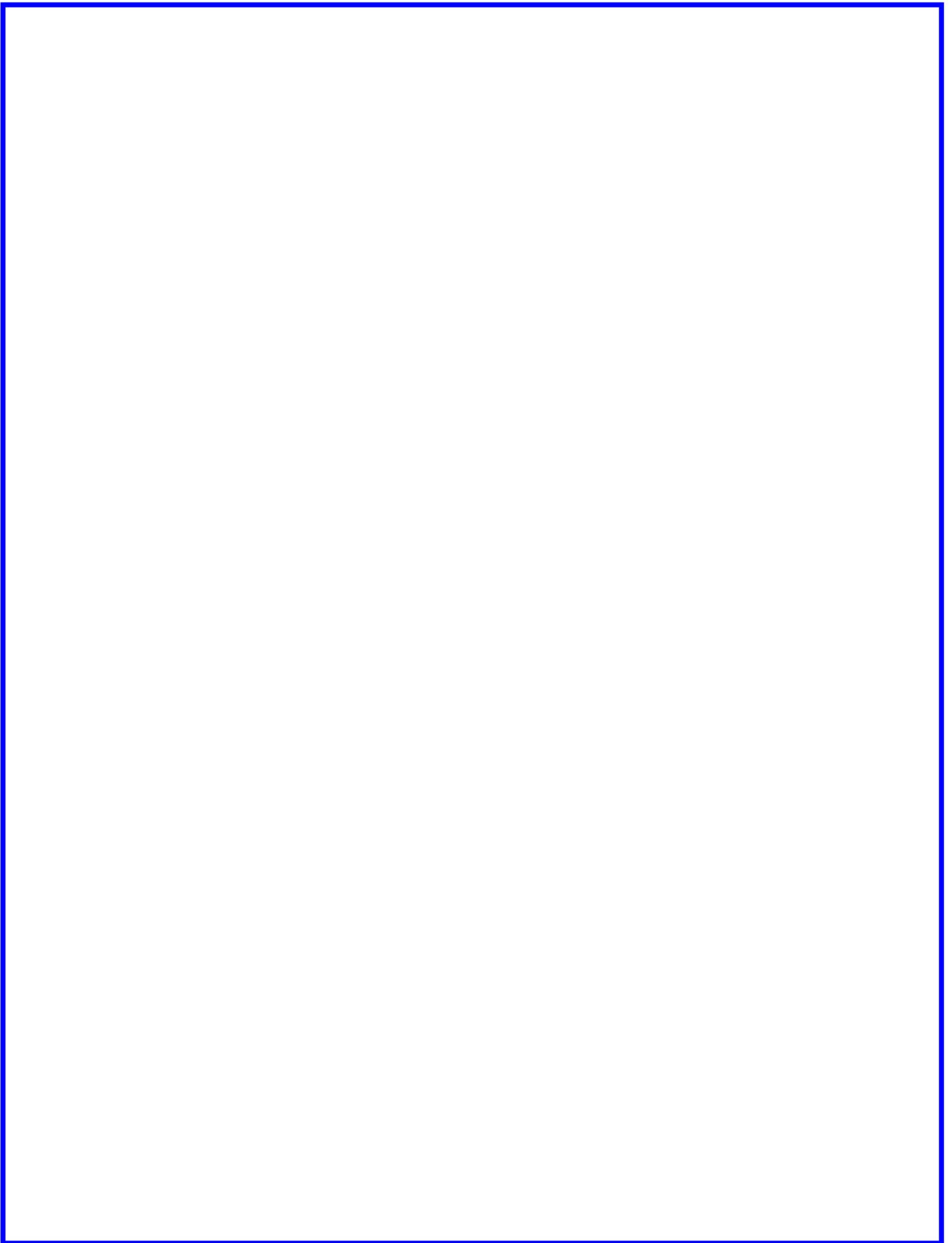




# **SPECIAL EDUCATION PLAN**

## **SCHOOL YEAR 2020-2021**

***Philosophy of the Board -- "continues to be one of integration of special needs children into their neighbourhood schools in order that they may play, pray and learn with their friends."***

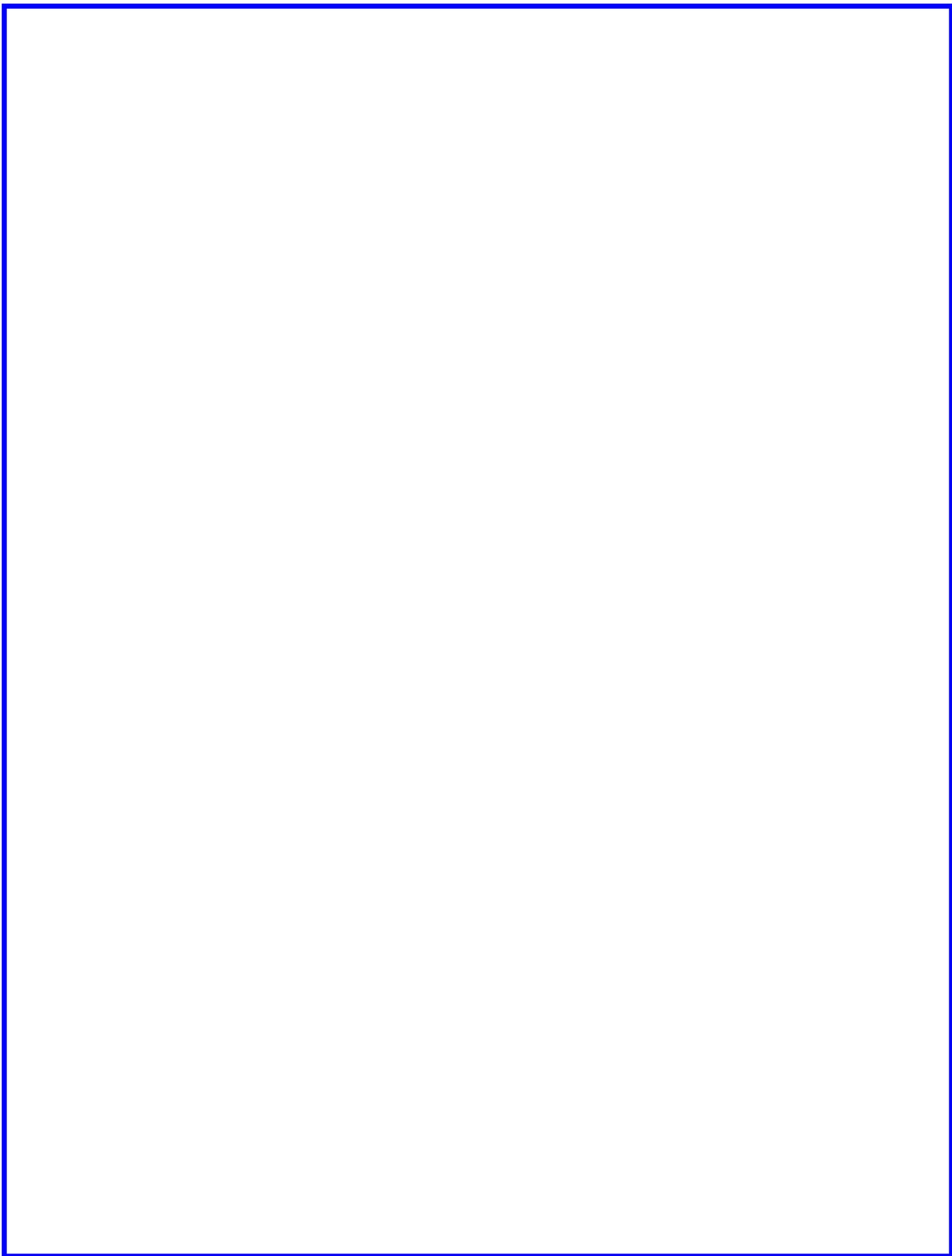




**SPECIAL EDUCATION PLAN**  
**2020-2021**  
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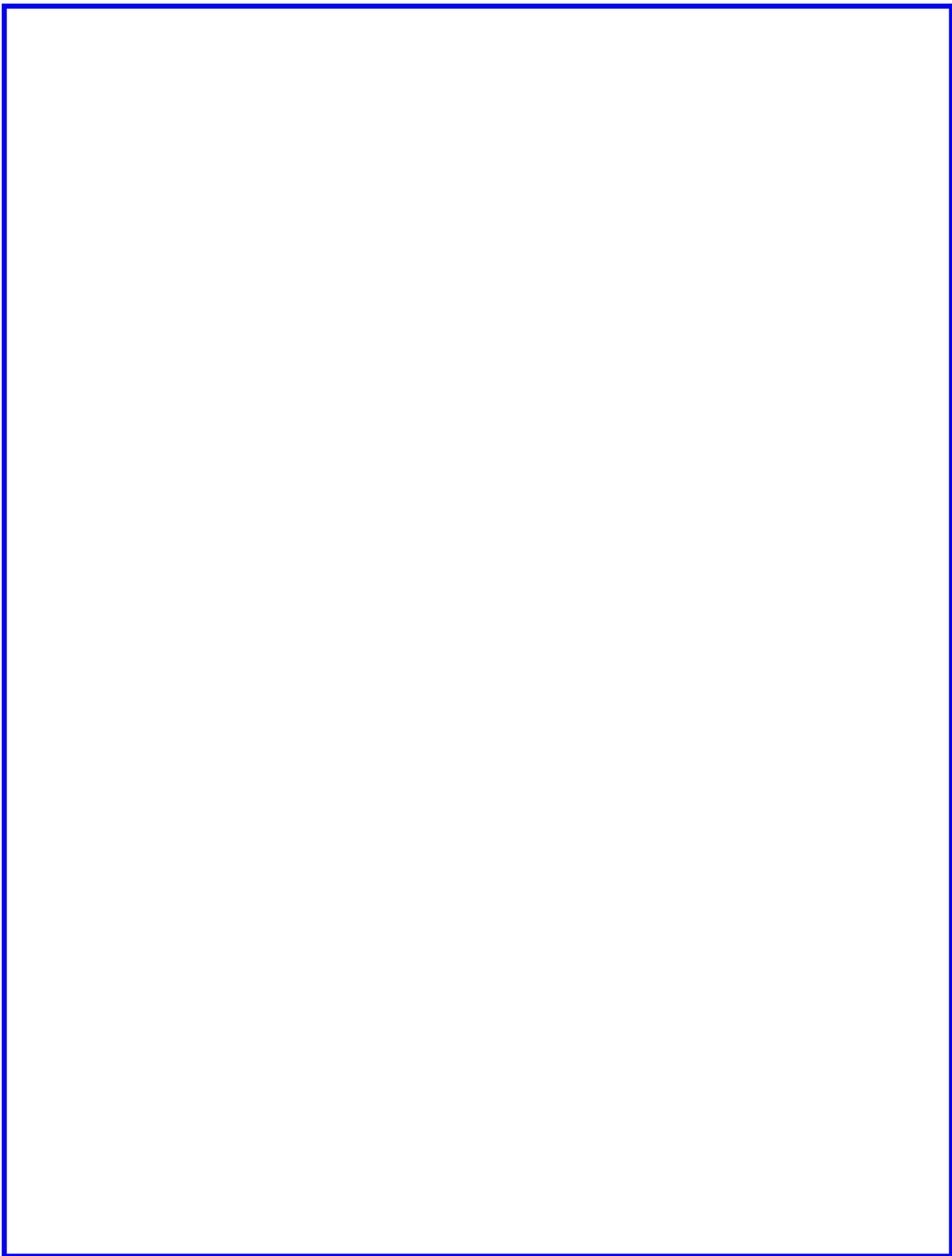


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# **BOARD VISION, SPECIAL EDUCATION VISION AND STRATEGIC PLAN**





**RENFREW COUNTY CATHOLIC DISTRICT SCHOOL  
BOARD**



**OUR VISION**

INSPIRED BY OUR RICH HERITAGE AND CHALLENGED BY THE STRUGGLES OF OUR PAST, WE ARE AN INCLUSIVE CATHOLIC EDUCATIONAL COMMUNITY CALLED TO EXPRESS OUR MISSION AS CHURCH TO PASS ON THE GOOD NEWS OF JESUS CHRIST, TO MAKE IT RELEVANT IN THE WORLD TODAY, AND TO BE THE HOPE FOR THE FUTURE.

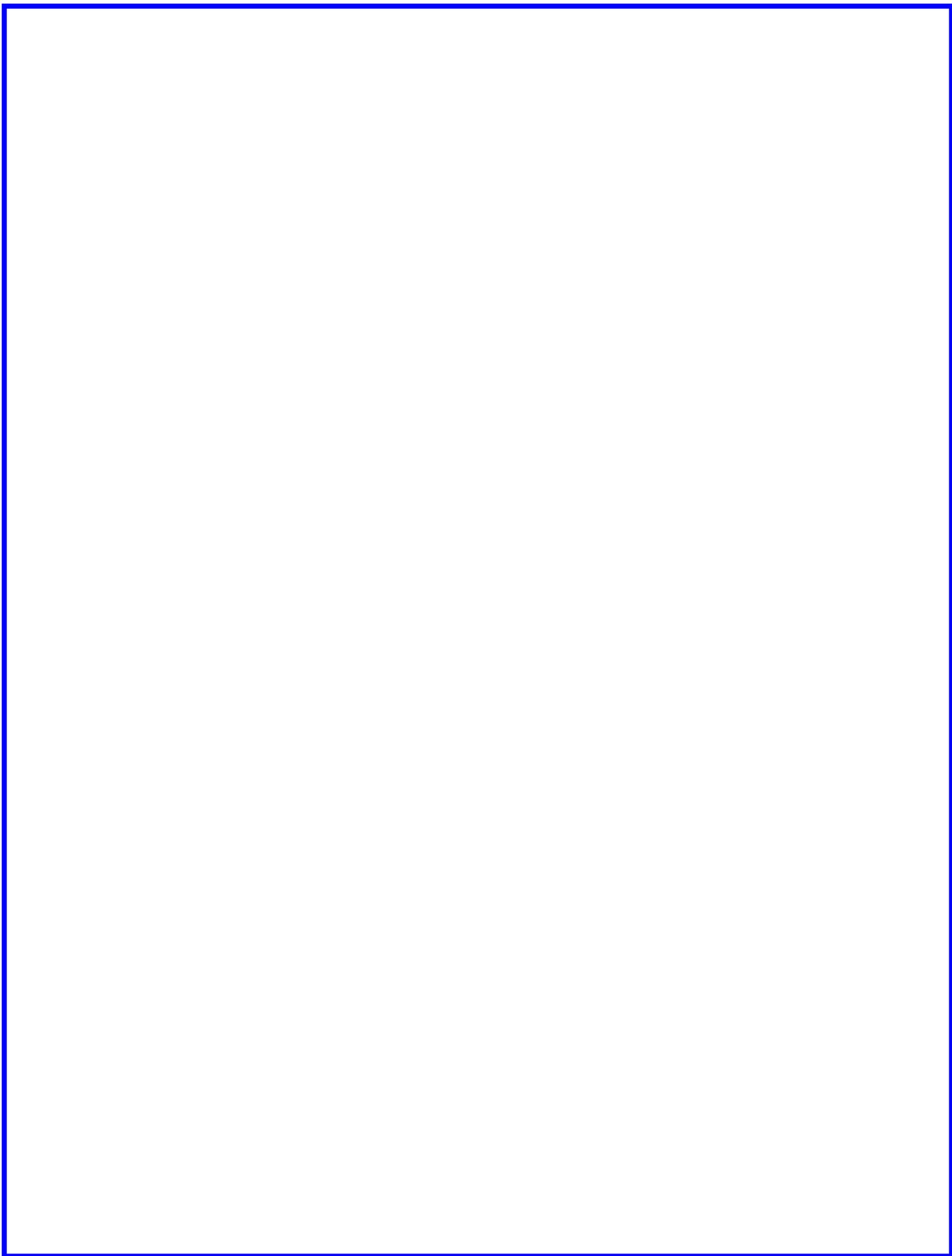
**IN A SPIRIT OF FREEDOM,  
AFFIRMATION AND CELEBRATION  
TODAY, WE STRIVE TO...**

- Facilitate an active faith journey rooted in prayer and the sacraments.
- Enhance relationships among members of the home, school, parish and extended community.
- Foster a world view shaped by the Catholic conversation about life's meaning and purpose.
- Nurture the giftedness, self-worth and potential of each individual.
- Reverence the dignity of the whole person.
- Integrate the Catholic faith tradition in a critical analysis of the arts, media and technology.
- Sustain safe school environments characterized by warmth, hospitality, good humour and joy.

**OPEN TO MYSTERY AND ENDLESS  
DISCOVERY IN THE LORD, WE ARE  
CALLED TO...**

- Develop and implement a distinctive Catholic curriculum based on the Ontario Catholic School Graduate Expectations.
- Make a difference as faith-filled community builders.
- Challenge the consumer culture with lives dedicated to the principles of social justice in the spirit of gospel values.
- Model a servant leadership style following the example of Jesus.
- Claim our role as global stewards cherishing the environment and all life in it.
- Engage in the pursuit of life-long learning.
- Love unconditionally.

*This is what Yahweh asks of you: only this,  
to act justly, to love tenderly, and to walk humbly with your God.  
Micah 6:8*





## OUR SPECIAL EDUCATION VISION

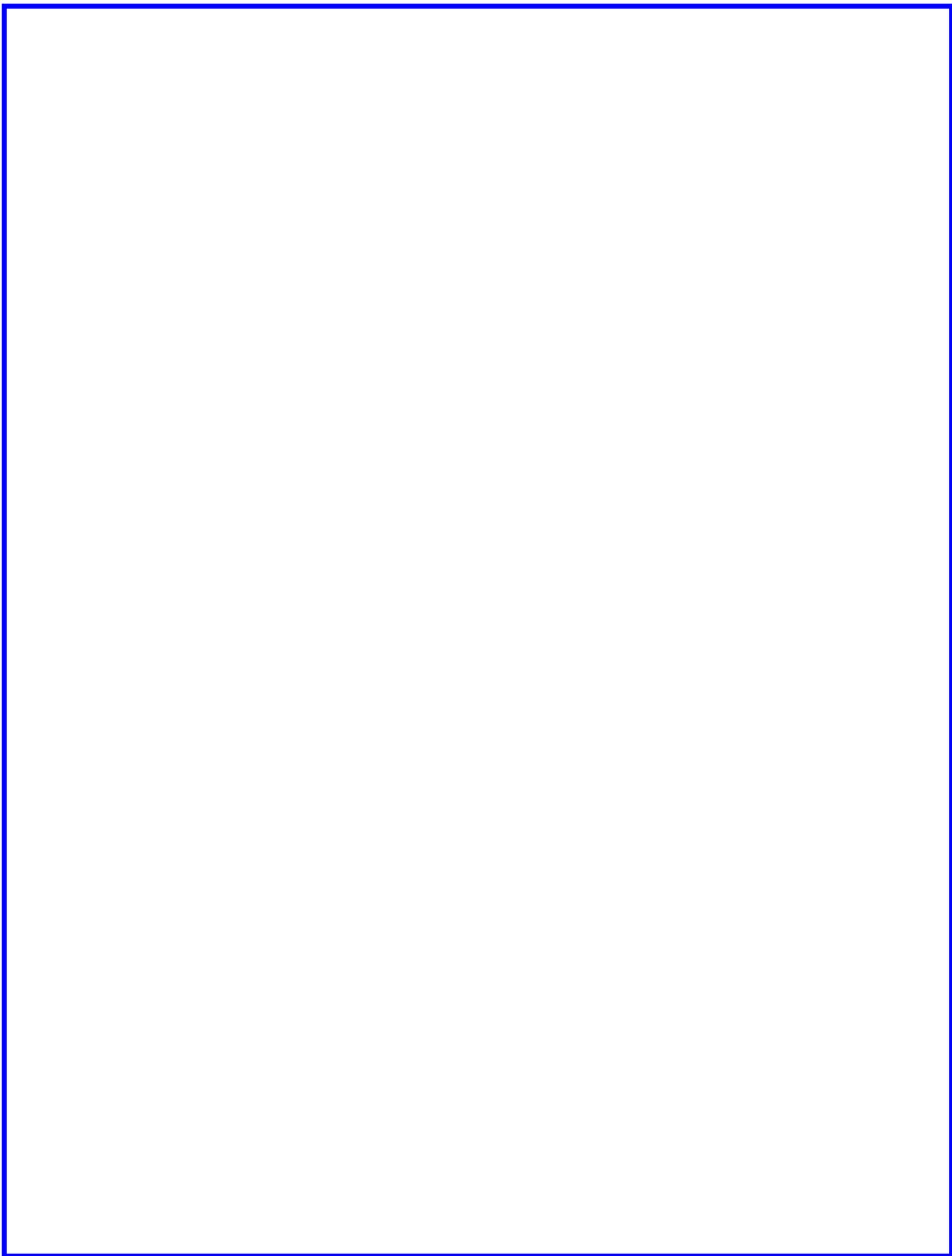


*Inspired by our rich heritage and challenged  
by the struggles of our past,  
we as an inclusive Catholic educational community,  
are called to express our mission as church,  
to pass on the Good News of Jesus Christ,  
to make it relevant in the world today,  
and to be the hope for the future.*

**The Renfrew County Catholic District School Board offers the following placements:**

- **A regular class with indirect support**
- **A regular class with resource assistance**
- **A regular class with withdrawal assistance**
- **A special education class with partial integration**

**The Board has two Section 23 classrooms. These classrooms offer therapeutic support through a day treatment program.**





## *Our Vision, Our Journey*

**2017-2022**

INSPIRED BY OUR RICH HERITAGE AND CHALLENGED BY THE STRUGGLES OF OUR PAST, WE ARE AN INCLUSIVE CATHOLIC EDUCATIONAL COMMUNITY CALLED TO EXPRESS OUR MISSION AS CHURCH TO PASS ON THE GOOD NEWS OF JESUS CHRIST, TO MAKE IT RELEVANT IN THE WORLD TODAY AND TO BE THE HOPE FOR THE FUTURE.

### *Renfrew County Catholic District School Board Strategic Plan*



#### **Wholeness And Wellness**

We strive to facilitate an active faith journey rooted in prayer and the sacraments. This faith journey will enhance spiritual, mental and physical health and lead to a positive sense of self.

#### **Achievement and Potential**

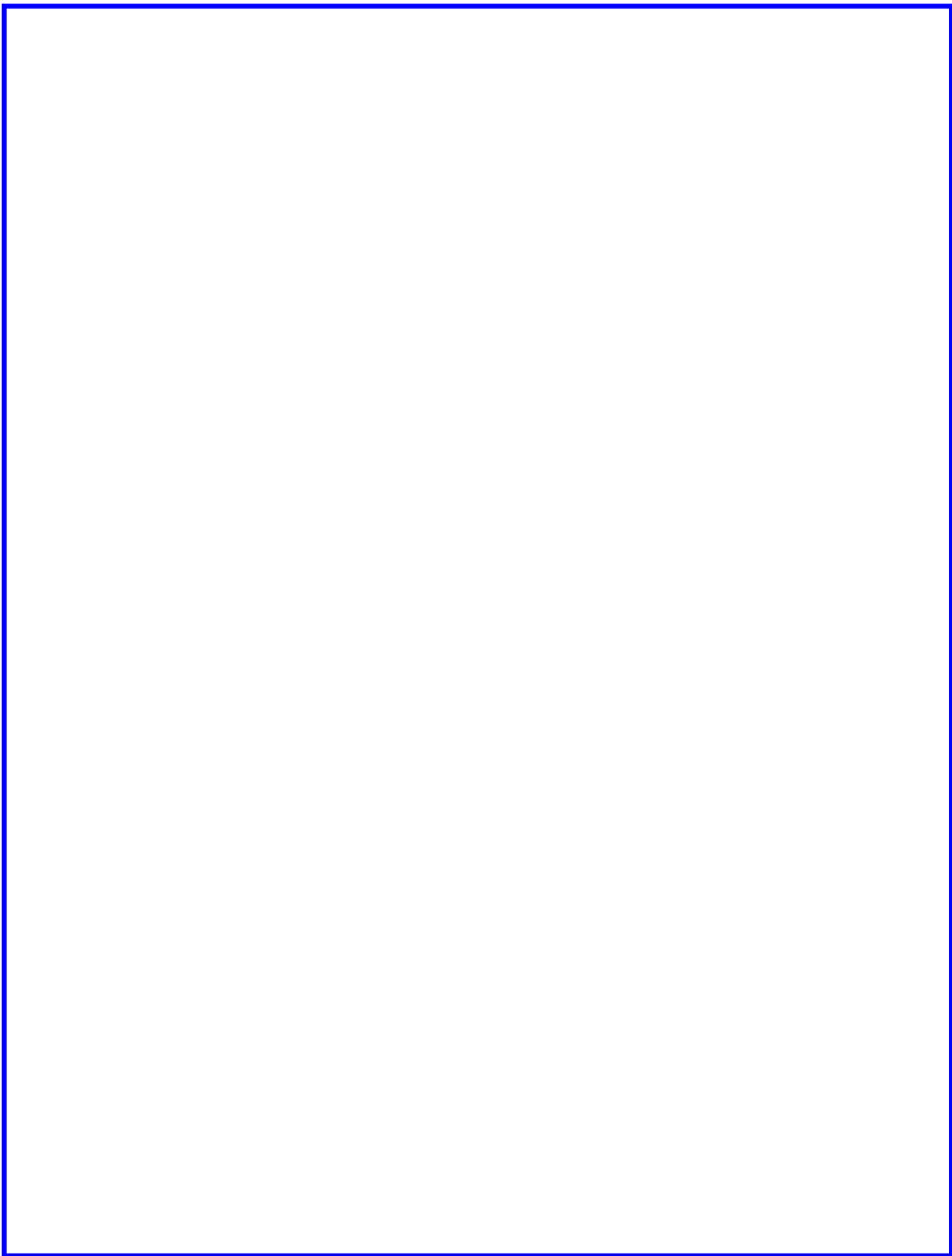
We strive to nurture the giftedness, self-worth and potential of each individual.

#### **Dignity and Belonging**

We strive to reverence the dignity of the whole person where all our students are sustained in safe school environments characterized by warmth, hospitality, good humour and joy.

#### **Witness and Integrity**

We are called to claim our role as global stewards cherishing the environment and all life in it.



**SECTION A-1**  
**MODEL**  
**FOR**  
**SPECIAL**  
**EDUCATION**



## SECTION A-1 MODEL FOR SPECIAL EDUCATION

Because we strive to integrate students with special needs into the mainstream of school life, effectively utilizing the tiered approach in our classrooms and system-wide has become a renewed focus. As outlined by the *Learning for All* (Ministry of Education) document,

*“the tiered approach to prevention and intervention is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students’ individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning and to plan specific assessment and instruction interventions of increasing intensity to address their needs effectively (page 24, Learning for All).”*

It is important to note that the tiered approach can be used to address a wide variety of student needs, not just academic or learning needs. In Renfrew County Catholic District School Board, the tiered approach is used to provide increasingly intensive supports to students in the areas of learning, behaviour, speech and language development, social-emotional regulation, and mental health and wellness.

**Tier 1** can be best described as **universal programming**. Tier 1 strategies and supports are high-quality, and evidence based (e.g., Universal Design for Learning (UDL), Differentiated Instruction (DI), etc.) and, on their own, are believed to effectively meet the needs of about 80% of the student population.

**Tier 2** can be best described as **targeted group interventions**. Tier 2 strategies may include small-group instruction, co-teaching, etc. Tier 2 strategies are provided *in addition to* Tier 1 strategies, not in place of them. It is believed that about 15% of the student population requires Tier 2 supports in one or more areas.

**Tier 3** can be best described at **intensive individual interventions**. The premise of Tier 3 is to intensify and individualize programs, strategies, and procedures in order to supplement or enhance Tier 1 and Tier 2 supports. Tier 3 may include significant adaptations tailored to the unique needs of individual students. It is believed that about 5% of the student population requires Tier 3 supports in order to experience progress and success.

---

Ontario Ministry of Education. 2013. *Learning for all: A guide to effective assessment and instruction for all students, kindergarten to grade 12*.

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/learningforall2013.pdf>

Katz, Jennifer (2013). *Resource teachers: A changing role in the three-block model of universal design for learning*. Winnipeg, MB: Portage and Main Press



**SECTION A-2**  
**IDENTIFICATION, PLACEMENT  
AND REVIEW COMMITTEE  
(IPRC) PROCESS**



**SECTION A-2**  
**THE IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE**  
**(IPRC) PROCESS**

**To provide details of the board's IPRC process to the Ministry and to the public.**

Please see a copy of the “Special Education for Special Children, A Parents’ Guide”. It meets the requirements required in Appendix B of the Standards for School Boards Special Education Plans.

The following is an outline of the Renfrew County Catholic School Board’s IPRC process.

Parents are sent a letter to formally invite them to an IPRC meeting. Parents then may take the opportunity to waive the IPRC meeting when it is not during a transitional grade level (example grade 8 to secondary). If the parent waives, then the IPRC meeting will not be held. If the parents chose to proceed with an IPRC, a time and date would be sent to them under separate cover.

During the April to June 2021 school shut-down period due to the COVID-19 pandemic, IPRC meetings were conducted virtually through Microsoft Teams video and telephone meetings.

## IPRC Protocol

### Considerations for Identification:

- Parents/Guardians should be aware of difficulties and have been involved in supportive strategies to help rectify the problem.
- Remediation strategies and programming supports attempted.
- Educational screenings and assessments completed – Brigance Assessment, PRIME, Psychological Assessment, Psycho-Educational Assessment, Speech and Language Assessment, etc.
- Guidance and consultation from appropriate professionals (SLP, Psychologist, Behaviour Consultant).

### Initial (NEW) Identification

1. Parents/Guardians are invited to attend an IPRC meeting at a predetermined time.
2. Proceed to IPRC Process.

### Review IPRC

1. For students already identified by the IPRC process, the option to **waive** the IPRC must be provided to parents/guardians.
2. If the student is in a transition year, the option to waive the IPRC is **not** provided.
3. Proceed to IPRC Process.

### IPRC Process

1. All parents/guardians are invited to attend the IPRC at a predetermined time. The focus of the meeting is identification, placement, and review.
2. Minutes of the Meeting and Statement of Decision will be taken and recorded using the CLEVR IPRC template.
3. Principal and Parents must review and sign the minutes and Statement of Decision from the IPRC. The signed minutes and Statement of Decision must be placed in the student's OSR as well as a copy provided to parents.
4. IEP is written or updated. It must be completed within 30 days of the placement start date.
5. Transportation is arranged if/when necessary.

### Disagreement with IPRC decision:

6. Meeting with parents is arranged to discuss the issues. Superintendent of Special Education may be in attendance. Every effort is made to work with the parents to resolve the issue(s).
7. If the situation remains unsatisfactory, direction from the Board of Education is requested.
8. The School Board's written determined direction is placed in the student's OSR.
9. Parents are notified in writing of the Board's decision regarding placement.

### Duties and Responsibilities

1. Determine dates and times for the IPRC meetings.
2. 30 minutes should typically be allotted for each IPRC – some may take additional time.
3. Parental consent must be granted to invite agency representatives.
4. SERT/Principal makes invitations to agency personnel to attend the IPRC meetings, usually reserved for Transitional IPRC meetings.

*See insert "Special Education for Special Children – A Parent's Guide to IPRC's"*  
**SECTION C-9**

**SECTION A-3**  
**SPECIAL EDUCATION**  
**PLACEMENTS PROVIDED**  
**BY THE BOARD**



## SECTION A-3

### SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

**List for each category of exceptionality the range of placement options available, along with the criteria for admission, the admission process, and the criteria for determining the level of support provided in each placement, including the board's criteria for assigning intensive support for students who are in need of a great deal of assistance.**

#### **Behavioural Exceptionality**

There are several placement options (depending on the severity) for the students in this exceptionality:

- Regular classroom with additional instructions and assistance given to the homeroom teacher by the SERT, Co-coordinator of Special Education, school board behaviourist, ABA consultant, or other outside behavioural agencies.
- Regular classroom with an Educational Assistant assigned to the student under the guidance of the board's behaviourist or other behavioural agency. (based on board criteria)
- Placement in a Section 23 (2 classrooms) Valleycrest Pembroke (Primary/Junior), Valleycrest Renfrew (Primary/Junior).

#### **Communication Exceptionality**

##### **Autism**

Autism Spectrum Disorder students are placed in the regular classroom and based on board criteria an Educational Assistant may be assigned. At the secondary level, there is an opportunity for partial withdrawal for Functional Living Skills Programming.

##### **Deaf/Hard of Hearing**

Depending on the severity of this exceptionality, Deaf and Hard of Hearing children may access the Sir James Whitney School for the Deaf in Belleville for their education, or they may attend school in their own home communities with the assistance of communication devices such as FM systems and a variety of other accommodations. Special Education teachers are required to access the services of C. Drury Provincial School consultation services. A teacher consultant from the Provincial school will assist in the areas of programming, equipment, and accommodations.

### **Language Impairment**

The child's placement would be within a regular classroom. Assessment/strategies would be given by the Board's Speech and Language Pathologist. If a child is placed on the speech case load, a Communications Disorder Facilitator would deliver the therapeutic program. Educational Assistants/Special Education Teachers may also be involved with the delivery of the speech and language program. Parents play a critical role in speech therapy.

### **Speech Impairment**

Same as above.

### **Learning Disability**

Depending on the severity, the child may access the Provincial Demonstration School – Sagonaska in Belleville for their education, or as most often is the case, the child's placement is within the regular classroom within the home community.

- Differentiating the curriculum through the use of modifications, accommodations and the use of assistive technology (through the SEA Program);
- Receiving resource assistance within the classroom or in a withdrawal setting from a Special Education Teacher.

### **Intellectual Exceptionality**

#### **Giftedness**

The child's placement is within the regular class and changes to the curriculum can take place in the homeroom (differentiating the curriculum).

Students also had the opportunity to participate in an advanced learner program.

Destination Imagination, a program introduced recently is an excellent opportunity for children to expand their creative thinking.

Involvement in the Waterloo Mathematics Competitions is a possibility if the child is interested in the area of mathematics.

Secondary students may obtain additional credit towards their secondary diploma if they take part in the PLAR program. They obtain a credit for knowledge and skills that they have acquired outside of secondary school. The prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations.

### **Mild Intellectual Disability**

The child's placement is within the regular class. Support is given in the form of SERT assistance for the classroom teacher and the child's curriculum could possibly contain modifications and or alternative programming in accordance with the child's IEP.

### **Developmental Disability**

The child's placement is within the regular classroom. The curriculum is alternative for the student. This student could receive Educational Assistant assistance under board guidelines. At the secondary level there is an opportunity for partial withdrawal for Living Skills Programming.

### **Physical Exceptionality**

The child is placed in a regular classroom depending on the severity, with support from an Educational Assistant in accordance with board guidelines. Devices used to aid the student in accessing curriculum or physical environment such as Hoyer lift, plinth board, and specialized writing equipment are acquired through the SEA Equipment (claims-based process).

### **Blind/Low Vision**

Depending on the severity, the student may access W. Ross MacDonald School Blind Low Vision in Brantford for their education, or the child is placed in the regular classroom with support from the Educational Assistant in accordance with board guidelines. These students access the services of the teacher consultant from W. Ross Macdonald School who travels to the board and work with teachers regarding programming and equipment needs. Also, the Canadian National Institute for the Blind outreach services are accessed in the form of orientation and mobility training.

### **Multiple Exceptionality**

#### **Multiple**

The child is placed within the regular classroom with assistance from an Educational Assistant depending on the severity and type of needs.

### **State the maximum class size for each special education class.**

Section 23 (Valleycrests) – Maximum capacity 9 students FTE

**List the criteria used for determining the need to change a student's placement.**

In order to change a student's placement, an IPRC meeting must occur. This may be in the form of an original placement or review of placement. Please see IPRC Process and Appeals Section. In the case of a student's placement changing to a Section 23, along with the above, a principal must attend a county meeting (Coordinated Access Committee) to present information to a specialized group of personnel from various agencies. The child's case is reviewed by this committee and a decision is rendered whether the child meets the Section 23 criteria. If the criteria are met, the child will be admitted to a Section 23 classroom when a seat becomes available.

**Describe the alternatives that are provided when the needs of a student cannot be met within the board's range of placements.**

If the Board cannot meet the needs of the child in terms of placement, then Provincial Schools and Demonstration Schools are considered. Parents are involved in this option from the very beginning.

*See inserts: "Math Strategies for LD Students"*

## Math Strategy for Learning Disability Students

As we continued to move forward on our journey to implement and spread effective math instruction in RCCDSB, questions were surfacing about accommodations and modifications in math. The need for consistency between schools in developing learning expectations in IEPs was evident. The need for Diagnostic Tools in Mathematics for SERTs was becoming more prevalent and Special Education Teachers needed support to better understand effective math instruction. All of these factors drove the need and desire to have Mathematics and Special Education educators collaborate more.

We welcomed an opportunity that became available for a small team to work with Connie Quadrini (A Provincial Lead in Mathematics) on learning about supporting students with learning disabilities in mathematics. This connected to some of the work we were doing around psycho-educational assessments. This work has spread to several schools in RCCDSB and has been the topic of presentations for SERTs in our board as well as opportunities outside of our board including presentations at OAME, EOSDN Closing the Gap Math Project regional sessions, EOCCC Conference, SEAC and Meeting the Needs Conference. Small teams from across RCCDSB participated in a series of adobe connect sessions around supporting students with learning disabilities in math presented by Connie Quadrini as well.

This fall, teachers new to the SERT role came together for a session focussed on effective math instruction. Links were made to the focus on connecting special education and math under the Renewed Math Strategy. Teachers became familiar with the components of the Prime kit, how to use the diagnostic, plan next steps for students and link the Prime phases with curriculum expectations. Key messages from Dr Marian Small's previous session with SERTs in RCCDSB were shared. SERTs explored Volume 5 of the Guide to Effective Instruction *Teaching Basic Facts and Multidigit Computations* with a focus on reasoning strategies. Some intervention materials were explored, as well as a resource specific to math supports for students with Learning Disabilities (*Supporting Students with Learning Disabilities in Mathematics*/ York Catholic District School Board) that was integral to our work with Connie Quadrini.

Educational Assistants in RCCDSB have had an opportunity to receive PD around using manipulatives and examining impact of mindset in Mathematics.

Alignment with the Renewed Math strategy and the EOSDN Math project is reflected in a focus on all divisions across one school this year, going deeper to implement what we have learned, as well as engaging school administrators, special education and classroom teachers in the process. By responding to student needs with precision in K-7, success in solidifying students' conceptual understanding and skill development to support the transition from primary to junior and junior to intermediate will be monitored with data collection. By choosing marker students, developing their learner profiles and leveraging their strengths and supporting their needs, strategies that are necessary for some but good for all will be explored. The collaboration between Special Education and Mathematics Curriculum has been foundational as we proceed in this work together.

With direction from MISA leads, a number of school based teams (classroom teachers, SERTS, Principals and Vice-principals) are working collaboratively to take a more focussed look at a student's' learner profile (from their Psycho- educational assessment) in order to implement the most effective instructional and assessment accommodations and strategies that again, are necessary for some but good for all.

**SECTION A-4**  
**INDIVIDUAL  
EDUCATION  
PLANS**



## SECTION A-4 INDIVIDUAL EDUCATION PLANS (IEP)

### **The Board's Plan for implementing the Ministry's standards for Individual Education Plans.**

In June 2011-2012, an internal IEP board audit occurred. This was the fourth internal audit conducted within the board since 2001. The IEP team consisted of Special Education Teachers, Principals, Superintendent of Special Education, and Coordinators of Special Education.

To better inform parents about IEP's, a copy of the "Individual Education Plan, A Guide for Parents" (revised 2005); a letter from each principal inviting parents to participate in the IEP process and a copy of the IEP is sent home within 30 days of school year. Every attempt is made to actively involve a parent when designing the plan in September as well as consulting parents during the year when changes are made.

In Fall of 2010, the Ministry of Education released an IEP workshop website (hosted by LDAO) for parents and students. This website was created to help parents and students understand their role and the IEP process more fully. When the invitation IEP letter is sent home, this website address is included.

### **The standards require information about the processes for dispute resolution when parents and board staff disagree on significant aspects of the IEP.**

If there is a significant disagreement regarding the content of the IEP, then the following protocol will take place.

The parent is invited to meet with the child's teacher and review the goals that have been set. At this stage, the parent can recommend changes in goals, strategies and/or resources or support where they see a need. If still dissatisfied, the parent can request a meeting with the child's principal and review the content of the IEP.

If still dissatisfied, the Principal of Special Education or the Supervisory Officer responsible for Special Education will meet with the parent and school staff to determine the content of the IEP.

### **The board's results of the ministry's review for the previous year, along with the board's plans for a response to these results (when available)**

In the 2011-2012 audit, RCCDSB had one ranked in the Emergent level, five ranked in the Developing level, six ranked in the Satisfactory level and one ranked in the Proficient level.

In 2016-2017, the RCCDSB worked with their electronic IEP template provider to insert a transitional planning section into the Board's IEP. This will meet the Ministry of Education requirement that a transitional planning section be incorporated into the IEP. Students identified or non-identified (all grade levels) for September 2014.

A Special Education Audit was performed during the spring of 2017 as part of the approved annual and five-year internal audit plan. A review of effective compliance and controls to manage and monitor the provision of special education services and programs during the period September 2016 to March 2017 included an examination of IEP plans, IPRC committees, psycho-educational assessments, EA's resource allocation, professional development, governance, SEAC and SEA processes. The conclusion of the audit found an overall positive and well-received response, with a satisfactory audit result.

*See inserts:*     *“IEP Protocol”*  
                      *“Sample IEP Letter”*  
                      *“The Individual Education Plan” SECTION C-9*

# IEP Protocol

## **SECTION 1: Creating an IEP for a student new to Special Education**

### **For students without a diagnosis, consider the following:**

- Has the classroom teacher tried differentiating instruction?
- Has the SERT done an academic assessment (Brigance or PRIME) to determine strengths, needs and areas of difficulty?
- Based on the academic assessment, has remediation of areas of difficulty been attempted – to help determine if there is a gap in learning OR an underlying learning problem?

### **Once a determination to create an IEP is made:**

1. Ensure parents are aware of the development of the IEP.
2. Gather assessment data to be included in the IEP (Brigance, PRIME, PM Benchmarks, CASI, OT reports, Physio reports, SLP Assessments, psycho-educational assessments, etc.).
3. Use assessment data in combination with teacher and parent comments to develop student strengths and needs.
4. Use the areas of need to develop appropriate accommodations to support student difficulties.

SEAC Committee members are available as a resource to parents during the IEP Process  
PROCEED to Section 2

## **SECTION 2 – Updating a student’s IEP**

- Ensure the new classroom teacher/secondary course teacher has a copy of the student’s IEP before school starts – it may be advisable to provide this to teachers in June when possible.
- If the student **is identified** through the IPRC process, consult the IPRC minutes (likely from the spring). Transfer updated strengths and needs as well as any new identifications or placement decisions.
- If the student **is not identified**, consult any case conference notes from last year as well as assessment data and teacher comments that could provide information to update the student’s strengths and needs.

### **Next Steps:**

1. SERT often uses the first few days of school to update and develop IEPs.
2. SERT reviews accommodations to ensure they support the updated/changed needs of the student (there should be a direct link between the needs and accommodations).

**Students with Modified Programs:**

1. Consultation/Conferencing with Teacher:
  - SERT must consult with the new classroom teacher and possible support staff to determine new learning expectations/performance tasks for the term/semester. It is sometimes helpful to provide the teacher with last year's learning expectations as a baseline and frame of reference. One might also provide examples and a guide as to how to write performance tasks/learning expectations.
  - SERT supports the classroom teacher in shaping learning expectations to include measures of observability, achievability, and quantification.

**Students with Alternative Programs:**

1. Consultation/Conferencing with teacher and support staff:
  - Review previous learning expectations and data to determine current level of achievement.
  - Meet with teacher and other support staff to determine appropriate learning expectations based on the student's current level of achievement.
  - SERT shapes and writes the learning expectation in the IEP.

**Transition Plan (Requirement for ALL students with an IEP as of September 2014):**

- SERT consults with teachers, support staff, family, and student to determine transition plan goals and action items.
- If student is 14 years or older, SERT should review minutes from the most recent transition meeting and possibly community agencies and supports in the creation of goals.

**All students:**

- All other components of the IEP are updated/completed: assessment data, accommodations, EQAO/OSSLT, human resource, etc.

**SECTION 3: Completion of the IEP: 30 working days from the first day of school**

1. A draft of the IEP must be reviewed and signed by the school principal.
2. A complete copy of the IEP is sent home to parents/guardians for review. Include with the IEP:
  - Letter to parents
  - IEP Brochure
3. Parents are requested to review the IEP. If they are satisfied, the IEP is finalized by the parent returning the signed last page of the IEP to be stapled to a school copy and placed in the student's OSR.

\*Students with **accommodations only**: it may or may not be necessary to revise the students IEP throughout the year. For some, this once-a-year update done in the fall may be the only review of the IEP.

**SECTION 4:** Students with modified and alternative programs, inclusion of provincial framework courses K – 12.

**Learning expectation and performance task updates during each term and semester:**

1. Learning expectations must be either commented on or evaluated at progress report and at the end of each term or semester. This is done on the provincial report card for students with modified programs and on the alternative program page of the IEP for students with alternative programs.
2. For students with modified and alternative programs, the classroom teacher and/or SERT and/or support staff will develop NEW learning expectations for term 2 or semester 2.
3. New learning expectations for new terms and semesters should be created in a timely fashion and sent home to parents/guardians. Only the new alternative page or modified page of the IEP need be sent home – not the entire IEP, unless changes were made to other components of the IEP.
4. The new modified and/or alternative program pages must be stapled to the existing hard copy in the OSR.



Dear Parents/Guardians:

This is a copy of your child's Individual Education Plan. It has a working document which describes:

1. The strengths and needs of your child;
2. The special education program to be used;
3. Services established to meet your child's needs;
4. How the program and services will be delivered.

The teachers do not develop the I.E.P. on their own. The I.E.P. is developed collaboratively between the Principal, Special Education Teacher and your Classroom Teacher. You know your child best, therefore, your input is vital to the development of your child's program.

Please take the time to read the I.E.P. and, if necessary, make any additions or changes on the I.E.P. form. Return the I.E.P. if you have modified it in any way. We will issue you your own copy of the I.E.P. when the changes have been discussed and agreed upon.

If you do not wish to make any additional changes, please detach, and sign the back page of the I.E.P. and return to the school as soon as possible.

The Learning Disabilities Association of Ontario and the Ministry of Education have created an on-line workshop entitled IEP 101. This workshop was developed to help parents and students understand their role in the I.E.P. process. It can be accessed at <http://ldalearning.ldao.ca/login/index.php>

Sincerely,

Principal

---

*...as an inclusive Catholic educational community, we are called to express our mission as church, to pass on the Good News of Jesus Christ, to make it relevant to the work today, and to be the hope for the future.*

**SECTION A-5**  
**SPECIAL**  
**EDUCATION**  
**STAFF**



**RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD**  
**SPECIAL EDUCATION STAFF – OCTOBER 2020**

**ELEMENTARY PANEL**

<b>SPECIAL EDUCATION STAFF</b>		<b>FTE's</b>	<b>NOTES</b>
1.0	Special Education Teachers	16.23	Part 1 Special Education
2.0	Other Special Education Teachers	0	
2.1	Itinerant teacher for Hearing Impaired	0	
2.2	Teacher Diagnosticians	0	
2.3	Coordinators	1	
2.4	Consultants	0	
3.0	Educational Assistants in Special Education	85.5	Behaviour Management Technology certificate in Development Services Worker Program
3.1	Educational Assistants	0	
4.0	Other Professional Resource Staff	0	Specialist in Special Education
4.1	Psychologists	0	PhD (contractual)
4.2	Psychometrists	0	
4.3	Psychiatrists	0	Contractual
4.4	Speech & Language Pathologists	1.5	
4.5	Occupational Therapists	0	Local Community Care Access provides this service
4.6	Physiotherapists	0	Local Community Care Access provides this service
4.7	Social Workers	2.0	Contractual
5.0	Paraprofessional Resource Staff (CDF)	3.0	CDA Diploma
5.1	Orientation and Mobility Personnel	0	CNIB (Ottawa) provides this service
5.2	Oral Interpreters (for deaf students)	0	
5.3	Sign Interpreters (for deaf students)	0	
5.4	Transcribers (for blind students)	0	
5.5	Intervenors (for deaf-blind students)	0	
5.6	Auditory-Verbal Therapists	0.0	
5.7	ABA Specialist	2.0	
5.8	<b>Subtotal</b>	<b>111.23</b>	

## SECONDARY PANEL

SPECIAL EDUCATION STAFF		FTE's	NOTES
1.0	Special Education Teachers	5	Part 1 Special Education
2.0	Other Special Education Teachers	0	
2.1	Itinerant teacher for Hearing Impaired	0	
2.2	Teacher Diagnosticians	0	
2.3	Coordinators	1	
2.4	Consultants	0	
3.0	Educational Assistants in Special Education	19	Behaviour Management Technology certificate in Development Services Worker Program
3.1	Educational Assistants	0	
4.0	Other Professional Resource Staff	0	Specialist in Special Education
4.1	Psychologists	0	PhD (contractual)
4.2	Psychometrists	0	
4.3	Psychiatrists	0	
4.4	Speech & Language Pathologists	1	
4.5	Occupational Therapists	0	Local Community Care Access provides this service
4.6	Physiotherapists	0	Local Community Care Access provides this service
4.7	Social Workers	1	Contractual
5.0	Paraprofessional Resource Staff (CDF)	0	CDA Diploma
5.1	Orientation and Mobility Personnel	0	CNIB Ottawa provides this service
5.2	Oral Interpreters (for deaf students)	0	
5.3	Sign Interpreters (for deaf students)	0	Contractual
5.4	Transcribers (for blind students)	0	
5.5	Intervenors (for deaf-blind students)	0	
5.6	Auditory-Verbal Therapists	0	
5.7	<b>Subtotal</b>	<b>27</b>	

**SECTION A-6**  
**SPECIALIZED**  
**EQUIPMENT**



## SECTION A-6 SPECIALIZED EQUIPMENT

**The school board's plan must describe how the board determines whether a student requires individualized equipment, such as assistive technology, and how the board allocates its budget for equipment including the criteria used for purchasing individualized equipment.**

In 2010-2011, the Ministry of Education outlined a new SEA procedure for school boards in Ontario. The Renfrew County Catholic District School Board developed an internal system in order to accommodate this new SEA process.

In 2012-2013 the SEA Assistive Technology platform was expanded to include tablet technology. The last two years have been dedicated to the trial and research of various apps. Our understanding of tablet technology has increased.

During 2015-2016, we continue to refine on Board's SEA process. We made some of the process electronic in order to streamline our filing system as the file flows through the different Board departments. We are also exploring how we can integrate Google Education Training into the SEA Training Process.

In 2016-2017, we incorporated a third platform into the SEA process – Chromebooks. This will assist us in using our Assistive Technology apps/extensions to be integrated within the GAFE (Google Apps for Education).

In the 2017-2018 school year, we continued our work to build capacity with the Chromebook and Google Apps for Education (GAFE) platforms. We expanded the group of SEA trainers so that every school site across the system has an 'in-house' SEA trainer, which results in faster access to support for both students and staff. As well, we continued to add to the repertoire of GAFE extensions available to students with the purchase of the Snapverter extension. Snapverter™ quickly transforms classroom papers, images, and eBooks into accessible, "Google Drive-friendly" files. Snapverter is an add-on for Google Read & Write that converts printed documents and inaccessible digital files into readable PDF files for easy sharing and reading.

During the periods of school closure due to the COVID-19 pandemic in the 2020-2021 school year, school and administration staff arranged for a distribution of school-based SEA equipment to students learning at home.

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

**2020-2021 SEA EQUIPMENT PURCHASED**

PURCHASE ORDER INFORMATION

<b>SEA EQUIPMENT 2020-2021</b>
Activity Trays (2)
Alphabetter Adjustable Stand-Up Desk (2)
Analogy Floor Rocker (2)
Analogy Rocker Chair - Graphite
Analogy Series Floor Rocker (2)
Analogy Series Rocker Chair (2)
Arctic Squeeze Fidget Ball (Set of 3)
Audio Ace Portable Bluetooth Boombox and Media Player
Aura Projector Saver Pack
Automatic Mechanical Pencil (2)
Basic Skill Board
Battery 13 Power One MF 6X ID - (3)
Battery 312 Power (3)
Big Hug - Large
Bitty Botto Seat Cushion (2)
Blackboard with Double Lines (3)
Bleh (3)
Bluetooth Stereo System (2)
Bolli Ball - Set of 3 (2)
Bouncy Band Fidget Phone
Bouncy Band No Roll Weighted Ball Chair - 45 CM
Bouncy Band No Roll Weighted Ball Chair - 55 CM
Bouncy Bands for Elementary Chairs Blue (4)
Bouncyland No Roll Weighted Ball Chair (2)
Bundle for 2nd Grade - English
Bundle for 3rd Grade - English
Bundle for 4th Grade - English
Calming Kit (2)
Cando Exercise Bands and Tubing
CC Warranty for 2 receivers
CC Warranty Monaural System
CC+ Warranty Binaural System (2)
Chewelry - 3150400 (2)
Chewelry - 3211100 (3)
Chewelry - 3719100 (2)
Chewelry - Blue
Chewelry - Green Style 1

Chewelry - Lime
Chewelry - Orange
Chewelry - Green Style 2
Chewing Teether 5 Pack Silicone
Childcraft Storage Unit (3)
Children's Factory Sensory Flower Floor Pillow (2)
Clip Roger Select (2)
Cool Cat Nee Doh
Cool Cat Nee Doh - Pink
Crash Mat - large
Crystal Squeeze Beadball (2)
Cushioned Tube Base for Current Bubble and Waterless Tube
Custom Positioning Belt
Deluxe Homework Kit (2)
Dimpl
Dimpl Large
Dino Bite Chewlery - Dark Grey - Extra Hard (2)
Dino Track Chewlery - Lime Green Extra Hard (2)
Ear Defenders (3)
Easy Stand Evolve Medium Standing Frame
Epoxy and Screens for Wall Bracket
Exercise Ball
Fidget Cube (2)
Fidget Floor Roller (4)
Fidget Kit (3)
Fidget Widget Took Kit
Flack Kids Study Desk and Chair Set - Grey
Flex Ring (2)
Flex Ring
Floor Mat
Gel E Fidget
Gel Maze
Geometric Stacker
Globby (2)
Gooballz - Pink
Gullklocka Cushion Cover Gray 20 x 20
Hands Free Large Rectangular Full-Page Magnifier (3)
Heavy Medicine Ball - 15 cm
Heavy Medicine Ball 12 cm - 1 kg
Heavy Medicine Ball 17 cm - 3 kg
Heavy Medicine Ball 23 cm - 5 kg
Hyperflex Stretchy Mice
IKEA - Lomsk Egg Chair (3)
Inclusive Gymnastics Kit

Installation Fee - Accessibility Lifts
Jogging Trampoline
Jogging Trampoline stabilizer bar
Kinetic Sand
Knee Doh Ball
Kore Floor Wobbler (2)
KwikTrak 140 MM, 3 M
Lanyard Set for Roger Touchscreen Mic (8)
Latches Board
Lava Lamp
Lava Lamp Replacement Bulbs
Lift Batteries
Light Filters
Light Filters - Set of 4 Blue
Little Sponge Cubes Pre-K - 5 (10)
Magformers
Manimo Weighted Animals - Frog (2)
Manimo Weighted Animals - Lizard
Medicine Ball Storage Rack
Medicine Balls - 10 lbs.
Medicine Balls - 2 lbs.
Medicine Balls - 4 lbs.
Medicine Balls - 6 lbs.
Medicine Balls - 8 lbs.
Move free standing lift from Bishop to St. Michaels
Moving Senses Kit
MPOW Kids Hearing Protection - 2 pack (2)
Multi Sling - Polyester Medium
Multi Sling - Polyester Small
Nee Doh Ball - Large (2)
Nee Doh Ball - Small (2)
Nuts and Bolts
PAL Activity Chair Size 4 - Blue
Peanut Balance Ball - Anti Burst Blue 60 x 30 CM
Peanut Balance Ball - Anti Burst Pink 100 X 50 CM
Pedal Exerciser
Pencil Finger Fidgets (2)
Play Tent
Play Vision Dinosaurs Stretchy Fidget Set
Play Visions Butterfly Stretchy
Portable Sink
Portable Wiggle Seat - BLU
Positioning Support Pad
Pound a Peg
Primary Lacing Beads

Projector Effect Wheel - MAG ABC
Projector Effect Wheel - MAG Shapes
Projector Effect Wheel - MAG Space
Projector Effect Wheel - MAG Tropical Birds
Projector Effect Wheel - MAG Tropical Fish
Projector Effect Wheels - Flowers
Projector Effect Wheels - Kittens and Puppies
Projector Effect Wheels - Whales
Protective Earmuffs - Black
Pump for Bitty Botto Seat Cushion
Purrrble
Q-Bitz Jr. Mindware
Rainbow Pepples
Rapper Snapper Mini Fidgets - (Set of 3)
Reagan's Ride
Relaxer Travel Size Blanket - Small NAV
Relaxer Travel Size Blanket X Small (2)
Replacement Brush (3)
Rifton Cruiser Paediatric Stroller
Rifton HTS Peadiatric Toileting System
Rifton Pacer Gait Trainer
Roger Digimaster 5000 (4)
Roger Focus - Royal Purple Trans (2)
Roger Focus (02) (Caribbean Pirate)
Roger Multimedia Hub (6)
Roger Pass Around (5)
Roger Select US Plug (Champagne)
Roger Touchscreen Mic (9)
Roger X (02) Champagne (4)
School Smart Storage Box with Lid (2)
Scooter Board - 16" Blue
Senseez Handheld Vibrating Massager - Lil Turtle Soothables (2)
Senseez plush - Green
Senseez Vibrating Cushion Blue
Senso Band
Sensory Path - Nature Hop (2)
Sensory Play Kit
Sensory Play Kit 1
Sensory Playtivity Sensory Discs, Set of 5
Sensory Pod - Small
Sensory Vest - Medium (2)
Sensory Vest - Small (2)
Sensory Wrap Swing
Shape Sorter

Silicone Pop Bubble Fidget - Yellow, Green, Purple (6)
Sit Sling
Sit Tight Weighted Lap Bag - Medium 4 lbs.
Slant Board
Smirthwaite Birchwood Adjustable Tilt Desk
Soft Pressure Brush
Solar Effect Wheel - Weather
Sommerfly Relaxer Covers (2)
Sommerfly Relaxer Covers - Small
Sommerfly Wipe Clean Weighted Blanket - 8 lbs.
Sommerfly Wipe Clean Weighted Blanket - Medium
Sommerfly Wipe Clean Weighted Lap Pad - 6 lb.
Sony Over Ear Noise Cancelling Headphones Black
Sound Solutions Box
Spike Toys Silicone Sensory Set
Sporttime Numbered Step N Stones
Squeezy Peezy Ball (5)
Squigz
Storex Storage File Tote with Locking Handles
String Along Shapes
Super Douper Inc. Following Directions Fun Deck
Super Douper Inc. Move Your Body Fun Deck
Swing
Swing Frame
Tactile Brushing Set (2)
Tactile Solutions Box (2)
Tactile Solutions Box
Tactile Step N Stones (Set of 6) Abilations
Tactile Wall (A)
Tactile Wall (B)
Tactile Wall (C)
Tactile Wall (F)
Tangle - Brain Tools Think
Tangle Twistable Jr. Hairy Fidget
Teacher A Kit 2nd Grade - English
Teacher A Kit 3rd Grade - English
Teacher A Kit 4th Grade - English
Therapeutic Putty (3)
Theraputty Kit (3)
Therapy Ball Base
Tickit Sensory Glitter - Storm Set, 3 pieces
Tickit Sensory Jumbo Ooze Tube
Tickit Sensory Rainbow Glitter Balls, Set of 7
Time Timer - Large 12" (2)
Time Timer - Medium 8" (2)

Time Timer - Small 3" (3)
Time Timer Large 12"
Tranquil Turtle
Tumble Top
Twiddle Pup Fidget and Comfort Muff
Two Sets Classroom Hushh-Ups (3)
U-Fidget
Ullkaktus Cushion Gray 20 x 20
Vibrating Tube
Vibration Solutions Box (2)
Wall Bracket for Kwittrack
Warm Fuzzy Toys Poppin Peeper
Warranty for complete Soundfield System (3)
Warranty for Pass Around (5)
Warranty for Soundfield Speaker
Warranty Roger Touchscreen (2)
Weighted Blanket
Weighted Blanket - 15 lbs.
Weighted Blanket - 8 to 10 lbs.
Weighted Lap Pad - 1 kg
Weighted Lap Pad - Navy - 6 lbs. (2)
Weighted manimo Dog
Weighted Vest - Small
Weighted Vest - Extra Weights (2)
Weighted Vest - Medium (3)
Weighted Vest - Small (2)
Weighted Washable Laminate Pad - 4 lbs. (3)
Wooden Geoboard including pattern cards/latex bands
Wrist Weights - 1016247 (2)
Wrist Weights - 1016247
Wrist Weights - 1543197 (4)
Wristful Fidget
Zuma Rocking Chair (3)



**SECTION A-7**  
**TRANSPORTATION**



## SECTION A-7 TRANSPORTATION

### **Students in special education programs, including students who are in regular classrooms.**

118 students for special needs transportation

### **Students in educational programs in care, treatment, and prisons**

RCCDSB students coded as Section 23 – Maximum capacity is 9 students.  
Valleycrest Pembroke  
Valleycrest Renfrew  
(Section 23 classrooms have both Public and Catholic Students)

### **Students attending Provincial and Demonstration Schools**

Sagonaska School - 0

### **The process for deciding whether a student with special needs will be transported with other children or whether it is in the best interests of the student to be transported separately.**

The decision is made at the school level by the principal and their team. This most often occurs during an IPRC meeting, although not always. Specialized transportation requests are reviewed by the Coordinator of Special Education and if approved, the request is then sent to the Transportation Consortium.

### **COVID Shut Down Transportation**

During the January 2021 school shut, 57 students were transported to school. More children attended, but 57 were transported.

During the April to June 2021 school shut down, 39 students with extreme special needs were bussed to school.



**SECTION A-8**  
**TRANSITION**  
**PLANNING**



## SECTION A-8 TRANSITION PLANNING

The procedures for the different types of Transition Planning (pre-school to JK, non-identified, identified, elementary to secondary, secondary to age 21) is not a separate section within the RCCDSB Special Education Plan. It is referenced in the following sections of the board plan.

Sections:

A-4 The Identification, Placement and Review Committee (IPRC) Process, A-6 Individual Education Plans, C-1 Early Identification Procedures and Intervention Strategies and C-3 Coordination of Services with other Ministries or Agencies.

As per Policy/Program Memorandum No. 156 (September 2014), the RCCDSB has implemented Transition Plans in to all students (Identified/Non-Identified) Individual Education Plans. In the student's I.E.P., this section contains the context of the transition (entry into school, grade to grade, school to school), identified specific transition goals, supports needs, the action required to achieve the goals, roles and responsibilities and timelines for the implementation and/or completion of each identified action.



**SECTION B-1**  
**ROLES AND**  
**RESPONSIBILITIES**



## SECTION B -1 ROLES AND RESPONSIBILITIES

**The Renfrew County Catholic District School Board, through its Special Education Advisory Committee and the School Board Special Education Plan ensures that the roles and responsibilities given in the Board Plan are consistent with that of Ministry Policy:**

### **The Ministry of Education:**

- defines, through the Education Act and Regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that the RCCDS Board provides appropriate Special Education programs and services for exceptional pupils in the Board;
- establishes the funding for Special Education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- requires school boards to report on their expenditures for Special Education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards maintain Special Education Plans, reviews them annually and submit amendments to the Ministry;
- requires school boards to establish Special Education Advisory Committees (SEAC's);
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a Provincial 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, blind, or deaf-blind, or who have severe learning disabilities.

### **The Renfrew County Catholic District School Board**

- establishes school board policy and practices that comply with the Education Act and Regulations and policy/program memoranda;
- monitors school compliance with the Education Act and Regulations and policy/program memoranda;
- requires staff to comply with the Education Act and Regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- obtains the appropriate funding 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 pupils of the board;
- reviews the plan annually and submits amendments to the Minister of Education; provides statistical reports to the ministry as required and as requested;
- prepares a parent guide to provide parents with information about Special Education programs, services and procedures;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on Special Education.

### **The Special Education Advisory Committee**

- makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of Special Education Programs and services for exceptional pupils 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;
- provides information to parents, as requested.

### **The School Principal**

- carries out duties as outlined in the Education Act and Regulations and policy/program memoranda, and through 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 pupils, through an IPRC, is done according to the procedures as outlined in the Education Act and Regulations, and board policies;
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- 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 the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

### **The Teacher**

- carries out duties as outlined in the Education Act and Regulations and policy/program memoranda;
- follows board policies and procedures regarding Special Education;
- maintains up-to-date knowledge of Special Education practices;
- where appropriate, works with Special Education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil and in the regular class, as outlined in the IEP;

- communicates the students' progress to parents;
- works with other school board staff to review and update the student's IEP.

### **The Special Education Teacher**

In addition to the responsibilities listed above under "The Teacher":

- holds qualifications, in accordance with Regulation 298, to teach Special Education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils.

### **The Parent/Guardian**

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

### **The Student**

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

**SECTION B-2**  
**CATEGORIES AND**  
**DEFINITIONS OF**  
**EXCEPTIONALITIES**



**SECTION B-2**  
**CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES**

**Board's special education plan must list the ministry's categories and definitions exceptionalities and must describe the ways that the board's IPRC applies them in making decisions on identification and placement.**

The Renfrew County Catholic District School Board applies these categories during all aspects of the IPRC process.

## **CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES**

### **A. Behaviour 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:

- a) an inability to build or to maintain interpersonal relationships;
- b) excessive fears or anxieties;
- c) a tendency to compulsive reaction;
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

### **B. Communication Exceptionality**

#### **1. Autism**

A severe learning disorder that is characterized by:

- a) disturbances in:
  - rate of educational development;
  - ability to relate to the environment;
  - mobility;
  - perception, speech and language
- b) lack of the representational symbolic behaviour that precedes language;

#### **2. 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.

#### **3. 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:

- a) involve one or more of the form, content, and function of language in communication; and
- b) include one or more of the following:
  - language delay;
  - dysfluency;
  - voice and articulation development, which may or may not be organically or functionally based.

#### 4. **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.

#### 5. **Learning Disability**

NEW DEFINITION OF THE TERM *LEARNING DISABILITY*  
Policy/Program Memorandum No 8 – January 2015

The Ministry of Education defines *learning disability* as 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 that:

- affects the ability to perceive or process verbal and 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.

### C. **Intellectual**

#### 1. **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.

#### 2. **Mild Intellectual Disability**

A learning disorder characterized by:

- a) An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- b) An inability to profit educationally within a regular class because of slow intellectual development;
- c) A potential for academic learning, independent social adjustment, and economic self-support.

### 3. **Developmental Disability**

A severe learning disorder characterized by:

- a) An inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- b) An ability to profit from a special education program that is designed to accommodate slow intellectual development;
- c) A limited potential for academic learning, independent social adjustment, and economic self-support.

### **D. Physical Exceptionality**

#### **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 pupils without exceptionalities who are of the same age or developmental level.

#### **Blind and Low Vision**

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

### **E. Multiple Exceptionality**

#### **Multiple Exceptionality**

A combination of learning or other disorders, impairments, or physical disabilities, that is of such 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.

**SECTION B-3**  
**PROVINCIAL AND  
DEMONSTRATION SCHOOLS  
IN ONTARIO**



**SECTION B-3**  
**PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO**

**The Renfrew County Catholic District School Board worked with the following  
Provincial and Demonstration Schools:**

**Sagonaska School, Belleville**

**W. Ross Macdonald School, Brantford**

**Ernest C. Drury School, Milton**

## PROVINCIAL SCHOOLS 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 option;
- serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- 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;
- provide school board teachers with resource services;
- play a valuable role in teacher training.

### W. Ross Macdonald School: School for the Blind and Deaf-Blind

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- A provincial resource centre for the visually impaired and deaf-blind;
- A 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;
- Follow the Ontario curriculum developed for all students in the province;
- 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 visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education;

### **Provincial Schools 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)
- 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.
- These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels 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).

### **Schools for the deaf:**

- Provide rich and supportive bilingual/bicultural educational environments which facilitate students’ language acquisition, learning and social development through American Sign Language (ASL) and English;
- 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.
- Transportation to provincial Schools for students is provided by school boards.
- Each school has a Resource Services Department which provides:
- Consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel;
- Information brochures

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

**The Demonstration Schools were established to:**

- Each Provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska and Trillium schools is English; at Centre Jules-Leger, instruction is in French.
- Application for admission to a Provincial Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.
- Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting for a period of time.
- Provide special residential education programs for students between the ages of 5 and 21 years.
- Enhance the development of each student's academic and social skills;
- Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.
- In addition to providing residential schooling for students with severe learning disabilities, the Provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.
- The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.
- Further information about the academic, residential, LEAD, and LD/ADHD programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at <http://snow.utoronto.ca>
- 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.

## Provincial School Contacts

Teachers may obtain additional information from the Resource Services departments of the Provincial Schools and the groups listed below:

Provincial Schools Branch, Ministry of Education	School for the Deaf, Blind, and Deaf Blind
Provincial Schools Branch 255 Ontario Street South Milton, Ontario L9T 2M5 Tel: (905) 878-2851 Fax : (905) 878-5405	Centre Jules-Leger 281 rue Lanark Ottawa, Ontario K1Z 6R8 Tel : (613) 761-9300 Fax : (613) 761-9301
<p><b>Schools for the Deaf:</b></p> <p>The Ernest C. Drury School for the Deaf            255 Ontario Street South            Milton, Ontario            L9T 2M5            Tel: (905) 878-2851            Fax: (905) 878-1354</p> <p>The Sir James Whitney School            For the Deaf            350 Dundas Street West            Belleville, Ontario            K8P 1B2            Tel: (613) 967-2823            Fax: (613) 967-2857</p> <p><b>School for the Blind and Deaf Blind:</b></p> <p>W. Ross Macdonald School            350 Brant Avenue            Brantford, Ontario            N3T 3J9            Tel: (519) 759-0730            Fax: (519) 759-4741</p>	<p><b>Provincial Demonstration Schools:</b>            The Ministry of Education provides the services of four provincial Demonstration Schools for the Ontario children with severe learning disabilities. These schools are the following:</p> <p>Amethyst School            1090 Highbury Avenue            London, Ontario            N5Y 4V9            Tel: (519) 453-4408            Fax: (519) 453-2160</p> <p>Centre Jules-Leger            281 rue Lanark            Ottawa, Ontario.            K1Z 6R8            Tel: (613) 761-9300            Fax: (613) 761-9301</p> <p>Sagonaska School            350 Dundas Street West            Belleville, Ontario.            K8P 1B2            Tel: (613) 967-2830            Fax: (613) 967-2482</p> <p>Trillium School            347 Ontario Street South            Milton, Ontario            L9T 3X9            Tel: (905) 878-8428            Fax: (905) 878-7540</p>



**SECTION C-1**  
**THE BOARD'S  
CONSULTATION  
PROCESS**



## **SECTION C-1:** **THE BOARD'S CONSULTATION PROCESS**

**To provide details of the Board's consultation process to the Ministry of Education and to the public.**

The Special Education Advisory Committee members, who represent a variety of parent associations, staff of the Renfrew County Catholic District School Board and the public have access to the full and complete version of the 2017-2018 Special Education Plan. These plans can be viewed online at the school board website <http://www.rccdsb.edu.on.ca> or by making a request for a paper copy (various formats available) through the Superintendent of Education's office. The Special Education Plan is discussed and reviewed in detail throughout the school year at Special Education Advisory Committee Meetings.



**SECTION C-2**  
**SPECIAL**  
**EDUCATION ADVISORY**  
**COMMITTEE**



**SECTION C-2**  
**THE BOARD'S SPECIAL EDUCATION ADVISORY**  
**COMMITTEE**

**The standard requires that the plan provide a description of ways in which the Board's SEAC fulfilled its roles and responsibilities during the school year.**

The Special Education Advisory Committee is listed on the School Board Website. The link lists the committee members' names, phone numbers and email address and also lists the minutes of the meetings held throughout the year at various school locations.

SEAC members agree that the internet link provides parents and members of the public a greater opportunity to contact the individual members about concerns.

The Board has also offered the Special Education Plan on a number of occasions this past year to teachers currently enrolled in Special Education Part 2 and 3.

SEAC minutes for 2020-2021 are attached.

## **SEAC MEETINGS FOR SCHOOL YEAR** **2020-2021**

The Special Education Advisory Committee Meetings are held at the Administration Office at 499 Pembroke Street West in Pembroke, starting at 6:00 p.m.

### **2020-2021 Meeting Schedule**

16 September 2020

7 October 2020

18 November 2020

10 February 2021

10 March 2021

14 April 2021

12 May 2021

9 June 2021

**SEAC MEMBER LIST**  
**2020-2021**

<i>Name</i>	<i>Association and Contact</i>	<i>Personal Contact</i>
Anne Haley	Trustee – Chair (September – December 2020)	ahaley@rccdsb.edu.on.ca
Pat O’Grady	Trustee – Chair (January – June 2021)	pogradey@rccdsb.edu.on.ca
Daniella Santos	Member at Large	Daniellasantos2003@hotmail.com
Jennifer Debenham	Community Living (January – June 2021)	jdebenham@cluov.ca
Joan Daley	FASD Pending	joandaley47@hotmail.com
Jodi Cotnam	Learning Disabilities Association of Ontario	pathfinder@sympatico.ca
Mike Ellis	Member at Large	<a href="mailto:mfwellis@gmail.com">mfwellis@gmail.com</a>
Mary-Lise Rowat	Resource (September – December 2020)	mrowat@rccdsb.edu.on.ca
Clint Young	Resource (January – June 2021)	cyoung@rccdsb.edu.on.ca



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD



Minutes of the Special Education Advisory Committee Meeting

Held on Wednesday, September 16, 2020, at 6:00 p.m.

Administration Office

<b>PRESENT:</b>	Anne Haley	Chair, Trustee
	Pat O’Grady	Trustee
	Danielle Santos	Member at Large
	Joan Daley	Member at Large (Pending interest - FASD)
	Jodi Cotnam	Learning Disabilities of Ontario
	Mike Ellis	Member at Large
	<b>RESOURCE:</b>	Mary-Lise Rowat

1. Prayer

The SEAC Chair opened the meeting with a prayer at 6:00 p.m.

2. Approval of Agenda

MOTION 1: 16 SEP 2020

Moved By: Pat O’Grady  
Seconded By: Mike Ellis

That the agenda for the Special Education Advisory Committee meeting of September 16, 2020, be approved.

Carried/...

3. Declaration of Conflict of Interest

No conflict of interest was declared.

4. Approval of Minutes from 10 June 2020

MOTION 2: 16 SEP 2020

Moved By: Daniella Santos  
Seconded By: Joan Daley

**That the minutes from the Special Education Advisory Committee meeting of June 10, 2020, be approved.**

**Carried/...**

## **5. Board Reports**

### **a. PA Day Presentations – Verbal Report by Mary-Lise Rowat**

Three Ministry mandated PA days were held before the beginning of the school year. Modules were developed by local RCCDSB program staff following Ministry of Education directives and in consultation with local health unit advisors to ensure key directives were followed for a safe opening of schools. One PD session involved a full day for all staff to participate in health and safety training. Other days were devoted to online learning and virtual teaching tools for all teaching staff, changes to the new math curriculum, and a mandatory anti-racism session.

Of interest to this Committee, PA Day activities included:

Introduction to ASD AND ABA: An introduction to ASD and ABA concepts for new teachers and EA's who did not have an opportunity for training in the past was offered. Participants learned about classroom programs and services using ABA social and environmental methods and were familiarized with ABA strategies and interventions.

A Mentally Healthy Return to School: Guidance was provided for staff to support student mental health in preparation for the challenges of school opening during the COVID-19 pandemic. Five key messages were shared: Mental health and well-being is a priority; We lead with compassion and empathy; Schools must promote and protect student mental health; We have strong mental health foundations to build on and We need to work together.

### **b. RCCDSB Virtual School – Update by Mary-Lise Rowat**

A Virtual Learning Program was developed for students and families as an alternative to face-to-face learning during the COVID-19 pandemic. Dave Noble was appointed as Principal of the Elementary Virtual Learning Program (Grade K – 8), which now has approximately 400 students registered. There are currently 14 classroom teachers, supported by SERTS, EA's and ECE's. The Secondary Virtual School is administered by the home high school and has an enrolment of 111.

All face-to-face classroom teachers in school buildings must be prepared with a blended learning platform, such as Google Classroom, to minimize disruption and continue to reach students in case of mandatory isolation of an individual student, class or entire school.

### **c. Special Education/Mental Health Essential Visitor Guidelines**

The RCCDSB developed a guideline for essential visitors to school in conjunction with the local health unit. Visits to schools are to be minimized, however, persons that must enter the school should schedule an appointment and those present will follow this protocol.

d. **Protocol – Mask Exemption Request**

The RCCDSB developed a mask exemption request protocol with direction from the Health Unit. Inside a school building, students K-3 are highly encouraged to wear masks, and students Grade 4 – 12 must wear a mask when social distancing of 2 metres cannot be maintained. Exemption requests will be considered by the Principal for students showing a demonstrated need.

e. **Operational Guidance COVID-19 Ministry Protocol**

The Ministry of Education released a guidance document on COVID-19 Management in schools, which was shared with the SEAC Committee as an information item.

**6. Association Reports**

There were association reports.

**7. Next Meeting**

The next SEAC meeting will take place on **Wednesday, October 7, 2020, at 6:00 p.m.** A report on the Transition Program, developed with additional funding for students with special or mental health needs will be presented. The Committee will be notified of a possible change of location to allow for an in-person meeting with social distancing.

**8. Adjournment**

**Moved by: Pat O’Grady**

**Seconded by: Mike Ellis**

**The SEAC meeting adjourned at 6:37 p.m.**

**Carried/...**



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD  
**Minutes of the Special Education Advisory  
 Committee Meeting**



**Held on Wednesday, October 7, 2020, at 6:00 p.m.**  
**Administration Office**

<b>PRESENT:</b>	Pat O’Grady	Trustee, Acting Chair (In person)
	Joan Daley	Member at Large (Conference)
	Jodi Cotnam	Learning Disabilities of Ontario (Conference)
	Mike Ellis	Member at Large (Conference)
<b>RESOURCE:</b>	Mary-Lise Rowat	Superintendent of Education (In person)
<b>GUEST:</b>	Clint Young	Principal, St. Michael’s (In Person)
<b>REGRETS:</b>	Anne Haley	Chair, Trustee
	Daniella Santos	Member at Large

**1. Prayer**

The SEAC Chair opened the meeting with a prayer at 6:00 p.m.

**2. Approval of Agenda**

**MOTION 1: 07 OCT 2020**

**Moved By: Joan Daley**  
**Seconded By: Mike Ellis**

**That the agenda for the Special Education Advisory Committee meeting of October 7, 2020, be approved.**

**Carried/...**

**3. Declaration of Conflict of Interest**

No conflict of interest was declared.

**4. Presentation: Clint Young – Summer Programs**

Clint Young was welcomed to the meeting to review the RCCDSB transition programs that were offered during the summer. Additional funding was allocated to assist vulnerable students with a return to physical school following five and a half months away during lockdown. Programs offered by the RCCDSB were outlined as follows:

Welcome Program for Incoming JK Students: Welcome Programs were held at Holy Name, St. Francis of Assisi, and Our Lady of Fatima during the week of August 17 –

21. Incoming JK students that were identified with some form of exceptionality but were unable to be evaluated during shutdown were invited to the program. Three half day kindergarten sessions were held for up to 7 students per site that introduced routines as a preview of a typical structured school day. Each teacher was supported by a SERT, ECE, EA. Other Program Team, such as ABA and SLP staff provided guidance and recommendations. Teams developed a student support plan that was shared to students' home school.

Transition Visit Program for New and Current RCCDSB Students: This program provided an opportunity for selected identified existing students to experience a review of the structure and routine of the school day prior to returning for the first day of school. Programs were held at six RCCDSB elementary sites for 69 students, and two secondary sites for 56 students. Transition days involved planning and implementation with a teacher, SERT, two EAs, with support from SLP, ABA, and MHT team staff.

Mental Health and Wellbeing Supports: The Mental Health team provided continuity of service to vulnerable students, such as access to Board social workers; support from School Attendance staff; Mental health face to face sessions and group-based activities, staff training sessions and referrals to outside agencies.

Extra EA Days: Funding was allocated until September 30<sup>th</sup> to assign three supply EA days to ease student transition back to school. The extra support enabled regular staff to spend more time with high needs students transitioning back to school, and to provide opportunities for additional preparation for student success.

Special Education teachers spoke highly of the opportunity to work with students prior to school return to enable a more successful transition to the school year, and feedback from parents was very positive. Data indicates the students transitioned successfully back to school, with a reduction in anxiety.

Clint was thanked for his informative presentation.

## **5. Approval of Minutes from 16 September 2020**

### **MOTION 2: 07 OCT 2020**

**Moved By: Jodi Cotnam**  
**Seconded By: Mike Ellis**

**That the minutes from the Special Education Advisory Committee meeting of September 16, 2020, be approved.**

**Carried/...**

## 6. Board Reports

### a. FCS – Safe Shelter for Youth

A letter from Family and Children’s Services of Renfrew County outlined the Safe Shelter for Youth Program (RCCSSFY). The program is a voluntary solution-focused resource for homeless youth aged 16 to 21 who are even more vulnerable during the pandemic. The program provides support by providing safe havens for youth through partnerships with the community and youth services agencies.

### b. Queens University Research Study

Karen Shannon, doctorate student at Queens University, requested SEAC participation in a study entitled “*Ontario’s leaders in School Districts, children’s treatment centres and special education advisory committees’ vision of effective collaboration in school-based rehabilitation therapy services*”. Superintendents of Education, Directors of Children’s Treatment Centres and SEAC members are requested to engage in one or two 90-minute focus group sessions. Participants will be audio/video recorded to share experiences in effective school-based rehabilitation therapy services. If any SEAC member is interested in joining the focus group, please contact Karen or Mary-Lise.

### c. SERT Professional Development

SERTS have been provided with Special Education Support Hours (SESH) to support students who are returning to school after a six-month absence, and to reduce their additional challenges of increased workload, and schedule changes due to COVID. Virtual recordable PD sessions have also been offered through Google Meet or Teams to promote a sense of belonging for SERTS who are unable to meet face to face due to COVID limitations. Session topics in the fall include Everyday Speech, Elementary IEP/High School Pathways; Sensory Supports, Meeting the Needs of Deaf Hard of Hearing, and Reading Mountain (Saganoska).

### d. Special Education Report

A Special Education Report for 2019-2020 is not required due to the lockdown. SEAC may need to review submit a 2020-2021 report, pending guidance from the Ministry.

## 7. Association Reports

Learning Disabilities: As a result of COVID, many LD activities are being held virtually. The Annual General Meeting and a Parent Information Night were held in September. Educational opportunities include virtual sessions that have been widely shared from other chapters, including Ottawa and Halton group sessions on advocacy, and learning support services. Unfortunately, COVID has impacted fund raising opportunities, and

revenue from day camps have been lost, however, replacement activities such as a virtual scavenger hunt will take place in October.

Fetal Alcohol : Information sessions are held on the first Wednesday of each month from September 2020 to June 2021. Joan will share details with Administration to be shared with SEAC.

VOICE: Voice (Deaf and Hard of Hearing) communicated an interest to return a representative to SEAC. Any interested committee member should contact Mary-Lise.

ASD: Mike hopes to represent an autism group. Mary-Lise will provide contact information.

**8. Next Meeting**

The next SEAC meeting will take place on **Wednesday, November 18, 2020, at 6:00 p.m.**

**9. Adjournment**

**MOTION 3: 07 OCT 2020**

**Moved By: Mike Ellis**  
**Seconded By: Joan Daley**

**The SEAC meeting adjourned at 6:45 p.m.**

**Carried/...**



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD



Minutes of the Special Education Advisory Committee Meeting

Held on Wednesday, November 18, 2020, at 6:00 p.m. Administration Office

Table listing attendees: PRESENT (Anne Haley, Pat O'Grady, Daniella Santos, Joan Daley, Jodi Cotnam, Mike Ellis) and RESOURCE (Mary-Lise Rowat) with their respective roles.

1. Prayer

The SEAC Chair opened the meeting with a prayer at 6:00 p.m.

2. Approval of Agenda

MOTION 1: 18 NOV 2020

Moved By: Joan Daley
Seconded By: Mike Ellis

That the agenda for the Special Education Advisory Committee meeting of November 18, 2020, be approved.

Carried/...

3. Declaration of Conflict of Interest

No conflict of interest was declared.

4. Presentation: Katherine McLaughlin and Kelly Etmanskie

The Human Rights Commission has created the Right to Read Provincial Inquiry, an initiative to promote reading equity for students. At the RCCDSB, several new pilots will be added to the existing toolkit of reading programs and strategies. Katherine McLaughlin and Kelly Etmanskie were welcomed to the meeting to present an update on two supplementary literacy intervention programs for students who do not achieve grade level expectations and who find reading and writing difficult. Student success

will be assessed to monitor progress before and after the two programs have been administered.

Empower Program: The Hospital for Sick Children developed a program for children with complex reading needs. Students at three schools, St. Joseph's, Arnprior, St. Francis of Assisi and Our Lady of Lourdes in Grades 2 – 5 will pilot the Empower Program. SERTS at the schools have been specially trained to administer the reading intervention system that focuses on decoding, spelling, comprehension, and vocabulary. Small cohorts of four to six selected children who struggle with literacy will participate for one hour per day.

Fountas and Pinnell Leveled Literacy Intervention System (LLI): A large volume of high interest/low readability books from the Green Level (Grade 1, Level A-K) have been purchased for all schools. Teaching teams consisting of the SERT, and the Grade 1 teacher have been specifically trained in the program to provide direct instruction to students at St. John Bosco, St. Michaels and St. Mary's in Deep River. The program will be offered for half hour periods over the course of 14 to 18 weeks. Once the trained teams have completed the pilot at these three home schools, they will train all Grade 1/SERT teams across the Board.

Kelly and Katherine were thanked for their interesting presentation.

## 5. Approval of Minutes from 07 October 2020

### MOTION 2: 18 NOV 2020

Moved By: Pat O'Grady  
Seconded By: Mike Ellis

That the minutes from the Special Education Advisory Committee meeting of October 7, 2020, be approved.

Carried/...

## 6. Board Reports

### a. Special Incidence Portion (SIP) Update

Each year, the Board applies to the Ministry for Special Incidence Portion funding to support students who have a level of need that requires more than one Educational Assistant. In 2019-2020, funding was confirmed at \$302,000. The Director of Education has been advised that for 2020-2021, the requirements for application have been simplified and will likely be aligned with funding amounts from last year.

### b. Mental Health Summer Program

The Mental Health Team offered a variety of summer programs to reduce anxiety and assist vulnerable students transition back to school following the long absence necessitated by the COVID-19 shutdown. Programs consisted of online back to school groups, transition programs for selected elementary students, face to face summer camps for at risk transitioning students to new schools, and social emotional wellness for all students and staff. The Team projected that 75 students could benefit, however, data submitted to the Ministry shows that a total of 131 students participated in the programming, and 125 students were able to start school successfully following the transition supports.

c. **Safe School Policies – Suspension and Expulsion**

The Minister of Education has amended disciplinary standard requirements for students in JK to Grade 3 based on data analysis that proved that suspension in early grades compromises student success. As a result, Board Safe Schools policies have been updated to reflect that other interventions should be implemented for Pupils JK – Grade 3. Policy has outlined discretionary activities where no suspension is to be applied, and mandatory, violent events where suspension may still happen.

7. **Association Reports**

There were no Association Reports.

8. **Next Meeting**

The next SEAC meeting will take place on **Wednesday, January 6<sup>th</sup> at 6:00 p.m.**

9. **Adjournment**

**MOTION 3: 18 NOV 2020**

**Moved By: Jodi Cotnam**

**Seconded By: Pat O’Grady**

**The SEAC meeting adjourned at 6:50 p.m.**

**Carried/...**



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

**Minutes of the Special Education Advisory Committee Meeting**



**Held on Wednesday, February 10, 2021 at 6:00 p.m.**  
**Administration Office**

- |                  |                   |   |
|------------------|-------------------|---|
| <b>PRESENT:</b>  | Pat O’Grady       | Trustee, Chair (In person)                        |
|                  | Joan Daley        | Member at Large (Teleconference)                  |
|                  | Jodi Cotnam       | Learning Disabilities of Ontario (Teleconference) |
|                  | Mike Ellis        | Member at Large (Teleconference)                  |
| <b>RESOURCE:</b> | Clint Young       | Superintendent of Education (In person)           |
|                  |                   |   |
| <b>REGRETS:</b>  | Daniella Santos   |   |
|                  | Jennifer Debenham |   |

**1. Prayer**

The meeting began with prayer.

Mr. O’Grady welcomed everyone to the meeting. He acknowledged Anne Haley who chaired the SEAC Committee for many years and also Mary-Lise Rowat who served as resource for the committee. He thanked them for their knowledge and direction and congratulated them on their new roles within the Board.

Pat introduced Clint Young who has recently been appointed to the position of Superintendent of Educational Services and will be taking over as resource for SEAC. Clint has served as principal in a number of the Board’s schools and his expertise will be well appreciated.

Clint thanked Pat for his comments and said he would pass on his remarks to Mary-Lise. He gave the members a brief history of himself, saying that he is Pembroke born and raised and has spent a number of years with the Board both in elementary and in secondary schools. He said he feels blessed to have the special education portfolio and looks forward to assisting the SEAC committee.

**2. Approval of Agenda**

**MOTION 1: 10 FEB 2021**

**Moved by: Jodi Cotnam**  
**Seconded by: Joan Daley**

**That the agenda for the Special Education Advisory Committee meeting of February 10, 2021 be approved.**

**Carried/...**

**3. Declaration of Conflict of Interest**

No conflicts of interest were declared.

4. **Presentation: Data Informed Behaviour Planning - Brittany Yach**

Brittany Yach, the Board's Applied Behaviour Analysis Specialist, joined the meeting to explain the Data Inspired Decision Making process used in behavioural analysis. She explained that ABA is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviours to a meaningful degree and to demonstrate that the interventions employed are responsible for the improvement in behaviour. A Functional Behaviour Assessment is a process used to identify a specific behaviour that interferes with an individual's daily life. It is a multi-step process that includes identifying and defining a behaviour; finding the function of the behaviour; gathering observations and data; developing strategies/interventions for behaviour change and completing ongoing evaluations and follow-up to ensure that the structures put in place are effective.

Brittany reviewed function (why the behaviour occurs) versus topography (what the behaviour looks like). Information is gathered by indirect assessments such as interviews/meetings with staff, parents, guardians, etc., and by direct assessments by using standardized tests and evaluations done by psychologists and through direct observation. She gave examples of various types of data that is collected (continuous data, frequency data and duration data) and provided a couple of case studies as examples of how this process works.

Clint Young thanked Brittany for her presentation. He said that the work she does is invaluable and the observational data that is gathered enables us to have a clearer understanding of what might be causing specific behaviours and how to help improve them.

Pat O'Grady also thanked Brittany for all the work she is doing to help our students succeed.

5. **Approval of Minutes from 18 November 2020**

**MOTION 2: 10 FEB 2021**

**Moved by: Jodi Cotnam**

**Seconded by: Joan Daley**

**That the minutes from the Special Education Advisory Committee meeting of November 18, 2020 be approved.**

**Carried/...**

6. **Board Reports**

a. **Mental Health Newsletter**

The December 2020 Mental Health newsletter, along with links to COVID-19 Wellness Activities and an Advent Calendar were provided as an information item.

Clint Young said that Rebecca Paulsen and the Mental Health team continue to do excellent work. The mental health newsletter goes out to our school communities and a Wellness Calendar is also sent each month for teachers to utilize. It includes

calming and breathing strategies and the teachers and students enjoy the opportunity to learn about mental well-being. Mental health newsletters were sent out in January and February also, with February's including tiles associated with Black History Month.

b. **Social Worker Posting**

Clint Young updated the members on staffing shortages within the Board's special education team. The Board is in the process of hiring a new full-time and a temporary social worker. He also advised that the Board's current system-level special education principal will become the new superintendent of education on March 1<sup>st</sup>, and that the special education principal position will not be replaced for the rest of this school year. There is a lot going on in the schools right now, trying to deal with COVID and the Board doesn't want to have to move any more staff around at this time. The expectation is that the full complement of staffing will be in place for next school year. In the meantime, the special education team is doing its best to ensure that the best service continues to be provided to the students.

c. **Special Incidence Portion (SIP) Verbal Confirmation**

Clint Young reported that the Board received \$305,000 in SIP funding for last year. For 2020-2021, boards will not need to apply for the funding; they will receive the same amount as they did last year plus 5%.

d. **Link to Faith and Wellness – School of Mental Health Ontario**

Committee members were provided with the link to Faith and Wellness: A Daily Mental Health Resource <https://smho-smso.ca/fw/> provided by School Mental Health Ontario and the Ontario English Catholic Teachers' Association. The site provides mental health practices for Catholic elementary classrooms. Clint Young said that this is a wonderful educator website for teachers and for parents as well.

e. **Minister's Advisory Council on Special Education (MACSE)**

A questionnaire was received from MACSE requesting feedback on issues related to special education programs and services to support discussion at the next MACSE meeting. Unfortunately, because there was no SEAC meeting in January, the deadline to submit has passed. The Committee will review it when it is received next year.

f. **2020 Survey Results – PAAC ON SEAC**

Clint Young suggested that this item be tabled to the March meeting since everyone hasn't had an opportunity to review the information. The document provides a great snapshot of what is happening across the province with SEACs and also gives a number of action items for SEACs. Any questions can be answered at the March meeting.

7. **Association Reports**

- a) **Learning Disabilities of Ontario** – Jodi Cotnam reported that she has attended a number of webinars through Learning Disabilities of Ontario. They were very well done and provided excellent strategies for teachers and parents.

There were no other association reports to share. Pat O'Grady reported the new SEAC member for Community Living is Jennifer Debenham, who was not able to attend tonight's meeting.

**8. Next Meeting**

The next SEAC meeting will take place on **Wednesday, March 10<sup>th</sup> at 6:00 p.m.**

Members were asked what format they prefer for the next meeting, either teleconference or video. Members expressed hope that they could meet in person by then but since it's not known yet if that's possible, the format will be confirmed closer to the date.

**9. Adjournment**

**MOTION 3: 10 FEB 2021**

**Moved by:**

**Seconded by:**

**The SEAC meeting adjourned at 7:17 p.m.**

**Carried/...**

/nl  
February 12, 2021



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD



Minutes of the Special Education Advisory Committee Meeting

Held on Wednesday, March 10, 2021, at 6:00 p.m. Administration Office

Table listing attendees: PRESENT (Pat O'Grady, Jennifer Debenham, Joan Daley, Mike Ellis), RESOURCE (Clint Young), GUEST PRESENTER (Katherine McLaughlin), and REGRETS (Jodi Cotnam, Daniella Santos) with their respective roles.

1. Prayer

The SEAC Chair opened the meeting with a prayer at 6:00 p.m.

2. Approval of Agenda

MOTION 1: 10 MAR 2021

Moved By: Joan Daley
Seconded By: Jennifer Debenham

That the agenda for the Special Education Advisory Committee meeting of March 10, 2021, be approved.

Carried/...

3. Declaration of Conflict of Interest

No conflict of interest was declared.

4. Presentation: Katherine McLaughlin – Board Multi-Year Accessibility Plan

Katherine McLaughlin, Special Education Coordinator, was welcomed to the meeting to present the latest updates on the Board Multi-Year Accessibility Plan developed by the Accessibility Planning Committee. The group has developed a dynamic document that is constantly updated with measures to identify, remove, and prevent attitudinal, architectural, technological, information/communication and practice barriers to enable people with disabilities full access to services and facilities within the RCCDSB. Katherine explained that the 2020-2023 report will be filed according to the guidelines of the Accessibility for Ontarians with Disabilities Act (AODA). All education standards are to be in fulfilled in the next three years, to reach a path to 2025 compliance.

Highlighted areas completed in the past year have been: the implementation of an after-school skills development program entitled *Mission Cognition*; a large delivery of special education equipment to needy students during the school shut down necessitated by COVID and the acquisition of a SORA digital library. An employee handbook will be revised to contain a section on disability awareness which will be rolled out in the fall of 2021.

Comments from SEAC members included a request to consult with parents of children younger children to obtain perspective from the elementary panel. A previous SEAC request has been accommodated for the inclusion of a high school student on the Accessibility Planning Committee. Katherine responded that the Special Education Coordinators are often given feedback during parent meetings and consultations. It was also noted that there is no additional ministry funding or grants provided to cover the additional work required to work towards compliance.

A SEAC member reported that there was an incident at an unspecified school where someone was stuck in an elevator for a long period of time. Administration will investigate the incident and report back at the next SEAC meeting. In general, the head custodian and principal are aware of the location of a safety switch and are trained to safely guide the elevator back to the ground floor and open the door. Elementary students are not to be alone in an elevator. High school students who either cannot fit an adult and wheelchair in the elevator or are given greater independence may use the elevator alone, with guidance from an EA who assists with entry/exit and follows in the stairwell.

Katherine was thanked for presenting her thoughts and ideas to assure board compliance with Accessibility Standards.

**5. Approval of Minutes from 10 February 2021**

**MOTION 2: 10 MAR 2021**

**Moved By:                      Joan Daley**  
**Seconded By:                 Mike Ellis**

**That the minutes from the Special Education Advisory Committee meeting of February 10, 2021, be approved.**

**Carried/...**

**6. Board Reports**

**a. Staffing Update**

- i. A second advertisement for a temporary Speech and Language Pathologist will be re-posted since no applications were received in response to the previous posting for a maternity leave replacement until October 2021.**

ii. Heidi Fraser has recently been appointed as a Supervisory Officer, leaving part of her previous portfolio as system Principal for Special Education vacant. The Principal for School Effectiveness position dealing with literacy and numeracy within school improvement plans to succeed with standardized testing is also being enhanced. The Director of Education has taken the opportunity to broaden these two roles and advertise for two distinct system positions that are better formatted to encompass the needs of students. Successful candidates will likely split duties through geographical lines.

b. **EA Allocation Process**

The EA Allocation process for 2021-2022 is underway. It was explained that teams made up of the Supervisor Officer, Special Education Coordinators, ABA Specialists, Principal and SERT's will collect and analyze independence rubric data on each special education student to determine allotment of EA support for each school. A sample independence rubric will be presented at the next meeting.

c. **St. Kateri Tekakwitha Catholic Virtual School 2021-2022 Update**

It was reported that approximately 400 students are currently enrolled in the virtual school. To prepare for staffing in 2021-2022 and in anticipation of parents seeing a possible end to COVID restrictions by September, the board requested parents to make a choice between remaining in virtual or returning to face-to-face learning. It was stated that students with special needs have better support and resources and can be provided with more efficient service when they attend school in person.

d. **2020 Survey Results - PAAC on SEAC**

The Provincial Parent Association Advisory Committee (PAAC) conducted a survey in 2020 that identified opportunities for improvement such as: the sharing of effective practices; effective training; the adoption of an annual calendar and regular website updates on current SEAC meeting dates and meeting minutes. Administration will update the board website and develop a membership drive for new SEAC members with advertisements on school website social media pages, in special education classes and at parent council meetings.

Joan Daley informed the Committee that as an individual she will contact PAAC to enquire as to the lack of representation of children who are deaf with their members and affiliate members.

e. **Catholic District School Board of Eastern Ontario Letter**

The Catholic District School Board of Eastern Ontario sent a letter to Ministry on February 4, 2021, in support of Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD). The RCCDSB SEAC is also committed to develop policies and guidelines with respect to

FASD and will draft a letter from the Board of Trustees to be sent to Stephen Leece, Ministry of Education.

**MOTION 3: 10 MAR 2021**

**Moved By: Joan Daley**  
**Seconded By: Mike Ellis**

**That SEAC directs Administration to draft a letter to the Board of Trustees to be sent to the Ministry of Education in support of the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder.**  
**Carried/...**

f. **Mental Health and Wellness Newsletter**

The latest Mental Health and Wellness Newsletter was presented as an information item.

g. **March COVID-19 Well-Being**

The March COVID-19 Well-Being publication and link outlining a variety of calming and fun activities to share with students was presented as an information item.

**7. Association Reports**

**Fetal Alcohol** : Joan Daley reported there have been no updates on the FASD Ottawa website since July of 2019, however, the FASD Ontario website contains helpful resources for children, youth, and adults, such as mindful virtual sessions and the ADAPT4LIFE program.

**8. Next Meeting**

The next **virtual** SEAC meeting will take place on **Wednesday, April 14, 2021, at 6:00 p.m.**

**9. Adjournment**

**MOTION 3: 10 MAR 2021**

**Moved By: Jennifer Debenham**  
**Seconded By: Joan Daley**

**The SEAC meeting adjourned at 7:14 p.m.**

**Carried/...**



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD



Minutes of the Special Education Advisory Committee Meeting

Held on Wednesday, April 14, 2021, at 6:00 p.m. Administration Office

<b>PRESENT:</b>	Pat O’Grady	Chair, Trustee (In person)
	Daniella Santos	Member at Large (Teams)
	Jennifer Debenham	Community Living (Teams)
	Jodi Cotnam	Learning Disabilities of Ontario (Teams)
	Mike Ellis	Member at Large (Teams)
<b>RESOURCE:</b>	Clint Young	Superintendent of Education (In person)
<b>GUEST PRESENTER:</b>	Mary Lynn Schauer	Superintendent of Business (Teams)
<b>ABSENT:</b>	Joan Daley	Member at Large

1. Prayer

The SEAC Chair opened the meeting with a prayer at 6:00 p.m.

2. Approval of Agenda

MOTION 1: 14 APR 2021

Moved By: Jennifer Debenham  
Seconded By: Daniella Santos

That the agenda for the Special Education Advisory Committee meeting of April 14, 2021, be approved.

Carried/...

3. Declaration of Conflict of Interest

No conflict of interest was declared.

4. Presentation – Mary Lynn Schauer – Special Education Budget

An overall summary of the 2020-2021 Revised Budget for Special Education Revenue and Expenses was presented by Mary Lynn Schauer, Superintendent of Business Services. Three components of the budget were explained:

1. Audited 2019-2020 Financial Statement (Deficit of \$659,000)
2. 2020-2021 Original budget (Deficit of \$1.7M)

3. 2020-2021 Revised budget (Deficit of \$752,000), set in the fall using updated enrolment numbers determined on October 31, 2020, and projected for March 31, 2021.

The revised budget indicated that revenue has increased, while expenditures have decreased, resulting in a reduced deficit of \$750,000. Historical data showed that the Board is in a similar financial position to previous years.

Data was presented on the total number of students as at Oct 31/20 with an IEP (1,023), which is 21.42% of total board students. It was reported that 687 students have been identified with an exceptionality, with most students falling within the Learning Disability category (239), followed by Multiple Exceptionalities (188), then Autism (85). It was noted that each pupil is assigned to only one category, and students with more than one identification included in the “Multiple” designation only. Numbers of identified students within the RCCDSB are above the provincial average.

Most revenues are made up of provincial grants which includes the Special Education Per Pupil Amount (SEPPA), SEA equipment, and the Differentiated Special Education Needs Amount, which is based on a statistical calculation and makes up 42% of revenue. Expenditures are primarily made up of teacher assistants (51%), followed by classroom teachers (29%) and professional and paraprofessional support (9%). Spending patterns are similar to previous years with any over-spending in special education taken from another area of the board budget to ensure an overall balanced budget.

Mary Lynn advised that her team is currently waiting for the ministry announcement on new grants to finalize the budget for next year.

The Chair thanked Mary Lynn for her informative presentation.

## **5. Approval of Minutes from 10 March 2021**

### **MOTION 2: 14 APR 2021**

**Moved By: Mike Ellis**  
**Seconded By: Jennifer Debenham**

**That the minutes from the Special Education Advisory Committee meeting of March 10, 2021, be approved.**

**Carried/...**

## **6. Business Arising from Last Meeting**

### **a. PAAC Report Follow Up**

PAAC on SEAC recommendations on effective practices indicated that a summary of annual professional assessments of students be shared with the Committee. The Special Education Coordinators shared an overview of data for students waiting for psycho-educational and psycho-diagnostic assessments by RCCDSB Consulting Psychologists, that indicated the Board achieves targeted wait times. Program Team staff use a multidisciplinary approach to

evaluate students for assessments and reach to outside agencies for support. Consideration is given for families who have no insurance coverage, and often school teams provide financial assistance to students and their parents.

b. **Board Website Review:**

A link was provided to the SEAC page of the RCCDSB website, showing current committee membership list and minutes of meetings.

c. **Elevator Procedure/Incident Report:**

An investigation was completed to obtain facts regarding incidents of people stuck in elevators. It was reported that an incident at St. Joseph's High School involved a caretaker becoming stuck in an elevator, and two incidents at Our Lady of Fatima where the elevator malfunctioned. In this case, the fire department was called to release the staff, and the elevator company was dispatched to rectify the key mechanism failure. No students were involved in either of the incidents.

d. **Support for Bill 172 – FASD – Letter to Minister**

Following a recommendation from SEAC, and approved by the Board of Trustees on March 29, 2021, Administration drafted a letter to the Honourable Stephen Lecce on March 30 in support of Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD). The letter was sent to Ontario English Boards, OCSTA and MASCE following the Committee meeting.

## 7. **Board Reports**

a. **EA Support Allocation – Independence Rubric**

A memo was sent to Administrators from the Superintendent and Special Education coordinators to start the process to determine the level of EA support each student requires for the next school year. The School Profile Overview and the Independence Rubric are components used in the assessment process and were shared with the Committee. School teams are asked to complete the School Profile Overview, a numerical summary of the needs identified by the Independence Rubric (IR). The IR provides an assessment of health and medical requirements, self-regulation, behaviour, communication, and adaptive functioning for elementary level students, with added categories for secondary school students of community/leisure/work and pathways. By the end of April, following in-depth discussion by teachers who understand the individual needs of each student, with assessment input from Coordinators and the Superintendent, the completed assessments drive special education staffing for September.

b. **Recruitment Update**

To boost SEAC membership, a recruitment drive will be initiated in September to inform school councils and parents who have a vested interest in special

education on the important work of SEAC. The two newest committee members indicated they joined SEAC following social media campaigns. It was noted that the new recruitment drive should feature strong social media strategies, such as Facebook and Twitter.

c. **SEAC Annual Calendar Review**

The SEAC Annual Calendar document used as a guideline to prepare agendas for the school year was provided for SEAC members to review for the next meeting.

d. **Ministry Announcements on Schools**

An update was provided on the qualification for front-line education workers to sign up for COVID vaccines. A letter of eligibility was provided by the board to EAs and SERTs to be vaccinated during Spring Break. Unfortunately, there was a shortage of vaccine supply, and appointments are scheduled for May. With the recent Ministry announcement that schools are to pivot to virtual learning after the break, an urgent operation to schedule plans for remote learning, distribute devices and provide face to face learning for special education students with complex needs has begun.

e. **Request for SEAC Input and Discussion**

Director Mark Searson and Trustee Chair Bob Schreader advised that a provincial discussion is currently in progress regarding equity, inclusion, and the celebration of diversity in Catholic schools. They informed the Educational Services Committee of ongoing dialogue between the Board and Bishop Desrochers on the challenges of students who do not feel accepted, included, or valued based on gender. Last year, a few boards in the province decided to endorse the flying of a Pride flag during the month of June, to show acceptance, and express support in an inclusive climate. Two documents have been presented for review, dialogue, and discussion by board stakeholder groups, with feedback requested to come back to the Board for consideration to enable the RRCDSB to make a carefully informed decision. SEAC members are asked to review these documents and participate in discussion at the next SEAC meeting on May 10th to discuss thoughts on a proactive response to support equity, peace, healing and hope for all students confidentially and carefully.

**Document #1 - Affirming Our Commitment to Equity, Diversity, and Inclusive School Communities**

A May 19, 2020, memo from the Institute for Catholic Education (ICE) to Directors of Education referenced the topic of celebration of Pride month that takes place each June. In preparation for Pride celebrations this year, Catholic Boards are discussing how to best express support, and are engaged in open discussion to develop a unified plan moving forward.

Document #2 - To Listen, To Reason and to Propose: The Rainbow Flag and Catholic Schools

The Very Reverend Cornelius O'Mahoney, Episcopal Vicar for Education for the Catholic Partners of the Diocese of Hamilton prepared a statement on diversity in Catholic schools that address the complex needs of persons today that come from a variety of backgrounds and experiences. The RCCDSB requested permission to use the statement as an internal aid to develop an inclusive climate for students to achieve success and personal well-being, especially those who identify as members of the LGBTQ community in preparation for Pride celebrations.

**8. Association Reports**

There were no association reports this month.

**9. Next Meeting**

The next SEAC meeting will take place through Teams on **Wednesday, May 12, 2021, at 6:00 p.m.**

**10. Adjournment**

**MOTION 3: 14 APR 2021**

**Moved By: Jodi Cotnam**  
**Seconded By: Jennifer Debenham**

**The SEAC meeting adjourned at 7:12 p.m.**

**Carried/...**



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD



Minutes of the Special Education Advisory Committee Meeting

Held on Wednesday, May 12, 2021, at 6:00 p.m. Administration Office

Table listing attendees: PRESENT (Pat O'Grady, Jennifer Debenham, Jodi Cotnam, Joan Daley, Mike Ellis), RESOURCE (Clint Young), GUEST PRESENTER (Angela Bergeron), REGRETS (Daniella Santos) with their respective roles.

1. Prayer

The SEAC Chair opened the meeting with a prayer at 6:00 p.m.

2. Approval of Agenda

MOTION 1: 12 MAY 2021

Moved By: Jennifer Debenham
Seconded By: Joan Daley

That the agenda for the Special Education Advisory Committee meeting of May 12, 2021, be approved.

Carried/...

3. Declaration of Conflict of Interest

No conflict of interest was declared.

4. Presentation – Angela Bergeron – Deaf and Hard of Hearing

Angela Bergeron was welcomed to the meeting by Clint Young. It was explained that Angela is a special education teacher assigned to Valleycrest School in Pembroke and has a high motivation to support students who are deaf and hard of hearing.

Angela outlined her progress at York University, and shared a personal goal of being able to provide resources and services to enable students who are deaf and hard of hearing to reach their full potential. As part of her course requirements, one practicum with the RCCDSB involved the analysis of student hearing technology, and how to better utilize and facilitate use of the equipment for optimum student results. There are 27 students at the RCCDSB identified with deaf or hard of hearing exceptionalities. Angela selected a representative sample of 12 students and used the tiered model of support to identify students at Tier 1 (unilateral hearing loss), Tier 2 (unilateral or bilateral hearing loss) or Tier 3 (bilateral intensive individual intervention and alternative curriculum). During the three-week practicum period, data was gathered to make an individual student needs profile, and with parent permission, each student was taught equipment management and was instructed on how to tips on how to use their equipment more fully. Finally, strategies for success and next steps were shared with school staff and parents. Angela thanked the Board for allowing her to proceed with her studies.

Clint Young expressed the hope that the board will be able to use Angela's knowledge to provide services for all the 27 students identified with a deaf and hard of hearing exceptionality. In 2021-22 it is hoped that Angela may be released for a periodically from her position at Valleycrest to further her work and resource support in her area of expertise.

SEAC expressed thanks for the informative presentation, and requested Angela come back to provide an update on her new endeavour next year.

## **5. Approval of Minutes from 14 April 2021**

### **MOTION 2: 12 MAY 2021**

**Moved By: Mike Ellis**  
**Seconded By: Jennifer Debenham**

**That the minutes from the Special Education Advisory Committee meeting of April 14, 2021, be approved.**

**Carried/...**

## **6. Business Arising from Last Meeting**

### **a. SEAC Annual Calendar Review**

A sample SEAC Annual Calendar, originally reviewed in 2014 was presented for update. An updated copy will be distributed at the next meeting.

### **b. Discussion on Equity, Inclusion and Dignity in Catholic Schools**

The local bishop has requested that we not engage in dialogue on equity and inclusion until direction is provided by the Ontario Conference of Bishops. Further instructions will be shared with the Committee, who were reminded to keep the previously shared material confidential.

## 7. **Board Reports**

### a. **Return to Face-to-Face Learning**

Due to pandemic restrictions across the province after the April break, a shutdown of face-to-face learning has taken place, and classes are now offered virtually. Boards are aware of acute needs of some special education students, and the Ministry authorized strict criteria for some students with specific needs to attend school in person. The Ministry has mandated a reduced number of students able to attend learning at school compared to the previous lockdown that took place in January. Administration carefully assessed student needs to comply with the ministry order and offers programming at 12 sites for a combined total of 60 students who participate in modified learning.

### b. **EA Allocation Update**

Data analysis of student needs has determined that 3 - 5 additional EA's are required across the system. Allocations of EA's at individual schools may be changed slightly to accommodate new requirements, and transfers between schools may occur to utilize EA's where they are most needed. Meetings between COPE and senior administration will take place to finalize allocations, and staffing transfers and allocations should be complete by June.

### c. **Special Education Grant – Funding Changes for 2021-2022**

A memorandum was received from the Ministry of Education highlighting in GSN allocations for 2021-2022. Several key increases to the grant allocations in the areas of Special Education Grant (SEG), Differentiated Special Education Needs Amount (DSENA), and allocations for Mental Health and Well-being will enable the board to offer more resources to support students.

**Behavioural Analyst:** A new position will be created to join of the multi-disciplinary team to support students struggling with exceptionalities in behaviour.

**Summer Programming:** Programs to support students that have been out of school for an extended period due to shutdowns were implemented last year. Programs will continue again this year and include support for:

- JK students struggling with the transition to school.
- Returning selected elementary and secondary students suffering from the long gap of no face-to-face learning.
- hand-picked students that could benefit from an intensive reading intervention program.
- Students K – 3 identified by school staff as needing a summer boost in specific programming.

## 8. **Association Reports**

There are no association reports.

**9. Next Meeting**

The next SEAC meeting will take place on **Wednesday, June 9, 2021, at 6:00 p.m.**

**10. Adjournment**

**MOTION 3: 12 MAY 2021**

**Moved By: Joan Daley**  
**Seconded By: Jennifer Debenham**

**The SEAC meeting adjourned at 6:50 p.m.**

**Carried/...**



RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD  
**Minutes of the Special Education Advisory  
 Committee Meeting**



**Held on Wednesday, June 9, 2021, at 6:00 p.m.**  
**Administration Office**

<b>PRESENT:</b>	Pat O’Grady	Chair, Trustee (virtual)
	Daniella Santos	Member at Large (virtual)
	Jennifer Debenham	Community Living (virtual)
	Jodi Cotnam	Learning Disabilities of Ontario (virtual)
	Joan Daley	Member at Large (virtual)
<b>RESOURCE:</b>	Mike Ellis	Member at Large (virtual)
	Clint Young	Superintendent of Education (virtual)
<b>GUEST PRESENTER:</b>	Katherine McLaughlin	Special Education Coordinator (virtual)
	Kelly Etmanskie	Special Education Coordinator (virtual)

**1. Prayer**

The SEAC Chair opened the meeting with a prayer at 6:00 p.m.

**2. Approval of Agenda**

**MOTION 1: 09 JUN 2021**

**Moved By: Jodi Cotnam**  
**Seconded By: Mike Ellis**

**That the agenda for the Special Education Advisory Committee meeting of June 9, 2021, be approved.**

**Carried/...**

**3. Declaration of Conflict of Interest**

No conflict of interest was declared.

**4. Presentation – Katherine McLaughlin and Kelly Etmanskie – Special Education Hour**

Katherine McLaughlin and Kelly Etmanskie, the two RCCDSB Special Education Coordinators were welcomed to the meeting. Face to face professional development opportunities for SERTs were curtailed during the COVID pandemic. The Special Education Coordinators explained how they used an innovative method to ensure that the challenges of the pandemic did not stop SERT learning. The SESH (Special Education Support Hour) was developed, that not only enabled SERT’s to gather

during COVID limitations, but also proved to be cost effective as it reduced travel and supply coverage costs. SERT's met bi-weekly to bi-monthly through Google Meet and sessions were taped for those who could not attend due to the many added duties due to COVID. Topics were varied, and covered Sensory Rooms, cognitive behavioural therapy, equity, levelled literacy, support for students with ADHD, support for students with speech, deaf and hard of hearing and vision challenges, digital tools for remote learning and reaching all learners in FSL. A clip of Kevin de Ruiters session on the benefits of cognitive behavioural therapy were played for the Committee. Future sessions next year will include additional information on IPRC's, effective practices for sensory support, and DMDD support (Disruptive Mood Dysregulation Disorder).

The coordinators were thanked for the informative presentation. Clint Young also added that Katherine and Kelly are tremendous advocates for the support of students and teachers of special education, and the ladies always show great knowledge and professionalism in their roles as Coordinators of Special Education.

**5. Approval of Minutes from 12 May 2021**

**MOTION 2: 09 JUN 2021**

**Moved By: Jennifer Debenham**  
**Seconded By: Joan Daley**

**That the minutes from the Special Education Advisory Committee meeting of May 12, 2021, be approved.**

**Carried/...**

**6. Board Reports**

**a. Support for Bill 172 – BHSCDSB**

A letter was received from the Brant Haldimand Norfolk Catholic District School Board (BHNCDSB) SEAC endorsing Bill 172, the Education Statute Law Amendment Act regarding Fetal Alcohol Spectrum Disorder (FASD).

**b. Ontario Autism Program – Entry to School Program**

A new Entry to School initiative has been developed by the Ministry of Education and the Ministry of Children, Community and Social Services. It will consist of a six-month group-based skill building program to support children aged 3 to 5 in the Ontario Autism Program who are entering school for the first time. The board received a document outlining school board roles and responsibilities and was asked to provide the Ministry with letters of support for community service providers. The Ministries will then choose a

provider to start the program in March of 2022 which will continue through the summer until school start in September 2022. During the first six months of school, program staff will provide targeted consultations to support families and/or educators upon request.

c. **Special Education Report 2020-2021**

The Special Education Report from 2019-2020 was reviewed by SEAC during the school year but was not required by the Ministry due to COVID. Administration recently heard from the Ministry that a report for 2020-2021 will be required. The report was revised with current information and forwarded to SEAC members on May 31<sup>st</sup> for review. To give SEAC members time to fully read the lengthy document, final approval will be requested from the Committee on June 23, 2021.

**MOTION 3: 09 JUN 2021**

**Moved By: TBD – June 23, 2021**

**Seconded By: TDB – June 23, 2021**

**That the Special Education Advisory Committee will be polled on June 23, 2021, to provide approval of the Renfrew County Catholic District School Board’s Special Education Board Plan for school year 2020-2021.**

**Carried/...**

**7. Association Reports**

**Joan Daley:** A program called “Let’s Go Fitness” has been developed for people of all ages with disabilities. It was developed by Dante Johnson who struggled with Prader-Willi Syndrome (PWS) which caused him to have low energy and constant hunger. The first three sessions are free, then sessions are available at \$20.00 per month.

**8. Next Meeting**

The next SEAC meeting will take place on **Wednesday, September 15, 2021, at 6:00 p.m.**

Joan Daley announced that she is resigning from SEAC effective September 2021. Joan was thanked for her dedicated service over many years and was invited to attend a celebration of her participation in SEAC as soon as COVID restrictions allow. The rest of the Committee was thanked for their commitment to SEAC and was invited to the September SEAC meeting.

**9. Adjournment**

**The SEAC meeting adjourned at 7:00 p.m.**

**SECTION C-3**  
**EARLY IDENTIFICATION  
AND INTERVENTION  
STRATEGIES**



## SECTION C-3 EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

### **The guiding principles or philosophy used by the board for early identification of children's learning needs:**

It is the educational philosophy of the Renfrew County Catholic District School Board that all students will be fully integrated into the regular classroom for as much of the instructional day as possible.

The Renfrew County Catholic District School Board guiding principles/philosophies regarding early screening of all children is based on the Policy/Program Memorandum No. 11. "These procedures are a part of a continuous assessment and program planning process, which is initiated when a child is first enrolled in school and no later than the beginning of a program of studies immediately following kindergarten and continue throughout a child's school life". The Renfrew County Catholic District School Board participated in the use of the Early Development Instrument tool. It is used to assess school readiness in four- and five-year-olds. The RCCDSB has participated in this survey since 2002.

### **The parent's role in early identification**

Parents are the child's first teachers. They have encouraged the development of language, interests, and skills during the pre-school years. Parents have the best interests of their children at heart. Parental interest and involvement continues to be extremely important during the school years. At the time of formal registration, parents are provided with a complimentary package containing the Parents Guide to Kindergarten at RCCDSB as well as speech, nutritional, dental, and physical fitness guides to assist them in their child's journey to Junior Kindergarten.

Parents are also asked to complete a Parental Questionnaire.

Parents are encouraged to share with the school any information that may assist school personnel in planning for their special needs child by either completing the Special Needs Section of the form or by speaking to the principal directly. Parents may already be working with an agency or department prior to a child attending school. If assessments have already been conducted by an agency, parents can consider giving written consent to release these documents to the school principal. An IPRC or case conference will be held in June to assist school personnel, agencies, and parents to plan for the transitional entry of the student. By starting the process in June, items such as specialized transportation, physical changes to the child's classroom or any other accommodation can be put into place prior to the actual arrival of the child in September. This procedure assists in a seamless transition into Junior Kindergarten.

AN ASSIST SHEET DURING KINDERGARTEN REGISTRATION (Parental Questionnaire)

**Agency Supports and Services Listing for Parents**

<b>Family and Children Services (FCS)</b>
<ul style="list-style-type: none"><li>▪ Social Worker</li><li>▪ Child Protection</li></ul>
<b>Family and Children Services - Developmental Services (FCS-DS)</b>
<ul style="list-style-type: none"><li>▪ Infant Development Program</li><li>▪ Communication Consultant, Program Coordinator of Communication/Behaviour</li><li>▪ Behaviour Consulting Services</li><li>▪ Service Coordination</li></ul>
<b>Champlain LHIN</b>
<ul style="list-style-type: none"><li>▪ Occupational Therapy</li><li>▪ Physiotherapy</li><li>▪ Speech and Language Services</li><li>▪ Dietitian</li><li>▪ Nursing</li></ul>
<b>Ottawa Children's Treatment Centre (OCTC)</b>
<ul style="list-style-type: none"><li>▪ Medical Services<ul style="list-style-type: none"><li>○ Physicians</li><li>○ Dietician</li></ul></li><li>▪ Early Childhood Program Treatment Team<ul style="list-style-type: none"><li>○ Occupational Therapy</li><li>○ Physiotherapy</li><li>○ Speech-Language Therapy</li><li>○ Psychology</li><li>○ Social Work</li></ul></li><li>▪ Liaison Teacher (for students with severe physical disabilities/developmental delay)</li><li>▪ OCTC Preschool</li><li>▪ Clinic for Augmentative Communication</li><li>▪ Seating and Mobility Team</li><li>▪ ABA Program (CHEO/OCTC)</li></ul>
<b>Phoenix Centre</b>
<ul style="list-style-type: none"><li>▪ Mental Health Services</li><li>▪ Behaviour Services</li></ul>
<b>Preschool Speech Program</b>
<ul style="list-style-type: none"><li>▪ Speech and Language Pathologist</li></ul>
<b>County of Renfrew</b>
<ul style="list-style-type: none"><li>▪ Integration Services</li></ul>
<b>Other: CHEO, Autism Intervention Program (AIP) , Respite</b>

**TRANSITION TO SCHOOL FOR STUDENTS WITH SPECIAL NEEDS**

**February/March:**

- School Registration: parents identify son/daughter with special needs
- Coordinator contacts community agencies for names of incoming students with special needs

**March/April:**

- School notifies Superintendent and Coordinator of incoming students with special needs
- Coordinator notifies school of incoming students with special needs

**March/April:**

- Determine the lead agency and all services involved with the student

**April:**

- **Essentials Assessment:** Coordinator, Principal and SERT meet incoming students who may need EA support

**April/May:**

- School (SERT and Principal) coordinate and plan a Transition to School/IPRC Meeting
  - ✓ Set time and location (approx. 1 hour)
  - ✓ Invite parents, coordinator and all agencies involved with the student

**NOTES:**

- **Registration:** if parents identify their son/daughter as having special needs, be sure to give them the Agency Supports and Services Listing for Parents to reference when filling out the registration package.
- **Transition to School/IPRC Meeting:** most agencies will be sending a case manager rather than service deliverers.

## **The teacher's role in early identification**

Renfrew County's Catholic teachers recognize that each child is unique and learns in different ways. Our teachers are committed to Catholic education. They provide a nurturing learning environment that provides young children with opportunities to grow and learn in their own way.

Administer the Junior or Senior Kindergarten Assessment Screening Tools. This is part of the Diagnostic Assessment Tool Kit that was developed in the Spring of 2010 as part of the CODE JK-Grade 1 provincial project. It was released in draft format for the 2010-2011 school year. A final version of the draft document was released in Spring of 2011. This tool is used at prescribed times through the JK and SK year.

If after conducting the speech assessment, they observe the student experiencing difficulties, kindergarten teachers will then consult with their Special Education Resource Teacher and Board Speech and Language Pathologist for further assistance.

A more in-depth assessment can occur with the parent's consent. The child is then provided with an appropriate speech and/or language program and either a Communications Disorder Facilitator, Educational Assistant, or Special Education Teacher will carry out weekly lessons. The board or agency Speech and Language Pathologist leads all instructional programming. The parents are expected to also assist with the program at home.

There may be other areas of need as indicated through the Early ID Screening process or other Kindergarten Assessment Tools. This may indicate a need for the student to become part of the Early Years Lighthouse Intervention Program -- a booster program for struggling JK/SK students. The SERT (Special Education Resource Teacher) would assist with this intervention.

There may also be a need to request Community Care Access Services in Occupational Therapy or Physiotherapy. Personnel from Developmental Services or the Board's ABA Consultant can also provide assistance.

Assist in the collaboration of an IEP along with the resource teacher and any other outside agency implementing any modifications or accommodations to the child's program as deemed by the IEP.

Communicate with parents, other teaching personnel or outside agencies when changes, progress, or difficulties (the use of anecdotal notes is important) occur.

Prepare to participate each term in the IEP meeting when the present term expectations are evaluated, and new expectations are set for next term.

If the situation warrants an IPRC meeting, the RCCDSB Assessment Procedure is followed.

Recognize that in the case of special needs children, teamwork is an integral part of providing the best service possible.

## **EARLY DEVELOPMENT INSTRUMENT (EDI): A Population-based Measure for Communities**

### **FACT SHEET**

This instrument is an outcome measure of children's early development.

It measures children's readiness to learn in school environment in **five general domains** identified in the literature: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge in relation to developmental benchmarks rather than curriculum-based ones.

The Early Development Instrument can be applied at either junior or senior kindergarten level, i.e., for either 4 or 5-year olds. A teacher uses his/her observations after several months of classroom/school interaction with the child to complete the questionnaire.

The instrument provides information for groups of children to:

- a) report on areas of strength and deficit for populations of children
- b) monitor populations of children over time
- c) predict how children will do in elementary school.

The EDI has been developed by Drs. Magdalena Janus and Dan Offord at the Canadian Centre for Studies of Children at Risk, McMaster University, with support of a national advisory committee. It is largely based on the National Longitudinal Survey of Children and Youth (NLSCY) and other existing developmental tests. It was implemented in 1998/99, 1999/2000, and 2000/2001 for over 90,000 students nationwide.

The purpose of the instrument is to report on populations of children in different communities. It is intended to help communities assess how well they are doing in supporting young children and their families and assist in monitoring changes.

### **READINESS TO LEARN CONCEPT**

The EDI is based on the **readiness to learn** concept.

We know that children are born ready to learn; it means that their neurosystem is pre-programmed to develop various skills and neuropathways, depending on the experience it receives.

The EDI measures children's **readiness to learn at school** (or school readiness to learn). This term refers to the child's ability to meet the task demands of school, such as being cooperative and sitting quietly and listening to the teacher, and to benefit from the educational activities that are provided by the school.

The Canadian Centre for Studies of Children at Risk McMaster University, Hamilton Health Sciences Corporation Hamilton, Ontario Tel: (905) 521-2100 ext. 74377

## **FIVE DOMAINS OF SCHOOL READINESS TO LEARN**

There are five domains of school readiness to learn included in the Early Development Instrument.

### **1. Physical health and well-being**

Includes: gross and fine motor skills;

- holding a pencil
- running on the playground
- motor coordination
- adequate energy levels for classroom activities
- independence in looking after own needs
- daily living skills

### **2. Social knowledge and competence**

Includes:

- curiosity about the world
- eagerness to try new experiences
- knowledge of standards of acceptable behaviour in a public place
- ability to control own behaviour
- appropriate respect for adult authority,
- cooperation with others
- following rules
- ability to play and work with other children

### **3. Emotional health/maturity**

Includes:

- ability to reflect before acting
- a balance between too fearful and too impulsive
- ability to deal with feelings at the age-appropriate level
- empathic response to other people's feelings

### **4. Language and cognitive development**

Includes:

- reading awareness
- age-appropriate reading and writing skills
- age-appropriate numeracy skills
- board games
- ability to understand similarities and differences
- ability to recite back specific pieces of information from memory

## 5. **Communication skills and general knowledge**

Includes:

- skills to communicate needs and wants in socially appropriate ways
- symbolic use of language
- story telling
- age-appropriate knowledge about the life and world around;

### **TWO ADDITIONAL INDICATORS:**

#### **Special Skills**

Includes: literacy, numeracy, dance, music, etc.

#### **Special Problems**

Includes: health problems, learning problems, behaviour problems

### **Procedures for providing parents with notice that their child is having difficulty**

When a child is having difficulty in school, the parent is either contacted by the classroom teacher or the Special Education teacher. They would then ask if the parent could attend a Case Conference meeting so that the staff could explain in greater detail the area of difficulty.

However, some parents who may be unable to attend due to other commitments may request that this information be discussed via the telephone.

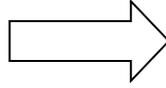
**Procedures used within the board for referring a student for an assessment (e.g., an assessment by an in-school team or by professional resource staff) should learning problems be identified that might result in the student's being referred eventually to an IPRC (these procedures include notifying parents and involving them in the process).**

The procedures used for referring a student for an assessment usually comes in the form of a Case Conference meeting as stated above. If an assessment on other services is felt to be the next step, then board procedure is followed (view Assessment Procedure).

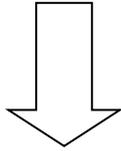
## Renfrew County Catholic School Board Assessment Procedure

### Student in regular classroom: Teacher or parents suspect school difficulties

**Step I — Pre-Referral Classroom**  
teacher discusses concerns with student and parents. Teacher observes, collects data, and makes minor changes or accommodations to help the student. Uses differentiated learning.



**Successful Child** progresses with minor class accommodations.

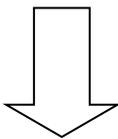


**Not Successful**

**Step II — Referral**  
Classroom teacher meets with Special Education Teacher and Principal to request help. Discussion may lead to:  
a) major classroom accommodations (IEP listing accommodations may be put into place)  
b) remedial program



**Successful Child** progresses with accommodations and modifications.



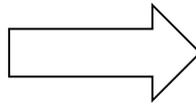
**Not Successful**

**Step III — School Level Assessment/Modifications**

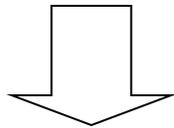
Classroom teacher meets with SERT – may lead to

- a) Brigance Comprehensive Inventory of Basic Skills Assessment\*
- b) modifications are put into place and page 3 of IEP is utilized
- c) Brigance to be done yearly to determine effectiveness of programming and student's learning level.

Written parental consent is not needed for this step, but parents should be informed.



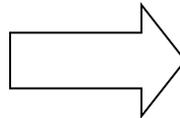
**Successful Child** progresses with accommodations and modifications.



**Not Successful**

**Step IV — Board Level Assessment**

If child is suspected to be two or more years behind academically, the school may wish to refer this student to the school board psychologist for a psycho – ed. assessment. Written parental permission is required.



**Successful Student** is identified as exceptional and progresses with accommodations and modifications.

\* All Special Education teachers have been provided with the new Brigance Inventory of Basic Skills 2010. A new reporting model for the Brigance Assessment Tool was also provided in September 2010. This assessment model required the SERT to provide school personnel strategies and next steps in remediation. This type of detailed assessment will lead staff to better defined learning expectations within the child's Individual Education Plan (I.E.P.)

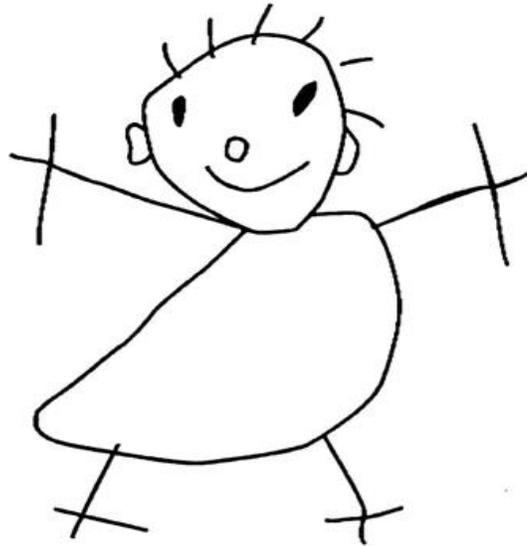
*See inserts: "Welcome to Kindergarten"  
"Speech and Language Support"*



*Schools to believe in!*

Renfrew County Catholic District School Board

# Welcome To Kindergarten





*Schools to believe in!*

*...the Renfrew County Catholic District School Board  
Vision Statement calls us to "sustain safe school environments characterized by  
warmth, hospitality, good humour and joy while we engage in the pursuit of life- long  
learning."*

Dear Parents and Guardians:

I warmly welcome you and your family to our Catholic School Board. We offer many high-quality academic programs, extra-curricular activities, hot lunch programs and transportation services that will make your child's daily interactions both happy and healthy ones.

We are committed to nurturing the giftedness, self-worth and potential of your child while helping them grow in their relationship with Jesus and with one another. We are truly an authentic Catholic community where your child will find meaning and belonging.

Academic excellence is our priority. We continue to surpass provincial averages with respect to achievement in reading, writing and mathematics. These results indicate that we have highly qualified principals and staff members who will help your child develop academically throughout their career.

Good nutrition and physical fitness is our mandate. We have provisions for healthy snack programs and many opportunities for your child to engage in physical activities both inside and outside the school walls.

Our schools are places of hospitality and faith. We know that you will be very pleased that your child is in our care. We commit to working collaboratively to provide your child with a safe and respectful learning environment because each child is a unique gift from God.

I wish your child the greatest success as they enter our Catholic system.

Sincerely,

Jaimie Perry  
Director of Education



## Partnerships

Connections between home, parish, community and school are recognized, encouraged, valued, and respected. Parents and teachers have similar goals for the children in their care - the wellbeing and success of the child. A positive partnership between the home, school, community, and parish can nurture and support that goal.

Children perform better in school if their parents/guardians are involved in their education. As the "first teachers" of your children, we look forward to working with you. Participating in parent conferences, working on the school council, talking with your child about life at school, and reading with your child are some of the many ways in which parents can take an active part in their child's education.

## Faith Formation

*Catholic schools have the unique educational purpose of presenting a Catholic world view to their students.*

In a nurturing and supportive Catholic Kindergarten classroom, all children are accepted as loving beings from God. As Catholics, we believe we are created in the image of God. Each of us was created as a unique individual with a unique set of gifts and talents, and each of us has the potential to develop and express these gifts and talents in positive ways for the common good.

Children who are introduced to the person of God at a young age are more likely to pray, practice their faith and develop and mature spiritually. The school setting attempts to build on the foundation which has begun at home. Catholicity is embedded throughout the school day. As well, students will participate in a program for kindergarten students called *In God's Image*. **The**

**The Kindergarten Program**



To find out more about what your child will be learning, contact the school principal OR see [www.edu.gov.on.ca](http://www.edu.gov.on.ca) and follow the "Elementary" curriculum links to:

\* *The Full-Day Early Learning - Kindergarten Program (Draft Version 2010-11) for all of our schools.*

The six areas of learning in the kindergarten years are:

- Personal and Social Development
- Language
- Mathematics
- Science and Technology
- Health and Physical Activity
- The Arts



### **Play-Based Learning**

Young children come to school with an enormous capacity to learn. They have an interest in exploring and investigating to see how things work and why things happen. Kindergarten programs capitalize on children's natural curiosity and their desire to make sense of their environment. Play and academic work are not distinct categories for young children. Play has an important role in early learning and can be used to further children's learning in all areas. Both child-initiated free play and more structured play-based learning opportunities will be integral parts of the kindergarten classroom.

### **Before and After Care**

If you are interested in before and after school care for your child, please speak to your principal. If your school does not yet have this program, please fill out the on-line survey that can be found on the RCCDSB board web page: [www.rccdsb.edu.on.ca](http://www.rccdsb.edu.on.ca)

### **Language**

Oral language must be the foundation of literacy development in Kindergarten. However, reading and writing need to be taught and

developed at the same time, so that children can make connections between what they hear, say, read, and write. Listening, speaking, reading, and writing are all interrelated, and development in one area supports development in the others.

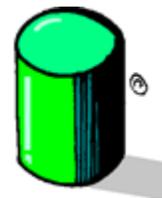
By building on the language development and the understandings that children bring to school, teachers can provide children with the learning experiences they need, as well as support and guidance in their learning.



### **Mathematics**

Mathematics in Kindergarten builds on children's desire to make sense of their world and helps them develop and demonstrate their mathematical understanding. Young children use mathematics intuitively and develop their understanding of math through the experiences they bring from home (e.g. Is there a seat for everyone at the dinner table? How many steps will I take from the front door to our car?).

Rich problems involve important mathematical ideas and arise out of real-life situations. The study of various aspects of everyday life should permeate young children's mathematical experiences. Teachers create an environment in which children are encouraged to pose mathematical questions, explore, and investigate. Opportunities can be found daily to encourage children to reflect on and extend their understanding of mathematics as it occurs in their everyday activities, play, and conversations.



### **Science and Technology**

Science and Technology in Kindergarten need to build on children's natural curiosity and sense of wonder at God's work. By observing and

exploring the world using all their senses, and by interacting with their classmates, they further develop an understanding of the world around them. Students can learn about the physical properties of materials at the sand and water centres and about living things and ways of caring for them at the discovery centre. They can learn how to use simple machines such as ramps at the block centre and how to follow through with a plan at the technology centre. It is important for all young children to see themselves as scientists and as people who can work with technology as they investigate their world.



### **Health & Physical Activity**

Learning to make healthy choices and participating in daily physical activity will provide young children with a foundation for overall well-being. In the area of Health & Physical Activity, children will:

- \* Demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being;
- \* Participate willingly in a variety of activities that require the use of both large and small muscles;
- \* Develop control of large muscles (gross-motor control) and small muscles (fine-motor control) in a variety of contexts.

### **The Arts**

The Arts in their many forms provide a natural vehicle through which children express their interpretation of our world. They stimulate learning and play a key role in children's development. In the area of the Arts, children will:

- \* Demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama, and dance;
- \* Demonstrate basic knowledge and skills in the arts;
- \* Use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others;
- \* Express responses to a variety of art forms, including those from other cultures;
- \* Communicate their ideas through various art forms.



### **Assessment & Reporting**

Young children show their understanding by doing, showing, and telling. Observation is the most important method of assessment in the Kindergarten classroom. Educators will focus on what students *can do* and plan activities for students to continue to extend their learning. Other assessment tools might include: portfolios with samples of student writing, photographs capturing a piece of work, one-on-one conversations with a student, etc.

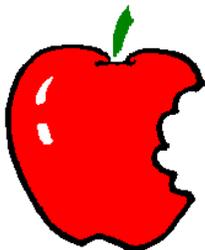
### **Special Education**

Some children may need special programs designed specifically for them to achieve their maximum potential. The RCCDSB Parental Questionnaire provides the opportunity for parents to indicate if your child has special needs. You may be asked to provide consent for the gathering and exchange of information that would be helpful in planning your child's transition to school.

# Preparing Your Child for School

Getting ready for school is exciting! Talk to your child and read books about what they will experience at school. Here are some suggestions for you to prepare your child for school.

- ✓ Help your child make choices at home (e.g. clothes to wear, activities to do).
- ✓ Provide opportunities for your child to be with other children, to learn to share, wait, and take turns.
- ✓ Provide new situations for your child. Talk about what to expect beforehand.
- ✓ Encourage your child to use language to make needs known and to solve problems (e.g. Getting a drink, bathroom, asking for help).
- ✓ Involve your child in writing (e.g. Drawing, making cards, and singing). Talk about your child's name and the letters in their name.
- ✓ Tell stories and say poems and rhymes. Sing! Read to your child and talk about the pictures, the ideas, and the words and letters.
- ✓ Point out words, numbers, and signs in the community.
- ✓ Visit the library with your child.
- ✓ Talk with your child about the things they see or hear on walks and trips. Notice changes that occur (e.g. Seasons, growth, construction).
- ✓ Involve your child in sorting activities (e.g. Toys, clothes, dolls).
- ✓ Talk about shapes and patterns in the environment.
- ✓ Play games with your child (e.g. Matching, counting, cards, simple board games).
- ✓ Encourage your child's use of imagination through drawing, building, moving to music, and acting out stories.
- ✓ Provide opportunities for your child to exercise and develop large muscles (e.g. Running, climbing, playing with a ball) and small muscles (e.g., crayons, playdough, pencils).





**SECTION C-4**  
**EDUCATIONAL**  
**AND**  
**OTHER**  
**ASSESSMENTS**



## SECTION C-4 EDUCATIONAL AND OTHER ASSESSMENTS

To provide details of the Board's assessment policies and procedures to the Ministry of Education and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRC's and the ways in which assessments are used.

Assessment tools and the qualifications of categories of staff who conduct the assessment and/or provide diagnoses; that is, staff who are governed by the Education Act; the Regulated Health Professions Act, 1993; the Health Care Consent Act, 1996; or other legislation, as appropriate (the board must specify which legislation applies)

### Special Education Teachers: (Education Act)

All Special Education teachers must have Special Education Course Part I as a minimum qualification. Special Education Teachers are encouraged to obtain their Specialist Certificate in Special Education. Teachers obtain the role of SERT based on their classroom experiences (different divisions). SERTS are considered "Master Teachers".

### Academic Assessments:

Observation Checklists, Grade appropriate teacher designed tests, Brigance Comprehensive Inventory of Basic Skills Revised 2010, Benchmarks, Prime Math, OWA, CASI.

### Speech and Language Pathologist: (Education Act) (Regulated Health Professionals Act)

Board employees' qualification is MSLP – member of College of Audiologists and Speech Language Pathologists, Ontario (CASLPO).

### Assessments Used for a Speech and Language Assessment:

- Clinical Evaluation of Language Fundamentals 4 (CELF4),
- Clinical Evaluation of Language Fundamentals Preschool Version 2 (CELP2)
- Goldman-Fristoe Test of Articulation 2 (GFTA2)

### **Coordinators of Special Education – Special Education: (Education Act)**

#### **Qualifications:**

Coordinators of Special Education have a Special Education Specialist as a minimum qualification. Experience as a Special Education Teacher and experience teaching at all grade levels is required. Leadership skills are essential.

Consultation, gathering information, observation and informal assessment and occasionally formal assessments are carried out. Some examples are:

- General Brigance Inventory of Basic Skills Revised 2010
- General Brigance Inventory of Basic Skills Revised 2010 Math
- General Brigance Inventory of Basic Skills Revised 2010 Language Arts
- Prime Math

### **Educational Psychologist: (Regulated Health Professions Act, The Psychology Act)**

In 2009-2010, the board contracted a psychologist from Ottawa to administer Psycho-ed. Assessments. These assessments are directed to the following populations: Learning Disability, Mild Intellectual Deficit, Developmental Disability, Gifted and students who may be diagnosed with Attention Deficit Disorder.

The number of assessments allotted to each school is based on the school's current student population.

Students are referred to this consulting psychologist having followed the board screening procedures.

### **Behavioural Psychologist - Contracted Board Psychologist: (Regulated Health Professions Act, The Psychology Act)**

In 2016-2017 the Board entered into an agreement with a behavioral agency. There are two kinds of services being accessed through this company:

- Board certified Behaviourist: assists the staff with setting up behavioural programs;
- Psychologist: These assessments are directed towards the following populations: Autism, behavior, mental health.

### **ABA Consultant: (Education Act, PPM 140)**

General qualifications for the position of ABA Consultant: University Degree (Psychology, Behavioural Science) preferred Masters (Education, Psychology, Behavioural Science), clinical experience – minimum 5 years, knowledge of the educational system.

Direct observation of students with ASD within the school environment and provide behavioural strategies to the school team. Support with the development of behavioural intervention plans (determine the function of the behaviour, develop learning plans for replacement behaviours, establish data collection methods, review data, adjust plans as needed). Provide training/education to staff and parents, related to ABA principles and the use of these principles within a school environment.

Some examples of Assessments are:

- FBA (Functional Behaviour Assessment);
- ABLLS (The Assessment of Basic Language and Learning Skills);
- AFLS (The Assessment of Functional Living Skills).

### **Provincial Schools Consultation Services Consultants**

**Provincial Assessment Teams:** (Education Act) Students who have severe Learning Disabilities, Deaf/Hard of hearing and Blind Low Vision are referred to this service. The visiting consultant will visit a school to assist the staff in developing more extensive programming, answer questions, offer suggestions of resources and/or assist staff in completing the extensive application and explain the application procedure to staff.

### **Private Assessment Teams:**

Parents will often exercise the right to have student assessments completed by private and/or public institutions. Examples: CHEO, Psychologists; Psychiatrist.

**Champlain LHIN:** (Acts: Regulated Health Professional Act 193, Bill 173, an Act Respecting Long Care Term)

### **Qualifications:**

- ✓ Occupational Therapy – B.Sc.in O.T.
- ✓ Physiotherapy – B.Sc. in O.T.
- ✓ Social Work – M.S.W.
- ✓ Speech & Language – M.S.L.P. – member of CASLPO
- ✓ Nursing – RN or RPN

## **Section 23: Children’s Mental Health Services Act Family & Children’s Services Act Professional Health Services Act**

### Qualifications:

- ✓ Section 23 School;
- ✓ Family & Child Therapist – B.S.W.;
- ✓ Child & Youth Worker;
- ✓ Child and Youth Worker Diploma (or equivalent two-year diploma);
- ✓ Manager of Day Treatment Services – minimum B.S.W. with experience.

### **Columbus House**

Provides a Parent Support Program for teens, mothers, and their children. Employee’s qualifications – Early Childhood Diploma from a recognized College.

### **Family and Children’s Services – Family and Children’s Services Act**

Child Protection Workers or Social Workers are located in some area schools. Qualifications (MSW or BSW).

#### ***Average waiting times for assessments to be conducted and the criteria for managing waiting lists if they exist:***

Waiting times vary depending on which type of assessment is required. In-house academic assessments by the Special Education Teacher can be conducted immediately. Schools are allotted a specific number of psycho-end assessments per year.

Average waiting times for the behavioural and educational psychologists varies according to the present caseload and the priority of the case. In the case of psycho-ed. Assessments contracted, a set yearly schedule for schools is produced in September and January.

While students continue to attend school, suggestions and resources are given to the homeroom teacher by the Special Education Teacher, and/or Coordinator of Special Education to deal with the difficulty the student may be having.

#### ***An acknowledgement that requirements for obtaining parental consent are met prior to conducting the assessment.***

Please refer to the Section on Early Identification Procedures and Intervention Strategies for the board’s requirements for obtaining parental consent.

#### ***An explanation of how results of an assessment are communicated to parents.***

Please see Section Early Identification Procedures and Intervention Strategies and IPRC Process and Appeals Section for a detailed explanation.

***An explanation of how the privacy of information is protected.***

Depending on the type of assessment, privacy of information is explained in the following manner:

If a psychologist is involved, he/she will explain at the beginning of the meeting to the parent the privacy guidelines that a psychologist is bound by. In the case of all other assessments carried out by school personnel, parents are given a copy of the report and one other copy of the assessment is placed in pupil's OSR documentation file. In the case of a SEA claim, parents are required to complete the confidentiality form that gives written permission for ministry auditors to review the child's SEA Claim File.

Additional copies of the assessment are not permitted to be made without the expressed written consent of the parent.

A description of protocols for sharing information with staff and outside agencies is taught to each new SERT when beginning the position.

Staff do not transit or receive information concerning Special Needs students without written parental consent:

There are other forms within the Special Education Manual for transmitting or receiving information with parental permission from an agency and to an agency.



**SECTION C-5**

**COORDINATION OF SERVICES  
WITH OTHER MINISTRIES OR  
AGENCIES**

Phoenix Centre, Mental Health, CHEO



## SECTION C-5 COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

### **Requirements of the Standard**

**The Special Education Plan must provide specific details about advance special education planning that is done for students with special needs who are arriving from other programs, such as the following:**

Preschool nursery programs and daycare facilities.

The Renfrew County Catholic District School Board can liaison with several Ministries and Agencies when a special needs preschooler is about to enter the school system.

Examples of these are:

- Best Start Program;
- Early Years Program;
- Daycare Centres, Preschool Support Worker, Integrations/Facilitator;
- Sprouting Speech – Preschool Speech and Language Program;
- Speech and Language Pathologist;
- Family and Children’s Services;
- Developmental Support Worker & Behavioural Worker, Coordinator;
- Phoenix Centre for Children and Families;
- Provincial Schools, Pre-School Consultants;
- Ottawa Children’s Treatment Centre;
- Occupational Therapy/ Physical Therapy/Speech.

The general procedure for entry into school of a special needs child follows a similar format each year.

The Board requests agencies to notify us of any upcoming 4- or 5-year-olds who will enter our system for the following September. During the February JK Registration Week parents complete the Parental Questionnaire. There is a section of the questionnaire to complete regarding requests for new Special Needs Students. Developmental Support Services takes the lead to provide the school board with a list of student’s names and of high special needs JK students entering school in the fall.

During the spring of each year, we invite all agencies and parents (parents may bring personnel with them) to a meeting to discuss the needs of the child. Agencies in the County always come prepared with up-to-date reports regarding the child’s areas of need and strengths. They assist board staff in giving specific details about what the child will need to have a successful transition in the fall. (For example, modifications to the washrooms, doorways, additional personnel required, etc.) Written parental consent is always obtained

before the school receives any documentation. The meeting can be in the form of a case conference or IPRC.

Please also see the section in the Special Education Board Plan -- Early Identification Procedures and Intervention Strategies for further details.

Although Renfrew County is large in geographical size, a true partnership exists between school board personnel (usually the liaison person is the Special Education Coordinator) and the agencies.

A thorough understanding of child's special needs will necessitate a seamless transition in September.

One additional initiative that has assisted preschool personnel in identifying potential Special Needs is the Healthy Babies, Healthy Children Program. This is administered through the Renfrew County Health Unit – Child Health Clinics. These clinics are open to parents of children ages newborn to 6. These identification clinics encompass 5 areas: Speech, Hearing, Vision, Development, Dental, Family Circle and Immunization. These clinics are important as parents whose child may have some difficulty in any of the five areas can seek help and assistance prior to their child entering school. Early detection of problems is a vital component in educating and assisting the child to reach his/her fullest potential.

### **Preschool programs for students who are deaf.**

The Renfrew County Catholic District School Board liaises with pre-school consultants from Sir James Whitney School for the Deaf in Belleville.

### **Preschool speech and language programs**

The preschool speech and language program is called Sprouting Speech. This program is a partnership of 6 agencies working together to develop healthy communication in children from birth to 70 months. The partners include Renfrew County Champlain LHIN, Renfrew Victoria Hospital, Arnprior and District Memorial Hospital, Deep River and District Memorial Hospital, Renfrew County Development Services and the Ottawa Children's Treatment Centre. This is a team of professionals who help families receive early identification assessment intervention services from one of the six partner agencies making up the service system.

### **Care, treatment, and correctional programs**

The Ministry of Community and Social Services has a Children's Mental Health Department called the Phoenix Centre for Children and Families. The Phoenix Centre is the board's treatment provider for our Section 23 Classroom. Parental consent is always required. Phoenix Centre services can be accessed by any parents who are facing challenging behavioural needs.

### **Programs offered by other boards of education.**

There is a shared agreement between the Renfrew County Catholic District School Board and the Renfrew County District School Board regarding Section 23 schools.

### **Other programs offered.**

The Renfrew County Catholic District School Board liaises with Family and Children's Services in the area of behavioral consultation through the Development Services Department for students who have a developmental delayed diagnosis.

The staff of Developmental Services also are involved in the county's secondary school students in the area of Transitional Planning. Transitional Planning meetings are held each year (Winter Term) at both secondary schools to age 21.

**The Special Education Plan must indicate whether it is the board's policy or practice to accept assessments accompanying the students from these programs or whether it is the board's policy or practice to reassess all incoming students. If reassessment is the policy or practice, the plan must state the estimated waiting time for completing an assessment.**

If the assessments are recent and from a valid source, example CHEO, Developmental Department, Champlain LHIN, Speech and Language Division, then reassessment is not required. Providing service based on prior assessments affords the Renfrew County Catholic District School Board the opportunity to offer appropriate service and placement to the child as soon as possible.

**The Special Education Plan must also provide details about the way in which information is shared for students leaving the board to attend programs offered by other school boards or by care, treatment, and correctional facilities.**

Information is shared for students leaving the board to attend other programs through written consent by parent or guardian.

**In the Special Education Plan, the board must identify the position of the person responsible for ensuring the successful admission or transfer of students from one program to another.**

Individual schools deal with the admission or transfer of students from one program to another. This is the Principal's duty.

The Renfrew County Catholic District School Board has two Special Education Coordinators. The Coordinators liaise with the various government departments throughout the school year, thus providing extra assistance in the coordination of services between the Renfrew County Catholic District School Board, ministries, and agencies.

## **COVID-19 Pandemic**

During the COVID-19 Pandemic in the 2020-2021 school year, arrangements were made with board partners to provide virtual supports and assessment, when available.

*See inserts:    “Agreement – RCCDSB, RCDSB and Phoenix Centre Agreement”  
                  “Collaboration Agreement – Mental Health Addictions”  
                  “CHEO Service Protocol”*

**AGREEMENT  
FOR THE PROVISION OF EDUCATION SERVICES 2018 – 2019 SCHOOL YEAR  
THE PHOENIX CENTRE FOR CHILDREN AND FAMILIES  
hereinafter called PHOENIX CENTRE  
and  
THE RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD  
Hereinafter called THE BOARD**

hereby agree that an educational program be provided for children admitted to the Valleycrest Day Treatment Program at The Phoenix Centre for Children and Families.

The Valleycrest Day Treatment Program will be referred to hereinafter as VALLEYCREST.

This agreement is subject to approval by the Ministry of Education under the terms of Section 23 of the General Legislative Grants Regulation.

Educational services will be provided for a maximum of nine (9) full-time students for each assigned teacher. Students Grade 2 to Grade 5 inclusive, who have been admitted to VALLEYCREST primarily for therapeutic purposes and not for educational purposes. Students may be admitted from the Renfrew County District School Board and the Renfrew County Catholic District School Board.

**THE BOARD SHALL:**

- 1) Subject to the terms of the appropriate Collective Agreement, provide one teacher, selected after consultation when possible, with the Clinical Manager of VALLEYCREST.
- 2) Provide one educational assistant, subject to the terms of the appropriate Collective Agreement, after consultation when possible, with the Clinical Manager of VALLEYCREST.
- 3) Provide educational supplies and equipment.
- 4) Provide consulting staff to aid in appropriate educational programming.
- 5) Assign a Principal to the classroom.
- 6) The educational program will be developed by the teacher in consultation with VALLEYCREST and the community school and reflect the Essential Elements as provided by the Ministry. The program offered for each child will concentrate on core curriculum as specified in the curriculum guidelines of the Ministry of Education.
- 7) Periodically, excursions are planned and carried out in co-operation with the staff of VALLEYCREST. Phoenix Centre shall carry its own liability insurance for their staff.
- 8) The BOARD shall ensure that all staff hired for Day Treatment Classrooms are certified in an approved behavioural management technique, which includes containment/restraint techniques.

**THE PHOENIX CENTRE SHALL:**

- 1) Provide VALLEYCREST staff required to operate the program who will be hired after consultation when possible, with THE BOARD.
- 2) Assign a clinical manager to the program.
- 3) Provide the administrative support to the program.
- 4) Provide clinical resource staff including a psychologist, therapist, and appropriate administrative and support services.
- 5) Endeavour to schedule the regular services of a consulting psychiatrist through tele-mental health or act as the referring agent in providing all other clinical services as required.
- 6) Provide the services of one child and youth counsellor for each classroom.
- 7) Endeavour to respond to all referrals from the County of Renfrew and more specifically the areas in which the relevant school boards have jurisdiction.
- 8) Provide clinical assessment reports. Reports will be provided four to six months after admission, every three months thereafter and at discharge.
- 9) Phoenix Centre Employees shall observe the Board's health and Safety Precautions.
- 10) In cooperation with and with the assistance of the Board, the Phoenix Centre shall ensure that their members, working on the premises are oriented to, and required to comply with the Board's policies, procedures and rules and any applicable laws, regulations, and guidelines.

Refer to Appendix A for Roles and Responsibilities of THE BOARD and THE PHOENIX CENTRE.

As per the above principles, the function of VALLEYCREST is as follows:

**A1. ADMISSION, INTEGRATION AND DISCHARGE**

**1) Admission Process:**

Referrals to VALLEYCREST will only be accepted from the Coordinated Access Committee.

The policies and procedures of the Coordinated Access Committee shall be followed, and a decision made by the Committee as to acceptance.

If accepted, the Clinical Manager determines the admission date in consultation with the day treatment team. The Clinical Manager will inform the family and referring agent by letter of the above decision.

If not accepted the Coordinated Access Committee Chairperson will contact the referring agent and family.

2) **Integration:**

During the placement at VALLEYCREST an Integration Plan will be designed and determined by the day treatment team, in consultation with the home school as per Ministry of Education guidelines.

The Child and Youth Counsellors will be available to the community school for support and intervention with the child during the integration time.

3) **Discharge:**

The Day Treatment Team recommends discharge of the child. The therapist informs parents of the decision.

If demission from the classroom is deemed appropriate by the team the case is presented at the I.P.R.C. or Case Conference. Specific recommendations by the committee are presented to the receiving Board of Education and reflect both the academic and emotional needs of the child. The Principal is responsible to call and chair the I.P.R.C. or Case Conference. A copy of the I.P.R.C. or Case Conference Report is submitted by the principal for program records.

If there is a disagreement between any parties regarding discharge, the team will make every attempt to develop consensus. If consensus does not seem possible, the matter will then be discussed and resolved at the senior management level.

Clinical follow-up shall be provided by a member of the day treatment team for up to 3 months following discharge unless another program therapist has been assigned the case. An extension of the follow-up process requires approval from the Day Treatment Clinical Manager.

At the discharge conference, a follow-up plan will be developed in conjunction with the day treatment team, the community receiving school and the family.

The Child and Youth Counsellor and the community receiving school will be responsible for coordinating all aspects of the discharge plan in consultation with the program staff.

When a Child and Youth Counsellor needs to be away from the program for follow-up, coverage will be provided by the Phoenix Centre, as needed.

## **A2. CONFLICT RESOLUTION**

If a dispute should arise in connection with the provision of the services on the premises, each of the parties shall use best efforts to resolve the dispute promptly and amicably, escalating the dispute up through its management hierarchy as required, as follows:

- (a) concerns regarding a member of the Phoenix Centre shall be brought to the attention of that individual’s supervisor by the appropriate supervisory officer; and
- (b) concerns regarding the Board or premises shall be brought by the Phoenix Centre staff, through their supervisor, to the attention of the appropriate supervisory officer.

**A3. CONFIDENTIALITY**

Each of the Phoenix Centre and the Board acknowledges and agrees that it may receive, in the course of carrying out its obligations under this Agreement, confidential information relating to the business matters of the other party, and agrees to treat such information as confidential and not to disclose such information absent the express written consent of the party to which it relates.

**A3. LENGTH OF AGREEMENT**

This agreement shall continue to be in effect for the school year and subject to the approval of the Ministry of Education.

\_\_\_\_\_  
EXECUTIVE DIRECTOR  
The Phoenix Centre for Children and Families

Date:

\_\_\_\_\_  
DIRECTOR  
Renfrew County Catholic District School Board

Date:

## APPENDIX A

### ROLES AND RESPONSIBILITIES

**In maintaining the above-named principles, the role of the teachers is outlined in Policy Program Memorandum 85, with particular emphasis as follows:**

- 1) To work as an integral member of the Day Treatment Team and to be based at his/her designated classroom unit.
- 2) To meet regularly with the team members to review cases and other related matters.
- 3) To provide written documentation as required by THE BOARD.
- 4) To provide educational progress reports to the parents.
- 5) To implement the educational program in partnership with the team members under the direction of the principal and the appropriate supervisory officer.
- 6) To provide for the supervision of and assume the overall responsibility for the Educational Assistant, as supplied by the Ministry of Education.

**In maintaining the above-named principles, the role of the Educational Assistant is outlined in the Board's guidelines for Educational Assistants. Essentially, Educational Assistants work under the direction of the teacher and the Supervising Principal of Special Education with particular emphasis as follows:**

- 1) To work as an integral member of the Day Treatment Team and to be based at his/her designated classroom unit.
- 2) To meet regularly with the team members to review cases and other related matters.
- 3) To provide written documentation as required by THE BOARD.

**In maintaining the above-name principles, the role of the classroom Child and Youth Counsellors is outlined in PHOENIX CENTRE'S Personnel Policy and Procedure Manual, with particular emphasis as follows:**

- 1) To work as an integral member of the Day Treatment team and to be based at his/her designated classroom unit;
- 2) To meet regularly with team members to review cases and other related matters;
- 3) To provide written documentation as required by PHOENIX CENTRE;

- 4) To provide the behavioural management leadership in partnership with the therapist and his/her appropriate supervisor;
- 5) Occasionally the classroom Child and Youth Counsellors will participate in professional development sponsored by THE BOARD, with approval of the Clinical Manager.

**In maintaining the above-mentioned principles, the role of the therapist(s) is/are outlined in THE PHOENIX CENTRE'S Personnel Policy and Procedures Manual, with particular emphasis as follows:**

- 1) To work as an integral member of the Day Treatment team and to be based at a place as determined by PHOENIX CENTRE;
- 2) To meet regularly with team members to review cases and other related matters;
- 3) To provide written documentation as required by PHOENIX CENTRE, pertaining to their respective caseloads;
- 4) To be responsible for the overall clinical management of the children in the program;
- 5) To implement the individual child and family treatment plans in partnership with his/her appropriate Clinical Manager;
- 6) Occasionally the therapist will participate in professional development sponsored by THE BOARD, with the Clinical Manager's approval.

**Professional Service Agreement  
Between  
The Renfrew County Catholic District School Board  
And  
Addictions Treatment Service/Renfrew Victoria Hospital**

The following criteria describe the service agreement between the Renfrew County Catholic District School Board and Addictions Treatment Service/Renfrew Victoria Hospital:

1. The Renfrew County Catholic District School Board agrees to pay Addictions Treatment Service a total of twenty two thousand dollars (\$22,000.00) in ten (10) equal monthly payments of two thousand two hundred dollars (\$2,200.00) for the provision of clinical outpatient addiction treatment services to students of Bishop Smith Catholic High School two full days (2 days) per week and St. Joseph's Catholic High School one full day (1.0 days) and a half day at a site, yet to be determined, per week for a period of ten (10) months starting Tuesday, September 5th, 2017 ending on Friday June 29<sup>th</sup>, 2018.
2. Addictions Treatment Service agrees to provide one (1.0) youth addiction counselor on site at Bishop Smith Catholic High School two full days (2.0 days) per week and one (1.0) youth addictions counselor on site at St. Joseph's Catholic High School one full day (1.0 days) per week and a half day (.5 days) service at a site yet to be determined, for a period of ten (10) months starting Tuesday September 5th, 2017 ending Friday June 29th, 2018 to counsel students who have been identified with possible alcohol, drug and/or gambling problems.
3. Administration of all clinical files for students who become active clients with Addictions Treatment Service will be opened, closed and maintained in accordance with Addictions Treatment Service standing administrative clinical policies.
4. Bishop Smith Catholic High School and St. Joseph's Catholic High School agree to provide adequate counseling space and access to phone service by Addictions Treatment Service clinical staff for the duration of this service agreement.
5. Either party to this agreement may cancel this agreement without penalty by giving 60 days written notice prior to any cancellation date.

Addictions Treatment Service:

Renfrew County Catholic District School Board:

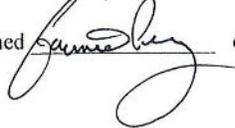
Signed



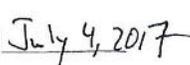
dated

 July 4, 2017

Signed



dated

 July 4, 2017

**MEMORANDUM OF UNDERSTANDING BETWEEN:  
SCHOOL SUPPORT PROGRAM – AUTISM SPECTRUM DISORDER**

Children’s Hospital of Eastern Ontario (Lead Agency)

(Herein referred to as “CHEO”)

AND

The Renfrew County Catholic District School Board

(Hereinafter referred to as the “Board”)

**THIS MEMORANDUM OF UNDERSTANDING** dated the 1<sup>st</sup> day of November 2013.

This Memorandum of Understanding will serve to confirm a formal partnership and working agreement between the Renfrew County Catholic District School Board and the Children’s Hospital of Eastern Ontario. As part of a broad-based continuum of services, the School Support Program – ASD will provide additional supports to school board staff to meet the needs of specific students with an Autism Spectrum Disorder (ASD) in both elementary and secondary schools.

**INTRODUCTION**

Services available by ASD consultants will be based on the attached guidelines which clearly identify the purpose of the program, goals and expectations of the RCCDSB. The School Support Program – ASD will provide services and supports for specific children and youth with ASD. These child-specific services and supports may include research information, consultation and training on teaching and intervention strategies to RCCDSB staff. Services will primarily focus on supporting/complementing care mandated through the ABA Services and Supports Program, as well as the *Connections for Students* initiative. (Please note a separate protocol exists outlining the scope of *Connections for Students*).

**The School Support Program – ASD will:**

- enhance knowledge of school board staff with respect to the characteristics of specific students with ASD;
- enhance the knowledge and skills of school board staff with respect to research, effective teaching strategies, and how they may support specific students with ASD in elementary and secondary schools; and
- enhance linkages between schools, school boards, lead agencies, and families regarding issues pertaining to specific students with ASD.

The School Support Program – ASD will be available to RCCDSB staff as a supplementary resource to assist them in their provision of effective programs and services to specific students with ASD. They may provide services directly to students, maintain case files on students with ASD, collect personal information (e.g., target behaviour data, individualized learning objectives, etc.), and they may be in contact with parents/caregivers. Identification of the need for service can come from the school board or elsewhere (e.g., ABA Services and Supports Program). Decisions regarding service delivery models will be determined on an individual basis collaboratively between the school board and the CHEO Autism Program.

**RESPONSIBILITIES OF THE RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD PURSUANT TO THE SCHOOL SUPPORT PROGRAM – ASD**

**Responsibilities of the school board may include the following:**

- identification of the contact person within the school board;
- identification of need for child-specific training, consultation and/or resources (should the school board wish to access the services of the School Support Program – ASD);
- participation in annual planning;
- identification of method for determining access to and distribution of child-specific consultative services to staff within the school board;

**RESPONSIBILITIES OF THE LEAD AGENCY PURSUANT TO THE SCHOOL SUPPORT PROGRAM – ASD**

**Responsibilities of CHEO may include the following:**

- implementation, delivery, and management of the School Support Program – ASD according to the Ministry of Children and Youth Services service agreement and guidelines;
- provision of appropriate training to ASD consultants;
- identification of contact person within the lead agency;
- coordination of child-specific services to school boards;
- initiation and establishment of appropriate planning forum;
- provision of all School Support Program – ASD services in English and French; and supervision of ASD consultants.

**SHARED RESPONSIBILITIES OF CHEO AND THE RCCDSB TO THE SCHOOL SUPPORT PROGRAM – ASD**

**Shared responsibilities of the lead agency and the school board may include the following:**

- the annual review of the quality of service received by the school board and/or the achievement of any deliverables under the Memorandum of Understanding;

- establishment of conflict resolution process; (CHEO contact: CHEO Autism Program of Eastern Ontario Manager; RCCDSB contact: Peter Adam, Superintendent);
- identification of roles of educational and lead agency staff;
- participation in the development of an annual plan;
- collaboration in the development, approval, and annual review of the Memorandum of Understanding;

**In addition, each Memorandum of Understanding will outline:**

- the signatories to the Memorandum of Understanding and the effective date;
- the amendment of the Memorandum of Understanding by mutual consent of the school board and the lead agency provider;
- the term of the Memorandum of Understanding, which shall typically cover a one year period;
- the renewal of the Memorandum of Understanding upon mutual consent of the school board and the lead agency;
- the annual review of the terms of the Memorandum of Understanding with respect to the effectiveness of the Memorandum of Understanding;
- the termination of the Memorandum of Understanding by the school board or the lead agency on the giving of sixty days written notice.

**ON BEHALF of the Renfrew County Catholic District School Board**

<u>Michele Arbour</u>	<u>Michele Arbour</u>	<u>Director of Education</u>	<u>2014 02 13</u>
Name (PRINT)	Signature	Title	Date

**ON BEHALF of the Children's Hospital of Eastern Ontario**

<u>LOISNAIRE</u>	<u>Loisnaire</u>	<u>Director</u>	<u>Feb. 03 2014</u>
Name (PRINT)	Signature	Title	Date

**SECTION C-6**  
**SPECIALIZED HEALTH  
SUPPORT SERVICES  
IN SCHOOL SETTINGS**



**SECTION C-6**  
**SPECIALIZED HEALTH SUPPORT SERVICES**  
**IN SCHOOL SETTINGS**

**The agency or the position of the person who performs the service (e.g., Champlain LHIN, board staff, parent, student)**

**Eligibility criteria for students to receive the service.**

**Position of the person who determines whether a student is eligible to receive the service and what the level of support will be.**

**Criteria for determining when the service is no longer required.**

**Review or appeal procedures (if any) available for parents who dispute the provision of these services, including any time limits on requesting reviews or appeals.**

In the Renfrew County Catholic District School Board, several agencies work with the Board in the area of Health Support Services.

They are: Champlain LHIN who assist the Board in all areas of Specialized Health Support Services. (Appendix C)

The Board also has its own Speech and Language Pathologist (1) and Communicative Disorder Facilitators (3).

Champlain LHIN and Speech and Language Pathologists serve as assessors and consultants. They monitor and assist the CDF's, the Educational Assistants and/or Special Education teachers on administering the programs they have recommended. Please see Appendix C for a detailed analysis.

**Appendix C -- Specialized Health Support Services**

Specialized Health Support Service	Agency or 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 about eligibility and level of support (if available)
Nursing	Champlain LHIN	Health Card & Doctor's Orders Champlain LHIN Referral Process	Case Manager - Champlain LHIN	Goals met & independence Achieved Champlain LHIN Policy	Case Conference & Appeals Process. (Please see attached information package)
Occupational Therapy	Champlain LHIN	Assessment from Case Manager and Occupational Therapist - Champlain LHIN	Case Manager and Occupational Therapist input - Champlain LHIN	Champlain LHIN Policy	Champlain LHIN Appeal Process
Physiotherapy	Champlain LHIN	Assessment from Case Manager and P.T. Assessment Champlain LHIN	Case Manager and PT input - Champlain LHIN.	Champlain LHIN Policy	Champlain LHIN Appeal Process
Nutrition	CHAMPLAIN LHIN	Case Manager + nutritional assessment from Case Manager - Champlain LHIN.	Case Manager + nutritionalist input - Champlain LHIN	Champlain LHIN Policy	Champlain LHIN Appeal Process
Speech and Language Therapy	CHAMPLAIN LHIN-SLP Board-SLP, CDF School Staff	Board SLP See attached criteria Champlain LHIN-SLP Assessment	Case Manager SLP Input Champlain LHIN	Champlain LHIN Policy	Champlain LHIN Appeal Process

Speech correction and remediation	School Staff Champlain LHIN SLP	Board SLP See attached criteria	Board SLP See attached criteria Champlain LHIN Policy	See attached criteria (Board) Champlain LHIN Policy	See attached criteria
Administering of prescribed medications	School Staff	Physician referred	Case Manager, Champlain LHIN Principal	As directed by the physician.	Board Policy
Catheterization	Champlain LHIN, CHEO Urology Dept. & Board Staff (See attached)	Physician Referral	Champlain LHIN Case Manager Physician	As directed by the physician	Case Conference
Suctioning	Champlain LHIN, Board Staff	Physician Referral	Champlain LHIN Case Manager Physician	As directed by the physician	Case Conferencing
Lifting and positioning	Board Staff	Champlain LHIN Case Manager	Champlain LHIN Case Manager	Champlain LHIN Case Manager	Champlain LHIN Appeal Process
Assistance with Mobility	Champlain LHIN & Board Staff	Occupational Therapist & Physio Therapist	Champlain LHIN Case Manager	Champlain LHIN Case Manager	Case Conference Champlain LHIN Appeal Process
Feeding	CHAMPLAIN LHIN & Board Staff	Assessment from Case Manager or Qualified alternative	Champlain LHIN Case Manager or qualified alternative	Champlain LHIN Case Manager or qualified alternative	Champlain LHIN Appeal Process Case Conference
Toileting	Board Staff	Assessment from Case Manager or qualified alternative	Champlain LHIN Case Manager or qualified practitioner	Champlain LHIN Appeal Process Case Conference	Champlain LHIN Appeal Process Case Conference
Other					

## **Making a referral to the Champlain LHIN for School Health Support Services 2018-2019**

You will notice that we have made some changes to our referral form. We are now a Champlain-wide program and have aligned our referral process and service guidelines.

You may wish to include this form with each of your referrals as a checklist to ensure your referral is complete.

**Please note – until all of the information is received the referral will not be considered to be complete and will not be processed. More information is always preferable.**

Please complete the referral form as follows:

- You have received consent from the student/parent to make a referral to the Champlain LHIN
- Demographic information for the student is complete and correct; especially parent/guardian information including names
- Student's name appears on each page of the 3 page referral form
- OT and PT referrals - you have completed pages 2 and 3 of the referral form
- Speech referrals - you have attached a report from a Registered Speech Language Pathologist
- Voice referrals – you have attached a report from an Ear, Nose and Throat (ENT) specialist

Once completed, please **FAX** your referral to the following number:

**In the Ottawa area: 613-745-8478**  
**Outside the Ottawa area: 1-866-869-0071**



## School Health Support Services Service Guidelines – Occupational Therapy – 2012-2013

<b>Conditions/Service Need</b>	<b>Eligibility Criteria</b>	<b>Role of OT/Model of Service</b>
<p><b>Short Term needs</b></p> <p>Student with a specific functional problem requiring focused, short term intervention in one of the following areas: Age/developmental school productivity issues, mobility issues, environmental adaptations/accessibility (equipment), sensory processing issues</p> <p>Intervention is short term and specific in nature.</p>	<p>Refer to program criteria</p>	<p>Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility, and mobility.</p> <p>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers.</p>
<p><b>Moderate term needs</b></p> <p>Student with one or more of the following functional problems: Age/developmental school productivity issues, mobility issues, environmental adaptations/accessibility (equipment), sensory processing issues</p>	<p>Refer to program criteria.</p>	<p>Feedback to/from school staff/family/caregivers.</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</p> <p>Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility, and mobility.</p>

<b>Conditions/Service Need</b>	<b>Eligibility Criteria</b>	<b>Role of OT/Model of Service</b>
<p>Intervention will have a rehabilitation focus.</p>		<p>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers.</p> <p>Feedback to/from school staff/family/caregivers.</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies.</p>
<p><b>Complex/Early Intervention</b>  Student with one or more of the following functional problems:</p> <p>physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability.</p> <p>Intervention will focus on the establishment of optimal function in order to develop baseline for ongoing maintenance.</p>	<p>Refer to program criteria</p>	<p>Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:</p> <p>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility.</p> <p>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers.</p> <p>Feedback to/from school staff/family/caregivers.</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies.</p>

**Conditions/Service Need****Eligibility Criteria****Role of OT/Model of Service****Complex/Long Term Needs**

Student with one or more of the following functional problems:

Physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability.

Intervention will focus on prevention of deterioration and maximizing/maintenance of function.

Student experiencing developmental delay (global) or cognitive/physical disability may necessitate consultation throughout their school career. Situation may need annual review and upgrading of programming.

Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:

Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility, and mobility.

Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers.

Feedback to/from school staff/family/caregivers.

If experiencing an episodic need for intense short term intervention student may receive additional visits.

For example:

- Facilitation with transition within school system
- Facilitation with transition to adult services
- Intermittent difficulties associated with growth/equipment changes.
- Change in caregiver (school setting)
- Supportive care needs
- Sudden change in functional status

Ongoing re-evaluation as needed to revise goals and intervention strategies

## School Health Support Services Service Guidelines –Physical Therapy

Conditions/Service Need	Role of PT/Model of Service
<p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>• physical challenges in the school setting – including difficulties participating in gym class, safe mobility within the school/schoolyard, stairs.</li> <li>• non-deteriorating condition with minimal complications predicted.</li> <li>• acute cardiorespiratory issues</li> </ul>	<p><u>Services include:</u></p> <ul style="list-style-type: none"> <li>• Assess physical function and/or gross motor skills.</li> <li>• develop intervention strategies,</li> <li>• teach school staff, family/caregivers review/feedback/upgrading of intervention/adaptation strategies as needed.</li> <li>• Evaluate safe implementation of program in school setting.</li> </ul>
<p><b>Rehabilitation/Chronic</b></p> <ul style="list-style-type: none"> <li>• Student with a disability which impacts on functional abilities of mobilization, transfers, cardiorespiratory status, demonstrating potential for improvement.</li> <li>• PT intervention to maximize progression of skills and optimize functional status.</li> <li>• Improve/Maintain mobility and orthopedic, gross motor and respiratory status.</li> <li>• Intervention may vary in response to changing needs and readiness.</li> <li>• Example: Physical impairment limiting ambulation with potential to effect level of independent mobility (e.g.: Borderline ambulatory vs wheelchair mobility).</li> <li>• Students may require additional visits post-surgery/post botox.</li> </ul>	<p><u>Services include:</u></p> <ul style="list-style-type: none"> <li>• Assessment of physical function, setting goals with students, school staff and family to maximize physical function in the school setting.</li> <li>• Intervention strategies developed and taught to school staff and family/caregivers.</li> <li>• Prescription of equipment</li> <li>• Collaboration with school staff in development of IEP plan/goals.</li> <li>• Ongoing evaluation of safe implementation of program in school setting.</li> <li>• Ongoing re-evaluation as needed to progress goals and intervention strategies.</li> </ul>

**Complex/Long term Needs**

- Student with a disability which impacts on functional abilities of mobilization, transfers, and cardiorespiratory status.
- PT intervention to maintain/delay deterioration of mobility, orthopedic, gross motor, and respiratory status.
- Intervention may vary in response to changing needs and readiness.

**Services include:**

- Assessment of physical status/function, setting goals with students, school staff and family to maintain physical function in the school setting.
- Intervention strategies developed and taught to school staff and family/caregivers.
- Prescription of equipment
- Collaboration with school staff in development of IEP plan/goals.
- Ongoing evaluation of safe implementation of program in school setting.
- Ongoing re-evaluation as needed to revise goals and intervention strategies.

**\*\* All guidelines include assessment, conferencing, consultation.**

**Program Criteria:**

- **School support – appropriate physical environment/space is provided for gross motor activities, participation of volunteers or parents is facilitated by school, teacher/EA willing to work with therapist to include strategies in school setting.**
- **Parent/caregiver involvement in physio program**
- **Motivation and consent of student to participate.**
- **Adequate attention and behaviours for assessment/treatment sessions**
- **Consistent follow up demonstrated in supplemental program/homework/exercises provided by Champlain LHIN PT**
- **Service model is abilities based – based on goals of child, school and family – goals are task oriented.**
- **An identified gross motor difficulty impacting on school participation and safety in the school setting.**

**Discharge Criteria include one or more of the following:**

- **Student has achieved treatment goals.**
- **Student has strategies /program in place to be able to meet goals.**
- **Lack of follow up in school or home program.**
- **No practice/irregular attendance of student at sessions**
- **Degree of progress does not warrant ongoing intervention.**
- **Student and/or family/caregivers do not feel need for treatment.**
- **Student no longer demonstrates need for service.**

**Services:**

- **Intervention may be consultative, one to one or via workshop or educational presentation to family/caregivers/school staff.**

**SECTION C-7**  
**STAFF**  
**DEVELOPMENT**



## SECTION C-7

### STAFF DEVELOPMENT

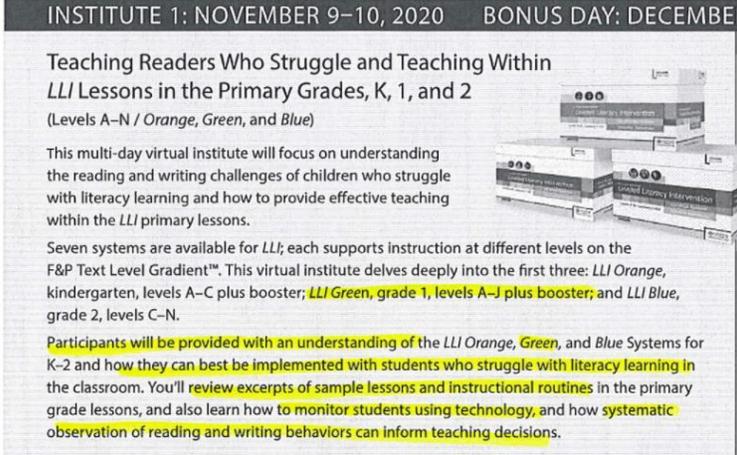
#### **The overall goal of the Special Education Staff Development Plan.**

The overall goal of the Special Education Development Plan continues to be to provide all staff with up-to-date information regarding the latest research and subsequent changes in methodology, Ministry directives, and policy changes.

The following 2020-2021 Special Education Professional Activities offered this year to Educational Assistants and Special Education Teachers:

Date	Title/Description of Professional Development	Staff Involved
September 2020 to June 2021	<ul style="list-style-type: none"> <li>• Coordinators of Special Education provided <b>job-embedded, ongoing, and 1:1</b> training/support to new SERTs over the course of the school year (multiple sessions)</li> <li>• overview of Special Education resources and key Ministry documents provided</li> <li>• overview of third-party agency supports provided</li> <li>• IEPs/CLEVR training</li> <li>• training to complete RCCDSB Special Education forms provided</li> <li>• overview of SEA provided</li> <li>• overview of Support Allocation process provided (Independent Rubrics (IRs) and School Profile Overview templates)</li> </ul>	New SERTs
September 3, 2020	<p><b><u>BMS Containment Training for Section 23 School Staff</u></b></p> <ul style="list-style-type: none"> <li>• facilitated by <i>Kelly Etmanskie</i> and <i>Donna Santerre</i>, RCCDSB BMS Trainers</li> <li>• Classroom staff at both Valleycrest sites were provided with recertification training on Behaviour Management Systems and, particularly, containment strategies (which included physical reviews using PPE)</li> </ul>	Classroom Teachers and EAs
September 24, 2020	<p><b><u>Everyday Speech® My Classroom Training</u></b></p> <ul style="list-style-type: none"> <li>• presented by <i>Justin Walter</i>, Business Development Manager at Everyday Speech®</li> <li>• Everyday Speech® is a social-emotional learning platform that provides teachers and SERTs with video-modeling curricula that aims to develop the social skills of both general education and special education students</li> <li>• Software licences for Everyday Speech® (full access) were purchased for all SERTs</li> </ul>	All SERTs, ABA Team, SLP Team
October 1, 2020	<p><b><u>Pathways: The Journey to Secondary School for Elementary Students with Special Needs</u></b></p> <ul style="list-style-type: none"> <li>• presented by <i>Julie Shreenan</i>, Department Head of Special Education at Bishop Smith Catholic High School</li> <li>• SERTs were provided with information on the three pathways (<i>Locally Developed, Applied, and Academic</i>) and the implications of elementary IEP programming on these pathways</li> </ul>	All SERTs

<p>October 8, 2020</p>	<p><b><u>Making Sense of Sensory At School</u></b></p> <ul style="list-style-type: none"> <li>presented by <i>Taunia Clouthier</i>, Occupational Therapist, LHIN (Local Health Integration Network)</li> <li>SERTs were provided with an overview of how to best support students in Sensory Rooms, how visits should be structured, and some Dos and Don'ts</li> <li>an overview of the sensory systems was provided (auditory, gustative, olfactory, proprioceptive, vestibular, tactile/deep pressure/touch, and vision)</li> <li>Sensory Bin tips were provided since, at this time, COVID-19 regulations prohibit the use of common spaces like Sensory Rooms</li> </ul>	<p>All SERTs, ABA Team</p>
<p>October 15 &amp; 22, 2020**</p> <p><b>**two-part learning series</b></p>	<p><b><u>Key Practices for Supporting Deaf and Hard of Hearing Learners in the Mainstream</u></b></p> <ul style="list-style-type: none"> <li>presented by <i>Cathy Ruggirello</i> (PhD, OCT) Ministry of Education Resource Services Outreach Programs</li> <li>Part I included learning about the basic mechanics of the ear, the difference between hearing and listening, and the impact on learning</li> <li>Part II included learning about basic listening devices and equipment, as well as concrete strategies to support students who are deaf or hard of hearing in both our physical classrooms and in remote learning environments</li> </ul>	<p>All SERTs</p>
<p>October 21, 2020</p>	<p><b><u>BMS Recertification Training for RCCDSB Master Trainers</u></b></p> <ul style="list-style-type: none"> <li>facilitated by <i>Brian Shaver</i>, Behaviour Management Systems Master Trainer</li> <li>RCCDSB BMS trainers were recertified as trainers, with an overview of ways to provide BMS training to staff during a pandemic (restrictions)</li> <li>Training including new information about trauma informed practices</li> </ul>	<p>Kelly Etmanskie, Donna Santerre, Vickie Anderson, Brittany Graham, Derek Lennox, and Katie Edwards-Ethier</p>
<p>October 26 &amp; 28, 2020</p>	<p><b><u>Empower® Teaching Certification</u></b></p> <ul style="list-style-type: none"> <li>facilitated by The Hospital for Sick Kids (Toronto)</li> <li>Empower® has five distinct reading intervention modules that address decoding, spelling, reading comprehension, and vocabulary skills for students who struggle in reading (Grades 2-5, although flexible)</li> <li>SERTs were provided with training that included two full days of virtual training followed by long-term</li> </ul>	<p>SERTs Stacy VanBoxtel, Sherry Throop, Mandy Cotnam</p>

	<p>mentorship support, website and email support, and virtual visits</p> <ul style="list-style-type: none"> <li>The ultimate goal of the training is to improve student outcomes (e.g., basic word identification and decoding skills, comprehension) by providing PD that enhances teachers' knowledge and skills about reading development and reading disabilities</li> </ul>	
<p>October 29 &amp; November 5, 2020**</p> <p><b>**two-part learning series</b></p>	<p><b><u>The Reading Mountain</u></b></p> <ul style="list-style-type: none"> <li>presented by <i>Wendy O'Neill</i> and <i>Jo Anne Ferson</i>, Resource Consultants, Sagonaska Demonstration School, Ministry of Education</li> <li>an overview of learning profiles and strategies to "know thy learner"</li> <li>an overview of the <i>Road to Literacy</i> and the <i>Reading Rope</i>, which outline the components of reading proficiency</li> <li>an overview of high-yield strategies that precisely address gaps in reading proficiency</li> </ul>	All SERTs
<p>November 9 &amp; 10, 2020, December 14, 2020</p>	<p><b><u>Teaching Readers Who Struggle and Teaching Within LLI Lessons in the Primary Grades (K- Grade 2)</u></b></p> <p>INSTITUTE 1: NOVEMBER 9-10, 2020 BONUS DAY: DECEMBER 14, 2020</p>  <p>Teaching Readers Who Struggle and Teaching Within LLI Lessons in the Primary Grades, K, 1, and 2 (Levels A-N / Orange, Green, and Blue)</p> <p>This multi-day virtual institute will focus on understanding the reading and writing challenges of children who struggle with literacy learning and how to provide effective teaching within the LLI primary lessons.</p> <p>Seven systems are available for LLI; each supports instruction at different levels on the F&amp;P Text Level Gradient™. This virtual institute delves deeply into the first three: LLI Orange, kindergarten, levels A-C plus booster; LLI Green, grade 1, levels A-J plus booster; and LLI Blue, grade 2, levels C-N.</p> <p>Participants will be provided with an understanding of the LLI Orange, Green, and Blue Systems for K-2 and how they can best be implemented with students who struggle with literacy learning in the classroom. You'll review excerpts of sample lessons and instructional routines in the primary grade lessons, and also learn how to monitor students using technology, and how systematic observation of reading and writing behaviors can inform teaching decisions.</p>	<p>SERTs Cathy Mask, Jennifer Reinwald, and Tammy Scheuneman</p> <p>Who Should Attend?</p> <ul style="list-style-type: none"> <li>Users of LLI grades K-2 and teachers who plan to implement the system</li> <li>Literacy teachers, Title 1 teachers, and other reading teachers who work with children reading below level N (beginning third grade level)</li> <li>Special Education teachers who work with children reading below grade level</li> <li>Staff development personnel and literacy coaches who support teachers working with struggling readers</li> </ul>
<p>November 13, 2020</p>	<p><b><u>Making Sense of Blended Learning Platforms</u></b></p> <ul style="list-style-type: none"> <li>asynchronous learning, facilitated by school principals</li> <li>EA staff were provided with video tutorials that overviewed <i>D2L Brightspace</i>, <i>SeeSaw</i>, <i>Google Classroom</i>, and <i>Jamboard</i></li> </ul>	All EA Staff
<p>November 13, 2020</p>	<p><b><u>BMS Recertification Training for New EA Staff and Temporary Supervisor Staff (COVID-19 monitors)</u></b></p> <ul style="list-style-type: none"> <li>facilitated by <i>Kelly Etmanskie</i> and <i>Donna Santerre</i>, RCCDSB BMS Trainers</li> <li>staff were provided with initial BMS training that resulted in certification</li> </ul>	New EA Staff, New Temporary Supervisor Staff (COVID-19 monitors)

	<ul style="list-style-type: none"> <li>training included an overview of risk and protective factors, Bronfenbrenner's Ecological Systems Theory, and physical ways to physically support and protect students when at risk of injury or death</li> </ul>	
November 26, 2020	<p><b><u>Attention Deficit Hyperactivity Disorder (ADHD): Ideas for Supporting Students in the Classroom</u></b></p> <ul style="list-style-type: none"> <li>presented by <i>Dr. Jenny Demark</i>, Clinical Psychologist, Fundamentals Child Behaviour Solutions</li> <li>SERTs were provided with an overview of what ADHD is (and is not), treatments for ADHD, what ADHD looks like in the classroom, and ways to support students with ADHD</li> <li>Dr. Demark challenged our collective thinking by asking us to consider ADHD as an executive functioning syndrome</li> </ul>	All SERTs, ABA Team, SLP Team
December 10, 2020	<p><b><u>Cognitive Behaviour Therapy: An Overview and Application With Students</u></b></p> <ul style="list-style-type: none"> <li>presented by <i>Kevin deRuiter</i>, Social Worker, RCCDSB</li> <li>SERTs learned about the role our brains play in regulation and thought processes, as well as concrete ways to support students who demonstrate maladaptive thought patterns such as <i>jumping to conclusions, overgeneralizing, personalization, catastrophizing, shoulding/musting</i>, etc.</li> </ul>	All SERTs, ABA Team
January 21, 2021	<p><b><u>Tools and Strategies to Support All Learners in the Remote Learning Environment</u></b></p> <ul style="list-style-type: none"> <li>presented by <i>Tom Carroll</i>, Learning Technologies Coordinator, RCCDSB</li> <li>SERTs were given a tour of the resources available in the 'MyStaffApps' that support remote teaching and learning (e.g., CBC Curio, Sora, TVO, TVOKids, etc.)</li> <li>SERTs were provided with tutorials on remote learning platforms such as Google Classroom, SeeSaw, Google Meet/Jamboard, etc.</li> <li>SERTs were provided with general tips for teaching remotely</li> </ul>	All SERTs
February 1, 2021	<p><b><u>Attention Deficit Hyperactivity Disorder: Ideas for Supporting Students at School</u></b></p> <ul style="list-style-type: none"> <li>presented by <i>Dr. Jenny Demark</i>, Clinical Psychologist, Fundamentals Child Behaviour Solutions</li> <li>EA staff were provided with an overview of ADHD,</li> </ul>	All EA Staff

	<p>as well as practical implications for supporting students' executive functioning impairments</p> <ul style="list-style-type: none"> <li>the session with Dr. Demark was followed by discussion questions that EA staff worked through in schools teams, with the support of principals</li> </ul>	
February 9, 2021	<p><b><u>Overview of Fountas and Pinnell Leveled Literacy Intervention</u></b></p> <ul style="list-style-type: none"> <li>presented by RCCDSB SERTs (and trained F&amp;P teachers) <i>Catherine Mask, Jennifer Reinwald, and Tammy Scheuneman</i></li> <li>SERTs were provided with tips for organizing the F&amp;P LLI Green System, as well as strategies for starting the reading intervention program with small groups in Kindergarten to Grade 2</li> </ul>	All Elementary SERTs
February 25, 2021	<p><b><u>Data Informed Decision Making</u></b></p> <ul style="list-style-type: none"> <li>presented by <i>Brittany Yach</i>, Board Certified Behaviour Analyst, RCCDSB</li> <li>SERTs were provided with an overview of ABA and various information gathering tools such as FBAs, direct assessments, indirect assessments, ABC data collection, etc.</li> <li>Case Studies were reviewed that provided SERTs the opportunity to walk through all of the steps involved in making informed decisions about programming; steps include <i>objectively defining problem behaviour, collecting data, forming an hypothesis of the function(s) of the behaviour, implementing strategies, collecting data, and reassessing.</i></li> </ul>	All SERTs, ABA Team, SLP Team
March 5, 2021	<p><b><u>Diving Deeper in Risk and Protective Factors &amp; BMS Recertification</u></b></p> <ul style="list-style-type: none"> <li>facilitated by <i>Kelly Etmanskie and Donna Santerre</i>, BMS Trainers</li> <li>training included an overview of risk and protective factors, Brofenbrenner's Ecological Systems Theory, and physical ways to physically support and protect students when there is imminent risk of injury and/or death</li> </ul>	Some EA Staff at St. Francis of Assisi
March 25, 2021	<p><b><u>Equity Action Planning in RCCDSB</u></b></p> <ul style="list-style-type: none"> <li>presented by <i>Derek Lennox</i>, Principal at SJCHS, and <i>Mary Lise Rowat</i>, Superintendent of Education (RCCDSB)</li> <li>SERTs learned about the various initiatives in which the RCCDSB has put in place to foster equity and inclusion, including concrete actions that have occurred within the last five years and going</li> </ul>	All SERTs, ABA Team, SLP Team

	<p>forward</p> <ul style="list-style-type: none"> <li>• SERTs were provided with an overview of the Grade 9 Math destreaming initiative and the projected positive outcomes that relate to students with special needs</li> <li>• SERTs completed the Personal Self Assessment for Anti-Bias Behaviours and shared ways to address personal barriers that may have been identified</li> </ul>	
April 8, 2021	<p><b><u>Supporting the Indigenous Learner</u></b></p> <ul style="list-style-type: none"> <li>• presented by <i>Kellie Hisko</i>, Indigenous Education Coordinator, RCCDSB</li> <li>• SERTs were provided with an overview of the lifelong learning models of the First Nations, Metis, Inuit</li> <li>• The First Peoples' Principles of Learning were discussed: <i>belonging, mastery, independence, and generosity</i></li> <li>• strategies for decolonizing the education system at the school and classroom levels were discussed</li> </ul>	All SERTs
May 6, 2021**  <b>**Part I of two-part learning series</b>	<p><b><u>Considerations for Students With Visual Needs: Helping Our Students Succeed</u></b></p> <ul style="list-style-type: none"> <li>• presented by <i>Beth Conly-Edwards</i> and <i>Rachel Stinson</i>, Specialist Teachers of the Blind, W. Ross MacDonald School, Ministry of Education</li> <li>• SERTs learned about how the eye and brain work collaboratively to make sense of what we see, and reviewed the definitions of vision impairments</li> <li>• SERTs were provided an overview of strategies for making reading and writing accessible to students with visual impairments</li> <li>• SERTs were introduced to the <i>ECC- Expanded Core Curriculum for Students Who Are Blind or Low Vision</i>, as well as the referral/request for support application process</li> </ul>	All SERTs
May 13, 2021	<p><b><u>Reaching All Learners in FSL</u></b></p> <ul style="list-style-type: none"> <li>• presented by <i>Jenna Lemke</i>, Special Assignment Teacher for FSL, RCCDSB</li> <li>• SERTs learned about the value of precise accommodations in FSL and how modified programming impacts pathways at the secondary level</li> <li>• SERTs participated in an interactive Jamboard that involved taking a close look at the overall expectations of the FSL curriculum</li> </ul>	All SERTs, FSL Classroom Teachers
May 18 & 19,	<b><u>Day 1: The Nature of Reading Development and</u></b>	Kelly

<p>2021**</p> <p><b>**two-day webinar</b></p>	<p><b><u>Difficulties: Implications for Assessment, Instruction, and Intervention</u></b>  <b><u>Day 2: Diving Deeper Into Assessment and Intervention</u></b></p> <ul style="list-style-type: none"> <li>• facilitated by <i>Dr. David Kilpatrick</i>, Professor of Psychology, State University of New York College at Cortland</li> <li>• participants were provided with an understanding of the nature of word-level reading in an alphabetic system, an overview of the key skills needed for proficient word level reading (including orthographic mapping), and laser-focused ways to provide assessment, instruction, and intervention</li> <li>• participants explored why some common reading approaches and commercial programs do <i>not</i> work, and explored what effective reading lessons look like in both the regular and remedial classrooms</li> <li>• Kilpatrick’s work is based on decades of peer reviewed research on <i>The Science of Reading</i></li> </ul>	<p>Etmanskie, Katherine  McLaughlin, Alison  (Coordinators of Special Education)  Radley-Walthers  (Coordinator of Curriculum)</p>
<p>June 3, 2021**</p> <p><b>**Part II of two-part learning series</b></p>	<p><b><u>Cortical Visual Impairments</u></b></p> <ul style="list-style-type: none"> <li>• presented by <i>Beth Conly-Edwards</i> and <i>Rachel Stinson</i>, Specialist Teachers of the Blind, W. Ross MacDonald School, Ministry of Education</li> <li>• SERTs were provided with an overview of how students with CVIs may present in the mainstream classroom, as well as ways to support them</li> </ul>	<p>All SERTs</p>

**SECTION C-8**  
**ACCESSIBILITY**  
**(AODA)**



**SECTION C-8**  
**ACCESSIBILITY (AODA)**

The Accessibility (AODA) section of the Special Education School Board Plan is located at the following separate link on the Renfrew County Catholic District School Board website.

<http://rccdsb.edu.on.ca/>

Scroll to the bottom of the Board website, click on Accessibility Plan and Standards 2016-2019.

<http://rccdsb.edu.on.ca/accessibility-plan-and-standards/>



**SECTION C-9**  
**PARENT GUIDE TO**  
**SPECIAL EDUCATION**



**SECTION C-9**  
**PARENT GUIDE TO SPECIAL EDUCATION**

**The Individual Education Plan**

<p style="text-align: center;">The Individual Education Plan Document; A statement from the Ontario Ministry of Education</p> <p style="text-align: center;">*Parents* can provide an invaluable perspective on their child's personality, development and learning. Open communication between home and school will also ensure that the two have similar expectations with respect to the student's special education programs and services.</p> <p style="text-align: center;">*Throughout this guide, the word "parent" is intended to refer equally to a child's guardian.</p>	<p style="text-align: center;"></p> <p style="text-align: center;"><b>OUR VISION</b></p> <p style="text-align: center;">Inspired by our rich heritage and challenged by the struggles of our past, we are an inclusive Catholic educational community, called to express our mission as Church, to pass on the Good News of Jesus Christ, to make it relevant in the world today, and to be the hope for the future.</p> <p style="text-align: center;">The Renfrew County Catholic District School Board 499 Pembroke Street West Pembroke, Ontario, K9A 3P1 (613) 735-1031/1-800-267-0191 Email: <a href="mailto:board@cccdb.ca">board@cccdb.ca</a> Website: <a href="http://www.cccdb.ca/en">www.cccdb.ca/en</a></p>	<p style="text-align: center;"><b>RENFREW COUNTY CATHOLIC</b></p> <p style="text-align: center;"><b>THE INDIVIDUAL EDUCATION PLAN</b></p> <p style="text-align: center;"></p>
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### What is an Individual Education Plan (IEP)?

An IEP is a written plan that describes accommodations, expectations and modifications that are in place for a student in order to achieve his/her full potential. An IEP is not a positive piece of paper that is filed in the Ontario Student Record and referred to only on occasion. Rather it is a living document that continues to change with the needs of the exceptional child. It is a roadmap for all those involved with this

#### THE IEP WILL INCLUDE SOME OR ALL OF THE FOLLOWING:

- Student's strengths and needs;
- Assessment data;
- Student's current level of achievement in each program area;
- Goals and specific expectations for the student;
- Teaching strategies to meet expectations;
- Program modifications (changes required to grade level expectations in the Ontario Curriculum);
- Accommodations (instructional, environmental and assessment that will help your child access the curriculum and demonstrate learning);
- Special education services provided to the student;
- Individualized equipment;
- Assessment methods;
- A Transition Plan (over the age of 14);
- Alternative program expectations and teaching strategies and evaluation of progress.

### DEVELOPING THE IEP:

Specific steps help ensure that an IEP will work well

1. Gather information from as many sources as possible.
2. Set clear direction
3. Develop the IEP
4. Review and update the IEP

#### As a parent, How can I contribute to planning goals for my child?

Beginning with your child's strengths and needs is an important first step. You can help by:

1. Including the child in the discussions; and
2. Telling the teacher what you hope your child will accomplish this year.

#### CARRYING OUT THE IEP

There are many things you can do at home to help your child reach his/her goals.

1. Talk to the teacher about what she/he is trying to accomplish.
2. Do what you can at home to try and support your child's goals.
3. Take every opportunity to communicate with your child's teacher.
4. Provide additional insights and resources to the school.

### WHAT ROLE DO PARENTS PLAY?

Parents play a powerful role in the IEP process. Be sure to ask for a copy of your child's IEP within 50 business days of the first day of your child's enrollment in a special education program. You know things about your child's approach to learning that no one else knows. Be sure to tell the teacher about your child's

- Likes, dislikes and interests;
- Interests in extra-curricular activities;
- Talents and abilities;
- Family relationships and dynamics (including extended family and pets).

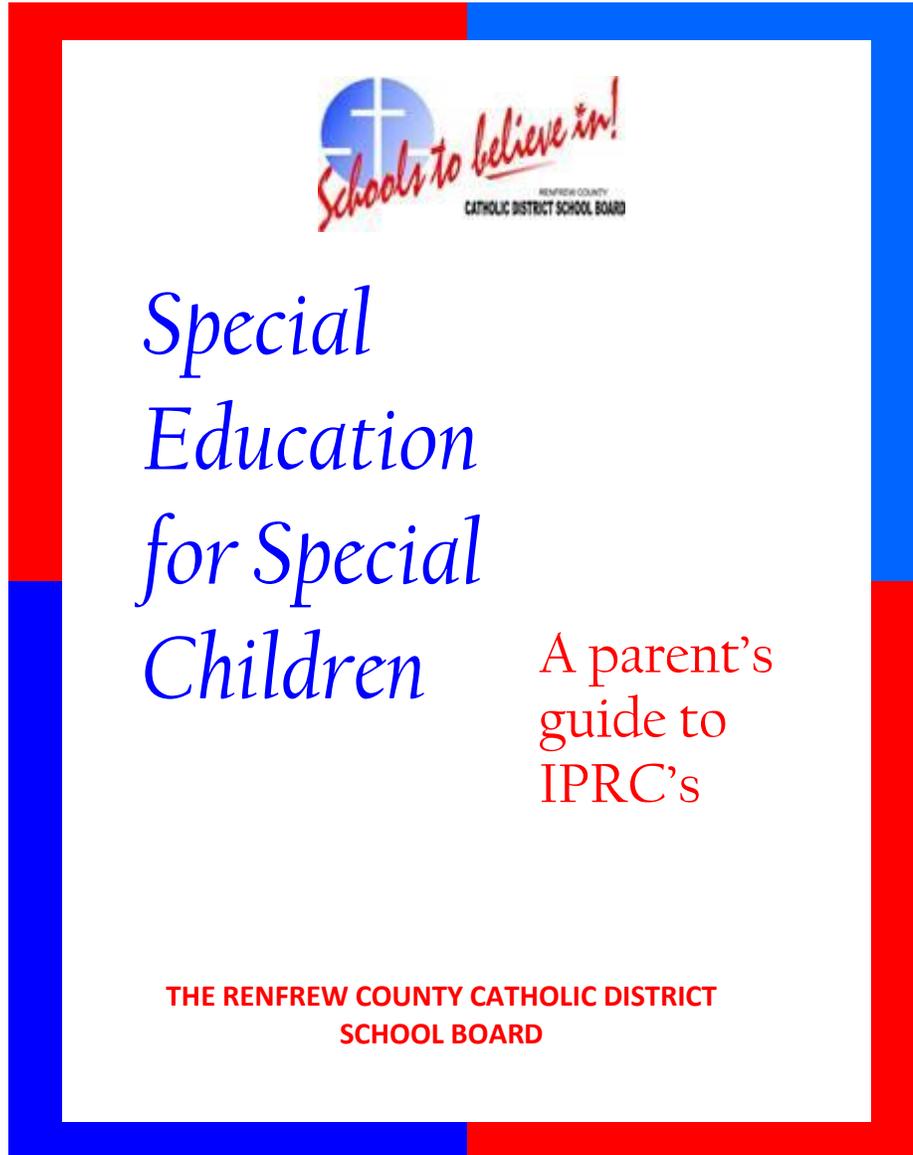
### REVIEW AND UPDATE THE IEP

Your child's progress toward his/her expectations will be reviewed each term/semester. Then the IEP will be updated to include new expectations and/or accommodations considered necessary to help the learning process.

1. Talk to your child's teacher about the expectations that have been set.
2. Communicate regularly with the child's teacher regarding progress.
3. Look for evidence of growth on your child's report card.
4. Recommend changes in goals, strategies and/or accommodations

**SECTION C-9**  
**PARENT GUIDE TO SPECIAL EDUCATION**

**Special Education for Special Children: A parent's Guide to IPRC's**



*If you wish to receive this parent's guide in a Braille, large print, or an audio-cassette format, please contact the board at the address or telephone number shown on the last page of this guide.*

## Philosophy of the School Board

The Renfrew County Catholic District School Board strives to integrate children with special needs into the mainstream of school life.

We believe regular, neighbourhood schools—and whenever possible, regular classrooms within those schools—are the best first choice for all our students. All students are thereby given the greatest opportunity to participate in the life of their school community. This philosophy of inclusion is our mandate from the Ontario Ministry of Education. It is also a philosophy manifest in our claim to Catholic Christian community.

Inclusion—attitudes and mechanisms that encourage students toward fullest possible participation in school life— allows children to play, pray and learn with their friends, in age-appropriate peer groups.

Sometimes, however, a student's needs exceed accommodation that can be practically provided in a regular classroom. In such cases, the school board strives to develop special placements that best meet the unique needs of each individual student.

As Catholics, and as educators, we accept the infinite value of all God's children. Our goal is to deliver nurturing programs to enable all students to achieve their full learning potential, equipping them to follow their individual pilgrimages with hope and bright expectation.

The purpose of this guide is to provide parents\* with information regarding procedures to identify a student as "exceptional", to assist in the development of an appropriate placement plan for exceptional students, and to outline mechanisms of appeal if a parent disagrees with the educational placement of their child.

It is the policy of the Renfrew County Catholic District School Board to encourage full participation of parents throughout any student evaluation and planning process.

*\*Throughout this guide the word "parent" is intended to refer equally to a child's guardian.*

## The Education Act

The *Education Act* requires that school board provide, or purchase from another board, special education programs and services for their exceptional pupils. This parent guide will provide you with information about the Identification, Placement and Review Committee (IPRC), as well as the procedures involved in identifying a pupil as "exceptional" and deciding or appealing the placement determined by the IPRC.

## What is an IPRC?

Regulation 181/98 requires that all school boards set up an Identification, Placement, and Review committee (IPRC). An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.

Within the Renfrew County Catholic District School Board, IPRC members include: a principal or supervisory officer, a special education teacher, and a classroom teacher.

Parents are invited to attend the meeting.

## The role of an 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 Ministry of Education;
- Decide on an appropriate placement for your child and review the identification and placement at least once in a 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 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.

## What is an IEP?

The IEP must be developed for your child, in consultation with you. 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 your child's progress will be reviewed; and
- 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.

The IEP must be completed within 30 school days after your child has been placed in the program, and the Principal must ensure that you receive a copy of it.

### **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.

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 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 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, SEAC member, or the representative of an agency, who may provide further information or clarification;
- Your representative—that is, a person who may support you or speak on behalf of you or your child; and
- An interpreter, if one is required. (You can request the services of an interpreter through the principal of your child's school.)

### **Who may request that others attend?**

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 indicate whether you will attend.

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.

The Committee 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; and
- Consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.
- The Committee may discuss any proposal that has been made about special education programs 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 of 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;
- The Categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
- The IPRC's description of your child's strengths and needs;
- The IPRC's placement decision;
- 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, the 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 decisions 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 or the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

## **Once a child 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 received written notice from you, the parent, 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 three 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 conducting the review 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;
- 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 the Director of Education, Renfrew County Catholic District School Board, 399 Pembroke Street West, Pembroke, ON, K8A 5P1.

The notice of appeal must:

- Indicate the decision with which you disagree; and
- Include a statement that sets out 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 he or she is 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 your child's identification, placement, or both.

The appeal board will report its recommendations 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 recommendations).

You may accept the decision of the school board, or 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.

### **What special education programs and services are provided by the Board?**

The board provides special education through special education resource teachers in each school. In some cases, special education teachers work with students in the “regular” classroom, in other cases students are withdrawn.

The following programs services are purchased:

- Psychological services;
- Therapists;
- In-school youth workers; and
- Teacher(s) of the hearing impaired.

### **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 of Ontario
- Autism Canada in Ontario
- Down Syndrome Association of Ontario
- Easter Seals Ontario
- Learning Disability Association of Ontario
- Association for Community Living (Pembroke)
- Association for Community Living (Madawaska)

### **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 hyperactivity disorder (ADHD).

Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

### **Demonstration Schools for English Speaking students with ADHD and severe learning disabilities:**

#### **Saganoska School**

350 Dundas Street West  
Belleville, ON, K8P 1B2  
Phone: 613-967-2830

#### **Trillium School**

348 Ontario Street South  
Milton, ON, L9T 3X9  
Phone: 905-878-2851

#### **Amethyst School**

515 Cheapside Street  
London, ON, N5V 3N9  
Phone: 519-453-4400

## Where can parents obtain additional Information?

### Schools for the deaf:

**Ernest C. Drury School**  
255 Ontario Street South  
Milton, ON, L9T 2M5  
Phone: 905-878-2851

**Sir James Whitney School**  
350 Dundas Street West  
Belleville, ON, K8P 1B2  
Phone: 613-967-2823

### Schools for the blind and deaf-blind:

**W. Ross Macdonald School**  
350 Brant Avenue  
Brantford, ON, N3T 3J9  
Phone: 519-579-0730

## SCHOOLS AND PRINCIPALS

School	Address	Principal's Name	School Telephone
St. John XXIII	75 Edey St. Arnprior, K7S 1B9	Christina Brown-McGrath	613-623-2828
St. Joseph's	324 John St. N. Arnprior, K7S 2P6	Julie Huckabone	613-623-2347
St. John Bosco	Box 339, 99 Peter St. Barry's Bay, K0J 1B0	Julia Graydon	613-756-2616
St. Joseph's	Box 150, 12629 Lanark Rd. Calabogie, K0J 1H0	Randy Bissonnette (Acting)	613-752-2808
St. Anthony's	2 McCarthy St. Chalk River, K0J 1J0	Katie Edwards-Ethier (Acting)	613-589-2775
George Vanier	2782 Dafoe Road Combermere, K0J 1L0	Anne Marie Landon	613-756-3708
St. Mary's OLGC	Box 365, 33110 D Hwy 17 Deep River, K0J 1P0	Ryan Kranz	613-584-3567
St. Michael's	Box 100, 5346 Queen St. E, Douglas, K0J 1S0	David Giroux (Acting)	613-649-2254
St. James	Box 620, 70 Wellington St. Eganville, K0J 1T0	Maureen McHale-Enright	613-628-2927
St. Andrew's	Box 339, 35 Cameron St. Killaloe, K0J 2A0	T.J. O'Grady	613-757-3113
Bishop Smith Catholic High School	362 Carmody St. Pembroke, K8A 4G2	Brennan Trainor	613-735-5496
Cathedral	200 Isabella St. Pembroke, K8A 5S7	Natalie Marchment	613-732-8054
Holy Name	299 First Ave. Pembroke, K8A 5C3	Melissa Carroll-Dubeau	613-732-2248
Our Lady of Lourdes	535 Irving St. Pembroke, K8A 2V2	Amy Sicoli	613-732-4633
Our Lady of Sorrows	19 Mohns Ave. Petawawa, K8H 2G7	Tony Jacyno	613-687-5918
St. Francis of Assisi	22 Leeder Lane Petawawa, K8H 0B8	Scott Nichol	613-687-4167
Our Lady of Fatima	228 Mason Ave. Renfrew, K7V 3Y3	Karen Keels	613-432-4351
St. Joseph's High School	835 First St. Renfrew, K7V 4E1	Derek Lennox	613-432-5846
St. Thomas the Apostle	41 Bolger Lane Renfrew, K7V 2M9	Rory Donohue	613-432-3137
Our Lady of Grace	52 Grace Street Westmeath, K0J 2L0	Julie Dumouchel	613-587-4837
Valleycrest	Holy Name CS, Pembroke St. Thomas the Apostle CS, Renfrew	Randy Bissonnette (Acting) Randy Bissonnette (Acting)	613-735-5038 613-432-8829



## OUR VISION

Inspired by our rich heritage and challenged by the struggles of our past, we are an inclusive Catholic educational community, called to express our mission as Church, to pass on the Good News of Jesus Christ, to make it relevant in the world today, and to be the hope for the future.

The Renfrew County  
Catholic District School Board  
499 Pembroke Street West  
Pembroke, Ontario, K8A 5P1  
(613) 735-1031/1-800-267-0191  
Email: [boardoffice@rccdsb.edu.on.ca](mailto:boardoffice@rccdsb.edu.on.ca)  
Website: [www.rccdsb.edu.on.ca](http://www.rccdsb.edu.on.ca)

**SECTION C-9**  
**PARENT GUIDE TO SPECIAL EDUCATION**  
**Parent Resource Guide (IEP)**



**Renfrew County Catholic District School Board**

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# Parent Resource Guide Individual Education Plan (IEP)



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The Renfrew County Catholic District School Board is an inclusive Catholic educational community that strives to nurture the giftedness, self-worth and potential of each individual, as well as reverence the dignity of the whole person. Working together as a team, educators, parents, and students strive to create IEPs that maximize learning, independence, and planning for life beyond the school setting.



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## What is an Individual Education Plan (IEP)?

An IEP is a written plan that describes accommodations, modifications and/or transition plans that are in place for a student in order to achieve his/her full potential. An IEP is a living document that continues to change with the needs of the exceptional child.

## Why might a student have an IEP?

An IEP must be developed for all students identified as exceptional through the Identification, Placement and Review Committee (IPRC) process. The IEP must be developed within 30 days of the initial IPRC decision.

An IEP may be developed for a student when assessment information indicates that specific accommodations and/or program modifications are required for instruction and assessment purposes.



## An IEP will include some or all of the following:

- Student's strengths and needs
- Assessment data
- Accommodations (instructional, environmental, assessment)
- Program modifications, goals, specific expectations, teaching strategies, and assessment methods
- Alternative program expectations, teaching strategies, assessment methods, and evaluation of progress
- Special education services provided to the student
- Individualized equipment
- Transition plan

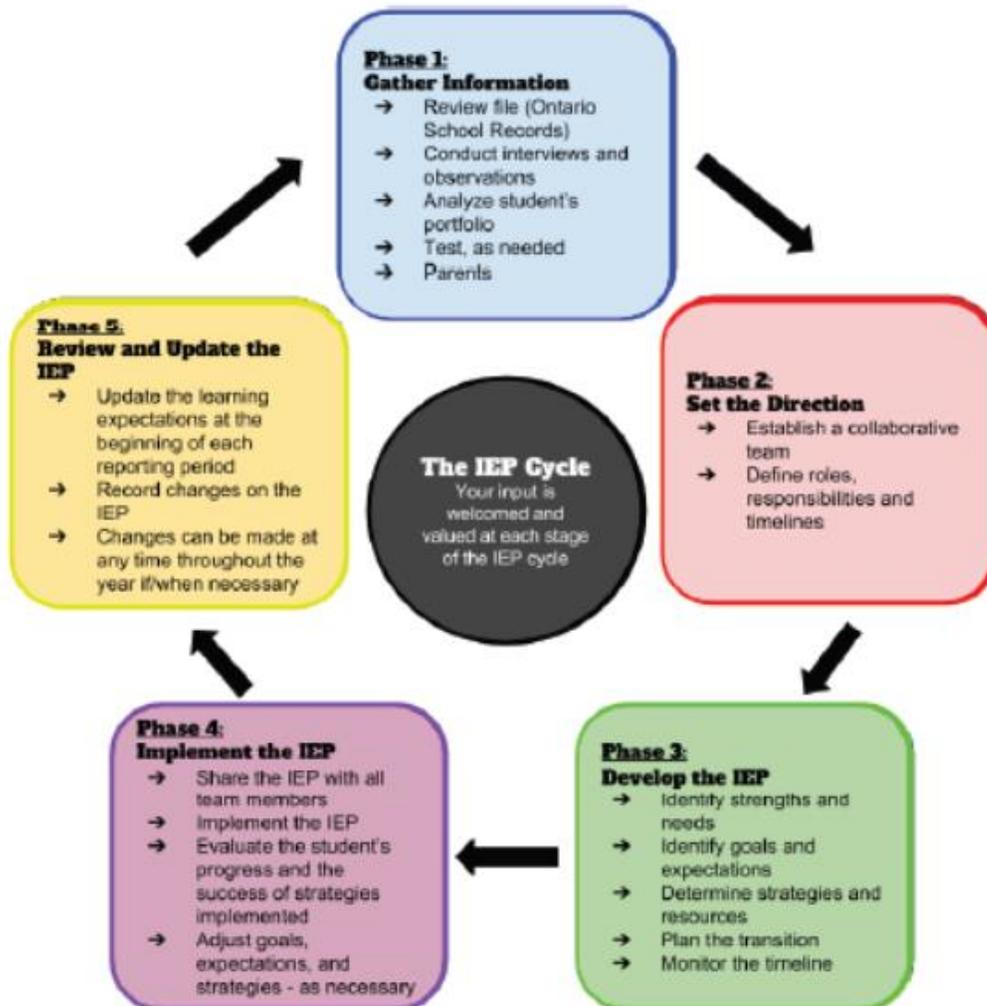
*Parents can expect a copy of their child's IEP by mid-October (or 30 school days after being placed in a program).*

*The Principal of each school is responsible for ensuring that all IEPs for students in the school are created, reviewed, and implemented effectively.*

## What can you do as a Parent?

As a parent/guardian you provide an invaluable perspective on your child's personality, development and learning. Open communication between home and school is crucial to ensure we have similar expectations with respect to your child's special education program and services. Please:

- Ask questions
- Involve your child in discussions
- Communicate regularly with school staff
- Recommend changes where you see a need
- Look for evidence of growth
- Be actively involved in discussions at school



## ..... Definitions & Acronyms .....

Term or Acronym	Definition
<b>Fundamental Terms &amp; Acronyms</b>	
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
Accommodation	a change in the way a program or course is delivered to enable a student to learn and to demonstrate learning.
Modification	modifications refer to the changes made to the age-appropriate grade level expectations for a subject or course in order to meet the needs of the student.
Alternative Expectations	expectations that do not come from the Ontario curriculum
SEA	Special Equipment Amount
ITP	Integrated Transition Planning
<b>Common Exceptionalities</b>	
LD	Learning Disability
MID	Mild Intellectual Disability
DD	Developmental Disability
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
D/HH	Deaf and Hard of Hearing
<b>Organizations &amp; Roles</b>	
RCCDSB	Renfrew County Catholic District School Board
RCJTC	Renfrew County Joint Transportation Consortium
LHIN	Local Health Integration Network (formerly CCAC)
SERT	Special Education Resource Teacher
EA	Educational Assistant
PT	Physiotherapist
OT	Occupational Therapist
SLP	Speech-Language Pathologist
CDF	Communication Disorders Facilitator

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**PARENT INPUT to INDIVIDUAL EDUCATION PLAN (IEP)**

Dear Parent(s) and Guardians:

Your input is **very important** in developing a plan that is *right* for your child. Please take a moment to complete this form, and return it to your child's teacher.

Your Child's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_

Your Name: \_\_\_\_\_

1. What are your child's strengths and interests?

2. What are your child's areas of need?

3. What accommodations (strategies) should occur in your child's classroom in order to maximize their learning potential?

4. What goals do you and your child have for this school year?

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**STUDENT INPUT to INDIVIDUAL EDUCATION PLAN (IEP)**

Dear Student(s):

Your input is **very important** in developing a plan that is *right* for you. Please take a moment to complete this form.

Your Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_

1. What are your strengths and interests?

STRENGTHS	INTERESTS

2. What do you need from your teacher(s) in order to learn?

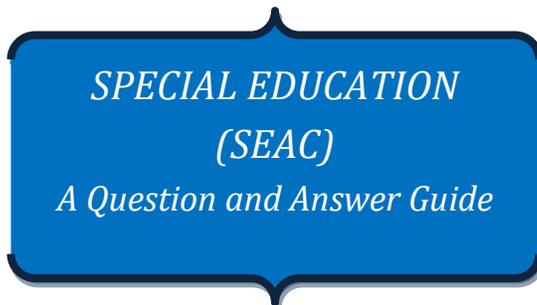
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3. What goals/hopes do you have for this school year?

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**SECTION C-9**  
**PARENT GUIDE TO SPECIAL EDUCATION**

**SEAC Brochure**



**RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD**



**Special Education Advisory Committees (SEACs) play a vital role in the success of special education programs and services in Ontario's publicly funded schools.**

***Link to Ontario Ministry of Education:***  
**<http://www.edu.gov.on.ca/eng/general/elemsec/speced/seac/>**

### **What is SEAC?**

**SEACs are Special Education Advisory Committees established since 1980 as part of the revision of Bill 82. SEACs are referenced in Regulation 464/467. Section 57.1 of the Education Act requires each Board to establish a SEAC. Each SEAC must convene at least 10 times per year.**

### **What does SEAC oversee?**

**The Special Education Advisory Committee:**

- **Makes recommendations to the school board with regard to special education;**
- **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.**

### **What is SEAC's role in Quality Assurance?**

**SEACs focus on three areas to assure quality in special education:**

- **School Board Special Education Plans**
- **Individual Education Plans**
- **Public Relations**

## **How is SEAC involved in School Board Education Plans?**

**With the assistance of SEAC, school boards must review the plan once a year and send any amendments to the Minister of Education. Every two years, Boards must prepare and approve a report of the special education programs and services. The standards stipulate that in developing and modifying their special education plan, Boards must take into consideration issues and feedback from members of the community including parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the Board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.**



*Link to Special Education Department:*

<http://rccdsb.edu.on.ca/blog/2011/10/25/special-education-department/>

## **How is SEAC involved in Individual Education Plans?**

A school board's Special Education Plan is reviewed yearly by the Ministry of Education. The SEAC has the opportunity to provide comment and advice to the Board when the results of the Ministry's review are received and when the Board develops its response for inclusion in the Board's Special Education Plan. As the Ministry moves, over time, to having school boards develop and implement procedures for quality assurance for the implementation of IEPs, the SEACs will have an important role to play in providing further advice to Boards.

## **How is SEAC involved in public relations?**

Parents or members of the public may contact a member of their school board Special Education Advisory Committee to discuss their point of view about the Board's system-wide planning and development of special education programs and services. Members of the public may attend a SEAC meeting to make their views known to the Committee on special education issues, and through it, to the district school board.

## **Who is a Member of SEAC?**

SEAC membership is composed of representatives from:

- **Up to 12 local parent associations, affiliated with provincially incorporated associations which further the interests of exceptional pupils or adults, and which do not represent professional educators;**
- **One, two or three Board members, depending on the size of the Board;**
- **One or two representatives for Aboriginal pupils where appropriate; and**
- **May include one or more members at large.**



**SEAC Members:**

**Pat O’Grady – Trustee**

**Clint Young – Superintendent of Educational Services (Resource)**

**Daniella Santos – Member at Large**

**Jennifer Debenham – Community Living**

**Jodi Cotnam – Learning Disabilities of Ontario**

**Joan Daley – FASD - Pending**

**Mike Ellis – Member at Large**

*Link to current SEAC Committee:*

<https://rccdsb.edu.on.ca/blog/2021/03/11/special-education-advisory-committee-2/>

*Please contact us if you would like to become a SEAC Member!!*



## SPEECH - LANGUAGE SUPPORT SERVICES

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Renfrew County Catholic District School Board  
499 Pembroke St. W.  
Pembroke, Ontario  
K8A 5P1

T: 613-735-1031 or 1-800-267-0191

Web: [www.rccdsb.edu.on.ca](http://www.rccdsb.edu.on.ca)

June 2008

**The Renfrew County Catholic District School Board provides Special Education programs and services in accordance with the Education Act and Regulations.**

### DEFINITION

A student identified as having a speech and/or language disorder is experiencing difficulty in the area of communication. Difficulty learning to speak, understand or use language, speak fluently or a voice problem can adversely affect a student's educational, social, psychological and emotional well-being.

The Ministry of Education defines the exceptionality

#### *Language Impairment*

*A learning disorder characterized by impairment in comprehension and/or 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:*

- a) *Involve one or more of the form, content, and function of language in communication; and*
- b) *Include one or more of the following:*
  - *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.*

## **SERVICES**

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A Speech-Language Pathologist (SLP) provides the following:

- Screening (students with moderate to severe articulation, fluency, voice, or swallowing disorders are referred to SHSS-Champlain LHIN for follow-up)
- Assessment of speech and language skills
- Establishment of a program and/or intervention strategies
- Liaison with other community agencies.

SLPs work in collaboration with the Communicative Disorders Facilitator (CDF) to:

- Modify the classroom program
- Support classroom and special education teachers in developing communication strategies
- Provide direct short-term intervention for individuals or small groups
- Support parents in carrying out home programs.

## **HOW A STUDENT IS IDENTIFIED**

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A student with speech/ language difficulties may have trouble following the classroom program and/or making him/herself understood. After discussing concerns with a parent, school staff may refer a student for assessment by an SLP. The assessment information will then be used to make recommendations and/or plan a program to meet the student's needs.

A student with a **language** problem may have difficulty with:

- Following directions
- Understanding classroom conversations
- Remembering information
- Speaking on topic
- Understanding and using words/sentences appropriately in conversation or in written language

A student with a **speech** problem may have trouble speaking clearly and may use:

- Substitutions, e.g., tar for car

- Omissions, e.g., cool for school
- Distortions, e.g., houth for house

A student with **fluency** difficulties experiences a disruption in the normal flow or rhythm of speech. Characteristics of stuttering may include:

- Repetitions of sounds/syllables/phrases e.g., b-b-b-because, can can can I go?
- Hesitations e.g., um..., ah..., like...ah

A student with **voice** difficulties may experience problems with the following:

- Inappropriate pitch (too high/low or monotonous)
- Loudness (too loud/quiet)
- Quality (harsh/hoarse/breathy/nasal)

If you are concerned about your child's speech-language skills, contact the principal of your school. Parents will be consulted if school staff have concerns.

For more information regarding the identification, placement, and review process, please contact your school principal.

## **HOW PARENTS\* CAN HELP**

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Early detection and treatment of speech and language problems is the key to the prevention of many learning and social problems. Parents play a vital role in:

- Early referral
- Following up on suggested medical assessments e.g., hearing test
- Regularly conversing with their children
- Regularly reading to their children
- Ensuring child has adequate sleep, exercise, and nutrition
- Reinforcing the school program in the home

Encouragement for the student to try recently learned speech / language / fluency / voice patterns outside of the school environment is essential to the success of the program.

\*Includes guardians

## **OTHER SPEECH-LANGUAGE SERVICES**

Sprouting Speech (ages 2 to 5 years, including JK)

Telephone: (613) 732-7007 or  
1-888-421-2222

Web: [www..Champlain.LHIN-ont.ca](http://www..Champlain.LHIN-ont.ca)

School Health Support Services (SHSS)  
Champlain LHIN

Telephone: (613) 732-7007 or  
1-888-421-2222

Web: [www.Champlain.LHIN-ont.ca](http://www.Champlain.LHIN-ont.ca)

Ottawa Children's Treatment Centre – Renfrew Site

Telephone: 1-800-565-4839

Web: [www.octc.ca](http://www.octc.ca)

## **FOR MORE INFORMATION**

Ontario Association for Families of Children with Communication Disorders

Web: [www.oafccd.com](http://www.oafccd.com)

College of Audiologists and Speech-Language Pathologists of Ontario

Web: [www.caslpo.com](http://www.caslpo.com)

Communication Disorders Assistant Association of Canada

Web: [www.cdaac.ca](http://www.cdaac.ca)

Ontario Association of Speech-Language Pathologist and Audiologists

Web [www.osla.on.ca](http://www.osla.on.ca)



**SECTION D**  
**SUBMISSION AND AVAILABILITY  
OF SCHOOL BOARD PLANS**





**RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD**

**THE SPECIAL EDUCATION BOARD PLAN 2020-2021**

**RESOLUTIONS OF APPROVAL BY SEAC AND THE RCCDSB**

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- a) Excerpt from the Minutes of the Special Education Advisory Committee Meeting Wednesday, June 9, 2021.

Moved by: Jennifer Debenham  
Seconded by: Mike Ellis

That the Special Education Advisory Committee approves the Renfrew County Catholic District School Board's Special Education Board Plan for School Year 2020-2021.

Carried.

- b) Excerpt from the Minutes of the Renfrew County Catholic District School Board Meeting June 28, 2021

Moved by: Pat O'Grady  
Seconded by: Bob Michaud

That the Renfrew County Catholic District School Board approve the Special Education Board Plan for School Year 2020-2021.

Carried.