

***REPORT TO THE
MINISTRY OF EDUCATION
ON THE PROVISION OF
SPECIAL EDUCATION PROGRAMS
AND SERVICES***

June 2010

*Submitted by:
Catholic District School Board
of Eastern Ontario
June 2010*



**AN ADDENDUM TO THE
REPORT TO THE MINISTRY OF EDUCATION
ON THE PROVISION OF SPECIAL EDUCATION
PROGRAMS AND SERVICES
JUNE 2010**

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I. INTRODUCTION

The Catholic District School Board of Eastern Ontario, in accordance with Regulation 306, has reviewed its Special Education Plan and involved the Special Education Advisory Committee (S.E.A.C.) in the process throughout the year, as per Regulation 464/97.

The expectation, as outlined in the *Standards for School Boards' Special Education Plans*, is for the special education plans for 2010 to be an addendum to the 2009 Report. The Board has compiled the information identified by the Ministry by consulting with the necessary stakeholders and involving key participants in the process. This Addendum highlights and outlines current information.

I. CONSULTATION PROCESS

Parents, principals, schools, and the S.E.A.C. have been encouraged to provide input into the Board's special education plan. Principals are involved in a Special Education focus group, which meets to provide direction on programs and the annual plan. Parents, through their Catholic School Councils and Board website, have been provided with copies of all S.E.A.C. agendas and minutes of meetings, identifying timelines for consultation and various opportunities for input into the plan. Parents are encouraged to attend S.E.A.C. meetings and to provide input into the plan.

Sept 2009 - June 2010:

1. The Addendum to the Annual Report was updated and revised to reflect current information. Sections of the Draft Report were presented at the May and June S.E.A.C. meetings.
2. S.E.A.C. members were encouraged to review the Report and table questions during these meetings.
3. Recommendations from S.E.A.C. members were recorded and included in the final report.
4. The final copy of the Annual Plan 2010 was presented to the Board at the June 15, 2010 meeting for Board input and approval.

The recommendations, where possible, have been incorporated into the plan and appear as part of the Board implementation plan for 2010 – 2011 school year.

SPECIAL EDUCATION DEPARTMENT FUNDING

The Special Education Department funding for our Board is based on several grants provided by the Ministry of Education. In addition to the Special Education Per Pupil Amount (SEPPA), and the High Needs Allotment the Board provides funding from the Learning Opportunities Grant to provide prevention and early intervention programs and services throughout the Board, coordinated by the Special Education Department.

The High Needs Allotment Baseline provides revenue for a total of over nine million, five hundred forty one thousand dollars which is a decrease of approximately one hundred and ten thousand dollars as a result of the Measures of Variability (MOV) established by the Ministry of Education. The SEPPA (Special Education Per Pupil amount) for 2010–2011 is based on the projected enrollment for next year. This is estimated to result in approximately seven million seven hundred twenty two thousand dollars in funding.

The SEPPA funding is estimated to be increased slightly. However, due to the increase in salaries for 2010-2011, the Special Education Department's budget is projected to be over eight hundred thousand dollars more than the grants received for special education. The charts indicate the total revenue provided to the Board by Ministry grants and the projected expenditures.

As a result of Principal consultation and recommendations, the Special Education Department has developed a plan to try and meet the needs of all students within the parameters of the new financial funding realities. The recommendation is to decrease the number of SSWs by twenty two and increase the number of EAs by ten. In addition, one consultant will also be reduced. The plan includes:

- 120.03 Special Education Teachers
- 31 Student Support and Itinerant ABLE Workers
- 146.44 Educational Assistants including approximately 10 positions to be used for new students and temporary support
- To adjust Educational Assistants proportionately with grants received
- To continue to utilize the highly effective model of teacher consultants focusing on providing for inclusion and the education and success for all students within the classroom

Schools are provided both a resource based allocation and an Intensive Support Assistance allocation. Size of the population, number of high needs students in the overall population and the specific number of students requiring intensive support determine the amount of staff assigned to any given school. The Intensive Support allocation is predominately responsible for the determination of Educational Assistants. The Special Education team reviews student needs and the individual

II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

cases presented to decide which students require additional assistance. Funding determines the total staff hired and therefore, the amount allocated to schools depends on the overall funding. The allocation charts and scales have been established to ensure equity across the Board.

The Board's model for staff allocation is designed to ensure:

- a) Provision of programs to meet all of the high needs of our exceptional students;
- b) Equity of resources across the Board;
- c) A range of services are offered;
- d) That excellence is extended across the Board to all schools and students; and
- e) A consistent process of equitable resources to schools is determined and provided.

The Board's philosophy of Special Education and the service-delivery model for the provision of programs and services is designed to ensure equity and the provision of appropriate support to any child who is identified, in keeping with the United Nations Convention on the Rights of Persons with Disabilities, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act 2005, the Education Act and regulations made under the act governing Special Education.

Establishing and implementing consistent criteria for allocating resources and providing service is critical. It was determined that resources to schools would be allocated consistently and systematically based on:

- a) Size and population of the school.
- b) Severity of specific students' needs.
- c) Number of identified or high needs students.

Ninety percent of our students who have an IEP are integrated in the regular classroom for all or a majority of the school day. Approximately 10 percent of our pupils on IEP's are in partially integrated or self contained settings for greater than half of the day. Most of these students spend a portion of their day in the regular classroom. Some of our older students are integrated into community work placements instead of the regular classroom for the development of living and learning skills.

There are 26 teachers providing specialized programs at both the elementary and secondary levels:

- 2 Behaviour Programs (2 half time - 2 elementary)
- 7 Living and Learning Programs (4 full time and 2 half time – 4 elementary and 2 secondary)

II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

- 4 Learning Disability Programs (1 full time and 3 half time – 2 elementary and 2 secondary)
- 8 Mixed Exceptionality Programs (5 full time and 3 half time – 6 elementary and 2 secondary)
- 1 Developmentally Challenged Program (1 full time)
- 1 School to Community Program (1 secondary)
- 3 ABLE programs (Alternate Behaviour Learning Environments) Grades 7 to 12
- 3 Section 23 classrooms (Brockville and Cornwall)

Where students' regular programs can be modified, students are provided with resource assistance in the classroom. However, when students need a totally individualized program and are learning alternative skills because of their severe disability, they require specialized program support. In most cases, a regular class placement with a range of access to a specialized program for part of the day is appropriate. Currently, the majority of students are receiving this type of assistance.

The Board has reviewed and established criteria for the identification and placement of exceptional students to use consistently across the Board, which will be in line with the program standards contained in the *Special Education A Guide for Educators* by the Ministry. Currently, the number of students identified by schools ranges from under 10% to over 50% of the students in a school.

In order to provide assistance to the students in need, we have to make some decisions on how to allocate funds to meet those needs. The 2010-11 Projected Special Education Staffing sheet, which identifies all allocations, along with individual school lists of students requiring intensive support and each school's SSW/EA Staffing sheet are provided to schools. Principals provide input and, where needed, discuss and suggest recommendations toward staffing allocations.

We have continued to staff schools according to population and high needs. For Intensive Support, we have reviewed students previously validated by the Ministry, as well as students reviewed internally, who met the criteria for intensive support. Support is allocated based on the changing nature of the individual needs.

Professional development for Classroom Teachers is critical, so that all teachers are able to meet the range of needs of the students in their classrooms. Ensuring excellence for all students is dependent on teachers modifying and accommodating for students' needs by designing and delivering programs which are based on the principles of universal design. Over the past five years, we have put an emphasis on reading in the primary grades, supporting the F.R.O.G. Program - Facilitating Reading for Optimum Growth – for all of our primary students requiring assistance. We have focused on writing in the junior grades (Higher Achievement in Writers'

II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

Knowledge – H.A.W.K.) through our CODE project. An increase in Assistive Technology Technician time as well as increased training opportunities have provided more effective use of Assistive Technology. The focus at the intermediate level has and will continue to be utilizing Multiple Intelligences to enhance learning. Through CODE funding we have developed the S.T.O.M.P. model – “Strategies That Optimize My Potential” at the Grade 7 and 8 level which continues to be supported by our D.I. teachers. Next year two half time consultants will support the implementation of Targeting Achievement for All, K-12.

STAFFING RECOMMENDATIONS:

- 1) That we maintain our current total number of Resource Teachers.
- 2) That we increase current permanent educational assistants by approximately 10.
- 3) That we decrease twenty two Student Support Workers, and provide up to one SSW at Secondary Schools and up to half time at the elementary schools.
- 4) That we second two half time Itinerant teacher consultants to assist with the professional development of classroom teachers in implementing and supporting Targeting Achievement for All and the differentiation of instruction.
- 5) That we implement the Special Education staffing allocation for each school, according to the models provided, and;
- 6) That we adjust staff to reflect any increases or decreases to the grants received by the Board.

Motion: “That the Special Education Advisory Committee supports the recommendations as presented.”

Moved by: Nancy Kirby

Seconded by: Dave Conners

II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

NUMBER OF SPECIAL EDUCATION STUDENTS

2008-2009 Exceptionality	Elementary					Secondary				
	Spec Ed Classes		Regular Classes			Spec Ed Classes		Regular Classes		
	Self Contained	Partially Integrated	Withdrawal Assistance	Resource Assistance	Indirect Service	Self Contained	Partially Integrated	Withdrawal Assistance	Resource Assistance	Indirect Service
Behaviour	2	3	18	71	14	4	13	8	17	39
Autism	1	11	26	31	8	2	4	12	11	5
Deaf/Hard of Hearing	0	0	9	8	7	0	1	0	0	3
Language Impairment	9	21	45	195	6	3	5	24	28	158
Learning Disability	11	17	132	265	38	11	30	107	171	112
Speech Impairment	0	0	0	2	0	0	0	0	0	1
Developmental Disability	3	11	8	14	1	3	9	3	2	1
Giftedness	0	0	0	3	10	0	0	0	9	29
Mild Intellectual Disability	10	43	11	12	1	12	39	26	23	14
Multiple Exceptionalities	0	3	2	6	1	8	3	4	1	0
Blind/Low Vision	0	0	2	1	2	0	0	0	0	2
Deaf/Blind	0	0	0	0	0	0	0	0	0	0
Physical Disability	1	0	4	10	7	2	1	2	2	2
Subtotal	37	109	257	618	95	45	105	186	264	366
Non-identified students with special needs and supported by the Special Education Grant	8	0	145	737	306	2	14	45	182	166
Total	45	109	402	1355	401	47	119	231	446	532

II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

SPECIAL EDUCATION FUNDING AND EXPENDITURES

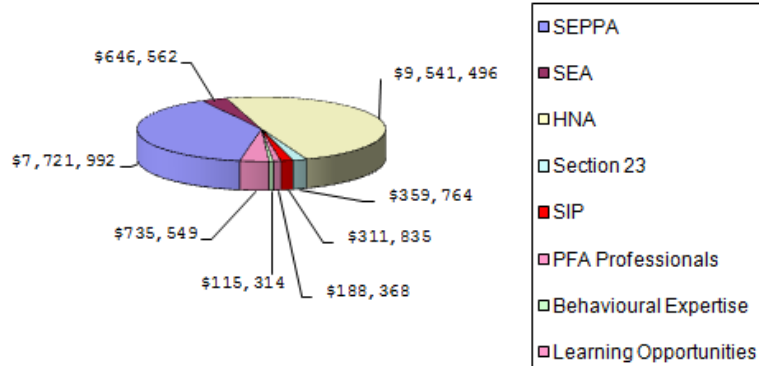
Special Education Allocation	REVENUE											
	Actual 2000/2001	Actual 2001/2002	Actual 2002/2003	Actual 2003/2004	Actual 2004/2005	Actual 2005/2006	Actual 2006/2007	Actual 2007/2008	Actual 2008/2009	Original 2009/2010	Revised 2009/2010	Original 2010/2011
SEPPA	5,143,462	5,234,926	5,557,529	5,894,895	6,188,781	6,359,793	6,363,884	6,885,480	7,314,823	7,558,022	7,524,918	7,721,992
SEA/Equipment	17,507	71,492	42,458	288,429	344,258	269,097	627,865	472,293	646,952	316,443	316,443	646,952
High Needs Amount	3,869,360	3,857,360	5,982,000	8,628,000	9,274,000	9,665,000	9,739,257	9,739,257	9,739,257	9,856,686	9,856,686	9,541,496
Special Incidence Portion(SIP)						58,590	58,590	329,992	385,757	239,713	385,757	311,835
Section 23	145,801	158,718	165,957	182,483	185,962	202,909	216,331	234,520	322,329	335,532	339,805	359,764
Behavioural/Expense												115,314
PFA/Professional/Enhancement						(58,590)	58,590			188,806	188,806	188,368
Special Education Reserve - 2005/06 SIP	(246,624)	(248,002)	(229,436)	(77,360)	-	-	-	-	-	-	-	-
OWERs Recovery												
TOTAL ALLOCATION	\$ 8,929,506	\$ 9,074,494	\$ 11,508,508	\$ 14,926,447	\$ 15,933,021	\$ 16,496,799	\$ 17,067,097	\$ 17,661,542	\$ 18,409,328	\$ 18,495,202	\$ 18,611,978	\$ 18,885,331

Special Education Expenditure	EXPENDITURE (LESS FOUNDATION)											
	Actual 2000/2001	Actual 2001/2002	Actual 2002/2003	Actual 2003/2004	Actual 2004/2005	Actual 2005/2006	Actual 2006/2007	Actual 2007/2008	Actual 2008/2009	Original 2009/2010	Revised 2009/2010	Original 2010/2011
CLASSROOM												
Classroom Teachers	\$ 4,232,899	\$ 4,195,369	\$ 4,365,703	\$ 5,099,882	\$ 6,154,308	\$ 7,367,685	\$ 7,832,372	\$ 7,950,797	\$ 8,539,106	\$ 9,103,748	\$ 8,527,041	\$ 9,300,302
Supply Teachers	122,529	135,085	50,077	104,126	37,791	75,344	14,644	56,997	26,357	66,770	26,812	32,467
Teacher Assistants /SSWs/ABLE	4,434,529	4,663,379	5,418,697	148	7,619,461	8,443,759	7,736,944	7,607,100	7,857,507	8,002,255	7,986,067	7,468,483
Classroom Computers	743	16,321	(8,369)	10	169,676	188,614	325,363	92,302	-	260,043	-	-
Textbooks/Materials/Supplies	166,975	128,870	124,941	643,812	717,238	295,144	597,091	597,091	949,963	195,124	425,167	731,438
Professionals	599,402	587,825	654,328	783,907	811,567	919,254	957,071	925,299	947,812	1,170,048	1,166,578	1,326,401
Library & Guidance	(304)	(760)	(1,147)	-	-	-	-	-	-	-	-	-
Staff Development	57,598	59,193	112,831	77,616	62,616	62,791	52,193	60,042	172,392	42,640	42,640	42,640
TOTAL CLASSROOM	\$ 9,614,371	\$ 9,785,292	\$ 10,737,061	\$ 6,709,501	\$ 15,572,717	\$ 17,372,601	\$ 17,493,587	\$ 17,279,638	\$ 18,493,137	\$ 18,840,628	\$ 18,174,305	\$ 18,901,731
NON-CLASSROOM												
Teacher/Preparation Time	516,932	536,052	541,672	661,614	816,756	-	-	-	-	-	-	-
Principals /Consultants / Support	262,968	224,143	271,691	401,892	515,832	708,413	739,763	767,580	966,571	863,627	885,941	791,901
TOTAL NON-CLASSROOM	\$ 779,900	\$ 760,195	\$ 813,363	\$ 1,063,506	\$ 1,334,588	\$ 708,413	\$ 739,763	\$ 767,580	\$ 966,571	\$ 863,627	\$ 885,941	\$ 791,901
TOTAL EXPENDITURES	\$ 10,394,271	\$ 10,545,487	\$ 11,550,424	\$ 7,773,007	\$ 16,907,305	\$ 18,081,014	\$ 18,233,350	\$ 18,047,198	\$ 19,479,708	\$ 19,724,255	\$ 19,060,246	\$ 19,693,632

Special Education Variance Analysis	VARIANCE ANALYSIS											
	Actual 2000/2001	Actual 2001/2002	Actual 2002/2003	Actual 2003/2004	Actual 2004/2005	Actual 2005/2006	Actual 2006/2007	Actual 2007/2008	Actual 2008/2009	Original 2009/2010	Revised 2009/2010	Original 2010/2011
UNDER / (OVER) ALLOCATION	\$ (1,464,765)	\$ (1,470,993)	\$ (41,916)	\$ 7,153,440	\$ (974,284)	\$ (1,584,215)	\$ (1,166,253)	\$ (385,656)	\$ (1,070,380)	\$ (1,229,053)	\$ (448,268)	\$ (808,301)
% UNDER / (OVER) ALLOCATION	-16.40%	-16.21%	-0.36%	47.92%	-6.11%	-9.60%	-6.83%	-2.18%	-5.81%	-6.65%	-2.41%	-4.28%
Learning Opportunities Grant	1,214,171	1,201,834	1,266,547	1,432,412	1,438,524	1,464,112	704,048	729,975	759,805	735,549	735,549	735,549
Under / (Over) including LOG Grant	\$ (250,594)	\$ (269,159)	\$ 1,224,631	\$ 8,585,853	\$ 464,240	\$ (120,103)	\$ (462,205)	\$ 344,319	\$ (310,575)	\$ (493,504)	\$ 287,281	\$ (72,752)

II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

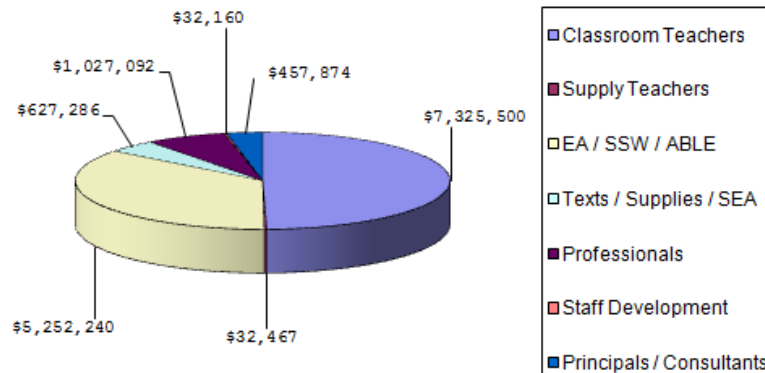
Projected 2010-2011 Special Education Funding



Special Education Funding (Proj.)

SEPPA	\$	7,721,992
SEA	\$	646,562
HNA	\$	9,541,496
Section 23	\$	359,764
SIP	\$	311,835
PFA Professionals	\$	188,368
Behavioural Expertise	\$	115,314
Learning Opportunities	\$	735,549
TOTAL ALLOCATIONS	\$	19,620,880

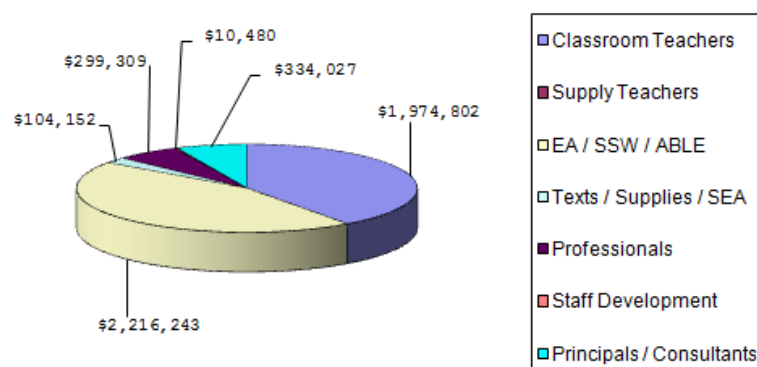
Projected 2010-2011 Elementary Expenditures



Elementary Expenditures (Proj.)

Classroom Teachers	\$	7,325,500
Supply Teachers	\$	32,467
EA / SSW / ABLE	\$	5,252,240
Texts / Supplies / SEA	\$	627,286
Professionals	\$	1,027,092
Staff Development	\$	32,160
Principals / Consultants	\$	457,874
TOTAL ELEMENTARY	\$	14,754,619

Projected 2010-2011 Secondary Expenditures



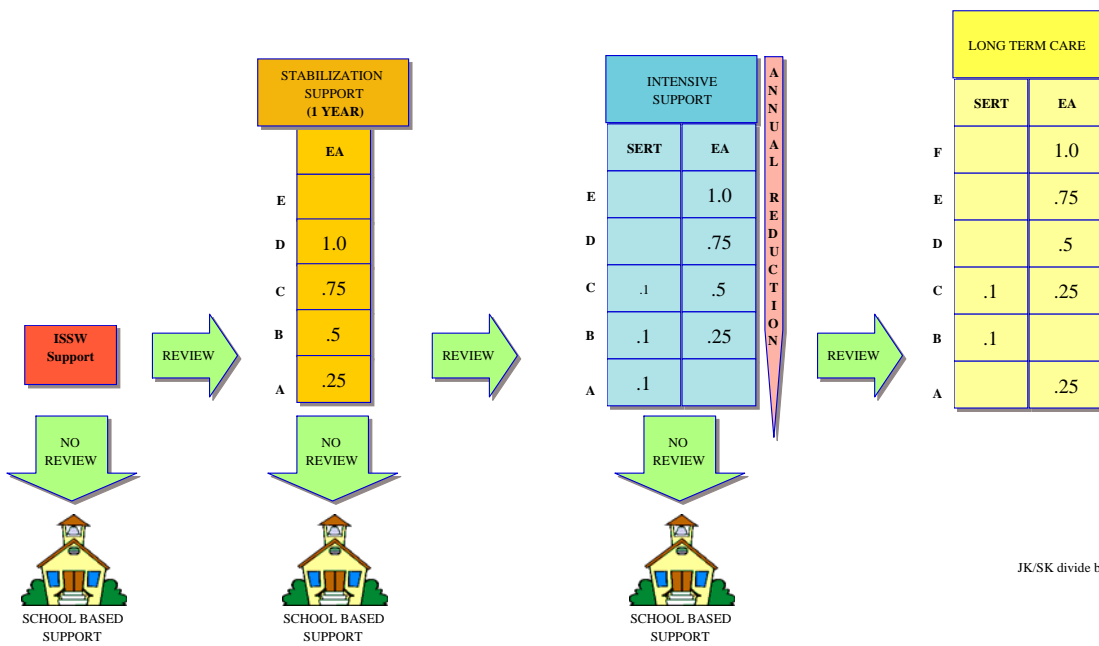
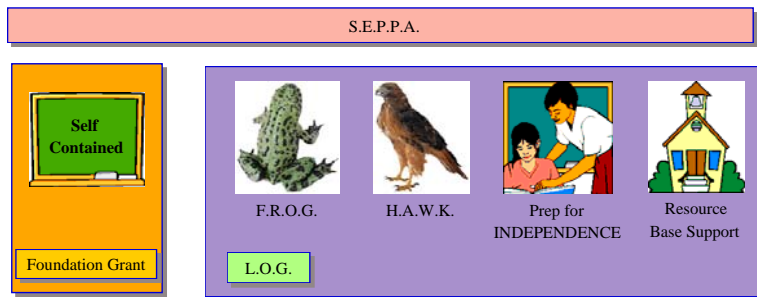
Secondary Expenditures (Proj.)

Classroom Teachers	\$	1,974,802
Supply Teachers	\$	-
EA / SSW / ABLE	\$	2,216,243
Texts / Supplies / SEA	\$	104,152
Professionals	\$	299,309
Staff Development	\$	10,480
Principals / Consultants	\$	334,027
TOTAL SECONDARY	\$	4,939,013

TOTAL EXPENDITURES **\$ 19,693,632**
(less Foundation)

II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

Prevention Closing the Gap and Raising the Bar



JK/SK divide by 2

<i>Elementary and Secondary Special Education Staff Allocation Scales</i>			
RESOURCE BASE SUPPORT			
Elementary		Secondary	
Population	Resource Base	Population	Resource Base
1-199	0.25	1-200	0.5
200-499	0.5	200-300	1.5
500+	0.75	300-400	2
		400-550	2.5
		550-700	3
		700-850	3.5
		850-999	4.25
		999+	4.5

The Catholic District School Board of Eastern Ontario is committed to the early and ongoing identification of the learning needs and abilities of children, as it supports and promotes the Ministry of Education Policy. Each school board is required to have approved and in operation procedures to identify each child's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life.

Procedures for Early and Ongoing Identification

Upon entering the Catholic District School Board of Eastern Ontario, each child's level of development, learning abilities and needs will be identified through the Board's early identification procedure. Programs will be designed to accommodate those needs and to facilitate each child's growth and development. This process is ongoing and part of the continuous assessment and program planning process is "initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following kindergarten and should continue throughout a child's school life".

- a) A Kindergarten Handbook has been developed by teachers, principals and consultants. It is utilized by junior and senior kindergarten teachers to assist in tracking essential skills required for early learning. The Handbook includes the Kindergarten Intake Form and Student Profile for students at risk. Indicators for success have been aligned with the New Ontario Curriculum expectations. The key indicators for the completion of the student profile for students at risk are included in the Handbook (see Figure I).
- b) Parental participation, report cards, teacher observation, checklists, tracking forms, anecdotal notes, portfolio assessments, developmental profiles and audiotapes will be a part of the assessment process.
- c) As part of ongoing consultation with parents (report cards, interviews, case conferences), the parents are provided with information that will guide and support an individual child's growth and development. This could include plans for success, learning plans, accommodations, resource teacher support, and IEP.
- d) In consultation with parents, outside agencies may be consulted for testing and programming purposes. (e.g., Child and Youth Mental Health services, Access Centre for Community Care, Public Health Department, hospitals, etc.)

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

- e) Primary programs and classroom environments will promote spiritual, social-emotional, physical and academic development, a sense of achievement and commitment to learning required to meet the expectations outlined in the Ontario Curriculum. Some students will need plans of success, learning plans, accommodations, resource teacher support, and Individual Education Plans (IEP) in order to work on these expectations. In addition, some students may require referral to the Special Education Services of the Catholic District School Board of Eastern Ontario (see Figure II).
- f) In-service has been made available to Kindergarten Teachers, Resource Teachers, and Administrators on the use of Web Based Teaching Tools (WBTT)

Figure I – STUDENTS AT RISK	
Key Indicators for completion of Student at Risk Form	<ul style="list-style-type: none"> ▪ Parental concerns ▪ Teacher concerns resulting from ongoing observations and consultation with parents ▪ A child who is easily distracted or who has difficulty remembering and following directions ▪ A child with poor verbal skills ▪ A child who shows little or no interest in classroom activities or other children ▪ A child having difficulty with early sounds, fine or gross motor difficulties ▪ A child having behavioural or social difficulties

Types of assessment tools, strategies used to gather appropriate information on students involves the use of standardized tests such as WISC IV, WASI, WIAT, WRAT, CELF-P as well as any tests indicated in section VI Educational and other assessments of this document.

Types of early intervention strategies used to support students prior to a referral to an IPRC may include the following

- Systematic, ongoing classroom observation
- Informal formative and summative evaluation
- Consultation with parents, physicians and/or community agencies involved with the child
- Collaborative school team meeting
- School and Board special education meeting
- Formal standardized assessment

Each school year, school teams are asked to identify students requiring Special Education support. OSR search forms are completed. The Psych Team reviews and prioritizes these forms. For students identified as requiring immediate assessment, a referral package is provided and returned to the Board Office as

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

soon as possible. Where a Speech-Language assessment is required, schools are asked to contact the Speech-Language Pathologist directly to determine priority. In some schools, it is necessary to put a limit on the number of assessments that can be completed, due to a finite amount of human resources. The students are placed on a list, which is reviewed at the school level at least once during the year. If a child's needs escalate, an assessment may be necessary sooner, rather than waiting. The waiting time for assessments varies. In some instances, new needs arise during the year necessitating a referral. The diagram Figure II outlines the Psycho-Educational referral process.

The referral package includes a Confidential Parent Questionnaire, Consent Forms, Release of Information forms, if applicable, as well as a Pupil Profile and Academic/OSR Summary. Prior to beginning an assessment, verbal and written permission is obtained from the parent/guardian.

Upon completion of the assessment, a report is written outlining the results of the tests and recommendations for program modifications or accommodations. A member of the Psychology or Speech-language Department contacts the school requesting a meeting with school personnel and parents to share the report. In some instances, where a diagnosis is being conveyed, the consulting psychologist or psychological associate also attends the meeting. The psycho-educational consultant/speech-language pathologist explains the reason for the assessment, the types of tests administered, the student's achievement, conclusions and recommendations for programming. The parents have an opportunity to ask questions during the meeting, as well as being encouraged to take the report home, re-read it and contact the psycho-educational consultant or speech-language pathologist for further clarification. The school personnel in attendance include the Principal, the resource teacher and the classroom teacher.

If the parent/guardian agrees to the sharing of information between the school and outside agencies, Release of Information forms are signed indicating that information will be shared between the parties. A copy of the Release of Information form is filed in the student's OSR.

Referral Process for Special Education Services (Figure II)

- Note:** Referrals of students by school personnel must come through the Special Education Resource Teacher.
- Step I: The school team assesses and identifies the need for further information regarding a student displaying gaps in development.
- Step II: The school's Resource Teacher provides or contacts the Special Education Consultant to arrange a Collaborative Consultation Meeting and provides a completed OSR search form.
- Step III: A referral to Special Education Services will be coordinated by the Special Education Principal, Co-ordinator and/or Consultant.
- OR
- If a referral is not appropriate at this time, other options and recommendations will be discussed.
- Step IV: When an assessment is completed, the report is shared with the parents and school personnel.
- Step V: Special Education Staff coordinates the feedback meeting with the school and appropriate Special Education Department personnel.
- Step VI: The student might be referred to the IPRC, and an IEP is developed, or an existing IEP is revised, to address the strengths and needs of the individual student.

Assessment Capacity Building Plan 2006-2008

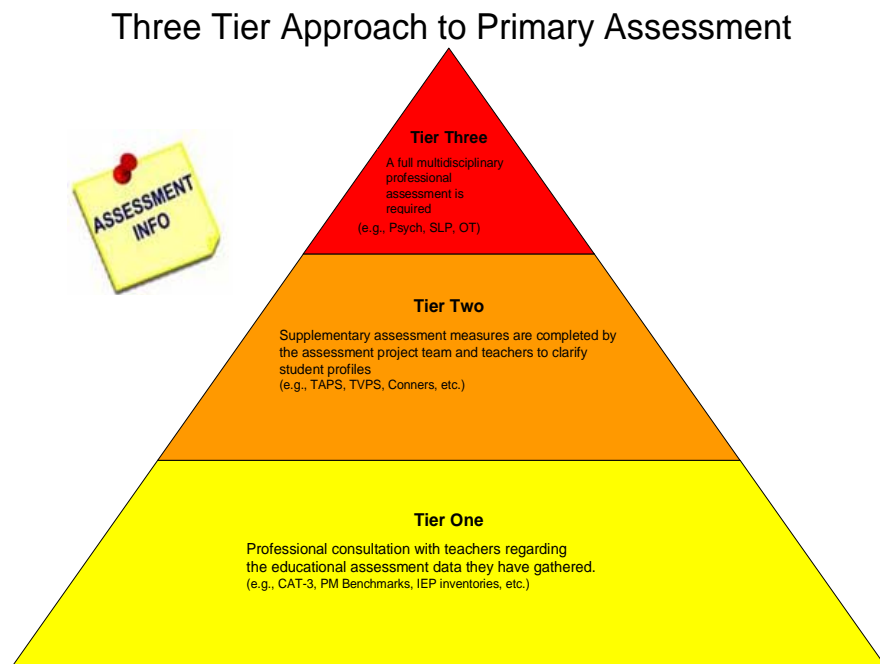
A Three-Tier Approach to Primary Assessment

Primary Assessment and Intervention

In the fall of 2006, the Ministry of Education, in partnership with the Ontario Psychological Association, provided school boards with funding to develop programs aimed at increasing educational and professional assessments at the primary level and improving the early literacy skills of at-risk primary students. With this funding, our Board has successfully collaborated with school teams to enhance their existing assessment knowledge and skills to assist teachers in translating assessment results into effective instructional practices. Specifically, our creation of a three-tiered approach to primary assessment has allowed for different levels of assessment and

intervention depending upon the needs of the student. As a result, the number of primary students receiving assessments has increased dramatically, which also includes students with less severe learning disabilities. Furthermore, our team's development and use of a Visual Assessment Portfolio has facilitated teacher's ability to identify the learning strengths and needs of high-needs students, effectively group students for differentiated instruction, and link results to classroom programming. Use of the Visual Assessment Portfolio has also supported teacher's abilities to communicate the literacy achievement of high-needs students to parents/guardians.

During the 2009-2010 academic year, we have continued to support schools and have encouraged them to work as a team in collecting and reviewing student assessment data, developing intervention groupings, and implementing strategies based upon student's learning profiles.



Three-Tier Approach to Primary Assessment

Students vary in the level of assessment and intervention that they require to see gains in literacy achievement. The three-tier approach to primary assessment means that teachers are involved in the assessment process.

Grade Two Teachers, in collaboration with their school teams, complete Tier One, which includes gathering information on letter name, sound, and whole word knowledge, P.M. Benchmarks, CAT-3 data, and additional relevant background information (e.g., Report Cards, IEPs, etc.). Members of the Psychology

Department, in collaboration with the Speech-Language Department, complete Tiers Two and Three of the assessment process. Tier Two involves a screening of high-needs student's auditory memory and learning skills, visual memory and perceptual skills, and phonological awareness skills. Screening information on language skills and social, emotional and behavioural functioning is gathered for students with a history of challenges in these areas. Tier Three is only completed for students with severe learning needs that require a full psychological assessment. The Visual Assessment Portfolio displays the assessment information gathered from all tiers using charts/graphs that highlight the specific strengths and needs of primary students.

Benefits of Professional Collaboration

Professional collaboration with primary teachers and school staff provides opportunities to review and discuss educational assessment data, new and effective intervention strategies, and questions/concerns regarding students' learning profiles. During these meetings, Psychology staff members review the Visual Assessment Portfolios created for high-needs students and support school teams in deciding which students may benefit from updated educational assessment and/or further professional assessment. Teachers report that networking sessions with Psychology and Speech-Language Pathologist staff members has expanded their repertoire of educational assessment tools and has enhanced their ability to score and understand the results of data specific to their high-needs students, which is resulting in noticeable improvements in student achievement.

Accomplishments:

- The number of primary students receiving assessment has increased from 17% to 67% since 2006
- The three-tiered approach to primary assessment has resulted in reduced wait times for professional assessment from approximately 31 months to 10 months. Student's learning needs are identified earlier and schools are able to address gaps in literacy achievement before students enter the junior division.
- More than 90% of the teachers participating in the project reported that they have acquired tremendous professional development from working collaboratively with members of the Special Education Department. Teachers also reported that the Visual Assessment Portfolios took the "guess work" out of choosing strategies and making modifications to educational programs within the classroom.
- Parent feedback indicated that they greatly appreciated the hierarchical approach to assessment, beginning with consultation on classroom-based measures (e.g., Tier One) and only progressing to professional assessment measures when deemed necessary (e.g., Tiers Two and Three).

- Parents also found the Visual Assessment Portfolio easy to understand and could readily identify their child's strengths and needs.

Sustainability:

- Primary students with Visual Assessment Portfolios have been added to our Special Education Database to allow for tracking and monitoring of their literacy achievement.
- Literacy improvements are monitored by repeating administration of educational assessment measures (e.g., Tier One measures), as well as some Board-wide assessment tools (e.g., CAT-3). Grade Three and Grade Six EQAO results for our previously identified high-needs primary students will also be reviewed to ensure improved literacy achievement over time.
- The Literacy Coaches at the Board and school level support and facilitate the educational interpretations and utilization of the Visual Assessment Portfolios.
- Ongoing professional development opportunities will be provided for primary teachers and school teams to review educational assessment measures, to provide information regarding new and effective classroom intervention strategies, and to address any questions that arise.

Sharing with Parents:

- Teachers contact the parents/guardians of students that are struggling with literacy skills (e.g., reading, spelling, writing, etc.) and review the results of educational assessment data that he/she has collected, as well as relevant Board-wide Assessment information. With parental consent, a member of the psychology team meets with the classroom teacher/school team to review educational data and provide recommendations for classroom programming.
- If further professional assessment would be beneficial, then parents are contacted by school staff and a member of the psychology department to obtain written consent. Explanation of the reasons for further assessment and the types of assessment measures that would be completed are provided.
- Feedback from parents revealed that the Visual Assessment Portfolios facilitated their understanding of their child's learning strengths and needs. They also reported that the intervention strategies provided in the feedback sessions were concrete and specific to their child and were often easy to implement in the home environment.

<p>The description of the Board's IPRC process is included in the parent information provided in the Board's IPRC brochure and outlined below.</p> <p>In 2009-2010, 2210 IPRC's were held across our system. Opportunities for parents to attend IPRC meeting is provided on a yearly basis.</p>	
<p>What is an IPRC?</p>	<p>Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of at least 3 people, one of whom must be a principal or a supervisory officer of the board. Parents are invited and encouraged to attend the meeting.</p>
<p>What is the role of the IPRC?</p>	<p>The IPRC will:</p> <ul style="list-style-type: none"> ▪ decide whether or not your child should be identified as exceptional; ▪ identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education; ▪ decide an appropriate placement for your child <ul style="list-style-type: none"> ▪ regular class program ▪ regular class placement with program modifications ▪ regular class placement with special education support ▪ special class placement ▪ special school placement; and ▪ review the identification and placement at least once in each school year.
<p>Who is identified as an exceptional pupil?</p>	<p>The Education Act defines an exceptional pupil as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.</p>

IV. IDENTIFICATION, PLACEMENT AND REVIEW

<p>What is a special education program?</p>	<p>A special education program is defined in the Education Act as an educational program that:</p> <ul style="list-style-type: none"> ▪ is based on and modified by the results of continuous assessment and evaluation; and ▪ includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil. <p>A special education program is defined in the Education Act as an educational program that:</p> <ul style="list-style-type: none"> ▪ is based on and modified by the results of continuous assessment and evaluation; and ▪ includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.
<p>What are special education services?</p>	<p>Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.</p>
<p>What is an IEP?</p>	<p>The IEP must be developed for your child, in consultation with you. It must include:</p> <ul style="list-style-type: none"> ▪ specific educational expectations; ▪ an outline of the special education program and services that will be received; ▪ a statement about the methods by which your child's progress will be reviewed; and ▪ for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living. <p>The IEP must be completed within 30 days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.</p>

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<p>How is an IPRC meeting requested?</p>	<p>The principal of your child’s school:</p> <ul style="list-style-type: none"> ▪ must request an IPRC meeting for your child, upon receiving your written request; ▪ may, with written notice to you, refer your child to an IPRC when the principal and the child’s teacher or teachers believe that your child may benefit from a special education program. <p>Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.</p>
<p>May parents attend the IPRC meeting?</p>	<p>Regulation 181/98 entitles parents and pupils 16 years of age or older:</p> <ul style="list-style-type: none"> ▪ to be present at and participate in all committee discussions about your child; and ▪ to be present when the committee’s identification and placement decision is made.
<p>Who else may attend an IPRC meeting?</p>	<ul style="list-style-type: none"> ▪ the principal of your child’s school; ▪ other resource people such as your child’s teacher, special education staff, board support staff, or the representative of an agency, who may provide further information or clarification; ▪ your representative – that is, a person who may support you or speak on behalf of you or your child; and ▪ an interpreter, if one is required. (You may request the services of an interpreter through the principal of your child’s school.)
<p>Who may request that they attend?</p>	<p>Either you or the principal of your child’s school may make a request for the attendance of others at the IPRC meeting.</p>
<p>What information will parents receive about the IPRC meeting?</p>	<p>At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend as an important partner in considering your child’s placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.</p> <p>Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessment or a summary of the information</p>

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<p>What if parents are unable to make the scheduled meeting?</p>	<p>If you are unable to make the scheduled meeting, you may:</p> <ul style="list-style-type: none"> ▪ contact the school principal to arrange an alternative date or time; or ▪ let the school principal know you will not be attending. As soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.
<p>What happens at an IPRC meeting?</p>	<ul style="list-style-type: none"> ▪ The chair introduces everyone and explains the purpose of the meeting. ▪ The IPRC will review all available information about your child. The members will: <ul style="list-style-type: none"> • Consider an educational assessment of your child; • Consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision; • Interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so; and • Consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older. ▪ The committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will discuss any such proposal at your request or at the request of your child, if the child is 16 years of age or older. ▪ You are encouraged to ask questions and join in the discussion. ▪ Following the discussion, after all the information has been presented and considered, the committee will make its decision.

<p>What will the IPRC consider in making its placement decision?</p>	<p>Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will meet your child's needs and be consistent with your preferences. If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.</p> <p>If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.</p>
<p>What will the IPRC's written statement of decision include?</p>	<p>The IPRC's written statement of decision will state:</p> <ul style="list-style-type: none"> ▪ whether the IPRC has identified your child as exceptional; ▪ where the IPRC has identified your child as exceptional, <ul style="list-style-type: none"> • the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education; • the IPRC's description of your child's strengths and needs; • the IPRC's placement decision; and • the IPRC's recommendations regarding a special education program and special education services; ▪ where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.
<p>What happens after the IPRC has made its decision?</p>	<ul style="list-style-type: none"> ▪ If you agree with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. ▪ If the IPRC has identified your child as an exceptional pupil and if you agree with the IPRC identification and placement decisions, the board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

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<p>Once a child has been placed in a special education program, can the placement be reviewed?</p>	<ul style="list-style-type: none"> ▪ A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parent, dispensing with the annual review. ▪ You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.
<p>What does a review IPRC consider and decide?</p>	<ul style="list-style-type: none"> ▪ With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information. ▪ The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.
<p>What can parents do if they disagree with the IPRC decision?</p>	<ul style="list-style-type: none"> ▪ If you do not agree with either the identification or the placement decision made by the IPRC, you may: <ul style="list-style-type: none"> • within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or • within 30 days of receipt of the decision, file a notice of appeal with: <p style="margin-left: 40px;">Mr. Bill Gartland Director of Education Catholic District School Board of Eastern Ontario Box 2222, 2755 Highway 43 Kemptville, ON K0G 1J0.</p> ▪ If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision. <p>If you do not consent to the IPRC decision but you do not appeal it, the board will instruct the principal to implement the IPRC decision.</p>

IV. IDENTIFICATION, PLACEMENT AND REVIEW

<p>How do I appeal an IPRC decision?</p>	<p>If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to:</p> <p style="padding-left: 40px;">Mr. Bill Gartland Director of Education Catholic District School Board of Eastern Ontario Box 2222, 2755 Highway 43 Kemptville, ON K0G 1J0.</p> <p>The notice of appeal must:</p> <ul style="list-style-type: none"> ▪ indicate the decision with which you disagree; and ▪ include a statement that sets out your reasons for disagreeing.
<p>What happens in the appeal process?</p>	<p>The appeal process involves the following steps:</p> <ul style="list-style-type: none"> ▪ The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons who have no prior knowledge of the matter under appeal, one of whom is to be selected by you, the parent. ▪ The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board provide written consent to a later date). ▪ The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal. ▪ You, the parent, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions. ▪ The appeal board must make its recommendation within 3 days of the meeting's ending. It may: <ul style="list-style-type: none"> • agree with the IPRC and recommend that the decision be implemented; or • disagree with the IPRC and make a recommendation to the board about your child's identification or placement or both.

IV. IDENTIFICATION, PLACEMENT AND REVIEW

	<ul style="list-style-type: none"> ▪ The appeal board will report its recommendations in writing, to you and to the school board, providing the reasons for its recommendations. ▪ Within 30 days of receiving the appeal board’s written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation). ▪ You may accept the decision of the school board or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board’s decision.
<p>What special education programs and services are provided by the board?</p>	<p>The Catholic District School Board of Eastern Ontario views every child as unique and aims to provide a Catholic education which nurtures this uniqueness and enables each pupil to maximize his/her spiritual, physical, intellectual, and social potential. It is the Board’s belief that the most desirable placement for children is the regular classroom with appropriate special education services. For those students whose needs cannot be met in a regular class setting, more intensive special education services are provided. The Board provides the following range of programs based on pupil need:</p> <ul style="list-style-type: none"> ▪ regular class program ▪ regular class placement with program modifications ▪ regular class placement with special education support ▪ special class placement ▪ special school placement <p>The Special Education Department personnel, under the direction of the Superintendent of Special Education, Dr. Donaleen Hawes, and the Principal of Special Education, act as a resource to schools to extend the range of programs and services for pupils with special needs. Consultation, assessment, direct service, professional development, and advocacy are key components of the services provided to the system through the referral process. Educational consultants, psycho-educational consultants, speech-language pathologists, the social worker, and the crisis support worker work closely with school personnel to ensure the effective delivery of special education programs.</p>

IV. IDENTIFICATION, PLACEMENT AND REVIEW

	<p>The in-school special education team offers on-going support to children. Qualified special education teachers, communication disorder assistants, educational language assistants, student support workers, and educational assistants are available to provide direct assistance to pupils with physical, intellectual, communicative, social or emotional exceptionalities. Parents are encouraged to play an active and on-going role with the school team. Open communication, cooperation, and sharing of responsibilities are the keys to each child's educational success and welfare.</p>
<p>What organizations are available to assist parents?</p>	<p>Many parent organizations are available to provide information and support to parents of exceptional children:</p> <ul style="list-style-type: none"> ▪ Community Living ▪ Association for Bright Children ▪ Association for Families with Children with Communication Disorders ▪ Learning Disabilities Association of Kemptville and District ▪ Integration Action Leeds & Grenville ▪ The Easter Seal Society, Ontario ▪ Canadian Hearing Society ▪ Groupe-action pour l'enfant, la famille et la communauté de Prescott-Russell ▪ Prescott-Russell Services for Adults and Children
<p>How is the Special Education Advisory Committee involved?</p>	<p>Minutes and agendas pertaining to all Special Education Advisory Committee (S.E.A.C.) meetings are sent to Catholic School Councils and they are, in turn, encouraged to share information and provide feedback to S.E.A.C., where possible.</p>
<p>Is there more information available?</p>	<p>A copy of The Special Education Parent Guide is located in the appendices of the SEAC Annual Review. The handbook is also available online: http://www.cdsbeo.on.ca/Special_Education/parent_guide.htm</p>

The Board conducts school-based assessments with the assistance of the Board psycho-educational consultants, speech-language pathologists and the supervising psychologists. The referral and consent process is outlined in Figure I.

Once a child has been identified as a priority by the school and Board team, the assessment would be completed as soon as possible; typically the waiting period is two to six months with a maximum waiting period of ten months.

The psychologist/psych-ed. consultant/speech-language pathologist receives the referral package which has been completed by the special education resource teacher (psych assessment) or classroom teacher (speech-language assessment) and parent/guardian. The assessment is completed at the school. A psycho-education assessment report is written in consultation with the supervising psychologist. The psychologist/psych-ed. consultant/speech-language pathologist calls the school and requests an appointment to meet with parents and appropriate school personnel to share the results. The report is shared with the classroom teacher, principal/vice-principal of the school, SERT and the parent/guardian. When the student is over 18 years of age, he/she determines if the parent/guardian attends. The psychologist/psych-ed. consultant/speech-language pathologist explains the tests, the results and how this information can be used for programming. Included in the report are recommendations for teachers and parents to assist the student academically, socially and/or emotionally. Parents are provided with a copy of the report and are encouraged to take it home and review it. If further questions arise, they are encouraged to contact the psychologist/psych-ed. consultant/speech-language pathologist.

Privacy of information is protected using the following means:

- Ensuring that confidential parent questionnaires are returned in sealed envelopes and only opened by the examining psychologist/psych-ed. consultant/speech-language pathologist
- Sharing the report only with the professionals who need to be aware of its contents
- Copying the report only for the parent/student, the OSR (with parental consent only) and the Board file
- Ensuring that consent forms required for the sharing of information with outside agencies are signed prior to the exchange of information

V. EDUCATIONAL AND OTHER ASSESSMENTS

Assessment Administered By: Psychoeducational Consultant (under the direction of the Supervising Psychologist) Or Psychologist	
Qualifications	Name of Test
<ul style="list-style-type: none"> ▪ Ph.D. ▪ M.A. ▪ B.A. 	<ul style="list-style-type: none"> ▪ Vineland Adaptive Behaviour Scales ▪ Adaptive Behaviour and Functional Living Skills (ABS) ▪ Adaptive Inventory ▪ Conner's Parent Rating Scale ▪ Conner's Teacher Rating Scale ▪ WISC-IV ▪ TVPS-3 ▪ TAPS-3 ▪ MASC ▪ AARS ▪ CVLT-C ▪ CAVLT-2 ▪ WRAML-II ▪ WIAT-II ▪ Boder ▪ MMPI-A ▪ CDI ▪ Achenbach – Child Behaviour Checklist, Teacher Report Forms, Youth Self Report
Assessment Administered By: Speech-Language Pathologist	
Qualifications	Name of Test
<ul style="list-style-type: none"> ▪ Speech-language pathologists require a master's degree in speech-language pathology ▪ Registration with a regulatory body is required for speech-language pathologists in Ontario (CASLPO) 	<ul style="list-style-type: none"> ▪ CELF – 4; CELF - Preschool ▪ Structured Photographic Articulation Test II ▪ Structured Photographic Expressive Language Test – III ▪ EOWPVT-2000 edition ▪ ROWPVT-2000 edition ▪ PPVT-IV (A and B) ▪ The Token Test For Children - Revised ▪ The Listening Comprehension Test - II ▪ Language Processing Test – Revised ▪ The Phonological Awareness Test ▪ The Test of Narrative Language ▪ The Word Test – 2 (elementary & adolescent) ▪ Renfrew Language Scales – The Bus Story Test ▪ Renfrew Language Scales – Action Picture Test ▪ Test of Word-Finding – 2nd edition ▪ The Boehm Test of Basic Concepts – 3 ▪ Test of Language Competence and Expanded (Level 1 & 2)
Assessment Administered By: Resource Teacher and Teacher of the Deaf (*)	
Qualifications	Name of Test
<ul style="list-style-type: none"> ▪ Undergraduate Degree and Bachelor of Education ▪ Special Education Part I 	<ul style="list-style-type: none"> ▪ Canadian Test of Cognitive Skills (CTCS) – for assessing giftedness ▪ CAT-3 ▪ C-ELF-4 (evaluation of language fundamentals 5-21 yrs) ▪ CELF-P2 (language fundamentals 3-6 yrs) ▪ Renzulli Checklist ▪ Woodcock-Johnson Achievement ▪ Monroe ▪ WRAT ▪ KSI ▪ Woodcock-Johnson Reading Test ▪ Key Math ▪ P M Benchmarks ▪ Alberta Diagnostic Test ▪ Brigance Inventory of Basic Skills (*) ▪ TACL-3 (test for Auditory Comprehension of Language) ▪ Behm-3 (test of basic relational concepts) ▪ CAST (Contrast for Auditory and Speech Training) ▪ PLS-4 (Preschool Language Scale) ▪ COMPASS – Auditory Discrimination Placement Test ▪ Peabody Picture Vocabulary Test ▪ Gifted Rating Scale ▪ PIAT (*), P.L.S. – Pragmatic Language Inventory (*) ▪ OWLS = Oral and Written Language Assessment (*)

V. EDUCATIONAL AND OTHER ASSESSMENTS

Assessment Administered By: Classroom Teacher	
Qualifications	Name of Test
<ul style="list-style-type: none"> ▪ Undergraduate Degree and Bachelor of Education 	<ul style="list-style-type: none"> ▪ CTBS (not used consistently across the Board) ▪ CAT-3 ▪ Gates McGintie ▪ Brigance Inventory of Basic Skills ▪ P M Benchmarks ▪ Alberta Diagnostic Tests

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

The Board continuously reviews its Special Education programs and services. Input is received from the Special Education Advisory Committee (S.E.A.C.) support staff, principals, teachers and parents. With the full support of S.E.A.C., the Board recognized that the regular classroom remains the most desirable placement for the student and will continue to support the philosophy of inclusion. Special Education programs are designed for individuals and many of the programs will be carried out in the regular classroom setting with specialized services brought to the student. However, in some instances, highly specialized programs may be offered, either within the Board or through access agreements with other Boards or Provincial Schools.

Special Education Program

A Special Education program is a program based on and modified by continuous assessment and evaluation and includes a plan containing specific outcomes and an outline of educational services that meet the needs of the exceptional student.

If a concern is expressed by a parent/guardian or a staff member regarding a student, these steps will be followed:

- Discussion with parent/guardian concerning the student's needs.
- An educational assessment will be completed by the school support staff. A Psycho-educational Assessment may be required with written permission of the parent/guardian.
- A health assessment if required.
- Vision or hearing assessment if required.
- Occupation, Physiotherapy or Speech assessment if required.
- Other reports/documents deemed necessary.
- An interview with the parent/guardian and/or the student, if the student is 16 years of age or older, prior to notification of I.P.R.C. meeting.
- Notification in writing to the parent/guardian or the student if the student is 16 years of age or older of the I.P.R.C. meeting date.

Identification and Placement

Identification and Placement decisions are decided through the Identification, Placement and Review Committee (I.P.R.C.)

Identification of the student means the pupil's exceptionality falls into one or more of the following categories:

- Behaviour
- Communication
- Intellectual
- Physical
- Multiple

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Students identified with any of these exceptionalities will receive assistance through the Resource or Self-Contained, remedial or regular programs.

The Committee will outline the student's identified strengths, needs and expectations and will recommend an appropriate placement consistent with parental preference.

The parent/guardian or student, if the student is 16 years of age or older, will be asked to sign the recommendations of the Identification, Placement and Review Committee to indicate agreement with the Identification and Placement.

On the rare occasion where the needs of the student cannot be met within the Board's range of placements, the Board may establish agreements with its coterminous boards. Applications to Provincial Schools, as well as facilities that provide necessary care or treatment, may be recommended as an alternative placement

A statement of decision will be established. This statement may be signed at the I.P.R.C. meeting or taken home and then the signed copy returned to the principal of the school.

Follow-up meetings may be held at the request of the school, parent/guardian, a student, if the student is 16 years of age or older. The Chair of the I.P.R.C. meeting will inform the necessary people of any changes to the I.P.R.C. decision and a revised statement of decision and written reasons for the changes will be provided. Consent is also required for the revised decision.

Identification, Placement and Review Committees (I.P.R.C.)

The Ministry of Education Special Education Transformation Report recognized the need to improve the balance between a focus on teaching, learning and related student outcomes, and the need for appropriate process, documentation, and accountability in special education.

To that end, a formal I.P.R.C. meeting may be waived where both the parents and the school agree that there is no change in student placement, and that placement is in the regular classroom.

I.P.R.C. meetings must continue to be held if parents request them, or when a self-contained or partially integrated placement is the likely destination for the student.

Selected Placement Options

Special needs students are educated with their peers in the regular classroom to the fullest extent possible. Special Education classroom placement remains an option where extended individual assistance is required and where parents are in agreement with the placement. A continuum of alternative placements at both the elementary and secondary levels in the Catholic District School Board of Eastern Ontario is outlined below.

1. Regular Program: instruction provided to all students in the regular classroom.
 2. Indirect Service: Instruction provided to student with an IEP in the regular classroom in consultation with the Special Education Resource Teacher.
 3. Resource Assistance: Instruction provided to student with an IEP in the regular classroom by the Special Education Resource Teacher.
 4. Withdrawal Assistance: Student with an IEP is removed from the regular classroom for assistance by the Special Education Resource Teacher.
 5. Partially Integrated: Student with an IEP is removed from the regular classroom for more than 51% but less than 100% and is taught by a Special Education Teacher.
 6. Fully Self Contained: Student with an IEP is removed from the regular classroom for 100% of the day to a self contained class and is taught by a Special Education Teacher.
- * Remedial Placement: Student does not have an IEP and receives assistance from the Special Education Resource Teacher.

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Exceptionality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
BEHAVIOUR					
Behaviour	Meet Ministry Definition Behaviour Consultation Report Agency Reports Academic Assessment I.P.R.C. I.E.P.	Regular Classroom	Case Conference I.P.R.C.		R.T., C.T., S.S.W., E.A.
		Regular Classroom with Resource Support	Case Conference I.P.R.C.		C.T., R.T., S.S.W., E.A.
		Regular Classroom and access to ALEP program / * Mixed Exceptionality Prog.	Case Conference I.P.R.C. Student Questionnaire Parent/Student Agreement	Maximum 8 F.T.E. * Maximum 16 F.T.E.	C.T., Sp Ed, R.T., S.S.W., E.A.
		Section 23, Care & Treatment Class	Admissions Package Pre-Admissions Meeting I.P.R.C.	Maximum 8 - 12 Students	Sp Ed, E.A.
		REAL Program Opportunities Program	Case Conference Admissions Package Working Toward Certificate I.P.R.C.	Maximum 16 students	Sp Ed, S.S.W., E.A.
COMMUNICATION					
Autism	Meet Ministry Definition Psychoeducational Report Behaviour Consultation Report Agency Reports Developmental Report Academic Assessment I.P.R.C. I.E.P.	Regular Classroom	Case Conference I.P.R.C.		C.T., R.T., E.A., S.S.W.
		Regular Classroom with resource support	Case Conference I.P.R.C.		C.T., R.T., S.S.W., E.A.
		Regular Classroom with access to Living & Learning Program	Case Conference I.P.R.C.	Maximum 16 students	C.T., Sp Ed, S.S.W., E.A.
		Regular Classroom with access to Developmentally Challenged Program	Case Conference I.P.R.C.	Maximum 6 students	C.T., Sp Ed, S.S.W., E.A.

*Mixed Exceptionality Program established in rural schools

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Exception-ality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
Learning Disability	Meet Ministry Definition Psychoeducational Report Agency Reports Academic Assessment I.P.R.C. I.E.P.	Regular Classroom	Case Conference I.P.R.C.		C.T., R.T., E.A., S.S.W.
		Regular Classroom with Resource Support	Case Conference I.P.R.C.		C.T., R.T., E.A., S.S.W.
		Regular Classroom with access to Learning Disability Program/*Mixed Exceptionality Prog.	Case Conference I.P.R.C.	Maximum 16 students	C.T., Sp Ed, E.A., S.S.W.
		Provincial School	Consultation - Ministry School Admission Package Interview I.P.R.C.	As defined by Provincial School	As defined by Provincial School
INTELLECTUAL					
Giftedness	Meet Ministry Definition Psychoeducational Report Agency Reports Academic Assessment I.P.R.C. I.E.P.	Regular Classroom	Case Conference I.P.R.C.		C.T., R.T.
		Regular Classroom with resource support	Case Conference I.P.R.C.		C.T., R.T.
Deaf and Hard of Hearing	Meet Ministry Definition Audiology Reports Agency Reports Academic Assessment I.P.R.C. I.E.P.	Regular Classroom	Case Conference I.E.P.		C.T., E.A., I.T., R.T.
		Regular Classroom with resource support	Case Conference I.P.R.C.		C.T., I.T., R.T., E.A.
		Provincial School	Consultation - Ministry School Admissions Package Interview I.P.R.C.	As defined by Provincial School	As defined by Provincial School
Language Impairment	Meet Ministry Definition Academic Assessment Possible Speech-Language/ Psychoeducational Assessment I.P.R.C. I.E.P.	Regular Classroom	Parent Meeting I.P.R.C.		C.T., R.T.
		Regular Classroom with resource support	Parent Meeting I.P.R.C.		C.T., R.T., SL Path, SL Asst

*Mixed Exceptionality Program established in rural schools

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Exceptionality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
Speech Impairment	Meet Ministry Definition Speech & Language Assessment Agency Reports Assessment Academic Assessment I.P.R.C. I.E.P.	Regular Classroom	Case Conference I.P.R.C.		C.T., R.T., SL Path, C.D.A., E.L.A.
		Regular Classroom with resource support	Case Conference I.P.R.C.		C.T., R.T., SL Path, C.D.A., E.L.A.
Mild Intellectual Disability	Meet Ministry Definition Psychoeducational Report Agency Reports Assessment I.P.R.C. I.E.P.	Regular Classroom	Case Conference I.P.R.C.		C.T., R.T., E.A., S.S.W.
		Regular Classroom with resource support	Case Conference I.P.R.C.		C.T., R.T., E.A., S.S.W.
		Regular Classroom with access to Living and Learning Program/*Mixed Exceptionality Prog.	Case Conference I.P.R.C.	Maximum 12 students (Pr.) Maximum 16 students (JR/INT)	C.T., Sp Ed, E.A., S.S.W.
Developmental Disability	Meet Ministry Definition Developmental Report Psychoeducational Report Agency Reports I.P.R.C. I.E.P.	Regular Classroom	Case Conference I.P.R.C.		C.T., R.T., E.A., S.S.W.
		Regular Classroom with resource support	Case Conference I.P.R.C.		C.T., R.T., E.A., S.S.W.
		Regular Classroom with access to Developmentally Challenged Program/*Mixed Exceptionality Prog.	Case Conference I.P.R.C.	Maximum 6 students * Maximum 16 students	C.T., Sp Ed, E.A., S.S.W.
PHYSICAL					
Physical Disability	Meet Ministry Definition Agency Reports Academic Assessment I.P.R.C. I.E.P.	Regular Classroom	Case Conference I.P.R.C.		C.T., R.T., E.A.
		Regular Classroom with resource support	Case Conference I.P.R.C.		C.T., R.T., E.A.
Blind and Low Vision	Meet Ministry Definition Ophthalmology Report Agency Reports Academic Assessment I.P.R.C. I.E.P.	Regular Classroom	Case Conference		C.T., R.T., E.A., I.T.
		Regular Classroom with resource support	Case Conference I.P.R.C.		C.T., R.T., E.A., I.T.
		Provincial School	Consultation - Ministry School Admissions Package Interview I.P.R.C.	As defined by Provincial School	As defined by Provincial School

R.T. - Resource Teacher C.D.A. - Communication Disorders Assistant S.S.W. - Student Support Worker E.L.A. - Educational Language Assistant
C.T. - Classroom Teacher I.T. - Itinerant Teacher for the Deaf or Visual Imp. E.A. - Educational Assistant M.E.P. - Mixed Exceptionality Program in rural schools
Sp.Ed. - Special Education Teacher S.L. Path. - Speech-Language Pathologist S.L. Asst. - Speech and Language Assistant

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

IPRC Placement Decision							
Elementary				Secondary			
Identified Students		Non-Identified Students		Identified Students		Non-Identified Students	
Regular Classes	Special Education Classes	Regular Classes	Special Education Classes	Regular Classes	Special Education Classes	Regular Classes	Special Education Classes
970	146	1188	8	816	150	393	16

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 options;
- serve as regional resource centers for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities;
- 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, or who have severe learning disabilities;
- provide school board teachers with resource services;
- play a valuable role in teacher training.

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

W. Ross Macdonald School in Brantford and Centre Jules-Leger in Ottawa provide education for students who are blind, visually impaired, or deaf-blind. The schools, which are provincial resource centers 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, audio tapes, 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 student and:

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- 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 School 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-Leger 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.

This school provides 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). School 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 Quebecois (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.

During the academic year 2009-2010, the Catholic District School Board of Eastern Ontario (C.D.S.B.E.O.) had one student enrolled at Sir James Whitney School.

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

Each 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.

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

Provincial Schools Contacts

Parents and teachers may obtain additional information from the Resources Services departments of the Provincial Schools and the groups listed below.

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch

255 Ontario Street South
L9T 2M5

Tel: (905) 878-2851

TTY: (905) 878-7195

Fax: (905) 878-5405

The Sir James Whitney School for the Deaf

350 Dundas Street West
Belleville ON
K6P 1B2

Tel: (613) 967-2823

TTY: (613) 967-2823

Fax: (613) 967-2857

Schools for the Deaf

The Ernest C. Drury School For the Deaf

255 Ontario Street South
Milton ON
L9T 2M5

Tel: (905) 878-2851

TTY: (905) 878-7195

Fax: (905) 878-1354

School for the Blind and Deaf-Blind

W. Ross Macdonald School

350 Brant Avenue
Brantford ON
N3T 3J9

Tel: (519) 759-0730

Fax: (519) 759-4741

The Robarts School For the Deaf

1090 Highbury Avenue
London ON
N5Y 4V9

Tel: (519) 453-4400

TTY: (519) 453-4400

Fax: (519) 453-7943

School for the Deaf, Deaf-Blind and Blind

Centre Jules-Leger

281, rue Lanark
Ottawa ON
K1Z 6R8

Tel: (613) 761-9300

TTY: (613) 761-9302 (613) 761-9404

Fax: (613) 761-9301

Provincial Demonstration Schools for Severe Learning Disabilities

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

Amethyst School

1090 Highbury Avenue
London ON
N5Y 4V9

Tel: (519) 453-4408

Fax: (519) 453-2160

Centre Jules-Leger

281, rue Lanark
Ottawa ON
K1Z 6R8

Tel: (613) 761-9300

Fax: (613) 761-9301

TTY: (613) 761-9302 & 761-9304

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

Sagonaska School

350 Dundas Street West
Belleville ON
K8P 1B2
Tel: (613) 967-2830
Fax: (613) 967 02482

Trillium School

347 Ontario Street South
Milton ON
L9T 3X9
Tel: (905) 878-8428
Fax: (905) 878-7540

Each Provincial Demonstration School has an enrollment of forty students. The language of instruction at the Amethyst, Sagonaska and Trillium Schools is English; at Centre Jules-Leger, 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.

During the academic year 2009-2010 the Catholic District School Board of Eastern Ontario (C.D.S.B.E.O.) had one student enrolled at Sagonaska School.

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

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

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.

ELEMENTARY PANEL

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs	77.52	Special Education
1.2 Teachers for self-contained classes	11.50	Special Education
Subtotal	89.02	
2. Other special education teachers		
2.1 Itinerant teachers	1.25	Certified Teacher
2.2 Teacher diagnosticians		
2.3 Coordinators	0.5	Specialist, Special Education
2.4 Consultants	3.0	Specialist, Special Education
2.5 Principal of Special Education **	0.5	Principal, Part I & II
Subtotal	5.25	
3. Educational Assistants in special education		
3.1 Educational assistants	96.12	College Degree/Diploma
4. Other professional resource staff		
4.1 Supervising Psychologist/Psychologists	0.75	<ul style="list-style-type: none"> • PH.D., C. Psych. • Holding a doctorate from a program of study that is accredited by the Canadian Psychological Association, or the American Psychological Association, or a program of study that is listed in <i>Doctoral Psychology Programs meeting Designation Criteria</i> (ASPPB/National Register), will satisfy this requirement • Licensed with The College of Psychologists of Ontario
4.2 Psychological Associate	0.75	<ul style="list-style-type: none"> • MA, Psych. Associate • Licensed with The College of Psychologists of Ontario

VIII. SPECIAL EDUCATION STAFF

4.3 Psycho-Educational Consultants	2.5	<ul style="list-style-type: none"> M.A. in Psychology
4.4 Psycho-Behavioral Consultant	1.0	<ul style="list-style-type: none"> M.A. in Educational Counseling
4.5 Speech-language pathologists	2.6	<ul style="list-style-type: none"> Speech-language pathologists require a master's degree in speech-language pathology. Registration with a regulatory body is required for speech-language Pathologists in Ontario Membership in the national association, Canadian Association of Speech-language Pathologies and Audiologists
4.6 Communicative Disorders Assistant	1.0	<ul style="list-style-type: none"> Post-secondary diploma or degree College diploma in communicative disorders assistant
4.7 ABA Specialist	0.3	<ul style="list-style-type: none"> BA in Psychology combined with extensive experience in Applied Behavioral Analysis and Autism
4.8 Audiologists		
4.9 Occupational therapists		
4.10 Physiotherapists		
4.11 Social workers		
Subtotal	8.9	
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 Crisis Worker**	2.5	Specialist Degree/Diploma
5.8 Student Support Worker**	31.25	Specialist Degree/Diploma
5.9 Itinerant Student Support Worker/ABLE**	8.0	
Subtotal	41.75	

** Additional Categories

VIII. SPECIAL EDUCATION STAFF

SECONDARY PANEL

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs	17.43	Special Education
1.2 Teachers for self-contained classes	8.50	Special Education
Subtotal	25.93	
2. Other special education teachers		
2.1 Itinerant teachers	0.5	
2.2 Teacher diagnosticians		
2.3 Coordinators	0.5	Specialist, Special Education
2.4 Consultants	1.0	Specialist, Special Education
2.5 Principals of Special Education **	0.5	Principal, Part I & II
Subtotal	2.50	
3. Educational assistants in special education		
3.1 Educational assistants	32.63	College Degree/Diploma
4. Other professional resource staff		
4.1 Supervising Psychologist/Psychologists	0.25	<ul style="list-style-type: none"> • PH.D., C. Psych. • Holding a doctorate from a program of study that is accredited by the Canadian Psychological Association, or the American Psychological Association, or a program of study that is listed in <i>Doctoral Psychology Programs meeting Designation Criteria</i> (ASPPB/National Register), will satisfy this requirement • Licensed with The College of Psychologists of Ontario
4.2 Psychological Associate	0.25	<ul style="list-style-type: none"> • MA, Psych. Associate • Licensed with the College of Psychologists of Ontario
4.3 Psycho-Educational Consultants	1.2	<ul style="list-style-type: none"> • M.A. in Psychology

VIII. SPECIAL EDUCATION STAFF

4.4 Psycho-Behavioral Consultant		<ul style="list-style-type: none"> M.A. in Educational Counseling
4.4 Speech-language pathologists		<ul style="list-style-type: none"> Speech-language pathologists require a master's degree in speech-language pathology. Registration with a regulatory body is required for speech-language Pathologists in Ontario Membership in the national Association, Canadian Association of Speech-language Pathologies and Audiologists
4.5 Communicative Disorders Assistant		Post-secondary diploma or degree College diploma in communicative disorders assistant
4.7 ABA Specialist	0.1	<ul style="list-style-type: none"> BA in Psychology combined with extensive experience in Applied Behavioral Analysis and Autism
4.6 Audiologists		
4.7 Occupational therapists		
4.8 Physiotherapists		
4.9 Social workers		
Subtotal	1.3	
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 Crisis Workers**	1.5	Specialist Degree/Diploma
5.8 Student Support Workers**	8.5	Specialist Degree/Diploma
5.9 Itinerant Student Support Worker/ABLE**	3.0	
Subtotal	13.0	

** Additional Categories

IX. STAFF DEVELOPMENT

The overall goal of the Special Education staff development plan is to provide opportunities for on-going professional development in current research and Ministry initiatives, to develop strategies and skills to provide the best possible program for students.

Input on in-service topics is solicited from principals, teachers, educational assistants and student support workers through survey and input at meetings. S.E.A.C. members are encouraged to provide feedback on the list of proposed initiatives at the September meeting. Once all the data has been collated, the Special Education board team determines what can be offered, under the direction of the Superintendent.

Joint Initiatives

Our board has entered into cost sharing arrangements with our co-terminus boards and other ministries and agencies whenever possible. CDSBEO has taken an active lead in the Supporting Student Leadership Initiative (SSLI). This initiative has brought educators and community partners together and will result in the publication of the document "Checkered Flags – Everyone's Responsibility". This document will be distributed this June to all schools and community partners around supporting students.

A collaboration between local service providers and both school boards continue to facilitate the Roots of Empathy program. This year, six more Student Support Workers received the training and the program is now successfully running in 34 of our schools.

This year our department participated in the Student Support Leadership Initiative jointly developed by the Ministry of Education and Children and Youth Services. As a result of Safe Schools legislation, the co-terminus boards, by participating in the program, will strengthen partnerships with community agencies to provide new academic supports (mental health) that promote positive student behaviour.

Our board is an active partner in a transitions project with the Leeds and Grenville Thresholds committee. The goal of the project is to seek a collaborative approach to improving transition planning for secondary students with developmental disabilities.

CDSBEO is also supporting students in conjunction with the Autism Spectrum Disorders Services Committee. This committee brings together key stakeholders in the community to discuss services and supports for children in the autism spectrum and their families. Members strive to develop a service system that is supportive of children, youth and families, that is easily accessible and seamless and that will help children and youth in our community reach their full potential.

Bill 212 – Safe School Legislation

Under the direction of the Superintendent of Education, the Board Special Education Department continues to play an active role in co-ordinating a Board response to Bill 212, specifically PPM 128 (Code of Conduct), PPM 141 and 142 (Long Term Suspension/Expulsion Programs) and PPM 145 (Progressive Discipline).

In consultation with parents, school councils, teaching and non-teaching staff, Parent Involvement Committee, S.E.A.C., and community partners, the Board teams reviewed and created new programs and services, and continue the process of informing and training all members of the CDSBEO.

The department developed a PowerPoint resource on antibullying and progressive discipline, and a booklet for all school families entitled, "Creating Communities of Peace" which outlines our philosophy, code of conduct and approach to discipline. This has been shared with all schools, families and parishes.

The Religious and Special Education Departments have adopted a joint approach to implementation of Restorative Practices in a consistent, systematic way in our schools. With the goal of maintaining safe, caring schools, restorative practices to help children develop empathy through reflection, insight and learning. Students are also taught to repair and rebuild relationships if harm is done.

The school community approach to restorative practices includes an orientation retreat day for school staff, a workshop for students and an evening presentation for parents. To date, 18 of our schools have participated in this process and the goal is to train the rest of our schools next year. CDSBEO Special Education Staff has received training provided by the excellent trainers from The International Institute for Restorative Practice, in order to carry on with this exciting initiative.

Policy Program Memorandum 140

Three years ago the Ministry of Education introduced Program Policy Memorandum 140 which provides direction to school boards to support their use of applied behaviour analysis (ABA) as an effective instructional approach in the education of many students with autism spectrum disorders (ASD). Transition planning between various activities and settings for students with ASD has also been a focus with PPM 140.

Throughout the past year, CDSBEO staff (EA, SSW, teacher teams, principals and special education staff) participated in numerous training sessions offered by the Ministry of Education, Geneva Centre, Pathways and CHEO Autism School Support Program staff. These sessions focused on understanding and applying the principles of ABA as well as planning for transitions for students with ASD. The IEP remained a focus throughout the year, paying particular attention to how to create meaningful performance tasks that are measurable. School teams were provided

IX. STAFF DEVELOPMENT

with an opportunity to work on specific students IEPs with the support of a consultant.

Our Board continued to build partnerships with Autism SSP staffs encouraged more school based consultations and training opportunities for staff.

An Applied Behaviour Analysis Specialist is seconded part-time from CHEO and has joined our team this year as a result of specialized funding provided by the Ministry of Education. This has allowed for school based support and capacity building to implement the requirement of PPM 140.

Code Project 2009-10

The Special Education department continues to focus on the full implementation of H.A.W.K. (Higher Achievement and Writer's Know How) and S.T.O.M.P. (Success Through Optimizing My Potential) Board-wide. These two frameworks focus on key components of the Education for All document emphasizing differentiated instruction, professional learning communities, and universal design for learning. The Special Education department continued to support the highly effective role of differentiated instruction support teachers in each school to develop teacher capacity within the classroom.

This year we focused on developing and introducing the next phase of our board's implementation of Education for All called "Targeting Achievement for All". This target is designed as a framework structured upon six foundations common to our primary program, F.R.O.G. (Facilitating Reading for Optimum Growth), as well as H.A.W.K. and S.T.O.M.P. Each foundation identifies the promising practices and connections that support all of our students, but are essential for our struggling students in reading, writing, and thinking. The development of six magazines, one for each of the six sections of the target, will provide further support to teachers across all grades through the sharing of rich materials that have made each of our reading, writing, thinking models so successful. This year we implemented three magazines on Systematic and Explicit Instruction, Assessment, and Differentiated Instruction, and developed the fourth magazine Flexible Grouping. Next year will we focus on the remaining two magazines, Universal Design and Critical Thinking.

We had an elementary system wide Professional Activity Day for "Learning...targeting Achievement for All on February 3rd. This day was used to continue to focus on our shared version and facilitate teacher collaboration and sharing of the successful practices that are a result of implementation of F.R.O.G., H.A.W.K., S.T.O.M.P. and Targeting Achievement for All.

Throughout the year, CDSBEO staff (Teacher teams, Differentiated Instruction Support Teachers, and Special Education Resource Teachers) participated in numerous professional development sessions offered by Board Consultants.

IX. STAFF DEVELOPMENT

Sessions were both school based as well as within Professional Learning Community settings.

F.R.O.G. Refreshed Part 2

For the past six years, Facilitating Reading for Optimum Growth has been our board's model of collaborative support for Primary students learning to read. For the past two years we took the opportunity to revisit and enrich F.R.O.G. system wide. Using the lessons learned through H.A.W.K. and S.T.O.M.P., a rich resource was developed for teachers to use when supporting students using the F.R.O.G. model. All Primary Teachers and Resource Teachers were in-serviced for a second full day, and next year we will continue to provide school based support to enhance implementation.

M.I. LEAD

M.I. LEAD is an acronym for **M**ultiple **I**ntelligences and **P**ersonal **L**eadership. The M.I. LEAD program is designed to promote differentiated learning and the achievement of students at the junior, intermediate, and senior levels. This program has been in our schools for several years. It was revised last year and this year we continued to make connections which complement the great practices that exist in H.A.W.K. and S.T.O.M.P.

Professional Learning Communities

PLC groups continue to receive focused professional development this school year. These groups are comprised of special education teachers, classroom teachers, administration and board consultants.

Staff Development 2009-2010

Initiatives 2009-2010	Target Groups	Timelines
Geneva Centre Autism Training	Various teachers, administrators and support staff	August 2009
New SERT in-service	New Resource Teachers	Two session in September
ABA/IEP Training	Classroom Teachers, SERTS	Five sessions in two locations in September and October
Principal/SSW Inservice	Principals/SSWs	Two sessions in September
Training for New Differentiated Instruction Teachers	New D.I. Teachers	One Session in September
Launch of CDSBEO Differentiated Instruction Teacher Resource Magazine	All Jr/Int Teachers	Various sessions throughout October and November
Differentiated Instruction in School Training and Support	D.I. Teachers	Various sessions throughout October and November

IX. STAFF DEVELOPMENT

Initiatives 2009-2010	Target Groups	Timelines
Catholic Professional Learning Communities – follow-up with junior and intermediate teachers	Jr./Int. Teachers	Various dates in the fall of 2009
Restorative Practices in Catholic Schools in Catholic School Training and Ongoing Support	School Teams	Early September in 4 sites and ongoing in school communities throughout CDSBEO
Meeting the Needs Conference	Teachers, Administrators	Two days in October
LSA Networks for Learning	School Teams	Various Dates
Think Tank	Intermediate and Senior Teachers and Administrators	Two days in October
Ongoing support for “Rainbows: All God’s Children” program	Elementary SERTs, Administrators and SSWs	Various Dates
SEAC Symposium	Catholic School Councils, Parents, Trustees, SEAC Members, Community Partners, Administrators, Staff	April 26
Parent Involvement Carousel Evening	Catholic School Councils, parents, Administrators, Staff	Two sessions
Roots of Empathy Training and Ongoing Support	Teachers, SSWs, EAs	Various dates
Supporting Assistive Technology in the Classroom	School Teams	Various dates
Safe School & Equity & Inclusive Education	School Teams and all Employee Groups	December launch with ongoing support
Meeting the Needs of Deaf and Hard of Hearing Students	School Teams	Two sessions in October
CDSBEO Data Day	School teams	December
Special Education Focused Professional Activity Day focusing on “Learning for ALL” and supporting students	All Elementary Teachers, Administrators and Support Staff	Five sites throughout the board on February 3 rd
EQAO/OSSLT Training	Teachers, EA., SSW	February
Non-Violent Crisis Intervention Training	As needed basis throughout the board	Various Dates
Supporting Student with High Anxiety	School Teams	Three session in February/March
Targeting Achievement for All – roll out of New CDSBEO Magazine	School Teams	Central launch and ongoing support through CPLC

IX. STAFF DEVELOPMENT

Initiatives 2009-2010	Target Groups	Timelines
Supporting Student Leadership Initiative Training	Administrators and Support Staff	One day session in June
Primary Catholic Professional Learning Communities Facilitation and Ongoing Support	School Teams	Various dates in May
Centre of Excellence Facilitated Sharing/Training	Administrators	
FROG Refreshed Part 2	Primary Teachers and SERTs	Three full day session in May/June
Launch of CDSBEO Flexible Grouping teacher Resource Magazine	Jr./Int. Lead Teachers D.I. Support Teachers	Various locations throughout October/November

Projected Staff Development 2010-2011

Staff development for 2010-2011 will follow a plan similar to the current year. We will focus on school embedded professional development. Teacher Consultants will work with Differentiated Instruction Support Teachers to implement the “lessons learned” from the CODE initiatives and implement “Targeting Achievement for All”. Their primary role will be to continue to infuse the seven beliefs outlined in Education for All and support teachers in their own classroom as they master the skills and strategies necessary.

A variety of workshops and in-services designed to support Administrators, Resource Teachers, Educational Assistants, Student Support Workers, and Classroom Teachers will be offered.

We will continue to ensure the policy of PPM 140 and Bill 212 is implemented in the upcoming school year.

X. EQUIPMENT

The Board reviews the need for adaptive equipment based on recommendations given by professionals. In most cases, equipment is recommended following an assessment or re-assessment of needs. In the case where parents or staff identify equipment required, a recommendation is requested for review by an outside agency. Our experience has been, over the past years that every application for personalized equipment has been approved by the Ministry.

The Board follows the criteria established by the Ministry for purchasing specialized equipment under SEA guidelines. Upon submission of the appropriate documentation, a search is completed to determine the most efficient means of acquiring the equipment required.

In the past few years the requests for SEA equipment has increased. The Board allocates a portion of the special education budget that must be reserved for SEA requests. The amount allotted is projected based on the previous year's submissions.

When requests for individualized equipment are received by Spec Ed Board Personnel, the file is reviewed to ensure that:

- the request can be accommodated in the school
- the IEP will support the use of the equipment
- a qualified professional has indicated the needs of the student

SEA EQUIPMENT 2009-2010	# of Units	TOTAL	BOARD	SEA FUNDED
Requests May 1, 2009 – April 30, 2010				
Computer Technology	187			
• Computer Hardware		\$266,706.13		
• Printers, Cartridges, Cables		5,612.51		
• Computer Installation		123,700.50		
• Computer Training		235,620.00		
• Headsets/Software/CD's/accessories		339,298.36		
• Computer Table & Chairs		91,243.85		
• Scanners		25,982.99		
• Smart Boards		124,903.62		
• ELMO/LCD Projectors + Carts		11,082.40		
• Digital Voice Recorders		5,126.77		
• Additional Training	968,760.37			
Computer Technology Total		\$2,198,037.50	\$149,600.00	\$2,048,437.50
• Soundfield/Radium/Binaural Systems	15	\$55,335.25	\$12,000.00	\$43,335.25
• Positioning Chair	1	3,179.50	800.00	2,379.50
• Bicycle	2	6,793.70	1,600.00	5,193.70
• Stander		15,669.00	2,400.00	13,269.00

X - EQUIPMENT

SEA EQUIPMENT 2009-2010	# of Units	TOTAL	BOARD	SEA FUNDED
• Treatment Table/Change Table	3	20,482.44	2,400.00	18,082.44
• Walker	1	3,659.75	800.00	2,859.75
Total		\$105,119.64	\$20,000	\$85,119.64
GRAND TOTAL	212	\$2,303,157.14	\$ 169,600.00	\$2,133,557.14

XI. ACCESSIBILITY OF SCHOOL BUILDINGS

The information contained in this section of the Plan, is the multi-year Capital Expenditure Plan for improving accessibility to schools. In September 2003, the Board approved it's Ontarians with Disabilities Act report in which barriers were identified and a multi-year plan to eliminate these barriers was approved. See Ontarians with Disabilities Act in Appendices Section.

2000-2001 Projects - Completed	Cost (\$)
▪ Stair track for St. Francis Xavier School, Brockville	5,844.00
▪ Improved handicap access to St. John elementary School, Perth (passageways)	43,149.00
▪ Install interior ramp at St. Joseph Secondary School, Cornwall	6,782.00
▪ Install exterior ramp at St. George School, Long Sault	2,786.00
▪ Playground modifications at Holy Cross School, Kemptville	1,999.00
▪ Playground modifications at Pope John Paul II School, Hammond	4,781.00
▪ Install change table in boys washroom at St. Mary School, Morrisburg	834.00
▪ Install alternative lighting system at Bishop Macdonell School, Cornwall	382.00
TOTAL	\$66,557.00

2001-2002 Projects – Completed	Cost (\$)
▪ Improved access to school entrance at St. Mary School, Chesterville	18,937.00
▪ Improved access to St. Anne School, Cornwall	14,153.00
▪ Exterior access ramp to Portpak at Notre Dame C.H.S., Carleton Place	1,226.00
▪ Repairs to flooring and walls of Time Out Room at Bishop Macdonell School, Cornwall	765.00
▪ Improved access to entrance at St. Mary School, Morrisburg	2,110.00
▪ Improved access to entrances at St. Joseph School, Alexandria	4,884.00
▪ Improved access to St. John Elementary School, Perth (Phase 2)	2,511.00
TOTAL	\$44,586.00

XI. ACCESSIBILITY OF SCHOOL BUILDINGS

2002-2003 Projects – Completed	Cost (\$)
<ul style="list-style-type: none"> ▪ Improved access to main entrances at St. Francis Xavier Elementary School, Brockville 	15,800.00
<ul style="list-style-type: none"> ▪ Provided access to three entrances at St. Mary-St. Cecilia, Morrisburg 	Approx. 6,000.00
<ul style="list-style-type: none"> ▪ Installed an automatic door opener at main entrance of St. Mary-St. Cecilia, Morrisburg 	1,500.00
<ul style="list-style-type: none"> ▪ Created a handicap accessible main entrance at St. Francis Xavier, Brockville 	Approx. 11,000.00
TOTAL	\$34,300.00

2003-2004 Projects – Completed	Cost (\$)
<ul style="list-style-type: none"> ▪ Improvement to special education area of St. Michael C.H.S., Kemptville 	15,770.00
TOTAL	\$15,770.00

2003-2004 Projects - Completed	Cost (\$)
Provide handicap reserved parking with proper signage at the following schools:	
<ul style="list-style-type: none"> ▪ Immaculate Conception, Cornwall 	
<ul style="list-style-type: none"> ▪ Sacred Heart, Cornwall 	
<ul style="list-style-type: none"> ▪ St. Andrew, St. Andrews 	
<ul style="list-style-type: none"> ▪ St. Columban's West, Cornwall 	
<ul style="list-style-type: none"> ▪ St. George, Long Sault 	
<ul style="list-style-type: none"> ▪ St. John Bosco, Cornwall 	
<ul style="list-style-type: none"> ▪ St. Mary, Chesterville 	
<ul style="list-style-type: none"> ▪ St. Bernard, Finch 	
<ul style="list-style-type: none"> ▪ Iona Academy, Williamstown 	
<ul style="list-style-type: none"> ▪ St. Finnan, Alexandria 	
<ul style="list-style-type: none"> ▪ St. Joseph C.H.S., Cornwall 	
<ul style="list-style-type: none"> ▪ Notre Dame C.H.S., Carleton Place 	
<ul style="list-style-type: none"> ▪ St. Gregory, Carleton Place 	
<ul style="list-style-type: none"> ▪ St. Matthew's CLC, Cornwall 	
<ul style="list-style-type: none"> ▪ Administration Office, Cornwall 	
<ul style="list-style-type: none"> ▪ Holy Cross, Kemptville 	

X1. ACCESSIBILITY OF SCHOOL BUILDINGS

▪ St. Joseph, Prescott	
▪ St. Mark, Prescott	
▪ St. Mary, Carleton Place	
▪ St. Edward's, Westport	
▪ St. Francis Xavier C.H.S., Brockville	
▪ St. John Bosco, Brockville	
▪ St. Joseph, Gananoque	
▪ St. Joseph, Toledo	
▪ St. Luke, Smiths Falls	
TOTAL	\$5,400.00

Provide handicap accessible entrances to the following schools:	
▪ Bishop Macdonell, Cornwall	
▪ Immaculate Conception, Cornwall	
▪ St. Matthew CLC, Cornwall	
▪ Administration Office, Cornwall	
▪ St. Francis de Sales, Smiths Falls	
▪ St. Luke, Smiths Falls	
	52,000.00
▪ Design a handicap bus access route for St. Finnan, Alexandria	5,000.00
TOTAL	\$62,400.00

Total 2003-2004 Expenditures

\$96,670.00

XI. ACCESSIBILITY OF SCHOOL BUILDINGS

2004-2005 Projects - Completed	
▪ Construct a handicap bus access route at St. Finnan, Alexandria	45,000.00
▪ Design and build a new handicap parking space at St. Francis de Sales, Smiths Falls	10,000.00
▪ Design and build a new handicap parking space at St. John's Elementary School, Perth	10,000.00
▪ Reserve for other accessibility requirements that will come up at any school site	15,000.00
TOTAL	80,000.00

2005-2006 Projects - Completed	
▪ New handicap washroom at Sacred Heart, Lanark	13,000.00
▪ New handicap washroom at St. Mary, Carleton Place	12,000.00
▪ New handicap ramp and door operator at Pope John Paul II, Hammond	20,000.00
▪ Five playstructures received wheelchair ramps at St. Peter, St. Finnan, Our Lady of Good Counsel and St. Patrick	2,500.00
TOTAL	\$47,500.00

2006-2007 Projects – Planned	
▪ Create a handicap access to main entrance in the Cornwall Board Office	2,000.00
▪ Install two automatic door openers at the Cornwall Board Office	5,000.00
▪ Install automatic door opener at south exit at St. Joseph Secondary	2,500.00
▪ Install two automatic door openers at ramp near auditorium at St. Joseph Secondary	5,000.00
▪ Install automatic door opener at main entrance of St. Finnan	2,500.00
▪ Install two hold open devices on doors at J.L. Jordan	2,000.00
▪ Install four hold open devices on doors at St. Francis de Sales	4,000.00
▪ Install one hold open device at St. Gregory	1,000.00
▪ Install one hold open device at St. Edward	2,500.00
▪ Install one hold open device at St. Mary, Carleton Place	2,500.00
TOTAL	\$29,000.00

XI. ACCESSIBILITY OF SCHOOL BUILDINGS

2007-2008 Projects – Planned	
▪ St. Joseph, Toledo - new addition completely designed barrier free	24,000.00
▪ St. Joseph, Toledo - new change facilities and special needs area for handicap students	21,000.00
▪ Iona Academy, Williamstown - design of a handicap accessible entrance way	30,000.00
▪ St. Michael, Kemptville – Add a ramp to a portable and place automatic door operator on the special education area	5,000.00
▪ Immaculate Conception, Cornwall – Washrooms to be renovated to ODA standards	2,500.00
TOTAL	\$82,500.00

2008-2009 Projects – Planned/Completed	
▪ St. John CHS, Perth – handicap lift to stage	22,000.00
▪ Notre Dame CHS, Carleton Place – install card swipe on the elevator	5,000.00
▪ Pope John Paul II, Hammond – install handicap door operators on main front entrance door	8,000.00
TOTAL	\$35,000.00

2009-2010 Projects – Proposed	Cost (\$)
▪ Upgrade Western region office to be handicap accessible	\$15,000.00
▪ Place ramp at Iona on exterior	\$55,000.00
▪ Place lift from ground floor to second floor at Iona	
▪ Re do front entrance St Mary's Carleton Place to be handicap accessible and place operators on front doors and staff entrance doors	\$25,000.00
▪ Signage on posts that can be read all sites	\$10,000.00
▪ Bishop to have accessible parking sign installed in new parking lot	
▪ J.L Jordan to have accessible washroom constructed to be verified by Tom Jordan	To be determined
▪ Washroom facility's reviewed for accessible washrooms in each school with a report showing location and confirming meets requirements of ODA	\$5,000.00
Total Budget (\$100,000.00) SR, Admin budget (\$15,000.00)	\$110,000.00

XI. ACCESSIBILITY OF SCHOOL BUILDINGS

<i>2010-2011 Projects – Planned not approved</i>	Cost (\$)
▪ Elevator for St. Finnan's	\$150,000.00
▪ Elevator at St. Mary's Chesterville	\$150,000.00
▪ St. Francis De Sales to be made wheel chair accessible for student who will be coming from St. James	To be Determined
▪ St Matthew handicap washroom	\$25000.00
▪ St Matthew handicap accessible	\$20,000.00

XII. TRANSPORTATION

The cost of special transportation arrangements for our exceptional students is extremely high due to the large geographic distances between schools. Currently we provide special transportation to 162 students at a cost of \$1,101,673.24

The Board:

- obtains and provides to the principal and superintendent complete data of all special transportation arrangements at each school
- establishes consistent criteria for eligibility for special arrangements;
- implements the use of a common form to be filled out for all students requiring special arrangements;
- ensures that each case is reviewed at least annually, or whenever the situation warrants it;
- considers alternative ways of saving money while transporting students (i.e., using educational assistants and paying mileage);
- repatriates students who no longer are in a special program, unless they have only one year left at a particular school, or if they move to a new location where a program is offered;
- provides itinerant programs for the blind or deaf in their local school, where possible, rather than transporting the child.

Students who cannot access schools without specialized transportation are provided with the necessary supports or specialized vehicles. In all cases where students have physical challenges that prevent them from riding a bus or walking to school, specialized services are again provided. In cases where severe behaviour needs have been identified, or where students participate in an area special education self-contained class, special arrangements are made to provide transportation. In determining 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, the Principal of the school in conjunction with the school Special Education Team and the Principal of Special Education and consultant review the profile of the student. This team then makes a recommendation to the Superintendent of Education. The team considers the safety of the student/students and the costs in determining the appropriate means of transporting the child.

The names of students wishing to attend summer school are gathered and the routes are established based on the most cost and time efficient means of transporting students.

In selecting transportation providers for exceptional students the Board ensures that the operators are recognized by the Ontario Ministry of Transportation as

XII. TRANSPORTATION

meeting their safety requirements. These vehicles are regularly inspected by Ministry of Transport officials.

These arrangements must be reviewed at least once a year, or as necessary.

In addition, students who participate in care and treatment facilities or provincial demonstration schools are also provided with any necessary transportation.

XII. TRANSPORTATION

2005 - 2006

# of Students	Cost (\$)
194	0 – 5000
27	5001 – 10,000
15	10,001 – 20,000
5	> 20,000

2006 - 2007

# of Students	Cost (\$)
77	0 – 5000
32	5001 – 10,000
11	10,001 – 20,000
15	> 20,000

2007-2008

# of Students	Cost (\$)
181	0 – 5000
39	5001 – 10,000
11	10,001 – 20,000
15	> 20,000

2008 - 2009

# of Students	Cost (\$)
214	0 – 5000
57	5001 – 10,000
9	10,001 – 20,000
6	> 20,000

Note: For 2008-2009 school year two students received transportation for a very short term, therefore they are not included in the summary but are on the school breakdown.

2009-2010

# of Students	Cost (\$)
106	0 – 5000
29	5001 – 10,000
14	10,001 – 20,000
13	> 20,000

XII. TRANSPORTATION

2009-2010 TRANSPORTATION COST

School	Students per School	Cost
JR. Section (Bishop Macdonell)	10	65,896.92
CTC (Upper Canada Section)	6	26,486.24
SR. Section (St. Matthew)	7	22,390.84
St. Finnan	4	17,707.72
Bishop Macdonell	8	21,279.20
St. Columban	3	4,512.00
Holy Trinity	2	6,346.88
Immaculate Conception	9	18,066.72
St. Anne	1	2,688.40
Sacred Heart, Cornwall	6	11,139.00
St. Joseph SS	7	50,724.15
St. Peter	1	846.00
Pope John Paul II	6	24,751.16
St. Francis Xavier, Hammond	3	13,419.44
OTMC	4	58,283.76
St. Patrick	1	2,378.20
Mother Teresa	2	4,297.68
St. Thomas	6	15,413.66
St. Jude	1	2,100.00
Iona Academy	1	29,538.43
ABLE - EAST		20,000.00
ABLE - WEST	8	11,522.18
Bosco- Section	5	33,261.90
St. John Bosco	1	1,118.13
JL Jordan	1	12,698.85
St. Mary CHS	3	38,096.55
Notre Dame	2	20,502.50
St. Gregory	2	20,502.50
St. Mary	1	10,251.25
Dalhousie	6	24,787.79
St. Joseph, Gananoque	2	4,785.50
Holy Cross	2	19,735.68
St. Michael	4	33,603.52
St. Mary-St. Cecilia	5	21,432.00
St. John Elementary	8	17,592.83
St. John CHS	8	77,265.56
St. Francis de Sales	2	5,804.46
St. James	1	5,052.03
St. Luke	3	10,389.44
St. Joseph, Toledo	1	24,064.00
St. Luke/ABLE Shuttles	9	290,940.17
TOTAL TRANSPORTATION COST	162	\$ 1,101,673.24

XIII. SPECIAL EDUCATION ADVISORY COMMITTEE

The Special Education Advisory Committee (S.E.A.C.) of the Catholic District School Board of Eastern Ontario consists of the following members, who are selected according to the procedure outlined in the Regulations:

Name		Address	Telephone #	E-Mail Address
Sue Wilson Via 2-mail	Trustee (S.E.A.C. Chair)	R.R.#2, 7951 County Rd 10 Vankleek Hill, ON K0B 1R0	613-678-3306	wilsonfarms1980@xplornet.com Sue.Wilson@cdsbeo.on.ca
Nancy Kirby	Trustee	159 Charlotte St. Carleton Place, ON K7C 1Y9	613-257-3134	Nancy.Kirby@cdsbeo.on.ca
Karen McAllister	Trustee	Box 327 75 St. Lawrence Dr. Ingleside, ON K0C 1M0	613-537-8153	Karen.Mcallister@cdsbeo.on.ca
Fran Brauneisen	Association for Community Living http://www.communitylivingontario.ca/	R.R.#4, 2494 River Rd. Kemptville, ON K0G 1J0	613-258-4804	jbrauneisen@cogeco.ca
Rose-Marie Martin	Learning Disabilities Association of Ontario www.ldao.ca	617 Townline Rd. Kemptville, ON K0G 1J0	613-258-5302	rose_martin4@hotmail.com
Dave Conners	Autism Society of Ontario www.autismontario.com	11137 Rowena Rd. Iroquois, ON K0E 1K0	613-652-1482	connersd@inspection.gc.ca
Christina Nichols	Association for Bright Children of Ontario www.abcontario.ca	168 Napoleon Street Carleton Place, ON K7C 2W9	613-257-7146	chrisnichols@sympatico.ca
Joe Sparling	Easter Seals Ontario www.easterseals.org	6 Cranberry Crescent Kemptville, ON K0G 1J0	613-258-4437 613-258-4287	jjmksparling@canada.com
James Borer	VOICE www.voicefordeafkids.com	16295 Eamer Road Lunenburg, ON K0C 1R0	613-346-1671	JamesBorer@gmail.com (h) Borer.js@forces.gc.ca (w)

S.E.A.C. members are usually nominated by their local association and a letter of recommendation is addressed to the chairperson of S.E.A.C.

S.E.A.C. members are provided with the Board's Special Education Parent pamphlet as well as being provided with a copy of Special Education: A Guide for Educators; Education For All. All members are provided with an orientation binder.

XIII SPECIAL EDUCATION ADVISORY COMMITTEE

S.E.A.C. recommended and followed through with several strategies to keep parents and other interested members of the public informed including:

- encourage parents to attend regular meetings
- continue to provide highlights from S.E.A.C. minutes in school newsletters
- encourage parents to check the Board website for information on Special Education
- update the board website to include links to SEAC member's email as well as links to the agencies they represent
- provide schools and parents an informational booklet highlighting the various practices and initiatives of the Special Education Department

S.E.A.C. meetings during the 2009-2010 school year were held on the following dates:

September 30, 2009	January 27, 2010	May 25, 2010
October 26, 2009	February 14, 2010*	June 2, 2010
November 25, 2009	March 31, 2010	
	April 26, 2010 (SEAC Symposium)	

(*Re-scheduled due to inclement weather. Double meeting held in March)

The standard location and time for S.E.A.C. meetings are:

7:00 p.m.

Catholic District School Board of Eastern Ontario, Central Board Office
P.O. Box 2222, 2755 Regional Road 43, Kemptville, Ontario K0G 1J0
(613) 258-7757

http://www.cdsbeo.on.ca/Special_Education/SEAC.htm

Input and recommendations from S.E.A.C. members are both welcomed and appreciated by our Board. This process has been facilitated by:

- The Superintendent responsible for Special Education presented information outlining how funding is provided to Boards by the Ministry. Statistics regarding the number of students identified, their exceptionalities, and the number of teachers and support staff currently servicing these children were also presented.
- The Special Education Committee, consisting of principals, vice-principals, consultants, the Principal of Special Education, and the Superintendent of Special Education, reviewed and revised the Special Education Assistance and Budget Allocation Charts. S.E.A.C. members were invited to review the information and make recommendations.
- Committee members are encouraged to make presentations on behalf of their associations and to provide material regarding in-services, resources, etc. This information is then made available to the teaching and support staff and school councils.
- The annual Special Education budget is developed and then presented to S.E.A.C. for revisions, recommendations and approval. These

recommendations are then carried forward to the full Board for final approval, before being submitted to the Ministry.

During the 2009-2010 school year, 10 meetings were held at the Kemptville Board Office. The purpose of these meetings was to give SEAC members and parents a forum to provide input into the Special Education Annual Plan and to bring forward any issues that they wished to discuss pertaining to special education in the Catholic District School Board of Eastern Ontario. The following recommendations are made:

In 2007-2008 the following recommendations were made and addressed:

- Host a SEAC parents night with a guest speaker and workshops for school teams to attend – *The decision was made to defer this item*
- Include glossary of terms to be included in the plan – *A glossary of acronyms was developed (see Appendix)*
- Provide the FASD website in the Annual Plan - *The website was added to the plan (see Appendix)*
- Focus on anxiety disorders and ways to reduce anxiety for our students as the theme for the board wide Professional Development Day – *The Professional Development Day focused on the document Education For All as determined by the Ministry of Education, but the department will continue to look for opportunities to support students in this area;*
- Identify the educational assessments provided for hard of hearing students by the itinerant teacher of the deaf – *This was added. Please see section V "Educational and Other Assessments";*
- Take 15 minutes of every SEAC meeting to focus on all new ministry document – *The new Ministry document "Learning for All" was delayed, but is expected to be released in time for next year;*
- Special Education team to research the possibility of grants to be accessed to purchase a Document Camera (i.e. ELMO) for every school – *The board offered a cost share to acquire an ELMO, LCD projector and cart for all elementary schools.*

In 2008-2009 the following recommendations were made and addressed:

- Provide an orientation binder for all SEAC members-*Completed in 2009*
- A presentation on Targeting Achievement for All –*Completed over several meetings in 2009-2010*
- Adding Action items on the agenda of SEAC meetings –*Used for Symposium Planning*
- Invite Lynn Ziraldo, past chair of MACSE, as a guest speaker to offer effective strategies for SEAC- *Presentation held in November 2009*

- Share the association updates with all members in advance of SEAC meetings in order to give people a time to process the information thereby allowing the opportunity for meaningful dialogue during the meetings. – *Worked well as a strategy.*
- Continue to work on improving the communication strategies to enhance parent involvement - *Completed through regular update/reminders to school newsletters and culminated in the Symposium*

In 2009-2010 the following recommendations were made:

- SEAC to contact Ministry of Education and other SEACs asking that the Ministry of Education and the Ministry of Health, work together to provide funding for Mental Health.
- Recommend that SEAC send a follow-up letter identifying our disappointment to the response we received to our February 2009 letter re: Mental Health Services which was sent to the Ministry of Education. Share our concerns around the response with Ministers Advisory Council on Special Education (MACSE).
- Review self advocacy tools used for children to develop IEPs.
- Share concerns expressed regarding IEP examples for Deaf or Hard of Hearing Package. Encourage SERTs to look at generating and sharing in board examples
- To review the previous recommendations and celebrate/recognize accomplishments.
- Provide information on the ELP (Early Learning Program) and identifying the concerns regarding the distribution of Special Education services and supports for full day kindergarten

Prior to completion of the plan, as mentioned previously in this report, the public was invited to meetings to review the plan in its draft form and to provide input.

The final version, once it has been approved by the Board, will be shared in the following ways:

- Copies will be provided to all trustees and Board Executive Council.
- Copies will be provided to all Special Education Advisory Committee members.
- Instructions on how to access copies will be provided on the Board website.
- Copy will be accessible on the Board Website.
- Copies will be sent to all Catholic School Council Chairs.
- Principals will be informed of the plan and its contents.

XIII SPECIAL EDUCATION ADVISORY COMMITTEE

- Special Education teachers will be informed of the plan, its contents and how it can be accessed.

The complete plan will be submitted along with the following:

- A letter from the Director of Education indicating that the plan complies with the requirements of Regulation 306 and of the Standards for School Boards' Special Education Plans document.
- A copy of the Board's motion of approval of the plan, including the date of approval.
- A copy of any related motions or recommendations from the Board's Special Education Advisory Committee.

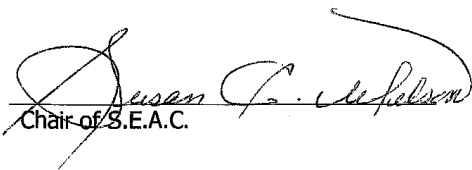
XIII SPECIAL EDUCATION ADVISORY COMMITTEE

Special Education Advisory Committee Recommendations

It is recommended that:

1. "The Catholic District School Board of Eastern Ontario approve the Annual Report on the Provision of Special Education Programs and Services, 2009-2010, and the accompanying staffing and budget recommendations included, for submission to the Ministry of Education, as presented."

Motion by: Nancy Kirby
 Seconded by: Dave Conners


 Chair of S.E.A.C.


 S.E.A.C. Vice-Chair

Board Recommendations

"That the Board approve in principal the Annual Report on the Prevision of Special Education Programs and Services, 2009-2010, for submission to the Ministry of Education, as presented. Staff may be adjusted according to the grants received by the Board based on the final approval of the Boards 2010-2011 budget."

Motion by: Susan Wilson
 Seconded by: Robin Reil

