

***REPORT TO THE  
MINISTRY OF EDUCATION  
ON THE PROVISION OF  
SPECIAL EDUCATION PROGRAMS  
AND SERVICES  
June 2015***

*Submitted by:  
Catholic District School Board  
of Eastern Ontario  
June 2015*



**AN ADDENDUM TO THE  
REPORT TO THE MINISTRY OF EDUCATION  
ON THE PROVISION OF SPECIAL EDUCATION  
PROGRAMS AND SERVICES  
JUNE 2015**

|       |   |    |
|-------|---|----|
| I)    | INTRODUCTION / CONSULTATION PROCESS .....                         | 1  |
| II)   | PROGRAMS AND SERVICES MODEL / SPECIAL EDUCATION FUNDING .....     | 2  |
| III)  | EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES ..... | 9  |
| IV)   | IDENTIFICATION, PLACEMENT AND REVIEW .....                        | 18 |
| V)    | EDUCATIONAL AND OTHER ASSESSMENTS .....                           | 27 |
| VI)   | SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD .....          | 31 |
| VII)  | PROVINCIAL AND DEMONSTRATION SCHOOLS .....                        | 38 |
| VIII) | SPECIAL EDUCATION STAFF .....                                     | 43 |
| IX)   | STAFF DEVELOPMENT .....   | 47 |
| X)    | EQUIPMENT .....   | 58 |
| XI)   | ACCESSIBILITY OF SCHOOL BUILDINGS.....                            | 60 |
| XII)  | TRANSPORTATION .....  | 68 |
| XIII) | SPECIAL EDUCATION ADVISORY COMMITTEE .....                        | 71 |
|       | APPENDICES.....   | 79 |

Report Prepared By:

Donaleen Hawes, Superintendent of Education  
Paula Perrault, Principal of Special Education  
Lisa Smith, Coordinator of Special Education  
Heather Bovey, Special Education Consultant  
Sue Dingwall, Special Education Consultant

## 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 2015-2016 to be an addendum to the 2014-2015 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 2014 - June 2015:

1. The Addendum to the Annual Report was updated and revised to reflect current information. Sections of the Draft Report were presented at the March, April, and May 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 report.
4. A copy of the Annual Plan 2015 was presented to the Board at the June 2<sup>nd</sup>, 2015 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 2015 – 2016 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 SEPPA (Special Education Per Pupil amount) for 2015–2016 is based on the projected enrollment for next year. This is estimated to result in approximately eight million, seven hundred ninety three thousand, eight hundred thirty one dollars in funding.

The High Needs Allotment Baseline provides revenue for a total of approximately eight million, nine hundred seventy nine thousand four hundred forty five dollars, which is a decrease of more than three hundred eighty five thousand six hundred dollars. This is a result of the new High Needs amount formula being phased in over four years. The SEPPA funding, including FDK is estimated to be decreased by three hundred forty four thousand six hundred sixty nine dollars for 2015-2016.

**The Special Education Department's budget is projected to be decreased by** approximately seven hundred seventy seven thousand, one hundred sixty five dollars. The charts indicate that the Special Education budget will be over the total revenue provided to the Board by the Ministry Special Education grants by five hundred and one thousand, nine hundred dollars, which will be provided by the Learning Opportunities grant.

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 financial funding provided. The recommendation is to slightly decrease the number of Special Education teachers (.47) **and two IAW's (Itinerant ABLE Workers)**, and all elementary Student Support Workers (9.7) and increase one Crisis Consultant. The plan includes:

- 118.64 Special Education Teachers
- 18.0 Student Support and Itinerant ABLE Workers
- 164.07 Educational Assistants including approximately 9.0 positions to be used for new students and temporary support, FDK Support, 3 Section and 5 SEA/AT EAs
- Increase one crisis behavior consultant
- Decrease one SEA consultant and 0.5 technician
- Decrease 1.0 psych consultant (paid by FDK grant)
- to adjust Educational Assistants proportionately with grants received

## II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

- 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 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 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.

Approximately 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.

## II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

St. Matthew and St. Luke Catholic High School provide specialized programs for all of the students attending these schools. In addition, there are individual self-contained classes offered by 25.7 Special Education teachers in the other elementary and secondary schools within the Board.

- 5 Living and Learning Programs
- 4 Learning Disability Programs
- 8.7 Mixed Exceptionality Programs
- 1 Developmentally Challenged Program
- 1 Autism
- 3 Turning Point Programs Grades 7 to 12
- 3 Section 23 classrooms (Brockville, Hammond 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 have alternative 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 2015-16 Projected Special Education Staffing sheets, 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 the population and high needs. We have reviewed and provided intensive support for students who meet the criteria. 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 and differentiated instruction.

## **II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING**

An increase in Assistive Technology training opportunities have provided more effective use of Assistive Technology in the classroom. The SEA Grants provide funding for specialized equipment, support and training for students. The grant estimated for 2015-2016 is projected to be four hundred sixty two thousand, fifty four dollars. Current SEA grants and reserves will provide funding to hire one Consultant and five AT EAs to provide training for next year.

SEAC members discussed the impact that the proposed changes would have on students in the classroom, as well as staff who work in our schools. They were concerned that the reductions in staff (SSWs and IAWs) would negatively impact on the work being done to improve the mental health of our students. SEAC members expressed that they were extremely concerned and wanted to ensure that the Board support schools in continuing to make Mental Health a priority.

Mental health supports offered in schools are not the responsibility of SSWs in isolation but the responsibility of all staff. Schools will continue to support the needs of students by building resiliency and positive school cultures. School teams will continue to build their capacity to meet the mental health and bully prevention needs through building positive school cultures supporting Belonging, Hopefulness, Optimism and Empowerment. Schools will continue to offer prevention strategies and specific skill based programs.

### **STAFFING RECOMMENDATIONS:**

- 1) That we decrease the current complement of permanent Student Support Workers, (9.7) to provide SSWs to secondary schools only.
- 2) That we decrease the complement of IAWs by two.
- 3) That we reduce the number of AT training staff, to include one AT Consultant and five AT Educational Assistants for the implementation of the SEA training for 2015-2016.
- 4) That we hire a Crisis Behavior Consultant.
- 5) That we implement the Special Education staffing allocation for each school, according to the models provided.
- 6) That we adjust Special Education Resource staff to reflect any increases or decreases by the grants received by the Board.



## II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

### NUMBER OF SPECIAL EDUCATION STUDENTS

| 2014-2015<br>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   | 5               | 11                   | 11                    | 38                  | 9                | 7               | 42                   | 4                     | 16                  | 21               |
| Autism  | 9               | 24                   | 27                    | 85                  | 7                | 6               | 20                   | 12                    | 18                  | 10               |
| Deaf/Hard of Hearing  | 0               | 0                    | 13                    | 8                   | 7                | 0               | 0                    | 0                     | 3                   | 4                |
| Language Impairment   | 6               | 13                   | 15                    | 76                  | 9                | 3               | 27                   | 10                    | 23                  | 78               |
| Learning Disability   | 29              | 29                   | 57                    | 212                 | 40               | 23              | 56                   | 75                    | 158                 | 147              |
| Speech Impairment   | 0               | 1                    | 0                     | 1                   | 0                | 0               | 0                    | 0                     | 0                   | 0                |
| Developmental Disability  | 3               | 10                   | 7                     | 8                   | 3                | 10              | 17                   | 1                     | 0                   | 1                |
| Giftedness  | 0               | 0                    | 2                     | 4                   | 5                | 1               | 0                    | 1                     | 1                   | 17               |
| Mild Intellectual Disability  | 4               | 23                   | 8                     | 22                  | 3                | 7               | 28                   | 9                     | 9                   | 6                |
| Multiple Exceptionalities   | 0               | 3                    | 5                     | 9                   | 1                | 5               | 4                    | 1                     | 2                   | 2                |
| Blind/Low Vision  | 1               | 0                    | 2                     | 7                   | 1                | 0               | 0                    | 0                     | 0                   | 3                |
| Deaf/Blind  | 0               | 0                    | 0                     | 0                   | 0                | 0               | 0                    | 0                     | 0                   | 0                |
| Physical Disability   | 2               | 3                    | 5                     | 5                   | 1                | 1               | 1                    | 2                     | 2                   | 3                |
| <b>Subtotal</b>   | <b>59</b>       | <b>117</b>           | <b>152</b>            | <b>475</b>          | <b>86</b>        | <b>63</b>       | <b>195</b>           | <b>115</b>            | <b>232</b>          | <b>292</b>       |
| Non-identified students with special needs and supported by the Special Education Grant | 11              | 1                    | 133                   | 920                 | 303              | 7               | 16                   | 48                    | 218                 | 255              |
| <b>Total</b>  | <b>70</b>       | <b>118</b>           | <b>285</b>            | <b>1395</b>         | <b>389</b>       | <b>70</b>       | <b>211</b>           | <b>163</b>            | <b>450</b>          | <b>547</b>       |

\*The above numbers represent students based on their primary (first) exceptionality. Figures representing students with more than one exceptionality are found in the “Dual Exceptionalities Summary” located in the appendices of this report.



## II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

**SPECIAL EDUCATION FUNDING AND EXPENDITURES**  
Projected for September 1, 2015 to August 31, 2016 (as per ORIGINAL Estimates)

| Special Education Allocation                                  | REVENUE              |                      |                      |                      |                      |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
|   | Actual 2011/2012     | Actual 2012/2013     | Actual 2013/2014     | REVISED 2014/2015    | ORIGINAL 2015/2016   |
| SEPPA/FDK SEPPA/Transfer from (to) FDK SEPPA Deferred Revenue | 9,064,847            | 9,083,436            | 9,250,856            | 9,138,500            | 8,793,831            |
| SEAT/Transfer from (to) SEA Deferred Revenue                  | 576,343              | 1,239,297            | 1,560,878            | 886,731              | 840,835              |
| High Needs Amount   | 9,480,166            | 9,312,112            | 9,156,890            | 9,365,096            | 8,979,445            |
| Special Incidence Portion(SIP)                                | 244,939              | 494,861              | 616,364              | 1,048,461            | 1,048,461            |
| Section 23  | 406,880              | 414,334              | 417,442              | 425,883              | 425,883              |
| Behavioural Expertise   | 120,095              | 119,630              | 118,519              | 120,366              | 119,407              |
| Mental Health   | -                    | -                    | -                    | 120,000              | 120,000              |
| <b>TOTAL ALLOCATION</b>                                       | <b>\$ 19,893,270</b> | <b>\$ 20,663,530</b> | <b>\$ 21,120,749</b> | <b>\$ 21,105,037</b> | <b>\$ 20,327,862</b> |

| Special Education Expenditure      | EXPENDITURE (LESS FOUNDATION) |                      |                      |                      |                      |
|------------------------------------|-------------------------------|----------------------|----------------------|----------------------|----------------------|
|                                    | Actual 2011/2012              | Actual 2012/2013     | Actual 2013/2014     | REVISED 2014/2015    | ORIGINAL 2015/2016   |
| <b>CLASSROOM</b>                   |                               |                      |                      |                      |                      |
| Classroom Teachers                 | 9,067,884                     | 9,221,828            | 9,595,802            | 8,921,788            | 9,041,518            |
| Supply Teachers                    | 49,488                        | 17,140               | 15,390               | 51,777               | 52,914               |
| Teacher Assistants / SSW's / ABLE  | 8,036,406                     | 8,530,711            | 8,418,388            | 9,120,093            | 8,503,453            |
| Classroom Computers                | -                             | -                    | 40,000               | -                    | -                    |
| Textbooks, Materials, Supplies     | 555,622                       | 647,129              | 760,441              | 474,142              | 536,115              |
| Professionals                      | 1,477,885                     | 1,483,770            | 1,668,824            | 1,801,117            | 1,747,524            |
| Staff Development                  | 107,475                       | 73,678               | 65,390               | 45,360               | 45,360               |
| <b>TOTAL CLASSROOM</b>             | <b>\$ 19,294,570</b>          | <b>\$ 19,974,256</b> | <b>\$ 20,564,235</b> | <b>\$ 20,414,277</b> | <b>\$ 19,926,884</b> |
| <b>NON-CLASSROOM</b>               |                               |                      |                      |                      |                      |
| Principals / Consultants / Support | 920,353                       | 894,670              | 869,292              | 858,479              | 902,878              |
| <b>TOTAL NON-CLASSROOM</b>         | <b>\$ 920,353</b>             | <b>\$ 894,670</b>    | <b>\$ 869,292</b>    | <b>\$ 858,479</b>    | <b>\$ 902,878</b>    |
| <b>TOTAL EXPENDITURES</b>          | <b>\$ 20,214,923</b>          | <b>\$ 20,868,926</b> | <b>\$ 21,433,527</b> | <b>\$ 21,272,756</b> | <b>\$ 20,829,762</b> |

| Special Education Variance Analysis       | VARIANCE ANALYSIS |                  |                  |                   |                    |
|---|-------------------|------------------|------------------|-------------------|--------------------|
|   | Actual 2011/2012  | Actual 2012/2013 | Actual 2013/2014 | REVISED 2014/2015 | ORIGINAL 2015/2016 |
| <b>UNDER / (OVER) ALLOCATION</b>          | <b>(321,653)</b>  | <b>(205,396)</b> | <b>(312,778)</b> | <b>(167,719)</b>  | <b>(501,900)</b>   |
| % UNDER / (OVER) ALLOCATION               | -1.62%            | -0.99%           | -1.48%           | -0.79%            | -2.47%             |
| Learning Opportunities Grant              | 321,653           | 205,396          | 312,778          | 167,719           | 501,900            |
| <b>Under / (Over) including LOG Grant</b> |                   |                  |                  |                   |                    |

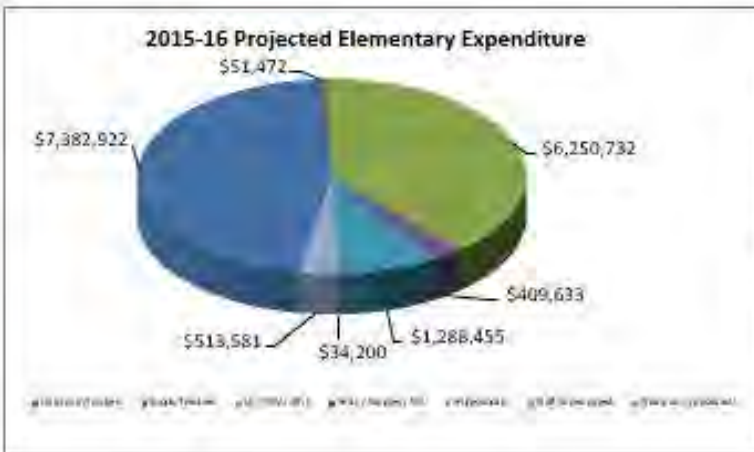
## II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

Projected for September 1, 2015 to August 31, 2016 (as per Original Estimates)



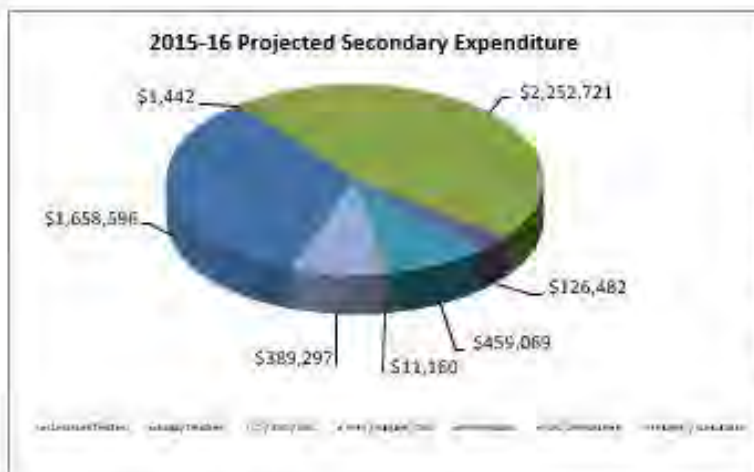
### **Special Education Projected Funding**

|                          |           |                   |
|--------------------------|-----------|-------------------|
| SEPPA                    | \$        | 8,793,831         |
| SEA                      | \$        | 840,835           |
| HMA                      | \$        | 8,979,445         |
| Section 23               | \$        | 425,883           |
| SIP                      | \$        | 1,048,461         |
| Behavioural Expertise    | \$        | 119,407           |
| Mental Health            | \$        | 120,000           |
| Learning Opportunities   | \$        | 501,900           |
| <b>TOTAL ALLOCATIONS</b> | <b>\$</b> | <b>20,829,762</b> |



### **Elementary Projected Expenditure**

|                          |           |                   |
|--------------------------|-----------|-------------------|
| Classroom Teachers       | \$        | 7,382,922         |
| Supply Teachers          | \$        | 51,472            |
| EA / SSW / ABLE          | \$        | 6,250,732         |
| Texts / Supplies / SEA   | \$        | 409,633           |
| Professionals            | \$        | 1,288,455         |
| Staff Development        | \$        | 34,200            |
| Principals / Consultants | \$        | 513,581           |
| <b>TOTAL ELEMENTARY</b>  | <b>\$</b> | <b>15,930,995</b> |



### **Secondary Projected Expenditure**

|                          |           |                  |
|--------------------------|-----------|------------------|
| Classroom Teachers       | \$        | 1,658,596        |
| Supply Teachers          | \$        | 1,442            |
| EA / SSW / ABLE          | \$        | 2,252,721        |
| Texts / Supplies / SEA   | \$        | 126,482          |
| Professionals            | \$        | 459,069          |
| Staff Development        | \$        | 11,160           |
| Principals / Consultants | \$        | 389,297          |
| <b>TOTAL SECONDARY</b>   | <b>\$</b> | <b>4,898,767</b> |

**TOTAL EXPENDITURE (less Foundation) \$ 20,829,762**

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**

The Catholic District School Board of Eastern Ontario procedures for early and ongoing identification of **each child's level of development, early learning abilities and needs will be identified through the Board's early identification procedure and ongoing educational and/ or special education assessments.** The Marie Clay, PM Benchmarks, CASI and OWA are used by classroom teachers in collaboration with the Special Education Resource Teachers and school based team or alternatively specific special education assessments can be used to help teachers to identify **students' education needs and to determine interventions, programs or services required by the students.**

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) Kindergarten teams are supported by collaborating with multidisciplinary board personnel and by building on internal capacity from within schools. Staff members are identifying, utilizing, adapting and sharing essential skills and practices to facilitate growth and learning for students at risk that will also benefit all students. Indicators of growth and success are being developed in areas of environment, routines, development continua, and learning readiness.
- 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

### III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

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.)
- 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 I).

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 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



### III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

arise during the year necessitating a referral. The diagram Figure I 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 I)

- 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.

#### Private Assessments

If parents choose to arrange for, and pay for a private assessment, they are encouraged to share the assessment results with the School Principal and team. The assessment results could then be used to develop an Individual Education Plan for the student and be used to determine whether or not a formal identification will be established through the IPRC process. Parents are encouraged to provide permission to share the assessment results **with the Board's Psychology Department**, so that these professionals can assist the parents and school team in the interpretation of the report.

## Assessment Capacity Building Plan

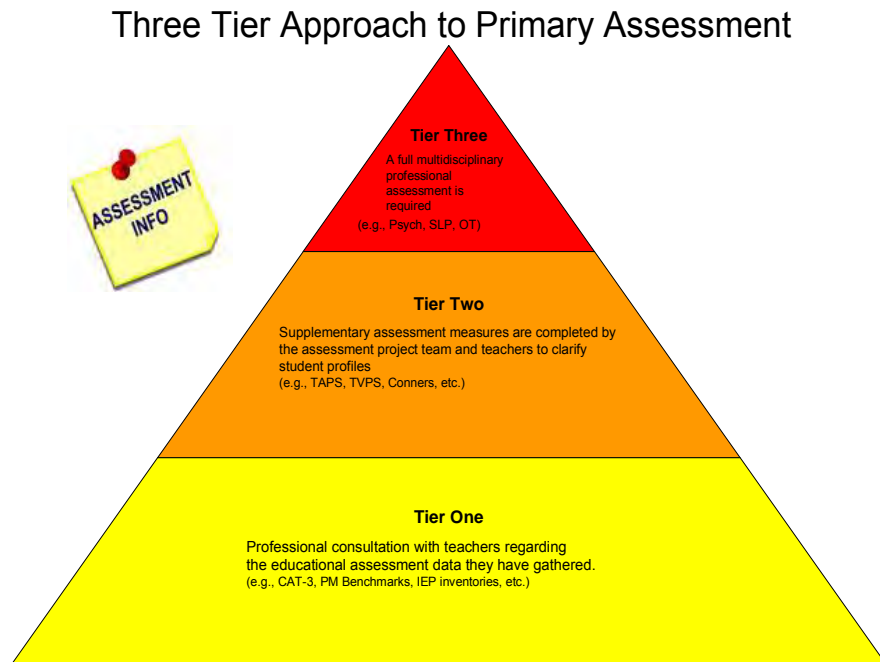
### A Three-Tier Approach to Primary Assessment

#### Primary Assessment and Intervention

Our Board has a three-tiered approach to primary assessment which allows for different levels of assessment and intervention depending upon the needs of the student. As a result, the number of primary students receiving assessments 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.**

Members of our interdisciplinary Special Education team continue to collaborate with our Grade five classroom teachers and school teams to ensure that the intervention strategies for our at-risk grade two students have been implemented and are effectively meeting the needs. We have also 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 students' 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, 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.

## Grade 1 Assessment & Intervention

*Language & Learning Visual Assessment Portfolio:* A three-tier approach to primary assessment

**Our speech and language team's development and use of a Visual Assessment Portfolio has facilitated the teachers' ability to identify the language and learning strengths and needs of high-needs students, and link results to classroom programming. Use of the Visual Assessment Portfolios has also supported teacher's abilities to communicate the language and emerging literacy development of high-needs students to parents and guardians.**

The three-tier approach to assessment involves teachers in the assessment process, for classroom-based measures. Grade 1 teachers have completed tier one assessment data, which includes gathering information on reading or print awareness (PM Benchmark or Marie Clay), sound knowledge, and oral language for listening, speaking, and social interactions, as well as relevant background information, including report cards, and IEPs. Members of the Speech and Language Department, in consultation with the Psychology Department, completed tiers two and three of the assessment process, if needed. Tier two involves assessment in the areas of oral language, phonological awareness, and social, emotional, and behavioural functioning for students with a history of challenges in these areas. Tier three is reserved for further testing for students. Intervention strategies are provided for each tier completed.

**Visual Assessment Portfolios enhance teachers' existing assessment knowledge and skills and assist teachers in translating assessment results into effective instructional practices. As well, the visual charts were used by the teachers to further explain strengths and weaknesses in the student's language learning to parents.**

## Kindergarten Language and Literacy – Building Capacity

The Kindergarten Language and Literacy in the Classroom (KLLIC) program is an innovative literacy-based project undertaken by the Speech-Language Pathologists. Language activities based on storybooks are presented to teach and strengthen skills such as listening, taking turns, sequencing, predicting, grammar and re-telling stories.

Phoneme awareness activities are also a large part of the program, and relate to a child's emerging ability to understand that words are composed of sounds and that these sounds can be combined to create words, represented with alphabet letters. Research has shown that these activities, when presented in kindergarten, are likely to be highly related to reading and writing success in subsequent years of education.

The activities are modelled with the class to support teachers' knowledge in these language areas.

Discussion and teachable moments with the students and with interactions with the teachers have led to ideas for change within the teaching units for next year.

#### **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 was 393 in 2014.
- The three-tiered approach to primary assessment results in reduced wait times for professional assessment. **Student's learning needs are identified** earlier and schools are able to address gaps in literacy achievement before students enter the junior division.
- Teachers report 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 indicates that they greatly appreciate 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 find the Visual Assessment Portfolio easy to understand and **could readily identify their child's strengths and needs.**

#### **Sustainability:**

- Primary students with Visual Assessment Portfolios are included in our Special Education Database to allow for tracking and monitoring of their literacy achievement.

### III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

- Literacy improvements are monitored by administration of educational assessment measures (e.g., Tier One measures). Grade Three and Grade Six EQAO results for our previously identified high-needs primary students are also 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.

|   |  |
|---|--|
| In 2014-2015, <b>1786 IPRC's were held across</b> our system of which <b>148</b> were newly identified students. Opportunities for parents to attend an IPRC meeting for their exceptional child is provided on a yearly basis. |  |
| <b>What is an IPRC?</b>   | 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.   |
| <b>What is the role of the IPRC?</b>  | <p>The IPRC will:</p> <ul style="list-style-type: none"> <li>▪ decide whether or not your child should be identified as exceptional;</li> <li>▪ <b>identify the areas of your child's exceptionality</b>, according to the categories and definitions of exceptionalities provided by the Ministry of Education;</li> <li>▪ decide an appropriate placement for your child <ul style="list-style-type: none"> <li>▪ regular class with indirect support from a resource teacher</li> <li>▪ regular class with resource teacher support</li> <li>▪ regular class with withdrawal support with a resource teacher</li> <li>▪ special education class placement with partial integration</li> <li>▪ special education class fulltime</li> <li>▪ special school placement</li> </ul> </li> <li>▪ review the identification and placement at least once in each school year.</li> </ul> |
| <b>Who is identified as an exceptional pupil?</b>   | 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 <b>placement in a special education program....</b> " Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.  |
| <b>What is a special education program?</b>   | <p>A special education program is defined in the Education Act as an educational program that:</p> <ul style="list-style-type: none"> <li>▪ is based on and modified by the results of continuous assessment and evaluation; and</li> <li>▪ 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.</li> </ul>  |

#### IV. IDENTIFICATION, PLACEMENT AND REVIEW

|   |   |
|---|---|
| <b>What are special education services?</b> | 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.  |
| <b>What is an IEP?</b>                      | <p>The IEP must be developed for your child, in consultation with you. It must include:</p> <ul style="list-style-type: none"> <li>▪ specific educational expectations;</li> <li>▪ an outline of the special education program and services that will be received;</li> <li>▪ <b>a statement about the methods by which your child's progress will be reviewed;</b></li> <li>▪ 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; and</li> <li>▪ Applied Behaviour Analysis (ABA) methods for children identified with Autism, where appropriate.</li> </ul> <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> |
| <b>How is an IPRC meeting requested?</b>    | <p>The principal of your child's school:</p> <ul style="list-style-type: none"> <li>▪ must request an IPRC meeting for your child, upon receiving your written request;</li> <li>▪ may, with written notice to you, refer your child to an <b>IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program.</b></li> </ul> <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>  |
| <b>May parents attend the IPRC meeting?</b> | <p>Regulation 181/98 entitles parents and pupils 16 years of age or older:</p> <ul style="list-style-type: none"> <li>▪ to be present at and participate in all committee discussions about your child; and</li> <li>▪ <b>to be present when the committee's identification and placement decision is made.</b></li> </ul>  |

#### IV. IDENTIFICATION, PLACEMENT AND REVIEW

|  |   |
|--|---|
| <b>Who else may attend an IPRC meeting?</b>                          | <ul style="list-style-type: none"> <li>▪ the principal of your child's school;</li> <li>▪ 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;</li> <li>▪ your representative – that is, a person who may support you or speak on behalf of you or your child; and</li> <li>▪ an interpreter, if one is required. (You may request the services of an interpreter through the principal of your child's school.)</li> </ul>  |
| <b>Who may request that they attend?</b>                             | <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>  |
| <b>What information will parents receive about the IPRC meeting?</b> | <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. <b>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 or not.</b></p> <p>If the IPRC meeting is a review and your child is in a regular class placement which is going to continue, then you may choose to sign the letter to <b>"dispense"</b> with the review meeting.</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> |
| <b>What if parents are unable to make the scheduled meeting?</b>     | <p>If you are unable to make the scheduled meeting, you may:</p> <ul style="list-style-type: none"> <li>▪ contact the school principal to arrange an alternative date or time; or</li> <li>▪ 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, <b>the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.</b></li> </ul>   |



|   |   |
|---|---|
| <p><b>What happens at an IPRC meeting?</b></p>                              | <ul style="list-style-type: none"> <li>▪ The chair introduces everyone and explains the purpose of the meeting.</li> <li>▪ The IPRC will review all available information about your child. The members will: <ul style="list-style-type: none"> <li>• Consider an educational assessment of your child;</li> <li>• 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;</li> <li>• 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</li> <li>• 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.</li> </ul> </li> <li>▪ 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.</li> <li>▪ You are encouraged to ask questions and join in the discussion.</li> <li>▪ Following the discussion, after all the information has been presented and considered, the committee will make its decision.</li> </ul> |
| <p><b>What will the IPRC consider in making its placement decision?</b></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 <b>child's needs and be consistent with your preferences</b>. <b>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.</b></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><b>What will the IPRC's written statement of decision include?</b></p>                                 | <p>The IPRC's written statement of decision will state:</p> <ul style="list-style-type: none"> <li>▪ whether the IPRC has identified your child as exceptional;</li> <li>▪ where the IPRC has identified your child as exceptional, <ul style="list-style-type: none"> <li>• the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;</li> <li>• <b>the IPRC's description of your child's strengths and needs;</b></li> <li>• <b>the IPRC's placement decision; and</b></li> <li>• <b>the IPRC's recommendations regarding a special education program and special education services;</b></li> </ul> </li> <li>▪ where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.</li> </ul> |
| <p><b>What happens after the IPRC has made its decision?</b></p>  | <ul style="list-style-type: none"> <li>▪ If you <b>agree</b> 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.</li> <li>▪ If the IPRC has identified your child as an exceptional pupil and if you <b>agree</b> 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 and of the need to develop an Individual Education Plan (IEP) for your child.</li> </ul>   |
| <p><b>Once a child has been placed in a special education program, can the placement be reviewed?</b></p> | <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.</li> </ul>   |
| <p><b>What does a review IPRC consider and decide?</b></p>  | <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> </ul>   |

|  |  |
|--|--|
| <p><b>What can parents do if they disagree with the IPRC decision?</b></p> | <ul style="list-style-type: none"> <li>▪ If you <b>do not agree</b> with either the identification or the placement decision made by the IPRC, you may: <ul style="list-style-type: none"> <li>• within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or</li> <li>• within 30 days of receipt of the decision, file a notice of appeal with: <p style="margin-left: 40px;">Mr. Bill Gartland<br/>Director of Education<br/>Catholic District School Board of Eastern Ontario<br/>Box 2222, 2755 Highway 43<br/>Kemptville, ON K0G 1J0.</p> </li> </ul> </li> <li>▪ If you <b>do not agree</b> with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.</li> </ul> <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> |
| <p><b>How do I appeal an IPRC decision?</b></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="margin-left: 40px;">Mr. Bill Gartland<br/>Director of Education<br/>Catholic District School Board of Eastern Ontario<br/>Box 2222, 2755 Highway 43<br/>Kemptville, ON K0G 1J0.</p> <p>The notice of appeal must:</p> <ul style="list-style-type: none"> <li>▪ indicate the decision with which you disagree; and</li> <li>▪ include a statement that sets out your reasons for disagreeing.</li> </ul>  |

|   |  |
|---|--|
| <p><b>What happens in the appeal process?</b></p> | <p>The appeal process involves the following steps:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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).</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ The appeal board must make its recommendation <b>within 3 days of the meeting's ending. It may:</b> <ul style="list-style-type: none"> <li>• agree with the IPRC and recommend that the decision be implemented; or</li> <li>• disagree with the IPRC and make a <b>recommendation to the board about your child's</b> identification or placement or both.</li> </ul> </li> <li>▪ The appeal board will report its recommendations in writing, to you and to the school board, providing the reasons for its recommendations.</li> <li>▪ <b>Within 30 days of receiving the appeal board's written</b> 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).</li> <li>▪ 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 <b>decision.</b></li> </ul> |
|---|--|

|   |   |
|---|---|
| <p><b>What special education programs and services are provided by the board?</b></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 <b>the Board's belief that the most desirable placement for children</b> 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"> <li>▪ regular class program</li> <li>▪ regular class placement with program modifications and/or accommodations</li> <li>▪ regular class placement with special education support</li> <li>▪ special class placement</li> <li>▪ special school placement</li> </ul> <p>The Special Education Department personnel, under the direction of the Superintendent of School Effectiveness, 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. Special Educational consultants, psycho-educational consultants, speech-language pathologists, crisis support workers, the ABA specialist, itinerant teachers and the assistive technology team work closely with school personnel to ensure the effective delivery of special education programs.</p> <p>The in-school special education team offers on-going support to children. Qualified special education teachers, 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 <b>the keys to each child's educational success and welfare.</b></p> |
|---|---|

|  |  |
|--|--|
| <b>What organizations are available to assist parents?</b>       | <p>Many parent organizations are available to provide information and support to parents of exceptional children:</p> <ul style="list-style-type: none"> <li>▪ Community Living<br/><a href="http://www.communitylivingontario.ca">www.communitylivingontario.ca</a></li> <li>▪ Association for Bright Children<br/><a href="http://www.abcontario.ca">www.abcontario.ca</a></li> <li>▪ Association for Families with Children with Communication Disorders<br/><a href="http://www.oafccd.com">www.oafccd.com</a></li> <li>▪ Learning Disabilities Association of Kemptville and Dist.<br/><a href="http://www.ldao.ca">www.ldao.ca</a></li> <li>▪ Integration Action Leeds &amp; Grenville<br/><a href="http://www.integration-inclusion.com">www.integration-inclusion.com</a></li> <li>▪ The Easter Seal Society, Ontario<br/><a href="http://easterseals.org">http://easterseals.org</a></li> <li>▪ Canadian Hearing Society<br/><a href="http://www.chs.ca">www.chs.ca</a></li> <li>▪ Groupe-action pour l'enfant, la famille et la communauté de Prescott-Russell<br/><a href="http://www.groupeaction.ca">www.groupeaction.ca</a></li> <li>▪ Valoris for Children &amp; Adults of Prescott-Russell<br/><a href="http://www.valorispr.ca">www.valorispr.ca</a></li> <li>▪ VOICE<br/><a href="http://www.voicefordeafkids.com">www.voicefordeafkids.com</a></li> <li>▪ Fetal Alcohol Syndrome Disorder<br/><a href="http://www.fasdontario.ca">www.fasdontario.ca</a></li> <li>▪ Autism Ontario<br/><a href="http://www.autismontario.com">www.autismontario.com</a></li> <li>▪ MS Society<br/><a href="http://mssociety.ca">http://mssociety.ca</a></li> <li>▪ Canadian Mental Health Association<br/><a href="http://www.cmha-east.on.ca">www.cmha-east.on.ca</a></li> </ul> |
| <b>How is the Special Education Advisory Committee involved?</b> | <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>  |
| <b>Is there more information available?</b>                      | <p>A copy of The Special Education Parent Guide is available online: <a href="http://www.cdsbeo.on.ca">www.cdsbeo.on.ca</a> → Our Board → Departments → Special Education → Resource Downloads</p>   |

## V. EDUCATIONAL AND OTHER ASSESSMENTS

School-based educational assessments are conducted by classroom and Special Education teachers. The Board believes that ongoing assessment and evaluation is important to provide Special Education programs for our students. Assessing the strengths and needs of our students is critical in determining the special education accommodations, modifications or alternative curriculum as outlined in the Individual Education Plan.

Specific Special Education assessments such as Woodcock Johnson Achievement III , Assessment of Basic Language and Learning Skills (ABLLS), or Canadian Test of Cognitive Skills (CTCS) will be administered by classroom Teachers and SERTs and or teachers may decide to use large-scale reading, writing and math assessments such as Marie Clay, PM Benchmarks, CASI, OWA, PRIME and ONAP to :

- identify students with special needs,
- determine special education programs or services required by the student, and /or
- support decisions related to such programs or services.

Tiered Assessments are conducted 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.



## V. EDUCATIONAL AND OTHER ASSESSMENTS

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

## V. EDUCATIONAL AND OTHER ASSESSMENTS

| Assessment Administered By:<br><b>Classroom Teacher</b>  |   |
|--|---|
| <b>Qualifications</b>  | <b>Name of Test</b>   |
| <ul style="list-style-type: none"> <li>Undergraduate Degree and Bachelor of Education</li> <li>Training on individual tests</li> </ul> | <ul style="list-style-type: none"> <li>CTBS</li> <li>CAT-3, CAT-4</li> <li>Brigance Inventory of Basic Skills</li> <li>P M Benchmarks</li> <li>Alberta Diagnostic Tests</li> <li>EDI ( Early Developmental Instrument completed 1/ 3years)</li> <li>Marie Clay</li> <li>CASI</li> <li>OWA</li> <li>CBM ( Curriculum Based Measurement)</li> <li>Woodcock Johnson III</li> <li>Prime</li> <li>ONAP</li> <li>ABLLS</li> </ul> |

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.**
- Review or administer school based diagnostic assessments.
- 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

| Exception-ality | Criteria for Admission   | Placement Options  | Admission Process  | Special Education Class Size                       | Level of Support                |
|-----------------|--|--|--|--|---------------------------------|
| BEHAVIOUR       |  |  |  |  |                                 |
| Behaviour       | Meet Ministry Definition<br>Behaviour Consultation Report<br>Agency Reports<br>Academic Assessment<br>I.P.R.C.<br>I.E.P.   | Regular Classroom  | Case Conference<br>I.P.R.C.  |  | R.T., C.T., S.S.W., E.A.        |
|                 |  | Regular Classroom with Resource Support  | Case Conference<br>I.P.R.C.  |  | C.T., R.T., S.S.W., E.A.        |
|                 |  | Regular Classroom and access to Self Contained Class/ * Mixed Exceptionality Prog. | Case Conference<br>I.P.R.C.<br>Student Questionnaire<br>Parent/Student Agreement           | Maximum 8 F.T.E.<br>* Maximum 16 F.T.E.            | C.T., Sp Ed, R.T., S.S.W., E.A. |
|                 |  | Section 23, Care & Treatment Class   | Admissions Package<br>Pre-Admissions Meeting<br>I.P.R.C.                                   | Maximum 8 - 12 Students                            | Sp Ed, E.A.                     |
|                 |  | St. Luke, St. Matthew and Turning Points Program                                   | Case Conference<br>Admissions Package<br>Working Toward Certificate or Diploma<br>I.P.R.C. | Maximum 16 students in specialized program classes | Sp Ed, S.S.W., E.A.             |
| COMMUNICATION   |  |  |  |  |                                 |
| Autism          | Meet Ministry Definition<br>Psychoeducational Report<br>Behaviour Consultation Report<br>Agency Reports<br>Developmental Report<br>Academic Assessment<br>I.P.R.C.<br>I.E.P. | Regular Classroom  | Case Conference<br>I.P.R.C..   |  | C.T., R.T., E.A., S.S.W.        |
|                 |  | Regular Classroom with resource support  | Case Conference<br>I.P.R.C.  |  | C.T., R.T., S.S.W., E.A.        |
|                 |  | Regular Classroom with access to Mixed Exceptionality Program                      | Case Conference<br>I.P.R.C.  | Maximum 16 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<br>Psychoeducational Report<br>Agency Reports<br>Academic Assessment<br>I.P.R.C.<br>I.E.P.                | Regular Classroom  | Case Conference<br>I.P.R.C.   |                                 | C.T., R.T., E.A.,<br>S.S.W.     |
|                          |  | Regular Classroom with Resource Support  | Case Conference<br>I.P.R.C.   |                                 | C.T., R.T., E.A.,<br>S.S.W.     |
|                          |  | Regular Classroom with access to Learning Disability Program/*Mixed Exceptionality Prog. | Case Conference<br>I.P.R.C.   | Maximum 16 students             | C.T., Sp Ed, E.A.,<br>S.S.W.    |
|                          |  | Provincial School  | Consultation - Ministry School Admission Package Interview<br>I.P.R.C.  | As defined by Provincial School | As defined by Provincial School |
| INTELLECTUAL             |  |  |   |                                 |                                 |
| Giftedness               | Meet Ministry Definition<br>Psychoeducational Report<br>Agency Reports<br>Academic Assessment<br>I.P.R.C.<br>I.E.P.                | Regular Classroom  | Case Conference<br>I.P.R.C.   |                                 | C.T., R.T.                      |
|                          |  | Regular Classroom with resource support  | Case Conference<br>I.P.R.C.   |                                 | C.T., R.T.                      |
| Deaf and Hard of Hearing | Meet Ministry Definition<br>Audiology Reports<br>Agency Reports<br>Academic Assessment<br>I.P.R.C.<br>I.E.P.                       | Regular Classroom  | Case Conference<br>I.E.P.   |                                 | C.T., E.A., I.T., R.T.          |
|                          |  | Regular Classroom with resource support  | Case Conference<br>I.P.R.C.   |                                 | C.T., I.T., R.T., E.A.          |
|                          |  | Provincial School  | Consultation - Ministry School Admissions Package Interview<br>I.P.R.C. | As defined by Provincial School | As defined by Provincial School |
| Language Impairment      | Meet Ministry Definition<br>Academic Assessment<br>Possible Speech-Language/<br>Psychoeducational Assessment<br>I.P.R.C.<br>I.E.P. | Regular Classroom  | Parent Meeting<br>I.P.R.C.  |                                 | C.T., R.T.                      |
|                          |  | Regular Classroom with resource support  | Parent Meeting<br>I.P.R.C.  |                                 | C.T., R.T., SL Path,<br>SL Asst |

\*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                       |
|------------------------------|---|---|---|---|--|
| Speech Impairment            | Meet Ministry Definition<br>Speech & Language Assessment<br>Agency Reports<br>Assessment<br>Academic Assessment<br>I.P.R.C.<br>I.E.P. | Regular Classroom   | Case Conference<br>I.P.R.C.   |   | C.T., R.T., SL Path,<br>C.D.A., E.L.A. |
|                              |   | Regular Classroom with resource support   | Case Conference<br>I.P.R.C.   |   | C.T., R.T., SL Path,<br>C.D.A., E.L.A. |
| Mild Intellectual Disability | Meet Ministry Definition<br>Psychoeducational Report<br>Agency Reports<br>Academic Assessment<br>I.P.R.C.<br>I.E.P.                   | Regular Classroom   | Case Conference<br>I.P.R.C.   |   | C.T., R.T., E.A., S.S.W.               |
|                              |   | Regular Classroom with resource support   | Case Conference<br>I.P.R.C.   |   | C.T., R.T., E.A., S.S.W.               |
|                              |   | Regular Classroom with access to Living and Learning Program/*Mixed Exceptionality Program        | Case Conference<br>I.P.R.C.   | Maximum 12 students (Pr.)<br>Maximum 16 students (JR/INT) | C.T., Sp Ed, E.A., S.S.W.              |
| Developmental Disability     | Meet Ministry Definition<br>Developmental Report<br>Psychoeducational Report<br>Agency Reports<br>I.P.R.C.<br>I.E.P.                  | Regular Classroom   | Case Conference<br>I.P.R.C.   |   | C.T., R.T., E.A., S.S.W.               |
|                              |   | Regular Classroom with resource support   | Case Conference<br>I.P.R.C.   |   | C.T., R.T., E.A., S.S.W.               |
|                              |   | Regular Classroom with access to Developmentally Challenged Program/*Mixed Exceptionality Program | Case Conference<br>I.P.R.C.   | Maximum 6 students<br>* Maximum 16 students               | C.T., Sp Ed, E.A., S.S.W.              |
| PHYSICAL                     |   |   |   |   |  |
| Physical Disability          | Meet Ministry Definition<br>Agency Reports<br>Academic Assessment<br>I.P.R.C.<br>I.E.P.   | Regular Classroom   | Case Conference<br>I.P.R.C.   |   | C.T., R.T., E.A.                       |
|                              |   | Regular Classroom with resource support   | Case Conference<br>I.P.R.C.   |   | C.T., R.T., E.A.                       |
| Blind and Low Vision         | Meet Ministry Definition<br>Ophthalmology Report<br>Agency Reports<br>Academic Assessment<br>I.P.R.C.<br>I.E.P.                       | Regular Classroom   | Case Conference   |   | C.T., R.T., E.A., I.T.                 |
|                              |   | Regular Classroom with resource support   | Case Conference<br>I.P.R.C.   |   | C.T., R.T., E.A., I.T.                 |
|                              |   | Provincial School   | Consultation - Ministry School Admissions Package Interview<br>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

| Placement Decisions |                           |                         |                           |                     |                           |                         |                           |
|---------------------|---------------------------|-------------------------|---------------------------|---------------------|---------------------------|-------------------------|---------------------------|
| 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 |
| 713                 | 176                       | 1356                    | 12                        | 639                 | 258                       | 521                     | 23                        |

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 2014-2015 the Catholic District School Board of Eastern Ontario (C.D.S.B.E.O.) had two students 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

**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

***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

***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

**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

**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

#### ***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 2014-2015 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.



## VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

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.

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  |
|---|---------------|---|
| <b>1. Teachers of exceptional students</b>            |               |   |
| 1.1 Teachers for resource-withdrawal programs         | 63.00         | Special Education   |
| 1.2 Teachers for self-contained classes               | 18.10         | Special Education   |
| <b>Subtotal</b>                                       | <b>81.10</b>  |   |
| <b>2. Other special education teachers</b>            |               |   |
| 2.1 Itinerant teachers                                | 1.25          | Certified Teacher   |
| 2.2 Teacher diagnosticians                            |               |   |
| 2.3 Coordinators                                      | .50           | Specialist, Special Education   |
| 2.4 Consultants                                       | 3.0           | Specialist, Special Education   |
| 2.5 Principal of Special Education **                 | 0.50          | Principal, Part I & II  |
| <b>Subtotal</b>                                       | <b>5.25</b>   |   |
| <b>3. Educational Assistants in special education</b> |               |   |
| 3.1 Educational assistants                            | <b>128.69</b> | College Degree/Diploma  |
| <b>4. Other professional resource staff</b>           |               |   |
| 4.1 Supervising Psychologist/Psychologists            | 0.75          | <ul style="list-style-type: none"> <li>• PH.D., C. Psych.</li> <li>• 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</li> <li>• Licensed with The College of Psychologists of Ontario</li> </ul> |
| 4.2 Psychological Associate                           | 0.75          | <ul style="list-style-type: none"> <li>• MA, Psych. Associate</li> <li>• Licensed with The College of Psychologists of Ontario</li> </ul>   |

## VIII. SPECIAL EDUCATION STAFF

|   |              |  |
|---|--------------|--|
| 4.3 Psycho-Educational Consultants          | 3.0          | <ul style="list-style-type: none"> <li>M.A. in Psychology</li> </ul>   |
| 4.4 Psycho-Behavioral Consultant            | 1.0          | <ul style="list-style-type: none"> <li>M.A. in Educational Counseling</li> </ul>   |
| 4.5 Speech-language pathologists            | 3.6          | <ul style="list-style-type: none"> <li>Speech-language pathologists <b>require a master's degree in</b> speech-language pathology.</li> <li>Registration with a regulatory body is required for speech-language Pathologists in Ontario</li> <li>Membership in the national association, Canadian Association of Speech-language Pathologies and Audiologists</li> </ul> |
| 4.6 Communicative Disorders Assistant**     | 1.0          | <ul style="list-style-type: none"> <li>Post-secondary diploma or degree</li> <li>College diploma in communicative disorders assistant</li> </ul>   |
| 4.7 ABA Specialist**                        | 0.5          | <ul style="list-style-type: none"> <li>BA in Psychology combined with extensive experience in Applied Behavioral Analysis and Autism</li> </ul>  |
| 4.8 Audiologists                            |              |  |
| 4.9 Occupational therapists                 |              |  |
| 4.10 Physiotherapists                       |              |  |
| 4.11 Social workers                         |              |  |
| 4.12 Mental Health Assist Lead**            | .50          | <ul style="list-style-type: none"> <li>Bachelor of Science in Nursing</li> <li>Bachelor of Education</li> </ul>  |
| <b>Subtotal</b>                             | <b>11.10</b> |  |
| <b>5. Paraprofessional resource staff</b>   |              |  |
| 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**                         | 3.0          | Specialist Degree/Diploma  |
| 5.8 Student Support Worker**                | 9.7          | Specialist Degree/Diploma  |
| 5.9 Itinerant Student Support Worker/ABLE** | 7.0          |  |
| <b>Subtotal</b>                             | <b>19.70</b> |  |

\*\* Additional Categories

**SECONDARY PANEL**

| <b>Special Education Staff</b>                        | <b>FTEs</b>  | <b>Staff Qualifications</b>   |
|---|--------------|---|
| <b>1. Teachers of exceptional students</b>            |              |   |
| 1.1 Teachers for resource-withdrawal programs         | 14.27        | Special Education   |
| 1.2 Teachers for self-contained classes               | 20.51        | Special Education   |
| <b>Subtotal</b>                                       | <b>34.78</b> |   |
| <b>2. Other special education teachers</b>            |              |   |
| 2.1 Itinerant teachers                                | .75          |   |
| 2.2 Teacher diagnosticians                            |              |   |
| 2.3 Coordinators                                      | .50          | Specialist, Special Education   |
| 2.4 Consultants                                       | 2.0          | Specialist, Special Education   |
| 2.5 Principals of Special Education **                | 0.50         | Principal, Part I & II  |
| <b>Subtotal</b>                                       | <b>3.75</b>  |   |
| <b>3. Educational assistants in special education</b> |              |   |
| 3.1 Educational assistants                            | <b>33.75</b> | College Degree/Diploma  |
| <b>4. Other professional resource staff</b>           |              |   |
| 4.1 Supervising Psychologist/Psychologists            | 0.25         | <ul style="list-style-type: none"> <li>• PH.D., C. Psych.</li> <li>• 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</li> <li>• Licensed with The College of Psychologists of Ontario</li> </ul> |
| 4.2 Psychological Associate                           | 0.25         | <ul style="list-style-type: none"> <li>• MA, Psych. Associate</li> <li>• Licensed with the College of Psychologists of Ontario</li> </ul>   |

## VIII. SPECIAL EDUCATION STAFF

|   |             |  |
|---|-------------|--|
| 4.3 Psycho-Educational Consultants          | 1.0         | <ul style="list-style-type: none"> <li>M.A. in Psychology</li> </ul>   |
| 4.4 Psycho-Behavioral Consultant            |             | <ul style="list-style-type: none"> <li>M.A. in Educational Counseling</li> </ul>   |
| 4.5 Speech-language pathologists            |             | <ul style="list-style-type: none"> <li>Speech-language pathologists <b>require a master's degree in</b> speech-language pathology.</li> <li>Registration with a regulatory body is required for speech-language Pathologists in Ontario</li> <li>Membership in the national Association, Canadian Association of Speech-language Pathologies and Audiologists</li> </ul> |
| 4.6 Communicative Disorders Assistant**     |             | Post-secondary diploma or degree<br>College diploma in communicative disorders assistant   |
| 4.7 ABA Specialist**                        | 0.5         | <ul style="list-style-type: none"> <li>BA in Psychology combined with extensive experience in Applied Behavioral Analysis and Autism</li> </ul>  |
| 4.8 Audiologists                            |             |  |
| 4.9 Occupational therapists                 |             |  |
| 4.10 Physiotherapists                       |             |  |
| 4.11 Social workers                         |             |  |
| 4.12 Mental Health Assist Lead**            | .50         | <ul style="list-style-type: none"> <li>Bachelor of Science in Nursing</li> <li>Bachelor of Education</li> </ul>  |
| <b>Subtotal</b>                             | <b>2.50</b> |  |
| <b>5. Paraprofessional resource staff</b>   |             |  |
| 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**                        | 3.0         | Specialist Degree/Diploma  |
| 5.8 Student Support Workers**               | 10.0        | Specialist Degree/Diploma  |
| 5.9 Itinerant Student Support Worker/ABLE** | 3.0         |  |
| <b>Subtotal</b>                             | <b>16.0</b> |  |

\*\* Additional Categories

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 all of our students.

The Special Education Department identified major areas of focus as building resiliency and positive mental health, programming and IEP development, transition planning, Targeting Achievement for All, Restorative Practices, and effective use of Assistive Technology for our students. Schools once again developed a Plan for Growth which focus on one or more of the key areas of the review and professional development opportunities have been designed to support teacher collaboration and learning throughout the year.

Input on in-service topics is solicited from principals, teachers, educational assistants and student support workers through surveys 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.

### Partnerships and Joint Initiatives

Our board has entered into cost sharing arrangements with our co-terminus boards and other ministries and agencies whenever possible.

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

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. A series of roadmaps for students from Grade 8 to age 21 are used to support the transition planning process for families and students with developmental disabilities as they prepare for life beyond school.

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.

## IX. STAFF DEVELOPMENT

### Bill 13 - Accepting Schools Act

CDSBEO strives to ensure our schools are Safe, Inclusive and Accepting places to learn. Many of our board initiatives such as our restorative practices, resiliency surveys, VTRA protocol, ASIST training, Roots of Empathy, and Social Skills Programs help support schools in creating Positive School Climates that are safe, inclusive and accepting.

The Whole School Community is working together so that every student experiences school as a positive place to learn. All staff who work directly with students, for example teachers or educational assistants, must respond not only to serious incidents including bullying but also to inappropriate or disrespectful behaviour among students. This could include racist or sexist comments, graffiti or vandalism, behaviours and activities that are unacceptable in Ontario schools.

All of our school teams set out clear standards for behaviour for everyone involved in their school communities. This includes students, parents/guardians, teachers, other staff members, volunteers and community partners. These expectations apply on school property, on school buses, at school-authorized events or activities or in other circumstances that could have an impact on the school climate.

### Bully Prevention and Intervention Plan

The Bully Prevention and Intervention Plan was shared board wide. The focus of the Plan was on building resiliency of students and providing a tiered level of support designed to eliminate bullying and student victimization. (See Appendix)

### Mental Health

Working closely with the Superintendent responsible for Special Education in our schools and our school board Mental Health Team, our Mental Health Lead developed a School Board Mental Health Strategy which highlights, amongst other things, collaboration with our community partners, youth engagement, and increased support for students struggling with addiction concerns. This strategy has been shared with the CDSBEO Board of Trustees and an overview of the strategy is available on our website. In the coming year, this strategy will be summarized, and shared with our school-based Mental Health teams so that all staff are aware of what this strategy entails.

In support of the Mental Health Strategy, CDSBEO is pleased to have hosted several notable events. On September 26th our board wide Professional Activity Day whereby all Teachers, Educational Assistants, Student Support Workers, Early Childhood Educators, Principals and Vice-Principals and Senior Administration,



## IX. STAFF DEVELOPMENT

gathered at various locations to talk and learn about how to Build Resiliency and **Positive Mental Health. The prayer, Director's introductory remarks and keynote** address were live-streamed from Prescott-Russell to 3 sites. The Director of Education, Bill Gartland, introduced the day and Dr. Robert Wicks provided an inspiring message to all gathered empowering everyone to harness their own personal inner strength.

*A Building Resiliency and Positive Mental Health* presentation was provided at each site. During the afternoon, individuals attended workshops which introduced them to grade-specific Resiliency Lessons. Following the PD Day, school received Resiliency Lesson Kits containing all the materials required to teach the lessons successfully.

In December 2014, Mental Health Kits containing a variety of resources were provided to all schools.

### Resiliency and Positive Mental Health

Our school-based **Mental Health teams gathered to review this year's data and** develop corresponding Action Plans. Both Resiliency Factors and Mental Health Indicators were organized and presented to school teams in 4 encompassing categories: Caring Relationships, Establishing Expectations, Meaningful Engagement and Healthy Responses. In doing so, administrators, teachers and staff working closely with students are able to recognize tangible ways that they can create cultures that build student resiliency.

### Policy Program Memorandum 140 and Applied Behaviour Analysis (ABA)

Several 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. New Policy Program Memorandum 156 is to have transition plans for all students who have an I.E.P (Individual Education Plan). As such, our I.E.P. software has been designed and incorporates a transition page to accommodate all the different transitions for our students, including students requiring ABA.

The strategies used in ABA are beneficial to many students with special needs. **Throughout the past year, CDSBEO staff (EA's, SSW's, teachers, and consultants) has continued to participate in numerous training sessions offered by the board's**

## IX. STAFF DEVELOPMENT

Applied Behaviour Analysis Specialist. These sessions focused on understanding and applying the principles of ABA, structured teaching, self-regulation strategies, social tools, understanding sensory needs as well as planning for all students who require transitions, including those with ASD. School teams have received ongoing support to develop their understanding of the key area of need and effective strategies to use with students requiring intensive behaviour support. The training is followed up by school based support.

As of June 2015 all permanent Educational Assistants and Student Support Workers will have completed ABA level 1 and 2.

### Individual Education Plan

The IEP remained a focus throughout the year, paying particular attention to the importance of **collaboration in the IEP process to create IEP's that support our** students. The schools received specific information through the IEP review which identified strengths and areas of need. This has provided school teams with rich information to reflect upon and use to target areas for growth each year. The board continues to review the IEPs to provide future support where needed. Special Education Resource Teachers, Classroom Teachers and Principals have had an opportunity to review the Ministry guidelines for IEP development. Ongoing support **and feedback has been given to school teams to ensure IEP's follow ministry** guidelines.

**Through central PD (Professional Development) and school based CPLC's (Catholic Professional Learning Communities)** the Special Education Team is supporting classroom teachers in taking increased ownership over the development and **implementation of the IEP's (Individual Education Plans) of the students that they** teach.

Transitions has also been a focus this year since the release of PPM 156. School teams have been supported in developing and implementing smoother transitions for students with special needs

### Positive Development and Learning for All in Kindergarten

During the 2014-2015 academic year, members of the Special Education Department, have been working closely with Full Day Kindergarten school teams to promote the positive development and learning of all of our kindergarten students. In addition to school visits and in-class support for students with exceptional social, emotional, and learning needs, the Special Education Department has hosted half-day regional in-services for Kindergarten teacher and ECEs. These sessions have

## IX. STAFF DEVELOPMENT

provided an opportunity for educators to share and build upon effective practices. The initial in-service focused on creating classroom environments conducive to learning and emotional regulation, as well as establishing effective routines and support structures to enhance the growth and development of all kindergarten students. Subsequent sessions have been devoted to further advancing educators' knowledge of the various developmental continua (e.g., social, emotional, spiritual, cognitive, communication, and physical), to allow for optimal learning opportunities for children in our kindergarten programs.

### Supporting and Enhancing the Possibilities

Throughout the 2014-2015 school year CDSBEO has continued to supported the Special Education Programs such as MEP (Multiple Exceptionality Program), LL (Living and Learning program), LD (Learning Disability program), ASD (Autism Spectrum Disorder program), and Turning Points. The framework challenges our teachers and their team (support staff) to develop a strengths based approach to programming that will engage our students and create opportunities and JOY for learning. In addition to formal sessions, follow-up visits were scheduled at the schools with members of our Special Education Department (SLP, Coordinators, Consultants, Psychologist) for continued support. This framework has been shared **with principals, SERT's and new teachers to support the development of IEP's using a strength based approach and to keep the student's future in mind when creating transition plans.** On September 11th, 2014 school teams were brought together and had an opportunity to engage in conversation around the framework and how it will be used in their work.

### Violence Threat/Risk Assessment Training/Protocol

CDSBEO staff has been involved in comprehensive skill-based training workshops for both Level One Certification and Level Two Certification around Violence-Threat/Risk Assessment. These training sessions were structured for those professionals in the school and community system (school principals, IAWs, Crisis Response Workers, police, student services coordinators, therapists, etc.). Real case studies were a key part of this training as participants had the opportunity to conduct assessments through small group processing of the data, prior to being informed of the actual outcomes of each case. These training sessions were facilitated by noted experts in the field of VTRA. Ongoing training will be provided to those requesting a refresher session and also to any newly appointed administrators.

The development of VTRA Protocol has been a community effort by senior school board administration, board clinic staff, police, mental health partners, child

protection agencies, probation, youth justice and community emergency responders. Under this initiative, CDSBEO will respond, with community partners, to student behaviours that may pose a potential risk for violence to those around them. The resulting early intervention by the school board, community partners and their families will reduce and manage school or community violence and harm to self or others.

The protocol supports collaborative planning among community partners, families, and students to reduce and respond to violence. It reflects safe restorative approaches and fosters the timely sharing of information to help students who may pose a risk to those around them.

### Applied Suicide Intervention Skills Training (ASIST)

Community partners from coterminous school board, mental health agencies, hospitals, and police developed a Community- Based Suicide Prevention, Intervention, and Risk Review Protocol. The essential rationale of the protocol is to:

- prevent suicide and to create suicide safer communities;
- increase education and awareness on the topic of suicide;
- assist district School Boards and the community partners to take active steps to support students who pose a risk of suicide;
- implement school and community based risk reduction measures and student support planning;
- ensure the safety and wellbeing of all children and youth in our communities.

The Protocol Signing ceremony was held on March 31, 2015. The development of the protocol is the result of the hard work and partnership of representatives from 26 community partner agencies including School Boards, Community Mental Health Agencies, Hospitals, Crisis Teams and Police Services. The Protocol reflects the language and ASIST training provided by LivingWorks Canada and the Protocols of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma Response, and the Human Services Centre for Mental Health for Maine and Colorado.

In September 2012, three members of the Special Education Team (Supervising Psychologist, Psycho-Behavioural Consultant, and Behaviour Crisis Consultant) participated in an intensive five day training course, taught by the LivingWorks Education Company, to become trainers of Applied Suicide Intervention Skills Training (ASIST). The ASIST program is a comprehensive two-day training that enables school, Board and community agency staff to feel more comfortable, confident, and competent in helping to prevent an immediate risk of suicide. **Specifically, the ASIST program aims to enhance individuals' skills to intervene with**

## IX. STAFF DEVELOPMENT

a person at risk of suicide in order to achieve immediate safety. Over the past year, School Board ASIST trainers have been providing ASIST training to various school and Board staff, and community partners. Once a foundation of ASIST caregivers has been established our School Board ASIST Trainers will build on that by beginning to train school staff, community partners and students in the complimentary LivingWorks programs of SafeTALK and SuicideTALK.

The SafeTalk program is a 3.5 hour program that teaches adults and youth how to recognize when people are thinking of suicide and to take the first steps to help a person with thoughts of suicide keep safe.

The SuicideTalk program is a 1.5 hour program for adults and youth that increases awareness about suicide, promotes open discussions about suicide, and considers what communities can do to prevent suicide.

### Targeting Achievement for All

The Special Education department continues to focus on the full implementation of F.R.O.G. (Facilitating Reading for Optimum Growth), H.A.W.K. (Higher Achievement in **Writer's Know How**) and **S.T.O.M.P. (Success Through Optimizing My Potential)**. These three frameworks focus on key components of the Learning for All: K – 12 document emphasizing differentiated instruction, professional learning communities, and universal design for learning. The Special Education department continues to support the highly effective role of Differentiated Instruction Support Teachers in each school to develop teacher capacity within the classroom.

We also continue to focus on our board-created vision, **"Targeting Achievement for All", as implementation of the Ministry document Learning 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), our junior program, H.A.W.K. (Higher Achievement in **Writer's Know How**) and our intermediate program, S.T.O.M.P. (Success Through Optimizing My Potential). 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 the focus was on sustaining practices from the five magazines implemented, *Systematic and Explicit Instruction*, *Assessment*, *Differentiated Instruction*, *Flexible Grouping*, and *Critical and Creative Thinking*. In the future, will we focus on the magazine, *Universal Design for Learning*.

## IX. STAFF DEVELOPMENT

"Targeting Achievement for All" is a framework for the elementary and secondary panel. A Differentiated Instruction Support Teacher has been identified in every school. The focus of this role has been to develop coaching capacity to support students with Special Needs within an inclusive classroom setting.

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. Sessions were both school-based as well as within Professional Learning Community settings. School-based Catholic Professional Learning Community sessions focused on SERT and CT collaboration in developing meaningful expectations and goals for students with IEPs, and then engaging appropriate practices and strategies from the "Target". In this way, supporting the student at the point of learning fosters the foundation "essential for some - good for all."

### Assistive Technology in the Classroom

Assistive Technology in the Classroom is deepening into the culture of teaching and learning throughout our board. The target continues to be students who require computers and software to support their learning through the SEA process, and also includes their community of support (including teachers, support staff and peers). We have put additional focus on our Special Education classes (MEP, Living & Learning, School-to-Community) and Section 23 classes. In collaboration with the Psychologists, Speech-Language Pathologists and Autism Specialists, we have worked to develop capacity of teachers and Educational Assistants to support the specific needs of the students in these programs through the use of technology for teaching and learning.

Members of the Assistive Technology Team have also worked to create web based training modules designed to assist school teams and students to learn about specific AT programs, connect to specific student learning needs and strengths and empower students to reach their potential using technology.

### Catholic Professional Learning Communities

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

## IX. STAFF DEVELOPMENT

### Staff Development 2014-2015

| Event   | Date                          |
|---|-------------------------------|
| Non Violent Crisis Intervention Training – Smiths Falls   | August 25, 2014               |
| ABA 1 Training – Teaching Strategies – Kemptville   | August 25 & 27, 2014          |
| Information Day for New SERTs/DI Teachers – Kemptville  | September 5, 2014             |
| Elementary and Secondary Tiered Model of Support In-service – Kemptville  | September 11, 2014            |
| Professional Activity Day – Principals, Vice Principals, Chaplains, Teachers, Educational Assistants, Student Support Workers, Early Childhood Educators <ul style="list-style-type: none"> <li>A.M. – presentation from Director Gartland and a keynote address <b>'Perspective Being the Calm within the Storm'</b> by Dr. Wicks</li> <li>P.M. – workshop sessions designed to build on the theme of <i>Building Resiliency and Positive Mental Health</i></li> </ul> | September 26, 2014            |
| Special Education In-service for FDK Teachers and ECEs – Carleton Place   | September 30, 2014            |
| Special Education In-service for FDK Teachers and ECEs – Hammond  | October 2, 2014               |
| Special Education In-service for FDK Teachers and ECEs – Brockville   | October 3, 2014               |
| Special Education In-service for FDK Teachers and ECEs – Cornwall   | October 15, 2014              |
| Roots of Empathy Training – Kemptville  | October 15, 16, 17, 2014      |
| Professional Activity Day – Secondary Teachers and Chaplains, all elementary and secondary Educational Assistants, Student Support Workers and Itinerant ABLE Workers <ul style="list-style-type: none"> <li>½ day – presentation on <i>safeTALK</i></li> <li>½ day – interactive online session on <i>Respect Education Training</i></li> </ul>  | October 24, 2014              |
| Non Violent Crisis Intervention Training – Cornwall   | October 24, 2014              |
| Supporting Positive Mental Health and Resiliency 7-12 Regional In-services – Smiths Falls   | November 20, 2014             |
| Supporting Positive Mental Health and Resiliency 7-12 Regional In-services – Cornwall   | November 28, 2014             |
| Ongoing Special Education In-service for FDK Teachers and ECEs – Carleton Place   | December 1, 2014              |
| Ongoing Special Education In-service for FDK Teachers and ECEs – Cornwall   | December 3, 2014              |
| Ongoing Special Education In-service for FDK Teachers and ECEs – Russell  | December 4, 2014              |
| <i>safeTALK</i> Training – Cornwall   | December 4, 2014              |
| Ongoing Special Education In-service for FDK Teachers and ECEs – Brockville   | December 5, 2014              |
| <i>safeTALK</i> Training – Smiths Falls   | December 11, 2014             |
| Meeting the Needs – Planning Meeting – Smiths Falls   | December 16, 2014             |
| MISA Meeting – Smiths Falls   | January 7, 2015               |
| Ongoing Special Education In-service for FDK Teachers and ECEs – Carleton Place   | January 12, 2015              |
| Ongoing Special Education In-service for FDK Teachers and ECEs – Cornwall   | January 14, 2015              |
| Ongoing Special Education In-service for FDK Teachers and ECEs – Russell  | January 15, 2015              |
| Ongoing Special Education In-service for FDK Teachers and ECEs – Brockville   | January 16, 2015              |
| Non Violent Crisis Intervention Training – Smiths Falls   | January 19, 2015              |
| Applied Suicide Intervention Skills Training (ASIST) – Smiths Falls   | January 29 & February 3, 2015 |



## IX. STAFF DEVELOPMENT

| Event   | Date                        |
|---|-----------------------------|
| Professional Activity Day – Educational Assistants, Student Support Workers, Speech and Language, and Psychology Department – focus is CDSBEO Assistive Technology website <ul style="list-style-type: none"> <li>day cancelled due to weather but packages sent to schools so staff could access Assistive Technology website, explore and learn throughout the day</li> </ul> | January 30, 2015            |
| Roots of Empathy Training – Kemptville  | February 4, 2015            |
| Renfrew Board Training Session– Resiliency Initiatives – Smiths Falls   | February 5, 2015            |
| NTIP (New Teacher Induction Program) In-service – focused on <i>Targeting Achievement for All</i> – Kemptville  | February 12, 2015           |
| Accessibility Workshop – Smiths Falls   | February 12, 2015           |
| Meeting the Needs – Planning Meeting – Smiths Falls   | February 13, 2015           |
| ABA 2 Training – Introduction to Functional Behaviour Analysis – Smiths Falls   | February 27 & March 6, 2015 |
| ABA 2 Training – Introduction to Functional Behaviour Analysis – Cornwall   | March 2 & April 15, 2015    |
| MISA Training Session – Smiths Falls  | March 3, 2015               |
| SOS Training Session – Smiths Falls   | March 9, 2015               |
| Special Needs Strategy Meeting – Smiths Falls   | March 10, 2015              |
| Violence Threat Risk Assessment (VTRA) Training – Level 1 – Kemptville  | March 10 & 11, 2015         |
| Supporting Collaboration and Writing Effective IEPs – Cornwall  | March 25, 2015              |
| Applied Suicide Intervention Skills Training (ASIST) – Perth  | March 30 & 31, 2015         |
| Supporting Collaboration and Writing Effective IEPs – Smiths Falls  | April 8, 2015               |
| ABA Strategy and Supports for SERTs – Smiths Falls  | April 10 & 21, 2015         |
| ABA Strategy and Supports for SERTs – Cornwall  | April 14 & 30, 2015         |
| Resiliency Training – School Teams – Kemptville   | April 17, 2015              |
| ABA 2 Training – Introduction to Functional Behaviour Analysis – Cornwall   | April 20 & 22, 2015         |
| ABA 2 Training – Introduction to Functional Behaviour Analysis – Smiths Falls   | April 24 & 27, 2015         |
| MISA Math Roundtable – Kemptville   | May 12, 2015                |
| Professional Activity Day - Educational Assistants and Student Support Workers - focus is CDSBEO Assistive Technology website and ABA Consolidation – Cornwall and Smiths Falls   | May 29, 2015                |
| Kindergarten Networking Celebration – Kemptville  | June 10 & 11, 2015          |

### Projected Staff Development 2015-2016

Staff development for 2015-2016 will follow a plan similar to the current year. Based on differentiated Special Education Plans of Growth for each school, we will focus on school embedded professional development. School teams have identified the need for support in the collaborative process in developing and implementing IEPs and Transition Plans that are understood by and support our students. As such, the first level of support for **Plan for Growth** will be focused on **collaboration in the development and implementation of effective IEP's and transition plans**. Teacher Consultant will work with Differentiated Instruction Support Teachers to implement Targeting Achievement for All. This role will be to continue to infuse the seven beliefs outlined in Learning for All and support teachers in their own classroom as they master the skills and strategies necessary. The Assistive Technology Team will continue to provide school based support to increase staff capacity and student training.

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

### Special Equipment Amount (SEA)

Special Equipment Amount (SEA) claims provide funds for special individualized equipment needs on behalf of individual students.

- Beginning in May 2010 the Ministry Guidelines for Special Equipment Amount (SEA) is comprised of two components: SEA Per Pupil Amount and SEA Claims-Based Amount.
- The SEA Per Pupil Amount supports the purchase of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment in accordance with this guideline.
- The SEA Claims based funding is accessed through a claims-based process and supports the purchase of other non-computer based equipment, to be utilized by students with special education needs, including sensory, hearing, personal care and physical assist equipment. The board will continue to pay the \$800 deductible for equipment that is claims based.

### Determination of Need

The Board reviews the need for adaptive equipment based on recommendations given by professionals following an assessment of needs.

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

- An assessment report from an appropriately qualified practitioner indicating that the particular device is essential in order for the student to access the curriculum
- The request is accommodated by existing equipment in the school if possible
- The IEP will support the use of the equipment
- School staff and students are provided training and support as required to ensure proper use of equipment

The requests for SEA equipment continues to increase. The Board allocates a portion of the special education budget that must be reserved for SEA claims-based requests. **The amount allotted is projected based on the previous year's submissions.**

## X - EQUIPMENT

| SEA EQUIPMENT 2014-2015               | #<br>of<br>Claims | TOTAL               | BOARD | SEA<br>FUNDED       |
|---------------------------------------|-------------------|---------------------|-------|---------------------|
| Requests May 1, 2014 – April 30, 2015 |                   |                     |       |                     |
| <b>Computer Technology</b>            | 94                | \$87,198.16         |       | \$87,198.16         |
| • Laptops & Accessories               |                   |                     |       |                     |
| • iPads & Accessories                 | 77                | \$36,498.00         |       | \$36,498.00         |
| <b>Computer Technology Total</b>      | <b>171</b>        | <b>\$123,696.16</b> |       | <b>\$123,696.16</b> |

|   |           |                     |                    |                     |
|---|-----------|---------------------|--------------------|---------------------|
| Activity Chairs   |           | 7,580.00            |                    |                     |
| Change Tables – electric, height adjustable                                     |           | 14,783.30           |                    |                     |
| Exercise Equipment  |           | 1,750.81            |                    |                     |
| Feeding Pump  |           | 1,192.35            |                    |                     |
| Hearing Equipment & Supports  |           | 163,750.82          |                    |                     |
| Lifts, Tracking, Slings, etc.   |           | 1,138.65            |                    |                     |
| Pacers (Walkers)  |           | 8,270.60            |                    |                     |
| Sensory Items   |           | 19,462.17           |                    |                     |
| Standers  |           | 6,146.08            |                    |                     |
| Swing/Frame   |           | 3,130.44            |                    |                     |
| Total Focus System  |           | 1,830.61            |                    |                     |
| Tricycles   |           | 7,907.00            |                    |                     |
| Vision Equipment & Supports   |           | 27,820.48           |                    |                     |
| Wheelchairs   |           | 10,074.54           |                    |                     |
| <b>Claims-Based Purchases Total</b><br>(see above for cost breakdown, per item) | <b>60</b> | <b>\$274,837.85</b> | <b>\$48,000.00</b> | <b>\$226,837.85</b> |

|                    |            |                     |                    |                     |
|--------------------|------------|---------------------|--------------------|---------------------|
| <b>GRAND TOTAL</b> | <b>231</b> | <b>\$398,534.01</b> | <b>\$48,000.00</b> | <b>\$350,534.01</b> |
|--------------------|------------|---------------------|--------------------|---------------------|

## 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 its **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.

| <b><i>2014-2015 AODA projects approved</i></b>  |                     |
|---|---------------------|
| ▪ Have accessibility studies performed for all our facilities to identify upcoming regulations for AODA | \$100,000.00        |
| ▪ Add an AODA washroom St. John Elementary  | \$90,000.00         |
| ▪ Holy Cross Kemptville renovate entrance way to make it accessible with operators and ramp             | \$40,000.00         |
| ▪ St. John Elementary replace sidewalks to be to AODA standards at the front of the school              | \$50,000.00         |
| ▪ Construct ODA washroom in East wing St. Joseph Gananoque  | \$65,000.00         |
| ▪ St. Mary Chesterville renovate ground floor washrooms to AODA standards                               | \$98,000.00         |
| ▪ Add electrical and intercom St. Joseph Gananoque  | \$1,000.00          |
| <b>Total</b>  | <b>\$444,000.00</b> |

| <b><i>2013-2014 Projects Completed</i></b>                                  | <b>Cost (\$)</b>     |
|---|----------------------|
| ▪ Provide elevator St John Elementary Perth                                 | \$256,000.00         |
| ▪ Construct an ODA washroom in the original building Sacred Heart Cornwall  | \$60,000.00          |
| ▪ Pope John Paul ODA operator on door to playground                         | \$5000.00            |
| ▪ ODA washroom at St Mary Brockville  | \$75,000.00          |
| ▪ Renovations to ODA washroom St John Elementary                            | \$14,000.00          |
| ▪ Construct ODA washroom on third floor of St Francis de Sales Smiths Falls | \$60,000.00          |
| <b>Total</b>  | <b>\$ 470,000.00</b> |

## X1. ACCESSIBILITY OF SCHOOL BUILDINGS

| <b>2012-2013 completed 2013</b>  | <b>Cost (\$)</b>    |
|--|---------------------|
| ▪ Place wheel chair lift from daycare to main floor St. Finnan   | \$32,000.00         |
| ▪ St. Matthew handicap washroom  | \$85,000.00         |
| ▪ St. Matthew handicap accessible  | \$40,000.00         |
| ▪ Visual and hearing impaired alarm systems required as identified from the study not yet received       | Under review        |
| ▪ Install low profile toilet at St. Peter with grab bars   | cancelled           |
| ▪ Provide design only for elevator St. John Elementary Perth   | \$30,000.00         |
| ▪ St. Patrick Rockland Kindergarten area and walkway to be repaired or paint added for visually impaired | \$6,000.00          |
| ▪ Pope John Paul rework North entrance ramp and operators in building                                    | \$8,000.00          |
| ▪ Install key swipe on elevator at St. Michael CHS   | \$5,000.00          |
| ▪ Upgrades of washrooms and entrances at St. Andrew  | \$3,000.00          |
| ▪ Sacred Heart install special needs grab bars   | \$600.00            |
| ▪ Install ODA operator on office door at St. Michael CHS   | \$5,000.00          |
| ▪ St. Michael CHS renovation to counter and grab bars in student services                                | \$2000.00           |
| ▪ Holy Cross paint stairs etc for visually impaired  | \$1000.00           |
| ▪ St Francis de Sales vision impaired markings for stair and install new handrails extended              | \$5000.00           |
| ▪ Install camera at St John Elementary complete with electronic latch                                    | \$4,000.00          |
| <b>Total</b>   | <b>\$226,600.00</b> |

| <b>2011-2012 Projects Completed</b>   | <b>Cost (\$)</b>  |
|---|-------------------|
| ▪ Visual and hearing impaired alarm systems required as identified from the study not yet received  | Under review      |
| ▪ Purchase ramp for our lady  | \$1,500.00        |
| ▪ <b>Washroom and change space at St George's (under construction)</b>                              | \$65,000.00       |
| ▪ Washroom and Change space at Iona Academy (Approved for design)                                   | \$65,000.00       |
| ▪ Renovate washrooms at St Michaels to accommodate student  | \$6,000.00        |
| ▪ Renovate St Marks washroom for change table   | \$6,000.00        |
| ▪ <b>Handicap operator on exterior door at St John's High School ( Under way materials ordered)</b> | \$5,000.00        |
| ▪ Install none slip treads at St Francis Xavier Brockville for special needs student                | \$2,450.00        |
| ▪ Change table and washroom renovation Sacred heart Cornwall  | \$8,000.00        |
| <b>Total</b>  | <b>158,950.00</b> |

## XI. ACCESSIBILITY OF SCHOOL BUILDINGS

| <b>2010-2011 Projects – Completed</b>   | <b>Cost (\$)</b>    |
|---|---------------------|
| ▪ Study for SFDS accessibility for the building                                       | Included below      |
| ▪ Upgrade Western region office to be handicap accessible                             | \$36,000.00         |
| ▪ Install automatic operators on library and portapac doors St Michael                | \$7,000.00          |
| ▪ Install ramp at Portapac doors St Michaels  | \$6,000.00          |
| ▪ Install Stair lift at Iona  | \$30,000.00         |
| ▪ Cabinet work at COSJHS for student  | \$1,500.00          |
| ▪ SFDS to be made wheel chair accessible for student who will be coming from St James | \$192,471.00        |
| ▪ Pathway to civic complex from St Michael  | \$6,046.00          |
| ▪ Change table and washroom upgrades St Mary Chesterville                             | \$1,200.00          |
| ▪ Hearing impaired system installed in new wing St. Thomas Aquinas                    | \$5,000.00          |
| ▪ St Michael ODA to addition  | \$60,000.00         |
| ▪ St Thomas Aquinas ODA accessible addition   | \$50,000.00         |
| ▪ Holy Trinity Washroom renovations   | \$1,000.00          |
| ▪ Washroom renovations Iona (Temporary)   | \$2,500.00          |
| <b>Total</b>  | <b>\$398,717.00</b> |

| <b>2009-2010 Projects – Completed</b>   | <b>Cost (\$)</b>    |
|---|---------------------|
| ▪ Install new toilet and sinks at SFXB  | \$8000.00           |
| ▪ Place ramp at Iona on exterior  | \$102,000.00        |
| ▪ 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   | \$250.00            |
| <b>Total Budget (\$100,000.00) SR, (Over \$45,250.00)</b>   | <b>\$145,250.00</b> |

| <b>2008-2009 Projects – completed</b>   | <b>Cost (\$)</b>   |
|---|--------------------|
| ▪ Handicap lift to stage at St Johns High School  | \$22,000.00        |
| ▪ Install vinyl tile St John Bosco to remove carpet   | \$4,000.00         |
| ▪ Accessible washroom at St Francis Xavier Hammond  | \$55,000.00        |
| ▪ Install card swipe on the elevator at Notre Dame High School (Complete)                     | \$5,000.00         |
| ▪ Install handicap door operators at Pope John Paul 11 on main front entrance door (complete) | \$8,000.00         |
| ▪ Pope John Paul front door revisions and library infill of pit for wheel chair safety.       | \$3,000.00         |
| <b>TOTAL Budget (45,000.00) Over (\$52,000)</b>   | <b>\$97,000.00</b> |

## XI. ACCESSIBILITY OF SCHOOL BUILDINGS

| <b>2007-2008 Projects – completed</b>  | <b>Cost (\$)</b>    |
|--|---------------------|
| ▪ St Josephs Toledo new addition completely designed barrier free                                      | 24,000              |
| ▪ St Josephs Toledo new change facilities and special needs area for handicap students                 | 21,000              |
| ▪ Iona Academy, design of a handicap accessible entrance way   | 6,000               |
| ▪ St Michaels add a ramp to a portable and place automatic door operator on the special education area | 5,000               |
| ▪ <b>Handicap washroom at St Mary's Brockville</b>   | 24,000              |
| ▪ Renovate special needs classroom to better suit students <b>access St Mary's Brockville</b>          | 14,000              |
| ▪ Install handicap door operators at St Josephs Toledo   | 8,000               |
| ▪ Install handicap door operators on main entrance at Pope John Paul 11                                | 8,000               |
| ▪ Washrooms at immaculate conception are to be renovated to ODA standards                              | 2,500               |
| <b>TOTAL</b>   | <b>\$112,500.00</b> |

| <b>2006-2007 Projects – Planned</b>  |                    |
|--|--------------------|
| ▪ Create a handicap access to main entrance in the Cornwall Board Office             | 3,000.00           |
| ▪ 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           |
| <b>TOTAL</b>   | <b>\$29,000.00</b> |



## XI. ACCESSIBILITY OF SCHOOL BUILDINGS

| <b>2005-2006 Projects - Completed</b>  |                    |
|--|--------------------|
| ▪ 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           |
| <b>TOTAL</b>   | <b>\$47,500.00</b> |

| <b>2004-2005 Projects - Completed</b>  |                  |
|--|------------------|
| ▪ 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        |
| <b>TOTAL</b>   | <b>80,000.00</b> |

| <b>2003-2004 Projects – Completed</b>                                     | <b>Cost (\$)</b>   |
|---|--------------------|
| ▪ Improvement to special education area of St. Michael C.H.S., Kemptville | 15,770.00          |
| <b>TOTAL</b>  | <b>\$15,770.00</b> |

| <b>2003-2004 Projects - Completed</b>   | <b>Cost (\$)</b> |
|---|------------------|
| Provide handicap reserved parking with proper signage at the following schools: |                  |
| ▪ Immaculate Conception, Cornwall   |                  |
| ▪ Sacred Heart, Cornwall  |                  |
| ▪ St. Andrew, St. Andrews   |                  |
| ▪ St. Columban's West, Cornwall   |                  |
| ▪ St. George, Long Sault  |                  |
| ▪ St. John Bosco, Cornwall  |                  |
| ▪ St. Mary, Chesterville  |                  |
| ▪ St. Bernard, Finch  |                  |

## XI. ACCESSIBILITY OF SCHOOL BUILDINGS

|   |                   |
|---|-------------------|
| ▪ Iona Academy, Williamstown            |                   |
| ▪ St. Finnan, Alexandria                |                   |
| ▪ St. Joseph C.H.S., Cornwall           |                   |
| ▪ Notre Dame C.H.S., Carleton Place     |                   |
| ▪ St. Gregory, Carleton Place           |                   |
| ▪ <b>St. Matthew's CLC, Cornwall</b>    |                   |
| ▪ Administration Office, Cornwall       |                   |
| ▪ Holy Cross, Kemptville                |                   |
| ▪ St. Joseph, Prescott                  |                   |
| ▪ St. Mark, Prescott                    |                   |
| ▪ St. Mary, Carleton Place              |                   |
| ▪ <b>St. Edward's, Westport</b>         |                   |
| ▪ St. Francis Xavier C.H.S., Brockville |                   |
| ▪ St. John Bosco, Brockville            |                   |
| ▪ St. Joseph, Gananoque                 |                   |
| ▪ St. Joseph, Toledo                    |                   |
| ▪ St. Luke, Smiths Falls                |                   |
| <b>TOTAL</b>                            | <b>\$5,400.00</b> |

|   |                    |
|---|--------------------|
| 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           |
| <b>TOTAL</b>  | <b>\$62,400.00</b> |

**Total 2003-2004 Expenditures                      \$96,670.00**

## XI. ACCESSIBILITY OF SCHOOL BUILDINGS

| <b>2002-2003 Projects – Completed</b>   | <b>Cost (\$)</b>   |
|---|--------------------|
| ▪ Improved access to main entrances at St. Francis Xavier Elementary School, Brockville   | 15,800.00          |
| ▪ Provided access to three entrances at St. Mary-St. Cecilia, Morrisburg                  | Approx. 6,000.00   |
| ▪ Installed an automatic door opener at main entrance of St. Mary-St. Cecilia, Morrisburg | 1,500.00           |
| ▪ Created a handicap accessible main entrance at St. Francis Xavier, Brockville           | Approx. 11,000.00  |
| <b>TOTAL</b>  | <b>\$34,300.00</b> |

| <b>2001-2002 Projects – Completed</b>   | <b>Cost (\$)</b>   |
|---|--------------------|
| ▪ 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           |
| <b>TOTAL</b>  | <b>\$44,586.00</b> |

## XI. ACCESSIBILITY OF SCHOOL BUILDINGS

| <b>2000-2001 Projects - Completed</b>   | <b>Cost (\$)</b>   |
|---|--------------------|
| ▪ 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             |
| <b>TOTAL</b>  | <b>\$66,557.00</b> |

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 323 students at a cost of approximately \$1,490,329.00.

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.

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

In selecting transportation providers for exceptional students STEO (Student Transportation of Eastern Ontario) ensures that the operators are recognized by the Ontario Ministry of Transportation as meeting their safety requirements. These vehicles are regularly inspected by Ministry of Transport officials.

STEO provided safe, effective, and efficient transportation for approximately 14,000 CDSBEO students to our 50+ sites and schools across Eastern Ontario.

Transportation is provided to students in the counties of Lanark, Leeds and Grenville, Stormont, Dundas and Glengarry, and Prescott-Russell. This area covers over 12,000 square kilometers.

| 2014-15      |               |               |           |
|--------------|---------------|---------------|-----------|
| Vehicle Type | # of Vehicles | # of Students | Cost (\$) |
| Vans         | 60            | 161           | 905,424   |
| Buses        | 4             | 118           | 215,091   |
| Wheelchairs  | 17            | 44            | 369,814   |

| 2013-2014    |               |               |           |
|--------------|---------------|---------------|-----------|
| Vehicle Type | # of Vehicles | # of Students | Cost (\$) |
| Vans         | 43            | 126           | 1,254,546 |
| Buses        | 3             | 72            | 201,235   |
| Wheelchairs  | 8             | 35            | 470,756   |

| 2012-2013     |               |
|---------------|---------------|
| # of Students | Cost (\$)     |
| 202           | 0-5000        |
| 92            | 5001-10,000   |
| 7             | 10,001-20,000 |
| 2             | >20,000       |

| 2011-2012     |                 |
|---------------|-----------------|
| # of Students | Cost (\$)       |
| 144           | 0 – 5000        |
| 74            | 5001 – 10,000   |
| 11            | 10,001 – 20,000 |
| 3             | > 20,000        |

| 2010-2011     |                 |
|---------------|-----------------|
| # of Students | Cost (\$)       |
| 248           | 0 – 5000        |
| 32            | 5001 – 10,000   |
| 21            | 10,001 – 20,000 |
| 4             | > 20,000        |

| 2009-2010     |                 |
|---------------|-----------------|
| # of Students | Cost (\$)       |
| 106           | 0 – 5000        |
| 29            | 5001 – 10,000   |
| 14            | 10,001 – 20,000 |
| 13            | > 20,000        |

### 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<br>Via 2-mail | Trustee<br>(S.E.A.C. Chair)  | R.R.#2,<br>7951 County Rd 10<br>Vankleek Hill, ON<br>K0B 1R0   | 613-678-3306 | <a href="mailto:wilsonfarms1980@xplornet.com">wilsonfarms1980@xplornet.com</a><br><br><a href="mailto:Sue.Wilson@cdsbeo.on.ca">Sue.Wilson@cdsbeo.on.ca</a> |
| Karen McAllister         | Trustee  | Box 327<br>75 St. Lawrence Dr.<br>Ingleside, ON<br>K0C 1M0     | 613-537-8153 | <a href="mailto:Karen.Mcallister@cdsbeo.on.ca">Karen.Mcallister@cdsbeo.on.ca</a>   |
| James Borer              | VOICE<br><a href="http://www.voicefordeafkids.com">www.voicefordeafkids.com</a>  | 16295 Eamer Road<br>Lunenburg, ON<br>K0C 1R0                   | 613-346-1671 | <a href="mailto:JamesBorer@gmail.com">JamesBorer@gmail.com</a>   |
| Lorraine Boyer           | Member-at-Large  | 5200 Bradley Road<br>Vankleek Hill, ON<br>K0B 1R0              | 613-524-2114 | <a href="mailto:samanthasflowers@hotmail.ca">samanthasflowers@hotmail.ca</a>   |
| Fran Brauneisen          | Association for Community<br>Living<br><a href="http://www.communitylivingontario.ca">http://www.communitylivingontario.ca</a> | R.R.#4,<br>2494 River Rd.<br>Kemptonville, ON<br>K0G 1J0       | 613-258-4804 | <a href="mailto:fran.brauneisen@gmail.com">fran.brauneisen@gmail.com</a>   |
| Dave Conners             | Autism Society of Ontario<br><a href="http://www.autismontario.com">www.autismontario.com</a>                                  | 11137 Rowena Rd.<br>Iroquois, ON<br>K0E 1K0                    | 613-652-1482 | <a href="mailto:charlene.rose@sympatico.ca">charlene.rose@sympatico.ca</a>   |
| Joanne Ledoux-Moshonas   | Canadian Mental Health<br>Association<br><a href="http://www.cmha-east.on.ca">www.cmha-east.on.ca</a>                          | 5503 Cedar View<br>Long Sault, ON<br>K0C 1P0                   | 613-930-9240 | <a href="mailto:MoshonasJ@cmha-east.on.ca">MoshonasJ@cmha-east.on.ca</a>   |
| Christina Nichols        | Association for Bright<br>Children of Ontario<br><a href="http://www.abcontario.ca">www.abcontario.ca</a>                      | 124 Country Lane Dr.<br>Carleton Place, ON<br>K7C 3P2          | 613-257-7146 | <a href="mailto:chrissnichols@sympatico.ca">chrissnichols@sympatico.ca</a>   |
| Joe Sparling             | Easter Seals Ontario<br><a href="http://www.easterseals.org">www.easterseals.org</a>   | 6 Cranberry Cres.<br>Kemptonville, ON<br>K0G 1J0               | 613-258-4287 | <a href="mailto:fabricshoppe@cogeco.net">fabricshoppe@cogeco.net</a>   |
| Name                     |  | Address  | Telephone #  | E-Mail Address   |
| Diane Bartlett           | Alternate Member for Easter<br>Seals Ontario   | 614 North Rideau St.<br>Box 811<br>Kemptonville, ON<br>K0G 1J0 | 613-258-0503 | <a href="mailto:dbartlett3@cogeco.ca">dbartlett3@cogeco.ca</a>   |

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 2014-2015 school year were held on the following dates:

|                       |                       |                |
|-----------------------|-----------------------|----------------|
| August 27, 2014       | November 26, 2014 (2) | March 25, 2015 |
| September 24, 2014    | December 4/11, 2014   | April 22, 2015 |
| October 29, 2014      | January 28, 2015      | May 20, 2015   |
| November 26, 2014 (1) |                       | June 1, 2015   |

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

6:30 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/our-board/departments/speced/special-education-advisory-committee/>

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 2014-2015 school year, eleven SEAC meetings were held. 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.

**In 2013-2014 the following recommendations were made and addressed:**

- That the following Presentations be established as priorities for 2013-14:
  - Board Bully Prevention and Intervention Plan including related mental health initiatives, the Violent Threat Risk Assessment (VTRA) protocol, and the role of the Student Support Worker (SSW) be presented – *completed at the September 25, 2013 SEAC meeting*
  - Full-day Kindergarten and Early Intervention for students with special needs be made – *completed at the October 30, 2013 SEAC meeting*
  - Presentation and information session for Parents on Suicide; include outside partner agencies who are available to support families as required – *completed at March 26, 2014 SEAC meeting*
  - Summer Literacy Program offered by two teachers who ran the program for Grade 2, 3 and 4 students as part of a longitudinal study
  - Transitions and Co-op Placements for Special Needs Students. (Possible speaker, Tracey Bennett, Community Living North Grenville) – *completed at the January 29, 2014 SEAC meeting*
  - Changes to Transition planning as a result of PPM 156
- That upcoming presentations be reviewed at each SEAC meeting and members are collectively able to request additional presentations on topics which will be scheduled for a future meeting - *completed*
- That Catholic school councils identify a SEAC representative. This parent would take on the role of highlighting key information from the SEAC minutes. Existing SEAC members would be available to answer questions or support these representatives as required - *completed*
- Explore the use of virtual Adobe Connect sessions for some of the SEAC presentations
- Update the numbers from the 2012 – 13 Dual- exceptionality's presentation – *completed at the April 30, 2014 SEAC meeting*
- Explore more ways of involving special needs students more actively into the life of the school - *completed at the April 30, 2014 SEAC meeting*

### XIII. SPECIAL EDUCATION ADVISORY COMMITTEE

- Follow-up on the two letters sent in June 2013 to determine if any outcome has resulted, and that these are recorded as outstanding in the SEAC minutes
- Explore the possibility of recognizing the students whose beautiful art work contributed to the Parent Guide - *completed*
- That Jennifer Deschamps present the Blanket Activity during the SEAC meeting in February, 2014 – *February SEAC Meeting was cancelled. Blanket Activity was rescheduled for June 2, 2014 SEAC meeting*
- That the presentation on Transition Planning, if possible, be incorporated into the Fall PIC symposium
- The Special Education Advisory Committee recommended presentations or actions for the upcoming school year which include:
  - A presentation on Alternative Behavior Learning Environment (ABLE) programs.
  - Extending an invitation to SEAC members to participate in a professional activity day.
  - Increasing staff awareness of Identification, Placement and Review Committee (IPRC) including the process and procedures.
  - A presentation on the mental health strategy currently being conducted, which identifies the wide range of supports in our schools and the gaps identified, as well as the program's effectiveness.
  - Using video-conferencing for a SEAC meeting in order to allow more individuals, including school teams, to participate in a SEAC meeting from 2 regional school sites.
  - Identifying supports we have in place to address hidden disabilities such as anxiety, or phobias especially at the secondary level.
  - a presentation on the Assistive Technology training and implementation plan going forward.

#### **In 2014-2015 the following recommendations were made and addressed:**

- That the following Preliminary Goals/Priorities be established for the 2014-15 school year:
  - A presentation on Alternative Behavior Learning Environment (ABLE) programs – *completed at the August 27, 2014 SEAC meeting*
  - Extending an invitation to SEAC members to participate in a Professional Activity Day - *completed (Members were all invited to attend the September 26th Professional Activity Day at four regional sites (Notre Dame CHS – Carleton Place, St. Michael CHS – Kemptville, St. Thomas Aquinas CHS – Russell and Holy Trinity CSS – Cornwall).*

### XIII. SPECIAL EDUCATION ADVISORY COMMITTEE

- Increasing staff awareness of Identification, Placement and Review Committee (IPRC) including the process and procedures - *completed*
- A presentation on the mental health strategy currently being conducted, which identifies the wide range of supports in our **schools and the gaps identified, as well as the program's** effectiveness and identifying supports we have in place to address hidden disabilities such as anxiety, or phobias especially at the secondary level - *completed at the August 27, 2014 SEAC meeting*
- That all Catholic School Councils assign a SEAC Rep who will highlight information from SEAC minutes and also bring forward the Report to the Ministry of Education on the Provision of Special Education Programs and Services – June 2014, highlighting the recommendations and topics covered in the past school year – *completed*
- Using video-conferencing for a SEAC meeting in order to allow more individuals, including school teams, to participate in a SEAC meeting from two regional school sites – *investigated, not financially feasible*
- Outline transitions for pre-school students receiving services provided by the Health Unit or CCAC (Hospital to School, Speech and Language, Occupational Therapy, Physiotherapy) and are now entering the school system – *completed at the October 29, 2014 SEAC meeting*
- Provide an update on Transition Plans and outline strategies we are using to make them meaningful and individualized for students. It was suggested that we explore the possibility of a panel discussion on Transitions to Post Secondary placements, which could be broadcast using video conferencing technology - *completed*
- Provide an overview of the Suicide Talk presentations provided and the Suicide Protocol currently being developed - *completed*
- Provide a spring update on Mental Health Initiatives throughout CDSBEO – *completed at the June 1, 2015 SEAC meeting*
- A presentation on our Section 23 – Partners Program as well as the Turning Points programs – *completed at the November 26, 2014 SEAC meeting #1*
- Encourage Principals and Vice Principals to attend SEAC meetings with interested members of their school community - *completed*
- Share statistics on usage of EMPOWER app with respect to accessing mental health information and incidents of bullying - *completed*
- That a discussion be held to identify ways to offer training for new SEAC members – *completed at the March 25, 2015 SEAC meeting*

### XIII. SPECIAL EDUCATION ADVISORY COMMITTEE

- That SEAC review common practices across the province with respect to Regulation 274 – *completed at the January 28, 2015 SEAC meeting*
- That SEAC draft a letter to the Minister of Education in support of the Simcoe Muskoka Catholic District **School Board's concerns regarding** Regulation 274 and submit a copy to the Board for the meeting on December 16, 2014 – *completed*
- That the following recommendations be addressed in 2015-2016:
  - Include copies of the Parent Guide in the Welcome to Kindergarten Packages.
  - Share copies of the Parent Guide and Special Education Summary at the New Teacher-in-service in August along with an overview of the role of SEAC.
  - Principals share the Parent Guide with Catholic School Councils in September.
  - Provide a presentation on A.T. resources including a Smart Board demonstration.
  - Invite SEAC members where appropriate, to Board training opportunities.
  - Demonstration on Best Buddy Program by Heather Brown at SEAC August 26, 2015 meeting.
  - Share outcomes from the ABA training and consolidation offered to EAs.
  - Update SEAC on implementation of school based strategies to address SSW reductions in elementary schools.
  - Advocate more strongly in the future for the Ministry to increase funding to support mental health resources in the classrooms.

Prior to completion of the plan, as mentioned previously in this report, the public was invited to S.E.A.C. 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

### **XIII. SPECIAL EDUCATION ADVISORY COMMITTEE**

- Principals will be informed of the plan and its contents
- 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.**

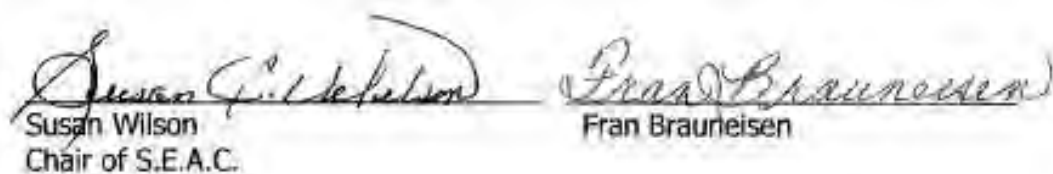
**Special Education Advisory Committee Recommendations**

***It is recommended:***

"That the Catholic District School Board of Eastern Ontario approve the Annual Report on the Provision of Special Education Programs and Services, 2015-2016 and the accompanying staffing and budget recommendations included, as presented."

Motion by: Dave Conners

Seconded by: Fran Brauneisen



Susan Wilson  
Chair of S.E.A.C.

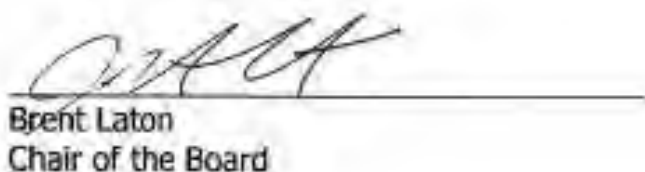
Fran Brauneisen

**Board Recommendations**

***"That the Board approve the Annual Report on the Provision of Special Education Programs and Services, 2015-2016, for the submission to the Ministry of Education and the accompanying recommendations included as presented on June 2<sup>nd</sup>, 2015."***

Motion by: Sue Wilson

Seconded by: Karen McAllister



Brent Laton  
Chair of the Board

## **APPENDICES**

- **Special Education – Vision**
- **Parent Guide for Special Education Services**
- **Roles and Responsibilities in Special Education**
- **Categories and Definitions of Exceptionalities**
- **Acronyms – Special Education Department**
- **Building Resiliency & Positive Mental Health**
- **Bully Prevention and Intervention Plan**
- **Dual Exceptionalities Summary**
- **Guidelines for Preparing High Needs Students for Staff Changes**
- **Multi-Year Accessibility Plan**
- **Protocol for Partnership with External Agencies**
- **2014-2015 S.E.A.C. Meeting Prayers**





# CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO Special Education *Learning and Growing Together in Christ*



## Reaching Every Student

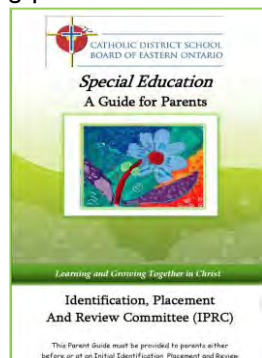


**Without Exception – Exceptional Art from Beautiful Minds** an exhibition of artwork from students with special needs who are talented young artists, providing a unique perspective on the world.

**Special Education** Teachers, Support Staff, Consultants, Speech and Psychology staff and the administration are dedicated and committed to increasing the student achievement and well being of our exceptional students. The department successfully facilitates students meeting I.E.P. goals, completing identified and measurable performance tasks and making major gains in provincial, school, and board-wide assessments. The Board makes it possible for students to access technology to assist in learning and for the necessary accommodations required for completing assessments.

CDSBEO supports Learning for All, the Ministry of Education document on Literacy and Numeracy instruction for students with Special Education needs. We believe that all students can succeed and achieve high standards given sufficient time and support, and differentiated instruction recognizing that each child has unique patterns of learning.

Together we are striving to “raise the bar” so that students achieve higher standards and student specific goals and “close the gap” between student potential and their performance. Monitoring student improvement is critical. Results indicate that gaps in learning are closing.

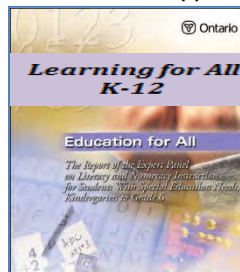


The responsibility for Inclusive Education is shared between Classroom Teachers, Special Education Teachers and Support Staff, who collaborate to plan and deliver programs that motivate and engage students in learning. A parent handbook is available at all schools for the Identification, Placement, and Review process.

## Empowering Students to Succeed!

Special Education teams target learners at their unique instructional level and design systematic and explicit instructional practices based on evidence of learning. Individual Education Plans (I.E.P.'s) and transitional plans are created to identify strengths, needs, expectations and necessary accommodations, modifications or alternative programming. To empower and support students we...

- ❖ Provide ongoing observation, feedback, assessment, evaluation and next steps to ensure students can demonstrate competence and succeed.
- ❖ Analyze assessment results for all students to identify areas of proficiency and concern and cluster students needing support.
- ❖ Complete Reading, Writing and Life Skills Inventories to assist teachers in identifying key areas for specific instructional support.
- ❖ Establish routines and expectations, determine support required, organize the classroom setting, and identify instructional, environmental, and physical accommodations to meet student needs.
- ❖ Provide school embedded training in assistive technology for teachers and students.
- ❖ Introduce Structured Teaching to support students with Autism Spectrum Disorder (ASD).
- ❖ Provide inclusion whenever possible and requested by parents and congregated programs when appropriate.
- ❖ Create Plans of Success, Safety Plans and PTR plans by school teams including Student Support Workers to deliver support so students can learn to cope and communicate in positive ways.
- ❖ Offer opportunities for students to participate in mini-enrichment courses at Ottawa and Queen's Universities for one week each year.
- ❖ Apply for Specialized Equipment Assistance Grants to help provide the assistive technology required for individual students.
- ❖ Provide school embedded professional development through the assistance of teacher consultants and school based Differentiated Instruction teachers whose role is to model and facilitate teacher sharing and learning about new and effective strategies.



## Striving for Higher Levels Of Achievement!



**F.R.O.G...**

### Facilitating Reading for Optimum Growth

Maximizing early reading strategies for each child is the goal of "Facilitating Reading for Optimum Growth" or FROG! FROG hops into action throughout Primary Classrooms, and the strategies are used with Junior and Intermediate students where appropriate. Reading skills are developed through small groups, allowing the Classroom and Special Education Teachers, working together, to focus on the unique language development and needs of each child.

Children working together in small flexible guided reading groups using leveled books, receive intensive instruction to expand their reading strategies, make connections and achieve targeted goals.



**Students reading in small F.R.O.G. groups make connections and share ideas**



**H.A.W.K...**

### Higher Achievement for Writers' Know-how

Developing writing strategies for all students, and helping struggling writers, is the focus of "Higher Achievement in Writers' Know-how" or HAWK! The HAWK soars to all regions of the Board's junior classrooms, and key strategies are used across all divisions.

Targeted and systematic instruction of the traits of writing promotes the specific skills necessary to utilize the traits, processes, and genres of good writing. Through flexible groupings, children interact with one another and are guided to become more effective writers and readers.

**STOMP**



### Success Through Optimizing My Potential

Optimizing thinking skills for every learner is the purpose of "Success Through Optimizing My Potential" or STOMP! STOMP is a specialized framework used with grade seven and eight students which ensures the development of higher-order thinking and questioning skills. Special Education and Classroom Teachers team together to create learning experiences based on layers of thinking and questioning so that all learners achieve greater understanding through effective literacy strategies.

Opportunities for using multiple intelligences and different modalities of learning in all grades helps all students develop and demonstrate their understanding, apply and analyze their thinking, and create and evaluate their learning.

Evidence from student learning allows teachers to systematically differentiated instruction. Stomp lessons with three R's (Retell, Relate and Reflect) and regular practice with the Reader writer's notebook allows student choice in the world allow them.

### Enhancing Learning Through The Use of Technology

Students accessing curriculum and being able to communicate is critical for the success of our exceptional learners. Assistive technology and adaptive equipment (ELMO's, Interactive White board, sound field systems) provides the tools for students at all grade levels to acquire and process information, and to demonstrate learning, empowering students to ensure success.

Computers allow students to communicate using a variety of software including voice recognition to assist with writing (Dragon Naturally Speaking), text readers to access print (Kurzweil, Word Q), and specific programs to help organize and convey thinking (Inspiration and Boardmaker).

The board's Special Education Assistive Technology (A- Team) training plan focuses on increasing capacity through modeling, co-planning and teaching, to support staff and students to enhance teaching and learning.

### Targeting Achievement for All

T.A.F.A. is a comprehensive framework that identifies the critical Reading, Writing and Thinking components for C.D.S.B.E.O's unique models of FROG, HAWK, and STOMP to support "all" learners. There are six board magazines created:

*Systematic and Explicit Instruction; Assessment For, As, and Of Learning; Differentiated Instruction; Flexible Grouping; Universal Design for Learning; and Critical and Creative Thinking.*





## Targeting Assessment for Learning

**School Assessments** using PM Benchmarks, CASI and OWA show major gains in our special needs students' reading and writing achievement for knowledge and understanding, thinking, comprehension and application of the information read.



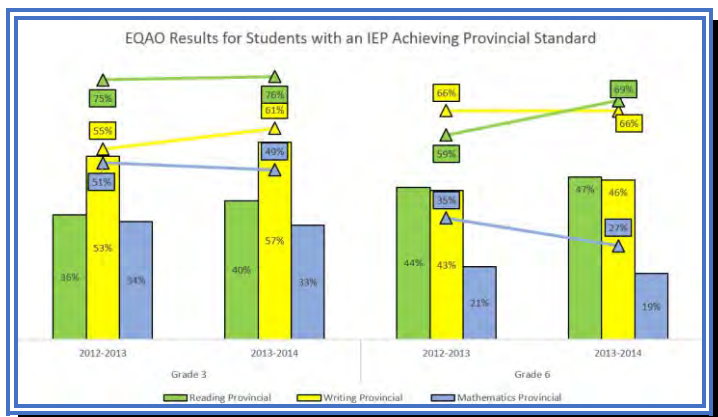
**Visual Assessment** portfolios for Grade 2 and 5 students with high needs allows the teacher an opportunity to work collaboratively with psychology and speech language staff to gather and review learning information with parents and effectively group students for targeted information based on the student's learning profile. The three-tier approach to primary and junior assessment displays information gathered from all tiers using charts and graphs that highlight areas of strength and need.

**Psycho-Educational** consultations and formal assessments provides teachers and parents of over six hundred students each year with critical assessment information on students cognitive, academic, social and emotional functioning.

**Speech and Language** assessments and consultations provide a wealth of valuable information, which is instrumental in supporting the language development and of our students.

## Reaching Higher Levels of Achievement

Our students with special needs celebrate outstanding results, performing as much as 28% higher than the province on provincial EQAO assessments.



## Supporting Teachers and Staff Collaboration!

School communities learn together and work in partnership to help foster a culture of collaboration and strengthen the network of support.

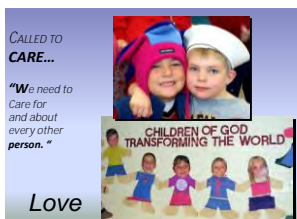
- ❖ **Differentiated Instruction Support Teachers** are provided as part of the Special Education staff allotment to elementary and secondary schools to help classroom teachers use high yield strategies to program effectively. Struggling students are succeeding as a result of supporting the strategies and practices highlighted in F.R.O.G., H.A.W.K. and S.T.O.M.P. The D.I. Support Teachers work collaboratively with classroom teachers, planning, modelling, and co-teaching in order to reach *all* students in the classroom. Consultants facilitate rich, interactive dialogue with D.I. Teachers in training sessions.



**St. Luke students build a greenhouse** – providing rich learning opportunities and connections throughout their programs.

- ❖ **Autism and Building School Capacity**  
School teams, including Administrators, Teachers, and Educational Assistants, receive extensive support and training as they implement Applied Behavioural Analysis (ABA) strategies and develop effective transition plans for students with Autism. Training on Autism Spectrum Disorder (ASD) by the Board Applied Behaviour Expert and the Autism School Support Partners is provided to school teams.
- ❖ **Professional Learning Teams (PLT's)**  
Special Education Consultants facilitate resource teachers coming together in family of schools to focus on IEP development, and transition planning. These targeted sessions are highly successful due to their supportive nature, and networking opportunities.

## *Creating Communities of Peace*



We have developed a progressive discipline framework ***Called to Care... Called to Action ... Called to Rebuild.***

It is our purpose to create safe and caring community schools which respect individuality, celebrate harmony, and strive to promote and develop responsible behaviour based on gospel values and shared discipleship. In response to Safe School legislation, policies, procedures and programs were developed in consultation with our valued partners and made available to schools.

- ❖ **A Safe School Resource and Administrative Manual** was created to provide resources and best practices.
- ❖ **Anti-bullying** prevention and intervention plans and procedures for tracking and reporting incidents are required.
- ❖ **Progressive discipline** with a continuum of interventions, supports and consequences are created to encourage students to make good choices and address inappropriate behaviour. The approach is both corrective and supportive rather than punitive.
- ❖ **Interventions** are applied in consideration of mitigating circumstances and are consistent with the student's strengths, needs, goals and expectations contained in his/her individual education plan.
- ❖ **Empathy, social skill and anger management** activities and programs are designed to encourage healthy relationships and positive behaviours.
- ❖ **Training opportunities** are provided and students are given leadership opportunities. The Board Catholic Code of Conduct is clearly outlined for staff, parents and community partners.

Our focus is on promoting resolution, reconciliation and restorative justice. Restorative Justice is a whole school approach that involves students identifying and addressing harms, needs, and obligations in order to heal and put things right. Intensive in-service on developing restorative practices is being provided to whole staffs, students and parents.



## *Resiliency and Positive Mental Health*

Rooted in the positive relationships between home, school and parish, we recognize that students need to feel connected, capable and contributing members of our school and faith communities. A Mental Health initiative for grades 3 to 12 helps assess positive strengths and supports the building of resiliency in our students. The Empower App, for students in grade 7-12, allows individuals to anonymously report bullying and also provides contact information for local mental health agency supports.

## *Specialized Supports and Programs*

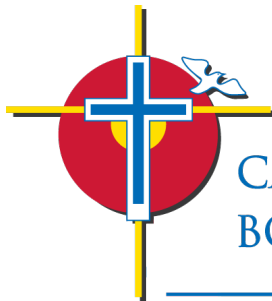
When serious conflict occurs and student behaviour is deemed unsafe, progressively more intensive supports must be employed. Crisis Workers and Itinerant ABLE Workers support the school teams to help stabilize students and support staff to develop successful programs and plans at the school level. This process includes reviewing and revising the student safety plan or plan for success, modeling different strategies and enlisting support from parents and community partners.

Specialized A.B.L.E. (alternative behaviour learning environments) programs are provided as alternatives to suspension or long term suspension placements. In this supportive small group setting focused student action plans with academic and behavioural goals are completed and restorative re-entry meetings occur when students are ready to return to their community schools.

Partners Programs or Day Treatment and Turning Points programs for Mental Health and Addictions are available for students requiring longer term support from mental health agencies who as partners play an important therapeutic role in these classrooms.

## *Enhancing Communication and Partnerships*

The Special Education Advisory Committee (SEAC) comprised of Trustees, Association members and the Special Education Superintendent and Principal, which is open to the public, meets monthly to review and discuss the Board's annual plan, programs and policies in Special Education. Parents, Association members, administration and staff are invited to attend. The minutes and agendas are posted on the Board website and a copy of the Annual Plan on the provision of Special Education programs and services is provided to each school for parents and staff review.



---

CATHOLIC DISTRICT SCHOOL  
BOARD OF EASTERN ONTARIO

---

# *Special Education*

## A Guide for Parents



*Artwork by: Jasey Jordan, St. Mary CHS*

*Learning and Growing Together in Christ*

## Identification, Placement and Review Committee (IPRC)

This Parent Guide must be provided to parents either before or at an Initial Identification, Placement and Review Committee meeting.



This Parent Guide is designed to help parents understand the process of formally identifying their child. It is to be provided to parents either before or at an Initial Identification, Placement and Review Committee Meeting.

## FEATURED ARTWORK



**Without Exception: Exceptional Art from Beautiful Minds** is an exhibition of artworks from Special Needs students of the Catholic District School Board of Eastern Ontario. Proceeds from the purchase of the artwork, is given to the Good Samaritan Trust Fund.

This artwork was created by very talented young artists with a unique perspective on the world. We hope that it reminds you of the exceptional talents in everyone. For a complete listing of all art work by year and artist, go to [www.withoutexception.ca](http://www.withoutexception.ca) or [www.facebook.com/exceptionalart](https://www.facebook.com/exceptionalart).

## PARENT'S GUIDE TO SPECIAL EDUCATION

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. The purpose of this parents' guide is to provide you with information about the *Identification, Placement, and Review Committee (IPRC)*, and to set out for you the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement, or appealing such decisions if you do not agree with the IPRC. This guide cannot provide you with all information about special education, but attempts to give you some of the basics.

If, after reading this guide, you require more information, please see the board contact list on page 16 of this document.

### Notes:

- ♦ If you wish to receive the Parent Guide in Braille, large print, or audio format, please contact the board at the address or telephone number indicated on page 16 of this guide.
- ♦ When used in this guide, the word "parent" includes guardian.



Artwork by: Kelly Merchand, Notre Dame CHS

### Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil as "a pupil who's behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program..."

The Ministry of Education uses the following 5 categories of exceptionalities, which include 12 specific definitions:

|               |                                |
|---------------|--------------------------------|
| Behaviour     | ◆ Behaviour                    |
| Communication | ◆ Autism                       |
|               | ◆ Deaf and Hard-of-Hearing     |
|               | ◆ Language Impairment          |
|               | ◆ Speech Impairment            |
| Intellectual  | ◆ Learning Disability          |
|               | ◆ Giftedness                   |
|               | ◆ Mild Intellectual Disability |
|               | ◆ Developmental Disability     |
| Physical      | ◆ Physical Disability          |
|               | ◆ Blind and Low Vision         |
| Multiple      | ◆ Multiple Exceptionalities    |



*Artwork by: Steven Meraw, St. John CHS*

containing specific expectations and an outline of special education services that meet the needs of the exceptional pupil.

### What is a special education program?

A special education program is defined in the Education Act as an educational program that:

- ◆ Is based on and modified by the results of continuous assessment and evaluation; and
- ◆ Includes a plan (called an Individual Education Plan or IEP)



## What are special education services?



*Artwork by: Daniel Miller, St. John CHS*

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

## What special education programs and services are provided by the Catholic District School Board of Eastern Ontario?

The CDSBEO 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 based on school team and parent consideration. The Board provides the following range of programs based on pupil need:

- ◆ Regular program
- ◆ Remedial program
- ◆ Resource support program
- ◆ Self-contained program

# What is an IEP?

IEP stands for *Individual Education Plan*.

It is a working document that outlines the accommodations and updated program goals for your child, based on the ongoing assessed needs of your child.

It must be developed in consultation with you, and must include:

- ◆ Specific educational expectations;
- ◆ An outline of the special education program and services that will be received;
- ◆ A statement about the methods by which your child's progress will be reviewed; *and*
- ◆ For students 14 years and older (except those identified solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

Citywide District School Board of Eastern Ontario  
Individual Education Plan

Student Details  
Name: [redacted]  
Date of Birth: 14-03-2005  
Grade: 5/6  
Address: [redacted]  
Phone: [redacted]  
Email: [redacted]

Parent/Guardian Details  
Name: [redacted]  
Address: [redacted]  
Phone: [redacted]  
Email: [redacted]

Teacher Details  
Name: [redacted]  
Address: [redacted]  
Phone: [redacted]  
Email: [redacted]

IEP Development Team  
Name: [redacted]  
Address: [redacted]  
Phone: [redacted]  
Email: [redacted]

IEP Development Team  
Name: [redacted]  
Address: [redacted]  
Phone: [redacted]  
Email: [redacted]

IEP Development Team  
Name: [redacted]  
Address: [redacted]  
Phone: [redacted]  
Email: [redacted]

IEP Development Team  
Name: [redacted]  
Address: [redacted]  
Phone: [redacted]  
Email: [redacted]

The IEP must be completed within 30 school days of your child being placed in a program or from the beginning of each new school year, and the principal must ensure that you receive a copy of it.



Artwork by: Charles Thompson, St. Luke CHS



Artwork by: Shane Martelle, St. Mary CHS

## What is an IPRC?

IPRC stands for *Identification, Placement and Review Committee*.

Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board. A Special Education consultant, a Special Education teacher, or a regular class teacher may also be designated on the Committee.

## What is the role of the IPRC?

The IPRC will:

- ◆ Decide whether or not your child should be identified as exceptional;
- ◆ Identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education and Training;
- ◆ Decide an appropriate placement for your child from:
  - Regular class with indirect support from a Resource Teacher
  - Regular class with direct Resource Teacher support (primarily in the classroom)
  - Regular class with withdrawal support
  - Special Education class placement with integration into a regular class
  - Special Education Class Full time
  - Special school placement; *and*
- ◆ Review the identification and placement at least once each school year (the time of year may vary).



## How is an IPRC meeting requested?

The Principal of your child's school:

- ◆ Must request an IPRC meeting for your child, upon receiving your written request;
- ◆ May, with written notice to you, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program. The meeting would be set at least 10 school days after you receive the notification letter.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC will meet.

## May parents attend the IPRC meeting?

Regulation 181/98 entitles parents and pupils 16 years of age or older:

- ◆ To be present at and participate in all committee discussions about your child: and
- ◆ To be present when the committee's identification and placement decision is made.

## Who else may attend an IPRC meeting?

- ◆ The principal of your child's school;
- ◆ Other resource people such as your child's teacher, special education staff, board support staff, or the representative of an agency, who may provide further information or clarification;
- ◆ Your representative, a person who may support you or speak on behalf of you or your child (but cannot be a trustee of the board); and
- ◆ An interpreter, if one is required. (You can request the services of an interpreter through the principal of your child's school.)

## Who may request that others attend an IPRC meeting?

Either you or the principal of your child's school may make a request for the attendance of others at the IPRC meeting.



*Artwork by: Unknown CDSBEO student*

## What information will parents receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether or not you will attend. (You may choose to waive a review IPRC if there are no changes to the identification or placement.) Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.



*Artwork by: Shane Martelle, St. Mary CHS*

## What if parents are unable to make the scheduled meeting?

If you are unable to make the scheduled meeting, you may:

- ◆ Contact the school principal to arrange an alternative date or time; or
- ◆ Let the school principal know you will not be attending, and as soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

## What happens at an IPRC meeting?

- ◆ The chair introduces everyone and explains the purpose of the meeting.
- ◆ The IPRC will review all available information about your child. They will:
  - Consider an educational assessment of your child;
  - Consider, subject to the provisions of the Health Care Consent Act, 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;
  - Consider any information that you submit about your child or that your child submits if s/he is 16 years of age or older.
- ◆ The committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will



discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older.

- ◆ You are encouraged to ask questions and join in the discussion.
- ◆ Following the discussion, after all the information has been presented and considered, the committee will make its decision.

## What will the IPRC consider in making its placement decision?



*Artwork by: Jillian Simpson, St. Michael, CHS*

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. If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.



What will the IPRC's written statement of decision include?

**The IPRC's written statement of decision will state:**

- ◆ Whether the IPRC has identified your child as exceptional
- ◆ Where the IPRC has identified your child as exceptional it must state;
  - The categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education and Training;
  - The IPRC's description of your child's strengths/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, it must give reasons for that decision.

[illegible]

Artwork by: Chris Drake, Notre Dame CHS



## What happens after the IPRC has made its decision?

- ◆ If you agree with the IPRC decision, you will be asked to indicate, by signing your name that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.
- ◆ If the IPRC has identified your child as an exceptional pupil and you have agreed with the IPRC identification and placement decision, the board will promptly notify the principal of the school at which the special education program is to be provided. An Individual Education Plan (IEP) will then be developed for your child.

## Once a child has been placed in a special education program, can the placement be reviewed?

- ◆ 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 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.



*Artwork by: Jasey Jordan, St. Mary CHS*

## What does a review IPRC consider and decide?

- ◆ The review IPRC considers the same type of information that was originally considered.
- ◆ With your written permission, the IPRC will consider the progress your child has made in relation to the IEP.
- ◆ The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

## What can parents do if they disagree with the IPRC decision?

If you do not agree with either the identification or placement decision made by the IPRC, you may:

- ◆ Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; *or*
- ◆ Within 30 days of receipt of the decision, file a notice of appeal with the Director of Education for the CDSBEO.

If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.

If you do not consent to the IPRC decision and you do not appeal it, the board will instruct the principal to implement the IPRC decision.



Artwork by: Genevieve Hoover, Notre Dame CHS

## How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to:

*Superintendent of Special Education,  
Principal of Special Education or Director of Education,  
Catholic District School Board of Eastern Ontario  
Box 2222, 2755 Highway 43*

The notice of appeal must indicate the decision with which you disagree and include a statement that sets out your reasons for disagreeing.

## What happens in the appeal process?

The appeal process involves the following steps:

- ◆ The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons (one of whom is to be selected by you, the parent) who have no prior knowledge of the matter under appeal.
- ◆ 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 both 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 s/he 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 ending. It may:
- ◆ Agree with the IPRC and recommend that the decision be implemented; *or*
- ◆ Disagree with the IPRC and make a recommendation to the board about the identification, placement, or both.
- ◆ The appeal board will report its recommendation 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 if you do not agree with the decision 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.

The Special Education Department personnel, under the direction of the Superintendent of Special Education 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 and coordinator, psycho-educational consultants, speech-language pathologists, teachers of the deaf and visually impaired, Applied Behaviour Analysis (ABA) specialist and the crisis support workers work closely with school personnel to ensure the effective delivery of special education programs.

The in-school special education team offers on-going support to children. Qualified special education teachers, differentiated instruction teachers, communication disorder 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.

*Additional Information can be obtained from:*

***Special Education Department  
P.O. Box 931,  
385 Highway 29  
Smiths Falls, Ontario  
K7A 4W7***

***Telephone: 613-283-5007  
Toll-free: 1-800-267-7945***



*Artwork by: Paskale Pilon, St. Joseph CSS*

## What are the Ministry's provincial and demonstration schools?

The Ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

### Eastern Ontario Provincial Demonstration Schools

| Severe Learning Disabilities  | Deaf Children   | Blind And Deaf-Blind Children  |
|---|---|--|
| Sagonaska School<br>350 Dundas Street W.<br>Belleville, ON<br>K8P 1B2<br>613-967-2830 | Sir James Whitney School<br>350 Dundas Street W.<br>Belleville, ON<br>K8P 1B2<br>613-967-2823 | W. Ross Macdonald School<br>350 Brant Avenue<br>Brantford, ON<br>N3T 3J9<br>519-759-0730 |

## What organizations are available to assist parents?

Many organizations are available to provide information and support to parents of exceptional children. Some of these are:

- ♦ Community Living Ontario [www.communitylivingontario.ca](http://www.communitylivingontario.ca)
- ♦ Association for Bright Children [www.abcontario.ca](http://www.abcontario.ca)
- ♦ Ontario Association for Families of Children with Communication Disorder [www.oafccd.com](http://www.oafccd.com)
- ♦ Brockville and District Association for Community Involvement  
613-345-4092
- ♦ Autism Society of Ontario [www.autismontario.com](http://www.autismontario.com)
- ♦ Groupe-Action pour L'Enfant, la famille et la communaut  de Prescott-Russell <http://www.groupeaction.ca>
- ♦ Spina Bifida and Hydrocephalus Association of Ontario  
[www.sbhao.on.ca](http://www.sbhao.on.ca)
- ♦ The Easter Seal Society, Ontario [www.easterseals.org](http://www.easterseals.org)
- ♦ Canadian Hearing Society [www.chs.ca](http://www.chs.ca)



- ◆ Prescott-Russell Services for Children and Adults – Integra  
[www.seapr.ca/index.php?lang=en](http://www.seapr.ca/index.php?lang=en)
- ◆ SD&G Developmental Services Center  
[www.developmentalservices.ca/ehome.htm](http://www.developmentalservices.ca/ehome.htm)
- ◆ Integration Action for Inclusion  
[www.integration-inclusion.com](http://www.integration-inclusion.com)
- ◆ Family Alliance Ontario  
[www.family-alliance.com](http://www.family-alliance.com)
- ◆ Learning Disabilities Association of Ontario (LDAO)  
  - Learning Disabilities Association of Ottawa-Carleton  
[www.ldao.ca](http://www.ldao.ca)
- ◆ Lanark County Support Services  
613-283-2297
- ◆ Children's Mental Health Ontario  
[www.kidsmentalhealth.ca](http://www.kidsmentalhealth.ca)
- ◆ Open Doors  
[www.opendoors.on.ca](http://www.opendoors.on.ca)
- ◆ eMental Health  
<http://www.ementalhealth.ca>
- ◆ Canadian Mental Health Association  
[www.cmhaeast.on.ca](http://www.cmhaeast.on.ca)
- ◆ VOICE for Hearing Impaired Children (Ottawa Chapter)  
[www.voicefordeafkids.com](http://www.voicefordeafkids.com)
- ◆ Epilepsy Ontario  
[www.epilepsyontario.org](http://www.epilepsyontario.org)
- ◆ Down's Syndrome Association  
[www.dsao.ca](http://www.dsao.ca)
- ◆ Tourette Syndrome Foundation  
[www.tourette.ca](http://www.tourette.ca)
- ◆ Ontario Association for Families of Children with Communication Disorder  
[www.oafccd.com](http://www.oafccd.com)
- ◆ Canadian National Institute for the Blind  
[www.cnib.ca](http://www.cnib.ca)
- ◆ Child and Youth Health Network for Eastern Ontario  
[www.child-youth-health.net](http://www.child-youth-health.net)
- ◆ Fetal Alcohol Disorders Society  
[www.faslink.org](http://www.faslink.org)

## Special Education Ministry Documents

*These and others can be found at this Ministry link:*

**<http://www.edu.gov.on.ca/eng/parents/speced.html>**



## SPECIAL EDUCATION ADVISORY COMMITTEE MISSION STATEMENT

As the Special Education Advisory Committee established for the Catholic District School Board of Eastern Ontario, we recognize the need for strong partnerships in our Catholic community in order to develop the unique potential of all children. We recognize that we foster each child's uniqueness, as intended by God who created us in his own image and likeness, when we facilitate programs and services that:

- ◆ Recognize the importance of all children;
- ◆ Respect the unique strengths and needs of all children;
- ◆ Nurture self-esteem by recognizing the talents of children as gifts from God;
- ◆ Provide equity of opportunity and accessibility;
- ◆ Reflect our Catholic faith and the principles of inclusion'
- ◆ Promote a quality education for all.



**SEAC** meets 10 times a year, generally held monthly at the Board Office in Kemptville. Information regarding the dates and times as well as the agendas and minutes can be found on the board website: [www.cdsbeo.on.ca](http://www.cdsbeo.on.ca).

Association members can join, and parents are welcome to attend.



# ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

## *The Ministry of Education:*

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

## *The district school board or school authority:*

- **establishes school board policy and practices** that comply with the Education Act, regulations, and policy/program memoranda;
- **monitors school compliance with the Education Act, regulations, and policy/program memoranda;**
- **requires staff to comply with the Education Act, regulations, and policy/program memoranda;**
- **provides appropriately qualified staff** to provide programs and services for the exceptional pupils of the board;
- **obtains the appropriate funding and reports on the expenditures for special education;**
- **develops and maintains a special education plan** that is amended from time to time to meet the current needs of the exceptional pupils of the board;
- **reviews the plan annually and submits amendments to the Minister of Education;**

- **provides statistical reports to the ministry as required and as requested;**
- **prepares a parent guide to provide parents with information about special education programs, services, and procedures;**
- **establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;**
- **establishes a Special Education Advisory Committee;**
- **provides professional development to staff on special education.**

*The Special Education Advisory Committee:*

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

*The school principal:*

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

*The teacher:*

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

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

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

*The parent/guardian:*

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

*The student:*

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

# CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

## Behaviour

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

- a) an inability to build or to maintain interpersonal relationships;
- b) excessive fears or anxieties;
- c) a tendency to compulsive reaction;
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

## Communication

### *Autism*

A severe learning disorder that is characterized by:

- a) disturbances in:
  - rate of educational development;
  - ability to relate to the environment;
  - mobility;
  - perception, speech, and language;
- b) lack of the representational symbolic behaviour that precedes language.

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

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

### *Language Impairment*

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication,

which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- a) involve one or more of the form, content, and function of language in communication;
- and
- b) include one or more of the following:
  - language delay;
  - dysfluency;
  - voice and articulation development, which may or may not be organically or functionally based.

### *Speech Impairment*

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

### *Learning Disability*

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

a) is not primarily the result of:

- impairment of vision;
- impairment of hearing;
- physical disability;
- developmental disability;
- primary emotional disturbance;
- cultural difference; and

b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:

- receptive language (listening, reading);
- language processing (thinking, conceptualizing, integrating);
- expressive language (talking, spelling, writing);
- mathematical computations;

c) may be associated with one or more conditions diagnosed as:

- a perceptual handicap;
- a brain injury;
- minimal brain dysfunction;
- dyslexia;
- developmental aphasia.

## Intellectual

### *Giftedness*

An unusually advanced degree of general intellectual ability that requires differentiated

learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

### *Mild Intellectual Disability*

A learning disorder characterized by:

a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;

- b) an inability to profit educationally within a regular class because of slow intellectual development;
- c) a potential for academic learning, independent social adjustment, and economic self-support.

#### *Developmental Disability*

A severe learning disorder characterized by:

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

### Physical

#### *Physical Disability*

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

#### *Blind and Low Vision*

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

### Multiple

#### *Multiple Exceptionalities*

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

# ACRONYMS

## Special Education Department

| Acronym | Definition  |
|---------|---|
| ABA     | Association for Bright Children of Ontario                    |
| ABA     | Applied Behavioural Analysis                                  |
| ADHD    | Attention Deficit Hyperactivity Disorder                      |
| ASD     | Autism Spectrum Disorder                                      |
| BDACI   | Brockville and District Association for Community Involvement |
| CACL    | Community Association for Community Living                    |
| CAS     | Children's Aid Society  |
| CAT     | Canadian Achievement Test                                     |
| CCAC    | Community Care Access Centres                                 |
| CDSS    | Canadian Down Syndrome Society                                |
| CLO     | Community Living Ontario                                      |
| CP      | Cerebral Palsy  |
| CT      | Classroom Teacher   |
| DD      | Developmental Disorder  |
| DSL     | Developmental Services – Leeds & Grenville                    |
| EA      | Educational Assistant   |
| EQAO    | Education Quality and Accountability Office                   |
| FAS     | Fetal Alcohol Syndrome  |
| FROG    | Facilitated Reading for Optimal Growth                        |
| HAWK    | Higher Achievement Writers' Know-how                          |
| IAI     | Integration Action for Inclusion in Education and Community   |
| IEP     | Individual Education Plan                                     |
| IPRC    | Identification Placement and Review Committee                 |
| ISSW    | Itinerant Student Support Worker                              |
| IT      | Information Technology  |
| LCP     | Lanark Community Program                                      |
| LD      | Learning Disability   |
| LDAO    | Learning Disability Association of Ontario                    |
| LGFN    | Leeds and Grenville Family Network                            |
| MID     | Mild Intellectual Disability                                  |
| MOV     | Measures of Variability                                       |
| OCD     | Obsessive Compulsive Disorder                                 |
| ODD     | Oppositional Defiant Disorder                                 |
| OPA     | Ontario Psychological Association                             |
| OT      | Occupational Therapists                                       |
| PAAC    | Provincial Parent Advisory Association Committee              |
| PD      | Professional Development                                      |
| PDD     | Pervasive Developmental Disorder                              |
| PLC     | Professional Learning Committee                               |
| RS      | Retts Syndrome  |
| RSEC    | Regional Special Education Committee                          |
| SEA     | Specialized Equipment Allocation                              |
| SEAC    | Special Education Advisory Committee                          |
| SERT    | Special Education Resource Teacher                            |
| SIP     | Special Incidence Portion                                     |
| SLP     | Speech Language Pathologist                                   |
| SSP     | School Support Program (Austism)                              |
| SSW     | Student Support Worker  |
| STOMP   | Success Through Optimizing My Potential                       |
| WISC    | Wechsler Intelligence Scale for Children                      |
| WRAT    | Wide Range Achievement Test                                   |

# A Strengths Based Approach



## Building Resiliency & Positive Mental Health

Educators in our Catholic schools play a vital role in supporting the mental health of students, through the lens and living of our Catholic Virtues.

The CDSBEO is committed to building resiliency and positive mental health for all of our students. The Board has identified a Continuum of Support providing Prevention, Targeted Intervention and Specialized Supports for students to develop resiliency, use restorative practices, identify student specific needs and promote school and community mental health supports.

### Building Resiliency: A Strengths Based Approach

*“The challenge is to create caring relationships and an environment that looks at promise and the hope of new possibilities. It is the attitude of hope and optimism that builds resiliency and positive mental health.” Dr. Donaleen Hawes, Superintendent of School Effectiveness*

School excellence involves positive social capacity and excellence in instruction. When these combine, students experience positive educational outcomes and relationships, which are essential to resiliency.



Our goal is to build the Resiliency and Positive Mental Health of our students by using a strengths-based approach to support students becoming positive, productive and responsible individuals.

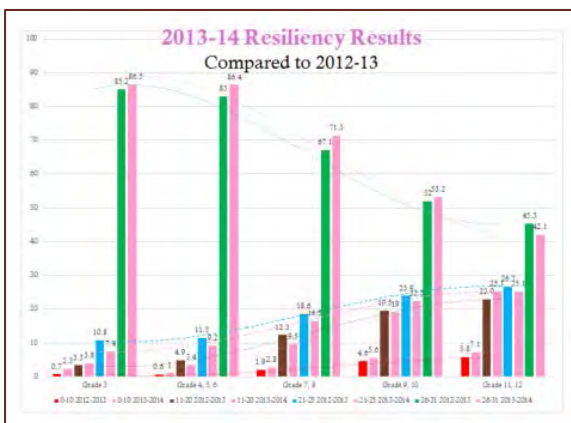
Resiliency surveys are completed by all students in grade 3 to grade 12. Results are used to empower individuals and school teams to engage in and better understand the strengths and skills that are essential for navigating life's challenges and becoming healthy adults.

School Resiliency Response Plans and Student Resiliency Action Plans are developed to utilize internal and external strengths to build student resiliency and Mental Health wellness and reduce inappropriate and bullying behaviour.





Our Board Plan is to build student resiliency using a strengths based approach with tiered intervention starting with prevention strategies for those children and youth with moderate and significant strengths. Providing targeted intervention for those vulnerable students and to access specialized support for students with an impoverished resiliency profile.

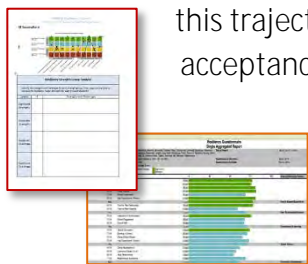


Board wide Resiliency Surveys allow schools to look at their own school results and student profiles in order to build student resiliency and positive mental health. Results indicate an increase in the number of students with significant resiliency strengths.

Our primary and junior students are extremely resilient, whereas the high school students, in particular grade 12, see themselves as more vulnerable and less resilient.

As a Board we are trying to focus on building Mental Health strengths and protective factors to change this trajectory and to help adolescents to feel empowered, and to cultivate sensitivity, acceptance and self-control, self-efficiency and planning, and decision making skills.

School and student Resiliency Action Plans are developed to identify strengths as well as areas to strengthen. The Board is



## The Resiliency Framework: 31 Developmental Strengths

The Youth Resiliency Framework identifies 10 Resiliency Factors and 31 Developmental Strengths such as Learning at School (bottom green section) which encompass positive experiences with school work, school engagement and student achievement. All three work together to support healthy human development.

The external factors that build Resiliency are around the outside of the wheel. These are what the students feel they **"HAVE."** For example, "I have a caring school environment. I have family support, or I have positive peer relationships."

The internal factors are the inside ring of the framework. These are the personal traits the students feel they possess, the **"I AM"** factors. For example, "I am caring, I am spiritual, I am able to show restraint."



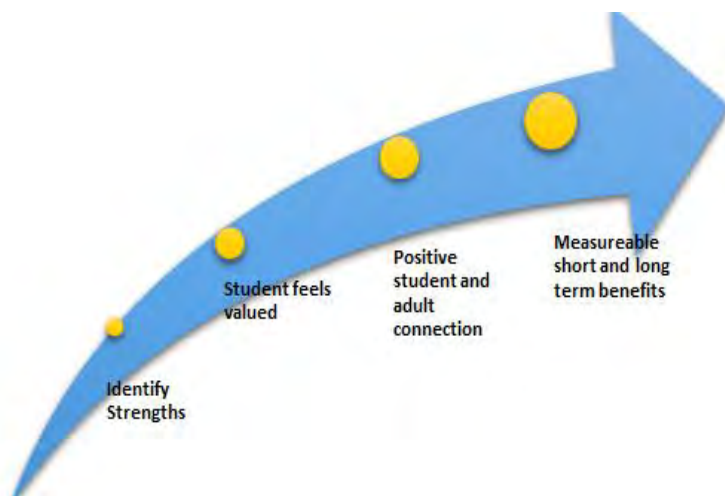
**Together the "I HAVE" and the "I AM" help a child to feel "I CAN" succeed!**

# Using Restorative Practices

Restorative Processes aim to establish an environment where students are empowered to solve problems through authentic conversations using Restorative Proactive Classroom Circles, Questions/Conversations and Formal Conferences, in which all stakeholders have a voice in finding a solution.

Restorative Practices do not seek to deny consequences for misbehaviour, but focus on helping students understand the real harm done by their misbehavior, to take responsibility for the behaviour and commit to positive change. A Restorative approach works with all participants to create ways to make things right and make plans for future changes.

The Restorative Practices Continuum moves from informal actions such as affective statements to the use of informal conversations and the Five Questions, to more formal classroom circles or formal conferences.



## *Building Relationships with Proactive Circles*

*Proactive circles are rooted in the belief that, "When we make others know that they belong, (and that we care); Then we all know we belong (and are cared for.)" Jean Vanier*

It also functions on the belief that people are happier, more cooperative and more productive when people in authority do things *WITH* them, rather than *TO* them or

*FOR* them.

We believe in the power students have to interact with others and solve problems in positive ways. Proactive circles also allow students to practice effective communication which is a life skill that we and our students can and must use in all relationships.

# Understanding the Mental Health Continuum

The Mental Health Continuum can help us to see how we can support children no matter where they are on the continuum. The goal is to always move individuals toward the well-being side of the continuum.

We know that all individuals occasionally experience stress and even mild distress. As distress increases a child or youth may experience temporary impairment, however marked and severe distress results in disabling or chronic impairment. Understanding the mental health continuum will help students and staff promote positive mental health.

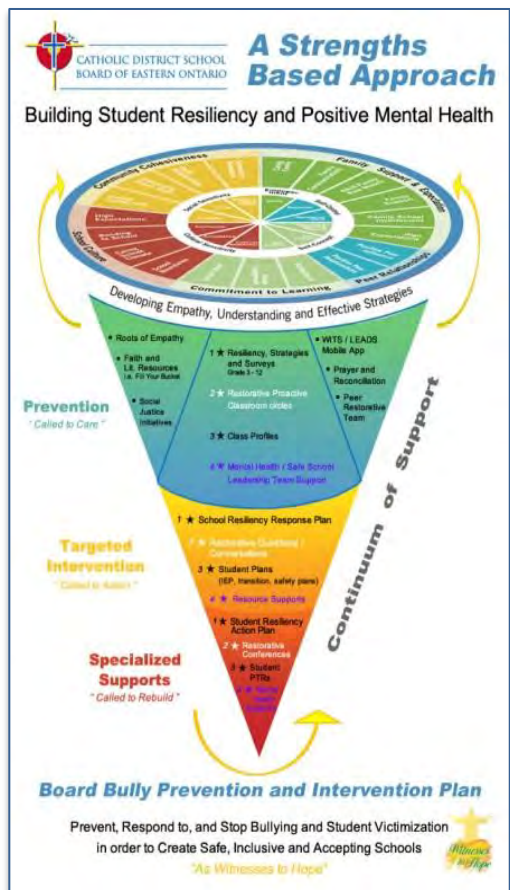
**Positive Mental Health**  
Healthy moods, resilient, able to function and reach potential

**Emotional Problems**  
Mild problems with thoughts, behaviours, stresses at school/home



**Mental Illness**  
Mood anxiety problems, Externalizing, Psychosis, substance abuse

## Continuum of Support



The Continuum of Support for Building Resiliency and Positive Mental Health also serves as the Board Bully Prevention and Intervention Plan. It is based on developing a Whole-School Faith Community that is safe, inclusive and accepting, utilizing our Gospel values and reconciliation.

A strengths-based approach is taken to building the Resiliency and Positive Mental Health of students, by developing **students' empathy, understanding and using of effective** strategies to prevent and respond to bullying if it occurs in ways that will stop future bullying. The plan promotes **prevention by a "Call to Care", with targeted interventions by a "Call to Action" and a "Call to Rebuild" through specialized supports.**

Specific prevention programs, targeted interventions and specialized supports provide a continuum of support for students. Restorative practices including proactive classroom circles, restorative questions/conversations and formal restorative conferences enable schools to create environments in which bullying behaviors are reduced and students are empowered to resolve conflicts and deal with difficult situations.

Visit [www.cdsbeo.on.ca](http://www.cdsbeo.on.ca) to view the entire Board Bully Prevention and Intervention Plan.

## 4 Central Areas of Focus in the Continuum of Support

The intensity and specificity of the support provided increases as a student moves from Prevention, to Targeted Intervention and then into Specialized Supports as required. The 4 areas of focus on the Continuum of Support are repeated in each of the 3 Tiers.

- ★ Building Resiliency: survey results are used to inform school profiles and action plans.



Survey & Strategies

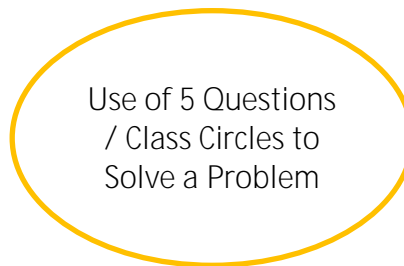
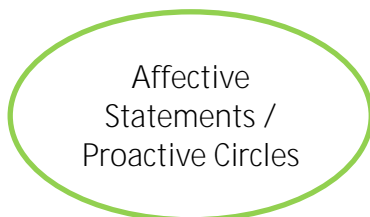


School Profiles



Student Action Plans

- ★ Using Restorative Practices: affective statements and proactive circles are used in classrooms. Formal conferences are used to repair harm and restore relationships when more serious issues occur.



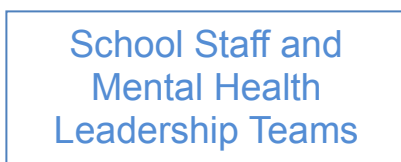
- ★ Identifying Specific Needs: class profiles allow teachers to identify information that will facilitate learning. Individual Education Plans (IEP's) outline alternative, modified and accommodated programs and supports, while Prevent, Teach, Reinforce Behaviour Plans (PTR's) identify specific social, emotional and/or behavioral interventions required.

Class Profiles

IEPs

PTRs

- ★ Providing School, Board and Community Mental Health Supports: the Mental Health Lead, Special Education Principal and board team, support school Mental Health Leadership Teams and agency partners to support students in need.





# School Community Promoting Resiliency and Positive Mental Health



*"The idea is to collaboratively work to create an 'ecology' around children and youth that makes it increasingly difficult for certain high problem behaviours to survive."* Dr. W. Hammond

Parental involvement and support is essential in developing positive mental health for our children and youth. Catholic School Councils, the Special Education Advisory Committee and the Parent Involvement Committee reach out to parents and work to provide the voice of parents as partners in education.

To help build positive mental health and school climates that support mental health, schools are focusing on building the foundations of a strengths based school by creating caring relationships, setting high expectations, increasing student engagement and establishing clarity and understanding of boundaries. These four resiliency strengths are identified as important resiliency factors for schools, as well as communities and families to develop.



*"Our goal is to increase students' positive mental health by helping them to feel they belong, can succeed, can make meaningful contributions and feel respected and are respectful."* Paula Perrault, Principal of Special Education

## Reaching Out to Students



Student voice is provided when students complete the Resiliency Surveys and identify areas of strengths and where they are feeling vulnerable. The results of the survey can be shared with students to look at building on their mental health strengths and resiliency factors.

Peers also provide support to each other. For example, Peer Restorative Teams involve high school students being trained to support restorative conversations and proactive circles, which allow them to learn vital communication skills and feel ownership and contribute positively to the overall atmosphere of a school.



The Catholic District School Board of Eastern Ontario has partnered with InTouch Mobile, to develop an anti-bullying and community outreach app entitled CDSBEO EMPOWER. It gives access to *MHA Hopeline* which provides contact numbers for community supports and distress lines. This App provides students and parents an avenue to quickly, conveniently and anonymously report incidents of bullying and victimization in schools and to seek help.



ELEPHANT IN THE ROOM Anti Stigma Campaign helps students build awareness, take action and seek help.

The Elephant in the Room reminds us that we need to learn more about mental health and addiction, confront stigma and support our classmates. Students experiencing mental health problems are encouraged to get help/treatment, not allow self-doubt/self-stigma and to be a champion for developing positive mental health.

By displaying the blue elephant we show that we care about the wellness of others and that THIS is a safe place to talk about mental health problems without fear of being looked upon differently.



High School Mental Health Presentations are provided in each of the Secondary Schools (ie: Elizabeth Manley and Michael Baine). These presentations are designed to offer students a glimpse into the life, struggles and successes of someone dealing with mental illness and encourage students to Seek Help if needed.

## Working with our Mental Health and Addiction Partner Agencies

Our Partner Agencies provide a vital service to support students needing Specialized Supports and to give more children, youth, and their families the services they need, more quickly and more effectively to prevent and reduce the personal, social and economic costs of mental health and addiction problems.

Partner agencies work with staff, students and families to provide necessary interventions and supports.



- Lanark – Open Doors for Lanark Children and Youth



- Children's Mental Health of Leeds and Grenville



- Valoris for Children and Adults of Prescott Russell



- Cornwall Community Hospital, Stormont, Dundas and Glengarry



Community agencies have supported the development and implementation of joint collaborative protocols including the Community VTRA Protocol: Violent Threat Risk Assessment and the Suicide Prevention, Intervention and Risk Review Protocol, designed to help students at risk of harming themselves or others.

## Mental Health and Addiction Support Provided in Schools



### *CCAC Mental Health and Addiction Nurses*

School based support for students dealing with mental health and addiction issues is provided by CCAC Mental Health and Addiction Nurses.

### *Community Mental Health Counselors in each High School*

School teams work with agency partners to ensure students receive support from mental health counselors when required, in order to deal with mental health and addiction issues.

*"...it is crucially important for us to be aware of mental health issues amongst our students and to be able to direct or provide resources for parents and students, so that we can ensure they are getting whatever assistance they need."*

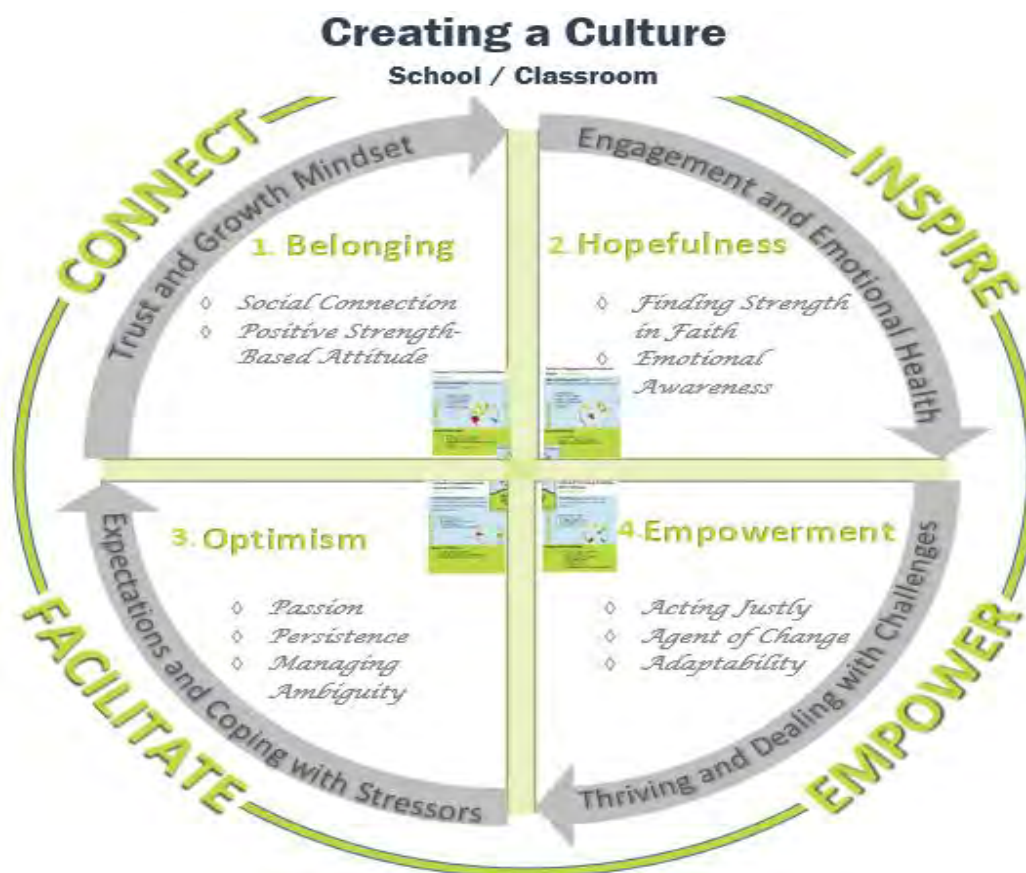
*Wm. J. Gartland, Director of Education*

# Key Components for Positive Mental Health

Developing Resiliency Skills is the foundation for nurturing Positive Mental Health. By fostering **Caring Relationships**, encouraging **Meaningful Engagement**, **Establishing Expectations** and promoting **Healthy Responses**, our students are empowered not only to further succeed academically in the classroom, but to thrive as individuals.

Creating classroom and school cultures where trust and growth mindsets are developed, engagement and emotional health are cultivated, expectations and coping with stressors is encouraged, and thriving and dealing with challenges is nurtured, allows students to view themselves as agents of change where they feel capable of viewing challenges as opportunities for personal growth. It is in building their sense of **belonging**, **hopefulness**, **optimism** and **empowerment** that students will learn that overcoming such concerns as anxiety, addictions, sadness, anger and aggression is possible. In the school system, it is both a possibility and a privilege to help students to build their resiliency and positive mental health.

**“People don’t always remember what you say or even what you do, but they always remember how you made them feel.” –Maya Angelou.**







# Building Key Components of Positive Mental Health and Resiliency Strengths

**Making  
Connections**

Social Connection

**Yes!**  
I am, I can, and I will

Positive Strength-Based Attitude



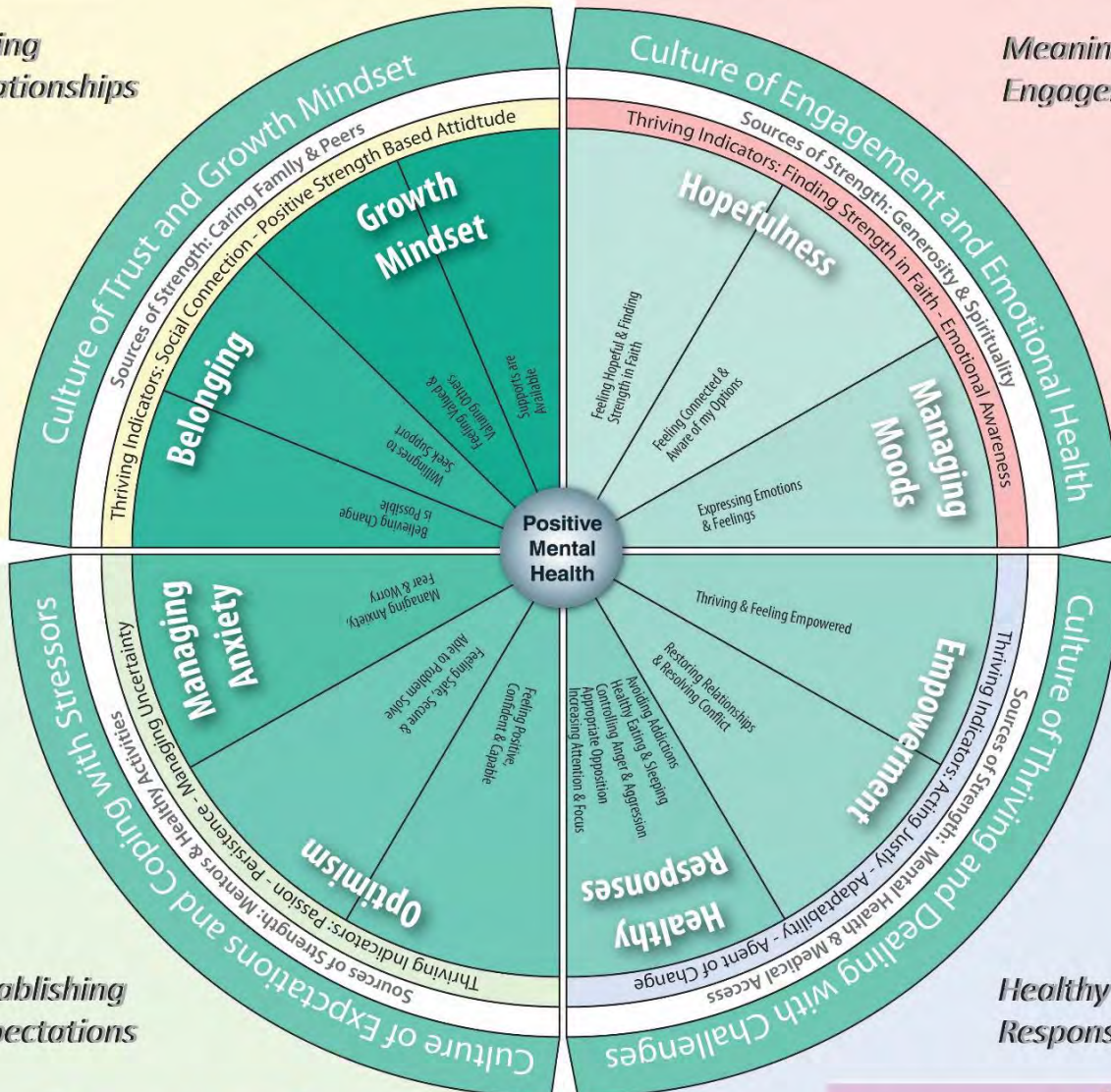
Finding Strength in Faith



Emotional Awareness

**Caring  
Relationships**

**Meaningful  
Engagement**



**Establishing  
Expectations**

**Healthy  
Responses**

**Just keep going**

Persistence



Passion



Managing Uncertainty

**Plan A  
Plan B**

Adaptability



Acting Justly

**CHANGE**  
Starts with  
**ME**

Agent of Change

# Building a Culture of Positive Mental Health and Resiliency Strengths

Creating strength-based cultures within our schools and classrooms are an important **component to supporting and cultivating our students' positive mental health:**

- ◇ **A Culture of Trust and Growth Mindset** fosters a student's sense of belonging and belief that they can be agents of change for themselves and others. A strong sense of social connection and a positive strength-based attitude are critical to the successful implementation of such a culture.
- ◇ **A Culture of Engagement and Emotional Health** inspires hopefulness in students which in turn, allows them to manage their moods, and express emotions and feelings appropriately. A strong sense of hopefulness encourages students to find comfort in their spirituality, feel connected to others and develop an awareness of their options. Students having the ability to find strength in their faith and demonstrate emotional awareness allows for such a culture to be developed.
- ◇ **A Culture of Expectations and Coping with Stressors**, where students feel optimistic, positive, confident and capable, fosters their ability to manage anxiety, fear and worry. Allowing students to develop their passion and persistence and providing opportunities where students can manage their uncertainty with a successful outcome is imperative for such a culture to be cultivated.
- ◇ **A Culture of Thriving and Dealing with Challenges** empowers students to choose healthy responses when faced with a personal struggle. Empowering students to restore relationships and resolve conflicts successfully promotes healthy responses such as: avoiding addictions, sustaining healthy eating and sleeping patterns, controlling their anger and aggression, vocalizing appropriate opposition, and maintaining their attention and focus. Recognizing that students act justly, show adaptability and are capable of being agents of change allows for this culture to be developed effectively.

The impact of building a culture of positive mental health and resiliency is life-changing for our students, and the results will last far beyond their graduation day.



# Building Resiliency and Positive Mental Health

## Culture of Trust and Growth Mindset Belonging

**Caring Relationships:** *"I care about others and feel cared for."*

- Caring Environment
- Open communication
- Nurturing potential
- Celebrating successes
- Affirming strengths



### Growth Mindset

- Feeling valued and valuing others
- Believing change is possible
- Recognizing that caring people are there to help you
- Willingness to seek support

## Culture of Engagement and Emotional Health Hopefulness

**Meaningful Engagement:** *"I feel I can make a difference and others respect me and believe in me."*

- Connectedness
- Shared responsibility
- Meaningful contributions
- Finding strength in Faith
- Sense of acceptance
- Feeling invited
- Having a voice



### Emotional Health

- Feeling positive and connected
- Reflecting, meditating, praying
- Dealing with emotions and feelings
- Managing moods, sadness or depression

## Culture of Expectation and Coping with Stressors Optimism

**Establishing Expectations:** *"I feel capable of setting and reaching goals and my family and school encourages and supports me."*

- Vision of success
- Clarity of expectation
- Mutual expectations of support
- Modeling behaviours
- Encouragement and support given
- Experiencing Joy



### Coping with Stressors

- Feeling secure and capable
- Confident goals are reachable
- Purposeful planning and problem solving
- Responding to fear, anxiety and worry

## Culture of Thriving and Dealing with Challenges Empowerment

**Healthy Responses:** *"I feel safe, respected and able to respond to challenges."*

- Respecting each other
- Seeing as at potential
- Learning through challenges
- Coping from strengths
- Opportunities to succeed
- Enhancing possibilities



### Dealing with Challenges:

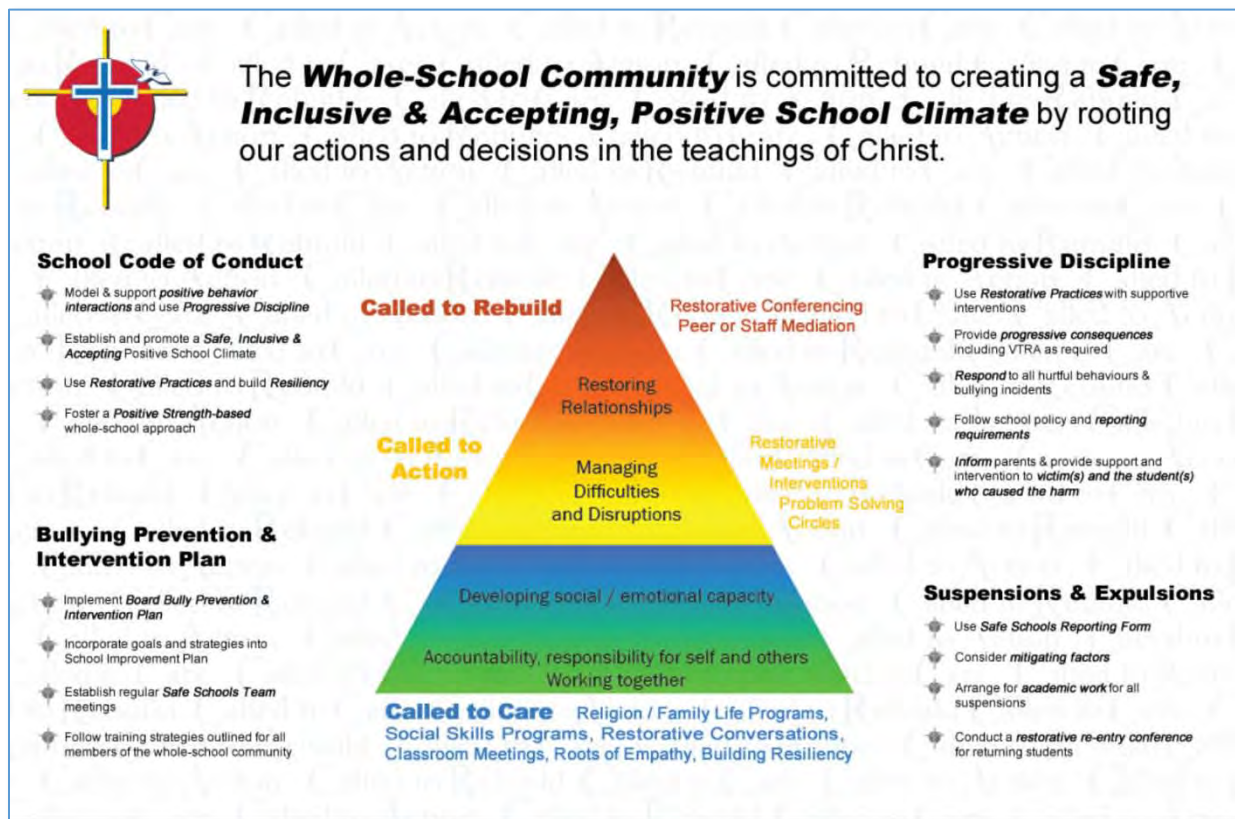
- Thriving and feeling empowered
- Focusing and attention
- Managing anger and frustration
- Restoring relationships
- Resolving conflicts
- Avoiding addictions
- Maintaining good eating, exercising and sleeping patterns



# Board Bully Prevention & Intervention Plan

The Board Bully Prevention and Intervention Plan is based on developing a Whole-School Faith community that is safe, inclusive and accepting, utilizing our Gospel values and reconciliation. The Plan is designed to prevent, respond to, and stop bullying and student victimization. A strengths based approach is taken to building the Resiliency and Positive Mental Health of students, by developing students' empathy, understanding and using of effective strategies to prevent and respond to bullying if it occurs in ways that will stop future bullying. The plan promotes prevention by a "Called to Care", with targeted interventions by a "Called to Action" and a "Called to Rebuild" through specialized supports.

Specific prevention programs, targeted interventions and specialized supports provide a continuum of support for students. Restorative practices including proactive classroom circles, restorative questions/conversations and formal restorative conferences enable schools to create environments in which bullying behaviors are reduced and students are empowered to resolve conflicts and deal with difficult situations.



The Board Safe School Policies and the School Code of Conduct and the use of Progressive Discipline, including suspensions and expulsions, supports the implementation of the Board Bully Prevention and Intervention Plan to respond to and stop bullying, including verbal, physical and cyber-bullying. The School Community must respond and deal with difficult behaviors by using Restorative Practices so students come to understand the effect their



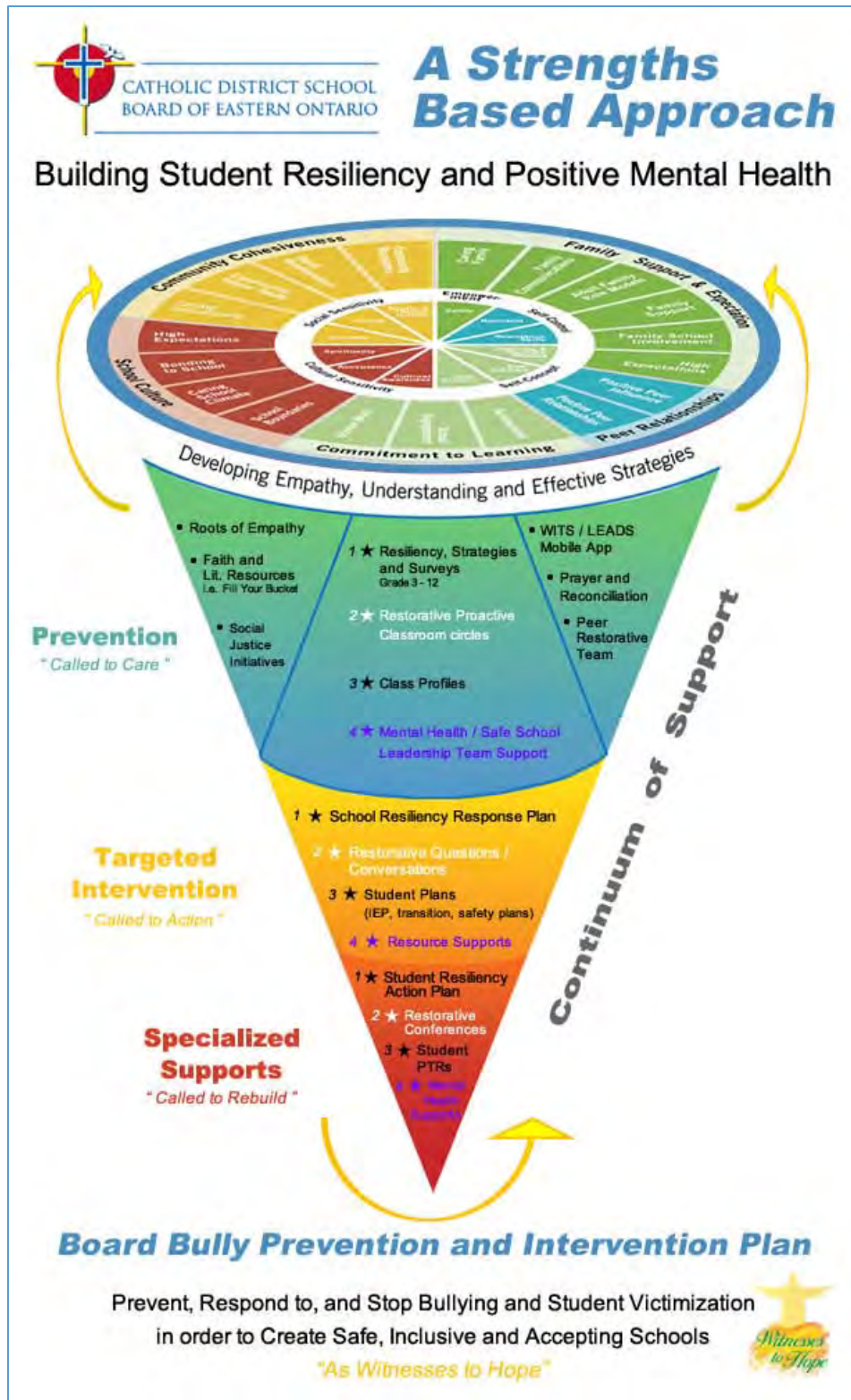
# Board Bully Prevention & Intervention Plan

actions have on others and are able to repair harm and rebuild relationships. In the case of serious threats or violent behavior a Violent Threat Risk Assessment and Intervention Plan – VTRA is completed with the police and community agencies.

Our goal is to build the Resiliency and Positive Mental Health of our students by using a strengths based approach to support students becoming positive, productive and responsible individuals.

This approach aims to establish an environment where students are empowered to solve problems through authentic conversations using Restorative Proactive Classroom Circles, Questions/Conferences and Formal Conferences, in which all stakeholders have a voice in finding a solution.

Resiliency survey results are used to empower individuals and school teams to engage in, and better understand the strengths or skills that are essential for navigating life's challenges and becoming healthy adults. School Resiliency Response Plans and Student Resiliency Action Plans are developed to utilize internal and external strengths to build student resiliency and Mental Health wellness and reduce inappropriate and bullying behavior.



# Board Bully Prevention & Intervention Plan

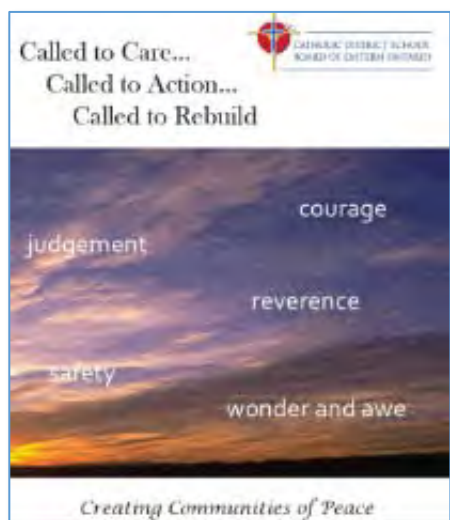
Developing the Spiritual, Social and Emotional Capacity of students is the foundation of this Plan. Students who have strong Internal and External Factors are able to resolve difficult or challenging situations in positive, constructive ways. Students who struggle often demonstrate negative behaviours to cover or compensate for a lack of Internal or External Factors. In order to effectively stop bullying and other related negative behaviours we must build student's Resiliency using their strengths.

Many students respond positively to the Prevention programs and activities provided, however, some students require more Targeted Interventions and Specialized Supports.

## Creating Communities of Peace

An Administrative Resource document outlines how we respond as Catholics to situations involving bullying and inappropriate behavior. Divided into three sections, Called to Care, Called to Action, and Called to Rebuild, this resource outlines the Policy, Procedure and requirements for Bill 13, Safe and Accepting Schools Act.

Principals are provided with a Checklist outlining the requirements identified in Bill 13 – Accepting Schools Act, which must be completed annually. Safe School Reporting Forms must be used to track individual incidences, inform parents and provide progressive discipline and action plans as necessary.



A student and parent booklet provides key information on the expectations and responses to ensure our schools are safe, inclusive and accepting places to learn.

- Student and staff responsibilities
- School action plans and responses
- Progressive discipline

School teams will identify appropriate targeted interventions or specialized supports required for specific students to change their behaviours and build social and emotional capacity of students in order to stop bullying and student victimization.

# Board Bully Prevention & Intervention Plan

## Prevention Initiatives and Programs

Developing the Social and Emotional Capacity of students is done in a variety of ways.

### Resiliency: Supporting a Strengths Based Approach to Building Resiliency

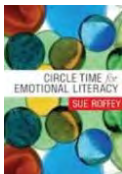


“Resiliency is an ability to spring back and adapt to life’s challenges with an attitude of hope and optimism.”

All schools in CDSBEO are working to develop a strengths-based culture of practice where students are nurtured towards positive change. In order to accomplish this we are partnering with Resiliency Initiatives. Students participate in a survey designed around 31 Developmental Strengths which research indicates are key factors in building resiliency in an individual.

Information from the resiliency survey is used to empower individuals and school teams to engage in, and better understand the strengths or skills that are essential for navigating life’s challenges and becoming healthy adults. School Resiliency Response Plans and Student Resiliency Action Plans are developed to utilize internal and external strengths to build student resiliency and Mental Health wellness.

### Restorative practices/Proactive Circles / Restorative Leadership Team



Restorative thinking involves moving from a consequence centered approach to a community building, positive response to challenging and difficult behaviours through dialogue, understanding, and repairing harm. Proactive circles become the foundation for this process as it encourages authentic dialogue and problem solving designed to create positive classrooms.

### Roots of Empathy



Roots of Empathy is an evidence-based classroom program that has shown significant effect in reducing levels of aggression among schoolchildren by raising social/emotional competence and increasing empathy. The program reaches elementary schoolchildren from Kindergarten to Grade 8.

### WITS /LEADS Program

## Board Bully Prevention & Intervention Plan



The WITS Programs bring together schools, families and communities to create responsive environments that help children deal with bullying and peer victimization. WITS has two components: the WITS Primary Program (Kindergarten - Grade 3) and the WITS LEADS Program (Grades 4 - 6).

### **Faith and Literacy Resources -Fill Your Bucket Book and Activities**



This simple picture book has become a basic teaching tool that encourages positive behavior as children see how very easy and rewarding it is to express kindness, appreciation, and love on a daily basis. Children learn the meaning of the terms, *bucket filling* and *bucket dipping* and discover that when they fill someone's bucket, they fill their own.



# **DUAL EXCEPTIONALITIES SUMMARY**

April 2015

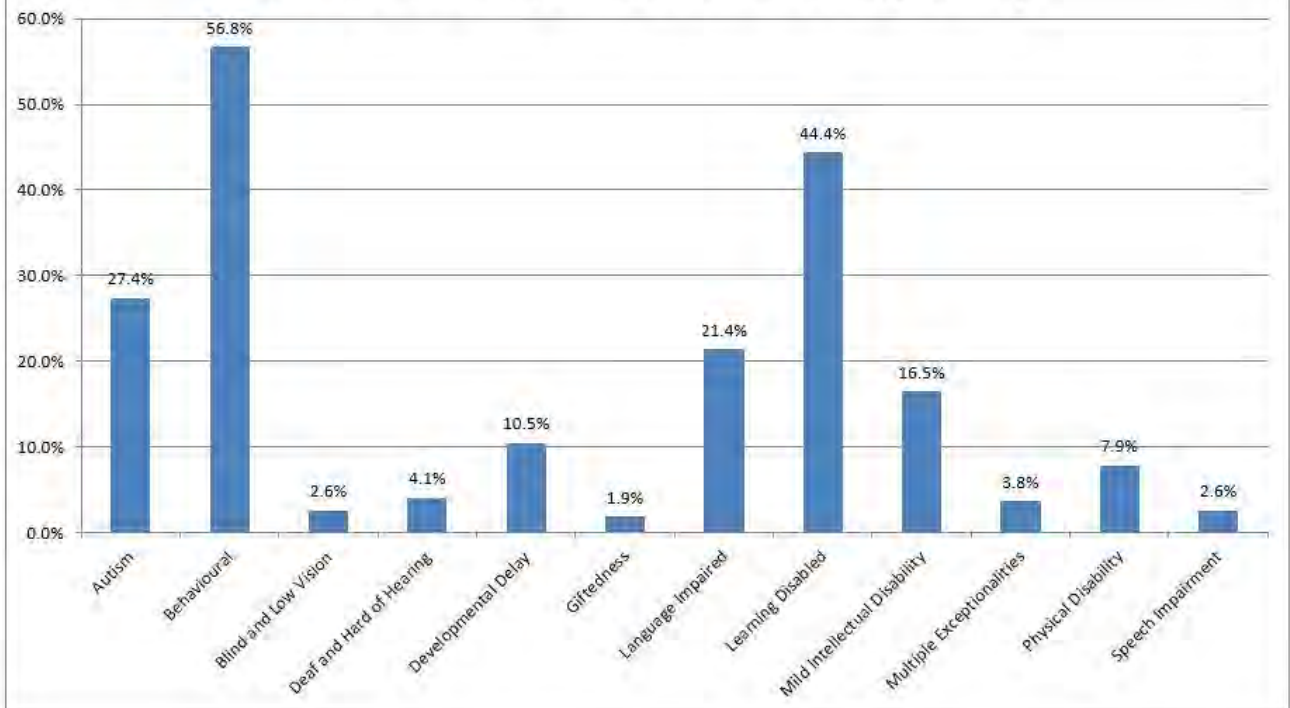
**Counts of Students with a Dual Diagnosis**

|                        | Autism | Behavioural | Blind and Low Vision | Deaf and Hard of Hearing | Developmental Delay | Giftedness | Language Impaired | Learning Disabled | Mild Intellectual Disability | Multiple Exceptionalities | Physical Disability | Speech Impairment | Total Students |
|------------------------|--------|-------------|----------------------|--------------------------|---------------------|------------|-------------------|-------------------|------------------------------|---------------------------|---------------------|-------------------|----------------|
| 1st Exceptionality     | 56     | 36          | 2                    | 4                        | 21                  | 2          | 27                | 79                | 28                           | 4                         | 7                   |                   | 266            |
| 2nd Exceptionality     | 17     | 115         | 5                    | 7                        | 7                   | 3          | 30                | 39                | 16                           | 6                         | 14                  | 7                 |                |
| Total Exceptionalities | 73     | 151         | 7                    | 11                       | 28                  | 5          | 57                | 118               | 44                           | 10                        | 21                  | 7                 |                |

**Percent of Students with a Dual Diagnosis**

|                        | Autism | Behavioural | Blind and Low Vision | Deaf and Hard of Hearing | Developmental Delay | Giftedness | Language Impaired | Learning Disabled | Mild Intellectual Disability | Multiple Exceptionalities | Physical Disability | Speech Impairment |
|------------------------|--------|-------------|----------------------|--------------------------|---------------------|------------|-------------------|-------------------|------------------------------|---------------------------|---------------------|-------------------|
| 1st Exceptionality     | 21.1%  | 13.5%       | 0.8%                 | 1.5%                     | 7.9%                | 0.8%       | 10.2%             | 29.7%             | 10.5%                        | 1.5%                      | 2.6%                | 0.0%              |
| 2nd Exceptionality     | 6.4%   | 43.2%       | 1.9%                 | 2.6%                     | 2.6%                | 1.1%       | 11.3%             | 14.7%             | 6.0%                         | 2.3%                      | 5.3%                | 2.6%              |
| Total Exceptionalities | 27.4%  | 56.8%       | 2.6%                 | 4.1%                     | 10.5%               | 1.9%       | 21.4%             | 44.4%             | 16.5%                        | 3.8%                      | 7.9%                | 2.6%              |

**Students with More than One Identified Exceptionality**

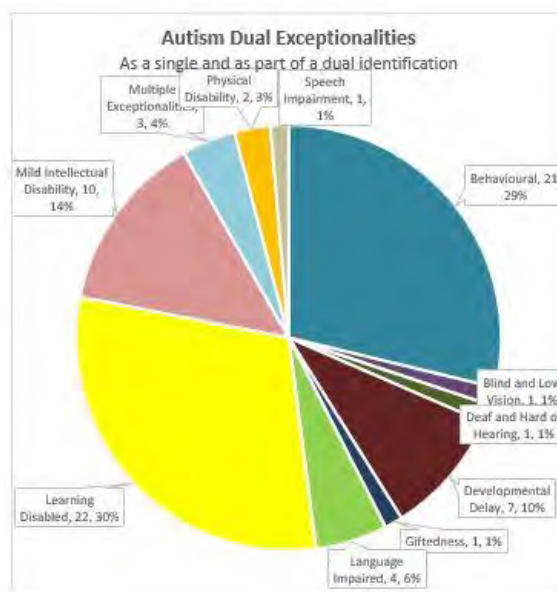
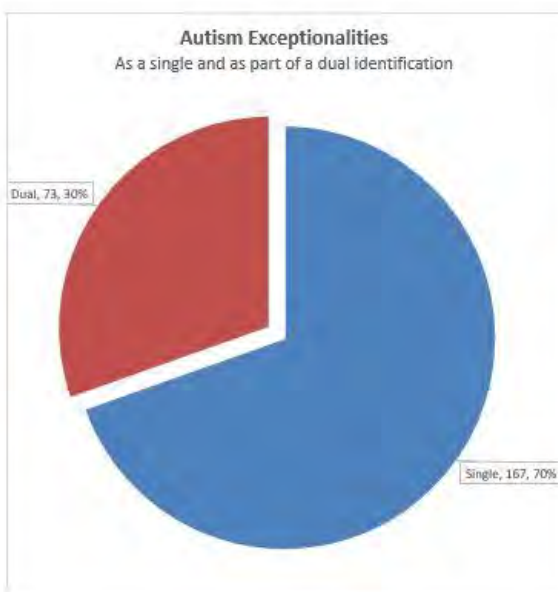


## Autism

|        | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 167                | N/A                | 167   |
| Dual   | 56                 | 17                 | 73    |

## Autism + Other Exceptionalities

| Counts                       | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism                       |                    |                    |       |
| Behavioural                  | 15                 | 6                  | 21    |
| Blind and Low Vision         | 1                  |                    | 1     |
| Deaf and Hard of Hearing     |                    | 1                  | 1     |
| Developmental Delay          | 5                  | 2                  | 7     |
| Giftedness                   | 1                  |                    | 1     |
| Language Impaired            | 4                  |                    | 4     |
| Learning Disabled            | 14                 | 8                  | 22    |
| Mild Intellectual Disability | 10                 |                    | 10    |
| Multiple Exceptionalities    | 3                  |                    | 3     |
| Physical Disability          | 2                  |                    | 2     |
| Speech Impairment            | 1                  |                    | 1     |
| Total                        | 56                 | 17                 | 73    |

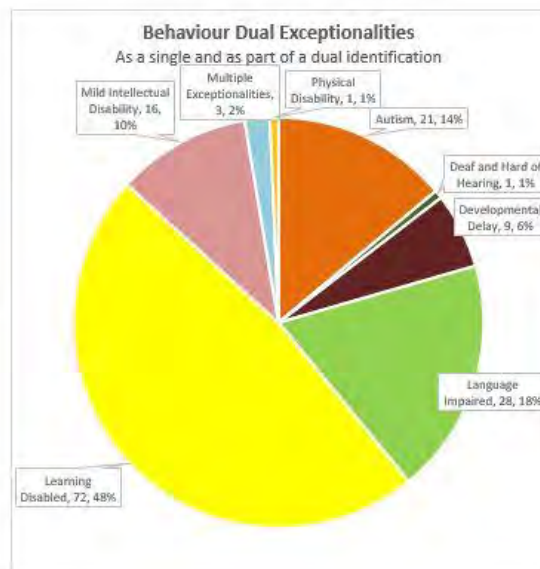
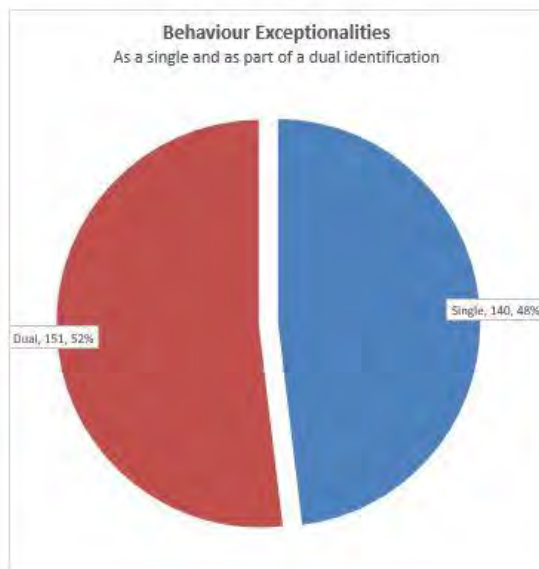


### Behaviour

|        | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 140                | N/A                | 140   |
| Dual   | 36                 | 115                | 151   |

### Behaviour + Other Exceptionalities

| Counts                       | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism                       | 6                  | 15                 | 21    |
| Behavioural                  |                    |                    |       |
| Blind and Low Vision         |                    |                    |       |
| Deaf and Hard of Hearing     |                    | 1                  | 1     |
| Developmental Delay          |                    | 9                  | 9     |
| Giftedness                   |                    |                    |       |
| Language Impaired            | 13                 | 15                 | 28    |
| Learning Disabled            | 14                 | 58                 | 72    |
| Mild Intellectual Disability | 2                  | 14                 | 16    |
| Multiple Exceptionalities    | 1                  | 2                  | 3     |
| Physical Disability          |                    | 1                  | 1     |
| Speech Impairment            |                    |                    |       |
| Total                        | 36                 | 115                | 151   |



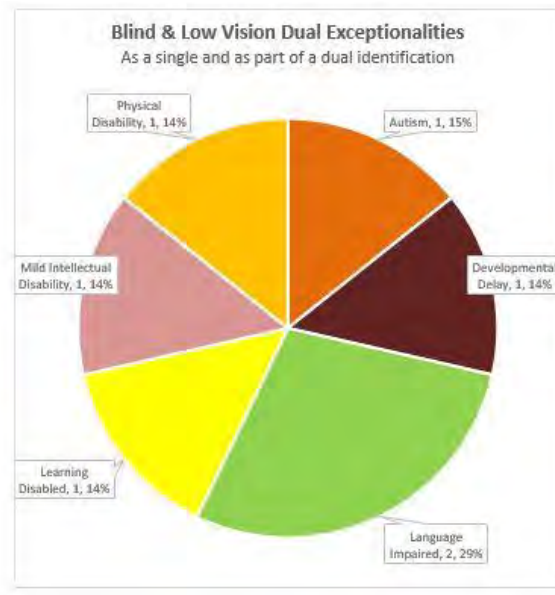
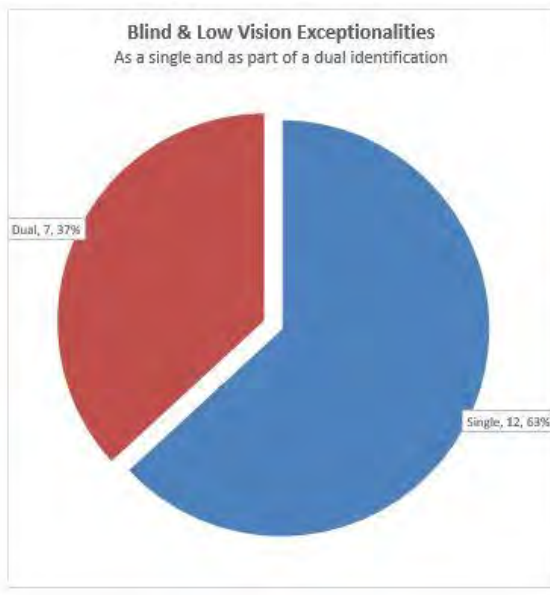


### Blind and Low Vision

|        | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 12                 | N/A                | 12    |
| Dual   | 2                  | 5                  | 7     |

### Blind and Low Vision + Other Exceptionalities

| Counts                       | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism                       |                    | 1                  | 1     |
| Behavioural                  |                    |                    |       |
| Blind and Low Vision         |                    |                    |       |
| Deaf and Hard of Hearing     |                    |                    |       |
| Developmental Delay          |                    | 1                  | 1     |
| Giftedness                   |                    |                    |       |
| Language Impaired            | 2                  |                    | 2     |
| Learning Disabled            |                    | 1                  | 1     |
| Mild Intellectual Disability |                    | 1                  | 1     |
| Multiple Exceptionalities    |                    |                    |       |
| Physical Disability          |                    | 1                  | 1     |
| Speech Impairment            |                    |                    |       |
| Total                        | 2                  | 5                  | 7     |



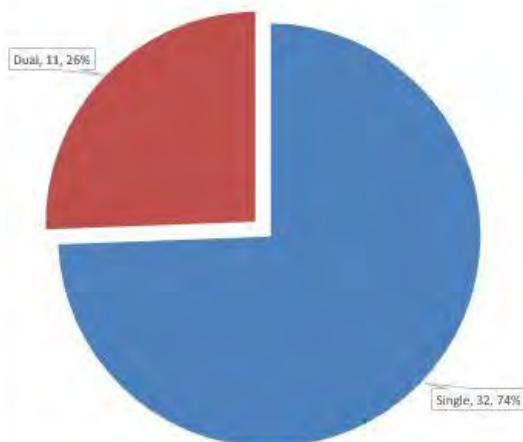
### Deaf and Hard of Hearing

|        | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 32                 | N/A                | 32    |
| Dual   | 4                  | 7                  | 11    |

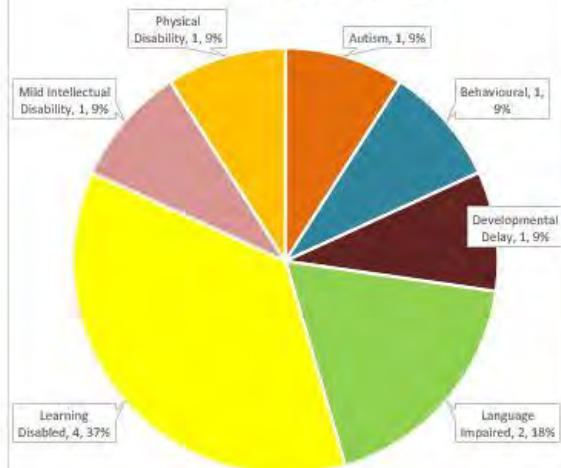
### Deaf and Hard of Hearing + Other Exceptionalities

| Counts                       | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism                       | 1                  |                    | 1     |
| Behavioural                  | 1                  |                    | 1     |
| Blind and Low Vision         |                    |                    |       |
| Deaf and Hard of Hearing     |                    |                    |       |
| Developmental Delay          |                    | 1                  | 1     |
| Giftedness                   |                    |                    |       |
| Language Impaired            |                    | 2                  | 2     |
| Learning Disabled            | 1                  | 3                  | 4     |
| Mild Intellectual Disability |                    | 1                  | 1     |
| Multiple Exceptionalities    |                    |                    |       |
| Physical Disability          | 1                  |                    | 1     |
| Speech Impairment            |                    |                    |       |
| Total                        | 4                  | 7                  | 11    |

Deaf & Hard of Hearing Exceptionalities  
As a single and as part of a dual identification



Deaf & Hard of Hearing Dual Exceptionalities  
As a single and as part of a dual identification



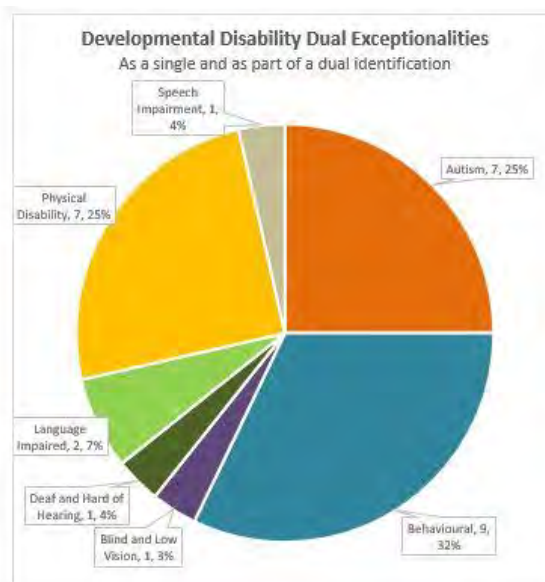
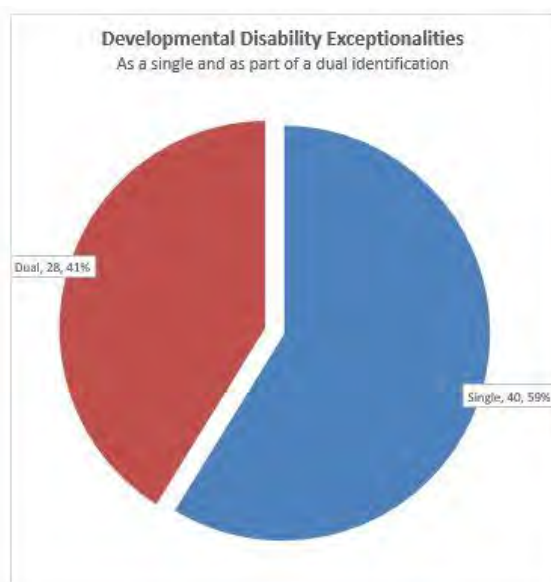


### Developmental Delay

|        | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 40                 | N/A                | 40    |
| Dual   | 21                 | 7                  | 28    |

### Developmental Delay + Other Exceptionalities

| Counts                       | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism                       | 2                  | 5                  | 7     |
| Behavioural                  | 9                  |                    | 9     |
| Blind and Low Vision         | 1                  |                    | 1     |
| Deaf and Hard of Hearing     | 1                  |                    | 1     |
| Developmental Delay          |                    |                    |       |
| Giftedness                   |                    |                    |       |
| Language Impaired            | 2                  |                    | 2     |
| Learning Disabled            |                    |                    |       |
| Mild Intellectual Disability |                    |                    |       |
| Multiple Exceptionalities    |                    |                    |       |
| Physical Disability          | 5                  | 2                  | 7     |
| Speech Impairment            | 1                  |                    | 1     |
| Total                        | 21                 | 7                  | 28    |



### Giftedness

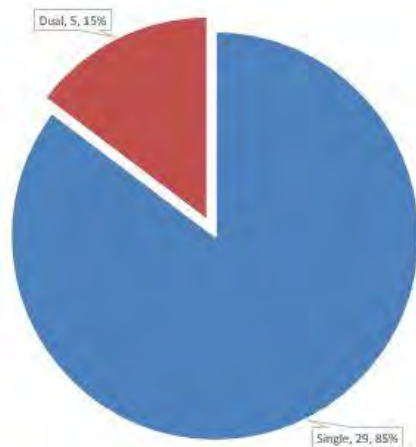
|        | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 29                 | N/A                | 29    |
| Dual   | 2                  | 3                  | 5     |

### Giftedness + Other Exceptionalities

| Counts                       | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism                       |                    | 1                  | 1     |
| Behavioural                  |                    |                    |       |
| Blind and Low Vision         |                    |                    |       |
| Deaf and Hard of Hearing     |                    |                    |       |
| Developmental Delay          |                    |                    |       |
| Giftedness                   |                    |                    |       |
| Language Impaired            |                    |                    |       |
| Learning Disabled            | 2                  | 2                  | 4     |
| Mild Intellectual Disability |                    |                    |       |
| Multiple Exceptionalities    |                    |                    |       |
| Physical Disability          |                    |                    |       |
| Speech Impairment            |                    |                    |       |
| Total                        | 2                  | 3                  | 5     |

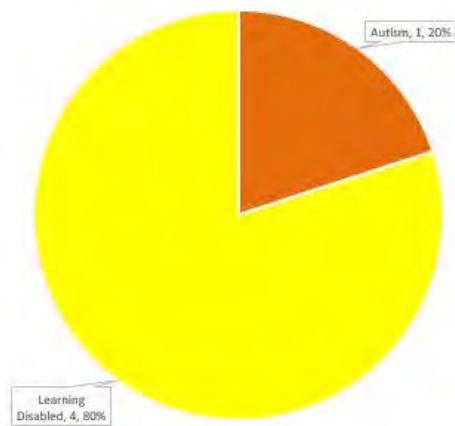
#### Giftedness Exceptionalities

As a single and as part of a dual identification



#### Giftedness Dual Exceptionalities

As a single and as part of a dual identification



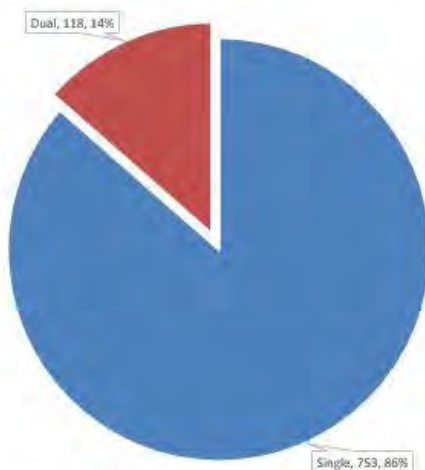
### Learning Disabled

|        | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 753                | N/A                | 753   |
| Dual   | 79                 | 39                 | 118   |

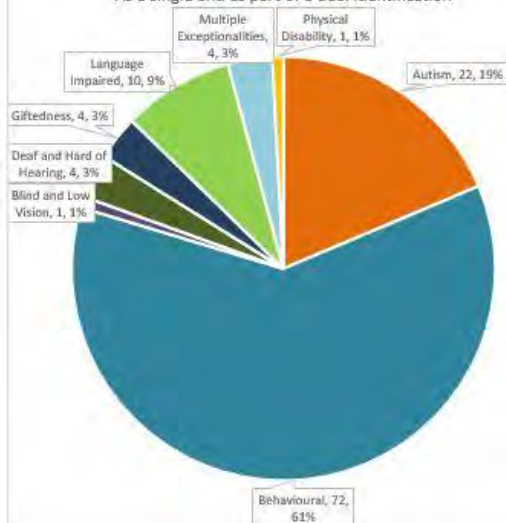
### Learning Disabled + Other Exceptionalities

| Counts                       | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism                       | 8                  | 14                 | 22    |
| Behavioural                  | 58                 | 14                 | 72    |
| Blind and Low Vision         | 1                  |                    | 1     |
| Deaf and Hard of Hearing     | 3                  | 1                  | 4     |
| Developmental Delay          |                    |                    |       |
| Giftedness                   | 2                  | 2                  | 4     |
| Language Impaired            | 4                  | 6                  | 10    |
| Learning Disabled            |                    |                    |       |
| Mild Intellectual Disability |                    |                    |       |
| Multiple Exceptionalities    | 2                  | 2                  | 4     |
| Physical Disability          | 1                  |                    | 1     |
| Speech Impairment            |                    |                    |       |
| Total                        | 79                 | 39                 | 118   |

**Learning Disabled Exceptionalities**  
As a single and as part of a dual identification



**Learning Disabled Dual Exceptionalities**  
As a single and as part of a dual identification

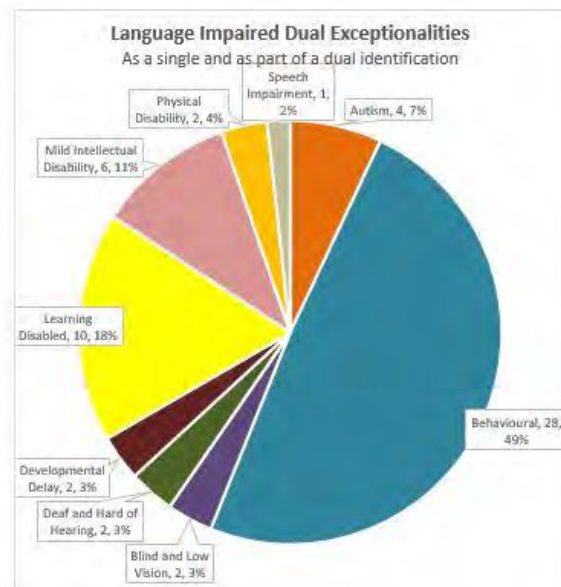
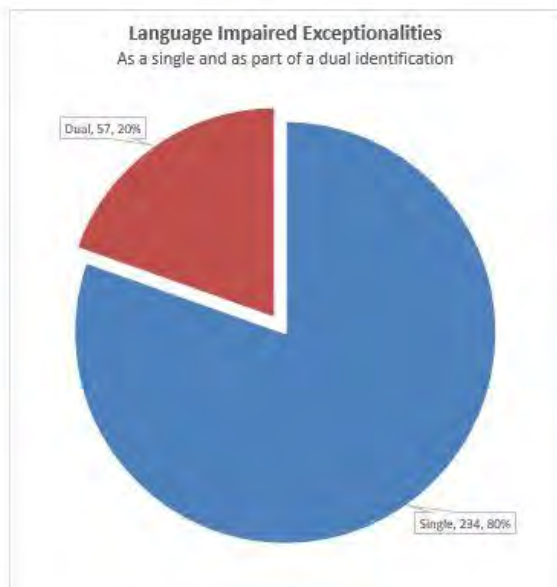


### Language Impaired

|        | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 234                | N/A                | 234   |
| Dual   | 27                 | 30                 | 57    |

### Language Impaired + Other Exceptionalities

| Counts                       | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism                       |                    | 4                  | 4     |
| Behavioural                  | 15                 | 13                 | 28    |
| Blind and Low Vision         |                    | 2                  | 2     |
| Deaf and Hard of Hearing     | 2                  |                    | 2     |
| Developmental Delay          |                    | 2                  | 2     |
| Giftedness                   |                    |                    |       |
| Language Impaired            |                    |                    |       |
| Learning Disabled            | 6                  | 4                  | 10    |
| Mild Intellectual Disability | 2                  | 4                  | 6     |
| Multiple Exceptionalities    |                    |                    |       |
| Physical Disability          | 1                  | 1                  | 2     |
| Speech Impairment            | 1                  |                    | 1     |
| Total                        | 27                 | 30                 | 57    |





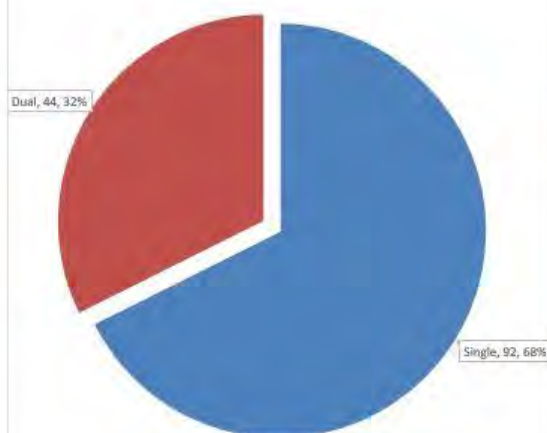
### Mild Intellectual Disability

|        | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 92                 | N/A                | 92    |
| Dual   | 28                 | 16                 | 44    |

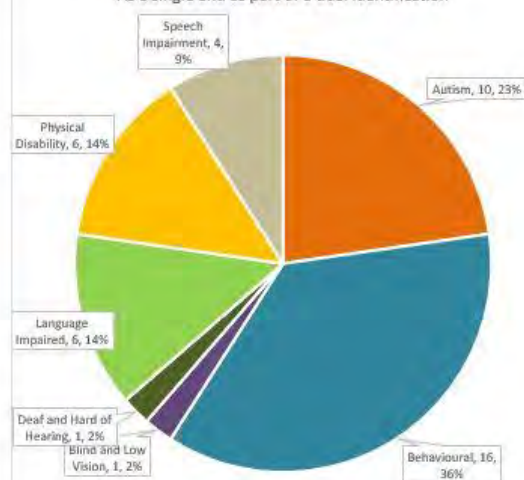
### Mild Intellectual Disability + Other Exceptionalities

| Counts                       | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism                       |                    | 10                 | 10    |
| Behavioural                  | 14                 | 2                  | 16    |
| Blind and Low Vision         | 1                  |                    | 1     |
| Deaf and Hard of Hearing     | 1                  |                    | 1     |
| Developmental Delay          |                    |                    |       |
| Giftedness                   |                    |                    |       |
| Language Impaired            | 4                  | 2                  | 6     |
| Learning Disabled            |                    |                    |       |
| Mild Intellectual Disability |                    |                    |       |
| Multiple Exceptionalities    |                    |                    |       |
| Physical Disability          | 4                  | 2                  | 6     |
| Speech Impairment            | 4                  |                    | 4     |
| Total                        | 28                 | 16                 | 44    |

Mild Intellectual Disability Exceptionalities  
As a single and as part of a dual identification



Mild Intellectual Disability Dual Exceptionalities  
As a single and as part of a dual identification

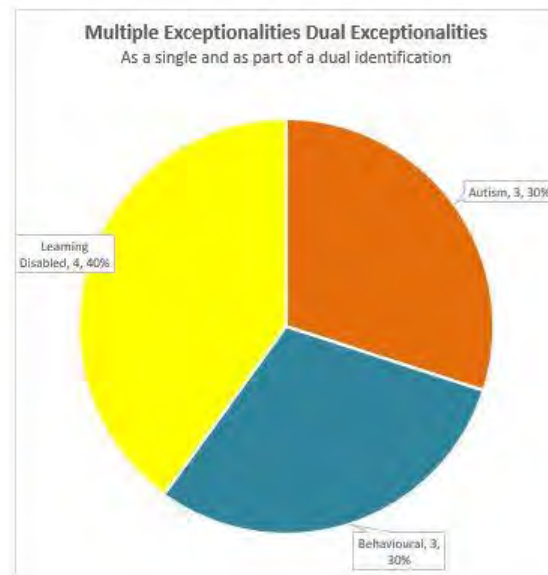
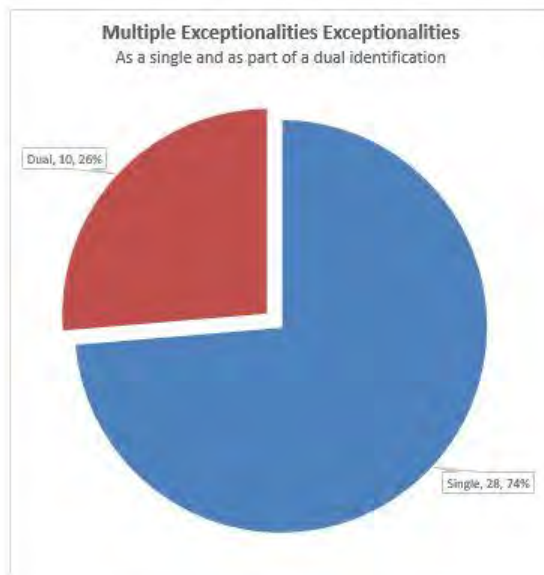


### Multiple Exceptionalities

|        | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 28                 | N/A                | 28    |
| Dual   | 4                  | 6                  | 10    |

### Multiple Exceptionalities + Other Exceptionalities

| Counts                       | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism                       |                    | 3                  | 3     |
| Behavioural                  | 2                  | 1                  | 3     |
| Blind and Low Vision         |                    |                    |       |
| Deaf and Hard of Hearing     |                    |                    |       |
| Developmental Delay          |                    |                    |       |
| Giftedness                   |                    |                    |       |
| Language Impaired            |                    |                    |       |
| Learning Disabled            | 2                  | 2                  | 4     |
| Mild Intellectual Disability |                    |                    |       |
| Multiple Exceptionalities    |                    |                    |       |
| Physical Disability          |                    |                    |       |
| Speech Impairment            |                    |                    |       |
| Total                        | 4                  | 6                  | 10    |



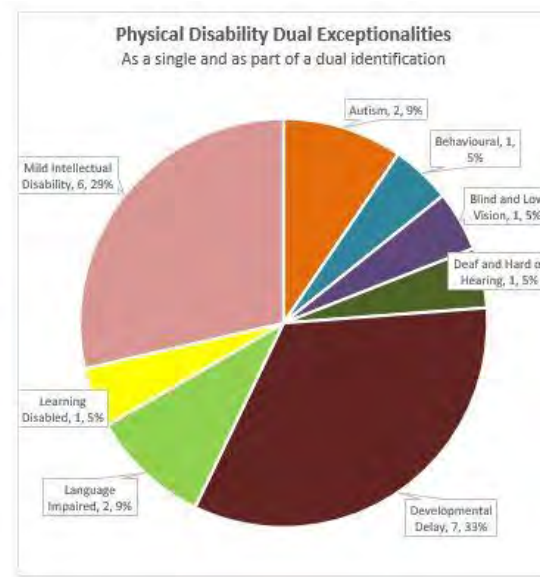
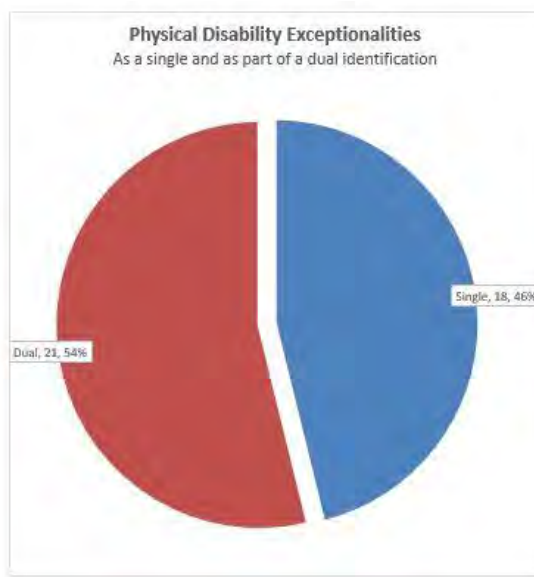


### Physical Disability

|        | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 18                 | N/A                | 18    |
| Dual   | 7                  | 14                 | 21    |

### Physical Disability + Other Exceptionalities

| Counts                       | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism                       |                    | 2                  | 2     |
| Behavioural                  | 1                  |                    | 1     |
| Blind and Low Vision         | 1                  |                    | 1     |
| Deaf and Hard of Hearing     |                    | 1                  | 1     |
| Developmental Delay          | 2                  | 5                  | 7     |
| Giftedness                   |                    |                    |       |
| Language Impaired            | 1                  | 1                  | 2     |
| Learning Disabled            |                    | 1                  | 1     |
| Mild Intellectual Disability | 2                  | 4                  | 6     |
| Multiple Exceptionalities    |                    |                    |       |
| Physical Disability          |                    |                    |       |
| Speech Impairment            |                    |                    |       |
| Total                        | 7                  | 14                 | 21    |



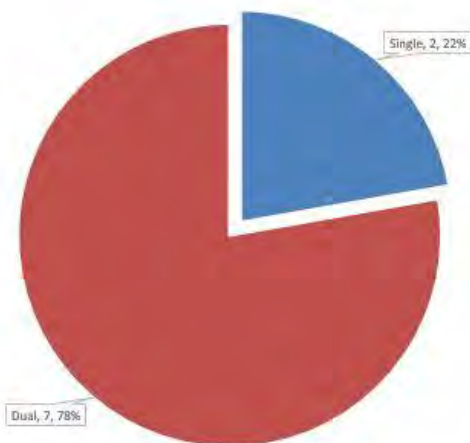
### Speech Impairment

|        | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 2                  | N/A                | 2     |
| Dual   | 0                  | 7                  | 7     |

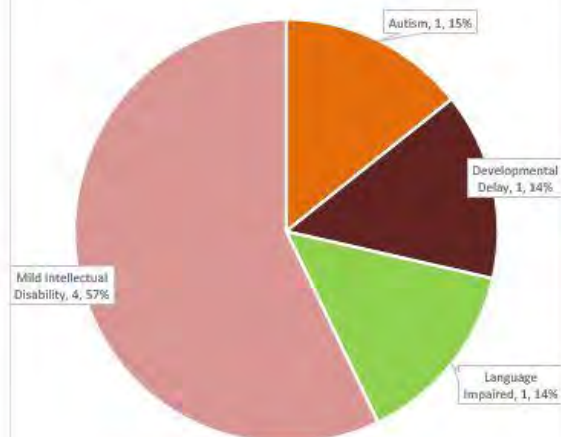
### Speech Impairment + Other Exceptionalities

| Counts                       | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism                       |                    | 1                  | 1     |
| Behavioural                  |                    |                    |       |
| Blind and Low Vision         |                    |                    |       |
| Deaf and Hard of Hearing     |                    |                    |       |
| Developmental Delay          |                    | 1                  | 1     |
| Giftedness                   |                    |                    |       |
| Language Impaired            |                    | 1                  | 1     |
| Learning Disabled            |                    |                    |       |
| Mild Intellectual Disability |                    | 4                  | 4     |
| Multiple Exceptionalities    |                    |                    |       |
| Physical Disability          |                    |                    |       |
| Speech Impairment            |                    |                    |       |
| Total                        | 0                  | 7                  | 7     |

Speech Impairment Exceptionalities  
As a single and as part of a dual identification



Speech Impairment Dual Exceptionalities  
As a single and as part of a dual identification



# Guidelines for Preparing High Needs Students For Staff Changes

The following guidelines are designed to assist schools in ensuring smooth transitions for students and to prepare new staff members in order to minimize disruptions. In some cases Transition days may be required to ensure new staff are adequately trained; these days must be approved by the Superintendent of Special Education. In these cases a plan would be developed in advance.

## GOALS

## ACTIONS

Ensure current  
information is available

- Resource or Self Contained Classroom Teacher should ensure all documents for meeting care and treatment needs are current and easily accessible
- Support Staff should be aware of location and contents of plans/recommendations

Avoid situations where  
all knowledge rests with  
1 person

- Ensure 2 or more people work with student regularly, whenever possible, and understand the routines and needs

Ensure the hiring  
process allows for  
transition time when  
required

- Job Posting and hiring process are completed in consultation with Special Education Department to identify special skills required
- Notification of changes are given to Superintendent and Principal of Special Education, School Principal(s), and Support staff affected
- School team creates and discusses plans to facilitate staff changes

Ensure plan will provide  
appropriate transition

- To develop a plan with school team and parents
- Where required, School Principal reviews plan with Superintendent or Principal of Special Education
- Superintendent gives notification to HR if transition days are required

Ensure training of new  
staff is thorough and  
complete

- Complete checklist to ensure needs, specifically for routines, supplies, equipment, emotional, medical and academic learning, are identified and met.

# Guidelines for Preparing Special Needs Students For Staff Changes

## Transition Plan and Checklist

*To be completed by the Principal, SERT and new Support Staff prior and during the transition and to be reviewed yearly. These are guidelines to assist staff and parents in identifying key topics for planning, discussion and ensuring essential information is passed on to new staff members. The plan is shared with parents and students when staff changes will involve high needs students who require care and treatment to provide time to adjust and prepare for the transition.*

- ☐ Know where to find and have reviewed essential documents such as
  - ☐ Daily Schedule with outline of routines
  - ☐ IEP goals and strategies
  - ☐ Transition Binder
  - ☐ Plan of Success
  - ☐ Medications
  - ☐ Safety Plan – emergency procedures
- ☐ Review Special Programming recommendations from Outside Agencies
  - ☐ OT routines
  - ☐ PT routines
  - ☐ Lifting Procedures
  - ☐ Current list of contacts and recommendations
- ☐ Understand the environmental supports used
  - ☐ work systems, rewards
  - ☐ Visuals supports (calendar, schedule, Pecs,...)
  - ☐ Auditory Supports (FM system)
  - ☐ Assistive Technology
- ☐ Review Personal Care needs
  - ☐ Training to operate Specialized Equipment
  - ☐ Keys to operate equipment
  - ☐ Location of supplies
  - ☐ Outline of Routines and requirements
  - ☐ Summary for toileting and feeding
- ☐ Understand Behaviour Information
  - ☐ Anxiety and Emotional Stressors \ Triggers
  - ☐ Sensory needs
  - ☐ List of Reinforcements
  - ☐ Likes and Dislikes
  - ☐ Difficulties with transitions

## Guidelines for Preparing Special Needs Students For Staff Changes

Please describe any required services or supports that are essential to the transition.

Comments / Future Recommendations

---

Principal Signature

---

Parent Signature

---

Date





# CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

Box 2222, 2755 Highway 43 - Kemptville, Ontario - K0G 1J0  
Phone: 613-258-7757 Toll-Free: 1-800-443-4562 Fax: 613-258-7134  
[www.cdsbeo.on.ca](http://www.cdsbeo.on.ca)



## **MULTI-YEAR ACCESSIBILITY PLAN**

**FOR THE PERIOD DECEMBER 2013 TO DECEMBER 2018**

# **MULTI-YEAR ACCESSIBILITY PLAN**

**Prepared by**

**Accessibility Planning Committee**

**In accordance with  
Accessibility for Ontarians with Disabilities Act  
Integrated Accessibility Standards Regulation**

This publication is available through the CDSBEO website

- website ([www.cdsbeo.on.ca](http://www.cdsbeo.on.ca))
- Kemptville Central Office
- In accessible formats upon request\*

\*Please contact, Mark Musca, Superintendent of School Effectiveness

## **Aim**

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2013-2018 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards-Policy Statement.

### **1.0 Objectives**

This Plan:

- 1.1** Describes the process by which the CDSBEO will identify, remove and prevent barriers;
- 1.2** Reviews recent efforts of the CDSBEO to remove and prevent barriers;
- 1.3** Describes the measures the CDSBEO will take in the period 2013-2018 to identify, remove and prevent barriers;
- 1.4** Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.5** Describes how the CDSBEO will make this accessibility plan available to the public.

### **2.0 Commitment to Accessibility Planning**

The CDSBEO is committed to:

- 2.1** Maintaining an Accessibility Planning Committee;

- 2.2** Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 2.3** Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4** Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practicable, be incorporated in the multi-year plan.

### **3.0 Members of Accessibility Planning Committee**

| Working Group Member | Department                      | Contact Information           |
|----------------------|---------------------------------|-------------------------------|
| Mark Musca           | Sr. Management                  | mark.musca@cdsbeo.on.ca       |
| Bonnie Norton        | Sr. Management                  | bonnie.norton@cdsbeo.on.ca    |
| Barb Renaud          | Human Resource Services         | barb.renaud@cdsbeo.on.ca      |
| Amber LaBerge        | Communications                  | amber.laberge@cdsbeo.on.ca    |
| Paula Perrault       | Special Education               | paula.perrault@cdsbeo.on.ca   |
| Craig McDonald       | Facilities Services             | craig.mcdonald@cdsbeo.on.ca   |
| Nancy Prest          | Elementary School Administrator | nancy.prest@cdsbeo.on.ca      |
| Richard James        | Secondary School Administrator  | richard.james@cdsbeo.on.ca    |
| Caroline Chesbro     | Health & Safety Coordinator     | caroline.chesbro@cdsbeo.on.ca |

### **4.0 Strategy for prevention and removal of barriers**

The principles of inclusionary practice, freedom from barriers and accessible environments have informed all CDSBEO Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the CDSBEO's programming, policies and

*Learning and Growing Together in Christ*

practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the AODA with regard to customer service, information and communications, employment and school transportation.

## **5.0 Barrier Identification Methodologies**

A variety of accessibility initiatives continue to be addressed through various departments including: Human Resources, Plant and Maintenance, Curriculum, Special Education, Information Technology, and the Student Transportation of Eastern Ontario (STEO).

The Accessibility Steering Committee uses the following methods to identify barriers to accessibility:

### **Feedback**

The Board welcomes feedback by email and telephone. As well, Principals have been encouraged to inform their Superintendent of any issues or concerns that may arise. These concerns are brought to the attention of the Accessibility Steering Committee. As well, the Board's Special Education Advisory Committee (SEAC) provides input, as do the Catholic school councils.

### **Staff Training**

Customer Service training is mandatory for all employees. Completion is tracked and data is reviewed by the Accessibility Steering Committee.

### **Continuous Review of Standards**

The Accessibility Steering Committee is kept abreast of all regulatory requirements by attending conferences and reviewing information as it becomes available. The Accessibility Steering Committee makes use of the resources provided by the Ministry of Education and the Ontario Education Services Corporation.

### **Collaboration with Plant and Maintenance and Special Education**

The Accessibility Steering Committee collaborates with the Plant and Maintenance and Special Education departments to identify and select accessibility projects. As often as possible, projects are planned in conjunction with other projects in order to save on costs and capitalize on existing manpower.

## 6.0 **Recent Barrier Removal Achievements**

The most recent Annual Accessibility Plan developed in accordance with the Ontarians with Disability Act (ODA) identified a range of barriers and appropriate strategies for their removal. The detailed achievements are set out in the following charts:

### 2002-2003 Projects

- Improved access to main entrances at St. Francis Xavier Elementary School in Brockville
- Provided access to three entrances at St. Mary-St. Cecilia, Morrisburg
- Installed an automatic door opener at main entrance of St. Mary-St. Cecilia, Morrisburg
- Created an accessible main entrance at St. Francis Xavier, Brockville

### 2003-2004 Projects

- Improvement to special education area of St. Michael CHS, Kemptville

### 2003-2004 Projects

Provide accessible parking with proper signage at the following schools:

- Immaculate Conception, Cornwall
- Sacred Heart, Cornwall
- St. Andrew, St. Andrews
- St. Anne, Cornwall
- St. Columban's West, Cornwall
- St. George, Long Sault
- St. John Bosco, Cornwall
- St. Mary, Chesterville
- St. Bernard, Finch
- Iona Academy, Williamstown
- St. Finnan, Alexandria
- St. Joseph CSS, Cornwall
- Notre Dame CHS, Carleton Place
- St. Gregory, Carleton Place
- St. Matthew's, CSS, Cornwall
- Administration Office, Cornwall
- Holy Cross, Kemptville



|   |
|---|
| ▪ St. Joseph, Prescott  |
| ▪ St. Mark, Prescott  |
| ▪ St. Mary, Carleton Place  |
| ▪ St. Edwards, Westport   |
| ▪ St. Francis Xavier CHS, Brockville                              |
| ▪ St. John Bosco, Brockville                                      |
| ▪ St. Joseph, Gananoque   |
| ▪ St. Joseph, Toledo  |
| ▪ St. Luke, Smiths Falls  |
|   |
| Provide accessible entrances to the following schools:            |
| ▪ Bishop Macdonell, Cornwall                                      |
| ▪ Immaculate Conception, Cornwall                                 |
| ▪ St. Matthew CSS, Cornwall                                       |
| ▪ Administration Office, Cornwall                                 |
| ▪ St. Francis de Sales, Smiths Falls                              |
| ▪ St. Luke, Smiths Falls  |
| ▪ Design a accessible bus access route for St. Finnan, Alexandria |

## 2004-2005 Projects

- Construct an accessible bus access route at St. Finnan, Alexandria
- Design and build a new accessible parking space at St. Francis de Sales, Smiths Falls
- Design and build a new accessible parking space at St. John Elementary School, Perth

## 2005-2006 Projects

- New accessible washroom at Sacred Heart, Lanark
- New accessible washroom at St. Mary, Carleton Place
- New accessible ramp and door operator at Pope John Paul II, Hammond
- Five play structures received ramps

## 2006-2007 Projects

- Create an accessible access to main entrance in the Cornwall Board Office
- Install two automatic door openers at the Cornwall Board Office
- Install automatic door opener at south exit at St. Joseph Secondary
- Install two automatic door openers at ramp near auditorium at St. Joseph Secondary
- Install automatic door opener at main entrance of St. Finnan
- Install two hold-open devices on doors at J.L. Jordan
- Install four hold-open devices on doors at St Francis de Sales
- Install one hold-open device at St Edward, Westport
- Install one hold-open device at St Mary, Carleton Place

## 2007-2008

- St Joseph Toledo new addition completely designed barrier free

|   |
|---|
| ▪ St Joseph Toledo new change facilities and special needs area                                       |
| ▪ St Michael add a ramp to a portable and place automatic door operator on the special education area |
| ▪ Construct accessible washroom at St Mary CHS, Brockville  |
| ▪ Renovate special needs classroom to better suit student access St Mary CHS                          |
| ▪ Install accessible door operators at St Joseph Toledo   |
| ▪ Install accessible door operators on main entrance at Pope John Paul II                             |
| ▪ Washrooms at Immaculate Conception renovated to ODA standards                                       |

## 2008-2009 Projects

|   |
|---|
| ▪ Accessible lift to stage at St John CHS   |
| ▪ Accessible washroom at St Francis Xavier CHS, Hammond                                   |
| ▪ Install card swipe on the elevator at Notre Dame CHS                                    |
| ▪ Install accessible door operators at Pope John Paul II on main front entrance door      |
| ▪ Pope John Paul II front door revisions and library infill of pit for wheel chair safety |

## 2009-2010 Projects

|  |
|--|
| ▪ Accessible washroom at St. Francis Xavier, Brockville  |
| ▪ Place ramp at exterior of Iona Academy   |
| ▪ Re-do front entrance St Mary, Carleton Place to be accessible, and place operators on front doors and staff entrance doors |
| ▪ Bishop Macdonell- accessible parking sign installed in new parking lot   |

## 2010-2011 Projects

|  |
|--|
| ▪ Upgrade Western region office to be accessible                               |
| ▪ Install automatic operators on library and port-a-pack doors, St Michael CHS |
| ▪ Install ramp at port-a-pack doors, St Michael CHS                            |
| ▪ Install stair lift at Iona Academy   |
| ▪ St. Francis deSales - wheelchair accessible                                  |
| ▪ Pathway to civic complex from St Michael CHS – wheelchair accessible         |
| ▪ Change table and washroom upgrades St Mary, Chesterville                     |
| ▪ Hearing impaired system installed in new wing St. Thomas Aquinas CHS         |
| ▪ St Michael - ODA compliance in new addition                                  |
| ▪ St Thomas Aquinas CHS - ODA compliance in new addition                       |
| ▪ Holy Trinity CSS, washroom renovations                                       |

## 2011-2012 Projects

|   |
|---|
| ▪ Ramp installation for Our Lady of Good Counsel              |
| ▪ Washroom and change space upgrades at St George, Long Sault |
| ▪ Washroom and change space upgrades at Iona Academy          |
| ▪ Upgrade washrooms at St Michael CHS                         |
| ▪ Renovate St Mark washroom                                   |
| ▪ Accessible operator on exterior door at St John CHS         |
| ▪ Install non-slip treads at St Francis Xavier, Brockville    |
| ▪ Washroom renovation Sacred Heart, Cornwall                  |

## 2012-2013 Projects

- |  |
|--|
| ▪ Place wheel chair lift from daycare to main floor at St Finnan                         |
| ▪ St Mathew accessible washroom retrofit   |
| ▪ Accessible washroom upgrades at St Peter, Cornwall                                     |
| ▪ St Patrick, Rockland Kindergarten area and walkway repairs – assist low vision student |
| ▪ Pope John Paul II – re-work North entrance ramp  |
| ▪ Install key swipe on elevator at St Michael, CHS                                       |
| ▪ Upgrades of washrooms and entrances at St Andrew                                       |
| ▪ Sacred Heart, Cornwall – washroom improvements   |
| ▪ Install ODA door operator on office door at St Michael CHS                             |
| ▪ St Michael - grab bars in student services   |
| ▪ Holy Cross - paint stairs and hallways for visually impaired                           |
| ▪ St Francis deSales - paint stairs and hallways for visually impaired                   |
| ▪ Install camera at St John Elementary complete with electronic latch                    |

New school construction has adhered to the current building code and includes level access to schools, automatic door openers, elevators in schools of more than one floor, accessible washrooms.

### **7.0 Barriers to be addressed under the Multi-Year Accessibility Plan**

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the Accessibility for Ontarians with Disabilities Act, 2005 identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The CDSBEO intends, through this Multi-year Accessibility Plan for the period 2013-2018, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board's physical environment.

## 2013-2014

| <b>Type of Barrier</b>         | <b>Location</b> | <b>Action</b>  | <b>Effective Date</b> |
|--------------------------------|-----------------|--|-----------------------|
| Systemic - attitudinal         | Board-wide      | Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training   | Ongoing 2013-2014     |
| Information and Communication  | Board Offices   | Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request.  | January 1, 2014       |
| Information and Communications | Board-wide      | Review Board and school websites to assess level of accessibility. Ensure that new sites and web content published after Jan 1, 2012 meet WCAG 2.0, Level A standards.   | January 1, 2014       |
| Systemic - Employment          | Board-wide      | Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance appraisal, | January 1, 2014       |

|  |   |   |   |
|--|---|---|---|
|  |   | career or professional development, redeployment  |   |
| Information and Communication – Student Transportation | Board-wide (Student Transportation and Special Education) | Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities | January 1, 2014   |
| Information and Communication                          | School Libraries  | Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request                    | Ongoing 2013-2014 in anticipation of the 2015 compliance date |
| Physical   | St. John Elementary, Perth                                | Install elevator  | 2013-2014   |
| Physical   | Sacred Heart, Cornwall                                    | Construct accessible washroom   | 2013-2014   |
| Physical   | Pope John Paul, Hammond                                   | Install ODA door operator on door to playground   | 2013-2014   |
| Physical   | St. Francis deSales, Smiths Falls                         | Construct accessible washroom on 3 <sup>rd</sup> floor  | 2013-2014   |

## 2014-2015

| Type of Barrier               | Location         | Action  | Effective Date  |
|-------------------------------|------------------|---|-----------------|
| Information and Communication | Board-wide       | Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. | January 1, 2015 |
| Information and Communication | School Libraries | Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request  | January 1, 2015 |

|                               |            |  |                                       |
|-------------------------------|------------|--|---------------------------------------|
| Information and Communication | Board-wide | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards | Ongoing preparation for 2021 deadline |
| Physical                      | Board-wide | Please refer to Appendix A for all projects under consideration for 2014-2015  | 2014-2015                             |

## 2015-2016

| Type of Barrier               | Location         | Action   | Effective Date                        |
|-------------------------------|------------------|--|---------------------------------------|
| Systemic                      | Board-wide       | Review status of accessibility awareness training to ensure new staff have been trained.   | Ongoing                               |
| Information and Communication | School Libraries | Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline | Ongoing preparation for 2020 deadline |
| Information and Communication | Board-wide       | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards                                 | Ongoing preparation for 2021 deadline |
| Physical                      | Board-wide       | Please refer to Appendix A for all projects under consideration for 2015-2016  | 2015-2016                             |



## 2016-2017

| Type of Barrier               | Location         | Action   | Effective Date                        |
|-------------------------------|------------------|--|---------------------------------------|
| Systemic                      | Board-wide       | Review status of accessibility awareness training to ensure new staff have been trained  | Ongoing 2016-2017                     |
| Systemic                      | Board-wide       | Review status of Board accessibility policies and procedures and update as required  | Ongoing 2016-2017                     |
| Information and Communication | School Libraries | Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request                    | Ongoing preparation for 2020 deadline |
| Information and Communication | Board-wide       | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards | Ongoing preparation for 2021 deadline |
| Physical                      | Board-wide       | Please refer to Appendix A for all projects under consideration for 2016-2017  | 2016-2017                             |

## 2017-2018

| Type of Barrier               | Location         | Action  | Effective Date                        |
|-------------------------------|------------------|---|---------------------------------------|
| Systemic                      | Board-wide       | Review status of accessibility awareness training to ensure new staff have been trained | Ongoing 2017-2018                     |
| Systemic                      | Board-wide       | Review status of Board accessibility policies and procedures and update as required     | Ongoing 2017-2018                     |
| Information and Communication | School Libraries | Review status of capacity of school   | Ongoing preparation for 2020 deadline |

|                               |            |  |                                       |
|-------------------------------|------------|--|---------------------------------------|
|                               |            | libraries to provide accessible or conversion-ready formats of all resources upon request  |                                       |
| Information and Communication | Board-wide | Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards | Ongoing preparation for 2021 deadline |
| Physical                      | Board-wide | Please refer to Appendix A for all projects under consideration for 2017-2018  | 2017-2018                             |

## 8.0 **Review and Monitoring Process**

The Accessibility Planning Committee meets regularly during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Planning Committee will ensure that at least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.

## Appendix A

### **AODA Projects Under Consideration**

**PLEASE NOTE:** As the total costs related to the proposals below are far in excess of funding that is available, this listing is **for consideration only**, and should not be mistaken as an approved plan. During the funding process, these recommended projects will be reviewed and only a limited number will be approved.

#### 2014-2015 AODA projects to be considered

Accessibility playground improvements at:

- Iona Academy
- St Gregory
- St. James
- St. John Bosco

▪ Place ramp at gymnasium at St Mary, Carleton Place

▪ Install elevator at St Mary, Carleton Place

▪ Upgrade washrooms at St Mary, Carleton Place

Install devices for vision impaired and hearing impaired at the following sites:

- Holy Cross
- St. Joseph, Gananoque
- St. Francis deSales
- Holy Trinity
- Sacred Heart, Cornwall
- St. John CHS
- St. Michael CHS

▪ Construct ramp to the stage at Bishop Macdonell

▪ Construct ramp to the stage at Iona Academy

#### 2015-2016 AODA projects to be considered

Install devices for vision impaired and hearing impaired at the following sites:

- St. Mary – St. Cecelia
- St. James

Accessibility playground improvements at:

- Holy Name of Mary
- J.L. Jordan
- Sacred Heart of Jesus, Lanark
- St. Andrew
- St. Peter

▪ Place ODA compliant stairs and handrails at St. Francis Xavier, Brockville

▪ Install elevator at St Francis deSales, Smiths falls

▪ J.L. Jordan port-a-pack to made accessible to play yard

▪ Holy Name of Mary - build ramp to make portables accessible

▪ St John CHS - build ramp to make portables accessible

|   |
|---|
| ▪ St Mathew CSS - build ramp to make portables accessible |
| ▪ Install elevator at St. Peter                           |

|  |
|--|
| <b>2016-2017 AODA projects to be considered</b>  |
| Install devices for vision impaired and hearing impaired at the following sites: <ul style="list-style-type: none"> <li>▪ St. Gregory</li> <li>▪ Mother Teresa</li> <li>▪ St. Thomas Aquinas CHS</li> <li>▪ Notre Dame CHS</li> <li>▪ St. Mary, Carleton Place</li> </ul>                                |
| Accessibility playground improvements at: <ul style="list-style-type: none"> <li>▪ Mother Teresa</li> <li>▪ Sacred Heart, Cornwall</li> <li>▪ St. Columban</li> <li>▪ St. Francis Xavier, Brockville</li> <li>▪ St. Finnan</li> <li>▪ St. Joseph, Gananoque</li> <li>▪ St. Mary – St. Ceceila</li> </ul> |
| ▪ Install elevator at St Francis Xavier, Brockville  |
| ▪ Build ODA compliant washroom at St. Francis Xavier Brockville  |
| ▪ Install an elevator at St Mathew, CSS  |
| ▪ Install elevator at Sacred Heart, Cornwall   |
| ▪ Sacred Heart, Cornwall - make playground accessible from port-a-pack   |
| ▪ St Columban - elevator and lift to gymnasium   |
| ▪ Elevator to be installed at St Finnan  |
| ▪ St Joseph, Gananoque - make stage accessible   |
| ▪ St Joseph, Gananoque - build ramp to portable to make it accessible  |
| ▪ Install elevator at St Luke CHS  |
| ▪ Construct accessible washroom at St Luke CHS   |
| ▪ St Luke CHS - make front entrance , shop and lower level accessible  |
| ▪ St John Elementary - build ramps to make portables accessible  |

|   |
|---|
| <b>2017-2018 AODA projects to be considered</b>   |
| Install devices for vision impaired and hearing impaired at the following sites: <ul style="list-style-type: none"> <li>▪ St. Patrick</li> <li>▪ St. Francis Xavier, Hammond</li> <li>▪ St. Mary CHS</li> <li>▪ St. Columban</li> <li>▪ St. Joseph CSS</li> </ul>     |
| Accessibility playground improvements at: <ul style="list-style-type: none"> <li>▪ Bishop Macdonell</li> <li>▪ Holy Cross</li> <li>▪ Our Lady of Good Counsel</li> <li>▪ Pope John Paul II</li> <li>▪ St. Anne</li> <li>▪ St. Edward</li> <li>▪ St. George</li> </ul> |

|  |
|--|
| <ul style="list-style-type: none"> <li>▪ St. John Elementary</li> <li>▪ St. Jude</li> <li>▪ St. Mark</li> </ul>  |
| Ramp or lift constructed for stage access at: <ul style="list-style-type: none"> <li>▪ Pope John Paul II</li> <li>▪ St. Edward</li> <li>▪ St. Francis Xavier, Hammond</li> </ul>                     |
| <ul style="list-style-type: none"> <li>▪ Holy Trinity CSS – accessibility improvements for portables</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ St Edwards – accessible washroom constructed</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ St John Elementary, rework main entrance to make it accessible. (Currently there are two accessible entrances, but neither is the main entrance)</li> </ul> |
| <ul style="list-style-type: none"> <li>▪ St. Jude – accessibility improvements for portables</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ St Joseph CSS - install ramps to portables and make rear stairs from track accessible</li> </ul>  |



# ADMINISTRATIVE PROCEDURE

B11:1  
School Operations  
Protocol for Partnerships with External Agencies  
**Page 1 of 6**

## 1. PURPOSE:

To provide the Catholic District School Board of Eastern Ontario with a guideline for creating and implementing partnerships with external agencies that support student success and emotional well-being, as well as support services already provided by Board staff. The Catholic District School Board of Eastern Ontario recognizes that partnerships are integral to the education of its students. The goal of any educational partnership must be to positively impact student learning and well-being.

This protocol will guide the creation and implementation of partnerships with external agencies, professionals or paraprofessionals, who provide mental health, physical health or social services, and will enhance the delivery of services and/or programs for students with special needs and/ or students who are at risk. This involves assessment, workshops, target intervention, counseling, direct therapy or treatment services.

Successful educational partnerships adhere to the intent of the policies and regulations within the Education Act, Ministry of Education PPM 149, and the CDSBEO Policies and Procedures. They:

- are consistent with the Catholic Graduate Expectations;
- engage the community in education and help students to make connections with the world at large;
- are built upon mutual trust, respect, and an appreciation of each other;
- are reviewed and assessed at regular intervals;
- embrace a variety of activities and services; and,
- engage and share knowledge, expertise and experience to develop competent, confident, Catholic students.

## 2. PROCEDURE:

- 1) External agencies will be invited as partners to provide services by regulated health professionals and regulated social service professionals and paraprofessionals, for the purposes of the following:
  - Acute response;
  - Targeted therapeutic intervention;
  - Small group or whole class prevention and intervention programs;
  - Workshops;
  - Consultation in case management from a school liaison or a school link program.
- 2) Any new potential external partner will be contacted by the Superintendent of Special Education or designate to identify interest and discuss availability of staff and to complete an 'Application for Consideration of an External Partnership/External Partnership - Supplemental Student Services Form.'





## ADMINISTRATIVE PROCEDURE

B11:1

School Operations

Protocol for Partnerships with External Agencies

**Page 2 of 6**

- 3) At the school level, the Principal will contact the Superintendent responsible for Special Education or designate regarding the involvement of outside professionals in programming or providing supports to students.
- 4) The Superintendent of Special Education or designate will be the lead person in this collaborative process with the School Superintendent to provide guidance to the School Principal.
- 5) The Principal will gather appropriate forms and documentation, including informed written consent from parents.
- 6) All professionals will provide proof of a recent Criminal Reference Check, proof of qualifications with a professional College where applicable, and proof of liability insurance.
- 7) The School Principal will monitor the operational activities of the professionals while on school property (as per the *Education Act*).
- 8) The professional works with and does not direct staff.
- 9) The professional will schedule all visits to the school with the School Principal or designate.
- 10) Clinical supervision of the external provider's staff who is not registered with a College will be provided by the external provider's college-registered supervisor, under whom the external staff member works.
- 11) Chiefs of Psychological Services, Social Work Services, Occupational and Physiotherapy Services and Speech-Language Pathology Services are available to consult with the Principal regarding issues of professional conduct, service delivery and quality assurance.
- 12) In keeping with limitations on space and material resources, any needs for space and material resources by the external provider must be clearly articulated and approved. Space for Board staff to execute their duties will be ensured prior to offering space to external providers.
- 13) The Superintendent of Special Education or designate and two other representatives from the Board will form a joint advisory committee which will be convened in the event of a disagreement between parties to participate in a conflict resolution process.
- 14) The Superintendent responsible for Special Education in consultation with Executive Council may terminate the involvement of the outside professional if there is a reason deemed appropriate by the Administration of the Board.



## ADMINISTRATIVE PROCEDURE

B11:1  
School Operations  
Protocol for Partnerships with External Agencies  
**Page 3 of 6**

- 15) All external providers agree to adhere to the Board's standards of confidentiality, equity and human rights and the Municipal Freedom of Information and Protection of Privacy Act.
- 16) The Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.

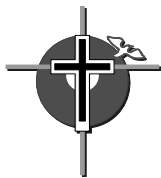
### 3. APPENDICES

Appendix 1: Eligible categories of Professionals and Paraprofessionals

Appendix 2: Application for Consideration of an External Partnership

#### References

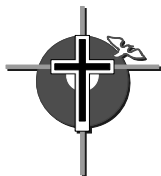
- CDSBEO Policy: Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals.
- Ministry of Education Policy/Program Memorandum 149, the Education Act
- Child and Family Services Act, Mental Health Act, Regulated Health Professionals Act
- The Municipal Freedom of Information and Protection of Privacy Act.



## **Appendix 1**

### **Eligible Categories of Professionals and Paraprofessionals**

- Audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- Speech-language pathologist, as defined by the Audiology and Speech-Language Pathology Act, 1991
- Occupational therapists, as defined by the Occupational Therapy Act, 1991
- Physiotherapists, as defined by the Physiotherapy Act, 1991
- Psychologists, as defined by the Psychology Act, 1991
- Psychological associates, as defined by the Psychology Act, 1991
- Social workers, as defined by the Social Work and Social Service Work Act, 1998
- Other regulated PSSP and /or paraprofessionals
- Any future regulated categories will also be covered by this protocol



**Application for Consideration of an External Partnership  
Catholic District School Board of Eastern Ontario**

**Guidelines**

1. Community professionals or school will provide appropriate written documentation of informed, written consent from the parents for services by the professional and for discussion with school and board personnel.
2. The professional will provide proof of a recent Criminal reference Check, proof of qualifications and registration with professional College where applicable and proof of professional liability insurance.
3. The School Principal will monitor the activities of the professional(s) while on school property.
4. The professional works with but does not direct school staff. Professionals will share relevant information and recommendations for consideration for the students' program.
5. The professional will schedule all visits to the school through the school Principal or designate.
6. Privacy and Confidentiality of all students and staff must be respected at all times.
7. Board policies and procedures will be adhered to at all times.
8. The Superintendent responsible for Special Education in consultation with Executive Council may terminate the involvement of the outside professionals operating in a school if deemed necessary by the administration of the Board.

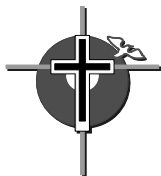
**Name of External Partner:**

**Description of the service/program to be provided:**

**Names of representatives of the external agency:**

**Anticipated outcomes of programs and services provided:**

**Qualifications/Supervisory relationships for external agency staff providing service: Include CPIC and proof of liability insurance. Please attach.**



I agree with the terms of the Application for Consideration of an External Partnership/ External Partnership-Supplemental Student Services Form: Catholic District School Board of Eastern Ontario:

Name and Title of professional \_\_\_\_\_(please print)

Signature: \_\_\_\_\_

Signature of Superintendent of Special Education \_\_\_\_\_

Signature of School Principal \_\_\_\_\_

Name of School: \_\_\_\_\_

Name of Student(s)/Class(es) \_\_\_\_\_

Date:

cc:

Superintendent of Special Education and  
School Superintendent of Education



Loving God,

Our creator, our savior, our companion, bless this journey of a new school year that we undertake today.

Refresh our souls

and renew our spirits

as we embrace the beautiful ministry you have called us to.

We welcome those who are new to this community and ask that you strengthen them to share the wonderful gifts you have given them.

Lord, make our hearts pure as we prepare for the return of all students, staff and volunteers.

May Your spirit guide them to return with open hearts and minds eager to learn.

We ask this in Your name,  
Amen.





### Autumn Prayer

O God of Creation, you have blessed us with the changing of the seasons.

As we embrace these autumn months,

May the earlier setting of the sun, remind us to take time to rest.

May the crunch of the leaves beneath our feet, remind us of the brevity of this earthly life.

May the steam of our breath in the cool air, remind us that it is you who give us your breath of life.

May the scurrying of the squirrels and the migration of the birds, remind us that you call us to follow your will.

We praise you for your goodness forever and ever. Amen.



## Prayer of Hope

Gentle God,  
you have created us in your own image  
and chosen us as your people.

We belong to you.

In our belonging we sense the love and security  
that only comes from you.

Be with us always,  
especially during the more challenging moments.

Give us a true peace,  
so that no matter what comes our way,  
we will be able to face it with confidence and hope.  
We ask this through Christ our Lord.

**Amen**

*Witnesses  
to Hope*

(From: Caltagirone, Carmen L., Together We Pray – Prayers and Services for Gatherings and Groups, Ave Maria Press, 2005.)





### **A Winter Prayer**

Let us gather together this day,  
our community a place of warmth in our lives  
as we share the flame of hope and connection.

Let us allow the frost of isolation and bitterness to melt away  
as we open ourselves to a sense of peace and spirit.

We extend our thoughts to all those who are cold this day,  
lacking shelter or love to keep them warm.  
Let us wrap our prayers around them like scarves.

May we be insulated from fear as the earth is insulated by the snow,  
and, like bulbs, may we continue to grow and open inside, despite the  
cold,

Ready for the spring, to stretch and grow in justice and love.

Amen.



## In Times of Transition

God of Love,

You are with us in every transition and change.

As we enter into this new era with excitement and even some anxiety, we recall your deep compassion, presence, and abounding love.

We thank you for the gifts, talents and skills with which you have blessed us.

We thank you for the experiences that have brought us to this moment.

We thank you for the work of others that gives breadth and depth to our own work.

Be with us as we move forward, rejoicing with you and supporting one another.

We ask this in your Holy Name.

Amen.

*Witnesses  
to Hope*



## *A Prayer for Lenten Simplicity*

*Free me, Lord Jesus, from anything that obstructs my way to you. Clear away the clutter of petty grudges. Remove smudges of resentment and bitterness. Cleanse me of thoughts filled with anger, envy, or self-pity.*

*Create space in my life for more kindness and less spitefulness, greater generosity and few self-centered needs, stronger compassion and weakened judgement of others.*

*Enlarge my heart with a spirit of gratitude this Lent, so that I recognize the simple gifts that lay in abundance all around me.*

*In your sacred name, I pray.  
Amen*

## Prayer of Resilience

Lord, your word promises that  
you *"will refresh the weary  
and satisfy the faint."*  
Your truth nourishes the root  
of our hearts, helping us to  
bloom in the desert.  
Your love revitalizes us when circumstances  
threaten to dehydrate our faith.



When we are surrounded by the dryness of uncertainties,  
fears, or change, saturate us with your presence.  
Pour your peace into every fiber of our being  
until we radiate with resilience.  
No matter where you have us planted, help us bloom for  
your glory.  
We love you. We need you. We praise you.  
In Jesus' name, Amen.





Dear God,

Thank you for the gift of our Catholic faith. Help us always treasure it as a way to be closer to you.

Thank you for the opportunity to learn and serve our Catholic school system. Help our schools be a place of learning with our hearts as well as with our minds.

Guide us on our Catholic journey of education. Through your guidance, we can support our schools to learn about you and go forth each day to serve you and one another.

Amen.

## **Prayer to End a School Year**

God of wisdom,  
We thank you  
for all the gifts you have given us throughout this school year.

We praise you for giving us life,  
for saving us in Christ,  
and for choosing us to be your people.

As we come to the end of this school year, we voice our  
gratitude  
for the good things you have done in us, and we praise you for  
all who have shared in the work.

We ask you to bless them in your love and give them  
refreshment and peace. We praise you, God,  
through Jesus Christ, our Lord,

who lives and reigns forever and ever. Amen.