SECTION A-3

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

**Behavioural Exceptionality**

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

- Regular classroom with additional instructions and assistance given to the homeroom teacher by the SERT, Co-coordinator of Special Education, school board behaviourist, ABA consultant, or other outside behavioural agencies.

- Regular classroom with an Educational Assistant assigned to the student under the guidance of the board’s behaviourist or other behavioural agency. (based on board criteria)

- Placement in a Section 23 (2 classrooms) Valleycrest Pembroke (Primary/Junior), Valleycrest Renfrew (Primary/Junior).

**Communication Exceptionality**

**Autism**

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

**Deaf/Hard of Hearing**

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

**Language Impairment**

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

**Speech Impairment**

Same as above.

**Learning Disability**

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

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

**Intellectual Exceptionality**

**Giftedness**

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

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

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

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

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

**Mild Intellectual Disability**

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

**Developmental Disability**

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

**Physical Exceptionality**

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

**Blind/Low Vision**

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

**Multiple Exceptionality**

**Multiple**

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

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

Section 23 (Valleycrests) -- students FTE - 09
List the criteria used for determining the need to change a student’s placement

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

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

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

See inserts: “Advanced Learners Program”
“Destination Imagination Presentation”
Advanced Learners Program 2018

Register Online: bit.ly/RCCDSBALP18

As part of RCCDSB’s Special Education initiative John Artymko, Amanda Cameron, and Scott Lafreniere are presenting a series of workshops designed for the advanced learner. All grade 4 to 8 students enrolled in RCCDSB schools are eligible to attend. The workshops are hands-on with a focus on 21st Century learning skills. Workshops will be offered at Bishop Smith Catholic High School (Pembroke), St. Joseph’s High School (Renfrew), and St. John Bosco (Barry’s Bay).

Please note the grade range for the sessions when registering. Each program runs 2 hours and is limited to 15 participants. Registration will be done on a “first come, first served” basis.

Click here for directions to Bishop Smith Catholic High School

Click here for directions to St. Joseph’s High School

Click here for directions to St. John Bosco Catholic School
The WeDo program introduces students in Grades 4 and 5 to robotics and block coding. Students will be able to build LEGO models featuring working motors and sensors; program their models; and explore a series of cross-curricular, theme-based activities while developing their skills in science, technology, engineering, and mathematics.

Tuesday, April 10 - Grades 4 & 5 - 6pm to 8pm - BISHOP SMITH CHS
Tuesday, April 17 - Grades 4 & 5 - 6pm to 8pm - ST. JOSEPH’S CHS
Computer Animation

Using Plastic Animation Studio, a 2D animation app for the iPad, students from Grades 4 to 8 will create animation shorts, featuring THEMSELVES! In this creative workshop students will: use green screen techniques to isolate an image of themselves; give their image a skeleton (rig); learn to “move” by adjusting the position and location of their skeleton elements; and apply these skills to create an animated short. This workshop provides the animation basics needed to creatively communicate learning from all areas of the curriculum.

Monday, April 30 - Grades 4 to 8 - 6pm to 8pm - BISHOP SMITH CHS
Wednesday, May 02 - Grades 4 to 8 - 6pm to 8pm - BISHOP SMITH CHS
Monday, May 07 - Grades 4 to 8 - 6pm to 8pm - ST. JOSEPH’S CHS
Monday, May 14 - Grades 4 to 8 - 6pm to 8pm - ST. JOHN BOSCO
Create and command amazing Mindstorms EV3 robots using touch, colour, and infrared sensors. Combining the versatility of the LEGO building system with some advanced technology you’ll unleash the creative powers of the mindstorms EV3 to create, program, and command robots that walk, talk, think and do anything you can imagine. This session is open to students in Grades 6, 7 and 8.

**Thursday, April 12**  
- Grades 6/7/8 - 6pm to 8pm - ST. JOSEPH’S CHS

**Thursday, April 17** - Grades 6/7/8 - 6pm to 8pm - BISHOP SMITH CHS
Coding Camp

Coding is the language of the future! In this coding adventure, aspiring innovators and inventors will have fun creating animated stories, and games while learning essential programming concepts with Scratch. Students will also experiment with other coding tools: Micro-bits, Ozbot, Sphero and Osmo Coding. This session is open to students in Grades 4 to 8.

Monday, April 09 - Grades 4 to 8 - 6pm to 8pm - ST. JOSEPH’S CHS
Wednesday, April 11 - Grades 4 to 8 - 6pm to 8pm - BISHOP SMITH CHS
Monday, April 16 - Grades 4 to 8 - 6pm to 8pm - BISHOP SMITH CHS
Wednesday, April 18 - Grades 4 to 8 - 6pm to 8pm - ST. JOSEPH’S CHS
The Board’s Strategic Plan identifies inquiry and deep questioning as a means of eliciting creative thinking. The 2017-2018 Board Improvement Plan for Student Well Being, Engagement and Achievement identified the Destination Imagination program as a means to foster further student creativity.

DESTINATION IMAGINATION
CLASSROOM EDITION

Destination Imagination Classroom Edition harnesses students’ curiosity embracing the 4Cs and innovation.

**Innovation** impacts the ways students learn and the way teachers teach. The cross-curricular team challenges in this resource package can be the catalyst for an engaging inquiry-based approach to learning and self-discovery.

- In Creating Innovators: The Making of Young People Who Will Change the World, Tony Wagner refers to the need to accelerate innovation within the education system and inspire students by creating a learning environment focused on teaching 21st century competencies and skills.

**Creativity** is a mindset that engages students in meaningful, purposeful conversations, working through an inquiry process that develops higher-order thinking skills and application of different problem-solving strategies.
Critical Thinking encourages students to demonstrate flexibility, originality, supports risk taking, and is viewed as a process.

- In *A Whole New Mind*, Daniel Pink reafirms the importance and focus on creativity and innovation. These are powerful ingredients for student success and are foremost in the Destination Imagination Classroom Edition resource.

Communication recognizes different audiences and purposes and communication skills involve a variety of media formats and digital tools. In *Destination Imagination Classroom Edition*, students are encouraged to actively listen, participate, and communicate within their groups, while developing teamwork, improvisational, and presentation skills.

Collaboration is a critical skill for students and teachers to continuously model. By implementing Destination Imagination Classroom Edition, students are afforded opportunities to work in groups, be respectful, learn from each other, share roles and responsibilities, value diversity and peer contributions, and become self-reflective, self-directed learners. Teachers act as a guide, to facilitate and support students on their 21st century journey. Teachers can collaborate in an online professional learning network called NEO CONNECT to share expertise and best practices with colleagues, reflect, and build capacity.

**DESTINATION IMAGINATION- TEAM CHALLENGES**

**MISSION**

To develop opportunities that inspire the global community of learners to utilize diverse approaches in applying 21st century skills and creativity.

The Destination Imagination program is a fun, hands-on system of learning that fosters students’ creativity, courage and curiosity through open-ended academic Challenges in the fields of STEM (science, technology, engineering and mathematics), fine arts and service learning. Our participants learn patience, flexibility, persistence, ethics, respect for others and their ideas, and the collaborative problem solving process. Teams may showcase their solutions at a tournament.
THE CREATIVE PROCESS

Destination Imagination participants experience these components of the creative process while solving our Challenges.

RECOGNIZE
- Becoming aware of the Challenge
- Gaining an in-depth understanding of the Challenge

IMAGINE
- Generating ideas with team members
- Focusing on promising ideas
- Creating a project timeline

EVALUATE & CELEBRATE
- Presenting at a tournament
- Reflecting on and celebrating the experience

INITIATE & COLLABORATE
- Researching, exploring and experimenting
- Committing to options
- Building and completing all requirements

ASSESS
- Assessing progress
- Reworking or reimagining ideas
- Practicing presenting the solution
DESTINATION IMAGINATION- RCCDSB JOURNEY

Teams at every level have competed in Regional, Provincial, and Global competitions over the last few years.

Our Lady of Grace at Regional Tournament – March 2016

Bishop Smith team “The Helping Hands” at Provincial Tournament in Toronto – April 2016
St Anthony’s at Global Finals in Knoxville, Tennessee – May 2015

Teacher workshop – Fall 2016
TEAM CHALLENGES 2017-2018

OUR CHALLENGES

- TECHNICAL
- SCIENTIFIC
- ENGINEERING
- FINE ARTS
- IMPROVISATIONAL
- SERVICE LEARNING
- EARLY LEARNING
- INSTANT CHALLENGE

Click here to check out our 2016-17 Team Challenge Previews

TECHNICAL CHALLENGE

The Technical Challenge prompts students to complete tasks by using engineering, research, strategic planning and related skills.

POINTS OF INTEREST

- Present a show that includes an opening act and a headlining act.
- Design and build a stage on which the acts will take place and that will move a team member from one location to another.
- Enhance each act with a technical effect to amaze the audience.
- Create and present two Team Choice Elements that show off the team’s interest, skills, areas of strength, and talents.
SCIENTIFIC CHALLENGE
Our Scientific Challenge blends the research and curiosity of science with the thrill and creativity of the theater arts.

POINTS OF INTEREST
- Create and present a story about a secret mission.
- Research and apply methods from cryptography and steganography to reveal secret messages.
- Design and create a gadget that appears to be an everyday item.
- Create and integrate a disguised character into the story.
- Create and present two Team Choice Elements that show off the team’s interests, skills, areas of strength, and talents.

ENGINEERING CHALLENGE
Our Engineering Challenge asks teams to design, build and test load-bearing structures out of specific materials.

POINTS OF INTEREST
- Design, build and test multiple free-standing structures that work together.
- Develop a strategy for placing structures to support as much weight as possible.
- Develop and present a collaborative solution to a global issue.
- Create and present two Team Choice Elements that highlight the team’s interests, skills, areas of strength, and talents.
FINE ARTS
Our Fine Arts Challenge has students flex their acting and creative muscles as they experiment with different types of artistic media and theater arts, write scripts and design props.

POINTS OF INTEREST
- Research the meanings, roles and uses of colors.
- Present a story about how the disappearance of a color changes the world.
- Create a colorful character that is involved with the color’s disappearance.
- Use technical theater methods to create a vanishing act.
- Create and present two Team Choice Elements that show off the team’s interests, skills, areas of strength, and talents.

IMPROVISATIONAL
Our Improvisational Challenge is all about spontaneity and storytelling. Teams receive topics and produce skits right on the spot.

POINTS OF INTEREST
- Create three improvisational skits from the same story prompt.
- Present each skit in a different performance genre.
- Portray a different stock character in each skit.
- Enhance each skit with props.
SERVICE LEARNING / PROJECT OUTREACH®
Our Service Learning Challenge is designed to engage students in public service to address real-life community issues.

POINTS OF INTEREST
- Identify, design, plan and carry out a project that addresses a real community need.
- Create a live presentation of a team-created fable that integrates information about the project.
- Include an impact prop and a character that changes appearance.
- Create and present two Team Choice Elements that show off the team's interests, skills, areas of strength, and talents.

EARLY LEARNING / RISING STARS!®
Our Rising Stars! for Early Learners Challenge offers simple experiences with the creative process, and it gives young kids (preschool through 2nd grade) a place to work together and make new friends.

POINTS OF INTEREST
- Learn about simple and complex machines.
- Use simple machines to create and build a new invention.
- Create a play that tells a story about how the new invention helps to save the day.
- Create props, scenery and costumes to help tell the story.
INSTANT CHALLENGE

Instant Challenges require teams to engage in quick, creative and critical thinking.

At a tournament, a team will receive an Instant Challenge and the materials with which to solve it. The team members must think on their feet by applying appropriate skills to produce a solution in a period of just five to eight minutes.

In a world with growing cultural connections, increased levels and types of communication, and a new need for real-time teamwork and problem solving, the ability to solve problems quickly is becoming increasingly critical.

Instant Challenges are performance-based, task-based, or a combination of the two. Although each Instant Challenge has different requirements, all Instant Challenges reward teams for their teamwork. Instant Challenges are kept confidential through the day of the tournament.
Math Strategy for Learning Disability Students

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

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

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

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

Alignment with the Renewed Math strategy and the EOSDN Math project is reflected in a focus on all divisions across one school this year, going deeper to implement what we have learned, as well as engaging school administrators, special education and classroom teachers in the process. By responding to student needs with precision in K-7, success in solidifying students’ conceptual understanding and skill development to support the transition from primary to junior and junior to intermediate will be monitored with data collection. By choosing marker students, developing their learner profiles and leveraging their strengths and supporting their needs, strategies that are necessary for some but good for all will be explored. The collaboration between Special Education and Mathematics Curriculum has been foundational as we proceed in this work together.
With direction from MISA leads, a number of school based teams (classroom teachers, SERTS, Principals and Vice-principals) are working collaboratively to take a more focussed look at a student's’ learner profile (from their Psycho-educational assessment) in order to implement the most effective instructional and assessment accommodations and strategies that again, are necessary for some but good for all.