CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

Report to the Ministry of Education on the Provision of Special Education Programs & Services 2025-2026



Submitted by The Catholic District School Board of Eastern Ontario

June 2026

CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

Annual Report on the Provision of Special Education Programs & Services 2025-2026

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SECTION ONE – 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.

CDSBEO, in alignment with the *Standards for School Boards' Special Education Plan,* utilizes the 2025-2026 Special Education Annual Report to support in the planning and implementation of Special Education programs and services for the 2026-2027 school year.

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

Parent(s)/guardian(s), 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. Parent(s)/guardian(s), through their Catholic School Councils and Board website, have been provided copies of all SEAC meeting minutes, identifying timelines for review of the annual report. Parent(s)/guardian(s) are encouraged to attend SEAC meetings and to learn more about various Special Education initiatives and service delivery models.

September 2025 – June 2026:

1. 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 2025-2026 was presented to the Board at the June 16, 2026, meeting for Board input and approval.

Feedback and recommendations have been incorporated into the plan and appear as part of the Board implementation plan for the 2026-2027 school year.

SECTION TWO – SPECIAL EDUCATION SERVICES

The Catholic District School Board of Eastern Ontario views every student as unique and aims to provide a Catholic education which nurtures this uniqueness and enables each student to maximize their spiritual, physical, intellectual, and social potential. It is the Board's belief that the most desirable placement for a student 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 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 students 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, Registered Behaviour Analysts, itinerant vision and hearing teachers, and Intensive Support Workers work closely with school personnel to ensure the effective delivery of special education programs.

The in-school Special Education team offers on-going support to students. Qualified Special Education Resource Teachers, Special Education Classroom Teachers, Student Support Workers, Itinerant ABLE 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 student's educational success and welfare.

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.

SPECIAL EDUCATION PROGRAMS

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

expectations and an outline of special education services that meet the needs of the exceptional student

SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED BY THE CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

CDSBEO strives to educate all students in a safe, accepting, and inclusive environment that considers their specific and unique needs. We are committed to helping all students reach their full potential and prepare for success in school, work, and life. The CDSBEO Special Education Annual Report reflects our commitment to the development, implementation, and consistent delivery of effective special education programs and services for all students who require them, whether or not they have been formally identified as "exceptional" through the IPRC process.

Some students may need additional support which can be offered within the classroom or various locations in the school. At times, a student may require additional supports beyond those available in the regular classroom. In these cases, more intensive special education services may be provided. Based on a student's individual strengths and needs, CDSBEO offers a range of supports, including:

- Support within the regular classroom
- Resource support
- Remedial support
- Self-contained programs

INDIVIDUAL EDUCATION PLAN (IEP)

If an Individual Education Plan (IEP) is to be developed for a student, it will always be in consultation with the parent:

It will include:

A description of the student's strengths and needs and specific educational expectations;

- An outline of the special education program and services that will be received
- A statement about the methods by which the student's progress will be reviewed
- A transition plan which includes the specific goals, actions required, person(s) responsible for actions, and timelines for each educational transition where the student requires support.
- The IEP must be completed within 30 days after the student has been placed in the

program, and the principal will ensure that the parent(s)/guardian(s)/caregiver(s) are given access to a copy.

- When appropriate, students are encouraged to engage in the development of their IEP and participate in learning using provided supports to work towards their academic learning and life skills.

IEP Fact Sheet

SECTION THREE – PROGRAMS AND SERVICES MODEL/SPECIAL EDUCATION FUNDING

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

- 24 Mixed Exceptionality Programs (MEP)
- 1 ASD Classroom (Cornwall)
- 5 Turning Points Programs (Grades 7 to 12)
- 4 CTEP Classrooms (Brockville, Hammond, Perth and Cornwall)

For 2026-2027 school year, the breakdown of special education programs is as follows

- 27 Mixed Exceptionality Programs (MEP)
- 5 Turning Points Programs (Grades 7 to 12)
- 4 CTEP Classrooms (Brockville, Hammond, Perth and Cornwall)

The ASD classroom will be dissolved and a Primary MEP program was implemented in its place.

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% - 18% 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 SUMMARY

1. Decrease of 4.49 Special Education Teachers.
2. Increase of 15.5 FTE permanent Educational Assistants
3. Decrease of 6.0 FTE Student Support Workers (Safe Schools)
4. Decrease 1.0 FTE Communication Disorder Assistant (will not be re-posted)
5. Salary & Benefits reallocated to non-spec ed budget
    a. 1.0 FTE Coordinator Student to Community Liaison (Safe Schools)
    b. 1.0 FTE Student to Community Liaison Consultant (Safe Schools)

SPECIAL EDUCATION FUNDING

The Special Education Fund is an allocation 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:

- Portions of other Core Education Funding allocations that are used to support special education expenditures.
- Funding from third-party based on agreements to offset costs.

The Special Education Department's expenditure budget is projected to be approximately $33.8 million dollars, which is approximately $2.1 million dollars over the total in-year Special Education Fund projected for 2026-2027. There is available deferred revenue to fund this overage.

SPECIAL EDUCATION FUNDING AND EXPENDITURES

Projected for September 1, 2026, to August 31, 2027 (as per original estimates).

SPECIAL EDUCATION FUNDING & EXPENDITURES

Projected for September 1, 2026, to August 31, 2027 (as per original estimates).

REVENUE	Financial Statements 2022-2023	Financial Statements 2023-2024	Financial Statements 2024-2025	Revised Estimates 2025-2026	Original Estimates 2026-2027
Special Education Fund					
Special Education Fund	11,195,537	12,131,310	12,502,924	13,162,504	13,291,882
Differentiated Needs Allocation	10,025,800	11,794,691	11,275,274	11,397,955	11,912,755
Complex Supports Allocation	3,331,185	3,746,478	4,367,109	4,551,780	4,555,511
Specialized Equipment Amount	766,597	742,810	939,819	1,066,627	1,076,914
Other Core Education Funding					
Classroom Staffing Fund - Student Support	1,192,133	-	1,022,446	1,394,257.00	480,760
Classroom Staffing Fund - Supplementary Staf	-	-	-	-	140,815
Learning Resources	-	-	-	-	169,377
Responsive Education Programs					
Early Intervention for Math	110,840	-	-	-	-
Educators Autism AQ Subsidy	-	1,354	10,031	10,100	-
Licenses for Reading	-	134,825	-	-	-
Special Education Assessments	51,431	128,133	-	-	-
Summer Reading	183,609	-	-	-	-
Summer Learning	105,248	105,200	105,000	-	-
Transition Navigators	-	-	77,639	78,100	-
Other Revenue					
3rd Party Federal	-	-	16,289	46,211	46,211
Labour Provision	-	3,146,340	-	-	-
TOTAL REVENUE	**$ 27,347,369**	**$ 31,931,141**	**$ 30,316,531**	**$ 31,707,534**	**$ 31,674,225**

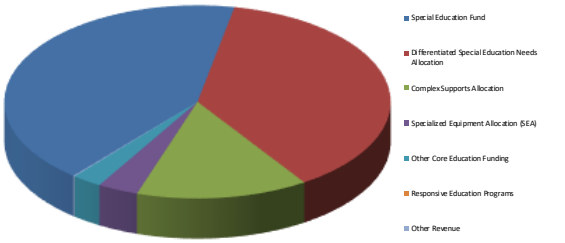
EXPENDITURES *(LESS CLASSROOM FUNDING)*	Financial Statements 2022-2023	Financial Statements 2023-2024	Financial Statements 2024-2025	Revised Estimates 2025-2026	Original Estimates 2026-2027
Classroom					
Classroom Teachers	11,216,040	12,445,234	12,061,320	13,327,289	12,457,851
Supply Teachers / Supply Staff	144,979	548,050	988,431	644,472	644,472
Teacher Assistants / SSW's / ABLE	11,501,934	14,367,444	14,380,014	15,277,013	16,116,806
Classroom Computers	302,625	216,137	33,985	95,000	95,000
Textbooks, Materials, Supplies	369,350	435,000	487,229	194,520	498,957
Professionals	2,107,889	2,878,299	3,093,304	3,279,156	2,939,498
Staff Development	300,097	176,012	26,627	53,868	63,050
Total Classroom	**25,942,914**	**31,066,176**	**31,070,910**	**32,871,318**	**32,815,634**
Non-Classroom					
Principals / Consultants / Support	901,168	1,073,610	1,175,843	1,000,662	952,987
Total Non-Classroom	**901,168**	**1,073,610**	**1,175,843**	**1,000,662**	**952,987**
TOTAL EXPENDITURES	**$26,844,082**	**$32,139,786**	**$32,246,753**	**$33,871,980**	**$33,768,621**

VARIANCE ANALYSIS	Financial Statements 2022-2023	Financial Statements 2023-2024	Financial Statements 2024-2025	Revised Estimates 2025-2026	Original Estimates 2026-2027
UNDER / (OVER) ALLOCATION	**503,287**	**(208,645)**	**(1,930,222)**	**(2,164,446)**	**(2,094,396)**
% UNDER / (OVER) ALLOCATION	1.84%	-0.65%	-6.37%	-6.83%	-6.61%

DEFERRED REVENUE	Financial Statements 2022-2023	Financial Statements 2023-2024	Financial Statements 2024-2025	Revised Estimates 2025-2026	Original Estimates 2026-2027
Opening Balance	**$5,894,422**	**$6,397,709**	**$6,189,064**	**$4,258,842**	**$2,094,396**
In-Year Surplus/(Deficit)	503,287	(208,645)	(1,930,222)	(2,164,446)	(2,094,396)
Ending Deferred Revenue Balance	**$6,397,709**	**$6,189,064**	**$4,258,842**	**$2,094,396**	-

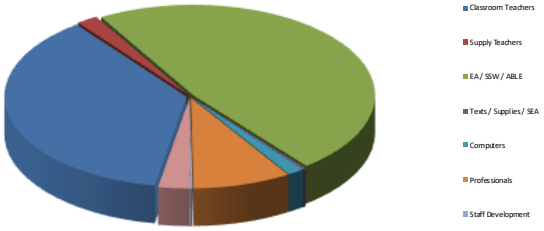
PROJECTED REVENUE

Special Education Fund	$	13,291,882
Differentiated Special Education Needs Allocation	$	11,912,755
Complex Supports Allocation	$	4,555,511
Specialized Equipment Allocation (SEA)	$	1,076,914
Other Core Education Funding	$	790,952
Responsive Education Programs	$	-
Other Revenue	$	46,211
TOTAL ALLOCATIONS	**$**	**31,674,225**



PROJECTED EXPENDITURES

Classroom Teachers	$	12,457,851
Supply Teachers	$	644,472
EA / SSW / ABLE	$	16,116,806
Texts / Supplies / SEA	$	95,000
Computers	$	498,957
Professionals	$	2,939,498
Staff Development	$	63,050
Principals / Consultants	$	952,987
TOTAL EXPENDITURES	**$**	**33,768,621**



SECTION FOUR – 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 students, as it supports and promotes the Ministry of Education Policies. Each school board is required to have approved operational procedures to identify each student's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each student's growth and development. These procedures are a part of a continuous assessment and program planning process which should be initiated when a student is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a student's school life.

APPROACH TO EARLY AND ONGOING IDENTIFICATION

The Catholic District School Board of Eastern Ontario procedures for early and ongoing identification of each student'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, Acadience universal screener, Corrective Reading, Leaps and Bounds Mathematics program, UFLI progress monitoring, CASI, OWA, and specific special education assessments can be used by classroom teachers in collaboration with 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 students' needs and to facilitate their growth and development. This process is ongoing and part of the continuous assessment and program planning process.

a) School teams are supported by collaborating with multidisciplinary board professionals. School teams identify students at risk and utilize essential skills and practices to facilitate growth and learning. Indicators of growth and success are being developed in areas of environment, routines, developmental continua, and learning readiness.
b) Parent(s)/guardian(s) participation, report cards, teacher observations, checklists, tracking forms, anecdotal notes and assessments will be a part of the assessment process.
c) Through report cards, interviews, case conferences, parent(s)/guardian(s) are provided with information to support an individual student's growth and development. This could

include the creation of student plans (Student Intervention Plan, Plan for Success, Safety Response Plan, Individual Education Plan [IEP]).

d) In consultation with parent/guardians, school teams may recommend referrals to School Based Rehabilitation Services (SBRS) for OT, PT and SLP consultation. (e.g., Kids Inclusive, CHEO, etc.).

STUDENT INTERVENTION PLAN

The Student Intervention Plan supports school teams in the documentation of interventions which align with tiered Language, Mathematics and Behaviour approaches.

Tier 1 Intervention Planning:

The school team gathers information to better understand the student's learning profile:

- Strategies and accommodations utilized
- Academic screeners, assessments and work samples
- Potential contributing factors
- Differentiated instruction and universal design for learning strategies utilized

The teacher directed intervention strategies are then documented on the Student Intervention Plan.

Tier 2 Intervention Planning:

The school team provides more targeted intervention with the student which is also documented on the student intervention plan. Possible next steps include:

- SERT and Classroom Teacher collaborate to review and plan small group intervention beyond classroom instruction.
- Consult with Board Special Education Professionals
- Facilitate a case conference with parent/guardians and school team - determine a plan of action which may include developing Safety Response Plan, Plan for Success, Individual Education Plan (IEP)
- Consider a MHC, IAW, SBRS-OT/PT referral. Obtain parent(s)/guardian(s) consent.

Tier 3 Intervention Planning:

The school team and special education professionals consult to review student's progress with their intervention plans. When students are not responding to Tier 2 interventions, professional assessments are considered. Possible next steps include:

- Consider consulting with Speech and Language Pathologist
- Consider consulting with Psychologist, Psychological Associate or Psycho-educational Consultant
- Consider consulting with Registered Behaviour Analyst

Biannually, school teams are asked to consider students who may require a professional consultation and/or assessment based on the student identification and intervention model of support. A member of the Psychology and/or Speech Language Pathologist teams meet with school staff to review student intervention plans and progress. When students have not responded to Tier 1 or Tier 2 interventions, a professional consultation and/or assessment may be recommended. In order for professional staff to consult and/or assess students, parent(s)/guardian(s) consent is required. Professional Staff adhere to our Board Policy 1002 Freedom of Information & Protection of Privacy

A Psychological Consultation involves a member of the psychology team working collaboratively with teachers, parent(s)/guardian(s), and sometimes students, to address academic, behavioural or emotional challenges. This process typically includes identifying challenges, developing intervention plans and monitoring progress to enhance student well-being and academic performance.

A Psycho-educational Assessment involves a member of the psychology team conducting observations and formal standardized testing with students to obtain comprehensive information regarding their cognitive, memory, academic, and social-emotional behavioural functioning. Psycho-educational assessments may lead to a differential diagnosis of a neurodevelopmental disorder and/or mental health disorder. Upon completion of the assessment, a formal report is written outlining the results and treatment recommendations which are shared with parent(s)/guardian(s) and school teams. With parent(s)/guardian(s) consent, school teams implement assessment programming recommendations.

Speech and Language Consultation involves a member of the speech and language team working collaboratively with teachers and parent(s)/guardian(s) and sometimes students to

provide guidance and support to teachers and staff to help students with speech and language needs. This process typically includes strategies to integrate speech and language goals within the classroom and/or home settings.

Speech and Language Assessments involves a member of the Speech and Language team conducting observations and formal standardized testing with students to obtain information regarding their articulation, fluency and voice, or/and oral language, or/and foundational word level reading skills. Upon completion of the assessment, a formal report is written outlining the results and treatment recommendations which are shared parent(s)/guardian(s) and school teams. With parent(s)/guardian(s) consent, school teams implement assessment programming recommendations.

EXTERNAL ASSESSMENTS

Should parent(s)/guardian(s) choose to have an assessment completed by an external professional, parent/guardians are encouraged to share the assessment results with the school team so they can be used to support a student's programming.

PRIMARY LITERACY SCREENING, ASSESSMENT AND INTERVENTION

The Early Reading Screening of all Year 2 Kindergarten, Grade 1 and Grade 2 students takes place three times a year: at the beginning of the year, middle of the year and end of the year. Students are screened for early reading foundational skills using a ministry-approved, evidence-based screening tool, to support the Ministry's PPM 168: "Reading Instruction and Early Reading Screening" CDSBEO created Administrative Procedure 218 "Early Reading Screening". CDSBEO has chosen the Acadience Reading assessment which assesses each foundational reading skill against a benchmark, providing immediate information to inform teacher instruction and student intervention programming. The reading screening assessment is to be used in conjunction with progress monitoring to evaluate foundational reading measures to improve the quality of, and inform instruction in the language classroom. CDSBEO Reading Intervention Teachers support school teams with the early reading screening of all Year 2 Kindergarten, Grade 1 and Grade 2 students, small group intervention and teacher professional development on structured literacy best practices.

SUMMARY OF CONSULTATIONS AND ASSESSMENTS FROM SLP AND PSYCHOLOGY

- The number of CDSBEO students who required and received a psychological consultation in the 2025-2026 school year was 512, which is 3.45% of the Board's total population.

- The number of CDSBEO students who required and received a psychological assessment in the 2025-2026 school year was 160, which is 1.08% of the Board's total population.
- The number of CDSBEO students who required and received a speech and language consultation in the 2025-2026 school year was 256 which is 1.73% of the Board's total population.
- The number of CDSBEO students who required and received a speech and language assessment in the 2025-2026 school year was 356 which is 2.40% of the Board's total population.
- Our Psychology and Speech-Language team complement can adequately meet the needs of the Board without significant wait times.

SECTION FIVE – EDUCATIONAL AND OTHER ASSESSMENTS

ASSESSMENTS

Assessment Administered by: Psychologist, Psychological Associate, Psychoeducational Consultant (under the supervision of a Psychologist)

Qualifications	Name of Test
• Ph.D, C. Psych. • M.A. • B.A *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.	• Weschler Intelligence Scale for Students Fifth Edition (WISC-V) • Weschler Adult Intelligence Scale: Fourth Edition (WAIS-IV) • Test of Visual Perceptual Skills: Fourth Edition (TVPS-4) • Wide Range Assessment of Memory and Learning: Second Edition (WRAML-3) • Student and Adolescent Memory Profile (ChAMP) • Comprehensive Test of Phonological Processing: Second Edition (CTOPP-2) • Weschler Individual Achievement Test-Fourth Edition (WIAT-4) • Adaptive Behaviour Assessment System: Third Edition (ABAS-3) • Vineland Adaptive Behaviour Scales: Third Edition (VABS-3): Parent/guardian/Teacher • Conners 4 Assessment: Parent/guardian/Teacher/Self-Report • Behaviour Rating Inventory of Executive Function: Second Edition (BRIEF-2): Parent/guardian/Teacher/Self-Report • Studenthood Autism Rating Scale 2nd edition (CARS-2) • Autism Spectrum Rating Scale – Third Edition (ASRS-3) • Minnesota Multiphasic Personality Inventory – Adolescent: Revised (MMPI-A-RF) • Student Depression Inventory: Second Edition (CDI-2): Parent/guardian/Teacher/Self-Report • Patient Health Questionnaire (PHQ-9) • Generalized Anxiety Disorder-7: GAD-7

	• Multidimensional Anxiety Scale for Children: Second Edition (MASC-2): Parent/guardian/Self-Report • Beery-Buktenica Developmental Test of Visual-Motor Integration-6

Assessment Administered by: Speech-Language Pathologist

Qualifications	Name of Test
• M.Sc. or M.S. or M.Cl. Sc. • Registration with a regulatory body is required for speech-language pathologists in Ontario (CASLPO)	• 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) • 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 Expended (Level 1 & 2)

Assessment Administered by: Vision and Hearing Resource Teachers

Qualifications	Name of Test
Blind and Low Vision Resource Teacher • Undergraduate Degree • Bachelor of Education Degree • Teaching Students Who Are Blind (Specialist) **Deaf and Hard of Hearing Teacher** • Undergraduate Degree • Bachelor of Education Degree • Teaching Students Who Are Deaf or Hard of Hearing (Specialist)	• TEXL (Test of Expressive Language) • UFLI Foundations Intervention Placement Test • CELF-5 (evaluation of language fundamentals 5-21 yrs) • CELF-P2 (language fundamentals 3-6 yrs) • Woodcock-Johnson • TACL-4 (test for Auditory Comprehension of Language) (*) • PLS-4 (Preschool Language Scale) (*) • COMPASS – Auditory Discrimination Placement Test (*) • 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

Assessment Administered by: Classroom Teacher

Qualifications	Name of Test
• Undergraduate Degree and Bachelor of Education • Training on individual tests	• Acadience Reading Screener • Corrective Reading Program • Leaps and Bounds Math • Phonological Awareness Screener • CASI • OWA • Woodcock Johnson IV • KeyMath 3

SECTION SIX – IDENTIFICATION, PLACEMENT AND REVIEW

In 2025-2026, there were 183 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. In the 2025-2026 school year, there have been no IPRC appeals.

IDENTIFICATION, PLACEMENT & REVIEW COMMITTEE (IPRC)

Regulation 181/98 requires that all school boards set up Identification Placement Review Committee. This is a formal committee that determines if a student should be identified as exceptional and decides on the appropriate educational placement based on their needs.

An IPRC is composed of at least three people, one of whom must be a Principal or Supervisory Officer of the Board. When a student's placement and identification might change, parents are invited and encouraged to attend the meeting.

ROLE OF THE IPRC

The IPRC will:

- Decide whether the student should be identified as exceptional.
- Identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education.
- Decide an appropriate placement for the student:
    - Regular class with indirect service: instruction provided to student with an IEP in the regular classroom in consultation with the Special Education Resource Teacher.
    - Regular class with resource assistance: instruction provided to students with an IEP in the regular classroom by the Special Education Resource Teacher.
    - Regular class with withdrawal assistance: students 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 Classroom 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 Classroom Teacher.

- If a student's identification and placement remain the same and the student is having success in the placement, the annual IPRC review meeting can be dispensed by the parent.
- Otherwise, IPRC review meetings occur annually.

IPRC MEETING REQUESTS

The Principal of the student's school:

- Must request an IPRC meeting for the student, upon receiving a parent(s)/guardian(s) written request.
- May, with written notice to the parent(s)/guardian(s), refer the student to an IPRC when the principal and the student's teacher or teachers believe that the student may benefit from a Special Education Program.
- Within 15 days of receiving a parent request, or giving parents notice, the Principal must provide the parent a link to the Special Education Parent Guide and a written notification letter indicating approximately when the IPRC meeting will occur.

ATTENDANCE AT THE IPRC MEETING

An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.

Others who can attend:

- Parents and students who are 16 years of age and older are entitled to be present at, and participate in all IPRC discussions
- Educators such as student's classroom teacher(s), special education staff, school board support staff or other professionals who may be needed to provide further information or clarification
- Your representative, a person who may support you or speak on behalf of you or your child (cannot be a trustee of the board)
- An interpreter, if one is required. (You may request the services of an interpreter through the principal of your child's school)

IPRC MEETING SHARED INFORMATION

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 the meeting as an important partner in the student's placement. This letter will notify

parent(s)/guardian(s) of the date, time, and place of the meeting, and it will confirm parent(s)/guardian(s) attendance.

Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

If the IPRC meeting is a review meeting and the student is successfully placed in a placement which is going to continue, then parent(s)/guardian(s) may choose to sign the letter to "dispense" with the review meeting.

IPRC MEETING SCHEDULING

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.

IPRC MEETING AGENDA

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.

IDENTIFICATION AS AN EXCEPTIONAL STUDENT

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

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

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

Exceptionality	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 IEP	Regular Classroom	Case Conference IPRC		SERT, CT, SSW, EA, RBA, ISW
		Regular Classroom with Resource Support	Case Conference IPRC		CT, SERT, SSW, EA. RBA. ISW
		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, RBA, ISW
Behaviour	Meet Ministry Definition Behaviour Consultation Report Agency Reports Academic Assessment IPRC IEP	Care & Treatment Education Program (CTEP)	Admissions Package Pre-Admissions Meeting IPRC	Maximum 8 - 12 students	SECT, EA, IAW, MHC
		St. Luke, St. Matthew, St. Francis Xavier 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 IEP	Regular Classroom	Case Conference IPRC		CT, SERT, EA, SSW, RBA, ISW
		Regular Classroom with Resource Support	Case Conference IPRC		CT, SERT, EA, SSW, RBA, ISW
		Self Contained Classroom/Mixed Exceptionality Program (MEP) with integration into a regular classroom	Case Conference IPRC	Maximum 12 – 16 students	CT, SERT, EA, SSW, RBA, ISW
		ASD Classroom	Case Conference IPRC	Maximum 6 students	CT, SECT, SSW, EA, RBA
Deaf and Hard of Hearing	Meet Ministry Definition Audiology Reports Agency Reports Academic Assessment IPRC IEP	Regular Classroom	Case Conference I.E.P		CT, EA, IT, D/HH SERT
		Regular Classroom with Resource Support	Case Conference IPRC		CT, IT, EA, D/HH SERT

		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 IEP	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 IEP	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 IEP	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					
Giftedness	Meet Ministry Definition Psychoeducational Report Agency Reports Academic Assessment IPRC IEP	Regular Classroom	Case Conference IPRC	CT, SERT	
		Regular Classroom with Resource Support	Case Conference IPRC	CT, SERT	
Mild Intellectual Disability	Meet Ministry Definition	Regular Classroom	Case Conference IPRC		CT, SERT, EA, SSW

	Psychoeducational Report Agency Reports Academic Assessment IPRC IEP				
		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 IEP	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	Regular Classroom	Case Conference IPRC		CT, SERT, EA

	IPRC IEP				
		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 IEP	Regular Classroom	Case Conference		CT, B/LV SERT, EA, IT
		Regular Classroom with Resource Support	Case Conference IPRC		CT, B/LV SERT, EA, IT
		Provincial School	Consultation – Ministry School Admissions Package Interview IPRC	As defined by Provincial School	As defined by Provincial School

LEGEND

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 ; RBA – Registered Behaviour Analyst ; ISW – Intensive Support Worker

IPRC MEETING PLACEMENT CONSIDERATION

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 a placement in a regular class will meet the student's needs and that such a decision is consistent with the parents' 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.
- Once all available school-based and Board-level supports have been fully explored, principals may, in consultation with parents/guardians and in alignment with Board procedures, consider a referral to an alternative learning environment to support the student's needs. Principal Initiated Alternative Learning Program

IPRC MEETING STATEMENT OF DECISION

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.

APPEAL OF 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 the Catholic District School Board of Eastern Ontario

- 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.

IPRC APPEAL PROCESS

If parent(s)/guardian(s) disagree with the IPRC's identification of the student 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:

Superintendent of Special 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.

TIMELINE FOR IPRC 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.

ORGANIZATIONS 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 students can be accessed below.

- Association for Bright Children
- Beyond 21 Foundation
- Canadian Hearing Society
- Canadian National Institute for the Blind
- Child and Youth Mental Health Services, Cornwall Community Hospital
- Children's Aid Society of Stormont, Dundas & Glengarry
- Children's Mental Health Ontario
- Community Living Ontario
- Easter Seals Ontario
- Epilepsy South Eastern Ontario
- Family and Child Services of Lanark, Leeds and Grenville
- Inspire SD&G Community Support Services
- Integration Action for Inclusion Ontario
- Learning Disabilities Association of Ontario
- MS Society
- Open Doors Ontario
- Parents' Lifelines of Eastern Ontario
- Rural FASD
- Spina Bifida and Hydrocephalus Association of Ontario

- Tourette Syndrome Foundation
- Valoris for Children & Adults of Prescott-Russell

SPECIAL EDUCATION ADVISORY COMMITTEE INVOLVEMENT

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.

SPECIAL EDUCATION PARENT GUIDE

The most up to date 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

SECTION SEVEN – PROVINCIAL AND DEMONSTRATION SCHOOLS

Provincial and 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 pre-school 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 training and resource services.

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 families of preschool deaf-blind students to assist in preparing these students for future education.

PROVINCIAL SCHOOL FOR THE DEAF

The following Provincial Schools offer services for deaf and hard-of-hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving Eastern Ontario).
- Ernest C. Drury School for the Deaf in Milton (serving Central and Northern Ontario).
- Robarts School for the Deaf in London (serving Western Ontario).
- Centre Jules-Leger in Ottawa (serving francophone students and families throughout Ontario).

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

This school provides elementary and secondary school programs for deaf students from preschool level to high school graduation. These programs follow the Ontario curriculum and parallel courses and programs provided in school boards. Each student has 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.

SAGONASKA DEMONSTRATION SCHOOL

During the 2025-2026 academic year the Catholic District School Board of Eastern Ontario (CDSBEO) had 1 student enrolled at Sagonaska School.

Sagonaska Demonstration School in Bellville provides a one-year placement program for students diagnosed with a severe learning disability and resource support and consultation services for English district school boards to build capacity in teaching students with learning disabilities.

The demonstration school placement is a high intensity reading and writing intervention program where students are provided with the classroom support needed to foster their success. All students are taught using the Empower reading program developed by the Hospital

for Sick Children (SickKids). Intervention programs in mathematics are also provided in the elementary and secondary panels based on student needs.

The Sagonaska experience and the implementation of evidence-based programming will lead to a number of positive outcomes. They are committed to moving students forward in the areas of reading, writing and mathematics in response to their unique learning profile. Students will experience gains in relation to various skills for success, including their self-awareness, self-advocacy, self-regulation, perseverance and goal-setting.

Sagonaska Demonstration School also looks beyond their one-year program as they set their students up for a positive transition back to their home school board and prepare them for their pathway to graduation and beyond.

PROVINCIAL SCHOOLS CONTACTS

Parent(s)/guardian(s) and teachers may obtain additional information from the Resources Services departments of the Provincial Schools and the groups listed below.

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

PROVINCIAL DEMONSTRATION SCHOOLS FOR SEVERE LEARNING DISABILITIES

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

Provincial Demonstration Schools for Severe Learning Disabilities	
Amethyst Demonstration School 1515 Cheapside Street London, ON N5V 3N9 Tel: (519) 453-4400	Centre Jules-Leger 281, Rue Lanark Ottawa, ON K1Z 6R8 Tel: (613) 761-9300
Sagonaska School 350 Dundas Street West Belleville, ON K8P 1B2 Tel: (613) 967-2823	Trillium Demonstration School 255 Ontario Street South Milton, ON L9T 2M5 Tel: (905) 878-2851

SECTION EIGHT – SPECIAL EDUCATION STAFF

Special Education Staff	Elem.	Sec.	*Totals*	Staff Qualifications
1. Teachers of exceptional students				
1.1 Special Education Resource Teachers	80.85	48.51	**129.36**	Special Education
2. Other special education teachers				
2.1 Vision and Hearing Special Education Itinerant Resource Teachers	1.30	0.70	**2.00**	Certified Teacher Blind and Low Vision AQ Deaf and Hard of Hearing AQ
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
3. Educational assistants in special education				
3.1 Educational assistants	167.5	62.3	**229.8**	College Degree/Diploma
4. Other professional resource staff				

4.1 Supervising Psychologist/Psychologists	0.50	0.50	**1.00**	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**	MA, Psych. Associate Licensed with the College of Psychologists of Ontario
4.3 Psychologist	0.5	0.50	**1.00**	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**	M.A. in Psychology

4.5 Speech-language pathologists	3.4	0	**3.60**	Speech-language pathologists require a master's degree in speech-language pathology Registration with a regulatory body is required for speech-language Pathologists in Ontario Membership in the national Association, Canadian Association of Speech-language Pathologies and Audiologists
4.6 Communicative Disorders Assistant	0	0	**0**	Post-secondary diploma or degree College diploma in communicative disorders assistant
4.7 RBA Lead	.5	.5	**1.0**	PhD or MA in Psychology or related field and extensive work with Applied Behaviour Analysis
4.8 Registered Behaviour Analysts	2.0	2.0	**4.0**	Masters in Psychology combined with extensive experience in Applied Behavioral Analysis
4.9 Intensive Support Worker	1.5	1.5	**3.0**	BA in Psychology combined with extensive experience in Applied Behavioral Analysis

5. Paraprofessional resource staff				
5.7 SCLC (Safe Schools)	2.0	0	**2.0**	Specialist Degree/Diploma
5.8 Itinerant Student Support Worker/ABLE**	8.00	5.00	**13.00**	Specialist Degree/Diploma
6.0 Other Support Staff				
6.1 Support Secretary	.5	.5	**1.0**	Diploma/Degree

SECTION NINE – STAFF DEVELOPMENT

The overall goal of the Special Education staff development plan is to provide ongoing professional learning opportunities grounded in current research and Ministry initiatives, while building staff knowledge, skills and strategies to support the delivery of high-quality programs for all students.

The Special Education Department identified these areas of focus for staff development in order to support students in accessing the curriculum:

- IEP development and programming
- Transition planning (micro and macro transitions)
- Increasing awareness and application of ABA strategies
- Behaviour Management System certification
- Developing meaningful Plans of Success and Safety Response Plans
- Facilitating a structured literacy approach to reading, including the use of the reading screening and progress monitoring digital tools
- Increasing understanding in using communication Tools, including effective use of Assistive Technology

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 first SEAC meeting of each school year. Once all the data has been collected, the Special Education team determines what professional development can be offered, under the direction of the Superintendent.

PARTNERSHIPS AND JOINT INITIATIVES

Our school 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 (Ministry of Children and Youth Services) provides FASD workers 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 and 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 practices, 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 (IEP) have a transition plan. As such, our IEP 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 Registered Behaviour Analysts and Lead Registered Behaviour Analyst. 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 with school-based support.

Many CDSBEO staff members have benefitted from the Ministry-Funded professional development training offered through Sonderly. The CDSBEO had 75 staff members who have participated in Sonderly 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 Special Education Team.

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, as well as virtually on the board's training platform. 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 10 qualified BMS trainers to provide training to staff for full certifications and re-certifications.

INDIVIDUAL EDUCATION PLAN

Collaboration within the IEP process is essential to the development of effective plans that support student success. Through this collaborative approach, school teams have gained valuable information to reflect on their practices and to identify targeted areas for growth each year. The Board continues to review IEPs to identify areas where additional support may be required. Throughout the year, Special Education Resource Teachers, Special Education Classroom Teachers, and Principals have participated in learning opportunities focused on Ministry guidelines for IEP development. Ongoing support and feedback are provided to school teams to ensure compliance with Ministry requirements and to promote consistent, high-quality IEPs.

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 5 Reading Intervention Teachers (RITs) to support the facilitation of the new structured literacy curriculum, reading screening and reading intervention. In the fall, the Reading Intervention Teachers support teachers by providing training on the facilitation of the Beginning of Year reading screener to all year two kindergarten to grade 2 students. The RITs model how to analyze the screening data in order to inform teacher instruction and how to teach effective structured literacy lessons using the data. The RITs also support schools in facilitating small group structured literacy intervention with students struggling to meet the reading benchmark. This model of support is repeated for Middle of Year screening and End of Year screening.

SUPPORTING AND ENHANCING THE POSSIBILITIES

Throughout the 2025–2026 school year, CDSBEO continued to support a range of Special Education programs, including the Multiple Exceptionality Program (MEP), Autism Spectrum

Disorder (ASD) Program, Foundations Program, School to Community Program, Care and Treatment Education Programs, and Turning Points Program. This framework encourages teachers and education workers to adopt a strengths-based approach to programming that engages students and fosters meaningful, joyful learning experiences. Board consultants provide ongoing, classroom-based support to assist educators in implementing effective instructional practices and meeting the diverse needs of learners.

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 goal is to continue to support all students requiring access to computers and software to engage in learning. We have placed additional focus on SEA students, Special Education program classrooms (ASD, MEP, Foundations, School-to-Community) and Care and Treatment Education Programs. In collaboration with our Psychologists, Speech-Language Pathologists and the ABA/ team, we have worked to develop educator capacity to support students with specific technology needs in order for them to access the curriculum.

The Special Education Consultants provide assistive technology professional learning through a combination of virtual training sessions, consultations, and in-person support, based on the needs of staff and students. In addition, the Technology Consultant offers targeted professional development focused on the Specialized Equipment Allocation (SEA) process and effective implementation. Together, these supports build educator capacity and appropriate use of assistive technology to enhance student access, engagement and learning.

STAFF DEVELOPMENT

The Special Education Department provided professional development through the TEAMS platform, as well as through in-person sessions delivered centrally at the school board and directly within schools.

Professional development for new and current CDSBEO staff is strategically aligned with current and emerging legislation and Ministry policy, and is supported through targeted and sustainable funding to ensure ongoing capacity building and effective implementation.

Date	Title of Training	Audience
August 26, 2025	Reading Screening & Early Literacy	Learning Fair
August 26, 2025	Emotional Validation	Learning Fair
September 2, 2025	Trauma Informed Care	School Staff
September 2, 2025	Keeping Schools Safe	System Wide Presentation
September 5, 17 & 18, 2025	Empower Reading Training	All SERTs
September 9, 2025	New SERT Training	New SERTs
September 11, 2025	All SERT Training	All SERTs
September 16, 2025	Aspen Special Education Module Training	All SERTs
September 18, 2025	IEP Workshop: Accommodations	All SERTs (voluntary)
September 23, 2025	IEP Workshop: Subject Pages	All SERTs (voluntary)
September 24, 2025	Best Buddies in CDSBEO Schools	SEAC
September 24, 2025	Corrective Reading	All SERTs
September 25, 2025	IEP Workshop: Alternative Pages	All SERTs (voluntary)
October & November 2025	Launch of new SPIRR Resources (40+sessions across the Board)	All School Staff
October 1, 2025	Mental Health Champions Orientation	Secondary Students & Vice-Principals
October 2, 2025 February 11, 2026	By Your Side – Parent Resource Introduction	Vice-Principals Principals
October 14 & 21, 2025 November 4 & 27, 2025	NTIP Sessions	New Teachers enrolled in NTIP Program
October 16 & 21, 2025	SEA Process Overview	All SERTs
October 16, 28, November 10 & 13, 2025	SafeTALK	Parents & Community
October 20, 2025	BMS Training	Education Workers
October 20, 2025	Wayfinder & Tracking of Tier 1 Resources	Student Support workers
October 28, 2025	Mental Health First Aid	Various school and itinerant staff

October 29, 2025	Mental Health Resource Presentation	SEAC
November 5, 12, 19 & 26, 2025	Mental Health Literacy in Action	All SERTs
November 6 & 12, 2025	BMS Training	Principals and Vice-Principals
November 26, 2025	CDSBEO 2025-2030 MYSP	SEAC
November 26, 2025	Calm, Connected & Compassionate: The Impact of Board Wide BMS Training	SEAC
November 26, 2025 & February 23, 2026	Emotion Focused Coaching Presentation	Parents & Community
November 27, 2025	Special Transportation – Request Manager Refresher	All Secretaries, Principals and Vice-Principals (voluntary)
November 28, 2025	ABA Strategies – Part 1	Education Workers
December 2, 2025	Assistive Technology Workshop	All SERTs
December 15, 2025	Empower Follow-up	All SERTs
January 5 & 8, 2026	Mental Health Lit in Action	IAWs
January 6, 7, 8, 27, 28, 29 & February 3, 2026	Early Literacy Workshops	Kindergarten, Grade 1 and Primary Special Education Resource Teachers
January 28, 2026	IPRC Process Update	Consultation Group of Principals & SERTs from across the Board
January 28, 2026	Epilepsy South Eastern Ontario: About Us	SEAC
January 30, 2026	Assistive Technology Workshop	EAs, SSWs, IAWs
January 30, 2026	ABA Strategies – Part 2	Education Workers
January 30, 2026	How to Support Students who are MLL	EAs & Elementary IAWs
January 30, 2026	Mental Health Resource Review	SSWs & Secondary IAWs
February 4, 5, 10 & 12, 2026	Removing Barriers: UDL & Transition Planning Workshops	SECTs & SERTs
February 25, 2026	CDSBEO EQAO Results through a Special Education Lens	SEAC
February 26, 2026	IPRC Process Update	Principals, Vice-Principals, SECTs & SERTs
March 25, 2026	Beyond 21: About Us	SEAC
April 8, 2026	Suicide Prevention and Crisis Management	Parent Involvement Committee
April 15 & 16, 2026	ASIST Workshop	Administrators, SERTs, Guidance
April 22, 2026	Supporting Students who are Blind/Low Vision	SEAC
April 24, 2026	Mental Health Resource Refresher Workshop	All School Staff

May 12 & 14, 2026	CLEVR, Aspen Tasks & SEA Transfer Process PD	Principals, Vice-Principals, SECTs & SERTs
May 27, 2026	Reading Intervention	SEAC

PROJECTED STAFF DEVELOPMENT 2026-2027

Staff development for the upcoming 2026-2027 school year will focus on school-embedded professional learning. As the school board transitions to a new IEP module in September, the Special Education Department is committed to providing training and resources to all end users, including Special Education Resource Teachers, Special Education Classroom Teachers and regular Classroom Teachers.

A variety of workshops and training sessions will be offered throughout the school year to support Administrators, Special Education Resource Teachers, Educational Assistants, Student Support Workers, Itinerant ABLE Workers, and Classroom Teachers. Staff training will focus on Applied Behaviour Analysis (ABA) strategies and Behaviour Management System (BMS) applications to support students in achieving their full potential within a nurturing and supportive learning environment. Professional learning will also continue to support recently implemented initiatives and changes in practice, including the use of the Student Intervention Form, IEP development and IPRC considerations.

SECTION TEN – EQUIPMENT

SPECIAL EDUCATION EQUIPMENT ALLOCATION (SEA)

Special Equipment Allocation (SEA) claims provide funds for specialized equipment needs on behalf of individual students.

- Revised in Spring 2024 the Ministry Directives for Special Equipment Allocation (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. SEA PPA now includes non-computer based equipment, to be utilized by students with special education needs, including sensory, hearing, personal care and physical assist equipment.
- The SEA Claims based funding is accessed through a claims-based process and supports the purchase of single items of any equipment type costing $5,000 or over before taxes for an individual student with special education needs.
- The SEA fiscal period runs from May 1 to April 30 each year.

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 equipment is directly required and essential in order for the student to access the curriculum or school.
- 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 Amount EQUIPMENT 2025-2026	# of Items	SEA FUNDED
Computers or tablets (2 units purchased; 148 reallocated)	160	$2,107.91
Computer peripherals	119	$9,581.67
Hearing Support	116	$11,902.41
Personal Care Support	7	$2,360.08
Physical Assists Support	50	$78,621.32
Repair & Maintenance	19	$2,797.66
Sensory Equipment	212	$38,251.42
Software	20	$402.17
Vision Support	15	$6,533.15
Training	38	$4,771.18
SEA Per Pupil Amount Total (see above for cost breakdown, per category)	**756**	**$157,328.97**

SEA Claims-Based EQUIPMENT 2025-2026	# of Purchases	SEA FUNDED
Sensory Equipment	0	
Hearing Support	0	
Vision Support	0	
Personal Care Support	0	
Physical Assists Support	6	

Claims-Based Purchases Total (see above for cost breakdown, per category)	**6**	**$37,255.09**
GRAND TOTAL	**TOTAL**	**$194,584.06**

SECTION ELEVEN – ACCESSIBILITY OF SCHOOL BUILDINGS

The information contained in this section outlines the multi-year Capital Expenditure Plan for improving accessibility to schools. In September 2003, the Board approved its Ontarians with Disabilities Act report which identified barriers were identified and identified a multi-year plan to eliminate them. The current Multi-Year Accessibility Plan for the period 2022-2027 is included in the Appendices section and is also available on the CDSBEO website www.cdsbeo.on.ca.

2026-2027 AODA PROJECTS PLANNED	Estimated Amount
Bishop Macdonell, Cornwall – AODA Washroom	$200,000
Holy Trinity CSS, Cornwall – AODA Washroom	$200,000
AODA Fire Alarm System Updates – 14 CDSBEO Schools	$800,000
Estimated Total	**$1,200,000**

2025-2026 AODA PROJECTS	Estimated Amount	Amount
St. Mary, Chesterville – AODA Washroom	$488,580.20	$175,000
St. Mary, Chesterville – AODA Ramp and Stairs	$488,580.20	$60,000
St. Mary CHS, Brockville – AODA on Main Doors	$114,320	$120,000
Holy Trinity CSS, Cornwall – AODA Operators Classroom 127 and Interior Door of C105	$11,000	$15,000
Total		**$370,000**

2024-2025 AODA PROJECTS	Amount
Sacred Heart of Jesus, Lanark – Construction and Design of AODA washroom	$46,260.20
Sacred Heart, Cornwall – AODA Washroom Construction and Design (room 108)	$210,496.18
Total	**$256,756.38**

2023-2024 AODA PROJECTS	Amount
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	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	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**

SECTION TWELVE – TRANSPORTATION

Transportation decisions are made on a case-by-case basis through a collaborative, multi-professional process involving school staff, CDSBEO, STEO, and parents/guardians, with careful consideration given to student safety, individual needs, and overall well-being.

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 the cost of fueling, buying and maintaining student transportation vehicles. Currently, we provide special transportation to 355 students at a cost of approximately $2,410,314.

The Board obtains and provides schools with Special Transportation training and information and establishes criteria for eligibility for Special Transportation. Where possible, we try to have students ride regular school bus transportation, however, sometimes there are reasons for which this is not possible and as a result schools can apply for Special Transportation. After schools enter their transportation requests in Request Manager, the Board ensures that each case is reviewed at least annually, or whenever the situation warrants it and considers the most cost-effective transportation options for students. Students who are no longer enrolled in a centralized Special Education program are repatriated to their home school. 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 students participate in a centralized Special Education program (Care and Treatment Education Program and Turning Points programs), Special Transportation arrangements are provided, as needed.

In selecting transportation providers for students with special education needs 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.

2025-2026 ESTIMATED:

Vehicle Type	# of Students	Cost ($)
Vans	232	$1,466,472
Buses	95	$514,208

Wheelchairs	28	$429,634

2024-2025:

Vehicle Type	# of Students	Cost ($)
Vans	252	$1,717,536
Buses	86	$364,225
Wheelchairs	38	$249,551

2023-2024:

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

2022-2023:

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

2021-2022:

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

SECTION THIRTEEN – 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 parent(s)/guardian(s), 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
- Education Community Partnership Programs
- Programs offered by other boards of education
- Community Living Programs

TRANSITIONS: COMMUNITY TO SCHOOL - GENERAL INFORMATION

Transition to elementary school is an important and complex event in any student's life but can be more so for students with special needs and their families. Students with special needs require home, school and other professionals to share information and engage in careful planning, so the student 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 students 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:

- 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 school-based rehabilitation services clinicians

- Staff from regional 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 parent(s)/guardian(s) permission, are welcome to share valuable and relevant information about the student'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 student 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 can be shared at the point of admission to our schools.

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: Protocol for Partnerships

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.

CARE AND TREATMENT EDUCATION PROGRAM (CTEP)

The focus of the CTEP program is to provide education for students whose primary need is social-emotional skill building or mental health needs. 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 CTEP or Turning Points programs 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 transition process depending on the student's individual needs.

COLLABORATION WITH COMMUNITY SERVICES

Addressing the complex needs of today's students requires schools to network with local agencies, form liaisons with community initiatives and partners, as well as with students' families. The Catholic District School Board of Eastern Ontario is in consistent conversation with partnering agencies and organizations to coordinate our models of service delivery to best support student success.

SECTION FOURTEEN – 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(s)/guardian(s), 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/CHEO Policy	Kids Inclusive/CHEO Appeal process
Physiotherapy	Kids Inclusive/CHEO	Kids Inclusive/CHEO referral process	Kids Inclusive/CHEO Case Manager	Kids Inclusive/CHEO Policy	Kids Inclusive/CHEO Appeal process
Nutrition	SBRS	SBRS referral process	SBRS Case Manager	SBRS Policy	SBRS Appeal process
Speech, Fluency, Voice Therapy	Kids Inclusive/CHEO	Kids Inclusive/CHEO referral process	Kids Inclusive/CHEO Case Manager	Kids Inclusive/CHEO Policy	Kids Inclusive/CHEO 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 – sterilization 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/School Principal	Qualified Practitioner/School Principal	As directed by qualified Practitioner/School Principal	Case Conferencing
Behaviour	Registered Behaviour Analyst, Student and Community Liaison Consultant (SCLC), Intensive Support Workers, Itinerant ABLE Workers, SSWs, EAs	Student in crisis or requiring intensive behavioural support	Consultation between school-based collaborative team and RBA, SCLC	Intervention is determined through consultation between school-based team and RBA, SCLC	Consultation with Principal and Superintendent of Special Education

SECTION FIFTEEN – SPECIAL EDUCATION ADVISORY COMMITTEE

SEAC Members	Email Address
Donna Nielsen (Chair) *CDSBEO Trustee*	donna.nielsen@cdsbeo.on.ca
Tracy Mertz (Vice-Chair) *Rural FASD Support Network*	merta903@rogers.com
Karen McCallister *CDSBEO Trustee*	karen.mcallister@cdsbeo.on.ca
Tom Jordan *Family and Children's Services of Lanark, Leeds and Grenville*	tom.jordan@fcsllg.ca
Susie Trotter *Child and Youth Mental Health Services, Cornwall Community Hospital*	susie.trotter@cornwallhospital.ca
Amy Malyon *Beyond 21*	executivedirector@beyond21.org
Kaitlyn Bissonnette *Children's Aid Society of the United Counties of SD&G*	kaittlyn.bissonnette@cwcas.ca
Carrie Onstein *Career Services, Brockville*	carrie@careerservices.ca
SEAC Member Alternates	
Jayne Stoddart *Rural FASD Support Network*	opm@ruralfasd.ca
Sue Wilson *CDSBEO Trustee, Alternate*	sue.wilson@cdsbeo.on.ca
Cathie Knapp-Fisher *Family and Children's Services of Lanark, Leeds and Grenville*	cathie.knapp-fisher@fcsllg.ca
Angela Carson *Beyond 21*	programlead@beyond21.org
Ryan Billing *Career Services, Brockville*	ryan@careerservices.ca

SEAC members are nominated by their local association and a nomination form is submitted by the Agency to the SEAC Chair to bring forth to SEAC members for their review.

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 2025-2026 school year were held on the following dates:

- Wednesday, September 24, 2025
- Wednesday, October 29, 2025
- Wednesday, November 26, 2025 (Double Meeting for November & December)
- Wednesday, January 28, 2026
- Wednesday, February 25, 2026
- Wednesday, March 25, 2026
- Wednesday, April 22, 2026
- Wednesday, May 27, 2026
- Thursday, June 11, 2026

The standard location for SEAC meetings is the Kemptville Board Office, members are also welcome to join virtually via Microsoft TEAMS. All meetings begin at 4:30pm

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 funding presented information outlining how this 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 Plan is developed and then presented to SEAC for feedback and recommendations. These recommendations are then carried forward to the full Board for final approval, before being submitted to the Ministry.

During the 2025-2026 school year, ten 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 2026-2027 the following has been recommended:

- Supporting our members and our students' families in attending our SEAC meetings as we continue a hybrid model

SEAC meeting dates for the 2026-2027 school year:

- Wednesday, September 23, 2026
- Wednesday, October 28, 2026
- Wednesday, November 25, 2026 (Double Meeting for November & December)
- Wednesday, January 27, 2027
- Wednesday, February 24, 2027
- Wednesday, March 31, 2027
- Wednesday, April 21, 2027
- Wednesday, May 19, 2027
- Wednesday, June 9, 2027 (date subject to change)

Topics proposed to be presented during the 2026-2027 school year:

- Regional Transition Fairs Overview
- New Special Education Digital Platform
- Elementary School Special Olympics
- Celebrating Neurodiversity
- School Climate Survey
- Technology in the Classroom
- Speech Language Service Delivery Model
- Multiple Exceptionality Program Overview
- Mini Course Program Experience
- Mental Health and Wellness

SPECIAL EDUCATION ADVISORY COMMITTEE RECOMMENDATIONS

It is recommended:

"That the Board approve the re-submission of the 2025-2026 Annual Report on the Provision of Special Education Programs and Services to the Ministry of Education, including the accompanying recommendations and the additional information requested by the Ministry in June 2026, as presented on October 20, 2026.

Moved by: Susie Trotter ***Carried***

Donna Nielsen
SEAC Chair

Tracy Mertz
SEAC Vice-Chair

BOARD RECOMMENDATIONS

It is recommended:

"That the Board approve the re-submission of the 2025-2026 Annual Report on the Provision of Special Education Programs and Services to the Ministry of Education, including the accompanying recommendations and the additional information requested by the Ministry in June 2026, as presented on October 20, 2026

Approved by: Sue Wilson

Seconded by: Karen McAllister

Chris Cummings
Chair of the Board