

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



**Submitted by: The Catholic District School Board of Eastern Ontario**

**June 2025**

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

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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 2024-25 Special Education Annual Report to support in the planning and implementation of Special Education programs and services for the 2025-2026 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 2024 – June 2025:

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 2024-2025 was presented to the Board at the June 17, 2025, 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 2025-2026 school year.



## SECTION TWO – 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 31 individual self-contained half or fulltime classes offered by Special Education Classroom Teachers (SECT) in the other elementary and secondary schools within the Board.

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

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

Students' regular programs can be modified and students are provided with resource assistance in the classroom. However, when students need a totally individualized program and have alternative learning skills because of their needs, a specialized program placement is considered. In most cases, a regular classroom placement with access to specialized programming for part of the day is appropriate.

The Board has reviewed and established criteria for the identification and placement of exceptional students to use consistently across the Board, which are in line with the program standards contained in the *Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide*. Currently, the number of students with an IPRC ranges from 3% - 21% in most schools and 100% of the students at St. Luke CHS and St. Matthew CSS.

We have continued to staff schools according to population and high needs. We have reviewed and provided intensive support for students who meet the criteria. Support is allocated based on the changing nature of individual needs.



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

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

### **STAFFING RECOMMENDATIONS**

1. Increase of 8.98 Special Education Teachers.
2. Increase of 18 FTE permanent Educational Assistants
3. Increase of 1.0 FTE Registered Behaviour Analyst
4. Decrease of 1.0 Speech-Language

### **SPECIAL EDUCATION FUNDING**

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

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

- Support for Students Funds are negotiated provincially with Associations and allocated through discussions with local associations. In 2025-2026, this allocation funds 7.7 FTE Special Education Resource Teachers and approximately 7.0 FTE Educational Assistants.
- Responsive Education Program allocations for Special Education outside of the Core Education Funding.
- Funding from third-party based on agreements to offset costs.

The Special Education Department's expenditure budget is projected to be approximately \$33 million dollars, which is approximately \$1.65 million dollars over the total in-year Special Education Fund for 2025-2026. There is available deferred revenue to fund this overage.

## SPECIAL EDUCATION FUNDING AND EXPENDITURES

Projected for September 1, 2025, to August 31, 2026 (as per original estimates).

REVENUE	Financial Statements 2021-2022	Financial Statements 2022-2023	Financial Statements 2023-2024	Revised Estimates 2024-2025	Original Estimates 2025-2026
<b>Special Education Fund</b>					
Special Education Fund	10,633,058	11,195,537	12,131,310	12,479,362	12,826,285
Differentiated Needs Allocation	9,614,251	10,025,800	11,794,691	11,333,515	11,395,777
Complex Supports Allocation	3,633,888	3,331,185	3,746,478	4,374,385	4,546,486
Specialized Equipment Amount	696,320	766,597	742,810	1,046,661	1,051,281
<b>Other Core Education Funding</b>					
Student Support – OECA	1,052,708	805,644	-	544,071	939,622
Student Support – CUPE	579,734	386,489	-	478,375	454,635
<b>Responsive Education Programs</b>					
Educators Autism AQ Subsidy			1,354	10,031	10,100
Licenses for Reading	164,415		134,825	-	-
Special Education Assessments		51,431	128,133	-	-
Summer Learning		105,248	105,200	105,000	-
Transition Navigators			-	77,639	78,100
<b>Other Revenue</b>					
3 <sup>rd</sup> Party Federal			-	95,097	95,097
Labour Provision			3,146,340	-	-
<b>TOTAL REVENUE</b>	<b>\$ 26,440,548</b>	<b>\$ 27,347,369</b>	<b>\$ 31,931,141</b>	<b>\$ 30,544,137</b>	<b>\$ 31,397,383</b>

EXPENDITURES (LESS CLASSROOM FUNDING)	Financial Statements 2021-2022	Financial Statements 2022-2023	Financial Statements 2023-2024	Revised Estimates 2024-2025	Original Estimates 2025-2026
<b>Classroom</b>					
Classroom Teachers	10,927,866	11,216,040	12,445,234	11,419,471	12,047,855
Supply Teachers / Supply Staff	173,657	144,979	548,050	559,614	559,614
Teacher Assistants / SSW's / ABLE	10,240,939	11,501,934	14,367,444	14,946,549	15,617,396
Classroom Computers	150,314	302,625	216,137	150,000	95,000
Textbooks, Materials, Supplies	469,644	369,350	435,000	483,149	483,149
Professionals	1,812,232	2,107,889	2,878,299	2,996,322	3,266,448
Staff Development	41,554	300,097	176,012	323,824	38,600
<b>Total Classroom</b>	<b>23,816,206</b>	<b>25,942,914</b>	<b>31,066,176</b>	<b>30,878,929</b>	<b>32,108,062</b>
	-	-	-	-	-
<b>Non-Classroom</b>					
Principals / Consultants / Support	806,345	901,168	1,073,610	927,663	937,358
<b>Total Non-Classroom</b>	<b>806,345</b>	<b>901,168</b>	<b>1,073,610</b>	<b>927,663</b>	<b>937,358</b>
<b>TOTAL EXPENDITURES</b>	<b>\$24,622,551</b>	<b>\$26,844,082</b>	<b>\$32,139,786</b>	<b>\$31,806,592</b>	<b>\$33,045,420</b>

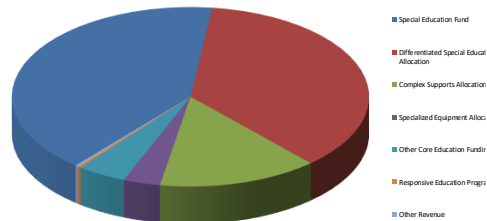
VARIANCE ANALYSIS	Financial Statements 2021-2022	Financial Statements 2022-2023	Financial Statements 2023-2024	Revised Estimates 2024-2025	Original Estimates 2025-2026
<b>UNDER / (OVER) ALLOCATION</b>	<b>1,817,997</b>	<b>503,287</b>	<b>(208,645)</b>	<b>(1,262,455)</b>	<b>(1,648,037)</b>
<b>% UNDER / (OVER) ALLOCATION</b>	<b>6.88%</b>	<b>1.84%</b>	<b>-0.65%</b>	<b>-4.13%</b>	<b>-5.25%</b>

DEFERRED REVENUE	Financial Statements 2021-2022	Financial Statements 2022-2023	Financial Statements 2023-2024	Revised Estimates 2024-2025	Original Estimates 2025-2026
<b>Opening Balance</b>	<b>\$4,076,425</b>	<b>\$5,894,422</b>	<b>\$6,397,709</b>	<b>\$6,189,064</b>	<b>\$4,926,609</b>
<b>In-Year Surplus/(Deficit)</b>	<b>1,817,997</b>	<b>503,287</b>	<b>(208,645)</b>	<b>(1,262,455)</b>	<b>(1,648,037)</b>
<b>Ending Deferred Revenue Balance</b>	<b>\$5,894,422</b>	<b>\$6,397,709</b>	<b>\$6,189,064</b>	<b>\$4,926,609</b>	<b>\$3,278,572</b>

## SPECIAL EDUCATION FUNDING

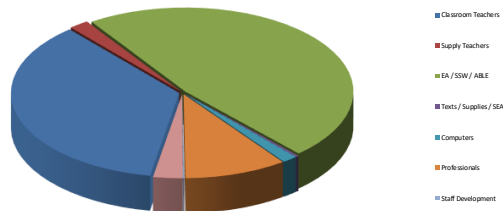
Projected for September 1, 2025, to August 31, 2026 (as per original estimates).

Special Education Fund	\$	12,826,285
Differentiated Special Education Needs Allocation	\$	11,395,777
Complex Supports Allocation	\$	4,546,486
Specialized Equipment Allocation (SEA)	\$	1,051,281
Other Core Education Funding	\$	1,394,257
Responsive Education Programs	\$	88,200
Other Revenue	\$	95,097
<b>TOTAL ALLOCATIONS</b>	<b>\$</b>	<b>31,397,383</b>



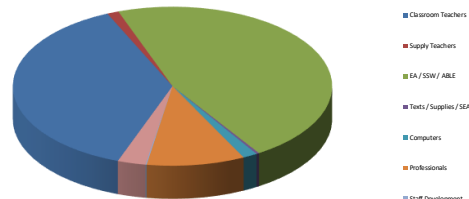
## ELEMENTARY PROJECTED EXPENDITURE

Classroom Teachers	\$	8,322,614
Supply Teachers	\$	444,060
EA / SSW / ABE	\$	11,035,919
Texts / Supplies / SEA	\$	66,500
Computers	\$	338,204
Professionals	\$	2,286,513
Staff Development	\$	27,020
Principals / Consultants	\$	656,151
<b>TOTAL ELEMENTARY</b>	<b>\$</b>	<b>23,176,981</b>



## SECONDARY PROJECTED EXPENDITURE

Classroom Teachers	\$	3,725,241
Supply Teachers	\$	115,554
EA / SSW / ABE	\$	4,581,478
Texts / Supplies / SEA	\$	28,500
Computers	\$	144,945
Professionals	\$	979,934
Staff Development	\$	11,580
Principals / Consultants	\$	281,207
<b>TOTAL SECONDARY</b>	<b>\$</b>	<b>9,868,439</b>



## SECTION THREE – 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, development 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

Each year, 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 [F2 Communications - Personal Information Management Freedom of Information and 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 at the beginning of each school 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 2024-2025 school year was 542, which is 3.93% of the Board's total population.

- The number of CDSBEO students who required and received a psychological assessment in the 2024-2025 school year was 136, which is 0.98% of the Board's total population.
- The number of CDSBEO students who required and received a speech and language consultation in the 2024-2025 school year was 274 which is 1.98% of the Board's total population.
- The number of CDSBEO students who required and received a speech and language assessment in the 2024-2025 school year was 379 which is 2.74% of the Board's total population.

## SECTION FOUR – IDENTIFICATION, PLACEMENT AND REVIEW

In 2024-2025, there were 278 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.

### IDENTIFICATION, PLACEMENT & REVIEW COMMITTEE (IPRC)

Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of at least 3 people, one of whom must be a Principal or Supervisory Officer of the Board. Parents are invited and encouraged to attend the meeting.

### ROLE OF THE IPRC

The IPRC will:

- Decide whether the student should be identified as exceptional.
- Identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education.
- Decide an appropriate placement for the student:
  - Regular Program: instruction provided to all students in the regular classroom.
  - Indirect Service: instruction provided to student with an IEP in the regular classroom in consultation with the Special Education Resource Teacher.
  - Resource Assistance: instruction provided to student with an IEP in the regular classroom by the Special Education Resource Teacher.
  - Withdrawal Assistance: student with an IEP is removed from the regular classroom for assistance by the Special Education Resource Teacher.
  - Partially Integrated: student with an IEP is removed from the regular classroom for more than 51% but less than 100% and is taught by a Special Education Teacher.
  - Fully Self Contained: student with an IEP is removed from the regular classroom for 100% of the day to a self-contained class and is taught by a Special Education Teacher.
- Review the identification and placement at a minimum of once in each school year.

### EXCEPTIONAL IDENTIFICATION

The Education Act defines an exceptional student as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that they are

considered to need placement in a special education program.” Students are identified according to the categories and definitions of exceptionalities provided by the Ontario Ministry of Education.

## **SPECIAL EDUCATION PROGRAM**

A Special Education Program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation.
- Includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of Special Education Services that meet the needs of the exceptional pupil.

## **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.

## **INDIVIDUAL EDUCATION PLAN (IEP)**

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

- Strength and weaknesses.
- Specific educational expectations.
- An outline of the Special Education Program and Services that will be received.
- A statement about the method by which the student’s progress will be reviewed.
- All students require a transition plan including a goal(s), actionable items, timeline, and the staff member responsible for facilitating the plan.
- Applied Behaviour Analysis (ABA) methods for children identified with Autism, where appropriate.

The IEP must be completed within 30 school days after the student has been placed in the program, and the principal must ensure that the parent(s)/guardian(s) receives a copy of it. It is also sent home when the content is updated and when report cards go home. The IEP is meant to be a fluid document where parent(s)/guardian(s) are welcome to provide feedback to support learning goals.

## 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.
- When there is a change of placement.

Within 15 days of receiving a parent(s)/guardian(s) request or giving parent(s)/guardian(s) notice, the Principal must provide parent(s)/guardian(s) with a link to the "[Special Education - A Guide for Parents](#)" document and a written statement of when the IPRC will take place.

## PARENT(S)/GUARDIAN(S) ATTENDANCE AT IPRC MEETINGS

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

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

## OTHER IPRC MEETING PARTICIPANTS

- The Principal of the student's school.
- Other resource people such as the student's teacher, special education staff, board support staff, or a representative of an agency who may provide further information or clarification.
- Parent(s)/guardian(s) representative – that is, a person who may support the parent(s)/guardian(s) or speak on behalf of the parent(s)/guardian(s) or the student.
- An interpreter if one is required. (Parent(s)/guardian(s) may request the services of an interpreter through the Principal of the student's school).
- Either the parent(s)/guardian(s) or the principal of the student's school may make a request for the attendance of others at the IPRC meeting.

## 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 as an

important partner in considering the student's placement. This letter will notify parent(s)/guardian(s) of the date, time, and place of the meeting, and it will ask parent(s)/guardian(s) to indicate whether they will attend or not.

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

Before the IPRC meeting occurs, parent(s)/guardian(s) will receive a written copy of any information about the student that the chair of the IPRC has received. This may include the results of an assessment or a summary of the information.

## **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.

## **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 placement in a regular class will meet the student's needs and that such a decision is consistent with parent(s)/guardian(s) preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

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

## **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.

## REVIEW OF IPRC STATEMENT OF DECISION

A review IPRC meeting will be held within the school year, unless the Principal of the school at which the special education program is being provided receives written notice from the parent(s)/guardian(s), dispensing with the annual review.

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

## IPRC REVIEW CONSIDERATIONS

With parent(s)/guardian(s) written permission, the IPRC conducting the review will consider the progress the student has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information.

The IPRC will review the placement and identification decisions and decide whether they should continue or whether a different decision should be made.

## 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:

Mr. Brent Bovaird  
Superintendent of School Effectiveness  
Catholic District School Board of Eastern Ontario  
Box 2222, 2755 Highway 43  
Kemptville, ON K0G 1J0.

- If parent(s)/guardian(s) **do not agree** with the decision after the second meeting, they may file a notice of appeal within 15 days of their receipt of the decision.

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

## 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:

Mr. Brent Bovaird  
Superintendent of School Effectiveness  
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.

## **SPECIAL EDUCATION PROGRAMS AND 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 Board provides the following range of programs based on pupil need:

- Regular class program
- Regular class placement with program modifications and/or accommodations
- Regular class placement with special education support
- Special class placement
- Special school placement

The Special Education Department personnel, under the direction of the Superintendent of School Effectiveness and the Principal of Special Education, act as a resource to schools to extend the range of programs and services for student with special needs. Consultation, assessment, direct service, professional development, and advocacy are key components of the services provided to the system through the referral process. Special Educational consultants, psycho-educational consultants, speech-language pathologists, student and community liaison consultants, the registered behaviour analysts, itinerant vision and hearing teachers, and the assistive technology team work closely with school personnel to ensure the effective delivery of special education programs.

The in-school Special Education team offers on-going support to students. Qualified special education teachers, intensive support workers, student support workers, and educational assistants are available to provide direct assistance to pupils with physical, intellectual, communicative, and social or emotional exceptionalities. Parent(s)/guardian(s) are encouraged to play an active and on-going role with the school team. Open communication, cooperation, and sharing of responsibilities are the keys to each student's educational success and welfare.

### **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](#)
- [Down's Syndrome Association](#)
- [Easter Seals Ontario](#)
- [Epilepsy South Eastern Ontario](#)
- [Family Alliance 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](#)
- [Ontario Association for Families with Children with Communication Disorders](#)
- [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 INVOLVMENT**

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**

A copy of The Special Education Parent Guide is available online: [www.cdsbeo.on.ca](http://www.cdsbeo.on.ca) → Our Programs → Special Education → Additional Resources → CDSBEO Special Education Parent Guide



## 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
<ul style="list-style-type: none"> <li>• Ph.D, C. Psych.</li> <li>• M.A.</li> <li>• B.A</li> </ul> <p>*Registration with the College of Psychologists of Ontario is required for C. Psych and C. Psych Associates, and unregistered M.A. and B.A. professionals must be supervised by a member of the College of Psychologists of Ontario.</p>	<ul style="list-style-type: none"> <li>• Weschler Intelligence Scale for Students Fifth Edition (WISC-V)</li> <li>• Weschler Adult Intelligence Scale: Fourth Edition (WAIS-IV)</li> <li>• Test of Visual Perceptual Skills: Fourth Edition (TVPS-4)</li> <li>• Wide Range Assessment of Memory and Learning: Second Edition (WRAML-3)</li> <li>• Student and Adolescent Memory Profile (ChAMP)</li> <li>• Comprehensive Test of Phonological Processing: Second Edition (CTOPP-2)</li> <li>• Weschler Individual Achievement Test- Fourth Edition (WIAT-4)</li> <li>• Adaptive Behaviour Assessment System: Third Edition (ABAS-3)</li> <li>• Vineland Adaptive Behaviour Scales: Third Edition (VABS-3): Parent/guardian/Teacher</li> <li>• Conners 4 Assessment: Parent/guardian/Teacher/Self-Report</li> <li>• Behaviour Rating Inventory of Executive Function: Second Edition (BRIEF-2): Parent/guardian/Teacher/Self-Report</li> <li>• Studenthood Autism Rating Scale 2nd edition (CARS-2)</li> <li>• Autism Spectrum Rating Scale – Third Edition (ASRS-3)</li> <li>• Minnesota Multiphasic Personality Inventory – Adolescent: Revised (MMPI-A-RF)</li> </ul>

	<ul style="list-style-type: none"> <li>• Student Depression Inventory: Second Edition (CDI-2): Parent/guardian/Teacher/Self-Report</li> <li>• Patient Health Questionnaire (PHQ-9)</li> <li>• Generalized Anxiety Disorder-7: GAD-7</li> <li>• Multidimensional Anxiety Scale for Children: Second Edition (MASC-2): Parent/guardian/Self-Report</li> <li>• Beery-Buktenica Developmental Test of Visual-Motor Integration-6</li> </ul>
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Assessment Administered by:

### Speech-Language Pathologist

Qualifications	Name of Test
<ul style="list-style-type: none"> <li>• M.Sc. or M.S. or M.Cl. Sc.</li> <li>• Registration with a regulatory body is required for speech-language pathologists in Ontario (CASLPO)</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Evaluation of Language Fundamentals- Fifth Edition/Preschool Third Edition (CELF-5; CELF P-3)</li> <li>• Structured Photographic Articulation Test III (SPAT-D III)</li> <li>• Structured Photographic Expressive Language Test – III (SPELT-3)</li> <li>• Comprehensive Test of Phonological Processing- Second Edition (CTOPP-2)</li> <li>• Test of Integrated Language and Literacy Skills (TILLS)</li> <li>• Test of Word Reading Efficiency- Second Edition (TOWRE 2)</li> <li>• Test of Early Communication and Emerging Language (TECEL)</li> <li>• Peabody Picture Vocabulary Test- Fifth Edition (PPVT-5)</li> <li>• Expressive Vocabulary Test- Third Edition- (EVT-3)</li> <li>• The Token Test for Children - Revised</li> <li>• The Listening Comprehension Test - II</li> <li>• Language Processing Test – Revised</li> <li>• The Phonological Awareness Test</li> <li>• The Test of Narrative Language-2nd Edition (TNL-2)</li> </ul>

	<ul style="list-style-type: none"> <li>• The Word Test – 2 (elementary &amp; adolescent)</li> <li>• Renfrew Language Scales – The Bus Story Test</li> <li>• Renfrew Language Scales – Action Picture Test</li> <li>• Test of Word-Finding-3rd edition (TWF-3)</li> <li>• The Boehm Test of Basic Concepts – 3</li> <li>• Test of Language Competence and Expanded (Level 1 &amp; 2)</li> </ul>
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Assessment Administered by:

### Vision and Hearing Resource Teachers

Qualifications	Name of Test
<b>Blind and Low Vision Resource Teacher</b> <ul style="list-style-type: none"> <li>• Undergraduate Degree</li> <li>• Bachelor of Education Degree</li> <li>• Teaching Students Who Are Blind (Specialist)</li> </ul>	<ul style="list-style-type: none"> <li>• CELF-5 (evaluation of language fundamentals 5-21 yrs)</li> <li>• CELF-P2 (language fundamentals 3-6 yrs)</li> <li>• Woodcock-Johnson</li> <li>• PM Benchmarks</li> <li>• TACL-3 (test for Auditory Comprehension of Language) (*)</li> <li>• PLS-4 (Preschool Language Scale) (*)</li> <li>• COMPASS – Auditory Discrimination Placement Test (*)</li> <li>• PPVT- Peabody Picture Vocabulary Tests</li> <li>• SIFTER-screening instrument for Targeting Educational Risk-Deaf and Hard of Hearing</li> <li>• Colorcheck Complete Vision Screener</li> <li>• Near Vision Test for Children (NVTC)</li> <li>• LEA Symbols Near Vision Test</li> <li>• LEA Symbols Distance Vision Test</li> <li>• Sloan Letters Distance Vision Test</li> <li>• TOLD P5 – Test of Language Development – Primary Fifth Edition</li> <li>• QRI – 6 – Qualitative Reading Inventory</li> </ul>
<b>Deaf and Hard of Hearing Teacher</b> <ul style="list-style-type: none"> <li>• Undergraduate Degree</li> <li>• Bachelor of Education Degree</li> <li>• Teaching Students Who Are Deaf or Hard of Hearing (Specialist)</li> </ul>	

Assessment Administered by:

**Classroom Teacher**

Qualifications	Name of Test
<ul style="list-style-type: none"> <li>Undergraduate Degree and Bachelor of Education</li> <li>Training on individual tests</li> </ul>	<ul style="list-style-type: none"> <li>Acadience Reading Screener</li> <li>Corrective Reading Program</li> <li>Leaps and Bounds Math</li> <li>Phonological Awareness Screener</li> <li>CASI</li> <li>OWA</li> <li>Woodcock Johnson IV</li> <li>KeyMath 3</li> </ul>

## SECTION SIX – SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

The Board continuously reviews its Special Education programs and services. Input is received from the Special Education Advisory Committee (SEAC), support staff, Principals, teachers and parents/guardians. With the full support of SEAC, the Board recognizes that the regular classroom remains the most desirable placement for the student and will continue to support the philosophy of inclusion. Special Education services are designed for different learning profiles and many of the programs will be carried out in the regular classroom setting. However, in some instances, highly specialized programs may be offered, either within the Board or through access agreements with other Boards or Provincial Schools.

### SPECIAL EDUCATION PROGRAM

- A Special Education program is a program based on and modified by continuous assessment and evaluation and includes a plan containing specific outcomes and an outline of educational services that meet the needs of the exceptional student.
- If a concern is expressed by parent(s)/guardian(s) or a staff member regarding a student, these steps will be followed:
  - Discussion with parent(s)/guardian(s) concerning the student's needs.
  - Review or administer school based diagnostic assessments.
  - An educational assessment will be completed by the school support staff.
  - Professional Assessments may be required with written permission of the parent(s)/guardian(s).
  - A health assessment might be required.
  - Vision or hearing assessment might be required.
  - Occupational Therapy, Physiotherapy or Speech Language referrals to SBRS if required.
  - An interview with the parent(s)/guardian(s) and/or the student, if the student is 16 years of age or older, prior to notification of IPRC meeting.

### IDENTIFICATION AND PLACEMENT

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

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

- Behaviour
- Communication
- Intellectual
- Physical
- Multiple

Students identified with any of these exceptionalities will receive the assistance they require through the resource or self-contained, remedial, or regular programs.

The IPRC will outline the students' identified strengths, needs and expectations and will recommend an appropriate placement consistent with parental/guardian preference.

The parent(s)/guardian(s) and/or student, if the student is 16 years of age or older, will be asked to sign the recommendations of the Identification, Placement and Review Committee to indicate agreement with the Identification and Placement.

On the rare occasion where the needs of the student cannot be met within the Board's range of programs and placements, the Board may establish agreements with its coterminous boards. Applications to Provincial Schools, as well as facilities that provide necessary care or treatment, may be recommended as an alternative placement.

A statement of decision will be established, this statement may be signed at the IPRC meeting or taken home and the signed copy returned to the Principal of the school.

Follow-up meetings may be held at the request of the school, parent(s)/guardian(s), and/or a student, if the student is 16 years of age or older. The chair of the IPRC meeting will inform the necessary people of any changes to the IPRC decision and a revised statement of decision and written reasons for the changes will be provided. Consent is also required for the revised decision.

### **Identification, Placement and Review Committees (IPRC)**

The CDSBEO recognizes the need to improve the balance between a focus on teaching, learning and related student outcomes, and the need for appropriate process, documentation, and accountability in special education.

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



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

### Selected Placement Options

Students with special needs are educated with their peers in the regular classroom to the fullest extent possible. Special Education classroom placement remains an option where extended individual assistance is required and where parents/guardians are in agreement with the placement. A continuum of alternative placements at both the elementary and secondary levels in the Catholic District School Board of Eastern Ontario are outlined below.

- 1) Regular Program: instruction provided to all students in the regular classroom.
- 2) Indirect Service: instruction provided to student with an IEP in the regular classroom in consultation with the Special Education Resource Teacher.
- 3) Resource Assistance: instruction provided to student with an IEP in the regular classroom by the Special Education Resource Teacher.
- 4) Withdrawal Assistance: student with an IEP is removed from the regular classroom for assistance by the Special Education Resource Teacher.
- 5) Partially Integrated: student with an IEP is removed from the regular classroom for more than 51% but less than 100% and is taught by a Special Education Teacher.
- 6) Fully Self Contained: student with an IEP is removed from the regular classroom for 100% of the day to a self-contained class and is taught by a Special Education Teacher.

Exceptionality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
<b>BEHAVIOURAL</b>					
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	Education Community Partnership Program (ECPPE)	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
		Regular Classroom	Case Conference I.E.P		CT, EA, IT, SERT
Deaf and Hard of Hearing	Meet Ministry Definition Audiology Reports Agency Reports Academic Assessment IPRC IEP	Regular Classroom with Resource Support	Case Conference IPRC		CT, IT, EA, 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	Regular Classroom	Case Conference IPRC		CT, SERT, SLP, CDA

	Speech & Language Assessment Agency Reports Academic Assessment IPRC IEP				
		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 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
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
<b>PHYSICAL</b>					
Physical Disability	Meet Ministry Definition Agency Reports Academic Assessment IPRC IEP	Regular Classroom	Case Conference IPRC		CT, SERT, EA
		Regular Classroom with Resource Support	Case Conference IPRC		CT, SERT, EA
Blind and Low Vision	Meet Ministry Definition Ophthalmology Report Agency Reports Academic Assessment IPRC IEP	Regular Classroom	Case Conference		CT, SERT, EA, IT
		Regular Classroom with Resource Support	Case Conference IPRC		CT, SERT, EA, IT
		Provincial School	Consultation – Ministry School Admissions Package Interview IPRC	As defined by Provincial School	As defined by Provincial School

**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



## 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).
- Roberts School for the Deaf in London (serving Western Ontario).
- Centre Jules-Leger in Ottawa (serving francophone students and families throughout Ontario).

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

This school provides elementary and secondary school programs for deaf students from preschool level to high school graduation. These programs follow the Ontario curriculum and parallel courses and programs provided in school boards. Each student has their special needs met as set out in their Individual Education Plan (IEP). School for the deaf:

- Provides rich and supportive bilingual/bicultural educational environments that facilitate students' language acquisition, learning and social development through American Sign Language (ASL) and English and through Langue des Signes Quebecois (LSQ) and French.
- Operate primarily as day schools.
- Provide residential facilities five days per week for those students who do not live within Reasonable commuting distance from the school.

## SAGONASKA DEMONSTRATION SCHOOL

**During the 2024-2025 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	
<u>Provincial Schools Branch</u> 255 Ontario Street South Milton, ON L9T 2M5 Tel: (905) 878-2851	<u>The Robarts School</u> <u>For the Deaf</u> 1515 Cheapside Street London, ON N5V 3N9 Tel: (519) 453-4400
Schools for the Deaf	
<u>The Sir James Whitney</u> <u>School for the Deaf</u> 350 Dundas Street West Belleville, ON K6P 1B2 Tel: (613) 967-2823	<u>Ernest C. Drury School</u> <u>For the Deaf</u> 255 Ontario Street South Milton, ON L9T 2M5 Tel: (905) 878-2851
School for the Blind and Deaf-Blind	
<u>W. Ross Macdonald School</u> 350 Brant Avenue Brantford, ON N3T 3J9 Tel: (519) 759-0730	<u>Centre Jules-Leger</u> 281, Rue Lanark 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	
<u>Amethyst Demonstration School</u> 1515 Cheapside Street London, ON N5V 3N9 Tel: (519) 453-4400	<u>Centre Jules-Leger</u> 281, Rue Lanark Ottawa, ON K1Z 6R8 Tel: (613) 761-9300
<u>Sagonaska School</u> 350 Dundas Street West Belleville, ON K8P 1B2 Tel: (613) 967-2823	<u>Trillium Demonstration School</u> 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
<b>1. Teachers of exceptional students</b>				
1.1 Special Education Resource Teachers	84.76	49.09	<b>133.85</b>	Special Education
<b>2. Other special education teachers</b>				
2.1 Vision and Hearing Special Education Itinerant Resource Teachers	1.30	0.70	<b>2.00</b>	Certified Teacher Blind and Low Vision AQ Deaf and Hard of Hearing AQ
2.4 Consultants	3.00	1.00	<b>4.00</b>	Specialist, Special Education
2.5 Principals of Special Education	0.50	0.50	<b>1.00</b>	Principal, Part I & II
<b>3. Educational assistants in special education</b>				
3.1 Educational assistants	134.5	79.8	<b>214.30</b>	College Degree/Diploma
<b>4. Other professional resource staff</b>				

4.1 Supervising Psychologist/Psychologists	0.50	0.50	<b>1.00</b>	<p>PH.D., C. Psych.</p> <p>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)</p> <p>Licensed with The College of Psychologists of Ontario</p>
4.2 Psychological Associate	0.50	0.50	<b>1.00</b>	<p>MA, Psych. Associate</p> <p>Licensed with the College of Psychologists of Ontario</p>
4.3 Psychologist	0.5	0.50	<b>1.00</b>	<p>Completion of a graduate degree, (Master or Ph.D.) in Psychology</p> <p>Licensed with The College of Psychologists of Ontario</p>
4.4 Psycho-Educational Consultants	1.50	1.50	<b>3.00</b>	<p>M.A. in Psychology</p>
4.5 Speech-language pathologists	3.60	0	<b>3.60</b>	<p>Speech-language pathologists require a master's degree in speech-language pathology</p> <p>Registration with a regulatory body is required</p>



				for speech-language Pathologists in Ontario
				Membership in the national Association, Canadian Association of Speech-language Pathologies and Audiologists
4.6 Communicative Disorders Assistant	1.0	0	<b>1.0</b>	Post-secondary diploma or degree College diploma in communicative disorders assistant
4.7 RBA Lead	.5	.5	<b>1.0</b>	PhD or MA in Psychology or related field and extensive work with Applied Behaviour Analysis
4.8 BCBA	2.0	2.0	<b>4.0</b>	Masters in Psychology combined with extensive experience in Applied Behavioral Analysis
4.9 Intensive Support Worker	1.5	1.5	<b>3.0</b>	BA in Psychology combined with extensive experience in Applied Behavioral Analysis
<b>5. Paraprofessional resource staff</b>				
5.7 SCLC (Safe Schools)	3.0	1.0	<b>4.0</b>	Specialist Degree/Diploma
5.8 Itinerant Student Support Worker/ABLE**	8.00	5.00	<b>13.00</b>	Specialist Degree/Diploma

6.0 Other Support Staff				
6.1 Support Secretary	.5	.5	1.0	

## SECTION NINE – STAFF DEVELOPMENT

The overall goal of the Special Education staff development plan is to provide opportunities for on-going professional development in current research and Ministry initiatives, as well as to develop strategies and skills to provide the best possible program for all students.

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

Input on training topics is solicited from principals, teachers, educational assistants, IAWs and student support workers through surveys and input at meetings. SEAC members are encouraged to provide feedback on the list of proposed initiatives at the first SEAC meeting of each school year. Once all the data has been collated, the Special Education team determines what can be offered, under the direction of the Superintendent.

### PARTNERSHIPS AND JOINT INITIATIVES

Our board cost shares with our co-terminus board and other ministries and agencies where appropriate and when possible.

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

Several schools are in partnership with a Best Buddies program which provides very positive social-emotional opportunities for students with special needs. Students have developed valuable friendships that have continued post-secondary. The program has also allowed our students to become leaders in their schools through the Best Buddies Clubs. The program has helped to reduce bullying and create empathy towards neurodiverse students. It provides a social network for students with intellectual disabilities that goes beyond the school environment and supports post-secondary "school to community" and "school to workplace" transitions.

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

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

CDSBEO continues to partner with Kids Inclusive and CHEO to provide speech-language, occupational therapy and physiotherapy for students with moderate to severe concerns. Schools can refer directly to Kids Inclusive and CHEO for these school-based rehabilitation services.

Fetal Alcohol Spectrum Disorder (FASD) Workers have been employed through a collaboration between CHEO and Ability Benevolence Liberty Empowered (ABLE 2) and now serve the regions of Ottawa, Prescott-Russell and Stormont, Dundas & Glengarry. KidsInclusive (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 or education workers, must respond not only to serious incidents including bullying but also to inappropriate or disrespectful behaviour among students. This could include racist or sexist comments, graffiti or vandalism, and behaviours or activities that are unacceptable in Ontario schools.

All of our school teams set out clear standards for behaviour for everyone involved in their school communities. This includes students, parent(s)/guardian(s), teachers, other staff members,

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

## **BULLY PREVENTION AND INTERVENTION PLAN**

The Bully Prevention and Intervention Plan continues to build resiliency in students and provides a tiered level of support designed to address bullying and student victimization. CDSBEO continues to support staff with Restorative 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 (I.E.P) have a transition plan. As such, our I.E.P. software has been designed to incorporate a transition page to accommodate all the different transitions for our students, including students requiring ABA.

The strategies used in ABA are beneficial to many students with special needs. Throughout the past year, CDSBEO staff have continued to participate in training sessions offered by the board's 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 by school-based support.

Many CDSBEO staff members have benefitted from the Ministry-Funded professional development training offered through Sonderly. The CDSBEO had 84 staff members (Principals, Vice-Principals, Classroom Teachers, Special Education Resource Teachers and Education Workers) that participated in trainings which encompassed 6 different courses. Participants include Educational Assistants, Early Childhood Educators, Classroom and Special Education Resource Teachers, Administrators, Mental Health Workers, and members of the Regional Special Education Team.

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 7 qualified BMS trainers to perform training to staff for full certifications and re-certifications.

### **INDIVIDUAL EDUCATION PLAN**

The importance of collaboration in the IEP process, to create IEPs that support our students, has provided school teams with rich information to reflect upon and use to target areas for growth each year. The board continues to review the IEPs to provide future support where needed. Special Education Resource Teachers, Classroom Teachers and Principals have had an opportunity to review the Ministry guidelines for IEP development. Ongoing support and feedback have been given to school teams to ensure IEP's follow ministry guidelines.



Transitions continue to be a focus since the release of PPM 156. School teams have been supported in developing and implementing smoother transitions for students with special needs.

## **STRUCTURED LITERACY APPROACH TO READING IN KINDERGARTEN TO GRADE 2**

The Catholic District School Board of Eastern Ontario has engaged 4.6 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 training them on how to facilitate 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.

## **SUPPORTING AND ENHANCING THE POSSIBILITIES**

Throughout the 2024-2025 school year CDSBEO has continued to support the Special Education Programs such as MEP (Multiple Exceptionality Program), ASD (Autism Spectrum Disorder program), Foundations Program, School to Community Program, Education Community Partnership Programs and Turning Points Programs. This framework challenges our teachers and education workers to develop a strengths-based approach to programming that will engage our students and create opportunities and joy for learning. Consultants provided consultation and classroom-based support. This framework has been shared with principals, SERTs and new teachers to support the development of IEPs with a focus on strengths and to keep the students' futures in mind when creating effective transition plans.

## **TARGETING ACHIEVEMENT FOR ALL**

The Special Education department continues to focus on key components of the Ministry document Learning for All through our board-created vision, 'Targeting Achievement for All'. Schools and educators continue to utilize the 'Targeting Achievement for All' magazines to support their implementation of various Ministry initiatives and directives, such as the de-streaming of grade 9 classes and the introduction of a structured literacy approach to reading. The magazines support all K-12 classrooms and are referred to regularly when consultants support educators in schools: *Mathematical Learning for ALL*, *Systematic and Explicit Instruction*, *Assessment For, As and Of Learning*, *Differentiated Instruction*, *Flexible Grouping*, *Critical and Creative Thinking* and *Universal Design for Learning*.



## ASSISTIVE TECHNOLOGY IN THE CLASSROOM

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

The Technology Consultant for Special Education and Assistive Technology Educational Assistant provides assistive technology professional development opportunities through a combination of virtual conferencing and in-person support, based on the needs of staff. The Technology Consultant provides professional development opportunities focusing on Specialized Equipment Allocation (SEA) process and practice, and the Assistive Technology Educational Assistant builds capacity with school teams on how to support students' access and engagement with Assistive Technology tools.

## STAFF DEVELOPMENT

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

Date	Title of Training	Audience
September 10, 2024	New SERT Training	New SERTs
September 12, 2024	All SERT Training	SERTs
September 17, 2024	Aspen Module Training	SERTs
September 19, 2024	IEP Workshop: Accommodations	New SERTs
September 19, 2024	Kids in the Know: In-Service	All SSWs
September 24, 2024	IEP Workshop: Subject Pages	New SERTs

<b>September 25, 2024</b>	BMS Training	Principals
<b>September 25, 2024</b>	Kids in the Know: In-Service	Turning Points IAWs
<b>September 25, 2024</b>	Student Mental Health Champion Orientation	Secondary Student Mental Health Champions
<b>September 26, 2024</b>	IEP Workshop: Alternative Pages	New SERTs
<b>October 2, 2024</b>	Attendance Handbook & Enrolment Register	All Secretaries (Elementary)
<b>October 2, 2024</b>	BMS Training	Vice-Principals
<b>October 3, 2024</b>	Attendance Handbook & Enrolment Register	All Secretaries (Secondary)
<b>October 9 &amp; 10, 2024</b>	ASIST Training	CDSBEO Staff
<b>October 17 &amp; 22, 2024</b>	SEA Process Update Training	SERTs
<b>October 25, 2024</b>	Kids in the Know and School Mental Health Ontario	SSWs
<b>October 25, 2024</b>	Wayfinder Implementation	SSWs and IAWs
<b>October 25, 2024</b>	BMS Training	Education Workers
<b>October 30, 2024</b>	BMS Training	Secondary Principals
<b>October 31, 2024</b>	Implementation of mandatory Mental Health Lessons	Gr.10 Careers Teachers
<b>November 6, 2024</b>	Anxiety Management	Parents in the Our Lady of Good Counsel Community
<b>November 7 &amp; 8, 2024</b>	VTRA Level 1 Training	Invitation Only
<b>November 14, 2024</b>	Stress Management & Coping	SHSM Students

<b>December 3, 2024</b>	Mental Health First Aid	Principals
<b>December 12/13, 2024</b>	VTRA Training	Required School Staff
<b>December 16, 2024</b>	Corrective Reading Training	SERTs
<b>December 17, 2024</b>	Corrective Reading Training	SERTs
<b>January 6, February 3, March 3, April 7 &amp; May 5, 2025</b>	Mental Health Literacy in Action for Senior Leaders (SMH-ON)	Senior Team Management
<b>January 14 &amp; 16, 2025</b>	Math Intervention Training Leaps and Bounds	SERTs
<b>January 15, February 12, March 19, April 16 &amp; May 21, 2025</b>	Leading Mentally Healthy Schools	All Principals
<b>January 27, February 18, February 24, February 25, March 27 &amp; April 3, 2025</b>	SafeTALK Suicide Prevention	Parents of CDSBEO Community
<b>January 22, 2025</b>	Mental Health First Aid	Elementary Principals
<b>January 31, 2025</b>	How to Support Students' OT Needs	Education Workers
<b>January 31, 2025</b>	Supporting Speech to Text – Text to Speech	Education Workers
<b>January 31, 2025</b>	How to Support Students' Low Vision Needs	Education Workers
<b>February 10, 2025</b>	Mental Health and Wellness Retreat Day	International Students
<b>February 12, 2025</b>	Trauma Informed Care	EAs at St. Matthew CSS
<b>February 26 &amp; April 23, 2025</b>	Leading Mentally Healthy Schools	All Vice-Principals

<b>March 25, 2025</b>	Transition Planning Training	SERTs
<b>April 8 &amp; 10, 2025</b>	Corrective Reading Training (part 2)	SERTs
<b>April 8, 2025</b>	Implementation of mandatory Mental Health Lessons	Gr.10 Careers Teachers
<b>April 10, 2025</b>	Call to Lead	Future Leaders
<b>May 6 &amp; 7, 2025</b>	SEA Transfer Training	SERTs
<b>May 2025</b>	School Mental Health Champions – Wrap Up & Retreat Day	Student Mental Health Champions

### PROJECTED STAFF DEVELOPMENT 2025-2026

Staff development for the upcoming 2025-2026 school year will focus on school embedded professional development. The Structured Literacy Team will continue to support classroom educators to better understand the reading screening measures and how to support them to build reading intervention plans in their classrooms and schools.

A variety of workshops and training sessions will be facilitated to support Administrators, Special Education Resource Teachers, Educational Assistants, Student Support Workers, Itinerant ABLE Workers, and Classroom Teachers throughout the school year. The focus of staff training will be on Applied Behaviour Analysis techniques and strategies to support students in achieving their full potential in a nurturing and supportive environment.

## SECTION TEN – EQUIPMENT

### SPECIAL EDUCATION EQUIPMENT ALLOCATION (SEA)

Special Equipment Allocation (SEA) claims provide funds for special individualized 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 2024-2025	# of Items	SEA FUNDED
Computers or tablets (2 units purchased; 148 reallocated)	150	\$2,168.00
Computer peripherals	212	\$10,598.00
Hearing Support	186	\$88,158.00
Personal Care Support	2	\$291.00
Physical Assists Support	129	\$99,124.00
Repair & Maintenance	9	\$5,340.00
Sensory Equipment	447	\$55,473.00
Software	30	\$1,608.00
Vision Support	5	\$271.00
Training	18	\$1,775.00
<b>SEA Per Pupil Amount Total</b> (see above for cost breakdown, per category)	<b>1,188</b>	<b>\$264,806.00</b>

SEA Claims-Based EQUIPMENT 2024-2025	# of Purchases	SEA FUNDED
Sensory Equipment	0	
Hearing Support	0	
Vision Support	0	
Personal Care Support	0	
Physical Assists Support	6	
<b>Claims-Based Purchases Total</b> (see above for cost breakdown, per category)	<b>6</b>	<b>\$38,499.33</b>
<b>GRAND TOTAL</b>	<b>TOTAL</b>	<b>\$303,305.33</b>

## SECTION ELEVEN – ACCESSIBILITY OF SCHOOL BUILDINGS

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

2025-2026 AODA Projects Planned	Estimated Amount
St. Mary, Chesterville – AODA Washroom	\$488,580.20
St. Mary, Chesterville – AODA Ramp and Concrete Stairs	\$488,580.20
St. Mary CHS, Brockville – AODA on Main Doors	\$114,320
Holy Trinity CSS, Cornwall – AODA Operators Classroom 127 and Interior Door of C105	\$11,000

2024-2025 AODA PROJECTS PLANNED	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
<b>Total</b>	<b>\$256,756.38</b>

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

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



St. Mary CHS, Brockville – Parking lot line painting – AODA locations	\$900
<b>Total</b>	<b>\$37,100</b>

<b>2021-2022 AODA PROJECTS COMPLETED</b>	<b>Amount</b>
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
<b>Total</b>	<b>\$353,324.93</b>

<b>2020-2021 AODA PROJECTS COMPLETED</b>	<b>Amount</b>
St. Finnan, Alexandria – Engineering for washroom downstairs – South Hallway	\$5,750.00
St. Joseph CSS, Cornwall – Ceiling track lift – needs to hold 3,000 psi	\$103,488.00
St. Joseph CSS, Cornwall – Addition of doors out East side by large gymnasium	\$16,679.00
Cornwall Board Office – Replacement of both sets of front doors for accessibility to office and St. Joseph CSS – <i>carried over</i>	
St. Mark, Prescott – New concrete slab to replace interlocking	\$24,008.00
St. Joseph, Toledo – Concrete slab	\$8,857.00
Our Lady of Good Counsel, Ingleside – Concrete slab	\$7,294.00
St. John CHS, Perth – Replace ramp with non-slip material	\$4,079.00
St. Mary CHS, Brockville – Replace pavers in courtyard with concrete slab	\$34,896.00
St. Edward, Westport – Re-pave uneven section in front of school	\$249,332.00
<b>Total</b>	<b>\$454,383.00</b>

<b>2019-2020 AODA PROJECTS COMPLETED</b>	<b>Amount</b>
St. Francis Xavier, Brockville – Renovate washroom on 1 <sup>st</sup> floor	\$1,953.26

St. Luke CHS, Smiths Falls – Replace pavers to concrete slab at Main Entrance	\$45,604.22
St. Michael CHS, Kemptville – Purchase and installation of portable emergency evacuation chair in cabinet	\$3,000.00
St. Patrick, Rockland – Provide a new ramp at the end of Portable Link	\$29,041.53
St. Anne, Cornwall – Accessible washroom modification	\$47,583.97
<b>Total</b>	<b>\$127,182.98</b>

## SECTION TWELVE – TRANSPORTATION

The cost of special transportation arrangements for our students with Special Education needs is extremely high due to the large geographic area of the Catholic District School Board of Eastern Ontario and cost of buying and running those vehicles. Currently we provide special transportation to 376 students at a cost of approximately \$2,331,311.

The Board:

- Obtains and provides schools with Special Transportation data and arrangements.
- Establishes criteria for eligibility for Special Transportation.
- Schools use Request Manager to apply for Special Transportation.
- Ensures that each case is reviewed at least annually, or whenever the situation warrants it.
- Considers the most cost-effective transportation options for students
- Repatriates students who are no longer in a special program, unless they have only one year left at a particular school, or if they move to a new location where a program is offered.
- Provides alternative program support through itinerant teachers of the deaf, blind or deaf-blind.

A goal we have for all our students is to help build their independence and help prepare them for their lives outside of school. Where possible, we try to have students ride the regular yellow school bus but sometimes there are reasons for which this is not possible and as a result schools apply for Special Transportation. Each Special Transportation request is carefully considered. Students who cannot access schools without specialized transportation are provided with the necessary supports or specialized vehicles. In all cases where students have physical challenges that prevent them from riding a bus or walking to school, specialized services are provided. In cases where student dysregulation causes transportation to become unsafe, or where students participate in a specialized Special Education class/program, Special Transportation arrangements are made to provide transportation.

In addition, students who participate in Education and Community Partnership Programs or provincial demonstration schools are also provided with any necessary transportation.

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

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

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

**2024-2025 ESTIMATED:**

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

**2023-2024 REVISED:**

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

**2022-2023 REVISED:**

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

**2021-2022 REVISED:**

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

**2020-2021 REVISED:**

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

2019-2020 REVISED:

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

## 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 Program
- Programs offered by other boards of education
- Community Living Programs

### TRANSITIONS: COMMUNITY TO SCHOOL - GENERAL INFORMATION

Transition to elementary school is an important and complex event in any 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 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](http://www.dsontario.ca).

### **EDUCATION COMMUNITY PARTNERSHIP PROGRAM (ECPP) AND TURNING POINTS PROGRAM**

The focus of the ECPP 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 ECPP or Turning Points program are in constant communication with the student's home school. When the student has reached the predetermined goals and acquired the appropriate skills, they are transitioned back to their home school.

### **TRANSITION PLAN FOR STUDENTS FROM A PROVINCIAL SCHOOL**

Similar procedures are in place for the transition of students entering the Catholic District School Board of Eastern Ontario from a provincial school. In addition to the team from the school, a Special Education Department staff member such as Teacher of the Deaf and Hard of Hearing, Itinerant Teacher for the Visually Impaired, Special Education Consultant or Resource Teacher will help to facilitate the process depending on the student's individual 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/SBRS Policy	Kids Inclusive/SBRS Appeal process
Physiotherapy	Kids Inclusive/CHEO	Kids Inclusive/CHEO referral process	Kids Inclusive/SBRS Case Manager	Kids Inclusive/SBRS Policy	Kids Inclusive/SBRS Appeal process
Nutrition	SBRS	SBRS referral process	SBRS Case Manager	SBRS Policy	SBRS Appeal process
Speech, Fluency, Voice Therapy	Kids Inclusive/CHEO	Kids Inclusive/SBRS referral process	Kids Inclusive/SBRS Case Manager	Kids Inclusive/SBRS Policy	Kids Inclusive/SBRS Appeal process
Speech, Language Fluency, Voice Assessments and Therapy for Mild Articulation and Expressive Grammar	School Board	Assessment Recommendations	Speech-Language Pathologist	Assessment Recommendation	Case Conferencing
Administering of prescribed medications	SBRS – Medically fragile, School staff	Physician	SBRS Case Manager	As directed by Physician	Board Policy
Catheterization	SBRS – sterile E.A. – clean	Physician	SBRS Case Manager, Physician	As directed by Physician	Case Conferencing
Suctioning	SBRS	Physician	Physician	As directed by Physician	Case Conferencing
Lifting and positioning	E.A.	Assessment by qualified practitioner	Qualified Practitioner	As directed by qualified Practitioner	Case Conferencing
Assistance with mobility	E.A.	Assessment by qualified practitioner	Qualified Practitioner	As directed by qualified Practitioner	Case Conferencing
Feeding	SBRS – G tube, E.A. – other	Assessment by qualified practitioner	Qualified Practitioner	As directed by qualified Practitioner	Case Conferencing
Toileting	E.A.	Assessment by qualified practitioner	Qualified Practitioner	As directed by qualified Practitioner	Case Conferencing

Behaviour	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
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## SECTION FIFTEEN – SPECIAL EDUCATION ADVISORY COMMITTEE

SEAC Members	Email Address
<b>Donna Nielsen (Chair)</b> <i>CDSBEO Trustee</i>	<a href="mailto:donna.nielsen@cdsbeo.on.ca">donna.nielsen@cdsbeo.on.ca</a>
<b>Tracy Mertz (Vice-Chair)</b> <i>Rural FASD Support Network</i>	<a href="mailto:merta903@rogers.com">merta903@rogers.com</a>
<b>Karen McCallister</b> <i>CDSBEO Trustee</i>	<a href="mailto:karen.mcallister@cdsbeo.on.ca">karen.mcallister@cdsbeo.on.ca</a>
<b>Tom Jordan</b> <i>Family and Children's Services of Lanark, Leeds and Grenville</i>	<a href="mailto:tom.jordan@fcsllg.ca">tom.jordan@fcsllg.ca</a>
<b>Anna Lafrance</b> <i>Easter Seals</i>	<a href="mailto:anna.lafrance111@gmail.com">anna.lafrance111@gmail.com</a>
<b>Susie Trotter</b> <i>Child and Youth Mental Health Services, Cornwall Community Hospital</i>	<a href="mailto:susie.trotter@cornwallhospital.ca">susie.trotter@cornwallhospital.ca</a>
<b>Christina Lord</b> <i>Epilepsy South Eastern Ontario</i>	<a href="mailto:christina@epilepsyresource.org">christina@epilepsyresource.org</a>
<b>Amy Malyon</b> <i>Beyond 21</i>	<a href="mailto:executivedirector@beyond21.org">executivedirector@beyond21.org</a>
<b>Kaitlyn Bissonnette</b> <i>Children's Aid Society of the United Counties of SD&amp;G</i>	<a href="mailto:kaittlyn.bissonnette@cwcas.ca">kaittlyn.bissonnette@cwcas.ca</a>
SEAC Member Alternates	
<b>Judith Peak</b> <i>Rural FASD Support Network</i>	<a href="mailto:pc@ruralfasd.ca">pc@ruralfasd.ca</a>
<b>Sue Wilson</b> <i>CDSBEO Trustee, Alternate</i>	<a href="mailto:sue.wilson@cdsbeo.on.ca">sue.wilson@cdsbeo.on.ca</a>
<b>Cathie Knapp-Fisher</b> <i>Family and Children's Services of Lanark, Leeds and Grenville</i>	<a href="mailto:cathie.knapp-fisher@fcsllg.ca">cathie.knapp-fisher@fcsllg.ca</a>
<b>Nicki Hughes</b> <i>Epilepsy South Eastern Ontario</i>	<a href="mailto:nickichristinehuges@yahoo.ca">nickichristinehuges@yahoo.ca</a>
<b>Angela Carson</b> <i>Beyond 21</i>	<a href="mailto:programlead@beyond21.org">programlead@beyond21.org</a>

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 2024-25 school year were held on the following dates:

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

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 5:00pm.

[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 2024-2025 school year, eleven SEAC meetings were held. The purpose of these meetings was to give SEAC members and parents a forum to provide input into the Special Education Annual Plan and to bring forward any concerns they wished to discuss pertaining to Special Education in the Catholic District School Board of Eastern Ontario.

**In 2025-2026 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 2025-2026 school year:

- Wednesday, September 24, 2025
- Wednesday, October 29, 2025
- Wednesday, November 26, 2025 (Double Meeting)
- Wednesday, January 28, 2026
- Wednesday, February 25, 2026
- Wednesday, March 25, 2026
- Wednesday, April 22, 2026
- Wednesday, May 27, 2026
- June's date to be determined based on release of information regarding funding from the Ministry of Education.

Topics proposed to be presented during the 2025-2026 school year:

- Best Buddies
- 2025-2030 Multi-Year Strategic Plan
- Mental Health – Parent Information
- Epilepsy South Eastern Ontario
- ABA Strategies

- Beyond 21
- Supporting Students who are Blind/Low Vision
- Reading Intervention
- 2025-2026 CDSBEO Special Education Funding Expenditures

## **SPECIAL EDUCATION ADVISORY COMMITTEE RECOMMENDATIONS**

It is recommended:

*"That we send the Annual Report on the Provision of Special Education Programs and Services, 2024-2025, to the CDSBEO Board of Trustees for their approval and submission to the Ministry of Education with the accompanying recommendations included as presented on June 17<sup>th</sup>, 2025."*

Moved by: Karen McAllister



Donna Nielsen  
SEAC Chair



Tracy Mertz  
SEAC Vice-Chair

## **BOARD RECOMMENDATIONS**

It is recommended:

*"That the Board approve the Annual Report on the Provision of Special Education Programs and Services, 2024-2025, for submission to the Ministry of Education with the accompanying recommendations included as presented."*

Approved by: Donna Nielsen

Seconded by: Sue Wilson



Chris Cummings  
Chair of the Board