

***REPORT TO THE
MINISTRY OF EDUCATION
ON THE PROVISION OF
SPECIAL EDUCATION PROGRAMS
AND SERVICES
June 2020***

*Submitted by:
Catholic District School Board
of Eastern Ontario
June 2020*



**AN ADDENDUM TO THE
REPORT TO THE MINISTRY OF EDUCATION
ON THE PROVISION OF SPECIAL EDUCATION
PROGRAMS AND SERVICES
JUNE 2020**

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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 2020-2021 to be an addendum to the 2019-2020 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 2019 - June 2020:

1. The Addendum to the Annual Report was updated and revised to reflect current information. Sections of the Draft Report were presented at the April, May and June S.E.A.C. meetings.
2. S.E.A.C. members were encouraged to review the Report and table questions during these meetings.
3. Recommendations from S.E.A.C. members were recorded and included in the report.
4. A copy of the Annual Plan 2020 was presented to the Board at the July 7, 2020 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 2020 – 2021 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. The Special Education Per Pupil Amount (SEPPA) and the Differentiated Special Education Needs Amount (DSENA) are the primary grants received and have been increased by eight hundred and seven thousand, six hundred and twenty-four dollars.

In 2020-2021, the Special Education Department will receive funding under the Support for Students Fund (previously Local Priorities) as negotiated provincially for OECTA and CUPE. This funding totals one million, one hundred and eighty-four thousand, one hundred and fifty-seven dollars and covers the cost of 7.5 special education teachers for OECTA and 7.0 Educational Assistants for CUPE. This funding will also continue for the term of the OECTA and CUPE provincial collective agreements that will expire August 31, 2022.

The SEPPA (Special Education Per Pupil amount) for 2020–2021 is based on the projected enrollment for next year. This is estimated to result in approximately ten million, four hundred and twenty-six thousand, and twenty-nine dollars in funding.

The Differentiated Special Education Needs amount (DSENA) provides revenue for a total of approximately nine million, five hundred and nineteen thousand, one hundred and thirty-three dollars, which is an increase of five hundred and thirty-seven thousand, three hundred and ninety-eight dollars.

Other funding for 2020-2021 that has been attributed to the Special Education Department includes three million, seventy-four thousand, four hundred and twelve dollars. This funding includes the Special Incidence Portion Grant and the Behavioural Expertise Amount.

The Special Education Department's expenditure budget is projected to increase by approximately one million, three hundred and thirty-seven thousand, five hundred and eight dollars. The charts indicate that the Special Education budget will not be over the total revenue allocated to the Special Education Department for 2020-2021.

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 increase by a 1.0 Special Education Technology consultant, 7.5 Special Education Teachers, 1.0 Itinerant Student Support worker and 1.5 Regular Student Support Workers.

II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

The plan includes:

- 127.51 Special Education Teachers
- 31.5 Student Support and Itinerant ABLE Workers
- 174.46 Educational Assistants including 3.0 Section and 1.0 SEA/AT EA. This also includes approximately 10.0 positions to be used for new students and temporary support
- to adjust Educational Assistants proportionately with grants received
- to continue to utilize the highly effective model of teacher consultants focusing on providing for inclusion and the education and success for all students within the classroom

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

II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

Approximately eighty-five percent of our students who have an IEP are integrated in the regular classroom for all or a majority of the school day. Approximately 15 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.

St. Matthew and St. Luke Catholic High School provide Grade 7 - 12 specialized programs for all of the students attending these schools, and St. Francis Xavier Catholic High School offers a Grade 9/10 (Foundations class) program.

There are 29 individual self-contained half or fulltime classes offered by Special Education teachers in the other elementary and secondary schools within the Board.

- 22 Mixed Exceptionality Programs
- 4 Turning Point Programs Grades 7 to 12
- 3 CTCC classrooms (Brockville, Hammond and Cornwall)

MEP classes have mixed exceptionalities in each class. Some classes like our Turning Points classrooms focus on building social, emotional, and behavioural skills. Foundations programs build and consolidate foundational learning skills. The School to Community Program supports functional and life skills and transitions for students who have an intellectual and/or developmental delay. St. Luke and St. Matthew have Grade 9-10 Foundations programs and Grade 11-12 specialty programs in hospitality, construction and hairdressing.

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 skills because of their 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, most 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 in Ontario Kindergarten to Grade 12 Policy and Resource Guide*. Currently, the number of students identified by schools ranges from under 10% to over 50% of the students in a school.

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.

II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

Professional development for Classroom Teachers is critical, so that all teachers can 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 for Learning and Differentiated Instruction.

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 2020-2021 is projected to be seven hundred and ninety-nine thousand, nine hundred and thirty-six dollars.

STAFFING RECOMMENDATIONS:

- 1) That we increase by 7.50 Special Education Teachers funded by the Supports for Students Fund, previously known as System Investment Teachers (5.20 Elementary and 2.30 Secondary).
- 2) That we increase 1.0 Special Education Technology Consultant.
- 3) That we increase 2.5 Itinerant and Regular Student Support Workers.
- 4) That we allocate a total of 127.51 Special Education Teachers, 174.46 Educational Assistants and 31.50 Student Support Workers.
- 5) That we implement the Special Education staffing allocation for each school according to the needs identified by school teams and Special Education staff and reviewed by the Principal of Special Education.
- 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

| 2019-2020 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 | 31 | 11 | 10 | 52 | 9 | 9 | 46 | 9 | 20 | 7 |
| Autism | 40 | 28 | 20 | 84 | 8 | 15 | 31 | 15 | 17 | 16 |
| Deaf/Hard of Hearing | 1 | 0 | 3 | 11 | 7 | 0 | 1 | 3 | 4 | 8 |
| Language Impairment | 14 | 16 | 7 | 34 | 5 | 1 | 17 | 4 | 16 | 24 |
| Learning Disability | 33 | 8 | 39 | 230 | 17 | 12 | 60 | 43 | 144 | 124 |
| Speech Impairment | 1 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 |
| Developmental Disability | 10 | 7 | 0 | 13 | 0 | 4 | 21 | 0 | 1 | 0 |
| Giftedness | 0 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 7 |
| Mild Intellectual Disability | 23 | 8 | 2 | 25 | 1 | 6 | 26 | 3 | 6 | 3 |
| Multiple Exceptionalities | 5 | 8 | 2 | 14 | 0 | 10 | 11 | 1 | 5 | 1 |
| Blind/Low Vision | 0 | 0 | 0 | 7 | 2 | 1 | 1 | 2 | 1 | 3 |
| Deaf/Blind | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Physical Disability | 1 | 1 | 5 | 12 | 3 | 1 | 4 | 0 | 3 | 0 |
| Subtotal | 159 | 87 | 88 | 486 | 55 | 59 | 219 | 80 | 217 | 193 |
| Non-identified students with special needs and supported by the Special Education Grant | 12 | 4 | 129 | 1090 | 193 | 16 | 10 | 85 | 186 | 319 |
| Total | 171 | 91 | 217 | 1576 | 248 | 75 | 229 | 165 | 403 | 512 |

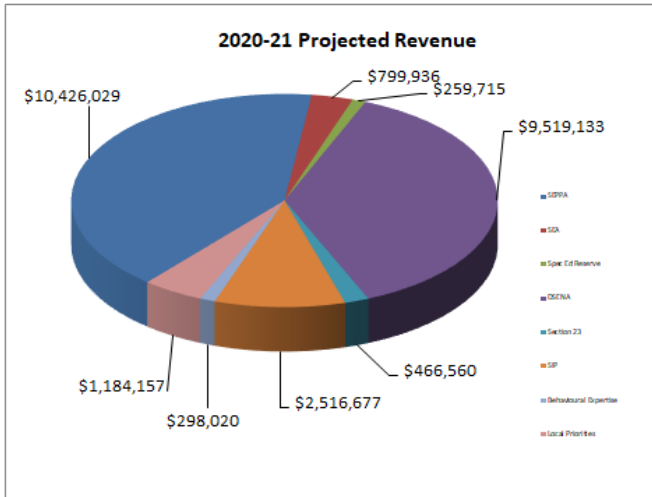
*The above numbers represent students based on their primary (first) exceptionality.
 Figures representing students with more than one exceptionality are found in the
 “Dual Exceptionalities Summary” located in the appendices of this report.

II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

| SPECIAL EDUCATION FUNDING AND EXPENDITURES Projected for September 1, 2020 to August 31, 2021 (as per ORIGINAL ESTIMATES) | | | | | | | | | |
|--|---------------------|---------------------|---------------------|---------------------|----------------------|-----------------------|--|--|--|
| REVENUE | | | | | | | | | |
| Special Education Allocation | Actual 2015/2016 | Actual 2016/2017 | Actual 2017/2018 | Actual 2018/2019 | Revised 2019/2020 | Original 2020/2021 | | | |
| SEPPA/Transfer from (to) SEPPA Deferred Revenue | 8,941,858 | 9,107,049 | 9,358,040 | 9,805,432 | 10,155,803 | 10,426,029 | | | |
| SEA | 664,549 | 744,255 | 803,028 | 850,264 | 858,906 | 772,134 | | | |
| Special Education Transfer from (to) SEA Deferred Revenue | | | | | 43,808 | 27,802 | | | |
| Differentiated Special Education Needs Amount (DSENA) | 9,038,728 | 8,701,400 | 8,460,472 | 9,122,246 | 8,981,735 | 9,519,133 | | | |
| Special Incidence Portion(SIP) | 1,337,130 | 1,697,407 | 1,976,800 | 2,256,962 | 2,516,677 | 2,516,677 | | | |
| Special Education Transfer from (to) SIP Accumulated Surplus | (282,948) | (68,329) | 72,656 | (769) | (280,162) | 259,715 | | | |
| Special Education Transfer from (to) SIP Deferred Revenue | | | | | (259,715) | - | | | |
| Section 23 | 435,254 | 421,652 | 421,262 | 389,303 | 453,816 | 466,560 | | | |
| Behavioural Expertise | 119,881 | 120,938 | 122,809 | 144,499 | 292,075 | 298,020 | | | |
| Mental Health | 119,832 | 121,161 | 123,113 | - | - | - | | | |
| Mental Health Workers in Schools (PPF) | | | | 284,752 | 275,503 | - | | | |
| Local Priorities - OECTA (was 7.7 FTE) (now 5.2elem, 2.3sec=7.5FTE) | | | 689,491 | 723,738 | - | 797,668 | | | |
| Local Priorities - CUPE | | | 380,778 | 380,778 | 386,489 | 386,489 | | | |
| CUPE 1% Salary Increase | | | | | 94,301 | - | | | |
| TOTAL ALLOCATION | \$ 20,374,284 | \$ 20,901,095 | \$ 22,408,449 | \$ 23,957,205 | \$ 24,079,560 | \$ 25,470,227 | | | |
| EXPENDITURE (LESS FOUNDATION) | | | | | | | | | |
| Special Education Expenditure | Actual 2015/2016 | Actual 2016/2017 | Actual 2017/2018 | Actual 2018/2019 | Revised 2019/2020 | Original 2020/2021 | | | |
| CLASSROOM | | | | | | | | | |
| Classroom Teachers | 9,090,688 | 8,967,573 | 10,198,722 | 10,119,650 | 9,861,878 | 10,529,464 | | | |
| Supply Teachers / Supply Staff | 11,300 | 660,572 | 528,283 | 536,662 | 406,666 | 405,201 | | | |
| Teacher Assistants / SSW's / ABLE | 8,462,980 | 7,859,997 | 8,284,389 | 9,079,589 | 9,647,522 | 9,955,245 | | | |
| Classroom Computers | 94,248 | 185,313 | 235,555 | 150,000 | 150,000 | 150,000 | | | |
| Textbooks, Materials, Supplies | 515,437 | 626,124 | 549,111 | 592,607 | 631,767 | 1,029,368 | | | |
| Professionals | 1,765,733 | 1,745,865 | 1,604,519 | 2,342,475 | 2,372,926 | 2,240,794 | | | |
| Staff Development | 134,187 | 168,207 | 67,508 | 21,169 | 85,977 | 90,540 | | | |
| TOTAL CLASSROOM | \$ 20,074,573 | \$ 20,213,651 | \$ 21,468,087 | \$ 22,842,153 | \$ 23,156,736 | \$ 24,400,612 | | | |
| NON-CLASSROOM | | | | | | | | | |
| Principals / Consultants / Support | 893,374 | 1,077,322 | 1,220,058 | 1,159,044 | 781,558 | 875,190 | | | |
| TOTAL NON-CLASSROOM | \$ 893,374 | \$ 1,077,322 | \$ 1,220,058 | \$ 1,159,044 | \$ 781,558 | \$ 875,190 | | | |
| TOTAL EXPENDITURES | \$ 20,967,947 | \$ 21,290,973 | \$ 22,688,145 | \$ 24,001,197 | \$ 23,938,294 | \$ 25,275,802 | | | |
| VARIANCE ANALYSIS | | | | | | | | | |
| Special Education Variance Analysis | Actual 2015/2016 | Actual 2016/2017 | Actual 2017/2018 | Actual 2018/2019 | Revised 2019/2020 | Original 2020/2021 | | | |
| UNDER / (OVER) ALLOCATION | (593,663) | (389,878) | (279,696) | (43,992) | 141,266 | 194,425 | | | |
| % UNDER / (OVER) ALLOCATION | -2.91% | -1.87% | -1.25% | -1.21% | 0.59% | 0.76% | | | |
| Learning Opportunities Grant | 593,663 | 389,878 | 80,002 | - | - | - | | | |
| Local Priorities (non sped ed allocation) - CUPE 1 IAW, 6.78 EA | | | 167,835 | - | - | - | | | |
| Rural Education Strategy | | | 199,694 | - | - | - | | | |
| Under / (Over) | - | - | - | 123,843 | 141,266 | \$ 194,425 | | | |

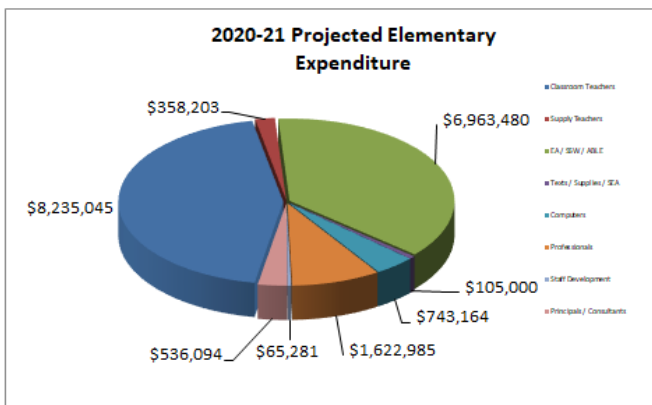
II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

Projected for September 1, 2020 to August 31, 2021 (as per Original Estimates)



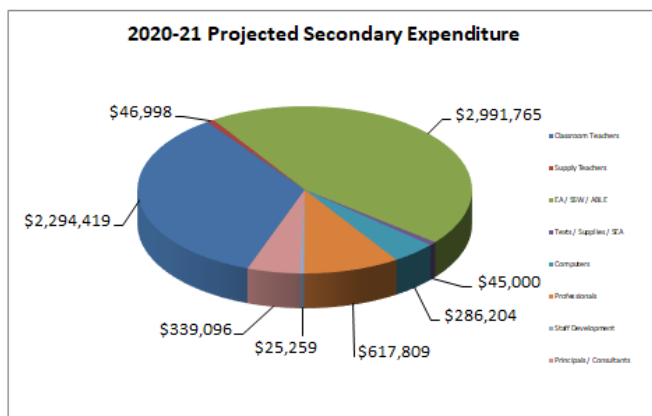
Special Education Projected Funding

| | |
|--------------------------|----------------------|
| SEPPA | \$ 10,426,029 |
| SEA | \$ 799,936 |
| Spec Ed Reserve | \$ 259,715 |
| DSENA | \$ 9,519,133 |
| Section 23 | \$ 466,560 |
| SIP | \$ 2,516,677 |
| Behavioural Expertise | \$ 298,020 |
| Local Priorities | \$ 1,184,157 |
| TOTAL ALLOCATIONS | \$ 25,470,227 |



Elementary Projected Expenditure

| | |
|--------------------------|----------------------|
| Classroom Teachers | \$ 8,235,045 |
| Supply Teachers | \$ 6,963,480 |
| EA / SSW / ABE | \$ 358,203 |
| Texts / Supplies / SEA | \$ 105,000 |
| Computers | \$ 743,164 |
| Professionals | \$ 1,622,985 |
| Staff Development | \$ 65,281 |
| Principals / Consultants | \$ 536,094 |
| TOTAL ELEMENTARY | \$ 18,629,252 |



Secondary Projected Expenditure

| | |
|--------------------------|---------------------|
| Classroom Teachers | \$ 2,294,419 |
| Supply Teachers | \$ 2,991,765 |
| EA / SSW / ABE | \$ 46,998 |
| Texts / Supplies / SEA | \$ 45,000 |
| Computers | \$ 286,204 |
| Professionals | \$ 617,809 |
| Staff Development | \$ 25,259 |
| Principals / Consultants | \$ 339,096 |
| TOTAL SECONDARY | \$ 6,646,550 |

| | |
|--|----------------------|
| TOTAL EXPENDITURE (less Foundation) | \$ 25,275,802 |
|--|----------------------|

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 is often initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and usually continues 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 can be 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 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. It 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 observations, checklists, tracking forms, anecdotal notes, portfolio assessments, and developmental profiles 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 an 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 a referral to the Special Education Services of the Catholic District School Board of Eastern Ontario (see Figure I).

Types of assessment tools and strategies used to gather appropriate information on students involves the use of standardized cognitive, academic and memory tests.

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 at one time due to a finite amount of human resources. The students are placed on a list, which is reviewed at the school level during the year. If a child's needs escalate, an assessment may be necessary sooner, rather than waiting. The wait time for assessments vary. In some instances, new needs arise during the year necessitating a referral. Figure I outlines the Psycho-Educational referral process.

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

The referral package includes a Confidential Parent Questionnaire, Consent Forms, Privacy Policy, 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 to communicate the diagnosis. 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 includes 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.

For Speech and Language assessments, the school team and Speech and Language Pathologist discuss students to be referred, and together prioritize assessments. The SERT or classroom teacher contacts the parents/guardians, to ask permission to send home a referral package. Once the referral package is completed by school and parents/guardians, it is returned to the Speech-Language Pathologist. The S-LP contacts the parent/guardian by telephone for informed consent. The S-LP then contacts the school to schedule the assessment. Upon completion of the assessment, the S-LP writes a report, detailing assessment results and recommendations. The SERT then contacts the parents/guardians to schedule an appointment to review the assessment findings. At the meeting, the parent/guardian, S-LP, and member(s) of the school team are present. School team members may include classroom teacher(s), SERT, and/or principal. The Speech-Language Pathologist reviews the assessment results, implications, and strategies. Parents are offered home programming and training sessions with the S-LP. The school team is also offered training sessions and professional development in the areas of need. With parental consent, the assessment report is placed in the 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 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 coordinate 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 have the assessment conducted by a regulated health professional (eg. Psychologist). They are also 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

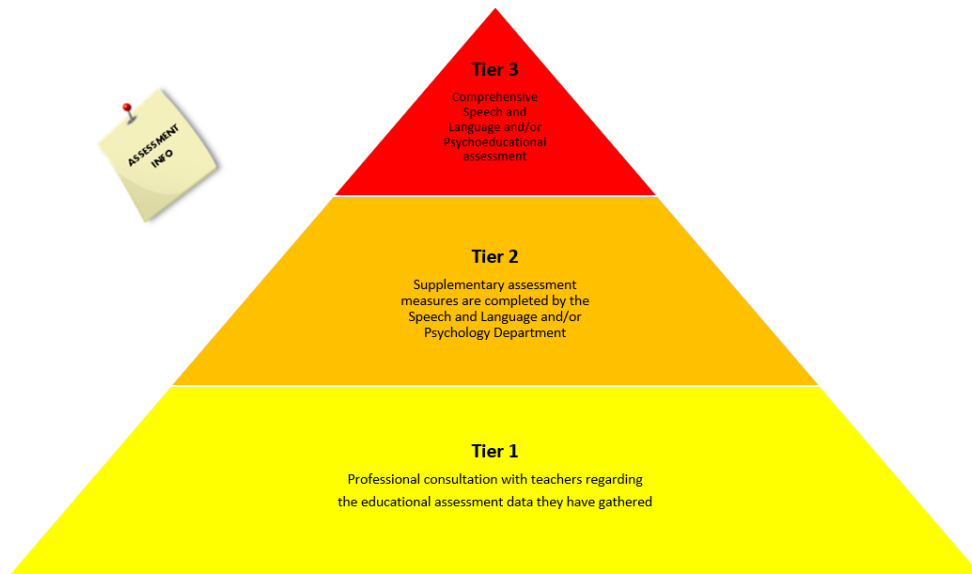
A Three-Tier Approach to Primary Assessment

Primary Psychological 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.

We continue to support schools and encourage 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



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 Tier 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

Grade 1 and 2 Oral Language and Literacy Assessment

Our Speech and Language Pathologists have developed a comprehensive research-based assessment protocol to provide teachers of at-risk students with remedial and predictive information. The Oral Language and Literacy Assessment evaluates all components of word level reading, including *phonics*, *phonemic awareness*, *decoding*, *encoding*, *phonological memory*, and *rapid automatic naming*. The assessment also comprehensively evaluates the students' *receptive* and *expressive* oral language skills. School teams have been provided with various levels of research-based professional development in the areas of word level reading, including *school team in-services*, *in-class training*, and *full class screening*.

Early Language Support-Building Capacity

The Speech-Language Pathology team has developed a series of in-services geared toward educators of early language development and learning. These in-services are in the areas of *early language stimulation*, *language for learning*, *use of books to promote language development*, *communicating with children with Autism Spectrum Disorder*, and *augmentative communication*.

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, Speech and Language and/or Psychology staff members review the Visual Assessment Portfolios created for students with high needs 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 K- 4 students who required and received an assessment in 2019 was 377 of the 453 total assessments completed. This was 2.87% of the Board's total population.
- Having the Speech and Language Pathologist complete the Grade 1 and 2 Oral Language and Literacy 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 and only progressing to professional assessment measures when deemed necessary.
- Parents also find the Visual Assessment Portfolio easy to understand and could readily identify their child's strengths and needs.

Sustainability:

- Literacy improvements are monitored by administration of educational assessment 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.
- Consultants 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 speech language and/or 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.

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| In 2019-2020, 1831 IPRC's were held across our system of which 198 were newly identified students. Opportunities for parents to attend an IPRC meeting for their exceptional child is provided on a yearly basis. | |
| What is an IPRC? | 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. |
| What is the role of the IPRC? | <p>The IPRC will:</p> <ul style="list-style-type: none"> ▪ decide whether or not the student should be identified as exceptional; ▪ identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education; ▪ decide an appropriate placement for the student <ul style="list-style-type: none"> • regular class with indirect support from a resource teacher • regular class with resource teacher support • regular class with withdrawal support with a resource teacher • special education class placement with partial integration • special education class fulltime • special school placement ▪ review the identification and placement at least once in each school year. |
| Who is identified as an exceptional pupil? | The Education Act defines an exceptional pupil as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...." Students are identified according to the categories and definitions of exceptionalities provided by the Ontario Ministry of Education. |
| What is a special education program? | <p>A special education program is defined in the Education Act as an educational program that:</p> <ul style="list-style-type: none"> ▪ is based on and modified by the results of continuous assessment and evaluation; and ▪ includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil. |

IV. IDENTIFICATION, PLACEMENT AND REVIEW

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| What are special education services? | 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 is an IEP? | <p>The IEP must be developed for the student, in consultation with the parent. It must include:</p> <ul style="list-style-type: none"> ▪ specific educational expectations; ▪ an outline of the special education program and services that will be received; ▪ a statement about the methods by which the student's progress will be reviewed; ▪ 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 ▪ Applied Behaviour Analysis (ABA) methods for children identified with Autism, where appropriate. <p>The IEP must be completed within 30 school days after the student has been placed in the program, and the principal must ensure that the parent receives a copy of it.</p> |
| How is an IPRC meeting requested? | <p>The principal of the student's school:</p> <ul style="list-style-type: none"> ▪ must request an IPRC meeting for the student, upon receiving a parental written request; ▪ may, with written notice to the parent, refer the student to an IPRC when the principal and the student's teacher or teachers believe that the student may benefit from a special education program. <p>Within 15 days of receiving a parental request, or giving parents notice, the principal must provide parents with a copy of the <i>Special Education A Guide for Parents</i> document and a written statement of approximately when the IPRC will meet.</p> |
| May parents attend the IPRC meeting? | <p>Regulation 181/98 entitles parents and pupils 16 years of age or older:</p> <ul style="list-style-type: none"> ▪ to be present at and participate in all committee discussions about the student; and ▪ to be present when the committee's identification and placement decision is made. |

IV. IDENTIFICATION, PLACEMENT AND REVIEW

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| Who else may attend an IPRC meeting? | <ul style="list-style-type: none"> ▪ the principal of the student's school; ▪ other resource people such as the student's teacher, special education staff, board support staff, or the representative of an agency, who may provide further information or clarification; ▪ parent's representative – that is, a person who may support the parent or speak on behalf of the parent or the student and ▪ an interpreter, if one is required. (Parents may request the services of an interpreter through the principal of the student's school.) |
| Who may request that they attend? | <p>Either the parent or the principal of the student's school may make a request for the attendance of others at the IPRC meeting.</p> |
| What information will parents receive about the IPRC meeting? | <p>At least 10 days in advance of the meeting, the chair of the IPRC will provide parents with written notification of the meeting and an invitation to attend as an important partner in considering the student's placement. This letter will notify parents of the date, time, and place of the meeting, and it will ask parents to indicate whether they will attend or not.</p> <p>If the IPRC meeting is a review and the student is in a regular class placement which is going to continue, then parents may choose to sign the letter to "dispense" with the review meeting.</p> <p>Before the IPRC meeting occurs, parents will receive a written copy of any information about the student that the chair of the IPRC has received. This may include the results of an assessment or a summary of the information</p> |
| What if parents are unable to make the scheduled meeting? | <p>If the parents are unable to make the scheduled meeting, they may:</p> <ul style="list-style-type: none"> ▪ contact the school principal to arrange an alternative date or time; or ▪ let the school principal know the parent will not be attending. As soon as possible after the meeting, the principal will forward to the parent, for their 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. |

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| <p>What happens at an IPRC meeting?</p> | <ul style="list-style-type: none"> ▪ The chair introduces everyone and explains the purpose of the meeting. ▪ The IPRC will review all available information about the student. The members will: <ul style="list-style-type: none"> • consider an educational assessment of the student; • consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of the student conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision; • interview the student, with parental consent if the student is less than 16 years of age, if they feel it would be useful to do so; and • consider any information that is submitted about the student or that the student submits if he or she is 16 years of age or older. ▪ The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent's request or at the request of the student, if the student is 16 years of age or older. ▪ Parents are encouraged to ask questions and join in the discussion. ▪ Following the discussion, after all the information has been presented and considered, the committee will make its decision. |
| <p>What will the IPRC consider in making its placement decision?</p> | <p>Before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will meet the student's needs and be consistent with the parental preferences. If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet the student's needs and that such a decision is consistent with the parental preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.</p> <p>If the committee decides that the student should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.</p> |

IV. IDENTIFICATION, PLACEMENT AND REVIEW

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| <p>What will the IPRC's written statement of decision include?</p> | <p>The IPRC's written statement of decision will state:</p> <ul style="list-style-type: none"> ▪ whether the IPRC has identified the student as exceptional; ▪ where the IPRC has identified the student as exceptional, <ul style="list-style-type: none"> • the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education; • the IPRC's description of the student's strengths and needs; • the IPRC's placement decision; and • the IPRC's recommendations regarding a special education program and special education services; ▪ where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision. |
| <p>What happens after the IPRC has made its decision?</p> | <ul style="list-style-type: none"> ▪ If parents agree with the IPRC decision, they will be asked to indicate, by signing their name, that they agree with the identification and placement decisions made by the IPRC. ▪ If the IPRC has identified the student as an exceptional pupil and if parents agree with the IPRC identification and placement decisions, the board will promptly notify the principal of the school at which the special education program is to be provided and of the need to develop an Individual Education Plan (IEP) for the student. |
| <p>Once a student has been placed in a special education program, can the placement be reviewed?</p> | <ul style="list-style-type: none"> ▪ A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from the parent, dispensing with the annual review. ▪ Parents may request a review IPRC meeting any time after the student has been in a special education program for 3 months. |
| <p>What does a review IPRC consider and decide?</p> | <ul style="list-style-type: none"> ▪ With parental written permission, the IPRC conducting the review will consider the progress the student has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information. ▪ The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made. |

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

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| <p>What happens in the appeal process?</p> | <p>The appeal process involves the following steps:</p> <ul style="list-style-type: none"> ▪ The board will establish a special education appeal board to hear the parent’s 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 the parent. ▪ The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board provide written consent to a later date). ▪ The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal. ▪ The parent, and the student, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions. ▪ The appeal board must make its recommendation within 3 days of the meeting’s ending. It may: <ul style="list-style-type: none"> • agree with the IPRC and recommend that the decision be implemented; or • disagree with the IPRC and make a recommendation to the board about the student’s identification or placement or both. ▪ The appeal board will report its recommendations in writing, to the parent 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). ▪ The parent may accept the decision of the school board or they may appeal to a Special Education Tribunal. The parent 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. |
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| <p>What special education programs and services are provided by the board?</p> | <p>The Catholic District School Board of Eastern Ontario views every child as unique and aims to provide a Catholic education which nurtures this uniqueness and enables each pupil to maximize his/her spiritual, physical, intellectual, and social potential. It is the Board's belief that the most desirable placement for children the regular classroom with appropriate special education services. For those students whose needs cannot be met in a regular class setting, more intensive special education services are provided. The Board provides the following range of programs based on pupil need:</p> <ul style="list-style-type: none"> ▪ regular class program ▪ regular class placement with program modifications and/or accommodations ▪ regular class placement with special education support ▪ special class placement ▪ special school placement <p>The Special Education Department personnel, under the direction of the Superintendent of School Effectiveness 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/BCBA specialist, occupational therapist, 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 the keys to each child's educational success and welfare.</p> |
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| <p>What organizations are available to assist parents?</p> | <p>Many parent organizations are available to provide information and support to parents of exceptional children:</p> <ul style="list-style-type: none"> ▪ Association for Bright Children www.abcontario.ca ▪ Autism Ontario www.autismontario.com ▪ Canadian Hearing Society www.chs.ca ▪ Canadian Mental Health Association www.cmha.ca ▪ Canadian National Institute for the Blind www.cnib.ca ▪ Child and Youth Health Network for Eastern Ontario www.child-youth-health.net ▪ Children's Mental Health Ontario www.kidsmentalhealth.ca ▪ Community Living www.communitylivingontario.ca ▪ Down's Syndrome Association www.dsao.ca ▪ eMental Health www.ementalhealth.ca ▪ Epilepsy Ontario www.epilepsyontario.org ▪ Family Alliance Ontario www.family-alliance.com ▪ Fetal Alcohol Spectrum Disorder Ontario www.fasinfotsaf.ca/en ▪ Groupe-action pour l'enfant, la famille et la communauté de Prescott-Russell www.groupeaction.ca ▪ Integration Action for Inclusion in Ontario www.inclusionontario.ca ▪ Learning Disabilities Association of Ontario www.ldao.ca ▪ MS Society http://msociety.ca ▪ Ontario Association for Families with Children with Communication Disorders www.oafccd.com ▪ Open Doors www.opendoors.on.ca |
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IV. IDENTIFICATION, PLACEMENT AND REVIEW

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| <p><u>Cont'd</u></p> <p>What organizations are available to assist parents?</p> | <ul style="list-style-type: none"> ▪ Parents' Lifelines of Eastern Ontario www.pleo.on.ca ▪ SD&G Developmental Services Centre www.developmentalservices.ca ▪ Spina Bifida and Hydrocephalus Association of Ontario http://sbhac.ca/ ▪ The Easter Seal Society of Ontario www.easterseals.org ▪ Tourette Syndrome Foundation www.tourette.ca ▪ Valoris for Children & Adults of Prescott-Russell www.valorispr.ca ▪ VOICE for Deaf and Hard of Hearing Children www.voicefordeafkids.com |
| <p>How is the Special Education Advisory Committee involved?</p> | <p>Minutes and agendas pertaining to all Special Education Advisory Committee (S.E.A.C.) meetings are sent to Catholic School Councils and they are, in turn, encouraged to share information and provide feedback to S.E.A.C., where possible.</p> |
| <p>Is there more information available?</p> | <p>A copy of The Special Education Parent Guide is available online: www.cdsbeo.on.ca → Our Board → Departments → Special Education → Resource Downloads</p> |

School-based educational assessments are conducted by classroom and Special Education teachers. The Board believes that ongoing assessment and evaluation is necessary in order 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.

Assessments are conducted with the assistance of the Board psycho-educational consultants, speech-language pathologists and the supervising psychologist. 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 parent/guardian, classroom teacher, principal/vice-principal of the school, and the SER. 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

Since Speech-Language and Psychology services fall under the regulated health professional umbrella, informed consent procedures are adhered to through the use of appropriate consent forms.

Parents/guardians and school personnel regularly refer for direct service and/or consultation with staff from the Special Education Department in order to provide the highest quality of service for students. Staff from this department require and have access to personal information about students. Written documentation such as referral forms, assessment data and reports, and intervention information that results from direct service/consultation is housed in appropriate confidential files at the Special Education Department.

Privacy of information is also 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
- Results must be shared with parents first; they can request a separate meeting
- 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
- Adhering to our Board Policy *F2 Communications - Personal Information Management Freedom of Information and Protection of Privacy*

V. EDUCATIONAL AND OTHER ASSESSMENTS

| Assessment Administered By: Psychoeducational Consultant (under the direction of the Supervising Psychologist) Or Psychologist | |
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| Qualifications | Name of Test |
| <ul style="list-style-type: none"> Ph.D. M.A. B.A. | <ul style="list-style-type: none"> WISC – 5 WIAT – 3 CHAMP WRAML – 2 Conners – 3 Conners CBRS MASC – 2 CDI – 2 BRIEF – 2 A SRS MMPI – AR |
| Assessment Administered By: Speech-Language Pathologist | |
| Qualifications | Name of Test |
| <ul style="list-style-type: none"> M.Sc. or M.S. or M.Cl. Sc. Registration with a regulatory body is required for speech-language pathologists in Ontario (CASLPO) | <ul style="list-style-type: none"> CELF-5; CELF P-2 Structured Photographic Articulation Test III Structured Photographic Expressive Language Test – III CTOPP-2 TILLS TOWRE TECEL EOWPVT-2000 edition ROWPVT-2000 edition PPVT-5 (A and B) The Token Test For Children - Revised The Listening Comprehension Test - II Language Processing Test – Revised The Phonological Awareness Test The Test of Narrative Language-2nd Edition The Word Test – 2 (elementary & adolescent) Renfrew Language Scales – The Bus Story Test Renfrew Language Scales – Action Picture Test Test of Word-Finding-3rd edition The Boehm Test of Basic Concepts – 3 Test of Language Competence and Expanded (Level 1 & 2) |
| Assessment Administered By: Resource Teacher and Teacher of the Deaf (*) | |
| Qualifications | Name of Test |
| <ul style="list-style-type: none"> Undergraduate Degree and Bachelor of Education Special Education Part I | <ul style="list-style-type: none"> Canadian Test of Cognitive Skills (CTCS) – for assessing giftedness CELF-5 (evaluation of language fundamentals 5-21 yrs) CELF-P2 (language fundamentals 3-6 yrs) Woodcock-Johnson Achievement Woodcock-Johnson Reading Test WRAT - 3 Key Math P M Benchmarks TACL-3 (test for Auditory Comprehension of Language) (*) CAST (Contrast for Auditory and Speech Training) PLS-4 (Preschool Language Scale) (*) COMPASS – Auditory Discrimination Placement Test (*) Peabody Picture Vocabulary Test (*) Gifted Rating Scale PIAT (*), P.L.S. – Pragmatic Language Inventory (*) OWLS = Oral and Written Language Assessment (*) PRIME Math |

V. EDUCATIONAL AND OTHER ASSESSMENTS

| Assessment Administered By: Classroom Teacher | |
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| Qualifications | Name of Test |
| <ul style="list-style-type: none"> ▪ Undergraduate Degree and Bachelor of Education ▪ Training on individual tests | <ul style="list-style-type: none"> ▪ CTBS ▪ P M Benchmarks ▪ Marie Clay ▪ CASI ▪ OWA ▪ CBM (Curriculum Based Measurement) ▪ Woodcock Johnson III ▪ PRIME ▪ ONAP ▪ ABLLS |

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 recognizes 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.
- Occupational Therapy, 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 and/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 and/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 programs and 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, and/or 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

Students with special needs 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 |
|-----------------------------|---|---|--|---|--------------------------------------|
| BEHAVIOURAL | | | | | |
| Behaviour | Meet Ministry Definition Behaviour Consultation Report Agency Reports Academic Assessment I.P.R.C. I.E.P. | Regular Classroom | Case Conference I.P.R.C | | R.T., C.T., S.S.W., E.A. |
| | | Regular Classroom with Resource Support | Case Conference I.P.R.C. | | C.T., R.T., S.S.W., E.A. |
| | | Regular Classroom and access to Self Contained Class/ Mixed Exceptionality Programs | Case Conference I.P.R.C. Student Questionnaire Parent/Student Agreement | Maximum 16 students | C.T., Spec Ed, R.T., S.S.W., E.A. |
| | | Care & Treatment Class | Admissions Package Pre-Admissions Meeting I.P.R.C. | Maximum 8 - 12 Students | Sp Ed, E.A. |
| | | St. Luke, St. Matthew, St. Francis Xavier Bounce Back and Foundations Programs, and Turning Points Programs | Case Conference Admissions Package Working Toward Certificate or Diploma I.P.R.C. | Maximum 16 students in specialized program classes | Sp Ed, S.S.W., E.A. |
| COMMUNICATIONAL | | | | | |
| Autism | Meet Ministry Definition Psychoeducational Report Behaviour Consultation Report Agency Reports Developmental Report Academic Assessment I.P.R.C. I.E.P | Regular Classroom | Case Conference I.P.R.C. | | C.T., R.T., E.A., S.S.W. |
| | | Regular Classroom with resource support | Case Conference I.P.R.C. | | C.T., R.T., S.S.W., E.A |
| | | Regular Classroom with access to Mixed Exceptionality/ABA Programs | Case Conference I.P.R.C. | Maximum 16 Students | C.T., Spec Ed., S.S.W. E.A. |
| Deaf and Hard of Hearing | Meet Ministry Definition Audiology Reports Agency Reports Academic Assessment I.P.R.C. I.E.P | Regular Classroom | Case Conference I.E.P | | C.T., E.A., I.T., R.T. |
| | | Regular Classroom with resource support | Case Conference I.P.R.C. | | C.T., I.T., R.T., E.A. |
| | | Provincial School | Consultation – Ministry School Admissions Package Interview I.P.R.C. | As defined by Provincial School | As defined by Provincial School |

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

| Exception- ality | Criteria for Admission | Placement Options | Admission Process | Special Education Class Size | Level of Support |
|------------------------------------|---|---|--|---|--|
| Language Impairment | Meet Ministry Definition Academic Assessment Possible Speech- Language/ Psychoeducational Assessment I.P.R.C. I.E.P. | Regular Classroom | Parent Meeting I.P.R.C. | | C.T., R.T., SL Path, C.D.A., E.L.A. |
| | | Regular Classroom with resource support | Parent Meeting I.P.R.C. | | C.T., R.T., SL Path, C.D.A., E.L.A. |
| Speech Impairment | Meet Ministry Definition Speech & Language Assessment Agency Reports Academic Assessment I.P.R.C. I.E.P | Regular Classroom | Case Conference I.P.R.C. | | C.T., R.T., SL Path, C.D.A., E.L.A. |
| | | Regular Classroom with resource support | Case Conference I.P.R.C. | | C.T., R.T., SL Path, C.D.A., E.L.A. |
| Learning Disability | Meet Ministry Definition Psychoeducational Report Agency Reports Academic Assessment I.P.R.C. I.E.P | Regular Classroom | Case Conference I.P.R.C. | | C.T., R.T., E.A., S.S.W. |
| | | Regular Classroom with resource support | Case Conference I.P.R.C. | | C.T., R.T., E.A., S.S.W. |
| | | Regular Classroom with access to Learning Disability Program/ *Mixed Exceptionality Programs | Case Conference I.P.R.C. | Maximum 16 Students | C.T., Sp Ed, E.A., S.S.W. |
| | | St. Luke, St. Matthew, St. Francis Xavier Bounce Back and Foundations Programs, and Turning Points Programs | Case Conference Admissions Package Working Toward Certificate or Diploma I.P.R.C. | Maximum 16 students in specialized program classes | Sp Ed, S.S.W., E.A. |
| | | Provincial School | Consultation – Ministry School Admissions Package Interview I.P.R.C. | As defined by Provincial School | As defined by Provincial School |
| INTELLECTUAL | | | | | |
| Giftedness | Meet Ministry Definition Psychoeducational Report Agency Reports Academic Assessment I.P.R.C. I.E.P | Regular Classroom | Case Conference I.P.R.C. | | C.T., R.T. |
| | | Regular Classroom with resource support | Case Conference I.P.R.C. | | C.T., R.T. |
| Mild Intellectual Disability | Meet Ministry Definition Psychoeducational Report Agency Reports Academic Assessment I.P.R.C. I.E.P | Regular Classroom | Case Conference I.P.R.C. | | C.T., R.T., E.A., S.S.W. |
| | | Regular Classroom with resource support | Case Conference I.P.R.C. | | C.T., R.T., E.A., S.S.W. |
| | | Regular Classroom with access to Mixed Exceptionality Programs | Case Conference I.P.R.C. | Maximum 16 students | C.T., Sp Ed, E.A., S.S.W. |

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

| Exception-ality | Criteria for Admission | Placement Options | Admission Process | Special Education Class Size | Level of Support |
|---|---|---|--|------------------------------------|------------------------------------|
| Developmental Disability | Meet Ministry Definition Developmental Report Psychoeducational Report Agency Reports I.P.R.C. I.E.P | Regular Classroom | Case Conference I.P.R.C. | | C.T., R.T., E.A., S.S.W. |
| | | Regular Classroom with resource support | Case Conference I.P.R.C. | | C.T., R.T., E.A., S.S.W. |
| | | Regular Classroom with access to School to Community Program/ Mixed Exceptionality Program | Case Conference I.P.R.C. | Maximum 16 students | C.T., Spec Ed, E.A., S.S.W. |
| PHYSICAL | | | | | |
| Physical Disability | Meet Ministry Definition Agency Reports Academic Assessment I.P.R.C. I.E.P | Regular Classroom | Case Conference I.P.R.C. | | C.T., R.T., E.A. |
| | | Regular Classroom with resource support | Case Conference I.P.R.C. | | C.T., R.T., E.A. |
| Blind and Low Vision | Meet Ministry Definition Ophthalmology Report Agency Reports Academic Assessment I.P.R.C. I.E.P | Regular Classroom | Case Conference | | C.T., R.T., E.A., I.T. |
| | | Regular Classroom with resource support | Case Conference I.P.R.C. | | C.T., R.T., E.A., I.T. |
| | | Provincial School | Consultation – Ministry School Admissions Package Interview I.P.R.C. | As defined by Provincial School | As defined by Provincial School |
| Sp Ed. - Special Education Teacher/Self-Contained Classes (>50%) R.T. - Resource Teacher (Spec Ed Resource in class or small groups) 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 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 |
| 629 | 246 | 1412 | 16 | 490 | 278 | 590 | 26 |

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.

During the academic year 2019-2020 the Catholic District School Board of Eastern Ontario (C.D.S.B.E.O.) had two students enrolled at W. Ross Macdonald School.

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 2019-2020 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 Schools 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.

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 2019-2020 the Catholic District School Board of Eastern Ontario (C.D.S.B.E.O.) had one student enrolled at Sagonaska School and one student enrolled at Trillium 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.

An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

ELEMENTARY PANEL

| Special Education Staff | FTEs | Staff Qualifications |
|---|---------------|---|
| 1. Teachers of exceptional students | | |
| 1.1 Teachers for resource-withdrawal programs | 62.29 | Special Education |
| 1.2 Teachers for self-contained classes | 25.41 | Special Education |
| Subtotal | 87.70 | |
| 2. Other special education teachers | | |
| 2.1 Itinerant teachers | 1.30 | Certified Teacher |
| 2.2 Teacher diagnosticians | | |
| 2.3 Coordinators | .50 | Specialist, Special Education |
| 2.4 Consultants | 2.0 | Specialist, Special Education |
| 2.5 Principal of Special Education ** | 0.50 | Principal, Part I & II |
| Subtotal | 4.30 | |
| 3. Educational Assistants in special education | | |
| 3.1 Educational assistants | 126.92 | College Degree/Diploma |
| 4. Other professional resource staff | | |
| 4.1 Supervising Psychologist/Psychologists | .50 | <ul style="list-style-type: none"> • PH.D., C. Psych. • Holding a doctorate from a program of study that is accredited by the Canadian Psychological Association, or the American Psychological Association, or a program of study that is listed in <i>Doctoral Psychology Programs meeting Designation Criteria</i> (ASPPB/National Register), will satisfy this requirement • Licensed with The College of Psychologists of Ontario |
| 4.2 Psychological Associate | 1.0 | <ul style="list-style-type: none"> • MA, Psych. Associate • Licensed with The College of Psychologists of Ontario |
| 4.3 Psycho-Educational Consultants | 3.0 | <ul style="list-style-type: none"> • M.A. in Psychology |
| 4.4 Psycho-Behavioral Consultant | | |

VIII. SPECIAL EDUCATION STAFF

| | | |
|--|--------------|---|
| 4.5 Speech-language pathologists | 4.6 | <ul style="list-style-type: none"> Speech-language pathologists require a master's degree in speech-language pathology. Registration with a regulatory body is required for speech-language Pathologists in Ontario Membership in the national association, Canadian Association of Speech-language Pathologies and Audiologists |
| 4.6 Communicative Disorders Assistant** | 1.0 | <ul style="list-style-type: none"> Post-secondary diploma or degree College diploma in communicative disorders assistant |
| 4.7 ABA Specialist** | 2.5 | <ul style="list-style-type: none"> BA in Psychology combined with extensive experience in Applied Behavioral Analysis and Autism |
| 4.8 Audiologists | | |
| 4.9 Occupational therapists | .75 | <ul style="list-style-type: none"> MSc (OT) Accredited by the Canadian Association of Occupational Therapists Member of College of Occupational Therapists of Ontario |
| 4.10 Physiotherapists | | |
| 4.11 Social workers | | |
| 4.12 Mental Health Leader** <i>(M.H. & Well-Being)</i> | .50 | <ul style="list-style-type: none"> Baccalaureate in Health Regulated Field Master's Degree |
| 4.13 Mental Health & Addictions Regulated Professional** <i>(M.H. & Well-Being)</i> | | <ul style="list-style-type: none"> Baccalaureate in Health Regulated Field Post-Graduate certificate in Mental Health & Addictions |
| Subtotal | 13.85 | |
| 5. Paraprofessional resource staff | | |
| 5.1 Orientation and mobility personnel | | |
| 5.2 Oral interpreters (for deaf students) | | |
| 5.3 Sign interpreters (for deaf students) | | |
| 5.4 Transcribers (for blind students) | | |
| 5.5 Interveners (for deaf-blind students) | | |
| 5.6 Auditory-verbal therapists | | |
| 5.7 Crisis Worker** | 3.0 | Specialist Degree/Diploma |
| 5.8 Student Support Worker** | 11.50 | Specialist Degree/Diploma |
| 5.9 Itinerant Student Support Worker/ABLE** | 6.0 | Specialist Degree/Diploma |
| Subtotal | 20.50 | |

** Additional Categories

SECONDARY PANEL

| Special Education Staff | FTEs | Staff Qualifications |
|---|--------------|---|
| 1. Teachers of exceptional students | | |
| 1.1 Teachers for resource-withdrawal programs | 15.91 | Special Education |
| 1.2 Teachers for self-contained classes | 23.90 | Special Education |
| Subtotal | 39.81 | |
| 2. Other special education teachers | | |
| 2.1 Itinerant teachers | .70 | |
| 2.2 Teacher diagnosticians | | |
| 2.3 Coordinators | .50 | Specialist, Special Education |
| 2.4 Consultants | 1.0 | Specialist, Special Education |
| 2.5 Principals of Special Education ** | 0.50 | Principal, Part I & II |
| Subtotal | 2.70 | |
| 3. Educational assistants in special education | | |
| 3.1 Educational assistants | 47.54 | College Degree/Diploma |
| 4. Other professional resource staff | | |
| 4.1 Supervising Psychologist/Psychologists | 0.50 | <ul style="list-style-type: none"> • PH.D., C. Psych. • Holding a doctorate from a program of study that is accredited by the Canadian Psychological Association, or the American Psychological Association, or a program of study that is listed in <i>Doctoral Psychology Programs meeting Designation Criteria</i> (ASPPB/National Register), will satisfy this requirement • Licensed with The College of Psychologists of Ontario |
| 4.2 Psychological Associate | | <ul style="list-style-type: none"> • MA, Psych. Associate • Licensed with the College of Psychologists of Ontario |
| 4.3 Psycho-Educational Consultants | 1.0 | <ul style="list-style-type: none"> • M.A. in Psychology |
| 4.4 Psycho-Behavioral Consultant | | |

VIII. SPECIAL EDUCATION STAFF

| | | |
|--|-------------|---|
| 4.5 Speech-language pathologists | | <ul style="list-style-type: none"> Speech-language pathologists require a master's degree in speech-language pathology. Registration with a regulatory body is required for speech-language Pathologists in Ontario Membership in the national Association, Canadian Association of Speech-language Pathologies and Audiologists |
| 4.6 Communicative Disorders Assistant** | | Post-secondary diploma or degree College diploma in communicative disorders assistant |
| 4.7 ABA Specialist** | .50 | <ul style="list-style-type: none"> BA in Psychology combined with extensive experience in Applied Behavioral Analysis and Autism |
| 4.8 Audiologists | | |
| 4.9 Occupational therapists | .25 | <ul style="list-style-type: none"> MSc (OT) Accredited by the Canadian Association of Occupational Therapists Member of College of Occupational Therapists of Ontario |
| 4.10 Physiotherapists | | |
| 4.11 Social workers | | |
| 4.12 Mental Health Leader** <i>(M.H. & Well-Being)</i> | .50 | <ul style="list-style-type: none"> Baccalaureate in Health Regulated Field Master's Degree |
| 4.13 Mental Health & Addictions Regulated Professional** <i>(M.H. & Well-Being)</i> | 2.0 | <ul style="list-style-type: none"> Baccalaureate in Health Regulated Field Post-Graduate certificate in Mental Health & Addictions |
| Subtotal | 4.75 | |
| 5. Paraprofessional resource staff | | |
| 5.1 Orientation and mobility personnel | | |
| 5.2 Oral interpreters (for deaf students) | | |
| 5.3 Sign interpreters (for deaf students) | | |
| 5.4 Transcribers (for blind students) | | |
| 5.5 Interveners (for deaf-blind students) | | |
| 5.6 Auditory-verbal therapists | | |
| 5.7 Crisis Workers** <i>(Safe Schools)</i> | 3.0 | Specialist Degree/Diploma |
| 5.8 Student Support Workers** | 10.0 | Specialist Degree/Diploma |
| 5.9 Itinerant Student Support Worker/ABLE** | 4.0 | Specialist Degree/Diploma |
| Subtotal | 17.0 | |

** 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, as well as to develop strategies and skills to provide the best possible program for all students.

The Special Education Department identified areas of focus for staff development. Mental Health and Well-Being: building resiliency and positive mental health, programming and IEP development, transition planning, Targeting Achievement for All, FASD, Trauma, application of ABA strategies specifically reinforcement, the PTR approach, developing Plans of Success and Safety Plans, Phonological Awareness, Communication Tools and the effective use of Assistive Technology to help students access their curriculum. Schools incorporate these areas into their School Improvement Plans. Professional development opportunities within individual schools or family of schools have been designed to support teacher collaboration and learning throughout the year when possible.

Input on in-service topics is solicited from principals, teachers, educational assistants, IAWs 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 August meeting. Once all the data has been collated, the Special Education team determines what can be offered, under the direction of the Superintendent.

Partnerships and Joint Initiatives

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

A collaboration between local service providers and both school boards allows for the continued facilitation of the Roots of Empathy program. Many SSW'S and ECE's across our board continue to run the ROE programs in our elementary schools. Teachers, EA's and SSW's have also been trained in various social skills programs and teach these skills to our students

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

CDSBEO also partners with Kids Inclusive and CHEO to support Coordinated Care for families who seek out this support.

IX. STAFF DEVELOPMENT

In partnership with the Best Buddies program CDSBEO has experienced very positive results for students with special needs. Students have developed valuable friendships that have continued post-secondary. The program has also allowed our students to become leaders in their schools through the Best Buddies Chapters (clubs). The program has helped to reduce bullying and create empathy towards students with disabilities. It provides a social network for students with intellectual disabilities that goes beyond the school environment and supports post-secondary, school to community and school to work transitions.

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.

CDSBEO continues to partner with Kids Inclusive and CHEO to provide speech language, occupational therapy and physiotherapy for students. Instead of schools referring to the LHINs they now refer directly to Kids Inclusive and CHEO for these services.

Fetal Alcohol Spectrum Disorder (FASD) Workers have been employed through a collaboration between CHEO and Citizen Advocacy Ottawa and now serve the regions of Ottawa, Prescott-Russell and Stormont, Dundas & Glengarry. Kids Inclusive has one FASD worker position funded under the Ministry of Children and Youth Services and serves Lanark, Leeds & Grenville. This is part of the FASD Strategy in Ontario by the Ministry of Children, Community and Social Services.

Partnerships with the Children's Aid Societies also foster enhanced support for Crown Wards and students supported by CAS. In some counties CAS staff operate directly out of the school which increases positive contact and provides stronger relationships and improved outcomes for students.

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, Well-Being: Resiliency and Positive mental Health surveys, VTRA protocol, ASIST training, Roots of Empathy, and Social Skills Programs help support schools in creating Positive School Cultures 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 continues to build resiliency in students and provides a tiered level of support designed to eliminate bullying and student victimization. CDSBEO continues to support staff with Restorative Circles, using Restorative questions and empowering students to advocate for themselves and others. (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 3 year strategy has been shared with the CDSBEO Board of Trustees and an overview of the strategy is available on our website. This strategy has been summarized and shared with our school-based Mental Health teams so that all staff are aware of what this strategy entails.

Staff Well-Being and Positive Mental Health

Our CDSBEO Mental Health Team, for staff, consisting of representatives from Human Resources, OCETA, CUPE, CPCO and our Mental Health lead and chaired by Superintendent Norma McDonald meet regularly to support staff.

Policy Program Memorandum 140 and Applied Behaviour Analysis (ABA)

Several years ago the Ontario Ministry of Education introduced Program Policy Memorandum 140 which provides direction to school boards to support the use of applied behaviour analysis (ABA) as an effective instructional approach in the education of many students with special needs including autism spectrum disorders (ASD). Transition planning between various activities and settings for students with ASD has also been a focus with PPM 140. Program Memorandum 156 ensures that all students with an Individual Education Plan (I.E.P) have a transition plan. As such, our I.E.P. software has been designed to incorporate 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 have continued to participate in training sessions offered by the board's 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 provided and followed up by school-based support.

As of June 2015 most permanent Educational Assistants and Student Support Workers have completed ABA level 1 and 2. Funding provided in the 2019-2020 year has allowed for students to receive social skills programming before and after school that is delivered by teachers, SSW's and Educational Assistants.

Individual Education Plan

The importance of collaboration in the IEP process, to create IEP's that support our students, 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. The Teacher Portal has provided teachers and principals with information to create comprehensive student profiles.

Transitions continue to be a focus 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 to Grade 3

During the 2019-2020 academic year, members of the Special Education Department, have been working closely with teachers and ECE's from Kindergarten to grade three to promote the positive development and learning of all of our primary students. Consultants have visited schools to model strategies and support our primary teachers, ECE's and EA's for students with exceptional social, emotional, and learning needs. The focus was 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 primary students. The information helped to further advance 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 to grade three programs.

Two documents that capture the Framework, learning and key messages have been created to support this work, SHINE (kindergarten) and SHINE ON (Grade 1-3).

Supporting and Enhancing the Possibilities

Throughout the 2019-2020 school year CDSBEO has continued to support the Special Education Programs such as MEP (Multiple Exceptionality Program), LL (Living and Learning program), LD (Learning Disability program), ASD (Autism Spectrum Disorder program), Care and Treatment Classrooms and Turning Points. The framework challenges our teachers and support staff to develop a strengths based approach to programming that will engage our students and create opportunities and JOY for learning. Consultants provided consultation and classroom-based support. This framework has been shared with principals, SERT's and new teachers to support the development of IEP's with a focus on strengths and to keep the students' futures in mind when creating effective transition plans.

On-Line PD

During the COVID-19 school closure, all support staff were provided with daily online Professional Development. The topics included:

- | | | |
|-------------------|-----------------------------------|-------------------|
| • Teams | • Following Directions/Vocabulary | • Data Collection |
| • Read/Write | • Executive Functioning | • Social Skills |
| • Self-Regulation | • ABA-Understanding Autism | • ODD |
| • FASD | • Diagnosis | • ADHD |
| • Trauma | • Functions of Behaviour | |

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 is 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.

Suicide Prevention, Intervention and Risk Review (SPIRR) Protocol and LivingWorks Education

Community partners from coterminous school boards, 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.

For the full version of the protocol, please visit our school board website:

www.cdsbeo.on.ca

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The development of the protocol was 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 of the Applied Suicide Intervention Skills Training (ASIST) provided by LivingWorks Canada. Additionally, 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, are referenced throughout.

Since the fall of 2012, School Board ASIST trainers have been providing ASIST training to various school and board staff. They have also offered training to school staff in the complimentary LivingWorks programs of safeTALK and suicideTALK.

ASIST is a 2-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety.

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 to 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) and H.A.W.K. (Higher Achievement in Writer's Know How). These two 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). 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. There is one

magazine for each of the six sections of the target. These are designed to 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. The Mathematical Learning for ALL document has helped educators make strong connections to the other magazines, *Systematic and Explicit Instruction*, *Assessment*, *Differentiated Instruction*, *Flexible Grouping*, *Critical and Creative Thinking* and *Universal Design for Learning*.

Throughout the year, CDSBEO staff (Teacher teams, Differentiated Instruction Support Teachers, and Special Education Resource Teachers, Enhanced Special Education Resource Teachers) participated in 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 continued to support 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."

The PALS program (Peer Assisted Learning Strategies to teach reading fluency) and Lexia (a reading intervention program) are running in CDSBEO schools and are supported by the Special Education Consultants as well.

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 Care and Treatment 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.

The updated Assistive Technology website continues to support web based training modules designed to assist school teams and students to learn about specific AT programs and equipment, connect to specific student learning needs and strengths and empower students to reach their potential using technology.

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Additionally, schools continue to increase their understanding and skills in using various tools in Office 365 to support students, including Microsoft Office Lens, Immersive Reader and Read&Write.

Our interactive AT Sessions and live webinars enable staff to connect with the Assistive Technology Coordinator and AT EA in order to collaborate in real time. These webinars have been offered to teachers and educational assistants before and after school to increase their knowledge and application of various assistive technology tools. To accommodate all staff, the webinar video and any accompanying documents (PowerPoint presentations, supporting resources) are uploaded to the Resources section of the AT Website, and to Office 365 Video.

Catholic Professional Learning Communities

When supply teacher coverage is possible, CPLC groups receive focused professional development. These groups are comprised of special education teachers, classroom teachers, administration and board consultants.

IX. STAFF DEVELOPMENT

Staff Development 2019-2020

The Special Education Department offered Professional Development “at the elbow” based on the individual learning needs of each school.

| Event | Date |
|--|--|
| Information Sessions for SERTs and DI Teachers + Lexia (in school) | September, 2019 |
| Seeing Behaviour as Communication – Hammond | September 4 th , 2019 |
| Getting Started with Communication: Encouraging Functional Communication for all Students – Hammond | September 12 th , 2019 |
| Using Core Boards in the Classroom – Williamstown | September 17 th , 2019 |
| Reinforcement Strategies – Hammond | September 19 th , 2019 |
| Professional Development for the Special Education Department, Curriculum Department and Religion Department to explore Faith Development, Well-being and implementation of the Board Theme – Kemptville | September 27 th , 2019 |
| Oral Language Workshop #1: Enhancing Your Student’s Oral Language – Cornwall | October 3 rd , 2019 |
| FASD Dialogue: Looking Through the Lens of FASD at Home, at School and in the Community – Smiths Falls | October 8 th , 2019 |
| Applied Behaviour Analysis (ABA) Reinforcement – Cornwall | October 8 th , 16 th , 23 rd , 2019 |
| NTIP – Applied Behaviour Analysis (ABA) with Teachers – Kemptville | October 13 th & 14 th , 2019 |
| Applied Behaviour Analysis (ABA) Prompting – Hammond | October 21 st , 2019 |
| Professional Development for Educational Assistants, Itinerant ABLE Workers and Student Support Workers – learning sessions on Assistive Technology, Playing with Math, FASD, Make and Take, as well as Behaviour Management System Refresher (BMS) – Kemptville | October 25 th , 2019 |
| Use of Core Boards/Picture Communication in the Classroom – Alexandria | October 29 th , 2019 |
| Applied Behaviour Analysis (ABA) Make and Take – Cornwall | October 30 th , 2019 |
| Containment Strategies to Care and Treatment Staff (Part of BMS) – Hammond | November 6 th , 2019 |
| Oral Language Workshop #2: Language for Learning – Cornwall | November 7 th , 2019 |
| Looking through the Lens of FASD, Sensory & Trauma: Connecting the Dots and Finding the Strengths Buried Under the Challenging Behaviours – Kemptville | November 8 th , 2019 |
| Information Session for Secondary SERTs and MEP Teachers on IEPs – Kemptville | November 12 th , 2019 |
| Phonemic Awareness: Beyond the Basics – Alexandria | November 13 th , 2019 |
| Looking through the Lens of FASD, Sensory & Trauma: Connecting the Dots and Finding the Strengths Buried Under the Challenging Behaviours – Cornwall | November 13 th , 2019 |
| Supporting ASD in the Classroom – Alexandria | November 14 th , 2019 |
| Looking through the Lens of FASD, Sensory & Trauma: Connecting the Dots and Finding the Strengths Buried Under the Challenging Behaviours – Cornwall | November 20 th , 2019 |
| Modified – Getting Started with Picture Communication – Cornwall | November 27 th , 2019 |
| Sensory, What Does it Even Mean? – Cornwall | November 27 th , 2019 |
| Violence Threat Risk Assessment Training (VTRA) – Level 1 – Kemptville | November 27 th & 28 th , 2019 |
| Professional Development for Educational Assistants and Student Support Workers – focus on Health and Safety, creating materials for students and an opportunity to collaborate with fellow staff (in school) | November 29 th , 2019 |

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| Event | Date |
|--|---|
| Looking through the Lens of FASD, Sensory & Trauma: Connecting the Dots and Finding the Strengths Buried Under the Challenging Behaviours – Perth | November 29 th , 2019 |
| Modified – Getting Started with Picture Communication – Hammond | November 29 th , 2019 |
| Do You Hear What I Hear? Phonological Awareness – Kemptville | November 30 th , 2019 |
| Oral Language Workshop #3: The Power of Books – Cornwall | December 5 th , 2019 |
| Comprehensive Autism Planning System (CAPS) – Brockville | December 10 th , 2019 |
| Do You Hear What I Hear? Phonological Awareness – Kemptville | December 16 th , 2019 |
| Using Proloquo in the Classroom – Williamstown | January 14 th , 2020 |
| After School Social Skills Programs – Kemptville | January 29 th , 2020 |
| Oral Language Workshop #1: Enhancing Your Student's Oral Language – Kemptville | January 29 th , 2020 |
| Professional Development for Educational Assistants – Skype session on Supporting Speech-Language and Communication to Build Student Independence in the Classroom – the day was also used to create materials, collaborate with colleagues and discuss individual student needs (in school) | January 31 st , 2020 |
| Professional Development for Itinerant ABLE Workers and Student Support Workers – focus on Safe Schools in Ontario, sharing resources and an opportunity to collaborate with fellow staff around the IAW/SSW role – Kemptville | January 31 st , 2020 |
| Looking Through the Lens of Trauma – Smiths Falls | February 19 th , 2020 |
| Word Level Reading – Cornwall and Morrisburg | March 4 th , 2020 |
| PEERS Program – Kingston | March 6 th , 2020 |
| Professional Development for Educational Assistants and Student Support Workers – learning sessions on Microsoft Teams, Read and Write (online) | April 7 th , 8 th , 9 th , 2020 |
| Professional Development for Special Education Team – learning sessions on Pocketbook ASL (online) | April 14 th , 15 th , 2020 |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – learning sessions on Self Regulation (online) | April 14 th , 15 th , 16 th , 17 th , 2020 |
| Resources for MEP Classrooms – MEP teachers, VPs and Principals (on-line) | April 17, 2020 |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – learning sessions on FASD (on-line) | April 20,21,22,23,24 th 2020 |
| Review of Safety Plan - SSWs and IAWs (on-line) | April 23 & 24, 2020 |
| BMS Refresher – SSWs and IAWs (on-line) | April 27 th and 29 th , 2020 |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – learning sessions on Language Development (on-line) | April 27 th , 28 th , 29, 30 th , May 1 st , 2020 |
| Resources for Distance Learning - Elementary and Secondary SERTs, Administrators (on-line) | May 1 st , 2020 |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – learning sessions on Executive Functioning (on-line) | May 4 th , 5 th , 6 th , 7 th , 8 th , 2020 |
| Professional Development for Teachers, ECEs and Administrators – learning sessions on Self Regulation (online) | May 5 th , 6 th , 11 th , 14 th |
| Lexia Training – Teachers and Administrators (on-line) | May 12 th , 13, 14 th |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – learning sessions on Autism and ABA (on-line) | May 11 th , 12 th , 13 th , 14 th , 15 th , 2020 |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – learning sessions on Autism and ABA (on-line) | May 19 th , 20 th , 21 st , 22 nd , 2020 |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – learning sessions on Trauma (on-line) | May 25 th , 26 th , 27 th , 28 th 29 th , 2020 |
| Transitions – Secondary SERTS and Administrators (on-line) | May 29 th , 2020 |

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| Event | Date |
|---|--|
| The Science of Reading/How Our Brain Learns to Read – All school staff (on-line) | Various dates throughout May and June 2020 |
| Thinking in Sounds – All school staff (on-line) | Various dates throughout May and June 2020 |
| High Frequency Words – All school staff (on-line) | Various dates throughout May and June 2020 |
| Transitions – Elementary SERTS and Administrators (on-line) | June 1 st , 2020 |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – learning sessions on Social Skills (on-line) | June 1 st , 2 nd , 3 rd , 4 th , 5 th , 2020 |
| Professional Development for Teachers, ECEs and Administrators – learning sessions on FASD (online) | June 2 nd , 5 th , 8 th , 12 th , 2020 |
| Duty to Report [CFS] – SSWs (on-line) | June 4 th , 5 th , 2020 |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – learning sessions on Anxiety (on-line) | June 8 th , 9 th , 10 th , 11 th , 12 th , 2020 |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – learning sessions on Sensory and O.T. (on-line) | June 15 th , 16 th , 17 th , 18 th , 19 th , 2020 |
| Professional Development for Teachers, ECEs and Administrators – learning sessions on Executive Functioning (online) | June 15 th , 16 th , 17 th , 18 th , 19 th , 2020 |
| Duty to Report [CFS] – IAWs (on-line) | June 17 th , 2020 |
| Professional Development for Teachers, ECEs and Administrators – learning sessions on Sensory and O.T. (online) | June 22 nd , 23 rd , 24 th , 25 th , 2020 |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – Art Activity (on-line) | June 22 nd , 25 th , 2020 |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – Christian Meditation (on-line) | June 23 rd , 2020 |
| Professional Development for Educational Assistants, Student Support Workers, Itinerant ABLE Workers and Spec Ed Team Members – A Parent's Perspective [Autism Awareness] (on-line) | June 24 th , 2020 |

Projected Staff Development 2020-2021

Staff development for the upcoming 2020-2021 will focus on school embedded professional development. Teacher Consultants will work with Differentiated Instruction Support Teachers / Special Education Resource Teachers to implement Targeting Achievement for All, Mathematical Learning for All, Assistive Technology, Executive Functioning and Lexia/PowerUP Reading Programs. They will 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.

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

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 is included 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 Per Pupil EQUIPMENT 2019-2020 | # of Items | TOTAL | BOARD | SEA FUNDED |
|---|------------------|-----------------------------|-------|-----------------------------|
| Requests May 1, 2019 – April 30, 2020 | | | | |
| <ul style="list-style-type: none"> Laptops & Accessories Laptop Leasing | 277 | \$71,018.95 \$150,000.00 | | \$71,018.95 \$150,000.00 |
| <ul style="list-style-type: none"> iPads & Accessories | 71 | \$18,101.27 | | \$18,101.27 |
| SEA Per Pupil Technology Total | 348 | \$239,120.22 | | \$239,120.22 |

| SEA EQUIPMENT 2019-2020 | # of Claims | TOTAL | BOARD | SEA FUNDED |
|---|-------------------|---------------------|---------------------|---------------------|
| Adapted Sports Equipment | | 2,307.01 | | |
| Hearing Equipment, Supports | | 210,607.05 | | |
| Lifts, Slings, etc. | | 860.75 | | |
| Sensory Items | | 50,869.60 | | |
| Shoebox Tasks | | 515.74 | | |
| Specialized Chairs (activity, compass, etc.) | | 6,771.49 | | |
| Specialized Desks, Tables (tilt, stand up, etc.) | | 3,530.88 | | |
| Standing Frames, Standers | | 15,270.00 | | |
| Switch Toys, Scissors, etc. | | 2,624.83 | | |
| Toileting System | | 1,492.00 | | |
| Tricycles | | 9,493.25 | | |
| Vision Equipment, Supports | | 16,631.24 | | |
| Walkers, Walking Frames | | 8,575.29 | | |
| Wheelchairs | | 10,636.13 | | |
| Claims-Based Purchases Total (see above for cost breakdown, per item) | 65 | \$340,185.26 | \$ 52,000.00 | \$288,185.26 |

| | | | | |
|--------------------|--|---------------------|---------------------|---------------------|
| GRAND TOTAL | | \$579,305.48 | \$ 52,000.00 | \$527,305.48 |
|--------------------|--|---------------------|---------------------|---------------------|

XI. ACCESSIBILITY OF SCHOOL BUILDINGS

The information contained in this section of the Plan, is the multi-year Capital Expenditure Plan for improving accessibility to schools. In September 2003, the Board approved it's Ontarians with Disabilities Act report in which barriers were identified and a multi-year plan to eliminate these barriers was approved. See Multi-Year Accessibility Plan for the period January 2019 to January 2024 in Appendices Section.

XI. ACCESSIBILITY OF SCHOOL BUILDINGS

| 2019-2020 AODA Projects Planned | |
|--|---------------------|
| Renovate first floor Washroom - St Francis Xavier Brockville | \$7,500.00 |
| Re-work exterior door leading to rear ramp - J.L Jordan Brockville | \$6,000.00 |
| Replace main entrance pavers to concrete slab to AODA specs – St Luke Smiths Falls | \$25,000.00 |
| Provide a new ramp at the end of Portable Link to AODA specs – St Patrick Rockland | \$25,000.00 |
| Update Exterior doors – A, B & D to AODA specs - St Mary Chesterville | \$20,000.00 |
| Add new double exit doors at East wing Exit M to AODA specs – St Mary CHS Brockville | \$15,000.00 |
| Replace door & frame at Exit 1 to AODA specs - St Francis CHS Hammond | \$7,500.00 |
| Total | \$106,000.00 |

| 2018-2019 AODA Projects Completed | |
|---|------------------|
| Replace 3 doors to AODA spec - Iona Academy | 22,000.00 |
| Install Wheelchair Ramp at rear of Portapak – JL Jordan | 31,000.00 |
| Renovate washroom D134 to AODA specs – Notre Dame | 3,500.00 |
| AODA automatic door openers for Gym-Sacred Heart Lanark | 13,000.00 |
| AODA main door entrance & walkway-Sacred Heart Lanark | 15,000.00 |
| Replace Main entrance and Exit G to AODA spec – St. Andrews | 23,700.00 |
| Install new set of AODA doors between 112 & 113 – St Finnan | 15,000.00 |
| Upgrade exterior lighting - St John Elementary | 3,000.00 |
| Replace the steps at south entrance AODA – St John Elementary | 15,000.00 |
| Replace Breakfast program entrance doors to AODA – St John Elementary | 10,000.00 |
| Add AODA door operators to various doors – St Joseph CCS Cornwall | 10,000.00 |
| Replace pad at front of building – AODA specs – St Joseph Gananoque | 13,000.00 |
| Replace Door E to AODA Specs – St Joseph Gananoque | 11,000.00 |
| Upgrade Gym Entrance to AODA spec – St. Mary Carleton Place | 40,000.00 |
| Replace Main Entrance doors, railing & concrete slab to AODA spec – St. Mary Chesterville | 20,000.00 |
| Upgrading Washrooms and 3 sets of AODA Doors - St. Joseph Cornwall | 77,000.00 |
| Total | \$322,200 |

XI. ACCESSIBILITY OF SCHOOL BUILDINGS

| 2017-2018 AODA Projects Completed | |
|---|-------------------|
| Provide Grab Bars for Washroom 140A in the 87 wing – Holy Cross | 1,000.00 |
| Install an AODA washroom – St. Mark Prescott | 25,000.00 |
| New door for washroom – Holy Name Almonte | 4,000.00 |
| Renovate existing washroom to AODA spec – St. John Bosco | 40,000.00 |
| Several Door replacements to 38" wide – St. Joseph – Cornwall | 100,000.00 |
| | |
| Total | 170,000.00 |
| | |

| 2016-2017 AODA Projects Completed | |
|--|-------------------|
| Replacing door hardware to AODA specs-Sacred Heart LA | 10,000.00 |
| Chair Lift- Access from main level to Gym level-St. Mary-CP | 40,000.00 |
| New Exterior door to AODA standards-St. Joseph Gan | 10,000.00 |
| AODA compliant sidewalk replacement-Our Lady of GC | 25,000.00 |
| Replace NW Entrance door to AODA specs-St. Mary Chestvll | 10,000.00 |
| New sidewalk to AODA spec – St. Finnan – Alexandria | 8,000.00 |
| Replacing 8 interior doors to AODA compliant-St. Joseph Cornwall | 60,000.00 |
| Replace Interlocking with AODA sidewalk at Main Entrance-St. Francis CHS Hammond | 25,000.00 |
| Total | 188,000.00 |

| 2015-2016 AODA Projects Completed | |
|--|-------------------|
| Replacing Courtyard doors to AODA standards with automatic opener - Holy Cross, Kemptville | 23,000.00 |
| New Treads on stairs with vision strips – St. John Elementary, Perth | 5,500.00 |
| AODA automatic door opener with ramp and rails to AODA standards at the West entrance – St. Mary, Carleton Place | 50,000.00 |
| Replace the front entrance doors to AODA standards with automatic opener – St. John Bosco, Brockville | 11,000.00 |
| Replace the entrance doors at the daycare end to AODA standards – St. Patrick, Rockland | 24,000.00 |
| Sidewalk Replacement – St. Mary-St. Cecilia, Morrisburg | 17,000.00 |
| Renovate boys and girls WR – St. Mary-St. Cecilia, Morrisburg | 50,000.00 |
| Replace exterior door in Elementary wing – St. Mary, Brockville | 22,000.00 |
| Enlarge doors in Special Ed washrooms – St. Joseph CSS, Cornwall | 12,000.00 |
| Replace to enlarge 3 doors - – St. Joseph CSS, Cornwall | 10,000.00 |
| AODA sidewalk North Side – Immaculate Conception, Cornwall | 11,000.00 |
| Total | 235,500.00 |

XI. ACCESSIBILITY OF SCHOOL BUILDINGS

| <i>2014-15 AODA Projects Completed</i> | Cost (\$) |
|--|-------------------|
| ▪ Accessibility studies for all facilities | 55,000.00 |
| ▪ AODA Washroom at St. John Elem Perth | 90,000.00 |
| ▪ Holy Cross Kemptville renovate entrance way to accessible with operators and ramp and railings | 40,000.00 |
| ▪ St. John Elementary replace sidewalks to be to AODA standards at the front of the school. | 50,000.00 |
| ▪ Construct AODA Washroom in East wing St. Joseph Gananoque | 65,000.00 |
| ▪ St. Mary Chesterville renovate ground floor washrooms to AODA standards | 98,000.00 |
| ▪ Intercom Upgrade – St. Joseph Gananoque | 1,000.00 |
| ▪ AODA washroom renovation – St. James Smiths Falls | 25,000.00 |
| ▪ AODA sidewalk at St. Mary/St. Cecilia Morrisburg | 8,000.00 |
| ▪ Remove and enlarge 2 doors for wheelchair access – St. Joseph Cornwall | 6,000.00 |
| Total | 438,000.00 |

| <i>2013-2014 Projects Completed</i> | Cost (\$) |
|---|----------------------|
| ▪ 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 |
| Total | \$ 470,000.00 |

The cost of special transportation arrangements for our students with Special Education needs is extremely high due to the large geographic area of the Catholic District School Board of Eastern Ontario and cost of buying and running those vehicles. Currently we provide special transportation to 229 students at a cost of approximately \$1,596,075.

The Board:

- Obtains and provides schools with Special Transportation data and arrangements.
- Establishes criteria for eligibility for Special Transportation.
- Schools use Request Manager to apply for Special Transportation.
- Ensures that each case is reviewed at least annually, or whenever the situation warrants it;
- Considers the most cost-effective transportation options for students (i.e., using educational assistants on the yellow school bus/paying mileage).
- Repatriates students who are no longer 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 alternative program support through itinerant teachers of the deaf, blind or deaf-blind.

A goal we have for all our students is to help build their independence and help prepare them for their lives outside of school. Where possible, we try to have students ride the regular yellow school bus but sometimes there are reasons for which this is not possible and as a result schools apply for Special Transportation. Each Special Transportation request is carefully considered. 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 provided. In cases where severe behaviour needs have been identified, or where students participate in a specialized Special Education class/program, Special Transportation arrangements are made to provide transportation.

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.

In selecting transportation providers for exceptional students STEO (Student Transportation of Eastern Ontario) ensures that the operators are recognized by the

XII. TRANSPORTATION

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

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.

| 2019-20 ESTIMATED | | |
|--------------------------|----------------------|------------------|
| Vehicle Type | # of Students | Cost (\$) |
| Vans | 143 | 1,083,538 |
| Buses | 56 | 294,686 |
| Wheelchairs | 30 | 217,851 |

| 2018-19 REVISED | | |
|------------------------|----------------------|------------------|
| Vehicle Type | # of Students | Cost (\$) |
| Vans | 119 | 923,669 |
| Buses | 56 | 283,668 |
| Wheelchairs | 20 | 332,260 |

| 2017-18 REVISED (includes arbitration amounts) | | |
|---|----------------------|------------------|
| Vehicle Type | # of Students | Cost (\$) |
| Vans | 106 | 1,201,709 |
| Buses | 75 | 279,623 |
| Wheelchairs | 20 | 293,343 |

| 2016-17 REVISED (includes arbitration amounts) | | |
|--|----------------------|------------------|
| Vehicle Type | # of Students | Cost (\$) |
| Vans | 185 | 1,446,397 |
| Buses | 87 | 289,272 |
| Wheelchairs | 23 | 219,869 |

| 2015-16 | | |
|---------------------|----------------------|------------------|
| Vehicle Type | # of Students | Cost (\$) |
| Vans | 145 | 623,342 |
| Buses | 111 | 254,367 |
| Wheelchairs | 29 | 256,309 |

| 2014-15 | | |
|---------------------|----------------------|------------------|
| Vehicle Type | # of Students | Cost (\$) |
| Vans | 161 | 889,915 |
| Buses | 118 | 218,481 |
| Wheelchairs | 44 | 383,200 |

To ensure a smooth transition for students with special needs who are entering or leaving the school system, the Catholic District School Board of Eastern Ontario uses a variety of specific strategies based on the principles of open communication, respect for all and collaboration. This section of the report provides information for parents/guardians, community agencies and other Ministries, about the Board's practices and protocols with respect to transitioning students from or to:

- Preschool nursery programs
- Preschool speech and language programs
- Preschool programs for students who are deaf
- Autism Intervention Programs for children with autism
- Care, Treatment, Custody and Corrections programs
- Programs offered by other boards of education
- Community Living Programs

Transitions: Community to School - General Information

Transition to elementary school is an important and complex event in any child's life, but can be more so for children with special needs and their families. Children with special needs require that home, school and other professionals share information and engage in careful planning, so the child can begin schooling in the most enabling environment. The Special Education Department has a multi-step approach in working with families, agencies and school staff to ensure a successful transition and adjustment.

Prior to school entry, parents/guardians of children with special needs have often had involvement with one or more professionals in the community. These professionals may be any one of the following:

- Private psychologist
- Social Worker
- Staff from Pathways
- Staff from Lanark Community Programs
- Speech Pathologists from Words In Bloom/Language Express
- LHIN therapist or nurse
- Staff from Ottawa Children's Treatment Centre
- Therapist from CHEO-Autism Intervention Program (AIP)
- Social worker
- Teacher from a Provincial School or other school board
- Or other, such as a medical doctor etc.

Professionals from the community, with parental permission, are welcome to share valuable and relevant information about the child's strengths and needs with the school team. This information may be very helpful in assisting in the seamless

transition to school from a community program. This can be achieved when community partners join parents/guardians at school based planning meetings where everyone participates in a collaborative sharing of information and strategies. It can also occur when school board staff members observe the child in his/her current community setting.

Third Party Assessment Reports:

Parents/guardians may also wish to share relevant assessment reports acquired as part of their involvement with community professionals and community programs. Assessments and recommendations from programs and qualified private practitioners from outside the Board are considered at the point of admission to our schools. If over time it is determined, on an individual student basis, that the assessment information needs to be updated, the usual referral process is followed for the type of assessment being sought. This process is outlined in the section on assessment.

Involvement of Community-Based Professionals:

The Catholic District School Board of Eastern Ontario is committed to working in collaboration with parents/guardians for the best interest of the student. When school teams work in partnership with community professionals/agencies they follow the School Board's policy which can be found at the following link: http://www.cdsbeo.on.ca/policies/B11-1_Protocol_Partnerships.pdf

Community partners are an important member of the transition team when preparing students to transition from school to community as they finish their schooling. School are encouraged to begin this process early on in their high school education, in order to ensure a smooth and effective transition is achieved. Information regarding specific community supports can be accessed through the Developmental Services Ontario website at www.dsontario.ca

Care, Treatment, Custody and Corrections Program (CTCC) and Turning Points Program

The focus of a CTCC program is to provide education for students whose primary need is not education. This partnership allows students to continue with an educational experience while they receive the treatment deemed necessary. Prior to placement, information is shared with the Superintendent of Special Education and a referral package is completed and shared with an admissions committee to determine appropriate suitability. Ongoing participation with a mental health partner is also required.

During a placement, staff from the CTCC or Turning Points program are in constant communication with the student's home school. When the student has reached the predetermined goals and acquired the appropriate skills they are transitioned back to their home school.

Transition Plan for Students from a Provincial School

Similar procedures are in place for the transition of students entering the Catholic District School Board of Eastern Ontario from a provincial school. In addition to the team from the school, a Special Education Department staff member such as Teacher of the Deaf and Hard of Hearing, Itinerant Teacher for the Visually Impaired, Special Education Consultant or Resource Teacher will help to facilitate the process depending on the student's individual situation and needs.

Links with Local Community Initiatives

Addressing the complex needs of today's youth requires schools to network with local agencies, form liaisons with community initiatives, as well as invite and encourage participation of all professionals and families. The importance of cooperation and community connections is important throughout the board as evidenced by strong support from senior administration.

The Catholic District School Board of Eastern Ontario is continuing to engage in dialogue and planning with all partner agencies in the implementation of the Special Needs Strategy with Coordination of Service Planning, and the School-Based Rehabilitation services.

XIV. SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

SPECIALIZED HEALTH SUPPORT SERVICES

| Specialized Health Support Service | Agency/position of person who performs the service (e.g., LHIN, board staff, parent, student) | Eligibility criteria for students to receive the service | Position of person who determines eligibility to receive the service and the level of support | Criteria for determining when the service is no longer required | Procedures for resolving disputes and about eligibility and level of support (if available) |
|---|---|---|---|--|---|
| Nursing | LHIN | LHIN referral process | LHIN Case Manager | LHIN Policy | LHIN Appeal process |
| Occupational therapy | Kids Inclusive/CHEO | Kids Inclusive/CHEO referral process | Kids Inclusive/CHEO Case Manager | Kids Inclusive/LHIN Policy | Kids Inclusive/LHIN Appeal process |
| Physiotherapy | Kids Inclusive/CHEO | Kids Inclusive/CHEO referral process | Kids Inclusive/LHIN Case Manager | Kids Inclusive/LHIN Policy | Kids Inclusive/LHIN Appeal process |
| Nutrition | LHIN | LHIN referral process | LHIN Case Manager | LHIN Policy | LHIN Appeal process |
| Speech and Language therapy | Kids Inclusive/CHEO | Kids Inclusive/LHIN referral process | Kids Inclusive/LHIN Case Manager | Kids Inclusive/LHIN Policy | Kids Inclusive/LHIN Appeal process |
| Speech correction and remediation | School Board | Assessment Recommendations | Speech Pathologist | Assessment Recommendation | Case Conferencing |
| Administering of prescribed medications | LHIN – Medically fragile, School staff | Physician | LHIN Case Manager | As directed by Physician | Board Policy |
| Catheterization | LHIN – sterile E.A. - clean | Physician | LHIN Case Manager, Physician | As directed by Physician | Case Conferencing |
| Suctioning | LHIN | Physician | Physician | As directed by Physician | Case Conferencing |
| Lifting and positioning | E.A. | Assessment by qualified practitioner | Qualified Practitioner | As directed by qualified professional | Case Conferencing |
| Assistance with mobility | E.A. | Assessment by qualified practitioner | Qualified Practitioner | As directed by qualified professional | Case Conferencing |
| Feeding | LHIN – G tube, E.A. - other | Assessment by qualified practitioner | Qualified Practitioner | As directed by qualified professional | Case Conferencing |
| Toileting | E.A. | Assessment by qualified practitioner | Qualified Practitioner | As directed by qualified professional | Case Conferencing |
| Behaviour | School Board Behaviour Crisis Consultant, Itinerant Workers, EAs, SSWs | Students in crisis or requiring intensive behavioural support | Consultation between school-based collaborative team and Behaviour Crisis Consultant | Intervention is determined through consultation between school-based team and Behaviour Crisis Consultants | Consultation with Principal and Superintendent of Special Education |

XIV. SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

XV. 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 | Trustee (S.E.A.C. Chair) | R.R.#2, 7951 County Rd 10 Vankleek Hill, ON K0B 1R0 | 613-678-3306 | wilsonfarms1980@xplornet.com Sue.Wilson@cdsbeo.on.ca |
| Amanda Banfield | Lanark County Support Services (S.E.A.C. Vice Chair) | 55 George Street N. Smiths Falls, ON K7A 1Z1 | 613-285-6453 | abanfield.lcss@gmail.com |
| Karen McAllister | Trustee | Box 327 75 St. Lawrence Dr. Ingleside, ON K0C 1M0 | 613-537-8153 | Karen.Mcallister@cdsbeo.on.ca |
| Lorraine Boyer* | Member-at-Large | 5200 Bradley Road Vankleek Hill, ON K0B 1R0 | 613-524-2014 | lorraine.boyer@hotmail.com |
| Fran Brauneisen | Association for Community Living www.communitylivingontario.ca | R.R.#4, 2494 River Rd. Kemptville, ON K0G 1J0 | 613-258-4804 | fran.brauneisen@gmail.com |
| Karen Moore | Open Doors for Lanark Children and Youth | 130 Lansdowne Ave. Unit 10 Carleton Place, ON K7C 2T7 | 613-257-8260 | KMoore@opendoors.on.ca |
| Rob More | Rural FASD Support Network | 5150 Roger Stevens Dr. Smiths Falls, ON K7A 4S6 | 613-283-9278 | robmore629@gmail.com |
| Deena Shorkey | Cornwall Community Hospital | 850 McConnell Ave. Cornwall, ON K6H 4M3 | 613-361-6363 | Deena.Shorkey@cornwallhospital.ca |

*Lorraine Boyer - Resigned May 2020

| | | | | |
|--------------|---|---|--------------|--|
| Shelley More | Alternate Member for Rural FASD Support Network | 5150 Roger Stevens Dr. Smiths Falls, ON K7A 4S6 | 613-283-9278 | shelleymore629@gmail.com |
|--------------|---|---|--------------|--|

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.

XV. 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 2019-2020 school year were held on the following dates:

| | | |
|--------------------|------------------------------|------------------------------|
| August 28, 2019 | November 27, 2019 (1) | April 29, 2020 (2) via Teams |
| September 25, 2019 | November 27, 2019 (2) | June 15, 2020 via Teams |
| October 30, 2019 | January 29, 2020 | June 29, 2020 via Teams |
| | April 29, 2020 (1) via Teams | July 6, 2020 via Teams |

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

6:00 p.m.

Catholic District School Board of Eastern Ontario, Central Board Office

P.O. Box 2222, 2755 Regional Road 43, Kemptville, Ontario K0G 1J0

(613) 258-7757 <http://www.cdsbeo.on.ca/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 2019-2020 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 2019-2020 the following recommendations were made and addressed:

- That the following Goals/Priorities be established for the 2019-20 school year:
 - Opportunity for SEAC members to attend Training and PD
 - Participate in Resiliency Days and sharing of data
 - Presence of a school or board representative at different Association meetings
 - Make Parish Councils more aware of what the Board is doing - *Completed*
 - Inviting more Associations to join the SEAC table - *Completed*
 - Identify additional ways to help to bring the awareness of SEAC role to staff and parents' attention with more of a public voice
 - Promote SEAC reps role on Catholic School Council (CSC) – *Completed*
 - Encourage teaching and non-teaching staff on CSC to share the training opportunities that were provided
 - Explore providing training opportunities for staff on the use of Assistive Technology to benefit Special Needs Students
 - Create a document/video highlighting what SEAC is and what it has done over the past few years
 - Explore a Special Education Symposium
 - SEAC members to reach out to different Associations to encourage them to join SEAC or attend a meeting(s) – *Completed*
- Topics for presentations for 2019-2020 school year:
 - Dual Credits
 - Mental Health Resources for Parents – Presentation by Michelle Neville, Mental Health Lead – *completed at the August 28, 2019 SEAC Meeting*
 - PJP Partners program – Presentation by Julia Jesmer, Principal - *completed at the September 25, 2019 SEAC meeting*

- Panel presentation on Transportation: What are the strategies that can be put in place when students are struggling? – *completed at the October 30, 2019 SEAC meeting*
- Guidelines for Safe School Interventions. Legislation, range of suspensions and expulsions and the impact on students with special needs – *completed at the November 27, 2019 SEAC meeting (#2)*
- After School Social Skills Programs – Presentation by Pat Cole, ABA Expert Professional – *completed at the January 29, 2020 SEAC meeting*
- Other potentialities - Innovative Mental Health curriculum ideas such as the Harry Potter presentation; and Addition of the ABA/ASD classroom and the impact of funding cuts.
- That the following Goals/Priorities be established for the 2020-21 school year:
 - A feedback session to discuss what we have learned and what we should continue moving forward in terms of SEAC (e.g., daily virtual PD, alternate learning environments, consider moving January and February meetings to virtual meetings).
 - Tap into Catholic School Councils and getting staff involved.
 - Record meetings to share with community.
- Topics for Presentations for 2020-2021 school year
 - Dual credit
 - Trauma
 - BMS Training
 - Self-regulation
 - Executive Functioning
 - Vision and Hearing
 - How EAs and ECEs Supported Virtual Learning
 - SLP Science of Reading
 - Planet Youth presentation
 - Student Success (on-line modules on careers and trades, my blueprint, co-op)
 - Anxiety

In 2018-2019 the following recommendations were made and addressed:

- That the following Goals/Priorities be established for the 2018-19 school year:

- Explore ways to help parents and staff understand the work SEAC does, including exploring SEAC presence on the Board website and providing additional information to parents and staff
 - Look at live-streaming of a meeting, electronic teleconferencing or messaging to increase parental involvement
 - SEAC members continue to have the opportunity to be invited to PD sessions where possible
- Topics for Presentations for 2018-2019 School Year
 - SELF-DETERMINATION - Presentation by Community Living North Grenville – *completed at the September 26, 2018 SEAC meeting*
 - Mathematical Learning for ALL magazine – *completed at the October 24, 2018 SEAC meeting*
 - LEXIA Reading Program – *completed at the November 28, 2018 SEAC meeting*
 - Multi-disciplinary Approach to Assessment – *completed at the January 30, 2019 SEAC meeting*
 - Link between SEAC and Catholic School Council Chairs
 - Harry Potter Mental Health Project – *completed at the February 27, 2019 SEAC meeting*
 - Open Doors – Service Dog Worker to present on how the therapy session works – *completed at the March 27, 2019 SEAC meeting*
 - Self-contained and Section Classes – When and Why? – *completed at the April 17, 2019 SEAC meeting*
- That recommendations be submitted to the Board for consideration in response to the Ministry of Education's public consultation on the seven priorities. *Completed*
- That a letter is written by Special Education, on behalf of SEAC, to the Ministry of Health to support funding and services to Section 23. *Completed*
- That a letter is written by Special Education, on behalf of SEAC to the Ministry of Education regarding Special Education/SIP funding. *Completed*
- That the following Goals/Priorities be established for the 2019-20 school year:
 - Opportunity for SEAC members to attend Training and PD
 - Participate in Resiliency Days and sharing of data
 - Presence of a school or board representative at different Association meetings
 - Make Parish Councils more aware of what the Board is doing
 - Inviting more Associations to join the SEAC table

XV. SPECIAL EDUCATION ADVISORY COMMITTEE

- Identify additional ways to help to bring the awareness of SEAC role to staff and parents' attention with more of a public voice
 - Promote SEAC reps role on Catholic School Council (CSC)
 - Encourage teaching and non-teaching staff on CSC to share the training opportunities that were provided
 - Explore providing training opportunities for staff on the use of Assistive Technology to benefit Special Needs Students
 - Create a document/video highlighting what SEAC is and what it has done over the past few years
 - Explore a Special Education Symposium
 - SEAC members to reach out to different Associations to encourage them to join SEAC or attend a meeting(s)
- Topics for presentations for 2019-2020 school year:
 - Dual Credits (August)
 - PJP Partners program (September)
 - Panel presentation on Transportation: What are the strategies that can be put in place when students are struggling? (October)
 - Guidelines for Safe School Interventions. Legislation, range of suspensions and expulsions and the impact on students with special needs. (November for double meeting)
 - Other potentialities - Innovative Mental Health curriculum ideas such as the Harry Potter presentation; and Addition of the ABA/ASD classroom and the impact of funding cuts.

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:

- Digital copies will be provided to all trustees and Board Executive Council
- Digital 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
- Digital copies will be sent to Principals to share with all Catholic School Council Chairs

XV. 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:

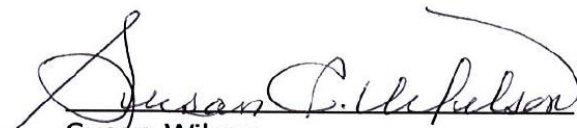
- A letter from the Director of Education indicating that the plan complies with the requirements of Regulation 306 and of the Standards for School Boards' Special Education Plans document
- A copy of the Board's motion of approval of the plan, including the date of approval
- A copy of any related motions 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, 2020-21 and the accompanying staffing and budget recommendations included, as presented."

Motion by: Amanda Banfield



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




Amanda Banfield
S.E.A.C. Vice Chair

Board Recommendations

"That the Board approve the Annual Report on the Provision of Special Education Programs and Services, 2020-2021, for the submission to the Ministry of Education and the accompanying recommendations included as presented on July 7, 2020."

Approved by: Susan Wilson

Seconded by: Karen McAllister



Todd Lalonde
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**
- **Well-Being Strategy**
- **Parents and Schools Working Together**
- **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**
- **2019-2020 S.E.A.C. Meeting Prayers**



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



Reaching Every Student

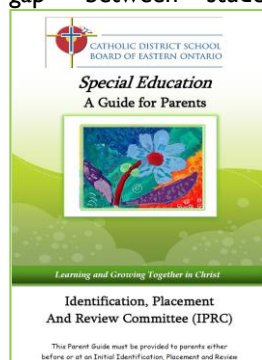


Without Exception – Exceptional Art from Beautiful Minds an exhibition of artwork from students with special needs who are talented young artists, providing a unique perspective on the world.

Special Education Teachers, Support Staff, Consultants, Speech and Psychology staff and the administration are dedicated and committed to increasing student achievement and well being for 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.

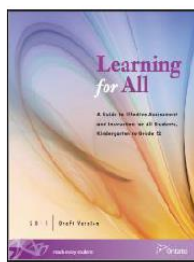


The responsibility for Inclusive Education is shared between Classroom Teachers, Special Education Teachers and Support Staff, who collaborate to plan and deliver programs that motivate and engage students in learning. A parent handbook is available at all schools for the Identification, Placement, and 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 Carleton 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 around 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 and tablets allow students to communicate using a variety of software including voice recognition to assist with writing, text readers to access print and specific programs to help organize and convey thinking (Inspiration and Boardmaker).

The board's Special Education Assistive Technology 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 seven board magazines created:

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



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.



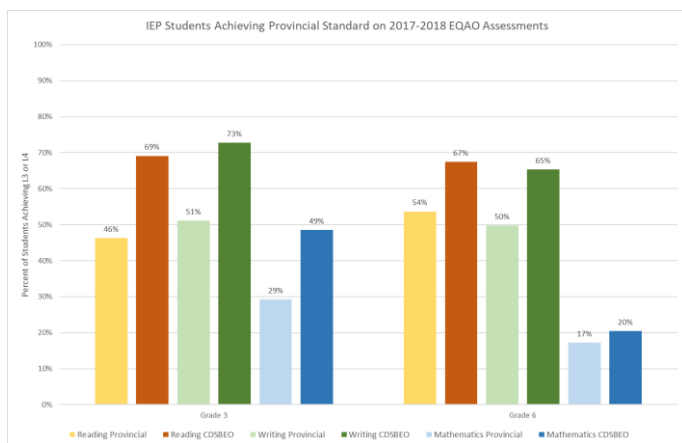
Visual Assessment portfolios for Grade 2 and 5 students with high needs allows the teacher an opportunity to work collaboratively with psychology and speech language staff to gather and review learning information with parents and effectively group students for targeted information based on the student's 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 23% 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 garage – 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 has been provided to staff, 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.

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

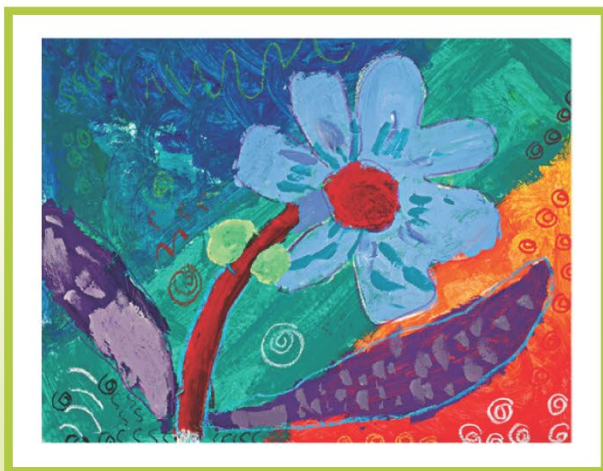
The Special Education Advisory Committee (SEAC) comprised of Trustees, Association members and the Special Education Superintendent and Principal, which is open to the public, hold ten meeting per school year to review and discuss the Board's annual plan, programs and policies in Special Education. Parents, 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 a workshop for students with special needs within the Catholic District School Board of Eastern Ontario.

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.

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 parent guide is to provide you with information about the *Identification, Placement, and Review Committee (IPRC)*, and to outline 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 17 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 17 of this guide.
- ◆ When used in this guide, the word “parent” includes guardian.

Who is identified as an exceptional pupil?



Artwork by: Kelly Marchand, Notre Dame CHS

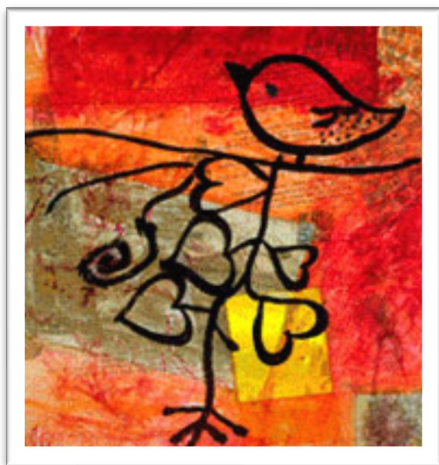
The Education Act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...”

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

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

What is a special education program?

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



Artwork by: Steven Meraw, St. John CHS

- ◆ Is based on and modified by the results of continuous assessment and evaluation; and
- ◆ Includes a plan (called an Individual Education Plan or IEP) containing specific expectations and an outline of special education services that meet the needs of the exceptional pupil.

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.

Catholic District School Board of Eastern Ontario
Individual Education Plan

Student Details
 Gender: _____
 Birthdate: 11/13/80
 ID#: 275420-439

Current Year 2011-2012
Grade 3

Current Program St. James The Greater Catholic Junior High

Reason for IEP Student not formally identified but requires special education accommodations
Reason for IEP Student requires accommodations for the purpose of an individualized education plan (IEP) to ensure the student's learning needs are met and to ensure the student's progress is monitored and reported.

Completion Date of IEP 2011-10-18

Presented _____
Presented Date _____
Presented By _____
Presented By _____

Are there exceptions? ()
 Exception being _____
 Reason _____

Other student is identified that the school is gifted and/or has a learning disability, a transition plan should be developed and included with the IEP.

IEP Development Team

| | |
|------------------|-------------------|
| IEP Developer | Teacher |
| IEP Co-Developer | Exception Teacher |
| IEP Co-Developer | Exception Teacher |
| IEP Co-Developer | Exception Teacher |

Resources Used in the Development of the IEP

- Classroom Observation
- Information provided by the student, the parents, school and/or other staff who have previous experience working with the student and other assessments and procedures used, including any other previous IEPs or other data or assessment reports, if available, including any other data or assessment reports.
- Results of further assessments, if needed, conducted in consultation with parents.
- The student's current work.
- The student's current Student Progress Report, including previous report cards and the previous IEP.

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.

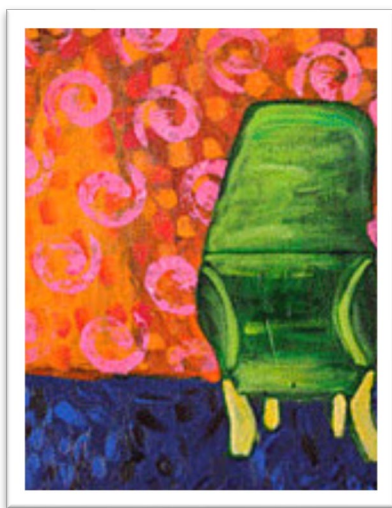


Artwork by: Charles Thompson, St. Luke CHS

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.



Artwork by: Shane Martelle, St. Mary CHS

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 Ontario 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 may request the services of an interpreter through the principal of your child's school.)

Who may request that others attend an IPRC meeting?

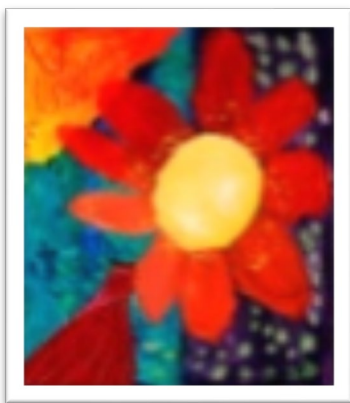


Artwork by: Unknown CDSBEO student

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

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

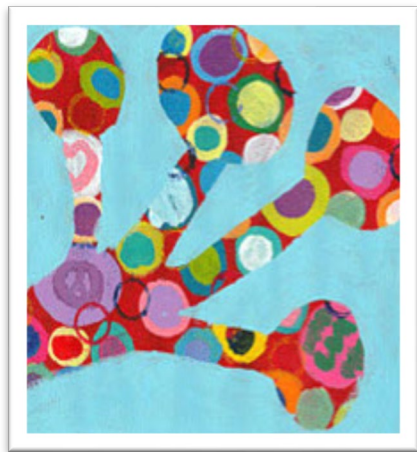
proposal at your request or at the request of your child if the child is 16 years of age or older.

- ◆ 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?

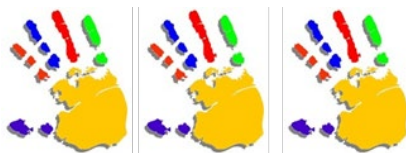
Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- ◆ Meet your child's needs; and
- ◆ Be consistent with your preferences.



Artwork by: Jillian Simpson, St. Michael CHS

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 Ontario 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.

[illegible]

- ◆ Where the IPRC has decided that your child should be placed in a special education class, it must give reasons for that decision.



Artwork by: Jasey Jordan, St. Mary 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 decision 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?



Artwork by: Genevieve Hoover, Notre Dame CHS

- ◆ Review IPRC meetings will be held within the school year, unless the principal of the school at which the special education program is being provided received 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.

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: Chris Drake, 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
Kemptville, ON K0G 1J0*

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



Artwork by: Kyle Perkins, St. Mary CHS

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 coordinators, psycho-educational consultants, speech-language pathologists, teachers of the deaf and hard of hearing / visually impaired, Applied Behaviour Analysis (ABA) specialists 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 ongoing 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
Box 2222
2755 Highway 43
Kemptville, ON
K0G 1J0***

***Telephone: 613-258-7757
Toll Free: 800-443-4562***



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 disorder (ADD). Residential programs are offered at the schools from 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 350 Dundas Street W. Belleville, ON K8P 1B2 613-967-2830 | Sir James Whitney School 350 Dundas Street W. Belleville, ON K8P 1B2 613-967-2823 | W. Ross Macdonald School 350 Brant Avenue Brantford, ON N3T 3J9 519-759-0730 |

What organizations are available to assist parents?

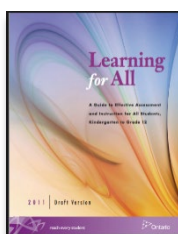
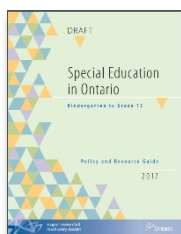
Many organizations are available to provide information and support to parents of exceptional children. Some of these are:

| | |
|--|--|
| Association for Bright Children | www.abcontario.ca |
| Autism Ontario | www.autismontorio.com |
| Canadian Hearing Society | www.chs.ca |
| Canadian Mental Health Association | www.cmha.ca |
| Canadian National Institute for the Blind | www.cnib.ca |
| Child and Youth Health Network for Eastern Ontario | www.child-youth-health.net |
| Children’s Mental Health Ontario | www.kidsmentalhealth.ca |

| | |
|--|--|
| Community Living Ontario | www.communitylivingontario.ca |
| Down's Syndrome Association | www.dsao.ca |
| eMental Health | www.ementalhealth.ca |
| Epilepsy Ontario | www.epilepsyontario.org |
| Family Alliance Ontario | www.family-alliance.com |
| Fetal Alcohol Spectrum Disorder Ontario | www.fasdinotsaf.ca/en |
| Groupe-Action pour L'Enfant, la famille et la communauté de Prescott-Russell | www.groupeaction.ca |
| Integration Action for Inclusion in Ontario | www.inclusionontario.ca |
| Learning Disabilities Association of Ontario (LDAO) | www.ldao.ca |
| MS Society | www.mssociety.ca |
| Ontario Association for Families of Children with Communication Disorders | www.oafccd.com |
| Open Doors | www.opendoors.on.ca |
| Parents' Lifelines of Eastern Ontario | www.pleo.on.ca |
| SD&G Developmental Services Centre | www.developmentalservices.ca |
| Spina Bifida and Hydrocephalus Association of Ontario | http://sbhac.ca/ |
| The Easter Seal Society of Ontario | www.easterseals.org |
| Tourette Syndrome Foundation | www.tourette.ca |
| Valoris for Children & Adults of Prescott-Russell | www.valorispr.ca |
| VOICE for Deaf and Hard of Hearing Children | www.voicefordeafkids.com |

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.

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

Roles and Responsibilities in Special Education

The Ministry of Education:

- sets out, through the *Education Act*, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- prescribes the categories and definitions of exceptionality;
- requires through the *Education Act* that school boards provide appropriate special education programs and services for their exceptional students;
- establishes the funding for special education through the structure of the funding model;
- requires school boards to report on their expenditures for special education through the budget process;
- sets province-wide standards for curriculum and reporting of achievement;
- requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry;
- requires through the *Education Act* and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- establishes a Minister's 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 or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

The school board:

- establishes school board policy and practices that comply with the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- monitors school compliance with the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- requires staff to comply with the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- provides appropriately qualified staff for programs and services for the exceptional students of the board;
- plans 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 students of the board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them;
- establishes a SEAC;
- provides professional development to staff on special education;
- adheres to all applicable legislation.

The Special Education Advisory Committee (SEAC):

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students 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.

The school principal:

- carries out duties as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda, and 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 students, through an IPRC, is done according to the procedures outlined in the *Education Act*, regulations, and board policies;
- consults with school board staff to determine the most appropriate programs for exceptional students;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;¹
- 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 that the program is delivered as set out in the IEP;
- ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

The teacher:

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

The special education teacher:

The special education teacher, in addition to the responsibilities listed above under “The teacher”:

- holds qualifications, in accordance with the regulations under the *Education Act*, to teach special education;
- monitors the student's progress with references to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional students.

The early childhood educator:

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

- plans for and provides education to children in Kindergarten;
- observes, monitors, and assesses the development of Kindergarten children;
- maintains a healthy physical, emotional, and social learning environment in the classroom;
- communicates with families;
- performs duties assigned by the principal with respect to the Kindergarten program.

The parent:

- is 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;
- is acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and educators to solve problems;
- is responsible for the student's attendance at school.

The student:

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

Categories and Definitions of Exceptionalities

BEHAVIOURAL

Behavioural Exceptionality: 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:

an inability to build or to maintain interpersonal relationships;

excessive fears or anxieties;

a tendency to compulsive reaction;

an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

COMMUNICATIONAL

Autism: A severe learning disorder that is characterized by:

disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;

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:

involve one or more of the form, content, and function of language in communication; and

include one or more of: 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: One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;

results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;

results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;

may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);

may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;

is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

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:

an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services;

an inability to profit educationally within a regular class because of slow intellectual development;

a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability: A severe learning disorder characterized by:

an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;

an ability to profit from a special education program that is designed to accommodate slow intellectual development;

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 students without exceptionalities who are of the same age or development 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 a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Acronyms

| Acronym | Substitution or Long-Form |
|----------------|--|
| ABA | Applied Behavioural Analysis |
| ABC | The association for Bright Children of Ontario |
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| ASD | Autism Spectrum Disorder |
| ASSIST | Applied Suicide Intervention Skills |
| AT | Assistive Technology |
| BCBA | Board Certified Behaviour Analyst |
| BCC | Behaviour Crisis Consultant |
| CACL | Canadian Association for Community Living |
| CAS | Children's Aid Society |
| CAT | Canadian Achievement Test |
| CCAC | Community Care Access Centre |
| CDSS | Canadian Downs Syndrome Society |
| CLNG | Community Living North Grenville |
| CLO | Community Living Ontario |
| CMHA | Canadian Mental Health Association |
| CP | Cerebral Palsy |
| CT | Classroom Teacher |
| CTCC | Care and/or Treatment Custody & Correctional |
| DD | Developmental Disorder |
| DSL | Developmental Services – Leeds & Grenville |
| EA | Educational Assistant |
| ECE | Early Childhood Educator |
| EQAO | Education Quality and Accountability Office |
| FASD | Fetal Alcohol Spectrum Disorders |
| FROG | Facilitated Reading for Optimal Growth |
| HAWK | Higher Achievement Writers' Know-how |
| IAW | Itinerant ABLE Worker |
| IEP | Individual Education Plan |
| IPRC | Identification Placement and Review Committee |
| IT | Information Technology |
| JPSA | Joint Protocol for Student Achievement |
| LCP | Lanark Community Programs |
| LD | Learning Disability |
| LDAO | Learning Disability Association of Ontario |
| LHIN | Local Health Integration Network |
| MEP | Multiple Exceptionalities Program |
| MFIPPA | Municipal Freedom of Information and Protection of Privacy Act |
| MH | Mental Health |
| MID | Mild Intellectual Disability |

Acronyms

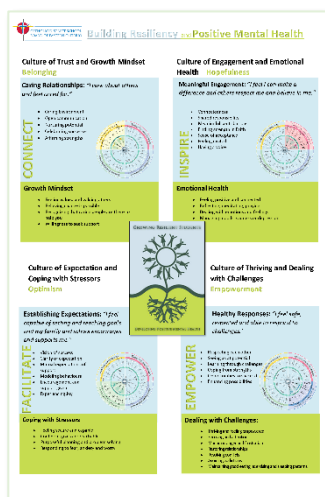
| Acronym | Substitution or Long-Form |
|----------------|--|
| MISA | Municipal Information Systems Association, Ontario |
| OCD | Obsessive Compulsive Disorder |
| ODD | Oppositional Defiant Disorder |
| OLF | Ontario Leadership Framework |
| OPA | Ontario Psychological Association |
| OT | Occupational Therapist |
| PAAC | Provincial Parent Association Advisory Committee |
| PD | Professional Development |
| PDD | Pervasive Developmental Disorder |
| PLC | Professional Learning Committee |
| PT | Physiotherapist |
| RSEC | Regional Special Education Committee |
| SEA | Specialized Equipment Allocation |
| SEAC | Special Education Advisory Committee |
| SERT | Special Education Resource Teacher |
| SHINE | Strength in Hope: Ignite, Nurture, Empower |
| SIP | Special Incidence Portion |
| SLP | Speech Language Pathologist |
| SSW | Student Support Worker |
| STOMP | Success Through Optimizing My Potential |
| TAFA | Targeting Achievement for All |
| UDL | Universal Design for Learning |
| VTRA | Violence Threat Risk Assessment |
| WISC | Wechsler Intelligence Scale for Children |
| WRAT | Wide Range Achievement Test |

Well-Being Strategy

The Catholic District School Board of Eastern Ontario's focus on building resilient students with positive mental health has taken an integrated strengths-based approach to developing student well-being. This approach supports the Ontario Ministry of Education Well-Being Strategy.



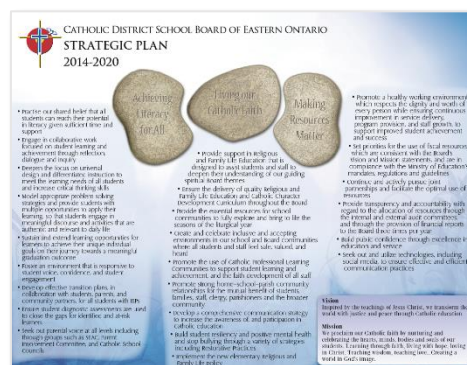
Building Positive Mental Health



Ontario's Well-Being Strategy for Education and the Board are aligned and we have incorporated Healthy, Safe and Accepting Schools, Faith, Equity and Inclusive Education and Positive Mental Health into the Board's Strategic Plan.

The Board's Mental Health strategy is to create cultures that support:

- ◆ Trust and Growth Mindset
- ◆ Engagement and Emotional Health
- ◆ Expectation and Coping with Stressors
- ◆ Thriving and Dealing with Challenges.



By focussing on these 4 areas teachers, principals and support staff gain a concrete understanding of how to develop resiliency, positive mental health and student well-being.

1. Caring Relationships
Being in a caring environment and feeling cared about.
"I care about others and feel cared for."

3. Establishing Expectations
Knowing expectations and feeling capable.
"I feel capable of setting and reaching goals and my family and school encourages and supports me."

2. Meaningful Engagement
Collaborating, making a contribution and having a student voice.
"I feel I can make a difference and others respect me and believe in me."

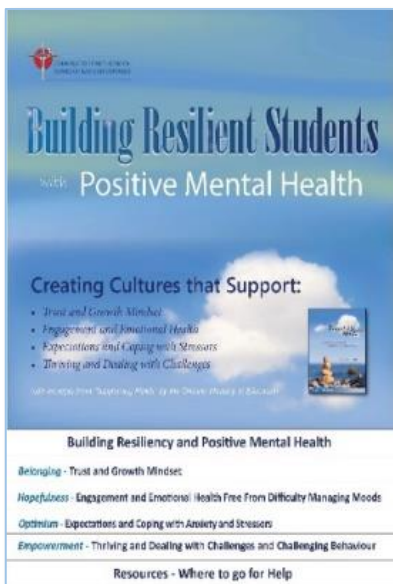
4. Healthy Responses
Having clarity and understanding of how to cope with challenges.
"I feel safe, respected and able to respond to challenges."

School Resiliency Action Plans allow school teams to purposefully address how they can nurture development and respond to students at risk. They identify specific ways they can:

- ◆ **Connect** to build relationships and a sense of belonging;
- ◆ **Inspire** hopefulness through engagement;
- ◆ **Facilitate** optimism through meeting successes; and
- ◆ **Empower** students to thrive and deal with challenges.

Key Initiatives

Sources of Strength ~ CBT Harry Potter Project ~ Youth Net Sessions ~ Resiliency Lessons / Plans ~
Roots of Empathy ~ Rainbows for All God's Children ~ Bounce Back Days/Weeks ~ MH Resource Kits

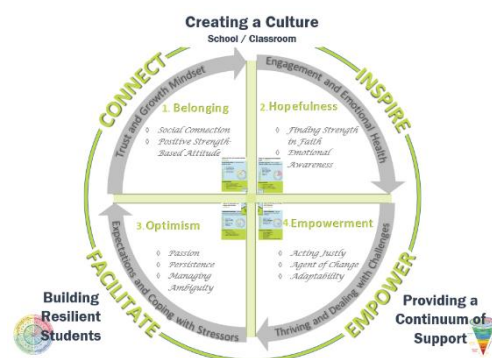


Building Resilient Students with Positive Mental Health Flip Book, is a resource created and provided to every staff member to support a common understanding and approach to taking a strengths-based approach to creating student well-being. The resource guide is designed to help educators understand how they can promote resiliency, positive mental health and well-being in our schools.

The Flip Book includes classroom and specific student strategies for students to support a sense of belonging, managing moods, coping with anxiety and stresses and dealing with challenges. It also includes a referral flow chart, community resources and contact information for each region.

Measuring Growth and Student Well-being

Resiliency, mental health and well-being surveys are completed by students in Grades 3, 5, 7, 9, and 11. These provide detailed data on student well-being and information on students feeling safe, accepted and included at school, their healthy choices and their positive mental health. Our board has tried to determine what well-being looks like, and how best to measure it, and to identify growth over time and what supports are needed. We focus on four components; sense of belonging, hopefulness, optimism and empowerment. The Survey questions also identify indicators for each of the 4 categories and the domains related to the Ministry Well-Being Strategy.



Promoting Faith, Equity and Inclusion

Our schools and workplaces continue in their evolution to create more equitable and inclusive environments. Student representatives from local high schools attend training on principles of equity, diversity and inclusion while developing their abilities to take on leadership for social change.

School teams continue to utilize the Equity Continuum to determine areas that require additional focus. Schools set goals within their School Improvement Plans to address these areas of need.

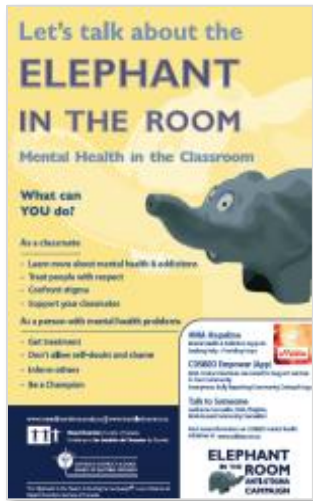


The Just Us Youth Day is a day-long character building conference which is held each year for our Grade 10 students. The theme, Making Change Joyfully, called our students to bring the principles of Catholic social teaching to life. This annual conference continues to be a very engaging experience for our Grade 10 students.

Key Initiatives

Not Myself Today ~ Defeat Depression ~ Elephant in the Room Campaign ~ Social Justice Activities ~ Aboriginal Banners, Day and Activities ~ GSA- Respecting Differences clubs ~ Just Us Youth Day ~ Gospel Teachings

Community Partnerships and Student Engagement



Promoting Equity and Inclusive schools and decreasing stigma or biases is the goal of our Elephant in the Room Campaign. Programs such as Moving on Mental Health and Defeat Depression give students a voice to eliminate barriers, reduce stigma and get help when they are bullied, treated differently or struggle from mental health or social problems.

Inspiring student leadership to promote student engagement creates healthy schools and a culture of well-being supported by students. Sources of Strength training and support for students allows school teams of leaders to facilitate student led activities and foster community support. In addition, Youth Net offers student forums for student engagement in mental health issues.

Community Protocols

Strong community partnerships make a huge impact on student well-being, particularly when students and families are experiencing difficulty. During these times we rely on the Violent Threat Risk Assessment Protocol (VTRA), Suicide Prevention, Intervention and Risk Review Protocol (SPIRRI), Joint Protocol for Student Achievement and the Police and School Board Protocol. These comprehensive documents outline the effective partnership roles and responsibilities required to ensure safe, accepting and inclusive schools.



Developing Healthy Schools

The Catholic District School Board of Eastern Ontario uses the *Foundations for a Healthy School* resource that contributes to a learning environment, which promotes and supports child and student well-being. The goal is to focus on the whole child – their cognitive, emotional, social, and physical development. We promote healthy schools so that our students are better prepared to learn. We use *Foundations for a Healthy School* in our schools, which aligns with the components of the K-12 School Effectiveness Framework (K-12 SEF), and includes the following five areas:

- Curriculum, Teaching & Learning
- School & Classroom Leadership
- Student Engagement
- Social & Physical Environments
- Home, School & Community Partnerships

This promotes healthy child development in our students.

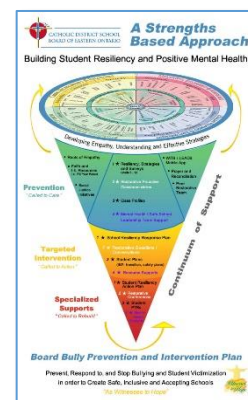
Key Initiatives

Healthy Schools ~ Special Olympics ~ Moving on Mental Health ~ Jump Rope for Heart ~ Relay for Life ~ Poverty Walk ~ Bishops Cup ~ SHINE Document K-Gr3 ~ PIC Presentations i.e. Dr Clinton



Ensuring Safe Schools

Our Board Bully Prevention and Intervention Plan identifies the relationship between resiliency and positive mental health by providing a Continuum of Support. Included in our continuum of Support is prevention, targeted intervention and specialized supports to ensure healthy, safe, accepting and inclusive schools. Community contacts, resources and referral information, and flow diagrams offering these supports are included in the Flip Book. The cognitive, social, emotional, and physical components and strategies for promoting well-being are clearly identified in our four components with guiding questions for teachers, staff and parents.



Restorative Practices

Restorative Practices including proactive circles, restorative conversations and conferences are used with students to ensure all stakeholders have a voice in finding a solution and to repair harm if caused. These practices support active resolution, build relationships and develop a positive sense of self.



School Based Mental Health and Safe School Teams

The Board has an extensive plan that aligns with the Ontario Ministry of Education Well-Being Strategy. Mental Health and Safe School teams at each school, include the principal and at least one lead teacher and support staff on the committee. This team attends family of schools networking days where schools share survey results, growth, action plans and positive outcomes for student wellness.

School teams also shares ideas and develops next steps with the whole school team, which is incorporated in the School Improvement Plan. Connecting well-being with creating a safe, nurturing, and empowering culture of belonging and growth mindset results in improved student learning, living our faith and in achieving high expectations for numeracy and literacy for all students.

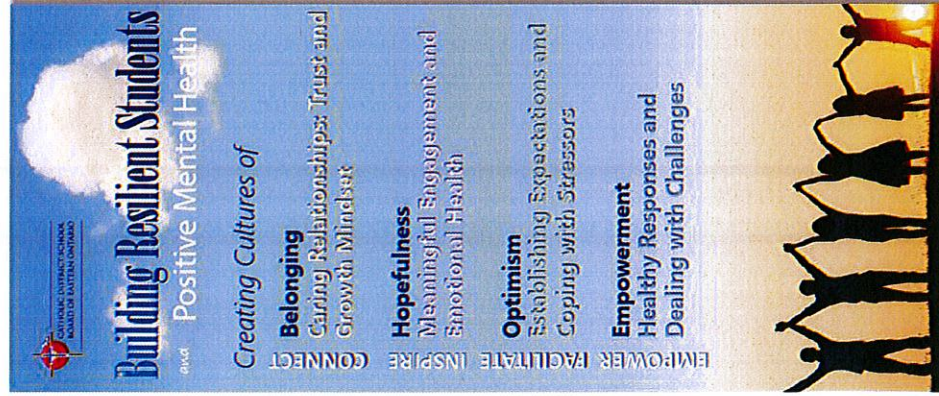
Key Initiatives

WITS/LEADS ~ Zones of Regulation ~ Restorative Practices ~ Proactive Circles ~ safeTALK, ASIST, VTRA Training and Police and School Protocol

Shifting Mindsets and Changing Cultures

The Board has focussed on creating cultures that foster student well-being that include the four key components identified by the Ontario Ministry of Education. Changing Cultures involves Shifting Mindsets. As a system, we are shifting away from a problem/disorder/deficit/differences perspective to a strengths-based growth-mindset, where student strengths, resiliency, mental health thriving indicators are identified, measured and celebrated. The goal is to Connect, Inspire, Facilitate and Empower growth. We see that developing Caring Relationships, creating Meaningful Engagement, Establishing Expectations and using Healthy Responses are the four key components to student success and well-being.

Parents and Schools Working Together



*Creating Cultures of Well-Being:
Belonging Hopefulness,
Optimism, Empowerment*

The Catholic District School Board of Eastern Ontario schools focus is on building resilient students with positive mental health and is taking an integrated strengths-based approach to developing student well-being. This approach supports the Ministry of Education Well-Being Strategy.

The four Key Components to the Board's Mental Health and Well-Being Framework help to support:

- ◆ **Caring Relationships** - Trust and Growth Mindset
- ◆ **Meaningful Engagement** - Engagement and Emotional Health
- ◆ **Establishing Expectations** - Coping with Stressors
- ◆ **Healthy Responses** - Thriving and Dealing with Challenges.

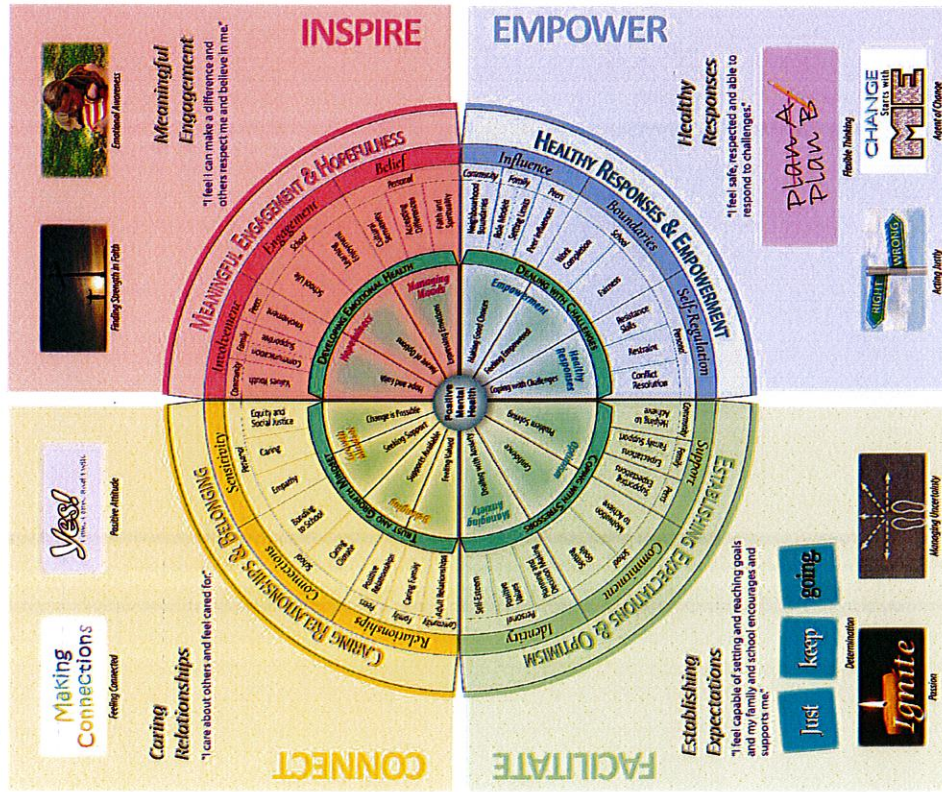
By focussing on these four areas, together teachers, principals, support staff and parents can gain a concrete understanding of how to develop resiliency, positive mental health and the well-being of children and youth.

The Special Education Advisory Committee (SEAC)

with the funding from the Ministry of Education PRO Grant is promoting parental engagement and the distribution of this document: **Parents and Schools Working Together** to each family and the organizations and agencies supporting students and families.



Building Key Components of Resiliency, Positive Mental Health and Well-Being



Parents and Schools Working Together

Our schools are committed to working with students and families to build resiliency and positive mental health. Families know their children or teens best, so our schools want to work closely with you so that we can support each other in helping our young people gain the ability to spring back and adapt to life's challenges with an attitude of hope and optimism.



By building the resiliency skills and Thriving Indicators of our children and teens, together we can decrease the chances that they will struggle with a variety of mental health concerns now and in the future.

When families and schools build trust, emotional health, an ability to cope with stresses and healthy responses for dealing with challenges children and teens thrive.

This is evident by 10 Thriving Indicators. Children and teens show they:

- ◆ Feel Connected and have a **Positive Attitude**, demonstrating they have a sense of **BELONGING**
- ◆ Find **Strength in Faith** and have **Emotional Awareness** showing they have a feeling of **HOPEFULNESS**
- ◆ Demonstrate **Passion, Determination and Managing Uncertainty** leading to **OPTIMISM**
- ◆ Acting **Justly, Flexible Thinking** and being an **Agent of Change** developing a sense of **EMPOWERMENT**

Increasing Strengths

In order to decrease unhealthy behaviours (i.e., anxiety, opposition, aggressiveness, depression, disconnection or distress) we need to increase Caring Relationships, Meaningful Engagement, Optimism and a sense of Empowerment.





The Key Components and Thriving Indicators for Making a Difference in Learning and Life

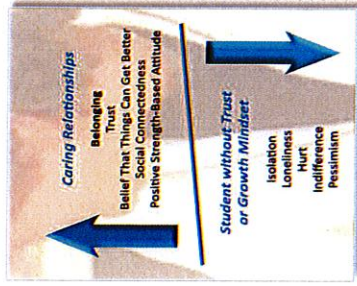
| | | | |
|---|--|--|--|
| <p>BELONGING</p> <p>Caring Relationships: Trust and Growth Mindset</p> <p>Feeling Connected</p> <ul style="list-style-type: none"> I have friends that I can be myself with. When I'm having a tough time, I am able to ask for help or support. <p>Positive Attitude</p> <ul style="list-style-type: none"> When I'm in a group, I feel like everyone matters. I am confident in my abilities, but I know I can ask for help when I need it. | <p>HOPEFULNESS</p> <p>Meaningful Engagement and Emotional Health</p> <p>Finding Strength in Faith</p> <ul style="list-style-type: none"> I believe in God, or something greater than myself, that gives me strength. My faith gives me hope in times of struggle. <p>Emotional Awareness</p> <ul style="list-style-type: none"> I am aware of my feelings and can express them in healthy ways. I try to understand how other people feel and help them. | <p>OPTIMISM</p> <p>Establishing Expectations and Coping with Stressors</p> <p>Passion</p> <ul style="list-style-type: none"> I know what motivates me to do well. When I'm concentrating on something I like, I lose track of time. <p>Determination</p> <ul style="list-style-type: none"> I believe in myself and I don't give up. I am not discouraged if things don't work out. <p>Managing Uncertainty</p> <ul style="list-style-type: none"> Not all problems have a clear answer and I'm okay with that. I think there is usually more than one solution to any problem. | <p>EMPOWERMENT</p> <p>Healthy Responses and Dealing with Challenges</p> <p>Acting Justly</p> <ul style="list-style-type: none"> I try to be honest and tell the truth. Even if others are trying to encourage me to do something I know is wrong, I try to do the right thing. <p>Flexible Thinking</p> <ul style="list-style-type: none"> Mistakes are okay—they help me to learn. I can come up with different solutions when things are not working. <p>Agent of Change</p> <ul style="list-style-type: none"> I feel it is important to be a good example and help others. I believe I need to work with others to help create solutions. |
|---|--|--|--|

The following pages include strategies that we can do together to promote a sense of **BELONGING, OPTIMISM, HOPEFULNESS AND EMPOWERMENT** with our young people to decrease anxiety, fear, mood swings, anger or unhealthy choices such as bullying, drugs or alcohol.

Caring Relationships - Belonging

Experts have different theories and terms for talking about resiliency, but one point is unanimous among them: the single most important factor in child resiliency is *relationships*.

"Every child, every person, needs to know that they are a source of joy; every child, every person needs to be celebrated. Only when all of our weaknesses are accepted, as part of our humanity, can our negative, broken self-images be transformed."
-Jean Vanier



- Be aware of little opportunities to connect
 - teachers, parents and community members can connect with kids throughout the day in little ways, for example, by making eye contact and saying hello when kids enter the room.



Positive Attitude

- Schedule time with individual children and let them take the lead on the topic of discussion. **Try writing a note** to a particular child or teen in your family or in your classroom letting them know that you're thinking of them and there for them if they are struggling.

Caring Relationships means...

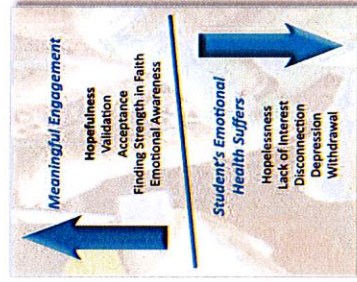
Being in a caring environment and feeling cared about.

"I care about others and feel cared for."

Meaningful Engagement - Hopefulness

We spend a lot of time talking at children or teens – what we want them to do, what we want them to stop doing, how to do things. But listening, and encouraging them to use their voice and feel heard, is just as important, if not more so.

Engaging youth in meaningful activities nurtures their passions and purpose in life.



- An important part of resiliency is learning how to stand up for yourself and tell people what you want and need. The best way for children to learn to be assertive is at home and at school, with parents and educators who allow kids to say what they really think, to negotiate and even to challenge parents' and teachers' ideas at times.
- We can listen and talk to children about how they feel and show acceptance for their feelings.
- Parents and teachers can help kids to discover activities or strategies that help them feel better when they are struggling such as praying or journaling.
- We can listen and talk to children about how they feel and show acceptance for their feelings.



Finding Strength in Faith



Emotional Awareness

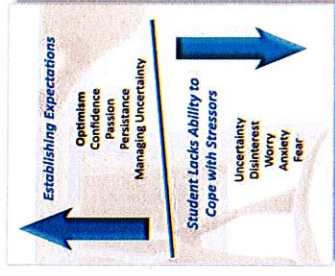
Meaningful Engagement means...

Collaborating, making a contribution and having a voice.

"I feel I can make a difference and others respect me and believe in me."

Establishing Expectations - Optimism

Being able to make responsible, independent decisions and set goals is a crucial part of the competence that builds children and teen's resiliency and positive mental health. Kids can only learn to make good decisions with lots and lots of practice, so it's important that we allow them to make choices, and even mistakes, that are appropriate for their age.



- Parents and teachers can help kids to discover activities or topics that they enjoy and excite them. Trying new things helps spark new interests.
- We can work together to encourage kids to take small steps towards accomplishing a feared task. When they do succeed, they will have evidence (that we can point out to them!) that, even though it was a challenging situation, they pulled through – so they can do it again!
- Maintain a vision of success. Kids need to know that their parents and teachers believe in them. They need to know that, even if they make mistakes along the way, you have confidence that they will make it through in one piece.
- Parents and educators can notice and stop kids' negative self-talk. When young people say things to themselves like "I'll never be able to do this!" let's help them to catch themselves and change how they speak to themselves: "This is really tough! But I bet I can do it if I just keep trying!"



Passion



Determination



Managing Uncertainty

Establishing Expectations means...

Knowing expectations and feeling capable.

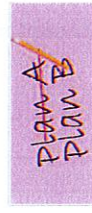
"I feel capable of setting and reaching goals and my family and school encourages and supports me."

Healthy Responses - Empowerment

"Kids do well if they can" – Greene, R.W., 2008. Kids need to feel capable of restoring relationships and resolving conflicts successfully without resorting to unhealthy behaviours such as aggression or drugs and alcohol. Resilient young people feel a strong sense of safety, demonstrate the ability to show restraint, and are able to say "no" to people who put them at risk. Every time a child or teen chooses a healthy response over an unhealthy response, their sense of empowerment and self-control are fostered.



Acting Justly



Flexible Thinking



Agent of Change

- Teachers and parents can work with youngsters to solve problems, and encourage them to take responsibility for, and ownership of, their behaviour.
- Use a neutral, non-confrontational tone (e.g., "I notice that you have been..." when talking about behaviour with your child or teen or student.
- Help kids to realize that mistakes are a part of life and it's okay to make mistakes – that's how we learn. Did you know that the potato chip, chocolate chip cookies, penicillin, X-rays, post-it notes and fireworks were all the result of mistakes?
- Encourage children and teens to talk to you about or write a letter to their 5-year old self. Help them to recognize the positive changes they've accomplished over the years.

Healthy Responses means...

Having clarity and understanding of how to cope with challenges.

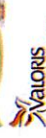
"I feel safe, respected and able to respond to challenges."

Community Mental Health and Crisis Contact Information

| Community | Crisis Lines |
|-------------------------------|---|
| Stomont, Dundas and Glengarry | <ul style="list-style-type: none"> Mental Health Crisis Line (16+): 1-866-996-0991 Child, Youth and Family Crisis Line: 1-877-377-7775 Mental Health Helpline: 1-866-531-2600 Kids Help Phone: 1-800-668-6868 |
| Prescott-Russell | <ul style="list-style-type: none"> Mental Health Crisis Line (16+): 1-866-996-0991 Child, Youth and Family Crisis Line: 1-877-377-7775 Mental Health Helpline: 1-866-531-2600 Kids Help Phone: 1-800-668-6868 |
| Lanark | <ul style="list-style-type: none"> Distress Centre (16+ - services available 5pm – 12am): 1-800-465-4442 Child, Youth and Family Crisis Line: 1-877-377-7775 Mental Health Helpline: 1-866-531-2600 Kids Help Phone: 1-800-668-6868 |
| Leeds and Grenville | <ul style="list-style-type: none"> Distress Centre (16+ - services available 5pm – 12am): 1-800-465-4442 Mental Health Crisis Line (16+): 1-866-281-2911 Mental Health Helpline: 1-866-531-2600 Kids Help Phone: 1-800-668-6868 |



LOCAL HEALTH INTEGRATION NETWORKS



Lanark - Open Doors for Lanark Children and Youth

1-877-232-8260

Children's Mental Health of Leeds and Grenville

1-800-809-2494

Valoris for Children and Adults of Prescott Russell

1-800-675-6168

Children's Mental Health Services of SD&G

1-613-932-1558

Children's Hospital of Eastern Ontario (CHEO)

1-613-737-7600

Hotel Dieu Hospital

1-613-544-3310

Community Mental Health and Crisis Contact Information

| | | |
|---|---|--|
| <div data-bbox="305 1745 391 1881">  <p>Kids Help Phone 1800 668 6868 J'aime parler, j'écoute</p> </div> <p>Parents can also check the "Asked Online" portion of the Kids Help Phone website (www.kidshelpphone.ca) to see how professional counsellors responded to a variety of children and teens concerns.</p> <div data-bbox="483 1619 532 1724">  <p>Phone helpline (24 / 7/365)</p> </div> <div data-bbox="483 1451 532 1577">  <p>Live Chat (8 hours each evening, 5 evenings a week)</p> </div> | <ul style="list-style-type: none"> • Talk to someone who has been there. Telephone helpline – 1-855-775-7005. The phones are answered Monday to Fridays 9am – 7pm, or you can email info@pleo.on.ca • Monthly e-newsletter, Facebook and twitter postings of research, events and resources. • Monthly parent support groups. More information available at www.pleo.on.ca <div data-bbox="643 1629 813 1871">  <p>PLEO Parents' Lifelines OF EASTERN ONTARIO</p> </div> | <div data-bbox="967 1713 1122 1902">  <p>Triple P Positive Parenting Program <i>for every parent</i></p> </div> <p>TRIPLE P – POSITIVE PARENTING PROGRAM</p> <p>Triple P is a parenting program, but it doesn't tell you how to be a parent. It's more like a toolbox of ideas. You choose the strategies you need. You choose the way you want to use them. It's all about making Triple P work for you.</p> <p>Visit http://www.triplep-parenting.net/ to learn more</p> |
|---|---|--|

Finding your Heart

By Tom Krauze

Do not be afraid – for even now God knows
the yearnings of your heart

and is sending you His answer to your prayers.

Though you may not know the ways of your journey –
He is guiding you with his gentle touch.

He is perfecting you for a great service –
one that will help others.

Be patient – you are not alone.

For the Lord will hold you in his hands and protect
you.

Someday His plan will become clear to you
and in the end you will find peace.

Until such time walk in faith.

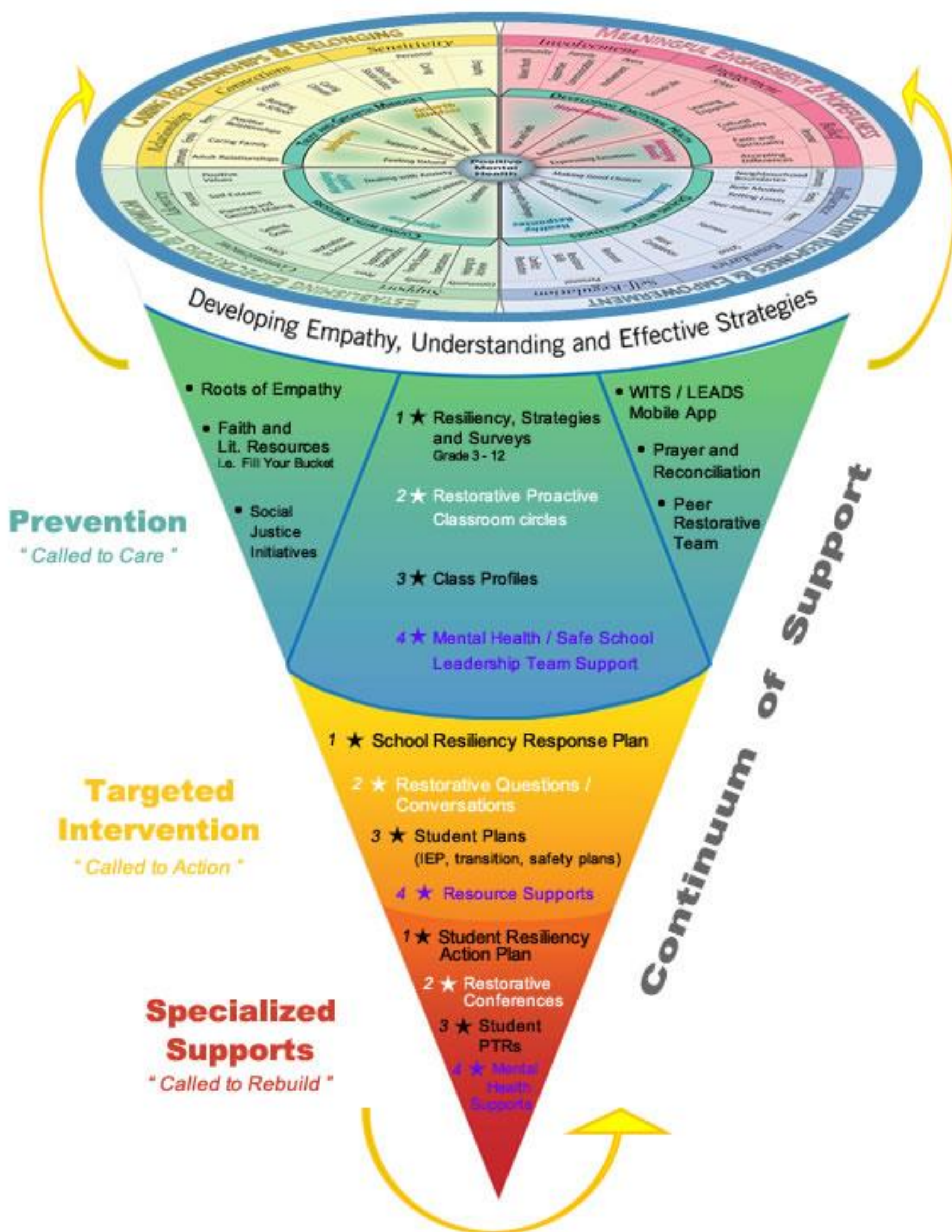
Remember – God loves you.



A Mental Health Tool Kit with books and resources is provided by the Board to each school. Additional parent resources, provided by the Special Education Advisory Committee and Parent Involvement Committee to each school, are available for parents to borrow.



Building Student Resiliency and Positive Mental Health



Board Bully Prevention and Intervention Plan

**Prevent, Respond to, and Stop Bullying and Student Victimization
in order to Create Safe, Inclusive and Accepting Schools**

"As Witnesses to Hope"



DUAL EXCEPTIONALITIES SUMMARY

May 2020

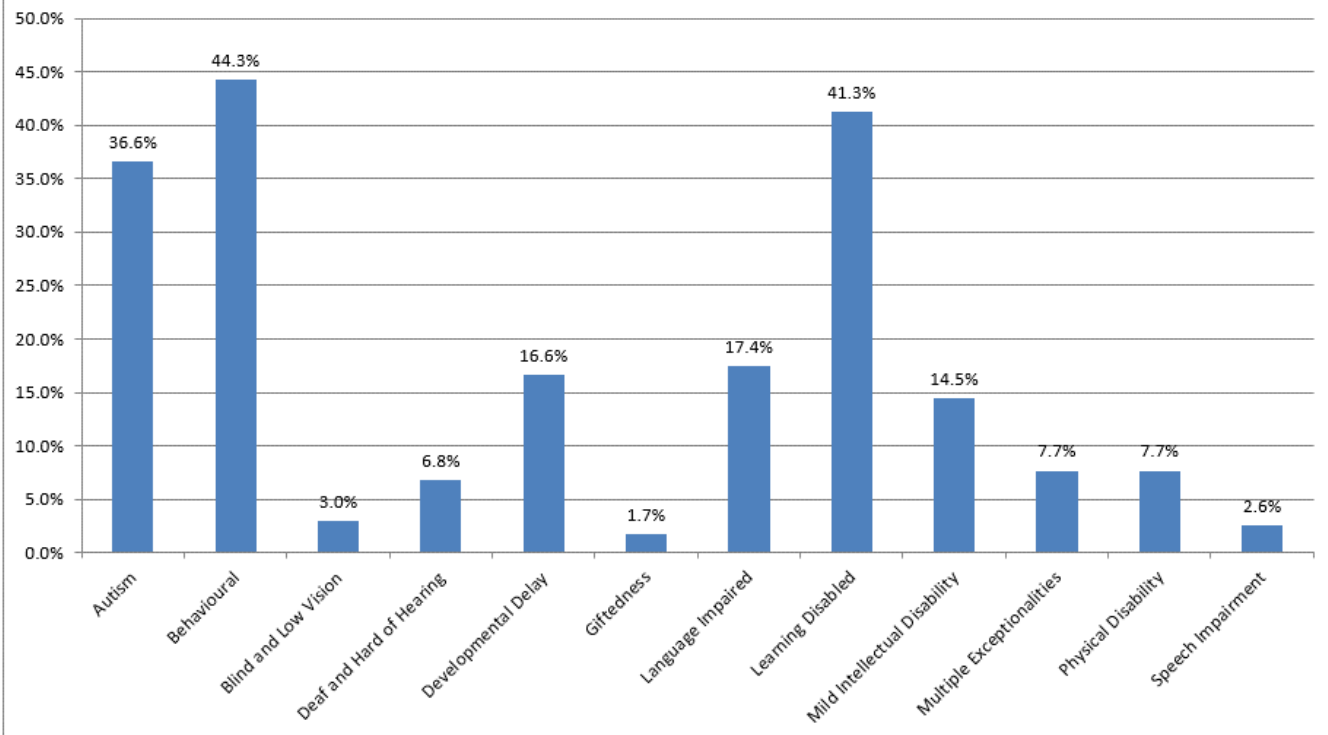
Counts of Students with a Dual Diagnosis

| | 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 | 67 | 52 | 3 | 9 | 11 | 1 | 20 | 41 | 18 | 3 | 9 | 1 | 235 |
| 2nd Exceptionality | 19 | 52 | 4 | 7 | 28 | 3 | 21 | 56 | 16 | 15 | 9 | 5 | |
| Total Exceptionalities | 86 | 104 | 7 | 16 | 39 | 4 | 41 | 97 | 34 | 18 | 18 | 6 | |

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 | 28.5% | 22.1% | 1.3% | 3.8% | 4.7% | 0.4% | 8.5% | 17.4% | 7.7% | 1.3% | 3.8% | 0.4% |
| 2nd Exceptionality | 8.1% | 22.1% | 1.7% | 3.0% | 11.9% | 1.3% | 8.9% | 23.8% | 6.8% | 6.4% | 3.8% | 2.1% |
| Total Exceptionalities | 36.6% | 44.3% | 3.0% | 6.8% | 16.6% | 1.7% | 17.4% | 41.3% | 14.5% | 7.7% | 7.7% | 2.6% |

Students with More than One Identified Exceptionality

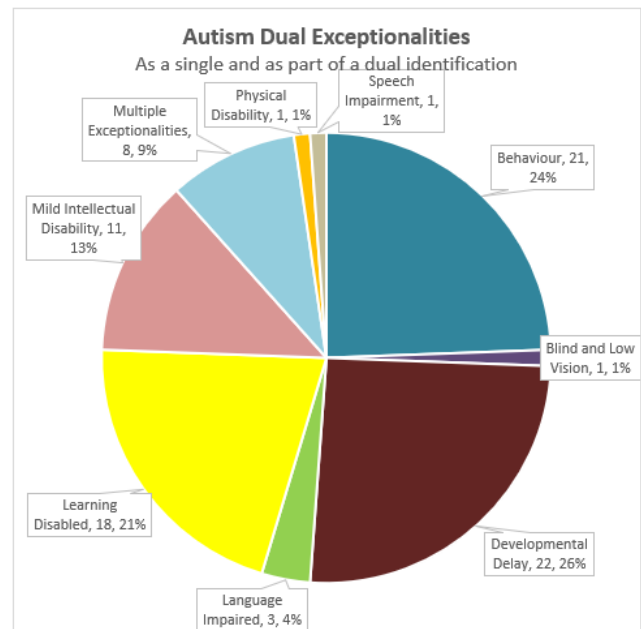
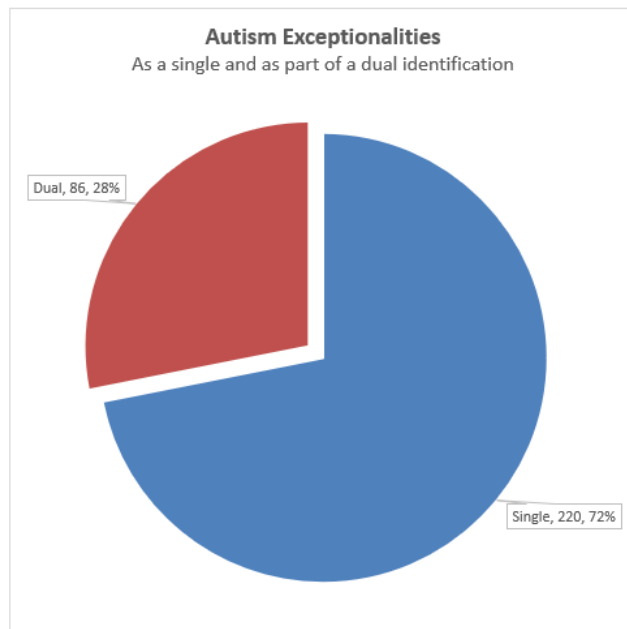


Autism

| | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 220 | N/A | 220 |
| Dual | 67 | 19 | 86 |

Autism + Other Exceptionalities

| Counts | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism | | | |
| Behaviour | 12 | 9 | 21 |
| Blind and Low Vision | 1 | | 1 |
| Deaf and Hard of Hearing | | | |
| Developmental Delay | 20 | 2 | 22 |
| Giftedness | | | |
| Language Impaired | 3 | | 3 |
| Learning Disabled | 14 | 4 | 18 |
| Mild Intellectual Disability | 8 | 3 | 11 |
| Multiple Exceptionalities | 7 | 1 | 8 |
| Physical Disability | 1 | | 1 |
| Speech Impairment | 1 | | 1 |
| Total | 67 | 19 | 86 |

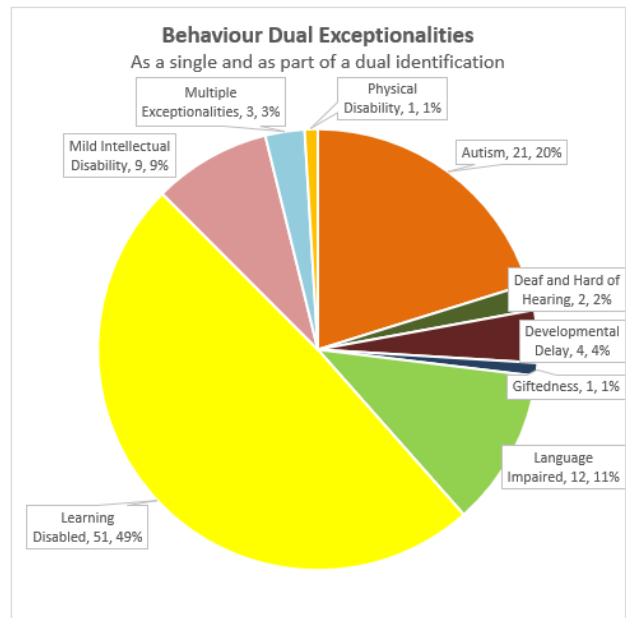
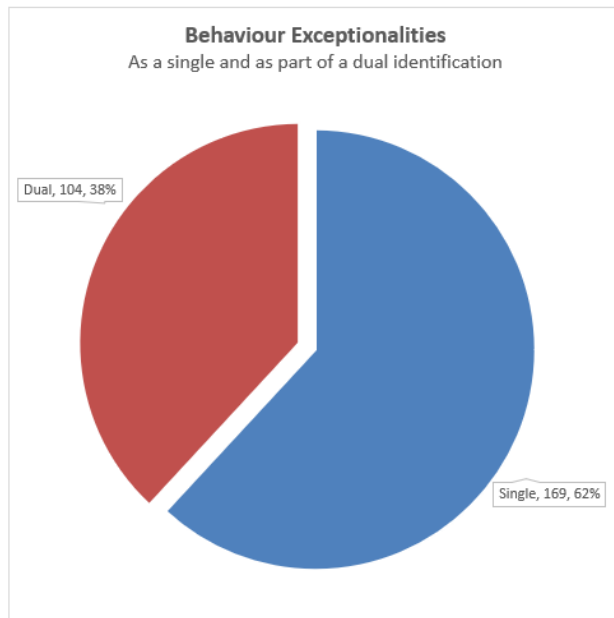


Behaviour

| | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 169 | N/A | 169 |
| Dual | 52 | 52 | 104 |

Behaviour + Other Exceptionalities

| Counts | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism | 9 | 12 | 21 |
| Behaviour | | | |
| Blind and Low Vision | | | |
| Deaf and Hard of Hearing | 2 | | 2 |
| Developmental Delay | | 4 | 4 |
| Giftedness | | 1 | 1 |
| Language Impaired | 7 | 5 | 12 |
| Learning Disabled | 27 | 24 | 51 |
| Mild Intellectual Disability | 4 | 5 | 9 |
| Multiple Exceptionalities | 2 | 1 | 3 |
| Physical Disability | 1 | | 1 |
| Speech Impairment | | | |
| Total | 52 | 52 | 104 |

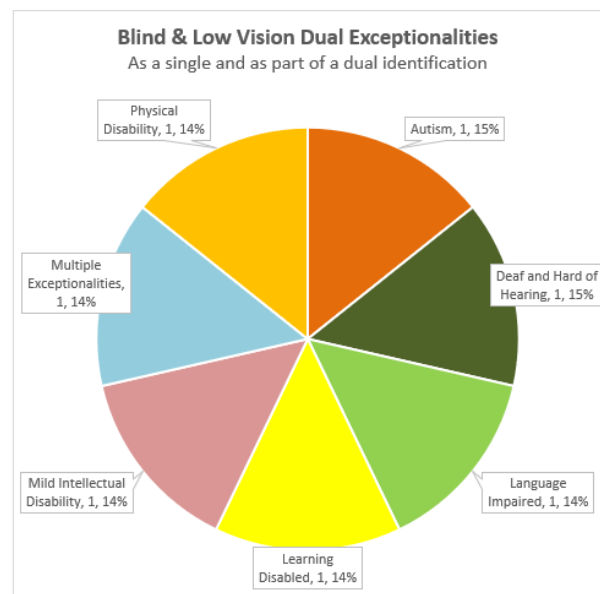
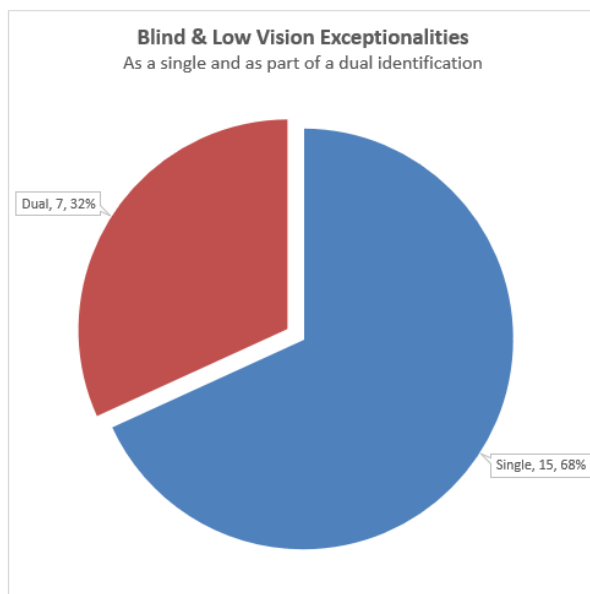


Blind and Low Vision

| | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 15 | N/A | 15 |
| Dual | 3 | 4 | 7 |

Blind and Low Vision + Other Exceptionalities

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

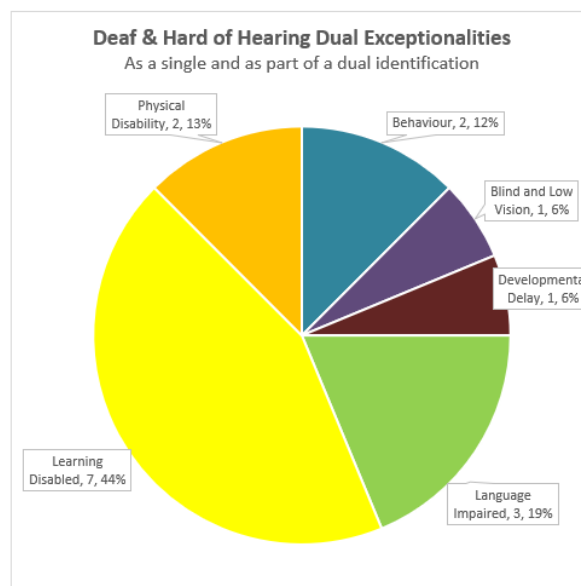
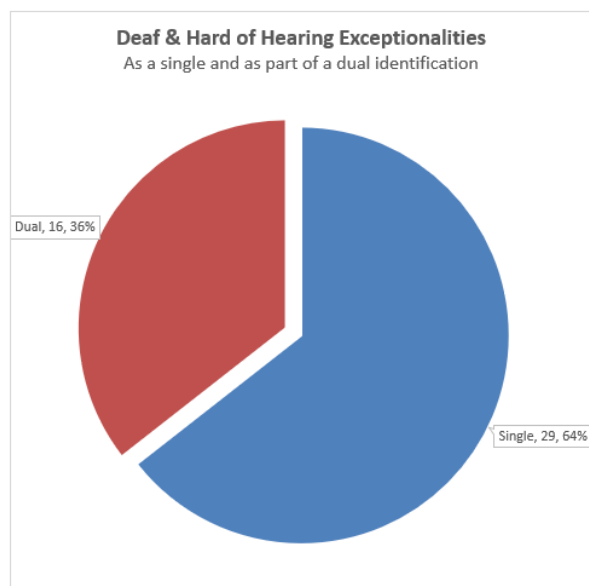


Deaf and Hard of Hearing

| | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 29 | N/A | 29 |
| Dual | 9 | 7 | 16 |

Deaf and Hard of Hearing + Other Exceptionalities

| Counts | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism | | | |
| Behaviour | | 2 | 2 |
| Blind and Low Vision | 1 | | 1 |
| Deaf and Hard of Hearing | | | |
| Developmental Delay | 1 | | 1 |
| Giftedness | | | |
| Language Impaired | | 3 | 3 |
| Learning Disabled | 6 | 1 | 7 |
| Mild Intellectual Disability | | | |
| Multiple Exceptionalities | | | |
| Physical Disability | 1 | 1 | 2 |
| Speech Impairment | | | |
| Total | 9 | 7 | 16 |

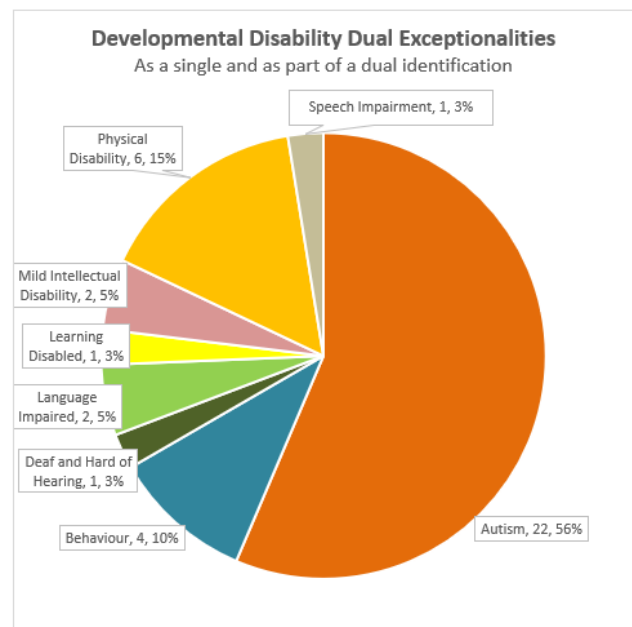
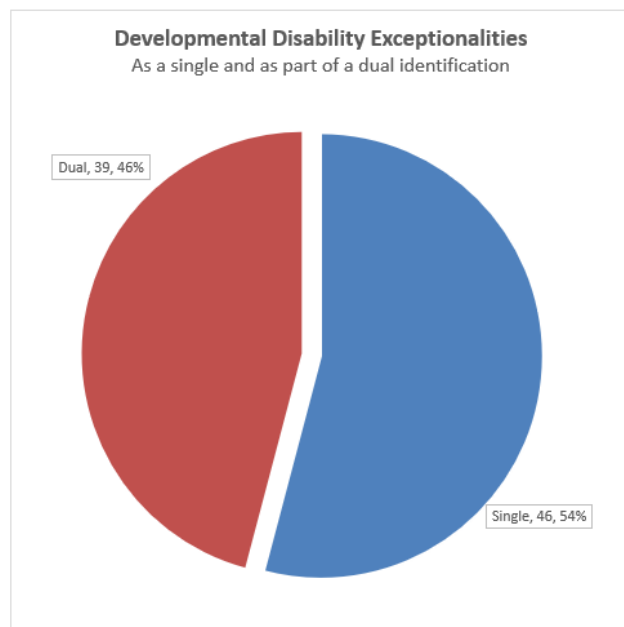


Developmental Delay

| | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 46 | N/A | 46 |
| Dual | 11 | 28 | 39 |

Developmental Delay + Other Exceptionalities

| Counts | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism | 2 | 20 | 22 |
| Behaviour | 4 | | 4 |
| Blind and Low Vision | | | |
| Deaf and Hard of Hearing | | 1 | 1 |
| Developmental Delay | | | |
| Giftedness | | | |
| Language Impaired | 1 | 1 | 2 |
| Learning Disabled | 1 | | 1 |
| Mild Intellectual Disability | | 2 | 2 |
| Multiple Exceptionalities | | | |
| Physical Disability | 2 | 4 | 6 |
| Speech Impairment | 1 | | 1 |
| Total | 11 | 28 | 39 |



Giftedness

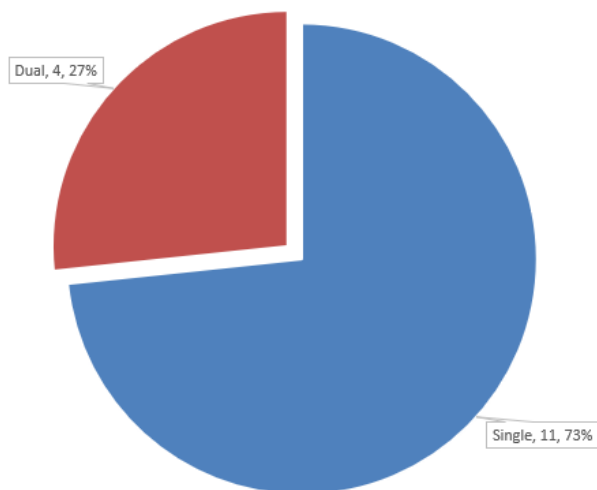
| | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 11 | N/A | 11 |
| Dual | 1 | 3 | 4 |

Giftedness + Other Exceptionalities

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

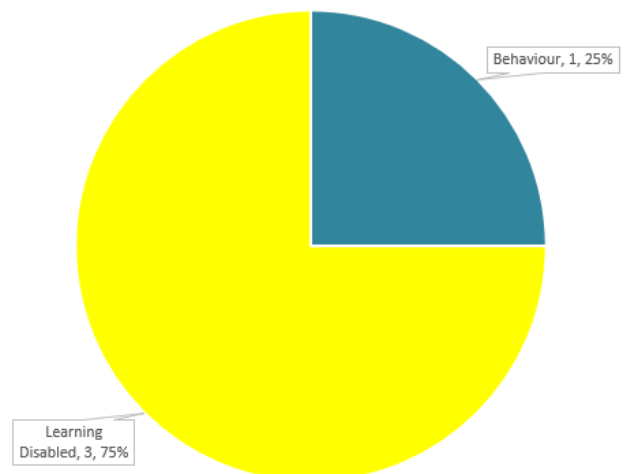
Giftedness Exceptionalities

As a single and as part of a dual identification



Giftedness Dual Exceptionalities

As a single and as part of a dual identification



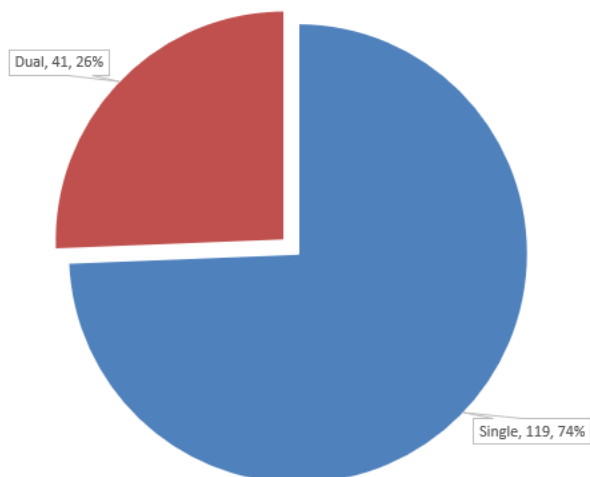
Language Impaired

| | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 119 | N/A | 119 |
| Dual | 20 | 21 | 41 |

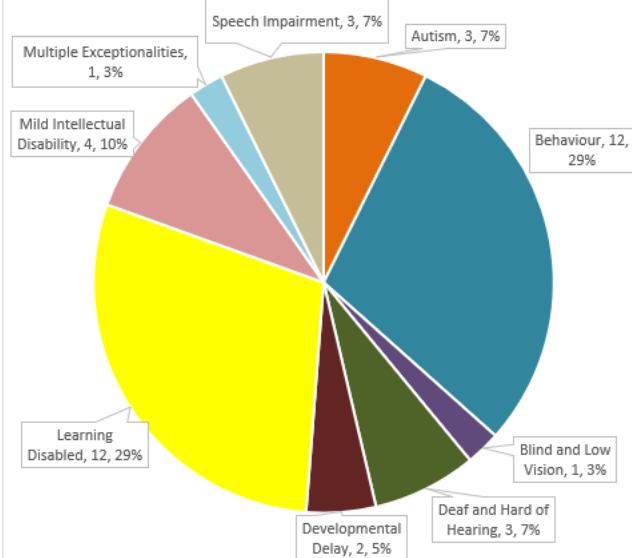
Language Impaired + Other Exceptionalities

| Counts | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism | | 3 | 3 |
| Behaviour | 5 | 7 | 12 |
| Blind and Low Vision | | 1 | 1 |
| Deaf and Hard of Hearing | 3 | | 3 |
| Developmental Delay | 1 | 1 | 2 |
| Giftedness | | | |
| Language Impaired | | | |
| Learning Disabled | 7 | 5 | 12 |
| Mild Intellectual Disability | 1 | 3 | 4 |
| Multiple Exceptionalities | 1 | | 1 |
| Physical Disability | | | |
| Speech Impairment | 2 | 1 | 3 |
| Total | 20 | 21 | 41 |

Language Impaired Exceptionalities
As a single and as part of a dual identification



Language Impaired Dual Exceptionalities
As a single and as part of a dual identification



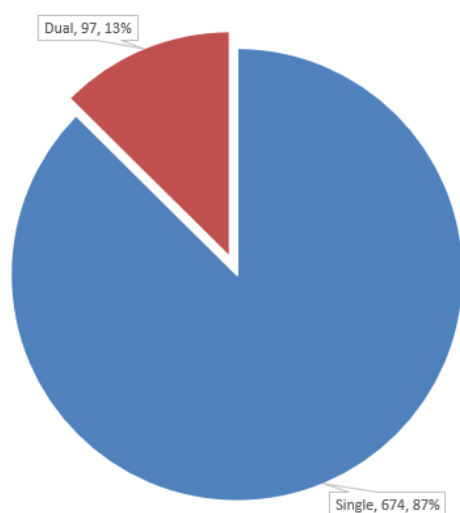
Learning Disabled

| | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 674 | N/A | 674 |
| Dual | 41 | 56 | 97 |

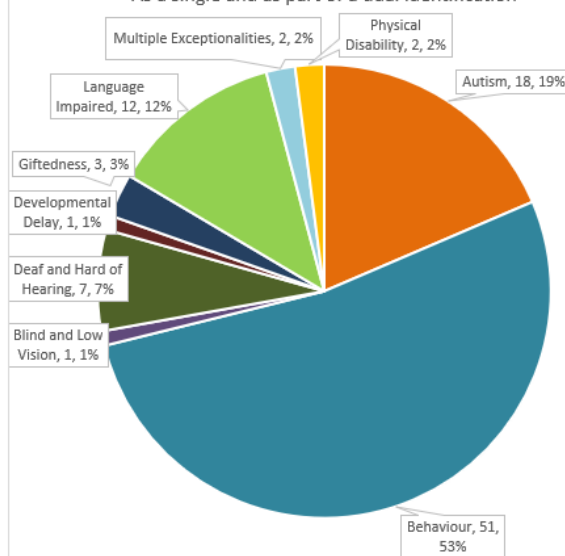
Learning Disabled + Other Exceptionalities

| Counts | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism | 4 | 14 | 18 |
| Behaviour | 24 | 27 | 51 |
| Blind and Low Vision | | 1 | 1 |
| Deaf and Hard of Hearing | 1 | 6 | 7 |
| Developmental Delay | | 1 | 1 |
| Giftedness | 3 | | 3 |
| Language Impaired | 5 | 7 | 12 |
| Learning Disabled | | | |
| Mild Intellectual Disability | | | |
| Multiple Exceptionalities | 2 | | 2 |
| Physical Disability | 2 | | 2 |
| Speech Impairment | | | |
| Total | 41 | 56 | 97 |

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



Mild Intellectual Disability

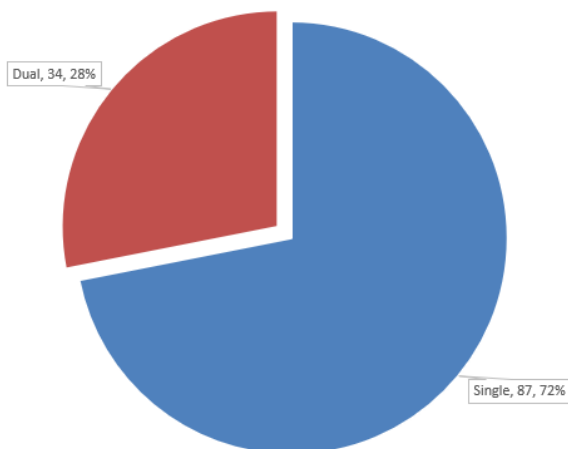
| | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 87 | N/A | 87 |
| Dual | 18 | 16 | 34 |

Mild Intellectual Disability + Other Exceptionalities

| Counts | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism | 3 | 8 | 11 |
| Behaviour | 5 | 4 | 9 |
| Blind and Low Vision | 1 | | 1 |
| Deaf and Hard of Hearing | | | |
| Developmental Delay | 2 | | 2 |
| Giftedness | | | |
| Language Impaired | 3 | 1 | 4 |
| Learning Disabled | | | |
| Mild Intellectual Disability | | | |
| Multiple Exceptionalities | 1 | 1 | 2 |
| Physical Disability | 2 | 2 | 4 |
| Speech Impairment | 1 | | 1 |
| Total | 18 | 16 | 34 |

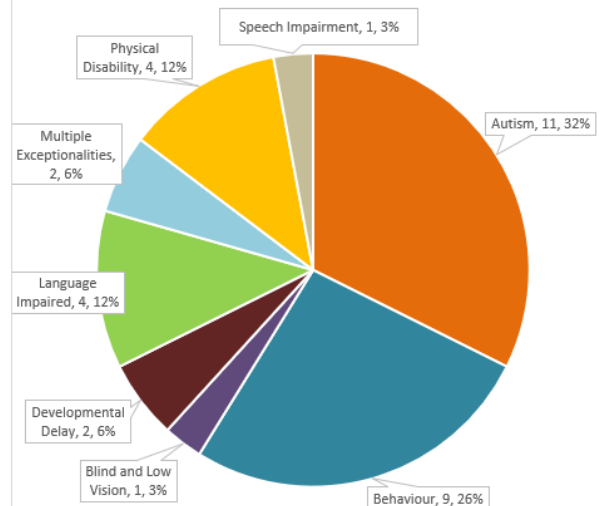
Mild Intellectual Disability Exceptionalities

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



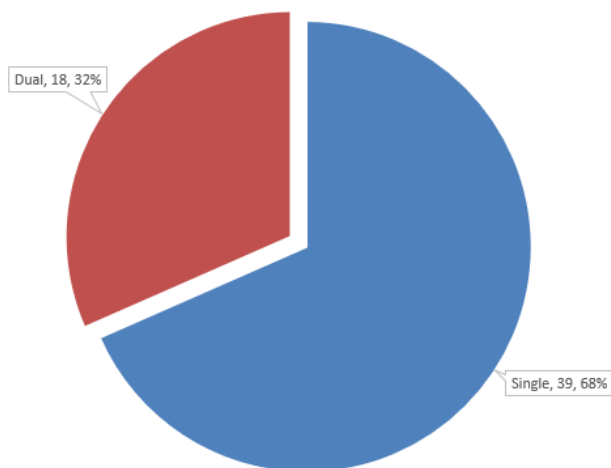
Multiple Exceptionalities

| | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 39 | N/A | 39 |
| Dual | 3 | 15 | 18 |

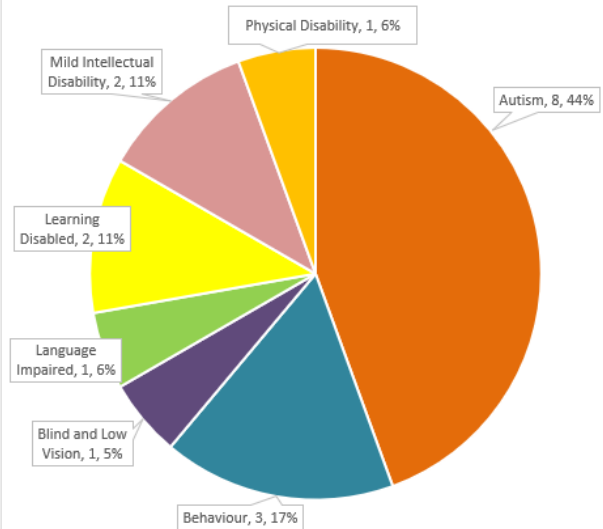
Multiple Exceptionalities + Other Exceptionalities

| Counts | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism | 1 | 7 | 8 |
| Behaviour | 1 | 2 | 3 |
| Blind and Low Vision | | 1 | 1 |
| Deaf and Hard of Hearing | | | |
| Developmental Delay | | | |
| Giftedness | | | |
| Language Impaired | | 1 | 1 |
| Learning Disabled | | 2 | 2 |
| Mild Intellectual Disability | 1 | 1 | 2 |
| Multiple Exceptionalities | | | |
| Physical Disability | | 1 | 1 |
| Speech Impairment | | | |
| Total | 3 | 15 | 18 |

Multiple Exceptionalities Exceptionalities
As a single and as part of a dual identification



Multiple Exceptionalities Dual Exceptionalities
As a single and as part of a dual identification

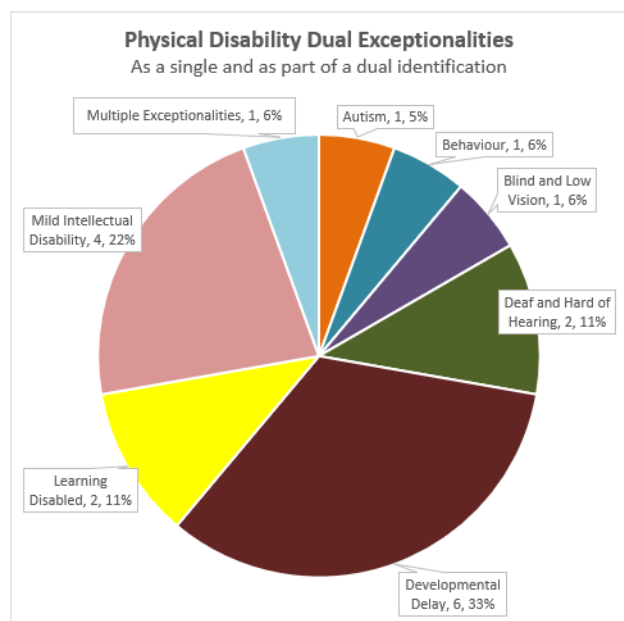
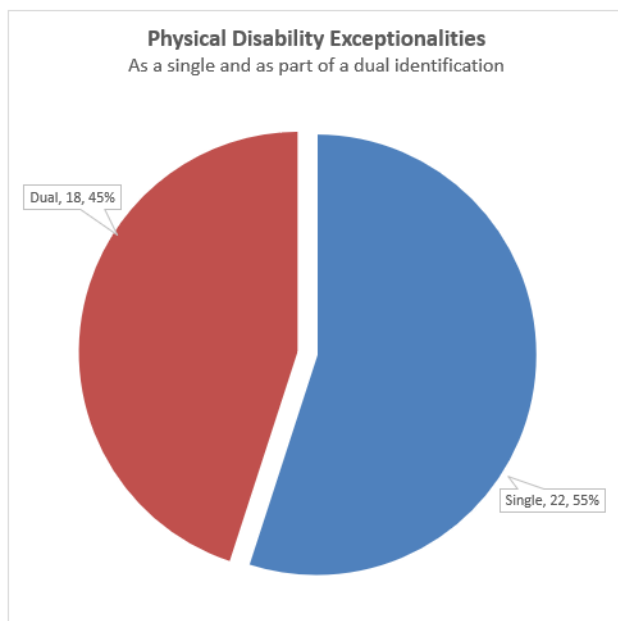


Physical Disability

| | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 22 | N/A | 22 |
| Dual | 9 | 9 | 18 |

Physical Disability + Other Exceptionalities

| Counts | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism | | 1 | 1 |
| Behaviour | | 1 | 1 |
| Blind and Low Vision | 1 | | 1 |
| Deaf and Hard of Hearing | 1 | 1 | 2 |
| Developmental Delay | 4 | 2 | 6 |
| Giftedness | | | |
| Language Impaired | | | |
| Learning Disabled | | 2 | 2 |
| Mild Intellectual Disability | 2 | 2 | 4 |
| Multiple Exceptionalities | 1 | | 1 |
| Physical Disability | | | |
| Speech Impairment | | | |
| Total | 9 | 9 | 18 |

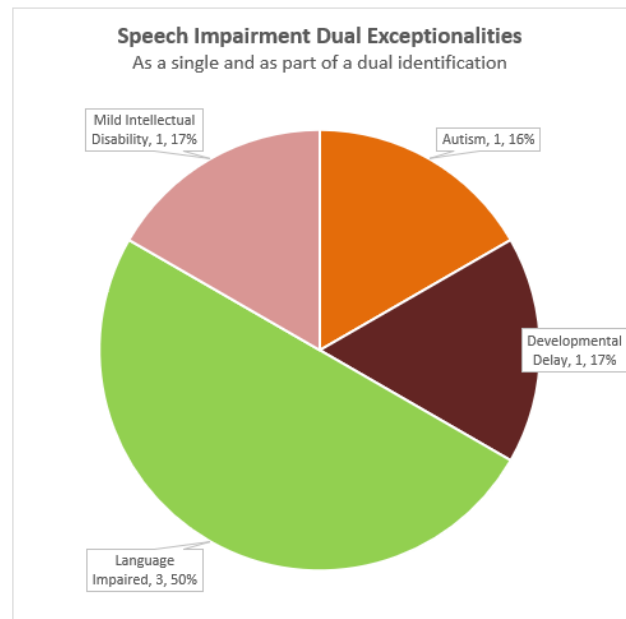
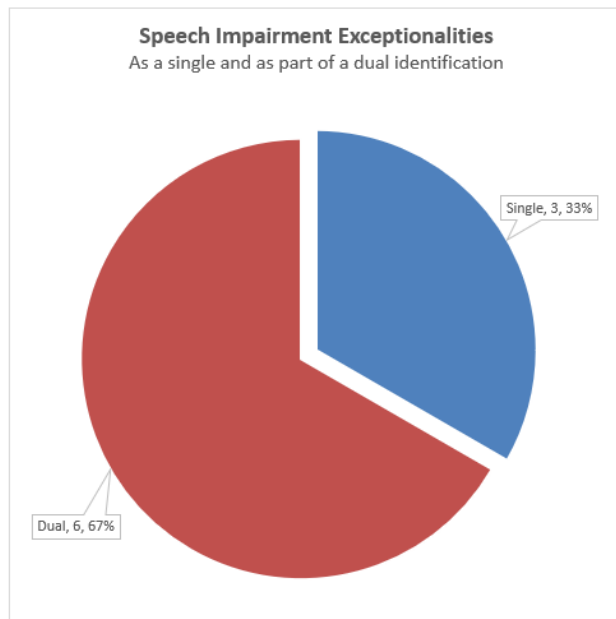


Speech Impairment

| | 1st Identification | 2nd Identification | Total |
|--------|--------------------|--------------------|-------|
| Single | 3 | N/A | 3 |
| Dual | 1 | 5 | 6 |

Speech Impairment + Other Exceptionalities

| Counts | 1st Identification | 2nd Identification | Total |
|------------------------------|--------------------|--------------------|-------|
| Autism | | 1 | 1 |
| Behaviour | | | |
| Blind and Low Vision | | | |
| Deaf and Hard of Hearing | | | |
| Developmental Delay | | 1 | 1 |
| Giftedness | | | |
| Language Impaired | 1 | 2 | 3 |
| Learning Disabled | | | |
| Mild Intellectual Disability | | 1 | 1 |
| Multiple Exceptionalities | | | |
| Physical Disability | | | |
| Speech Impairment | | | |
| Total | 1 | 5 | 6 |



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

Human Resources Department

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MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD JANUARY 2019 TO JANUARY 2024

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)
- Kemptville Central Office
- In accessible formats upon request*

*Please contact Nicole Proulx, Manager of Human Resources

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 has taken to date 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 and will be used as a foundation in moving forward.

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 2019 to identify, remove and prevent barriers;
- 1.4** Makes a commitment to review and update the multi-year accessibility plan annually;
- 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 practical, 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 practical, be incorporated in the multi-year plan.

3.0 Members of Accessibility Planning Committee

| Working Group Member | Department | Contact Information |
|----------------------------------|-----------------------------|--|
| Natalie Cameron | Sr. Management | natalie.cameron@cdsbeo.on.ca |
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| Roger Cauley | Facilities Services | roger.cauley@cdsbeo.on.ca |
| Caroline Chesbro | Health & Safety Coordinator | caroline.chesbro@cdsbeo.on.ca |
| Kate McPhee | Human Resources | kate.mcphee@cdsbeo.on.ca |

4.0 Timelines for Compliance with Accessibility Standards

| Proposed Timelines for Compliance With Accessibility Standards | | | | | |
|---|--|---|---|--|---|
| Broader Public Organizations 50+ <small>Note – all WCAG 2.0 requirements only apply to websites, web content and web-based applications that an organization can control either directly or through a contractual relationship, and where meeting the requirements are technically feasible</small> | | 2013 | 2014 | 2015 | 2020 |
| 2011 Transportation <ul style="list-style-type: none"> Technical requirements Equal fares and fees Pre-boarding route or destination announcements (verbal) On-board announcements (verbal) Courtesy seating Public school transportation services Other transportation services Ferries (maintenance) Maintenance of equipment Integration of transportation services | 2012 General Requirements <ul style="list-style-type: none"> Emergency and public safety information Transportation <ul style="list-style-type: none"> Accessible boarding/de-boarding Storage of assistive devices Companions Treatment of support persons Taxi registration on bumper Availability of accessible equipment and features Operator Responsibilities Emergency preparedness and response Employment <ul style="list-style-type: none"> Workplace emergency information | General Requirements <ul style="list-style-type: none"> Policies and practices Accessibility Plans Kiosks Information & Communications <ul style="list-style-type: none"> Educational institutions - accessible materials and training Public libraries Transportation <ul style="list-style-type: none"> Coordinated services between adjacent municipalities Service disruptions Visitor service Fare parity for conventional and specialized transportation (single tier) Alternative Accessible method of transportation Hours of service (within single tier) Service delays Ferries (signage, etc.) | General Requirements <ul style="list-style-type: none"> Training Accessible feedback processes Information & Communications <ul style="list-style-type: none"> All new internet websites and web content on those sites conforms with WCAG 2.0 level A Employment <ul style="list-style-type: none"> Recruitment Employees returning to work Employees and accommodation Performance management, career development, and redeployment Transportation <ul style="list-style-type: none"> Training Accessibility plans Trip restrictions Eligibility Application and Process (existing) Booking Proportion of accessible taxis | Information & Communications <ul style="list-style-type: none"> Accessible formats and communication supports Educational libraries – print based resources Producers (publishers) - conversion ready educational textbooks | Information & Communications <ul style="list-style-type: none"> Educational libraries - multi-media/digital resources Producers (publishers) - conversion ready files of "other educational print materials" |
| | | | | 2017 | 2021 |
| | | | | Transportation <ul style="list-style-type: none"> Pre-boarding route or destination announcements (electronic) On-board announcements of stops and connections (electronic) Ferries (electronic messages) Fare parity for conventional and specialized transportation (multi tier) Hours of service (multi tier) Eligibility application and (new) process Categories of eligibility | Information & Communications <ul style="list-style-type: none"> All existing internet websites and web content conforms with WCAG 2.0 level AA (excluding live captioning and audio description) <p style="text-align: center;">↓</p> 2025 Information & Communications <ul style="list-style-type: none"> Producers (publishers) - conversion ready files of "other print resources - not specifically developed for the education market" |

5.0 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 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.

6.0 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 Planning 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 Planning 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 upon hire and will be reviewed every 5 years.

Continuous Review of Standards

The Accessibility Planning Committee is kept abreast of all regulatory requirements by attending conferences and reviewing information as it becomes available. The Accessibility Planning 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 Planning 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.

7.0 **Barrier Removal Achievements**

The Annual Accessibility Plan, developed in accordance with the Ontarians with Disability Act (ODA) identifies a range of barriers and appropriate strategies for their removal. The completed projects to date are listed below:

7.1 **Physical Barriers**

| |
|--|
| 2002-2003 Projects |
| ▪ St. Francis Xavier School, Brockville: Improved access to main entrances |
| ▪ St. Mary-St. Cecilia, Morrisburg: Provided access to three entrances |
| ▪ St. Mary-St. Cecilia, Morrisburg: Automatic door opener at main entrance |
| 2003-2004 Projects |
| ▪ St. Michael CHS, Kemptville: Improvement to special education area |
| 2003-2004 Projects |
| Provide accessible parking with proper signage at the following schools: |
| ▪ Administration Office, Cornwall |
| ▪ Holy Cross, Kemptville |
| ▪ Immaculate Conception, Cornwall <i>closed June 2018</i> |
| ▪ Iona Academy, Williamstown |
| ▪ Notre Dame CHS, Carleton Place |
| ▪ Sacred Heart, Cornwall <i>school closed June 2018</i> |
| ▪ St. Andrew, St. Andrews West |
| ▪ St. Anne, Cornwall |
| ▪ St. Bernard, Finch <i>school closed June 2006</i> |
| ▪ St. Columban's West, Cornwall <i>school closed June 2018</i> |
| ▪ St. Edward, Westport |
| ▪ St. Finnan, Alexandria |
| ▪ St. Francis Xavier CS, Brockville |
| ▪ St. George, Long Sault <i>school closed June 2016</i> |
| ▪ St. Gregory, Carleton Place |
| ▪ St. John Bosco, Brockville |
| ▪ St. John Bosco, Cornwall |
| ▪ St. Joseph CSS, Cornwall |
| ▪ St. Joseph, Gananoque |
| ▪ St. Joseph, Prescott <i>school closed June 2009</i> |
| ▪ St. Joseph, Toledo |
| ▪ St. Luke, Smiths Falls <i>school closed June 2018</i> |
| ▪ St. Mark, Prescott |
| ▪ St. Mary, Carleton Place |
| ▪ St. Mary, Chesterville |
| ▪ St. Matthew CSS, Cornwall |

| |
|--|
| Provide accessible entrances to the following schools: |
| ▪ Administration Office, Cornwall |
| ▪ Bishop Macdonell, Cornwall |
| ▪ Immaculate Conception, Cornwall <i>closed June 2018</i> |
| ▪ St. Francis de Sales, Smiths Falls <i>school closed June 2018</i> |
| ▪ St. Luke, Smiths Falls <i>school closed June 2018</i> |
| ▪ St. Matthew CSS, Cornwall |
| 2004-2005 Projects |
| ▪ St. Finnan, Alexandria: Construct an accessible bus access route |
| ▪ St. Francis de Sales, Smiths Falls: Accessible parking space <i>school closed June 2018</i> |
| ▪ St. John Elementary School, Perth: Accessible parking space |
| 2005-2006 Projects |
| ▪ Pope John Paul II, Hammond: New accessible ramp and door operator |
| ▪ Sacred Heart, Lanark: New accessible washroom |
| ▪ St. Mary, Carleton Place: New accessible washroom |
| ▪ Five play structures received ramps |
| 2006-2007 Projects |
| ▪ Cornwall Board Office: Create an accessible access to main entrance |
| ▪ Cornwall Board Office: Install two automatic door openers |
| ▪ J.L. Jordan: Install two hold-open devices on doors |
| ▪ St. Edward, Westport: Install one hold-open device |
| ▪ St. Finnan: Install automatic door opener at main entrance |
| ▪ St. Francis de Sales: Install four hold-open devices on doors <i>closed June 2018</i> |
| ▪ St. Joseph Secondary: Install automatic door opener at south exit |
| ▪ St. Joseph Secondary: Install two automatic door openers at ramp near auditorium |
| ▪ St. Mary, Carleton Place: Install one hold-open device |
| 2007-2008 Projects |
| ▪ Immaculate Conception: Washrooms renovated <i>closed June 2018</i> |
| ▪ Pope John Paul II: Install accessible door operators on main entrance |
| ▪ St Joseph Toledo: new addition completely designed, barrier free |
| ▪ St Joseph Toledo: new change facilities and special needs area |
| ▪ St Joseph Toledo: Install accessible door operators |
| ▪ St Mary CHS, Brockville: Construct accessible washroom |
| ▪ St Mary CHS, Brockville: Renovate special needs classroom |
| ▪ St Michael CHS: add a ramp to a portable and place automatic door operator on the special education area |
| 2008-2009 Projects |
| ▪ Notre Dame CHS: Install card swipe on the elevator |
| ▪ Pope John Paul II: Install accessible door operators on main front entrance door |
| ▪ Pope John Paul II: front door revisions and library infill of pit for wheelchair safety |
| ▪ St Francis Xavier CHS, Hammond: Accessible washroom |
| ▪ St John CHS: Accessible lift to stage |

2009-2010 Projects

- Bishop Macdonell: Accessible parking sign installed in new parking lot
- Iona Academy: Ramp at exterior
- St. Francis Xavier, Brockville: Accessible washroom
- St Mary, Carleton Place: Re-do front entrance and place operators on front doors and staff entrance doors

2010-2011 Projects

- Western region office: Upgrade to be accessible *closed*
- Holy Trinity CSS: washroom renovations
- Iona Academy: Install stair lift
- St Francis de Sales: wheelchair accessible *school closed June 2018*
- St Mary, Chesterville: Change table and washroom upgrades
- St Michael CHS: Install automatic operators on library and port-a-pack doors
- St Michael CHS: Install ramp at port-a-pack doors
- St Michael CHS: Pathway to civic complex - wheelchair accessible
- St Michael CHS: ODA compliance in new addition
- St Thomas Aquinas CHS: Hearing impaired system installed in new wing
- St Thomas Aquinas CHS - ODA compliance in new addition

2011-2012 Projects

- Iona Academy: Washroom and change space upgrades
- Our Lady of Good Counsel: Ramp installation
- Sacred Heart, Cornwall: Washroom renovation *school closed June 2018*
- St Francis Xavier, Brockville: Install non-slip treads
- St George, Long Sault: Washroom and change space upgrades *closed June 2016*
- St John CHS: Accessible operator on exterior door
- St Mark: Renovate washroom
- St Michael CHS: Upgrade washrooms

2012-2013 Projects

- Holy Cross: paint stairs and hallways for visually impaired
- Pope John Paul II: re-work North entrance ramp
- Sacred Heart, Cornwall: washroom improvements *school closed June 2018*
- St Andrew: Upgrades of washrooms and entrances
- St Finnan: Place wheelchair lift from daycare to main floor
- St Francis de Sales: paint stairs and hallways for visually impaired *closed June 2018*
- St John Elementary: Install camera, complete with electronic latch
- St Matthew: accessible washroom retrofit
- St Michael, CHS: Install key swipe on elevator
- St Michael CHS: Install door operator on office door
- St Michael CHS: grab bars in student services
- St Patrick, Rockland: Kindergarten area and walkway repairs
- St Peter, Cornwall: Accessible washroom upgrades

2013-2014 Projects

- Pope John Paul II, Hammond: Door operator on door to playground
- Sacred Heart, Cornwall: Accessible Washroom *school closed June 2018*

| |
|---|
| ▪ St. Francis de Sales Smiths Falls: Washroom on 3 rd floor <i>school closed June 2018</i> |
| ▪ St. John Elementary, Perth: Elevator |
| ▪ St. John Elementary, Perth: Washroom |
| ▪ St. Mary CHS, Brockville: Washroom |

* In order for the Catholic District School Board to further its commitment to students and staff with disabilities and to ensure compliance with the Accessibility for Ontarians with Disabilities Act (AODA), 2005, the Board initiated an Accessibility Audit Project during the 2014-15 school year. The project involved auditing 43 school facilities and spaces to identify where barriers may exist in the school environment.

The project was awarded to The Harrington Group Ltd (THG) and a final report was prepared, dated November 23, 2015. Since 2003, THG has conducted accessibility audits of over 800 buildings province-wide, assessing over 20 million square feet of facility spaces. THG has extensive experience in planning, executing and reporting accessibility audits of a variety of facilities and spaces, with a solid track record in the education sector.

The report provides a detailed reference tool to the CDSBEO for planning “access improvement” initiatives. Results are presented in a chart form for each facility to allow for review by the respective departments. The chart provides all necessary information, in a succinct format, relating to why the barrier exists and how it can be removed. Recommendations are ranked according to four priority levels:

- Priority 1 – Immediate action recommended
- Priority 2 – Short-term action recommended (within 2 years)
- Priority 3 – Mid-term action recommended (3-5 years), and
- Priority 4 – Long-term action recommended (6-10 years).

Priority rankings were determined by Board staff in the Request for Proposal (RFP) process. The Board will plan implementation in a feasible manner to its operations, immediate needs and funding capabilities. The report will be used as a guide for each facility in determining any available resources to be allocated to improved accessibility at CDSBEO facilities. It is important to note that the detailed report included cost estimates for all four priority levels in excess of ten million dollars for which the Board has a very limited funding source. It is, however, the plan of the CDSBEO to make reasonable efforts, annually, to address some improvements in accessibility across the board’s wide jurisdiction.

| |
|---|
| 2014-2015 Projects |
| <ul style="list-style-type: none"> ▪ All facilities: Accessibility studies * ▪ Holy Cross, Kemptville: Renovations to entrance, with operators, ramp and railings ▪ St. James the Greater, Smiths Falls: Renovate washroom ▪ St. John Elementary, Perth: Washroom ▪ St. John Elementary, Perth: Replace sidewalks at front of school ▪ St. Joseph CSS, Cornwall: Remove and enlarge 2 doors ▪ St. Joseph, Gananoque: Washroom in East wing ▪ St. Joseph, Gananoque: Upgrade Intercom ▪ St. Mary, Chesterville: Renovate ground floor washrooms ▪ St. Mary – St. Cecilia, Morrisburg: Sidewalk |
| 2015-2016 Projects |
| <ul style="list-style-type: none"> ▪ Holy Cross, Kemptville: Replace courtyard doors with auto opener ▪ Immaculate Conception, Cornwall: Sidewalk on North side (closed June 2018) ▪ St. John Elementary, Perth: New treads with vision strips on stairs ▪ St. John Bosco, Brockville: Replace front entrance doors with auto opener ▪ St. Joseph CSS, Cornwall: Enlarge Spec Ed washroom doors ▪ St. Joseph CSS, Cornwall: Replace & enlarge 3 doors ▪ St. Mary CHS, Brockville: Replace exterior door in Elementary wing ▪ St. Mary, Carleton Place: West entrance auto door opener and ramp & rails ▪ St. Mary – St. Cecilia, Morrisburg: Sidewalk ▪ St. Mary – St. Cecilia, Morrisburg: Renovate boys' & girls' washrooms ▪ St. Patrick, Rockland: Entrance doors at Daycare end |
| 2016-2017 Projects |
| <ul style="list-style-type: none"> ▪ Our Lady of Good Counsel, Ingleside: Replace sidewalk ▪ St. Finnan, Alexandria: New sidewalk ▪ St. Francis Xavier CHS, Hammond: Replace interlocking at Main entrance with sidewalk ▪ St. Joseph, Gananoque: New exterior door ▪ St. Mary, Carleton Place: Chair lift access from Main level to Gym level |
| 2017-2018 Projects |
| <ul style="list-style-type: none"> ▪ Holy Cross, Kemptville: Grab bars for washroom 140A in the 7/8 Wing ▪ Holy Name of Mary, Almonte: New washroom door ▪ Sacred Heart of Jesus, Lanark: Replace door hardware ▪ St. John Bosco, Brockville: Renovate existing washroom ▪ St. Joseph CSS, Cornwall: Replace 8 interior doors ▪ St. Mark, Prescott: Install washroom ▪ St. Mary, Chesterville: Replace Northwest entrance door |

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.

7.2 Information and Communications - Board-wide – School Libraries

Typically, photocopiers scan documents in a standard PDF format which cannot be read with traditional software readers. In order to overcome this barrier, all CDSBEO Toshiba photocopiers are being equipped with optical character recognition (OCR) software to create scanned documents that are accessible to all students using their technology of choice, such as ReadWrite or Cortana. In addition, OCR capabilities are embedded in the Office Lens app to provide students an additional tool to scan documents on the go!

Further, all CDSBEO staff and students have access to the online OverDrive library. They gain access to this through their “MyCDSBEO” portal on the computer or by using the Sora, by OverDrive app on their phone/tablet. This online library includes accessibility options such as some audio books, and the ability to change font size as well as the colour of the background they are reading on. Another tool we use, EPIC Books, contains video clips, audio books and regular books. Arrow is a library option used by CDSBEO Low Vision and Deaf and Hard of Hearing students on a regular basis. Zoomtext is a magnification software that is installed on the laptops of all Low Vision students to allow them to magnify their work area and thus read any text on their screen. It can also be used to magnify images in books and websites. Brail texts are made available upon request. CDSBEO Staff strive to find the resources and technology that best suits the needs of each individual student!

CDSBEO internet websites and web content has been updated to meet the new accessibility requirements and the 2021 WCAG 2.0 level AA standard. A new CDSBEO website was launched in August 2018 and includes considerations for contrast requirements, text enhancement features, as well as descriptive text for images. The board has also begun to use SiteImprove, an online tool which evaluates website content and assesses for any non-compliance, based on level A, AA, or AAA. The tool also offers accessibility training modules for site administrators to support the maintenance of accessible website content.

8.0 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, 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

| Type of Barrier | Location | Action | Effective Date |
|--------------------------------|-----------------|---|-----------------------|
| 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 | January 1, 2014 |

| | | | |
|--|---|---|---|
| | | accessibility. Ensure that new sites and web content published after Jan 1, 2012 meet WCAG 2.0, Level A standards. | |
| 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, career or professional development, redeployment | January 1, 2014 |
| 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 school closed June 2018 |
| Physical | Pope John Paul II, Hammond | Install ODA door operator on door to playground | 2013-2014 |
| Physical | St. Francis de Sales, Smiths Falls | Construct accessible washroom on 3 rd floor | 2013-2014 closed June 2018 |

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 Section 7 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 Section 7 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 |
| Systemic | Board-wide | Review status of Board accessibility policies and procedures and update as required | Ongoing |
| 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 Section 7 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 | Ongoing |

| | | | |
|-------------------------------|------------------|--|---------------------------------------|
| | | training to ensure new staff have been trained | |
| Systemic | Board-wide | Review status of Board accessibility policies and procedures and update as required | Ongoing |
| 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 Section 7 for all projects under consideration for 2017-2018 | 2017-2018 |

2019-2024

| Type of Barrier | Location | Action | Effective Date |
|-------------------------------|------------------|--|---------------------------------------|
| Systemic | Board-wide | Review status of accessibility awareness training to ensure new staff have been trained | Ongoing |
| Systemic | Board-wide | Review status of Board accessibility policies and procedures and update as required | Ongoing |
| Information and Communication | School Libraries | Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request (see Appendix A) | 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 | Ongoing preparation for 2021 deadline |

| | | | |
|----------|------------|--|---------|
| | | standards (refer to Appendix A) | |
| Physical | Board-wide | Please refer to Appendix A for all future projects under consideration | Ongoing |

9.0 Employee Workplace Emergency Response Plan

The Board has created Employee & Student Workplace Emergency Response Plans which are provided to schools annually, to identify the accommodations required during an emergency/evacuation.

10.0 Review and Monitoring Process

The Accessibility Planning Committee will meet annually 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.

| | |
|---|--|
| Future AODA projects to be considered February, 2019 | |
| ▪ | Iona Academy, Williamstown: replace 2 doors |
| ▪ | J.L. Jordan, Brockville: Wheelchair ramp at back door of Portapak |
| ▪ | Notre Dame CHS, Carleton Place : Washroom D134 |
| ▪ | Sacred Heart of Jesus, Lanark: automatic door openers for gym |
| ▪ | Sacred Heart of Jesus, Lanark: main door entrance and walkway |
| ▪ | St. Andrew, St. Andrews West: replace doors at main entrance & Exit G |
| ▪ | St. Finnan, Alexandria: Remove wall between 112 & 113 |
| ▪ | St. Francis Xavier, Brockville: Chairlift at back of school (inside) |
| ▪ | St. John Elementary, Perth: Upgrade exterior lighting |
| ▪ | St. John Elementary, Perth: replace doors at Breakfast program entrances |
| ▪ | St. John Elementary, Perth: replace steps at South entrance |
| ▪ | St. Joseph CSS, Cornwall: Change doors – hospitality suite |
| ▪ | St. Joseph, Gananoque: replace exterior Door E |
| ▪ | St. Joseph, Gananoque: Repair/replace entrance pad at front of building |
| ▪ | St. Mary, Carleton Place: upgrade gym entrance |
| ▪ | St. Mary, Chesterville: main entrance doors, railing & concrete slab |
| ▪ | St. Mary, Chesterville: replace Northwest entrance door |
| ▪ | *School Libraries |

* CDSBEO is continuously updating and enhancing the ways in which all students can access school libraries and print materials related to their curriculum. Using various technologies, as well as Kurzweil, ReadWrite, and Windows Accessibility Tools and Features, all print materials become accessible to all students.

Information and Communications

CDSBEO is currently assessing options for an upgrade to all school websites, which are in WordPress content management system. Plans are underway to upgrade the school template to the newest version of WordPress and implement additional accessibility features such as those which have been

implemented on the board website. School teams will receive training through in-service, as well as online training modules (through SiteImprove - an online website assessment tool). The Board is moving forward with plans to migrate the current GO intranet SharePoint site to Office 365, which provides a more compliant environment, and which is continually updated by Microsoft for AODA requirements. The Board will also be working to ensure that all new pdf files posted to the CDSBEO website meet level AA standards.

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

- 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.

- 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.

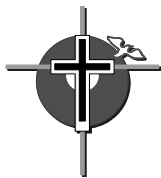
3. APPENDICES

Appendix 1: Eligible categories of Professionals and Paraprofessionals

Appendix 2: Application for Consideration of an External Partnership

References

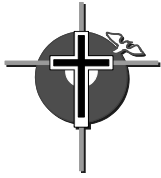
- CDSBEO Policy: Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals.
- Ministry of Education Policy/Program Memorandum 149, the Education Act
- Child and Family Services Act, Mental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

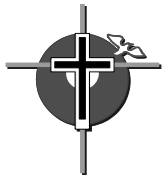
Name of External Partner:

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

God our Father,

You sent your Son Jesus to spread the Good News of your Kingdom: a Kingdom of justice, of peace and of love.

He sought out the lost and marginalized and drew them back into the heart of the community of believers.

He opened the ears of those who longed to hear, the eyes of those who longed to see, the hearts and minds of those who longed for the freedom to love and understand.

Grant that your Holy Spirit may inspire our reflections this day that we might strive to do the same.

May our work today help bring forth a greater understanding and commitment to the needs of all whom we are called to serve.

We make this prayer to You in Jesus' name. Amen



Heavenly Father, Almighty God, Lord God, Most High.

As I am using water to wash myself, to drink and to live; I want to thank you for this most precious gift.

I bless water in your Holy Name and I ask you to bless it once more, so that we may continue to enjoy this gift.



You sanctified water even at the beginning of creation as Your Spirit hovered above the waters. You sanctified water in such way, that we learned in the Holy Scriptures that several times you miraculously washed lepers clean, and then you sanctified water in the person of Your Son Jesus Christ as He was baptized with water in the Jordan river.

We become sanctified by baptism with water in the name of the Father, the Son and the Holy Spirit.

Water is indispensable to life, it has a great similarity to Your Spirit. In You we live, we move and have our being. We would die without you. In the same way in water we live, we move and have our being. Without water we would die. Your spirit cleanses our souls of our sins just as water cleanses our bodies.

You have invited us to drink of the living waters of Your Spirit so that we may live eternally; we also need to drink water in order to live our earthly existence.

Thanks to water we have food that comes from the earth that has been irrigated in order to be fertile. Water brings life to creation.

I bless the rivers in your holy name; I bless the lakes, the oceans, the ice deposits, the mountains and all the sources of water including those deposits under the surface of the earth. I bless the water in the atmosphere.

It is said that 80% of our bodies is water. I bless the water in my body too. Lord my God, please bless water once more.

Blessed Lord, my God, please sanctify water once more. Forgive us our sins, send the living waters of Your Holy Spirit to purify us. Change us, restore us to the sanctity you intended for us.

Bless the water of the earth, bless mother nature once more, so that we have more moderate weather throughout the world. Lord God, please bless the work of Your hands, bless us and bless the water that we need so much. Bless the earth and bless us your creatures the temples of Your Holy Spirit.

Amen.

Giving Thanks

For the expanding grandeur of creation, worlds known and unknown, galaxies beyond galaxies, filling us with awe and challenging our imaginations:

We give thanks this day.

For this fragile planet earth, its times and tides, its sunsets and seasons:

We give thanks this day.

For the joy of human life, its wonders and surprises, its hopes and achievements:

We give thanks this day.

For our human community, our common past and future hope, our oneness transcending all separation, our capacity to work for peace and justice in the midst of hostility and oppression:

We give thanks this day.

For high hopes and noble causes, for faith without fanaticism, for understanding of views not shared:

We give thanks this day.

For all who have labored and suffered for a fairer world, who have lived so that others might live in dignity and freedom:

We give thanks this day.

For human liberty and sacred rites; for opportunities to change and grow, to affirm and choose:

We give thanks this day.

We pray that we may live not by our fears but by our hopes, not by our words but by our deeds.

We give thanks this day.

Amen





“Everytime you smile at someone,
it is an action of love,
a gift to that person, a beautiful thing.
Do not wait for leaders; do it alone,
person to person.”

Mother Teresa

Dear God,

Grant our teachers an abundance of Your wisdom.

Prepare their hearts to welcome and love our loved ones, and may we make sure to show them love and respect in return.

Give them grace as they help students who aren't thriving, courage to say what needs to be said, tools and knowledge on how and when to speak love, and strength when they feel weak.

When they feel unseen, remind them that no moment goes unnoticed.

They are shaping the future in one million small – yet incredibly important – ways every day.

We are overwhelmed with gratitude for the gift of learning they share with our children.

Bless them, Lord, and may they see even just a glimpse of how their faithfulness will forever impact generations to come.

Amen.

New Year's Prayer

As the dawn breaks on a new year, let us give thanks for all we hold dear: our health, our family and our friends.

Let us release our grudges, our anger and our pains, for these are nothing but binding chains.

Let us live each day in the most loving ways, the God-conscious way.

Let us serve all who are in need, regardless of race, color or creed.

Let us keep God of our own understanding in our hearts and to chant God's name each day.

Let us lead the world from darkness to light, from falsehood to truth and from wrong to right.

Let us remember that we are all one, embracing all, discriminating against none.

May your year be filled with peace, prosperity and love.

May God's blessings shower upon you and bestow upon each of you a bright, healthy and peaceful new year.

Easter Prayer

Lord, the resurrection of Your Son has given us new life and renewed hope.

Help us to live as new people in pursuit of the Christian ideal.

Grant us wisdom to know what we must do,

the will to want to do it,

the courage to undertake it,

the perseverance to continue to do it,

and the strength to complete it.

Amen



Lord of all Creation



Lord of all creation, all existing things are held together in your Spirit.

Fill us with wonder as we draw life from the beauty of the created universe.

When we consider the wonder of the human person, we are left in amazement of the care you have for us, and when we look to the heavens we are reminded of your vastness, far beyond us.

Continue to expand our spirit to recognize you, to know you, and to love you in all your goodness.

Amen

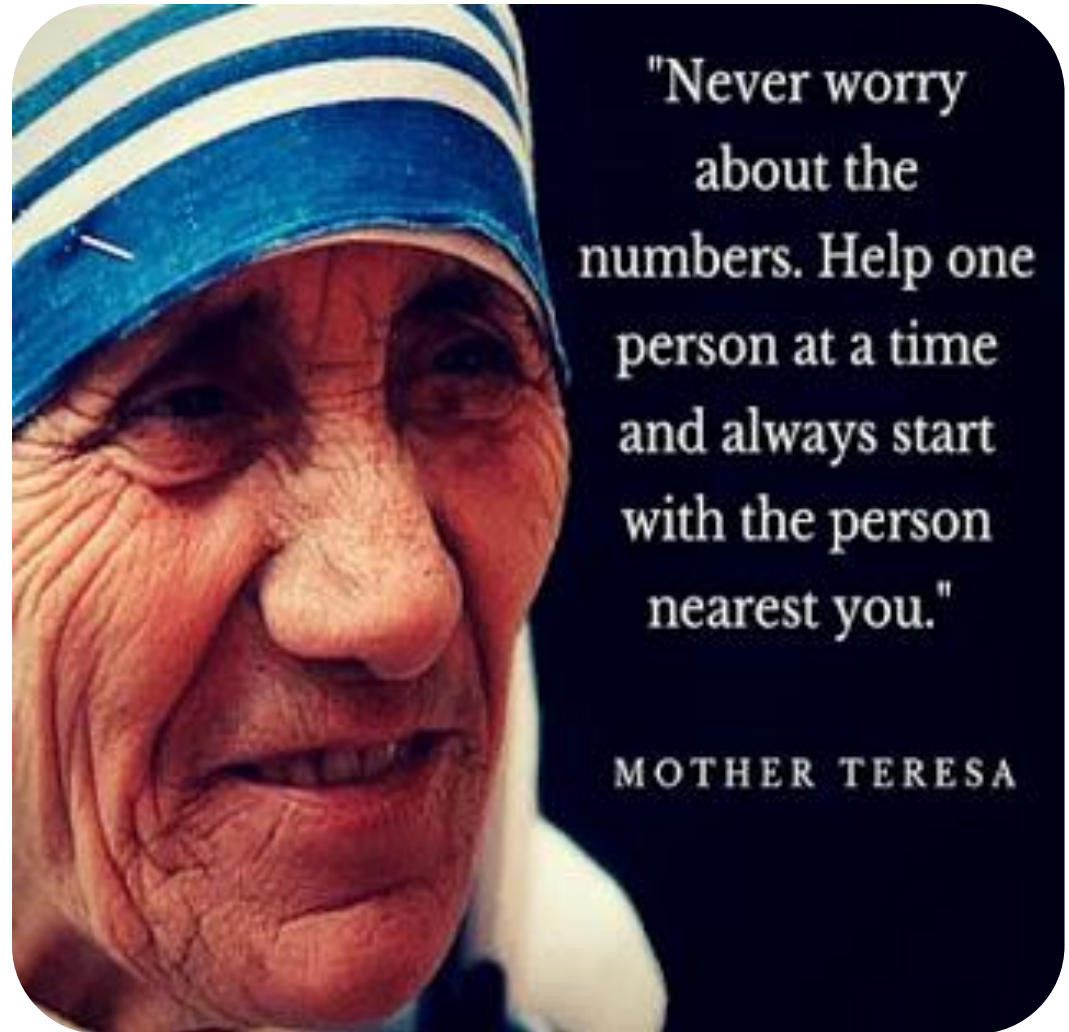
God of Goodness and Peace

God of all goodness and peace
we come before you today as
your confident disciples, trusting
in the triumph of love.

When we find ourselves distant
from loved ones you teach us the
value of connection, and when
we feel confined you teach us
the value of freedom.

Help us to feel your presence,
and free us from all anxiety as we
place our trust in you.

Amen



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Blessing Prayer

May the God of strength be with us,
holding us in strong and loving hands,
May we be the sacrament of God's strength
to those whose hands we hold,
May the blessing of strength be with us.

May the God of gentleness be with us,
caressing us with sunlight and rain and wind.
May God's tenderness shine through us
to warm all who are hurt and lonely.
May the blessing of gentleness be with us.
May the God of wonder be with us,
delighting us with sunrise and sunset, enchanting our
senses, filling our hearts, giving us wide-open eyes
that we may see the splendor in both the humble and majestic.

May we open the eyes and hands and hearts of the blind and deaf and the insensitive.
May the blessing of wonder be with us.
May the God of compassion be with us,
holding us close when we are weary and hurt and alone.
And may we be the warm hands and eyes of compassion
for our sisters and brothers when they reach out to us.
May the blessing of compassion be on us.

May the God of simplicity be with us, opening us to a clear vision of what is real and true,
Leading us deeply into the mystery of childhood.
And may our dealings with others be marked by honesty, which is simplicity.
May the blessing of simplicity be on us.

May the God of joy be with us, thrilling us with God's nearness,
filling our hearts to fullness, and filling our throats with laughter and song.
May our joy bring life and joy to others.
May the blessing of joy be with us always.
May the God of love be with us.
May our lives be continual, giving and receiving of love with our God,
our friends, and with all whose lives we touch.
May God's love in us light fires of faith and hope,
and may the fire grow and burn deeply and enflame the earth.
May the blessing of love and friendship be with us always.



"I will bless you so
you will be a blessing"

Genesis 12:2