

Comprehensive Special Education Report,

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SECTION 1: CONSULTATION PROCESS

In accordance with Regulation 306, the Renfrew County District School Board has maintained a special education plan, reviewed it annually, and amended it as necessary to meet the current needs of our exceptional students. The amendments are no longer required to be submitted to the Minister for review on an annual basis. The Renfrew County District School Board's Special Education Department prepares the report for submission to the Special Education Advisory Committee and forwards the recommendation of this committee and the report to the Board for approval.

The annual review process is as follows:

1. By December 1 in each year the Superintendent responsible for Special Education and the Supervising Principal for Special Services will present to the Special Education Advisory Committee an outline of the review plan for the current year.
2. The Special Education Advisory Committee will be responsible for approving the recommended review plan. The Special Education Department will be responsible for implementing the approved review plan and will conduct the review in accordance with the review procedures established.

The Special Education Department will prepare and present a report with recommendations to the SEAC committee. The SEAC will review the report and its recommendations and make motions regarding each recommendation or revisions to the plan.

The Superintendent responsible for Special Education will present a report to SEAC on current Special Education programs and services and any revisions required due to changes within the Board structure, financial constraints or Ministry recommendations/regulations.

Following the recommendations of SEAC regarding the Revised Plan, a report will be forwarded to the Board.

Once the revisions to the plan have been reviewed by the Board, and any recommendations or amendments have been made, the revised plan will be submitted on or before July 31.

The Review Process

The board was advised by the Ontario Ministry of Education that, for 2011-12, and subsequent years, the Plan process would be amended through the use of a template to guide the review of the Plan's components.

Minority Reports

The Trustee(s) on the Special Education Advisory Committee present SEAC recommendations to the Board and provide SEAC with the Board's response. The Superintendent with responsibility for Special Education will respond to minority and majority reports.

**RENFREW COUNTY DISTRICT SCHOOL BOARD
SPECIAL EDUCATION DEPARTMENT
FIVE YEAR PLAN**

**Special Education Programs and Services reviewed via outsource consultative review process. Findings will be presented to SEAC.

Special Education central team and SEAC will review five year plan and terms/description of current programs and services for 2019 school year.

PROGRAM/SERVICE					
Behavioural Programs <ul style="list-style-type: none"> ● School Support Counsellor role and responsibilities ● Job Descriptions ● Performance Appraisals ● Attendance Role ● School Support Counsellor Manual ● Paperwork and Forms ● Reporting Protocol 					
Day Treatment Programs					
Educational Assistants <ul style="list-style-type: none"> ● Job Descriptions ● Qualifications ● Training ● Performance Appraisals 					
Gifted Programming <ul style="list-style-type: none"> ● Enrichment ● Mini-courses ● Alternatives 					
Individual Education Program <ul style="list-style-type: none"> ● Update ● In-service ● Validation ● Technology 					
Special Equipment Allotment (formerly I.S.A. 1) <ul style="list-style-type: none"> ● Protocol 					
IPRC's <ul style="list-style-type: none"> ● Manual ● County / School ● Forms 					
Parent Brochures <ul style="list-style-type: none"> ● Update and review 					
Parent Guide to IPRC's <ul style="list-style-type: none"> ● Update and review 					
Psycho-educational Resource Program <ul style="list-style-type: none"> ● Assessment Protocol ● Quota System ● Reporting to parents/staff ● Forms 					
SERT <ul style="list-style-type: none"> ● Create Manual – resource guide ● Review Manual 					

<ul style="list-style-type: none"> ● Assessment Protocol ● Assessment Tools ● Forms Used 					
PROGRAM/SERVICE					
Social Interaction Program <ul style="list-style-type: none"> ● Viability ● Cost ● Distribution ● Manual/Exemplar ● Accountability ● Management 					
Special Education Classes <ul style="list-style-type: none"> ● Submission to County I.P.R.C. ● Admission ● Locations ● Class Sizes ● Support ● SLD/MID or SLD/MID Blend 					
Special Education Department Heads <ul style="list-style-type: none"> ● Roles and Responsibilities ● Preparing for In-school IPRC's ● Preparing for County IPRC'S ● Preparing for Transition Meetings ● Preparing for Feeder School IPRC's 					
Special Education Forms <ul style="list-style-type: none"> ● Review and Update 					
Special Education Web-page <ul style="list-style-type: none"> ● Program descriptions ● Services provided 					
Special Equipment Allotment <ul style="list-style-type: none"> ● Internal Audit ● Ordering Process 					
Speech and Language Program <ul style="list-style-type: none"> ● Assessment ● Communicative Disorders Assistants/Performance Appraisals ● Forms and Protocol ● Caseloads 					
Transition Plans <ul style="list-style-type: none"> ● Update ● Implementation ● By grade division/over 14 yrs old 					
Triad Meetings <ul style="list-style-type: none"> ● Community Links 					
Vision and Hearing Programs/ABA Facilitator <ul style="list-style-type: none"> ● Caseloads ● Assessments ● Manual 					
Vocational/Life Skills Programs <ul style="list-style-type: none"> ● Availability ● Class Sizes ● Distribution of Students ● Professional Development ● High School Vocational Programs ● Work Experiences and Job Coaching Support 					

SECTION 2: SPECIAL EDUCATION PROGRAMS AND SERVICES – GENERAL MODEL FOR SPECIAL EDUCATION

The Renfrew County District School Board Special Education Plan is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the Act, and any other relevant information.

BASIC PRINCIPLES

Programs and Services for all pupils in Ontario, including those who are exceptional, are provided in accordance with the requirements of the Education Act and with principles articulated in the following **Special Education in Ontario: Kindergarten to Grade 12** (2017 live link updates) :

- http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

These principles include the following:

LEARNING	<ol style="list-style-type: none"> 1. Parental involvement is essential in their child's education. 2. All children can learn. Learning involves developing personal values and positive attitudes, as well as knowledge and skills. 3. Students' needs require different adaptations in instructional strategies, assessment and evaluation. 4. Students must take responsibility for their progress and learning. 5. Learning requires attention and a willingness to work hard.
TEACHING	<ol style="list-style-type: none"> 1. Teachers must address different student needs. 2. Teachers must use a range of instructional strategies based on sound learning theory. 3. Teachers must persevere and make every reasonable attempt to ensure sound learning for every student, reflecting the standards of practice for the teaching profession as defined by the Ontario College of Teachers. 4. Teachers must have high expectations for all students. 5. Teaching must occur in contexts that link schoolwork to everyday life. 6. Teachers, students and parents must work together to help students meet the expectations specified.
CURRICULUM	<ol style="list-style-type: none"> 1. Curriculum must be adaptable to accommodate the strengths, needs, and backgrounds of individual students. 2. The curriculum must guide students to make connections through constant inquiry. 3. All of the activities and experiences that contribute to students' achieving the expectations must be considered part of the curriculum. 4. Curriculum must demonstrate connections among people, ideas, events, and processes to prepare student for a changing world.

<p>ACHIEVEMENT LEVELS AND REPORTING</p>	<ol style="list-style-type: none"> 1. Assessment must involve the use of a wide variety of tools to ensure the evaluation of student’s achievement is as accurate as possible. 2. Achievement levels will be reported to parents and students with discussion as to what is required of students to achieve the expectations set for their specific grade. 3. Assessment is a continuous, complex process that is an integral part of teaching. 4. Reporting must describe the student’s progress towards achieving the expectations and must include the next steps planned for the student's learning and suggestions of how parents can support the next steps at home.
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MISSION STATEMENT

The Special Education Department of the Renfrew County District School Board is a multidisciplinary team striving to provide assessment, consultative programming, and direct intervention for the educational needs of exceptional students. Our mission is to liaise with the school, the home and the community to provide opportunities for students to grow and learn in a supportive environment where individual differences are recognized and the full potential of all is promoted.

Belief Statements

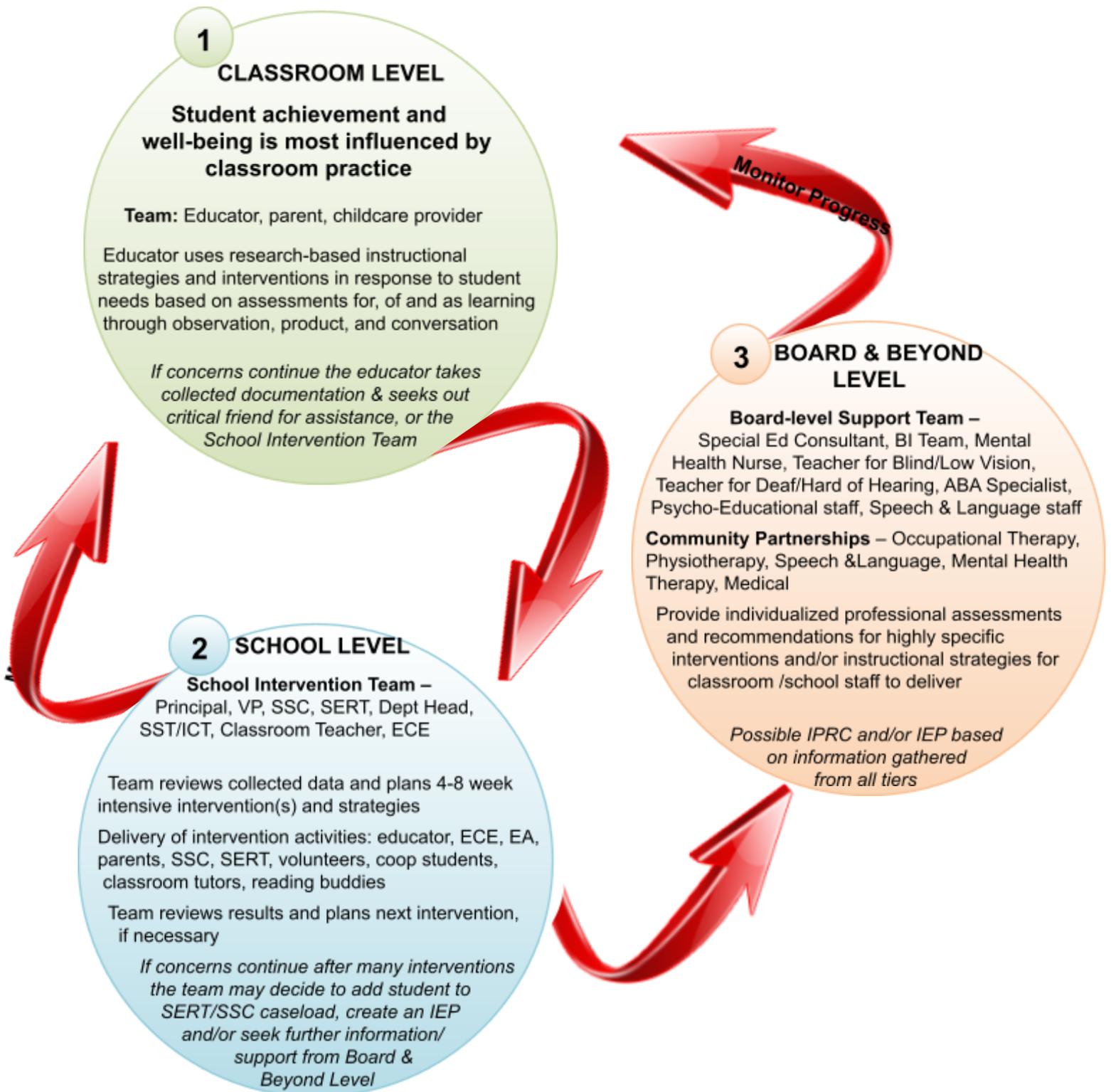
1. Everyone can learn.
2. Learning thrives in a supportive environment.
3. Everyone learns differently.
4. Learning is an interactive process.
5. Everyone benefits from opportunities to grow and learn

RENFREW COUNTY’S APPROACH

RESPONSE TO INTERVENTION

Response to intervention (RTI) is an approach for implementing and adjusting instructional practices based on learner needs, student progress, and a student’s overall response to learning. In the Renfrew County District School Board, our approach to RTI is designed using three different levels of intervention: adjustment to instruction as identified and delivered by the classroom teacher, adjustment to instruction within the classroom through the teacher’s consultation with colleagues whose collective expertise is the basis for the “in-school support team” and; formalized intervention or specialized programming offered through initiatives or services beyond what is ordinarily available within the regular classroom setting. This level of intervention draws upon existing student achievement data and information provided by specific assessments administered by the school or school district.

Tiered Cycle of Continuous Assessment & Responsive Intervention for Academic, Social & Emotional Needs



Goals for Exceptional Children in Renfrew County

To promote the continuous progress of each unique child and the right of every pupil to an educational program suited to his/her needs, the Renfrew County District School Board supports the following special education goals:

1. To foster a positive and realistic self-concept in all pupils;
2. To make effective utilization of resources available to the schools so those exceptional pupils may be identified and appropriate programs provided;
3. To provide, within the means available to the board, a wide range of special education programs and services so that each individual's unique needs can be accommodated. In some instances, and in recognizing the rural nature of Renfrew County, it may be necessary to provide this range of services in another school, other than the local community school.
4. To promote the integration of exceptional pupils in regular classes, whenever possible, where it meets the pupil's needs;
5. To encourage the active involvement of parents in decision making concerning special education programs and services for their children;
6. To encourage the active involvement of special education and regular classroom teachers in the development of support programs and services for exceptional pupils;
7. To cooperate with all community agencies so that the best possible support services of the community can be utilized;
8. To evaluate and update the special education program, policy, and procedures on a systematic basis in order to maintain quality and effectiveness in special education programs.

An individual education plan is developed, recorded, and implemented by the appropriate classroom and special education staff in cooperation with parents. The individual education plan is updated and modified in order to meet the pupil's needs. This plan indicates areas of Strengths and Needs, program area, goals, current achievement levels, methods of progress review, educational expectations, accommodations, strategies, resources, and evaluation of progress. This plan is filed in the Ontario Student Record and a copy is sent home to parents.

An Identification, Placement, and Review Committee (IPRC) of the Board determines the identification and placement of pupils in accordance with Ontario Regulation 181/98. When a pupil is identified as exceptional, an appropriate placement must be recommended to the Board. The IPRC bases its placement recommendation on the degree of curriculum modification required for the exceptional pupil. An IPRC is not required to access regular class placement, Special Education supports or the development of an Individualized Education Plan.

CONTINUUM OF SERVICE

PLACEMENT	MINISTRY DEFINITION
REGULAR CLASS:	
Resource Assistance	The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
Withdrawal Assistance	The student is placed in a regular class and receives instruction outside the classroom for less than 50 percent of the school day, from a qualified special education teacher.
Indirect Service	The student is placed in the regular class for the entire day, and the teacher receives specialized consultative services.
SPECIAL ED CLASS:	
Partial Integration	The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.
Fully Self-Contained	The student is placed by the IPRC in a special education class, where the student-ratio conforms to Regulation 298, section 31, for the entire school day.

1. ***Care, Treatment And Correctional Facilities (Section 23)***

A few pupils have such complex needs that government approved care and treatment facilities have been established to focus primarily on their therapeutic or security needs. The Board enters into an agreement with the facility and allocates teaching staff to provide the required educational component. Pupils are admitted to the care and treatment program by the admissions board of the facility.

In Renfrew County admission to the care and treatment program is through the Renfrew County Coordinated Access Committee, an interagency committee established to connect children and youth in the county with the services and supports they need to achieve success in their lives.

2. ***Alternate Programs For Blind And Deaf***

The Board has established programs for deaf, blind, or deaf-blind students within Renfrew County who would meet the admission criteria of the Provincial schools.

3. **Provincial School Placement**

The Board provides transportation to provincial schools operated by the Ministry of Education for a few exceptional pupils who meet the admission criteria. In most cases, these specialized settings are residential. The provincial schools in Ontario include:

Schools for the Blind and Blind-Deaf:

The W. Ross MacDonald School

Schools for the Blind, Deaf, and Blind-Deaf:

Centre Jules-Leger School

Schools for the Deaf:

The E.C. Drury School

The Robarts School

Sir James Whitney

Demonstration Schools for children with severe learning disabilities:

Amethyst School

The Trillium School

Sagonaska School

Centre Jules-Leger

INTEGRATION OF EXCEPTIONAL PUPILS

Philosophy

All children under the jurisdiction of the Renfrew County District School Board are placed in regular classroom settings unless it is determined by the *Identification, Placement, and Review Committee* that a specialized classroom setting would better meet the pupil's needs. Students placed in Special Education Classes continue to be integrated within regular classes for some portion of their school day.

Principles

1. The Renfrew County District School Board provides a continuum of Special Education programs and services.
2. Each pupil should be educated in the most enabling environment.
3. Each pupil should have access to a variety of learning environments that meet his/her specific needs.
4. Each pupil is considered an integral part of the school community.
5. Each pupil with special needs will benefit from integration within the regular school community.

Types of Integration

Physical Integration occurs when pupils, regardless of actual exceptionality, are placed in regular class programs regardless of needs.

Social Integration occurs when pupils are placed in regular classes and are provided with opportunities to interact with age appropriate peers. (*lunch, physical education programs, recess, excursions, concerts, and other school activities*)

Academic Integration occurs when pupils are placed in regular classes for some part of the academic program. (*e.g. students with developmental disabilities may be part-time in a special education class and part-time in a regular classroom for one or more subjects.*)

Community Integration occurs when pupils are involved in real life situations or activities in natural environments; work experience, and cooperative education, are included.

The amount of integration for students with special needs is determined by the following factors:

- the degree of curriculum modification required for success.
- the availability of instructional, human, and physical resources.
- the positive benefits for all students involved.

SECTION 3: SPECIAL EDUCATION PROGRAMS AND SERVICES – ROLES AND RESPONSIBILITIES

The Ministry of Education has defined roles and responsibilities in elementary and secondary education in several key areas:

- Legislative and policy framework
- Funding
- School system management
- Programs and curriculum

It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

Ministry of Education:

- Defines, through the Education Act, 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 school boards provide appropriate special education programs and services for their exceptional pupils;
- Establishes the funding for special education through the structure of the funding model. The model consists of 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 to maintain special education plans, review them annually, and submit amendments to the ministry;
- Requires school boards to establish Special Education Advisory Committees (SEACs);
- 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.

Renfrew County District School Board:

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda;
- Monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- Requires staff to comply with the Education Act, 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 Identification, Placement and Review Committees (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.

School Principal:

- Carries out duties as outlined in the Education Act, 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 pupils, through an IPRC, is done according to the procedures outlined in the Education Act, 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 (e.g. Policy/Program Memorandum);
- 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 programs set out in the IEP;
- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

Classroom Teacher:

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda;
- Follows board policies and procedures regarding special education;
- Maintains up-to-date knowledge of special education practices;
- Works with special education staff and parents to develop the IEP for an exceptional pupil;
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- Communicates the student's progress to parents;
- Works with other school board staff to review and update the student's IEP.

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.

Special Education Department Heads (Secondary Schools), in addition to the responsibilities listed under “the role of the Classroom Teacher and the role of the Special Education Teacher”:

- Will supervise or coordinate the program(s) offered under the Board’s Special Education Plan and shall assist teachers in these programs in maintaining proper standards and improving methods of instruction;
- Holds qualifications in accordance with Reg.298 and Reg.184-97 to teach special education and to serve as the head of this program department.

Parent/Guardian:

- Becomes familiar with and informed about board policies and procedures in areas that affect the child;
- Participates in IPRCs (unless waived under existing protocol as outlined by the Education Act), and/or case conferences, and other relevant school activities;
- Participates in the development of the IEP through the sharing of information and feedback;
- Becomes acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and teachers to solve problems;
- Is responsible for the student’s attendance at school.

Student:

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

SECTION 4: SPECIAL EDUCATION PROGRAMS AND SERVICES – EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

The Ontario Ministry of Education requires school boards to implement procedures for early and ongoing identification of the learning needs of pupils. [Education Act s. 8, 35(3)(a)]

The Kindergarten Program (2016): Vision, Purpose and Goals

The Kindergarten program is a child-centered, developmentally appropriate, integrated program of learning for four and five year old children. This Ministry document states the following with regards to children in Kindergarten with special education needs:

“Kindergarten educators are the key educators of children with special education needs. They have a responsibility to help all children learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. They commit to assisting every child to prepare for living with the highest degree of independence possible. “

ADDITIONAL PROCEDURES

- Schools advertise in February of each year for parents to register their children in the junior and senior kindergarten programs.

- Parents complete a registration form. This is the first step in enrolling their child in the kindergarten program. The RCDSB includes a New to School Checklist for Kindergarten in the registration packages. This checklist provides parents with the opportunity to share any needs that may (or may not) lead to the involvement of special education services.

- In consultation with the Kindergarten teams and permission from parents, a Speech Language Pathologist may conduct a screening/consultation of children in the Kindergarten program that may require support. Children in their JK year are referred to the First Words (formerly known as Sprouting Speech) pre-school speech program.

- A review of children that have been previously identified for speech/language support in their junior kindergarten year is conducted in the fall of each year.

- Subject to parental consent, the Special Education Services of the Renfrew County District School Board may request information from a variety of outside agencies including, but not limited to the following:
 - Children's Hospital of Eastern Ontario
 - Child Development Service
 - Children's Treatment Centre
 - Local Health Integration Network (LHIN)
 - Renfrew County Developmental Support Services
Renfrew County Integration Services
 - Day Care, Nursery School
 - Phoenix Centre
 - Family and Children's Services

The following information is included in this section:

- A. Early Identification of Children's Learning Needs (Revised 2004)
- B. Early Identification – Model of Intervention (Revised 2004)
- C. Appropriate Assessment Strategies in Kindergarten

Early Identification of Children's Learning Needs

Revised 2004

The RCDSB feels that the earlier children are identified as "at risk", the earlier intervention can be provided within the school setting. These procedures to identify each child's level of development, learning abilities, and needs begin on entry into our schools' Junior Kindergarten and/or Senior Kindergarten programs. Information is gathered from the parents regarding their child as they enter the school. The parents are encouraged to work with the school as a partner in their child's growth and development. This sets the foundation for the ongoing process of Early Identification and the educational programs designed to accommodate and facilitate for the needs which may be identified; whether through the classroom teacher or assistance by the SERT.

Role of the Teacher

- Alert parents to observations which lead the teacher to feel the need of further medical investigations for their child as necessary, especially vision, hearing etc.
- Follow the schedule for observation, and reporting as outlined in the schedules provided by the RCDSB.
- Contact parents about their child's progress and provide support for parents of "at risk" children with academically appropriate ideas and information as needed
- Plan and implement appropriate program accommodations in areas where the child is experiencing difficulty
- Consult with, by sharing results of testing and other appropriate information, all individuals who will be involved in providing educational assistance for "at risk" students (parents, principal, SSC, SERT, ISA, Consultants)
- Send in referrals, with parental consent, to the special education department, when further assessment is necessary to establish an understanding of child's specific needs

Role of the Parent

- Share all information, before school entry, which might affect their child's progress (ie. medical, vision, hearing, preschool programming, behavioural, family, motor development, involvement with outside agencies)
- Provide any change of information which might affect the child's progress throughout the school year
- Follow up with suggestions provided by the school regarding the child's progress in the program being provided for him/her
- Accept information about the child's specific needs and explore programming options provided by the school which have the child's best interests in mind
- Take a proactive role in the Early Identification Program provided in the school
- Be an advocate for the child in their growth and development
- Ensure regular attendance in school
- Become familiar with special education information provided by the school and the RCDSB

Early Identification – Model of Intervention

Revised 2004

The following procedures are a part of a continuous assessment and program planning process which is initiated when a child first enrolls in school and will continue throughout the child's school life. All high needs children (eg. ASD, Developmentally Delayed), who have been identified prior to their entry into Kindergarten, will be referred to a case conference. These students are brought to the attention of individual school's within the RCDSB by Renfrew County Integration Services. A Kindergarten New-to-School Checklist was developed this year, and included in all registration packages. This tool provides parents with a means of communicating to the school about any potential needs that have yet to be diagnosed, or that will require extra supports.

Junior Kindergarten

- After a period of classroom observation, teachers will inform parents of children who appear to be "at risk". This may occur any time during the current school year and will outline concerns regarding their child's progress in the kindergarten program.
- Case conferences, with the school team, will be held for "at risk" students to develop or refine in school interventions by February of the school year.
- Students who appear to have speech and language related difficulties, could be recommended for assessments by the Speech/Language Pathologist, towards the end of the JK school year. Students in their JK year are seen by SLPs through First Words Pre-School Speech and Language Services (Formerly Sprouting Speech)
- After assessing in February, progress of all students is reviewed
- The monitoring of "at risk" students continues with some special programming provided by the JK teacher within the classroom
- Information regarding "at risk" students is passed on to the receiving teacher, who will continue to provide assistance in the classroom the following year

Senior Kindergarten

"At risk" students are carefully monitored throughout the school year to provide appropriate assistance and consultation with parents is ongoing

- Case conferences for these students, will be held with the principal, SERT, and parents, to provide further information regarding possible assistance and/or formal assessment requirements
- Possible options will be considered for informal intervention at this early stage of school programming (ie. extra help in classroom, extra home assistance, request further formal assessment to be completed by SERT, SSC or Special Education Central Staff)
- Parents are provided with "Parents as Partners" information booklet provided by the RCDSB about Special Education programs and services available
- Signed permission on SS#1a, b, c, to consult with special education personnel is provided
- Following any assessment or consultation by special education staff, parents are invited to discuss the results and further program needs are discussed
- If student continues to demonstrate difficulty in the classroom program with the accommodations the teacher has introduced, in an effort to meet the child's particular area of weakness, the Tiered Cycle of Continuous Assessment and Responsive Intervention process will be implemented.
- The IEP (Individual Education Plan) may be developed based on the information gathered at the case conference and other important information, which would affect the child's progress
- Parents are invited to participate in this development with the SERT and the classroom teacher
- Information about "at risk" students is passed on the receiving teacher at the end of the school year

C

Appropriate Assessment Strategies in Kindergarten (From the Kindergarten Assessment Document)

The following types of assessments are used in Kindergarten:

Assessment for Learning

Is used to determine what the students currently know and can do and to identify strengths and weaknesses so that suitable instruction can be provided. Methods of diagnostic assessment used in Kindergarten include:

- Anecdotal
- Inventories
- Interviews
- Checklists
- Records of reading behaviour
- Letter/Sound screening
- Early Number screening

Assessment as Learning

Is the ongoing assessment of student learning used to inform and improve performance and guide instruction. Methods of formative assessment used in Kindergarten include:

- Observation – anecdotal notes, checklists, rating scales
- Writing Samples
- Portfolios
- Self assessment/peer assessment
- Video tapes/photographs
- Conferences
- Developmental Continua

Assessment of Learning

Provides a cumulative description of student achievement and assists students, parents and teachers to plan further instruction and learning activities. Methods of summative assessment used in Kindergarten include:

- Performance based tasks
- Conferences
- Checklists
- Developmental continua

Note that some assessment strategies may fall into both formative and summative categories, depending on how the data will be used.

In Kindergarten, assessment data on a student's progress are gathered using a variety of strategies in the **context of daily classroom experiences**. A range of assessment strategies will help the teacher to develop accurate profiles of each child's growth and to plan appropriate programs.

Assessment Strategies for Kindergarten

1. Observation

The process of systematically viewing and recording student behaviour for the purpose of making instructional decisions.

In Kindergarten, opportunities for observation occur throughout the day during classroom activities.

2. Checklist

A list of expected skills, concepts, behaviours, processes and/or attitudes used to facilitate assessment of student achievement.

In Kindergarten, opportunities for the use of checklists may occur during activity time or at certain periods during the day (e.g., Math circle) as key behaviours or expectations are observed.

3. Conference

A meeting of the teacher with one or more students and in some cases parents/guardians to review progress.

In Kindergarten, opportunities for informal student conferences can occur before, during and after teacher- or self-directed activities. Conferences with parents occur at initial school visits, during reporting periods to discuss student progress and throughout the course of the year as necessary.

4. Demonstration

An assessment strategy in which students demonstrate their competence by performing specific skills.

In Kindergarten, opportunities for the use of student demonstrations can occur during calendar time, circle time, sharing time, shared reading and writing or play periods.

5. Performance Task

An open-ended, hands-on activity performed by a student or a group of students under the supervision of a teacher for the purpose of demonstrating specific skills and/or knowledge.

In Kindergarten, opportunities for performance tasks can occur individually or in small groups. In mathematics, for example, a small group of students may be given a collection of buttons and asked to show the various ways they can be sorted.

6. Portfolio

A selective, reflective and collaborative collection of student's work that demonstrates the range and depth of the student's achievement, competencies and skills over time and across a variety of contexts.

In Kindergarten, portfolios are often kept as records of student progress in all areas of learning. Even the youngest students can be involved in selecting and reflecting on portfolio entries.

Self-Assessment

Student's own assessment of his/her personal progress in knowledge, skills, or processes.

In Kindergarten, opportunities for self-assessment occur during group sharing times, individual conferences with the teacher, one-to-one interaction during activities. Simply constructed self-reflection sheets allow students to express their personal feelings about skills or situations. These can be as simple as colouring sad, happy or neutral-faced icons.

SECTION 5: SPECIAL EDUCATION PROGRAMS AND SERVICES – THE IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS

An IPRC is for the purpose of placement in a fully self-contained or partially integrated placement or at the request of the parent.

Our Board has updated its processes around servicing our students with special needs. The IPRC is not a required component of our service model. Including parents, the school team's communication, collaboration, and ongoing assessment of student strengths and needs is the best way to ensure that programming will meet the unique and changing needs of each student. Our students will be supported through personalized IEPs (if required) and a focus on best classroom practices. The IPRC process is not required for students to access supports, services and appropriate programming in elementary or secondary schools.

PROCEDURES FOR THE IPRC

The Principal of the school at which the pupil is enrolled,

- a) may on written notice to a parent of a pupil
- or**
- b) shall at the written request of a parent of a pupil,

Refer the pupil to a committee established by the board, for a decision as to whether the pupil should be identified as an exceptional pupil and, if so, what the placement of the pupil should be. (O.Reg. 181/98)

In Renfrew County District School Board members of the IPRC include (minimum of 3 members) the school principal and two from the following list:

- Vice Principal(s)
- Principal(s)
- Teacher(s)
- Supervisory Officer(s)
- Superintendent's Designate
- School Support Counsellor.

Where more than one committee has been established the principal shall refer to the committee which is most appropriate for the pupil.

Within 15 days of giving or receiving a request for an initial IPRC, the principal shall provide the parent with direction to access link of the parent guide (See Appendix A) and a written statement stating when the committee will meet to discuss the pupil. A hard copy can be provided upon request.

DUTIES OF THE IPRC

The committee shall obtain and consider an educational assessment of the pupil.

The committee may with the consent of the parent of a pupil who is under 16 years of age, interview the pupil. The committee shall also consider any information about the pupil submitted by a parent of the pupil, or where the pupil is 16 years of age, submitted by the pupil.

The committee shall, when making a placement decision and before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,

- a) would meet the pupil's needs; and
- b) is consistent with parental preferences.

FOLLOWING THE IPRC MEETING:

As soon as possible after the meeting, the chair of the committee shall send a written statement of the decision to the parent of the pupil, to the pupil who is 16 years of age or older and to the special education department.

The written statement shall include the following:

1. the committee's review of the pupil's strengths and needs, and
2. whether the committee has identified the pupil as exceptional,
3. the category and definition of the exceptionality identified by the committee, and
4. the committee's placement decision,
5. where the committee has decided that the pupil should be placed in a special education class, the reasons for that decision.

A parent of a pupil may within 15 days of receiving the statement request in writing a meeting of the committee.

On receiving the request, the principal shall arrange for the committee to meet with the parent to discuss the statement of decision.

Following this meeting the chair of the committee shall send a written notice to the parent/guardian and to the pupil if he/she is 16 years of age or older stating whether any changes in its decisions were made as a result of the meeting. If changes were made then a revised statement of the decision, together with written reasons for the changes shall be sent.

Placement of a pupil shall be implemented when the parent of the pupil consents in writing or the time period for filing a notice of appeal from the decision expires (within 30 days after receipt

of the statement of decision). If no appeal has been made, then a written notice must be given to the parent if the placement of the pupil is made without the written consent of a parent.

INDIVIDUAL EDUCATION PLAN

Within 30 school days of placement of the pupil an Individual Education Plan must be completed and a copy sent to a parent of the pupil and, to the pupil who is 16 years of age or older. This plan must include:

1. specific educational objectives for the pupil;
2. an outline of the special education services needed by the pupil; and
3. a statement of the methods by which the pupil's progress will be evaluated.

COMMITTEE REVIEWS

At least once every 12 months, a committee shall review the identification and placement of each pupil identified as an exceptional pupil. A request for review of the identification or placement of a pupil identified as exceptional may be made in writing by,

- a) a parent of the pupil; or
- b) the principal of the school at which the pupil's education program is being provided.

This request may not be made during any three-month period following a committee or appeal board decision.

The parent of a pupil can give written notice to dispense with the annual review. This must be given to the school principal.

A waiver letter is available to give parents the option to dispense with the annual review for their child. This waiver is an option for the parents of students where no changes are being recommended to either identification or placement. IPRC reviews will continue to be held for all other students whose parents did not waive the annual review.

Limitations guiding the waiver letter's use within RCDSB schools:

- This option does not apply to students who are transitioning from grade 8 to grade 9 or from grade 12 to either year 5 of the secondary school program or who are graduating from secondary school

FOLLOWING THE REVIEW

The chair of the review committee shall send a written confirmation of the identification and placement to,

- a) a parent of the pupil;
- b) the pupil who is 16 years of age or older;
- c) the special education department of the board.

This review shall include the committee's evaluation of the pupil's progress with reference to the pupil's individual education plan.

If the committee decides that the identification or placement or both should be changed, the chair shall send a written statement of the decision to the parent and to the pupil if 16 years of age or older and to the special education department of the board. This statement of decision shall state the reasons for the committee's decision that the identification or placement or both should be changed and the committee's evaluation of the pupil's progress with reference to the pupil's individual education plan.

APPEALS FROM COMMITTEE DECISIONS

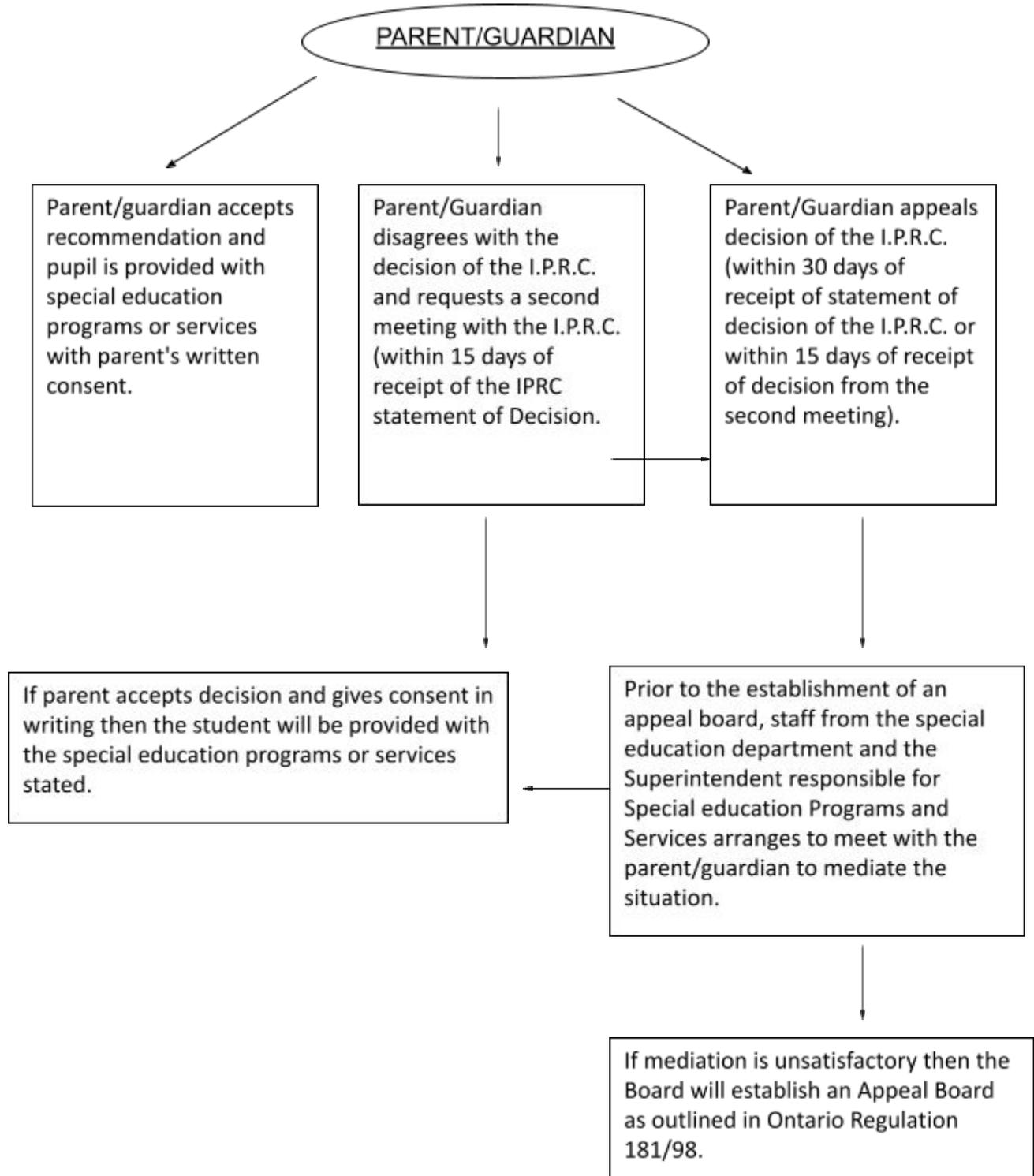
A parent may file a notice of appeal within 30 days of receipt of the statement of decision if no meeting with the committee has been held due to a prior request. If a meeting was held with the committee, then the parent may file a notice of appeal within 15 days after the meeting was held. The notice of appeal shall indicate which of the decisions of the committee the parent disagrees with and shall include a statement that sets out the nature of the disagreement.

(Please refer to O.Reg. 181/98 for further details of IPRCs and Appeals.)

I.P.R.C. STATISTICS 2015 - 2016

Total I.P.R.C. Meetings Conducted	160
Number of Appeals	0

MEDIATION/APPEAL PROCESS



Please refer to “Parents as Partners” (Appendix A) for more information on the Mediation/Appeal Process

SECTION 6: SPECIAL EDUCATION PROGRAMS AND SERVICES – EDUCATIONAL AND OTHER ASSESSMENTS

Formal assessments completed by staff of the Renfrew County District School Board must have parent/guardian written consent (Applicable Special Services Forms). School Principals are responsible for ensuring parents have given written consent for formal assessments. An interview with the parent is suggested as to the most appropriate method to introduce the topic of assessment to the parent.

Following psycho-educational assessments, a case conference is arranged by the School Principal to review assessment results with the parent/guardian of the student and with students sixteen years and older. Only the qualified staff person who completed the assessment will present the results to the parent/guardian and student (as appropriate). A school team member is expected to be at this case conference.

When the psycho-educational assessment is completed it is filed in the student's Ontario Student Record and a copy is kept in a central file at the Board Office. Access is according to Ministry and Board OSR guidelines.

Sharing information with outside agencies can be done with signed written consent of parents. A RCDSB Consent to Release Information form or Ministry of Health and Long Term Care Consent Form (with a copy kept in the OSR) is processed at the school and forwarded to the agency requesting the information or the agency from which information is being requested.

Public access to assessment information is covered under the Municipal Freedom of Information and Protection of Privacy Act. Any request for this information would have to be made through the Board's Freedom of Information Coordinator.

Average waiting times for assessment varies from two weeks to 12 months depending on the current caseload of the staff assigned for this purpose. Waiting lists are managed through the School Principal in consultation with school staff, parents, and the Board's central special education administrative staff (if necessary) as well as in consultation with the staff assigned to conduct the assessment.

QUALIFICATIONS OF STAFF ADMINISTERING ASSESSMENTS:

		Governing Legislation
Special Education Resource Teacher	Ontario College of Teachers Certificate, Special Education Part 1 (minimum)	<ul style="list-style-type: none"> ● Education Act 1990 ● Ontario College of Teachers Act 1996
Special Education Classroom Teachers	Ontario College of Teachers Certificate, Special Education Part 1, Part 2, or Specialist	<ul style="list-style-type: none"> ● Education Act 1990 ● Ontario College of Teachers Act 1996
Psychometrist	Masters Degree, Applied Psychology	<ul style="list-style-type: none"> ● Education Act 1990 ● Regulated Health Professionals Act 1991 ● Psychology Act 1991
Psychologist	Doctorate in Psychology, registration as a Psychologist in Ontario	<ul style="list-style-type: none"> ● Education Act 1990 ● Regulated Health Professional Act 1991 ● Psychology Act 1991
Speech Language Pathologists	Bachelor of Arts in Speech Language Pathology or Masters Degree in Speech Language Pathology, or equivalent. Member of CASLPO.	<ul style="list-style-type: none"> ● Education Act 1990 ● Regulated Health Professionals Act 1991 ● Audiology and Speech-Language Pathology Act 1991
Teacher of the Students with Visual Impairment	Ontario College of Teachers Certificate, Specialist Teacher of the Blind/Low Vision	<ul style="list-style-type: none"> ● Education Act 1990 ● Ontario College of Teachers Act 1996
Teacher of the Deaf/Hard of Hearing	Ontario College of Teachers Certificate, Specialist Teacher of the Deaf/Hard of Hearing	<ul style="list-style-type: none"> ● Education Act 1990 ● Ontario College of Teachers Act 1996

ASSESSMENT TOOLS

Name of Assessment Tool	Special Education Teacher /Special Education Resource Teacher	Board Irlen Screener	Psychometrist	Board Psychologist	Speech Language Pathologist
ABAS (Adaptive Behaviour Assessment System)			✓	✓	
ABLLS - Assessment of Basic Language and Learning Skills	✓				
APAT - Auditory Processing Abilities Test					✓
AST (Auditory Skills Test)					✓
Boehm 3					✓
Brigance Comprehensive Inventory of Basic Skills	✓		✓		
CASI (Comprehension Attitude Strategies Interests for Grades 3-8	✓				
CELF - Clinical Evaluation of Language Fundamentals - Preschool					✓
CELF-4 & 5					✓
CTOPP – Comprehensive Test of Phonological Processing			✓	✓	
DIBELS - Dynamic Indicators of Basic Early Literacy Skills	✓				
DTVP-2 (Developmental Test of Visual Perception)			✓	✓	
Expressive Vocabulary Test 2				✓	✓
GFTA-2 (Goldman Fristoe Test of Articulation)					✓
IRPS (Irlen Reading Perceptual Scale)		✓			
Key Math	✓				
KSPT (Kaufman Speech Praxis Test for Children)					✓
KTEA II & III (Kaufman Test of Educational Achievement)	✓		✓		
PM Benchmarks	✓				
PPVT-4 (Peabody Picture Vocabulary Test-4)			✓	✓	✓
PLS - Preschool Language Scale 3					✓
Renfrew Language Scales – Action Picture Test					✓
Renfrew Language Scales – Word Finding Vocabulary Test					✓
The Assessment of Phonological Processes					✓
TOPA (Test of Phonological Awareness)	✓				
TOPS (Test of Problem Solving) v.3					✓
TOWL (Test of Written Language)	✓				
TROG2 (Test of Reception of Grammar 2 nd Ed)					✓
TWS-4 (Test of Written Spelling)	✓				
WAIS-IV (Wechsler Adult Intelligence Scale)			✓	✓	
WIAT III – Wechsler Individual Achievement Test			✓	✓	
WISC-IV & V (Wechsler Intelligence Scale of Children)			✓	✓	
WPPSI-R (Wechsler Preschool and Primary Scale of Intelligence)			✓	✓	
WRAML 2 (Wide Range Assessment of Memory and Learning)			✓	✓	

SECTION 7: SPECIAL EDUCATION PROGRAMS AND SERVICES –SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

APPENDIX C: SPECIALIZED HEALTH SUPPORT SERVICES

Specialized Health Support Service	Agency or position of person who performs the service (e.g. CCAC, 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	Community Care Access Centre (CCAC)	Nursing is required due to medical needs	CCAC Case Manager	Assessed by nurse, Case Manager	Case Conference, Mediation, Appeal
Occupational Therapy	CCAC	Occupational Therapy is required due to medical needs	CCAC Case Manager	Assessed by Therapist, Case Manager	Case Conference, Mediation, Appeal
Physiotherapy	CCAC	Physio Therapy is required due to medical needs	CCAC Case Manager	Assessed by Therapist, Case Manager	Case Conference, Mediation, Appeal
Nutrition	CCAC	Medical needs that require Nutritionist to attend school	CCAC Case Manager	Assessed by Nutritionist, Case Manager	Case Conference, Mediation, Appeal
Speech and language therapy	CCAC and RCDSB Staff	CCAC referral, screening by Board Speech-Language Pathologist	CCAC Case Manager, Board Speech-Language Pathologist	Assessed by Therapist	Case Conference, Mediation, Appeal
Speech correction and remediation	CCAC and RCDSB Staff	CCAC referral, screening by Board Speech-Language Pathologist	CCAC Case Manager, Board Speech-Language Pathologist	Assessed by Therapist	Case Conference, Mediation, Appeal
Administering of prescribed medications	VON and RCDSB Staff	Determined by Medical Practitioner	Medical Practitioner	Medical Practitioner	
Catheterization	Paramed, RCDSB Staff, Parent, Student	As needed	Medical Practitioner	Medical Practitioner	Case Conference, Mediation, Appeal
Suctioning (Shallow)	CCAC and RCDSB Staff	As needed	Medical Practitioner	Medical Practitioner	Case Conference, Mediation, Appeal
Lifting and positioning	RCDSB Staff	Medical needs that require OT/PT	CCAC Case Manager, Occupational or Physical Therapist	Assessed by OT, PT	Case Conference, Mediation, Appeal
Assistance with mobility	CCAC and RCDSB Staff	Medical needs that require assistance	CCAC Case Manager, Occupational or Physical Therapist	Assessed by OT, PT	Case Conference, Mediation, Appeal
Feeding	CCAC, RCDSB Staff, Parent, Student	Must require assistance with feeding for medical reasons	CCAC Case Manager	Assessed by Therapist, Case Manager	Case Conference, Mediation, Appeal
Toileting	RCDSB Staff, Parent	Medical needs require assistance with toileting	CCAC Case Manager	Assessed by Therapist, Case Manager	Case Conference, Mediation, Appeal

MODEL FOR PROVISION OF SCHOOL HEALTH SUPPORT SERVICES				Policy/Program No. 81
Support Service	Administered by	Provided by	Training and Direction	Consultation
I. Oral Medication	Pupil as authorized	Pupil	Attending Physician	local Board of Health
	Parent as authorized	Parent	Attending Physician	local Board of Health
	Aide or other personnel	School Board	School Board/Nurse Practitioner	local Board of Health
II. Injection of Medication	Pupil as authorized	Pupil	Attending Physician	local Board of Health
	Parent as authorized	Parent	Attending Physician	local Board of Health
	Health Professional	Ministry of Health	Ministry of Health	School Board
III. Catheterization Manual expression of bladder/stoma Postural drainage/suctioning Tube feeding	Health Professional	Ministry of Health	Ministry of Health	School Board
	Aide	Aide	Paramed	
	Health Professional			
	Health Professional			
IV. Lifting and positioning Assistance with mobility Feeding Toiletting	Aide or other personnel	School Board	School Board and Ministry of Health	Ministry of Health
V. Therapies:				
a. Physio/Occupational:				
Intensive clinical (treatment)	Qualified therapist	Ministry of Health	Ministry of Health	Ministry of Health
General maintenance exercises	Aide	School Board	Ministry of Health	Ministry of Health
b. Speech:				
Speech pathology (treatment)	Speech Therapists / Pathologists	Ministry of Health	Ministry of Health	Ministry of Health
Speech correction and remediation	Speech and Language Teachers / Communicative Disorders Assistants	School Board	School Board	Ministry of Health
VI. All Services in Children's Residential Care/Treatment Facilities	Aides/Health Professionals	Ministry of Community and Social Services	Ministry of Community and Social Services	Ministry of Health

SECTION 8: SPECIAL EDUCATION PROGRAMS AND SERVICES – CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

CATEGORY	EXCEPTIONALITY	DEFINITION
Behaviour	Behaviour	<p>A learning disorder characterized by specific behaviour problems over such 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:</p> <ul style="list-style-type: none"> ▪ an inability to build or to maintain interpersonal relationships; ▪ excessive fears or anxieties; ▪ a tendency to compulsive reaction; ▪ an inability to learn that cannot be traced to intellectual, sensory, or other health factors or any combination thereof.
Communication	Autism	<p>A severe learning disorder that is characterized by:</p> <p>a) disturbances in:</p> <ul style="list-style-type: none"> ▪ rate of educational development; ▪ ability to relate to the environment; ▪ mobility; ▪ perception, speech, and language. <p>b) lack of the representational symbolic behaviour that precedes language.</p>
	Deaf and Hard of Hearing	<p>An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.</p>
	Language Impairment	<p>A learning disorder characterized by an 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:</p> <p>a) involve one or more of the form, content, and function of language in communication; and</p> <p>b) include one or more of the following:</p> <ul style="list-style-type: none"> ▪ language delay ▪ dysfluency; ▪ voice and articulation development, which may or may not be organically or functionally based.

CATEGORY	EXCEPTIONALITY	DEFINITION
Communication (continued)	Speech Impairment	A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.
	Learning Disability	<p>One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:</p> <ul style="list-style-type: none"> ▪ 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 interactions (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; ▪ is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.
Intellectual	Giftedness	An unusually advanced degree of general intellectual ability that requires differentiated learning experience of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

CATEGORY	EXCEPTIONALITY	DEFINITION
Intellectual (continued)	Mild Intellectual Disability	A learning disorder characterized by: <ul style="list-style-type: none"> a) An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; b) An inability to profit educationally within a regular class because of slow intellectual development; c) A potential for academic learning, independent social adjustment, and economic self-support.
	Developmental Disability	A severe learning disorder characterized by: <ul style="list-style-type: none"> 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.
Physical	Physical Disability	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.
	Blind and Low Vision	A condition of partial or total impairment of sight or vision that, even with correction, affects educational performance adversely.
Multiple	Multiple	A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Education Act, Subsection 8 (3)

SECTION 9: SPECIAL EDUCATION PROGRAMS AND SERVICES – SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

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

Special Education Program

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

If a concern is expressed by a parent/guardian or a staff member regarding a student, the following steps will be taken:

- Discussion with the parent/guardian concerning the student's needs
- An educational assessment/behaviour assessment will be completed by the school support staff (Special Education Resource Teacher, School Support Counsellor), with permission from the parent if required
- Suggestions regarding vision or hearing assessments, if required
- Occupation, Physiotherapy or Speech/Language assessment referral if required
- Psycho-educational assessment if required
- Other reports/documents deemed necessary
- A case conference with the parent/guardian and/or student, if the student is 16 years of age or older, to review and discuss assessment information, prior to notification of IPRC
- Notification in writing to the parent/guardian or the student if the student is 16 years of age or older of the IPRC meeting date

Identification and Placement

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

Identification of the student means that the student is being identified with an exceptionality that falls into one or more of the following categories:

- Behaviour
- Communication
- Intellectual
- Physical
- Multiple

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

The parent/guardian or student, if the student is 18 years of age or older, will be asked to sign the recommendations of the IPRC to indicate agreement with the Identification and Placement.

On the rare occasion where the needs of the student cannot be met within the Board’s range of placement options, applications to Provincial Schools, as well as facilities that provide necessary care or treatment, may be recommended as an alternative placement.

The statement of decision will be established. This statement may be signed at the IPRC or taken home and the signed copy returned to the principal of the school.

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

Placement Options

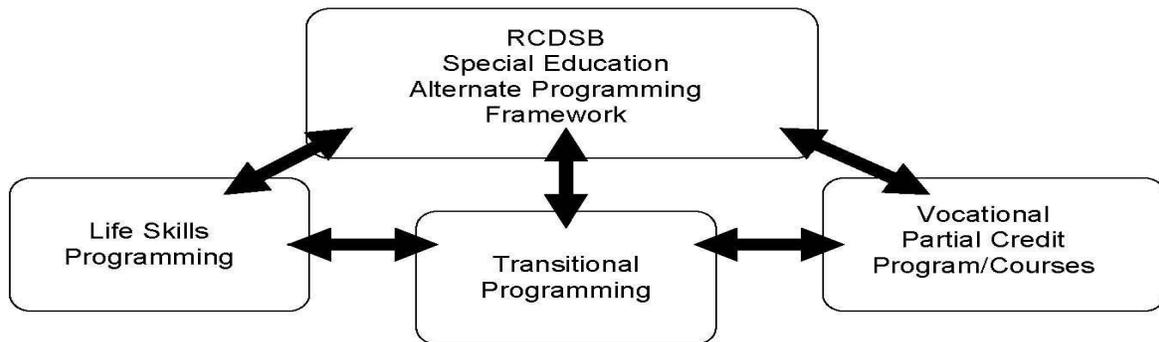
Students with special needs are educated with their peers in the regular classroom to the fullest extent possible. Special Education classroom placement remains an option where extended individual assistance is required and where parents are in agreement with the placement. A continuum of alternative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

PLACEMENT	MINISTRY DEFINITION
REGULAR CLASS:	
Resource Assistance	The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
Withdrawal Assistance	The student is placed in a regular class and receives instruction outside the classroom for less than 50 percent of the school day, from a qualified special education teacher.
Indirect Service	The student is placed in the regular class for the entire day, and the teacher receives specialized consultative services.
SPECIAL ED CLASS:	
Partial Integration	The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.
Fully Self-Contained	The student is placed by the IPRC in a special education class, where the student-ratio conforms to Regulation 298, section 31, for the entire school day.

Alternative Pathways for Secondary

The Renfrew County District School Board provides alternative pathway options for students that require programming beyond that which is provided within the regular secondary curriculum. These alternate pathways are offered through Special Education and are designed to address the learning needs of individual students as determined by the Identification Placement and Review Committee (IPRC) process.

These alternative pathways focus that draws upon five main areas: Literacy skills, and Numeracy skills, Physical / Sensory development, Life / Social Skills, and the development of Employability skills relative to the capacity and capabilities of each student. While these five areas inform the program design for teaching and learning within each classroom, the emphasis on each component may be varied in order to respond to the particular learning needs of students at each site. In addition, our alternative Special Education pathways feature partial integration with regular classes as defined by each student's Individual Education Plan (IEP). Our focus on employability skills can be enhanced through short-term workplace experiences or co-op placements, depending on student readiness, ability level, and the availability of suitable placements in the community.



RCDSB has a three pathways to alternative program design. The pathway approach is effective to assessment and intervention which allows for varied levels of supports for a student requiring special education programs and services. Placement into programs is done through an Identification Placement and Review Committee (IPRC) meeting. An Individual Education Plan (IEP) is designed for each student according to their individual learning strengths and needs. Programming is based on the learning expectations outlined in the IEP, which is developed and coordinated by the special education teacher in consultation with parent(s)/guardian(s) and other subject area teachers. This plan is revised and updated based on the results of ongoing assessment and evaluation. An alternate report card is used to summarize student achievement within the alternate program. All alternative levels are instructed by staff with Special Education qualifications.

Maximum Class Sizes

(as per Regulation 298 s.31 of the Education Act)

The maximum enrolment in a special education class shall depend upon the extent of the exceptionalities of the pupils in the class and the special education services that are available to the teacher, but in no case shall the enrolment in a self-contained class exceed,

- a) in a class for pupils who are emotionally disturbed or socially maladjusted, for pupils who have severe learning disabilities, or for pupils who are younger than compulsory school age and have impaired hearing, eight pupils;
- b) in a class for pupils who are blind, for pupils who are deaf, for pupils who have developmental disabilities, or for pupils with speech and language disorders, ten pupils.
- c) in a class for pupils who are hard of hearing, for pupils with limited vision, or for pupils with orthopaedic or other physical handicaps, twelve pupils;
- d) in a class for pupils who have mild intellectual disabilities, twelve pupils in the primary division and sixteen pupils in the junior and intermediate divisions;
- e) in an elementary school class for pupils who are gifted, twenty-five pupils;
 - I. twenty pupils, if the class consists only of pupils in the primary position,
 - II. twenty-three pupils, if the class includes at least one pupil in the primary division and at least one pupil in the junior division or intermediate division, and
 - III. twenty-five pupils, if the class consists only of pupils in the junior division or intermediate division;
- f) in a class for aphasic or autistic pupils, or for pupils with multiple handicaps for whom no one handicap is dominant, six pupils; and
- g) on and after the 1st day of September, 1982, in a class for exceptional pupils consisting of pupils with different exceptionalities, sixteen pupils.”

Special Education Programs and Services Provided by the Board

Service Options

	Beh	Communication					Intellectual			Physical		Multiple
	Behaviour	Autism	Deaf and Hard of Hearing	Language Impairment	Speech Impairment	Learning Disability	Gifted	Mild Intellectual Disability	Developmental Disability	Physical Disability	Blind / Low Vision	
Regular Class with Resource Assistance (with SERT, OT, PT, SLP, SSC, Teachers of the Deaf/Hard of Hearing and Low Vision)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Regular class with Withdrawal Assistance (SERT)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Elementary Special Education Class		✓		✓		✓		✓	✓	✓		✓
Secondary Alternative Special Education Program		✓		✓		✓		✓	✓	✓		✓
Speech and Language Program (Speech Language Pathologist, Communicative Disorders Assistant)		✓	✓	✓	✓							✓
School Support Counsellor	✓	✓										✓

Behaviour

School Support Counsellors have been assigned to elementary and secondary schools to provide programs for students who demonstrate significant behaviour problems. The special education teachers (elementary and secondary) may provide academic support to pupils with behaviour difficulties when required and assistance to regular classroom teachers in modifying instructional strategies.

These programs serve the needs of pupils whose difficulties require counselling (individual and/or group), behaviour management and skills based programs to enhance the pupil's academic, behaviour and social functioning within the school environment.

Social skills programs are offered within the regular class, in small groups or a withdrawal basis.

Autism

Students identified with an Autism exceptionality are generally placed in the regular class program at the elementary level. Students may also be considered for a special class placement for alternate programming where appropriate. At the secondary level placement in a special education program is considered in consultation with the student's parent/guardian. Typically students are assigned support staff based on documented student needs. Support staff may include direct /indirect support of the ASD Transitions Coordinator, Speech Language Pathologist or Communicative Disorders Assistant, School Support Counsellor, Special Education Resource Teacher, Special Education Teacher Assistant. Other staff may include central special education staff on a consultative basis.

These programs serve the needs of pupils whose difficulties often require specific language interventions, behaviour management and social skills as well as academic support.

Deaf or Hard of Hearing

Currently, an itinerant program for pupils with hearing loss is provided throughout the county. The specialist teacher assigned to this program provides direct services to the pupil as well as assistance to the regular classroom teachers in modifying classroom materials, content, instructional techniques, and evaluation support for these exceptional pupils. Consultation from staff at Sir James Whitney School for the Deaf is available upon request.

Learning Disability

The Renfrew County District School Board provides programs for students with diagnosed Learning Disabilities.

There is a variety of delivery models available within the county at the elementary and secondary levels, and are based on the students' individual needs. These delivery models range from an IEP with accommodations within the regular class, to intensive intervention support outside of the regular class for a period of time.

Speech Language

Speech-Language Pathologists are either employed or contracted by the Renfrew County District School Board for the purpose of:

- Providing assessments for pupils with speech and/or language exceptionalities;
- Providing supervision of Communicative Disorders Assistants' program delivery;
- Providing a consultative service to special education teachers and educational assistants involved in the provision of speech-language programs;
- Providing information and recommendations to parents for home speech language programs;
- Providing direct programming as time constraints permit.

Gifted

Depending on the student's strengths and needs, placement can range from regular class with indirect support to regular class with withdrawal assistance. Classroom teachers provide differentiated programming designed to address the student's individual characteristics, needs, abilities and interests. Resource teachers can support classroom teachers through collaborative planning, advice regarding modifications to the curriculum, and suggested materials and strategies.

Secondary students that have been identified as Gifted will be made aware of the range of additional course options available through the e-Learning strategy which may provide access to courses of interest not currently offered in their school. They will also be made aware of the opportunities for challenge for credit available through the Prior Learning and Recognition (PLAR) Challenge for Credit option.

The school principal, working in cooperation with school staff and other community members, should consider additional strategies such as enrichment activities, Small Learning Communities (SLCs), Communities of Practice (COPs), school clubs, and mentors, to take into account the needs, abilities and interests of the gifted student.

Students identified as gifted may also be nominated to attend the Enrichment Mini-Course programs offered by universities in Ottawa and Kingston, as well as the Ontario Educational Leadership Centre's program for Gifted and Intellectually Curious students.

Mild Intellectual Disability

Programs are provided within the regular classroom or in a special class to meet the needs of students whose disabilities require a modified curriculum and instruction.

There are two delivery models available within the County. For students with a mild to moderate disability, a modified program within the regular classroom supported by the Special Education Resource Teacher may meet their needs. For students with a moderate to severe disability, special class programs are located in strategically centered schools throughout the County. Students are placed in special class programs by an Identification, Placement and Review Committee (I.P.R.C.).

Developmental Disability

There are two delivery models available within the county. Programs for pupils integrated in the regular class will be developed by the school special education staff in consultation with the central special education staff. Students with occupational and physiotherapy needs will be referred to the appropriate staff at the Community Care Access Centre for assessment. For a few students placement in a special education class is provided. Within the county, special education classes currently exist in two elementary schools and five secondary schools offer alternate pathways. Students are placed in special education pathway programs by an Identification, Placement and Review Committee (I.P.R.C.).

Blind and Low Vision

A Teacher for Students who are Blind/Low Vision provides programs for pupils who have been assessed as legally blind. A specialist teacher may be assigned to work with the student depending on the student's needs. Specialized instruction in the reading and writing of braille can be provided. Pupils are integrated in regular classrooms with in-service and consultation provided by the specialist teacher.

A Teacher for Students who are Blind/Low Vision provides itinerant services for pupils whose visual impairment allows them to function within a regular class setting and who do not require Braille. The teacher assigned to these programs also provides regular classroom teachers with assistance in modifying classroom materials, content, instructional techniques, in the use of specialized equipment, and in the evaluation of these exceptional pupils. Specialized materials and media developed at the provincial school are available upon request to school boards.

Ongoing consultation with educational specialists from the W. Ross Macdonald School for the Blind may be requested through the Special Education Department.

Physical Disability

Pupils with physical disabilities may require a range of services and/or special equipment in order to function within the school environment. Alterations to the school may be necessary to allow the pupil with physical disabilities to have access to school facilities.

Some pupils with physical disabilities who are placed in regular class settings may also require placement in resource programs. Some students may require special class placement due to additional educational needs.

Intensive Support

Some students' needs may require intensive support because of their physical disability. Educational assistants may be provided to carry out some aspects of the pupil's program. Medical reports must be provided to substantiate the needs of the pupil with a physical disability.

Specialized Equipment

Pupils with physical disabilities may require specialized equipment, such as standing frames, specialized seats or desks, or technical equipment. Requests for some specialized equipment should be made to the Supervising Principal for Special Services and be accompanied by a written recommendation from an appropriate regulated qualified practitioner stating the cost and supplier of such equipment.

Special Transportation

Where pupils with disabilities require the use of taxis or specially equipped buses or vans special transportation may be applied for.

Alterations To School Structures

Alterations to the school may be necessary to allow the pupil with physical disabilities to have access to school facilities. In such cases, requests should be channelled through the Accessibility Working Committee

Medication

Medication provided to a student in the school setting will be in accordance with the Renfrew County District School Board's policy and procedures, and in accordance with Policy/Program Memorandum 81.

Psycho-Educational Assessment

As noted in Section 2 of this plan, the referral for a formal assessment will follow a multi-tiered approach rather than the referral serving as a first response. This approach will require the involvement of the SERT, in conjunction with one or more of the following: the In-School Team, the Special Education Consultant, or other Special Education Department staff.

The Special Education Department's resource staff provides consultation and psycho-educational assessments for pupils referred to the Special Education Department. If after consultation, a decision has been made to conduct a psycho-educational assessment this assessment may include testing in cognitive ability, learning process, learning style and academic achievement.

Resource staff may make recommendations concerning appropriate programming expectations and discuss possible program alternatives with the school administration and the teaching personnel.

The Special Education Department's psychometrist will complete a psycho-educational assessment and complete an interpretive report outlining appropriate educational recommendations. If requested, a special education consultant will meet with those teachers concerned with the student's program in order to discuss specific modifications, strategies, and materials related to the outcomes outlined in the report.

A case conference must be provided to the parents/guardians to review and discuss the results of the assessment with the qualified staff person who completed the assessment. **School staff must be present at this case conference.**

New Horizons Day Treatment Program

A Section 23 agreement between Phoenix Centre for Children and Families and Renfrew County District School Board maintains a class (New Horizons) situated at 390 Bell Street, Pembroke, Ontario.

Admission of pupils to the classes is through the Renfrew County Coordinated Access Committee.

The Renfrew County District School Board provides one teacher and one education assistant in each class, and regular teacher resources including: administration supervision, professional development, curriculum support and budget for materials and other resources. The school year follows the Renfrew County District School Board's approved schedule.

Pupils in the program work on an individual educational program as developed by the teacher, the student's home school administration and approved by the Supervising Principal for Special Services of the Renfrew County District School Board.

SECTION 10: SPECIAL EDUCATION PROGRAMS AND SERVICES – INDIVIDUAL EDUCATION PLANS (IEPs)

The Renfrew County District School Board adopted the Ministry Individual Education Plan (IEP) template in September 2003. In September 2004, the Ministry support document: *The Individual Education Plan (IEP) – A Resource Guide* was released, providing further clarification regarding the Ministry’s IEP standards...In the spring of 2010, the Board purchased a sophisticated and comprehensive IEP writer software program to assist in the effective development of IEPs. This program is currently in use by many other Boards in Ontario and complies with all current Ministry IEP standards. Since that time ongoing training is provided for all special education personnel involved in writing IEPs for students: Special Education Resource Teachers, Elementary Special Education Class Teachers, Secondary School Department Heads, Secondary School Special Education Teachers and School Support Counsellors, as well as many classroom teachers. As well, since September 2013 most Special Education teachers and administrators have completed inservice training “Putting the ‘I’ in IEP” focussing on successful student achievement through precise goal setting. This capacity building was further extended through an internal IEP review in Spring 2014. The RCDSB has made additional upgrades to the IEP writer program in 2016, adding a meetings management module and a case conference component. E-communication between the IEP software and Ministry data collection program was streamlined to ensure efficiency and accuracy. Newly developed Special Education Staff training and an updated manual to support the program were presented in 2016-17.

Parents and staff collaborate in the development of an Individual Education Plan for students. If a dispute exists, a meeting is held with the parent, principal and teacher to review the concerns. Should there be no resolution as a result of this meeting, the Supervising Principal for Special Services will be involved to collaborate IEP planning to best support the student’s needs.

The RCDSB has updated the IEP information for parents and it is available electronically or in print, if requested. This guide outlines important areas within the IEP.

Transition planning happens at many stages. In accordance with the *Prior Entry to School* Document (Ministry of Education Resource Guide, 2005), transition planning is part of the board’s contact with parents when students first enrol in our system. The Integrated Transitions protocol further supports transitions for students to community.

For students with special education needs, transition conversations are formalized through either the IEP and IPRC processes and, at other times, through case conferences and contact with the Applied Behaviour Analysis Coordinator /Community Outreach Facilitator and other community partners. All students with an IEP are required to have a transition plan included.

SECTION 11: SPECIAL EDUCATION PROGRAMS AND SERVICES – PROVINCIAL AND DEMONSTRATION SCHOOLS

Provincial schools and provincial Demonstration Schools:

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education 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.

Provincial Schools

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

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

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, 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;
- 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 through 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, Belleville (serving eastern Ontario)
- Ernest C. Drury School for the Deaf, Milton (serving central and northern Ontario)
- Robarts School for the Deaf, London (serving western Ontario)
- Centre Jules-Leger, 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 (ALS) 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 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 preschool and deaf education.

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

Provincial Schools Branch
225 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
Fax: (905) 878-5405

Schools for the Deaf

The Ernest C. Drury School for the Deaf
255 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
Fax: (905) 878-1354

The Robarts School for the Deaf
1515 Cheapside Street
London, ON N5V 3N9
Tel: (519) 453-4400

The Sir James Whitney School for the Deaf
350 Dundas Street West
Belleville, ON K8P 1B2
Tel: (613) 967-2823
Fax: (613) 967-2857

Schools for the Blind and Deaf-Blind:

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

Schools for the Deaf, Blind, and Deaf-Blind:

Centre Jules-Leger
281 Rue Lanark
Ottawa, ON K1Z 6R8
Tel: (613) 761-9300
Fax: (613) 761-9301

Provincial Demonstration Schools

The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities.

Amethyst School
1515 Cheapside Street
London, ON N5V 3N9
Tel: (519) 453-4400

Centre Jules-Leger
281 Rue Lanark
Ottawa, ON K1Z 6R8
Tel: (613) 761-9300
Fax: (613) 761-9301
TTY: (613) 761-9302 and 761-9304

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

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

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.

The Demonstration Schools were established to:

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

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

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

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at <http://snow.utoronto.ca>.

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

SECTION 12: SPECIAL EDUCATION PROGRAMS AND SERVICES - SPECIAL EDUCATION STAFF

ELEMENTARY PANEL

Special Education Staff	FTEs**	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs	24.8	Teacher qualifications + Part 1, Part 2 or Specialist in Special Education
1.2 Teachers for self-contained classes	7.0	Teacher qualifications + Part 1, Part 2 or Specialist in Special Education
1.3 Sect. 23 New Horizons	1.0	B.A., B.Ed.
2. Other special education teachers		
2.1 Itinerant teachers (Blind, Low-vision, Deaf, hard of hearing)	2.0	Part 1 or Specialist of the Deaf, Specialist Blind Teachers
2.2 Empower teacher	1.0	B.A., B.Ed., Empower certification
2.3 Special Education Consultants	2.0	B.A., B.Ed., Specialist in Spec. Ed.
2.4 Assistive Technology Consultant	1.0	B.A., B.Ed., Specialist in Spec. Ed.
2.5 Assistive Technology Coach	1.0	B.A., B.Ed., Specialist in Spec. Ed.
2.6 ABA Coordinator	1.0	B.A., B.Ed, Autism, ABA qualifications
3. Educational assistants in special education		
3.1 Educational assistants	158	E.C.E., S.S.W., D.S.W., C.Y.W., C.D.A.
3.2 Inclusion Support Assistants (ISA)	7.0	E.C.E., S.S.W., D.S.W., C.Y.W., C.D.A.-autism qualifications
3.3 Communication Disorder Assistants (CDA)	5.0	
3.4 New Horizons Lead	1.0	E.C.E., S.S.W., D.S.W., C.Y.W., C.D.A.
3.5 Behaviour Intervention Team (EA)	2.0	E.C.E., S.S.W., D.S.W., C.Y.W., C.D.A.
4. Other professional resource staff		
4.1 Psychologists		Contracted
4.2 Psychometrists	1.0	M. Psych.
4.3 Speech-Language Pathologists	2.0	Members of College of Audiologists, Speech Language Pathologists
4.4 Social workers (School Support Counsellors)	24.3	Child & Youth Workers, Social Service Workers, Behaviour Science Diploma
4.5 Behaviour Intervention Team (SSC)	1.0	Child & Youth Workers, Social Service Workers, Behaviour Science Diploma

SECONDARY PANEL

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of exceptional students		
1.1 Teachers for resource-withdrawal programs	7.0	Teacher qualifications + Part 1, Part 2 or Specialist in Special Education
1.2 Teachers for vocational classes	14.0	Teacher qualifications + Part 1, Part 2 or Specialist in Special Education
1.3 Guidance Teachers	7.55	Teacher qualifications + Part 1, Part 2 or Specialist in Special Education
1.4 Student Success teachers	12.0	Teacher qualifications + Part 1, Part 2 or Specialist in Special Education
2. Other special education teachers		
2.4 Special Education Consultant	1.00	B.Ed., B. Phys. Ed., Specialist in Spec. Ed.
3. Educational assistants in special education		
3.1 Educational assistants	40.36	S.S.W., D.S.W., C.Y.W., C.D.A.
4. Other professional resource staff		
4.1 Psychologists		Contracted
4.2 Psychometrists	0.25	M. Psych.
4.4 Speech-Language Pathologists	0.20	Members of College of Audiologists, Speech Language Pathologists
4.5 Audiologists		
4.6 Occupational Therapists		
4.7 Physiotherapists		
4.8 Social Workers (School Support Counsellors)	6.0	Child & Youth Workers, Social Service Workers, Behaviour Science Diploma
4.9 Subtotal	6.45	
5. Paraprofessional resource staff		
5.1 Orientation and mobility personnel		
5.2 Oral interpreters (for deaf students)		
5.3 Sign interpreters (for deaf students)		
5.4 Transcribers (for blind students)		
5.5 Interveners (for deaf-blind students)		
5.6 Auditory-verbal therapists		
5.7 Subtotal	77.04	

**Current as of 2018/19

SECTION 13: SPECIAL EDUCATION PROGRAMS AND SERVICES – STAFF DEVELOPMENT

The goal of the Renfrew County District School Board special education staff development plan is to ensure special education teaching and support staffs are provided with opportunities to enhance their knowledge base, build capacity and expertise in the provision of special education programs and services, while supporting inclusion and student independence. To ensure that school administration staff is aware of the requirements of the Ministry and Board Special Education Legislation, Policies and Procedures that affect the programs and services for students with special education needs.

The Special Education Department collaborates with Program services to support the theory of action and vital behaviours from the BIPSA to build staff capacity.

The Special Education Advisory Committee is consulted about possible staff development opportunities on a monthly basis.

The Board Improvement Plan for Student Achievement JK – Gr. 12 is the guiding document to support student achievement and well-being.

The budget allocation for staff development for 2018-19 was used to fund the following activities:

- Professional Development for Special Education central staff
- Safe Talk Training
- ASIST Training
- Behaviour Management Training for Special Education Teacher Assistants, Lead Teachers, Teachers, and School Support Counsellors
- Zones of Regulation
- School SERT training
- Alternative Pathways Curriculum Inquiry
- Brain-Based Learning Behavioral Challenges and Student Mental Health Conference
- Connect Canada's Learning and Technology Conference
- Empower Reading Training
- Secondary Literacy Inquiry

SECTION 14: SPECIAL EDUCATION PROGRAMS AND SERVICES – EQUIPMENT

Budget

Budget allocation for specialized equipment for the 2018-19 school year totalled \$180,210.00 including an allocation for Special Equipment Allocation (SEA) purchases.

Determination of Student's Requirement for Individualized Equipment

Requests for individualized equipment for students are made by a variety of professionals, including:

- Speech Language Pathologists
- Physiotherapists
- Occupational Therapists
- Audiologists
- Psychologists
- Physicians

The Supervising Principal for Special Services reviews each request for individualized equipment.

Criteria for Purchasing Individualized Equipment

Individualized equipment is purchased according to Board Policy. Items costing less than \$800 are purchased at the discretion of the principal. Principals may request a cost sharing arrangement with Special Education for items between \$400 and \$800.

Equipment in excess of \$800 is funded through Ministry of Education Special Equipment Allocation Funding and purchases follow the Guidelines established by the Ministry. Equipment purchased through SEA funding remains the property of the Board and is assigned to the student while he/she is attending an RCDSB school. Should the student move out of RCDSB, the equipment is available upon request from the student's new school board.

A protocol has been developed for the purchase of SEA technology related equipment. Prior to submitting a request for technology or a related piece of equipment, it must be documented that the student has a need for the use of assistive technology, and has demonstrated a willingness to use it.

SECTION 15: SPECIAL EDUCATION PROGRAMS AND SERVICES - ACCESSIBILITY

The Renfrew County District School Board remains committed to continual improvement of access to school board facilities, policies, programs, practices, and services for students, staff, parent/guardians, volunteers, and members of the community with disabilities. As evidence of this commitment, the school board has designed a multi-year plan for improving accessibility to its school buildings, grounds and administrative offices. As well, the planning process provides for the participation of people with disabilities, or those community-based agencies who advocate on behalf of those with disabilities, to contribute to the development of its annual accessibility plans.

The Renfrew County District School Board's commitment to safe, caring and respectful learning environments includes addressing requirements outlined in the *Accessibility for Ontarians with Disabilities Act (2005)* and in the *Accessibility Standards for Customer Service (Regulation 429 / 07)*.

The Board will make all reasonable efforts to ensure that all policies, practices and procedures are consistent with the *Accessibility for Ontarians with Disabilities Act*. These efforts will reflect principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities.

The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities. These services are to incorporate measures that include but are not limited to the use of assistive devices and service animals.

To ensure greater awareness and responsiveness to the needs of a person with disabilities, the Board organizes the delivery of appropriate training for all employees. This training addresses Accessibility and Customer Service standards.

The Renfrew County District School Board's Annual Accessibility Plan is currently available in PDF format on the board's website (www.rcdsb.on.ca). A hard copy is available for review at each school site and at the Board's main administrative office.

SECTION 16: SPECIAL EDUCATION PROGRAMS AND SERVICES – TRANSPORTATION

Students with exceptionalities generally use the existing bus transportation the Board provides for all students.

In special cases, the Renfrew County Joint Transportation Consortium (RCJTC) in consultation with the Supervising Principal for Special Services will review a request for special transportation for a student with an exceptionality. This is discussed with parents at the IPRC meeting and/or case conference. In order to consider the request, documentation must be on file with the Special Education Department that would substantiate the need for special transportation arrangements.

Students with severe medical conditions may be reviewed by the RCJTC for consideration of special transportation. A medical doctor's letter must be provided to substantiate the need for special transportation.

Students with physical disabilities and who require lift buses for wheelchairs are referred to the RCJTC for specific arrangements.

Students with developmental disabilities may be provided with specialized transportation as arranged by the RCJTC, in consultation with the Special Education Department.

Students placed in special education programs by an Identification, Placement and Review Committee that are not within their community school are provided with transportation to and from the school where their special education program is provided.

Students attending a provincial school are provided with weekly transportation to and from the provincial school. Arrangements are made in as cost efficient manner as possible in consultation with the Supervising Principal for Special Services and the Provincial School.

Transportation is provided by the Board for students admitted to (Section 23) Care, Treatment, and Correctional facilities.

Please refer to the Renfrew County District School Board Transportation Policy which outlines the transportation policies of the Board for transportation for exceptional pupils.

The school principal is responsible to ensure drivers obtain necessary First Aid training (e.g. Epi-pen).

SECTION 17: SPECIAL EDUCATION ADVISORY COMMITTEE

The Special Education Advisory Committee meets 10 times during the school year on the third Wednesday of the month at the Renfrew County District School Board Administration Office, 1270 Pembroke Street West, Pembroke, ON K8A 4G4. Meetings are held from 4:00 to 6:00 p.m. Meetings are open to the public and parties wishing to make presentations to the Committee should contact the Special Education Department.

The RCDSB Special Education Advisory Committee is established in accordance with the Education Act, Section 306. Local associations are invited to appoint members to the Committee.

The roles and responsibilities of the Special Education Advisory Committee are as follows:

- Making recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students within the board
- Participating in the board's annual review of its special education plan
- Participating in the development of the board's annual budget for special education
- Reviewing the financial statements of the board as they relate to special education.

2018-19 MEETINGS

SEAC MEMBERSHIP LIST 2018-19

Algonquins Of Pikwàkanagàn	Mr. Ron Bernard	Email: councillor.ron@pikwakanagan.ca
Community Representative	Ms. Susan McBride Box 1997 Deep River, ON K0J 1P0	613-584-9228 613-584-8811 Ext.44671 (work) home.sue@sympatico.ca
Community Representative		
Association for Bright Children of Ontario (Leave of Absence)	Ms. Cheryl Smith 16 Algonquin St. P. O. Box 704 Deep River, ON K0J 1P0	613-584-9827 Email: grvychic@magma.ca

Community Living - Parent Support Group	Ms. Liz Cobb 795 Cobden Road Cobden, ON K0J 1K0	613-646-2440 (home) 613-639-2146 (cell) Email: larliz795@gmail.com
Developmental Services	Leah Hunt	leah.hunt@fcsrenfrew.on.ca
Community Living - Upper Ottawa Valley	Tina Williams	<u>twilliams@cluov.ca</u> 613-735-0659

BOARD REPRESENTATION

Trustees

Bryan Morris morrisb@rcdsb.on.ca

Mike Guenette guenette@rcdsb.on.ca

Administrative Staff

Jacqueline Poirier, Superintendent

Bill Smith, Supervising Principal for Special Services

Tracey Robinson, Vice Principal for Special Services

Hanneke van der Mark, Special Education Consultant

Cheryl Barber, Special Education Consultant

Alison MacDougall-Popke, Mathematics Assistive Technology Coach

Shelley Smith, Special Education Consultant

Darlene Root, Elementary Principals

Ann Gagan, Secondary Principals

Jayne Pantuso, Administrative Assistant

Transition Planning

The Renfrew County District School Board recognizes the value of co-ordinated communication and planning for all students. A student's strengths as well as physical, emotional, and learning needs are considered when determining and developing a transition plan. Support and planning may be required for transitions:

- into school
- between grades
- daily
- as a result of changes in school support
- when moving from school to school or from an outside agency/facility to a school
- from elementary to secondary
- from secondary to the next appropriate pathway

It is the responsibility of the principal, school staff, special education central staff, local community services and the parents to help ensure the success of these transitions.

As per PPM (Policy/Program Memorandum) 156 (effective Sept. 2, 2014) a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC, including those identified solely on the basis of giftedness. The transition plan is developed as part of the IEP.

Please Note: At the discretion of the board, a transition plan may also be developed for students who receive special education programs and/or services, but do not have an IEP and have not been identified as exceptional.

Transitions to School

In the early spring, and with permission from parents, our community partners (eg. CCAC, OCTC, Developmental Services, Renfrew County Integration Services, etc.) identify students with special needs that will start school the following September. Some of these students will be starting school for the first time and others may be coming in from other school boards. A case conference is held in April or May at the school to assist the school special education team in preparing to receive this student. At this case conference anyone involved with the child's development is invited. Typically, any of the following people could attend:

- Occupational Therapist
- Physiotherapist
- Case Manager
- Behavioural Consultant (Family & Children's Services)
- Developmental Support Worker/ Service Coordinator
- Daycare
- OCTC
- Parents
- Principal

- Special education teacher assistant (if the student will have access to one)
- Classroom and/or special education teacher
- Supervising Principal for Special Services or Special Education Consultants

Minutes are taken that identify the child's needs, and list an action plan to be completed before entry to school.

The Renfrew County District School Board supports the activities of the Healthy Babies, Healthy Children Committee, the Early Years Centre, and the Pre-School Speech and Language Program.

Transition Planning for Students with Autism (ASD)

Currently, the Renfrew County District School Board works in partnership with the Children's Hospital of Eastern Ontario Autism Spectrum Disorder School Support Program to implement the Connections for Students model, to support students transitioning out of CHEO's Intensive Behavioural Intervention (IBI) Autism Intervention Program and into school.

In accordance with PPM 140, the Renfrew County District School Board has an Applied Behaviour Analysis (ABA) Coordinator who helps facilitate seamless transitions for students with an ASD.

Integrated Transition Planning

Improving transition planning for young people who have met the definition of having a developmental disability and are 14 years of age or older (and will likely require MCSS funded adult developmental services at age 18 or older) is a priority area of collaboration between the ministries of Children and Youth Services (MCYS), Community and Social Services (MCSS) and Education (MOE). As a result of this joint initiative, a new protocol for Integrated Transition Planning was implemented in the 2014-2015 school year. If a student is identified by Developmental Services as being on the priority list for planning, a meeting is held during which the youth's strengths and needs, progress and services are reviewed and their transition goals established. The school provides a facility for coordinating services and information regarding the child's educational and/or related needs. Young people with developmental disabilities are encouraged to explore all appropriate, potential community and post-secondary activities that meet their needs and aspirations. In addition to the student and their family, the integrated transition planning meetings involve the team of professionals which supports the student's development within the school, home and in the community. This may include the teacher, school support staff, special education central staff, and local community services. An integrated transition plan, which includes the transition page in the student's IEP, is provided to the parents (and student if 16 and older) and a copy placed in the student's Ontario Student Record (OSR). Integrated Transition Planning provides an important opportunity to work collaboratively to support both short term and long term transition goals for the student.

Agencies in Renfrew County that can be of assistance in transition planning include:

Community Living – Upper Ottawa Valley

894 Pembroke Street West, Box 1030, Pembroke, ON K8A 5P8

Telephone: (613) 735-0659

Fax: (613) 735-1373

Web: www.communitylivingupperottawavalley.ca

Madawaska Valley Association for Community Living

19491 Opeongo Line E, Box 1178, Barry's Bay, ON K0J 1B0

Telephone: (613) 756-3817

Fax: (613) 756-0616

Web: www.mvacl.ca

Community Living – Arnprior

106 McGonigal St. W., Unit 100, Arnprior, ON K7S 1M4

Telephone: (613) 623-4955

Fax: (613) 623-6176

Web: www.clrcs.com

Community Living Renfrew County South

326 Raglan Street South, Renfrew, ON K7V 1R5

Telephone: (613) 432-6763

Fax: (613) 432-9465

Web: www.clrcs.com

Developmental Services: Family & Children's Services of Renfrew County

464 Isabella Street, Pembroke, ON K8A 5T9

Executive Director: Arijana Tomicic

Contact: Marianne Taylor, Manager, Developmental Services

Telephone: (613) 735-6866 x 4120

Email: Marianne.taylor@fcsrenfrew.on.ca

Developmental Services Ontario: Eastern Region

200 – 150 Montreal Road, Ottawa, ON K1L 8H2

Telephone: 1-855-376-3737

Fax: 1-855-858-3737

Email: admin@dsoer.ca

Champlain Local Health Integration Network

1100 Pembroke Street East, Pembroke, ON K8A 6Y7

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

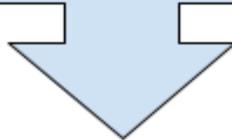
Fax: (613) 732-2051

Web: www.champlainhin.on.ca

SPECIAL EDUCATION TRANSITION PLANNING SCHEDULE

First TRANSITION - Pre-School to School

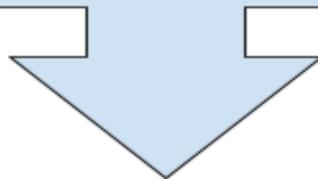
Case Conference and/ or IPRC to admit the new student into JK, SK or Grade 1. School and parent invites community agencies involved in pre-school programming to share important information about the child so appropriate support can be initiated in the school setting.



A Transition Plan is begun in the IEP and updated regularly to reflect student need.

SECOND TRANSITION - Elementary to Secondary

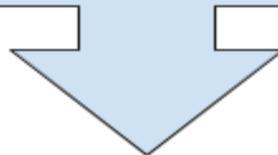
A meeting is held in the final year of elementary school to discuss proposed secondary program opportunities and options. At the spring IPRC and/or case conference meeting with all partners, the sending school (elementary) shares important information about the student's strengths and needs and receiving school (secondary) outlines special education services available in their school. Outside community agencies are invited to attend and share input into student needs and provide insight into future plans associated with the child.



A Transition Plan as part of the IEP is a 'working document' reflecting ongoing changes.

THIRD TRANSITION - Secondary to Post-Secondary Experience

During the grade 9 year, a meeting is held to establish goals for secondary school. Updates to the transition plan are ongoing. In the final year of secondary school, the transition team meets to review post-secondary options and plans. They assess that all possible transition information and supports are in place. The Integrated Transition Planning protocol further supports transitions for students with developmental disabilities.



***External admissions/transitions are addressed on an individual basis.**

SECTION 19: SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

The public may access the Special Education Plan on the web at www.rcdsb.on.ca

Print and alternative media copies of the plan can be made available upon request. Please contact the Special Education Department at:

Mary Street Education Centre
480 Mary Street,
Pembroke, ON K8A 5W9

Telephone: 613-735-0151 or 1-800-267-1098, Extension 3300

Email speced@rcdsb.on.ca

Revised
May 2019



Parents as Partners

A Parent Guide to Special Education



Definitions

Exceptional Pupil:

“Means 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 by a committee.”

Section 1, Education Act, 1997

Committee (Identification, Placement and Review Committee – I.P.R.C.):

“Means a Special Education Identification, Placement, and Review Committee established by the Board”. The main purpose of the committee is to determine whether or not the pupil is exceptional according to standards set by the Board and if exceptional, to recommend and review placements.

Ontario Regulation 181/98, Education Act 1998

Case Conference:

A meeting held to discuss the academic progress, programming needs, health needs and other support required by the student. The participants can be made up of staff, outside agencies, parents, and board resource staff. Information gathered at the case conference may be used to support I.P.R.C. decisions. A case conference can be held at any time throughout the school year but typically is held prior to or following an I.P.R.C. meeting.

Shared Solutions

A guide published by the provincial Ministry of Education that can be used to prevent or resolve conflicts relating to program or service delivery for students with special needs.

Special Education Programs:

“Means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil”.

Education Act 1997

Special Education Services:

“Means, facilities and resources, including support personnel and equipment necessary for developing and implementing a Special Education Program.”

Education Act 1997

Placements:

“A pupil’s needs are determined in the assessment process and can usually be met with minor changes in the amount and kind of support provided at school. Some pupils require a different approach, either

- regular class with Special Education support;
- regular class with short-term withdrawal from the classroom for additional support; or
- special class placement.

Assessments:

- “Educational Assessments” determine the student’s academic achievement levels.
- “Psycho-educational Assessments” seek to determine intellectual functioning, specific strengths and weaknesses in cognitive functioning, academic strengths and difficulties, learning style, and problem solving approaches.
- “Psychological Assessments” examine social and emotional development.
- “Speech Language Assessments” analyze speech and language development to determine areas of strength and difficulty.
- “Behavioural Assessment” focuses on social and developmental history and present day functioning level.

In-School Team:

The in-school school team is made up of people with various types of expertise who work together to:

- support the student, the parent, and each other;
- share decision-making around accessing board-level and community supports, and assessment referrals;
- collaborate, consult, and share information and knowledge to identify strategies that may increase the student’s learning success.

In most schools, the core members of the team would include: the principal or vice-principal, the special education department head (secondary), the special education resource teacher, the school support counsellor, and the student’s current teacher.

What is Special Education?

1

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What is Special Education?

Children have different skills, talents, strengths, and weaknesses. Some children need special help or assistance within the school environment to achieve their academic potential.

To make the most of a child's abilities, different learning strategies and methods need to be used with some children.

Special Education refers to educational programs and services that meet the needs of these exceptional children. These programs and services are regularly reviewed and modified as necessary to ensure that the child continues to have success.

Some examples include:

- ◆ accommodations and/or modifications to a pupil's regular classroom program by the classroom teacher in collaboration with a Special Education Resource Teacher;
- ◆ withdrawal for part of the school day to work with a Special Education Resource Teacher;
- ◆ placement in a Special Education class; or
- ◆ counselling, social skill groups provided by a School Support Counsellor.

The Education Act requires school Boards to provide programs and services for pupils who are determined “exceptional” as defined by the Ministry of Education.

Parents, Teachers, Principal Concerns

1. How Do I Know My Child Has a Special Need?

- Your child is experiencing prolonged difficulty coping with the routines or relationships with others at the school.
- Your child's schoolwork does not match ability level.
- Your child's educational needs cannot be met within the regular curriculum.

2. How Do I Get Assistance for My Child?

- You, the parent or guardian, can ask for help directly from the teacher and/or the school principal.
- You may agree to have assessments done with your written consent.

Obtain information brochures from your school on specific programs or exceptionalities.

In-School Assessments & Curriculum Modifications

1. What Types of Assessments Can the School Do for My Child?

- Educational
- Psycho-educational
- Behavioural
- Speech & Language

Educational Assessment:

On the basis of written parental consent, the educational assessment may include standardized achievement tests, given by a Special Education teacher as well as a review of your child's daily work and academic records.

Psycho-Educational Assessment:

If necessary, a psycho-educational assessment may include: general intellectual abilities, verbal reasoning and verbal expression, verbal comprehension and auditory processing, memory and attention, visual perception and non-verbal reasoning, phonological processing, and/or numerical/quantitative reasoning.

Additional assessments, such as hearing, medical, psychological, and/or vision, are not provided by RCDSB but may be requested to assist in determining your child's strengths and learning needs.

2. What Do Assessments Involve?

- a) School personnel meet with you to discuss your child's learning needs.
- b) The In-school team convenes to plan next steps (possible interventions, educational assessments, etc). Results of the intervention and/or educational assessment will be shared with you.
- c) If after intervention the in-school team believes that further investigation of your child's educational needs is necessary, you will be invited to discuss possible next steps. At this time, if you agree, you may be asked to sign a form allowing personnel from the Special Education Department to consult with school staff to determine whether or not an individual psycho-educational assessment is required.
- d) If a psycho-educational assessment is completed, you will be invited to review the results with the examiner and in-school team at a case conference.

For some children and their parents, one additional formal process may be necessary. The assessments may indicate that your child's learning needs require further consideration by an Identification, Placement, and Review Committee.

2

Identification, Placement & Review Committee (I.P.R.C.)

1. How is My Child Brought to the Attention of the I.P.R.C.?

The principal of your child's school:

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

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 I.P.R.C. will meet.

2. What Does The I.P.R.C. Do?

All Identification, Placement, and Review Committees have the following role:

- a) To determine whether or not your child should be identified as exceptional;
- b) To identify the areas of your child's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education (see Appendix A);
- c) To review the student's strengths and needs;
- d) To decide an appropriate placement for your child
 - regular class program with indirect service
 - regular class program with resource assistance
 - regular class program with withdrawal assistance
 - special class program for at least 50% of the day and integrated into a regular class for at least one instructional period daily
 - special class program for 100% of the day
 - referral to a provincial school;
- e) To review your child's identification and placement at least once in each school year.

We believe that all the information possible should be made available to the Identification, Placement and Review Committee in order to determine your child's needs. At the I.P.R.C., the chair introduces everyone and

explains the purpose of the meeting. The I.P.R.C. will review all available information about your child.

They will:

- consider an educational assessment of your child;
- consider, subject to 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;
- 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;
- interview your child, with your consent if your child is less than 16 years of age.

3

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

3. What Will The I.P.R.C. Consider In Making Its Placement Decision?

Before the I.P.R.C. considers 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.

The I.P.R.C. may, if satisfied that placement in a regular class will meet your child's needs and that this decision is consistent with your preferences, recommend placement in the 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.

4. What Will The I.P.R.C.'s Written Statement Of Decision Include?

The I.P.R.C.'s written statement of decision will state:

- whether or not the I.P.R.C. has identified your child as exceptional;
- where the I.P.R.C. has identified your child as exceptional,
 - the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education,
 - the I.P.R.C.'s description of your child's strengths and needs,
 - the I.P.R.C.'s placement decision, and
 - the I.P.R.C.'s recommendations regarding a special education program and/or special education services.

Where the I.P.R.C. has decided that your child should be placed in a special education class, the reasons for this decision must be stated.

5. Who Is An Exceptional Pupil?

There is a broad range of “*exceptionalities*.” The Education Act defines an exceptional pupil as “a pupil whose behaviour, 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 (See Appendix A).

Before your child is considered an “*exceptional*” pupil, a decision must be made⁴ by a committee known as the Identification, Placement, and Review Committee (I.P.R.C.). You, as a parent or guardian, will be invited to attend and actively take part in the meeting of the I.P.R.C.

6. Who Are The Members Of The I.P.R.C.?

Regulation 181/98 requires that all School Boards set up I.P.R.C.s. An I.P.R.C. is composed of at least three persons, one of whom must be a principal or supervisory officer of the Board.

Within the Renfrew County District School Board, members of the I.P.R.C. include the school principal and two from the following list:

- School Principal(s)
- Vice Principal(s)
- School Superintendent(s)
- Teacher (s)
- Superintendent's Designate
- Special Education Consultant

NOTE: When pupils are transferring between schools within Renfrew County District School Board, it is the policy of the Board to hold one I.P.R.C. meeting and include I.P.R.C. members of both the sending and receiving school.

7. Can A Parent Participate In An I.P.R.C. Meeting?

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

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

8. Who Else May Attend An I.P.R.C. Meeting?

- Other resource staff such as your child's teacher, early childhood educator, special education staff, Board support staff, 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 (e.g. sign language interpreter);

9. Who May Request that Others Attend?

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

10. What Information Will Parents Receive About The I.P.R.C. Meeting?

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- Parents will receive a letter at least 10 days in advance of the meeting to notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.
- Before the I.P.R.C. meeting occurs, you will receive a written copy of any information about your child that the chair of the I.P.R.C. has received. This may include the results of assessments.

11. What If Parents Are Unable To Attend The Meeting?

If you are unable to attend the 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 I.P.R.C.'s written statement of decision of identification and placement and any recommendations regarding special education programs and services.

12. What Happens After the I.P.R.C. Meeting?

Parents receive two copies of the I.P.R.C. Statement of Decision – one to sign and return to the school if they agree with the placement and identification decision, and one for their records. If they do not sign or notify the principal within 15 days, the placement and identification will go ahead.

13. What Should a Parent Do if He/She Disagrees with the Decision of the I.P.R.C.?

If parents do not agree with the identification or placement decision made by the I.P.R.C., they may notify the I.P.R.C. and principal in writing within fifteen days of receiving the written notification of the I.P.R.C. decisions. The I.P.R.C. shall arrange to meet with the parents for this purpose.

In the event that a parent remains dissatisfied after a second meeting of the I.P.R.C., they may file a notice of appeal with the Director of the Board within 15 days of receiving written notification from the second meeting. Based on the *Shared Solutions* document, the protocol would involve a Mediator to assist with providing a solution.

14. **Can a Parent Appeal the Decision of the I.P.R.C.?**

A parent may appeal if he/she disagrees with:

- a) the identification of their child as exceptional or as non-exceptional; and/or
- b) the recommended placement of your child.

To appeal an Identification, Placement, and Review Committee decision, a parent must give written notice to the Director of the Renfrew County District School Board within fifteen (15) days of the discussion with the Identification, Placement, and Review Committee. The appeal must indicate whether the disagreement with the I.P.R.C. decision is with the identification, placement, or both; or

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A parent may decide to appeal the I.P.R.C. decision without a request for a second meeting. Written notification must be made to the Director of Education within 30 days of receiving the decision of the I.P.R.C.

15. **What Happens in the Appeal Process?**

The appeal process involves the following steps:

- a) The Board will establish a special education appeal board composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal.
- b) The chair of the appeal board will arrange a meeting no later than 30 days after the chair has been selected.
- c) The appeal board will be provided with the I.P.R.C. information and may interview any persons who may be able to contribute information about the matter under appeal.
- d) The parent and child who is 16 years of age or older are entitled to be present and participate in all discussions.
- e) The appeal board must make its recommendations within 3 days of the meeting ending. It may:
 - agree with the I.P.R.C. and recommend that the decision be implemented; or
 - disagree with the I.P.R.C. and make a recommendation to the board about the pupil's identification, placement, or both.
- f) The appeal board will report its recommendations in writing to the parent and to the School Board stating reasons for its recommendations.

- g) The School Board must decide what action it will take within 30 days of receiving the written report (boards are not required to follow the appeal board recommendation).
- h) A parent may accept the recommendation of the appeal board, or a parent may appeal to a Special Education Tribunal. The parent may request a hearing by writing to the secretary of the Special Education Tribunal.

16. When Is My Child's Placement Reviewed?

The placement of every exceptional pupil is reviewed at least once a year at the annual I.P.R.C. review meeting. Parents are invited in writing to attend this review meeting. Your child's placement shall not be changed without you receiving prior notification in writing.

Parent(s) may request a review of the child's Special Education placement at any time after the placement has been in effect for three (3) months by applying in writing to the appropriate principal.

A waiver letter is available to give parents the option to dispense with the annual review for their child. This waiver is an option for the parents of students where no changes are being recommended to either identification or placement (please see Limitations listed below). IPRC reviews will continue to be held for all other exceptional students.

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Limitations guiding the waiver letter's use within RCDSB schools:

- This option does not apply to exceptional students who are transitioning from grade 8 to grade 9 or from grade 12 to either year 5 of the secondary school program or who are graduating from secondary school.

17. What Does a Review I.P.R.C. Consider and Decide?

The review I.P.R.C. considers the same type of information that was originally considered at the initial I.P.R.C.

The I.P.R.C. conducting the review will consider the progress your child has made in relation to his/her I.E.P.

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

Your child's placement shall not be changed without you receiving notification in writing.

18. What if I No Longer Agree with the Identification or Placement Decision of the I.P.R.C.?

Parent may discuss their concern with the principal, resolve the concern and make the appropriate change in placement. Parent(s) may also request in writing that an I.P.R.C. meeting be held after 90 days following the last I.P.R.C.

19. Who Can I Contact if I Have Questions About the I.P.R.C. Process or Decision?

Information is available from the various organizations that advocate for parents. Please see the list of organizations available to support the parents of exceptional children in Appendix B.

Programs and Services

1. What Is A Special Education Program?

A special education program is an educational program developed for an exceptional pupil. This program is designed to meet the needs of the exceptional pupil and is based on and modified by the results of continuous assessment and evaluation. This program includes a plan (called an Individual Education Plan or I.E.P.) containing specific objectives and an outline of special education services that meet the needs of the pupil.

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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.

2. What Is An Individual Education Plan?

An Individual Education Plan (I.E.P.) is developed for students that have been identified through an Identification, Placement and Review Committee. It contains information about the following:

- Student's Strengths,
- Learning Style (if known),
- Needs,
- Outline of the special education program and services that will be received (location, type, intensity or frequency of supports),
- Accommodations as required and modified educational expectations or alternate expectations (if appropriate),
- Methods of Student's Progress Review
- Current Achievement Levels,
- Relevant Assessment Data,

- For students 14 years and older (except gifted), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.
- A transition plan is also required for students with Autism Spectrum Disorders (ASD), as appropriate. Transitions may include: entry to school; transition between activities and settings or classrooms; transitions between grades; moving from school to school or from an outside agency to a school; transition from elementary to secondary school; transition from secondary school to postsecondary destinations and/or the workplace.
- Beginning September 2014, a transition plan will be developed for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. Transitions may include: entry to school; between grades; from one program area or subject to another; when moving from school to school or from an outside agency/facility to a school; from elementary to secondary school; and from secondary school to the next appropriate pathway.

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As a parent, you must be consulted on the development of the I.E.P. and you must receive a copy of the completed I.E.P. If you disagree with the information in the I.E.P., you should contact your school's principal to discuss your concerns. The I.E.P. must be developed within 30 school days of your child's placement in the special education program.

Students 16 years and older must be consulted on the development of the I.E.P. and must receive a copy. The student should also sign the I.E.P.

3. What Kinds of Special Education Programs are Available?

Special Education Programs include the following:

- Placement on the caseload of the School Support Counsellor
- Placement on the caseload of the Speech-Language Pathologist
- Resource or Withdrawal Programs
- Itinerant Program for the Deaf/Hard of Hearing
- Itinerant Program for the Blind/Low Vision
- Elementary Developmental Programs
- Elementary Special Classes (*Learning Disability, Mild Intellectual Disability*)
- Secondary Life Skills Programs
- Secondary Transitional Programs
- Secondary Vocational Programs

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 in Renfrew County.

Fax: (519) 759-4741

Demonstration schools for English-speaking students with severe learning disabilities, including learning disabilities associated with ADHD:

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

Sagonaska School
350 Dundas Street West
Belleville ON K8P 1B2
Tel: 613-967-2830
Fax: 613-967-2482

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

French-language school for the deaf and Demonstration School for French-speaking students with severe learning disabilities, including learning disabilities associated with ADHD:

Centre Jules-Leger
281 Rue Lanark
Ottawa, ON K1Z 6R8
Tel: 613-761-9300
Fax: 613-761-9301

Schools for the deaf:

The Ernest C. Drury School for the Deaf
225 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
Fax: (905) 878-1354

The Robarts School for the Deaf
1090 Highbury Avenue
London, ON N5Y 4V9
Tel: (519) 453-4400
Fax: (519) 453-7943

The Sir James Whitney School for the Deaf¹⁰
350 Dundas Street West
Belleville, ON K8P 1B2
Tel: 613-967-2823
Fax: 613-967-2857

School for the blind and deaf-blind:

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

Appendix A - Categories of Exceptionalities & Definitions

BEHAVIOUR

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

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

COMMUNICATION

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.

DEAF AND HARD-OF HEARING

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

LANGUAGE IMPAIRMENT

A learning disorder characterized by 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.

LEARNING DISABILITY

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

a) is **not** primarily the result of:

- impairment vision;
- impairment of hearing;
- physical handicap;
- developmental disabilities;
- primary emotional disturbance;
- cultural difference; and

b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits

in one or more of the following:

- receptive language (listening, reading);
- language processing (thinking, conceptualizing, integrating);
- expression language (talking, spelling, writing);
- mathematical computations

c) may be associated with one or more conditions diagnosed as:

- a perceptual handicap;
- a brain injury;
- minimal brain dysfunction;
- dyslexia;
- developmental aphasia.

INTELLECTUAL

GIFTEDNESS

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

MILD INTELLECTUAL DISABILITY

A learning disorder characterized by:

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

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.

PHYSICAL

PHYSICAL DISABILITY

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

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BLIND AND LOW VISION

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

MULTIPLE

MULTIPLE EXCEPTIONALITIES

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

Appendix B - Organizations

The following organizations are available to provide information and support to parents of exceptional children.

Association for Bright Children Ontario

Box 156, Suite 100, 2 Bloor Street West, Toronto ON M4W 2G7
Telephone: 416-925-6136
Web: www.abcontario.ca
Email: abcinfo@abcontario.ca

Autism Society Ontario

1730 St Laurent Blvd, Suite 800. Ottawa ON K1G 3Y7
Telephone: 613-230-6305
Web: www.autismontario.com
E-Mail: mail@autismsociety.on.ca

Canadian Hearing Society

Ottawa Regional Office
2197 Riverside Drive, Suite 502, Ottawa, ON K1H 7X3
Telephone: 613-521-0509 Voice
1-888-697-3650 TTY (Toll Free)
Fax: 613-521-0838 Fax
Web: www.chs.ca
Email: office@ottawa.chs.ca

Children's Hospital of Eastern Ontario

401 Smyth Road, Ottawa, ON K1H 8L1
Telephone: 613-737-7600
Web: www.cheo.on.ca

Community Living – Upper Ottawa Valley

894 Pembroke Street West, Box 1030, Pembroke, ON K8A 5P8
Telephone: 613-735-0659
Fax: 613-735-1373
Web: www.communitylivingupperottawavalley.ca

Community Living Renfrew County South

P.O. Box 683, 326 Raglan Street South, Renfrew, ON K7V 1R5
Telephone: 613-432-6763
Fax: 613-432-9465
Web: www.circs.com

Council for Exceptional Children (C.E.C.)

Web: www.cecontario.ca

Developmental Services Ontario – Eastern Region

77 Mary Street, Pembroke, ON
Telephone: 613-735-5522 and 613-735-4964
Fax: 1-855-858-3737
Website: <http://www.dsontario.ca/agencies/dso-eastern>
Email: admin@dsoer.ca

Easter Seals Society

1101 Prince of Wales Drive, Suite 105, Ottawa, ON K2C 3W7
Telephone: 613-226-3051 or 1-800-561-4313
Fax: 613-226-3052
Web: www.easterseals.org

Learning Disability Association Ottawa-Carleton

160 Percy Street, Ottawa, ON K1R 6E5
Telephone: 613-567-5864
Fax: 613-567-5979
Web: www.ncf.ca/ldao-c

Learning Disabilities Association of Ontario

Suite 1005, 364 Bloor Street East, Toronto, ON M4W 3L4
Telephone: 1-416-929-4311
Fax: 1-416-929-3905
Web: www.ldao.ca

Local Health Integration Network

1100 Pembroke Street East, Pembroke, ON K8A 6Y7
Telephone: 613-732-7007
Fax: 613-745-6984

Phoenix Centre for Children and Families

130 Pembroke Street West, Pembroke, ON K8A 5M8
Telephone: 613-735-2374 or 1-800-466-1870
Fax: 613-735-2378
Web: www.phoenixpembroke.com
Email: mail@phoenixctr.com

Renfrew County Developmental Services

c/o Family & Children's Services
464 Isabella Street, Pembroke, ON K8A 5T9
Telephone: 613-735-6866 or 1-800-267-5878
Fax: 613-635-4640

Links to these organizations and other resources can be found on Renfrew County District School Board Website
www.rcdsb.on.ca

For further information or answers to inquiries, please contact your **local school principal**, or
RENFREW COUNTY DISTRICT SCHOOL BOARD SPECIAL EDUCATION DEPARTMENT
Mary Street Education Centre, 480 Mary Street, Pembroke, ON K8A 5W9
Telephone: 613-735-0151 or 1-800-267-1098 Fax: 613-732-1898 Email: speced@rcdsb.on.ca