



CATHOLIC DISTRICT SCHOOL
BOARD OF EASTERN ONTARIO

Report to the Ministry of Education on the Provision of Special Education Programs



June 2022

**AN ADDENDUM TO THE
REPORT TO THE MINISTRY OF EDUCATION
ON THE PROVISION OF SPECIAL EDUCATION
PROGRAMS AND SERVICES
JUNE 2022**

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I. Introduction:

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

The expectation, as outlined in the *Standards for School Boards' Special Education Plans*, is for the special education plans for 2022-2023 to be an addendum to the 2021-2022 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.

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 consulted to provide input on programs and the annual plan. Parents, through their Catholic School Councils and Board website, have been provided copies of all S.E.A.C. agendas and minutes of meetings, identifying timelines for consultation and opportunities for input into the plan. Parents are encouraged to attend S.E.A.C. meetings and to provide input into the plan.

Sept 2021 - June 2022:

1. The Addendum to the Annual Report was updated and revised to reflect current information. Sections of the Draft Report were presented at the February, March, April and May S.E.A.C. meetings.
2. S.E.A.C. members were encouraged to review the report and raise 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 2022 was presented to the Board at the June 7, 2022 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 2022-2023 school year.

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

SPECIAL EDUCATION DEPARTMENT FUNDING

The Special Education Department funding for our Board is based on several grants provided by the Ontario Ministry of Education. The Special Education Per Pupil Amount (SEPPA) and the Differentiated Special Education Needs Amount (DSENA) are the primary grants received.

In 2022-2023, 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 ninety-two thousand, one hundred and thirty-three dollars. This allocation funds 7.5 special education teachers for OECTA and 7.6 Educational Assistants for CUPE. This funding is being continued for the 2022-23 school year. Future funding is subject to the upcoming round of central bargaining for OECTA and CUPE whose central agreements expire on August 31, 2022.

The SEPPA (Special Education Per Pupil amount) for 2022-2023 is based on projected enrollment for next year. This is estimated to result in approximately ten million, seven hundred and forty-one thousand, and eight dollars in funding.

The Differentiated Special Education Needs amount (DSENA) provides revenue for a total of approximately nine million, nine hundred and fifty-five thousand, two hundred and five dollars, which is an increase of three hundred and six thousand, four hundred and thirty-two dollars from the estimated 2021-2022 amount.

Other funding for 2022-2023 that has been attributed to the Special Education Department includes four million, six hundred and sixty-nine thousand, three hundred and thirty-three dollars. This funding includes the Special Incidence Portion (SIP), the Special Equipment Amount (SEA), the Education and Community Partnership Program (ECP), the Behavioural Expertise Amount (BEA) and in addition, includes three Priority and Partnership Funds (PPF) for additional support for Special Education outside the GSN.

The Special Education Department's expenditure budget is projected to be twenty seven million, four hundred seventy-one thousand, twenty-four dollars. This represents an estimated increase of five hundred eleven thousand, five hundred seventy-eight dollars. The charts indicates that the Special Education budget will be over the total in-year Special Education Allocation for 2022-2023 by nine hundred thirteen thousand, three hundred forty-five dollars. The Board is contributing a total of three hundred eighty-four thousand, nine hundred eighty-nine dollars of COVID-19 Learning Recovery funds to the Special Education department to provide temporary staffing supports. As a result, the recommendation is to use five hundred twenty-eight thousand, three hundred fifty-six dollars of special education deferred revenue to fund the remaining expenditures.

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

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 as follows:

- decrease by 0.26 Special Education Teachers,
- increase of 0.25 permanent Educational Assistants
- increase of 6.98 Educational Assistants (extra support) and
- decrease of 1.0 Psycho-Educational Consultants
- increase 1.0 Psychologist
- decrease 0.40 Board Certified Behavioural Analyst.

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 the high needs of 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 & SERVICES MODEL/SPECIAL EDUCATION FUNDING

The majority of our students who have an IEP are integrated in the regular classroom for all or a majority of the school day. A small percentage who have an IEP are partially integrated or self-contained settings for greater than half of the day. Most of these students spend a portion of their day in a regular classroom. Some of our older students are integrated into community work placements instead of a 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 students attending these schools, and St. Francis Xavier Catholic High School offers a Grade 9/10 (Foundations class) program.

There are 30 individual self-contained half or fulltime classes offered by Special Education teachers in the other elementary and secondary schools within the Board.

- 23 Mixed Exceptionality Programs
- 4 Turning Point Programs Grades 7 to 12
- 3 ECPP 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. The 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 100% of the students in a school.

We have continued to staff schools according to 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 individual needs.

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.

Assistive Technology training opportunities have provided more effective use of Assistive Technology in the classroom.

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

STAFFING RECOMMENDATIONS:

1. That we allocate 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 allocate a total of 131.30 Special Education Teachers, 161.95 Educational Assistants, 33.50 Student Support Workers, and an equivalent of 31.00 extra support Educational Assistants, where 11.00 extra support Educational Assistants is funded through the Board's contribution of COVID-19 Learning Recovery Fund
3. That we increase 1.0 Psychologist and decrease 1.0 Psycho-Educational Consultant.
4. 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.

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

Special Education Funding and Expenditures

Projected for September 1, 2022 to August 31, 2023 (as per original estimates)

Revenue:

Special Education Allocation	Actual 2017/2018	Actual 2018/2019	Actual 2019/2020	Actual 2020/2021	Revised 2021/2022	Original 2022/2023
SEPPA/Transfer from (to) SEPPA Deferred Revenue	9,358,040	9,805,432	10,273,645	10,392,729	10,607,045	10,741,008
SEA	803,028	850,264	767,425	761,590	765,363	826,647
Differentiated Special Education Needs Amount (DSENA)	8,460,472	9,122,246	9,342,976	9,520,574	9,648,773	9,955,205
Special Incidence Portion (SIP)	1,976,800	2,256,962	2,516,677	2,668,956	2,802,404	2,802,404
Special Education Transfer from (to) SIP Accumulated Surplus	72,656	(769)	-	-	-	-
Special Education Transfer from (to) SIP Deferred Revenue	-	-	453,816	-	-	-
Education and Community Partnership Programs (ECP)	421,262	389,303	294,746	427,711	464,475	443,465
Behavioural Expertise	122,809	144,499	-	297,410	366,599	371,217
Mental Health	123,113	-	275,503	-	-	-
Mental Health Workers in Schools (PPF)	-	284,752	-	-	-	-
Local Priorities - OECA (5.2elem, 2.3sec=7.5FTE)	689,491	723,738	-	797,668	805,644	805,644
Transfer from (to) OECA Local Priority Deferred Revenue	-	-	-	-	247,064	-
Local Priorities - CUPE	-	-	386,489	579,734	579,734	386,489
Early Intervention for Math	-	-	-	-	-	110,800
Special Education Summer - cc3189	-	-	-	80,538	-	104,800
Educators Autism AQ Subsidy	-	-	-	-	-	10,000
Additional Support for Special Education - cc3175	380,778	380,778	-	86,825	-	-
Additional EA Support - cc3176	-	-	-	76,779.61	-	-
Additional Support for Special Education - cc3177	-	-	-	96,826	164,415	-
Summer Learning Spec Ed - cc3345	-	-	-	21,201	-	-
ECP - cc3347	-	-	-	4,377	-	-
In Year Spec Ed Reading - CC3190	-	-	-	51,010	-	-
Summer Reading Spec Ed - CC3191	-	-	-	65,145	-	-
Strike Savings	-	-	(239,624)	-	-	-
TOTAL ALLOCATION	\$ 22,408,449	\$23,957,205	\$ 24,071,653	\$ 26,451,516	\$ 26,451,516	\$ 26,557,679

Expenditure (Less Foundation):

Special Education Allocation	Actual 2017/2018	Actual 2018/2019	Actual 2019/2020	Actual 2020/2021	Revised 2021/2022	Original 2022/2023
CLASSROOM						
Classroom Teachers	10,198,722	10,119,650	9,663,667	10,545,509	11,452,063	11,245,853
Supply Teachers / Supply Staff	528,283	536,662	337,578	165,290	474,518	476,382
Teacher Assistants / SSW's / ABLE	8,284,389	9,079,589	9,319,163	9,379,102	10,991,578	11,394,207
Classroom Computers	235,555	150,000	150,468	149,885	150,000	150,000
Textbooks, Materials, Supplies	549,111	592,607	508,179	641,748	511,820	546,915
Professionals	1,604,519	2,342,475	2,231,333	1,737,126	2,480,808	2,516,116
Staff Development	67,508	21,169	17,424	27,179	80,294	305,144
TOTAL CLASSROOM	\$ 21,468,087	\$22,842,153	\$ 22,227,812	\$ 22,645,839	\$ 26,141,081	\$ 26,634,617
NON-CLASSROOM						
Principals / Consultants / Support	1,220,058	1,159,044	750,555	853,748	818,365	836,407
TOTAL NON-CLASSROOM	\$ 1,220,058	\$ 1,159,044	\$ 750,555	\$ 853,748	\$ 818,365	\$ 836,407
TOTAL EXPENDITURES	\$ 22,688,145	\$24,001,197	\$ 22,978,367	\$ 23,499,587	\$ 26,959,446	\$ 27,471,024

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

Variance Analysis:

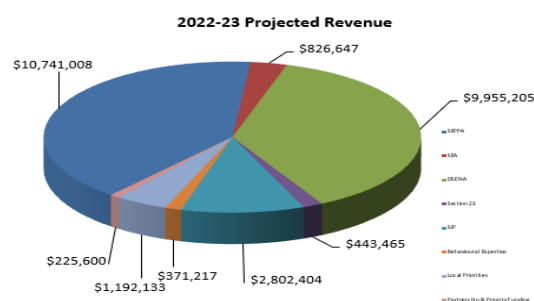
Special Education Variance Analysis	Actual 2017/2018	Actual 2018/2019	Actual 2019/2020	Actual 2020/2021	Revised 2021/2022	Original 2022/2023
UNDER / (OVER) ALLOCATION	(279,696)	(43,992)	1,093,286	2,429,486	(507,930)	(913,345)
% UNDER / (OVER) ALLOCATION	-1.25%	-1.21%	4.54%	9.37%	-1.92%	-3.44%
Learning Opportunities Grant	80,002					
COVID-19 Learning Recovery Fund		-	-	-	-	384,989
Local Priorities (non sped ed allocation) - CUPE 1 IAW, 6.78 EA		167,835				
Rural Education Strategy	199,694		-	-	-	-
		-	-	-	-	-
Under / (Over)	-	123,843	1,093,286	\$ 2,429,486	\$ (507,930)	\$ (528,356)

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

Projected for September 1, 2022 to August 31, 2023 (as per Original Estimates).

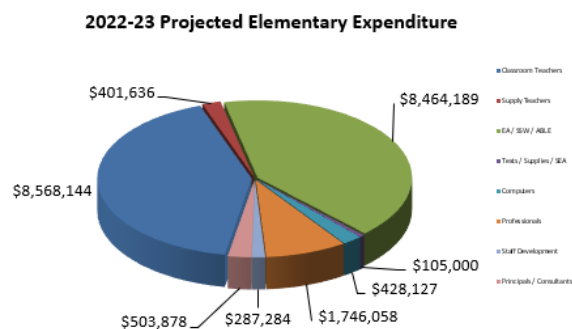
Special Education Projected Funding:

Item	Value
SEPPA	\$ 10,741,008
SEA	\$ 826,647
DSENA	\$ 9,955,205
Section 23	\$ 443,465
SIP	\$ 2,802,404
Behavioural Expertise	\$ 371,217
Local Priorities	\$ 1,192,133
Partnership & Priority Funding	\$ 225,600
TOTAL ALLOCATIONS	\$ 26,557,679



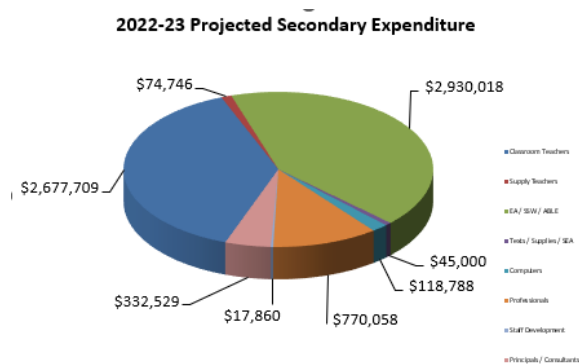
Elementary Projected Expenditure:

Item	Value
Classroom Teachers	\$ 8,568,144
Supply Teachers	\$ 401,636
EA / SSW / ABLE	\$ 8,464,189
Texts / Supplies / SEA	\$ 105,000
Computers	\$ 428,127
Professionals	\$ 1,746,058
Staff Development	\$ 287,284
Principals / Consultants	\$ 503,878
TOTAL ELEMENTARY	\$ 20,504,316



Secondary Projected Expenditure:

Item	Value
Classroom Teachers	\$ 2,677,709
Supply Teachers	\$ 74,746
EA / SSW / ABLE	\$ 2,930,018
Texts / Supplies / SEA	\$ 45,000
Computers	\$ 118,788
Professionals	\$ 770,058
Staff Development	\$ 17,860
Principals / Consultants	\$ 332,529
TOTAL SECONDARY	\$ 6,966,708
TOTAL EXPENDITURE (Less Foundation)	\$ 27,471,024



III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

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 operational procedures to identify each child's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. These procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life.

Procedures for Early and Ongoing Identification

The Catholic District School Board of Eastern Ontario procedures for early and ongoing identification of each child's level of development, early learning abilities and needs will be identified through the Board's early identification procedure and ongoing educational and/or special education assessments. Phonological Awareness Screeners, PM Benchmarks, CASI, OWA, or specific special education assessments can be used by classroom teachers in collaboration with the Special Education Resource Teachers and the school-based team. Assessments can be used to help teachers identify students' education needs and to determine interventions, programs or services required to support their 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 could include plans for success, learning plans, accommodations, resource teacher support, and an IEP.

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

- d) In consultation with parents, outside agencies may be consulted for testing and programming purposes. (e.g., Child and Youth Mental Health services, Local Health Integration Network, Public Health Integration Network, Kids Inclusive, CHEO, 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) 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. 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 number 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.

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.

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

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 S-LP teams 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, psychological associate or SL-P also attend 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.

When considering a referral to the Speech-Language Pathologist, schools are asked to contact their Speech-Language Pathologist directly to determine what type of assessment is warranted (e.g., literacy, oral language, or speech only). School teams are provided with a consent package to be sent home which includes a parent questionnaire, parent consent form, and privacy statement. Prior to the beginning of the assessment, verbal and written consent from parent(s)/guardian(s) is required.

For Speech and Language assessments, the school team and Speech and Language Pathologist (S-LP) discuss students to be referred, and together prioritize assessments. The Special Education Resource Teacher (SERT) or classroom teacher contacts the parent(s)/guardian(s), to ask permission to send home a referral package. Once the referral package is completed by school and parent(s)/guardian(s), it is returned to the Speech-Language Pathologist. The S-LP contacts the parent(s)/guardian(s) 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 parent(s)/guardian(s) to schedule an appointment to review the assessment findings. At the meeting, the parent(s)/guardian(s), 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

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

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, or Consultant.
	OR
	If a referral is not appropriate at the time, other options, and recommendations are 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 an IPRC, and an IEP is developed, or an existing IEP is revised, to address the strengths and needs of the individual student.

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Private Assessments

If parent(s)/guardian(s) choose to arrange for, and pay for a private assessment, they are encouraged to have the assessment conducted by a regulated health professional (e.g., 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 a formal identification will be established through the IPRC process. Parent(s)/guardian(s) are encouraged to provide permission to share the assessment results with the Board's Psychology Department, so that these professionals can assist parent(s)/guardian(s) and the school team in the interpretation of the report.

Primary Literacy Assessment and Intervention

Our Board has an 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 S-LP team's development and use of an *Oral Language and Early Literacy Assessment* has facilitated teachers' ability to identify the learning strengths and needs of the students, effectively group students for differentiated instruction, and link results to classroom programming. Use of the *Oral Language and Early Literacy Assessment* has also supported teacher's abilities to communicate the literacy achievement of 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.

Approach to Primary 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 to teachers of students struggling with early reading. 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*.

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

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 an 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 assessments created for identified students and support school teams in deciding which students may benefit from an 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 enhanced their ability to score and understand the results of data specific to the students, which is resulting in noticeable improvements in student achievement.

Accomplishments:

- The number of K- 4 students who required and received an assessment in the 2021/2022 school year was 438 of the 539 total assessments completed. This was 3.25% 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 can 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 *Oral Language and Early Literacy Assessment* 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 *Oral Language and Early Literacy Assessment* easy to understand and could readily identify their child's strengths and needs.

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Sustainability:

- Literacy improvements are monitored by administration of educational assessment measures. Grade Three and Grade Six EQAO results for our previously identified primary students are also reviewed to ensure improved literacy achievement over time.
- Consultants support and facilitate the educational interpretations and utilization of the *Oral Language and Early Literacy Assessment*.
- Ongoing professional development opportunities are 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 the educational assessment data that they have 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 and informed 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 *Oral Language and Early Literacy Assessment* 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.

IV: IDENTIFICATION, PLACEMENT AND REVIEW

In 2021-2022 **1587** IPRC's were held across our system of which **226** 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?

The IPRC will:

- decide whether 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
 - 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?

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

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

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.

IV: IDENTIFICATION, PLACEMENT AND REVIEW

What is an IEP?

The IEP must be developed for the student, in consultation with the parent. It 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 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.

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(s)/guardian(s) receives a copy of it.

How is an IPRC meeting requested?

The principal of the student's school:

- must request an IPRC meeting for the student, upon receiving a parent(s)/guardian(s) written request;
- may, with written notice to the parent(s)/guardian(s), 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.

Within 15 days of receiving a parent(s)/guardian(s) request, or giving parent(s)/guardian(s) notice, the principal must provide parent(s)/guardian(s) with a link to the Special Education A Guide for Parents document and a written statement of approximately when the IPRC will meet.

May parent(s)/guardian(s) attend the IPRC meeting?

Regulation 181/98 entitles parent(s)/guardian(s) and pupils 16 years of age or older:

- to be present at and participate in all committee discussions about the student; and
- to be present when the committee's identification and placement decision is made.

Who else may attend an IPRC meeting?

- 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)/guardian(s) representative – that is, a person who may support the parent(s)/guardian(s) or speak on behalf of the parent(s)/guardian(s) or the student and

IV: IDENTIFICATION, PLACEMENT AND REVIEW

- an interpreter if one is required. (Parent(s)/guardian(s) may request the services of an interpreter through the principal of the student's school.)

Who may request that they attend?

Either the parent(s)/guardian(s) or the principal of the student's school may make a request for the attendance of others at the IPRC meeting.

What information will parent(s)/guardian(s) receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC will provide parent(s)/guardian(s) 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 parent(s)/guardian(s) of the date, time, and place of the meeting, and it will ask parent(s)/guardian(s) to indicate whether they will attend or not.

If the IPRC meeting is a review and the student is in a regular class placement which is going to continue, then parent(s)/guardian(s) may choose to sign the letter to "dispense" with the review meeting. Although this strategy is strongly discouraged.

Before the IPRC meeting occurs, parent(s)/guardian(s) 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.

What if parent(s)/guardian(s) are unable to make the scheduled meeting?

If the parent(s)/guardian(s) are unable to make the scheduled meeting, they may:

- 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(s)/guardian(s), 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.

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 the student. The members will:
 - 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 parent(s)/guardian(s) 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 they are 16 years of age or older.

IV: IDENTIFICATION, PLACEMENT AND REVIEW

- 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)/guardian(s) request or at the request of the student, if the student is 16 years of age or older.
- parent(s)/guardian(s) 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 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 parent(s)/guardian(s) preferences. If, after considering all 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 parent(s)/guardian(s) preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

If the committee decides that the student should be placed in a special education class, it must 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 the student as exceptional;
- where the IPRC has identified the student as exceptional,
 - 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;
- whether the IPRC has decided that the student should be placed in a special education class, the reasons for that decision.

What happens after the IPRC has made its decision?

- If parent(s)/guardian(s) **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 parent(s)/guardian(s) **agree** with the IPRC identification and placement decisions, the board will promptly notify the principal of the school which special education program is to be provided and of the need to develop an Individual Education Plan (IEP) for the student.

IV: IDENTIFICATION, PLACEMENT AND REVIEW

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

- 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(s)/guardian(s), dispensing with the annual review.
- Parent(s)/guardian(s) may request a review IPRC meeting any time after the student has been in a special education program for 3 months.

What does a review IPRC consider and decide?

- With parent(s)/guardian(s) 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 continue or whether a different decision should be made.

What can parent(s)/guardian(s) do if they disagree with the IPRC decision?

- If parent(s)/guardian(s) **do not agree** with either the identification or the placement decision made by the IPRC, they may:
 - 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:
Ms. Laurie Corrigan
Director of Education
Catholic District School Board of Eastern Ontario
Box 2222, 2755 Highway 43
Kemptville, ON K0G 1J0.
- If parent(s)/guardian(s) **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.

If parent(s)/guardian(s) do not consent to the IPRC decision but they do not appeal it, the board will instruct the principal to implement the IPRC decision.

How do I appeal an IPRC decision?

If parent(s)/guardian(s) 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:

Ms. Laurie Corrigan
Director of Education
Catholic District School Board of Eastern Ontario
Box 2222, 2755 Highway 43
Kemptville, ON K0G 1J0.

IV: IDENTIFICATION, PLACEMENT AND REVIEW

The notice of appeal must:

- indicate the decision with which they disagree; and
- include a statement that sets out their 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 the parent(s)/guardian(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(s)/guardian(s).
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after they have been selected (unless parent(s)/guardian(s) 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(s)/guardian(s), and the student, if they are 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:
 - 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(s)/guardian(s) 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(s)/guardian(s) may accept the decision of the school board or they may appeal to a Special Education Tribunal. The parent(s)/guardian(s) 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.

What special education programs and services are provided by the board?

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 their spiritual, physical, intellectual, and social potential. It is the Board's belief that the most desirable placement for children is the regular classroom with appropriate special education services. For those students whose needs cannot be met in a regular class setting, more intensive special education services are provided. The Board provides the following range of programs based on pupil need:

IV: IDENTIFICATION, PLACEMENT AND REVIEW

- 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

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.

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. parent(s)/guardian(s) 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.

What organizations are available to assist parent(s)/guardian(s) ?

Many parent(s)/guardian(s) organizations are available to provide information and support to parent(s)/guardian(s) of exceptional children:

- 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

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- eMental Health
www.ementalhealth.ca
- Epilepsy Ontario
www.epilepsyontario.org
- Family Alliance Ontario
www.family-alliance.com
- Fetal Alcohol Spectrum Disorder Ontario
<http://fasdon.ca>
- Groupe-action pour l'enfant, la famille et la communauté de Prescott-Russell
www.groupeaction.ca
- Integration Action for Inclusion in Ontario
<https://inclusionactionontario.ca>
- Learning Disabilities Association of Ontario
www.ldao.ca
- MS Society
<http://mssociety.ca>
- Ontario Association for Families with 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

How is the Special Education Advisory Committee involved?

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.

Is there more information available?

A copy of The Special Education Parent Guide is available online: www.cdsbeo.on.ca → Our Board → Departments → Special Education → Resource Downloads

V. EDUCATIONAL AND OTHER ASSESSMENTS

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. Teachers may also decide to use large-scale reading, writing and math assessments such as Phonological Awareness Screeners, 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 CDSBEO psycho-educational consultants, speech-language pathologists, and the supervising psychologist. The referral and consent process are outlined in Figure I, in section 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(s)/guardian(s). The assessment is completed at the school. A psycho-educational assessment report is written in consultation with the supervising psychologist. The psychologist/psych-ed. consultant/speech-language pathologist contacts 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(s)/guardian(s), classroom teacher, principal/vice-principal of the school, and the SERT. 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.

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

Parent(s)/guardian(s) and school personnel regularly refer for direct service and/or consultation with staff from the Special Education Department 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

V. EDUCATIONAL AND OTHER ASSESSMENTS

result 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

Qualifications	Name of Test
<ul style="list-style-type: none"> • Ph.D, C. Psych.. • M.A. • B.A <p>*Registration with the College of Psychologists of Ontario is required for C. Psych and C. Psych Associates, and unregistered M.A. and B.A. professionals must be supervised by a member of the College of Psychologists of Ontario.</p>	<ul style="list-style-type: none"> • Weschler Intelligence Scale for Children: Fifth Edition (WISC-V) • Weschler Adult Intelligence Scale: Fourth Edition (WAIS-IV) • Weschler Abbreviated Scale of Intelligence: Second Edition (WASI-2) • Woodcock Johnson Tests of Cognitive Abilities: Third Edition (WJ-III) • Test of Visual Perceptual Skills: Fourth Edition (TVPS-4) • Test of Auditory Processing Skills: Third Edition (TAPS-3) • Wide Range Assessment of Memory and Learning: Second Edition (WRAML-3) • Child and Adolescent Memory Profile (ChAMP) • Children's Auditory Verbal Learning Test: Second Edition (CAVLT-2) • Comprehensive Test of Phonological Processing: Second Edition (CTOPP-2) • Weschler Individual Achievement Test- Third Edition (WIAT-III) • Woodcock Johnson Tests of Achievement- Third Edition (WJ-III) • Wide Range Achievement Test-Fourth Edition (WRAT-4) • Key Math Diagnostic Assessment-3 (KeyMath-3DA) • Test of Written Language-Fourth Edition (TOWL-4) • Woodcock Johnson Diagnostic Reading Battery • PM Benchmark • Adaptive Behaviour Assessment System: Third Edition (ABAS-3) • Vineland Adaptive Behaviour Scales: Third Edition (VABS-3): Parent/Teacher Report Form/Youth Self-Report • Adolescent Anger Rating Scale • Conners 3 Assessment: Parent/Teacher/Self-Report • Conners Comprehensive Behaviour Rating Scales (CBRS) • Behaviour Rating Inventory of Executive Function: Second Edition (BRIEF-2): Parent/Teacher/Self-Report • Childhood Autism Rating Scale (CARS) • Autism Spectrum Rating Scale – Third Edition (ASRS-3) • Minnesota Multiphasic Personality Inventory – Adolescent: Revised (MMPI-A-RF) • Child Depression Inventory: Second Edition (CDI-2): Parent/Teacher/Self-Report • Patient Health Questionnaire (PHQ-9) • Generalized Anxiety Disorder-7: GAD-7 • Multidimensional Anxiety Scale for Children: Second Edition (MASC-2): Parent/Self-Report • Roberts Apperception Test: Second Edition (RAT-2) • Beery-Buktenica Developmental Test of Visual-Motor Integration-6

V. EDUCATIONAL AND OTHER ASSESSMENTS

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-3 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 APAT-Auditory Processing Abilities Test

V. EDUCATIONAL AND OTHER ASSESSMENTS

Qualifications	Name of Test
	<ul style="list-style-type: none"> • CVPT- Carolina vocabulary Picture Test: Measurement of American Sign Language Skills • OWLS-Oraland Written Language Scale • CELF-4/5 AND CELF-P2 • Brigance test of academic skills • ADT-Wepman Auditory Discrimination Test • Listening Inventory • PLSI-Pragmatic Language Scale Inventory • PLS-4: PreSchool Language Scale Test • PPVT- Peabody Picture Vocabulaty Tests • EOWPVT-EXPRESSIVE One Word Picture Vocabulary Test • MAVA-Montgomery Assessment of Vocabulary Acquisition- Receptive and Expressive Tests • SPIN: speech perception in noise test • LAT: LinguiSystems Articulation Test • Informal Inventory of Independence and Self-Advocacy Skills • SIFTER-screening instrument for Targeting Educational Risk-Deaf and Hard of Hearing

Assessment Administered By:
Classroom Teacher

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 • Phonological Awareness Screener • CASI • OWA • CBM (Curriculum Based Measurement) • Woodcock Johnson III • PRIME • ONAP • ABLLS

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

The Board continuously reviews its Special Education programs and services. Input is received from the Special Education Advisory Committee (S.E.A.C.) support staff, principals, teachers and parents. With the full support of S.E.A.C., the Board 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 parent(s)/guardian(s) or a staff member regarding a student, these steps will be followed:

- Discussion with parent(s)/guardian(s) 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(s)/guardian(s).
- 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(s)/guardian(s) 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(s)/guardian(s) 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

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

- Physical
- Multiple

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(s)/guardian(s) 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 the signed copy returned to the principal of the school.

Follow-up meetings may be held at the request of the school, parent(s)/guardian(s), 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.

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

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 are 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

Behavioural

Exception-ality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
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.
		Education Community Partnership Program (ECP)	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

Exception-ality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
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

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Exception-ality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
		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
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	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

Exceptionality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
		Exceptionality Programs			
		St. Luke, St. Matthew, St. Francis Xavier 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

Exceptionality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
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.
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.

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Exception-ality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
		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

Exception-ality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
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

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

Provincial Schools and Provincial Demonstration Schools:

- are operated by the Ontario 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, digital audio, 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 home visits for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

During the 2021-2022 academic year the Catholic District School Board of Eastern Ontario (C.D.S.B.E.O.) had one student 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 their special needs met as set out in their Individual Education Plan (IEP). School for the deaf:

- provides 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 2020-2021 academic year 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;

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

- 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
Milton, ON
L9T 2M5
Tel: (905) 878-2851
TTY: (905) 878-7195
Fax: (905) 878-5405

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

Schools for the Deaf

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

The Ernest C. Drury School
For the Deaf
255 Ontario Street South
Milton, ON
L9T 2M5
Tel: (905) 878-2851
TTY: (905) 878-7195
Fax: (905) 878-1354

School for the 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

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

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 2021-2022 academic year the Catholic District School Board of Eastern Ontario (C.D.S.B.E.O.) had one student enrolled at Sagonaska School.

The Demonstration Schools were established to:

- provide special residential education programs for students between the ages of 5 and 21 years.
- enhance the development of each student's academic and social skills.
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

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

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.

VIII. SPECIAL EDUCATION STAFF

Special Education Staff	Elem.	Sec.	Totals	Staff Qualifications
1. Teachers of exceptional students				
1.1 Teachers for resource-withdrawal programs	72.40	28.90	101.30	Special Education
1.2 Teachers for self-contained classes	15.00	13.00	28.00	Special Education
Subtotal	87.40	41.90	129.30	
2. Other special education teachers				
2.1 Itinerant teachers	1.30	0.70	2.00	Certified Teacher
2.2 Teacher diagnosticians				
2.3 Coordinators				
2.4 Consultants	3.00	1.00	4.00	Specialist, Special Education
2.5 Principals of Special Education	0.50	0.50	1.00	Principal, Part I & II
Subtotal	4.80	2.20	7.00	
3. Educational assistants in special education				
3.1 Educational assistants	118.84	43.11	161.95	College Degree/Diploma
4. Other professional resource staff				
4.1 Supervising Psychologist/Psychologists	0.50	0.50	1.00	<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 Doctoral Psychology Programs meeting Designation Criteria (ASPPB/National Register), •Licensed with The College of Psychologists of Ontario
4.2 Psychological Associate	0.50	0.50	1.00	<ul style="list-style-type: none"> •MA, Psych. Associate •Licensed with the College of Psychologists of Ontario
4.3 Psychologist	0.50	0.50	1.00	<ul style="list-style-type: none"> •Completion of a graduate degree, (Master or Ph.D.) in Psychology •Licensed with The College of Psychologists of Ontario
4.4 Psycho-Educational Consultants	1.0	1.00	2.00	<ul style="list-style-type: none"> •M.A. in Psychology

VIII. SPECIAL EDUCATION STAFF

4.5 Psycho-Behavioral Consultant			0.00	
4.6 Speech-language pathologists	4.60		4.60	<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
4.7 Communicative Disorders Assistant	1.00		1.00	<ul style="list-style-type: none"> •Post-secondary diploma or degree •College diploma in communicative disorders assistant
4.8 BCBA - ABA Specialist	2.40	2.60	5.0	<ul style="list-style-type: none"> • BA in Psychology combined with extensive experience in Applied Behavioral Analysis and Autism
4.9 Audiologists				
4.10 Occupational therapists	0.75	0.25	1.00	<ul style="list-style-type: none"> •MSc (OT) •Accredited by the Canadian Association of Occupational Therapists •Member of College of Occupational Therapists of Ontario
4.11 Physiotherapists				
4.12 Social workers				
4.13 Mental Health Leader				
4.14 Mental Health & Addictions Regulated Professional	2.00	2.00	4.00	<ul style="list-style-type: none"> • Baccalaureate in Health Regulated Field • Post-Graduate certificate in Mental Health & Addictions
Subtotal	14.25	6.35	20.60	

VIII. SPECIAL EDUCATION STAFF

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 (Safe Schools)				
5.8 Student Support Workers	11.50	10.00	21.50	Specialist Degree/Diploma
5.9 Itinerant Student Support Worker/ABLE**	12.00		12.00	Specialist Degree/Diploma
<i>Subtotal</i>	23.50	10.00	33.50	
	248.79	103.56	352.35	

IX. STAFF DEVELOPMENT

The overall goal of the Special Education staff development plan is to provide opportunities for on-going professional development in current research and Ministry initiatives, 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 Ability Benevolence Liberty Empowered (ABLE 2) and now serve the regions of Ottawa, Prescott-Russell and Stormont, Dundas & Glengarry. KidsInclusive has two Ministry of Children and Youth Services funded FASD Workers– one full time worker servicing Lanark and one full time worker servicing Leeds and 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, Climate 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.

IX. STAFF DEVELOPMENT

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, and behaviours or 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 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.

IX. STAFF DEVELOPMENT

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.

Currently most permanent Educational Assistants and Student Support Workers have completed ABA level 1 and 2. Funding 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 have 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.

IX. STAFF DEVELOPMENT

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 2021-2022 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 2021-2022 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), Education Community Partnership Programs 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.

Violence Threat/Risk Assessment Training/Protocol

CDSBEO staff have 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

IX. STAFF DEVELOPMENT

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

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

IX. STAFF DEVELOPMENT

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*,

IX. STAFF DEVELOPMENT

Assessment, Differentiated Instruction, Flexible Grouping, Critical and Creative Thinking and Universal Design for Learning.

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.

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 placed additional focus on our Special Education classes (MEP, Living & Learning, School-to-Community) and Education Community Partnership Programs. 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.

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, Read & Write, and Microsoft Teams.

Our interactive AT Sessions and live webinars enable staff to connect with the Assistive Technology Consultant 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

Due to COVID-19 and the supply teacher shortage, professional development was offered after hours on a voluntary basis. Eight Administrators completed the Special Education for Administrators – Additional Qualifications Course (SEA AQ). As part of

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the ongoing professional development plan for CDSBEO, to date, 35 administrators have completed the SEA AQ course.

Staff Development 2021-2022

The Special Education Department offered Professional Development through the TEAMS platform.

Description	Date
Core Addiction Practice Training (2 days) for IAWs, SSWs, and teaching staff	August 16, 2021
Decodable books	August 31, 2021
Kids in the Know Program Training for IAWs and SSWs	September 1, 2021
Kids in the Know Program Training, BCC's provided training to school principals and SSWs	September 1, 2021
Basic Principles of ABA, St. Francis Xavier HS, Hammond	September 2, 2021
Supporting Students in MEP, St Francis Xavier, Hammond	September 2, 2021
Measuring Behaviour and Data Collection, St. Francis Xavier, Hammond	September 3, 2021
Functional Academics and Vocational Skills for High School Students in MEP Programs, St. Francis Xavier, Hammond	September 3, 2021
Vision and Hearing Support	September 15, 2021
Conditioned Reinforcement: Building Positive Relationships, St. Francis Xavier, Hammond	September 21, 2021
Navigating The Special Education Module of Aspen Session #1	September 22, 2021
Executive Function, SEAC	September 26, 2021
Navigating The Special Education Module of Aspen Session #2	September 29, 2021
Using Student Motivation to Increase Engagement in the Classroom, St. Francis Xavier, Hammond	October 5, 2021
Supports and Expectations, elementary SSW and IAW meeting	October 6, 2021
PEERS, training Session to Connectwell, Carleton Place	October 21, 2021
Keys to Supporting Challenging Behaviour by Managing Our Own Response, St. Francis Xavier, Hammond	October 26, 2021
BMS Full Certification Training Session	October 26, 2021
PEERS, parent session, St. Mary's HS	October 27, 2021
Practice Together. Learn Together. Reviewing the Principles of BMS, St. Francis Xavier, Hammond	November 9, 2021
Social Story Writing, St. Anne's	November 24, 2021
BMS training delivered to Education Workers	November 26, 2021
Supporting Students with ADHD and Attention Difficulties, provided for Education Workers	November 26, 2021
A Word in the Hands-Basics in ASL for all Educators	November 26, 2021
ABA Reinforcement and Antecedent Strategies, St. Joseph, Gananoque	December 1, 2021
Navigating The Special Education Module of Aspen Session #3	December 2, 2021

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New SERT Training	December 8, 2021
Special Education 101: An Overview for Non-Qualified Teachers	December 8, 2021
PEERS Information for Parents, St. Matthews, Cornwall	December 10, 2021
New SERT Training	December 15, 2021
Self-Regulation, St. Johns HS, Perth	December 18, 2021
Introduction to Davet Syndrome, St Francis Xavier, Hammond	January 3, 2022
Mindfulness Training, St Francis Xavier, Hammond	January 3, 2022
Safe Practices When Supporting Children with Behavioural Needs, St. Francis Xavier, Hammond	January 4, 2022
ABA Basic Concepts, Bishop Macdonell	January 10, 2022
Developing Modified Goals, Diagnosis vs Identification for IPRCs for SEA AQ Participants	January 11, 2022
Resource Information and Scheduling Ideas, delivered to travelling IAWs	January 13, 2022
Structured Teaching, Mother Teresa, Russell	January 19, 2022
Social Behavioural Mapping, St. Thomas Aquinas, Russell	January 20, 2022
Reinforcement, St. Patrick, Rockland	January 21, 2022
A Deeper Understanding of Behavioural Change	February 1, 2022
Relationship Building with Students with a Diagnosis of ASD	February 1, 2022
Supporting Students with ADHD and Attention Difficulties, provided for Education Workers	February 1, 2022
Creating Accessible Content with Office Lens and OCR	February 1, 2022
Essential Ways to Support Students with Vision Loss	February 1, 2022
Visuals Tell the Story: Using Visual Supports in the Classroom, St. Francis Xavier, Hammond	February 8, 2022
Hearing and Vision Presentation, SEAC	February 23, 2022
Working through bumps and humps: Successful transitions St Francis Xavier HS Hammond	March 1, 2022
Everybody Poops: Supporting students During Bathroom Routines, St. Francis Xavier, Hammond	March 8, 2022
Relationship Building with Students with a Diagnosis of ASD, J.L. Jordan	March 10, 2022
IPRC Training Session #1	March 23, 2022
Navigating the Waters of SEA	March 30, 2022
Vision and Hearing (ongoing through school year)	March 30, 2022
Basic ABA for Kindergarten Teachers, St. Joseph, Gananoque	April 6, 2022
Deaf/HH: Designing Language Assessment, Public School Board- Ministry of Education	April 8, 2022
PEERS Information for Parents, Notre Dame CHS, Carleton Place	April 13, 2022
Hello - Are They Listening? Tips to Support Students Following Directions	April 13, 2022
Teams Page for Special Education Programs	April 20, 2022
IPRC Training Session #2	April 28, 2022
Developing and Updating a Plan for Success and Safety Response, delivered to IAWs and SSWs	May 27, 2022

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Hearing & Vision Resource Presentation	May 27, 2022
BMS Full Certification Training Session	MAY 27, 2022

Projected Staff Development 2022-2023

Staff development for the upcoming 2022-2023 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. The Speech Language Pathologists will continue to promote and educate school teams on the 'Science of Reading'.

A variety of workshops and in-services designed to support Administrators, Resource Teachers, Educational Assistants, Student Support Workers, Itinerant ABLE Workers, and Classroom Teachers will be offered throughout the school year. Special Education for Administrators – Additional Qualifications Course will be offered for a third time.

X. EQUIPMENT

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 Special Education Board Personnel, the file is reviewed to ensure that:

- An assessment report and recommendation 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/ board if possible
- Reallocation of existing SEA equipment available at the board
- 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 2021-2022	# of Items	TOTAL	BOARD	SEA FUNDED
Requests May 1, 2021 – April 30, 2022				
• Computers or Tablets	96	\$8,373.02		\$8,373.02
• Computer Peripherals	105	\$4,532.90		\$4,532.90
• Software	14	\$730.28		\$730.28
SEA Per Pupil Technology Total	215	\$13,636.20		\$13,636.20

SEA EQUIPMENT 2021-2022	# of Claims	TOTAL	BOARD	SEA FUNDED
Adaptive Snow Sleds		1,101.66		
Change Tables		5,835.51		
Floor Sitter		2,451.00		
Hearing Equipment, supports		46,509.11		
Lifts, Slings, etc.		22,896.48		
Pacer, Walkers		18,869.75		
Sensory Items		36,656.44		
Specialized Chairs (activity, posture, etc.)		30,776.82		
Specialty Items (dishes, utensils, etc.)		1,041.53		
Standing Frames, Stenders		18,534.88		
Toileting System		3,594.15		
Tricycles, EZYRoller		51,305.63		
Vision Equipment, supports		2,724.51		
Wheelchairs, accessories		3,325.00		
Claims-Based Purchases Total (see above for cost breakdown, per item)	45	\$245,622.47	\$ 36,000.00	\$209,622.47

GRAND TOTAL		\$259,258.67	\$36,000.00	\$223,258.67
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XI. ACCESSIBILITY OF SCHOOL BUILDINGS

The information contained in this section of the Plan, is the multi-year Capital Expenditure Plan for improving accessibility to schools. In September 2003, the Board approved its Ontarians with Disabilities Act report in which barriers were identified and a multi-year plan to eliminate these barriers was approved. See Multi-Year Accessibility Plan for the period January 2021 to January 2025 in Appendices Section. Also is available through the CDSBEO website – [Accessibility – Catholic District School Board of Eastern Ontario – CDSBEO](#)

2021-2022 AODA Projects Planned	
Holy Name of Mary, Almonte – AODA ramp off the basketball court area	
St. Finnan, Alexandria – AODA upgrade to washroom downstairs – South hallway	\$161,572.00
St. John Elementary, Perth – Repair to railings at entrances	\$1,226.00
Cornwall Board Office – Replacement of both sets of front doors for accessibility to office at St. Joseph CSS	\$189,679.00
Total	\$ 352,477.00

2020-2021 AODA Projects Completed	
▪ St. Finnan's, Alexandria –Engineering for washroom downstairs – South hallway	\$5,750.00
▪ St. Joseph CSS, Cornwall – ceiling track lift – needs to hold 3000 psi	\$103,488.00
▪ St. Joseph CSS, Cornwall – addition of doors out East side by large gymnasium	\$16,679.00
▪ Cornwall Board Office - Replacement of both sets of front doors for accessibility to office and St. Joseph CSS – <i>carried over</i>	
▪ St. Mark CS Prescott - new concrete slab to replace interlocking	\$24,008.00
▪ St. Joseph CS, Toledo – concrete slab	\$8,857.00
▪ Our Lady of Good Counsel CS – concrete slab	\$7,294.00
▪ St. John CHS, Perth – replace ramp with non-slip material	\$4,079.00
▪ St. Mary CHS, Brockville – replace pavers in courtyard with concrete slab	\$34,896.00
▪ St. Edward's - Re-pave uneven section in front of school	\$249,332.00
Total	\$454,383.00

2019-2020 AODA Projects Completed	
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XI. ACCESSIBILITY OF SCHOOL BUILDINGS

▪ St. Francis Xavier, Brockville: Renovate washroom on 1 st Floor	\$1,953.26
▪ St. Luke CHS, Smiths Falls: Replace pavers to concrete slab at Main Entrance	\$45,604.22
▪ St. Michael CHS, Kemptville: Purchase & Installation of Portable Emergency Evacuation Chair in Cabinet	\$3,000.00
St. Patrick, Rockland: provide a new ramp at the end of Portable Link	\$29,041.53
St. Anne CS, Cornwall: accessible washroom modification	\$47,583.97
Total	\$127,182.98

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 and 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 doors to 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	\$322,200.00

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

XII. TRANSPORTATION

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 319 students at a cost of approximately \$2,472,959.

The numbers for 2017-2018 have been revised to reflect the updated cost associated with a transportation arbitration settlement with bus operators. Special Education transportation costs are higher in 2019-20 to 2021-22 due to COVID-19 safety protocols. Additional costs were incurred for the enhanced sanitization of transportation.

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 student dysregulation causes transportation to become unsafe, or where students participate in a specialized Special Education class/program, Special Transportation arrangements are made to provide transportation.

XII. TRANSPORTATION

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

In addition, students who participate in Education and Community Partnership Programs 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 Ontario Ministry of Transportation as meeting their safety requirements. These vehicles are regularly inspected by Ministry of Transportation 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.

2021-22 Estimated:

Vehicle Type	# of Students	Cost (\$)
Vans	211	1,613,538
Buses	69	447,568
Wheelchairs	39	393,167

2020-21 Revised:

Vehicle Type	# of Students	Cost (\$)
Vans	141	1,468,381
Buses	68	385,025
Wheelchairs	54	277,064

XII. TRANSPORTATION

2019-20 Revised:

Vehicle Type	# of Students	Cost (\$)
Vans	165	1,089,496
Buses	56	294,139
Wheelchairs	31	217,534

2018-19 Revised:

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

2017-18 Revised:

Vehicle Type	# of Students	Cost (\$)
Vans	106	1,206,269
Buses	75	279,407
Wheelchairs	20	275,145

XIII. COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

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
- Education Community Partnership Program
- 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, community partners 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 Maltby Centre
- Staff from Lanark Community Programs
- Speech Pathologists from Words In Bloom/Language Express
- Home and Community Care Services therapist or nurse
- Kids Inclusive Kingston
- Staff from Ottawa Children's Treatment Centre
- Therapist from CHEO-Autism Intervention Program (AIP)
- Teacher from a Provincial School or other school board
- Other, such as a medical doctor etc.

XIII. COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

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 parent(s)/guardian(s) 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 their current community setting.

Third Party Assessment Reports:

Parent(s)/guardian(s) may 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. Schools 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

Education Community Partnership Program (ECP) and Turning Points Program

The focus of the ECP 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 responsible for Special Education and a referral package is completed and shared with an

XIII. COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

admissions committee to determine appropriate suitability. Ongoing participation with a mental health partner is required.

During a placement, staff from the ECPP 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 service.

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 Practitioner	Case Conferencing
Assistance with mobility	E.A.	Assessment by qualified practitioner	Qualified Practitioner	As directed by qualified Practitioner	Case Conferencing
Feeding	LHIN – G tube, E.A. – other	Assessment by qualified practitioner	Qualified Practitioner	As directed by qualified Practitioner	Case Conferencing
Toileting	E.A.	Assessment by qualified practitioner	Qualified Practitioner	As directed by qualified Practitioner	Case Conferencing
Behaviour	School Board Behaviour Crisis Consultant, Itinerant Workers, EAs, SSWs	Student 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

XV. SPECIAL EDUCATION ADVISORY COMMITTEE

SPECIAL EDUCATION ADVISORY COMMITTEE MEMBERS 2021-2022

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TOM JORDAN

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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, along with the Superintendent and Principal of Special Education, ensures that the unique strengths and needs of all students are met, including students with First Nation, Métis and Inuit ancestry.

S.E.A.C. members are provided access to an online orientation/information TEAMS page.

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 2021-2022 school year were held on the following dates:

September 1, 2021	November 24, 2021 (2)	April 20, 2022
September 29, 2021	January 26, 2022	May 25, 2022
October 27, 2021	February 23, 2022	June 6, 2022
November 24, 2021 (1)	March 30, 2022	

The standard location and time for S.E.A.C. meetings are: 6:00 p.m.
Throughout the year, meetings were held virtually, via TEAMS.

[Special Education Advisory Committee – Catholic District School Board of Eastern Ontario – CDSBEO](#)

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

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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 2021-2022 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 concerns that they wished to discuss pertaining to special education in the Catholic District School Board of Eastern Ontario.

In 2021-2022 the following recommendations were made and addressed:

- That the following Goals/Priorities be established for the 2021-22 school year:
 - To continue SEAC meetings virtually in the Fall - *Completed*
 - Advise Special Education training to SEAC representatives on Catholic School Council - *Completed*
 - Coordinate communications to families regarding Mental Health initiatives and support services - *Completed*
- Topics for presentations for 2021-2022 school year:
 - Student Re-engagement, presentation by Heather Gerber, Superintendent of School Effectiveness
Completed, September 1, 2021
 - Executive Functioning, presentation by Victoria Storaas, Applied Behaviour Analysis Expertise Professional
Completed, September 29, 2021
 - Behaviour Management Systems (BMS), presented by Cindy Scott, Behaviour Crisis Consultant
Completed, October 27, 2021
 - Notre Dame Greenhouse project & CPCO Magazine, presented by Pascale Michaud, Vice-Principal, Notre Dame CHS, and Heather Gerber, Superintendent of School Effectiveness
Completed, November 24, 2021

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- Human Trafficking, presented by Kelley Beale, Office of the Children's Lawyer, Ministry of the Attorney General
Completed, January 26, 2022
- Vision and Hearing, presented by Lori Murphy, Deaf and Hard of Hearing Teacher, and Debbie Balog, Hearing and Vision Resource Teacher
Completed, February 23, 2022
- Student Re-engagement Follow-Up with Principal Panel – presented by Pam Dunk, Behaviour Crisis Coordinator, Walter MacDonald, Principal, St. Matthew CSS, Cornwall, Angela McNamee, Principal, St. Francis Xavier CHS, Hammond, and Laurie Reesor, Vice-Principal, St. Mary CS, Carleton Place
Completed, March 30, 2022
- The Joy of Being Part of a School Board: From a Staff Perspective, presented by Sandra O'Doherty, Board Certified Behaviour Analyst
Completed, April 20, 2022
- Finance and Expenditures, presented by Ashley Hutchinson, Superintendent of Business & Treasurer, and Traci Bloomfield, Manager of Finance
Completed, May 25, 2022
- Report to the Ministry of Education, presented by Heather Gerber, Superintendent of School Effectiveness and Renée Rozon, Principal of Special Education
Completed, June 6, 2022
- That the following Goals/Priorities be established for the 2022-23 school year:
 - Continue SEAC meetings virtually in the Fall
 - Advise SEAC representatives on Catholic School Council of CDSBEO staff professional development opportunities taking place throughout the school year
 - Coordinate communications to families regarding Mental Health initiatives and support services
- Topics for presentations for 2022-2023 school year:
 - Land Acknowledgments, August 31, 2022
 - Supporting Exceptional Learners Through Technology
September 28, 2022
 - Transitional Planning, IEP, grade 8 to grade 9, and grade 12 to community
 - Kids in Care

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In 2020-2021 the following recommendations were made and addressed:

- That the following Goals/Priorities be established for the 2020-2021 school year:
 - A feedback session to discuss what we have learned and what we should continue moving forward in terms of SEAC (eg., daily virtual PD, alternate learning environments, consider moving January and February meetings to virtual meetings). -Completed
 - Tap into Catholic School Councils and getting staff involved. – Completed
 - Record meetings to share with community
- Topics for Presentations for 2020-2021 school year
 - Dual credit – Presentation by Liz McCormick, (Curriculum Consultant, CDSBEO), Dan Lortie (Career Counsellor, CDSBEO) - Completed, March 31, 2021
 - Trauma -Presentation by Janet Carioni (Occupational Therapist – CDSBEO) – Completed, October 28, 2020
 - BMS Training
 - Self-regulation - Presentation by Vicki Storaas, (ABA Expertise Professional, CDSBEO) – Completed, November 25, 2020
 - Executive Functioning
 - Vision and Hearing
 - How Special Education Students are Supported Virtually – Presentation by Julie Marshal (EA), Sandra Theobald (Teacher), Jennifer Lynne Dubois (EA), Christine Bryce (IAW), Diana Allan (Teacher), Jodi Herrgott (EA), and Judy Legault (Teacher) – CDSBEO - Completed, September 30, 2020
 - SLP Science of Reading – Presentation by Tiffany Kalsi & Samantha Vidoni, CDSBEO – Completed, January 27, 2021
 - Planet Youth presentation
 - Student Success (on-line modules on careers and trades, my blueprint, co-op)
 - Anxiety
 - Supporting Mental Health during COVID-19 – *Presentation by Michelle Neville, CDSBEO – Completed August 26, 2020 meeting*
 - Sharing Changes in the Child-welfare System – *Presentation by Tom Jordan & Cathie Knapp-Fisher (Family and Children's Services of Lanark, Leeds and Grenville) – Completed during the March 3, 2021 meeting*
 - Special Education for Administrators –*Presentation by Superintendent Heather Gerber, CDSBEO, Completed during the April 21, 2021 meeting*

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- Accessibility for Ontarians with Disabilities Act (AODA) Report – *Presented by Superintendent Heather Gerber, CDSBEO, Completed during the May 12th, 2021 meeting*
- CDSBEO's New OurSCHOOL Survey – *Presented by Norma McDonald, Superintendent of School Effectiveness, Completed during the May 12th, 2021 meeting*
- CDSBEO Special Education Funding and Expenditures 2020-2021 – *Presented by Bonnie Norton, Associate Director of Education & Treasurer, and Ashley Hutchinson, Manager of Finance, Completed during the May 31st, 2021 meeting*

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
- 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.

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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, 2021-22 and the accompanying staffing and budget recommendations included, as presented."

Motion by: Susan Wilson



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, 2021-2022, for the submission to the Ministry of Education and the accompanying recommendations included as presented on Tuesday June 7th, 2022.

Approved by: Sue Wilson

Seconded by: Karen McAllister



Todd Lalonde
Chair of the Board

APPENDICES

- **Parent Guide for Special Education Services**
- **Roles and Responsibilities in Special Education**
- **Categories and Definitions of Exceptionalities**
- **Acronyms – Special Education Department**
- **Building Resilient Students with Positive Mental Health**
- **Multi-Year Accessibility Plan**
- **Protocol for Partnership with External Agencies**