

2026 - 2027



SCDSB SPECIAL EDUCATION PLAN



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A Message from the CEO/CedO

At the Sudbury Catholic District School Board, our mission is guided by faith and strengthened by our collective commitment to the success and well-being of every learner. Rooted in the belief that each child is created in the image of God, we continue to foster inclusive, caring, and responsive learning environments that respect the dignity and celebrate the unique strengths of all students.

Through the implementation of this Special Education Plan, we reaffirm our commitment to equity, accessibility, and excellence in Catholic education. Grounded in Ministry of Education policy and informed by the *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide (2017)*, as well as the *Ontario Catholic School Graduate Expectations*, our programs are designed to educate the whole child—spiritually, intellectually, physically, emotionally, and socially.

This plan reflects the collective efforts of our educators, support staff, administrators, and community partners who work together to ensure that every student has opportunities to reach their full God-given potential. The collaboration of our families, the Special Education and Learning Support Teams, and the Special Education Advisory Committee (SEAC) has been invaluable in shaping and refining the delivery of services and supports for our students.

I extend my sincere gratitude to everyone who contributes to this vital work. Together, we continue to build a strong, inclusive Catholic community where faith and learning come together to inspire hope and lifelong success for all students.

Morris Hucal

**Chief Executive Officer and Chief Education Officer
Sudbury Catholic District School Board**

A special note of appreciation is extended to our dedicated Catholic teachers, board and school administrators, support staff, parents, and community members for their dedication and commitment to the students and families we serve.

Erica Raymond

Superintendent of Education

Sudbury Catholic District School Board Mission, Vision, Values

Our Catholic school board is committed to recognizing the God-given gifts, potential, and contributions of every student. We believe that all learners are valued members of our community, and we strive to create environments where each student experiences a sense of belonging, acceptance, and opportunity to flourish.

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

Multi-Year Strategic Plan

Four strategic pillars. Thirteen goals. One commitment: every student — mind, body, and spirit.

Living Catholic Identity	Welcoming, Inclusive and Safe Schools	Achievement & Future Pathways	System Excellence
Nurture the development of Catholic Identity Strengthen Student and Adult Faith Formation Enhance the Home–School–Parish Triad	Continuously Strengthen Student and Staff Wellbeing Ensure Consistent Processes to Respond to Bullying, Hate, Bias, Discrimination and Violence Improve Navigation and Access of Mental Health, Special Education, and Wellbeing Supports Deepen Indigenous Education and Truth and Reconciliation	Close Achievement Gaps in Numeracy & Literacy Create Hands-On, Experiential Learning Opportunities that Deepen Student Engagement Provide Learning Experiences and Supports That Ensure Students Feel Prepared and Confident to Transition Successfully to Their Next Stage of Learning and Life	Build a Culture of Trust, Transparency, Accountability, and Collaboration Sustain the Workforce who Carry the Plan Steward Resources and Modernize Operations

Section 1: The Board's Consultation Process

The Sudbury Catholic District School Board values meaningful engagement with students, families, staff, community partners in the development and delivery of Special Education programs and services. Ongoing consultation and dialogue help ensure that programs remain responsive to local student needs and aligned with the Board's commitment to inclusive and equitable learning environments.

As part of the annual review cycle, the Special Education Advisory Committee (SEAC) is invited to examine the Board's Special Education Plan and provide advice regarding proposed revisions and priorities. The Superintendent of Education responsible for Special Education reports regularly on progress toward established goals and highlights key initiatives undertaken during the year. This information is incorporated into the Board's annual planning and reporting processes.

The Board gathers feedback and shares information through a variety of avenues, including:

- Direct communication between families, students, school staff, and Special Education personnel.
- Parent resources and information materials, including the *Parent's Guide to the Identification, Placement and Review Committee (IPRC)*, information related to Early Identification and Intervention, and other Special Education publications.
- Public meetings of the Special Education Advisory Committee (SEAC).
- Scheduled discussions with the Superintendent of Education or designate regarding Special Education initiatives and emerging needs.
- Ongoing consultation with Board-based Special Education staff.
- Collaborative school-based team meetings involving teachers, educational assistants, principals, Special Education consultants, and members of multidisciplinary support teams.
- Learning and orientation opportunities for SEAC members.
- Professional learning for educators, educational assistants, administrators, and other staff supporting students with exceptionalities.

Families are encouraged to contribute to the ongoing development of the Special Education Plan through communication with schools, participation in Catholic School Councils, and consultations facilitated by Board staff. Updated versions of the plan, along with timelines for review and input, are made available through the Board's website.

Information gathered through school visits, case conferences, IPRC meetings, consultations with families, and discussions with educators and administrators is used to evaluate existing practices and identify areas where supports and services may be

strengthened. This ongoing cycle of consultation informs both program delivery and future revisions to the Special Education Plan.

Summary of Feedback Informing the 2026-2027 Plan

Consultation with stakeholders identified a number of priorities for continued attention and improvement. A key theme that emerged was the growing number of children beginning school without having met developmental milestones or present with self-regulation, and/or oral communication needs that require additional support within Full-Day Kindergarten classrooms. Stakeholders emphasized the importance of strengthening early intervention strategies, the continued implementation of the Multi-tiered System of Support (MTSS) and providing educators with training and resources that aim to teach students the skills to have a successful transition to school in the early years.

No minority reports were submitted in relation to the Board's approved Special Education Plan, and no external reviews of Special Education programs or services were conducted during this reporting period.

In response to stakeholder input, the Board has begun examining additional Tier 2 and Tier 3 intervention opportunities in literacy and mathematics to support greater consistency of practice across schools. Targeted Support Teachers will be in place in 4 elementary schools and in our Grades 7-12 schools to provide direct instruction to students requiring a higher level of support to develop key academic and learning skills.

Looking ahead, the Board's focus will be on further embedding the Multi-Tiered System of Supports (MTSS) framework as the foundation for service delivery and student support. Continued implementation of MTSS will promote a more cohesive and responsive approach to meeting student needs by establishing clear decision-making processes, consistent intervention pathways, and data-informed practices across schools. As this work evolves, students will benefit from increasingly predictable and equitable access to supports, allowing concerns to be identified early and addressed through graduated levels of intervention. This approach will also guide ongoing review of IEP development and implementation to ensure supports are aligned with student needs and integrated within a comprehensive continuum of services.

These efforts are intended to support effective, evidence-informed programming that responds to the diverse strengths and needs of learners across the system.

Section 2: Special Education Programs & Services: The Board's General Model for Special Education

The Sudbury Catholic District School Board values inclusive education and prioritizes the integration of exceptional students in age-appropriate classrooms as the first option. However, we recognize that some families may prefer specialized classrooms or programs that provide specialized instruction to support their child's skill development, achievement, and well-being. Self-contained classes are designed to help students build the academic, social, communication, and self-regulation skills needed to be successful in less restrictive learning environments, with the goal of increasing independence and participation in mainstream settings whenever appropriate. Our special education program and service delivery model ensures a continuum of support from Kindergarten through to graduation.

Our Board's Special Education Plan outlines the delivery model for special education programs and services, complying with relevant legislation, such as the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Education Act. Special education resources are tailored to individual learners, assisting them in reaching their potential across academic, spiritual, physical, social, and emotional domains.

We believe in shared responsibility for each student's education among the student, parents/guardians, educators, and administrators. All staff members are expected to collaborate and contribute to the provision of programs, services, and resources that meet the needs of exceptional students.

Parents/guardians and students are key partners in special education program and service delivery decisions, with ongoing communication between home and school being essential for successful partnerships.

The SCDSB is committed to helping all students reach their God-given potential so they can fully participate in and contribute to the world with competence and dignity. We acknowledge and celebrate the individual differences among students and strive to offer inclusive and specialized programs that respect and accommodate their unique needs.

We believe that all students are valued, contributing members of their learning communities and can be supported to learn alongside their peers in inclusive environments. Placement decisions are guided by each student's strengths, needs, and voice, with a focus on removing barriers and supporting meaningful participation,

achievement, and well-being. Through the IPRC process, consideration begins with the least restrictive option, with placement in a regular class in community schools as the first consideration and selected when it effectively meets the student's needs and reflects parent preferences. At the same time, we recognize a continuum of placement options from fully inclusive settings through to more specialized and fully self-contained programs ensuring that supports are responsive, individualized, and centred on student success.

Section 3: Roles and Responsibilities

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 Per Pupil Allocation (SEPPA), and other special purpose grants.
- Requires school boards to report on their expenditures for special education;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry;
- Requires school boards to establish Special Education Advisory Committees (SEACs);
- Establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;

- Establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board or School Authority:

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

Section 4: Early Identification Procedures and Intervention Strategies

In accordance with Ministry policy, the Board maintains an early and ongoing process for identifying and responding to students' strengths, needs, and learning profiles. For students entering school for the first time, this process begins during Kindergarten registration and transition activities, includes opportunities for information sharing with families, and continues through ongoing observation, assessment, and monitoring of student progress.

The importance of the early years in establishing a strong foundation for future learning and achievement is well recognized. It is therefore essential that educators have a comprehensive understanding of each student's strengths, abilities, needs, and development in order to design and implement responsive instructional strategies and supports that promote success and address potential barriers to learning. Recognizing that students develop at different rates across cognitive, academic, social-emotional, communication, behavioural, and physical domains enables educators to provide developmentally appropriate learning experiences and interventions that build on each student's current level of functioning while supporting continued growth and achievement.

Ongoing collaboration between families and educators is fundamental to student success. Regular communication and information sharing help ensure that learning experiences are meaningful, supportive, and responsive to each student's individual development and educational needs.

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 engaging learning experiences and programs that respond to these needs and maximize each child's potential.

Multi-Tiered System of Support (MTSS)

To support high levels of achievement and well-being for all learners, the Sudbury Catholic District School Board has implemented a Multi-Tiered System of Supports (MTSS). MTSS is an instructional and intervention framework that provides a structured approach to teaching, assessment, and support across the learning continuum. Consistent with the Ministry of Education's *Learning for All* framework, MTSS is

grounded in high-quality instruction, Universal Design for Learning (UDL), differentiated instruction, ongoing assessment, and evidence-informed decision-making. The framework recognizes that students learn in different ways and at different rates, and that instructional practices and supports must be responsive, flexible, and aligned with individual strengths and needs. Through a tiered continuum of support, educators monitor student progress, implement targeted interventions when required, and adjust instruction to ensure every student has the opportunity to succeed.

At the universal level (Tier 1), all students receive high-quality classroom instruction and access to inclusive learning environments designed to support a wide range of learners. Ongoing assessment and progress monitoring enable educators to identify students who may require additional support. For some students, targeted interventions (Tier 2) are provided to address specific academic, behavioural, communication, or social-emotional needs. A smaller number of students may require intensive, individualized supports (Tier 3), delivered through specialized programming, services, and interventions. Supports are adjusted based on student response, with movement between levels of support occurring as needs change.

Collaboration is central to the MTSS framework. Families, educators, school-based teams, board support staff, and community partners work together to identify needs, plan interventions, monitor progress, and celebrate student success. Special education services and specialized placements are considered part of this continuum of supports and are accessed when a student's needs cannot be adequately addressed through universal and targeted interventions alone. Within this framework, the goal is to provide timely and appropriate supports that maximize achievement, well-being, inclusion, independence, and student success.

The MTSS framework is a proactive and data-driven approach that emphasizes the early identification of student needs and the delivery of targeted supports within a tiered model. It aligns with the principles of UDL, which promote designing instruction from the outset to be inclusive and accessible to all students. These approaches reduce the need for separate, individualized planning for students who do not have an exceptionality, as supports and interventions are embedded into classroom practice and available to all.

The Board's Early Identification process will serve to:

- Recognize students who may be experiencing academic, cognitive, motor, or social challenges, so that appropriate interventions and, when necessary, more in-depth assessments can be initiated.

- Gather information about any visual, hearing, or other medical conditions that may require accommodations, supports, or specialized services.
- Monitor the development of speech and language skills, so that appropriate interventions, supports, or referrals for further assessment can be initiated when/if required.

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.

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.

Early Screening Tool

Following the direction of the Ministry of Education, and in response to Policy/Program Memorandum 168, all Kindergarten to Grade 2 students are screened using the Acadience Reading Screener.

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:

The Wechsler Individual Achievement Test measures how an individual is doing in areas of academic schoolwork. The WIAT gives 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.

Section 5: The Identification, Placement, and Review Committee (IPRC)

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 Family Guide to Special Education;
- A written statement indicating approximately when the IPRC will meet.

Notice of the IPRC Meeting

At Sudbury Catholic Schools, each school sends out the notice for the IPRC meeting to families 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 Family Guide

Once an IPRC has been requested, parents must be provided with a Family Guide so that they are informed about the IPRC and the decision-making process. This guide is also now accessible on the SCDSB website. [Family Guide to Special Education](#)

Regulation 181/98 requires each school board to prepare a Family 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 Family 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 Family Guide must be made available in Braille, large print, or audiocassette format upon request of the parent or student. Copies of the Family Guide must be available at every school, head office of the school board, and local district office of the ministry.

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 Family 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 and consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment when necessary to support an accurate 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 CEO/CEdO 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 CEO/CEdO 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.

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 CEO/CEdO 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 mainstream 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 CEO/CEdO) 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 other alternative location;
- 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 have 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 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 CEO/CEdO 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.

Alternatively, the school board and the parent may come 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.

IPRC Data for the 2025-2026 School Year

Year	2025/2026
Number of IPRC Referrals	144
Number of IPRC Reviews	422
Number of Appeals	0

Section 6: Educational and Other Assessments

The Board recognizes that assessment is an essential part of effective teaching and learning. Assessment information is used to identify students' strengths and needs, guide instructional planning, monitor progress, and support the development of appropriate educational programs and interventions. Assessment is an ongoing process that may include classroom observations, curriculum-based measures, informal assessment strategies, and standardized assessment tools, as appropriate.

When a School-Based Team determines that additional information is required to support educational decision-making, further assessment may be recommended. This may include psychological, psychoeducational, speech-language, or other specialized assessments. Written informed consent is obtained from the parent/guardian, or from the student where appropriate, prior to the completion of any professional assessment.

In some cases, comprehensive assessments may result in a range of recommendations intended to support student success at school and in other settings. Board staff work collaboratively with parents/guardians to review assessment findings, consider recommendations, and determine appropriate next steps. Certain recommendations may fall within the responsibility of parents/guardians or external service providers.

During the 2025–2026 school year, the Board conducted, through partner providers, **65 psychoeducational assessments** for students in the elementary and secondary panels. Assessment referrals are prioritized based on a variety of factors, including the impact of identified learning, behavioural, social-emotional, or communication needs on student achievement and well-being; consideration for special education placement decisions; and other demonstrated needs. The Board strives to provide timely access to assessment services, with average wait times typically less than one year. **For the 2025-2026 school year, our assessment wait time was 4-6 months.**

The confidentiality of student information is maintained in accordance with the Education Act, Ontario Student Record (OSR) guidelines, and applicable privacy legislation. Where assessment information is to be shared with individuals who are not

otherwise authorized to receive it, informed consent is obtained from the parent/guardian or from the student where appropriate.

Following the completion of an assessment, a meeting is arranged to review the results and recommendations with the parent/guardian and relevant school staff. Participants may include the assessing professional, school administrator, Special Education Resource Teacher (SERT), classroom teacher, and Special Education personnel, as appropriate. Families are encouraged to ask questions and participate in discussions regarding the implications of the assessment findings for educational programming and support.

The Board works with qualified third-party psychologists and/or psychological associates to complete psychological and psychoeducational assessments as required. The communication of a clinical diagnosis, where applicable, is provided by appropriately regulated health professionals in accordance with professional standards and relevant legislation. Psychologists who conduct assessments on behalf of the SCDSB are current members of the College of Psychologists and Behaviour Analysts of Ontario.

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 KEY MATH 3 (CDN), Core Phonics Survey, Éclair, Acadience Reading measures, and Wechsler Individual Achievement Test, 4th Canadian Edition (WIAT-IV CDN).

Psychological Assessments

The purpose of a psychological assessment is to identify a student's strengths and needs and to inform educational programming, accommodations, and intervention planning.

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 process. The Superintendent of Special Education and special education staff determine, maintain, and prioritize the referral list, including the order in which students will be assessed.

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 type of assessment is determined by the child's educational 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.

Speech and Language Pathologists

In accordance with Policy/Program Memorandum (PPM) 81, the Board provides speech and language services that support students' access to education and participation in learning. Under the provincial model for service delivery, school boards are primarily responsible for assessing and supporting students whose language difficulties affect learning and educational programming (e.g., difficulties with comprehension, vocabulary, sentence structure, and language processing), while intensive therapeutic services are provided by health-sector partners, including School-Based Rehabilitation Services (SBRS) and community agencies for students requiring support for speech disorders (e.g., articulation, stuttering/fluency, and voice disorders). Board and

community SLPs work collaboratively to ensure students receive coordinated educational and clinical supports.

Speech-Language Pathologists (SLPs) employed by the Board are regulated health professionals registered with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO) and are accountable to the professional standards, ethics, and regulatory requirements governing practice in Ontario.

As part of the special education process, students with suspected speech and/or language difficulties may be referred through the Learning Support Resource Teacher for consultation and/or assessment by an SLP. Requirements for obtaining parental consent are met prior to the SLPs administration of the assessment. Assessments are conducted when required to better understand a student's communication strengths and needs, support educational programming, and determine whether referral to community-based services may be appropriate. Recommendations are shared with parents/guardians and school staff and are documented in accordance with Board procedures and Ontario Student Record (OSR) requirements.

Assessments Conducted by SCDSB Speech-Language Pathologists

- Learners who meet the criteria for assessment will be 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 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 assessed, recommendations are shared with the parent in writing and in person, and a copy is kept in the Ontario Student Record.

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).

Section 7: Specialized Health Support Services in School Settings

The Sudbury Catholic District School Board works collaboratively with Ontario Health atHome and its community healthcare providers to support students who require School Health Support Services. In accordance with Ministry of Education direction, trained board staff provide non-invasive supports and assistance that enable students to participate safely in the school environment. Specialized medical and clinical procedures are provided by qualified healthcare professionals through Ontario Health atHome and its community-based service partners.

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

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

Specialized Health Support Services in School Settings						
Type of Support Service	Agency or position of person who performs the service (e.g., Ontario Health atHome, board, staff, parent, student)	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	Health Sciences North (HSN)	Physician	Parent to Physician
	Parent as authorized	Parent	Attending Physician	Health Sciences North (HSN)	Physician	Parent to Physician
	EA or other personnel	School Board	School Board/ Physician	Health Sciences North (HSN)	Medical Information from Physician	Parent to Physician
II. Injection of Medication	Pupil as authorized	Pupil	Attending Physician	Health Sciences North (HSN)	Physician	Parent to Physician
	Parent as authorized	Parent	Attending Physician	Health Sciences North (HSN)	Physician	Parent to Physician
	Health Professional	Health Sciences North (HSN)	Health Sciences North (HSN)	School Board	Physician	Parent to Physician
III. A. • Catheterization Sterile/Intermittent • Manual expression of bladder/stoma • Postural drainage/ Suctioning • Tube feeding/ Nutrition • Nursing	Health Professional	Health Sciences North (HSN)	Health Sciences North (HSN)	Health Sciences North (HSN) and School Board	Physician	Parent to Physician

Agency or position of person who performs the service (e.g., Ontario Health atHome, board, staff, parent, student)	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)
EA or other personnel from School Board	School Board	Health Sciences North (HSN) and School Board	Health Sciences North (HSN)	Physician	Parent to Physician
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
EA or other personnel from School Board	School Board	Health Sciences North (HSN) and School Board	Health Sciences North (HSN)	Health Sciences North (HSN)	Parent to HSN
Speech-Language Pathologists or CDA	Ministry of Health (WordPlay) SCDSB Speech-Language Pathologists or CDA	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
Speech-Language Pathologists	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)

Agency or position of person who performs the service (e.g., Ontario Health atHome, board, staff, parent, student)	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)
Educational Assistants/ 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
CNIB funded through the School Board	Orientation and Mobility personnel	Doctor/ HSN or W. Ross MacDonald Provincial School	Doctor/ HSN or W. Ross MacDonald Provincial School	Doctor/ HSN or W. Ross MacDonald Provincial School	Parent to Doctor/ HSN or W. Ross MacDonald Provincial School

Section 8: Categories and Definitions of Exceptionalities

To be identified as exceptional through an Identification, Placement and Review Committee (IPRC), a student must meet the criteria for at least one of the exceptionality categories outlined in this section. An identification of exceptionality by an IPRC is distinct from a diagnosis provided by a psychologist, psychological associate, physician, or other regulated professional.

The *Education Act* recognizes five categories of exceptionalities: **behaviour, communication, intellectual, physical, and multiple**. These categories are intended to encompass the broad range of strengths and needs that may affect a student's learning. They are designed to be inclusive of both diagnosed and undiagnosed conditions, as well as other factors that may contribute to learning difficulties and require specialized educational supports and services. Refer to the Ministry of Education's [\(Special Education in Ontario, Categories of Exceptionalities\)](#) for more information.

Categories of Exceptionalities:

- 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 are those whose behaviour is significantly interfering with their achievement at school. Supporting documentation in the form of one of the following is required:

- 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 (ASD), as per DSM-5 criteria from a comprehensive assessment completed by:

- A diagnosis of an Autism Spectrum Disorder has been provided by a member of the College of Psychologists or by a medical practitioner.

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.

Sudbury Catholic District School Board Determination:

Students being considered for identification under the Deaf and Hard of Hearing exceptionality must have a diagnosis made by:

- a) a professional assessment by a regulated, qualified practitioner indicating a hearing loss within the mild to profound range

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 a professional assessment conducted by a regulated, qualified practitioner outlining receptive and expressive language levels which significantly interfere with communication and academic achievement.

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 a professional assessment conducted by a regulated, qualified practitioner indicating an impairment in speech production which significantly interferes with communication and academic achievement.

LEARNING DISABILITY

Ministry of Education Definition:

A learning disability is one of a number of neurodevelopmental disorders that persistently and significantly have an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range
- results in academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making)
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction

Sudbury Catholic District School Board Determination:

Students being considered for identification under the Learning Disability exceptionality must have an assessment conducted by a qualified practitioner.

The diagnosis of a learning disability must be confirmed through a member of the College of Psychologists of Ontario or under the supervision of a qualified member of the College of Psychologists of Ontario.

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:

- achieve at or above the 98th percentile (WISC-V); as indicated by a Psychologist/Psychological Associate

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 indicating that the student's intellectual functioning is in the mild intellectual range
- b) assessment would include a cognitive measure of intelligence that falls at or below the 2nd to 8th percentile.

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 and/or an independent Regulated Health Care Professional as follows:

- a) a psychological assessment completed/consulted by a Psychologist/Psychological Associate indicating that the student's intellectual functioning lies in the mild to severe intellectual range (1st percentile or lower);
- b) assessment would include a cognitive measure of intelligence that falls at or below the 2nd to 8th percentile.

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
- require support from specialized equipment

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:

- a) meet the legal definition of legally blind which is 20/200 best corrected vision or less than 20-degree field of vision; or
- b) meet the legal definition of low vision which is 20/70 best corrected vision; or
- c) 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

Section 9: Special Education Placements Provided by the Board

PLACEMENT OPTIONS	
Regular Class with Indirect Support	The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
Regular Class with Resource Assistance	The student is placed in a regular class for most or all day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
Regular Class with Withdrawal Assistance	The student is placed in a regular class and receives instruction outside the classroom, for less than 50% of the school day, from a qualified special education teacher.
Special Education Class with Partial Integration	The student is placed in a special education class for at least 50% of the school day and is integrated with a regular class for at least one instructional period daily.
Special Education Class Full-Time	The student is placed in a special education class for the entire school day.

Our Learning Support Special Education Classes:

Our programs are developed based on a range of factors, including the student's age, learning profile, strengths, and educational needs. The goal is to provide targeted instruction, supports, and interventions that enable students to access the Ontario Curriculum, demonstrate achievement of curriculum expectations, and develop the skills necessary for success in school and beyond.

Student placement in a Learning Support Classroom is determined through a comprehensive process that includes assessments, classroom observations, and consultation with parents/guardians and educators. The Identification, Placement, and Review Committee (IPRC) process is used to formally identify a student as exceptional and recommend an appropriate placement that will best support their learning needs.

Placement in a fully self-contained Special Education class is carefully monitored and reviewed on an ongoing basis. Student progress is assessed regularly through classroom observations, evaluations, achievement data, and collaboration among educators, parents/guardians, and other professionals. As students demonstrate increasing success in accessing the Ontario Curriculum and achieving curriculum expectations, as reflected through the Achievement Chart, opportunities for integration into regular classroom settings are expanded.

The goal is to support students in moving along a continuum of services, from a fully self-contained placement toward greater participation and integration in mainstream classrooms. Full integration, when it is appropriate to the student's strengths, needs, and demonstrated success, remains the ultimate goal, ensuring students learn in the least restrictive environment while continuing to receive the supports necessary to thrive.

Criteria for Placement in Special Education Programs

Learning Support Classrooms are self-contained programs designed for students whose exceptional learning needs cannot be met adequately within a regular classroom setting, even with significant accommodations and modifications. For students with complex, multiple exceptionalities, placement in such a program typically follows a thorough and collaborative process, based on the following key criteria:

Eligibility

- Students who are not formally identified with an exceptionality will not be considered for placement
- Students in Year 1 and/or Year 2 of Kindergarten will not be considered for placement

Identification Through IPRC

- The Identification, Placement, and Review Committee (IPRC) must identify the student as having one or more exceptionalities, which may include intellectual (moderate to severe), physical, communication, behavioural, and/or multiple exceptionalities.
- Multiple exceptionalities may involve a combination of significant cognitive, physical, and/or behavioural challenges that impact a student's ability to be successful in a mainstream classroom, even with support.

Comprehensive Assessment Data

- A range of formal and informal assessments is used to understand the student's strengths and needs. This may include:
 - Psychoeducational assessments
 - Medical or developmental reports
 - Speech-language assessments
 - Occupational or physical therapy assessments
 - Teacher observations and report cards
 - Behavioral and functional assessments
 - Response to targeted intervention through the Multi-Tiered System of Supports (MTSS)
- These assessments should demonstrate that the student requires intensive, individualized programming across multiple domains (academic, functional, communication, social-emotional, etc.).

Evidence of Need for Specialized Environment

- The student demonstrates a need for a low student-to-educator ratio, consistent access to specialized equipment or services, and programming.
- The learning environment must support not only academic development but also physical safety, regulation, independence, and communication needs.

Ongoing Review and Goal of Reintegration

- Placement in a self-contained program is not considered permanent.

- It is subject to regular review (at least annually through the IPRC process) to determine whether the student can be reintegrated into a regular classroom setting for part or all of the day.
- The overarching goal is to promote inclusive education to the greatest extent possible, based on student progress and needs.

A student's placement may be reviewed when there is evidence that the current setting is no longer the most appropriate means of addressing the student's strengths, needs, and learning goals. Factors considered may include changes in the student's academic achievement, social-emotional functioning, communication, behaviour, physical needs, or level of independence; the effectiveness of current accommodations, modifications, and supports; assessment findings; and progress toward IEP goals. Placement reviews are informed by ongoing assessment and monitoring, and involve consultation with parents/guardians, the student (where appropriate), school staff, and relevant professionals to determine the placement that will best support the student's learning, well-being, and success in the most inclusive learning environment appropriate to their needs.

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

- 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 an Intellectual Disability or Multiple Exceptionality generally including an intellectual disability (mild to moderate) & behavioural identification.

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.

Exceptionality	Regular Class	Regular Class with Resource Support	Regular Class with Withdrawal Assistance	Special Education Class & Max Class Size	School/ Care & Treatment/ Provincial School
Behaviour	X	X	X	Elementary	
Autism	X	X	X	Elementary	
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	Comprehensive Secondary	
Developmental Disability	X	X	X	Intermediate and Secondary	
Physical Disability	X	X	X	Elementary and Secondary	
Blind and Low Vision	X	X	X		X
Multiple	X	X	X	Elementary and Secondary	

The Board ensures that specialized education classes conform to the class size requirements prescribed in Ontario Regulation 298, section 31. Decisions regarding class composition are made with consideration for student learning needs, safety, and the effective delivery of specialized programs and services.

SCDSB Learning Support Classrooms maximum capacity meet this requirement:

- **6 students** – classes for students with autism or multiple exceptionalities with no dominant exceptionality;
- **8 students** – classes for students with behaviour exceptionalities;
- **10 students** – classes for students who have developmental disabilities;
- **12 students** – classes for students who have physical disabilities;
- **16 students** – classes for junior/intermediate students with mild intellectual disabilities and classes serving students with a range of exceptionalities.

The Board is committed to providing a continuum of placements and supports that meet the needs of students in the most enabling and inclusive learning environment possible. In rare circumstances where a student's needs cannot be appropriately met through the Board's range of special education programs and placements, the Board may work collaboratively with parents/guardians and community partners to explore alternative options and specialized services. These may include coordinated support from community agencies, intensive treatment or education programs, hospital-based programs, Provincial Schools, Demonstration Schools, or other specialized educational settings, as appropriate to the student's identified needs.

Section 10: Individual Education Plans (IEPs)

An Individual Education Plan (IEP) is a written, working document developed for students who require special education programs and/or services. It is based on a current and comprehensive assessment of the student's strengths, interests, and needs. These assessments are carefully selected to determine the student's instructional level and academic achievement and serve as the foundation for the planning of individualized supports.

The IEP outlines the specific goals and learning expectations for the student and describes the special education programs and services needed to support achievement. It details how accommodations, modifications, and/or alternative expectations will be delivered to ensure the student can access and make progress in the Ontario Curriculum. The IEP is also a tool for continuous monitoring, allowing for programming to be reviewed and adjusted based on ongoing assessment and evaluation.

An IEP is developed for all students formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). It may also be created for students who have not been formally identified but who require a special education program and/or services based on formal assessments and professional judgement. Once the need for an IEP has been established, the school will initiate the development process in consultation with the student (where appropriate), parents or guardians, and relevant professionals. This must occur within 30 school days of the student starting the special education program or placement. A copy of the IEP will be provided to the parent/guardian and, for students aged 16 or older, to the student as well.

IEPs must be developed, implemented, and reviewed through a collaborative process. The educational success of the student is best supported through the shared efforts of the student, their family, educators, school staff, community partners, and other professionals. Through this teamwork, the IEP becomes a dynamic and responsive plan that reflects the student's evolving strengths and needs and supports meaningful access to learning for all.

An IEP is:

- A summary of the student's strengths, interests, and needs, along with the individualized learning expectations for the school year, which may differ from grade-level expectations outlined in 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

As we continue to strengthen our implementation of a **Multi-Tiered System of Supports (MTSS)** approach, we are entering the **second year of the two-year review** of Non-Identified Individual Education Plans (NIEPs) that was outlined in last year's Special Education Plan. This review focuses on the use of NIEPs for students who have not been formally identified through the IPRC process and reflects an intentional shift toward a more responsive, equitable, and inclusive model of support for all learners. This work is grounded in Ontario Ministry of Education frameworks, including *Learning for All* and *Universal Design for Learning (UDL)*.

Throughout the **2026 - 2027 school year**, we will continue to evaluate the use of NIEPs in the primary and junior divisions (JK–Grade 6). As MTSS becomes more fully embedded in classroom practice, many supports that may previously have been documented through a non-identified IEP can be effectively provided through high-quality, tiered instruction and intervention. This review will help ensure that our practices align with current ministry direction and that students receive the support they need through a coherent system of prevention, early intervention, and targeted support. Our goal is to ensure that every student can access the accommodations and interventions necessary for success within an equitable and inclusive learning environment.

In this model, students who previously may have received a Non-Identified IEP will instead receive responsive supports through Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) interventions as needed—without requiring a formal IEP. *Learning for All* reinforces this philosophy, emphasizing that high-quality, differentiated instruction and timely interventions are the shared responsibility of all educators.

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 development of the IEP to teachers.

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 outlined in the Ontario curriculum policy documents. Most exceptional pupils learn alongside their peers in inclusive classroom settings within their home schools. Their educational programs are based on the age-appropriate Ontario Curriculum and may include accommodations to support their access and participation. For some students, additional special education programming and/or services are necessary. These supports may involve modified curriculum expectations or alternative learning goals tailored to the student's individual strengths and needs.

Accommodations:

Accommodations are individualized supports that go beyond what is typically offered through Universal Design for Learning. They are provided to address specific barriers a student may experience and are tailored to their unique learning profile.

Accommodations are supports and strategies designed to enable a student to access the curriculum and demonstrate their learning without changing the provincial curriculum expectations. These may include specialized teaching approaches, assessment strategies, human supports and/or individualized equipment or technology.

Accommodations are intended to remove barriers to learning and apply to all areas of school life, including classroom instruction and provincial assessments.

There are 3 basic types of Accommodations:

Instructional Accommodations: Specialized strategies or tools used during instruction to support access to learning. *Examples: use of assistive technology (e.g., text-to-speech software), provision of audio versions of texts, use of visual supports specific to the student's learning needs (large fonts).*

Environmental Accommodations: Adjustments to the physical or sensory aspects of the learning environment. *Examples: seating placement based on sensory or attentional*

needs, preferential seating near an adult for support, access to a quiet space for independent work.

Assessment Accommodations: Changes in the way a student demonstrates their learning, without altering curriculum expectations. *Examples: extended time to complete tasks, use of a scribe for written responses, oral presentation of answers, reduction in volume of work while maintaining overall expectations.*

Modifications

Modifications involve changes to the grade-level curriculum expectations to better align with a student's identified learning needs. Unlike accommodations, modifications alter what the student is expected to learn and are used when curriculum expectations at the student's age-appropriate grade level are not attainable, even with accommodations.

Modifications should be implemented thoughtfully, with careful consideration of their long-term impact on the student's future academic and career pathways. Decisions about modifications must be made collaboratively, based on data and professional judgment, and clearly communicated with parents/guardians.

- **Within Grade-Level Modifications:**

These involve adjusting the number or complexity of curriculum expectations while still working within the student's current grade level.

Example: reducing the number of expectations in a subject area to focus on foundational concepts.

- **Outside Grade-Level Modifications:**

These involve using curriculum expectations from a different grade level. Such modifications should be rare and typically reserved for cases where significant learning gaps exist. They should be guided by formal recommendations, such as those made by an Identification, Placement, and Review Committee (IPRC), and used only when absolutely necessary to support meaningful learning.

Whenever possible, programming should prioritize accommodations and differentiated instruction before considering modifications. This approach ensures that students remain engaged in curriculum-aligned learning and maintain access to a broad range of post-secondary opportunities.

For students identified with an Intellectual Disability, the Ministry of Education notes that these students may require considerable curriculum modification and support services to profit educationally within a regular class placement. Similarly, students with severe communication exceptionalities may also require significant modifications to their educational program. The IPRC process plays a crucial role in identifying these needs

and determining the appropriate placement and programming to support the student's educational achievement.

The use of modifications for students with Mild Intellectual Disability or severe communication exceptionalities is determined through a collaborative process involving assessments, the IPRC, and the development of an IEP. This process ensures that the educational program is tailored to meet the unique needs of each student, providing them with the necessary support to achieve their full potential.

Alternative Programming

Alternative expectations refer to areas of learning that are not based on the Ontario Curriculum. These expectations are designed to address specific needs related to a student's personal development, functional life skills, or other individualized goals that support the student's overall growth and success. In some cases, the expectations are so extensively modified from the provincial curriculum that they no longer align with grade-level curriculum expectations.

Alternative programming may include areas such as social skills development, self-regulation, personal care, communication, or vocational skills. These expectations are individualized, measurable, and should be clearly documented in the student's Individual Education Plan (IEP), including how progress will be assessed.

Alternative expectations are typically used for students whose learning needs cannot be met through accommodations or curriculum modifications alone. They are developed collaboratively with input from educators, families, and other professionals, and are reviewed and adjusted as needed to reflect the student's development over time.

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, 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.

IEP Implementation

Ongoing professional development is provided to all special education staff to support effective implementation of the IEP process. During regular Learning Support Resource Teacher (SERT) meetings, guidance and direction are shared, along with practical strategies for writing and refining various components of the IEP. IEP exemplars are reviewed and shared with both resource and classroom teachers throughout the year to support consistency and quality.

Members of the Special Education and Learning Support Services staff offer continuous consultation to school staff on the development and content of IEPs and provide support as requested. Updates related to Ministry of Education requirements or changes in Board policies and procedures are communicated through ongoing in-service sessions. In addition, school staff and Learning Support Services staff collaborate to ensure the IEP template remains current, functional, and aligned with best practices.

During the 2026-2027 school year, comprehensive training and ongoing support will continue to be provided to classroom teachers and Special Education Resource Teachers (SERTs) to ensure they feel confident and skilled in using the new web-based platform. This will include hands-on professional development, regular data monitoring, and opportunities for feedback to help identify areas for improvement and guide instructional planning. At the same time, actively involving families and students in the IEP process will remain a priority, with a focus on improving communication and encouraging student participation during goal setting and progress reviews.

Appendix A: Sample IEP

Section 11: Provincial and Demonstration Schools in Ontario

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.

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

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

1515 Cheapside Street
London, Ontario N5V 3N9
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

Provincial Demonstration Schools

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

Amethyst School

1515 Cheapside Street
London, Ontario N5V 3N9
Tel.: (519) 453-4400
Fax: (519) 453-2160

Centre Jules-Léger

281, avenue 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

255 Ontario Street South
Milton, Ontario L9T 2M5
Tel.: (905) 878-2851
Fax: (905) 878-7540
TTY: (905) 878-7195

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.

Exceptional Students Currently Attending Provincial and Demonstration Schools

The table below outlines the number of exceptional students from the Sudbury Catholic District School Board who are attending Provincial and Demonstration Schools.

School	Number of Students in 2024-2025	Number of Students in 2025-2026
Schools for the Deaf		
• E.C. Drury School - School for the Deaf	0	0
• The Robarts School	0	0
• Sir James Whitney School	0	0
Schools for the Blind and the Deaf-Blind		
• W. Ross Macdonald School	0	0
Schools for the Blind, Deaf and Deaf-Blind		
• Centre Jules-Léger	0	0
Provincial Demonstration Schools		
• Amethyst School	0	0
• Centre Jules-Léger	0	0
• Sagonaska School	0	0
• Trillium School	0	0

Transportation To and From the Provincial and Demonstration Schools

Transportation to and from the Provincial and Demonstration Schools is provided for all exceptional students who attend these schools at no cost to their parents/guardians.

Once an exceptional student has been accepted into a Provincial or Demonstration School, the Special Education Consultant contacts the parent/guardian to discuss arrangements for the student's transportation to and from the school.

Section 12: Special Education Staff

The table below summarizes the number of full-time equivalent (FTE) staff members for Special Education programs and services for 2026-2027.

Special Education Staff Allocation 2026-2027	Full time Equivalent (FTE)	Staff Qualifications
Superintendent of Education	1.0	M.Ed., SOQP, Specialist Spec Ed.
Teachers		
Special Education Resource Teachers (Learning Support Resource Teachers)	23	Special Education Additional Qualifications Pt 1 and preferably Pt. 2
Teachers for self-contained classes	13	Special Education Additional Qualifications Specialist
Targeted Support Teachers	7	Special Education Additional Qualifications Pt 1 and preferably Pt. 2
Other Staff		
Itinerant teachers	0	AQ Special Ed Part 1
Consultants	1	AQ Specialist Spec Ed
Teacher of the Blind/Deaf	1	Blind/Deaf Qualifications
Facilitators	1	Special Ed Part 1
Educational Assistants	98	CYW, DSW, ECE, or equivalent

Other professional resource staff		
Speech-Language Pathologists	2	Masters in Speech-Language Pathology
Registered Behaviour Analyst	1	Masters
Paraprofessional resource staff		
Orientation and mobility personnel	0	Contract through CNIB
Special Needs Support Worker (ABA, Behaviour)	7	ABA, IBI qualifications, Behaviour, Minimum two years college
Special Education Support Clerk	1	Minimum two years college

Section 13: Staff Development

The goal of Special Education Staff Development is to build the collective capacity of school administrators, teachers, educational assistants, and other support staff to effectively support the diverse learning, achievement, well-being, and inclusion needs of students with special education needs. Ongoing professional learning opportunities are provided to ensure that staff have the knowledge, skills, and resources required to implement evidence-informed practices, promote equitable and inclusive learning environments, and respond to emerging student needs.

Professional learning opportunities are available to all staff and include support for new educators through the New Teacher Induction Program (NTIP), board-wide training sessions, school-based learning, professional learning communities, mentoring, coaching, and targeted workshops.

Input regarding staff development needs and topics is gathered from a variety of sources, including:

- Direct requests from school staff;
- Feedback and recommendations from principals, vice-principals, and professionals and para-professionals
- Input from employee groups directly;
- Recommendations from the Learning Support Services Department;
- Ministry of Education initiatives, policy changes, and provincial priorities;
- Student achievement, well-being, and special education data;
- Feedback from parents/guardians and community partners, where appropriate.

At the beginning of each school year, the Special Education Advisory Committee (SEAC) is informed of the Board's priorities and directions for special education.

Professional learning opportunities are planned and implemented to support these priorities and to strengthen inclusive practices across the system.

Determining Priorities for Staff Development

Priorities for Special Education staff development are identified through an ongoing review of system needs and emerging trends. Methods for determining priorities may include:

- Review of Individual Education Plan (IEP) implementation and special education program effectiveness;
- Consultation with principals, school teams, and Learning Support Services staff;
- Surveys and needs assessments completed by educators, educational assistants, administrators and other staff;
- Feedback gathered through professional learning evaluations;
- Consideration of the needs of newly hired staff and changes in staff assignments;
- Identification of current issues, emerging trends, and specialized student needs;
- Legislative, policy, and program changes introduced by the Ministry of Education;
- Recommendations from SEAC and community stakeholders;
- Review of board improvement plans, strategic priorities, and equity and inclusion goals.

Professional learning continues to be informed by current Ministry of Education policy and guidance documents, including *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12*, *Growing Success*, *Special Education in Ontario Kindergarten to Grade 12: Policy and Resource Guide*, and other evidence-based and/or research informed resources that support inclusive education and improved outcomes for students.

2025/2026 Courses, in-service training, and other types of professional development activities offered by the board

DATE	WHAT	FOR WHOM	RATIONALE
Sept 2025 to February 2026 (6 training blocks)	Safe Management Group (SMG) Training	Select Educational Assistants, new Social Workers and Child & Youth Workers	Crisis Intervention Training for Students with Special Needs
Sept 16/2025	Empower Refresher	Special Education Resource Teachers	An Empower Refresher to help support students' needs and assist in their literacy success

Sept 24/2025	Knowledgehook Training	Elementary Special Education Resource Teachers	Training program to engage students in math and numeracy to help support skills improvement
Oct 20/2025	Trauma Informed Care and Emotional Regulation Training	Educational Assistants, Child & Youth Workers, Social Workers, Special Needs Support Workers	Provided training for support staff to promote safe and welcoming learning environments
Nov 13/2025	BMS Training	New Educational Assistants and Social Workers	Provided BMS full day training for new support staff to ensure the safety and wellbeing of students and staff
Nov 28/2025	Hannah Beach Presentation	K-6 Special Education Resource Teachers, Early Childhood Educators, Educational Assistants, Principals, Vice-Principals, Educators, and Special Needs Workers	Discovering the hidden roots of anxiety and aggression – how to grow resilient students
Nov 28/2025	Hannah Beach Workshop	K-6 Special Education Resource Teachers, Early Childhood Educators, Educational Assistants, Principals, Vice-Principals, Educators, and Special Needs Workers	Learning resilience lives here – the transformative power or play to further the emotional well-being of students
Jan 30/2026	BMS Refresher Training	Educational Assistants	Provided BMS refresher training for new support staff to ensure the safety and wellbeing of students and staff
Jan 30/2026	Understanding and Responding to Aggressive and/or Violent Student Behaviour	Educational Assistants	This learning will help deepen understanding of the root causes of behavioural escalation and provide

			practical strategies to respond effectively.
Jan 30/2026	Fostering Inclusive Catholic Learning Opportunities	Secondary Teachers, Educational Assistants, Special Education Resource Teachers, Social Workers, and Special Needs Support Workers	Training focused on self-reflection, skill building and practical strategies required to continue to nurture inclusive and equitable learning communities
Nov 1/2024	1 st Aid Training	Educational Assistants, Mental Health and Behaviour Teams	Full day 1 st Aid training provided for the safety and well being of all students and staff
Feb 19/2026	Alternative and Augmented Communication Training	Special Education Resource Teachers	Training provided tools, techniques, and strategies used to supplement or replace speech for individuals with communication difficulties
Feb 27/2026	Assistive Technology Universal Design using Read & Write in Google Chrome	Special Education Resource Teachers, Junior & Intermediate Teachers, Prep, ECI, and Core French Teachers	Delving into this widely used assistive technology extension that serves as a powerful tool, providing personalized support for reading, writing...making digital content more accessible, engaging, and customizable for all students
Feb 27/2026	Alternative and Augmented Communication Training	All Learning Support Centre Educators, Elementary Educational Assistants, Speech-Language Pathologists, and Communication Disorder Assistant	Training provided tools, techniques, and strategies used to supplement or replace speech for individuals with communication difficulties
Mar 5/2026	Unpacking Acadience Data for Multi Tiered Systems of Support	Special Education Resource Teachers	Digging into using universal screening and progress monitoring results within an outcomes-driven model to identify student risk, match instructional intensity to need, and evaluate the effectiveness of interventions

June 18 th , 2026	Learning Support Resource Teacher and Learning Support Resource Teacher Initial Training day	Special Education Resource Teachers School Administrators	Training on the new support model and revisions to the role of the SERT transitioning to the role of Learning Support Resource Teacher
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Budget Allocation for Special Education Staff Development

Each year, a portion of the Board's Special Education funding allocation, received through the Ministry of Education's **Grants for Student Needs (GSN)** funding framework, including the **Special Education Grant (SEG)**, is used to support professional learning for teaching and support staff. School boards may also access additional funding opportunities through Ministry initiatives and targeted programs, such as the **Responsive Education Programs (REP)**, to further enhance professional learning opportunities.

These funding allocations support a range of professional learning opportunities, including board-wide training, job-embedded learning, mentoring, coaching, professional learning communities, and specialized training designed to strengthen staff capacity and improve outcomes for students with special education needs.

The allocation of professional learning resources is guided by Board priorities, Ministry directions, student achievement and well-being data, and feedback from educators, administrators, and the Special Education Advisory Committee (SEAC).

Ways in Which SEAC is Engaged in Staff Development Planning

- SEAC is regularly updated on planned professional learning initiatives and is encouraged to provide input and recommendations regarding future staff development priorities and opportunities.
- Upon request, SEAC members are provided with information and resources related to professional development sessions and initiatives.
- SEAC members may be invited to participate in relevant professional learning opportunities to enhance their understanding of current practices and emerging priorities in special education.

The SCDSB does not currently have any formal arrangements to cost-share with other ministries or agencies for staff development although, the board does collaborate with our coterminous board to share costs for annual Hospital for Sick Children Empower training.

Our Board plan is available for viewing on the board's website and a copy is also available in each school.

Section 14: Individualized Equipment

The **Specialized Equipment Allocation (SEA)** provides funding for specialized equipment and technology required by students with special education needs. In 2024, the ministry released an updated funding model to better address evolving student needs, reduce administrative requirements, and give school boards greater flexibility to respond to local priorities.

SEA supports the purchase of equipment that is essential for students to attend school, access the Ontario curriculum, participate in board-determined programs or courses, and experience successful transitions.

Funding is available for students with special education needs, as demonstrated through a current Individual Education Plan (IEP) and other required supporting information. Students do not need to be identified as exceptional through the Identification, Placement, and Review Committee (IPRC) process to qualify. However, they must receive special education programs and services, and the need for SEA-funded equipment must be clearly documented in their IEP.

There are currently two components to the purchasing of SEA equipment/technology.

Formula Component - All boards receive Formula-based funding that can be used for any type of equipment, technology related or not, training, maintenance, and repairs related to that equipment, for students with special educational needs. Unspent funds become part of the Special Education Fund deferred revenue envelope and can be used for SEA purchases and/or to provide any special education programs and services in future years.

Claims-Based Component

Boards can apply for funding for the purchase of any single item (any equipment type technology related or not) costing \$5,000 or above before taxes for an individual student with special education needs.

- It is the responsibility of the Board to purchase any equipment recommended for an exceptional student totaling less than \$5000 in any given school year (formula-based amount). Boards are encouraged to have a process to determine the need for SEA under the formula component. If the item is purchased through the formula component and requires customization, then the school board must

have on file a qualified professional assessment outlining this need, and its intended use. Documentation must include a copy of the invoice(s) or proof of the cost of equipment purchased and a copy of the student's IEP and parent notification.

- When a single item for an exceptional student has been recommended totaling more than \$5000 in any given school year, the expense is submitted to the Ministry of Education through the SEA process (claims based). In these instances, 3 quotes are required from various vendors. These claims require an assessment on file from an appropriately qualified professional detailing the item required and its function and use, a copy of the invoice or proof of the cost of the item purchased, a current copy of the student's IEP, and parent notification.
- An assessment conducted by a qualified professional must indicate that the device is necessary for the student to access and benefit from instruction and/or to address the functional impacts of the student's documented disability.
- Where feasible, equipment purchased for a student is expected to be transferred with the student from school to school.

Section 15: Accessibility of School Buildings

The Sudbury Catholic District School Board (SCDSB) is committed to improving accessibility for students with physical and sensory disabilities by identifying, preventing, and removing barriers across its schools, programs, services, and facilities. Through its Multi-Year Accessibility Plan, the Board ensures compliance with provincial accessibility legislation while promoting equitable access to education and school life for all students.

We aim to:

- Provide accessible learning environments, facilities, programs, and services for students with physical and sensory disabilities.
- Continuously improve access to school buildings, classrooms, technology, and educational resources.
- Prevent the creation of new barriers and systematically removing existing barriers to participation and learning.

- Ensure that students with disabilities can fully participate in academic, extracurricular, and school community activities.
- Engage individuals with disabilities and other stakeholders in the development, review, and implementation of accessibility initiatives.

Areas of Focus

To support improved accessibility, the Board will continue to review and enhance:

- School facilities and physical environments, including entrances, elevators, washrooms, signage, and pathways.
- Accessible instructional materials, assistive technology, and communication supports for students with sensory disabilities.
- Board policies, programs, services, and practices to ensure equitable access and inclusion.
- Staff awareness and capacity through ongoing training related to accessibility and inclusive education.
- Communication methods to ensure information is available in accessible formats when required.

Planning and Accountability

The Board's Accessibility Working Group is responsible for developing, monitoring, and updating the Multi-Year Accessibility Plan. The group works to identify accessibility barriers, prioritize improvements, and ensure ongoing compliance with accessibility requirements.

Public Availability

The Multi-Year Accessibility Plan is publicly available on the Board's website and serves to communicate the Board's ongoing commitment to accessibility and inclusion to students, families, staff, and community stakeholders.

The plan outlines the progress made in removing barriers for students with physical and sensory disabilities, highlights current initiatives that support equitable access to learning and school environments, and identifies future priorities for enhancing accessibility across facilities, programs, services, technology, and communication practices. By sharing this information with students, families, staff, and community members, the Board promotes awareness, encourages stakeholder engagement, and demonstrates its commitment to supporting the achievement, participation, independence, and well-being of all students.

Accessibility Projects in Progress

School	Visual Fire Alarm	Accessible Parking	Entrances, Ramps, Walkways, etc	Door Operators	Entrances, Ramps, Walkways etc.	Door Operators	Elevators	Stage Lift	Universal	Playgrounds	Portables (e.g., ramps)	Drinking Fountains	Communal Spaces (e.g., libraries, lunchrooms, gyms)
St. David	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	No	N/A	Yes	Yes
Holy Trinity	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Partial	Yes	Yes	Yes
Marymount Academy	Yes	Yes	Yes	Yes	Yes	Yes	Partial	N/A	Yes	N/A	N/A	Yes	Yes
Immaculate Conception	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	No	N/A	Yes	Yes
St Paul	Yes	Partial	Partial	Yes	Yes	Yes	Yes	N/A	Yes	No	N/A	Yes	Yes
Pius XII	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Partial	N/A	Yes	Yes
St. Anne	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Partial	N/A	Yes	Yes
Bishop Alexander Carter	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	N/A	Yes	Yes	Yes
St Benedict	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	N/A	N/A	Yes	Yes
Holy Cross	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Partial	N/A	Yes	Yes
St Charles	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	No	N/A	Yes	Yes
St Charles College	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	N/A	N/A	Yes	Yes
St Francis	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	Partial	N/A	Yes	Yes
St James	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	No	N/A	Yes	Yes
St John	Yes	Yes	Yes	Yes	Partial	Yes	N/A	N/A	Yes	No	N/A	Yes	Yes
St Joseph	Yes	Yes	Yes	Yes	Yes	Yes	N/A	N/A	Yes	Partial	N/A	Yes	Yes
St Albert	Yes	Yes	Yes	Yes	Yes	Yes	Yes	N/A	Yes	N/A	N/A	Yes	Yes

SCDSB Accessibility Plan Projects 2026 (Capital Expenditure Plan)

School	Project Description	Parking	Exterior-Barrier Free Path		Interior-Barrier Free Path		Washrooms	Estimated Spending at Site		
		Accessible Parking	Entrances, Ramps, Walkways, Rails etc.	Door Operators	Entrances, Ramps, Walkways, Rails etc.	Door Operators	Universal	2025-26 FY	2026-27 FY	Total
St Paul	accessible parking, door operator	Yes		Yes					\$ 15,000.00	\$ 15,000.00
St. Anne	chair lifts, washroom upgrades, door openers			Yes	Yes	Yes		\$ 511,468.00	\$ 10,000.00	\$ 521,468.00
St Benedict	door operator							\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Holy Cross	door operator			Yes				\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
St Charles	washroom upgrades, door opener			Yes				\$ 216,995.00	\$ 200,000.00	\$ 416,995.00
St Charles College	washroom upgrades							\$ 200,000.00	\$ 200,000.00	\$ 200,000.00
St Francis	door opener			Yes				\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
St James	door opener			Yes				\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
St John	door opener			Yes						\$ 10,000.00
St Joseph	universal washroom, exterior travel, door opener	Yes	Yes	Yes		Yes	Yes	\$ 265,023.00		\$ 265,023.00

Section 16: Transportation

The Sudbury Catholic District School Board is committed to providing safe, equitable, and accessible transportation services that support student access to educational programs and services. Transportation for students with special education needs is determined based on individual student requirements, Board transportation policies, and applicable Ministry of Education and Accessibility for Ontarians with Disabilities Act (AODA) requirements.

Students with special education needs are eligible for transportation when required to access their educational program, placement, or school setting. The Board is committed to inclusive transportation practices and recognizes that transportation is an important part of a student's educational experience. Students with special education needs will be transported alongside their peers in most cases. Transportation services will be planned based on each student's individual strengths, needs, safety considerations, and required supports, with accommodations provided to enable

students to travel alongside their peers whenever possible. Specialized transportation will be considered only when necessary to ensure accessibility, safety, or the implementation of disability-related supports.

There a student's disability-related needs cannot be safely or appropriately accommodated through regular transportation services, individualized or smaller group transportation arrangements may be considered. Decisions regarding specialized transportation are made through a collaborative process involving parents/guardians, school staff, Special Education Department and Senior Administration staff, and transportation providers, taking into account the student's safety, medical, physical, sensory, behavioural, and mobility needs.

Transportation may also be provided, where eligible, for:

- Students enrolled in specialized education programs located outside their home school;
- Students receiving education programs in care, treatment, custody, or correctional facilities;
- Students attending Provincial and Demonstration Schools, subject to Ministry of Education funding and guidelines; and
- Anaphylaxis awareness and emergency response procedures;
- Accessibility and mobility supports, including the safe securement of wheelchairs and other mobility devices; and
- Safe boarding, transportation, and disembarking procedures.

Additional accommodations may be implemented, where required, to support the safe transportation of students with disabilities, including adjusted loading and unloading procedures and the provision of accessible vehicles and equipment.

Safety Criteria used by the Board in the Tendering and the Selection of Transportation Providers

Student transportation services are coordinated through the **Sudbury Student Services Consortium (SSSC)**, a shared services organization established by the region's four coterminous school boards: Rainbow District School Board, Sudbury Catholic District School Board, Conseil scolaire catholique Nouvelon, and Conseil scolaire public du Grand Nord de l'Ontario to provide safe, efficient, and effective transportation services for students across Greater Sudbury, Espanola, Massey, and Manitoulin.

The Consortium incorporates comprehensive safety requirements throughout its procurement and contract management processes, particularly for transportation

services that support students with special education needs. Transportation providers are selected through a competitive tendering process that includes both mandatory eligibility requirements and a detailed technical evaluation focused on student safety.

Stage I Mandatory Requirements

Before a transportation provider can be considered for a contract, it must demonstrate compliance with a number of mandatory requirements. These include maintaining a satisfactory Commercial Vehicle Operator's Registration (CVOR) safety rating, providing proof of Workplace Safety and Insurance Board (WSIB) compliance, meeting the Consortium's insurance requirements, and demonstrating financial stability. These requirements help ensure that only qualified, financially responsible, and safety-conscious operators advance to the next stage of the evaluation process.

Stage II Technical Evaluation

Transportation providers that satisfy the mandatory requirements are then evaluated using a comprehensive scoring process in which safety-related considerations form a significant portion of the overall assessment. Areas of evaluation include:

- recruitment, training, supervision, and retention practices for drivers and monitors;
- the condition, age, and suitability of vehicle fleets, including specialized and wheelchair-accessible vehicles;
- the availability of spare vehicles and replacement drivers to ensure service continuity;
- emergency preparedness and response procedures;
- inclement weather and winter operating protocols;
- student behaviour management practices;
- staff qualifications related to safety training and evacuation procedures; and
- processes that promote the safe, reliable, and timely transportation of students, including those requiring specialized supports.

Attention is given to a provider's ability to meet the needs of students with disabilities and other exceptional learning needs. Providers must demonstrate that they have appropriate procedures, specialized equipment, and trained personnel in place to support students safely and effectively while in transit.

Adapted and wheelchair-accessible vehicles must meet established accessibility and safety standards, including accommodations for wheelchairs and specialized seating systems. Transportation providers are also required to comply with the Ontario Human Rights Code and accessibility legislation, including the Accessibility for Ontarians with

Disabilities Act (AODA). Throughout the term of a contract, providers are subject to ongoing monitoring, verification activities, and performance reviews to ensure continued compliance with safety, accessibility, and service expectations.

Section 17: The Board's Special Education Advisory Committee

In accordance with Ontario Regulation 464/97 under the *Education Act*, the Sudbury Catholic District School Board maintains a Special Education Advisory Committee (SEAC) and holds a minimum of ten meetings each school year.

Through its regular business and in-service meetings, SEAC provides advice and makes recommendations to the Board regarding special education programs, services, and policies for exceptional students, including the Board's Special Education Plan. SEAC operates in accordance with applicable legislation, Ministry of Education requirements, and Board policies.

SEAC regularly reviews and is updated on matters related to the planning and delivery of special education services and supports. In addition, the Committee reviews and discusses the special education budget, annual budget estimates, and revised estimates to support informed recommendations to the Board.

SEAC business and in-service meetings are generally scheduled on the third Thursday of each month and are typically held virtually. Meeting dates, times, and agendas are publicly available through the Board website and are communicated through the Board's annual calendar and other Board communication channels. Minutes are taken by the Recording Secretary from the Office of the Superintendent of Education. Monthly agenda items and meeting minutes are shared with SEAC members a week prior to the upcoming SEAC meeting.

To support effective participation, the Board provides orientation for new members and ongoing professional learning opportunities. Information sessions, presentations, and training may be offered during regular SEAC meetings to assist members in understanding their roles and responsibilities and in making informed recommendations.

Selection and Appointment of SEAC Members

Membership on SEAC is established in accordance with Ontario Regulation 464/97. Local associations that represent the interests and well-being of exceptional pupils and that meet the criteria outlined in the Regulation may nominate one representative and one alternate for appointment to SEAC by the Board.

The Board actively seeks nominations from eligible local associations and community organizations through public notices, the Board website, and other recruitment methods. Nominees must satisfy the requirements established by Ontario Regulation 464/97 and Board procedures. Following receipt of nominations, the Board reviews the eligibility of nominees and formally appoints members to sit on SEAC annually.

Where the number of eligible local associations exceeds the maximum number permitted under the Regulation, the Board will select associations for representation in accordance with the requirements. The Board also appoints a trustee representative, and ensures representatives from Indigenous organizations.

The Sudbury Catholic District School Board values the contributions of SEAC members and remains committed to maintaining a knowledgeable, representative, and collaborative committee that advocates for and supports the success and well-being of students with special education needs.

SEAC Meeting Schedule for the 2025-2026 School Year

Date	Time	Meeting Room
Tuesday, September 16 th	12:00 p.m.	via zoom
Tuesday, October 21 st	12:00 p.m.	via zoom
Tuesday, November 18 th	12:00 p.m.	via zoom
Tuesday, December 16 th	12:00 p.m.	via zoom
Tuesday, January 20 th	12:00 p.m.	via zoom
Tuesday, February 17 th	12:00 p.m.	via zoom
Tuesday, March 24 th	12:00 p.m.	via zoom
Tuesday, April 21 st	12:00 p.m.	via zoom
Tuesday, May 19 th	12:00 p.m.	via zoom
Tuesday, June 16 th	12:00 p.m.	via zoom

SCDSB SEAC Members for the 2025-2026 School Year

<u>Chair</u>	Catherine Sutherland	YMCA of NE Ontario Employment & Immigration Services 10 Elm Street, #132 Sudbury, ON P3C 5N3 catherine.sutherland@ymcaneo.ca 705-674-2324 x3274
<u>Trustee</u>	Shannon Gouchie	Trustee Representative shannon.gouchie@sudburycatholicschools.ca
<u>Community Members</u>	Meghan Paquette	Children's Community Network 2-319 Lasalle Blvd Sudbury, ON P3A 1W7 meaghan.paquette@ccnsudbury.on.ca 705-566-3416 x2213
	Krista Cotie	Compass/Boussole/Akii-Izhinoogan 62 Frood Road, Suite 100 Sudbury, ON P3C 4Z3 kcotie@compassne.ca 705-525-1008 x2553
	Tracy Danyliw	Kina Gbezhgomi Child & Family Services 866 Newgate Avenue, Unit C Sudbury, ON P3A 5J9 tdanyliw@kgcfs.org 705-370-2100 x2505
	Catherine Maclean	Autism Ontario 230 Bonin Road Chelmsford, ON P0M 1L0 catherinemacleancda@gmail.com 705-698-0617
	Alternate: Jana Hall	jana.elizabeth.hall@gmail.com
	Jenna Mackin	Down Syndrome Association of Sudbury Box 2855, Station A Sudbury, ON P3A 5J3 jmmackin@live.com
	Jessica Strickland	Children's Aid Society 303 York Street Sudbury, ON P3E 2A5 jessica.strickland@casdsm.on.ca 705-566-3113 ext.2612
	Fallon Streitenberger	Spark Employment Services 102-435 Notre Dame Avenue Sudbury, ON P3C 5K6 fallons@sudburyemployment.ca 705-671-2544 ext. 232
<u>Resources</u>	Erica Raymond	Superintendent of Education erica.raymond@sudburycatholicschools.ca 705-673-5620 ext. 300
	Shannon Duguay	Special Education Consultant shannon.duguay@sudburycatholicschools.ca 705-673-5620 ext. 204

Section 18: Coordination of Services with Other Ministries or Agencies

Sudbury Catholic District School Board is committed to supporting successful transitions for students with special education needs at all stages of their educational journey. Transition planning is a collaborative, student-centred process that promotes continuity of programming, services, and supports as students enter school, move between grades, transfer between schools or boards, and transition to community, post-secondary, workplace, or adult living opportunities.

Transition planning begins as early as possible prior to school entry and is individualized as much as possible to reflect each student's strengths, needs, goals, and preferences. In accordance with Ministry of Education requirements, transition plans are developed, reviewed, and updated as part of the Individual Education Plan (IEP) for all students identified as exceptional by an Identification, Placement and Review Committee (IPRC), as well as other students with special education needs who would benefit from a documented transition plan.

Guiding Principles

The Board's transition planning process is based on the following principles:

- Early identification and proactive planning;
- Meaningful involvement of students and parents/guardians;
- Collaboration among schools, families, community agencies, and service providers;
- Continuity of supports and services;
- Student-centred planning that promotes independence, self-advocacy, and well-being; and
- Shared responsibility among all partners involved in the student's educational program.

Entry to School Transitions

For children entering school from preschool programs, licensed childcare settings, early intervention programs, or the home, the Board works closely with families and community partners to ensure a coordinated transition.

Transition activities may include:

- Information sharing meetings with parents/guardians and community agencies;
- School visits and orientation opportunities for students and families;
- Observation and consultation with early years service providers;
- Review of assessments, reports, and recommendations, with parental consent;
- Development of individualized transition plans prior to school entry; and
- Identification of required accommodations, equipment, and supports.

Advanced Special Education Planning is coordinated, where appropriate and with parent/guardian consent, with agencies and services such as:

- Children's Community Network (CCN);
- Developmental Services Ontario (DSO);
- Health care providers and therapy services;
- Child and Youth Mental Health agencies;
- Preschool Speech and Language Programs;
- EarlyON Child and Family Centres;
- Indigenous service organizations;
- Postsecondary transition services; and
- Other community partners supporting the student and family.

Transitions Between Grades and Schools

When students move from one grade, panel, or school to another, school staff collaborate to ensure continuity of programming and supports.

Transition activities may include:

- Student profile reviews and case conferences;
- Sharing of relevant educational information and effective instructional strategies;
- Classroom visits and orientation activities;
- Consultation among educators, support staff, and administrators;
- Review and updating of IEPs and transition plans;
- Identification of specialized equipment, transportation, health, and safety requirements; and

- Student and family involvement in planning meetings.

Attention is given to significant transitions, including:

- Kindergarten to Grade 1;
- Elementary to secondary school;
- Specialized class to regular class placements;
- Changes in program placements; and
- Transfers between schools or boards.

Transition from Elementary to Secondary School

Secondary transition planning begins well in advance of Grade 9 and involves the student, family, elementary and secondary staff, and community partners as appropriate.

Planning may include:

- Transition meetings involving elementary and secondary school personnel;
- Student visits and orientation programs;
- Review of learning profiles, accommodations, and support needs;
- Course selection assistance;
- Development of self-advocacy and independence skills;
- Planning for specialized equipment, accessibility, and transportation supports; and
- Integration of transition goals within the student's IEP.

Transition from Secondary School to Post-School Pathways

The Board recognizes that preparation for life beyond secondary school is a critical component of special education programming.

Planning may address transitions to:

- Postsecondary education;
- Apprenticeship programs;
- Employment and supported employment opportunities;
- Community participation programs;

- Adult services and supports; and
- Independent or supported living arrangements.

Activities may include:

- Individual pathway planning;
- Connections with community agencies and adult service providers;
- Workplace and community-based learning opportunities;
- Referrals to transition programs;
- Assistance with applications for community and postsecondary supports; and
- Development of self-determination, self-advocacy, and life skills.

Transition Planning Roles and Responsibilities

The successful transition of students with special education needs is a shared responsibility. Board Personnel, including principals, vice-principals, special education teachers, classroom teachers, educational assistants, the Special Education Consultant (where applicable), and the Superintendent responsible for Special Education, collaborate with students, parents/guardians, and community agencies to coordinate transition planning and implementation.

The Board's Special Education Consultant provides system leadership and consultation to schools, supports collaboration with community partners, and assists in the development and monitoring of effective transition practices. The Superintendent responsible for Special Education oversees system-wide implementation and ensures compliance with Ministry requirements.

Monitoring and Review

Transition plans are reviewed regularly to ensure that goals, actions, responsibilities, timelines, and supports remain appropriate and effective. Progress is monitored through ongoing consultation with students, families, school staff, and community partners. Adjustments are made as required to support successful outcomes and ensure continuity of learning and well-being.

Program	Agency	Assessments Accepted	Board Personnel	Sharing of Information - Entering -	Sharing of Information - Existing -
Pre-School Nursery	Child Care Resources	Yes	Special Education Consultants/ Superintendents	- 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
Care and Treatment in Education Program (CTEP)	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

Acceptance of Assessments from Outside Agencies and Incoming Student Assessment Practices

Sudbury Catholic District School Board accepts and reviews professional assessments that accompany students transferring from other school boards, educational programs, or community agencies. As a matter of practice, the Board does not routinely reassess students upon entry when current and relevant assessment information is made available upon registration (with appropriate consents). If a student has been previously identified as an exceptional student through IPRC in an Ontario school board, the Board will accept (upon confirmation of documentation) the category of exceptionality and initiate an IPRC.

Where documentation such as psycho-educational, psychological, medical, speech-language, or other professional assessments is provided, the information is reviewed to determine whether it supports identification under the Ministry of Education's Categories

and Definitions of Exceptionalities and the Board's criteria for identification, and to inform appropriate special education programs, services, and supports.

If a student appears to meet the criteria for identification as an exceptional pupil, the school principal may request to initiate an Identification, Placement and Review Committee (IPRC) process. Following the IPRC meeting, the student may be formally identified and placed in an appropriate special education program and/or service, and an Individual Education Plan (IEP) is developed or updated as required.

When a student transfers with an existing psycho-educational assessment, the Board uses this documentation as the foundation for educational planning, the identification process where applicable, and the development of appropriate accommodations, modifications (if appropriate), and supports. This approach helps to ensure continuity of programming and minimizes unnecessary duplication of assessments.

While formal assessment and/or reassessment is not routinely undertaken for incoming students, schools generally conduct school-based assessment and evaluation processes for newly enrolled students. These assessments provide current information regarding academic achievement, strengths, learning needs, and required supports, enabling staff to develop responsive programming and facilitate a successful transition into the school and Board.

Transfer to another school in another board

When a student transfers to a school operated by another school board, student records are shared in accordance with the requirements of the *Ontario Student Record (OSR) Guideline, 2000*. If the receiving board requests information that is not contained in the OSR, written consent from the parent/guardian is required before any additional information can be released.

Transfer to a Care and/or Treatment, Custody or Correctional Facility

When a student transfers to an educational program operated by a care, treatment, custody, or correctional facility, relevant student information is provided to the principal of the facility's education program in accordance with the *Ontario Student Record (OSR) Guideline, 2000*. Where appropriate, board-based support personnel, including mental health staff, may assist with the transition process. Any request for information beyond what is contained in the OSR requires prior written consent from the parent/guardian before disclosure can occur.

Section 19: Submission and Availability of Board Plans

In accordance with Ministry of Education requirements, the Board submits its Special Education Plan annually and makes the plan available to the public at the same time it is submitted to the Ministry. This practice supports transparency, accountability, and public awareness of the programs, services, and supports available to students with special education needs.

Each year, the Chief Executive Officer provides written confirmation that the Special Education Plan has been submitted to the Ministry of Education and that the plan has been made publicly available in accordance with provincial requirements. The submission also includes all required supporting documentation, including the Board motion approving the plan and any relevant motions and recommendations from the Special Education Advisory Committee (SEAC).

The most recent letter from the Chief Executive Officer confirming submission of the Board's Special Education Plan is attached.

Student Name:**School Year:** 2024-2025**Term/Semester:****Classroom Teacher:****Principal:****SERT:****DOB:****Grade:****OEN:** jbarrett@clevr.ca_337_1000**IEP Completion Date:**☐ SEA Equipment☐ Behaviour Management Plan☐ Safety Plan☐ Medical Care Plan**School Name:****School Phone:****School Address:****Last Modified Date:** 2025-04-30**Reason for IEP****Initial IPRC:****Most Recent IPRC:****Reason for IEP:****Identification(s) (Primary):****Identification(s) (Secondary):****IEP Development Team**

Team Member	Role
	Principal
	SERT
	SERT
	Vice-Principal
	Vice-Principal
	Head of Special Education

Placement

Placement Start Date	Placement

Rationale for Exemptions:

The student is working towards a(n):

Sources Consulted in the Development of the IEP

- | | |
|--|---|
| ☐ Student | ☐ Educational Assessments |
| ☐ Parent(s)/Guardian(s) | ☐ Medical Information |
| ☐ IPRC Statement | ☐ Student's Class Work |
| ☐ Latest Provincial Report Card | ☐ Consultation with Community Partners Personnel |
| ☐ Alternative Report Card | ☐ Consultation with Consultant Support Team |
| ☐ Previous IEP | ☐ Speech and Language Pathologist |
| ☐ OSR | |
| ☐ Psycho-educational Assessment | |
| ☐ Classroom Observations | |
| ☐ Clinical Assessments | |

Reporting Dates and Format

Applies to Provincial Report Card

First Reporting Date:

Second Reporting Date:

Third Reporting Date:

Fourth Reporting Date:

Assessments

Clinical Assessments:

Type	Date	Provider's Name/Title	Summary of Results/Diagnosis

Educational Assessments:

Type	Date	Provider's Name/Title	Summary of Results/Diagnosis

Strengths and Needs

Strengths	Needs
Cognitive ☐ Verbal Comprehension (Thinking and reasoning with language) ☐ Visual Spatial (Thinking and reasoning with visuals and objects in space) ☐ Fluid Reasoning (Thinking logically and extending thinking to unfamiliar or new situations) ☐ Working Memory (Solving problems while holding information in mind) ☐ Processing Speed (Ability to quickly and accurately scan and copy information) ☐ Verbal/Auditory memory ☐ Visual memory ☐ Visual-motor integration (Ability to use eyes and hands in a coordinated manner to complete tasks) Academic - Literacy Skills ☐ Phonological awareness ☐ Reading comprehension ☐ Reading decoding ☐ Reading fluency ☐ Spelling ☐ Written expression ☐ Functional literacy ☐ Literacy skills ☐ Reading skills ☐ Written ideation Academic - Numeracy Skills ☐ Math computations ☐ Math fluency ☐ Math reasoning/problem-solving ☐ Functional numeracy ☐ Numeracy skills ☐ Math skills Learning Skills and Work Habits ☐ Organization ☐ Responsibility ☐ Independent work ☐ Collaboration ☐ Initiative ☐ Self-regulation	Cognitive ☐ Verbal Comprehension (Thinking and reasoning with language) ☐ Visual Spatial (Thinking and reasoning with visuals and objects in space) ☐ Fluid Reasoning (Thinking logically and extending thinking to unfamiliar or new situations) ☐ Working Memory (Solving problems while holding information in mind) ☐ Processing Speed (Ability to quickly and accurately scan and copy information) ☐ Verbal/Auditory memory ☐ Visual memory ☐ Visual-motor integration (Ability to use eyes and hands in a coordinated manner to complete tasks) Academic - Literacy Skills ☐ Phonological awareness ☐ Reading comprehension ☐ Reading decoding ☐ Reading fluency ☐ Spelling ☐ Written expression ☐ Functional literacy ☐ Literacy skills ☐ Reading skills ☐ Written ideation Academic - Numeracy Skills ☐ Math computations ☐ Math fluency ☐ Math reasoning/problem-solving ☐ Functional numeracy ☐ Numeracy skills ☐ Math skills Learning Skills and Work Habits ☐ Organization ☐ Responsibility ☐ Independent work ☐ Collaboration ☐ Initiative ☐ Self-regulation

☐ Seeking attention appropriately ☐ Test-taking skills ☐ Task completion ☐ No significant deficits noted - program based on strengths as a gifted learner ☐ Opportunities to integrate learning from various disciplines ☐ Auditory learning tasks ☐ Hands-on learning tasks ☐ Visual learning tasks Social Skills ☐ Conflict resolution skills ☐ Cooperation with others ☐ Initiating conversations ☐ Social skills ☐ Accurate interpretation of social cues/nuances ☐ Play skills ☐ Social skills with adults ☐ Social skills with peers ☐ Understanding perspectives of others	☐ Seeking attention appropriately ☐ Test-taking skills ☐ Task completion ☐ No significant deficits noted - program based on strengths as a gifted learner ☐ Opportunities to integrate learning from various disciplines ☐ Auditory learning tasks ☐ Hands-on learning tasks ☐ Visual learning tasks Social Skills ☐ Conflict resolution skills ☐ Cooperation with others ☐ Initiating conversations ☐ Social skills ☐ Accurate interpretation of social cues/nuances ☐ Play skills ☐ Social skills with adults ☐ Social skills with peers ☐ Understanding perspectives of others
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Interests

Accommodations

Instructional	Environmental	Assessment
Time ☐ Extra time for processing of information ☐ Allow extra time for student to respond to instructions or questions (spoken/written/auditory) ☐ Establish interim deadlines for projects and larger tasks ☐ Provide frequent breaks Presentation Format ☐ Adjust the pace of instruction ☐ Use partners and/or group work for academic and social instruction ☐ Prompt student attention prior to instruction ☐ Reduce the amount of verbal instruction/lesson delivery ☐ Use verbal highlighting for important information/directions ☐ Provide written instructions for reference from auditory instructions or lessons ☐ Reduce the amount of verbal instruction to key information, phrases, words ☐ Frequent check-ins with the student to prompt attention and focus to task ☐ Reduce the visual presentation detail/use uncluttered format ☐ Use multiple modalities for instruction (e.g., auditory, visual, tactile, interactive, independent, group, etc.) ☐ Enlarge reading materials and use large-size fonts ☐ Gesture cues ☐ Spatially cued formats ☐ Partnering or clustered learning ☐ Duplicated notes	Time ☐ Provide alternate times for arrival to and departure from classroom Setting ☐ Preferential seating/strategic seating ☐ Flexibility in seating and work spaces in the classroom ☐ Provide an alternative work space ☐ Provide open workspace (e.g., table, large space, etc.) ☐ Minimize background noise ☐ Reduce auditory stimuli/distractions ☐ Reduce visual stimuli/distractions ☐ Special lighting ☐ Establish clear and accessible pathways through the classroom and school environment ☐ Use colour or patterns to highlight information and locations in the room ☐ Define boundaries with visual cues for individual learning space ☐ Post rules and class expectations, and review regularly ☐ Post timetable/schedule/routines ☐ Proximity to instructor ☐ Allow student to move, or stand rather than sit for selected activities ☐ Use colour to highlight information within the room ☐ Use visual and/or auditory signals or cues ☐ Post exemplars or examples of the required task or activity within the room	Time ☐ Additional time, to a maximum of double the allotted time ☐ Additional time ☐ Periodic supervised breaks ☐ Extra time for processing ☐ Provide extra time and/or flexibility in exam scheduling Setting ☐ Preferential seating ☐ An individual or small-group setting or an individual study carrel ☐ An Alternative setting ☐ Assistive devices or adaptive equipment ☐ Prompts to direct attention ☐ An individual or quiet setting Presentation Format ☐ Sign language or an oral interpreter ☐ Braille ☐ Large-print ☐ White or coloured-paper versions (regular or large print) ☐ Audio Format ☐ Assistive technology formats ☐ Adjust presentation format to text to voice software/application ☐ Separation of the pages of the test booklet

Subjects, Courses or Alternative Programs

Subject	Program Type	Teacher

Subjects:

Alternative Subject Area:

Program Type:

Class:

Teacher:

Entering/Baseline Level of Achievement

Letter Grade/Mark	Curriculum Grade Level	Strands

Baseline Assessment:

Baseline Assessment:

Annual Program Goal:

Term/Semester: 1

Specific Expectation	Teaching Strategy	Assessment Method

Term/Semester: 2

Specific Expectation	Teaching Strategy	Assessment Method

Annual Program Goal:

Term/Semester: 1

Specific Expectation	Teaching Strategy	Assessment Method

Term/Semester: 2

Specific Expectation	Teaching Strategy	Assessment Method

Annual Program Goal:

Term/Semester: 1

Specific Expectation	Teaching Strategy	Assessment Method

Term/Semester: 2

Specific Expectation	Teaching Strategy	Assessment Method

Annual Program Goal:

Term/Semester: 1

Specific Expectation	Teaching Strategy	Assessment Method

EQAO

This is a provincial assessment year:

Permitted Accommodations:

Setting

- ☐ Extended periodic supervised breaks
- ☐ Extended periodic supervised breaks

Presentation Format

- ☐ Sign language or an oral interpreter
- ☐ Alternative version
- ☐ Additional assistive technology, such as Google Read&Write or Kurzweil
- ☐ A Unified English Braille version of the assessment (contracted or uncontracted)
- ☐ A paper version of the assessment
- ☐ MP3s with full audio descriptions
- ☐ An alternative version of the assessment in the e-assessment system with full audio descriptions
- ☐ Sign language or an oral interpreter
- ☐ A Unified English Braille version with or without the audio version
- ☐ Additional assistive technology

Response Format

- ☐ Verbatim scribing of answers
- ☐ Sign language or an oral interpreter
- ☐ A Unified English Braille version with or without the audio version
- ☐ Additional assistive technology

Exemption with Rationale:

Deferral of Ontario Secondary School Literacy Test (OSSLT) with Rationale

Ontario Secondary School Literacy Course (OSSLC)

Exemptions:

- ☐ This student is exempted from Reading
- ☐ This student is exempted from Writing
- ☐ This student is exempt from Math

Resources

Human Resources:

Students with an IEP receive indirect support from a special education resource teacher (ie. programming support for the classroom teacher) throughout the IEP period.

Start Date	# of Sessions	Type of Service	Program/Service	Length of Session	Frequency	Location

Equipment/SEA:

Assistive Technology

Sensory Equipment

Physical Support

Hearing Support

Vision Support

Personal Care Support

Consultation for IEP Development

Date	Summary of Consultation	Contact With	Contacted By
		☐ Mother ☐ Father ☐ Both Parent(s) ☐ Guardian(s) ☐ Student ☐ Parent(s) and Student ☐ Guardian(s) and Student	☐ Teacher ☐ Special Education Resource Teacher ☐ Principal / Vice-Principal ☐ Itinerant Teacher ☐ IEP Team ☐ Vision Itinerant Teacher ☐ Deaf-Hard of Hearing Itinerant Teacher
		☐ Mother ☐ Father ☐ Both Parent(s) ☐ Guardian(s) ☐ Student ☐ Parent(s) and Student ☐ Guardian(s) and Student	☐ Teacher ☐ Special Education Resource Teacher ☐ Principal / Vice-Principal ☐ Itinerant Teacher ☐ IEP Team ☐ Vision Itinerant Teacher ☐ Deaf-Hard of Hearing Itinerant Teacher
		☐ Mother ☐ Father ☐ Both Parent(s) ☐ Guardian(s) ☐ Student ☐ Parent(s) and Student ☐ Guardian(s) and Student	☐ Teacher ☐ Special Education Resource Teacher ☐ Principal / Vice-Principal ☐ Itinerant Teacher ☐ IEP Team ☐ Vision Itinerant Teacher ☐ Deaf-Hard of Hearing Itinerant Teacher
		☐ Mother ☐ Father ☐ Both Parent(s) ☐ Guardian(s) ☐ Student ☐ Parent(s) and Student ☐ Guardian(s) and Student	☐ Teacher ☐ Special Education Resource Teacher ☐ Principal / Vice-Principal ☐ Itinerant Teacher ☐ IEP Team ☐ Vision Itinerant Teacher ☐ Deaf-Hard of Hearing Itinerant Teacher

Transition Plan

Entry to School Transition Goal:

- To reduce anxiety in the transition to school
- To increase independence in the transition to school
- To prepare for successful entry to school

Actions	Person(s) Responsible for Actions	Timeline
Convene meetings/information exchanges with caregivers, service providers, etc. (e.g., day care staff, OT, SLP, parent(s)/guardian(s), BGCDSD staff)		
Provide Orientation, Welcome and other school information to the family		
Arrange visits to the school and class (including all important		

areas – e.g., washroom, gym)		
Plan for introduction to principal, teacher(s), SERT		
Establish and review first day routines (e.g., where to enter, coat hook, desk, etc.)		
Prepare and share a transition book including pictures of the school, staff, classroom, washroom, gym, etc.		
Create a video to review prior to transitions		
Create a social script/narrative for transition to school		
Establish a transition object (e.g., a favourite stuffed toy)		
Develop an “All About Me” booklet		
Determine and discuss schedule (e.g., gradual entry, full/half days etc.)		
Arrange for school staff to do observations (e.g., visit daycare, visit sending school, etc.)		
Convene a Collaborative Case Conference to exchange information to support the transition to school		
Plan for allocation of any required equipment or assistive technology		
Arrange for any required facility alterations (e.g., accessibility needs, physical needs, etc.)		
Encourage parent(s)/guardian(s) to visit the school and yard prior to the start of school		
Develop a Positive Behaviour Support Plan		
Develop a Plan of Care for the student		
Arrange for a bus orientation		
Arrange for Special Education Transportation through the school's Special Education Consultant		
Create social script/narrative for transportation		
Create and share with the family a calendar of events and activities		
Create a Safety Plan specific to safety concerns when taking transportation		
Initiate/review Individual Student Transportation Plan with required accommodations		
Use a visual schedule for activities (e.g., entry routines, departure routines, bus routines, etc.)		
Use daily agenda and communication book between home and school		
Define developmental and instructional goals collaboratively with the family, service providers and school personnel		
Arrange training for staff (e.g., communication system, medical management, sensory interventions, behaviour strategies, etc.)		
Acquire signed parental consent to consult with/coordinate with BGCSB services and/or outside service providers		
Establish routines for daily transitions such as entry to school, class to class, recess, end of the day, bussing		
Use visuals to establish routines (e.g., picture cues, first/then, schedules, choice boards, etc.)		

Grade: _____ **School Year:** _____ **OEN:** _____
 _____ jbarrett@clevr.ca_337_1000
School: _____ **Placement:** _____
IEP Completion Date: _____ **Most Recent IPRC:** _____
Term/Semester: _____ **Reason for IEP:** _____
Parent(s)/Guardian(s): _____
Address: _____
Telephone: _____

Record of Parent/Student Consultation

Date	Summary of Consultation	Contact With	Contact By

The Principal has the legal requirement to implement and monitor the IEP.

The plan has been developed according to the Ministry's standards, addresses the student's strengths and needs, and the learning expectations will be reviewed and student progress monitored at least once every reporting period.

Principal Signature

Date

IEP Parent/Student Consultation Form not returned to the school: ☐

Date

Student Signature

Date

Parent Signature

Date

Distribution: signed original to OSR, copy to Parent(s)/Guardian(s)

The legal authority for the collection and maintenance of this personal, and personal health information is the Education Act (including but not limited to sections 169.1-173), and is in accordance with the Municipal Freedom and Protection of Privacy Act (R.S.O. 1990 c.E.2), and the Personal Health Information Act, 2004 (SO 2004, c.3, Sched. A). Users of this information will be the principal, teachers, and the relevant Sudbury Catholic District School Board staff. This information will be used to plan and administer programming. Inquiries should be directed to the principal of the school. This form will be filed in the OSR, will supersede any other IEP and will be retained for 3 years post termination of special education programming.



**SUDBURY
CATHOLIC
DISTRICT
SCHOOL BOARD**

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

July 23, 2026

This letter confirms submission of the Sudbury Catholic District School Board's Special Education Plan in accordance with Section 19: Submission and Availability of School Board Plans.

I am writing in my capacity as Chief Executive Officer to confirm that the Sudbury Catholic District School Board has completed and submitted its Special Education Plan to the Ministry of Education. The Board affirms that the plan has been made available to the public concurrent with its submission, in compliance with provincial requirements.

I further confirm that the submission includes all required supporting documentation, specifically:

- A copy of the Board's motion approving the Special Education Plan, including the date of approval;
- Copies of all relevant motions and recommendations from the Special Education Advisory Committee (SEAC) related to the plan.

The Board remains committed to ensuring transparency, accountability, and ongoing improvement in the provision of special education programs and services for our students.

Sincerely,

Morris Hucal
Chief Executive Officer/CEdO
Sudbury Catholic District School Board

MOTION

REG2526-145	2026-06-16
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Moved By	S. Gouchie
Seconded By	S. McKnight

MB	Carried
	Lost
	Withdrawn

“THAT the Sudbury Catholic District School Board approves the submission of the Special Education Plan 2026 – 2027 as amended to the Ministry of Education.”