



Huron-Superior Catholic
DISTRICT SCHOOL BOARD

SPECIAL EDUCATION PLAN

September 2025

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- C. Parent/Guardian Guide to Identification, Placement and Review Committees (IPRC)**
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LETTER FROM THE DIRECTOR OF EDUCATION

At the Huron-Superior Catholic District School Board, we believe that every student is a unique gift from God. We are deeply committed to ensuring that all students with special education needs are supported in reaching their full potential through inclusive school-based services, specialized programming, and meaningful community partnerships.

Rooted in our Catholic values, our Special Education Plan reflects our mission to nurture the mind, body, and spirit of each learner. We are guided by the belief that students learn in diverse ways and thrive when their individual needs are understood and supported with care, compassion, and expertise. Wherever possible, students are educated in regular classroom settings within their school, alongside their peers. When more complex needs require enhanced support, our Board provides parents the option of specialized programs for their child tailored to meet their alternative goals.

We are especially grateful for the thoughtful contributions of our Special Education Advisory Committee (SEAC). Their dedication, collaborative spirit, and annual recommendations help us strengthen the delivery of special education services and enhance opportunities for students across our system.

To our Special Education Department, and to all staff members in our schools who carry out this vital work each day, thank you. Your commitment to the success and well-being of students with special education needs is a living expression of Christ's hope in our school communities.

Together, as a Catholic learning community, we continue to seek excellence by living our call to accompany every student on their journey to become who God created them to be



Fil Lettieri
Director of Education

THE BOARD'S CONSULTATION PROCESS

Annual Review

- SEAC provided an updated copy of the Special Education Plan prior to the June 2025 meeting for review.
- SEAC was asked to review and provide input prior to the June 2025 meeting. Any suggestions are discussed at that time.
- The board complies with all applicable legislative requirements.
- Once the SEAC consultation on the Special Education Plan is complete, the Plan will be shared with the board for approval.

SPECIAL EDUCATION PROGRAMS AND SERVICES

The Board's General Model for Special Education

Overview

The primary purpose of all schools is the development of each student's potential. The purpose of special education is not different from that of regular education. The focus is on the individual and his/her optimal development. Every decision regarding courses of study, teaching techniques, organization, and administration must be made in light of this aim.

The student's individual strengths and needs should determine the type of program and/or services that s/he receives. This can best be determined by a group of people who know the student and have access to all the relevant information regarding his/her intellectual, social, emotional, and physical functioning.

To address student needs, the board provides a number of services.

The Huron-Superior Catholic District School Board believes that everyone involved in the education of exceptional children shall share in the responsibility to provide quality and appropriate education that will address the needs and abilities of exceptional children.

The Huron-Superior Catholic District School Board believes that parents/guardians are the primary educators of their children; therefore, parents/guardians shall be considered partners in the education of exceptional children. This partnership will require consultation and involvement in the planning and implementation of programs and services for exceptional children.

As a consequence of the Huron-Superior Catholic District School Board's recognition of the worth and dignity of the individual, it shall be the policy of the board to provide comprehensive special education services appropriate to the individual needs of pupils.

Range of Placements

The board provides regular and special education class placements to address the needs of exceptional pupils. We have three special education classes at the elementary level to meet the needs of students with developmental, mild disabilities or multiple exceptionalities. Additionally, there are two specialized classrooms for autism and communication needs both at elementary and intermediate levels.

At the secondary level, we have three special education classes. They meet the needs of a variety of students, including intellectual exceptionalities, autism, physical disabilities and communication needs.

Board Criteria for Placement

The board's position is that the preferred placement is the regular class, unless the child's needs cannot be satisfactorily addressed in such a placement, and the parent/guardian is in agreement that an alternate placement is necessary. In such cases, the child may be placed in a special education class. Any decision with respect to placement is collaborative in nature, involving the parent and the Identification, Placement and Review Committee (I.P.R.C.)

The board's special education plan has been designed to be in compliance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the Act.

Roles and Responsibilities:

The Ministry of Education

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

The District School Board or School Authority

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- obtains the appropriate funding and 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 and as requested;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

The Special Education Advisory Committee

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education;
- provides information to parents, as requested.

The School Principal

- carries out duties as outlined in the Education Act, regulations, and policy/program memorandum, 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 parents and 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 if necessary and that parental consent is obtained.

The Teacher

- carries out duties as outlined in the Education Act, regulations, and policy/ program memorandum;
- follows board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- communicates the student's progress to parents;
- works with other school board staff to review and update the student's IEP.

The Learning Resource Teacher, in addition to the responsibilities listed above under “The Teacher”

- holds qualifications, in accordance with Regulation 298, to teach special education;
- monitors the student’s progress with reference to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils.

The Parent/Guardian

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- becomes acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to solve problems;
- is responsible for the student’s attendance at school.

The Student

- complies with the requirements as outlined in the Education Act, regulations, and policy/program memorandum;
- complies with board policies and procedures;
- participates in IPRCs, parent/teacher conferences, and other activities, as appropriate.

EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Guiding Principles or Philosophy

As indicated in the section titled “*The Board’s General Model for Special Education*,” the board believes that the primary purpose of all schools is the development of each student’s potential and that the student’s individual strengths and needs should determine the type services that s/he receives to develop that potential. The board further believes early identification of a student’s strengths, needs and interventions is critical in supporting each student to develop to his/her potential.

Roles of Parent/Guardian and Teacher

The role of the parent and the teacher in early identification is similar. Through years of parenting, the parent has had much opportunity to become aware of the child’s strengths and needs. Prior to a child entering the kindergarten program, the parent is invited to share this information with the teacher. Other community caregivers who might have supported the child are also invited to share their observations. At the same time, the teacher meets the child, if s/he has not already done so; thus, the teacher has an early awareness of the child’s strengths and needs. This early awareness is deepened and broadened as the teacher works with and observes the child in the classroom. This collaborative approach in identifying the child’s learning needs is ongoing throughout the child’s public education, with the child him/herself eventually taking on a more active role.

Policies and Procedures

When parents/guardians register their child for kindergarten a package is submitted to the school. If a child has been identified with special needs, a transition meeting with THRIVE or other outside agencies and the school board are arranged. This transition meeting allows for relevant information to be shared with the school board from the parents and pertinent agencies. The school then can best prepare for this child’s entry into school with the necessary support required.

Students can be referred to school-board speech-language pathology services when there are concerns about the student’s language and/or communication skills. Students who are discharged from the local Preschool Speech and Language program and enter kindergarten with continued language needs are referred to the school board speech-language pathologist (SLP). Students who are flagged by their school team for language difficulties can also be referred to the school board SLP. Services may include a language screening, initial evaluation, formal assessment, consultation, or direct therapy/intervention with parental informed consent.

Students requiring speech articulation, fluency or voice assessment/therapy are referred to THRIVE for those services.

In cooperation with community partners, THRIVE Child Development Centre, Waabinong Head Start, Garden River Daycare, Rankin Daycare, Children's Aid, Nogdawindamin or any other daycare, a transition to school meeting for students with special needs will be scheduled.

Assessment, referral, identification, and program planning for students who may be in need of special education services are collaborative processes. Parents/Guardians, educators, and other professionals and paraprofessionals from within and outside the educational community are partners in this process. In all schools, the In-School Education Team most often takes the lead in each of these processes. Further, regular case conferences, involving all partners, are considered essential in the ongoing assessment and program planning for students with severe and/or multiple needs. Special Education Department members are available for consultation at all schools.

Informing Parents/Guardians of Difficulty

Parents/Guardians are initially made aware that their child is experiencing difficulty through direct contact by the classroom teacher. At this stage, the process is informal, and might consist of a telephone call and/or face-to-face contact.

Assessment Referral

Prior to referring a student for assessment by an in-school team or by resource staff, the processes identified above would have occurred. The parent would have been consulted, and the need for assessment discussed. The referral form used would depend on the level and type of assessment. The parent would have been involved in all stages of the process, from the identification of a need/needs, to the need for other interventions, including assessment.

IPRC Referrals

Again, the parents would be involved in the total process of addressing the needs of students, including the discussion around referring a student to the IPRC. The parent/guardian is officially informed of the referral to the IPRC by correspondence from the principal (Appendix A – Referral to Identification, Placement and Review).

Referrals for Other Programs and Services

Parents/Guardians are informed by school staff through direct contact that their child is being considered for a special education program and related services if the child is not being referred to an IPRC.

Types of Assessment Tools and Strategies

A wide range of assessment tools/strategies is used to gather information on students in order to assist in the development of appropriate educational programs. The data is gathered from all the partners who are involved in caring for the child, parents, para-professionals and professionals from the educational and the broader community. Data is gathered through a variety of curriculum assessment strategies, observation, other informal assessment tools, diagnostic instruments, and standardized measures of achievement, speech-language, and ability. The level of student assessment is always determined by the needs of the student.

Early Intervention Strategies

Children with a diagnosis that meets the Ministry of Education criteria for identification are referred to the IPRC process for identification. Identification is not necessary for service. Approaches such as informal teacher consultation and the support of peers, parents, special education specialists, and community caregivers are also effectively used.

The In-School Education Team approach and the School-Based Model for Assessment and Consultation, referred to above, are both used prior to referral to the IPRC. Students are also placed on Individual Education Plans (IEP) with modified curriculum expectations and/or accommodations, with parental consent, without formal identification. In brief, all curriculum modifications, accommodations, and special education services are accessible to students with special needs in the regular class prior to referral, as required, and as agreed to, in consultation with the parents. Refer to Appendix B for examples of Individual Education Plan (IEP). As outlined in the Resource Guide 2004.

Modifications are changes made in the age-appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level expectations. All students formally identified through the IPRC process, are required to have an IEP.

THE IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS (PER REGULATION 181/98)

IPRC Process

School personnel take responsibility for informing parents/guardians of the IPRC process when the matter of a referral arises. This is done both verbally and by issuing the parent a copy of the Parent/Guardian Guide to Special Education (Appendix C). The chair of the IPRC reviews and/or clarifies the process, as necessary, once the process has begun.

Parents/Guardians are advised that they are entitled to attend the IPRC meeting, and to participate in all committee discussions about his/her child. Parents/Guardians are present when the committee's decisions regarding identification and placement are made, and are a partner in the decision-making process. Parents/Guardians may also provide written documentation for the IPRC to consider. Pupils 16 years of age or older may also attend. On occasion, younger pupils have been involved in the IPRC process.

School personnel take primary responsibility for gathering information relative to the IPRC's considerations. A checklist of materials submitted to the IPRC is listed on the cover sheet of the referral form to the System-Level Identification, Placement, and Review Committee (Appendix A). This referral form is in use within the school system. Parents/Guardians and the Special Education Department may supplement the referral information.

The IPRC, parent, and others present participate in any consideration of identification and placement, as well as in determining the strengths and needs of the child. Identification decisions are based on the categories of exceptionalities and definitions, as determined by the Ministry of Education.

The annual review is held within the school year, unless the principal of the school receives written notice from the parent dispensing with the review. A parent or principal may request an IPRC review any time after a child has been placed in a special education program for three (3) months.

Decisions are communicated by means of the IPRC minutes. IPRC decisions are made in collaboration with the parents, whereupon the minutes are completed. In practice, then, the IPRC always meets with parents before rendering its decision. The IPRC will meet on a number of occasions, if this is necessary to reach a mutually agreeable decision to parent and IPRC. Link to the IPRC Parent/Guardian Guide is available at: www.hscdsb.on.ca and click on;

- Departments
- Special Education
- More Publications
- Parent/Guardian Guide to IPRC's

Data

During the 2024-2025 there have been 290 referrals to the IPRC.

Appeals

With respect to the process for resolving disputes, every attempt is made to continue communication involving the parent, school personnel, IPRC, and community support personnel to make decisions collaboratively. The focus is appropriately addressing the child's needs.

No formal mediation options have been identified by the board; however, reference should be made to the preceding paragraph. Also, this reference should be kept in mind in respect to the Appeal Process, as outlined below.

1. If a parent/guardian does not consent to an IPRC decision, after a second meeting s/he may file a notice of appeal within 15 days of receipt of the decision (within 30 days of the original decision).
2. The appeal process then involves the following steps:
3. the board will establish a three-member special education appeal board to hear the appeal, the parent selecting one of the members;
4. 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 s/he has been selected;
5. the appeal board will receive the material reviewed by the IPRC , and may interview any persons who might be able to contribute information about the matter under appeal;
6. the parent/guardian and child, if s/he is 16 years of age or over, are entitled to be present at, and to participate in, all discussions;
7. the appeal board must make its recommendation within 3 days of the meeting ending;
8. within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations;
9. the parent may accept the decision of the school board, or may appeal to the Special Education Tribunal.

During the 2024-2025 school year, there have been no appeals.

EDUCATIONAL AND OTHER ASSESSMENTS

Assessment Tools and Staff Qualifications – General Comments

School board personnel administer educational and speech-language assessments under the Education Act, with written parental consent, unless the child is 18 years of age or older, in which case, the student's written consent is required prior to administration.

A wide range of assessment tools are used within the school system. At the school level, Special Education Classroom and Resource Teachers administer diagnostic and informal and standardized achievement tests.

A complement 2.0 Psychometrists, with a bachelor's degree in Psychology being the minimum qualification, administer instruments measuring development in the cognitive domains, as well as standardized measures of achievement. A Psychologist under contract to the board supports the assessment process, and provides students, parents, and board staff with accessibility to a member of the College of Psychologists. The privileges exercised by the Psychologist enhance the assessment process, and provide clarity of direction with respect to interventions. The board has hired one Speech-Language Pathologist that provides services to the entire school board. Informal and standardized assessments in the areas of speech and language can be administered. Two Communications Disorders Assistants, provide direct service to students under the supervision of our Speech-Language Pathologist.

Assessment Tools Used by Board Staff

In determining students' strengths, needs and programming, the board reviews assessments conducted by the staff of other school boards, as well as assessments conducted by regulated professionals in psychology and health.

Assessment tools used by other school boards are comparable to those used by board staff. Many of the tools commonly used in Psychology are also used by board staff.

Educational/Psychological Assessment Instruments

No.	Test Administered	Staff Qualifications
	Tests of Ability: (Wide Range)	
	Wechsler Intelligence Scale for Children - Fifth Edition (WISC-IV)	Psychometrist (B.A./M.A.)
	Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)	Psychometrics; and, one year
	Wechsler Preschool & Primary Scale of Intelligence - Revised (WPPSI-III)	supervised practice.
	Kaufman Assessment Battery for Children (Selected Subtests) (KABC-II)	B.A. under the supervision of a
		registered psychologist

Educational/Psychological Assessment Instruments

No.	Test Administered	Staff Qualifications
	Test Batteries for Specific Areas of Ability:	
	Children’s Memory Scale (CMS)	Psychometrist (B.A./M.A.)
	Comprehensive Test of Phonological Processing (CTOPP-II)	Psychometrics; and, one year
	Beery VMI – 5 th Ed Developmental Test of Visual-Motor Integration	supervised practice.
	Beery VMI – 6 th Ed Developmental Test of Motor Coordination	B.A. under the supervision of a
	Beery VMI – 6 th Ed Developmental Test of Visual Perception	registered psychologist
	Rating Scales Administered	
	ASEBA	
	ASRS	
	MASC	
	ABAS III	
	CEFI	
	Conner’s	

Educational/Psychological Assessment Instruments

No.	Test Administered	Staff Qualifications
	Tests of Achievement	
	Wechsler Individual Achievement Test (WIAT-III)	Psychometrist (B.A./M.A.)
	Kaufman Test of Educational Achievement (KTEA-3)	Psychometrics; and, one year of supervised practice.
	Diagnostic Achievement Battery - 2 nd Edition (DAB-3)	B.A. under the supervision of a registered psychologist

Educational/Psychological Assessment Instruments

No.	Test Administered – Social & Behaviour Rating Scales	Staff Qualifications
	Conners – 3 (Teacher, Parent/Guardian and Self – Reports)	Psychometrist (B.A./M.A.)
	Conners’ Parent/Guardian Rating Scale - Revised: Long Version (CPRS - R:L)	With a degree in Psychology;
	Conners’ Teacher Rating Scale - Revised: Long Version (CTRS - R:L)	Courses in Statistics and
	Conners-Wells’ Adolescent Self-Report Scale: Long Version (CASS:L)	Psychometrics; and one year of
	Achenbach: Child Behaviour Checklist (CBCL)	Supervised practice
	Achenbach: Teacher Report Form (TRF)	
	Achenbach: Youth Self-Report (YSR)	
	Comprehensive Executive Function Inventory (CEFI)	
	Children’s Depression Inventory – 2 nd Ed. (CDI-2)	
	Autism Spectrum Rating Scales (ASRS)	
	Childhood Autism Rating Scale (CARS)	
	Asperger Syndrome Diagnostic scale (ASDS)	
	Gilliam Asperger’s Disorder Scale (GADS)	
	Gilliam Autism Rating Scale – 2 nd Ed. (GARS-2)	
	Multidimensional Anxiety Scale for Children (MASC)	
	Adaptive Behaviour Assessment System (ABAS) III	
	BECK Youth Inventories for Children & Adolescents – 2 nd Ed.	

Speech-Language Pathology Assessment and Screening Instruments

Core Language Assessment Instruments	Staff Qualifications
Test of Integrated Language and Literacy Skills (TILLS)	SLP
Clinical Evaluation of Language Fundamentals 5th Edition (CELF-5)	SLP

Other Language Assessment Instruments	Staff Qualifications
Comprehensive Test of Phonological Processing 2nd Edition (CTOPP-2)	SLP
Test of Narrative Language--2nd Edition	SLP
Expressive Vocabulary Test 2nd Edition (EVT-2)	SLP
Test for Auditory Comprehension of Language 3rd Edition (TACL-3)	SLP
Social Language Development Test-Adolescent	SLP
The Phonological Awareness Test (PAT)	SLP
Clinical Assessment of Pragmatics (CAPs)	SLP

Language Screening Tools	Staff Qualifications
Clinical Evaluation of Language Fundamentals Screening 5th Edition (CELF-5 Screening)	SLP, CDA, SLPA
Kindergarten Language Screening Test 3rd Edition (KLST-3)	SLP, CDA, SLPA

SLP = Speech-Language Pathologist
 CDA = Communicative Disorders Assistant
 SLPA = Speech-Language Pathology Assistant

Wait Period

Informal assessments that are conducted by school personnel have either a very brief (a matter of days) or no wait period.

The general wait period for assessments administered by the board's Psychometrists, is 6-10 months from the consent of parents/guardians. The Special Education Department in consultation with all caregivers determines system priorities, and if required, can assess a student within a shorter period of time.

During the wait period, the In-School Education Team (ISET) and the Special Education Department are available to help the classroom teacher address a student's needs. ISET determines priorities within each school with respect to the waitlist.

Communicating Assessment Results

The assessment results are communicated to parents through a face-to-face meeting with the assessor. Other educational staff who have a need to know the information, such as the classroom teacher, the Learning Resource Teacher, and the Principal, are also in attendance. When formal assessments are done, every effort is made to have a feedback session with the parents and the school personnel within a three week period. This allows for immediate information to support the school in developing the necessary programming to meet the child's needs. Following the feedback session, the assessment data is passed on to the Psychologist for review. If a diagnosis is made by the psychologist, the school is asked to consider referring the student through the Identification Placement Review Committee process. This information is shared with the parent(s) when the final report is signed off by the Psychologist and Psychometrist and is returned to the school.

Confidentiality

With respect to sharing the test information with staff, as noted above, the parent/guardian in signing the consent to assessment, permits access to the report to staff who are directly concerned with the child for the purpose of improving his/her instruction.

Test and other information is shared by staff with outside agencies only with written parental consent, the written consent of the adult student, or if required by law. The consent to assessment advises the parent/guardian and the adult student regarding the protection of privacy. Information regarding the student is stored in the Ontario Student Record, and is subject to the provisions of privacy as outlined in the Ontario Student Record Guidelines. Special education files are also maintained for students who are referred for special education services and are subject to the same provisions of privacy.

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Specialized Health Support Service	Agency or position of person who performs the service (e.g., HCCSSNE, board staff, parent, student)	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 about eligibility and level of support (if available)
Nursing	Home and Community Care Support Services North East (HCCSSNE)	disruption of educational program if service not provided	School Health Support Services Case Manager	goals met or lack of motivation or willingness of client to participate, client no longer attending school, or at parental request	internal appeal process involving review of case; if no resolution, reassessment involving another Case Manager
Occupational therapy and Physiotherapy	(HCCSSNE) THRIVE NEO Children's Treatment Center	as above severity of need based on appropriate assessment and client meets agency's mandate	as above therapist	as above as above	as above contact professional services manager
Nutrition	(HCCSSNE)	as above for (HCCSSNE)	as above for (HCCSSNE)	as above for (HCCSSNE)	as above for (HCCSSNE)

Speech and language therapy	THRIVE	moderate to severe articulation disorder;	as above for THRIVE	as above for THRIVE	as above for THRIVE
	Board Staff SLP	as above for THRIVE severity of need based on appropriate assessment with respect to articulation and language disorders	therapist (Speech-language Pathologist) CDA	goals met or lack of motivation or willingness of client to participate, client no longer attending school, or at parental request	collaborative problem-solving involving therapist, parent, and other school and board staff, as required

Specialized Health Support Service	Agency or position of person who performs the service (e.g., HCCSSNE, board staff, parent, student)	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 about eligibility and level of support (if available)
Administration of prescribed medications	Board Staff	medical prescription and authorization	Physician/Psy chiatrist	at the discretion of the regulated professional	information not available at this time
Catheterization and Suctioning	Board Staff (after training by HCCSSNE)	as determined by appropriately qualified professional	Medical practitioner	at the discretion of the medical practitioner	information not available at this time
Lifting and positioning, assistance with mobility, feeding, and toileting	Board Staff (after training by HCCSSNE/TH RIVE)	as determined by appropriately qualified professional	appropriately qualified professional; (i.e. occupational therapist/Phy siotherapist)	at the discretion of the regulated professional	information not available at this time

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

The Board uses the categories and definitions of exceptionalities as required by the Ministry of Education.

Behaviour		A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following: a) an inability to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.
Communication	Autism	A severe learning disorder that is characterized by: a) disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language; b) lack of the representational symbolic behaviour that precedes language.
	Deaf and Hard-of-Hearing	An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.
	Language Impairment	A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: a) involve one or more of the form, content, and of language in communication, and; b) include one or more of the following; language dysfluency; voice and articulation development, may or may not be organically or functionally
	Speech Impairment	A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

<p>Communication (Continued)</p>	<p>Learning Disability</p>	<p>One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:</p> <ul style="list-style-type: none"> c) 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 <i>at least</i> in the average range; d) results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support; e) 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; f) 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); g) 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; h) is <i>not</i> 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.
<p>Intellectual</p>	<p>Giftedness</p>	<p>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.</p>

	Mild Intellectual Disability	<p>A learning disorder characterized by:</p> <ul style="list-style-type: none"> a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services; b. an inability to profit educationally within a regular class because of slow intellectual development; c. a potential for academic learning, independent social adjustment, and economic self-support.
	Developmental Disability	<p>A severe learning disorder characterized by:</p> <ul style="list-style-type: none"> a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b. an ability to profit from a special education program that is designed to accommodate slow intellectual development; c. a limited potential for academic learning, independent social adjustment, and economic self-support.
Physical	Physical Disability	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.
	Blind and Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
Multiple	Multiple Exceptionalities	A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Criteria for Identification and Placement

In making a determination of exceptionality, the Identification, Placement, and Review Committee (IPRC) considers informal and formal information provided by staff and the parent in light of the definitions.

In the category of “Communication,” the IPRC relies on the diagnosis or assessments conducted by regulated professionals as follows: Autism - Psychologist or Medical Doctor; Deaf and Hard-of Hearing- Audiologist, and Language and Speech Impairments - Speech-Language Pathologist. The criteria noted for a Language Impairment includes a student who demonstrates at least a 1.5 standard deviation below the mean on the Language Index. Similarly, reliance is placed on other diagnoses or assessments in other areas of exceptionalities as follows: Developmental Disability - Psychologist or Medical Doctor; Physical Disability - one or more of Medical Doctor, Physiotherapist, or Occupational Therapist; Blind and Low Vision - Ophthalmologist or Optometrist, and Multiple - a combination of any of the above professionals and/or board staff.

With respect to the category of “Behaviour,” the IPRC considers informal data gathered by staff as well as standardized information gathered from assessment instruments completed by staff and parents in making its determination. Most often the standardized information is gathered in the context of a comprehensive assessment, including both cognitive and achievement testing. Professional information which might be provided by the parent is also considered. The committee identifies an exceptionality in this area if the behaviour has been maintained over such a period of time and has escalated to such a degree of intensity that the student’s learning has been negatively impacted.

In identifying a learning disability, the IPRC considers students who demonstrate average learning ability on an individual intelligence test, and who show a significant deficit in some area of ability and/or achievement. The exclusionary and associated conditions are considered in light of this information.

In the category of “Intellectual,” the IPRC again considers both informal and formal data with respect to the definitions. Standardized assessment information is considered for identification of an exceptionality as follows: a minimum of two standard deviations above the mean, Giftedness; a minimum of two standard deviations below the mean, Mild Intellectual Disability; and a minimum of three standard deviations below the mean, Developmental Disability.

Placement decisions are collaborative by nature. The regular classroom is the first option considered by the IPRC regardless of the exceptionality, and a special class placement is only considered if the student’s needs are such that s/he requires more extensive programming modifications/alternative programming and/or more intensive support than can be provided in an integrated setting with the supports available there. In any case, the IPRC would not recommend placement of a student with such needs in a special education class unless the parent was in agreement.

SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

SEAC Involvement

SEAC is involved in providing advice on determining the range of placements offered through the annual review process of the Special Education Plan as well as through regular updates on the Special Education Department and special education issues at the SEAC meetings.

Preferred Placement

As indicated above, it is acknowledged that placement of a student in a regular class is the first option considered by an IPRC.

Integration into the Regular Classroom

A student with special needs can be integrated into the regular classroom when the placement meets the student's needs and is in accordance with parent preferences by providing the following interventions and/or supports:

- accommodations to support learning and personal needs;
- specialized equipment and/or materials to support learning and personal needs;
- modified curriculum expectations;
- in-class supports (e.g., Learning Resource Teacher, Educational Assistant)
- part time withdrawal to support learning and personal needs (e.g., resource room, speech-language services, counselling, occupational and physiotherapy support).

Range of Placement Options

The Board provides regular and special education class placements to address the needs of exceptional pupils. Special education class placements are provided to address the needs of exceptional pupils in the categories of behaviour, communication and intellectual exceptionalities. Some of the students placed in these classes have physical or multiple exceptionalities.

For students whose needs cannot be met entirely in the regular classroom, a range of placement options is available, including a:

- **regular class with indirect support** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services
- **regular class with resource assistance** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher
- **regular class with withdrawal assistance** where 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** where 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
- **full-time special education class** for the entire school day

For a list of Specialized Classrooms & Education Community Partnership Programs (CTEP) Criteria, please follow the link:

[Specialized Classrooms & Education Community Partnership Programs](#)

Criteria for Assigning Intensive Support

In determining the need for assigning intensive support for students who require intense and consistent support, the Board considers the following criteria:

- degree of support required for personal physical needs
- degree of support required for physical needs related to the curriculum
- degree of support required for safety of self and/or others
- degree of support required for the student to access the provincial curriculum or a curriculum with alternative expectations
- degree of support with behaviour needs

These same criteria would apply in determining the level of support provided in each placement.

Criteria for Determining the Need to Change Placement

The IPRC would consider the following criteria for determining the need to change a student's placement:

- student progress or lack of progress with respect to an appropriate Individual Education Plan based on the student's strengths and needs
- the student's need for more or less intensive intervention and support
- parental preference
- staff recommendation
- community caregivers' recommendation
- student age and grade placement
- future academic and career aspirations as indicated by the student and/or the parent.

When the needs of a student cannot be met within the board's range of placements, options are communicated directly to the parent in the context of either an IPRC meeting or a case-conference involving staff and community caregivers. Depending on the needs of the student, alternatives that have been offered include:

- provincial schools and
- demonstration schools,
- supervised Alternative Learning Policy 5009,
- alternative educational setting (e.g., Adult Learning Centre),
- placement in a program offered by the coterminous board,
- home unit instruction provided there is supportive documentation,
- home study

INDIVIDUAL EDUCATION PLANS (IEPs)

Implementing the Standards

We continue to work on developing IEPs with focused and measurable goals. In addition, Transition Plans are being put in place for all students identified with Autism as per PPM 140, and all students moving from grade 8 to grade 9. The school board's Autism Spectrum Advisor meets with schools to discuss the IEPs of students with Autism. SEAC has developed a parent guide to the IEP consistent with the Ministry's standards. Integrated Transition Plans (ITP) for students 14+ with a developmental disability are put in place and reviewed annually.

Dispute Resolution

With respect to processes for dispute resolution where parents/guardians and board staff disagree on significant aspects of the IEP, collaboration with the parents, community caregivers, professional educators, and other support staff are all involved in the process of identifying the student's strengths and needs, on which the IEP is based.

Educational staff take responsibility for the actual writing of the IEP.

The IEP is then presented to the parents/guardians and others involved in supporting the child and family. At this stage, input from parents/caregivers may be generated that could be incorporated into the IEP.

The IEP is viewed as a flexible working document that is based on and modified by the results of continuous assessment and evaluation. Parents/Guardians are a part of the assessment process; therefore, their involvement with respect to the IEP is ongoing.

The process for dispute resolution with respect to the IEP is a collaborative one, involving all the caregivers. The board staff would attempt to address the needs of the student and the wishes of the parents to the degree possible given the resources and the expertise available.

The Ministry has released a document entitled Special education in Ontario Kindergarten to Grade 12 – Policy and resource guide. Revised June 7, 2023.

The Individual Education Plan (IEP): A Resource Guide 2004. This documents the Ministry standards for IEPs in the province of Ontario. To view a sample of the IEP template refer to Appendix B.

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 resources services;
- play a valuable role in teacher training.

W. Ross Macdonald School: School for the Blind and Deaf-Blind

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource centre for the visually impaired and deaf-blind;
- 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 interprovincial, cooperative basis.

Programs are tailored to the needs of the individual students 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 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. The curriculum follows the Ontario curriculum and parallels 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 which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
- operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within a reasonable commuting distance from the school.

Transportation to Provincial Schools for students is provided by school boards.

Each school has a Resource Services Department which 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 Demonstration Schools

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.

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.

Provincial School Contacts

Teachers may obtain additional information from the Resource Services departments of the following Provincial Schools and groups:

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch
255 Ontario Street South
Milton, Ontario L9T 2M5
Tel.: (905) 878-2851
Fax: (905) 878-5405

School for the Blind and Deaf-Blind

W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario N3T 3J9
Tel.: (519) 759-0730
Fax: (519) 759-4741

School for the Deaf, Blind, and Deaf-Blind

Centre Jules-Léger
281 rue Lanark
Ottawa, Ontario
Tel.: (613) 761-9300
Fax: (613) 761-9301

Schools for the Deaf

The Ernest C. Drury School for the Deaf
255 Ontario Street South
Milton, Ontario L9T 2M5
Tel.: (905) 878-2851
Fax: (905) 878-1354

The Robarts School for the Deaf

1090 Highbury Avenue
London, Ontario N5Y 4V9
Tel.: (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
Fax: (613) 967-2857

Provincial Demonstration Schools Contacts

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities. These schools are the following:

Amethyst School
1090 Highbury Avenue
London, Ontario N5Y 4V9
Tel.: (519) 453-4408
Fax: (519) 453-2160

Sagonaska School
350 Dundas Street West
Belleville, Ontario K8P 1B2
Tel.: (613) 967-2830
Fax: (613) 967-2482

Centre Jules-Léger
281 rue Lanark
Ottawa, Ontario K1Z 6R8
Tel.: (613) 761-9300
Fax: (613) 761-9301
TTY: (613) 761-9302 and 761-9304

Trillium School
347 Ontario Street South
Milton, Ontario L9T 3X9
Tel.: (905) 878-8428
Fax: (905) 878-7540

Data

Presently, there is one student from the Huron-Superior Catholic District School Board attending Provincial and Demonstration Schools.

Transportation

The board provides transportation for students who have been placed in Provincial and Demonstration Schools, in accordance with a schedule to be agreed upon in consultation with the school's staff. Transportation of an assistant, if required, would be a significant component of such an agreement.

Special Education Staff

Elementary Panel	FTEs	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs	20 (ELP 6.0)	Minimum of Spec. Ed., Part 1
1.2 Teachers for self-contained classrooms	5.0	Minimum of Spec. Ed., Part 1
1.3 Teachers for CTEP	2.0	Minimum of Spec. Ed., Part 1
2. Other special education teachers		
2.1 Itinerant teachers (Teacher of the Deaf & Hard of Hearing, Vision, Assistive Technology Resource Teacher)	0.0	Teacher of the Deaf and Hard of Hearing Diploma, Spec. Ed. Part 1
2.2 Teacher diagnosticians	0.0	Specialist – Special Education
2.3 Coordinator	0.7	Specialist - Special Education
2.4 Consultants	1.7	Specialist - Special Education
3. Educational assistants in special education		
3.1 Educational assistants	149.0	Various - Diplomas in Teacher Assistant, Developmental Services and Child and Youth Worker Programs
4. Other professional resource staff		
4.1 Psychologists (Contracted Service)	0.5	Doctorate in Psychology
4.2 Psychometrists	1.7	Minimum of B.A. in Psychology
4.3 Psychiatrists		
4.4 Speech-language pathologist/assistant	0.8	Pathologists - Masters Degree and member of CASLPO
4.5 Communication Disorders Assistant	1.5	
4.6 Audiologists		
4.7 Occupational therapists		

4.8 Physiotherapists		
4.9 Social workers/Psychotherapist	8.0 BSW	Counsellors - minimum of B.S.W. or degree in related area Student Support Workers - Child and Youth Worker diploma
4.10 Mental Health Leader	0.7	Master of Social Work
5. Paraprofessional resource staff		
5.1 Orientation and mobility personnel		
5.2 Oral interpreters (for deaf students)		
5.3 Sign interpreters (for deaf students)		
5.4 Transcribers (for blind students)		
5.5 Interveners (for deaf-blind students)		
5.6 Auditory-verbal therapists		
5.7 Autism Advisors/Behavior	1.4	
5.8 Behavior Coaches	5.0	

Secondary Panel	FTEs	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs	2.0	Minimum of Spec. Ed., Part 1
1.2 Teachers for self-contained classrooms	3.0	Minimum of Spec. Ed., Part 1
1.3 Teacher for CTEP	2.0	Minimum of Spec. Ed., Part 1
2. Other special education teachers		
2.1 Itinerant teachers (Teacher of the Deaf & Hard of Hearing, Vision, Assistive Technology Resource Teacher)	0.0	Teacher of the Deaf and Hard of Hearing Diploma
2.2 Teacher diagnosticians	0.0	
2.3 Coordinator	0.3	Specialist - Special Education
2.4 Consultants	0.3	
3. Educational assistants in special education		

3.1 Educational assistants	15.0	Various - Diplomas in Teacher Assistant, Developmental Services and Child and Youth Worker Programs
4. Other professional resource staff		
4.1 Psychologists		
4.2 Psychometrists	0.3	Minimum of B.A. in Psychology
4.3 Psychiatrists		
4.4 Speech-language pathologist	0.2	
4.5 Audiologists		
4.6 Occupational therapists		
4.7 Physiotherapists		
4.8 Social workers	2.0	Counsellors - minimum of B.S.W. or degree in related area Student Support Workers - Child and Youth Worker diploma
4.9 Mental Health Leader	0.3	Master of Social Work
5. Paraprofessional resource staff		
5.1 Orientation and mobility personnel		
5.2 Oral interpreters (for deaf students)		
5.3 Sign interpreters (for deaf students)		
5.4 Transcribers (for blind students)		
5.5 Interveners (for deaf-blind students)		
5.6 Auditory-verbal therapists		
5.7 Autism Advisor/Behaviour	0.6	
5.8 Behaviour Coaches	1.0	

STAFF DEVELOPMENT

Goal

The overall goal of the special education staff development plan is to ensure that staff has an understanding of the special needs that students within their care have, and that they have an awareness of how these needs might be appropriately addressed. Staff also need to know what might be appropriate goals and expectations with respect to these students, and how progress toward the achievement of these goals and expectations might be assessed.

Staff Input

Staff is able to provide input into the special education development plan on an ongoing basis as needs arise in the context of working with students with special needs.

Determining Priorities

Priorities in the area of staff development are determined on the basis of emerging needs with respect to individual students, emerging needs common to a number of students, and Ministry of Education initiatives.

Staff In-Service and Training

The board does not offer courses in the area of teacher professional development. It does offer a wide variety of in-service training and other types of professional development from time to time as the need arises, either independently or in partnership with community partners.

The board emphasizes networking among staff as an important component of in-service and training. The board recognizes the importance of Catholic Professional Learning Communities (as demonstrated through several Ministry initiatives) and is committed to the expansion of these in all schools in the coming years.

With regard to the legislation and ministry policy on special education, principals and special education classroom and resource teachers are first trained by system staff. They, in turn, assume responsibility for training staff in their schools. New staff would also receive training in orientation sessions which would be held at the system level.

In-Service Cost-Sharing Arrangements

The board continues to collaborate with local agencies for staff development with respect to children with special needs.

Partnerships with the Algoma Health Unit, THRIVE, Algoma Family Services, Community Living Algoma, Learning Disabilities Association of Ontario, and Trillium Provincial School have involved professional development opportunities for staff.

Informing Staff and Parents/Guardians

Staff is made aware of professional development opportunities through information distributed by central office and/or the Special Education Department to the school system, or to staff members who might have a specific need for in-service in a particular area corresponding to the needs of individual students whom they support. The special education plan is available on our website.

EQUIPMENT

The board provides a wide range of equipment to support the special needs of children and adolescents within its jurisdiction.

The criteria used for purchasing individualized equipment are as follows:

- the student is enrolled in one of the schools in the board's jurisdiction;
- an assessment from a qualified practitioner that demonstrates the need for the equipment has been obtained;
- the student requires the equipment to accommodate his needs while accessing his curriculum;
- the need for the equipment is demonstrated in the student's Individual Education Plan;
- a quote that is acceptable to the board has been obtained.

ACCESSIBILITY OF SCHOOL BUILDINGS

The board has an [Accessibility Standards for Customer Service \(Policy 6005\)](#) for the Huron-Superior Catholic District School Board. This addresses improving accessibility to its school buildings, grounds and administration offices. The following projects are scheduled for 2025-2026:

Scheduled upgrades for 2025-2025 include:

St. Mary (Massey) :

- New exterior concrete wheelchair ramp at front entrance
- Addition of exterior wheelchair ramp at the north exit
- Removal of interior hallway stairs and installation of full width interior ramp
- Addition of tactile indicator strips
- Replacement of drinking fountains
- Addition of two card readers for swipe access

St. Mary's French Immersion:

Barrier-free improvements to student washrooms

- Addition of exterior wheelchair ramps at five exit doors
- Addition of tactile indicator strips
- Replacement of drinking fountains
- Addition of two barrier-free parking spaces
- Addition of five card readers for swipe access

TRANSPORTATION

Transportation of Students with Special Needs

The board provides transportation for all students who have been placed in a special education class. Parents/Guardians are advised of this practice during the IPRC process when placement is being considered as an option.

Students who are being considered for educational programs in care, treatment, and correctional facilities and for placement in the Provincial and Demonstration Schools are also provided with transportation. Parents/Guardians are advised of this practice during the discussion of the nature of these programs.

For students who are placed in the regular class, the board provides transportation for those who are severely physically challenged. The board may also provide transportation for individual students for safety considerations that might be related to intellectual and/or behavioural deficits, or such other needs or conditions that endanger the safety of the student and/or others. An Individual Student Transportation Plan (ISTP) is developed for and submitted to the bussing consortium.

Decision-Making Process

The process for deciding whether a student with special needs will be transported with other children or whether it is in the best interests of the student to be transported separately is collaborative in nature. The Co-ordinator of the Special Education Department obtains input from parents, community caregivers, and school personnel, if the student is already enrolled in school, and bases the decision on the information provided. Written documentation from a qualified professional to support the need for individualized transportation may be required with respect to some students.

Criteria in Tendering and Selection of Transportation Providers

The board uses the following criteria in the tendering and the selection of public vehicle transportation providers for exceptional pupils:

- drivers must have first aid training;
- drivers must be trained in epi-pen administration;
- a criminal record check must be done on drivers;
- wheelchairs must be secured during transit.

For those who require it, an Individual Student Transportation Plan will be developed:

[ISTP FORM](#)

**THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE
(S.E.A.C.)**

Membership

SEAC members' names and affiliations are as follows:

BOARD (TRUSTEE)	John Caputo Gary Trembinski (Vice-Chair)
NORTH SHORE TRIBAL COUNCIL	Rachelle Lambert Sherri Kitts (Alternate)
AUTISM ONTARIO	Irma DiRenzo (Chair) Melissa Puzak (Alternate)
ALGOMA FAMILY SERVICES	Theresa Coccimiglio
COMMUNITY LIVING ALGOMA	Jacques Ribout
THRIVE	Tina Combs Kasia Ceglarz (Alternate)
EASTER SEALS	Tiana Rushon
MEMBER AT LARGE	Melanie Ross
SUPERINTENDENT OF EDUCATION	Franca Spadafora
SPECIAL EDUCATION COORDINATOR	Rosanne Zagordo
MENTAL HEALTH LEAD	Jared Lambert

Please direct any questions or inquiries to:

Seac.Inquiries@hscdsb.on.ca

Meetings

SEAC meets monthly from 4:00 P.M. to 6:00 P.M. at Mount Ste. Joseph Catholic Education Centre located at 90 Ontario Avenue in Sault Ste. Marie. The SEAC meeting dates for 2025-2026 are:

September 24	October 29
November 26	December 17
January 28	February 25
March 31	April 29
May 27	June 17

SEAC meetings can also be held via Google Meet or in person, including at various school locations.

Procedures for Soliciting Members

Members for SEAC are solicited by requesting associations, agencies, and societies within the jurisdiction of the board and with provincial affiliation to submit in writing the names of candidates for membership on the committee. The candidates' names are then submitted to the board for approval. Following board approval, the candidate becomes a member of SEAC. Board members who sit on SEAC are nominated by the board as a whole.

Fulfilling Its Role

SEAC is updated with respect to matters related to the board's special education programs and services, as well as developments and issues related to special education in general, at each SEAC meeting by board staff. Possessing this information enables SEAC to be well positioned to make recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students within the board should members believe there is a need.

SEAC participated in the board's annual review of its special education plan as follows:

- reviewed the amendments of the plan
- SEAC receives copies of all Ministry memos related to Special Education

Public Input

SEAC has developed a brochure and a Parent/Guardian Guide to inform the public of the existence of SEAC, its role, and how members might be contacted. For contact information parents can go to the Board's website www.hscdsb.on.ca and click on;

- Departments
- Special Education
- More Publications
- Parent/Guardian Guide to IPRC's

COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Advance Educational Planning

Early notification by parents and/or staff of preschool programs, including intensive early intervention programs for children with autism, preschool speech and language program, preschool programs for students who are deaf, and preschool nursery is the first step in advance special education planning for students with special needs. Following notification, the principal and the special education resource teacher, as well as special education system support staff observe the child in the program and discuss the child's strengths and needs with the care-givers. Next, a case-conference is scheduled involving the parents, all community care-givers, school staff, and special education system support staff. The purpose of the meeting is to gather all necessary information that will assist school personnel in planning to address the child's needs. Transition planning is an important component of the discussion at this stage. Parents/Guardians are encouraged to release assessments to the board that will be helpful in determining the child's strengths and needs, as well as in the planning of the educational program. The board's practice is to accept these assessments, and to assess further only if a need should arise. This collaborative approach involving the parents, community caregivers, school staff, and system support staff continues as required in the ongoing special education planning for students with special needs.

As indicated above, it is important that the board have early notification regarding students who are arriving from other programs such as care, treatment, and correctional programs or programs offered by other boards of education. Following notification, the principal and school staff, with the assistance of the system special education support staff, would arrange for a case-conference with the parents, educational and other staff of the previous program, and other community caregivers to discuss the child's strengths and needs, and to begin the planning to address the needs. The transition plan is also developed at this time. Again, the board's practice is to accept any assessments that would be helpful in this process. Additional meetings are held as required. The Board works closely with outside agencies including North Eastern Health Integration Network, Algoma Health Unit: Infant Development Program, THRIVE and any daycares to develop a transition plan for students with special education needs.

Sharing Information

If students are leaving the board to attend a program offered by another school board, the Huron-Superior Catholic District School Board would be available to provide transitional information for the student with special needs if requested. This board would be fully involved in identifying and clarifying the strengths and needs of the student.

Responsibility

The school principal is ultimately responsible for the successful admission or transfer of students from one program to another. Staff from the Special Education Department, in particular the Curriculum Coordinator - Special Education and/or the Special Education Consultant (District) are available to support the principal in this responsibility.

Protocol for Partnership with External Agencies

The Huron-Superior Catholic District School Board is a Catholic community that is committed to providing every opportunity for the emotional and physical well being of our students. The Board recognizes that partnerships with external agencies are integral in helping students reach their full potential.

Existing long term partnerships include delivery of ECPP programming, Crisis Intervention, Autism School Support, Transition to School supports, Occupational Therapy, Physical Therapy, Speech and Language Therapy, nursing needs and mental health support.

The Board currently delivers Speech and Language Assessment/ Therapy, and Psycho-Educational Assessments by regulated health professionals.

External agencies contribute services to students/families, provided that services:

- are consistent with the teaching of the Roman Catholic Church
- are consistent with the Mission statement of the Huron Superior Catholic District School Board
- promote effective partnerships that strive for continuous improvement in the delivery of programs and services for all students
- promote collaborative partnerships
- are in keeping with provisions of collective agreements with Board staff



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

REFERRAL FORM TO THE SYSTEM-LEVEL IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (I.P.R.C.)

Special Education Department

Name of Student:

Grade:

Date of Birth:
Month Date Year

Parent/Guardian Name:

Address:

Postal Code:

Telephone Number:

Checklist of Material Submitted to the System-Level I.P.R.C.:

- Individual Education Plan
- Copy of Letter to Parent(re: notification of referral to IPRC)
- Copy of Report(s) Prompting Referral to IPRC
- Copy of previous IPRC Minutes (if applicable)

This referral to the System-Level I.P.R.C. has been received by:

Package Submitted By (LRT Name):

Principal's Signature:

School:

Date Submitted:

This referral to the System-Level I.P.R.C. has been received by:

Special Education Co-ordinator:



Huron-Superior Catholic DISTRICT SCHOOL BOARD

PARENT NOTIFICATION OF REFERRAL TO THE SYSTEM-LEVEL IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (I.P.R.C.)

Special Education Department

Dear:

We recommend that your son/daughter

be referred to the System-Level I.P.R.C.

The Ontario Government has mandated School Boards to establish I.P.R.C.'s to consider identification of pupils as "exceptional", according to Ministry of Education and Training (M.E.T.) criteria, and to consider appropriate educational placement to address the pupil's individual strengths and learning needs in collaboration with the parent(s).

The referral to the System-Level I.P.R.C. has requested the following considerations:

- identification of an exceptionality
- special education placement
- review of identification and/or placement (for pupil previously identified as exceptional)

The school will inform you regarding the date, time, place and further particulars with respect to the System-Level I.P.R.C meeting in the near future.

Sincerely,

(Principal)

(Classroom Teacher)

(Learning Resource Teacher)

School:

Date:

Individual Education Plan

IEP

REASON FOR DEVELOPING THE IEP

- Student identified as exceptional by IPRC Student not identified by IPRC, but requires special education program/services, including accommodations and/or modified/alternative learning expectations

STUDENT PROFILE

Name: _____ Date of Birth: _____
 Student OFN: _____
 School: _____ Semester: _____
 Principal: _____ Current Grade/Special Education Class: _____ School Year: _____
 Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____
 Exceptionality: _____
 IPRC Placement Decision: _____

ASSESSMENT DATA

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

Information Source	Date	Summary of Results

Relevant Medical Conditions Yes (list below) No

Health Support Services/Personal Support Required Yes (indicate type below) No

STUDENT'S STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Accommodated only (AC), Modified (MOD), or Alternative (ALT). Please identify courses by their codes.

AC MOD ALT
 AC MOD ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

Yes (provide educational rationale) No

Complete for secondary students only:

Student is currently working towards attainment of the:

Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

Reporting Format

Provincial Report Card

Alternative Report

Reporting Dates: _____

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects/program areas unless otherwise indicated.)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment Yes (list below) No

PROVINCIAL ASSESSMENTS

Provincial Assessment Year: Yes (provide name of the assessment below) No

Name of Assessment: _____

Permitted Accommodations: Yes (list below) No

Exemptions: Yes (provide explanatory statement from relevant EQAO document) No

Deferral of Ontario Secondary School Literacy Test (OSSLT): Yes (provide rationale below) No

Rationale: _____

Ontario Secondary School Literacy Course (OSSLC): Yes No

Special Education Program

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations. Please identify courses by their codes.

Subject/Course/Alternative Program: _____

Baseline Level of Achievement (refer to previous June report card): _____

Prerequisite course (if applicable) _____

Letter grade/Percentage mark _____

Curriculum grade level _____

Baseline Level of Achievement for Alternative Program (refer to description in previous June report card or alternative report): _____

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year (or semester) in a particular subject, course, or alternative program.

Learning Expectations List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.	Teaching Strategies List only those that are particular to the student and specific to the learning expectations.	Assessment Methods Identify the assessment method to be used for each learning expectation.

HUMAN RESOURCES (teaching/non-teaching)

Type of Service	Initiation Date	Frequency or Intensity	Location

IEP DEVELOPMENT TEAM

Staff Member	Role

SOURCES CONSULTED IN THE DEVELOPMENT OF THE IEP

- IPRC Statement of Decision (if applicable)
 Provincial Report Card
 Previous IEP
 Parents/Guardians
 Student
 Other sources (list below)

DATE OF PLACEMENT IN SPECIAL EDUCATION PROGRAM (select the appropriate option)

- 1) First day of attendance in new special education program
 2) First day of the new school year or semester in which the student is continuing in a placement
 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid semester as the result of a change of placement

Date of Placement: _____ Completion Date of IEP Development Phase (within 30 school days following the Date of Placement): _____

LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

Information Source	Description of Activity	Feedback/Outcome

The principal is responsible for each student's IEP and must ensure that it is implemented according to the ministry's guidelines and that a monitoring plan is in place.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs.

Principal's Signature _____ Date _____

Involvement of Parent/Guardian and Student (if student is 16 or older)

- I was consulted in the development of this IEP
- I declined the opportunity to be consulted in the development of this IEP
- I have received a copy of this IEP.

- Parent/Guardian Student
- Parent/Guardian Student
- Parent/Guardian Student

Parent/Guardian and Student Comments:

Parent/Guardian Signature _____ Date _____

Student Signature (if 16 or older) _____ Date _____

Appendix C - A Parent/Guardian Guide to Identification, Placement and Review Committees (IPRC) [A Parent Guide to the I.P.R.C.](#)

SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

The Special Education Plan is posted on the board's website www.hscdsb.on.ca

