



SPECIAL EDUCATION PLAN

SCHOOL YEAR 2022-2023

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!

SPECIAL EDUCATION PLAN

2022-2023

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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

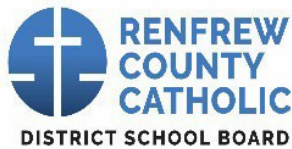
As a community of believers, we strive to...

- 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



OUR SPECIAL EDUCATION VISION

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

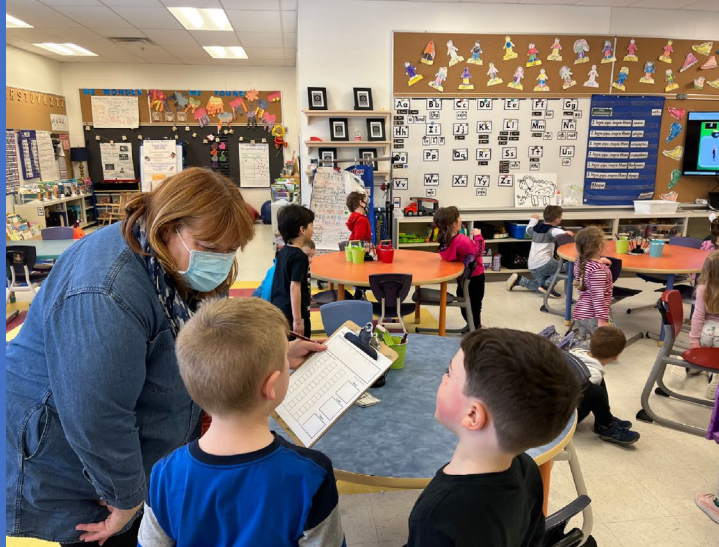
The Renfrew County Catholic District School Board offers the following placements:

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

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

Schools to believe in!

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 safeschool 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!



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.

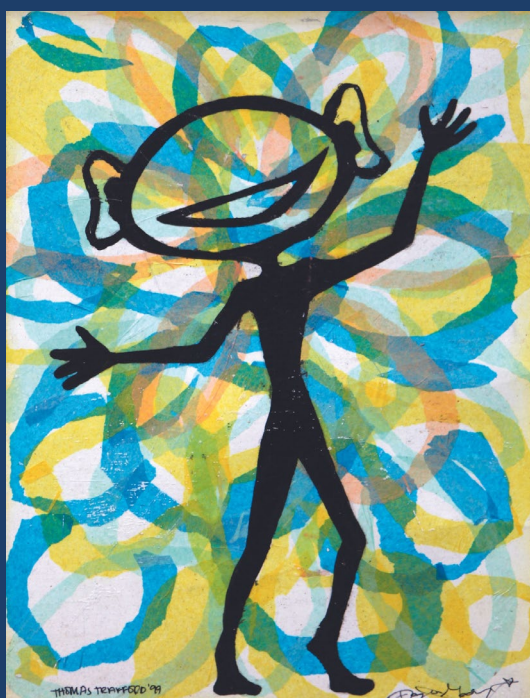


A Self-Directed, Responsible, Life-Long Learner

- ♦ 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

2024-2025

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



An Effective Communicator

- ♦ 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
- ♦ Music/Dance Annual 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.

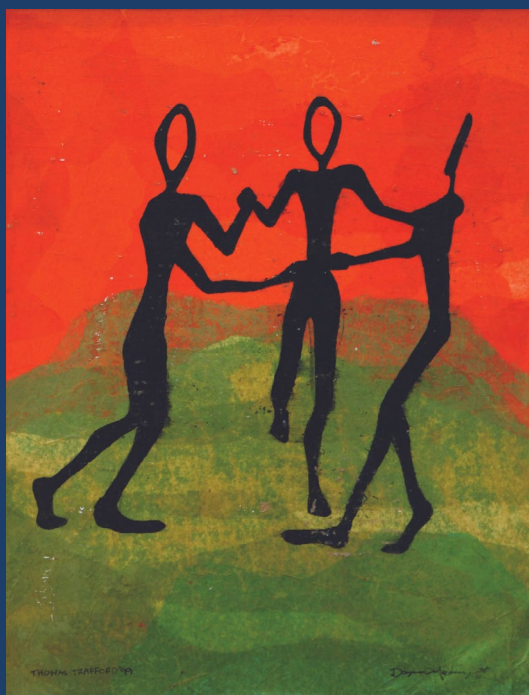


A Reflective, Creative, and Holistic Thinker

- ♦ 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
- ♦ Learning & Technologies Strategic Plan
- ♦ Plant & Facilities Plan
- ♦ Music/Dance Annual 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

- ♦ 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
- ♦ Learning & Technologies Strategic Plan
- ♦ Plant & Facilities Plan
- ♦ Music/Dance Annual Plan
- ♦ Director's Annual Report

SECTION A-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*** (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.

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

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

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

SECTION A-2

THE IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS

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

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

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

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

IPRC meetings may be conducted virtually through Microsoft Teams video and telephone meetings.

IPRC Protocol

<p>Considerations for Identification:</p> <ul style="list-style-type: none"> • Parents/Guardians should be aware of difficulties and have been involved in supportive strategies to help rectify the problem. • Remediation strategies and programming supports attempted. • Educational screenings and assessments completed – Brigance Assessment, PRIME, Psychological Assessment, Psycho-Educational Assessment, Speech, and Language Assessment, etc. • Guidance and consultation from appropriate professionals (SLP, Psychologist, Behaviour Consultant).
<p>Initial (NEW) Identification</p> <ol style="list-style-type: none"> 1. Parents/Guardians are invited to attend an IPRC meeting at a predetermined time. 2. Proceed to IPRC Process.
<p>Review IPRC</p> <ol style="list-style-type: none"> 1. For students already identified by the IPRC process, the option to <u>waive</u> the IPRC must be provided to parents/guardians. 2. If the student is in a transition year, the option to waive the IPRC is <u>not</u> provided. 3. Proceed to IPRC Process.
<p>IPRC Process</p> <ol style="list-style-type: none"> 1. All parents/guardians are invited to attend the IPRC at a predetermined time. The focus of the meeting is identification, placement, and review. 2. Minutes of the Meeting and Statement of Decision will be taken and recorded using the CLEVR IPRC template. 3. Principal and Parents must review and sign the minutes and Statement of Decision from the IPRC. The signed minutes and Statement of Decision must be placed in the student's OSR as well as a copy provided to parents. 4. IEP is written or updated. It must be completed within 30 days of the placement start date. 5. Transportation is arranged if/when necessary. <p>Disagreement with IPRC decision:</p> <ol style="list-style-type: none"> 6. Meeting with parents is arranged to discuss the issues. Superintendent of Special Education may be in attendance. Every effort is made to work with the parents to resolve the issue(s). 7. If the situation remains unsatisfactory, direction from the Board of Education is requested. 8. The School Board's written determined direction is placed in the student's OSR. 9. Parents are notified in writing of the Board's decision regarding placement.
<p>Duties and Responsibilities</p> <ol style="list-style-type: none"> 1. Determine dates and times for the IPRC meetings. 2. 30 minutes should typically be allotted for each IPRC – some may take additional time. 3. Parental consent must be granted to invite agency representatives. 4. SERT/Principal makes invitations to agency personnel to attend the IPRC meetings, usually reserved for Transitional IPRC meetings.

See insert "Special Education for Special Children – A Parent's Guide to IPRC's"
SECTION C-9 (Pg. 102)

SECTION A-3

SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

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

Behavioural Exceptionality

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

- Regular classroom with additional instructions and assistance given to the homeroom teacher by the SERT, Co-coordinator of Special Education, 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 (2 classrooms) Valleycrest Pembroke (Primary/Junior), Valleycrest Renfrew (Primary/Junior).

Communication Exceptionality

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.

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.

Language Impairment

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

Speech Impairment

Same as above.

Learning Disability

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

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

Intellectual Exceptionality

Giftedness

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

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

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

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

Secondary students may obtain additional credit towards their secondary diploma if they take part in the 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.

Mild Intellectual Disability

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

Developmental Disability

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

Physical Exceptionality

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

Blind/Low Vision

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

Multiple Exceptionality

Multiple

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

State the maximum class size for each special education class.

Section 23 (Valleycrest) – Maximum capacity 9 students FTE

Appeals

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

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

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

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

Math Strategy for Learning Disability Students

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

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

In Fall 2021, teachers new to the SERT role came together for a session focused on effective math instruction. Links were made to the focus on connecting special education and math under the Renewed Math Strategy. Teachers became familiar with the components of the Prime kit, how to use the diagnostic, plan next steps for students and link the Prime phases with curriculum expectations. Key messages from Dr Marian Small's previous session with SERTs in RCCDSB were shared. SERTs explored Volume 5 of the Guide to Effective Instruction *Teaching Basic Facts and Multidigit Computations* with a focus on reasoning strategies. Some intervention materials were explored, as well as a resource specific to math supports for students with Learning Disabilities (*Supporting Students with Learning Disabilities in Mathematics*/ York Catholic District School Board) that was integral to our work with Connie Quadrini.

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

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

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

SECTION A-4

INDIVIDUAL EDUCATION PLANS (IEP)

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

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

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

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

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

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

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

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

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

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

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

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

See below: *"IEP Protocol"*
 "Sample IEP Letter"
 "The Individual Education Plan"

IEP Protocol

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

For students without a diagnosis, consider the following:

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

Once a determination to create an IEP is made:

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

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

SECTION 2 – Updating a student's IEP

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

Next Steps:

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

Students with Modified Programs:

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

Students with Alternative Programs:

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

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

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

All students:

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

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

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

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

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

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

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



Dear Parents/Guardians:

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

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

**Renfrew County
Catholic District
School Board**

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Pembroke, ON
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(613)-735-1031
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The teachers do not develop the I.E.P. on their own. The I.E.P. is developed collaboratively between the Principal, Special Education Teacher, and your Classroom Teacher. You know your child best, therefore, your input is vital to the development of your child's program.

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

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

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

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

Sincerely,

Principal

SECTION A5 **SPECIAL EDUCATION STAFF**

ELEMENTARY PANEL

	ROLE	FTE's	NOTES
1.0	Special Education Teachers	17	Part 1 Special Education
2.0	Other Special Education Teachers	0	
2.1	Itinerant teacher for Hearing Impaired	0	
2.2	Teacher Diagnosticians	0	
2.3	Coordinators	1	
2.4	Consultants	0	
3.0	Educational Assistants in Special Education	92	Behaviour Management Technology certificate in Development Services Worker Program
3.1	Educational Assistants	0	
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	
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	Subtotal	120	

SECONDARY PANEL

ROLE		FTE's	NOTES
1.0	Special Education Teachers	5	Part 1 Special Education
2.0	Other Special Education Teachers	0	
2.1	Itinerant teacher for Hearing Impaired	0	
2.2	Teacher Diagnosticians	0	
2.3	Coordinators	1	
2.4	Consultants	0	
3.0	Educational Assistants in Special Education	23	Behaviour Management Technology certificate in Development Services Worker Program
3.1	Educational Assistants	0	
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	
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	33	

SECTION A-6

SPECIALIZED EQUIPMENT

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

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

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

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

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

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

2022-2023 SEA EQUIPMENT PURCHASED

16 in. peanut ball
16 in. scooter boards blue
20 cubby storage unit
3 in floating deco ball
32GB MP3 player with bluetooth
7.5 inch light up toy wand for kids
A Kids Guide to Overcoming Problems with Anger
Abilitations Stand book bookbuddy
Abilitations weighted pencil set of 39
Alert kit
Audio cable 3m
Aura Projector Saver Pack
Balance cushion
Ball inflatable therapy and exercise 55 cm
Ball Stabilizer
Battery 312 PowerOne
Battery Adapter - AA
Beasy Glider Transfer Board (2)
Big Hug XL
Big Mack multi colour
Big step-by-step with levels
Bleh
Body awareness fun deck
Bouncyband for chair {33-43 cm}blue
Bouncyband for chair (43-61 cm) black
Bouncyband for desk - blue
Chair socks
Chase 'n go activity toy
Chew smiley face - red
Chill Out chair roller narrow large
Chu Buddy Zilla Neck Chewy original
Classic 3D metal Pin art toy
Classroom Cruiser Pre K-2
Colored light spray 78 in. 200 strand
Colour mixing glasses
Colour Morphing Sphere
Comfy Pea Pod
Connecting piece to listening tube
Container & lid 2 oz.
Cozy cavern
Cruiser Pediatric stroller 16" cherry red
Deep Pressure Vest-medium

Deep Pressure Vest -small
Defender REHA special needs 2-in-1 car seat
Deluxe Hugglepod
Deluxe Light Up sensory kit
DigiMaster floor stand
Disco-sit junior
Dolphin blue 2 kg.
Dry Erase board & time timer
Eggsercizer - firm - plum
Eggsercizer - soft - green
Eggsercizer kit
Electric wall mounted height adj. change table
Energy Support Chair small
Etekcity Bathroom Body Weight Scale
Exerfit hand kit of 3
Extension Cord for switch adapted toys
FATBOY original - orange
Fatboy Reparation kit, fuschia
FDMT earmuffs
Feel and Find
FH dix rainbow therapy mat 4x6
Fiber Optic comb
Fidget Kit
Fidget Kit class room
Flaghouse Body ball 38 in.
Flaghouse exercise ball 30 in.
Flaghouse glitter gel lap pad lrg.
Fluorescent light filter
Freedom Concept Tricycle with rear steer and helmet
G2400 Mono trampoline
Gazillion bubble storm bubble making machine
Giant light-up LED spinning wand
Graduate Steps set 6
GUND animated peek-a-boo bear
Harkla Weighted vest kids (ages 5-9)
High platform
High steps
Homework Help kit - deluxe
Hush Ups
Hush Ups (2 sets)
Infinite fidget cube
Inflatable Sensory PeaPod
Interactive switch box led version
Interlocking foam padding

Joint Co'Motion X large
Jr. relaxer
Jumbo floor pillow, fuschia
Jumbo floor pillow, turquoise
Jumpsport Fitness Trampoline model w/handle
Kit cubby flex tray mobile with clear trays
Kit cubby mixed tray storage
Lanyard Roger On
Lanyard set for Roger Touchscreen Mic
Large Crash Pad
Large Diameter Crawl tunnel
Laser Stars Projector
Male Urinal (3)
Manual head massager
Medium Footplates Neoprene Adjustable
Meerkat standing frame size 3
Mirror Soft Frame 34 in flat
Mobile base non-tilt with footboard large for HTS
Move your body fun deck
Movin' sit & Disco-sit Plug
Mustang leg separator size 3
Mustang Red 8¹¹ casters
Neoprene pressure vest - child black
Neoprene pressure vest - teen green
On the Go Frame 3
Original Time Timer primary colors set of 3
Over the Moon swing set
Padded Tbar
PAL classroom seat size 3 green
Paradise Isle - sofa size
Parson Deluxe Padded Transfer Belt - Large (2)
Phonak Charger Combi BTE ins. US EPS
Phonak Power pack
Pinhead reproboard
Plasma Sphere
PlasmarCar - red
Playskool explore 'n grow busy gears
Portable wiggle seat blue
Power ball 4 lb.
Power ball 6 lb.
Premier Ski-Stroller Skis
Pressman toys lucky ducks memory game
Protection Cover Roger Touchscreen Mic
Pumper car original

Puttycise Theraputty Set - medium
Rainbow therapy mat 4x8
Rainbow therapy mat 5x10
Reagan's Ride size 3
Refill Fatboy original - full
Replacement single band for squeezer
Resistance Tunnel
Rifton Tricycle Large
Rippling Water Effect Light
Rock & Roll It drum
Rodeo Tilt Stroller RD14
Roger Charging Rack
Roger DigiMaster 5000
Roger DigiMaster 7000
Roger Focus II kit
Roger Focus 11=312 (silver gray)
Roger Focus 11-R (electric green)
Roger Focus 11-R (velvet black)
Roger On US PSU {Champagne}
Roger Pass-around
Roger Touchscreen Mic
Roger X (02) Champagne
Rumble trax magnetic marble run
Safety rotational device
Sage rocker chair with arms 13" red
Sage Series rocker chair
Sammons Preston padded gait belt, medium
Scooter Board activities with fun deck
Senseez Vinyl MM Blue
Sensory Dual colour liquid
Sensory Play kit
Sensory Vest large
Sensory Wrap for Swing Frame
Sensy band
Service Call on 14" Radio Stroller
Service/clean/check Roger Touchscreen mic
Simpl
Simpl Dimpl
Single Squeezer
Sit or Stand Fidget Desk
Sit to Stand Laptop Stand
Skateboard helmet for youth
Small platform board for swing
Smart Stability Ball 55 cm.

Snap 'n' Pop
Snappies pineapple suction fidget toy
Snappies shark suction fidget toy
Soft Frame Concave Mirror
Space/Reflection blanket
Square Bubble Tube base 40 in
Squeezing Fidget Toy Set 17 pcs.
Stethoclip SHI grey complete
Stress management kit
Super Duper 4-kid dome tent
Swing Away for Standard Table
Tactile Disc set
Tangle Aquatic
Tangle jr. metallic
TFH weighted lap pad
Thera grip
Thera-band latex free - black
Theraputty 5 lb green medium
Theraputty 5 lb red light
Therapy Ball activities fun deck
Tranquil turtle by clouds
Transfer Board with Hand Holes (2)
Tricycle AS2000
Tuff Stuff vinyl weighted blanket
Twiddle Cube blk rose gold/silver
Twiddle Extreme
Upper body and core strength fun deck
USB-C to Jack 3.5mm Audio Analog Adapter
Vest weighted powermax long 20 lbs.
Warranty C2 Binaural
Warranty C2 Monaural
Warranty for Pass-around
Warranty Roger Touchscreen
Waterless Rainbow tube
Weighted Compression Fidget belt small
Weighted frog blue
Weighted sausage dog
Weighted Sensory knot ball
Weighted snake
Weighted washable dolphin wrap
Weighted zipper vest large
Weighted zipper vest medium
Weights for weighted vest - 1/2 lb. set of 10
Whirly Squigz

Whizzy Dizzy

Wipe clean weighted blanket lg.

Wipe Clean weighted blanket xs

Wipe clean weighted lap pad 4 lbs.

Wireless Keyboard and Mouse Combo

Wobble chair adj standard blue

Yogibo Mat Grey

Yogibo Max

Zuma series floor rocker

Zuma series rocker chair

SECTION A-7

TRANSPORTATION

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

113 students for special needs transportation

Students in educational programs in care, treatment, and prisons

RCCDSB students coded as Section 23 – Maximum capacity is 9 students.

Valleycrest Pembroke

Valleycrest Renfrew

(Section 23 classrooms have both Public and Catholic Students)

Students attending Provincial and Demonstration Schools

Sagonaska School - 2

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.

SECTION A-8

TRANSITION PLANNING

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

Sections:

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

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

SECTION B -1

ROLES AND RESPONSIBILITIES

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.
- prepares a parent guide to provide parents with information about Special Education programs, services, and procedures.
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them.
- establishes a Special Education Advisory Committee.
- provides professional development to staff on Special Education.

The Special Education Advisory Committee

- makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of Special Education Programs and services for exceptional pupils of the board.
- participates in the board's annual review of its Special Education Plan.
- participates in the board's annual budget process as it relates to special education.
- reviews the financial statements of the board as they relate to special education.
- provides information to parents, as requested.

The School Principal

- carries out duties as outlined in the Education Act and Regulations and policy/program memoranda, and through board policies.
- communicates Ministry of Education and school board expectations to staff.

- ensures that appropriately qualified staff are assigned to teach Special Education classes.
- communicates board policies and procedures about Special Education to staff, students, and parents.
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures as outlined in the Education Act and Regulations, and board policies.
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils.
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements.
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP.
- ensures the delivery of the program as set out in the IEP.
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The Teacher

- carries out duties as outlined in the Education Act and Regulations and policy/program memoranda.
- follows board policies and procedures regarding Special Education.
- maintains up-to-date knowledge of Special Education practices.
- where appropriate, works with Special Education staff and parents to develop the IEP for an exceptional pupil.
- provides the program for the exceptional pupil and in the regular class, as outlined in the IEP.
- communicates the students' progress to parents.
- works with other school board staff to review and update the student's IEP.

The Special Education Teacher

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

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

The Parent/Guardian

- becomes familiar with and informed about board policies and procedures in the areas that affect the child.
- participates in IPRCs, parent-teacher conferences, and other relevant school activities.
- participates in the development of the IEP.
- becomes acquainted with the school staff working with the student.
- supports the student at home.
- works with the school principal and 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.

3. Developmental Disability

A severe learning disorder characterized by:

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

D. Physical Exceptionality

Physical Disability

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of 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

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 school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP).

Schools for the deaf:

- Provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning and social development through American Sign Language (ASL) and English.
- Operate primarily as day schools.
- Provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.
- Transportation to provincial Schools for students is provided by school boards.
- Each school has a Resource Services Department which provides:
 - Consultation and educational advice to parents of deaf and hard-of-hearing children and school board personnel.
 - Information brochures
 - A wide variety of workshops for parents, school boards, and other agencies.
 - An extensive home-visiting program delivered to parents of deaf and hard of hearing preschool children by teachers trained in pre-school and deaf education.

The Demonstration Schools were established to:

- Each Provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska and Trillium schools is English; at Centre Jules-Leger, instruction is in French.
- Application for admission to a Provincial Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.
- Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting for a period of time.
- Provide special residential education programs for students between the ages of 5 and 21 years.
- Enhance the development of each student's academic and social skills.
- Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.
- In addition to providing residential schooling for students with severe learning disabilities, the Provincial Demonstration Schools have special programs for students

with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

- The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.
- Further information about the academic, residential, LEAD, and LD/ADHD programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at <http://snow.utoronto.ca>
- An in-service teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers 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:

Provincial Schools Branch, \Ministry of Education	School for the Deaf, Blind, and Deaf Blind
Provincial Schools Branch 255 Ontario Street South Milton, Ontario L9T 2M5 Tel : (905) 878-2851 Fax : (905) 878-5405	Centre Jules-Leger 281 rue Lanark Ottawa, Ontario K1Z 6R8 Tel : (613) 761-9300 Fax : (613) 761-9301
Schools for the Deaf: The Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, Ontario L9T 2M5 Tel: (905) 878-2851 Fax: (905) 878-1354 The Sir James Whitney School For the Deaf 350 Dundas Street West Belleville, Ontario K8P 1B2 Tel: (613) 967-2823 Fax: (613) 967-2857	Provincial Demonstration Schools: 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: Amethyst School 1090 Highbury Avenue London, Ontario N5Y 4V9 Tel: (519) 453-4408 Fax: (519) 453-2160 Centre Jules-Leger 281 rue Lanark Ottawa, Ontario. K1Z 6R8 Tel: (613) 761-9300

School for the Blind and Deaf Blind:

W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario
N3T 3J9
Tel: (519) 759-0730
Fax: (519) 759-4741

Sagonaska School
350 Dundas Street West
Belleville, Ontario.
K8P 1B2
Tel: (613) 967-2830
Fax: (613) 967-2482

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

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

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

The Special Education Advisory Committee members, who represent a variety of parent associations, staff of the Renfrew County Catholic District School Board and the public have access to the full and complete version of the 2022-2023 Special Education Plan. These plans can be viewed online at the school board website <http://www.rccdsb.edu.on.ca> or by making a request for a paper copy (various formats available) through the Superintendent of Education's office. The Special Education Plan is discussed and reviewed in detail throughout the school year at Special Education Advisory Committee Meetings.

SECTION C-2

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. The link lists the committee members' names, phone numbers and email address and lists the minutes of the meetings held throughout the year at various school locations.

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

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

SEAC MEETINGS FOR 2022-2023

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

14 September 2022
12 October 2022
9 November 2022
18 January 2023
8 February 2023
8 March 2023
12 April 2023
10 May 2023
7 June 2023

SEAC MEMBER LIST
2022-2023

<i>Name</i>	<i>Association - Contact</i>	
Pat O'Grady <i>Trustee Chair</i>	pat.o'grady@rccdsb.ca	Tel: 613-735-1031
Cory Lee MacMunn <i>Member at Large</i>	cmacmunn@hotmail.com	
France Guillemette <i>Member at Large</i>	france_guillemette@yahoo.ca	
Gen Leonard <i>Member at Large</i>	genevieve_leonard@yahoo.ca	
Jacki England <i>Member at Large</i>	jackiengland@outlook.com	
Jennifer Debenham <i>Community Living</i>	jdebenham@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	bouret_giesler@hotmail.com	
Mike Ellis <i>Member at Large</i>	mfwellis@gmail.com	
Sandra Dee Lapierre	sandra-dee.lapierre@ocdsb.ca	
Clint Young	<u>Resource</u> clint.young@rccdsb.ca	Tel: 613-735-1031

Donna McEwen – Administrative Assistant to the Superintendents – 613-735-1031 X207

SECTION C-3

EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

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

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

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

The parent's role in early identification

Parents are the child's first teachers. They have encouraged the development of language, interests, and skills during the pre-school years. Parents have the best interests of their children at heart. Parental interest and involvement 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)
<ul style="list-style-type: none"> ▪ Medical Services <ul style="list-style-type: none"> ○ Physicians ○ Dietician ▪ Early Childhood Program Treatment Team <ul style="list-style-type: none"> ○ Occupational Therapy ○ Physiotherapy ○ Speech-Language Therapy ○ Psychology ○ Social Work ▪ 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 the lead agency and all services involved with the student

April:

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

April/May:

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

NOTES:

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

The teacher's role in early identification

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

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

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

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

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

There may also be a need to request 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 his/her observations after several months of classroom/school interaction with the child to complete the questionnaire.

The instrument provides information for groups of children to:

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

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

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

READINESS TO LEARN CONCEPT

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

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

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

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

FIVE DOMAINS OF SCHOOL READINESS TO LEARN

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

1. Physical health and well-being

Includes: gross and fine motor skills.

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

2. Social knowledge and competence

Includes:

- curiosity about the world
- eagerness to try new experiences
- knowledge of standards of acceptable behaviour in a public place
- ability to control own behaviour
- appropriate respect/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.

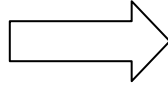
Procedures used within the board for referring a student for an assessment (e.g., an assessment by an in-school team or by professional resource staff) should learning problems be identified that might result in the student's being referred eventually to an IPRC (these procedures include notifying parents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

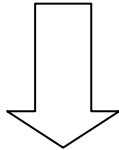
Renfrew County Catholic School Board Assessment Procedure

Student in regular classroom: Teacher or parents suspect school difficulties

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

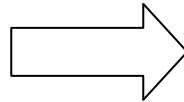


Successful Child progresses with minor class accommodations.

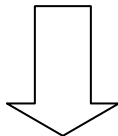


Not Successful

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



Successful Child progresses with accommodations and modifications.



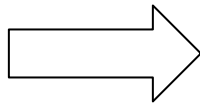
Not Successful

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

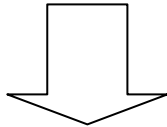
Classroom teacher meets with SERT –
may lead to

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

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



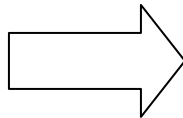
Successful Child progresses with
accommodations and
modifications.



Not Successful

Step IV — Board Level Assessment

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



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

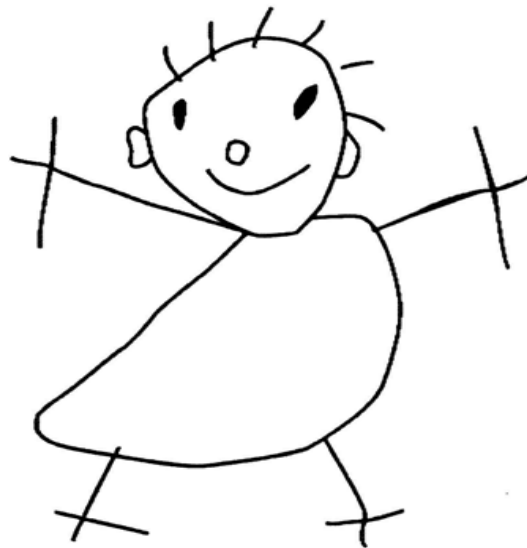
* All Special Education teachers have been provided with the new Brigance Inventory of Basic Skills 2010. A new reporting model for the Brigance Assessment Tool was also provided in September 2010. This assessment model required the SERT to provide school personnel strategies and next steps in remediation.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

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



Renfrew County Catholic District School Board

Welcome To Kindergarten





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

Dear Parents and Guardians:

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

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

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

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

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

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

Sincerely,

Mark Searson
Director of Education



Partnerships

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

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

Faith Formation

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

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

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



The Kindergarten Program

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

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

The six areas of learning in the kindergarten years are:

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



Play-Based Learning

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

Before and After Care

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

Language

Oral language must be the foundation of literacy development in Kindergarten. However, reading and writing need to be taught and developed at the same time, so that children can make connections between what they hear, say, read, and write. Listening, speaking, reading, and writing are all interrelated, and development in one area supports development in the others.

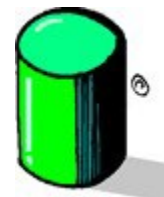
By building on the language development and the understandings that children bring to school, teachers can provide children with the learning experiences they need, as well as support and guidance in their learning.



Mathematics

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

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



Science and Technology

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



Health & Physical Activity

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

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

The Arts

The Arts in their many forms provide a natural vehicle through which children express their interpretation of our world. They stimulate

learning and play a key role in children's development. In the area of the Arts, children will:

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



Assessment & Reporting

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

Special Education

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

Preparing Your Child for School

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

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

SECTION C-4

EDUCATIONAL AND OTHER ASSESSMENTS

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 (CELP2)
- Goldman-Fristoe Test of Articulation 2 (GFTA2)

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

Qualifications:

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

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

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

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

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

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

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

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

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

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

ABA 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).

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.

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

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

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

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

An explanation of how the privacy of information is protected.

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

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

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

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

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

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

SECTION C-5

COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

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 follows a similar format each year.

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

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

personnel required, etc.) Written parental consent is always obtained before the school receives any documentation. The meeting can be in the form of a case conference or IPRC.

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

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

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

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

Preschool programs for students who are deaf.

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

Preschool speech and language programs

The preschool speech and language program is called 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 Community and Social Services has a Children's Mental Health Department called the Phoenix Centre for Children and Families. The Phoenix Centre is the board's treatment provider for our Section 23 Classroom 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 also are involved in the county's secondary school students in the area of Transitional Planning. Transitional Planning meetings are held each year (Winter Term) at both secondary schools to age 21.

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

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

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

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

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

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

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

COVID-19 Pandemic

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

See inserts: *ACT Learning Centre,*
Phoenix Centre for Children & Families & Valleycrest Day Treatment Program
Phoenix Centre for Children & Families & School Based Mental Health Services
Addictions Treatment Service
Julie Nadeau, Occupational Therapist
Heather Giffin, Speech & Language Pathologist
Candice Rolfe, Speech & Language Pathologist
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 [REDACTED] hour for service;
- 3) Will provide remuneration for travel from home to school sites at \$0 [REDACTED] 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.*

Julie Nadreau
Signature of SERVICE PROVIDER

DATE: *Sep 7th, 2021*

[Signature]
Signature THE BOARD – RCCDSB Superintendent of Education

DATE: *Sept 10/21*

TERMS OF SERVICE AGREEMENT
AGREEMENT FOR THE PROVISION OF SERVICES FOR THE 2022-2023 SCHOOL YEAR**

Between
CANDICE ROLFE ("LANGUAGE MATTERS") – Speech and 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) Receive speech assessments and referrals and participate in professional meetings.
- 2) Will offer compensation of [REDACTED] for speech assessments (including referrals), and [REDACTED] hourly rate for additional time and services requested.
- 3) Will provide remuneration for travel from home to school sites at [REDACTED]/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.

CONFLICT OF INTEREST:

If requested by the 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 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 2022-2023, the agreement will be in effect from September 6, 2022 to June 29, 2023.*



Signature of SERVICE PROVIDER

DATE: 19 July 2022



Signature THE BOARD – RCCDSB Superintendent of Education

DATE: July 14, 2022

TERMS OF SERVICE AGREEMENT
AGREEMENT FOR THE PROVISION OF SERVICES FOR THE 2022-2023 SCHOOL YEAR**

Between
HEATHER GIFFIN ("BIG WORDS, LITTLE PEOPLE ") – Speech and 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) Receive literacy assessments and participate in professional meetings.
- 2) Will offer compensation of [REDACTED] for literacy assessments (includes access to previous collected information, consultation with school team and special education, and sharing of assessment with school team and family)
- 3) Will offer compensation of [REDACTED] hourly rate for additional time and services requested.

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 the 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:

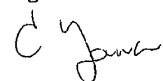
This agreement shall be reviewed annually and agreed to by both parties, and will continue to be in effect for the school year, subject to the approval of the Ministry of Education.

***For 2022-2023, the agreement will be in effect from September 6, 2022 to June 29, 2023.*



Signature of SERVICE PROVIDER

DATE: 16 July 22



Signature THE BOARD – RCCDSB Superintendent of Education

DATE: July 14, 2022

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 Younce</u>	<u>[Signature]</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>[Signature]</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:

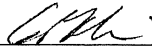
1. If an issue arises in the school between the mental health worker and student/parents/staff the Principal shall provide direction for conflicts.
2. If an issue arises between the mental health worker/Phoenix and the Principal the Executive Director of Phoenix Center and a Senior Manager from the Board 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 VALLEVCREST 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.

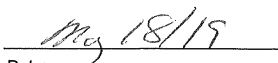
A3. CONFIDENTIALITY


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.

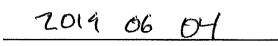
A4. LENGTH OF AGREEMENT

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: May 18/15


 DIRECTOR
 Renfrew County Catholic District School Board


 Date: 2014 06 04

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 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**

Darlene Arseneau
Sr. Vice President, Corporate Services & Chief
Financial Officer
Date: October 13, 2022
I have the authority to bind CHEO.

**RENFREW COUNTY CATHOLIC DISTRICT SCHOOL
BOARD (RCCDSB)**

Clint Young Cypow

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 C-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 the area of 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 Facilitators (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

Specialized Health Support Service	Agency or position of person who performs the service (e.g., CHEO, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	CHEO	Health Card & Doctor's Orders CHEO Referral Process	Case Manager - CHEO	Goals met & independence Achieved CHEO Policy	Case Conference & Appeals Process. (Please see attached information package)
Occupational Therapy	CHEO	Assessment from Case Manager and Occupational Therapist - CHEO	Case Manager and Occupational Therapist input - CHEO	CHEO Policy	CHEO Appeal Process
Physiotherapy	CHEO	Assessment from Case Manager and P.T. Assessment CHEO	Case Manager and PT input - CHEO.	CHEO Policy	CHEO Appeal Process
Nutrition	CHEO	Case Manager + nutritional assessment from Case Manager - CHEO.	Case Manager + nutritionist input - CHEO	CHEO Policy	CHEO Appeal Process
Speech and Language Therapy	CHEO-SLP Board-SLP, CDF School Staff	Board SLP See attached criteria CHEO-SLP Assessment	Case Manager SLP Input CHEO	CHEO Policy	CHEO Appeal Process
Speech correction and remediation	School Staff CHEO SLP	Board SLP See attached criteria	Board SLP See attached criteria CHEO Policy	See attached criteria (Board) CHEO Policy	See attached criteria

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

Making a referral to CHEO for School Health Support Services

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

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

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

Please complete the referral form as follows:

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

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

Outside the Ottawa area: 1-866-869-0071

School Health Support Services Service Guidelines –Physical Therapy

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

<ul style="list-style-type: none"> • PT intervention to maintain/delay deterioration of mobility, orthopedic, gross motor, and respiratory status. • Intervention may vary in response to changing needs and readiness. 	<ul style="list-style-type: none"> • Intervention strategies developed and taught to school staff and family/caregivers. • Prescription of equipment • Collaboration with school staff in development of IEP plan/goals. • Ongoing evaluation of safe implementation of program in school setting. • Ongoing re-evaluation as needed to revise goals and intervention strategies.
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** All guidelines include assessment, conferencing, consultation.

Program Criteria:

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

Discharge Criteria include one or more of the following:

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

Services:

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

SECTION C-7

STAFF DEVELOPMENT

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

The following 2022-2023 Special Education Professional Activities offered this year to Education Assistants and Special Education Teachers:

Date	Title & Description	Staff
August 23-24, 2022	<u>LD@School Summer Institute</u> <ul style="list-style-type: none"> Building Readers: Opening Up Our Classrooms to the Science of Reading Ensuring that All Students in Your Classroom Learn to Read, by <i>Louisa Moats</i> Trauma Informed Interventions: What it Looks Like in a School Setting Assessment for Learning to Support Evidence Based Reading Instruction 	Coordinators of Special Education, Coordinator of Curriculum, Literacy & Numeracy SPAT
November 10, 2022	<u>Dr. Greg Hanley: A Perspective of Today's ABA</u> <ul style="list-style-type: none"> An overview of the Universal Protocol (UP) Strategies to support students in feeling <i>happy, relaxed and engaged</i> (HRE) 	Coordinators of Special Education, ABA Team, SERTs
November 17, 2022	<u>System-Wide Educational Assistant Professional Development Day</u> <ul style="list-style-type: none"> Behaviour Management Systems (BMS) re-certification training- a program developed by the Ontario Educational Services Corporation (OESC) in cooperation with the Ministry of Education, as a response to the need expressed by educators throughout the province for a behavioral intervention program 	Elementary and Secondary Educational Assistants (EA) Staff
December 1, 2022	<u>Student Crisis Planning</u> <i>Kevin de Ruiter, Social Worker</i> <ul style="list-style-type: none"> An overview of impacts of early life and brain development Trauma and ACEs (Adverse Childhood Experiences) Stages of Crisis Possible Interventions and Safety Implications School Mental Health Ontario and Suicide Protocol 	Elementary and Secondary SERTs
December 8, 2022	<u>Virtual Sensory Escapes</u> <i>Julie Nadeau, Occupational Therapist</i> <ul style="list-style-type: none"> A How-To Tutorial on building virtual sensory experiences for students to use in mainstream classrooms 	Elementary and Secondary SERTs, ABA Team, SLP Team

February 3, 2023	<u>System-Wide Educational Assistant Professional Development Day</u> <ul style="list-style-type: none"> • An overview of Health and Safety reporting forms • Supporting Youth: Accessibility, Inclusion, Diversity and Equity 	Elementary and Secondary Educational Assistant (EA) Staff
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LIST OF SPECIAL EDUCATION RELATED PROFESSIONAL DEVELOPMENT 2022-23 SCHOOL YEAR

	<ul style="list-style-type: none"> Effective Practices for Students in Sensory Rooms A menu of asynchronous professional learning activities <p><u>BMS Certification Tailored to the Principal/VP Team</u></p> <ul style="list-style-type: none"> Behaviour Management Systems (BMS) re-certification training- a program developed by the Ontario Educational Services Corporation (OESC) in cooperation with the Ministry of Education, as a response to the need expressed by educators throughout the province for a behavioral intervention program Focused learning on educational policy/legislation and the debriefing process 	Elementary and Secondary Principals
February 9, 2023	<p><u>An Overview of ABA Support Programs at CHEO</u> <i>Kathy Kyritopoulos and Heather Bennett</i></p>	Elementary and Secondary SERTs, ABA Team, Principals
February 16, 2023	<p><u>An Overview of the Entry to School/ACT Learning Centre</u> <i>Victoria Samson and Caitlin Lacelle</i></p>	Elementary and Secondary SERTs, ABA Team, Principals
March 9, 2023	<p><u>Using Google R&W® and OrbitNote® in Classrooms</u> <i>Michelle Whiteley, Customer Success Executive at TextHelp®</i></p> <ul style="list-style-type: none"> An overview of the Read and Write toolbar and OrbitNote- ways to maximize use at the Tier 1/classroom level 	Elementary and Secondary SERTs
March 29, 2023	<p><u>BMS Certification (Initial)</u></p> <ul style="list-style-type: none"> Behaviour Management Systems (BMS) re-certification training- a program developed by the Ontario Educational Services Corporation (OESC) in cooperation with the Ministry of Education, as a response to the need expressed by educators throughout the province for a behavioral intervention program 	EA staff hired after November 2022 training

LIST OF SPECIAL EDUCATION RELATED PROFESSIONAL DEVELOPMENT 2022-23 SCHOOL YEAR

April 20, 2023	<p><u>Thinking and Lagging Skills Overview & Tips for De-Escalation in the Classroom</u> <i>Melissa Throop, Child and Youth Counselor, The Phoenix Centre</i></p> <ul style="list-style-type: none"> • How to use the <i>Collaborative Problem Solving Assessment and Planning Tool</i> (from Think:Kids) to identify lagging skills and challenging behaviours • Tips for classroom de-escalation- setting conditions and crisis prevention • Skill building for co-regulation: self-awareness, active listening, behaviour support techniques and emotional first aid 	Elementary and Secondary SERTs
April 27, 2023	<p><u>Programs and Services for Children and Youth Through Developmental and Specialized Services</u> <i>Darcy Lacombe, Carolyn Legault, Ruth Ann Moore, Candice Tubby, Family and Children Services of Renfrew County</i></p> <ul style="list-style-type: none"> • An overview of the multiple services provided for children and youth in Renfrew County including Children Services, FASD, Coordinated Services, Complex Special Needs Services, and Integrated Transition Planning (ITP) 	Elementary and Secondary SERTs, Principals
May 17, 2023	<p><u>Rethinking the IEP for Struggling Readers</u> <i>LD@School Webinar with Allyson Grant and Martin Smit</i></p> <ul style="list-style-type: none"> • Review of the IEP and Right to Read Report • A closer look at the current components of the IEP • Exploring how the IEP can better meet the needs of struggling readers • Where do we go from here- 	Coordinators of Special Education, Literacy Inclusion SPAT
May 18, 2023	<p><u>Trauma and Attachment: Putting Together the Pieces in the Classroom</u> <i>Melissa Oleynik and Abby Doner, The Phoenix Centre</i></p> <ul style="list-style-type: none"> • Refresher information on trauma and attachment • How do trauma and attachment disorders present in the classroom? • The PACE Model (Playfulness, 	Elementary and Secondary SERTs

**LIST OF SPECIAL EDUCATION RELATED PROFESSIONAL DEVELOPMENT
2022-23 SCHOOL YEAR**

	Acceptance, Curiosity, Empathy): Seven Principles to Use in the Classroom Setting	
May 25, 2023	<u>Reading Science Series Part 1: Phonemic Awareness</u> <i>Heather Giffin (SLP) and Melissa Michaud (Learning Specialist, LDSB)</i> <ul style="list-style-type: none"> • What is Phonemic Awareness and why does it matter? • What do Phonemic Awareness scores mean for our practice as educators? • Whole class, small group, and 1:1 interventions • Neurodivergence and Phonemic Awareness- don't count anyone out 	Elementary and Secondary SERTs, Curriculum Team, SLP Team
June 1, 2023	<u>Reading Science Series Part 2: Phonics</u> <i>Heather Giffin (SLP) and Melissa Michaud (Learning Specialist, LDSB)</i> <ul style="list-style-type: none"> • Making sense of phonemes and graphemes • Assessment and intervention- how to start and continue • Words with weird spelling- teaching heart/puzzle words 	Elementary and Secondary SERTs, Curriculum Team, SLP Team
June 8, 2023	<u>Reading Science Series Part 3: Multisyllabic Words and Morphology</u> <i>Heather Giffin (SLP) and Melissa Michaud (Learning Specialist, LDSB)</i> <ul style="list-style-type: none"> • What are morphemes? • Evidence-based assessment tools for teaching multisyllabic words/morphology • Whole class, small group and 1:1 interventions 	Elementary and Secondary SERTs, Curriculum Team, SLP Team

SECTION C-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.


<https://rccdsb.ca/accessibility-for-ontarians-with-disabilities/>

The Multi-Year Accessibility Plan for the period of December 2020 to December 2023 is at the following link:

<https://rccdsb.ca/wp-content/uploads/RCCDSB-Accessibility-Plan-2020-2023-Nov-202242.pdf>

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

The Individual Education Plan

<p style="text-align: center;">The Individual Education Plan Document; A statement from the Ontario Ministry of Education</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"><p>"Parents" can provide an invaluable perspective on their child's personality, development and learning. Open communication between home and school will also ensure that the two have similar expectations with respect to the student's special education programs and services.</p></div> <p style="font-size: small;">*Throughout this guide, the word "parent" is intended to refer equally to a child's guardian.</p>	<div style="text-align: center;"> OUR VISION Inspired by our rich heritage and challenged by the struggles of our past, we are an inclusive Catholic educational community, called to express our mission as Church, to pass on the Good News of Jesus Christ, to make it relevant in the world today, and to be the hope for the future.</div> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"><p style="text-align: center; font-size: small;">The Renfrew County Catholic District School Board</p><p style="text-align: center; font-size: x-small;">499 Pembroke Street West Pembroke, Ontario K9A 5P1 (613) 735-1031/1-800-267-0191 Email: board@rcdsb.ca Website: www.rcdsb.ca/en-ca</p></div>	<div style="text-align: center;"><div style="border: 2px solid blue; padding: 10px; margin-bottom: 10px;"><p style="margin: 0;">RENFREW COUNTY CATHOLIC</p></div><p style="margin: 0;">THE INDIVIDUAL EDUCATION PLAN</p><div style="border: 1px solid black; padding: 5px; margin-top: 10px;"></div></div>
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<p>What is an Individual Education Plan (IEP)?</p> <p>An IEP is a written plan that describes accommodations, expectations and modifications that are in place for a student in order to achieve his/her full potential. An IEP is not a pristine piece of paper that is filed in the Ontario Student Record and referred to only on occasion. Rather it is a living document that continues to change with the needs of the exceptional child. It is a roadmap for all those involved with this</p> <p>THE IEP WILL INCLUDE SOME OR ALL OF THE FOLLOWING:</p> <ul style="list-style-type: none"> • Student's strengths and needs; • Assessment data; • Student's current level of achievement in each program area; • Goals and specific expectations for the student; • Teaching strategies to meet expectations; • Program modifications (changes required to grade level expectations in the Ontario Curriculum); • Accommodations (instructional, environmental and assessment that will help your child access the curriculum and demonstrate learning); • Special education services provided to the student; • Individualized equipment; • Assessment methods; • A Transition Plan (over the age of 14); • Alternative program expectations and teaching strategies and evaluation of progress. 	<p>DEVELOPING THE IEP:</p> <p>Specific steps help ensure that an IEP will work well</p> <ol style="list-style-type: none"> 1. Gather information from as many sources as possible. 2. Set clear direction 3. Develop the IEP 4. Review and update the IEP <p>As a parent, How can I contribute to planning goals for my child?</p> <p>Beginning with your child's strengths and needs is an important first step. You can help by:</p> <ol style="list-style-type: none"> 1. Including the child in the discussions; and 2. Telling the teacher what you hope your child will accomplish this year. <p>CARRYING OUT THE IEP</p> <p>There are many things you can do at home to help your child reach his/her goals:</p> <ol style="list-style-type: none"> 1. Talk to the teacher about what she/he is trying to accomplish. 2. Do what you can at home to try and support your child's goals. 3. Take every opportunity to communicate with your child's teacher. 4. Provide additional insights and resources to the school. 	<p>WHAT ROLE DO PARENTS PLAY?</p> <p>Parents play a powerful role in the IEP process. Be sure to ask for a copy of your child's IEP within 50 business days of the first day of your child's enrollment in a special education program. You know things about your child's approach to learning that no one else knows. Be sure to tell the teacher about your child's</p> <ul style="list-style-type: none"> • Likes, dislikes and interests; • Interests in extra-curricular activities; • Talents and abilities; • Family relationships and dynamics (including extended family and pets); <p>REVIEW AND UPDATE THE IEP</p> <p>Your child's progress toward his/her expectations will be reviewed each term/semester. Then the IEP will be updated to include new expectations and/or accommodations considered necessary to help the learning process.</p> <ol style="list-style-type: none"> 1. Talk to your child's teacher about the expectations that have been set. 2. Communicate regularly with the child's teacher regarding progress. 3. Look for evidence of growth on your child's report card. 4. Recommend changes in goals, strategies and/or accommodations
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Special Education for Special Children: A parent's Guide to IPRC's



Special Education for Special Children

A parent's
guide to
IPRC's

**THE RENFREW COUNTY CATHOLIC DISTRICT
SCHOOL BOARD**

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

Philosophy of the School Board

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

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

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

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

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

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

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

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

The Education Act

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

What is an IPRC?

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

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

Parents are invited to attend the meeting.

The role of an IPRC

The IPRC will:

- Decide whether or not your child should be identified as exceptional;
- Identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- Decide on an appropriate placement for your child and review the identification and placement at least once in a school year.

Who is identified as an exceptional pupil?

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

What is a special education program?

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

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

What are special education services?

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

What is an IEP?

The IEP must be developed for your child, in consultation with you. It must include:

- Specific educational expectations;
- An outline of the special education program and services that will be received;
- A statement about the methods by which your child's progress will be reviewed; and
- For students 14 years and older (except those identified as exceptional solely on the basis of giftedness, a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

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

How is an IPRC meeting requested?

The principal of your child's school:

- Must request an IPRC meeting for your child upon receiving your written request;
- May, with written notice to you, refer your child to an IPRC when the principal and the child's teacher or teachers believe that your child may benefit from a special education program.

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

May parents attend the IPRC meeting?

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

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

Who else may attend an IPRC meeting?

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

Who may request that others attend?

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

What information will parents receive about the IPRC Meeting?

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

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

What if parents are unable to make the scheduled meeting?

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

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

What happens at an IPRC Meeting?

The chair introduces everyone and explains the purpose of the meeting. The IPRC will review all available information about your child.

The Committee may:

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

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- Meet your child's needs; and
- Be consistent with your preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate special education services.

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

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

The IPRC's written statement of decision will state:

- Whether the IPRC has identified your child as exceptional;
- Where the IPRC has identified your child as exceptional;
- The Categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
- The IPRC's description of your child's strengths and needs;
- The IPRC's placement decision;
- The IPRC's recommendations regarding a special education program and special education services;
- Where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.

What happens after the IPRC has made its decision?

If you agree with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.

If the IPRC has identified your child as an exceptional pupil and you have agreed with the IPRC identification and placement decision, the board will promptly notify the principal or the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

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

A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided received written notice from you, the parent, dispensing with the annual review.

You may request a review IPRC meeting any time after your child has been in a special education program for three months.

What does a review IPRC consider and decide?

The review IPRC considers the same type of information that was originally considered.

With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP.

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

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

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

- Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
- Within 30 days of receipt of the decision, file a notice of appeal with the Director of Education;
- If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision. If you do not consent to the IPRC decision and you do not appeal it, the board will instruct the principal to implement the IPRC decision.

How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, given written notification of your intention to appeal the decision to the Director of Education, Renfrew County Catholic District School Board, 399 Pembroke Street West, Pembroke, ON, K8A 5P1.

The notice of appeal must:

- Indicate the decision with which you disagree; and
- Include a statement that sets out reasons for disagreeing.

What happens in the appeal process?

The appeal process involves the following steps:

- The board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons (one of whom is to be selected by you, the parent) who have no prior knowledge of the matter under appeal.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents and board both provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.

The appeal board must make its recommendation within 3 days of the meeting ending.

It may:

- Agree with the IPRC and recommend that the decision be implemented; or
- Disagree with the IPRC and make a recommendation to the board about your child's identification, placement, or both.

The appeal board will report its recommendations in writing, to you and to the school board, providing the reasons for its recommendations.

Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendations).

You may accept the decision of the school board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

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

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

The following programs services are purchased:

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

What organizations are available to assist parents?

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

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

What are the Ministry’s provincial and demonstration schools?

The Ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD).

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

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

Saganoska School

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

Trillium School

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

Amethyst School

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

Where can parents obtain additional Information?

Schools for the deaf:

Ernest C. Drury School

255 Ontario Street South
Milton, ON, L9T 2M5
Phone: 905-878-2851

Sir James Whitney School

350 Dundas Street West
Belleville, ON, K8P 1B2
Phone: 613-967-2823

Schools for the blind and deaf-blind:

W. Ross Macdonald School

350 Brant Avenue
Brantford, ON, N3T 3J9
Phone: 519-579-0730

SCHOOLS AND PRINCIPALS

School	Address	Principal's Name	School Telephone
St. John XXIII	75 Edey St. Arnprior, K7S 1B9	Christina Brown-McGrath	613-623-2828
St. Joseph's	324 John St. N. Arnprior, K7S 2P6	Maureen McHale-Enright	613-623-2347
St. John Bosco	Box 339, 99 Peter St. Barry's Bay, K0J 1B0	Julie Dumouchel	613-756-2616
St. Joseph's	Box 150, 12629 Lanark Rd. Calabogie, K0J 1H0	Ruth McNulty	613-752-2808
St. Anthony's	2 McCarthy St. Chalk River, K0J 1J0	Katie Edwards-Ethier	613-589-2775
George Vanier	2782 Dafee Road Combermere, K0J 1L0	Anne Marie Landon	613-756-3708
St. Mary's OLCG	Box 365, 33110 D Hwy 17 Deep River, K0J 1P0	Ryan Kranz	613-584-3567
St. Michael's	Box 100, 5346 Queen St. E, Douglas, K0J 1S0	Pam Dickerson	613-649-2254
St. James	Box 620, 70 Wellington St. Eganville, K0J 1T0	Erik Lemke	613-628-2927
St. Andrew's	Box 339, 35 Cameron St. Killaloe, K0J 2A0	T.J. O'Grady	613-757-3113
Bishop Smith Catholic High School	362 Carmody St. Pembroke, K8A 4G2	Julie Huckabone	613-735-5496
Cathedral	200 Isabella St. Pembroke, K8A 5S7	Natalie Marchment	613-732-8054
Holy Name	299 First Ave. Pembroke, K8A 5C3	Melissa Carroll-Dubeau	613-732-2248
Our Lady of Lourdes	535 Irving St. Pembroke, K8A 2V2	Amy Sicoli	613-732-4633
Our Lady of Sorrows	19 Mohns Ave. Petawawa, K8H 2G7	Dave Noble	613-687-5918
St. Francis of Assisi	22 Leeder Lane Petawawa, K8H 0B8	Karen Keels	613-687-4167
Our Lady of Fatima	228 Mason Ave. Renfrew, K7V 3Y3	Rory Donohue	613-432-4351
St. Joseph's High School	835 First St. Renfrew, K7V 4E1	Derek Lennox	613-432-5846
St. Thomas the Apostle	41 Bolger Lane Renfrew, K7V 2M9	Tony Jacyno	613-432-3137
Our Lady of Grace	52 Grace Street Westmeath, K0J 2L0	Sally Douglas	613-587-4837
Valleycrest	Valleycrest, Pembroke	Scott Nichol	613-401-0935
	Valleycrest, Renfrew	Scott Nichol	613-281-1779
St. Kateri Tekakwitha Virtual School	c/o Cathedral School	Julia Graydon	613-585-0937

Parent Resource Guide (IEP)



Renfrew County Catholic District School Board

Parent Resource Guide Individual Education Plan (IEP)



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



What is an Individual Education Plan (IEP)?

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

Why might a student have an IEP?

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

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



An IEP will include some or all of the following:

- Student's strengths and needs
- Assessment data
- Accommodations (instructional, environmental, assessment)
- Program modifications, goals, specific expectations, teaching strategies, and assessment methods
- Alternative program expectations, teaching strategies, assessment methods, and evaluation of progress
- Special education services provided to the student
- Individualized equipment
- Transition plan

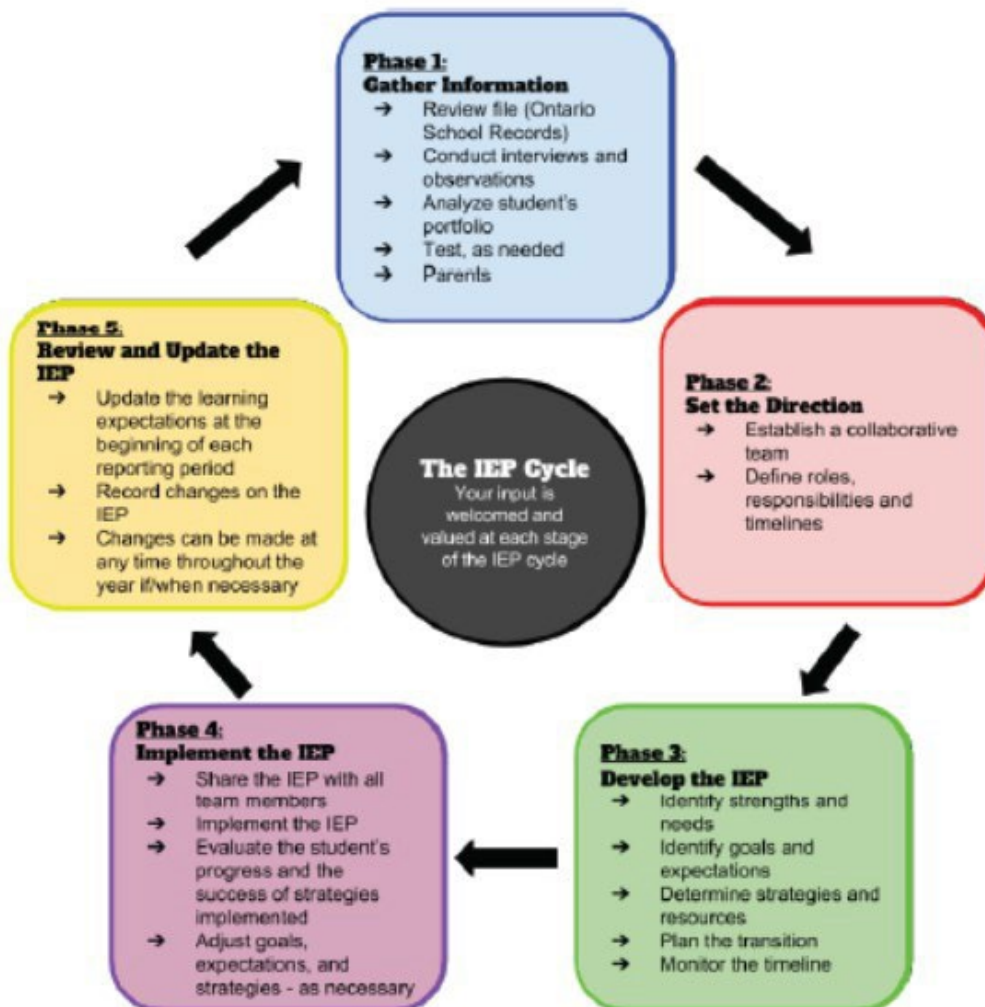
Parents can expect a copy of their child's IEP by mid-October (or 30 school days after being placed in a program).

The Principal of each school is responsible for ensuring that all IEPs for students in the school are created, reviewed, and implemented effectively.

What can you do as a Parent?

As a parent/guardian you provide an invaluable perspective on your child's personality, development and learning. Open communication between home and school is crucial to ensure we have similar expectations with respect to your child's special education program and services. Please:

- Ask questions
- Involve your child in discussions
- Communicate regularly with school staff
- Recommend changes where you see a need
- Look for evidence of growth
- Be actively involved in discussions at school



Definitions & Acronyms

Term or Acronym	Definition
Fundamental Terms & Acronyms	
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
Accommodation	a change in the way a program or course is delivered to enable a student to learn and to demonstrate learning.
Modification	modifications refer to the changes made to the age-appropriate grade level expectations for a subject or course in order to meet the needs of the student.
Alternative Expectations	expectations that do not come from the Ontario curriculum
SEA	Special Equipment Amount
ITP	Integrated Transition Planning
Common Exceptionalities	
LD	Learning Disability
MID	Mild Intellectual Disability
DD	Developmental Disability
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
D/HH	Deaf and Hard of Hearing
Organizations & Roles	
RCCDSB	Renfrew County Catholic District School Board
RCJTC	Renfrew County Joint Transportation Consortium
LHIN	Local Health Integration Network (formerly CCAC)
SERT	Special Education Resource Teacher
EA	Educational Assistant
PT	Physiotherapist
OT	Occupational Therapist
SLP	Speech-Language Pathologist
CDF	Communication Disorders Facilitator



PARENT INPUT to INDIVIDUAL EDUCATION PLAN (IEP)

Dear Parent(s) and Guardians:

Your input is **very important** in developing a plan that is right for your child. Please take a moment to complete this form, and return it to your child's teacher.

Your Child's Name: _____ Grade: _____ School Year: _____

Your Name: _____

1. What are your child's strengths and interests?

--

2. What are your child's areas of need?

--

3. What accommodations (strategies) should occur in your child's classroom in order to maximize their learning potential?

--

4. What goals do you and your child have for this school year?

--



STUDENT INPUT to INDIVIDUAL EDUCATION PLAN (IEP)

Dear Student(s):

Your input is **very important** in developing a plan that is right for you. Please take a moment to complete this form.

Your Name: _____ Grade: _____ School Year: _____

1. What are your strengths and interests?

STRENGTHS	INTERESTS

2. What do you need from your teacher(s) in order to learn?

--

3. What goals/hopes do you have for this school year?

--

SEAC Brochure

SPECIAL EDUCATION (SEAC) A Question-and-Answer Guide

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD



Special Education Advisory Committees (SEACs) play a vital role in the success of special education programs and services in Ontario's publicly funded schools.

Link to Ontario Ministry of Education:

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

What is SEAC?

SEACs are Special Education Advisory Committees established since 1980 as part of the revision of Bill 82. SEACs are referenced in Regulation 464/467. Section 57.1 of the Education Act requires each Board to establish a SEAC. Each SEAC must convene at least 10 times per year.

What does SEAC oversee?

The Special Education Advisory Committee:

- **Makes recommendations to the school board with regard to special education.**
- **Participates in the Board's annual review of its Special Education Plan.**
- **Participates in the Board's annual budget process as it relates to special education.**
- **Reviews the financial statements of the Board as they relate to special education.**

What is SEAC's role in Quality Assurance?

SEACs focus on three areas to assure quality in special education:

- **School Board Special Education Plans**
- **Individual Education Plans**
- **Public Relations**

How is SEAC involved in School Board Education Plans?

With the assistance of SEAC, school boards must review the plan once a year and send any amendments to the Minister of Education. Every two years, Boards must prepare and approve a report of the special education programs and services. The standards stipulate that in developing and modifying their special education plan, Boards must take into consideration issues and feedback from members of the community including parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the Board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.



Link to Special Education Department:
<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.**





SPEECH - LANGUAGE SUPPORT SERVICES

Renfrew County Catholic District School Board
499 Pembroke St. W.
Pembroke, Ontario
K8A 5P1

T: 613-735-1031 or 1-800-267-0191

Web: <https://rccdsb.ca/>

June 2008

The Renfrew County Catholic District School Board provides Special Education programs and services in accordance with the Education Act and Regulations.

DEFINITION

A student identified as having a speech and/or language disorder is experiencing difficulty in the area of communication. Difficulty learning to speak, understand or use language, speak fluently or a voice problem can adversely affect a student's educational, social, psychological, and emotional well-being.

The Ministry of Education defines the exceptionality

Language Impairment

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

- a) Involve one or more of the form, content, and function of language in communication; and*
- b) Include one or more of the following:*
 - Language delay*
 - Dysfluency*
 - Voice and articulation development, which may or may not be organically or functionally based.*

Speech Impairment

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

SERVICES

A Speech-Language Pathologist (SLP) provides the following:

- Screening (students with moderate to severe articulation, fluency, voice, or swallowing disorders are referred to SHSS-CHEO for follow-up)
- Assessment of speech and language skills
- Establishment of a program and/or intervention strategies
- Liaison with other community agencies.

SLPs work in collaboration with the Communicative Disorders Facilitator (CDF) to:

- Modify the classroom program
- Support classroom and special education teachers in developing communication strategies
- Provide direct short-term intervention for individuals or small groups
- Support parents in carrying out home programs.

HOW A STUDENT IS IDENTIFIED

A student with speech/ language difficulties may have trouble following the classroom program and/or making him/ herself understood. After discussing concerns with a parent, school staff may refer a student for assessment by an SLP. The assessment information will then be used to make recommendations and/or plan a program to meet the student's needs.

A student with a **language** problem may have difficulty with:

- Following directions
- Understanding classroom conversations
- Remembering information
- Speaking on topic
- Understanding and using words/sentences appropriately in conversation or in written language

A student with a **speech** problem may have trouble speaking clearly and may use:

- Substitutions, e.g., tar for car
- Omissions, e.g., cool for school
- Distortions, e.g., houth for house

A student with **fluency** difficulties experiences a disruption in the normal flow or rhythm of speech. Characteristics of stuttering may include:

- Repetitions of sounds/syllables/phrases e.g., b-b-b-because, can can can I go?
- Hesitations e.g., um..., ah..., like...ah

A student with **voice** difficulties may experience problems with the following:

- Inappropriate pitch (too high/low or monotonous)
- Loudness (too loud/quiet)
- Quality (harsh/hoarse/breathy/nasal)

If you are concerned about your child's speech-language skills, contact the principal of your school. Parents will be consulted if school staff have concerns.

For more information regarding the identification, placement, and review process, please contact your school principal.

HOW PARENTS* CAN HELP

Early detection and treatment of speech and language problems is the key to the prevention of many learning and social problems. Parents play a vital role in:

- Early referral
- Following up on suggested medical assessments e.g., hearing test
- Regularly conversing with their children
- Regularly reading to their children
- Ensuring child has adequate sleep, exercise, and nutrition
- Reinforcing the school program in the home

Encouragement for the student to try recently learned speech / language / fluency / voice patterns outside of the school environment is essential to the success of the program.

*Includes guardians

OTHER SPEECH-LANGUAGE SERVICES

First Words (ages 2 to 5 years, including JK)

Telephone: (613) 732-7007 or
1-888-421-2222

School Health Support Services (SHSS)
CHEO

Ottawa Children's Treatment Centre – Renfrew Site
Telephone: 1-800-565-4839
Web: www.octc.ca

FOR MORE INFORMATION

Ontario Association for Families of Children with Communication Disorders
Web: www.oafccd.com

College of Audiologists and Speech-Language Pathologists of Ontario
Web: www.caslpo.com

Communication Disorders Assistant Association of Canada
Web: www.cdaac.ca

Ontario Association of Speech-Language Pathologist and Audiologists
Web www.osla.on.ca

SECTION D
SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

THE SPECIAL EDUCATION BOARD PLAN 2022-2023

RESOLUTIONS OF APPROVAL BY SEAC AND THE RCCDSB

- a) Excerpt from the Minutes of the Special Education Advisory Committee Meeting
Wednesday, June X, 2023

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
2022-2023

Carried/...

- b) Excerpt from the Minutes of the Renfrew County Catholic District School Board
Meeting June 2X, 2023

Moved by:
Seconded by:

That the Renfrew County Catholic District School Board approve the Special
Education Board Plan for School Year 2022-2023.

Carried/...