

CATHOLIC DISTRICT SCHOOL
BOARD OF EASTERN ONTARIO



***REPORT TO THE
MINISTRY OF EDUCATION
ON THE PROVISION OF
SPECIAL EDUCATION
PROGRAMS***

**SUBMITTED BY:
CATHOLIC DISTRICT SCHOOL
BOARD OF EASTERN ONTARIO
JUNE 2021**

**AN ADDENDUM TO THE
REPORT TO THE MINISTRY OF EDUCATION
ON THE PROVISION OF SPECIAL EDUCATION
PROGRAMS AND SERVICES
JUNE 2021**

I)	INTRODUCTION / CONSULTATION PROCESS	1
II)	PROGRAMS AND SERVICES MODEL / SPECIAL EDUCATION FUNDING.....	2
III)	EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES	11
IV)	IDENTIFICATION, PLACEMENT AND REVIEW	18
V)	EDUCATIONAL AND OTHER ASSESSMENTS	26
VI)	SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD	31
VII)	PROVINCIAL AND DEMONSTRATION SCHOOLS	38
VIII)	SPECIAL EDUCATION STAFF	43
IX)	STAFF DEVELOPMENT.....	46
X)	EQUIPMENT.....	56
XI)	ACCESSIBILITY OF SCHOOL BUILDINGS.....	58
XII)	TRANSPORTATION.....	60
XIII)	COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES.....	63
XIV)	SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS.....	66
XV)	SPECIAL EDUCATION ADVISORY COMMITTEE	67
	APPENDICES.....	74

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I. Introduction:

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

The expectation, as outlined in the *Standards for School Boards' Special Education Plans*, is for the special education plans for 2021-2022 to be an addendum to the 2020-2021 Report. The Board has compiled the information identified by the Ministry by consulting with the necessary stakeholders and involving key participants in the process. This Addendum highlights and outlines current information.

CONSULTATION PROCESS

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

Sept 2020 - June 2021:

1. The Addendum to the Annual Report was updated and revised to reflect current information. Sections of the Draft Report were presented at the February, March, April and May S.E.A.C. meetings.
2. S.E.A.C. members were encouraged to review the report and raise questions during these meetings.
3. Recommendations from S.E.A.C. members were recorded and included in the report.
4. A copy of the Annual Plan 2021 was presented to the Board at the June 14, 2021 meeting for Board input and approval.

The recommendations, where possible, have been incorporated into the plan and appear as part of the Board implementation plan for 2021-2022 school year.

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

SPECIAL EDUCATION DEPARTMENT FUNDING

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

In 2021-2022, the Special Education Department will receive funding under the Support for Students Fund (previously Local Priorities) as negotiated provincially for OECTA and CUPE. This funding totals one million, six hundred and thirty-two thousand, four hundred and forty-two dollars. This allocation funds 9.80 special education teachers for OECTA and 11.50 Educational Assistants for CUPE. The funding will expire at the end of the current OECTA and CUPE provincial collective agreements on August 31, 2022.

The SEPPA (Special Education Per Pupil amount) for 2021-2022 is based on the projected enrollment for next year. This is estimated to result in approximately ten million, five hundred and sixty-four thousand, three hundred and eighty dollars in funding.

The Differentiated Special Education Needs amount (DSENA) provides revenue for a total of approximately nine million, six hundred and forty-eight thousand, seven hundred and seventy-three dollars, which is an increase of one hundred and twenty-nine thousand, six hundred and forty dollars from the estimated 2020-2021 amount.

Other funding for 2021-2022 that has been attributed to the Special Education Department includes four million, three hundred and nineteen thousand, nine hundred and seventy-eight dollars. This funding includes the Special Incidence Portion (SIP), the Special Equipment Amount (SEA), the Education and Community Partnership Program (ECP), the Behavioural Expertise Amount (BEA) and in addition, it includes a one-time Priority and Partnership Fund (PPF) amount for additional support for Special Education outside the GSN.

The Special Education Department's expenditure budget is projected to be twenty-six million, one hundred and sixty-five thousand, five hundred and seventy-four dollars. This represents an estimated increase of five hundred and fifty-seven thousand, seventy-two dollars. The charts indicate that the Special Education budget will not be over the total revenue allocated to the Special Education Department for 2021-2022.

As a result of Principal consultation and recommendations, the Special Education Department has developed a plan to try and meet the needs of all students within the parameters of the financial funding provided. The recommendation is to increase by 3.30 Special Education Teachers, 0.24 Educational Assistants, and a 1.0 Board Certified Behavioural Analyst. In addition, a 1.0 Coordinator of Special Education position is being

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

converted to a Special Education Consultant and a 1.0 Special Education Secretary is being converted to a 1.0 Itinerant ABLE Worker.

The plan includes:

- 130.56 Special Education Teachers
- 32.5 Student Support and Itinerant ABLE Workers
- 161.70 Educational Assistants including 3.0 ECPP and 1.0 SEA/AT EA.
- An equivalent of 19.30 Educational Assistants to be used for extra support for students
- to develop a separate sick-leave budget for Educational Assistant Replacement
- to adjust Educational Assistants proportionately with grants received
- to continue to utilize the highly effective model of teacher consultants focusing on providing for inclusion and the education and success for all students within the classroom

Schools are provided both a resource-based allocation and an Intensive Support Assistance allocation. Size of the population, number of high needs students in the overall population and the specific number of students requiring intensive support determine the amount of staff assigned to any given school. The Intensive Support allocation is predominately responsible for the determination of Educational Assistants. The Special Education team reviews student needs and the individual cases presented to decide which students require additional assistance. Funding determines the total staff hired and therefore, the amount allocated to schools depends on the overall funding.

The Board's model for staff allocation is designed to ensure:

- a) Provision of programs to meet all of the high needs of our exceptional students;
- b) Equity of resources across the board;
- c) A range of services are offered;
- d) That excellence is extended across the board to all schools and students; and
- e) A consistent process of equitable resources to schools is determined and provided.

The Board's philosophy of Special Education and the service-delivery model for the provision of programs and services are designed to ensure equity and the provision of appropriate support to any child who is identified, in keeping with the United Nations Convention on the Rights of Persons with Disabilities, the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act 2005, the Education Act and regulations made under the act governing Special Education.

Establishing and implementing consistent criteria for allocating resources and providing service is critical. It was determined that resources to schools would be allocated consistently and systematically based on:

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

- a) Size and population of the school.
- b) Severity of specific students' needs.
- c) Number of identified or high needs students.

Approximately eighty-nine percent of our students who have an IEP are integrated in the regular classroom for all or a majority of the school day. Approximately 11 percent of our students who have an IEP are partially integrated or self-contained settings for greater than half of the day. Most of these students spend a portion of their day in a regular classroom. Some of our older students are integrated into community work placements instead of a regular classroom for the development of living and learning skills.

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

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

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

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

Where students' regular programs can be modified, students are provided with resource assistance in the classroom. However, when students need a totally individualized program and have alternative learning skills because of their disability, they require specialized program support. In most cases, a regular class placement with a range of access to a specialized program for part of the day is appropriate. Currently, most students are receiving this type of assistance.

The Board has reviewed and established criteria for the identification and placement of exceptional students to use consistently across the Board, which will be in line with the program standards contained in the *Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide*. Currently, the number of students identified by schools ranges from under 10% to over 50% of the students in a school.

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

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

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

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

STAFFING RECOMMENDATIONS:

- 1) That we allocate 9.80 Special Education Teachers funded by the Supports for Students Fund, previously known as System Investment Teachers (5.20 Elementary and 2.30 Secondary as well as 2.30 Secondary that was not used in 2020-2021 due to Covid-19).
- 2) That we increase 1.0 Board Certified Behavioural Analyst (BCBA) Professional
- 3) That we convert 1.0 Special Education Coordinator to a 1.0 Special Education Consultant
- 4) That we convert 1.0 Special Education Secretary to a 1.0 Itinerant ABLE Worker
- 5) That we allocate a total of 130.56 Special Education Teachers, 161.70 Educational Assistants, 32.50 Student Support Workers, and an equivalent of 19.30 extra support Educational Assistants.
- 6) That a separate allocation is set aside to address Educational Assistant Replacement
- 7) That we implement the Special Education staffing allocation for each school according to the needs identified by school teams and Special Education staff and reviewed by the Principal of Special Education.
- 8) That we adjust Special Education Resource staff to reflect any increases or decreases by the grants received by the Board.

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

NUMBER OF SPECIAL EDUCATION STUDENTS

Elementary:

2020-2021 Exceptionality	Spec Ed Classes	Spec Ed Classes	Regular Classes	Regular Classes	Regular Classes
	Self- Contained	Partially Integrated	Withdrawal Assistance	Resource Assistance	Indirect Service
Behaviour	35	10	5	60	7
Autism	39	25	22	94	10
Deaf/Hard of Hearing	0	0	4	14	6
Language Impairment	10	11	5	35	3
Learning Disability	28	7	37	219	27
Speech Impairment	0	0	0	2	0
Developmental Disability	8	7	1	15	1
Giftedness	0	0	1	1	4
Mild Intellectual Disability	29	5	2	22	0
Multiple Exceptionalities	7	5	3	14	1
Blind/Low Vision	0	0	2	7	2
Deaf/Blind	0	0	0	0	0
Physical Disability	1	1	3	10	2
Subtotal	157	71	85	493	63
Non-identified students with special needs and supported by the Special Education Grant	11	5	140	1041	187
Total	168	76	225	1534	250

*The above numbers represent students based on their primary (first) exceptionality.

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

Secondary:

2020-2021 Exceptionality	Spec Ed Classes	Spec Ed Classes	Regular Classes	Regular Classes	Regular Classes
	Self- Contained	Partially Integrated	Withdrawal Assistance	Resource Assistance	Indirect Service
Behaviour	16	35	7	19	18
Autism	18	20	16	19	17
Deaf/Hard of Hearing	0	1	2	4	8
Language Impairment	2	17	6	11	21
Learning Disability	15	49	52	138	122
Speech Impairment	1	1	0	0	0
Developmental Disability	6	13	1	2	0
Giftedness	0	0	0	1	8
Mild Intellectual Disability	10	19	3	6	2
Multiple Exceptionalities	12	8	1	6	1
Blind/Low Vision	0	0	3	2	1
Deaf/Blind	0	0	0	0	0
Physical Disability	3	3	0	3	1
Subtotal	83	166	91	211	199
Non-identified students with special needs and supported by the Special Education Grant	11	14	86	174	358
Total	94	180	177	385	557

*The above numbers represent students based on their primary (first) exceptionality.

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

Special Education Funding and Expenditures

Projected for September 1, 2021 to August 31, 2022 (as per original estimates)

Revenue:

Special Education Allocation	Actual 2016/2017	Actual 2017/2018	Actual 2018/2019	Actual 2019/2020	Revised 2020/2021	Original 2021/2022
SEPPA/Transfer from (to) SEPPA Deferred Revenue	9,107,049	9,358,040	9,805,432	10,273,645	10,365,065	10,564,380
SEA	744,255	803,028	850,264	767,425	768,036	774,402
Differentiated Special Education Needs Amount (DSENA)	8,701,400	8,460,472	9,122,246	9,342,976	9,519,133	9,648,773
Special Incidence Portion(SIP)	1,697,407	1,976,800	2,256,962	2,516,677	2,642,511	2,642,511
Special Education Transfer from (to) SIP Accumulated Surplus	(68,329)	72,656	(769)	-	-	-
Special Education Transfer from (to) SIP Deferred Revenue		-	-	453,816	-	-
Education and Community Partnership Programs (ECP)	421,652	421,262	389,303	294,746	427,711	453,909
Behavioural Expertise	120,938	122,809	144,499	-	297,078	366,949
Mental Health	121,161	123,113	-	275,503	-	-
Mental Health Workers in Schools (PPF)		-	284,752	-	-	-
Local Priorities - OECTA (5.2elem, 2.3sec=7.5FTE)		689,491	723,738	-	797,668	805,644
Transfer from (to) OECTA Local Priority Deferred Revenue		-	-	-	-	247,064
Local Priorities - CUPE		380,778	380,778	-	579,734	579,734
Additional Support for Special Education - cc3175		-	-	-	117,746	-
Additional Support for Special Education - cc3177		-	-	-	96,826	82,208
strike savings		-	-	(239,624)	-	-
TOTAL ALLOCATION	\$ 20,901,095	\$ 22,408,449	\$23,957,205	\$ 23,685,164	\$ 25,611,508	\$ 26,165,574

Expenditure (Less Foundation):

Special Education Allocation	Actual 2016/2017	Actual 2017/2018	Actual 2018/2019	Actual 2019/2020	Revised 2020/2021	Original 2021/2022
CLASSROOM						
Classroom Teachers	8,967,573	10,198,722	10,119,650	9,663,667	10,817,625	11,097,911
Supply Teachers / Supply Staff	660,572	528,283	536,662	337,578	1,085,017	459,158
Teacher Assistants / SSW's / ABLE	7,859,997	8,284,389	9,079,589	9,319,163	9,739,908	10,749,136
Classroom Computers	185,313	235,555	150,000	150,468	150,000	150,000
Textbooks, Materials, Supplies	626,124	549,111	592,607	508,179	526,244	527,815
Professionals	1,745,865	1,604,519	2,342,475	2,231,333	2,205,620	2,272,349
Staff Development	168,207	67,508	21,169	17,424	90,540	85,206
TOTAL CLASSROOM	\$ 20,213,651	\$ 21,468,087	\$22,842,153	\$ 22,227,812	\$ 24,614,954	\$ 25,341,575
NON-CLASSROOM						
Principals / Consultants / Support	1,077,322	1,220,058	1,159,044	750,555	993,548	823,999
TOTAL NON-CLASSROOM	\$ 1,077,322	\$ 1,220,058	\$ 1,159,044	\$ 750,555	\$ 993,548	\$ 823,999
TOTAL EXPENDITURES	\$ 21,290,973	\$ 22,688,145	\$24,001,197	\$ 22,978,367	\$ 25,608,502	\$ 26,165,574

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

Variance Analysis:

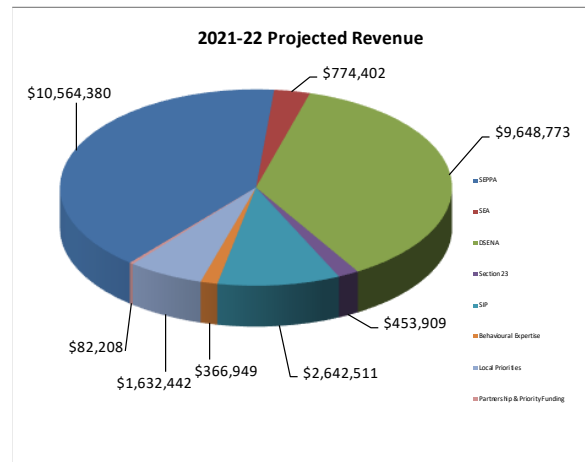
Special Education Variance Analysis	Actual 2016/2017	Actual 2017/2018	Actual 2018/2019	Actual 2019/2020	Revised 2020/2021	Original 2021/2022
UNDER / (OVER) ALLOCATION	(389,878)	(279,696)	(43,992)	706,797	3,006	-
% UNDER / (OVER) ALLOCATION	-1.87%	-1.25%	-1.21%	2.98%	0.01%	0.00%
Learning Opportunities Grant	389,878	80,002	-	-	-	-
Local Priorities (non sped ed allocation) - CUPE 1 IAW, 6.78 EA			167,835	-	-	-
Rural Education Strategy		199,694	-	-	-	-
Under / (Over)	-	-	123,843	706,797	\$ 3,006	\$ -

II. PROGRAMS & SERVICES MODEL/SPECIAL EDUCATION FUNDING

Projected for September 1, 2021 to August 31, 2022 (as per Original Estimates).

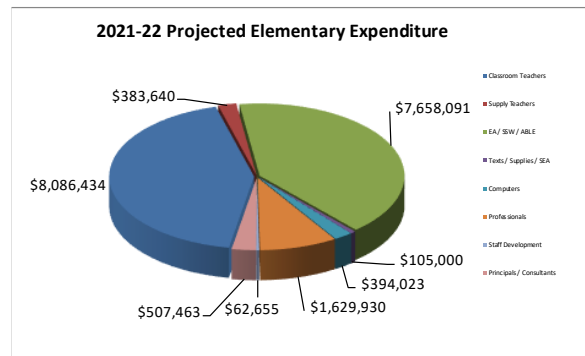
Special Education Projected Funding:

Item	Value
SEPPA	\$10,564,380
SEA	\$774,402
DSENA	\$9,648,773
Section 23	\$453,909
SIP	\$2,642,511
Behavioural Expertise	\$366,949
Local Priorities	\$1,632,442
Partnership & Priority Funding	\$82,208
TOTAL ALLOCATIONS	\$26,165,574



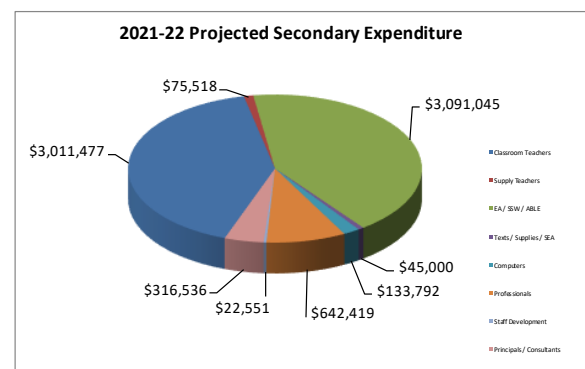
Elementary Projected Expenditure:

Item	Value
Classroom Teachers	\$8,086,434
Supply Teachers	\$383,640
EA / SSW / ABLÉ	\$7,658,091
Texts / Supplies / SEA	\$105,000
Computers	\$394,023
Professionals	\$1,629,930
Staff Development	\$62,655
Principals / Consultants	\$507,463
TOTAL ELEMENTARY	\$18,827,236



Secondary Projected Expenditure:

Item	Value
Classroom Teachers	\$3,011,477
Supply Teachers	\$75,518
EA / SSW / ABLÉ	\$3,091,045
Texts / Supplies / SEA	\$45,000
Computers	\$133,792
Professionals	\$642,419
Staff Development	\$22,551
Principals / Consultants	\$316,536
TOTAL SECONDARY	\$7,338,338
TOTAL EXPENDITURE (Less Foundation)	\$26,165,574



III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

The Catholic District School Board of Eastern Ontario is committed to the early and ongoing identification of the learning needs and abilities of children, as it supports and promotes the Ministry of Education Policy. Each school board is required to have approved operational procedures to identify each child's level of development, learning abilities and needs and to ensure that educational programs are designed to accommodate these needs and to facilitate each child's growth and development. These procedures are a part of a continuous assessment and program planning process which is often initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and usually continues throughout a child's school life.

Procedures for Early and Ongoing Identification

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

Programs will be designed to accommodate those needs and to facilitate each child's growth and development. This process is ongoing and part of the continuous assessment and program planning process. It is "initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following kindergarten and should continue throughout a child's school life".

- a) Kindergarten teams are supported by collaborating with multidisciplinary board personnel and by building on internal capacity from within schools. Staff members are identifying, utilizing, adapting, and sharing essential skills and practices to facilitate growth and learning for students at risk that will also benefit all students. Indicators of growth and success are being developed in areas of environment, routines, development continua, and learning readiness.
- b) Parental participation, report cards, teacher observations, checklists, tracking forms, anecdotal notes, portfolio assessments, and developmental profiles will be a part of the assessment process.
- c) As part of ongoing consultation with parents (report cards, interviews, case conferences), the parents are provided with information that will guide and support an individual child's growth and development. This could include plans for success, learning plans, accommodations, resource teacher support, and an IEP.

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

- d) In consultation with parents, outside agencies may be consulted for testing and programming purposes. (e.g., Child and Youth Mental Health services, Access Centre for Community Care, Public Health Department, Kids Inclusive, CHEO, etc.)
- e) Primary programs and classroom environments will promote spiritual, social-emotional, physical, and academic development, a sense of achievement and commitment to learning required to meet the expectations outlined in the Ontario Curriculum. Some students will need plans of success, learning plans, accommodations, resource teacher support, and Individual Education Plans (IEP) to work on these expectations. In addition, some students may require a referral to the Special Education Services of the Catholic District School Board of Eastern Ontario (see Figure I).

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

Types of early intervention strategies used to support students prior to a referral to an IPRC may include the following:

- Systematic, ongoing classroom observation
- Informal formative and summative evaluation
- Consultation with parents, physicians and/or community agencies involved with the child
- Collaborative school team meeting
- School and Board special education meeting
- Formal standardized assessment

Each school year, school teams are asked to identify students requiring Special Education support. OSR search forms are completed. The Psych Team reviews and prioritizes these forms. For students identified as requiring immediate assessment, a referral package is provided and returned to the Board Office as soon as possible. In some schools, it is necessary to put a limit on the number of assessments that can be completed at one time due to a finite number of human resources. The students are placed on a list, which is reviewed at the school level during the year. If a child's needs escalate, an assessment may be necessary sooner, rather than waiting. The wait time for assessments vary. In some instances, new needs arise during the year necessitating a referral. Figure I outlines the Psycho-Educational referral process.

The referral package includes a Confidential Parent Questionnaire, Consent Forms, Privacy Policy, Release of Information forms, if applicable, as well as a Pupil Profile and Academic/OSR Summary. Prior to beginning an assessment, verbal and written permission is obtained from the parent/guardian.

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Upon completion of the assessment, a report is written outlining the results of the tests and recommendations for program modifications or accommodations. A member of the Psychology contacts the school requesting a meeting with school personnel and parents to share the report. In some instances, where a diagnosis is being conveyed, the consulting psychologist or psychological associate also attends the meeting to communicate the diagnosis. The psycho-educational consultant/speech-language pathologist explains the reason for the assessment, the types of tests administered, the student's achievement, conclusions, and recommendations for programming. The parents have an opportunity to ask questions during the meeting, as well as being encouraged to take the report home, re-read it, and contact the psycho-educational consultant or speech-language pathologist for further clarification. The school personnel in attendance includes the Principal, the resource teacher, and the classroom teacher.

If the parent/guardian agrees to the sharing of information between the school and outside agencies, Release of Information forms are signed indicating that information will be shared between the parties. A copy of the Release of Information form is filed in the student's OSR.

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

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

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Referral Process for Special Education Services (Figure I)

- Note:** Referrals of students by school personnel must come through the Special Education Resource Teacher.
- Step I: The school team assesses and identifies the need for further information regarding a student displaying gaps in development.
- Step II: The school's Resource Teacher contacts the Special Education Consultant to arrange a Collaborative Consultation Meeting and provides a completed OSR search form.
- Step III: A referral to Special Education Services will be coordinated by the Special Education Principal, Co-Ordinator and/or Consultant.
- OR
- If a referral is not appropriate at this time, other options and recommendations will be discussed.
- Step IV: When an assessment is completed, the report is shared with the parents and school personnel.
- Step V: Special Education Staff coordinate the feedback meeting with the school and appropriate Special Education Department personnel.
- Step VI: The student might be referred to the IPRC, and an IEP is developed, or an existing IEP is revised, to address the strengths and needs of the individual student.

Private Assessments

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

If parents choose to arrange for, and pay for a private assessment, they are encouraged to have the assessment conducted by a regulated health professional (e.g., Psychologist). They are also encouraged to share the assessment results with the School Principal and team. The assessment results could then be used to develop an Individual Education Plan for the student and be used to determine whether a formal identification will be established through the IPRC process. Parents are encouraged to provide permission to share the assessment results with the Board's Psychology Department, so that these professionals can assist the parents and school team in the interpretation of the report.

Assessment Capacity Building Plan

Primary Literacy Assessment and Intervention

Our Board has an approach to primary assessment which allows for different levels of assessment and intervention depending upon the needs of the student. As a result, the number of primary students receiving assessments increased dramatically, which also includes students with less severe learning disabilities. Furthermore, our S-LP team's development and use of an Oral Language and Early Literacy Assessment has facilitated teacher's ability to identify the learning strengths and needs of the students, effectively group students for differentiated instruction, and link results to classroom programming. Use of the Oral Language and Early Literacy Assessment has also supported teacher's abilities to communicate the literacy achievement of students to parents/guardians.

We continue to support schools and encourage them to work as a team in collecting and reviewing student assessment data, developing intervention groupings, and implementing strategies based upon students' learning profiles.

Approach to Primary Assessment & Intervention

Grade 1 and 2 Oral Language and Literacy Assessment

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

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Early Language Support-Building Capacity

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

Benefits of Professional Collaboration

Professional collaboration with primary teachers and school staff provides opportunities to review and discuss educational assessment data, new and effective intervention strategies, and questions/concerns regarding students' learning profiles. During these meetings, Speech and Language and/or Psychology staff members review the assessments created for identified students and support school teams in deciding which students may benefit from updated educational assessment and/or further professional assessment. Teachers report that networking sessions with Psychology and Speech-Language Pathologist staff members has expanded their repertoire of educational assessment tools and has enhanced their ability to score and understand the results of data specific to the students, which is resulting in noticeable improvements in student achievement.

Accomplishments:

- The number of K- 4 students who required and received an assessment in the 2020/2021 school year was 279 of the 357 total assessments completed. This was 2.11% of the Board's total population.
- Having the Speech and Language Pathologist complete the Grade 1 and 2 Oral Language and Literacy Assessment results in reduced wait times for professional assessment. Student's learning needs are identified earlier, and schools can address gaps in literacy achievement before students enter the junior division.
- Teachers report that they have acquired tremendous professional development from working collaboratively with members of the Special Education Department. Teachers also reported that the Oral Language and Early Literacy Assessment took the "guess work" out of choosing strategies and making modifications to educational programs within the classroom.
- Parent feedback indicates that they greatly appreciate the hierarchical approach to assessment, beginning with consultation on classroom-based measures and only progressing to professional assessment measures when deemed necessary.
- Parents also find the Oral Language and Early Literacy Assessment easy to understand and could readily identify their child's strengths and needs.

III. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Sustainability:

- Literacy improvements are monitored by administration of educational assessment measures. Grade Three and Grade Six EQAO results for our previously identified primary students are also reviewed to ensure improved literacy achievement over time.
- Consultants support and facilitate the educational interpretations and utilization of the Oral Language and Early Literacy Assessment .
- Ongoing professional development opportunities are provided for primary teachers and school teams to review educational assessment measures, to provide information regarding new and effective classroom intervention strategies, and to address any questions that arise.

Sharing with Parents:

- Teachers contact the parents/guardians of students that are struggling with literacy skills (e.g., reading, spelling, writing, etc.) and review the results of the educational assessment data that they have collected, as well as relevant Board-wide Assessment information. With parental consent, a member of the speech language and/or psychology team meets with the classroom teacher/school team to review educational data and provide recommendations for classroom programming.
- If further professional assessment would be beneficial, then parents are contacted by school staff and a member of the psychology department to obtain written consent. Explanation of the reasons for further assessment and the types of assessment measures that would be completed are provided.
- Feedback from parents revealed that the Oral Language and Early Literacy Assessment facilitated their understanding of their child's learning strengths and needs. They also reported that the intervention strategies provided in the feedback sessions were concrete and specific to their child and were often easy to implement in the home environment.

IV: IDENTIFICATION, PLACEMENT AND REVIEW

In 2020-2021 **1458** IPRC's were held across our system of which **309** were newly identified students. Opportunities for parents to attend an IPRC meeting for their exceptional child is provided on a yearly basis.

What is an IPRC?

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

What is the role of the IPRC?

The IPRC will:

- decide whether or not the student should be identified as exceptional
- identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education
- decide an appropriate placement for the student
 - regular class with indirect support from a resource teacher
 - regular class with resource teacher support
 - regular class with withdrawal support with a resource teacher
 - special education class placement with partial integration
 - special education class fulltime
 - special school placement
- review the identification and placement at least once in each school year.

Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...." Students are identified according to the categories and definitions of exceptionalities provided by the Ontario Ministry of Education.

What is a special education program?

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

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

What are special education services?

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

IV: IDENTIFICATION, PLACEMENT AND REVIEW

What is an IEP?

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

- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which the student's progress will be reviewed;
- for students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living; and
- Applied Behaviour Analysis (ABA) methods for children identified with Autism, where appropriate.

The IEP must be completed within 30 school days after the student has been placed in the program, and the principal must ensure that the parent receives a copy of it.

How is an IPRC meeting requested?

The principal of the student's school:

- must request an IPRC meeting for the student, upon receiving a parental written request;
- may, with written notice to the parent, refer the student to an IPRC when the principal and the student's teacher or teachers believe that the student may benefit from a special education program.

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

May parents attend the IPRC meeting?

Regulation 181/98 entitles parents and pupils 16 years of age or older:

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

Who else may attend an IPRC meeting?

- the principal of the student's school;
- other resource people such as the student's teacher, special education staff, board support staff, or the representative of an agency, who may provide further information or clarification;
- parent's representative – that is, a person who may support the parent or speak on behalf of the parent or the student and
- an interpreter, if one is required. (Parents may request the services of an interpreter through the principal of the student's school.)

IV: IDENTIFICATION, PLACEMENT AND REVIEW

Who may request that they attend?

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

What information will parents receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC will provide parents with written notification of the meeting and an invitation to attend as an important partner in considering the student's placement. This letter will notify parents of the date, time, and place of the meeting, and it will ask parents to indicate whether they will attend or not.

If the IPRC meeting is a review and the student is in a regular class placement which is going to continue, then parents may choose to sign the letter to "dispense" with the review meeting.

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

What if parents are unable to make the scheduled meeting?

If the parents are unable to make the scheduled meeting, they may:

- contact the school principal to arrange an alternative date or time; or
- let the school principal know the parent will not be attending. As soon as possible after the meeting, the principal will forward to the parent, for their consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

What happens at an IPRC meeting?

- The chair introduces everyone and explains the purpose of the meeting.
- The IPRC will review all available information about the student. The members will:
 - consider an educational assessment of the student;
 - consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of the student conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision;
 - interview the student, with parental consent if the student is less than 16 years of age, if they feel it would be useful to do so; and
 - consider any information that is submitted about the student or that the student submits if 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 request or at the request of the student, if the student is 16 years of age or older.
- Parents are encouraged to ask questions and join in the discussion.

IV: IDENTIFICATION, PLACEMENT AND REVIEW

- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will meet the student's needs and be consistent with the parental preferences. If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet the student's needs and that such a decision is consistent with the parental preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

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

What will the IPRC's written statement of decision include?

- The IPRC's written statement of decision will state:
 - whether the IPRC has identified the student as exceptional;
 - where the IPRC has identified the student as exceptional,
 - the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
 - the IPRC's description of the student's strengths and needs;
 - the IPRC's placement decision; and
 - the IPRC's recommendations regarding a special education program and special education services;
 - where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision.

What happens after the IPRC has made its decision?

- If parents **agree** with the IPRC decision, they will be asked to indicate, by signing their name, that they agree with the identification and placement decisions made by the IPRC.
- If the IPRC has identified the student as an exceptional pupil and if parents **agree** with the IPRC identification and placement decisions, the board will promptly notify the principal of the school which special education program is to be provided and of the need to develop an Individual Education Plan (IEP) for the student.

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

- A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from the parent, dispensing with the annual review.
- Parents may request a review IPRC meeting any time after the student has been in a special education program for 3 months.

IV: IDENTIFICATION, PLACEMENT AND REVIEW

What does a review IPRC consider and decide?

- With parental written permission, the IPRC conducting the review will consider the progress the student has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

What can parents do if they disagree with the IPRC decision?

- If parents **do not agree** with either the identification or the placement decision made by the IPRC, they may:
 - within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns; or
 - within 30 days of receipt of the decision, file a notice of appeal with:
Mr. John Cameron
Director of Education
Catholic District School Board of Eastern Ontario
Box 2222, 2755 Highway 43
Kemptville, ON K0G 1J0.
- If parents **do not agree** with the decision after the second meeting, they may file a notice of appeal within 15 days of their receipt of the decision.

If parents do not consent to the IPRC decision but they do not appeal it, the board will instruct the principal to implement the IPRC decision.

How do I appeal an IPRC decision?

If parents disagree with the IPRC's identification of their child as exceptional or with the placement decision of the IPRC, they may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of their intention to appeal the decision to:

Mr. John Cameron
Director of Education
Catholic District School Board of Eastern Ontario
Box 2222, 2755 Highway 43
Kemptville, ON K0G 1J0.

The notice of appeal must:

- indicate the decision with which they disagree; and
- include a statement that sets out their reasons for disagreeing.

What happens in the appeal process?

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear the parent's appeal. The appeal board will be composed of three persons who have no prior

IV: IDENTIFICATION, PLACEMENT AND REVIEW

knowledge of the matter under appeal, one of whom is to be selected by the parent.

- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after they have been selected (unless parents and board provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- The parent, and the student, if they are 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within 3 days of the meeting's ending. It may:
 - agree with the IPRC and recommend that the decision be implemented; or
 - disagree with the IPRC and make a recommendation to the board about the student's identification or placement or both.
- The appeal board will report its recommendations in writing, to the parent and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).
- The parent may accept the decision of the school board or they may appeal to a Special Education Tribunal. The parent may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

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

The Catholic District School Board of Eastern Ontario views every child as unique and aims to provide a Catholic education which nurtures this uniqueness and enables each pupil to maximize their spiritual, physical, intellectual, and social potential. It is the Board's belief that the most desirable placement for children is the regular classroom with appropriate special education services. For those students whose needs cannot be met in a regular class setting, more intensive special education services are provided.

The Board provides the following range of programs based on pupil need:

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

The Special Education Department personnel, under the direction of the Superintendent of School Effectiveness and the Principal of Special Education, act as a resource to schools to extend the range of programs and services for pupils with special needs. Consultation, assessment, direct service, professional development, and advocacy are key components of the services provided to the system through the referral process.

IV: IDENTIFICATION, PLACEMENT AND REVIEW

Special Educational consultants, psycho-educational consultants, speech-language pathologists, crisis support workers, the ABA/BCBA specialist, occupational therapist, itinerant teachers and the assistive technology team work closely with school personnel to ensure the effective delivery of special education programs.

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

What organizations are available to assist parents?

Many parent organizations are available to provide information and support to parents of exceptional children:

- Association for Bright Children
www.abcontario.ca
- Autism Ontario
www.autismontario.com
- Canadian Hearing Society
www.chs.ca
- Canadian Mental Health Association
www.cmha.ca
- Canadian National Institute for the Blind
www.cnib.ca
- Child and Youth Health Network for Eastern Ontario
www.child-youth-health.net
- Children's Mental Health Ontario
www.kidsmentalhealth.ca
- Community Living
www.communitylivingontario.ca
- Down's Syndrome Association
www.dsao.ca
- eMental Health
www.ementalhealth.ca
- Epilepsy Ontario
www.epilepsyontario.org
- Family Alliance Ontario
www.family-alliance.com
- Fetal Alcohol Spectrum Disorder Ontario
<http://fasdontario.ca>
- Groupe-action pour l'enfant, la famille et la communauté de Prescott-Russell
www.groupeaction.ca

IV: IDENTIFICATION, PLACEMENT AND REVIEW

- Integration Action for Inclusion in Ontario
www.inclusionontario.ca
- Learning Disabilities Association of Ontario
www.ldao.ca
- MS Society
<http://mssociety.ca>
- Ontario Association for Families with Children with Communication Disorders
www.oafccd.com
- Open Doors
www.opendoors.on.ca
- Parents' Lifelines of Eastern Ontario
www.pleo.on.ca
- SD&G Developmental Services Centre
www.developmentalservices.ca
- Spina Bifida and Hydrocephalus Association of Ontario
<http://sbhac.ca/>
- The Easter Seal Society of Ontario
www.easterseals.org
- Tourette Syndrome Foundation
www.tourette.ca
- Valoris for Children & Adults of Prescott-Russell
www.valorispr.ca

How is the Special Education Advisory Committee involved?

Minutes and agendas pertaining to all Special Education Advisory Committee (S.E.A.C.) meetings are sent to Catholic School Councils and they are, in turn, encouraged to share information and provide feedback to S.E.A.C., where possible.

Is there more information available?

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

V. EDUCATIONAL AND OTHER ASSESSMENTS

Specific Special Education assessments such as Woodcock Johnson Achievement III, Assessment of Basic Language and Learning Skills (ABLLS), or Canadian Test of Cognitive Skills (CTCS) will be administered by classroom Teachers and SERTs. Teachers may also decide to use large-scale reading, writing and math assessments such as Phonological Awareness Screeners, PM Benchmarks, CASI, OWA, PRIME and ONAP to:

- identify students with special needs,
- determine special education programs or services required by the student, and /or
- support decisions related to such programs or services.

Assessments are conducted with the assistance of the Board psycho-educational consultants, speech-language pathologists, and the supervising psychologist. The referral and consent process are outlined in Figure I.

Once a child has been identified as a priority by the school and board team, the assessment would be completed as soon as possible; typically, the waiting period is two to six months with a maximum waiting period of ten months.

The psychologist/psych-ed. consultant/speech-language pathologist receives the referral package which has been completed by the special education resource teacher (psych assessment) or classroom teacher (speech-language assessment) and parent/guardian. The assessment is completed at the school. A psycho-educational assessment report is written in consultation with the supervising psychologist. The psychologist/psych-ed. consultant/speech-language pathologist calls the school and requests an appointment to meet with parents and appropriate school personnel to share the results. The report is shared with the parent/guardian, classroom teacher, principal/vice-principal of the school, and the SERT. The psychologist/psych-ed. consultant/speech-language pathologist explains the tests, the results and how this information can be used for programming. Included in the report are recommendations for teachers and parents to assist the student academically, socially and/or emotionally. Parents are provided with a copy of the report and are encouraged to take it home and review it. If further questions arise, they are encouraged to contact the psychologist/psych-ed. consultant/speech-language pathologist.

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

Parents/guardians and school personnel regularly refer for direct service and/or consultation with staff from the Special Education Department to provide the

V. EDUCATIONAL AND OTHER ASSESSMENTS

highest quality of service for students. Staff from this department require and have access to personal information about students. Written documentation such as referral forms, assessment data and reports, and intervention information that result from direct service/consultation is housed in appropriate confidential files at the Special Education Department.

Privacy of information is also protected using the following means:

- Ensuring that confidential parent questionnaires are returned in sealed envelopes and only opened by the examining psychologist/psych-ed. consultant/speech-language pathologist.
- Results must be shared with parents first; they can request a separate meeting.
- Copying the report only for the parent/student, the OSR (with parental consent only) and the Board file.
- Ensuring that consent forms required for the sharing of information with outside agencies are signed prior to the exchange of information.
- Adhering to our Board Policy F2 Communications - Personal Information Management Freedom of Information and Protection of Privacy.

V. EDUCATIONAL AND OTHER ASSESSMENTS

Assessment Administered By:

Psychoeducational Consultant (under the direction of the Supervising Psychologist)
Or Psychologist

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

V. EDUCATIONAL AND OTHER ASSESSMENTS

Assessment Administered By: Speech-Language Pathologist

Qualifications	Name of Test
<ul style="list-style-type: none"> ▪ M.Sc. or M.S. or M.Cl. Sc. ▪ Registration with a regulatory body is required for speech-language pathologists in Ontario (CASLPO) 	<ul style="list-style-type: none"> ▪ CELF-5; CELF P-2 ▪ Structured Photographic Articulation Test III ▪ Structured Photographic Expressive Language Test – III ▪ CTOPP-2 ▪ TILLS ▪ TOWRE ▪ TECEL ▪ EOWPVT-2000 edition ▪ ROWPVT-2000 edition ▪ PPVT-5 (A and B) ▪ The Token Test For Children - Revised ▪ The Listening Comprehension Test - II ▪ Language Processing Test – Revised ▪ The Phonological Awareness Test ▪ The Test of Narrative Language-2nd Edition ▪ The Word Test – 2 (elementary & adolescent) ▪ Renfrew Language Scales – The Bus Story Test ▪ Renfrew Language Scales – Action Picture Test ▪ Test of Word-Finding-3rd edition ▪ The Boehm Test of Basic Concepts – 3 ▪ Test of Language Competence and Expanded (Level 1 & 2)

Assessment Administered By: Resource Teacher and Teacher of the Deaf (*)

Qualifications	Name of Test
<ul style="list-style-type: none"> ▪ Undergraduate Degree and Bachelor of Education ▪ Special Education Part I 	<ul style="list-style-type: none"> ▪ Canadian Test of Cognitive Skills (CTCS) – for assessing giftedness. ▪ CELF-5 (evaluation of language fundamentals 5-21 yrs) ▪ CELF-P2 (language fundamentals 3-6 yrs) ▪ Woodcock-Johnson Achievement ▪ Woodcock-Johnson Reading Test ▪ WRAT - 3 ▪ Key Math ▪ P M Benchmarks ▪ TACL-3 (test for Auditory Comprehension of Language) (*) ▪ CAST (Contrast for Auditory and Speech Training) ▪ PLS-4 (Preschool Language Scale) (*) ▪ COMPASS – Auditory Discrimination Placement Test (*) ▪ Peabody Picture Vocabulary Test (*) ▪ Gifted Rating Scale ▪ PIAT (*), P.L.S. – Pragmatic Language Inventory (*) ▪ OWLS = Oral and Written Language Assessment (*) ▪ PRIME Math

V. EDUCATIONAL AND OTHER ASSESSMENTS

Assessment Administered By:
Classroom Teacher

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

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

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

Special Education Program

A Special Education program is a program based on and modified by continuous assessment and evaluation and includes a plan containing specific outcomes and an outline of educational services that meet the needs of the exceptional student.

If a concern is expressed by a parent/guardian or a staff member regarding a student, these steps will be followed:

- Discussion with parent/guardian concerning the student's needs.
- Review or administer school based diagnostic assessments.
- An educational assessment will be completed by the school support staff.
- A Psycho-educational Assessment may be required with written permission of the parent/guardian.
- A health assessment if required.
- Vision or hearing assessment if required.
- Occupational Therapy, Physiotherapy or Speech assessment if required.
- Other reports/documents deemed necessary.
- An interview with the parent/guardian and/or the student, if the student is 16 years of age or older, prior to notification of I.P.R.C. meeting.
- Notification in writing to the parent/guardian and/or the student if the student is 16 years of age or older of the I.P.R.C. meeting date.

Identification and Placement

Identification and Placement decisions are decided through the Identification, Placement and Review Committee (I.P.R.C.)

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

- Behaviour
- Communication
- Intellectual
- Physical

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

- Multiple

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

The Committee will outline the student's identified strengths, needs and expectations and will recommend an appropriate placement consistent with parental preference.

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

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

A statement of decision will be established. This statement may be signed at the I.P.R.C. meeting or taken home and then the signed copy returned to the principal of the school.

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

Identification, Placement and Review Committees (I.P.R.C.)

The Ministry of Education Special Education Transformation Report recognized the need to improve the balance between a focus on teaching, learning and related student outcomes, and the need for appropriate process, documentation, and accountability in special education.

To that end, a formal I.P.R.C. meeting may be waived where both the parents and the school agree that there is no change in student placement, and that placement is in the regular classroom.

I.P.R.C. meetings must continue to be held if parents request them, or when a self-contained or partially integrated placement is the likely destination for the student.

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Selected Placement Options

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

1. Regular Program: instruction provided to all students in the regular classroom.
 2. Indirect Service: Instruction provided to student with an IEP in the regular classroom in consultation with the Special Education Resource Teacher.
 3. Resource Assistance: Instruction provided to student with an IEP in the regular classroom by the Special Education Resource Teacher.
 4. Withdrawal Assistance: Student with an IEP is removed from the regular classroom for assistance by the Special Education Resource Teacher.
 5. Partially Integrated: Student with an IEP is removed from the regular classroom for more than 51% but less than 100% and is taught by a Special Education Teacher.
 6. Fully Self Contained: Student with an IEP is removed from the regular classroom for 100% of the day to a self contained class and is taught by a Special Education Teacher.
- * Remedial Placement: Student does not have an IEP and receives assistance from the Special Education Resource Teacher.

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

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

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

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

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Exceptionality	Criteria for Admission	Placement Options	Admission Process	Special Education Class Size	Level of Support
Developmental Disability	Meet Ministry Definition Developmental Report Psychoeducational Report Agency Reports I.P.R.C. I.E.P	Regular Classroom	Case Conference I.P.R.C.		C.T., R.T., E.A., S.S.W.
		Regular Classroom with resource support	Case Conference I.P.R.C.		C.T., R.T., E.A., S.S.W.
		Regular Classroom with access to School to Community Program/ Mixed Exceptionality Program	Case Conference I.P.R.C.	Maximum 16 students	C.T., Spec Ed, E.A., S.S.W.
PHYSICAL					
Physical Disability	Meet Ministry Definition Agency Reports Academic Assessment I.P.R.C. I.E.P	Regular Classroom	Case Conference I.P.R.C.		C.T., R.T., E.A.
		Regular Classroom with resource support	Case Conference I.P.R.C.		C.T., R.T., E.A.
Blind and Low Vision	Meet Ministry Definition Ophthalmology Report Agency Reports Academic Assessment I.P.R.C. I.E.P	Regular Classroom	Case Conference		C.T., R.T., E.A., I.T.
		Regular Classroom with resource support	Case Conference I.P.R.C.		C.T., R.T., E.A., I.T.
		Provincial School	Consultation – Ministry School Admissions Package Interview I.P.R.C.	As defined by Provincial School	As defined by Provincial School
<p>Sp Ed. - Special Education Teacher/Self-Contained Classes (>50%) R.T. - Resource Teacher (Spec Ed Resource in class or small groups) C.D.A. – Communication Disorders Assistant S.S.W. - Student Support Worker E.L.A. - Educational Language Assistant C.T. - Classroom Teacher I.T. - Itinerant Teacher for the Deaf or Visual Imp. E.A. - Educational Assistant M.E.P. - Mixed Exceptionality Program S.L. Path. - Speech-Language Pathologist S.L. Asst. - Speech and Language Assistant</p>					

VI. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Placement Decisions

Elementary:

Identified Students: Regular Classes	Identified Students: Special Education Classes	Non-Identified Students: Regular Classes	Non-Identified Students: Special Education Classes
663	231	1,386	16

Secondary:

Identified Students: Regular Classes	Identified Students: Special Education Classes	Non-Identified Students: Regular Classes	Non-Identified Students: Special Education Classes
502	249	621	25

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

Provincial Schools and Provincial Demonstration Schools:

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education options;
- serve as regional resource centers for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities;
- provide preschool home visiting services for students who are deaf or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities;
- provide school board teachers with resource services;
- play a valuable role in teacher training.

W. Ross Macdonald School and Centre Jules-Leger: School for the Blind and Deaf-Blind

W. Ross Macdonald School in Brantford and Centre Jules-Leger in Ottawa provide education for students who are blind, visually impaired, or deaf-blind. The schools, which are provincial resource centers for the visually impaired and deaf-blind, provide:

- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audio tapes, and large-print textbooks;
- professional services and guidance to ministries of education on an interprovincial, cooperative basis.

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education and mobility training;
- are individualized to offer a comprehensive "life skills" program;
- provide home visits for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

During the 2020-2021 academic year the Catholic District School Board of Eastern Ontario (C.D.S.B.E.O.) had one student enrolled at W. Ross Macdonald School.

Provincial School for the Deaf

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

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

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

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

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

During the 2020-2021 academic year the Catholic District School Board of Eastern Ontario (C.D.S.B.E.O.) had two students enrolled at Sir James Whitney School.

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

Each school has a Resource Services Department that provides:

- consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
- information brochures;
- a wide variety of workshops for parents, school boards and other agencies;

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

- an extensive home-visiting program delivered to parents of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

Provincial Schools Contacts

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

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch

255 Ontario Street South

L9T 2M5

Tel: (905) 878-2851

TTY: (905) 878-7195

Fax: (905) 878-5405

Schools for the Deaf

The Sir James Whitney

School for the Deaf

350 Dundas Street West

Belleville ON

K6P 1B2

Tel: (613) 967-2823

TTY: (613) 967-2823

Fax: (613) 967-2857

The Ernest C. Drury School

For the Deaf

255 Ontario Street South

Milton ON

L9T 2M5

Tel: (905) 878-2851

TTY: (905) 878-7195

Fax: (905) 878-1354

The Robarts School

For the Deaf

1090 Highbury Avenue

London ON

N5Y 4V9

Tel: (519) 453-4400

TTY: (519) 453-4400

Fax: (519) 453-7943

School for the Blind and Deaf- Blind

W. Ross Macdonald School

350 Brant Avenue

Brantford ON

N3T 3J9

Tel: (519) 759-0730

Fax: (519) 759-4741

School for the Deaf, Deaf-Blind and Blind

Centre Jules-Leger

281, rue Lanark

Ottawa ON

K1Z 6R8

Tel: (613) 761-9300

TTY: (613) 761-9302 (613) 761-9404

Fax: (613) 761-9301

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

Provincial Demonstration Schools for Severe Learning Disabilities

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

Amethyst School

1090 Highbury Avenue
London ON
N5Y 4V9
Tel: (519) 453-4408
Fax: (519) 453-2160

Centre Jules-Leger

281, rue Lanark
Ottawa ON
K1Z 6R8
Tel: (613) 761-9300
Fax: (613) 761-9301
TTY: (613) 761-9302 & 761-9304

Sagonaska School

350 Dundas Street West
Belleville ON
K8P 1B2
Tel: (613) 967-2830
Fax; (613) 967 02482

Trillium School

347 Ontario Street South
Milton ON
L9T 3X9
Tel: (905) 878-8428
Fax: (905) 878-7540

Each Provincial Demonstration School has an enrollment of forty students. The language of instruction at the Amethyst, Sagonaska and Trillium Schools is English; at Centre Jules-Leger, instruction is in French.

Application for admission to a Provincial Demonstration School is made on behalf of students by the school board with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting for a period of time.

During the 2020-2021 academic year the Catholic District School Board of Eastern Ontario (C.D.S.B.E.O.) had one student enrolled at Sagonaska School.

The Demonstration Schools were established to:

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

VII. PROVINCIAL AND DEMONSTRATION SCHOOLS

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

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

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

VIII. SPECIAL EDUCATION STAFF

Special Education Staff	Elem.	Sec.	Totals	Staff Qualifications
1. Teachers of exceptional students				
1.1 Teachers for resource-withdrawal programs	63.69	19.97	83.66	Special Education
1.2 Teachers for self-contained classes	21.13	23.77	44.90	Special Education
Subtotal	84.82	43.74	128.56	
2. Other special education teachers				
2.1 Itinerant teachers	1.30	0.70	2.00	Certified Teacher
2.2 Teacher diagnosticians				
2.3 Coordinators				
2.4 Consultants	3.00	1.00	4.00	Specialist, Special Education
2.5 Principals of Special Education	0.50	0.50	1.00	Principal, Part I & II
Subtotal	4.80	2.20	7.00	
3. Educational assistants in special education				
3.1 Educational assistants	116.60	45.10	161.70	College Degree/Diploma
4. Other professional resource staff				
4.1 Supervising Psychologist/Psychologists	0.50	0.50	1.00	<ul style="list-style-type: none"> •PH.D., C. Psych. •Holding a doctorate from a program of study that is accredited by the Canadian Psychological Association, or the American Psychological Association, or a program of study that is listed in Doctoral Psychology Programs meeting Designation Criteria (ASPPB/National Register), •Licensed with The College of Psychologists of Ontario
4.2 Psychological Associate	1.00		1.00	<ul style="list-style-type: none"> •MA, Psych. Associate •Licensed with the College of Psychologists of Ontario
4.3 Psycho-Educational Consultants	3.00	1.00	4.00	•M.A. in Psychology
4.4 Psycho-Behavioral Consultant			0.00	

VIII. SPECIAL EDUCATION STAFF

4.5 Speech-language pathologists	4.60		4.60	<ul style="list-style-type: none"> •Speech-language pathologists require a master's degree in speech-language pathology. •Registration with a regulatory body is required for speech-language Pathologists in Ontario •Membership in the national Association, Canadian Association of Speech-language Pathologies and Audiologists
4.6 Communicative Disorders Assistant	1.00		1.00	<ul style="list-style-type: none"> •Post-secondary diploma or degree •College diploma in communicative disorders assistant
4.7 ABA Specialist	3.40	1.60	5.00	<ul style="list-style-type: none"> • BA in Psychology combined with extensive experience in Applied Behavioral Analysis and Autism
4.8 Audiologists				
4.9 Occupational therapists	0.75	0.25	1.00	<ul style="list-style-type: none"> •MSc (OT) •Accredited by the Canadian Association of Occupational Therapists •Member of College of Occupational Therapists of Ontario
4.10 Physiotherapists				
4.11 Social workers				
4.12 Mental Health Leader				<ul style="list-style-type: none"> •Baccalaureate in Health Regulated Field •Master's Degree
4.13 Mental Health & Addictions Regulated Professional				<ul style="list-style-type: none"> • Baccalaureate in Health Regulated Field • Post-Graduate certificate in Mental Health & Addictions
Subtotal	14.25	3.35	17.60	
5. Paraprofessional resource staff				

VIII. SPECIAL EDUCATION STAFF

5.1 Orientation and mobility personnel				
5.2 Oral interpreters (for deaf students)				
5.3 Sign interpreters (for deaf students)				
5.4 Transcribers (for blind students)				
5.5 Interveners (for deaf-blind students)				
5.6 Auditory-verbal therapists				
5.7 Crisis Workers (Safe Schools)	3.00		3.00	Specialist Degree/Diploma
5.8 Student Support Workers	11.50	10.00	21.50	Specialist Degree/Diploma
5.9 Itinerant Student Support Worker/ABLE**	11.00		11.00	Specialist Degree/Diploma
Subtotal	25.50	10.00	35.50	

245.97	104.39	350.36
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IX. STAFF DEVELOPMENT

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

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

Input on in-service topics is solicited from principals, teachers, educational assistants, IAWs and student support workers through surveys and input at meetings. S.E.A.C. members are encouraged to provide feedback on the list of proposed initiatives at the August meeting. Once all the data has been collated, the Special Education team determines what can be offered, under the direction of the Superintendent.

Partnerships and Joint Initiatives

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

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

Our board is an active partner in a transitions project with the Leeds and Grenville Thresholds committee. The goal of the project is to seek a collaborative approach to improving transition planning for secondary students with developmental disabilities. A series of roadmaps are available for students from Grade 8 to age 21 and are used to support the transition planning process for families and students with developmental disabilities as they prepare for life beyond school.

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

IX. STAFF DEVELOPMENT

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

CDSBEO is also supporting students in conjunction with the Autism Spectrum Disorders Services Committee. This committee brings together key stakeholders in the community to discuss services and supports for children in the autism spectrum and their families. Members strive to develop a service system that is supportive of children, youth and families, that is easily accessible and seamless and that will help children and youth in our community reach their full potential.

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

Fetal Alcohol Spectrum Disorder (FASD) Workers have been employed through a collaboration between CHEO and Ability Benevolence Liberty Empowered (ABLE 2) and now serve the regions of Ottawa, Prescott-Russell and Stormont, Dundas & Glengarry. KidsInclusive has two Ministry of Children and Youth Services funded FASD Workers— one full time worker servicing Lanark and one full time worker servicing Leeds and Grenville. This is part of the FASD Strategy in Ontario by the Ministry of Children, Community and Social Services.

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

Bill 13 - Accepting Schools Act

CDSBEO strives to ensure our schools are Safe, Inclusive and Accepting places to learn. Many of our board initiatives such as our restorative practices, Climate surveys, VTRA protocol, ASIST training, Roots of Empathy, and Social Skills Programs help support schools in creating Positive School Cultures that are safe, inclusive and accepting.

IX. STAFF DEVELOPMENT

The Whole School Community is working together so that every student experiences school as a positive place to learn. All staff who work directly with students, for example teachers or educational assistants, must respond not only to serious incidents including bullying but also to inappropriate or disrespectful behaviour among students. This could include racist or sexist comments, graffiti or vandalism, behaviours and activities that are unacceptable in Ontario schools.

All of our school teams set out clear standards for behaviour for everyone involved in their school communities. This includes students, parents/guardians, teachers, other staff members, volunteers and community partners. These expectations apply on school property, on school buses, at school-authorized events or activities or in other circumstances that could have an impact on the school climate.

Bully Prevention and Intervention Plan

The Bully Prevention and Intervention Plan continues to build resiliency in students and provides a tiered level of support designed to eliminate bullying and student victimization. CDSBEO continues to support staff with Restorative Circles, using Restorative questions and empowering students to advocate for themselves and others. (See Appendix)

Mental Health

Working closely with the Superintendent responsible for Special Education in our schools and our school board Mental Health Team, our Mental Health Lead developed a School Board Mental Health Strategy which highlights, amongst other things, collaboration with our community partners, youth engagement, and increased support for students struggling with addiction concerns. This strategy has been shared with the CDSBEO Board of Trustees and an overview of the strategy is available on our website. This strategy has been summarized and shared with our school-based Mental Health teams so that all staff are aware of what this strategy entails.

Staff Well-Being and Positive Mental Health

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

IX. STAFF DEVELOPMENT

Policy Program Memorandum 140 and Applied Behaviour Analysis (ABA)

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

The strategies used in ABA are beneficial to many students with special needs. Throughout the past year, CDSBEO staff have continued to participate in training sessions offered by the board's Applied Behaviour Analysis Specialist. These sessions focused on understanding and applying the principles of ABA, structured teaching, self-regulation strategies, social tools, understanding sensory needs as well as planning for all students who require transitions, including those with ASD. School teams have received ongoing support to develop their understanding of the key area of need and effective strategies to use with students requiring intensive behaviour support. The training is provided and followed up by school-based support.

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

Individual Education Plan

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

IX. STAFF DEVELOPMENT

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

Positive Development and Learning for All in Kindergarten to Grade 3

During the 2019-2020 academic year, members of the Special Education Department, have been working closely with teachers and ECE's from Kindergarten to grade three to promote the positive development and learning of all of our primary students. Consultants have visited schools to model strategies and support our primary teachers, ECE's and EA's for students with exceptional social, emotional, and learning needs. The focus was on creating classroom environments conducive to learning and emotional regulation, as well as establishing effective routines and support structures to enhance the growth and development of all primary students. The information helped to further advance educators' knowledge of the various developmental continua (e.g., social, emotional, spiritual, cognitive, communication, and physical), to allow for optimal learning opportunities for children in our kindergarten to grade three programs.

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

Supporting and Enhancing the Possibilities

Throughout the 2020-2021 school year CDSBEO has continued to support the Special Education Programs such as MEP (Multiple Exceptionality Program), LL (Living and Learning program), LD (Learning Disability program), ASD (Autism Spectrum Disorder program), Education Community Partnership Programs and Turning Points. The framework challenges our teachers and support staff to develop a strengths based approach to programming that will engage our students and create opportunities and JOY for learning. Consultants provided consultation and classroom-based support. This framework has been shared with principals, SERT's and new teachers to support the development of IEP's with a focus on strengths and to keep the students' futures in mind when creating effective transition plans.

Violence Threat/Risk Assessment Training/Protocol

CDSBEO staff have been involved in comprehensive skill-based training workshops for both Level One Certification and Level Two Certification around Violence-Threat/Risk Assessment. These training sessions were structured for those professionals in the school and community system (school principals, IAWs, Crisis Response Workers, police, student services coordinators, therapists, etc.). Real

IX. STAFF DEVELOPMENT

case studies were a key part of this training as participants had the opportunity to conduct assessments through small group processing of the data, prior to being informed of the actual outcomes of each case. These training sessions were facilitated by noted experts in the field of VTRA. Ongoing training is provided to those requesting a refresher session and also to any newly appointed administrators.

The development of VTRA Protocol has been a community effort by senior school board administration, board clinic staff, police, mental health partners, child protection agencies, probation, youth justice and community emergency responders. Under this initiative, CDSBEO will respond, with community partners, to student behaviours that may pose a potential risk for violence to those around them. The resulting early intervention by the school board, community partners and their families will reduce and manage school or community violence and harm to self or others.

The protocol supports collaborative planning among community partners, families, and students to reduce and respond to violence. It reflects safe restorative approaches and fosters the timely sharing of information to help students who may pose a risk to those around them.

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

Community partners from coterminous school boards, mental health agencies, hospitals, and police, developed a Community-Based Suicide Prevention, Intervention, and Risk Review Protocol. The essential rationale of the protocol is to:

- prevent suicide and to create suicide safer communities;
- increase education and awareness on the topic of suicide;
- assist district School Boards and the community partners to take active steps to support students who pose a risk of suicide;
- implement school and community-based risk reduction measures and student support planning;
- ensure the safety and wellbeing of all children and youth in our communities.

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

www.cdsbeo.on.ca

The development of the protocol was the result of the hard work and partnership of representatives from 26 community partner agencies including School Boards, Community Mental Health Agencies, Hospitals, Crisis Teams and Police Services. The Protocol reflects the language of the Applied Suicide Intervention Skills Training (ASIST) provided by LivingWorks Canada. Additionally, the Protocols of J. Kevin Cameron, Director of the Canadian Centre for Threat Assessment and Trauma

IX. STAFF DEVELOPMENT

Response, and the Human Services Centre for Mental Health for Maine and Colorado, are referenced throughout.

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

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

The safeTALK program is a 3.5 hour program that teaches adults and youth how to recognize when people are thinking of suicide and to take the first steps to help a person with thoughts of suicide to keep safe.

The suicideTALK program is a 1.5 hour program for adults and youth that increases awareness about suicide, promotes open discussions about suicide, and considers what communities can do to prevent suicide.

Targeting Achievement for All

The Special Education department continues to focus on the full implementation of F.R.O.G. (Facilitating Reading for Optimum Growth) and H.A.W.K. (Higher Achievement in Writer's Know How). These two frameworks focus on key components of the Learning for All: K – 12 document emphasizing differentiated instruction, professional learning communities, and universal design for learning. The Special Education department continues to support the highly effective role of Differentiated Instruction Support Teachers in each school to develop teacher capacity within the classroom.

We also continue to focus on our board-created vision, "Targeting Achievement for All", as implementation of the Ministry document Learning for All. This target is designed as a framework structured upon six foundations common to our primary program, F.R.O.G. (Facilitating Reading for Optimum Growth), our junior program, H.A.W.K. (Higher Achievement in Writer's Know How). Each foundation identifies the promising practices and connections that support all of our students, but are essential for our struggling students in reading, writing, and thinking. There is one magazine for each of the six sections of the target. These are designed to provide further support to teachers across all grades through the sharing of rich materials that have made each of our reading, writing, thinking models so successful. The Mathematical Learning for ALL document has helped educators make strong connections to the other magazines, *Systematic and Explicit Instruction*,

IX. STAFF DEVELOPMENT

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

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

Assistive Technology in the Classroom

Assistive Technology in the Classroom is deepening into the culture of teaching and learning throughout our board. The target continues to be students who require computers and software to support their learning through the SEA process, and also includes their community of support (including teachers, support staff and peers). We have put additional focus on our Special Education classes (MEP, Living & Learning, School-to-Community) and Education Community Partnership Programs. In collaboration with the Psychologists, Speech-Language Pathologists and Autism Specialists, we have worked to develop capacity of teachers and Educational Assistants to support the specific needs of the students in these programs through the use of technology for teaching and learning.

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

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

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

Catholic Professional Learning Communities

Due to COVID-19 and the supply teacher shortage, professional development was offered after hours on a voluntary basis. 25 Administrators completed the Special Education for Administrators – Additional Qualifications Course (SEA AQ).

IX. STAFF DEVELOPMENT

Staff Development 2020-2021

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

Event	Date
Ins and Outs of Sound Walls – Administrators, Teachers and Early Childhood Educators	July 29 th , August 12 th , 19 th , 29 th , 31 st , September 4 th , 29 th , October 1 st , 8 th , 2020
Introduction to Applied Behaviour Analysis (ABA) – Pope John Paul II, Hammond	September, 2020
What makes a good referral? – Learning Profiles	September, 2020
Science of Reading – Administrators, Teachers and Early Childhood Educators	September 4 th , 21 st , October 6 th , 2020
Phonological Awareness: Beyond the Basics – Administrators, Teachers and Early Childhood Educators	August 31 st , September 24 th , October 7 th , 2020
Information Sessions for Special Education Resource Teachers supporting the Virtual Learning School	September 28 th , 2020
Information Meeting for Elementary Itinerant ABL Workers and Student Support Workers	October 2 nd , 2020
Information Meeting for Secondary Itinerant ABL Workers and Student Support Workers	October 16 th , 2020
Accessing and Writing IEPs – Special Education Resource Teachers	October 20 th , 2020
Overview of PECS – Holy Cross, Kemptville	October 20 th , 2020
Excel Training for Special Education Consultants	November 4 th , 2020
Review of Behaviour Management Systems – Education and Community Partnership Programs (ECP) Team	November 5 th , 2020
All About Picture Communication – Administrators, Teachers and Early Childhood Educators	November 17 th , 2020
Creating Plans of Success and Safety Plans – Special Education Resource Teachers	November 19 th , 2020
ASD and Trauma – Professional Activity Day	November 27 th , 2020
Supporting Foundational Thinking in Junior Mathematics – Binder Review	November 30 th , December 1 st , 2020
ALERT Program – School Staff – Bishop Macdonell, Cornwall	December 2 nd , 2020
Ergonomics for Virtual Learning School	December 7 th , 8 th , 2020
Engagement and Attention for Virtual Learning School	December 8 th , 9 th , 2020
Crash Course on Picture Communication	December 16 th , 2020 January 6 th , 12 th , 2021
Behaviour Management Systems (BMS) Certification	January 10 th , 26 th , February 2 nd , 9 th , 16 th , 23 rd , 2021
Writing Meaningful IEPs – Special Education Resource Teachers	January 27 th , 2021
Professional Development for Educational Assistants, Itinerant ABL Workers and Student Support Workers – learning sessions on The Impact of COVID-19 and Trauma, The Science of Reading, Understanding Data, BMS Refresher Course	February 1 st , 2021
ALERT Program – School Staff – St. Patrick, Rockland	February 10 th , 17 th , 2021
ASD Overview – St. Patrick, Rockland	February 12 th , 2021

IX. STAFF DEVELOPMENT

Event	Date
Positive Behaviour Supports – St. Patrick, Rockland	February 19 th , 2021
ASD Overview – Notre Dame CHS, Carleton Place	February 25 th , 2021
IPRC Training – Special Education Resource Teachers	March 1 st , 2021
Positive Behaviour Supports – Notre Dame CHS, Carleton Place	March 4 th , 11 th , 2021
ASD Overview – St. Francis Xavier CHS, Hammond	March 8 th , 2021
Positive Behaviour Supports – St. Francis Xavier CHS, Hammond	March 15 th , 22 nd , 2021
Rainbows Training – Special Education Resource Teachers, Educational Assistants, Itinerant ABLE Workers and Student Support Workers	April 20 th , 22 nd , 27 th , 29 th , 2021
Transition Planning – Special Education Resource Teachers	April 29 th , 2021
The SEA Process	May 11 th , 2021
Deaf Education – Living and Working in the Same Shoes	May 7 th , 10 th , 2021
Vision Loss – Blindness and Low Vision	May 12 th , 17 th , 2021
Presentation from Algonquin and St. Lawrence Colleges on Post-Secondary Opportunities for Special Education Students	May 13 th , 19 th , 2021
How to Create a Bitmoji Classroom	May 18 th , 2021
Learning sessions on FASD, ASD, Attachment Disorder, Human Trafficking, CAS Intake, Mental Health Supports	May 31 st , 2021

Projected Staff Development 2021-2022

Staff development for the upcoming 2021-2022 will focus on school embedded professional development. Teacher Consultants will work with Differentiated Instruction Support Teachers / Special Education Resource Teachers to implement Targeting Achievement for All, Mathematical Learning for All, Assistive Technology, Executive Functioning and Lexia/PowerUP Reading Programs. They will continue to infuse the seven beliefs outlined in Learning for All and support teachers in their own classroom as they master the skills and strategies necessary. The Speech Language Pathologists will continue to promote and educate school teams on the 'Science of Reading'.

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

X. EQUIPMENT

Special Equipment Amount (SEA)

Special Equipment Amount (SEA) claims provide funds for special individualized equipment needs on behalf of individual students.

- Beginning in May 2010 the Ministry Guidelines for Special Equipment Amount (SEA) is comprised of two components: SEA Per Pupil Amount and SEA Claims-Based Amount.
- The SEA Per Pupil Amount supports the purchase of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment in accordance with this guideline.
- The SEA Claims based funding is accessed through a claims-based process and supports the purchase of other non-computer based equipment, to be utilized by students with special education needs, including sensory, hearing, personal care and physical assist equipment. The board will continue to pay the \$800 deductible for equipment that is claims based.

Determination of Need

The Board reviews the need for adaptive equipment based on recommendations given by professionals following an assessment of needs.

When requests for individualized equipment are received by Special Education Board Personnel, the file is reviewed to ensure that:

- An assessment report and recommendation from an appropriately qualified practitioner is included indicating that the particular device is essential in order for the student to access the curriculum
- The request is accommodated by existing equipment in the school/ board if possible
- Reallocation of existing SEA equipment available at the board
- The IEP will support the use of the equipment
- School staff and students are provided training and support as required to ensure proper use of equipment

The requests for SEA equipment continues to increase. The Board allocates a portion of the special education budget that must be reserved for SEA claims-based requests. The amount allotted is projected based on the previous year's submissions.

X. EQUIPMENT

SEA Per Pupil EQUIPMENT 2020-2021	# of Items	TOTAL	BOARD	SEA FUNDED
Requests May 1, 2020 – April 30, 2021				
• Computer Peripherals	144	\$7,184.02		\$7,184.02
• Computers or Tablets	74	\$12,946.41		\$12,946.41
• Repair and Maintenance	04	\$1,162.64		\$1,162.64
• Software	1	\$440.70		\$440.70
• Leasing	55	\$8,195.00		\$8,195.00
• Training	30	\$5,482.66		\$5,482.66
SEA Per Pupil Technology Total	308	\$35,411.43		\$35,411.43

SEA EQUIPMENT 2020-2021	# of Claims	TOTAL	BOARD	SEA FUNDED
Change Tables		6,738.38		
Gait Trainer, Walkers		21,203.00		
Hearing Equipment, supports		154,581.21		
Lifts, Slings, etc.		6,331.87		
Sensory Items		40,688.79		
Specialized Chairs (activity, bariatric, etc.)		10,010.33		
Specialized Desks, Tables, Study Carrel		12,993.38		
Specialty Items (dishes, utensils, scissors, etc.)		545.56		
Standing Frames, Standers		16,682.00		
Stroller		2,854.15		
Tricycles (adaptive, paediatric)		8,663.60		
Vision Equipment, supports		54,607.62		
Wall Mat System		1,114.46		
Wheelchairs, accessories		1,509.69		
Claims-Based Purchases Total (see above for cost breakdown, per item)	73	\$338,524.04	\$ 58,400.00	\$280,124.04

GRAND TOTAL		\$373,935.47	\$58,400.00	\$315,535.47
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XI. ACCESSIBILITY OF SCHOOL BUILDINGS

The information contained in this section of the Plan, is the multi-year Capital Expenditure Plan for improving accessibility to schools. In September 2003, the Board approved its Ontarians with Disabilities Act report in which barriers were identified and a multi-year plan to eliminate these barriers was approved. See Multi-Year Accessibility Plan for the period January 2020 to January 2025 in Appendices Section. Also is available through the CDSBEO website – [Accessibility – Catholic District School Board of Eastern Ontario – CDSBEO](#)

2020-2021 AODA Projects Planned	
▪ St. Finnan’s, Alexandria –Engineering for washroom downstairs – South hallway	\$20,000.00
▪ St. Joseph CSS, Cornwall – ceiling track lift – needs to hold 3000 psi	\$103,488.00
▪ St. Joseph CSS, Cornwall – addition of doors out East side by large gymnasium	\$15,000.00
▪ Cornwall Board Office - Replacement of both sets of front doors for accessibility to office and St. Joseph CSS	\$125,000.00
▪ St. Mark CS Prescott - new concrete slab to replace interlocking	\$24,000.00
▪ St. Joseph CS, Toledo – concrete slab	\$8,860.00
▪ Our Lady of Good Counsel CS – concrete slab	\$7,294.00
▪ St. John CHS, Perth – replace ramp with non-slip material	\$4,079.00
▪ St. Mary CHS, Brockville – replace pavers in courtyard with concrete slab	\$34,896.00
▪ St. Edward’s - Re-pave uneven section in front of school	\$249,332.00
Total	\$591,949.00

2019-2020 AODA Projects Completed	
▪ St. Francis Xavier, Brockville: Renovate washroom on 1 st Floor	\$1,953.26
▪ St. Luke CHS, Smiths Falls: Replace pavers to concrete slab at Main Entrance	\$45,604.22
▪ St. Michael CHS, Kemptville: Purchase & Installation of Portable Emergency Evacuation Chair in Cabinet	\$3,000.00
St. Patrick, Rockland: provide a new ramp at the end of Portable Link	\$29,041.53
St. Anne CS, Cornwall: accessible washroom modification	\$47,583.97
Total	\$127,182.98

XI. ACCESSIBILITY OF SCHOOL BUILDINGS

2018-2019 AODA Projects Completed	
Replace 3 doors to AODA spec – Iona Academy	\$22,000.00
Install Wheelchair Ramp at rear of Portapak – JL Jordan	\$31,000.00
Renovate washroom D134 to AODA specs – Notre Dame	\$3,500.00
AODA automatic door openers for Gym – Sacred Heart Lanark	\$13,000.00
AODA main door entrance and walkway – Sacred Heart Lanark	\$15,000.00
Replace main entrance and exit G to AODA spec – St. Andrews	\$23,700.00
Install new set of AODA doors between 112 & 113 – St. Finnan	\$15,000.00
Upgrade exterior lighting – St John Elementary	\$3,000.00
Replace the steps at south entrance doors to AODA – St John Elementary	\$15,000.00
Replace Breakfast program entrance doors to AODA – St John Elementary	\$10,000.00
Add AODA door operators to various doors – St Joseph CCS Cornwall	\$10,000.00
Replace pad at front of building – AODA specs – St Joseph Gananoque	\$13,000.00
Replace Door E to AODA specs – St Joseph Gananoque	\$11,000.00
Upgrade Gym Entrance to AODA spec – St. Mary Carleton Place	\$40,000.00
Replace Main Entrance doors, railing & concrete slab to AODA spec – St. Mary Chesterville	\$20,000.00
Upgrading Washrooms and 3 sets of AODA Doors – St. Joseph Cornwall	\$77,000.00
Total	\$322,200.00

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

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

XII. TRANSPORTATION

The cost of special transportation arrangements for our students with Special Education needs is extremely high due to the large geographic area of the Catholic District School Board of Eastern Ontario and cost of buying and running those vehicles. Currently we provide special transportation to 266 students at a cost of approximately \$2,103,115.

The numbers for 2016-2017 and 2017-2018 have been revised to reflect the updated cost associated with a transportation arbitration settlement with bus operators. Special Education transportation costs are higher in 2019-20 and 2020-21 due to COVID-19 safety protocols. Additional costs were incurred for the enhanced sanitization of transportation vehicles and early dismissal for students (grades 7 to 12) in high school settings.

The Board:

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

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

XII. TRANSPORTATION

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

In addition, students who participate in care and treatment facilities or provincial demonstration schools are also provided with any necessary transportation.

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

2020-21 Estimated:

Vehicle Type	# of Students	Cost (\$)
Vans	142	1,453,499
Buses	68	393,082
Wheelchairs	56	256,534

2019-20 Revised:

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

XII. TRANSPORTATION

2018-19 Revised:

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

2017-18 Revised:

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

2016-17 Revised:

Vehicle Type	# of Students	Cost (\$)
Vans	185	1,226,177
Buses	87	307,055
Wheelchairs	23	265,490

XIII. COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

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

- Preschool nursery programs
- Preschool speech and language programs
- Preschool programs for students who are deaf
- Autism Intervention Programs for children with autism
- Education Community Partnership Program
- Programs offered by other boards of education
- Community Living Programs

Transitions: Community to School - General Information

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

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

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

XIII. COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Professionals from the community, with parental permission, are welcome to share valuable and relevant information about the child's strengths and needs with the school team. This information may be very helpful in assisting in the seamless transition to school from a community program. This can be achieved when community partners join parents/guardians at school based planning meetings where everyone participates in a collaborative sharing of information and strategies. It can also occur when school board staff members observe the child in his/her current community setting.

Third Party Assessment Reports:

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

Involvement of Community-Based Professionals:

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

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

Education Community Partnership Program (ECP) and Turning Points Program

The focus of the ECP program is to provide education for students whose primary need is not education. This partnership allows students to continue with an educational experience while they receive the treatment deemed necessary. Prior to placement, information is shared with the Superintendent responsible for Special Education and a referral package is completed and shared with an

XIII. COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

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

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

Transition Plan for Students from a Provincial School

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

Links with Local Community Initiatives

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

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

XIV. SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Specialized Health Support Services

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

XV. SPECIAL EDUCATION ADVISORY COMMITTEE

Name	Role	Address	Telephone	E-Mail Address
Sue Wilson	Trustee (S.E.A.C. Chair)	R.R.#2, 7951 County Rd 10 Vankleek Hill, ON K0B 1R0	613-678-3306	wilsonfarms1980@xplornet.com Sue.Wilson@cdsbeo.on.ca
Amanda Banfield	Lanark County Support Services (S.E.A.C. Vice Chair)	55 George Street N. Smiths Falls, ON K7A 1Z1	613-285-6453	abanfield.lcss@gmail.com
Karen McAllister	Trustee	Box 327 75 St. Lawrence Dr. Ingleside, ON K0C 1M0	613-537-8153	Karen.Mcallister@cdsbeo.on.ca
Karen Moore	Open Doors for Lanark Children and Youth	130 Lansdowne Ave. Unit 10 Carleton Place, ON K7C 2T7	613-257-8260	KMoore@opendoors.on.ca
Rob More	Rural FASD Support Network	5150 Roger Stevens Dr. Smiths Falls, ON K7A 4S6	613-283-9278	robmore629@gmail.com
Deena Shorkey	Cornwall Community Hospital	850 McConnell Ave. Cornwall, ON K6H 4M3	613-361-6363	Deena.Shorkey@cornwallhospital.ca
Tom Jordan	Family and Children's Services of Lanark, Leeds and Grenville	385 Highway 29 Smiths Falls, ON K7A 4W7	613-498-2100	Tom.Jordan@fcsllg.ca

Name	Role	Address	Telephone	E-Mail Address
Shelley More	Alternate Member for Rural FASD Support Network	5150 Roger Stevens Dr. Smiths Falls, ON K7A 4S6	613-283-9278	shelleymore629@gmail.com
Cathie Knapp- Fisher	Alternate Member for Family and Children's Services of Lanark, Leeds and Grenville	385 Highway 29 Smiths Falls, ON K7A 4W7	613-498-2100	Cathie.knapp-fisher@fcsllg.ca

S.E.A.C. members are usually nominated by their local association and a letter of recommendation is addressed to the chairperson of S.E.A.C.

S.E.A.C. members are provided with the Board's Special Education Parent pamphlet as well as being provided with a copy of Special Education: A Guide for Educators; Education For All. All members are provided with an orientation binder.

S.E.A.C. recommended and followed through with several strategies to keep parents and other interested members of the public informed including:

- encourage parents to attend regular meetings
- continue to provide highlights from S.E.A.C. minutes in school newsletters

XV. SPECIAL EDUCATION ADVISORY COMMITTEE

- encourage parents to check the Board website for information on Special Education
- update the board website to include links to SEAC member's email as well as links to the agencies they represent
- provide schools and parents an informational booklet highlighting the various practices and initiatives of the Special Education Department

S.E.A.C. meetings during the 2020-2021 school year were held on the following dates:

August 26, 2020	November 25, 2020 (2)	April 21, 2021
September 30, 2020	January 27, 2021	May 12, 2021
October 28, 2020	March 3, 2021	May 31, 2021
November 25, 2020 (1)	March 31, 2021	June 14, 2021

The standard location and time for S.E.A.C. meetings are: 6:00 p.m.

Catholic District School Board of Eastern Ontario, Central Board Office
P.O. Box 2222, 2755 Regional Road 43, Kemptville, Ontario K0G 1J0
(613) 258-7757

(Throughout the year, meetings were held virtually, via TEAMS.)

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

Input and recommendations from S.E.A.C. members are both welcomed and appreciated by our Board. This process has been facilitated by:

- The Superintendent responsible for Special Education presented information outlining how funding is provided to Boards by the Ministry. Statistics regarding the number of students identified, their exceptionalities, and the number of teachers and support staff currently servicing these children were also presented.
- The Special Education Committee, consisting of principals, vice-principals, consultants, the Principal of Special Education, and the Superintendent of Special Education, reviewed and revised the Special Education Assistance and Budget Allocation Charts. S.E.A.C. members were invited to review the information and make recommendations.
- Committee members are encouraged to make presentations on behalf of their associations and to provide material regarding in-services, resources, etc. This information is then made available to the teaching and support staff and school councils.
- The annual Special Education budget is developed and then presented to S.E.A.C. for revisions, recommendations and approval. These recommendations are then carried forward to the full Board for final approval, before being submitted to the Ministry.

XV. SPECIAL EDUCATION ADVISORY COMMITTEE

During the 2020-2021 school year, twelve SEAC meetings were held. The purpose of these meetings were to give SEAC members and parents a forum to provide input into the Special Education Annual Plan and to bring forward any issues that they wished to discuss pertaining to special education in the Catholic District School Board of Eastern Ontario.

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

- That the following Goals/Priorities be established for the 2020-21 school year:
 - A feedback session to discuss what we have learned and what we should continue moving forward in terms of SEAC (e.g., daily virtual PD, alternate learning environments, consider moving January and February meetings to virtual meetings). -*Completed*
 - Tap into Catholic School Councils and getting staff involved. -*Completed*
 - Record meetings to share with community.

- Topics for Presentations for 2020-2021 school year
 - Dual credit – *Presentation by Liz McCormick, (Curriculum Consultant, CDSBEO), Dan Lortie (Career Counsellor, CDSBEO)- Completed during the March 31, 2021 meeting*
 - Trauma -*Presentation by Janet Carioni (Occupational Therapist – CDSBEO) - Completed during the October 28, 2020 meeting*
 - BMS Training
 - Self-regulation -*Presentation by Vicki Storaas, (ABA Expertise Professional, CDSBEO) - Completed during the November 25, 2020 meeting*
 - Executive Functioning
 - Vision and Hearing
 - How Special Education Students are Supported Virtually – *Presentation by Julie Marshal (EA), Sandra Theobald (Teacher), Jennifer Lynne Dubois (EA), Christine Bryce (IAW), Diana Allan (Teacher), Jodi Herrgott (EA), and Judy Legault (Teacher) – CDSBEO, Completed during the September 30, 2020 meeting*
 - SLP Science of Reading – *Presentation by Tiffany Kalsi & Samantha Vidoni, CDSBEO – Completed during the January 27, 2021 meeting*
 - Planet Youth presentation
 - Student Success (on-line modules on careers and trades, my blueprint, co-op)
 - Anxiety

XV. SPECIAL EDUCATION ADVISORY COMMITTEE

- Supporting Mental Health during COVID-19 – *Presentation by Michelle Neville, CDSBEO – Completed during the August 26, 2020 meeting*
- Sharing Changes in the Child-welfare System – *Presentation by Tom Jordan & Cathie Knapp-Fisher (Family and Children's Services of Lanark, Leeds and Grenville) – Completed during the March 3, 2021 meeting*
- Special Education for Administrators – *Presentation by Superintendent Heather Gerber, CDSBEO, Completed during the April 21, 2021 meeting*
- Accessibility for Ontarians with Disabilities Act (AODA) Report – *Presented by Superintendent Heather Gerber, CDSBEO, Completed during the May 12th, 2021 meeting*
- *CDSBEO's New OurSCHOOL Survey – Presented by Norma McDonald, Superintendent of School Effectiveness, Completed during the May 12th, 2021 meeting*
- *CDSBEO Special Education Funding and Expenditures 2020-2021 – Presented by Bonnie Norton, Associate Director of Education & Treasurer, and Ashley Hutchinson, Manager of Finance, Completed during the May 31st, 2021 meeting*
- That the following Goals/Priorities be established for the 2021-22 school year:
 - To continue SEAC meetings virtually in the Fall
 - Advise Special Education training to SEAC representatives on Catholic School Council
 - Coordinate communications to families regarding Mental Health initiatives and support services
- Topics for presentations for 2021-2022 school year:
 - Executive Functioning, September 29, 2021
 - Human Trafficking
 - Student Re-engagement
 - Notre Dame Greenhouse project
 - Behaviour Management Systems
 - Vision and Hearing
 - Student Access
 - Anxiety

XV. SPECIAL EDUCATION ADVISORY COMMITTEE

In 2019-2020 the following recommendations were made and addressed:

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

- Topics for presentations for 2019-2020 school year:
 - Dual Credits
 - Mental Health Resources for Parents – Presentation by Michelle Neville, Mental Health Lead – *completed at the August 28, 2019 SEAC Meeting*
 - PJP Partners program – Presentation by Julia Jesmer, Principal - *completed at the September 25, 2019 SEAC meeting*
 - Panel presentation on Transportation: What are the strategies that can be put in place when students are struggling? – *completed at the October 30, 2019 SEAC meeting*
 - Guidelines for Safe School Interventions. Legislation, range of suspensions and expulsions and the impact on students with special needs – *completed at the November 27, 2019 SEAC meeting (#2)*

XV. SPECIAL EDUCATION ADVISORY COMMITTEE

- After School Social Skills Programs – Presentation by Pat Cole, ABA Expert Professional – *completed at the January 29, 2020 SEAC meeting*
- Other potentialities - Innovative Mental Health curriculum ideas such as the Harry Potter presentation; and Addition of the ABA/ASD classroom and the impact of funding cuts.

Prior to completion of the plan, as mentioned previously in this report, the public was invited to S.E.A.C. meetings to review the plan in its draft form and to provide input. The final version, once it has been approved by the Board, will be shared in the following ways:

- Digital copies will be provided to all trustees and Board Executive Council
- Digital copies will be provided to all Special Education Advisory Committee members
- Instructions on how to access copies will be provided on the Board website
- Copy will be accessible on the Board Website
- Digital copies will be sent to Principals to share with all Catholic School Council Chairs
- Principals will be informed of the plan and its contents
- Special Education teachers will be informed of the plan, its contents and how it can be accessed.

The complete plan will be submitted along with the following:

- A letter from the Director of Education indicating that the plan complies with the requirements of Regulation 306 and of the Standards for School Boards' Special Education Plans document
- A copy of the Board's motion of approval of the plan, including the date of approval
- A copy of any related motions or recommendations from the Board's Special Education Advisory Committee.

XV. SPECIAL EDUCATION ADVISORY COMMITTEE

Special Education Advisory Committee Recommendations

It is recommended:

"That the Catholic District School Board of Eastern Ontario approve the Annual Report on the Provision of Special Education Programs and Services, 2020-21 and the accompanying staffing and budget recommendations included, as presented."

Motion by: Susan Wilson



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



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

Board Recommendations

"That the Board approve the Annual Report on the Provision of Special Education Programs and Services, 2020-2021, for the submission to the Ministry of Education and the accompanying recommendations included as presented on Tuesday June 15th, 2021.

Approved by: Susan Wilson

Seconded by: Karen McAllister



Todd Lalonde
Chair of the Board

APPENDICES

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

Special Education A Guide for Parents

This Parent Guide is designed to help parents understand the process of formally identifying their child. It is to be provided to parents either before or at an initial Identification Placement and Review Committee Meeting.

Parent's Guide to Special Education

The purpose of this parent guide is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to outline the procedures involved in identifying a pupil as “exceptional”, deciding the pupil’s placement, or appealing such decisions if you do not agree with the IPRC. This guide cannot provide you with all information about special education, but attempts to give you some of the basics.

When used in this guide, the word “parent” includes guardian.

If you wish to receive the parent guide in Braille, large print, or audio format, please contact the Board.

Who is identified as an exceptional pupil?

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

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

Behavioural

- Behavioural

Communicational

- Autism
- Deaf and Hard of Hearing
- Language Impairment
- Speech Impairment
- Learning Disability

Intellectual

- Giftedness
- Mild Intellectual Disability
- Developmental Disability

Physical

- Physical Disability
- Blind and Low Vision

Multiple

- Multiple Exceptionalities

What is a special education program?

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

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

What are Special Education Services?

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

What special education programs and services are provided by the Catholic District School Board of Eastern Ontario?

The CDSBEO views every child as unique and aims to provide a Catholic education which nurtures this uniqueness and enables each pupil to maximize his/her spiritual, physical, intellectual, and social potential. It is the Board's belief that the most desirable placement for children is the regular classroom with appropriate special education services. For those students whose needs cannot be met in a regular class setting, more intensive special education services are provided based on school team and parent consideration. The Board provides the following range of programs based on pupil need:

- Regular program
- Remedial program
- Resource support program
- Self-contained program

What is an IEP?

IEP stands for Individual Education Plan. It is a working document that outlines the accommodations and updated program goals for your child, based on the ongoing assessed needs of your child.

It must be developed in consultation with you, and must include:

- Specific educational expectations
- An outline of the special education program and services that will be received
- A statement about the methods by which your child's progress will be reviewed

- For students 14 years and older (except those identified solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities such as work, further education, and community living.

The IEP must be completed within 30 school days of your child being placed in a program or from the beginning of each new school year, and the principal must ensure that you receive a copy.

What is an IPRC?

IPRC stands for *Identification, Placement and Review Committee*.

Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board. A Special Education consultant, a Special Education teacher, or a regular class teacher may also be designated on the Committee.

What is the role of the IPRC?

The IPRC will:

- Decide whether or not your child should be identified as exceptional
- Identify the areas of your child's exceptionality according to the categories and definitions of exceptionalities provided by the Ontario Ministry of Education and Training
- Decide an appropriate placement for your child from the following:
 - Regular class with indirect support from a Resource Teacher
 - Regular class with direct Resource Teacher support (primarily in the classroom)
 - Regular class with withdrawal support
 - Special Education class placement with integration into a regular class
 - Special Education class full time
 - Special school placement
- Review the identification and placement at least once each school year (the time of year may vary).

How is an IPRC meeting requested?

The Principal of your child's school:

- Must request an IPRC meeting for your child upon receiving your written request
- May, with written notice to you, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program. The meeting takes place at least 10 school days after you receive the notification letter.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPRC meeting will take place.

May parents attend the IPRC meeting?

Regulation 181/98 entitles parents and pupils 16 years of age or older:

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

Who else may attend an IPRC meeting?

- The principal of your child's school;
- Other resource people such as your child's teacher, special education staff, board support staff, or the representative of an agency who may provide further information or clarification;
- Your representative, a person who may support you or speak on behalf of you or your child (but cannot be a trustee of the board); and
- An interpreter, if one is required. (You may request the services of an interpreter through the principal of your child's school.)

Who may request that others attend an IPRC meeting?

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

What information will parents receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to confirm your attendance. (You may choose to waive a review IPRC if there are no changes to the identification or placement.) Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

What if parents are unable to make the scheduled meeting?

If you are unable to make the scheduled meeting, you may:

- Contact the school principal to arrange an alternative date or time; or
- Let the school principal know you will not be attending, and as soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services.

What happens at an IPRC meeting?

- The chair introduces everyone and explains the purpose of the meeting.
- The IPRC will review all available information about your child. They will:
 - Consider an educational assessment of your child;
 - Consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
 - Interview your child, with your consent if your child is less than 16 years of age, if they feel it would be useful to do so;
 - Consider any information that you submit about your child or that your child submits if s/he is 16 years of age or older.
- The committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will discuss any such proposal at your request or at the request of your child if the child is 16 years of age or older.
- You are encouraged to ask questions and join in the discussion.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will meet your child's needs and be consistent with your preferences. If, after considering all the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services. If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

What will the IPRC's written statement of decision include?

- The IPRC's written statement of decision will state whether the IPRC has identified your child as exceptional.
- Where the IPRC has identified your child as exceptional it must state:
 - The categories and definitions of any exceptionalities identified, as they are defined by the Ontario Ministry of Education and Training
 - The IPRC's description of your child's strengths/needs
 - The IPRC's placement decision; and
 - The IPRC's recommendations regarding a special education program and special education services.
- Where the IPRC has decided that your child should be placed in a special education class, it must give reasons for that decision.

What happens after the IPRC has made its decision?

- If you agree with the IPRC decision, you will be asked to indicate, by signing your name that you agree with the identification and placement decision made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.
- If the IPRC has identified your child as an exceptional pupil and you have agreed with the IPRC identification and placement decision, the board will promptly notify the principal of the school at which the special education program is to be provided. An Individual Education Plan (IEP) will then be developed for your child.

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

- Review IPRC meetings will be held within the school year, unless the principal of the school at which the special education program is being provided received written notice from you dispensing with the annual review.
- You may request a review IPRC meeting any time after your child has been in a special education program for 3 months.

What does a review IPRC consider and decide?

- The review IPRC considers the same type of information that was originally considered.
- With your written permission, the IPRC will consider the progress your child has made in relation to the IEP.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

What can parents do if they disagree with the IPRC decision?

If you do not agree with either the identification or placement decision made by the IPRC, you may:

- Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
- Within 30 days of receipt of the decision, file a notice of appeal with the Director of Education for the CDSBEO

If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.

If you do not consent to the IPRC decision and you do not appeal it, the board will instruct the principal to implement the IPRC decision.

How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to:

Superintendent of Special Education,
Principal of Special Education or Director of Education,
Catholic District School Board of Eastern Ontario
Box 2222, 2755 Highway 43
Kemptville, ON K0G 1J0

The notice of appeal must indicate the decision with which you disagree and include a statement that sets out your reasons for disagreeing.

What happens in the appeal process?

The appeal process involves the following steps:

- The Board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons (one of whom is to be selected by you, the parent) who have no prior knowledge of the matter under appeal.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent, and your child, if 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 ending. It may:
 - Agree with the IPRC and recommend that the decision be implemented; or
 - Disagree with the IPRC and make a recommendation to the board about the identification, placement, or both.
- ◆ The appeal board will report its recommendation in writing, to you and to the school board, providing the reasons for its recommendations.

- ◆ Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).
- ◆ You may accept the decision of the school board, or if you do not agree with the decision you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

The Special Education Department personnel, under the direction of the Superintendent of Special Education and the Principal of Special Education, act as a resource to schools to extend the range of programs and services for pupils with special needs. Consultation, assessment, direct service, professional development, and advocacy are key components of the services provided to the system through the referral process.

Educational consultants and coordinators, psycho-educational consultants, speech-language pathologists, teachers of the deaf and hard of hearing / visually impaired, Applied Behaviour Analysis (ABA) specialists and the crisis support workers work closely with school personnel to ensure the effective delivery of special education programs.

The in-school special education team offers ongoing support to children. Qualified special education teachers, student success special education teachers, communication disorder assistants, student support workers, and educational assistants are available to provide direct assistance to pupils with physical, intellectual, communicative, social or emotional exceptionalities. Parents are encouraged to play an active and on-going role with the school team. Open communication, cooperation, and sharing of responsibilities are the keys to each child's educational success and welfare.

Additional information can be obtained from:

Special Education Department
Box 2222
2755 Highway 43
Kemptville, ON
K0G 1J0

Telephone: 613-258-7757

Toll Free: 800-443-4562

What are the Ministry's provincial and demonstration schools?

The Ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit disorder (ADD). Residential programs are offered at the schools from Monday to Friday, for students who live too far from school to travel daily.

Eastern Ontario Provincial Demonstration Schools

Severe Learning Disabilities	Deaf Children	Blind and Deaf-Blind Children
Sagonaska School 350 Dundas Street W. Belleville, ON K8P 1B2 613-967-2830	Sir James Whitney School 350 Dundas Street W. Belleville, ON K8P 1B2 613-967-2823	W. Ross Macdonald School 350 Brant Avenue Brantford, ON N3T 3J9 519-759-0730

What organizations are available to assist parents?

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

Association for Bright Children

www.abcontario.ca

Autism Ontario

www.autismontario.com

Canadian Hearing Society

www.chs.ca

Canadian Mental Health Association

www.cmha.ca

Canadian National Institute for the Blind

www.cnib.ca

Child and Youth Health Network for Eastern Ontario

www.child-youth-health.net

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

Special Education Ministry Documents

These and others can be found at this Ministry link:

<http://www.edu.gov.on.ca/eng/parents/speced.html>

SPECIAL EDUCATION ADVISORY COMMITTEE MISSION STATEMENT

As the Special Education Advisory Committee established for the Catholic District School Board of Eastern Ontario, we recognize the need for strong partnerships in our Catholic community in order to develop the unique potential of all children. We recognize that we foster each child's uniqueness, as intended by God who created us in his own image and likeness, when we facilitate programs and services that:

- Recognize the importance of all children;
- Respect the unique strengths and needs of all children;
- Nurture self-esteem by recognizing the talents of children as gifts from God;
- Provide equity of opportunity and accessibility;
- Reflect our Catholic faith and the principles of inclusion;
- Promote a quality education for all.

SEAC meets 10 times a year, generally held monthly, either virtually or at the Board Office in Kemptville. Information regarding the dates and times as well as the agendas and minutes can be found on the board website: www.cdsbeo.on.ca.

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

Roles and Responsibilities in Special Education

The Ministry of Education:

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

The school board:

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

The Special Education Advisory Committee (SEAC):

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the board;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education;
- reviews the financial statements of the board as they relate to special education.

The school principal:

- carries out duties as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda, and board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the *Education Act*, regulations, and board policies;
- consults with school board staff to determine the most appropriate programs for exceptional students;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;¹
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures that the program is delivered as set out in the IEP;
- ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

The teacher:

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

The special education teacher:

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

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

The early childhood educator:

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

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

The parent:

- is familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- is acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and educators to solve problems;
- is responsible for the student's attendance at school.

The student:

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

Categories and Definitions of Exceptionalities

BEHAVIOURAL

Behavioural Exceptionality: A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance and that may be accompanied by one or more of the following:

an inability to build or to maintain interpersonal relationships;

excessive fears or anxieties;

a tendency to compulsive reaction;

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

COMMUNICATIONAL

Autism: A severe learning disorder that is characterized by:

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

lack of the representational symbolic behaviour that precedes language.

Deaf and Hard of Hearing: An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Language Impairment: A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

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

include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment: A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability: One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

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

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

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

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

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

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

INTELLECTUAL

Giftedness: An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability: A learning disorder characterized by:

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

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

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

Developmental Disability: A severe learning disorder characterized by:

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

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

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

PHYSICAL

Physical Disability: A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level.

Blind and Low Vision: A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

MULTIPLE

Multiple Exceptionalities: A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Acronyms

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

Acronyms

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

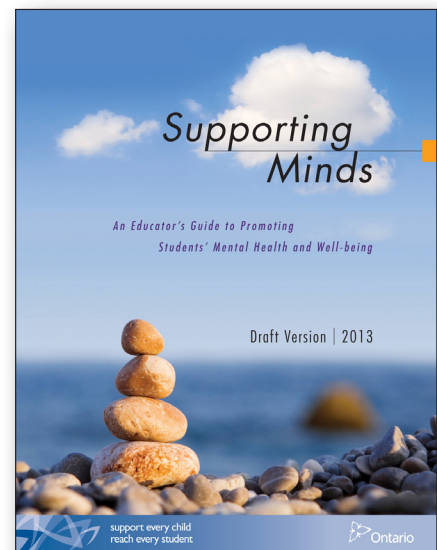
Building Resilient Students

with Positive Mental Health

Creating Cultures that Support:

- *Trust and Growth Mindset*
- *Engagement and Emotional Health*
- *Expectations and Coping with Stressors*
- *Thriving and Dealing with Challenges*

with excerpts from “Supporting Minds” by the Ontario Ministry of Education



Creating a Culture of Resiliency - Promoting Positive Mental Health

Developing Resiliency Skills is the foundation for nurturing Positive Mental Health. By fostering Caring Relationships, encouraging Meaningful Engagement, Establishing Expectations and promoting Healthy Responses, our students are empowered not only to further succeed academically in the classroom, but to thrive as individuals.

Creating classroom and school cultures where trust and growth mindsets are developed, engagement and emotional health is cultivated, expectations and coping with stressors is encouraged, and thriving and dealing with challenges is nurtured, allows students to view themselves as agents of change where they feel capable of viewing challenges as opportunities for personal growth. It is in building their sense of belonging, hopefulness, optimism, and empowerment that students will learn that overcoming concerns such as anxiety, addictions, sadness, anger and aggression is possible. In the school system, it is both a possibility and a privilege to help students to build their resiliency and positive mental health. While educators cannot, and should not, attempt to diagnose mental health problems, they have an important role in:

- Promoting positive mental health at school;
- Identifying students who may have mental health problems;
- Connecting those students with appropriate services; and
- Providing a culture that encourages Belonging, Hopefulness, Optimism, and Empowerment

This resource guide is designed to help educators understand more about how we can promote resiliency and positive mental health in our schools by creating cultures that promote belonging, hopefulness, optimism, and empowerment. It discusses the role of educators in recognizing students who may be at risk of developing mental health problems and outlines ways in which educators can promote the mental health and well-being of all students. Just as good physical health is more than the absence of disease, good mental health is much more than the absence of mental illness. Mental health exists on a continuum and can be enhanced through positive relationships with supportive friends, congenial social opportunities, involvement in meaningful activities, and the effective management of stress and conflict.

“The challenge is to create caring relationships and an environment that looks at promise and the hope of new possibilities. It is the attitude of hope and optimism that builds resiliency and positive mental health.”

Dr. Donaleen Hawes, Superintendent of Education

Building Resiliency: A Strengths-Based Approach

Our goal is to build the Resiliency and Positive Mental Health of our students by using a strengths-based approach to support students becoming positive, productive, and responsible individuals.

Resiliency surveys are completed by all students in grade 3 to grade 12. Results are used to empower individuals and school teams to engage in and better understand the strengths and skills that are essential for navigating life's challenges and becoming healthy adults.

School Resiliency Response Plans and Student Resiliency Action Plans are developed to utilize internal and external strengths to build student Resiliency and Mental Health and reduce inappropriate and bullying behaviour.

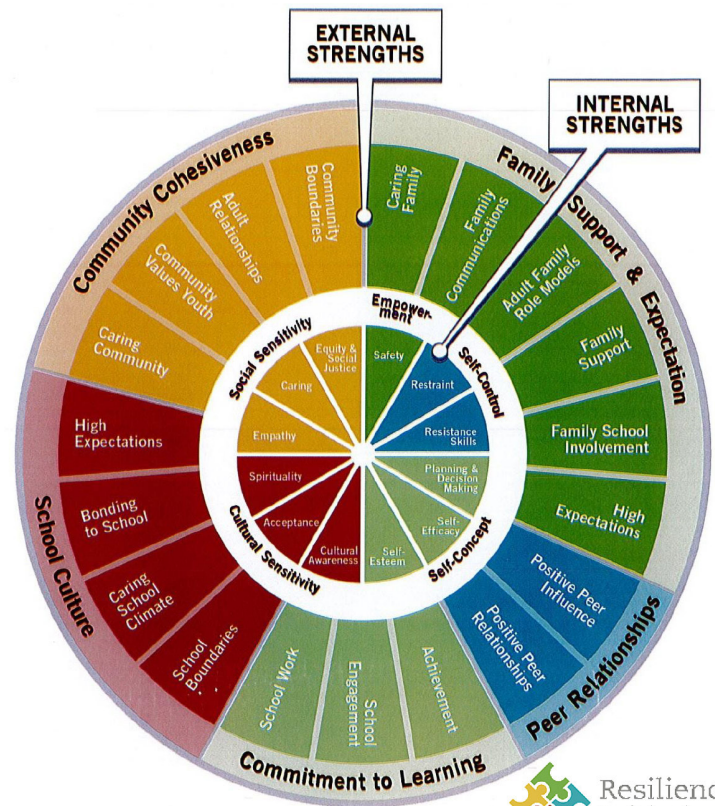
The Youth Resiliency Framework identifies 10 Resiliency Factors and 31 Developmental Strengths, such as Commitment to Learning (bottom green section), which encompass positive experiences with school work, school engagement and student achievement.

The external factors that build Resiliency are around the outside of the wheel. These are what the students feel they "HAVE." For example, "I have a caring school environment."

The internal factors are the inside ring of the framework. These are the personal traits the students feel they possess; the "I AM" factors. For example, "I am caring, I am spiritual, I am able to show restraint."

Together the "I HAVE" and the "I AM" help a child to feel "I CAN" succeed!

We have identified four key components to help schools understand and support the development of the ten resiliency factors (and 31 developmental strengths). Teachers, principals, support staff, parents, and community organizations can help children and adolescents build: Caring Relationships, Meaningful Engagement, Establish and Reach Expectations and Empower Healthy Responses.



Building Resiliency and Positive Mental Health

Culture of Trust and Growth Mindset- Belonging

Caring Relationships: *"I care about others and feel cared for."*

- Caring Environment
- Open communication
- Nurturing potential
- Celebrating successes
- Affirming strengths

CONNECT



Growth Mindset

- Feeling valued and valuing others
- Believing change is possible
- Recognizing that caring people are there to help you
- Willingness to seek support

Culture of Engagement and Emotional Health - Hopefulness

Meaningful Engagement: *"I feel I can make a difference and others respect me and believe in me."*

- Connectedness
- Shared responsibility
- Sense of acceptance
- Finding strength in Faith
- Feeling invited
- Having a voice

INSPIRE



Emotional Health

- Feeling positive and connected
- Dealing with emotions and feelings
- Managing moods, sadness or depression

Creating strength-based cultures within our schools and classrooms are important components to supporting and cultivating our students' positive mental health:

A Culture of Trust and Growth Mindset fosters a student's sense of belonging and belief that they can be agents of change for themselves and others. A strong sense of social connection, and a positive strength-based attitude, are critical to the successful implementation of such a culture.

A Culture of Engagement and Emotional Health inspires hopefulness in students which, in turn, allows them to manage their moods and express emotions and feelings appropriately. A strong sense of hopefulness encourages students to find comfort in their spirituality, feel connected to others, and develop an awareness of their options. Students having the ability to find strength in their faith and demonstrate emotional awareness, allows for such a culture to be developed.

A Culture of Expectations and Coping with Stressors, where students feel optimistic, positive, confident and capable, fosters their ability to manage anxiety, fear, and worry. Allowing students to develop their passion and persistence, and providing opportunities where students can manage their uncertainty with a successful outcome, are imperative for such a culture to be cultivated.

A Culture of Thriving and Dealing with Challenges empowers students to choose healthy responses when faced with a personal struggle. Empowering students to restore relationships and resolve conflicts successfully promotes healthy responses such as: avoiding addictions, managing anger, and maintaining their attention and focus. Recognizing that students act justly, show adaptability, and are capable of being agents of change, allows for this culture to be developed effectively.

The impact of building a culture of positive mental health and resiliency is life-changing for our students, and the results will last far beyond their graduation day.



Culture of Expectation and Coping with Stressors - Optimism

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

- Vision of success
- Clarity of expectation
- Mutual expectations of support
- Modeling behaviours
- Encouragement and support given

FACILITATE



Coping with Stressors

- Feeling secure and capable
- Purposeful planning and problem solving
- Responding to fear, anxiety and worry

Culture of Thriving and Dealing with Challenges - Empowerment

Healthy Responses: *"I feel safe, respected and able to respond to challenges."*

- Respecting each other
- Seeing as at potential
- Learning through challenges
- Coping from strengths
- Opportunities to succeed

EMPOWER



Dealing with Challenges:

- Thriving and feeling empowered
- Focusing and attention
- Managing anger and frustration
- Restoring relationships
- Resolving conflicts
- Avoiding addictions
- Maintaining good eating and sleeping patterns

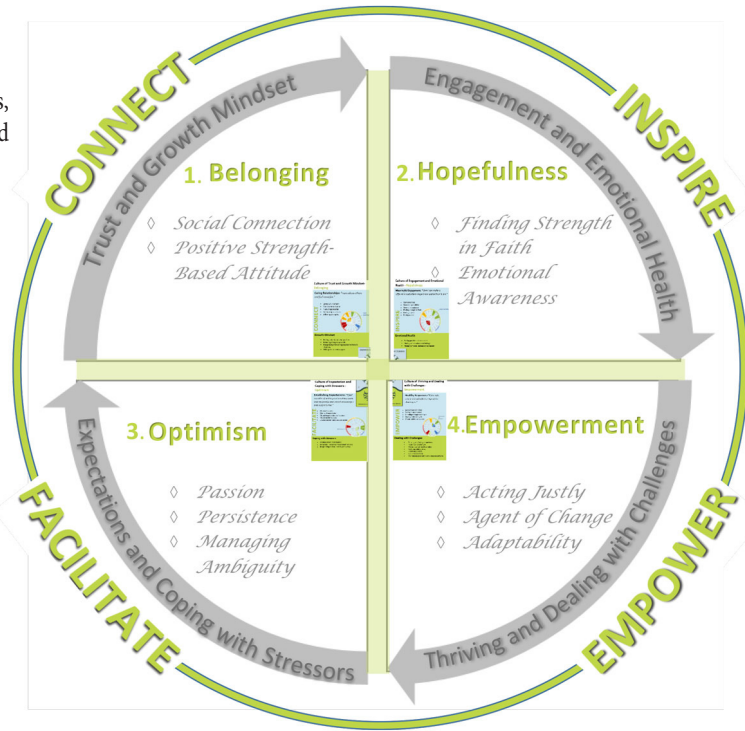
Creating a Culture Scool/Classroom

Guiding Questions: Do students feel that they belong, have people they can go to whom they trust, and do they have a growth mindset? What resiliency and mental health indicators have they developed? What areas, for the different strength groups, need development?

How are you responding, when students are struggling and vulnerable, to recognize growth and opportunities to nurture trust and a sense of belonging?

Guiding Questions: Do students set goals for themselves and feel capable of reaching those goals? Are they able to deal with their anxiety, fear or worry? What resiliency and mental health indicators have they developed? What areas, for the different strength groups, need development?

How are you responding, when students are struggling and vulnerable, to recognize growth and opportunities to nurture the students' confidence and sense of optimism?



The goal is to create school and classroom cultures that Develop a Sense of Belonging, Inspire Hopefulness, Facilitate Optimism and Empower our students to build Resiliency and Positive Mental Health.

Guiding Questions: Do students feel hopeful and believe that they have a voice that is heard and understood? Are they able to manage their moods? What resiliency and mental health indicators have they developed? What areas, for the different strength groups, need development?

How are you responding, when students are struggling and vulnerable, to recognize growth and opportunities to nurture hopefulness, engagement and a sense of connection?

Guiding Questions: Do students view challenges as opportunities and manage challenges in healthy ways? Do they feel safe and in control of their environment? What resiliency and mental health indicators have they developed? What areas, for the different strength groups, need development?

How are you responding, when students are struggling and vulnerable, to recognize growth, opportunities to nurture the students' sense of empowerment and reinforce that they can be part of the solution?

Building Key Components of Positive Mental Health and Resiliency Strengths

A Culture of Trust and Growth Mindset

Belonging

- Believing change is possible
- Willingness to seek support

Growth Mindset

- Feeling valued and valuing others
- Recognizing supports are available

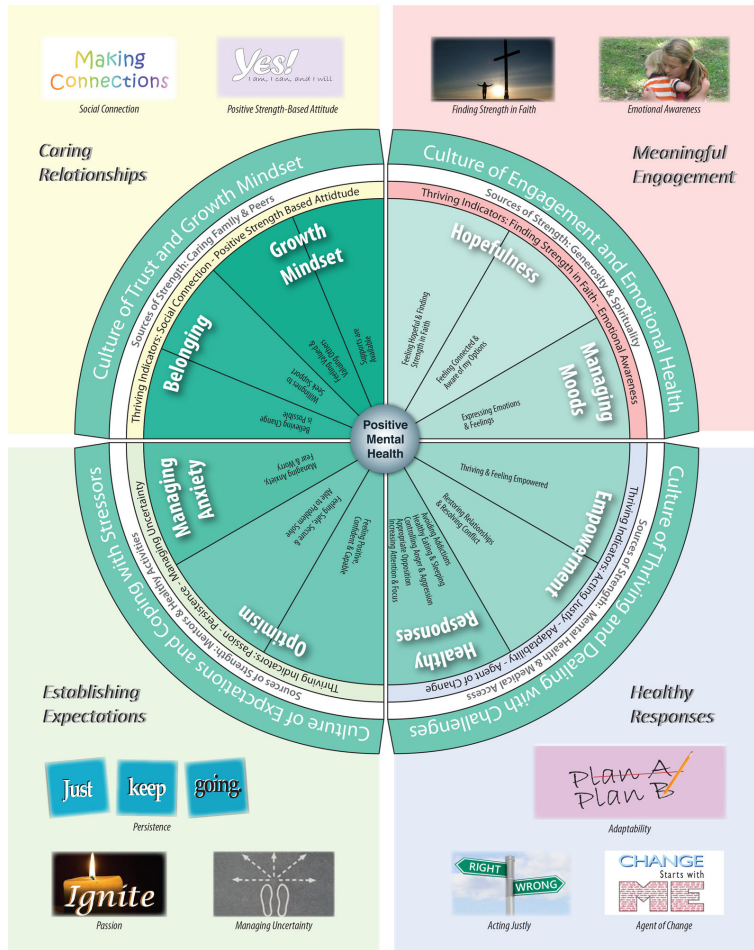
A Culture of Expectations and Coping with Stressors

Optimism

- Feeling positive, confident and capable
- Feeling safe, secure and able to problem-solve

Managing Anxiety

- Managing anxiety, fear and worry



A Culture of Engagement and Emotional Health

Hopefulness

- Feeling hopeful and finding strength in faith
- Feeling connected and aware of options

Managing Moods

- Expressing emotions and feelings

A Culture of Thriving and Dealing with Challenges

Empowerment

- Thriving and feeling empowered
- Restoring relationships and resolving conflict

Healthy Responses

- Avoiding addictions
- Healthy eating and sleeping
- Controlling anger and aggression
- Non-oppositional behaviour
- Increasing attention and focus

The Key Components and Thriving Indicators for Positive Mental Health

BELONGING

Caring Relationships: Trust and Growth Mindset

Social Connection

- I find it easy to meet new people and make friends.
- I have people in my life that are important and I feel supported by them.

Positive Strength-Based Attitude

- I like who I am and I am important to others.
- I feel sure in my skills and yet know when I need to ask for help



HOPEFULNESS

Meaningful Engagement and Emotional Health

Finding Strength in Faith

- I know there is something greater than me that has a positive influence on me.
- I feel it is important to explore and develop the spiritual part of me.

Emotional Awareness

- I am aware of my feelings and find it easy to express them in good ways.
- I can sense how others are feeling and offer to help them when needed.



OPTIMISM

Establishing Expectations and Coping with Stressors

Passion

- I know what motivates me to achieve my goals.
- I lose track of time when I am involved in certain subjects, interests or activities.

Persistence

- I can stay focused on completing a project or task even if it gets difficult or boring.
- I am not discouraged by setbacks.

Managing Uncertainty

- I am okay with feeling worried when I have to make a decision that might not have a clear answer.
- I know there may be more than one answer to a problem



EMPOWERMENT

Healthy Responses and Dealing with Challenges

Acting Justly

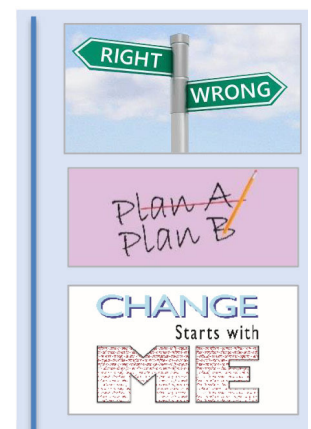
- I think it is important to tell the truth, even when it may not be easy.
- I have strong feelings of what is right and wrong. This helps me decide and choose what to do.

Adaptability

- I learn from my mistakes and always do the best I can.
- I find it easy to come up with different answers if what I am doing is not working.

Agent of Change

- I feel it is important to be a good example when with others and in the community I live.
- I believe that I should be part of the answer and I team up with others when faced with a challenge.



Belonging - Culture of Trust and Growth Mindset

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around." -Leo Buscaglia

CONNECT

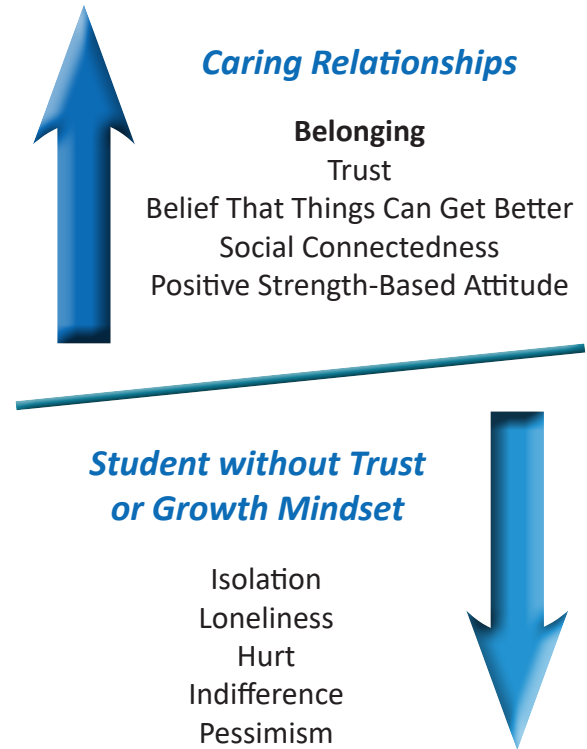
Caring Relationships:

"I care about others and feel cared for."

- Caring Environment
- Open communication
- Nurturing potential
- Celebrating successes
- Affirming strengths

Growth Mindset

- Feeling valued and valuing others
- Believing change is possible
- Recognizing that caring people are there to help you
- Willingness to seek support



"A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. "By this all men will know that you are My disciples, if you have love for one another." -John 13:34-35

The Role of Educators in Supporting Students' Mental Health and Well-Being

Creating a Positive Classroom Environment

One cannot underestimate the power of relationships. As educators, you hold an amazing power to foster a positive relationship with a student. **Students who feel like they belong have an easier time trusting, believing that things can get better, are able to feel more connected and in tune with others, and are more apt to develop a positive strength-based attitude.** Likewise, those students who feel like they do not belong are more prone to feeling isolated, lonely, hurt, indifferent, and pessimistic.

By fostering a culture of trust and growth mindset in your classroom, students gain a sense of belonging, feel valued, value others, and recognize that supports are available when needed. Students need to develop a growth mindset believing that change is possible, and be willing to seek support when required. Resilient students demonstrate empathy, caring, and a sense of equity and social justice. They need to feel safe at school, and feel staff provide them with a caring place to learn. Students should perceive that they live in a caring family and community, have adults who value and trust them, and whom they also value and trust. It is also important that they have peers who influence them in positive ways.

Since children and youth spend more than six hours a day and more than 190 days a year in school, what happens at school can have a significant influence on a student's well-being. **Schools can be key players in promoting the mental health, resiliency, and overall healthy development of students.** You are privileged to have the opportunity to connect with students at such a critical point in their development. Some strategies to promote this kind of culture in your classroom include:

- When a student speaks to you, **stop and listen – really listen.** When students feel like they are valued and value others, their growth mindset is nurtured.
- **Greet students at the doorway of your classroom.** Establish eye contact with each student as you wish them “Good morning”.
- Next to their name on the attendance sheet, **write down one positive personal trait for each student** (e.g., Sally is a gifted dancer, Billy is great at playing soccer, etc.). Occasionally bring up those “other” strengths exhibited by the students which are not always evident in the classroom setting.
- **Celebrate classroom successes** on a display board or by having an awards ceremony.
- **Remind students that you are there for them** when support is needed.
- **Offer behaviour-specific praise.** Saying “Good job” isn't nearly as effective as saying “Good job sitting still, Michael”, or “Excellent work in showing how you solved that fraction problem, Naomi”.
- **Engage parents and the community** by providing opportunities for these adults to volunteer or mentor the children/youth.



Belonging - Trust and Growth Mindset

Hopefulness - Culture of Engagement and Emotional Health

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

INSPIRE

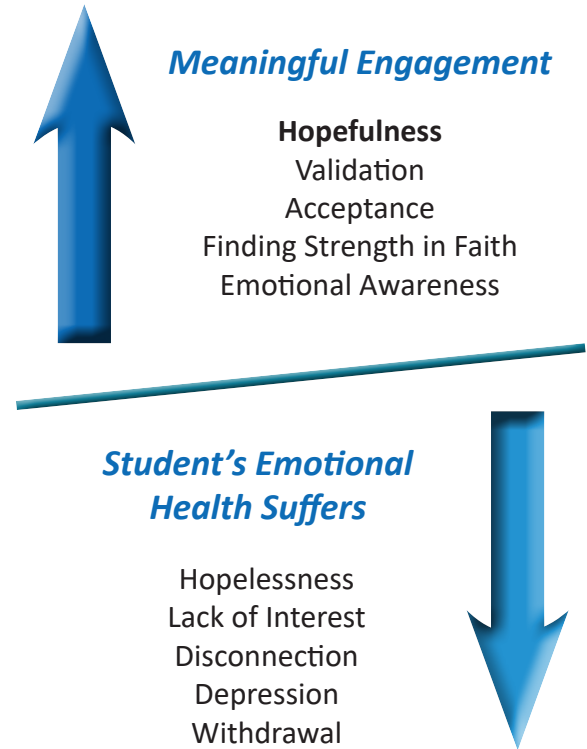
Meaningful Engagement:

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

- Connectedness
- Shared Responsibility
- Meaningful contributions
- Finding strength in Faith
- Sense of acceptance
- Feeling invited
- Having a voice

Emotional Health

- Feeling positive and connected
- Reflecting, meditating, praying
- Dealing with emotions and feelings
- Managing moods, sadness or depression.



“Through Him we have also obtained access by faith into this grace in which we stand, and we rejoice in hope of the glory of God. More than that, we rejoice in our sufferings, knowing that suffering produces endurance, and endurance produces character, and character produces hope, and hope does not put us to shame, because God's love has been poured into our hearts through the Holy Spirit who has been given to us.”

-Romans 5:2-5

Supporting Students to Feel Engaged and to Manage Moods or Depression

By providing our students with opportunities for meaningful engagement, educators can foster hopefulness, validation, acceptance, faith, and emotional awareness. By expressing their emotions and feelings, students are able to manage their moods. Cultural awareness, acceptance, and spirituality are strengths that resilient students possess. They need to enjoy being engaged in their own learning at school, feel valued by their communities, and supported by their families. Open communication needs to be encouraged and modelled. When students feel like they do not have a voice and are not accepted as they are, they may experience hopelessness, they may become withdrawn, and may even suffer from depression. By **inspiring** students through a culture of hopefulness, we can help our students develop and maintain a positive outlook.

STRATEGIES THAT CAN HELP ALL STUDENTS DEVELOP AND MAINTAIN A POSITIVE OUTLOOK

- Engage in proactive circles in your classroom.
- Encourage students to write three positive things that happened that day.
- Allow for opportunities in class for meditation, reflection, and prayer.
- Support class-wide use of coping strategies and problem-solving skills.
- Provide all students with information about normal growth and development, and ways to cope with stress (e.g., ways to address peer pressure, build friendships, address depressive feelings, maintain good sleep hygiene, build exercise into each day).
- Model and teach optimistic and positive attitudes, language, and actions.
- Provide students with responsibilities and tasks that they may enjoy (e.g., allow students who enjoy computer use to incorporate a computing component into tasks; allow art-loving students to choose illustrated reading materials).
- Provide a space in the classroom for students to go to when they are feeling overwhelmed.

(Based on information from: Evans et al., 2002; Hincks-Dellcrest-ABCs, n.d.)



Strategies for Supporting Students with Difficulty Managing Mood Symptoms

Classroom Strategies

- Encourage the student to engage in positive self-talk and catch and limit themselves participating in negative self-talk.
- Provide the student with opportunities for social interaction. Students with difficulty managing moods tend to feel isolated and alienate themselves from friends and the activities they previously enjoyed. Encourage opportunities for students to work together to solve problems or discuss topics being covered in the classroom.
- Provide the student with opportunities to participate in making decisions about class activities and assignments to help increase his/her motivation, interest, and feelings of success.
- If a student is returning to school after a hospitalization or a prolonged absence, be prepared to develop a plan for the student's reintegration and create a manageable strategy (both for the teacher and student) for catching up on classes and assignments and addressing potential issues related to stigma among peers.
- Establish a support person whom the student can contact and who will check-in with the student.



Hopefulness - Engagement and Emotional Health Free From Difficulty Managing Moods

Optimism - Culture of Expectations and Coping with Stressors

“My friends, love is better than anger. Hope is better than fear. Optimism is better than despair. So let us be loving, hopeful and optimistic. And we’ll change the world.” -Jack Layton

FACILITATE

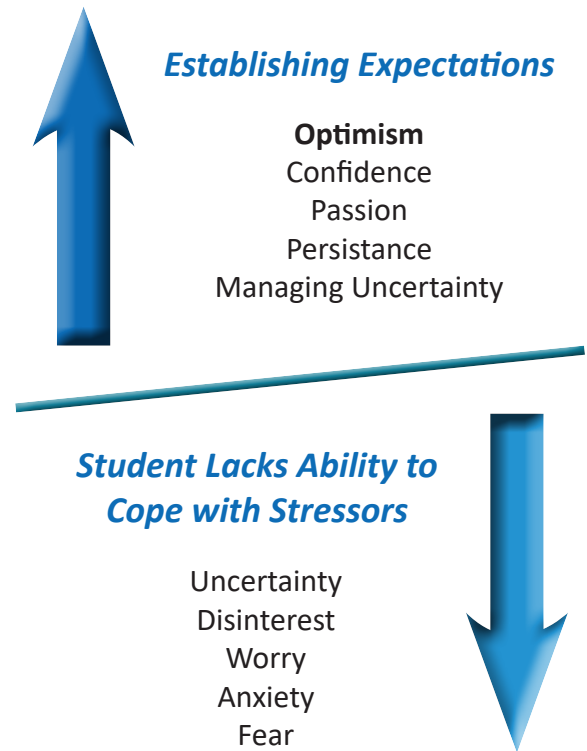
Establishing Expectations:

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

- Vision of success
- Clarity of expectation
- Mutual expectations of support
- Modeling behaviours
- Encouragement and support given
- Experiencing Joy

Coping with Stressors

- Feeling secure and capable
- Confident goals are reachable
- Purposeful planning and problem solving
- Responding to fear, anxiety and worry



“Have I not commanded you? Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go.” -Joshua 1:9

Supporting Students to Cope with Stressors, Worries, Fear and Anxiety

By **facilitating** a culture where students feel like they can truly succeed and meet expectations, students maintain optimism and a belief that they can cope with stressors. Students need to feel positive, confident and capable of reaching their objectives without feeling overcome with anxiety, fear or worry. It is important that students feel safe, secure and able to problem-solve successfully. Resilient students demonstrate the ability to plan and make decisions. They need to feel self-efficient, knowing that they can do a variety of things well, and feel positive about themselves and their futures. It is important that school holds high expectations for them, and they feel capable of meeting their learning goals. Their families need to also be involved in their learning and hold high, yet achievable, expectations. By creating such a culture in your classroom, anxiety can be alleviated, which is one of the most common mental health disorders experienced by children, adolescents, and adults alike (Merikangas et al., 2011).

STRATEGIES TO REDUCE STRESS FOR ALL STUDENTS

- Create a learning environment where mistakes are viewed as a natural part of the learning process.
- Provide predictable schedules and routines in the classroom and ensure advance warning is given when there is a change in routine. Providing and explaining visual schedules can help them know what to expect.
- Provide the students with guidance on how to organize and plan the day (e.g., use of a checklist or agenda).
- Provide simple relaxation exercises that involve the whole class.
- Encourage students to take small steps towards accomplishing a feared task.
- Maintain a vision of success.
- Ensure students understand what your expectations are. Rubrics can help facilitate this.
- Be aware and mindful of how you respond to anxiety – your students are watching!
- Provide an easily accessible quiet area within your classroom where students can go to when overwhelmed or anxious.
- Provide various fidget items which are available for all students.

(Based on information from: CYMHIN-MAD, 2011; Hincks-Dellcrest-ABCs, n.d.)



Specific Strategies for Supporting Students with Anxiety-Related Symptoms

Classroom Strategies

- Work with parents, the school team, and others involved with the student to establish consistent expectations for the student at school, at home, and in other areas of activity. This provides predictability and reduces confusion for the student.
- Reward brave, non-anxious behaviour. Notice when the student is being brave in attempting something he/she finds challenging. Encourage and reward all positive steps in managing anxiety.
- Check-in with the student at the beginning and end of each day (e.g., check with the student that assignments have been written down correctly).
- Learn what situations the student can handle and determine how to respond when she/he is unable to cope.
- Reduce schoolwork and/or homework based on information from parents and the school team about how much stress the student can handle.
- Maintain the student's regular schedule as much as possible.
- Ask the student's parents what strategies work at home to relieve the student's anxiety.
- The student may need to be taught what anxiety is and how it feels in their bodies.
- Encourage the students to think of a time he/she has successfully overcome a challenge. What did he/she do that time that worked?
- Help the student develop a toolbox of things he/she can do to self-regulate. Teaching the student relaxation, such as deep breathing or taking a break when he/she is calm, may help when the student experiences anxiety.



Optimism - Expectations and Coping with Anxiety and Stressors

Empowerment - Culture of Thriving and Dealing with Challenges

“How would your life be different if...You could control the outcome of your day, your week, your year? Let today be the day...You embrace the truth that you DO have such control to label every event in your life, and create an agreement with reality that empowers you and propels you to greatness.” -Steve Maraboli

EMPOWER

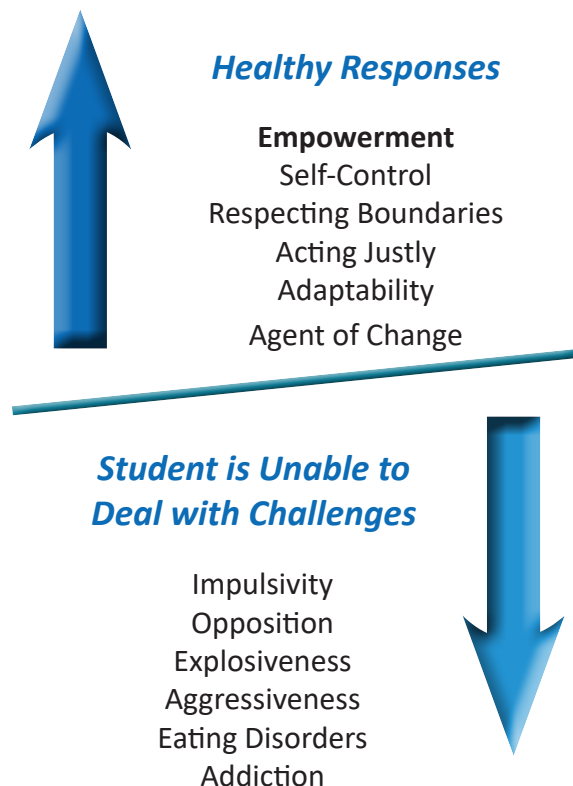
Healthy Responses:

“I feel safe, respected and able to respond to challenges.”

- Respecting each other
- Seeing as at potential
- Learning through challenges
- Coping from strengths
- Opportunities to succeed
- Enhancing possibilities

Dealing with Challenges

- Thriving and feeling empowered
- Focusing and attention
- Managing anger and frustration
- Restoring relationships
- Resolving conflicts
- Avoiding addictions
- Maintaining good eating, exercising and sleeping patterns



“Now for this very reason also, applying all diligence, in your faith supply moral excellence, and in your moral excellence, knowledge, and in your knowledge, self-control, and in your self-control, perseverance, and in your perseverance, godliness, and in your godliness, brotherly kindness, and in your brotherly kindness, love.”

-2 Peter 1:5-9

Supporting Students to Thrive, Deal with Challenges and Make Healthy Choices

“Students do well when they can” – Greene, R.W., 2008. We need to **empower** students to be the best they can be. They need to feel capable of restoring relationships and resolving conflicts successfully without resorting to unhealthy behaviours such as drugs and alcohol or aggression. Resilient students feel a strong sense of safety, demonstrate the ability to show restraint, and are able to say “no” to people who put them at risk. It is important for them to develop their commitment to learning and to work hard to complete assignments. At their schools and in their communities, they need to have clear boundaries, rules and expectations. They require positive role models, and positive friendships based on respect. Every time a student chooses a healthy response over an unhealthy response, their sense of empowerment and self-control are fostered.

STRATEGIES THAT PROMOTE POSITIVE BEHAVIOUR AMONG ALL STUDENTS

- Provide predictable schedules and routines in the classroom. Develop these expectations together as a group during your first proactive circle of the year.
- Focus the students’ attention before starting the lesson.
- Make a positive phone call home. See <http://www.edutopia.org/blog/power-positive-phone-call-home-elena-aguilar> for more info about what this call might look like.
- Create an inviting classroom environment that may include a quiet space, with few distractions, to which a student can retreat.
- Catch a student being good. When a student chooses a healthy response, point it out to them.
- Model positive behaviour and healthy eating.
- Arrange a quiet, safe place where students can go to calm down when angry or frustrated.

(Based on information from: CYMHIN-MAD, 2011; Hincks-Dellcrest-ABCs, n.d; Lee, 2012)



Strategies for Supporting Students with Behaviour-Related Symptoms

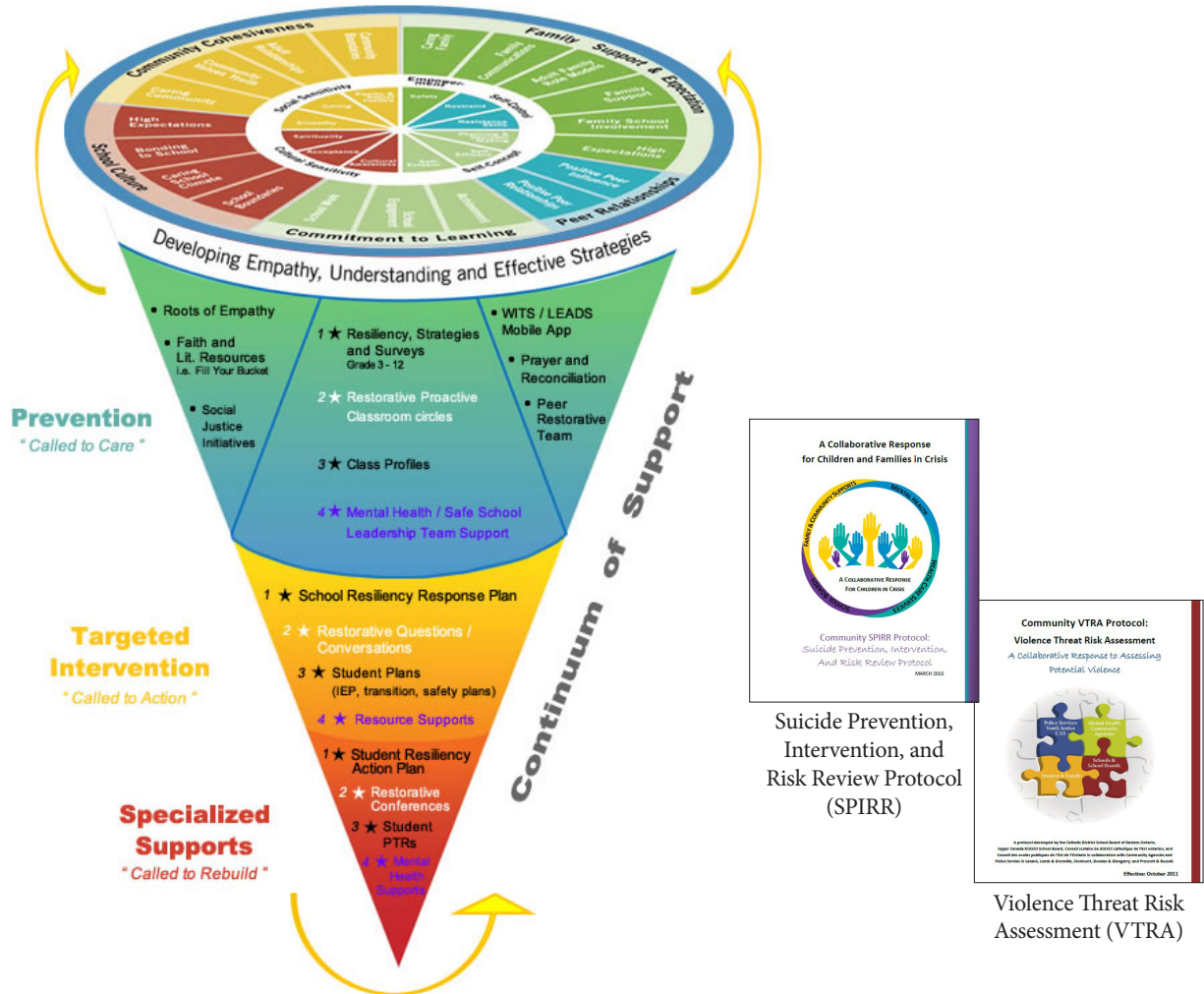
Classroom Strategies

- Use non-verbal cuing, such as hand gestures, proximity, facial expressions, or other signals to let a student know in a low-key way (without drawing the attention of the whole class) that the behaviour is not acceptable.
- Use low-profile interventions for minor problems so that students are not rewarded for misbehaviour by becoming the centre of attention.
- Ensure the student is provided with opportunities to experience success. For example, a teacher can focus a lesson on something he/she knows a struggling student is passionate about further emphasizing this students’ strength.
- Work with the student to solve problems, to encourage the student to take responsibility for, and ownership of, his/her behaviour.
- Use a neutral, non-confrontational tone (e.g., “I notice that you have been...”) when talking about behaviour with the student.
- For the aggressive student: Encourage him/her to participate in sports activities.
- For young children: Help them to express their anger or frustration verbally.
- Help the student to practice using “self-talk”: to talk him/herself through times when things are going wrong. For example, “I have the right to be mad, but I am not going to lose it.”
- Give positive reinforcement to the student for showing self-control in situations that would normally make him/her angry, annoyed, or upset (e.g., give a tangible reward such as a classroom privilege or free time).
- When conflicts arise, use Restorative Practices so that students may restore relationships and resolve conflicts with success.
- Provide a quiet space away from peers where the student can work independently (but do not isolate the student as a form of punishment).
- Teach alternative ways of dealing with anger or frustration (e.g., walking away, talking).
- Help the student to explore the reasons why he or she is using the substance(s) and facilitate a referral to addiction services (see the Checkered Flags Document or resource list included).



Empowerment - Thriving and Dealing with Challenges and Challenging Behaviour

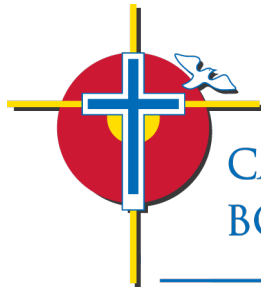
Building Student Resiliency and Positive Mental Health



A Continuum of Support providing Prevention, Targeted Intervention, and Specialized Supports for students to develop resiliency, also serves as the Board Bully Prevention and Intervention Plan. It is based on developing a Whole-School Faith Community that is safe, inclusive and accepting, utilizing our Gospel values and reconciliation.

A strength-based approach is taken to building Resiliency and Positive Mental Health of students, by developing students' empathy, understanding and use of effective strategies to prevent and respond to bullying, if it occurs, in ways that will stop future bullying. The plan promotes prevention by "Call to Care", with targeted interventions by "Call to Action" and a "Call to Rebuild" through specialized supports.

Specific Prevention Programs, Targeted Interventions and Specialized Supports provide a continuum of support for students. Restorative practices, including proactive classroom circles, restorative questions/conversations and formal restorative conferences, enable schools to create environments in which bullying behaviours are reduced and students are empowered to resolve conflicts and deal with difficult situations.



CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

Mental Health and Addiction Support Provided in Schools



CCAC Mental Health and Addiction Nurses 1-800-538-0520

School based support for students dealing with mental health and addiction issues is provided by CCAC Mental Health and Addiction Nurses.

Community Mental Health Counselors in each High School

Schools teams work with agency partners to ensure students receive support from mental health counselors, when required, in order to deal with mental health and addiction issues.

“...it is crucially important for us to be aware of mental health issues amongst our students and to be able to direct or provide resources for parents and students, so that we can ensure they are getting whatever assistance they need.”

Wm. J. Gartland, Director of Education

Our Partner Agencies provide a vital service to support students needing Specialized Supports and to give more children, youth, and their families the services they need, more quickly and more effectively. This prevents and reduces the personal, social and economic costs of mental health and addiction problems.

The following partner agencies work with staff, students and families to provide necessary interventions and supports:



Lanark - Open Doors for Lanark Children and Youth 1-877-232-8260



Children's Mental Health of Leeds and Grenville 1-800-809-2494



Valoris for Children and Adults of Prescott Russell 1-800-675-6168



Children's Mental Health Services of SD&G 1-613-932-1558



Children's Hospital of Eastern Ontario (CHEO) 1-613-737-7600



Hotel Dieu Hospital 1-613-544-3310

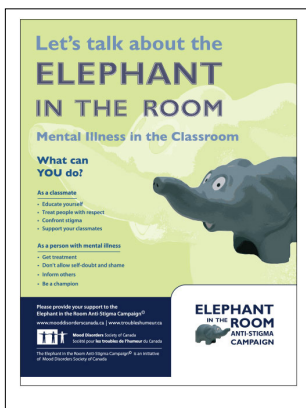
Resources - Where to go for Help

Stormont, Dundas and Glengarry

Service Category	Name of Agency	Telephone Number
Community Mental Health Agencies	Child and Youth Counselling Services	613-932-1558
Community Mental Health Agencies	Children's Treatment Centre	613-933-4400
Community Mental Health Agencies	CMHA - Champlain East	1-800-493-8271
Community Mental Health Agencies	Counseling and Support Services of Stormont, Dundas & Glengarry	613-932-4610
Community Mental Health Agencies	Youth Services Bureau	1-877-377-7775
Addiction Treatment Services	Cornwall Community Hospital (Lead Agency)	613-936-9236
Addiction Treatment Services	Dave Smith Youth Treatment Centre	613-594-8333
Addiction Treatment Services	Rideauwood Addiction Services	613-724-4881
Family Health Teams and Health Centres	Centre de santé communautaire de l'Estrie Community Health Centre	613-937-2683
Family Health Teams and Health Centres	Seaway Valley Community Health Centre	613-936-0306
Hospitals	Children's Hospital of Eastern Ontario	613-737-7600
Hospitals	Cornwall Community Hospital (Lead Agency)	613-938-4240
Hospitals	Glengarry Memorial Hospital	613-525-2222
Hospitals	Royal Ottawa Health Care Group	1-800-987-6424
Hospitals	Winchester District Memorial Hospital	613-774-2420
Police	Cornwall City Police	613-933-5000
Youth Probation Services	Laurencrest	613-933-6362
Youth Probation Services	Youth Probation Services	613-933-7674
Youth Probation Services	YouTurn	1-877-469-6650
Youth Engagement Services	Big Brothers Big Sisters	613-933-8035
Youth Engagement Services	Boys and Girls Club	613-935-9015
Youth Engagement Services	Youth For Christ	1-303-843-9000
Youth Engagement Services	YouthNet	613-737-7600
Other	Baldwin House	613-938-2958
Other	Bereaved Families of ON - Cornwall	613-936-1455
Other	CAS of Stormont, Dundas & Glengarry	613-933-2292
Other	Champlain CCAC - MHAN program	1-800-538-0520
Other	Eastern Ontario Health Unit	613-933-1375
Other	Hopewell Eating Disorder Centre	613-241-3428
Other	Metis Nation of Ontario	1-800-263-4889
Other	Mohawk Council of Akwesasne	613-575-2250
Other	Naomi's Family Resource Centre	613-774-2838
Other	Ontario Centre of Excellence for Child/Youth Mental Health	613-737-2297
Other	Parents' Lifeline of Eastern Ontario	1-855-775-7005
Other	Roberts Smart Centre	613-728-1946
Other	Salvation Army - Cornwall	613-932-7515
Other	Separation and Divorce Resource Centre	613-837-9025
Other	Single Point Access	613-938-9909
Other	Victim Services of Stormont, Dundas & Glengarry	613-938-8900
Other	Victim/Witness Assistance Program	1-888-216-2192
Other	Wholistic Health and Wellness	613-575-2341 Ext. 3100
Other	Youth Transition Improvement Program (YTIP)	613-936-9236 ext. 104

Prescott - Russell

Service Category	Name of Agency	Telephone Number
Community Mental Health Agencies	CMHA - Champlain East	1-800-493-8271
Community Mental Health Agencies	Mental Health Community Centre for Prescott-Russell	1-800-267-1453
Community Mental Health Agencies	Valoris (Lead Agency)	1-800-675-6168
Community Mental Health Agencies	Youth Services Bureau	1-877-377-7775
Addiction Treatment Services	Centre Royal Comtois	613-632-0139
Addiction Treatment Services	Dave Smith Youth Treatment Centre	613-594-8333
Addiction Treatment Services	Prescott-Russell Substance Abuse Community Treatment Program	1-855-624-1415
Addiction Treatment Services	Rideauwood Addiction Services	613-724-4881
Family Health Care Teams and Health Centres	Clarence-Rockland Family Health Team	613-446-7677
Family Health Care Teams and Health Centres	Centre de santé communautaire de l'Estrie Community Health Centre	613-937-2683
Family Health Care Teams and Health Centres	Lower Outaouais Family Health Team	613-636-0971
Family Health Care Teams and Health Centres	Plantagenet Family Health Team	613-673-4318
Hospitals	Children's Hospital of Eastern Ontario	613-737-7600
Hospitals	Hawkesbury and District Memorial Hospital	613-632-1111
Hospitals	Royal Ottawa Health Care Group	1-800-987-6424
Police	Ontario Provincial Police	1-888-310-1122
Youth Probation Services	You Turn	1-877-469-6650
Youth Engagement Services	PFLAG- Rockland	1-888-530-6777
Youth Engagement Services	YouthNet	613-737-7600
Other	CCAC - MHAN program	1-800-538-0520
Other	Eastern Ontario Health Unit	613-933-1375
Other	Hopewell Eating Disorder Centre	613-241-3428
Other	Interlude House	613-632-1131
Other	Metis Nation of Ontario	1-800-263-4889
Other	Ontario Centre of Excellence for Child/Youth Mental Health	613-737-2297
Other	Parents' Lifeline of Eastern Ontario	1-855-775-7005
Other	Prescott-Russell Victim Services	1-877-632-7530
Other	Roberts Smart Centre	613-728-1946
Other	Separation and Divorce Resource Centre	613-837-9025
Other	Tungasuvvingat Inuit	613-565-5885



In collaboration with the Mood Disorder Society of Canada (MDSC) the ELEPHANT IN THE ROOM Anti-Stigma Campaign was developed to help students build awareness, take action and seek help.

By displaying the blue elephant, we show that we care about the wellness of others and that THIS is a safe place to talk about mental health problems without fear of being looked upon differently.

“By partnering with the MDSC and participating in the DEFEAT DEPRESSION campaign, our schools come together to raise awareness and money for local mental health and addictions agencies!”



Michelle Neville, CDSBEO Mental Health ASSIST Lead

Lanark

Service Category	Name of Agency	Telephone Number
Community Mental Health Agencies	CMHA - Ottawa	613-737-7791
Community Mental Health Agencies	Lanark, Leeds & Grenville Addiction and Mental Health Services	613-342-2262
Community Mental Health Agencies	Open Doors for Lanark Children and Youth	1-877-232-8260
Community Mental Health Agencies	Youth Services Bureau	1-877-377-7775
Addiction Treatment Services	Dave Smith Youth Treatment Centre	613-594-8333
Addiction Treatment Services	Lanark, Leeds & Grenville Addiction and Mental Health Services	613-342-2262
Addiction Treatment Services	Rideauwood Addiction Services	613-724-4881
Family Health Teams and Health Centres	North Lanark Community Health Centre	613-259-2182
Family Health Teams and Health Centres	Ottawa Valley Family Health Team	613-256-9370
Family Health Teams and Health Centres	Rideau District Community Health Centre	613-269-3400
Hospitals	Almonte General Hospital	613-256-2500
Hospitals	Carleton Place District Memorial Hospital	613-257-2200
Hospitals	Children's Hospital of Eastern Ontario	613-737-7600
Hospitals	Hotel Dieu Hospital	613-544-3310
Hospitals	Perth and Smiths Falls District Hospital	613-267-1500
Hospitals	Royal Ottawa Health Care Group	1-800-987-6424
Police	Ontario Provincial Police	1-888-310-1122
Police	Smiths Falls Police Service	613-283-0357
Youth Probation Services	Cornerstone Landing	613-285-9292
Youth Probation Services	Lanark County Community Restorative Justice	613-925-5977
Youth Probation Services	RNJ Youth Services	1-866-349-0538
Youth Probation Services	You Turn	1-877-469-6650
Youth Engagement Services	Big Brothers Big Sisters	613-283-0570
Youth Engagement Services	Core Youth Services	613-257-8901
Youth Engagement Services	Lanark Community Programs	613-257-7619
Youth Engagement Services	North Highlands Youth Centre	613-259-2012
Youth Engagement Services	Smiths Falls and District Centre for Youth	613-284-1784
Youth Engagement Services	Yak Youth Centre	613-264-8381
Youth Engagement Services	YouCan	613-230-1903
Youth Engagement Services	YouthNet	613-737-7600
Other	Bereaved Families of Ontario - Ottawa	613-567-4278
Other	CCAC - MHAN program	1-800-538-0520
Other	Family and Children's Services of Lanark, Leeds & Grenville	613-498-2100
Other	Healthy Communities Partnership	613-283-2740
Other	Hopewell - Eating Disorder Support Centre	613-241-3428
Other	Lanark Interval House	1-800-267-7946
Other	Lanark, Leeds & Grenville District Health Unit	613-345-5685
Other	Metis Nation of Ontario	1-800-263-4889
Other	Ontario Centre of Excellence for Child/Youth Mental Health	613-737-2297
Other	Parents' Lifeline of Eastern Ontario	1-855-775-7005

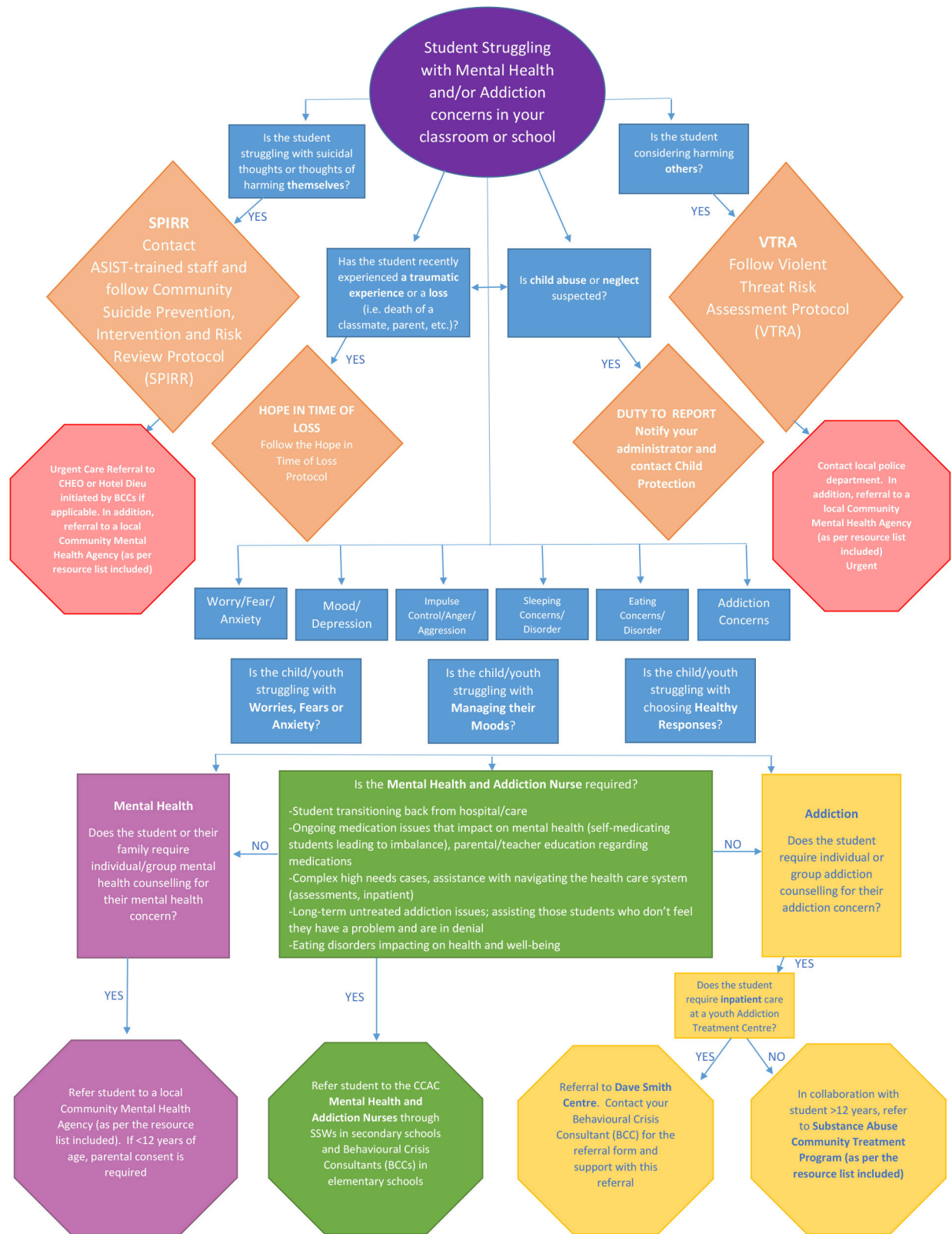
Leeds & Grenville

Service Category	Name of Agency	Telephone Number
Community Mental Health Agencies	Children's Mental Health of Leeds & Grenville (Lead Agency)	1-800-809-2494
Community Mental Health Agencies	CMHA - Ottawa	613-737-7791
Community Mental Health Agencies	Lanark, Leeds & Grenville Addiction and Mental Health Services	613-342-2262
Addiction Treatment Services	Dave Smith Youth Treatment Centre	613-594-8333
Addiction Treatment Services	Lanark, Leeds & Grenville Addiction and Mental Health Services	613-342-2262
Addiction Treatment Services	Rideauwood Addiction Services	613-724-4881
Family Health Teams and Health Centres	Athens District Family Health Team	613-924-2623
Family Health Teams and Health Centres	Country Roads Community Health Centre	613-272-3302
Family Health Teams and Health Centres	Prescott Family Health Team	613-925-9577
Family Health Teams and Health Centres	Rideau District Community Health Centre	613-269-3400
Family Health Teams and Health Centres	Upper Canada Family Health Team	613-423-3333
Hospitals	Brockville General Hospital	613-345-5645
Hospitals	Children's Hospital of Eastern Ontario	613-737-7600
Hospitals	Hotel Dieu Hospital	613-544-3310
Hospitals	Kemptville District Hospital	613-258-3435
Hospitals	Royal Ottawa Health Care Group	1-800-987-6424
Police	Brockville Police Service	613-342-0127
Police	Gananoque Police Service	613-382-4422
Police	Ontario Provincial Police	1-888-310-1122
Youth Probation Services	RNJ Youth Services	1-866-349-0539
Youth Probation Services	St. Laurence Youth Association	613-384-4869
Youth Probation Services	You Turn	1-877-469-6650
Youth Engagement Services	Big Brothers Big Sisters	613-345-0281
Youth Engagement Services	Boys and Girls Club of Gananoque	613-382-6792
Youth Engagement Services	Connect Youth	613-918-0173
Youth Engagement Services	Girls Inc	613-345-3295
Youth Engagement Services	Kemptville Youth Centre	613-258-5212
Youth Engagement Services	Prescott Youth Centre	613-925-2004
Youth Engagement Services	YouCan	613-230-1903
Youth Engagement Services	Youth for Christ	1-303-843-9000
Youth Engagement Services	YouthNet	613-737-7600
Other	Art and Soul - Art Therapy	613-863-7685
Other	Assault Response and Care Centre of Leeds and Grenville	613-345-3881
Other	Bereaved Families of ON - Ottawa	613-567-4278
Other	CCAC - MHAN program	1-800-538-0520
Other	Family and Children's Services of Lanark, Leeds & Grenville	613-498-2100
Other	Healthy Communities Partnership	613-283-2740
Other	Hopewell - Eating Disorder Support Centre	613-241-3428
Other	Leeds and Grenville Interval House	613-342-4724
Other	Lanark, Leeds & Grenville District Health Unit	613-345-5685
Other	Metis Nation of Ontario	1-800-263-4889
Other	Ontario Centre of Excellence for Child/Youth Mental Health	613-737-2297
Other	Parents' Lifeline of Eastern Ontario	1-855-775-7005



The EMPOWER APP gives access to MHA HOPELINE which provides contact numbers for community supports and distress lines. This App also provides students and parents an avenue to quickly, conveniently and anonymously report incidents of bullying and victimization in schools, and to seek help.

Where Can I Refer My Students and their Families?



Where Can I Refer My Students and their Families - Diagram Description:

Top of chart begins with: Student Struggling with Mental Health and/or Addiction concerns in your classroom or school.

Concerns:

- Worry/Fear/Anxiety
- Mood/Depression
- Impulse Control/Anger/Aggression
- Sleeping Concerns/Disorder
- Eating Concerns/Disorder
- Addiction Concerns

Is the student struggling with suicidal thoughts or thoughts of harming themselves?

1. If Yes, SPIRR - Contact ASIST-trained staff and follow Community Suicide Prevention, Intervention and Risk Review Protocol (SPIRR)
2. Urgent Care Referral to CHEO or Hotel Dieu initiated by BCCs if applicable. In addition, referral to a local Community Mental Health Agency (as per resource list included)

Is the student considering harming others?

1. If Yes, VTRA - Follow Violent Threat Risk Assessment Protocol (VTRA)
2. Contact local police department. In addition, referral to a local Community Mental Health Agency (as per resource list included)Urgent

Has the student recently experienced a traumatic experience or a loss (i.e. death of a classmate, parent, etc.)?

1. If Yes, HOPE IN TIME OF LOSS - Follow the Hope in Time of Loss Protocol

Is child abuse or neglect suspected?

1. If Yes, DUTY TO REPORT - Notify your administrator and contact Child Protection

Is the child/youth struggling with Worries, Fears or Anxiety? Is the child/youth struggling with Managing their Moods? Is the child/youth struggling with choosing Healthy Responses?

Is the Mental Health and Addiction Nurse required?

- Student transitioning back from hospital/care
- Ongoing medication issues that impact on mental health (self-medicating students leading to imbalance), parental/teacher education regarding medications
- Complex high needs cases, assistance with navigating the health care system (assessments, inpatient)
- Long-term untreated addiction issues; assisting those students who don't feel they have a problem and are in denial
- Eating disorders impacting on health and well-being

1. If Yes, Refer student to the CCAC Mental Health and Addiction Nurses through SSWs in secondary schools and Behavioural Crisis Consultants (BCCs) in elementary schools
2. If No, Mental Health Issue - Does the student or their family require individual/group mental health counselling for their mental health concern?
 - a) If Yes, Refer student to a local Community Mental Health Agency (as per the resource list included). If <12 years of age, parental consent is required.
3. If No, Addiction Issue - Does the student require individual or group addiction counselling for their addiction concern?
 - a) If Yes, Does the student require inpatient care at a youth Addiction Treatment Centre?
 - i) If Yes, Referral to Dave Smith Centre. Contact your Behavioural Crisis Consultant (BCC) for the referral form and support with this referral
 - ii) If No, In collaboration with student >12 years, refer to Substance Abuse Community Treatment Program (as per the resource list included)

Other Resources:

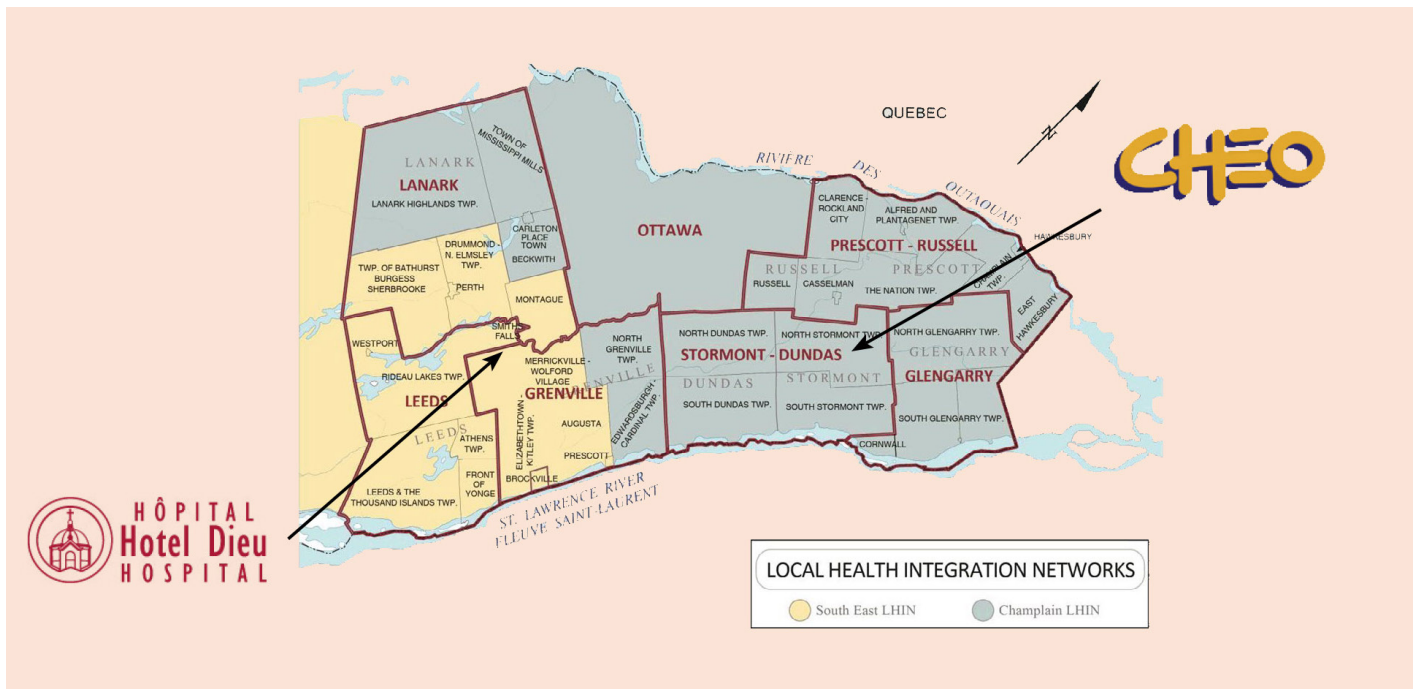
Provide the student with the number for Kids Help Phone (1-800-668-6868)

If applicable, also provide parents with information about: Triple P parenting support (1-844-362-8593) as well as the Parent's Lifeline of Eastern Ontario (PLEO) peer support (1-855-775-7005)

*Regional-Specific Flowcharts Available

Community Crisis List

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



Finding Your Heart

by Tom Krause

*Do not be afraid - for even now God knows
the yearnings of your heart
and is sending you His answer to your prayers.*

*Though you may not know the ways of your journey -
He is guiding you with His gentle touch.*

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

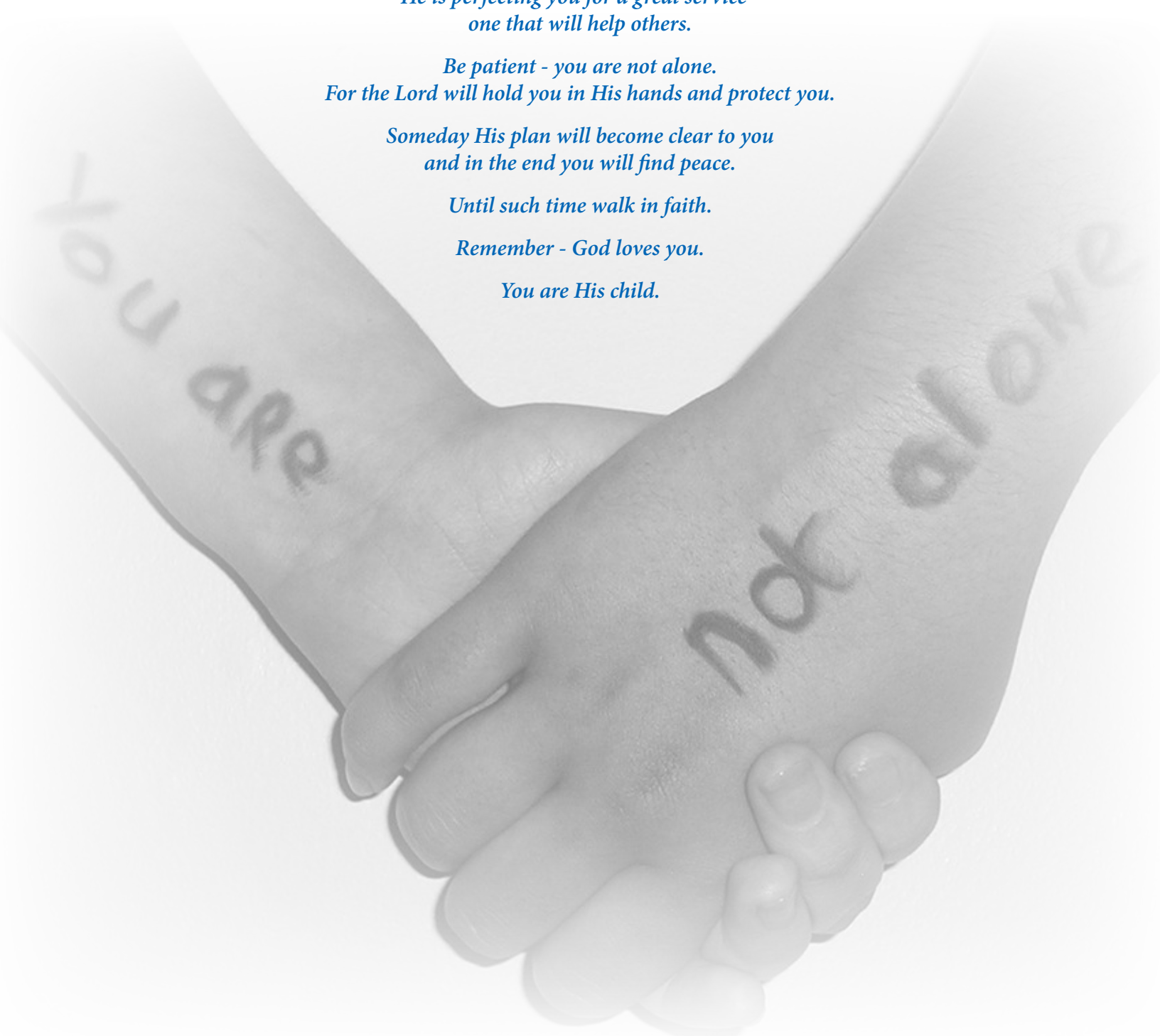
*Be patient - you are not alone.
For the Lord will hold you in His hands and protect you.*

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

Until such time walk in faith.

Remember - God loves you.

You are His child.





CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

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MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD JANUARY 2020 TO JANUARY 2025

MULTI-YEAR ACCESSIBILITY PLAN

Prepared by

Accessibility Planning Committee

In accordance with

**Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation**

This publication is available through the CDSBEO website

- website (www.cdsbeo.on.ca)
- Kemptville Central Office
- In accessible formats upon request*

*Please contact Nicole Proulx, Manager of Human Resources

Aim

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board has taken to date to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards-Policy Statement and will be used as a foundation in moving forward.

1.0 Objectives

This Plan:

- 1.1** Describes the process by which the CDSBEO will identify, remove and prevent barriers;
- 1.2** Reviews recent efforts of the CDSBEO to remove and prevent barriers;
- 1.3** Describes the measures the CDSBEO will take in 2021 to identify, remove and prevent barriers;
- 1.4** Makes a commitment to review and update the multi-year accessibility plan annually;
- 1.5** Describes how the CDSBEO will make this accessibility plan available to the public.

2.0 Commitment to Accessibility Planning

The CDSBEO is committed to:

- 2.1** Maintaining an Accessibility Planning Committee;

- 2.2** Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 2.3** Ensuring, wherever practical, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4** Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Planning Committee and will, wherever practical, be incorporated in the multi-year plan.

3.0 Members of Accessibility Planning Committee

Working Group Member	Department	Contact Information
Natalie Cameron	Sr. Management	natalie.cameron@cdsbeo.on.ca
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4.0 Timelines for Compliance with Accessibility Standards

Broader Public Organizations 50+

Note – all WCAG 2.0 requirements only apply to websites, web content and web-based applications that an organization can control either directly or through a contractual relationship, and where meeting the requirements are technically feasible.

2011

Transportation

- Technical requirements (e.g. signage, floor surfaces)
- Equal fares and fees
- Pre-boarding route or destination announcements (verbal)
- On-board announcements of stops and connections (verbal)
- Courtesy seating
- Public school transportation services
- Other transportation services
- Ferries (maintenance)
- Maintenance of equipment
- Integration of transportation services

2012

General Requirements

- Emergency and public safety information

Transportation

- Accessible boarding/de-boarding
- Storage of assistive devices
- Companions
- Treatment of support persons
- Taxi registration on bumper
- Availability of accessibility equipment and features
- Operator Responsibilities
- Emergency preparedness and response

Employment

- Workplace emergency information

2013

General Requirements

- Policies and practices
- Accessibility Plans
- Kiosks

Information & Communications

- Educational institutions - accessible materials and training
- Public libraries

Transportation

- Coordinated services between adjacent municipalities
- Service disruptions
- Visitor service
- Fare parity for conventional and specialized transportation (single tier)
- Alternative Accessible method of transportation
- Hours of service (within single tier)
- Service delays
- Ferries (signage, etc.)

2014**General Requirements**

- Training
- Accessible feedback processes

Information & Communications

- All new internet websites and web content on those sites conforms with WCAG 2.0 level A

Employment

- Recruitment
- Employees returning to work
- Employees and accommodation
- Performance management, career development, and redeployment

Transportation

- Accessibility plans
- Trip restrictions
- Eligibility Application and Process (existing)
- Booking
- Proportion of accessible taxis
- Training

2015**Information & Communications**

- Accessible formats and communication supports
- Educational libraries – print based resources
- Producers (publishers) - conversion ready educational textbooks

2017**Transportation**

- Pre-boarding route or destination announcements (electronic)
- On-board announcements of stops and connections (electronic)

- Ferries (electronic messages)
- Fare parity for conventional and specialized transportation (multi tier)
- Hours of service (multi tier)
- Eligibility application and (new) process
- Categories of eligibility

2020

Information & Communications

- Educational libraries -multi-media/digital resources
- Producers (publishers) - conversion ready files of "other educational print materials"

2021

Information & Communications

- All existing internet websites and web content conforms with WCAG 2.0 level AA (excluding live captioning and audio description)

2025

Information & Communications

- Producers (publishers) - conversion ready files of "other print resources – not specifically developed for the education market"

5.0 Strategy for prevention and removal of barriers

The principles of inclusionary practice, freedom from barriers and accessible environments have informed all CDSBEO Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the CDSBEO's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the AODA with regard to customer service, information and communications, employment and school transportation.

6.0 Barrier Identification Methodologies

A variety of accessibility initiatives continue to be addressed through various departments including: Human Resources, Plant and Maintenance, Curriculum, Special Education, Information Technology, and the Student Transportation of Eastern Ontario (STEO).

The Accessibility Planning Committee uses the following methods to identify barriers to accessibility:

Feedback

The Board welcomes feedback by email and telephone. As well, Principals have been encouraged to inform their Superintendent of any issues or concerns that may arise. These concerns are brought to the attention of the Accessibility Planning Committee. As well, the Board's Special Education Advisory Committee (SEAC) provides input, as do the Catholic school councils.

Staff Training

Customer Service training is mandatory for all employees upon hire and will be reviewed every 5 years.

Continuous Review of Standards

The Accessibility Planning Committee is kept abreast of all regulatory requirements by attending conferences and reviewing information as it becomes available. The Accessibility Planning Committee makes use of the resources provided by the Ministry of Education and the Ontario Education Services Corporation.

Collaboration with Plant and Maintenance and Special Education

The Accessibility Planning Committee collaborates with the Plant and Maintenance and Special Education departments to identify and select accessibility projects. As often as possible, projects are planned in conjunction with other projects in order to save on costs and capitalize on existing manpower.

7.0 **Barrier Removal Achievements**

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

7.1 **Physical Barriers**

2002-2003 Projects
<ul style="list-style-type: none"> ▪ St. Francis Xavier School, Brockville: Improved access to main entrances ▪ St. Mary-St. Cecilia, Morrisburg: Provided access to three entrances ▪ St. Mary-St. Cecilia, Morrisburg: Automatic door opener at main entrance
2003-2004 Projects
<ul style="list-style-type: none"> ▪ St. Michael CHS, Kemptonville: Improvement to special education area
2003-2004 Projects
Provide accessible parking with proper signage at the following schools:
<ul style="list-style-type: none"> ▪ Administration Office, Cornwall ▪ Holy Cross, Kemptonville ▪ Immaculate Conception, Cornwall <i>closed June 2018</i> ▪ Iona Academy, Williamstown ▪ Notre Dame CHS, Carleton Place ▪ Sacred Heart, Cornwall <i>school closed June 2018</i> ▪ St. Andrew, St. Andrews West ▪ St. Anne, Cornwall ▪ St. Bernard, Finch <i>school closed June 2006</i> ▪ St. Columban's West, Cornwall <i>school closed June 2018</i> ▪ St. Edward, Westport ▪ St. Finnan, Alexandria ▪ St. Francis Xavier CS, Brockville ▪ St. George, Long Sault <i>school closed June 2016</i> ▪ St. Gregory, Carleton Place ▪ St. John Bosco, Brockville ▪ St. John Bosco, Cornwall ▪ St. Joseph CSS, Cornwall ▪ St. Joseph, Gananoque ▪ St. Joseph, Prescott <i>school closed June 2009</i> ▪ St. Joseph, Toledo ▪ St. Luke, Smiths Falls <i>school closed June 2018</i> ▪ St. Mark, Prescott ▪ St. Mary, Carleton Place ▪ St. Mary, Chesterville ▪ St. Matthew CSS, Cornwall

Provide accessible entrances to the following schools:
<ul style="list-style-type: none"> ▪ Administration Office, Cornwall ▪ Bishop Macdonell, Cornwall ▪ Immaculate Conception, Cornwall <i>closed June 2018</i> ▪ St. Francis de Sales, Smiths Falls <i>school closed June 2018</i> ▪ St. Luke, Smiths Falls <i>school closed June 2018</i> ▪ St. Matthew CSS, Cornwall
2004-2005 Projects
<ul style="list-style-type: none"> ▪ St. Finnan, Alexandria: Construct an accessible bus access route ▪ St. Francis de Sales, Smiths Falls: Accessible parking space <i>school closed June 2018</i> ▪ St. John Elementary School, Perth: Accessible parking space
2005-2006 Projects
<ul style="list-style-type: none"> ▪ Pope John Paul II, Hammond: New accessible ramp and door operator ▪ Sacred Heart, Lanark: New accessible washroom ▪ St. Mary, Carleton Place: New accessible washroom ▪ Five play structures received ramps
2006-2007 Projects
<ul style="list-style-type: none"> ▪ Cornwall Board Office: Create an accessible access to main entrance ▪ Cornwall Board Office: Install two automatic door openers ▪ J.L. Jordan: Install two hold-open devices on doors ▪ St. Edward, Westport: Install one hold-open device ▪ St. Finnan: Install automatic door opener at main entrance ▪ St. Francis de Sales: Install four hold-open devices on doors <i>closed June 2018</i> ▪ St. Joseph Secondary: Install automatic door opener at south exit ▪ St. Joseph Secondary: Install two automatic door openers at ramp near auditorium ▪ St. Mary, Carleton Place: Install one hold-open device
2007-2008 Projects
<ul style="list-style-type: none"> ▪ Immaculate Conception: Washrooms renovated <i>closed June 2018</i> ▪ Pope John Paul II: Install accessible door operators on main entrance ▪ St Joseph Toledo: new addition completely designed, barrier free ▪ St Joseph Toledo: new change facilities and special needs area ▪ St Joseph Toledo: Install accessible door operators ▪ St Mary CHS, Brockville: Construct accessible washroom ▪ St Mary CHS, Brockville: Renovate special needs classroom ▪ St Michael CHS: add a ramp to a portable and place automatic door operator on the special education area
2008-2009 Projects
<ul style="list-style-type: none"> ▪ Notre Dame CHS: Install card swipe on the elevator ▪ Pope John Paul II: Install accessible door operators on main front entrance door ▪ Pope John Paul II: front door revisions and library infill of pit for wheelchair safety ▪ St Francis Xavier CHS, Hammond: Accessible washroom ▪ St John CHS: Accessible lift to stage

<h2>2009-2010 Projects</h2>
▪ Bishop Macdonell: Accessible parking sign installed in new parking lot
▪ Iona Academy: Ramp at exterior
▪ St. Francis Xavier, Brockville: Accessible washroom
▪ St Mary, Carleton Place: Re-do front entrance and place operators on front doors and staff entrance doors
<h2>2010-2011 Projects</h2>
▪ Western region office: Upgrade to be accessible <i>closed</i>
▪ Holy Trinity CSS: washroom renovations
▪ Iona Academy: Install stair lift
▪ St Francis de Sales: wheelchair accessible <i>school closed June 2018</i>
▪ St Mary, Chesterville: Change table and washroom upgrades
▪ St Michael CHS: Install automatic operators on library and port-a-pack doors
▪ St Michael CHS: Install ramp at port-a-pack doors
▪ St Michael CHS: Pathway to civic complex - wheelchair accessible
▪ St Michael CHS: ODA compliance in new addition
▪ St Thomas Aquinas CHS: Hearing impaired system installed in new wing
▪ St Thomas Aquinas CHS - ODA compliance in new addition
<h2>2011-2012 Projects</h2>
▪ Iona Academy: Washroom and change space upgrades
▪ Our Lady of Good Counsel: Ramp installation
▪ Sacred Heart, Cornwall: Washroom renovation <i>school closed June 2018</i>
▪ St Francis Xavier, Brockville: Install non-slip treads
▪ St George, Long Sault: Washroom and change space upgrades <i>closed June 2016</i>
▪ St John CHS: Accessible operator on exterior door
▪ St Mark: Renovate washroom
▪ St Michael CHS: Upgrade washrooms
<h2>2012-2013 Projects</h2>
▪ Holy Cross: paint stairs and hallways for visually impaired
▪ Pope John Paul II: re-work North entrance ramp
▪ Sacred Heart, Cornwall: washroom improvements <i>school closed June 2018</i>
▪ St Andrew: Upgrades of washrooms and entrances
▪ St Finnan: Place wheelchair lift from daycare to main floor
▪ St Francis de Sales: paint stairs and hallways for visually impaired <i>closed June 2018</i>
▪ St John Elementary: Install camera, complete with electronic latch
▪ St Matthew: accessible washroom retrofit
▪ St Michael, CHS: Install key swipe on elevator
▪ St Michael CHS: Install door operator on office door
▪ St Michael CHS: grab bars in student services
▪ St Patrick, Rockland: Kindergarten area and walkway repairs
▪ St Peter, Cornwall: Accessible washroom upgrades
<h2>2013-2014 Projects</h2>
▪ Pope John Paul II, Hammond: Door operator on door to playground
▪ Sacred Heart, Cornwall: Accessible Washroom <i>school closed June 2018</i>

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

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

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

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

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

Priority rankings were determined by Board staff in the Request for Proposal (RFP) process. The Board will plan implementation in a feasible manner to its operations, immediate needs and funding capabilities. The report will be used as a guide for each facility in determining any available resources to be allocated to improved accessibility at CDSBEO facilities. It is important to note that the detailed report included cost estimates for all four priority levels in

excess of ten million dollars for which the Board has a very limited funding source. It is, however, the plan of the CDSBEO to make reasonable efforts, annually, to address some improvements in accessibility across the board's wide jurisdiction.

2014-2015 Projects
▪ All facilities: Accessibility studies *
▪ Holy Cross, Kemptville: Renovations to entrance, with operators, ramp and railings
▪ St. James the Greater, Smiths Falls: Renovate washroom
▪ St. John Elementary, Perth: Washroom
▪ St. John Elementary, Perth: Replace sidewalks at front of school
▪ St. Joseph CSS, Cornwall: Remove and enlarge 2 doors
▪ St. Joseph, Gananoque: Washroom in East wing
▪ St. Joseph, Gananoque: Upgrade Intercom
▪ St. Mary, Chesterville: Renovate ground floor washrooms
▪ St. Mary – St. Cecilia, Morrisburg: Sidewalk
2015-2016 Projects
▪ Holy Cross, Kemptville: Replace courtyard doors with auto opener
▪ Immaculate Conception, Cornwall: Sidewalk on North side (closed June 2018)
▪ St. John Elementary, Perth: New treads with vision strips on stairs
▪ St. John Bosco, Brockville: Replace front entrance doors with auto opener
▪ St. Joseph CSS, Cornwall: Enlarge Spec Ed washroom doors
▪ St. Joseph CSS, Cornwall: Replace & enlarge 3 doors
▪ St. Mary CHS, Brockville: Replace exterior door in Elementary wing
▪ St. Mary, Carleton Place: West entrance auto door opener and ramp & rails
▪ St. Mary – St. Cecilia, Morrisburg: Sidewalk
▪ St. Mary – St. Cecilia, Morrisburg: Renovate boys' & girls' washrooms
▪ St. Patrick, Rockland: Entrance doors at Daycare end
2016-2017 Projects
▪ Our Lady of Good Counsel, Ingleside: Replace sidewalk
▪ St. Finnan, Alexandria: New sidewalk
▪ St. Francis Xavier CHS, Hammond: Replace interlocking at Main entrance with sidewalk
▪ St. Joseph, Gananoque: New exterior door
▪ St. Mary, Carleton Place: Chair lift access from Main level to Gym level
2017-2018 Projects
▪ Holy Cross, Kemptville: Grab bars for washroom 140A in the 7/8 Wing
▪ Holy Name of Mary, Almonte: New washroom door
▪ Sacred Heart of Jesus, Lanark: Replace door hardware
▪ St. John Bosco, Brockville: Renovate existing washroom
▪ St. Joseph CSS, Cornwall: Replace 8 interior doors
▪ St. Mark, Prescott: Install washroom
▪ St. Mary, Chesterville: Replace Northwest entrance door

2018-2019 Projects
▪ Iona Academy, Williamstown: Replace 3 doors
▪ J.L. Jordan, Brockville: Install wheelchair ramp at rear of portapak
▪ Notre Dame CHS, Carleton Place : Renovate washroom D134
▪ Sacred Heart of Jesus, Lanark: Install automatic door openers for gymnasium
▪ Sacred Heart of Jesus, Lanark: Update main entrance door and walkway
▪ St. Andrew, St. Andrews West: Replace main entrance and Exit G
▪ St. Finnan, Alexandria: Install new set of doors between 112 & 113
▪ St. Francis Xavier, Brockville: Install chairlift on inside rear of school
▪ St. John Elementary, Perth: Upgrade exterior lighting
▪ St. John Elementary, Perth: Replace steps at South entrance
▪ St. John Elementary, Perth: Replace entrance doors to Breakfast Program
▪ St. Joseph CSS, Cornwall: Add door operators to various doors
▪ St. Joseph CSS, Cornwall: Upgrade washrooms and 3 sets of doors
▪ St. Joseph, Gananoque: Replace pad at front of building
▪ St. Joseph, Gananoque: Replace Door E
▪ St. Mary, Carleton Place: Upgrade gym entrance
▪ St. Mary, Chesterville: Replace main entrance doors, railing and concrete slab
2019 – 2020 Projects
▪ St. Francis Xavier, Brockville: Renovate washroom on 1st Floor
▪ St. Francis Xavier CHS, Hammond: Replace door & frame at Exit 1
▪ St. Luke CHS, Smiths Falls: Replace pavers to concrete slab at Main Entrance
▪ St. Mary, Chesterville: Update Exterior doors A, B & D
▪ St. Michael CHS, Kemptville: Purchase & installation of Portable Emergency Evacuation Chair in Cabinet
▪ St. Patrick, Rockland: provide a new ramp at the end of Portable Link
▪ St. Anne CS, Cornwall: accessible washroom modification

New school construction has adhered to the current building code and includes level access to schools, automatic door openers, elevators in schools of more than one floor, accessible washrooms.

7.2 Information and Communications - Board-wide – School Libraries

Typically, photocopiers scan documents in a standard PDF format which cannot be read with traditional software readers. In order to overcome this barrier, future contracts for CDSBEO photocopiers will include a requirement that they be equipped with Optical Character Recognition (OCR) software to create scanned documents that are accessible to all students using their technology of choice, such as ReadWrite or Cortana. Effective September 2020, all CDSBEO photocopiers at all locations have OCR capabilities. In addition, OCR

capabilities are embedded in the Office Lens app to provide students an additional tool to scan documents on the go.

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

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

8.0 Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the Accessibility for Ontarians with Disabilities Act, 2005 identified specific requirements to achieve accessibility in the areas of:

- Information and Communications

- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The CDSBEO intends, through this Multi-year Accessibility Plan, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board's physical environment.

2013-2014

Type of Barrier	Location	Action	Effective Date
Systemic - attitudinal	Board-wide	Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training	Ongoing 2013-2014
Information and Communication	Board Offices	Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request.	January 1, 2014
Information and Communications	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content published after Jan 1, 2012 meet WCAG 2.0, Level A standards.	January 1, 2014
Systemic - Employment	Board-wide	Review and update Human Resources procedures and	January 1, 2014

		practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance appraisal, career or professional development, redeployment	
Information and Communication – Student Transportation	Board-wide (Student Transportation and Special Education)	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	January 1, 2014
Information and Communication	School Libraries	Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	Ongoing 2013-2014 in anticipation of the 2015 compliance date
Physical	St. John Elementary, Perth	Install elevator	2013-2014
Physical	Sacred Heart, Cornwall	Construct accessible washroom	2013-2014 school closed June 2018
Physical	Pope John Paul II, Hammond	Install ODA door operator on door to playground	2013-2014
Physical	St. Francis de Sales, Smiths Falls	Construct accessible washroom on 3 rd floor	2013-2014 closed June 2018

2014-2015

Type of Barrier	Location	Action	Effective Date
Information and Communication	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities.	January 1, 2015

Information and Communication	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Board-wide	Please refer to Section 7 for all projects under consideration for 2014-2015	2014-2015

2015-2016

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for 2020 deadline
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Board-wide	Please refer to Section 7 for all projects under	2015-2016

		consideration for 2015-2016	
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2016-2017

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	Ongoing preparation for 2020 deadline
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Board-wide	Please refer to Section 7 for all projects under consideration for 2016-2017	2016-2017

2017-2018

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats	Ongoing preparation for 2020 deadline

		of all resources upon request	
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Board-wide	Please refer to Section 7 for all projects under consideration for 2017-2018	2017-2018

2018-2024

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	Ongoing
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing
Physical	Board-wide	Please refer to Appendix A for all future projects under consideration	Ongoing

9.0 Employee Workplace Emergency Response Plan

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

10.0 Review and Monitoring Process

The Accessibility Planning Committee will meet annually to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Planning Committee will ensure that at least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.

11.0 Information and Communications

CDSBEO has upgraded all school websites to the AODA compliant Edlio platform. School teams have received training on how to use this platform, as well as information on ensuring that all pdf files posted to school websites meet accessibility standards. The Board is moving forward with plans to migrate the current GO intranet SharePoint site to Office 365, which provides a more compliant environment, and which is continually updated by Microsoft for AODA requirements. The CDSBEO website is currently being upgraded to a new version of WordPress on a new template which is completely AODA compliant to level AA (completion date – March 31, 2021). Additionally, all website pdf files are being upgraded to ensure that they meet standards for the Level AA 2021 AODA compliance expectations. This project is ongoing with a completion date for existing files of August 31, 2021.

CDSBEO has delivered modern Windows 10 laptops for teaching and learning and all CDSBEO devices leverage Microsoft Office 365. Products on these platforms have countless accessibility features and CDSBEO is leveraging most of these technologies for student learning. All CDSBEO employees can also leverage these accessibility features as they are equipped with identical devices as teachers and students. Microsoft's vision is to empower every person and every organization on the planet to achieve more. Below is a list

of links with detail information on accessibility features available on Windows 10 and Office 365 organized by type.

[Microsoft Accessibility Mobility Features](#)

[Microsoft Accessibility Hearing Features](#)

[Microsoft Accessibility Cognitive Features](#)

[Microsoft Accessibility Vision Features](#)

[Microsoft Accessibility Speech Features](#)

Appendix A**AODA Projects Under Consideration**

PLEASE NOTE: As the total costs related to the proposals below are far in excess of funding that is available, this listing is **for consideration only**, and should not be mistaken as an approved plan. During the funding process, these recommended projects will be reviewed and only a limited number will be approved.

Future AODA projects to be considered February 2021
▪ St. Finnan's, Alexandria –Engineering for washroom downstairs – South hallway
▪ St. Joseph CSS, Cornwall – ceiling track lift – needs to hold 3000 psi
▪ St. Joseph CSS, Cornwall – addition of doors out East side by large gymnasium
▪ Cornwall Board Office - Replacement of both sets of front doors for accessibility to office and St. Joseph CSS
▪ St. Mark CS Prescott - new concrete slab to replace interlocking
▪ St. Joseph CS, Toledo – concrete slab
▪ Our Lady of Good Counsel CS – concrete slab
▪ St. John CHS, Perth – replace ramp with non-slip material
▪ St. Mary CHS, Brockville – replace pavers in courtyard with concrete slab
▪ St. Edward's - Re-pave uneven section in front of school

1. PURPOSE:

To provide the Catholic District School Board of Eastern Ontario with a guideline for creating and implementing partnerships with external agencies that support student success and emotional well-being, as well as support services already provided by Board staff. The Catholic District School Board of Eastern Ontario recognizes that partnerships are integral to the education of its students. The goal of any educational partnership must be to positively impact student learning and well-being.

This protocol will guide the creation and implementation of partnerships with external agencies, professionals or paraprofessionals, who provide mental health, physical health or social services, and will enhance the delivery of services and/or programs for students with special needs and/ or students who are at risk. This involves assessment, workshops, target intervention, counseling, direct therapy or treatment services.

Successful educational partnerships adhere to the intent of the policies and regulations within the Education Act, Ministry of Education PPM 149, and the CDSBEO Policies and Procedures. They:

- are consistent with the Catholic Graduate Expectations;
- engage the community in education and help students to make connections with the world at large;
- are built upon mutual trust, respect, and an appreciation of each other;
- are reviewed and assessed at regular intervals;
- embrace a variety of activities and services; and,
- engage and share knowledge, expertise and experience to develop competent, confident, Catholic students.

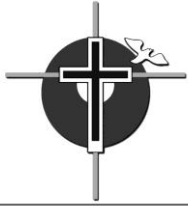
2. PROCEDURE:

1) External agencies will be invited as partners to provide services by regulated health professionals and regulated social service professionals and paraprofessionals, for the purposes of the following:

- Acute response;
- Targeted therapeutic intervention;
- Small group or whole class prevention and intervention programs;
- Workshops;
- Consultation in case management from a school liaison or a school link program.

2) Any new potential external partner will be contacted by the Superintendent of Special Education or designate to identify interest and discuss availability of staff and to complete an 'Application for Consideration of an External Partnership/External Partnership - Supplemental Student Services Form.'

- 3) At the school level, the Principal will contact the Superintendent responsible for Special Education or designate regarding the involvement of outside professionals in programming or providing supports to students.
- 4) The Superintendent of Special Education or designate will be the lead person in this collaborative process with the School Superintendent to provide guidance to the School Principal.
- 5) The Principal will gather appropriate forms and documentation, including informed written consent from parents.
- 6) All professionals will provide proof of a recent Criminal Reference Check, proof of qualifications with a professional College where applicable, and proof of liability insurance.
- 7) The School Principal will monitor the operational activities of the professionals while on school property (as per the *Education Act*).
- 8) The professional works with and does not direct staff.
- 9) The professional will schedule all visits to the school with the School Principal or designate.
- 10) Clinical supervision of the external provider's staff who is not registered with a College will be provided by the external provider's college-registered supervisor, under whom the external staff member works.
- 11) Chiefs of Psychological Services, Social Work Services, Occupational and Physiotherapy Services and Speech-Language Pathology Services are available to consult with the Principal regarding issues of professional conduct, service delivery and quality assurance.
- 12) In keeping with limitations on space and material resources, any needs for space and material resources by the external provider must be clearly articulated and approved. Space for Board staff to execute their duties will be ensured prior to offering space to external providers.
- 13) The Superintendent of Special Education or designate and two other representatives from the Board will form a joint advisory committee which will be convened in the event of a disagreement between parties to participate in a conflict resolution process.
- 14) The Superintendent responsible for Special Education in consultation with Executive Council may terminate the involvement of the outside professional if there is a reason deemed appropriate by the Administration of the Board.



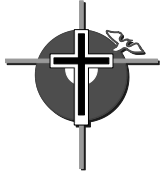
- 15) All external providers agree to adhere to the Board's standards of confidentiality, equity and human rights and the Municipal Freedom of Information and Protection of Privacy Act.
- 16) The Board is not responsible for any loss arising from any act or omission on behalf of the partnership organization.

3. APPENDICES

- Appendix 1: Eligible categories of Professionals and Paraprofessionals
- Appendix 2: Application for Consideration of an External Partnership

References

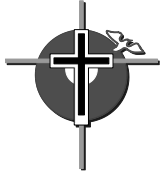
- CDSBEO Policy: Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals.
- Ministry of Education Policy/Program Memorandum 149, the Education Act
- Child and Family Services Act, Mental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



Appendix 1

Eligible Categories of Professionals and Paraprofessionals

- Audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- Speech-language pathologist, as defined by the Audiology and Speech-Language Pathology Act, 1991
- Occupational therapists, as defined by the Occupational Therapy Act, 1991
- Physiotherapists, as defined by the Physiotherapy Act, 1991
- Psychologists, as defined by the Psychology Act, 1991
- Psychological associates, as defined by the Psychology Act, 1991
- Social workers, as defined by the Social Work and Social Service Work Act, 1998
- Other regulated PSSP and /or paraprofessionals
- Any future regulated categories will also be covered by this protocol



**Application for Consideration of an External Partnership
Catholic District School Board of Eastern Ontario**

Guidelines

1. Community professionals or school will provide appropriate written documentation of informed, written consent from the parents for services by the professional and for discussion with school and board personnel.
2. The professional will provide proof of a recent Criminal reference Check, proof of qualifications and registration with professional College where applicable and proof of professional liability insurance.
3. The School Principal will monitor the activities of the professional(s) while on school property.
4. The professional works with but does not direct school staff. Professionals will share relevant information and recommendations for consideration for the students' program.
5. The professional will schedule all visits to the school through the school Principal or designate.
6. Privacy and Confidentiality of all students and staff must be respected at all times.
7. Board policies and procedures will be adhered to at all times.
8. The Superintendent responsible for Special Education in consultation with Executive Council may terminate the involvement of the outside professionals operating in a school if deemed necessary by the administration of the Board.

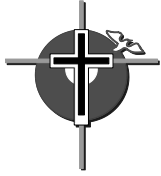
Name of External Partner:

Description of the service/program to be provided:

Names of representatives of the external agency:

Anticipated outcomes of programs and services provided:

Qualifications/Supervisory relationships for external agency staff providing service: Include CPIC and proof of liability insurance. Please attach.



I agree with the terms of the Application for Consideration of an External Partnership/ External Partnership-Supplemental Student Services Form: Catholic District School Board of Eastern Ontario:

Name and Title of professional _____ (please print)

Signature: _____

Signature of Superintendent of Special Education _____

Signature of School Principal _____

Name of School: _____

Name of Student(s)/Class(es) _____

Date:

cc:

Superintendent of Special Education and
School Superintendent of Education