

Report to the Ministry of Education on the Provision of **Special Education Programs & Services**



Submitted by: The Catholic District School Board of Eastern Ontario

June 2024

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

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SECTION 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 (SEAC) 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 2024-2025 to be an addendum to the 2023-2024 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 SEAC 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 SEAC meeting minutes, identifying timelines for consultation and opportunities for input into the plan. Parents are encouraged to attend SEAC meetings and to provide input into the plan.

September 2023 – June 2024:

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 SEAC meetings.
2. SEAC members were encouraged to review the report and raise questions during these meetings.
3. Recommendations from SEAC members were recorded and included in the report.
4. A copy of the Annual Plan 2024 was presented to the Board at the May 24, 2024 and June 18, 2024, 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 the 2024-2025 school year.

SECTION II. PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

PROGRAMS AND SERVICES MODEL

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) Excellence is extended across the board to all schools and students.
- 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.

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 of students who have an IEP are partially integrated or fully integrated in self-contained programs for some or part of their day. Most of these students spend a portion of their day in a regular classroom. Some of our older students can also be 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. In secondary, students can choose to do a Specialist High Skills Major in construction, hospitality or hairdressing. St. Francis Xavier Catholic High School offers a Grade 9/10 Foundations program which focusses on numeracy and literacy.

There are 32 individual self-contained half or fulltime classes offered by Special Education Classroom Teachers (SECT) in the other elementary and secondary schools within the Board.

- 23 Mixed Exceptionality Programs (MEP)
- 1 ASD Classroom (Cornwall)
- 5 Turning Points Programs (Grades 7 to 12)
- 3 ECPP Classrooms (Brockville, Hammond, and Cornwall)

MEP classrooms contain a variety of students who have mixed exceptionalities. MEP classrooms focus on building social, emotional, and behavioural skills. The School to Community Program supports functional and life skills, and transitions for students who have an intellectual and/or developmental delay.

Students' regular programs can be modified and 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 needs, a specialized program placement is considered. In most cases, a regular classroom placement with access to specialized programming for part of the day is appropriate.

The Board has reviewed and established criteria for the identification and placement of exceptional students to use consistently across the Board, which are 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 with an IPRC ranges from 3.4% - 21% in most schools and 100% of the students at St. Luke CHS and St. Matthew CSS.

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 in order for all teachers to meet the range of needs of the students in their classrooms. Ensuring excellence for all students is dependent on teachers modifying and accommodating for students' needs by designing and delivering programs which are based on the principles of Universal Design for Learning and Differentiated Instruction.

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

STAFFING RECOMMENDATIONS

1. Increase of 5.25 FTE Special Education Teachers.
2. Increase of 16.7 FTE permanent Educational Assistants
3. Decrease of 1.0 FTE Speech Language Pathologist
4. Decrease of 1.0 FTE BCBA
5. Increase of 1.0 FTE BCBA Lead
6. Decrease of 1.0 FTE ABA Expertise Professional
7. Decrease of 1.0 FTE BCaBA
8. Increase of 2.0 FTE Intensive Support Workers
9. Implementation of the Special Education staffing allocation for each school according to the needs identified by school teams and Special Education staff which are reviewed by the Principal of Special Education.

SPECIAL EDUCATION FUNDING

The Special Education Fund is one of six funds within the Core Education Funding provided to school boards by the Ontario Ministry of Education. The Special Education Fund supports positive outcomes for students with special education needs. This funding is for the additional costs of the programs, services, and/or equipment these students may require.

In addition to Special Education Fund provided as part of Core Education Funding, the special education department also receives the following funding:

- Support for Students Funds are negotiated provincially with Associations and allocated through discussions with local associations. In 2024-2025, this allocation funds 7.7 FTE Educational Assistants and 5.25 FTE Special Education Teachers.
- Responsive Education Program allocations for additional support for Special Education outside of the Core Education Funding.
- Funding from third-party based on agreements to offset costs.

The Special Education Department’s expenditure budget is projected to be approximately \$31.3 million dollars, which is approximately \$1.2 million dollars over the total in-year Special Education Fund for 2024-2025. There is available deferred revenue to fund this overage.

SPECIAL EDUCATION FUNDING AND EXPENDITURES

Projected for September 1, 2024, to August 31, 2025 (as per original estimates).

REVENUE	Financial Statements 2020 2021	Financial Statements 2021 2022	Financial Statements 2022 2023	Revised Estimates 2023 2024	Original Estimates 2024 2025
Special Education Fund – Core Education Funding					
Special Education Fund – Per Pupil Allocation	10,392,729	10,633,058	11,195,537	11,430,229	11,445,448
Differentiated Needs Allocation	9,520,574	9,614,251	10,025,800	10,373,992	10,633,389
Complex Supports Allocation	3,394,077	3,633,888	3,331,185	3,953,305	4,125,983
Specialized Equipment Amount	761,590	696,320	766,597	759,070	1,034,414
Other Core Education Funding					
Student Support – OECTA	797,668	1,052,708	805,644		544,071
Student Support – CUPE	579,734	579,734	386,489	325,655	424,339
COVID-19 Learning Recovery			384,989		
Mental Health / Student Success				150,041	
Responsive Education Programs					
Early Intervention for Math			110,840		
Special Education Summer	80,538	66,174			
Educators Autism AQ Subsidy				10,000	10,000
Additional Support for Special Education	86,825				
Additional EA Support	76,780				
Licenses for Reading	96,826	164,415		134,825	
Special Education Assessments			51,431	128,133	

ECP Technology Funding	4,377				
Summer Reading	51,010		183,609		
Summer Learning	86,346		105,248	105,200	105,000
Transition Navigators					77,600
Other Revenue					
3 rd Party Federal				95,097	95,097
Labour Provision					1,653,360
TOTAL REVENUE	\$ 25,929,074	\$ 26,440,548	\$27,347,369	\$27,465,547	\$30,148,701

EXPENDITURES (LESS CLASSROOM FUNDING)	Financial Statements 2020 2021	Financial Statements 2021 2022	Financial Statements 2022 2023	Revised Estimates 2023 2024	Original Estimates 2024 2025
CLASSROOM					
Classroom Teachers	10,545,509	10,927,866	11,216,040	10,303,691	12,087,047
Supply Teachers / Supply Staff	165,290	173,657	144,979	470,621	470,621
Teacher Assistants / SSW's / ABLE	9,379,102	10,240,939	11,501,934	12,349,868	14,037,834
Classroom Computers	149,885	150,314	302,625	150,000	150,000
Textbooks, Materials, Supplies	641,748	469,644	369,350	525,125	483,149
Professionals	1,737,126	1,812,232	2,107,889	2,739,945	2,901,976
Staff Development	27,179	41,554	300,097	429,193	323,993
TOTAL CLASSROOM	\$ 22,645,839	\$23,816,206	\$25,942,915	\$26,968,443	\$30,454,620
NON-CLASSROOM					
Principals / Consultants / Support	853,748	806,345	901,168	1,106,624	898,265
TOTAL NON-CLASSROOM	\$853,748	\$806,345	\$901,168	\$1,106,624	\$898,265
TOTAL EXPENDITURES	\$23,499,587	\$24,622,551	\$26,844,082	\$28,075,067	\$31,352,885

VARIANCE ANALYSIS	Financial Statements 2020 2021	Financial Statements 2021 2022	Financial Statements 2022 2023	Revised Estimates 2023 2024	Original Estimates 2024 2025
UNDER / (OVER) ALLOCATION	2,429,486	1,817,997	503,287	(609,520)	(1,204,183)

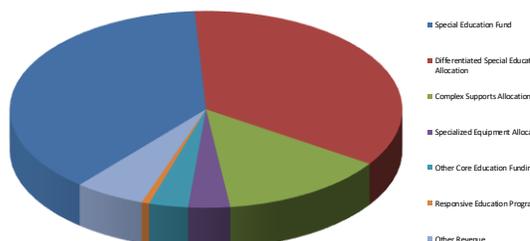
% UNDER / (OVER) ALLOCATION	9.37%	6.88%	1.84%	-2.22%	-3.99%
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DEFERRED REVENUE	Financial Statements 2020 2021	Financial Statements 2021 2022	Financial Statements 2022 2023	Revised Estimates 2023 2024	Original Estimates 2024 2025
Opening Balance	\$1,646,939	\$4,076,425	\$5,894,422	\$6,397,709	\$5,788,189
In-Year Surplus/(Deficit)	2,429,486	1,817,997	503,287	(690,520)	(1,204,183)
Ending Deferred Revenue Balance	\$4,076,425	\$5,894,422	\$6,397,709	\$5,788,189	\$4,584,006

SPECIAL EDUCATION FUNDING

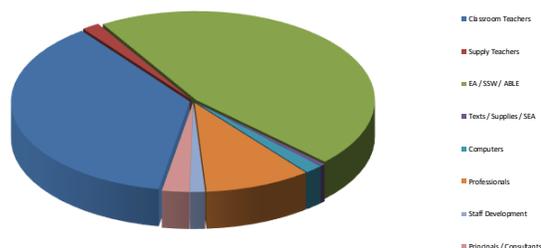
for September 1, 2024, to August 31, 2025 (as per Original Estimates).

Special Education Fund	\$ 11,445,448
Differentiated Special Education Needs Allocation	\$ 10,633,389
Complex Supports Allocation	\$ 4,125,983
Specialized Equipment Allocation (SEA)	\$ 1,034,414
Other Core Education Funding	\$ 968,410
Responsive Education Programs	\$ 192,600
Other Revenue	\$ 1,748,457
TOTAL ALLOCATIONS	\$ 30,148,701



ELEMENTARY PROJECTED EXPENDITURE:

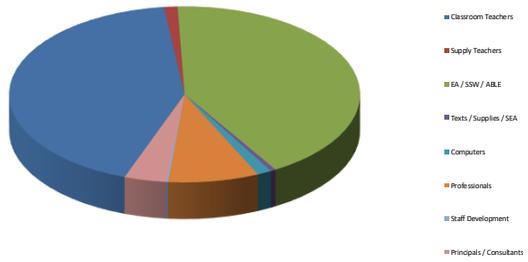
Classroom Teachers	\$ 8,154,065
Supply Teachers	\$ 355,067
EA / SSW / ABLE	\$ 10,159,317
Texts / Supplies / SEA	\$ 105,000
Computers	\$ 360,998
Professionals	\$ 2,128,615
Staff Development	\$ 306,133
Principals / Consultants	\$ 541,597
TOTAL ELEMENTARY	\$ 22,110,792



SECONDARY PROJECTED EXPENDITURE:

Classroom Teachers	\$	3,932,982
Supply Teachers	\$	115,554
EA / SSW / ABLE	\$	3,878,517
Texts / Supplies / SEA	\$	45,000
Computers	\$	122,151
Professionals	\$	773,361
Staff Development	\$	17,860
Principals / Consultants	\$	356,669
TOTAL SECONDARY	\$	9,242,093

**TOTAL EXPENDITURE
(less Foundation) \$ 31,352,885**



SECTION 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 students at risk and utilizing essential skills and practices to facilitate growth and learning. 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 and portfolio assessments 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.
- 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, and 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, outlining the Psycho-Educational referral process).

Each school year, school teams are asked to identify students requiring Special Education psychological support. OSR search forms are completed. The Psychology 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 varies. In some instances, new needs arise during the year necessitating a referral.

Types of assessment tools and strategies used to gather appropriate information on students involve the use of standardized cognitive, academic, memory and language 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 supporting the student.
- Collaborative school team meeting.

- School and Board special education meeting.
- Formal standardized assessment.

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(s)/guardian(s).

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 team contacts the school requesting a meeting with school personnel and parent(s)/guardian(s) to share the report. In some instances, where a diagnosis is being conveyed, the consulting psychologist or psychological associate also attend the meeting to communicate the diagnosis. The psycho-educational consultant explains the reason for the assessment, the types of tests administered, the student's achievement, conclusions, and recommendations for programming. The parent(s)/guardian(s) 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 for further clarification. The school personnel in attendance includes the principal, the resource teacher, and the classroom teacher.

If the parent(s)/guardian(s) 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 to be used in the home by the S-LP. The school team is also offered training sessions and professional development in the areas of need. With parental consent, the assessment report is placed in the OSR.

PSYCHO-EDUCATIONAL REFERRAL PROCESS (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 provide 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.

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 and/or speech language pathologist). 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 psychologist and/or speech language pathologist, 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. The 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 teachers' abilities to communicate the literacy achievement of students to parent(s)/guardian(s).

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 AND INTERVENTION

Grade 1 - 3 Oral Language and Literacy Assessment

Our Speech and Language Pathologists have developed a comprehensive research-based assessment protocol to provide to teachers who teach students who are 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 structured literacy professional development in the areas of word level reading, including *school team in-services, in-class training, and full class screening*.

Early Language Support-Building Capacity

The Speech-Language Pathology team has developed a series of in-services geared toward educators of early language development and learning. These in-services are in the areas of *early language intervention using a structured literacy approach, decodable books to promote language development, communicating with children with developmental disorders and implications in the classroom*. The Reading Intervention Teachers support school teams in using a structured literacy approach in teaching, monitoring, and assessing early literacy skills for Kindergarten to Grade 2 students.

Benefits of Professional Collaboration

Professional collaboration with primary teachers and school staff provide 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 a psychological assessment in the 2023-2024 school year was 51 of the 126 total assessments completed. The total assessments completed represent 0.89% of the Board's total population.
- The number of K- 4 students who required and received a speech and language assessment in the 2023-2024 school year was 402 of the 421 total assessments completed. The total assessments completed represent 2.98% of the Board's total population.
- Having the speech and language pathologist complete the Grade 1 to 3 Oral Language and Literacy Assessment results in reduced wait times for professional assessments. Students' 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.

Sustainability

Literacy improvements are monitored by the 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 parent(s)/guardian(s) 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.

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.

SECTION IV. IDENTIFICATION, PLACEMENT AND REVIEW

In 2023-2024, there were 677 IPRCs were held across our system for 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 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 Program: instruction provided to all students in the regular classroom.
 - Indirect Service: instruction provided to student with an IEP in the regular classroom in consultation with the Special Education Resource Teacher.
 - Resource Assistance: instruction provided to student with an IEP in the regular classroom by the Special Education Resource Teacher.
 - Withdrawal Assistance: student with an IEP is removed from the regular classroom for assistance by the Special Education Resource Teacher.
 - 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.
 - 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.
- 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 they are 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.
- 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.

WHAT IS AN IEP?

The IEP must be developed for the student, in consultation with the parent(s)/guardian(s). It must include:

- Strength and weaknesses.
- Specific educational expectations.
- An outline of the Special Education Program and Services that will be received.
- A statement about the method 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.
- 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. It is also sent home when the content is updated and when report cards go home. The IEP is meant

to be a fluid document where parent(s)/guardian(s) are welcome to provide feedback to support learning goals.

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.
- When there is a change of placement.

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 when the IPRC will take place.

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.
- 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 a 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.
- 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)/GUARDIANS(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
- 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.
- Consider any information that is submitted about the student or that the student submits if they are 16 years of age or older.
- The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent(s)/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.
- 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.
- If parent(s)/guardian(s) agree with the IPRC decision, they will be asked to sign their name indicating they agree with the identification and placement decisions made by the IPRC.
- The school team will facilitate transition planning for the student and their family.

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.
 - 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.

The notice of appeal must:

- Indicate the decision in which they disagree.
- 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 the panel has 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.
 - 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:

- 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, student and community liaison consultants, 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, and 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 can be accessed below.

- 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.cdss.ca
- 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
- Inspire SD&G Community Support Services
<https://inspire-sdg.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 pertaining to all Special Education Advisory Committee (SEAC) meetings are sent to all school principals to share with their Catholic School Council SEAC Representative and they are, in turn, encouraged to share information and provide feedback to SEAC, where possible.

IS THERE MORE INFORMATION AVAILABLE?

A copy of The Special Education Parent Guide is available online: www.cdsbeo.on.ca → Our Programs → Special Education → Additional Resources → CDSBEO Special Education Parent Guide

Specific Special Education norms-based assessments such as Woodcock Johnson Achievement IV and KeyMath-4 will be administered by classroom teachers and special education resource teachers (SERTs). Teachers may also decide to use large-scale reading, writing and math assessments such as Phonological Awareness Screeners, PM Benchmarks, Comprehension Attitudes Strategies and Interests (CASI), Ontario Writing Assessment (OWA), and Ontario Numeracy Assessment Package (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.

SECTION V. EDUCATIONAL AND OTHER ASSESSMENTS

If the school team requires more information to meet a student's needs, they consult with the psychology or speech language team.

Once a student's referral has been submitted and accepted, 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 parent(s)/guardian(s) 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 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.

ASSESSMENTS

Assessment Administered by:

Psychoeducational Consultant (under the direction of the Supervising Psychologist) or the 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) • Woodcock Johnson Tests of Cognitive Abilities: Fourth Edition • Test of Visual Perceptual Skills: Fourth Edition (TVPS-4) • Wide Range Assessment of Memory and Learning: Second Edition (WRAML-3) • Child and Adolescent Memory Profile (ChAMP) • Comprehensive Test of Phonological Processing: Second Edition (CTOPP-2) • Weschler Individual Achievement Test- Third Edition (WIAT-III) • Woodcock Johnson Tests of Achievement- Fourth Edition (WJ-III) • Test of Written Language-Fourth Edition (TOWL-4) • Adaptive Behaviour Assessment System: Third Edition (ABAS-3) • Vineland Adaptive Behaviour Scales: Third Edition (VABS-3): Parent/Teacher

	<ul style="list-style-type: none"> • Conners 4 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 2nd edition (CARS2) • 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
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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"> • Clinical Evaluation of Language Fundamentals- Fifth Edition/Preschool Third Edition (CELF-5; CELF P-3) • Structured Photographic Articulation Test III (SPAT-D III) • Structured Photographic Expressive Language Test – III (SPELT-3) • Comprehensive Test of Phonological Processing- Second Edition (CTOPP-2)

	<ul style="list-style-type: none"> • Test of Integrated Language and Literacy Skills (TILLS) • Test of Word Reading Efficiency- Second Edition (TOWRE 2) • Test of Early Communication and Emerging Language (TECEL) • Peabody Picture Vocabulary Test- Fifth Edition (PPVT-5) • Expressive Vocabulary Test- Third Edition- (EVT-3) • 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 (TNL-2) • 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 (TWF-3) • The Boehm Test of Basic Concepts – 3 • Test of Language Competence and Expanded (Level 1 & 2)
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Assessment Administered by:

Vision and Hearing Resource Teachers

Qualifications	Name of Test
<p>Blind and Low Vision Resource Teacher</p> <ul style="list-style-type: none"> • Undergraduate Degree • Bachelor of Education Degree • Teaching Students Who Are Blind (Specialist) <p>Deaf and Hard of Hearing Teacher</p> <ul style="list-style-type: none"> • Undergraduate Degree • Bachelor of Education Degree • Teaching Students Who Are Deaf or Hard of Hearing (Specialist) 	<ul style="list-style-type: none"> • CELF-5 (evaluation of language fundamentals 5-21 yrs) • CELF-P2 (language fundamentals 3-6 yrs) • Woodcock-Johnson • PM Benchmarks • TACL-3 (test for Auditory Comprehension of Language) (*) • PLS-4 (Preschool Language Scale) (*) • COMPASS – Auditory Discrimination Placement Test (*)

	<ul style="list-style-type: none"> • PPVT- Peabody Picture Vocabulary Tests • SIFTER-screening instrument for Targeting Educational Risk-Deaf and Hard of Hearing • Colorcheck Complete Vision Screener • Near Vision Test for Children (NVTC) • LEA Symbols Near Vision Test • LEA Symbols Distance Vision Test • Sloan Letters Distance Vision Test • TOLD P5 – Test of Language Development – Primary Fifth Edition • QRI – 6 – Qualitative Reading Inventory
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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"> • Phonological Awareness Screener • PM Benchmarks • Mary Clay • CASI • OWA • Woodcock Johnson IV • ONAP • KeyMath 3

SECTION 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 (SEAC), support staff, principals, teachers and parents. With the full support of SEAC, 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 services are designed for different learning profiles and many of the programs will be carried out in the regular classroom setting. 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.
 - Professional Assessments 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 Language referrals to SBRS 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 IPRC 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 IPRC meeting date.

IDENTIFICATION AND PLACEMENT

Identification and Placement decisions are decided through the Identification, Placement and Review Committee (IPRC)

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

- Behaviour
- Communication
- Intellectual
- 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 students' 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 IPRC 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 IPRC meeting will inform the necessary people of any changes to the IPRC 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 (IPRC)

The CDSBEO recognizes 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 IPRC meeting may be waived where both the parents and the school agree that there is no change in student identification and placement. However, we strongly recommend that the IPRC take place annually to plan for the future.

IPRC meetings must continue to be held if parents request them, or when there is a placement change.

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.
- 7) Remedial Placement: student does not have an IEP and receives assistance from the Special Education Resource Teacher.

Exception-ality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
BEHAVIOURAL					
Behaviour	Meet Ministry Definition Behaviour Consultation Report Agency Reports Academic Assessment IPRC I.E.P.	Regular Classroom	Case Conference IPRC		SERT, CT, SSW, EA

Exceptionality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
		Regular Classroom with Resource Support	Case Conference IPRC		CT, SERT, SSW, EA
		Self-Contained Classroom/Mixed Exceptionality Program (MEP) with integration into a regular classroom	Case Conference IPRC Student Questionnaire Parent/Student Agreement	Maximum 12 – 16 students	CT, SECT, SERT, SSW, EA
		Education Community Partnership Program (ECPP)	Admissions Package Pre-Admissions Meeting IPRC	Maximum 8 - 12 students	SECT, EA, IAW, MHC
		St. Luke, St. Matthew, St. Francis Xavier Bounce Back and Foundations Programs, and Turning Points Programs at School Locations	Case Conference Admissions Package Working Toward Certificate or Diploma IPRC	Maximum 16 students in specialized program classes	SECT, SSW, EA
COMMUNICATIONAL					
Autism	Meet Ministry Definition Psychoeducational Report Behaviour Consultation Report Agency Reports Developmental Report Academic Assessment IPRC I.E.P	Regular Classroom	Case Conference IPRC		CT, SERT, EA, SSW, BCBA
		Regular Classroom with resource support	Case Conference IPRC		CT, SERT, EA, SSW, BCBA
		Self-Contained Classroom/Mixed Exceptionality Program (MEP) with integration into a regular classroom	Case Conference IPRC	Maximum 12 – 16 students	CT, SERT, EA, SSW, BCBA
		ASD Classroom	Case Conference IPRC	Maximum 6 students	CT, SECT, SSW, EA, BCBA
Deaf and Hard of Hearing	Meet Ministry Definition Audiology Reports Agency Reports Academic Assessment IPRC	Regular Classroom	Case Conference I.E.P		CT, EA, IT, SERT
		Regular Classroom with resource support	Case Conference IPRC		CT, IT, EA, SERT

Exceptionality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
	I.E.P	Provincial School	Consultation – Ministry School Admissions Package Interview IPRC	As defined by Provincial School	As defined by Provincial School
Language Impairment	Meet Ministry Definition Academic Assessment Possible Speech-Language/ Psychoeducational Assessment IPRC I.E.P.	Regular Classroom	Parent Meeting IPRC		CT, SERT, SLP, CDA
		Regular Classroom with resource support	Parent Meeting IPRC		CT, SERT, SLP, CDA
Speech Impairment	Meet Ministry Definition Speech & Language Assessment Agency Reports Academic Assessment IPRC I.E.P.	Regular Classroom	Case Conference IPRC		CT, SERT, SLP, CDA
		Regular Classroom with resource support	Case Conference IPRC		CT, SERT, SLP, CDA
Learning Disability	Meet Ministry Definition Psychoeducational Report Agency Reports Academic Assessment IPRC I.E.P	Regular Classroom	Case Conference IPRC		CT, SERT, EA, SSW
		Regular Classroom with resource support	Case Conference IPRC		CT, SERT, EA, SSW
		Self-Contained Classroom/Mixed Exceptionality Program (MEP) with integration into a regular classroom	Case Conference IPRC	Maximum 12 – 16 students	CT, SECT, EA, SSW
		St. Luke, St. Matthew, St. Francis Xavier Foundations Programs, and Turning Points Programs	Case Conference Admissions Package Working Toward Certificate or Diploma IPRC	Maximum 16 students in specialized program classes	SECT, SSW, EA
		Provincial School	Consultation – Ministry School Admissions Package Interview IPRC	As defined by Provincial School	As defined by Provincial School
INTELLECTUAL					

Exception-ality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
Giftedness	Meet Ministry Definition Psychoeducational Report Agency Reports Academic Assessment IPRC I.E.P	Regular Classroom	Case Conference IPRC		CT, SERT
		Regular Classroom with resource support	Case Conference IPRC		CT, SERT
Mild Intellectual Disability	Meet Ministry Definition Psychoeducational Report Agency Reports Academic Assessment IPRC I.E.P	Regular Classroom	Case Conference IPRC		CT, SERT, EA, SSW
		Regular Classroom with resource support	Case Conference IPRC		CT, SERT, EA, SSW
		Self-Contained Classroom/Mixed Exceptionality Program (MEP) with integration into a regular classroom	Case Conference IPRC	Maximum 12 – 16 students	CT, SECT, EA, SSW
Developmental Disability	Meet Ministry Definition Developmental Report Psychoeducational Report Agency Reports IPRC I.E.P	Regular Classroom	Case Conference IPRC		CT, SERT, EA, SSW
		Regular Classroom with resource support	Case Conference IPRC		CT, SERT, EA, SSW
		Self-Contained Classroom/Mixed Exceptionality Program (MEP) with integration into a regular classroom	Case Conference IPRC	Maximum 12 – 16 students	CT, SECT, EA, SSW
PHYSICAL					
Physical Disability	Meet Ministry Definition Agency Reports Academic Assessment IPRC I.E.P	Regular Classroom	Case Conference IPRC		CT, SERT, EA
		Regular Classroom with resource support	Case Conference IPRC		CT, SERT, EA
Blind and Low Vision	Meet Ministry Definition Ophthalmology Report Agency Reports Academic Assessment IPRC I.E.P	Regular Classroom	Case Conference		CT, SERT, EA, IT
		Regular Classroom with resource support	Case Conference IPRC		CT, SERT, EA, IT
		Provincial School	Consultation – Ministry School Admissions Package Interview IPRC	As defined by Provincial School	As defined by Provincial School

Exception-ality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
SECT – Special Education Classroom Teacher ; SERT – Special Education Resource Teacher ; CDA – Communication Disorders Assistant ; SSW – Student Support Worker ; IAW – Itinerant Able Worker/Agency Collaborator ; CT – Classroom Teacher ; IT – Itinerant Teacher for the Deaf or Visual Impaired ; EA – Educational Assistant ; MEP – Multiple Exceptionality Program ; SLP – Speech-Language Pathologist ; MHC – Mental Health Counsellor ; BCBA – Board Certified Behaviour Analyst					

SECTION 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 option.
- 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.

During the 2023-2024 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).
- Roberts 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 2023-2024 academic year the Catholic District School Board of Eastern Ontario (C.D.S.B.E.O.) had one student enrolled at Sir James Whitney School.

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

Each school has a Resource Services Department that provides:

- Consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel.
- Information brochures.

- A wide variety of workshops for parents, school boards and other agencies.
- An extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

PROVINCIAL SCHOOLS CONTACTS

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

Provincial Schools Branch, Ministry of Education	
<u>Provincial Schools Branch</u> 255 Ontario Street South Milton, ON L9T 2M5 Tel: (905) 878-2851 TTY: (905) 878-7195	<u>The Robarts School For the Deaf</u> 1515 Cheapside Street London, ON N5V 3N9 Tel: (519) 453-4400 TTY: (519) 453-4400
Schools for the Deaf	
<u>The Sir James Whitney School for the Deaf</u> 350 Dundas Street West Belleville, ON K6P 1B2 Tel: (613) 967-2823 TTY: (613) 967-2823	<u>The Ernest C. Drury School For the Deaf</u> 255 Ontario Street South Milton, ON L9T 2M5 Tel: (905) 878-2851 TTY: (905) 878-7195
School for the Blind and Deaf-Blind	School for the Deaf, Deaf-Blind and Blind
<u>W. Ross Macdonald School</u> 350 Brant Avenue Brantford, ON N3T 3J9 Tel: (519) 759-0730 TTY: 1 (866) 618-9092	<u>Centre Jules-Leger</u> 281, Rue Lanark Ottawa, ON K1Z 6R8 Tel: (613) 761-9300 TTY: (613) 761-9302 (613) 761-9404

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:

Provincial Demonstration Schools for Severe Learning Disabilities	
<u>Amethyst Demonstration School</u> 1515 Cheapside Street London, ON N5V 3N9 Tel: (519) 453-4400	<u>Centre Jules-Leger</u> 281, Rue Lanark Ottawa, ON K1Z 6R8 Tel: (613) 761-9300 TTY: (613) 761-9302 (613) 761-9404

<p>Sagonaska School 350 Dundas Street West Belleville, ON K8P 1B2 Tel: (613) 967-2830</p>	<p>Trillium Demonstration School 255 Ontario Street South Milton, ON L9T 2M5 Tel: (905) 878-2851 TTY: (905) 878-7195</p>
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Each Provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska and Trillium Schools is English; at Centre Jules-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.

The Demonstration Schools were established to:

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

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

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

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.

SECTION VIII. SPECIAL EDUCATION STAFF

Special Education Staff	Elem.	Sec.	Totals	Staff Qualifications
1. Teachers of exceptional students				
1.1 Teachers for resource-withdrawal programs	50.39	46.48	96.87	Special Education
1.2 Teachers for self-contained classes	15.50	15.50	31.00	Special Education
Subtotal	65.89	61.98	127.87	
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	125.5	71.3	196.8	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	0.5	0.50	1.0	<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	1.50	1.50	3.00	<ul style="list-style-type: none"> •M.A. in Psychology
4.5 Psycho-Behavioral Consultant				
4.6 Speech-language pathologists	4.60	0	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	1.0	0	1.0	<ul style="list-style-type: none"> •Post-secondary diploma or degree •College diploma in communicative disorders assistant
4.8 BCBA Lead	.5	.5	1.0	-PhD or MA in Psychology or related field and extensive work with Applied Behaviour Analysis
4.9 BCBA -	1.4	1.6	3	<ul style="list-style-type: none"> • Masters in Psychology combined with extensive experience in Applied Behavioral Analysis
4.10 Intensive Support Worker	1.0	1.0	2.00	-BA in Psychology combined with extensive experience in Applied Behavioral Analysis
4.11 Occupational therapists				<ul style="list-style-type: none"> •MSc (OT) •Accredited by the Canadian Association of Occupational Therapists •Member of College of Occupational Therapists of Ontario
4.12 Physiotherapists				

Subtotal	11.5	6.1	17.6	
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)	3.00	0.00	3.00	Specialist Degree/Diploma
5.8 Itinerant Student Support Worker/ABLE**	8.00	5.00	13.00	Specialist Degree/Diploma
Subtotal	11.00	5.00	16.00	
6.0 Other Support Staff				
6.1 Support Secretary	.5	.5	1.0	
6.2 SEA Technicians	.5	.5	1.0	
Subtotal	1.0	1.0	2.0	

219.69	147.58	367.27
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SECTION 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, programming and IEP development, transition planning, Targeting Achievement for All, application of ABA strategies and tiered approach to behaviour regulation, developing Plans of Success and Safety Response Plans, Structured Literacy Approach to reading, Communication Tools and the effective use of Assistive Technology to help students access the curriculum. Schools incorporate these skill development areas into their School Improvement Plans. Professional development opportunities within individual schools or family of schools have been designed to support teacher and school team collaboration and learning throughout the year, when possible.

Input on training topics is solicited from principals, teachers, educational assistants, IAWs and student support workers through surveys and input at meetings. SEAC 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 cost shares with our co-terminus board and other ministries and agencies where appropriate and when possible.

CDSBEO also partners with Kids Inclusive and CHEO to support various coordinated care initiatives for students and their families.

Several schools are in partnership with a Best Buddies program which provides very positive social-emotional opportunities 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 Clubs. The program has helped to reduce bullying and create empathy towards neurodiverse students. 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 workplace" transitions.

St. Lawrence College Community Integration Through Co-Operative Education (CICE) offers a 2-year certificate program for students with developmental disabilities, intellectual disabilities,

acquired brain injury or other significant learning challenges who want to experience college and develop both academic and workforce skills. The program goals include full participation in college and campus life, vocational and academic skill building, social communication skills, friendships and social networks and building independence. Participants can take courses in culinary, carpentry, fine arts, veterinary assistant and early childhood education that provide employability skills training with application through co-op placements.

CDSBEO continues to partner with Kids Inclusive and CHEO to provide speech-language, occupational therapy and physiotherapy for students with moderate to severe concerns. Schools can refer directly to Kids Inclusive and CHEO for these school-based rehabilitation 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 full time Ministry of Children and Youth Services funded FASD worker servicing Lanark, Leeds and Grenville communities. The FASD worker will work with the family, service providers and educators to build capacity for supporting the child/youth up to the age of 18 (or 21 if still in school) in family, school and community life.

Partnerships with the Children's Aid Societies also foster enhanced support for students in extended society care programs. In some counties, CAS staff operate directly with the school team 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, and Social Skills Programs help support schools in creating Positive School Cultures that are safe, inclusive and accepting.

The Whole School Community is working together so that every student experiences school as a positive place to learn. All staff who work directly with students, for example teachers or education workers, 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, parent(s)/guardian(s), teachers, other staff members,

volunteers and community partners. These expectations apply to school property, school buses, school-authorized events or activities or in other circumstances that could have an impact on the school climate, such as social media.

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 address bullying and student victimization. CDSBEO continues to support staff with Restorative Circles, using Restorative questions and empowering students to advocate for themselves and others.

POLICY PROGRAM MEMORANDUM 140 AND 156

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 Board Certified Behaviour Analyst and 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.

Many CDSBEO staff members have benefitted from the Ministry-Funded professional development training offered through Sonderly. The CDSBEO had 117 staff members (Principals, Vice-Principals, Classroom Teachers, Special Education Resource Teachers and Education Workers) that participated in trainings which encompassed 6 different courses. Participants include Educational Assistants, Early Childhood Educators, Classroom and Special Education Resource Teachers, Administrators, Mental Health Workers, and members of the Regional Special

Education Team. Interest in these courses has been so high, that the CDSBEO requested, and was granted, additional funding in an attempt to meet the demand.

This training has increased understanding and effective implementation of Applied Behaviour Analysis. Because of this learning, staff are even more able to apply ABA-based strategies in the school environment, to best support the academic, self-help, play, and social skills of students with special needs, as well as to ensure continued adherence to PPM-140.

ABA REGIONAL COMMITTEE

Members of CDSBEO's ABA Team attend regular meetings with their counterparts at other school boards across Eastern Ontario. These ABA Regional Meetings provide a space for members to share ideas, information, resources, and professional development. Guest speakers from relevant community agencies are also invited to meetings, to disseminate important information that is then shared with schools, such as regional ASD services and support available to children, youth and their families. The committee also examines current research in the field of Applied Behaviour Analysis, allowing our members to maintain their high level of expertise in the field, and thereby continually offer students and staff effective and evidence-based consultation, resources, and Professional Development.

BEHAVIOUR MANAGEMENT SYSTEMS (BMS)

CDSBEO staff members earn and maintain certification in BMS (Behaviour Management Systems) through Professional Development training offered several times throughout the school year. BMS certification provides a framework through which our staff members gain a deeper understanding of each individual student, their behaviour and how to respond pro-actively and appropriately. CDSBEO educators also use BMS principles to guide development and implementation of Safety Response Plans. Staff are then able to recognize and follow the steps necessary to ensure the safety of all students and staff through both proactive and reactive measures. CDSBEO presently has 11 qualified BMS trainers to perform training to staff for full certifications and re-certifications.

EVERYDAY SPEECH ONLINE RESOURCE

The CDSBEO is currently using *Everyday Speech* in the ECPP classrooms. *Everyday Speech* is an on-line curriculum focusing on Social-Emotional Learning for students from kindergarten to grade 12. CDSBEO staff are deepening their understanding of the topic, and recognizing how social-emotional learning (SEL) impacts the learning, engagement, and behaviour of their students. This SEL program also provides educators with access to resources they can use in the classroom, as well as shape the students' individualized programming.

INDIVIDUAL EDUCATION PLAN

The importance of collaboration in the IEP process, to create IEPs 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.

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.

STRUCTURED LITERACY APPROACH TO READING IN KINDERGARTEN TO GRADE 2

The Catholic District School Board of Eastern Ontario has engaged 4 Reading Intervention Teachers to support the facilitation of the new structured literacy curriculum and early learning intervention. In the fall, the Reading Intervention Teachers supported teachers by screening students' letter sound knowledge, phonetic awareness, encoding and nonsense word decoding. With this information, they were able to model structured literacy lessons and co-teach with primary teachers. The RITs also support schools in facilitating small group structured literacy intervention.

SUPPORTING AND ENHANCING THE POSSIBILITIES

Throughout the 2023-2024 school year CDSBEO has continued to support the Special Education Programs such as MEP (Multiple Exceptionality Program), ASD (Autism Spectrum Disorder program), Foundations Program, School to Community Program, Education Community Partnership Programs and Turning Points Programs. This framework challenges our teachers and education workers 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, SERTs and new teachers to support the development of IEPs with a focus on strengths and to keep the students' futures in mind when creating effective transition plans.

TARGETING ACHIEVEMENT FOR ALL

The Special Education department continues to focus on key components of the Ministry document [Learning for All](#) through our board-created vision, 'Targeting Achievement for All'. Schools and educators continue to utilize the 'Targeting Achievement for All' magazines to support their implementation of various Ministry initiatives and directives, such as the de-

streaming of grade 9 classes and the introduction of a structured literacy approach to reading. The magazines support all K-12 classrooms and are referred to regularly when consultants support educators in schools: *Mathematical Learning for ALL, Systematic and Explicit Instruction, Assessment For, As and Of Learning, Differentiated Instruction, Flexible Grouping, Critical and Creative Thinking and Universal Design for Learning.*

ASSISTIVE TECHNOLOGY IN THE CLASSROOM

Assistive Technology in the Classroom is embedded in the culture of teaching and learning throughout our board. The target continues to be any students who require/request computers and software to support their learning. We have placed additional focus on SEA students, Special Education program classrooms (ASD, MEP, Foundations, School-to-Community) and Education Community Partnership Programs. In collaboration with our Psychologists, Speech-Language Pathologists and the ABA/BCBA team, we have worked to develop educator capacity to support the specific needs of the students in these programs through the use of technology for teaching and learning.

The Technology Consultant for Special Education and Assistive Technology Educational Assistant provides AT professional development opportunities both through live interactive sessions and in-person support, based on the needs of staff. Training is provided to teachers and educational assistants before and after school and throughout the day to increase staff knowledge and the application of various assistive technology tools. To accommodate all staff, video and accompanying documents (PowerPoint presentations, supporting resources) are made available through platforms like Microsoft Teams and Office 365 Video.

STAFF DEVELOPMENT

The Special Education Department offered Professional Development through the TEAMS platform, as well as in-person at the school level.

Date	Title of Training	Audience
August 29, 2023	Mindful Education and Practice Learning Fair Presentation	System
August 29, 2023	Introduction to UFLI, Learning Fair Presentation	System
August 30, 2023	Summer Learning Program	SEAC
September 5 & 6, 2023	Structured Literacy Intervention Training	RITs, Consultants, SLPs, Principals (Spec Ed & Curriculum)

September 7, 2023	New SERT Presentation	New SERTs
September 12, 2023	All SERT Presentation	All SERTs
September 18, 21 & 22, 2023	Aspen & IEP Workshop	All SERTs
September 21 & 22, 2023	Empower Reading Training Day 1 & 2	Pilot Schools
September 27, 2023	Transition Planning Beyond Grade 12	SEAC
September 28, 2023	Structured work systems	St. Thomas Aquinas CHS MEP
October 5, 2023	Using Boardmaker	St. Mother Teresa SERTs
October 23 & 25, 2023	Preparing for OnSIS Special Education Reporting	All SERTs
October 24, 2023	Structured Literacy Lesson – UFLI Kindergarten Lesson	Elementary Principals
October 25, 2023	PPM 124 – Community Involvement Hours in Secondary Schools	SEAC
October 26, 2023	Creating Structured Environment	St. Francis de Sales SSWs
October 27, 2023 & November 14, 16 & 25, 2023	Behaviour Management System Practitioner Certification	All EAs, ECEs, IAWs & SSWs
November 1 & 2, 2023	Violent Threat Risk Assessment (Level 1)	System
November 7, 2023	Reading Science: understanding how children learn to read is a crucial part of your literacy instruction	NTIP
November 23, 2023	MEP Classroom Teacher Inservice	Secondary MEP Teachers
November 27, 2023	ABA Antecedent Strategies	St. Mark EAs

November 29, 2023	Structured Literacy and Reading Intervention Teachers	SEAC
December 6, 2023	Mental Health First Aid	PSW Program
December 8, 2023	Oral Language Strategies & Intro to ABA Inservice for MEP	St. Peter's MEP teachers/EAs/parents
December 11, 2023	Empower Reading Training Day 3	Pilot Schools
December 14, 2023	A Review of Confidentiality Practices	Administrators
January 15, 2024	Basics of Picture Communication	EA team at Sacred Heart, Cornwall
January 18 & 25, 2024	IEP before and after school workshops	All SERTs
January 19, 2024	PEERS review/discussion	St. Mark 7/8 teacher and SSW
January 23 & 24, 2024	MEP Classroom Teacher Inservice	Elementary MEP Teachers
January 24, 2024	Mindfulness Educator Practice	SEAC
January 24, 2024	PPM140 – Using ABA in IEPs	Our Lady of Good Counsel Staff
January 26 & 29	Student Plans: A Review and Case Study	IAWs
January 29, 2024	Review of the IAW role within ECPP – Roles, responsibilities, review of documentation, tracking and creation of Safety Response Plans	ECPP IAW's and Volaris Collaborator
February 1, 2024	Professional Development Day – ABA Workshops <ol style="list-style-type: none"> 1. Use of Visuals to Support Students 2. Beyond First/Then; How Visual Supports Increase Student Success 3. Reinforcement 	Education Workers
February 5, 2024	Building Instructional Control	St. Mary, Chesterville EAs, Teachers & SERT

February 8, 2024	LLG Transition to Kindergarten	Families of preschool children with special needs transitioning to Kindergarten programs in September 2024
February 9, 2024	Basics of picture communication	EA Team at St. Andrew
February 12, 2024	Student Plans: A Review and Case Study Understanding of Student Behaviour Review of types of plans created within Special Education and Safe Schools (Medical plans, Plan for Success, Safety Response Plan, IEP) Inspiring Behaviour Change: Antecedent Strategies	SSWs
February 13, 2024	Visual aids in the classroom	Sacred Heart, Cornwall EAs
February 15, 2024	Call to Lead: A Special Education Perspective	Future Leaders
February 20, 22, 23 & 26, 2024	BMS Training – Theory	EAs, Teachers & ECEs
February 22, 2024	Using Boardmaker	Our Lady of Good Counsel EAs, SERT & Principal
February 26, 2024	Basics of picture communication	St. Mark EAs/Principal/SERT
February 27, 2024	New SERT Training	St. Mark, Prescott
February 28, 2024	School Relationships with Community Police	SEAC
February 29, 2024	Administering and Scoring KeyMath Assessment	CDSBEO Curriculum Math Lead
March 1, 2024	Basics of picture communication	St. Mary EA team
March 1, 2024	New SERT Training	St. Gregory, Carleton Place
March 5, 2024	Review of Travelling IAW role, expectations, paperwork, creation of plans and discussion of strategies	Travelling IAWs

March 5, 2024	Review Basic Areas of a student's IEP. Mini Workshop (30 mins)	Sacred Heart, Cornwall EAs
March 5, 2024	Inspiring Behaviour Change: Antecedent Strategies	IAWs
March 5, 2024	Deaf and Hard of Hearing Program Updates	Special Education Department
March 19, 2024	BMS Physical Component Training	St. John Elementary SERT, EA & VP
March 21 & 26, 2024	Aspen/OnSIS Workshop Transition	Consultants & SERTs
March 21 & 26, 2024	Deaf and Hard of Hearing Program Updates	SERTs
March 22, 2024	Review of antecedent and consequent strategies	Holy Trinity CSS MEP2 EAs
March 27, 2024	Living with FASD	SEAC
April 2, 2024	Autism Awareness Day	Our Lady of Good Counsel Staff
April 8, 2024	Structure Literacy in Kindergarten/UFLI review and implementation	Kindergarten ECEs and Teachers
April 8, 2024	Basics of picture communication	St. John Paul II MEP
April 8, 2024	Inspiring Behaviour Change: Antecedent Strategies	IAWs
April 17, 2024	Kids in Care	SEAC
May 2 & 7, 2024	SEA Transfers Out-Service Planning	All school SERTs & Fully Self-Contained Classroom Teachers
May 31, 2024	Virtual Workshop with SCLCs and BCBAs	Elementary IAWs

PROJECTED STAFF DEVELOPMENT 2024-2025

Staff Staff development for the upcoming 2024-2025 will focus on school embedded professional development. The Structured Literacy Team will continue to support classroom educators with the structured literacy approach.

A variety of workshops and training sessions will be facilitated to support Administrators, Special Education Resource Teachers, Educational Assistants, Student Support Workers, Itinerant ABLE Workers, and Classroom Teachers throughout the school year. The Special Education for Administrators – Additional Qualifications Course will hopefully be offered for a fourth time in the fall of 2024.

SECTION X. EQUIPMENT

SPECIAL EDUCATION 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:

- 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.
- Parental consent is on file.

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.

SEA Per Pupil EQUIPMENT 2024-2025	# of Items	TOTAL	BOARD	SEA FUNDED
Requests May 1, 2023 – April 30, 2024 <ul style="list-style-type: none"> • Repair & Maintenance • Computer Peripherals • Software 	363	\$17,680.47		
SEA Per Pupil Technology Total	363	\$17,680.47		\$17,680.47

SEA EQUIPMENT 2023-2024	# of Purchases	TOTAL	BOARD	SEA FUNDED
Sensory Equipment	64	\$40,065.55		
Hearing Support	13	\$45,572.14		
Vision Support	0	\$0.00		
Personal Care Support	7	\$25,277.46		
Physical Assists Support	35	\$109,271.71		
Claims-Based Purchases Total (see above for cost breakdown, per category)	119	\$220,186.86	\$36,000.00	\$184,186.86

GRAND TOTAL	TOTAL	\$237,867.33	\$36,000.00	\$201,867.33
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SECTION 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 available on the CDSBEO website www.cdsbeo.on.ca

2024-2025 AODA PROJECTS PLANNED	Estimated Amount
St. Patrick, Rockland – Design and Construction of AODA washroom	\$100,000
St. Andrew, St. Andrew's West – Design and Construction of AODA washroom	\$100,000
St. Anne, Cornwall – AODA access ramp for Exit B	\$30,000
Total	\$230,000

2023-2024 AODA PROJECTS: PROJECTED COMPLETION AUGUST 2024	Estimated Amount
Sacred Heart of Jesus, Lanark – Construction of AODA washroom	\$100,000
St. Mary, Chesterville – Construction of AODA washroom	\$100,000
Sacred Heart, Cornwall – Design of room 109-124 AODA washroom	\$200,000
Total	\$400,000

2022-2023 AODA PROJECTS COMPLETED	Amount
St. Mary, Carleton Place – Fire alarm system – AODA visual	\$21,000
St. Francis Xavier, Brockville – Parking lot line painting – AODA locations	\$600
St. Mother Teresa, Russell – Parking lot line painting – AODA locations	\$1,500
St. John Paul II, Hammond – AODA Main Entrance upgrades	\$11,000
St. Mary CHS, Brockville – Parking lot line painting – AODA locations	\$900
Total	\$37,100

2021-2022 AODA PROJECTS COMPLETED	Amount
Holy Name of Mary, Almonte – AODA ramp off the basketball court area	\$847.93
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	\$353,324.93

2020-2021 AODA PROJECTS COMPLETED	Amount
St. Finnan, Alexandria – Engineering for washroom downstairs – South Hallway	\$5,750.00
St. Joseph CSS, Cornwall – Ceiling track lift – needs to hold 3,000 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, Prescott – New concrete slab to replace interlocking	\$24,008.00
St. Joseph, Toledo – Concrete slab	\$8,857.00
Our Lady of Good Counsel, Ingleside – 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, Westport – Re-pave uneven section in front of school	\$249,332.00
Total	\$454,383.00

2019-2020 AODA PROJECTS COMPLETED	Amount
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 and 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, Cornwall – Accessible washroom modification	\$47,583.97
Total	\$127,182.98

SECTION 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 409 students at a cost of approximately \$2,705,491.

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
- 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.

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.

2023-2024 ESTIMATED:

Vehicle Type	# of Students	Cost (\$)
Vans	284	\$1,990,628
Buses	71	\$392,542
Wheelchairs	54	\$322,321

2022-2023 REVISED:

Vehicle Type	# of Students	Cost (\$)
Vans	299	\$1,552,690
Buses	71	\$395,270
Wheelchairs	54	\$368,380

2021-2022 REVISED:

Vehicle Type	# of Students	Cost (\$)
Vans	268	\$1,673,563
Buses	69	\$459,796
Wheelchairs	45	\$399,820

2020-2021 REVISED:

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

2019-2020 REVISED:

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

2018-2019 REVISED:

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

SECTION 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, parent(s)/guardian(s) 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, but not exclusive to:

- 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
- CHEO school-based rehabilitation services clinicians
- Other, such as a medical doctor etc.

Professionals from the community, with parental permission, are welcome to share valuable and relevant information about the child’s strengths and needs with the school team. This information may be very helpful in assisting in the seamless transition to school from a community program. This can be achieved when community partners join 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 parent(s)/guardian(s) 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: [1202-Protocol for Partnerships.pdf \(cdsbeo.on.ca\)](http://www.cdsbeo.on.ca/1202-Protocol%20for%20Partnerships.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 and principal responsible for Special Education and a referral package is completed and shared with an admissions committee to determine appropriate suitability. Ongoing participation with a mental health partner is required.

During a placement, staff from the ECP 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 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.

SECTION 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. SBRS, 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	SBRS	SBRS referral process	SBRS Case Manager	SBRS Policy	SBRS Appeal process
Occupational Therapy	Kids Inclusive/CHEO	Kids Inclusive/CHEO referral process	Kids Inclusive/CHEO Case Manager	Kids Inclusive/SBRS Policy	Kids Inclusive/SBRS Appeal process
Physiotherapy	Kids Inclusive/CHEO	Kids Inclusive/CHEO referral process	Kids Inclusive/SBRS Case Manager	Kids Inclusive/SBRS Policy	Kids Inclusive/SBRS Appeal process
Nutrition	SBRS	SBRS referral process	SBRS Case Manager	SBRS Policy	SBRS Appeal process
Speech, Fluency, Voice Therapy	Kids Inclusive/CHEO	Kids Inclusive/SBRS referral process	Kids Inclusive/SBRS Case Manager	Kids Inclusive/SBRS Policy	Kids Inclusive/SBRS Appeal process
Speech, Language Fluency, Voice Assessments and Therapy for Mild Articulation and Expressive Grammar	School Board	Assessment Recommendations	Speech-Language Pathologist	Assessment Recommendation	Case Conferencing
Administering of prescribed medications	SBRS – Medically fragile, School staff	Physician	SBRS Case Manager	As directed by Physician	Board Policy
Catheterization	SBRS – sterile E.A. – clean	Physician	SBRS Case Manager, Physician	As directed by Physician	Case Conferencing
Suctioning	SBRS	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	SBRS – 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	Student and Community Liaison Consultant (SCLC), Board Certified Behaviour Consultant (BCBA), Itinerant Workers, EAs, SSWs	Student in crisis or requiring intensive behavioural support	Consultation between school-based collaborative team and SCLC	Intervention is determined through consultation between school-based team and SCLC	Consultation with Principal and Superintendent of Special Education
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SECTION XV. SPECIAL EDUCATION ADVISORY COMMITTEE

SEAC Members	Email Address
Donna Nielsen (Chair) <i>CDSBEO Trustee</i>	donna.nielsen@cdsbeo.on.ca
Cathy Bridson (Vice-Chair) <i>Rural FASD Support Network</i>	cathy.bridson01@gmail.com
Natalie Cameron <i>Children's Aid Society of the United Counties of SD&G</i>	natalie.cameron@cwcas.ca
Karen McCallister <i>CDSBEO Trustee</i>	karen.mcallister@cdsbeo.on.ca
Tom Jordan <i>Family and Children's Services of Lanark, Leeds and Grenville</i>	tom.jordan@fcsllg.ca
Susie Trotter <i>Child and Youth Mental Health Services, Cornwall Community Hospital</i>	susie.trotter@cornwallhospital.ca
Anna Lafrance <i>Easter Seals</i>	Anna.lafrance111@gmail.com
SEAC Member Alternates	
Cathie Knapp-Fisher <i>Family and Children's Services of Lanark, Leeds and Grenville</i>	cathie.knapp-fisher@fcsllg.ca
Judith Peak <i>Rural FASD Support Network</i>	pc@ruralfasd.ca
Kaitlyn Bissonnette <i>Children's Aid Society of the United Counties of SD&G</i>	kaitlyn.bissonnette@cwcas.ca
Sue Wilson <i>CDSBEO Trustee, Alternate</i>	sue.wilson@cdsbeo.on.ca

SEAC members are nominated by their local association and a letter of recommendation is addressed to the chairperson of SEAC

SEAC 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.

SEAC members are provided access to an online orientation/information TEAMS page.

SEAC 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 SEAC 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 members' email as well as links to the agencies they represent.

- Provide schools and parents with the [CDSBEO Special Education Parent Guide](#) that highlights the various practices and initiatives of the Special Education Department.

SEAC meetings during the 2023-24 school year were held on the following dates:

- August 30, 2023
- September 27, 2023
- October 25, 2023
- November 29, 2023 (Double Meeting)
- January 24, 2024
- February 28, 2024
- March 27, 2024
- April 17, 2024
- May 29, 2024
- June 3, 2024

The standard location and time for SEAC meetings are 6:00pm via Microsoft TEAMS.

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

Input and recommendations from SEAC 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.
- 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 SEAC 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 2023-2024 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 they wished to discuss pertaining to Special Education in the Catholic District School Board of Eastern Ontario.

In 2024-2025 the following has been recommended:

- Supporting our members and our students' families in attending our SEAC meetings as we transition from virtual to in-person, as per the Ministry of Education.

SEAC meeting dates for the 2024-25 school year:

- August 28, 2024
- September 25, 2024
- October 30, 2024
- November 27, 2024 (Double Meeting)
- January 29, 2025
- February 26, 2025
- March 26, 2025
- April 30, 2025
- May 28, 2025
- June 2, 2025

Topics proposed to be presented during the 2024-2025 school year:

- Reading Intervention Teachers: Supporting Student Gains
- Empower Reading
- Inspiring Behaviour Change: Making a Difference Each Day
- Supporting Students who are Deaf and Hard of Hearing
- Mental Health and Supports
- Making Math Count
- LD at School with Martin Smit
- Committee Member Presentations
- 2024-2025 CDSBEO Special Education Funding Expenditures

In 2023-2024 the following recommendations were made and addressed:

- To continue SEAC meetings virtually in the Fall
- Coordinate communications to families regarding Mental Health initiatives and support services
- Advise Special Education training to SEAC representatives on Catholic School Council

Topics presented during the 2023-2024 school year:

- Summer Learning Program

- Transition Planning, Grade 12 to Community
- PPM124 – Community Involvement Hours in Secondary Schools
- Structured Literacy – Through the Lens of Reading Intervention Teachers
- Mindful Educator Practice
- School Relationships with Community Police
- Living with FASD
- Kids in Care
- 2023-2024 CDSBEO Special Education Funding Expenditures

In 2022-2023 the following recommendations were made and addressed:

- Continue SEAC meetings virtually in the Fall - *Completed*
- Advise SEAC representatives on Catholic School Council of CDSBEO staff professional development opportunities taking place throughout the school year - *Completed*
- Coordinate communications to families regarding Mental Health initiatives and support services - *Completed*

Topics presented during the 2022-2023 school year:

- Creating and Delivering Your Land Acknowledgement *presented by Stephanie Nelson, CDSBEO Indigenous Cultural Board Advisor - September 28, 2022*
- Supporting Exceptional Learners through Technology presented by Corey Kalsi, CDSBEO Technology Consultant – October 26, 2022
- The Right to Read, (two-part presentation) presented by Tiffany Kalsi, April Hackett, and Julie McDermid, CDSBEO Speech and Language Pathologists – December 14, 2022, and January 25, 2023
- Child First Initiative, a federally funded program for Inuit Children and Youth presented by Faith Jamael, Child First Initiative, Case Manager – February 22, 2023
- Sonderly Training: ABA Strategies and Autism Training presented by Victoria Storaas, CDSBEO Applied Behavioural Analysis Expertise Professional – March 29, 2023
- Transitional Planning, Transition to Kindergarten – T2K presented by Jenn Brown, CDSBEO Special Education Consultant – April 25, 2023
- Special Education Funding and Expenditures 2022-2023 presented by Ashley Hutchinson, CDSBEO Superintendent of Business, & Traci Bloomfield, CDSBEO Manager of Finance – May 30, 2023

SPECIAL EDUCATION ADVISORY COMMITTEE RECOMMENDATIONS

It is recommended:

"That we send the Board the Annual Report on the Provision of Special Education Programs and Services, 2024-2025, for their approval and submission to the Ministry of Education and the accompanying recommendations included as presented on June 18th, 2024."

Motion by: Donna Nielsen



Donna Nielsen
SEAC Chair



Cathy Bridson
SEAC Vice-Chair

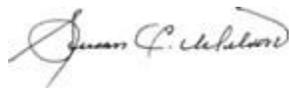
BOARD RECOMMENDATIONS

It is recommended:

"That the Board approve the Annual Report on the Provision of Special Education Programs and Services, 2024-25, for their approval and submission to the Ministry of Education and the accompanying recommendations included as presented on June 18th, 2024."

Approved by: Karen McAllister

Seconded by:



Sue Wilson
Chair of the Board