthcare, social service professionals and agencies, and coordinate services.

### **Psychological Consultations**

Consultations may occur for the purposes of:

- Providing generalized professional development to school board staff
- Providing training to qualified staff on standardized academic test administration and scoring.
- Consultation to a psychological assessment report completed by non-school board psychological providers.
- Interview and assess students that present with difficult complex diagnostic problems and assess psychological status.
- Provide clinical supervision for psychological and behavioural support staff.
- Consult with community health care providers.
- Participate in the Association of Chief Psychologists with Ontario School Boards for consistency and best practices in Ontario
- Complete board wide academic screening

### **Psychological Assessments**

The purpose of a psychological assessment is to better understand the learning and/or social-emotional strengths and needs of the student to help in the delivery of the most appropriate programming while the student is at the Sudbury Catholic District School Board.

Psychological assessments are provided by the staff of Psychological Services. They are either members of the College of Psychologists of Ontario, or they work under the direct supervision of a member of the College of Psychologists. Psychological Services staff are governed by the Psychology Act, the Regulated Health Professions Act, the Health Care Consent Act, the Personal Health Information Protection Act, and the Education Act when working in a school board.

A psychological assessment may include the following:

- A review of the student's school records
- Interviews with the parents/guardians to obtain developmental, family, and medical history
- Interviews with school personnel and the student
- Classroom observation
- An assessment (standardized and informal measures) of the student's cognitive abilities to assess learning strengths and needs
- An assessment (standardized and informal measures) of the student's social-emotional functioning to assess strengths and needs
- An assessment (standardized and informal measures) of the student's academic skills to assess academic strengths and needs

### **Referrals for Psychological Assessments**

Referrals for psychological assessments of students are initiated through the Student of Concern Model. The School Psychologist along with the Special Education Consultant determines the priority in which students will be seen. The length of wait for a psychological assessment can vary, depending on the number of requests generated and the prioritization of the referral, relative to other referral requests from all schools. Once the referral is made, the psychological assessment begins only with the informed consent of the parents/guardians of a student under the age of 18, or of a student who is 18 years or older and has the appropriate level of cognitive ability to understand.

A psychological assessment takes place as a result of a referral from school personnel to the Special Education Consultant. The psychology team works with students in Elementary and Secondary School panels. The type of assessment is determined by the child's individual needs, which may result in a diagnosis, and or an identification by IPRC under one of the five exceptionalities as identified by the Ministry of Education.

Standardized testing with the student takes approximately 6 to 8 hours 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).

### **Management of Assessment Results**

The results and recommendations of a psychological assessment are discussed with the parents/guardians or qualifying student (as outlined above) and with staff of the Board who are directly involved with the student. A copy of any written report is provided to the parents/guardians or qualifying student at or close to the time of any verbal feedback. A copy is also given to the school, to be placed in the student's OSR.

The original written report, assessment measures, notes, and other information obtained during the assessment are maintained in the confidential files of Psychological Services in accordance with the Psychology Act and the Regulated Health Professions Act. Psychological Services will not release any information to persons or facilities outside of the Board without written consent, except as may be required by law.

### **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 with parental consent.

### **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 SE 11-Psych.

### **File Retention**

Psychological Assessment files are held in a confidential, secured location as per College of Psychologists of Ontario regulations for 10 years after the student has graduated from Grade 12, and will then be destroyed.

### **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 and works closely with the Local Health Integration Network of Northeast (LHIN). Sudbury Catholic staff do all non-invasive procedures while staff with the LHIN complete others.

Where there are disputes to who is to perform the procedure the Special Education Consultant will discuss with the manager at the LHIN and the insurance provider.

This policy is based on the Ministry of Education Policy no. 81 Provision for Health Support Services in School Settings from 1984.

### **Insurance:**

OSBIE's comprehensive liability policy provides protection to teachers, staff and volunteers in the event injuries are caused to others through their negligence while administering First Aid, prescribed medications or medical procedures (E.g. required work with an ostomy bag).

The policy provides protection to teachers, staff and volunteers in the event injuries are caused to others through their negligence.

Teachers, staff or volunteers who provide First Aid and/or administer medication or provide medical procedures to students or others are deemed to be carrying out these duties on behalf of the school board.

Similarly, teachers, staff or volunteers who administer medical services to students, at the request of parents and doctors are deemed to be carrying out these duties on behalf of the school board.

### **Appendices:**

[#7 – SCDSB Policy/Program Memorandum No. 81](#)

### Specialized Health Support Services in School Settings

Type of Support Service	Agency or position of person who performs the service (e.g., LHIN, Board, staff, parent, support)	Provided by	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes above eligibility and level of support (if available)
I. Oral Medication	Pupil as authorized	Pupil	Attending Physician	Local Ministry of Health (LHIN)	Physician	Parent to Physician
	Parent as authorized	Parent	Attending Physician	Local Ministry of Health (LHIN)	Physician	Parent to Physician
	Aide or other personnel	School Board	School Board/ Physician	Local Ministry of Health (LHIN)	Medical Information from Physician	Parent to Physician
II. Injection of Medication	Pupil as authorized	Pupil	Attending Physician	Local Ministry of Health (LHIN)	Physician	Parent to Physician
	Parent as authorized	Parent	Attending Physician	Local Ministry of Health (LHIN)	Physician	Parent to Physician
	Health Professional	Local Ministry of Health (LHIN)	Local Ministry of Health (LHIN)	School Board	Physician	Parent to Physician
III. A. <ul style="list-style-type: none"> <li>Catheterization Sterile/Intermittent</li> <li>Manual expression of bladder/stoma</li> <li>Postural drainage/ Suctioning (Deep)</li> <li>Tube feeding/ Nutrition</li> <li>Nursing</li> </ul>	Health Professional	Local Ministry of Health (LHIN)	Local Ministry of Health (LHIN)	Local Ministry of Health (LHIN) and School Board	Physician	Parent to Physician

Type of Support Service	Agency or position of person who performs the service (e.g., LHIN, Board, staff, parent, support)	Provided by	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes above eligibility and level of support (if available)
III. B. <ul style="list-style-type: none"> <li>Suctioning (Shallow/Surface)</li> <li>Catheterization Clean/Intermittent</li> </ul>	Aide or other personnel from School Board	School Board	Local Ministry of Health (LHIN)	Local Ministry of Health (LHIN) and School Board	Physician	Parent to Physician
IV. <ul style="list-style-type: none"> <li>Lifting and positioning</li> <li>Assistance with mobility</li> <li>Feeding</li> <li>Toileting</li> </ul>	Aide or other personnel from School Board	School Board	Local Ministry of Health (LHIN) and School Board	Local Ministry of Health (LHIN)	Physician	Parent to Physician
V. A. Therapies (Physio/Occupational) <ul style="list-style-type: none"> <li>Intensive clinical (treatment)</li> </ul>	Qualified therapist (Child and Treatment Centre)	Ministry of Health (Child and Treatment Centre)	Ministry of Health (Child and Treatment Centre)	Ministry of Health (Child and Treatment Centre)	Ministry of Health (Child and Treatment Centre)	Parent to Child and Treatment Centre
<ul style="list-style-type: none"> <li>General maintenance exercises</li> </ul>	Aide or other personnel from School Board	School Board	Local Ministry of Health (LHIN) and School Board	Local Ministry of Health (LHIN)	Local Ministry of Health (LHIN)	Parent to LHIN
V. B. Speech and Language <ul style="list-style-type: none"> <li>Speech and Language (Speech Pathology Treatment)</li> </ul>	Speech-Language Pathologists or Communicative Disorders Assistant	Ministry of Health (WordPlay) School Board Communicative Disorders Assistant	Ministry of Health (WordPlay) School Board Speech-Language Pathologist	Ministry of Health (WordPlay) School Board Speech-Language Pathologist	Ministry of Health (WordPlay) School Board Speech-Language Pathologist	Parent to Word Play Parent to School Board Speech-Language Pathologist
<ul style="list-style-type: none"> <li>Speech and Language (Speech Correction and Remediation)</li> </ul>	Speech-Language Pathologists or Communicative Disorders Assistant	Ministry of Health (Children's Treatment Centre)	Ministry of Health (Children's Treatment Centre)	Ministry of Health (Children's Treatment Centre)	Ministry of Health (Children's Treatment Centre)	Parent to Ministry of Health (Children's Treatment Centre)

Type of Support Service	Agency or position of person who performs the service (e.g., LHIN, Board, staff, parent, support)	Provided by	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes above eligibility and level of support (if available)
VI. All Services in Children's Residential Care/Treatment Facilities	Aides/Health Professionals	Ministry of Community and Social Services	Ministry of Community and Social Services	Ministry of Health	Ministry of Health	Parent to Ministry of Community and Social Services
VII. Orientation & Mobility	CNIB funded through the School Board	Orientation and Mobility personnel	Doctor/ LHIN or W. Ross MacDonald Provincial School	Doctor/ LHIN or W. Ross MacDonald Provincial School	Doctor/ LHIN or W. Ross MacDonald Provincial School	Parent to Doctor/ LHIN or W. Ross MacDonald Provincial 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, Growing Success 2010, and Special Education in Ontario K-12, 2017

## **2022/2023 Advancements and Professional Development Supporting Students of Concern**

<b>DATE</b>	<b>WHAT</b>	<b>WITH WHO</b>	<b>IMPACT</b>
29-Aug-22	Attendance Services / Student Re-engagement	2021/2022 Homeschooling List	26 students registered & returned to SCDSB to continue their education
1-Sep-22	Inclusion	Behaviour Support Team	PA Day session to better understand and support the inclusive students, a sharing of best practices
2-Sep-22	ABBLs Training	Educational Assistants	To help support students with Autism and to help program supports for them / This was job imbedded throughout the year
2-Sep-22	Heggerty	Early Childhood Educators, Educational Assistants, Resource Teachers	To help support students with daily phonemic and phonological awareness lesson plans to assist in their literacy success
6-Sep-22	Full Inclusion	All Kindergarten & Grade 1 Students	SCDSB has embraced a full inclusion model / There are no Kindergarten or Grade 1 students in special education classrooms
24-Sep-22	BMS Recertification & Full Day Training	Educational Assistants & Early Childhood Educators	Provided BMS training for 28 new EA/ECE support staff & a refresher to 105 staff to ensure the safety and wellbeing of students and staff
1-Oct-22	Attendance Awareness Campaign / October	All Schools	To promote and encourage regular school attendance. Students from all schools participated in the poster contest
24-Oct-22	BMS Recertification & Full Day Training	Educational Assistants & Early Childhood Educators	Provided BMS training for 5 new EA/ECE support staff & a refresher to 9 staff to ensure the safety and wellbeing of students and staff

15-Dec-22	Grade 7 WFAS	323 students screened	Allows schools to track overall effectiveness of interventions provided to students in programs / Results provide reliable progress monitoring to enable informed programming decisions for students
3-Feb-23	First Aid Training	Educational Assistants / Early Childhood Educators & Speech Language / Attendance & Behaviour Teams	Full day First Aid Training provided for the safety and wellbeing of all students and staff
17-Feb-23	Keymath Training	Resource Teachers	To learn or have refresher training on this assessment will help focus support
28-Apr-23	Special Education / Psychology / Speech / Behaviour	28 Preschool Transition meetings	Collaborating with families and community organizations to identify needs of students coming for September 2023
1-Jun-23	Speech Language evaluations (initials/reviews)	509 students FDK year 2 to Grade 3	To determine students' speech and language needs
30-Jun-23	Inclusion	Monthly Meetings with Principals	An open dialogue with principals to bring forward successes and issues to work through
30-Jun-23	Speech Language Consultations	53 students FDK year 1 to Grade 12	To determine students' speech and language needs
30-Jun-23	Formal Speech Language Pathology Assessments	27 students FDK year 2 to Grade 6	To determine students' speech and language needs
30-Jun-23	Speech Language Programming (therapy)	229 students FDK year 2 to Grade 3	To determine students' speech and language needs
30-Jun-23	Alternative and Augmentative Communication Consultations	6 students FDK year 1 to Grade 11	Non-verbal students can communicate their needs

30-Jun-23	New Referrals (community/school)	282 referrals	Students with motor speech needs can receive support
30-Jun-23	ACC-CTC Referrals	2 referrals FDK year 1 to Grade 3	Non-verbal students can communicate their needs
30-Jun-23	SBRS—CTC Speech (active/referred)	345 referrals	Students with motor speech needs can receive support
30-Jun-23	Behaviour Supports	108 referrals for services	Students who are experiencing such behaviour that it is difficult for them to attend school / the behaviour supports help look for underlying causes and make recommendations to further support
30-Jun-23	Psychology Department Support	84 Assessments	Students who are struggling in school have their specific strengths and needs identified to target support and intervention
30-Jun-23	Psychology Department Support	31 consults	Students who are struggling in school have their specific strengths and needs identified to target support and intervention



## **Accessibility of Schools**

### **SCDSB commitment to accessibility planning**

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.

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 re-established and mandated to develop, and update the Multi-Year Accessibility Plan.

### **BR150 Accessibility**

### **CS28 Accessibility Standards for Customer Service**

### **Multi-Year Accessibility Plan for 2019-2025**

## Appendices

#1 – Sample Parent IEP Letter

#2 – IEP Revision Parent Guardian Sample

#3 – Sample IEP

#4 – School Transition Entry Planning

#5 – Procedures for Students of Concern

#6 – A Look at Special Education

#7 – SCDSB Policy/Program Memorandum No. 81

## **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>

DATE

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 May 10, 2020. 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.

Stephanie  
Venturi  
Principal

Appendix #1

Dear Parents/Guardians,

As part of the on-going communication regarding your child's special education program, we have reviewed your child's IEP for the second term.

Since there are no changes to your child's IEP, we will not be sending a copy home for the second term.

We are still offering you the opportunity to consult in the revision of your child's Individual Education Plan (IEP). If you wish to offer comments or suggestions for improvement, please contact the school and we will send a copy of the IEP home in order for you to complete the parent involvement section in the IEP.

Thank you for your cooperation and involvement in your child's educational program and the IEP process. If you have any questions, please do not hesitate to contact the school.

☐

I am happy with my child's current accommodations

☐

I would like a copy of the IEP to provide suggestions for improvement

Sincerely,

---

Principal

Resource Teacher

Parent/Guardian

Appendix #2



**SUDBURY CATHOLIC DISTRICT SCHOOL BOARD**

185A D'YOUVILLE STREET, SUDBURY, ONTARIO P3C 5E7 Tel: (705)673-5620 Fax: (705)673-8899  
http://www.sudburycatholicschools.ca

**INDIVIDUAL EDUCATION PLAN**

**STUDENT PROFILE**

Name: \_\_\_\_\_ Gender: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

OEN: \_\_\_\_\_ Current Grade: \_\_\_\_\_

School: \_\_\_\_\_ Principal: \_\_\_\_\_ School Year: \_\_\_\_\_

Most Recent IPRC Date: \_\_\_\_\_

Exceptionality: \_\_\_\_\_

IPRC Placement Decision: \_\_\_\_\_

Date of Placement: \_\_\_\_\_

**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

#### ACCOMMODATIONS

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

Assessment Accommodations	Environmental Accommodations	Instructional Accommodations

#### 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

#### INVOLVEMENT OF THE PARENT/GUARDIAN

I was consulted in the development of this IEP ☐ parent/guardian  
 I declined the opportunity to be consulted in the development of this IEP ☐ parent/guardian  
 I have received a copy of this IEP ☐ parent/guardian

Parent/Guardian Comments:

---



---



---



---



---

Parent/Guardian  
Signature: \_\_\_\_\_

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

The principal is legally required to ensure that the IEP is properly implemented and monitored. This IEP has been developed according to the Ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>TRANSITION PLAN</b>								
Name: _____ OEN: _____								
Specific Goals for Transition:								
<table border="1"> <thead> <tr> <th>Action Required</th> <th>Person(s) Responsible for Actions</th> <th>Timelines</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Action Required	Person(s) Responsible for Actions	Timelines			
Action Required	Person(s) Responsible for Actions	Timelines						

<b>IEP CONSULTATION RECORD</b>	
Name: _____ OEN: _____	
Date:	Description of Consultation:
Parent/Student Feedback / Outcome of Consultation:	

## School Transition to Entry Planning Committee September 2022

**Andrea Marshall** – CCR (Child and Community Resources) [amarshall@ccrconnect.ca](mailto:amarshall@ccrconnect.ca)

**Rox-Anne Lauzon** – Infant Child Development Services [rlauzon@hsnsudbury.ca](mailto:rlauzon@hsnsudbury.ca)

**Karen Renout** – Wordplay Jeux de Mots, Preschool Speech & Language SudburyManitoulin, North Bay Regional Health Centre [Karen.Renout@nbrhc.on.ca](mailto:Karen.Renout@nbrhc.on.ca)

**Natacha Gauthier** – Wordplay Jeux de Mots, [Natasha.gauthier@nbrhc.on.ca](mailto:Natasha.gauthier@nbrhc.on.ca)

**Julie Moore** – Children's Aid Society of the Districts of Sudbury and Manitoulin  
[Julie.moore@casdsm.on.ca](mailto:Julie.moore@casdsm.on.ca)

**Tanya Freimanis** – on behalf of Shannon Dowdall – Public Health Sudbury & Districts [freimanis@phsd.ca](mailto:freimanis@phsd.ca)

**Shannon Dowdall** – Public Health Sudbury & Districts [dowdallsmiths@phsd.ca](mailto:dowdallsmiths@phsd.ca)

**Nicole Keating** – CSPGNO (Conseil Scolaire Public du Grand Nord de l'Ontario) [Nicole.keating@cspgno.ca](mailto:Nicole.keating@cspgno.ca)

**Carole Paquette** - CSPGNO (Conseil Scolaire Public du Grand Nord de l'Ontario)  
[carole.paquette@cspgno.ca](mailto:carole.paquette@cspgno.ca)

**Carole Landry** – CSCNO (Conseil Scolaire Catholique du Nouvel-Ontario) [carole.landry@nouvelon.ca](mailto:carole.landry@nouvelon.ca)

**Chantal Lafleur** – CSCNO (Conseil Scolaire Catholique du Nouvel-Ontario) [chantal.lafleur@nouvelon.ca](mailto:chantal.lafleur@nouvelon.ca)

**Julie Brunet** - CSCNO (Conseil Scolaire Catholique du Nouvel-Ontario) [julie.brunet@nouvelon.ca](mailto:julie.brunet@nouvelon.ca)

**Anthony Rocchio** – SCDSB (Sudbury Catholic District School Board)  
[anthony.rocchio@sudburycatholicschools.ca](mailto:anthony.rocchio@sudburycatholicschools.ca)

**Gillian Cacciotti** – RDSB (Rainbow District School Board) [cacciog@rainbowschools.ca](mailto:cacciog@rainbowschools.ca)

**Josee Falardeau** – NEO Kids CTC (Children's Treatment Centre) [jfalardeau@hsnsudbury.ca](mailto:jfalardeau@hsnsudbury.ca)

**Jenne Atkinson** – CCN (Children's Community Network) [jatkinson@ccnsudbury.on.ca](mailto:jatkinson@ccnsudbury.on.ca)

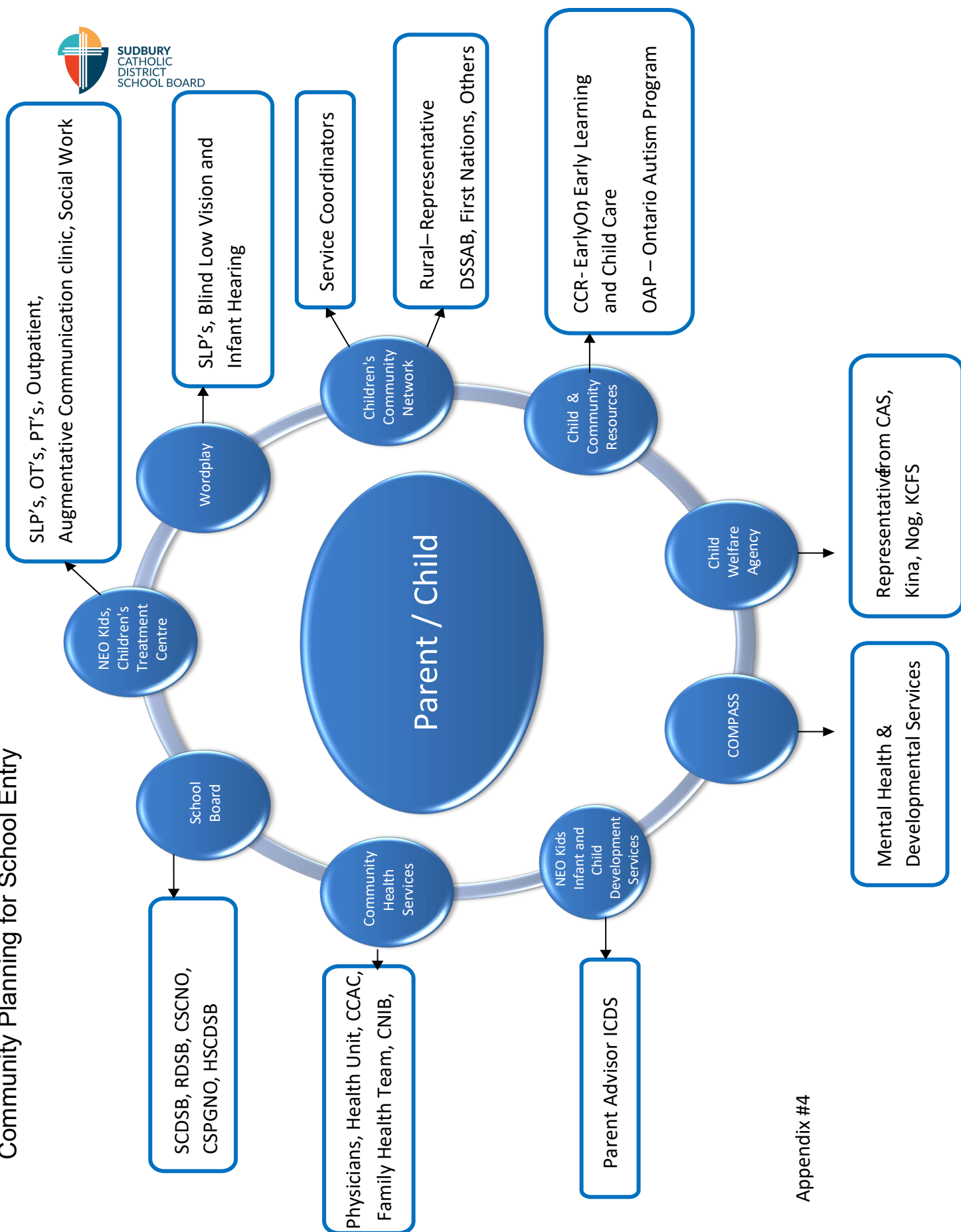
**Danna McGuire** – CCN Rural team [dmcguire@ccnsudbury.on.ca](mailto:dmcguire@ccnsudbury.on.ca)

**Nick DAmato** - Huron Superior Catholic District School Board  
[Nick.DAmato@hscdsb.on.ca](mailto:Nick.DAmato@hscdsb.on.ca)

### Appendix #4



## Community Planning for School Entry



Appendix #4

## Community Planning for School Entry

### **Acronyms:**

SCDSB: Sudbury Catholic District School Board  
RDSB: Rainbow District School Board  
CSCNO: Conseil Scolaire catholique du Nouvel-Ontario  
CSPGNO: Conseil Scolaire Public du Grand Nord de l'Ontario  
HSCDSB : Huron-Superior Catholic School Board  
SLP : Speech Language Pathologist  
OT : Occupational Therapist  
PT : Physio Therapist  
DSSAB : District Social Services Administration Board  
CCAC : Community Care Access Centre  
ICDS – Infant Child Development Services

## Community Planning for School Entry Model 2019 - 2020



Introduction of School Transition Entry Planning process

Sept/Oct

Distribute School Entry Pamphlets to Service Providers and Parents

Parent Education Session

Nov/Dec

Parents explore options

Nov/Dec

Individual Service Providers discuss common children to determine who will host meetings

Dec

& inform families & specialized services about dates

Specialized services discuss with families the School Planning Package (referral)

Dec/Jan

Individual Service Providers generate lists for school entry planning

Dec/Jan

Individual Service Providers encourage families to register at the community school

Jan

Individual Service Providers meet with families and complete referrals/School Planning Package

Jan

Individual Service Providers compile or complete Reports (as relevant)

Feb/March

School Boards review all Referral packages & set individual meetings as per the pre-established days

Feb

Parents are notified by the referring agent the meeting dates as provided by the boards

Feb

School Transition Meetings are hosted at various locations such as the board/CCR/CTC

Mar

Families visit schools/classrooms

April/May

Additional reports are forwarded to school designates such as updated Progress Reports

Aug

\*Specialized Services may include, but are not limited to:  
Child & Community Resources (CCR), Children's Treatment Centre (CTC), Wordplay, Children's Community Network (CCN),  
COMPASS, Infant & Child Development Services (ICDS), Early Learning & Child Care (ELCC) Program staff and any other services  
families request to attend Transition to School meetings.

Parents: legal guardians

Appendix #4



## SCHOOL TRANSITION ENTRY PLANNING REFERRAL PACKAGE

### SUDBURY & MANITOULIN DISTRICTS

#### CONSENT TO RELEASE & OBTAIN

(PRINT CLEARLY)

Child's full name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Male ☐ Female ☐ D.O.B.(mm/dd/yyyy) \_\_\_\_/\_\_\_\_/\_\_\_\_

Form completed by: \_\_\_\_\_  
Name, service provider, phone number

#### PARENT / GUARDIAN NAMES AND CONTACT NUMBERS

Parent/Guardian #1: Home/Cell #:	Parent/Guardian #2: Home/Cell #:
Work #:	Work#:
Email:	Email:

#### ADDRESSES

#1	Street	City	Postal Code
#2	Street	City	Postal Code

Name of Community School above child will be attending: \_\_\_\_\_

Name of sibling(s): \_\_\_\_\_ Age: \_\_\_\_ Grade: \_\_\_\_ School attending: \_\_\_\_\_

Name of sibling(s): \_\_\_\_\_ Age: \_\_\_\_ Grade: \_\_\_\_ School attending: \_\_\_\_\_

Name of sibling(s): \_\_\_\_\_ Age: \_\_\_\_ Grade: \_\_\_\_ School attending: \_\_\_\_\_

Main child's Needs / Diagnosis: \_\_\_\_\_

Early Learning & Child Care (ELCC) Program Name: \_\_\_\_\_

Address: \_\_\_\_\_

Will your child be accessing the above ELCC Program when they begin school? Yes/No

#### SERVICES AND INVOLVED AGENCIES

The following community service providers are currently involved:

- ☐ Children's Community Network (CCN)
- ☐ Public Health Sudbury and District
- ☐ NEO Kids – HSN Children's Treatment Centre
- ☐ Child & Community Resources
- ☐ NEO Kids – HSN Infant Child Development Services
- ☐ Wordplay / Jeux de Mots
- ☐ Nogdawindomin Family & Community Services
- ☐ COMPASS
- ☐ Children's Aid Society of the Districts of Sudbury & Manitoulin
- ☐ Kina Gbezhgomi Child and Family Services
- ☐ Other; please specify: \_\_\_\_\_

Appendix #4



**SCHOOL TRANSITION ENTRY PLANNING REFERRAL PACKAGE  
SUDBURY & MANITOULIN DISTRICTS  
CONSENT TO RELEASE & OBTAIN**

(PRINT CLEARLY)

School Meeting Invitees (Agency or Relationship)	Name

**Reminder: Please attach pertinent agency reports and authorizations, as required.  
Please request parents / guardians to access other agency reports / documents from  
other services involved.**

Diagnosis/Needs/Results Of Assessments Agencies Involved (Name, Report, Diagnosis, Needs)	Date(s)	Report Attached

**Please fax directly to the Education Department listed below:**

School Boards	Fax Number	Contact Number
Rainbow District School Board	705-523-3314	705-523-3308 Extension: 8213
Sudbury Catholic District School Board	705 673-8899	705 673-5620 Extension: 204
Conseil scolaire catholique du Nouvel-Ontario	705-673-2831	705-673-5626 Extension : 295
Conseil scolaire public du Grand Nord de l'Ontario	705-671-2398	705-671-1533 Extension : 2229
Huron Superior Catholic District School Board	705-356-7188	705-356-6781

Attached (    ) Page 3 Consent  
                   (    ) Preschool Transition Profile

Appendix #4



## SCHOOL TRANSITION ENTRY PLANNING REFERRAL PACKAGE

### SUDBURY & MANITOULIN DISTRICTS

#### CONSENT TO RELEASE & OBTAIN

(PRINT CLEARLY)

This Consent Is Valid for School Entry Planning and/or until the Client's Information Changes. (Interruption of Service, Guardianship, Etc.)  
Parent(s)/Guardian(s) May Withdraw Consent Verbally Or In Writing At Any Time.

(Agency Name) \_\_\_\_\_ respects my privacy when it comes to releasing and obtaining personal health information. I/We understand the purpose of this consent and I/We hereby authorize the disclosure of personal health information related to:

\_\_\_\_\_  
Child's Full Name (print)

\_\_\_\_\_  
mm/dd/yyyy

To the following school board, please print: \_\_\_\_\_

Purpose of Consent (eg. school planning): \_\_\_\_\_

\_\_\_\_\_  
Signatures of Program Representative / Witness

\_\_\_\_\_  
Signatures of Parent (s) / Guardian(s)

\_\_\_\_\_  
mm/dd/yyyy

\_\_\_\_\_  
mm/dd/yyyy

( ) Verbal consent obtained by:

\_\_\_\_\_  
Name

\_\_\_\_\_  
mm/dd/yyyy

Appendix #4



### Preschool Transition Profile (Attachment to School Referral)

<b>Child's Name:</b>	<b>DOB:</b>
<b>Profile Completed by:</b>	<b>Date:</b>
<b>PRIORITY NEEDS:</b> <input type="checkbox"/> Communication <input type="checkbox"/> Social Skills <input type="checkbox"/> Safety <input type="checkbox"/> Physical <input type="checkbox"/> Independence <input type="checkbox"/> Sensory <input type="checkbox"/> Accessibility <input type="checkbox"/> Hearing <input type="checkbox"/> Vision <input type="checkbox"/> Medical <input type="checkbox"/> Behaviour <input type="checkbox"/> Other:	<b>Notes:</b>
<b>DIAGNOSIS/NEED :</b> <input type="checkbox"/> Intellectual: <input type="checkbox"/> Autism Spectrum Disorder: <input type="checkbox"/> Physical Disability: <input type="checkbox"/> Other (diagnosis pending, in process, none, please explain):	<b>Notes:</b>
<b>PROFESSIONAL SUPPORTS</b> <input type="checkbox"/> Medical Intervention <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Physiotherapist <input type="checkbox"/> Speech/Language Pathologist <input type="checkbox"/> Psychological Assessment <input type="checkbox"/> Other, please explain:	<b>Notes:</b>
<b>COMMUNICATION:</b> <input type="checkbox"/> Verbal: (at least 25% of speech is intelligible to listeners) <input type="checkbox"/> Non-verbal <input type="checkbox"/> sign / gestures <input type="checkbox"/> Assisted (i.e., pictures / device)	<b>Notes:</b>

Appendix #4



<p><b>SAFETY / SELF-REGULATION/SOCIAL EMOTIONAL:</b></p> <p><i>Medication/Allergies:</i></p> <p><i>Safety Concerns: (please be specific):</i></p> <p><i>Sensory Concerns:</i></p> <p><i>Attention and Concentration:</i></p> <p><input type="checkbox"/> Independently engages</p> <p><input type="checkbox"/> Verbal guidance needed</p> <p><input type="checkbox"/> Difficulty focusing</p> <p><input type="checkbox"/> Limited ability</p> <p><i>Transition (ability to change activities):</i></p> <p><input type="checkbox"/> Changes handled easily</p> <p><input type="checkbox"/> Verbal cueing</p> <p><input type="checkbox"/> Adjustment period required</p> <p><input type="checkbox"/> Significant difficulty</p>	<p><b>Notes:</b></p>
<p><b>ACCESSIBILITY /PHYSICAL/MOBILITY:</b></p> <p><i>(if significant for advanced planning and support purposes)</i></p> <p><i>Gross / Fine Motor Concerns:</i></p> <p><i>Special Equipment Needs (ie., walker, canes, chairs):</i></p> <p><b>SPECIAL NEEDS TRANSPORTATION:</b> Y <input type="checkbox"/> / N <input type="checkbox"/></p>	<p><b>Notes:</b></p>
<p><b>ABILITY TO PLAY:</b></p> <p><input type="checkbox"/> Plays with other children</p> <p><input type="checkbox"/> Prefers to play alone</p> <p><input type="checkbox"/> Play with other children may be difficult; becomes easily overwhelmed or aggressive</p> <p><input type="checkbox"/> Does not interact with toys or objects</p>	<p><b>Notes:</b></p>
<p><b>INDEPENDENCE:</b></p> <p><i>Dressing:</i>    <input type="checkbox"/> independent    <input type="checkbox"/> with prompts    <input type="checkbox"/> full support required</p> <p><i>Eating:</i>    <input type="checkbox"/> independent    <input type="checkbox"/> with prompts    <input type="checkbox"/> full support required - safety risk <input type="checkbox"/></p> <p><i>Toileting:</i>    independently toilet trained    Y <input type="checkbox"/> N <input type="checkbox"/> (if no see below)</p> <p><i>Child wears:</i>    <input type="checkbox"/> Underwear    <input type="checkbox"/> Pull-Ups    <input type="checkbox"/> Diapers</p> <p><input type="checkbox"/> seeks assistance (fill in details):</p> <p><b>Anticipated level of support required in September :</b></p>	

Appendix #4

You and your child are about to enter into an exciting stage in his/her life. It is the hope of your community to work in partnership to facilitate this transition.

The following questions may help you to consider the information that is most important to you in sharing. Please bring a copy of this document to your child's school meeting.

Once you have made a referral for school entry planning for your child you will be contacted by the school personnel and or the agency assisting you in completing the referral package to talk about this process.

My name(s): \_\_\_\_\_

My child's name: \_\_\_\_\_ D.O.B. (m/d/y): \_\_\_\_\_ Gender: \_\_\_\_\_

Describe your child. What does your child like? What are his/her strengths, interests, talents?

List of favourite activities:

#### Appendix #4

List of least favourite activities:

Describe your child's community involvements. What activities is your child involved in outside of the home (eg., clubs, sport activities, lessons, and family activities)?

What strategies work well at home or elsewhere that assist your child to learn and participate? In other words, what do you already know about what works?

Do you have any questions regarding transportation?

What do you want your child to learn at school?

Are there other things that you would like to discuss with the school?

Additional comments:

Appendix #4

# PROCEDURES FOR STUDENTS OF CONCERN

Appendix #5

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 Lead of Department</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>If minimal to no gains determined after intervention and consistent supports, refer to out-of-school support to determine next steps.</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>

		<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>
Stage Four		
Mental Health/Behaviour/Autism	Psychological Services	Speech and/or Language
Support plan is implemented and monitored	<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>
Stage Five		
Mental Health/Behaviour/Autism	Psychological Services	Speech and/or Language
<p>Support plan is monitored by team and revised as needed</p> <p>May refer to other services as required</p>	<p>Based on Out of School Team consultation recommendations may include:</p> <ul style="list-style-type: none"> <li>○ Further strategies required</li> <li>○ If requested, 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 (VALID FOR 1 Year)</b></li> <li>• Most Current IEP</li> <li>• Outside Agency Reports – only to be sent home upon request.</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>

Appendix #5

Stage Six		
Mental Health/Behaviour/Autism	Psychological Services	Speech and/or Language
Review, Monitor, and/or Discharge	<p>Based on meetings (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>
Stage Seven		
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		
Stage Eight		
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>

## STUDENTS AT SCDSB RECEIVING ASSISTANCE THROUGH SPECIAL EDUCATION 2022-2023

Identifications	Totals
Autism	102
Behaviour	37
Blind and Low Vision	2
Deaf and Hard of Hearing	13
Developmental Disability	35
Giftedness	1
Language Impairment	90
Learning Disability	288
Mild Intellectual Disability	49
Multiple Exceptionalities	63
Physical Disability	26
Speech Impairment	26
Total Exceptional	732
Not Assigned (Has an IEP without identification)	680
Total	1412

Service Provided	
Fully Self-Contained	109
Indirect Service	448
Partially Integrated	10
Resource Assistance	777
Withdrawal Assistance	2
Placement Expired	66

Appendix #6

**Policy/Program Memorandum No. 81**

Appendix #7

**Issued under the authority of the Deputy Minister of Education**

---

**Date of Issue:** July 19, 1984**Effective:** Until revoked or modified**Subject:** **PROVISION OF HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS****Application:** Directors of Education  
Superintendents of Schools  
Principals of Schools

---

School boards, parents and local agencies have raised a concern regarding the provision of health support services to school-age children. This concern involves services that extend beyond educational services and are not included in the normal preventive health programs already provided by boards of health to school children.

As a result of a study of this matter, the Ontario Government has decided that the responsibility for ensuring the provision of such health support services will be shared among the Ministries of Education, Health, and Community and Social Services. Responsibility for the direct provision of these services at the local level will be shared by the school boards, the Home Care Program of the Ministry of Health, and agencies operating under the Ministry of Community and Social Services.

The attached chart, developed jointly by staff of the three ministries, summarizes the respective responsibilities.

The Home Care Program of the Ministry of Health, at the request of a school board, will be responsible for assessing pupil needs, and for providing such services as injection of medication, catheterization, manual expression of the bladder, stoma care, postural drainage, suctioning and tube feeding. The Ministry of Health will also be responsible for intensive physio-occupational and speech therapy, and for assisting school boards in the training and direction of school board staff performing certain other support services.

---



The Ministry of Community and Social Services will continue to be responsible for ensuring the provision of health support services in children's residential care and treatment facilities.

The school boards will be responsible for the administration of oral medication where such medication has been prescribed for use during school hours. For physically disabled pupils, the school boards will provide such services as lifting and positioning, assistance with mobility, feeding and toileting, and general maintenance exercises. Boards will also continue to be responsible for necessary speech remediation, correction and habilitation programs.

School boards should establish or update their policies for the provision of these support services. Such policies should define administrative procedures, personnel roles, and routine safeguards. The local boards of health, local Home Care Program administrators, and local medical societies can provide valuable assistance in the development of such policies. The procedures for the administering of oral medication, in particular, should provide:

1. That such procedures be applied only to those services, requested by the parent and prescribed by a physician or other health care professional, which must be provided during school hours.
2. That a request for the service and the authorization to provide such service be made in writing by the parent and the physician, specifying the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any.
3. That the storage and safekeeping requirements for any labelled medication be stated.
4. That a record of administration be maintained which includes the pupil's name, date, time of provision, dosage given, name of person administering, etc.
5. That the telephone numbers of the parent and physician be readily accessible in the school.
6. That the medication be administered in a manner which allows for sensitivity and privacy and which encourages the pupil to take an appropriate level of responsibility for his or her medication.

The assignment of these responsibilities is not intended to replace the provision of services which some school boards have already established and may choose to continue. The implementation of this policy, however, does ensure that, by 1985, no school-aged child should be denied access to education because of special health support needs during school hours.

Implementation of these services is expected to begin September 1, 1984, with full provision of services by September 1, 1985.

The designation of roles and responsibilities for health support services in school settings does not preclude, in emergency situations, the provision of a health service by designated school board personnel, administered in accordance with section 52(2a) of the Health Disciplines Act and section 10(c) of the Drugless Practitioners Act, and under the policies and procedures of the school board concerned.

Should a need develop for a service which has not already been designated, the matter should be referred by the school board to the Ministry of Education for its consideration in consultation with the Ministry of Health.

School boards will be informed as soon as possible of the procedures to be followed in obtaining the designated health support services from the Home Care Program of the Ministry of Health.

## Appendix #7