



SPECIAL EDUCATION PLAN SCHOOL YEAR 2025-2026

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

Schools to believe in!



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 a 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.

As per Ministry of Education direction, 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 one Section 23 classroom. This classroom offers therapeutic support through a day treatment program.

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SECTION A-1



Strategic Plan

2022-2027



Schools to believe in!

2022-2027

Our Strategic Plan for 2022-2027 will provide students with the resources for success. Our focus is to sustain safe school environments characterized by warmth, hospitality, good humour and joy. We are dedicated to fostering student's abilities to think critically, communicate effectively, and work collaboratively while following the example of Jesus.



Our Vision Story

Since the 1990's, the Renfrew County Catholic District School Board community has relied upon a Vision Statement to anchor our work and guide us in everything we do.

Starting with "Vision 2000" in the 1990's, then moving to "Our Vision" in 2002, our Catholic School Board has been animating themes from our Vision Statements to challenge all of us to express our mission as an inclusive Catholic learning community called to love unconditionally and educate hearts and minds in the way of Christ.

After 20 years, the Renfrew County Catholic District School Board community gathered to reflect upon Our Vision to determine its relevance to the world today and ensure it best represents our values and beliefs. As a result, the Renfrew County Catholic District School Board community reanimated Our Mission and Vision in 2022. Our new Mission & Vision fully reflects who we are now as a Catholic School Board.

Our new multi-year strategic plan will highlight a specific theme from our reanimated Vision, as well as focus on a specific Catholic Graduate Expectation for each year. With this, we will ensure we continue to be Schools to Believe In today, and every day moving forward!





Our Mission

We are an inclusive Catholic learning community called to love unconditionally and educate hearts and minds in the way of Christ.

Our Vision

As a community of believers, we strive to...

- Cultivate an active faith journey rooted in the Word of God, prayer, and the sacraments.
- Reverence the dignity of the whole person.
- Recognize and remove barriers to create just and equitable opportunities for all.
- Nurture the well-being, self-worth and potential of each individual.
- Foster student ability to think critically, communicate effectively and work collaboratively.
- Instill a desire for life-long learning and a pursuit of excellence.
- Develop and integrate a distinctive and relevant Catholic curriculum based on the Ontario Catholic School Graduate Expectations.
- Model a servant leadership style following the example of Jesus.
- Live by and proclaim the principles of Catholic social teaching.
- Build a relationship with Indigenous communities founded on a deep respect for their identities, beliefs, and traditions to support healing and work toward reconciliation.
- Embrace our role as global stewards cherishing the environment and all life in it.
- Enhance relationships among members of the home, school, parish, and extended community.
- Sustain safe school environments characterized by warmth, hospitality, good humour, and joy.
- Be instruments of peace, grace, and hope.

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

Schools to believe in!

Re-animated by the Catholic Community of Renfrew County in 2022

Ontario Catholic School Graduation Expectations



A Caring Family Member



A Self-Directed, Responsible, Life-Long Learner



A Collaborative Contributor



An Effective Communicator



A Responsible Citizen



A Reflective, Creative, and Holistic Thinker



A Discerning Believer

2022-2023

As a community of believers, we strive to recognize and remove barriers to create just and equitable opportunities for all.



A Responsible Citizen

- Board Improvement and Equity Plan
 - [Achievement](#)
 - [Human Rights and Equity](#)
 - Mental Health, Well Being & Engagement
 - [Pathways and Transitions](#)
- [Mental Health & Wellness Plan](#)
- [Special Education Plan](#)
- [Indigenous Education Action Plan](#)
- [Equity Action Plan](#)
- Music/Dance Annual Plan
- [Learning & Technologies Strategic Plan](#)
- Plant & Facilities Plan
- [French as a Second Language 3-Year Plan](#)
- [Director's Annual Report](#)

2023-2024

As a community of believers, we strive to instill a deep desire for life-long learning and a pursuit of excellence.



A Self-Directed, Responsible, Life-Long Learner

- [Student Achievement Plan](#)
 - [Mathematics](#)
 - [Literacy](#)
- [Math Achievement and Action Plan](#)
- Mental Health & Wellness Plan
- Special Education Plan
- [Indigenous Education Action Plan](#)
- [Equity Action Plan](#)
- Music/Dance Annual Plan
- [Learning & Technologies Strategic Plan](#)
- Plant & Facilities Plan
- [French as a Second Language 3-Year Plan](#)
- Director's Annual Report

2024-2025

As a community of believers, we strive to foster student ability to think critically, communicate effectively and work collaboratively.



An Effective Communicator

- Student Achievement Plan
 - Mathematics
 - Literacy
- Math Achievement and Action Plan
- Mental Health & Wellness Plan
- Special Education Plan
- Indigenous Education Action Plan
- Equity Action Plan
- Music/Dance Annual Plan
- Learning & Technologies Strategic Plan
- Plant & Facilities Plan
- Music/Dance Annual Plan
- Mental Health & Wellness Plan
- Director's Annual Report

2025-2026

As a community of believers, we strive to build a relationship with Indigenous communities founded on a deep respect for their identities, beliefs, and traditions to support healing and work towards reconciliation.

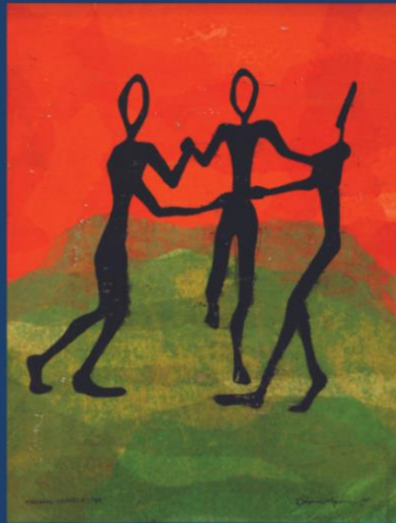


A Reflective, Creative, and Holistic Thinker

- Student Achievement Plan
 - Mathematics
 - Literacy
- Math Achievement and Action Plan
- Mental Health & Wellness Plan
- Special Education Plan
- Indigenous Education Action Plan
- Equity Action Plan
- [Learning & Technologies Strategic Plan](#)
- Plant & Facilities Plan
- Music/Dance Annual Plan
- Mental Health & Wellness Plan
- Director's Annual Report

2026-2027

As a community of believers, we strive to be instruments of peace, grace and hope.



A Collaborative Contributor

- Student Achievement Plan
 - Mathematics
 - Literacy
- Math Achievement and Action Plan
- Mental Health & Wellness Plan
- Special Education Plan
- Indigenous Education Action Plan
- Equity Action Plan
- Learning & Technologies Strategic Plan
- Plant & Facilities Plan
- Music/Dance Annual Plan
- Mental Health & Wellness Plan
- Director's Annual Report





Schools to believe in!

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, review 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.

Special Education Report | Renfrew County Catholic District School Board

- 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 onto 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.

Special Education Report | Renfrew County Catholic District School Board

- 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 educational staff 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

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

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 or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range.
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support.
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills.
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making).
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities.
- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack

of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

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 support services.

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.

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 students 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

A combination of learning or other disorders, impairments, or physical disabilities, that is of such a nature as to require, for educational achievement, the services of one or more teacher's 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

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 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 schoolboards. Each student has their special needs met as set out in their 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 at 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:

<u>Provincial Schools Branch, \Ministry of Education</u>	<u>School for the Deaf, Blind, and Deaf Blind</u>
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>Schools for the Deaf:</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>School for the Blind and Deaf Blind:</p> <p>W. Ross Macdonald School 350 Brant Avenue Brantford, Ontario N3T 3J9 Tel: (519) 759-0730 Fax: (519) 759-4741</p>	<p>Provincial Demonstration Schools:</p> <p>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</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

MODEL FOR SPECIAL EDUCATION

As 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: a guide to effective assessment and instruction for all students, kindergarten to Grade 12](#) (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 as **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.

NOTE: EA support is separate from the Tiered model with allocation being somewhat distinct between School Boards ([see page 58](#)).

SECTION C-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.

In discussions with SEAC, the Renfrew County Catholic District School Board is committed to the inclusion of all students within their community school and in their age-appropriate classroom. As an inclusive Board, the range of placements offered is limited to those that provide students with as many opportunities as possible to learn with their age-appropriate peers in the regular classroom.

In accordance with the Board's inclusive philosophy, the first option for placement is in the regular class with the goal of providing a school experience for the student that is as close as possible to that of their age-appropriate peers, while at the same time, providing the support each student needs to be successful. Within this placement option, a range of services and support will be provided to students. The most appropriate placement is based on the strengths and learning needs of the individual and is determined through the IPRC process. As a student's needs change, the IPRC is the process where the decision to change the student's placement is made. Changes within a school reflecting adjustment to the intensity/amount of special education support are directly linked to the student's Individual Education Plan (IEP). The range of placements offered by the Renfrew County Catholic District School Board is available to students of all exceptionalities.

IPRC Placement Decisions

According to the Ministry of Education document [Special Education in Ontario: Kindergarten to Grade 12: Policy and Resource Guide](#):

The following chart outlines the range of options the IPRC may consider in making its placement decision for placements with Renfrew County Catholic District School Board. Other placement options exist outside of the board to meet the student's needs, and parents and school board staff may choose to explore them.

Placement	Description
A regular class with indirect support	The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
A regular class with resource assistance	The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
A regular class with withdrawal assistance	The student is placed in the regular class and receives instruction outside of the classroom for less than 50% of the school day, from a qualified special education teacher.

In addition to this, the following placement options may be utilized for students if the previous placements have not met a student's individual needs:

- School Boards partner with treatment providers in the operation of ECPP (Education and Community Partnership Program) classroom (Valleycrest). As ECPP classrooms are not classrooms of the school board, decisions to admit a student into such a classroom are the sole discretion of the treatment provider. Renfrew County Catholic District School Board has partnered with The Phoenix Centre to operate this program.
- Provincial/Demonstration Schools (See Section B3 of this plan for further information).

SECTION C-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.

A. Behaviour 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, ABA specialist, 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 (1 classroom) Valleycrest Pembroke (Primary/Junior).

B. Communication Exceptionality

1. Autism

Students with Autism Spectrum Disorder 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.

2. Deaf/Hard of Hearing

Depending on the severity of this exceptionality, children who are Deaf and Hard of Hearing 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.

3. 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 caseload, 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.

4. Speech Impairment

Same as above.

5. 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.

C. Intellectual Exceptionality

1. 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 have 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 Prior Learning Assessment and Recognition (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.

2. 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.

3. 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).

1. 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.

D. Multiple Exceptionality

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

SECTION C-4

INDIVIDUAL EDUCATION PLANS (IEP)

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

An IEP is:

- A written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs;
- A record of accommodation needed to help the student achieve their learning expectations given the students' identified learning strengths and needs;
- A working document that identifies learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, as outlined in the Ministry of Education's curriculum policy documents;
- A working document that identifies alternative expectations, if required, in program areas not represented in the Ontario curriculum;
- A record of the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement of modified and/or alternative expectations;
- An accountability tool for the student, the student's parents, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum.

An IEP is not:

- A description of everything that will be taught to the student;
- A list of all the teaching strategies used in regular classroom instruction;
- A document that records all learning expectations, including those that are not modified from the regular grade level curriculum expectations.

What information is found in the IEP?

- The strengths and needs that relate to the student's learning;
- Relevant assessment data;
- Specialized health support services;
- List of all subjects/courses that require accommodations, modifications, and/or alternative expectations;
- List of the accommodations that the student requires to help him or her learn and demonstrate learning;
- The student's current level of achievement in each modified subject or course and/or alternative program area;

- Annual program goals and learning expectations cited in measurable language for each reporting period in each subject or course in which modified expectations are required and/or in each alternative program area;
- The assessment methods that will be used to assess the student's achievement of the modified or alternative expectations with a direct link to the Ontario Provincial Report Card;
- A clear indication of the way in which student progress will be reported to parents;
- Documentation of consultations with parents and the student (if the student is 16 years of age or older) during the development of the IEP and any subsequent reviews, and a record of the review and updating of learning expectations by school staff; and
- A transition plan as per Ontario Ministry of Education [Policy/Program Memorandum 156](#).

What is the process for developing an IEP?

There are five phases to IEP development, namely:

1. The information gathering stage, parents to be consulting during this process.
2. Using the School Team to set a collaborative direction.
3. Developing the IEP as it relates to the student's special education program and services.
4. Implementing the IEP.
5. Reviewing and updating the IEP.

For information on the IEP process, please refer to the following documents:

- [IEP Protocol](#)
- [IEP Parent Letter](#)
- [Parent Guide to IEP's](#)

What if Parents have concerns about the IEP?

The first step is to talk with the classroom teacher about the specific implementation of the IEP in the classroom. The SERT (Special Education Resource Teacher) can be brought into the conversation at any time. The school administration, Principal/Vice Principal, is also a resource.

Parents and staff are encouraged to be familiar with the Ministry document, [Shared Solutions: A Guide To Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs](#).

SECTION C-5

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 continue 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 child with special needs 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

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

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 lead agency and all services involved with the student



April

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

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 CHEO's Occupational Therapy or Physiotherapy. Personnel from Developmental Services or the Board's ABA Specialists 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 children with special needs, 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 their 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/trust for adults in positions of responsibility
- cooperation with others
- following rules
- understand the dynamics to play and interact with other children

3. Emotional health/maturity

Includes:

- Understand the need 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 District School Board Assessment Procedure

Student in regular classroom: Teacher or parents suspect school

Step 1: 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 2: Referral

Classroom teacher meets with Special Education Teacher and Principal to request help. Discussion may lead to:



Successful Child progresses with accommodations and modifications

a) major classroom accommodations (IEP listing accommodations may be put into place)



Not Successful

Step 3: School Level Assessment/Modifications

Classroom teacher meets with SERT – may lead to:

a) Brigance Comprehensive Inventory of Basic Skills Assessment*



Successful Child progresses with accommodations and modifications

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.



Not Successful



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

Step 4: 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.

SECTION C-6

SPECIAL EDUCATION STAFF

ELEMENTARY PANEL

	ROLE	FTE's	NOTES
1.0	Special Education Teachers	17	Part 1 Special Education qualifications as a minimum.
2.0	Other Special Education Teachers	0	
2.1	Itinerant teacher for Hearing Impaired	1	
2.2	Teacher Diagnosticians	0	
2.3	Coordinators	1	
2.4	Consultants	0	
3.0	Educational Assistants in Special Education	92	
4.0	Other Professional Resource Staff	1	Specialist in Special Education
4.1	Psychologists	0	Contractual
4.2	Psychometrists	0	
4.3	Psychiatrists	0	Contractual
4.4	Speech & Language Pathologists	1	
4.5	Occupational Therapists	0	Contract and CHEO services
4.6	Physiotherapists	0	CHEO services
4.7	Social Workers	3	
5.0	Paraprofessional Resource Staff (CDF)	3	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	

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5.4	Transcribers (for blind students)	0	
5.5	Intervenors (for deaf-blind students)	0	
5.6	Auditory-Verbal Therapists	0	
5.7	ABA Specialist	2	
5.8	Language Acquisition Support Worker	1	
5.8	Subtotal	122	

SECONDARY PANEL

ROLE		FTE's	NOTES
1.0	Special Education Teachers	5	Part 1 Special Education qualifications as a minimum.
2.0	Other Special Education Teachers	0	
2.1	Itinerant teacher for Hearing Impaired	1	
2.2	Teacher Diagnosticians	0	
2.3	Coordinators	1	
2.4	Consultants	0	
3.0	Educational Assistants in Special Education	23	
4.0	Other Professional Resource Staff	1	Specialist in Special Education
4.1	Psychologists	0	Contractual
4.2	Psychometrists	0	
4.3	Psychiatrists	0	
4.4	Speech & Language Pathologists	1	
4.5	Occupational Therapists	0	Contract and CHEO Services
4.6	Physiotherapists	0	CHEO
4.7	Social Workers	1	

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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	ABA Specialist	1	
5.7	Subtotal	34	

SECTION C-7

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.

The Renfrew County Catholic District School Board strives to ensure students have the equipment that meets their own learning/personal care needs and supports the individual student to be successful in the inclusive learning environment. The Board uses a two-step model for the provision of special education equipment and assistive technology. Tier 1 refers to resources available to all students based on a Universal Design for Learning model. For example, as part of our inclusive service delivery model, each student of the Board has access to their Google Drive to access Read and Write technology. Teachers are able to opt to receive training and professional development on embedding the use of assistive technologies into their teaching and learning tasks so that all students can access it as needed. Tier II refers to personalized equipment in order to meet a student's individual needs within a school setting. Examples of this equipment may include: communication devices, computer hardware, software, FM systems, mobility devices, and personal care/assist devices.

The Specialized Equipment Allocation (SEA) provides funding to the Board to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential for attending school, to access the Ontario curriculum, and/or supporting or augmenting a board determined alternative and/or course. To determine the eligibility of individualized equipment, the Board follows the criteria as outlined in the:

[Specialized Equipment \(SEA\) Directives 2025-2026](#)

The Board's Special Education Team reviews applications prepared by school teams to determine the student's requirements based on the professional recommendation provided and documentation of training if appropriate. These are approved by the Superintendent of Special Education and, in accordance with the Ministry's SEA guidelines, all SEA equipment must be documented by:

- A copy of recommendations by a qualified professional
- A copy of the student's current Individual Education Plan (IEP) that provides evidence of the intended use of the equipment in the student's program
- Proof of purchase.

2025-2026 SEA EQUIPMENT PURCHASED

- 48" Sit Stand Desk
- Rifton Paediatric Tricycle
- Tablet 18" Gooseneck Mogo Kit
- Deep V-Tabs for tabx Tablet Holder (2)
- Sensory Fidget Tubes Set
- Sporttime Instructor Mat 4x8
- Time Timer Original 12"
- Duo Dry Erase Board & Time Timer
- LED Colour Changing Strip Light
- Adjustable Height Motion Stool
- Gonge Tactile Discs Set
- Snoezelen Floppy Island Seat
- Laser Stars Projector
- Adjustable Tray Kit
- Adjustable Tray Mounting Hardware
- Adjustable Tray Top
- Myway Size 4 Red Harness
- Haley's Joy Swing Frame
- Haley's Joy Reagan's Ride
- Haley's Joy Interlocking Foam Pad
- Abilitations High Steps
- Abilitations Fleece Weighted Blanket
- Swivel Spinner for Swings
- Boost Floor Standing Desk
- Tablet Holder with Dual Arms
- Deep V-Tabs for Tablet Holder
- Phonak Open Dome
- Roger Touchscreen Mic 3 Universal PSU
- Roger DigiMaster 5000 /V2
- Roger Pass-Around
- Wall Mount Kit DigiMaster 5000
- Roger Touchscreen Mic 3 Universal PSU
- Roger Focus II-R
- Phonak Charger Combi BTE
- Roger Touchscreen Mic 3 Universal PSU
- Roger DigiMaster 5000 /V2
- Gelly Roll Pens
- Neon Techno-Coat Soccer Balls (6)
- Folding Slant Board for Writing
- Rubberlite Jingle Bell Ball
- Ringing Soccer Ball
- Zuma Rocker
- Zuma Arm Rocking Chairs
- Zuma Floor Rocker
- Sommerfly Wipe-Clean Weighted Blanket
- Abilitations Deep Pressure Sensory Vest
- Rifton Large Activity Chair
- Little Red Sensory Cart W/All Accessories
- Can Do Peanut
- Crash Mat, 3x4 Feet
- Childcraft Premium Highback Beanbag Chair
- Zuma Arm Rocking Chair
- Thera Pressure Brush (4)
- Laser Stars Projector
- LED Colour Changing Strip Light
- Zuma Rocker Chair
- Time Timer Original 12"
- Duo Dry Erase Board & Time Timer
- Zuma Rocking Chair
- Rifton Activity Chair
- Zuma Rocking Chair
- Sporttime Instructor Mat
- Rifton Paediatric Tricycle
- Tuff Tray With Stand
- Phonak Charger Ease incl US EPS
- Soft floor rocker
- Cotton kids hanging nest
- Haley's Joy Swing frame
- Haley's Joy Reagan's Ride
- Haley's Joy sensory wrap
- Haley's Joy balance buddy bolster swing
- Sommerfly wipe-clean weighted blanket
- Weighted washable laminate pad, 2 lbs.
- Skil Care large crash pad
- Crash pad optional cover
- Snoezel floppy island
- Optikinetics Aura Projector saver pack
- Rifton Bike
- Rifton Bike
- My Big Touch and Feel Word Book
- Zuma Rocking Chair
- Lock and Key Toy for Kids
- Woodpecker catching and feeding game
- Play Brainy peg toy set
- Rainbow Counting bears activity
- Learning Resources Carlos the Pop
- Button Art toy
- Learning Resources nesting fruit friends
- 6 pack of 5.3 qt. storage bins with lids
- Unifix 10 frame trains
- Unifix cubes, set of 100
- Jumbo Alphabet Unifix cubes
- Sorting surprise Treasure Chests
- Brake kit
- Rocking chair with arms
- Deluxe ball chair with arms

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- Zuma rocking chair with arms
- Zuma floor rocker – small
- Ray-lax Chair
- Set of 4 vibrating cushions
- Sensory cushion
- Weighted lap pad
- Sand timers
- Twiddlepup Muff
- Theraputty green
- Theraputty red
- Sensory floor tile
- Sensory ball
- Liquid timer
- Purrble companion
- Swivel armchair
- Safety snap swing clip
- Swivel spinner for swings
- Wal mat system w/floor mats
- Occiput headrest
- Cushion for bike
- Ceiling lift
- Roger Digimaster 5000
- Roger Touchscreen mic
- Bean bag chair
- Therapy ball
- Weighted lap pad
- Tactile Path
- Sensory dark den
- Pelvic support strap
- AS2000 Bike
- Large pacer
- Plasma car
- Wooden Busy Board
- Sensory glitter set
- Fidget foot roller
- Motion set
- TheraGym SensaDome
- Crousel
- Weighted Pad
- Zuma rocking chair
- Freedom concepts tricycle
- Rifton large tricycle
- Roger On VS US PSU
- Cochlear mini microphone
- Cochlear BAHA remote control
- Rifton large bike
- Ceiling lift w/waist belt hook & lock closure & sit sling poly junior medium
- Large pacer lime dynamic
- Ppod Xlarge dartex
- Rifton small hi-low activity chair
- Rifton large bike
- Rifton small hi-low activity chair
- Rifton small bike (lime)
- Standing frame
- Swing frame

SECTION C-8

TRANSPORTATION

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

90 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

(Section 23 classroom has 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.

SPECIAL EDUCATION TRANSPORTATION

of Students on Taxi: 9

of Students on Sunshine Coach: 4

of Students Driven by Parents: 4

of Students on Van: 41

of Students on Wheelchair Bus: 9

of Students on 20-Passenger Bus: 3

of Students on 48-Passenger Bus: 1

of Students on 72-Passenger Bus: 34

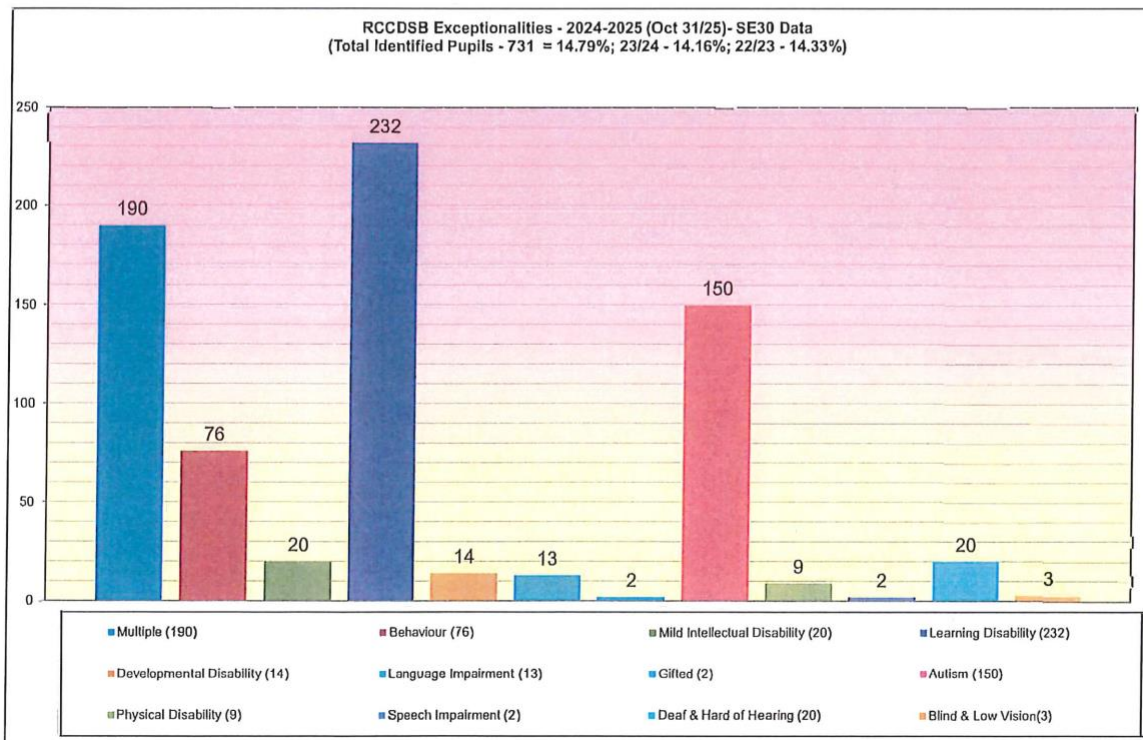
Total Students: 105

SECTION C-9 Special Education Financials

The following information is taken from a presentation by the Controller of Business Services to SEAC on April 22nd, 2026. You will notice information in financials as well as the number of students identified in the various Ministry of Education categories.

Renfrew County Catholic District School Board

2025/2026 Revised Estimates				
Special Education				
Surplus (Deficit)				
	2024/2025 F/S	2025/2026 Original Budget	2025/2026 Revised Budget	Change
Revenue	\$ 13,428,536	\$ 13,104,598	\$ 13,070,327	\$ (34,271)
Expenditures	\$ (13,493,639)	\$ (15,106,844)	\$ (15,111,645)	\$ (4,801)
Surplus (Deficit)	\$ (65,103)	\$ (2,002,246)	\$ (2,041,318)	\$ (39,072)
%	(0.48%)	(15.28%)	(15.62%)	
ADE	4,888.11	4,960.85	4,885.82	(75.03)



SECTION D-1

Special Education (SEAC)

A Question-and-Answer Guide

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:

[MOE - 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:

<https://rccdsb.ca/special-education/>

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 comments 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.

SECTION D-2

THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

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.

[SEAC Committee](#)

The link lists the committee members' names, and email address and lists the minutes of the meetings held throughout the year.

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 several occasions this past year to teachers currently enrolled in Special Education Part 2 and 3.

SEAC MEETINGS FOR 2025-2026

The Special Education Advisory Committee Meetings are held virtually starting at 7:00 p.m.

Wednesday, September 10, 2025

Wednesday, October 8, 2025

Wednesday, November 12, 2025

Wednesday, January 14, 2026

Wednesday, February 11, 2026

Wednesday, March 25, 2026

Wednesday, April 22, 2026

Wednesday, May 20, 2026

Wednesday, June 10, 2026

SEAC MEMBER LIST 2025-2026

Clint Young – Resource – clint.young@rccdsb.ca

NAME	EMAIL ADDRESS
Jeannie Ivory <i>Trustee Chair</i>	jeannie.ivory@rccdsb.ca
Jacki England <i>Member At Large</i>	jackiengland@outlook.com
Jennifer Lavallee <i>Community Living</i>	jlavallee@clrcs.com
Joanne Lesk <i>Member at Large</i>	Joanne.lesk@gmail.com
Jodi Cotnam <i>Learning Disabilities Association of Ontario</i>	Pathfinder1@sympatico.ca
Kayla Bouret <i>Member at Large</i>	Bouret_giesler@hotmail.com
Mike Ellis <i>Member at Large</i>	mfwellis@gmail.com
Sarah Ficko <i>Member at Large</i>	Sarah.ficko@gmail.com
Taryn DeBruyn <i>Member at Large</i>	G_taryn@hotmail.com
Maryanna Berrigan <i>Member at Large</i>	Maryanna.berrigan@gmail.com
Marli Nicol <i>Member at Large</i>	marlinicol@gmail.com
Shawna Walker <i>Member at Large</i>	Shawna.walker@hotmail.com
Jordyn Foy <i>Member at Large</i>	jordynfoy@hotmail.com
Eleanor Bishop <i>Member at Large</i>	bishoppele@gmail.com

Donna McEwen – Administrative Assistant to the Superintendents – 613-735-1031 x207

SECTION D-3

THE ALLOCATION OF EDUCATIONAL ASSISTANTS

Educational Assistants (EAs) are one of the most precious human resources within an educational system, providing expert care to students with special education needs. In Renfrew County Catholic District School Board, the allocation of EAs is a standardized process resulting in precise and equitable allocation.

Typically, the EA allocation process begins in March of each school year when Kindergarten registration for the following school year opens.

When the school team feels that a student requires some level of support from an Educational Assistant, whether the student is already in our system or entering from another school board or into Year 1 Kindergarten, the school team completes a document titled the *Independence Rubric (IR)*.

The IR includes the following pillars that outline student need:

- **Health and Medical**, which includes lifting, transferring, positioning, catheterization, nursing care and seizure care.
- **Executive Functioning**, which includes emotional control/self regulation, task initiation, response inhibition and shifting/time management.
- **Behaviour**, which includes personal safety, vulnerability, elopement, self injurious behaviours and behaviours that are injurious to others.
- **Communication**, which includes details about students as communicators (e.g., uses spoken language or speech, uses AAC or Augmentative and Alternative Communication (e.g., Touch Chat) etc.
- **Adaptive Functioning**, which includes toileting, feeding, mobility, dressing and personal hygiene.

There are two additional pillars on the IR for students in the secondary panel that further outline student need:

- **Community, Leisure and Work**, which details how independently the student is able to access larger community resources, ranging from fully dependent on a support person to independent access.
- **Pathways**, which details whether the student will transition to residential or home care, supported independent care, day program care, employment (supported or independent), an Ontario Secondary School Diploma (OSSD) or an Ontario Secondary School Certificate (OSSC).

Upon the receipt of the Independence Rubrics (IRs) from school team, typically submitted in March to determine EA allocation for the following school year, the RCCDSB Special Education team meets to review and discuss. When IRs are reviewed, the Special Education team also considers a number of other important factors aimed to increase the accuracy and efficiency of EA allocation, including:

- Special Education Resource Teacher (SERT) allocation at the school.

Special Education Report | Renfrew County Catholic District School Board

- Proposed organization details including class size, clustering based on student need etc.
- The number of students at the school requiring alternative learning or regulation spaces throughout the day (e.g. Sensory Room Schedule, Life Skills groups etc.)
- The number of students with complex special education needs who require 2:1 support at times throughout the school day.
- School data related to Special Education (e.g. number of IEPs, number of students on ABA caseload, number of students on SLP caseload, etc.)

The EA allocation process at Renfrew County Catholic District School Board was audited by the Ontario Eastern Internal Audit Committee in the 2023=24 school year and the final report dated January 2024 states that, *“Overall, the EA allocation process at RCCDSB from start to finish is efficient and effective, with no major breakdown in internal controls (pg.3)”*. Furthermore, it states *“The Special Education team works efficiently and closely with the schools, making the reallocation process seamless (pg.7).”*

SECTION D-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 must be a member of good standing with their regulatory college.

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".

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 (CELF2),
- 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 Specialist: (Education Act, PPM 140)

General qualifications for the position of ABA Specialist: 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.

CHEO Services: (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 P.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).

Frequently Asked Questions:

1. ***What are the 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-ed 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.

2. ***What 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.

3. ***How are the results of an assessment communicated to parents?***

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

4. ***How is 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 transmit 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 D-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.
 - Community Living (Upper Ottawa Valley/Arnprior/Madawaska/Renfrew) Early Years Program.
 - Daycare Centres, Preschool Support Worker, Integrations/Facilitator. First Words – Preschool Speech and Language Program.
 - Speech and Language Pathologist.
 - Family and Children's Services of Renfrew County.
 - 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 child with special needs

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.

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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 their 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 First Words. This program is a partnership of 6 agencies working together to develop healthy communication in children from birth to 70 months. The partners include CHEO, 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 Children, Community & Social Services (MCCSS), 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 and provides client-centered, effective, and efficient programs to improve the mental health wellness of children, youth, and families as well as parents/guardians who are facing challenging behavioural needs.

Parental consent is always required prior to accessing services.

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 Ontario (DSO) 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.

Other Information:

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, 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.

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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.

Following are some of the agreements with outside agencies that the Board has:

- Julie Nadeau – Occupational Therapist
- Karolyn Withers – Beyond Communications
- ACT Learning Centre
- The Phoenix Centre for Children & Families
- Addictions Treatment Services
- Community Living Renfrew County
- CHEO – Ottawa Children's Treatment Centre



TERMS OF SERVICE AGREEMENT



**AGREEMENT FOR THE PROVISION OF SERVICES
FOR THE 2021 - 2022 SCHOOL YEAR****

Between

JULIE NADEAU – Occupational Therapist

Hereinafter called **THE SERVICE PROVIDER**

and

THE RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

Hereinafter called **THE BOARD**

This agreement for services is subject to the following terms and conditions:

THE BOARD SHALL:

- 1) Receive service for 3.5 hours per week;
- 2) Will offer compensation of \$50.00/hour for service;
- 3) Will provide remuneration for travel from home to school sites at \$0.55/km.

THE SERVICE PROVIDER SHALL:

- 1) Provide an invoice for service and travel at the end of each month

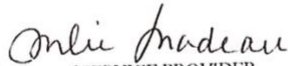
CONFIDENTIALITY:

The Service Provider 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.

LENGTH OF AGREEMENT:

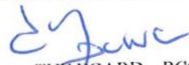
This agreement shall be reviewed annually and agreed to by both parties, and will continue to be in effect for the school year, subject to the approval of the Ministry of Education.

***For 2021-2022, the agreement will be in effect from September 7, 2021 to June 30, 2022.*



Signature of SERVICE PROVIDER

DATE: Sep 7th, 2021



Signature THE BOARD – RCCDSB Superintendent of Education

DATE: Sept 10/21



TERMS OF SERVICE AGREEMENT
AGREEMENT FOR THE PROVISION OF SERVICES FOR THE 2023-2024 SCHOOL YEAR**
Between
KAROLYN WITHERS ("BEYOND COMMUNICATION") – Speech-Language Pathologist
Hereinafter called **THE SERVICE PROVIDER**
And
THE RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD
Hereinafter called **THE BOARD**

This agreement for services is subject to the following terms and conditions:

THE BOARD SHALL:

1. Offer compensation of \$500-\$600 for assessments (scheduling assessment dates/times, face-to-face administration of formal assessment tests, analyzing and scoring standardized tests, writing individualized reports, and making/submitted appropriate referrals, charting in student's file, follow up communication with school, family, SLP staff)
2. Offer compensation of \$200 hourly rate for additional time and services requested.
3. Provide remuneration for travel from home to school sites at \$0.68/km.

THE SERVICE PROVIDER SHALL:

1. Provide an invoice for service at the end of each month.

CONFIDENTIALITY:

The Service Provider 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.

CONFLICT OF INTEREST:

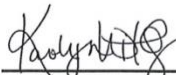

If requested by family to provide information to access services privately to supplement and/or replace services provided by the service provider's employer, the service provider must:

- a) Inform the patient that the service is being provided independently of the member's employer;
- b) Give the patient the option of selecting an alternative service provider wherever possible;
- c) Inform the patient of any fees for the service to be provided; and
- d) Ensure the patient then expresses a preference for the service in question.

LENGTH OF AGREEMENT:

This agreement shall be reviewed annually and agreed by both parties and will continue to be in effect for the school year, subject to the approval of the Ministry of Education.

**For 2023-2024, the agreement will be in effect from May 10, 2024 to June 27, 2024.

 _____ Signature of SERVICE PROVIDER	Karolyn Withers April 10, 2024 _____ Date
 _____ Signature of THE BOARD – RCCDSB Superintendent of Education	Apr 10/24 _____ Date

ONTARIO AUTISM PROGRAM – ENTRY TO SCHOOL PROGRAM

MEMORANDUM OF UNDERSTANDING BETWEEN:

ACT Learning Center (Lead Agency)

(Herein referred to as "ACT")

AND

The Renfrew County Catholic District School Board

(Hereinafter referred to as the "Board" or "RCCDSB")

THIS MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding will serve to confirm a formal partnership and working agreement between the Renfrew County Catholic District School Board (RCCDSB), ACT Learning Center (ACT) and their partner agencies.

INTRODUCTION

This partnership will be an innovative collaboration between ACT and the RCCDSB that will focus on helping children with autism to develop the skills required to experience success as they enter school. Services will be based on the attached guidelines which clearly identify the purpose of the program, goals and expectations of the RCCDSB.

The Entry to School Program will:

The Entry to School Program includes two main parts. The first part is a six-month, group-based, skill-building program, focused on helping children develop school-readiness skills in six areas. After completing the group-based part of the program, children will start the second part of the program, which provides them with individual transition support as they enter school. Families and educators will also be able to access consultation services from entry to school program staff, as needed, during a child's first six months in school.

Identification of the need for service in schools will come from the school principal in collaboration with relevant school board personnel and community personnel. Decisions regarding service delivery models will be determined on an individual basis collaboratively between the RCCDSB and ACT. ACT will provide a "menu" of support options that the school can choose from so that the support provided reflects the support that the principal and team feel would work best for the student and the school.

RESPONSIBILITIES OF THE RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD PURSUANT TO THE OAP ENTRY TO SCHOOL PROGRAM

Responsibilities of the school board may include the following:

- identification of the contact person within the school board (Josh Nokes & Scott Nichol);
- identification of need for child-specific training, consultation and/or resources;
- participation in transition planning (minimum one case conference);
- 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 OAP ENTRY TO SCHOOL PROGRAM

Responsibilities of ACT may include the following:

- implementation, delivery, and management of the Entry to School Program according to the Ministry of Children, Community and Social Services service agreement and guidelines;
- sharing of relevant information for the purpose of generalization and maintenance of skill acquired in the group-based program;
- identification of contact person within the lead agency (ACT intake team and Entry to School location);
- coordination of child-specific transition supports;

SHARED RESPONSIBILITIES OF ACT AND THE RCCDSB PURSUANT TO THE OAP ENTRY TO SCHOOL PROGRAM

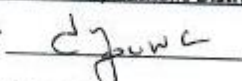
Shared responsibilities of the lead agency and the school board may include the following:

- 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; (ACT contact: Cindy Harrison, President/CEO; Kim Moore, ETS School Board Liaison; RCCDSB contact: Scott Nichol, Principal of School Effectiveness and Josh Nokes, ABA Specialist);
- 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, the 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>Clint Young</u>	<u></u>	<u>Superintendent</u>	<u>May 31/22</u>
Name (PRINT)	Signature	Title	Date

ON BEHALF of the ACT Learning Center

<u>Cindy Harrison</u>	<u></u>	<u>CEO</u>	<u>June 14/22</u>
Name (PRINT)	Signature	Title	Date

MEMORANDUM OF AGREEMENT

between

The Phoenix Centre for Children and Families

and

Renfrew County Catholic District School Board

The Ministry of Children and Youth has provided dedicated funds for the Phoenix Center to provide School Based Mental Health Services to Renfrew County Catholic District School Board effective December 1, 2011. It is hoped that as time goes on the program will evolve through reviewing the experiences of the parties, needs of the students and matching resources to have the greatest impact. The contract will be in effect for 2 years although there will be ongoing connection and communication at minimum every six months. Responsibilities of each party are described below.

The Phoenix Centre for Children and Families shall:

1. Provide a qualified mental health worker for two days per week in each of the high schools (St. Joseph's and Bishop Smith) to work with students and/or families.
2. The mental health worker shall establish a schedule with the Principal of the school and ensure the Principal or designate is aware of their schedule for the time allotted to the school.
3. The mental health workers shall be able to provide the following interventions:
 - a. individual mental health assessment/treatment with students
 - b. family assessment/treatment
 - c. ensuring students requiring specialized mental health services are referred appropriately
 - d. crisis intervention
4. Process all referral through their standardized intake process which involves a brief telephone interview with the parent(s) of the child, if consent is provided.
5. Provide all confidentiality as provided for under the Child and Family Services Act.
6. Provide information without formal consent to the Principal on:
 - a. who is being served
 - b. number of sessions provided or anticipated
 - c. alert if there are any safety issues related to the student or others
 - d. when the case is closed
7. Provide additional information where there is formal consent on:
 - a. goals being worked on
 - b. outcome of goals on closure
 - c. summary of work on closure

8. Provide a data report monthly on:
 - a. referrals received
 - b. referrals activated
 - c. direct service hours provided
 - d. closures for the month
 - e. reason for closures
 - f. total active cases at the end of the month
9. Provide an annual report on
 - a. roll up of all monthly data
 - b. outcome statistics for cases closed

Renfrew County Catholic District School Board shall:

1. Provide space for the mental health worker to use when in the school
2. Allow meetings to take place with the student during school hours
3. Provide desk/table and chairs for use by the mental health worker
4. Make appropriate referrals to the mental health worker
5. If possible make a phone available for the mental health worker

Principals of School Based Mental Health Program:

1. The service is to be client centered and is intended to meet the needs of the student and families referred.
2. Clinical judgement of mental health worker and Phoenix Center shall be primary focus of directions taken by the worker.
3. Safety of all concerned is the first priority and if any issue of safety arises the Principal or designate is to be consulted with immediately.
4. The program shall be reviewed every 6 months at minimum and be open for discussion on how to better align the program to meet the mental health needs of students and families.
5. Confidentiality and Privacy of cases shall be protected as per the legislation.
6. Issues shall be managed through consensus from the two parties.

Conflict Resolution:

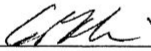
1. If an issue arises in the school between the mental health worker and student/parents/staff the Principal shall provide direction for conflicts.
2. If an issue arises between the mental health worker/Phoenix and the Principal the Executive Director of Phoenix Center and a Senior Manager from the Board Office shall manage the issue through consensus.
3. If the Senior management are unable to resolve an issue the Regional Reps for Ministry of Children and Youth and the Ministry of Education shall be consulted and direction provided by them through consensus.

Method of Evaluation:

1. Regularly scheduled review/evaluation meetings by Phoenix. The Clinical Managers and/or Executive Director and designated board personnel will meet to review processes and effectiveness of service annually.
2. Quality Assurance Measures (client satisfaction questionnaire)
3. Clinical Rating Scales

Duration of MOU


This MOU will be in place from June 2019 to June 2021.



The Phoenix Centre for Children and Families

June 27, 2019

Date



Renfrew County Catholic District School Board

2019 07 03

Date

JUN - 7 2019

**AGREEMENT
FOR THE PROVISION OF EDUCATION SERVICES 2019- 2020 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 hereafter 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 VALLEVCREST 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:

AI . ADMISSION, INTEGRATION AND DISCHARGE

- 1) **Admission Process:**
Referrals to VALLEVCREST 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

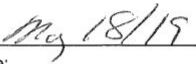
Each of the Phoenix Centre and the Board acknowledges and agrees that it may receive, in the course of carrying out its obligations under this Agreement, confidential information relating to the business matters of the other party, and agrees to treat such information as confidential and not to disclose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

A4. 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.



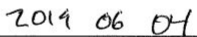
EXECUTIVE DIRECTOR
The Phoenix Centre for Children and Families



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 four thousand four hundred dollars (\$4,400.00) in two (2) 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) per week for a period of two (2) months starting Wednesday July 1st 2020 and ending on Tuesday September 1st, 2020.
2. Addictions Treatment Service agrees to provide one (1.0) youth addiction counselor virtually for Bishop Smith Catholic High School two full days (2.0 days) per week and one (1.0) youth addictions counselor virtually at St. Joseph's Catholic High School one full day (1.0 days) per week for a period of two (2) months starting Wednesday July 1st, 2020 and ending Tuesday September 1st, 2020 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 (only if possible).
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:

**Partnership
Agreement
Between
Community Living Renfrew County
South and
Renfrew County Catholic District School Board**

Background information to support partnership.

Our agencies have worked collaboratively on initiatives that reflected our shared values over the last two decades. This partnership included supporting youth to have meaningful, engaging opportunities to gain experience in workplace settings. To varying degrees of success, and through several leadership changes, indicators of success became unclear and necessary changes were recognized. It was agreed that developing a new contract that outlined commitments and roles of each partner would establish a path forward, in the best interest of students engaged.

It is the Mission of CLRCS to “work with others to improve the quality of life for people with developmental disabilities.”

And Our Goal in regards to education includes:

- that children attend their regular neighbourhood school in age appropriate classes with their peers, from preschool through to postsecondary;
- that educational programs are challenging and tailored to the individuals.

It is within this stream that we embrace the opportunity for a continued relationship with the Renfrew County Catholic District School Board.

The Vision of the Renfrew County Catholic District School Board includes:

In a spirit of freedom, affirmation and celebration today, we strive to...

- Nurture the giftedness, self-worth and potential of each individual.
- Reverence the dignity of the whole person.

On April 7, 2022 at the RCCDSB office a like minded group of Educators, Community Partners and Administrators including: CLUOV (Tina Williams), RCCDSB (Clint Young, Scott Nichol, Tina Noel, Katie Scott, Rebecca Kranz), RCDSB (Margo Ingram, Cheryl Barber, Sandi Theilheimer, Joe Lavoie, Bill

Smith), FCS (Darcy Lacombe, Leah Hunt), Pembroke Regional Hospital (Sarah Dube), and Employment Ontario (Brent Dick)

Agreed to the following commitment statement:

“As a community based partnership, we believe in supporting our youth to lead productive lives through relevant education and experiential learning opportunities.”

In addition, all partners agreed that there were gaps in programming for certain sectors of the youth population to support their transition into adulthood while leading productive lives. However, there was also agreement that current ramifications of Covid pandemic and staff shortages have presented barriers in developing such programs. As a next step, each partner was requested to review how our organisations could make small incremental changes to eventually overcome these above mentioned barriers.

**Partnership
Agreement Between
Community Living Renfrew County
South and
Renfrew County Catholic District School Board**

Community Living Renfrew County South:

- Will provide material and access to sector resources that may be shared with families and staff, in relation to support we provide, employment, planning and engagement.
- Will annually share with RCCDSB emerging and best practices, trends and data that support the investment in workplace learning.
- Will provide relevant third party guidelines requirements by the RCCDSB.
- Will provide relevant secondary staff guidance and updates on established measurable placement outcomes and a process for introduction to workplaces and workplace readiness skills
- Will consider opportunities within the community surrounding the school and work with partners (school, parents, community) to coordinate transportation.
- Will work with up to 4 students each semester, providing direct support for up to 2 hours weekly that will allow for experiential learning and skill development in preparation for employment. These supports may include:
 - Complete intake assessments with students at the school.
 - Work with community partners providing employment experience to develop and monitor workplace practices and expectations.

Renfrew County Catholic District School Board:

Each RCCDSB Secondary School

- Will provide CLRCS with relevant third party provider guidelines
- Secondary staff (i.e., Guidance) will work with CLRCS to ensure policies, practices and H&S expectations of the school board as well as that of employment partners are reviewed and met.

- Will design plans and processes to engage, forecast and measure outcomes achieved through the partnership with CLRCS.

- Will determine and share the measurables and how these experiences will contribute to the overall student experience (whether credit earning or not).
- Will determine students for potential engagement prior to the start of programming in each semester (i.e., by the end of June and by the end of January), and send information home for parent engagement, collecting all necessary consent, contact information, emergency contact, and health and safety information that would be relevant to supporting students for success external to their school.

Representatives from both parties will meet at the end of the school year (i.e., May, June, or July) to discuss the programming from the current school year, and renew the contract for the next school year.

Payments in the amount of **\$4,200** will be made quarterly from RCCDSB to CLRCS for the **2023-2024 school year**.

Emerging practices, trends and outcomes data will be discussed and shared between parties annually and may lead amendments to this agreement.

Should needs change, or either party not be able to commit to the terms of the agreement, this agreement and the financial commitments attached will be terminated with 4 weeks' notice to the other party.

RCCDSB
Representative

Date

CLRCS Representative

Date

COLLABORATION AGREEMENT

BETWEEN:

Renfrew County Catholic District School Board (RCCDSB)
(herein "DSB")

and

Children's Hospital of Eastern Ontario - Ottawa Children's Treatment Centre
(herein "CHEO")

(Each referred to individually as a "Party", or collectively as the "Parties")

WHEREAS, the Ontario Ministry of Health and Long-Term Care (the "Ministry") has established a Mental Health and Addictions Nurses in District School Boards Program (the "Program") as part of its Comprehensive Mental Health and Addictions Strategy;

WHEREAS, the Ministry has directed CHEO to implement and maintain the Program, including the provision of funding to CHEO support the hiring of mental health and addictions nurses to provide early identification and early intervention supports and nursing services to students in schools as part of an inter-disciplinary school board team;

WHEREAS, the purpose of this Agreement is to augment and complement existing elements of the DSB's overall mental health strategy, to continue the Program, and to assist the DSB with building capacity to recognize and respond to student mental health, addictions and substance use health issues;

AND WHEREAS, the Parties wish to provide for the provision of the services and to set out their respective roles and responsibilities regarding the development and implementation of the Program.

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are acknowledged, the Parties agree as follows:

DEFINITIONS

1. In this Agreement, the following terms have the following meanings:

- (a) "Applicable Law" means in respect of any person, property, transaction or event, all present laws, statutes, regulations, treaties, judgments and decrees applicable to that person, property, transaction or event and, whether or not having the force of law, all applicable requirements, requests, official directives, rules, consents, approvals, authorizations, guidelines, orders and policies of any governmental authority having or purporting to have authority over that person, property, transaction or event.
- (b) "CHEO" means the Children's Hospital of Eastern Ontario - Ottawa Children's Treatment Centre.

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- (c) "DSB" means the Renfrew County Catholic District School Board (RCCDSB).
- (d) "FIPPA" means the *Freedom of Information and Protection of Privacy Act* (Ontario) and regulations thereto.
- (e) "MFIPPA" means the *Municipal Freedom of Information and Protection of Privacy Act* (Ontario) and regulations thereto.
- (f) "Ministry" means the Ministry of Health and Long-Term Care (Ontario).
- (g) "Party" means either CHEO or DSB, and "Parties" means both of them.
- (h) "PHIPA" means the *Personal Health Information Protection Act* (Ontario) and regulations thereto.
- (i) "Program" means the Mental Health and Addictions Nurses in District School Boards Program established by the Ministry.
- (j) "Program Standards" means any standards, guidelines, legislation, regulations or directives set by the Ministry, the Ministry of Education, or any other organization responsible for the Program in Ontario.

ROLES AND RESPONSIBILITIES OF THE PARTIES

2. CHEO role and responsibilities:

- (a) Through CHEO's nursing personnel, provide the mental health and addictions nursing supports and services set out in Appendix A, as may be amended from time to time (the "Services").
- (b) Subject to CHEO's available resources and the receipt of funding from the Ministry, CHEO will work with the DSB to tailor the Services to fit local needs and the DSB's identification of priority areas. It is recognized that delivery of the Services will augment and complement existing elements of the DSB's overall mental health strategy. Notwithstanding the foregoing, the Services may be amended by CHEO at any time in its sole discretion, acting reasonably.
- (c) CHEO will collaborate with the DSB regarding any promotional material relating to the Program. Any such material shall be subject to approval by both Parties.
- (d) Except as expressly provided under this Agreement, CHEO makes no representations or warranties to the DSB in respect of the Services.
- (e) CHEO shall be responsible for the hiring, evaluation, and ongoing supervision of CHEO personnel in relation to the Services.
- (f) CHEO will ensure that CHEO personnel:
 - (i) Are duly qualified to provide the Services and meet all legislative and regulatory requirements necessary to work in a school-based environment.
 - (ii) Provide the Services in accordance with their applicable scope of practice, Program

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Standards, and Applicable Law, including but not limited to the *Regulated Health Professions Act, 1991 (Ontario)*, *Nursing Act, 1991 (Ontario)*, *Health Care Consent Act, 1996 (Ontario)* and the *Personal Health Information Protection Act, 2004 (Ontario)* (PHIPA) and regulations thereto.

- (iii) Make reasonable efforts to comply with applicable DSB policies and procedures including, but not limited to those related to: consent, abuse and neglect of children, equity and human rights, safe schools, and criminal background checks. To the extent that such policies or procedures conflict with or are less stringent than CHEO policies and procedures, CHEO personnel will comply with the applicable CHEO policies and procedures.
- (iv) Sign in and out of the office when arriving or leaving a school.
- (v) Carry photo identification and identify themselves as employees of CHEO.
- (vi) Ensure that where it has been identified that a student is experiencing trauma or crisis, appropriate referrals and notifications take place, in accordance with an agreed upon protocol between CHEO and DSB.
- (vii) Ensure appropriate consent is obtained from the individual or the individual's substitute decision maker in relation to the Services and the collection, use and disclosure of personal health information, as applicable.
- (viii) Have undergone criminal background checks including vulnerable sector screening as required by Applicable Law. For clarity, CHEO will, at its own cost, maintain of record of CHEO personnel providing Services which shall include a valid criminal background check, including vulnerable sector screening, that is within five years from the date of issue, and an Agency Offence Declaration that has been signed within the past twelve months and on an annual basis thereafter. Upon request, CHEO will provide DSB with written confirmation of these requirements.

3. DSB role and responsibilities:

- (a) The DSB shall engage the schools within the DSB as necessary to support the Program, including but not limited to school administrative staff, other school staff, and DSB professional support services staff and shall:
 - (i) Participate in the collaborative development of the Program, in a manner consistent with Program standards, School Improvement Plan and Applicable Law.
 - (ii) Monitor the progress of the Program and set priorities based on the needs identified in the School Improvement Plan.
 - (iii) Review Program outcomes, recommend modifications, and provide feedback and advice to CHEO.
- (b) The DSB shall ensure that each school within the DSB makes available one workspace, including a work surface and chair, during standard school hours of operation, to be used by CHEO personnel when providing the Services at that location. In addition, each school in the DSB shall make

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available a space to accommodate confidential meetings between CHEO personnel and individual students, families and members of the school's inter-disciplinary teams, as required.

- (c) The DSB shall orient CHEO personnel to those policies and procedures of the DSB that are applicable to the delivery of the Services. In addition, the DSB shall provide CHEO with copies of any applicable policies and procedures, and amendments thereto.
- (d) The DSB shall ensure that in connection with the Program, the DSB, school administrative staff, other school staff and DSB professional support services staff comply with Applicable Law, including but not limited to the *Education Act* (Ontario), *Freedom of Information and Protection of Privacy Act* (Ontario) (FIPPA), *Municipal Freedom of Information and Protection of Privacy Act* (Ontario) (MFIPPA), *Child and Family Services Act* (Ontario) and *Children's Law Reform Act* (Ontario), and regulations thereto.
- (e) The DSB shall cooperate with CHEO Personnel to facilitate the delivery of the Services.
- (f) The DSB shall notify CHEO as soon as possible of any situation which will affect the ability of CHEO personnel to access a school, to provide the Services or any situation that may potentially place CHEO personnel at risk.

OUTCOMES AND EVALUATION

- 4. The Parties shall work cooperatively to ensure that they fulfill any individual or joint reporting obligations to the Ministry, or other governmental or regulatory authorities or agencies, to the extent permitted or required by Applicable Law.

RELATIONSHIP OF THE PARTIES

- 5. Each Party enters into and performs this Agreement as an independent contractor of the other Party. This Agreement will not be construed as constituting a relationship of employment, agency, partnership, joint venture, or any other form of legal association, except as expressly set forth in this Agreement. Each Party will have no power, and will not represent that it has any power, to bind the other Party or to assume or to create any obligation or responsibility on behalf of the other Party or in the other Party's name.
- 6. The Parties acknowledge and agree that CHEO personnel shall at all times remain the employees or contractors of CHEO. At no time shall there be an employment or any other direct contractual relationship between CHEO personnel and the DSB.

CONFIDENTIALITY AND PRIVACY

- 7. Each Party acknowledges that it may receive, acquire or be exposed to certain materials, information and data relating to the other's business, including personal information and personal health information (all of which is herein referred to as "Confidential Information"). Each Party acknowledges that the Confidential Information of the other, other than that which is publicly known, or which is subject to disclosure, is confidential and proprietary information. Each Party agrees to confine knowledge of Confidential Information only to its employees, servants or agents who require such knowledge for use in the ordinary course and scope of their employment, service or agency. Neither Party shall, during the term of this Agreement or thereafter, use, disclose, divulge or make available Confidential Information of the other to any third party either directly or indirectly in any manner

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whatsoever without prior written consent.

8. Each Party shall and shall ensure that its representatives, agents, directors, officers and employees, strictly comply with the requirements of all relevant privacy and confidentiality legislation, including but not limited to PHIPA, FIPPA and MFIPPA, as applicable.
9. The Parties acknowledge that in providing the Services, CHEO is a health information custodian as defined under PHIPA and shall maintain ownership, custody or control of any records of personal health information in connection with the Services.
10. The Parties agree to work cooperatively to facilitate the sharing of personal health information to support the provision of the Services, to the extent permitted by Applicable Law.

INDEMNIFICATION AND INSURANCE

11. CHEO shall indemnify, defend and hold harmless DSB and its officers, agents and employees, with respect to any and all liability, losses, claims, suits, damages, taxes, charges and demands of any kind and nature by any party which any of them may incur or suffer as a result of any cause of action relating to or arising out of the breach of CHEO obligations under this Agreement, any negligent acts or omissions of CHEO or its employees, officers or agents in connection with the Services, or any claim arising from the behaviour of an employee or other authorized person for whom CHEO is responsible. CHEO shall have no obligation to indemnify DSB for any liability, losses, claims, suits, damages, taxes, charges or demands of any kind or nature arising out of any negligent acts or omissions of DSB or its employees, officers or agents.
12. DSB shall indemnify, defend and hold harmless CHEO, and its officers, agents and employees, with respect to any and all liability, losses, claims, suits, damages, taxes, charges and demands of any kind and nature by any party which any of them may incur or suffer as a result of any cause of action relating to or arising out of the breach of DSB obligations under this Agreement, any negligent acts or omissions of DSB or its employees, officers or agents in connection with the Services, or any claim arising from the behaviour of an employee or other authorized person for whom DSB is responsible. DSB shall have no obligation to indemnify CHEO for any liability, losses, claims, suits, damages, taxes, charges or demands of any kind or nature arising out of any negligent acts or omissions of CHEO or its employees, officers or agents.
13. Each of the Parties shall:
 - (a) At its expense, maintain in accordance with policy terms and conditions comprehensive professional and general liability insurance for a minimum of \$5,000,000.00 for any one occurrence, including professional malpractice, against claims for bodily injury, death, property damage or loss arising out of its obligations under this Agreement. All policies of such insurance shall be for the mutual benefit of the Parties, shall name the other Party as an additional insured and shall include coverage providing for cross liability and severability of interest and shall provide not less than thirty (30) days prior written notice of material change to, cancellation, or nonrenewal of any and all policies.
 - (b) Upon request, provide to the other Party all such certified copies of insurance, certificates of insurance or other evidence of continuity of insurance as may be requested accompanied by

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evidence satisfactory to the others that the premiums thereon have been paid not less than fifteen (15) days prior to the expiration of any then current policy.

DISPUTE RESOLUTION

14. Any disagreement or dispute arising between the Parties shall be resolved constructively through a process of consensus decision making to the extent possible. Where consensus cannot be attained the dispute may be escalated to the CHEO Vice President of Mental Health and Addictions and the Superintendent of the District School Board responsible for the program.
15. If an agreement or resolution is not forthcoming, the Parties shall convene a joint advisory committee, which will consist of no less than three (3) representatives from the DSB and no less than three (3) representatives from CHEO to resolve the disagreement.
16. If the joint advisory committee is unable to resolve the disagreement, a facilitator or mediator who does not have an interest in the outcome shall assist the Parties in finding an agreement or resolution to the disagreement. The mediator or facilitator will be chosen from a roster of qualified individuals determined by the Parties and any costs involved in selecting and appointing a facilitator or mediator will be absorbed by the Parties on an equal basis.
17. If, at the end of the facilitated or mediated process, an acceptable solution is not forthcoming, the facilitator or mediator may, at the request of the Parties propose non-binding recommendations aimed at assisting a resolution of the matter.
18. The Parties shall continue the performance of their obligations under this Agreement during the resolution of any dispute or disagreement.

TERM, RENEWAL, AND TERMINATION

19. This Agreement shall commence on the date noted above and shall continue for a period of one (1) year. This agreement will be automatically renewed for subsequent one (1) year terms (each a renewal term).
20. The Parties may terminate this Agreement by mutual consent at any time or upon thirty (30) days written notice to the other Party, with no fault or liability, subject to any required approvals.
21. Either Party may terminate this Agreement immediately, without notice, fault or liability upon the occurrence of one of the following occurrences:
 - (a) either Party ceases to operate or provide services.
 - (b) a direction, order or decision by the Ministry which is inconsistent with a Party's ability to fulfill its obligations under this Agreement.
 - (c) CHEO is notified that funding for the Program will be reduced or come to an end.
22. Terms and conditions regarding privacy, confidentiality and indemnification shall survive this Agreement.

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23. Nothing in this Agreement shall impact upon the right of a school Principal or DSB to refuse access to school premises by CHEO personnel, recognizing that CHEO will be unable to provide the Services and shall not be deemed to be in breach of this Agreement as a result.

GENERAL

24. This Agreement is comprised of this executed agreement and any Schedules, all of which are hereby incorporated by reference into and form part of this Agreement.
25. The Parties agree that any amendment to this Agreement shall be in writing and signed by the Parties prior to implementation. Any amendment shall be appended to and shall form part of this Agreement.
26. This Agreement shall not be assigned by any Party except with the prior written consent of the other, and subject to any required governmental approvals.
27. This Agreement may be executed in counterparts, each of which shall constitute an original and all of which taken together shall constitute one and the same instrument.
28. This Agreement and the rights and obligations and relations of the Parties hereto shall be governed by and construed in accordance with the laws of the Province of Ontario and the federal laws of Canada.
29. No Party shall be held responsible or liable or deemed to be in default or in breach of this Agreement for its delay, failure or inability to meet any of its obligations under this Agreement caused by or arising from any cause which is unavoidable or beyond the reasonable control of such party, including war, warlike operations, riot, insurrection, orders of government, disturbances or any act of God or other cause which frustrates the performance of this Agreement.
30. Any notices or communications that may be given or are required pursuant to or concerning this Agreement shall be in writing and may be given by personal service, prepaid registered mail, or by facsimile, addressed as follows:

- (a) If to DSB :

Superintendent of Education Services
Renfrew County Catholic District School
Board
499 Pembroke Street West, Pembroke, Ontario, K8A 5P1
Tel: 613-735-1031

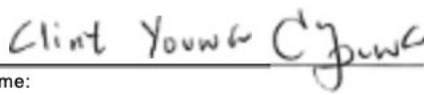
- (b) If to CHEO:

Vice President of Mental Health and Addictions
CHEO
401 Smyth Road, Ottawa, Ontario, K1H 8L1
Tel: 613-737-7600

(The remainder of this page is intentionally left blank)

IN WITNESS WHEREOF the Parties have executed this Agreement as of the date first written above.

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CHILDREN'S HOSPITAL OF EASTERN ONTARIO- OTTAWA CHILDREN'S TREATMENT CENTRE	RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD (RCCDSB)
<hr/>	
Darlene Arseneau Sr. Vice President, Corporate Services & Chief Financial Officer Date: October 13, 2022 I have the authority to bind CHEO.	Name: Position: Superintendent of Education Date: September 7, 2022 I have the authority to bind DSB

SCHEDULE A-SERVICES

Minimum Specifications and Responsibilities

1. System Navigation

- Nurses will help students (and their families) access appropriate mental health and addiction services (children and adult systems), primary health care and emergency/secondary/tertiary care as required

2. Early Identification and Intervention for both Mental Health and Addictions

- Nurses will support early identification screening processes for mental health and addictions in school boards (screening tools to be determined but would align with those used in agencies and school boards and the Moving on Mental Health initiative with the CYMH Lead agencies.
- Nurses will support the development of draft plans of care that could be shared appropriately, coordinating with mental health workers supporting students in agencies
- Nurses will provide referrals for treatment support and services as required, coordinating with mental health workers supporting students in agencies

3. Input and advice to assist school boards with building capacity to develop comprehensive strategies for student mental health

- Nurses will provide input and build capacity as a health professional, as school boards develop strategies to address student mental health and addiction issues in their region
- Nurses will be a health professional resource for educators on mental health and addiction issues

4. Working in an inter-disciplinary school board team with other professionals to provide mental health and addiction services and supports to students and their families

- Nurses will work in the capacity of a health professional, in an inter-disciplinary school board team with Ministry of Education funded mental health leaders, MOH mental health workers, existing school and school board staff and community based mental health and addiction agencies to support students
- Nurses will collaborate with existing community resources that provide services and supports to students in schools (e.g., Public Health Units, community mental health and addiction agencies, youth court diversion programs)
- Nurses will work within their school board team to determine the best role of the nurse given the needs, resources and geography of school boards (e.g., nurses could be used to triage complex mental health cases)

5. Follow-up with students who are discharged from hospitals, emergency departments, and other sectors (e.g., justice, Section 23 programs) for mental health and addiction issues

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- Nurses in collaboration with appropriate partners will develop local protocols with hospitals, justice care and/or treatment facilities, etc., to facilitate sharing of discharge information to ensure smooth transitions for students with a mental health and/or addiction issue who are returning to school
- Nurses will follow-up with students to ensure smooth transitions are made when returning to school after experiencing a mental health and addiction episode

SECTION D-6

SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

The agency or the position of the person who performs the service (e.g., CHEO, 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 Health Support Services.

CHEO who assists the Board in all areas of Specialized Health Support Services. (Appendix C).

The Board also has its own Speech and Language Pathologist (2) and Communicative Disorder Assistant (3).

CHEO 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](#)

SECTION D-7

PROFESSIONAL DEVELOPMENT IN SPECIAL EDUCATION | 2025-26

Date/Staff	What
<p>Ongoing throughout the 2025-2026 School Year.</p> <p>Selected Principals, SERTs, Classroom Teachers, EAs and ECEs</p>	<p><u>Sonderly</u> RCCDSB offers Sonderly courses to interested staff on an ongoing basis each school year. Sonderly has evidence-based training classes for educators seeking practical help to build neuro-inclusive classrooms – they offer best-in-class, on-demand and live courses developed and delivered by experts. Some course completions include:</p> <ul style="list-style-type: none"> • Functional Behavioural Assessment (FBA) • ADHD in the Classroom: Supporting Student Success • Core Teaching Strategies for Autistic Students • ABA for Educators Level 1 • ABA for Educators Level 2: Reinforcement and Prompting • Registered Behaviour Technician (RBT)
<p>Ongoing throughout the 2025-2026 School Year.</p>	<p><u>Individualized Behaviour Management Systems (BMS) Training</u></p> <ul style="list-style-type: none"> • Upon request, central BMS trainers are deployed to school teams to help support students with complex special education needs • Individualized BMS training involves a deep analysis of student specific triggers, warning signs, behaviours, risk factors, protective factors, and overall programming.
<p>Sept 11, 2025</p> <p>New SERTS</p>	<p><u>An Overview of the SERT Role at RCCDSB</u></p> <ul style="list-style-type: none"> • All new-to-the-role SERTs were provided with an overview of the roles and responsibilities, including processes specific to Renfrew County Catholic District School Board • This day was followed by job-embedded training/support throughout the school year, which included work with the Coordinator, Accessibility Lead, SEA trainer etc.
<p>Sept 25, 2025</p> <p>All SERTs</p>	<p><u>An Overview of Ontario Autism Program (OAP)</u> <i>Kim O'Brien, Regional Service Network Specialist</i> <i>Kathleen Muldoon, Regional Service Manager</i></p> <ul style="list-style-type: none"> • Core Clinical Services overview • Entry to School (ETS) overview • Foundational Family Services overview • Caregiver Mediated Early Years overview • Urgent Response Services (URS) overview
<p>Oct 13-16, 2025</p> <p>New BMS Trainers</p>	<p><u>Behaviour Management Systems TRAINER Training – NEW Certification</u></p> <ul style="list-style-type: none"> • RCCDSB onboarded three additional BMS trainers in the 2025-26 school year, which included three days of intensive training by provincial/master BMS trainers.

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<p>Oct 17, 2025 BMS Trainers</p>	<p><u>Behaviour Management Systems TRAINER Training – Re-Certification</u></p> <ul style="list-style-type: none"> RCCDSB BMS Trainers were annually recertified as trainers, which included a full day of intensive training and review.
<p>Oct 21, 2025 All SERTs</p>	<p><u>Beyond Labels: Building Universal Belonging and Achievement</u> All elementary and secondary SERTs engaged in a day of professional development that included:</p> <ul style="list-style-type: none"> Lived experiences from Community Living Inclusion Ambassadors – the dos and don'ts of support individuals with intellectual disabilities Leveraging Google Calendar to book IPRC Meetings. A presentation by Dr. Jenny Demark titled "Supporting Individuals with Intellectual Disabilities"
<p>Oct 31, 2025 All SERTs</p>	<p><u>All About Developmental Services (FCS)</u> <i>Presented by Ainslee MacLeod, Developmental Services Supervisor</i></p> <ul style="list-style-type: none"> An overview of Developmental Service programs as well as service referral and navigation procedures/how to's.
<p>Nov 5, 2025 New SERTs</p>	<p><u>Behaviour Management Systems (BMS) Certification Training for new SERTs</u></p> <ul style="list-style-type: none"> Certification in Behaviour Management Systems (BMS) training An overview of the Ecological Systems Theory An overview of Risk and Protective factors as they relate to the Ecological Systems Theory and student behaviour, well being and safety The Four Phases of Behaviour, with a focus on de-escalation Rehearsal and certification of physical interventions
<p>Nov 15, 2025 All Educational Assistants (EAs)</p>	<p><u>Behaviour Management Systems (BMS) Certification and Re-Certification Training</u></p> <ul style="list-style-type: none"> Certification in Behaviour Management Systems (BMS) training An overview of the Ecological Systems Theory An overview of Risk and Protective factors as they relate to the Ecological Systems Theory and student behaviour, well being and safety The Four Phases of Behaviour, with a focus on de-escalation Rehearsal and certification of physical interventions
<p>Dec 4, 2025 All SERTs</p>	<p><u>An Overview of the Resources & Supports for Families Through PMFRC (Petawawa Military Family Resource Centre)</u> <i>Amy MacKenzie, Military Family Special Needs Navigator</i></p> <ul style="list-style-type: none"> Overview of resources, supports and programs available to family and youth connected to the military in Petawawa
<p>Jan 13, 2026 All SERTs</p>	<p><u>SERT Support in Mathematics: Interventions & Building Fact Fluency</u></p> <ul style="list-style-type: none"> Practical discussion and planning time focused on how to effectively integrate strategy-based intervention resources and support into the SERT role A review of key math documents, board programs and board-provided and recommended assessments Digging into sample math LD profiles Reviewing IEPs with a focus on math assessment/diagnostics, accommodations and modifications An overview of key Mathematics intervention resources, programs and supports available to RCCDSB SERTs

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<p>Jan 30, 2026</p> <p>All Educational Assistants (EAs) and Early Childhood Educators (ECEs)</p>	<p><u>The Four Seasons of Indigenous Learning (All EA and ECE Staff)</u></p> <ul style="list-style-type: none"> • This program offers participants a meaningful way to turn our Board's Vision into restorative action within our schools and classrooms • Topics include 3rd World Canada, Colonialism & Racism, History of the Residential School Systems, Treaties, UNDRIP, Terminology, Reconciliation, Restitution • This course included a final exam for certification
<p>Feb 23, 2026</p> <p>ALL SERTS</p>	<p><u>Proven Practices, Powerful Results: The Case of Evidence Based Instruction and Resources in Literacy</u></p> <p><i>Kelli Ronholm, Junior & Intermediate Literacy Lead, RCCDSB</i></p> <ul style="list-style-type: none"> • Reading Science: Misconceptions vs. Evidence Based Principles • Monumental Shifts in Practice (past five years) • The professional responsibilities of teachers re: explicit, systematic instruction • Best practices in literacy instruction
<p>Feb 26, 2026</p> <p>All Early Childhood Educators (ECEs)</p>	<p><u>Behaviour Management Systems (BMS) Certification Training for ECEs</u></p> <ul style="list-style-type: none"> • Re-certification in Behaviour Management Systems (BMS) training • An overview of the Ecological Systems Theory • An overview of Risk and Protective factors as they relate to the Ecological Systems Theory and student behaviour, well being and safety • The Four Phases of Behaviour, with a focus on de-escalation • Rehearsal and certification of physical interventions
<p>March 26, 2026, April 17 & May 19, 2026</p> <p>Grade 7 Teaching Team at Bishop Smith CHS (Teachers, SERT & VP/SERT)</p>	<p><u>Foundations for Independence (Removing Barriers Grand Funding)</u></p> <ul style="list-style-type: none"> • Many students entering Grade 7 face a significant leap in academic demands, social complexities, and the need for independence. For students with Learning Disabilities (LDs) or ADHD, these executive functioning (EF) demands, such as organization, planning, and self-regulation, can be overwhelming. • This 3-part Professional Development initiative aimed to equip Grade 7 teachers with the capacity to embed EF instruction directly into the Tier 1 classroom environment, while proactively identifying those who need more intensive support. • Day #1 – An in-depth review of Executive Functioning, reviewing data through the lens of a student EF survey, and providing the team with resources to assist with short-term goal planning. • Day #2 – A visit to Sagonaska Demonstration School to see first-hand how setting EF goals for students can empower learning and growth. • Day #3 – An opportunity to come together as a grade 7 team to share highlights from Sagonaska, explore the use of student advocacy cards, and develop short and long-term plans to ensure Executive Functioning practices in grade 7 & 8.
<p>April 28 – May 1, 2026</p> <p>Student Success and Support and Program Team Members, Secondary School</p>	<p><u>Ontario Association of Mathematics (OAME) Annual Conference</u></p> <ul style="list-style-type: none"> • Two keynote speakers, followed by 5 break-out sessions/day • Keynote Speaker – Pamela Harris – discussed how algorithms might be powerful general tools, but that they can trap students in limited, less-sophisticated reasoning. In the session, participants learn how students can take advantage of the power of generalizing without getting trapped and how we can develop mathematical reasoning, get better results, and reach more students. Math is Figure-out-able!

Administration and Teachers	<ul style="list-style-type: none">• Keynote Speaker – Pamela Seda – on <i>Let's Talk Equity: Transforming Math Classrooms with ICUCARE</i> – this interactive session explored how to break down barriers to success using the ICUCARE Equity Framework. Participants will engage in meaningful discussions and walk away with actionable strategies to create rigorous, culturally relevant math experiences that empower all students and build their mathematical confidence.
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SECTION D-8

ACCESSIBILITY (AODA)

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

[Accessibility at RCCDSB](#)

The Multi-Year Accessibility Plan for the period of January 2024 to January 2025 is at the following link:

[Accessibility Plan](#)

SECTION E

SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

THE SPECIAL EDUCATION BOARD PLAN 2025-2026 RESOLUTIONS OF APPROVAL BY SEAC AND THE RCCDSB

a) Excerpt from the Minutes of the Special Education Advisory Committee Meeting Wednesday, June 10, 2026.

Moved by:

Seconded by:

That the Special Education Advisory Committee approves the Renfrew County Catholic District School Board's Special Education Board Plan for School Year 2025-2026.

Carried/...

b) Excerpt from the Minutes of the Renfrew County Catholic District School Board Meeting June 29, 2026.

Moved by:

Seconded by:

That the Renfrew County Catholic District School Board approve the Special Education Board Plan for School Year 2025-2026.

Carried/...