# Special Education Plan 2023-2024

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

# *TABLE OF CONTENTS*


## Introduction

Ottawa-Carleton District School Board Mission Statement 1
Letter to the Ministry of Education 2
Board Motion Approving Plan 3
SEAC Motion Approving Plan 3

## Part 1- The Board's Consultation Process

The Ottawa-Carleton District School Board's Consultation Process 4

## Part 2 - Special Education Programs and Services

The Board's Model for Special Education 7
Roles and Responsibilities 16
Early Identification Procedures and Intervention Strategies 20
The Identification, Placement, and Review Committee (IPRC) Process and Appeals 26
Educational and Other Assessments 34
Specialized Health Support Services in School Settings 39
Categories and Definitions of Exceptionalities 55
Special Education Placements Provided by the Board 59
Individual Education Plans (IEPs) 83
Provincial and Demonstration Schools in Ontario 101
Special Education Staff 105
Staff Development 116
Equipment 122
Accessibility of School Buildings 127
Transportation 128

## Part 3 - The Board's Special Education Advisory Committee

The Role of SEAC 131
SEAC Meetings 131
Composition of SEAC 132
SEAC Members 2023-2024 133

## Part 4 - Coordination of Services with Other Ministries or Agencies

Programs and Services 135

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

# Educating For Success —
## inspiring learning, developing well-being and building social responsibility

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

July 5, 2024

Glenda Stevenson
Education Officer
Field Services Branch
Ministry of Education, East Region Office
1570 Walkley Road
Ottawa, ON
K1V 6P5

RE: Annual Review of the Special Education Plan

Dear Glenda,

The Ottawa-Carleton District School Board offers a range of special education programs, designed to enhance educational success and the welfare of special needs students.

Working together in a partnership, parents and school personnel can ensure that all the learning needs of the child are met through ongoing communication, cooperation, active participation and sharing of responsibility.

The enclosed Special Education Plan 2023-2024 meets the Standards for School Board Plans established under Regulation 306 of the Education Act, and establishes programs and services, which are consistent with the provincial funding model. Reflected in the Special Education Plan 2023-2024 are adjustments based on community input.

We appreciate this opportunity to share the Plan which recognizes the complex needs of our students and opportunities for them to participate as valued and active members of our school communities.

Sincerely,

Pino Buffone
Director of Education and Secretary of the Board

# BOARD AND SEAC MOTIONS

## The following motion was passed at the 13 June 2024 SEAC Meeting:

Moved by Trustee Nili Kaplan Myrth,

THAT the 2023-2024 Special Education Plan, attached as Appendix A to Report No. 24-085 be approved; and

-Carried-

## The following motion was passed at the 24 June 2024 Board Meeting:

Moved by Truste Evans, seconded by Trustee Kaplan-Myrth,

THAT the 2023-2024 Special Education Plan, attached as Appendix A of Report No. 24-085 be approved; and

-Carried-

# Part 1- The Board's Consultation Process

## Purpose of the Standard

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

The Ottawa-Carleton District School Board reviews and updates the Special Education Plan on an annual basis. It is our belief that consultation with a variety of stakeholders is necessary to receive the required input to improve programs and services for students as well as to update the plan as required.

The OCDSB's Special Education Advisory Committee (SEAC) formally reviews the Special Education Plan annually, and also throughout the year as the need arises in accordance with *Regulation 464/97*. SEAC members are able to share information and input from their respective associations/agencies and provide feedback. This document continues to be a work in progress as we strive to continue to improve the functionality and usability of the plan. A review schedule of each component of the special education plan was developed for the year via SEAC monthly agendas and input from SEAC was received. All of the feedback provided was reviewed and revisions to the plan were made in alignment with Ministry of Education requirements. Ongoing suggestions and feedback this year from SEAC consultations were:

- to use more readable and accessible language;
- to provide clear descriptions of special education programs and services.

**Minority and Majority Reports**
There were no majority or minority reports concerning the Board's approved special education plan in 2023-2024.

**Opportunities for Community Input and Consultation**
The OCDSB is committed to effective and meaningful consultation with various stakeholders within the Ottawa community to bring about an open and inclusive decision-making process. Consultation is a process undertaken to seek information, advice, and informed opinion for consideration prior to decision making. At its heart, consultation is about interactive two-way communication and dialogue. The process is an opportunity for the community to provide information about key issues and their implications to foster better understanding. This allows those affected by the decision to have meaningful and substantive opportunities to influence final decisions.

Throughout the year, opportunities for public input and feedback were provided through the monthly SEAC meetings and meeting minutes, the district's website, and via direct connection with Learning Support Services team members. In addition, an invitation to members of the community inviting feedback on the Special Education Plan 2022-2023 was posted on the District's website.

## Special Education Program and Services Internal / External Reviews

Updates from 2023-2024

### An Evaluation of the Programs and Services at Crystal Bay Centre for Special Education and Clifford Bowey Public School

This consultation and collaborative evaluation is ongoing from 2022-2023. A final report will be available in the spring of 2024. Data collected as part of this review is intended to inform instructional practices and may serve as a reference for future policy and decision-making.

### General Learning Program (GLP) Inclusion Project

This evaluation is ongoing from 2022-2023. A final report will be available in the spring 2024. Data collected as part of this process evaluation is intended to inform inclusive instructional practices and more individualized pathway planning for students with complex learning profiles and may serve as a reference for future policy and decision-making.

### Educational Assistant (EA) Allocation Audit

The final report from the Regional Internal Audit Team (RIAT) was provided in the fall of 2023. A rubric of the criteria for EA assistance was created and rolled out for use in schools in the spring of 2024. An investigation of the options for automation of the EA allocation process is underway and further development will be ongoing through the fall of 2024.

## New Initiatives

### IEP/IPRC Parent Guides

A working group was created to review the IEP and IPRC Parent Guides. The revised IEP and IPRC Parent Guides were brought to SEAC for consultation. The revised Parent Guides will be publicly available Spring 2024.

### Inclusive Education Model

A broader focus on inclusive education is being explored through a variety of inclusion initiatives in our district. Inclusive models will aim to address barriers faced by students with disabilities that are inherently built into existing models. Opportunities for all students to access learning in their community schools is being emphasized. 3 key learning opportunities were identified this year:

- Inclusion Team: This team consisted of 8 itinerant teachers and 1 Learning Support Consultant. They were active in 4 pairings of schools to better understand and support the transition from grade 8 to grade 9 destreamed classrooms. In addition, they supported 8 other schools to set a goal for the school around inclusive practices. They worked collaboratively with the school-based teams to implement a plan to achieve the identified goal.

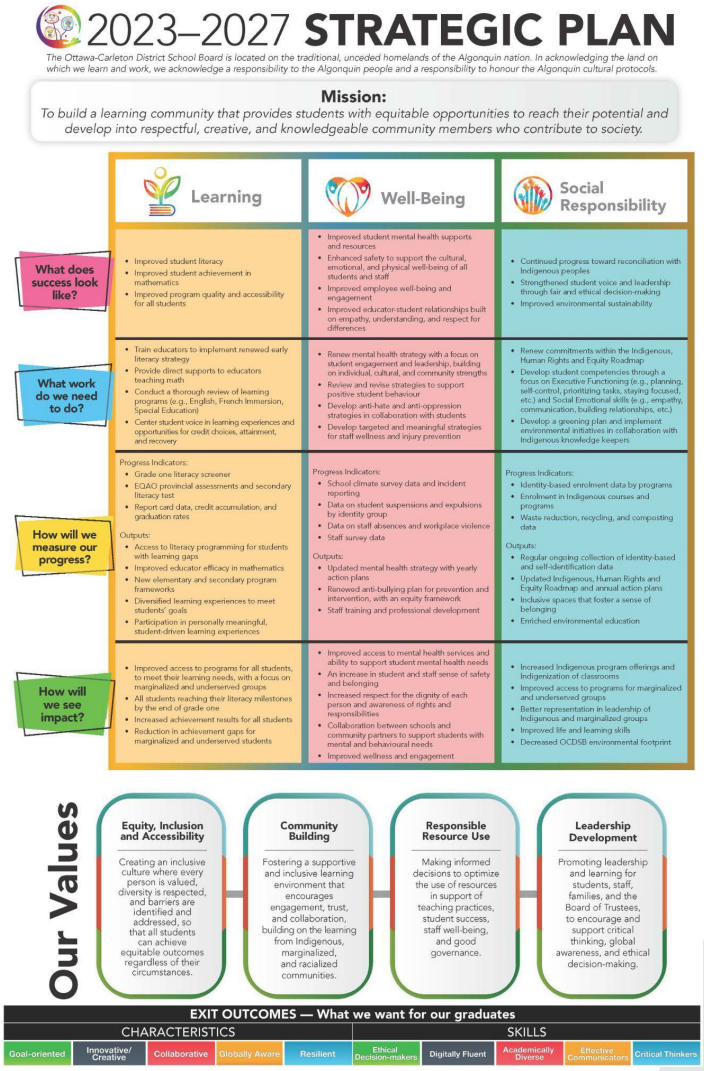
- Elementary Inclusion Teachers: 3 schools were provided an additional 1.0 teacher to explore inclusive education practices within elementary classrooms to support a variety of learners (who may meet criteria for a specialized program class) within a regular classroom setting.
- Supported Sections: At 2 secondary schools, additional sections were provided to support students who were formerly in a General Learning Program to return to their community school to access their secondary schooling. These sections were used to support an inclusive model so that these students could access destreamed programming.

# Part 2- Special Education Programs and Services

## The Board's Model for Special Education

### Purpose of the Standard

*To provide the Ministry and the public with information on the Board's philosophy and service-delivery model for the provision of special education programs and services.*

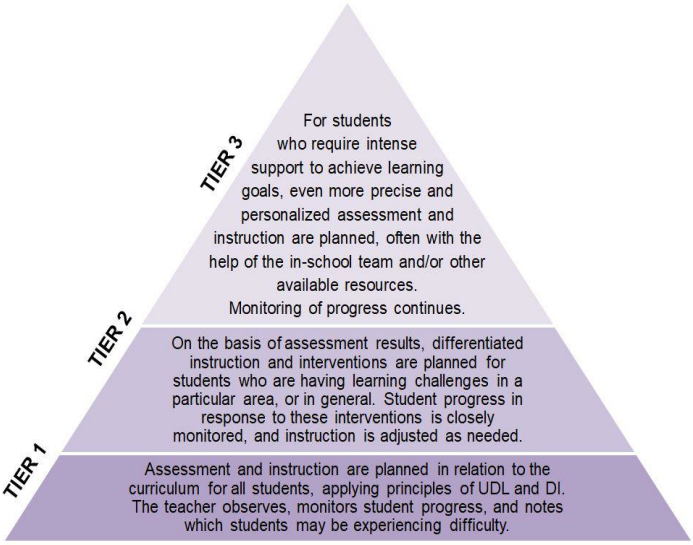



The Ottawa-Carleton District School Board is committed to the principle that learning is a developmental process and children proceed through the stages of development at varying rates. The OCDSB is also committed to early identification and intervention to address learning needs. It is through this early identification and intervention process that learners remain confident about their abilities and are engaged in their learning journey.

The OCDSB Special Education Plan has been designed to comply with the *Canadian Charter of Rights and Freedoms*, the Ontario *Human Rights Code*, the *Education Act*, *Accessibility for Ontarians with Disabilities Act*, and regulations made under the Act and any other relevant legislation. The OCDSB's approach to special education and its special education delivery model are aligned with the Board's Mission Statement and Strategic Plan. Our Mission, *Educating for Success: inspiring learning, developing well-being and building social responsibility* forms the foundation of our work. Our Strategic Plan connects and supports the tiered model of intervention utilized in the OCDSB.

The OCDSB is strongly committed to human rights, equity and inclusion. While many steps have been taken to identify and address the systemic and structural barriers that impact a students' ability to participate, excel and feel valued in the OCDSB community,

there is always more to learn and do. To serve every student, the OCDSB is intentional about acknowledging diverse ways of knowing, different styles of learning, and valuing, respecting and leveraging the strength of each student's individual and intersecting identities. To serve every student, the OCDSB works collaboratively with students, parents, educators and community partners to support each student to discover or enhance the positive contributions they can make in their school, their community, their country and the world. These goals are outlined in the OCDSB Indigenous, Equity, and Human Rights Roadmap - Eliminating Barriers to Success 2020-2023. There will be a revised version of this Roadmap released in 2024.




**Service Delivery Model**

Our education system is based upon the principles of inclusion. All students deserve the opportunity to have equal access to opportunities and resources that will allow them to succeed as learners. Our ongoing commitment is to provide the structures and supports that individual students need to foster their growth, while encouraging inclusion and full participation. Each student is encouraged to build independence based on their strengths and needs. The goal is to help every student meet their full potential, while fostering the highest level of inclusion and independence possible for each student. We collaborate with parents / caregivers and district staff to be inclusive of all learners.

The Service Delivery Model of the Ottawa-Carleton District School Board is based on a continuum of programs and services with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools. This model is rooted in Universal Design for Learning, Culturally Relevant and Responsive Pedagogy, and the tiered approach to intervention, as outlined in the Ministry of Education document; *Learning for All* : A Guide to Effective Assessment and Instruction for All Students, *K-12* (2013). An overview of the tiered approach to intervention is summarized in this chart:

The majority of students with special education needs are placed in a regular classroom. For most students, a classroom teacher, with the support of the school's learning support teacher (LST) or learning resource teacher (LRT) (only in elementary schools), and/or central district staff, is able to provide programming support in an inclusive environment that allows the student to meet required expectations with success. The regular classroom is always an option that parents / caregivers may consider, regardless of the student's needs. A regular classroom allows the student to be surrounded by peers, while receiving personalized programming that is outlined in

the student's Individual Education Plan (IEP). IEPs are developed to provide the supports, strategies and interventions each student may need to access the curriculum. The regular class is considered the most inclusive of placements.

In some cases, a specialized program class may be considered as an option to meet the specific needs of the student. Specialized program classes are geographically distributed and located in designated schools. We value collaboration and participation of parents/caregivers and the student them self to best understand the strengths and needs of each learner.

For the 2023-2024 school year, the OCDSB has continued to offer both in-person and virtual learning opportunities. The overview of related information can be found in *Policy/Program Memorandum No. 164*. OCDSB special education learners in the regular classroom were offered either in-person learning, or the option of attending the Ottawa-Carleton Virtual (OCV) school. Individualized support was provided to special needs students in their respective setting and based on their IEP. Specialized program classes were only offered in person in the 2023-2024 school year.

**Special Education Programs**
Special education placements and programs are outlined in detail in Standard 9 (refer to subsection Special Education Placements Provided by the OCDSB for detailed descriptions of Ministry Placements and OCDSB Programs).

**Ministry of Education Placements offered by the Ottawa-Carleton District School Board**

- Regular Class with Indirect Support
- Regular Class with Resource Assistance
- Regular Class with Withdrawal Assistance
- Special Education Class with Partial Integration
- Special Education Class Full-time

**Community / Provincial Specialized Placements**

- Education and Community Partnership Program (ECPP)
- Provincial or Demonstration Schools
- Hospital or Treatment Centres

**Special Education Supports in the OCDSB** *(Listed in no particular order)*

**School-Based Supports**

- Classroom Teacher
- Parent(s)/caregiver(s)
- Educational Assistant (EA)
- Early Childhood Educator (ECE)
- Learning Support Teacher (LST)
- Learning Resource Teacher (LRT) (elementary only)
- Principal/Vice-Principal
- Multi Lingual Staff (ESL / ELD)

**System-Based Supports**

- Learning Support Consultant (LSC)
- Psychologist/Psychological Associate
- Social Worker
- Speech-Language Pathologist
- Occupational Therapist
- Communicative Disorders Assistant
- Autism Spectrum Disorder Team
- BCBA (Board Certified Behaviour Analyst)
- Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing
- Itinerant Teacher for Autism/DD
- Itinerant Teacher for Learning Disabilities
- SELT (Social / Emotional Learning Teacher)
- Early Learning Team
- ITAT (Itinerant Teacher of Assistive Technology)
- Itinerant Emergency Educational Assistant
- Itinerant Educational Assistant
- System Principals
- System Manager
- Mental Health Lead
- Supervisors of Speech-Language Pathology and Occupational Therapy, Psychology, and Social Work

**Provincially-Based Supports**

- Community Agencies
- Education and Community Partnership Program (ECPP)
- Hospitals
- Demonstration/ Provincial Schools

The OCDSB special education policy shall be achieved through the delivery of a variety of learning supports including, but not limited to:

- a range of appropriate, timely assessments accompanied by timely tiered interventions and professional strategies;
- a continuum of placement options;
- equitable application of the specialized program class location model using geographically defined catchment areas and designated schools to ensure fair access to specialized programs;
- appropriate student/teacher ratio as governed by the Education Act;
- Individual Education Plans (IEPs) subject to regular review and outcome based evaluation;
- a clearly communicated Identification, Placement and Review Committee (IPRC) process, with consistent procedure;
- integration opportunities within the student's school;
- multi-disciplinary professional supports for students with special education needs;
- timely access as required to appropriate equipment and materials; and
- timely access to information for parents about programs and services.

**Moving Forward in this Standard**

LSS has furthered the commitment to reflecting upon and expanding inclusive education within the service delivery model of the OCDSB. Through Priorities and Partnership Funding (PPF), LSS has supported work in the continual development of an inclusive education model. These funds have been used to hire Inclusion teachers in both elementary and secondary schools, as well as teachers who are focused on the transition from grade 8 to grade 9. Based on the observed successes of the models this year, LSS will plan to further expand, and explore other opportunities if further PPF is available. In addition, a more inclusive staffing model will be implemented at the **new high school.

## Definition of Terms

**Accommodation** includes special teaching and assessment strategies, human supports, and/or individualized equipment that help the student learn and demonstrate learning. Accommodations whether described in the IEP or by an individual should be provided. In an IEP, only strategies and supports that differ from what is normally provided during classroom instruction should be included. Accommodations that the student requires in connection with instruction, assessment and functioning in the physical environment should be listed separately as follows:

- *Instructional accommodations* - adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum
- *Environmental accommodations* - changes or supports in the physical environment of the classroom and/or the school
- *Assessment accommodations* - adjustments in assessment activities and methods required to enable the student to demonstrate learning

**Alternative Learning Expectations** are statements in the IEP describing expectations developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative learning expectations are considered to constitute alternative programs or alternative courses (i.e., secondary school courses). Examples of alternative programs/courses include speech remediation, social skills, orientation/mobility training, and personal care programs. Alternative programs/courses are provided in both the elementary and the secondary panels.

**Applied Behaviour Analysis (ABA)** is an effective instructional approach that uses methods based on scientific principles of learning and behaviour to build useful repertoires of behaviour and reduce problematic ones. For example, ABA methods can help a student to develop positive behaviours, learn new skills, and transfer a positive behaviour or response from one situation to another.

**Asynchronous learning** is learning that is not delivered in real time. Asynchronous learning may involve students watching pre-recorded video lessons, completing assigned tasks, or contributing to online discussion boards.

**Differentiated Instruction** is a method of teaching that attempts to adapt instruction to suit the differing strengths and needs, interests, learning styles, and readiness to learn of individual students.

An **exceptional pupil** according to the Education Act is a pupil whose behaviour, communication, intellectual, physical or multiple exceptionalities are such that they are considered to need placement in a special education program by an Identification, Placement and Review Committee of the Board established in the Education Act (*Regulation 181*). Refer to OCDSB Special Education Programs and Services for detailed descriptions.

An **Identification, Placement and Review Committee** (IPRC) is a committee consisting of school board members and the parent / caregiver, and student (if 16 years of age or older) that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year.

An **Individual Education Plan** (IEP) is a written plan describing the special education program and/or services required by a particular student. It identifies a variety of accommodations required to support the student's learning, learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or special education services needed to assist the student in achieving their learning expectations.

**In-School Team** may consist of the principal or designate, Learning Support Teacher (LST), Educational Assistant (EA), Head of Special Education/Special, Education/Student Services, classroom teacher, parent(s)/caregiver(s) and any of the following where appropriate: classroom teacher(s), Learning Resource Teacher (LRT), special education class teacher(s), Early Childhood Educator (ECE) and student if over 16 years of age.

**Modifications** are statements on the IEP that reflect the changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of learning expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.

**Multi-Disciplinary Team** consists of members of the in-school team and various personnel who are assigned to support the school in areas of special education assessments and programming. These may include the Learning Support Consultant (LSC), Psychologist or Psychological Associate, Social Worker, Speech-Language Pathologist, Itinerant Teachers for the Blind/Low Vision, Itinerant Teachers for the Deaf/Hard of Hearing, Occupational Therapist, as well as, any of the system-based teams e.g. Student Success Teachers (SST), Autism Spectrum Disorder/Developmental Disabilities (Autism/DD) Team.

A **program** is a prescribed set of learning activities that has a basis in the Ontario Education Act, the regulations, the Ministry of Education guidelines or Ministry memoranda which would generally identify the scope and sequence of the learning activities, the target group, and the requirements for certification.

**Provincial/Demonstration Schools** are Ministry operated schools for students who are deaf, blind, deaf-blind or for students with severe learning disabilities. Residential programs are available for those students for whom distance precludes daily travel.

**Remote learning** is learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Remote learning takes place in times of extended interruption to in-person learning – for example, as a result of a pandemic or natural disaster. Classes can be synchronous or asynchronous and can be taught online through a Learning Management System (LMS) or by using videoconferencing tools. In some cases, they may be delivered through emails, print materials, broadcast media, or telephone calls.

**Special Education Advisory Committee (SEAC)** is a committee of a school board that provides important advice on special education. A SEAC may make recommendations to the board on any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students in a board. Each school board in Ontario must establish a SEAC.

A **special education program**, as defined by the Ontario Education Act, is one 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.

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

**Synchronous learning** is learning that happens in real time. Synchronous learning involves using text, video, or voice communication in a way that enables educators and other members of the school- or board-based team to instruct and connect with students in real time. Synchronous learning supports the well-being and academic achievement of all students, including students with special education needs, by providing educators and students with an interactive and engaging way to learn. It helps teachers provide immediate feedback to students and enables students to interact with one another.

**Tiered Approach** is a systemic, sequential instructional approach that uses specific instructional interventions of increasing intensity to address students' needs. It can be used to address either the academic or behavioural needs of students who are having difficulty.

**Tiered Intervention** is a process of assessing, supporting, monitoring, and re-evaluating a student's progress by providing "just right" supports that allow the student to achieve academic success. The tiered approach to ongoing prevention and intervention embodies principles of universal design for learning and differentiated instruction, offers a systematic method for the early identification of students who are

experiencing particular difficulties, and, through ongoing monitoring of their progress, provides the precise level of support those students need.

**Transition Plan** is the school's written plan to assist the student in making a successful transition. The transition plan is developed as part of the IEP. Under O.Reg.181/98, the IEP must include a transition plan for each exceptional student who is 14 years of age or older who is making the transition from secondary school to postsecondary activities, unless the student was identified as exceptional solely on the basis of giftedness. In addition, 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 and including those identified as exceptional solely on the basis of giftedness.

**Universal Design for Learning** (UDL) is a teaching approach that focuses on creating a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

## Acronyms Used in the Special Education Plan 2023-2024

| | |
|---|---|
| ABA | Applied Behaviour Analysis |
| ADHD | Attention Deficit/Hyperactivity Disorder |
| ADP | Adaptive Devices Program |
| AODA | Accessibility for Ontarians with Disabilities Act, 2005 |
| ASDP | Autism Spectrum Disorder Program |
| ASDSCSP | Autism Spectrum Disorder Secondary Credit Support Program |
| Autism/DD Team | Autism/Developmental Disabilities Team |
| BCBA | Board Certified Behaviour Analyst |
| BIP | Behaviour Intervention Program |
| BMP | Behaviour Management Plan |
| BST | Behaviour Support Team |
| CAC | Center for Augmentative Communication |
| CSP | Coordinated Service Planning |
| DD | Developmental Disability |
| DHH | Deaf/Hard of Hearing |
| DSP | Dual Support Program |
| EA | Educational Assistant |
| ELD | English Literacy Development |
| ECE | Early Childhood Educator |
| ELIP | Early Learning Intervention Program |
| ESL | English as a Second Language |
| GLP | General Learning Program |
| IBI | Intensive Behaviour Intervention |
| IEA | Itinerant Educational Assistant |
| IEP | Individual Education Plan |
| IPRC | Identification, Placement and Review Committee |

| | |
|---|---|
| ITAT | Itinerant Teacher of Assistive Technology |
| ITB/LV | Itinerant Teacher for the Blind/Low Vision |
| ITD/HH | Itinerant Teacher for the Deaf/Hard of Hearing |
| LD | Learning Disability |
| LDP | Learning Disability Program |
| LD SIP | Learning Disability Specialized Intervention Program |
| LLD | Language Learning Disability |
| LSC | Learning Support Consultant |
| LSS | Learning Support Services |
| LST | Learning Support Teacher |
| LRT | Learning Resource Teacher |
| MID | Mild Intellectual Disability |
| ML | Multilingual Learners |
| OCDSB | Ottawa-Carleton District School Board |
| OSR | Ontario Student Record |
| OSSD | Ontario Secondary School Diploma |
| OSTA | Ottawa Student Transportation Authority |
| OT | Occupational Therapist |
| PCLD | Provincial Committee on Learning Disabilities |
| PSP | Physical Support Program |
| PT | Physical Therapist |
| SAL | Supervised Alternative Learning |
| SEA | Special Equipment Amount |
| SEAC | Special Education Advisory Committee |
| SIP | Special Incidence Portion |
| SLP | Speech-Language Pathologist |
| SST | Student Success Teacher |

# Roles and Responsibilities

## *Purpose of the Standard*

*To provide the public with information on roles and responsibilities in the area of special education.*

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 those involved in special education understand their roles and responsibilities, which are outlined below:

**The Ministry of Education**

- sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- prescribes the categories and definitions of exceptionality;
- requires school boards to provide appropriate special education programs and services for their students with special education needs;
- establishes the funding for special education through the structure of the funding model;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and for reporting 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;
- establishes the Ontario Special Education (English and French)Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a Minister's Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- establishes a Provincial Parent Association Advisory Committee on Special Education Advisory Committees;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

**The District School Board**

- establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda;

- requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- provides appropriately qualified staff to deliver programs and services for the students with special education needs in the board; 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 strengths and needs of the students with special education needs in the board;
- reviews the plan annually and submits amendments to the Minister of Education; provides statistical reports to the ministry as required;
- prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- establishes one or more IPRCs to identify students with special education needs 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 (SEAC)**

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services within the board;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education;
- reviews the financial statements of the board as they relate to special education;
- provides information to parents, as requested.

**The School Principal**

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda and board policies;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates ministry and board policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- consults with school board staff to determine the most appropriate program for students with special education needs;
- ensures the development, implementation, and review of a student's IEP, including a transition plan, according to provincial requirements; ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested and that, if necessary, appropriate consents are obtained.

**The Teacher**

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- follows board policies and procedures regarding special education;
- works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;
- works with special education staff and parents to develop the IEP for an exceptional student;
- where appropriate, works with other school board staff to review and update the student's IEP;
- provides the program for the exceptional student in the regular class, as outlined in the IEP;
- communicates the student's progress to parents.

**The Special Education Teacher**

In addition to the responsibilities listed above under “The Teacher”, the following additional roles / responsibilities are included:

- holds qualifications, in accordance with the regulations under the Education Act, to teach special education;
- monitors the student's progress with references to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional students.

**The Early Childhood Educator:**

The early childhood educator, in coordination and cooperation with the classroom teacher:

- plans for and provides education to children in Kindergarten;
- observes, monitors, and assesses the development of Kindergarten children;
- maintains a healthy physical, emotional, and social learning environment in the classroom;
- communicates with families;
- performs duties assigned by the principal with respect to the Kindergarten program.

**The Parent(s)/Caregiver(s)**

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

**The Student**

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

**Special Education Staff Roles and Responsibilities in the OCDSB**

| | |
|---|---|
| Superintendent of Learning Support Services - | Peter Symmonds |
| System Principal of Learning Support Services - | Deb Lyon |
| System Principal of Learning Support Services - | Kate Stoudt |
| General Manager of Learning Support Services - | Stacey Kay |

<u>Program Managers:</u>

| | |
|---|---|
| Program Manager Mental Health Services - | Emily Balla |
| Program Manager Speech-Language Pathology and Occupational Therapy Services- | Maya Kishida |
| Program Manager Psychological Services- | Dr. Kristin Schaub |
| Program Manager Social Work Services- | Melissa Chung |
| Program Manager for Educational Assistants- | Leanne Forrest |

# Early Identification Procedures and Intervention Strategies

## Purpose of the Standard

*To provide details of the Board's early identification procedures and intervention strategies to the Ministry and to the public.*

The OCDSB believes that early identification and intervention to address special educational needs is essential to student success. The District uses a range of effective practices to accomplish this, beginning from the time a student is registered to attend school in the OCDSB.

These procedures are a part of a continuous assessment and program planning process, which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following kindergarten, and should continue throughout the child's school life. Districts are therefore expected to provide a range of programs to assist students in meeting the curriculum expectations. These programs should include early identification of learning needs, appropriate teaching strategies, ongoing assessment, and communication with parent(s)/caregiver(s) and students. (Policy & Program Memorandum No.11.)

The OCDSB makes every effort to review the learning abilities and needs of all students as early as possible. Early and ongoing intervention is recognized as contributing to the well-being of all children and their ability to reach their potential. Continuous assessment and program planning should exist for students throughout the education process in response to presenting needs. Parent(s)/caregiver(s) are an integral part of the process and are encouraged to be involved in the education of their children from the beginning of their entry to school. Families have a wealth of knowledge and valuable information that can assist and support student success. Parent(s)/caregiver(s) are encouraged to share information with educators regarding their child's areas of strengths and needs as well as any other relevant information, medical or otherwise.

### At Registration

When parents/caregivers register with the OCDSB, they will be asked to complete the OCDSB Registration form. This provides parents/caregivers with an opportunity to indicate whether or not their child has particular cognitive, behavioural, physical, medical or developmental needs, and whether they have been receiving special supports and services prior to their registration with the OCDSB. Parents/caregivers who provide information indicating that their child has or may have special educational needs may subsequently be asked to provide signed parental consent for board personnel to make contact with previous or current service providers (e.g. occupational therapy, physiotherapy, speech-language pathology, nursing support, special accommodations, etc.). This information may be used as part of early identification and to inform intervention strategies required at school.

If a student has been identified as exceptional in another school district, the school team will encourage parental participation in determining whether further assessment may be required and/or whether to initiate an Individual Education Plan (IEP). If it is deemed appropriate, a recommendation to an Identification, Placement, and Review Committee (IPRC) may take place. Where appropriate, case conferences may be held with key stakeholders.

## Student Registration Process - Kindergarten

*Parents/caregivers* are asked to complete a Parent/Caregiver Questionnaire to describe their child's strengths, interests, and areas of focus for the Kindergarten team. The information provided facilitates the entry of all children into the school system and helps to identify and address the level of development, learning abilities and needs.

*The Kindergarten Educator Team (teacher, early childhood educator, and sometimes members of the special education team at the school)* works collaboratively with the parent/caregiver as part of the transition to school.

For students who have participated in the Ontario Autism Program: Entry to School Program, transition support will be provided for six months once parents are registered in their community school.

## Student Registration Process Grade 1 - 12

OCDSB registration provides an opportunity for families to identify if their child has a special educational need and/or has previously received special education supports. This information will be reviewed by the school based team to identify potential supports.

If entering from another school in Ontario or moving from a school in our board, the Ontario Student Record (OSR) is requested using the required Ministry of Education form.

### Student Data / Assessment Tools

Classroom educators collect a variety of assessment data for all students. This data provides information on students along a developmental continuum. The following represents examples of data collected by educators in the primary years:

**Year 1 (Junior Kindergarten) & Year 2 (Senior Kindergarten)**

| Assessment Tools | Purpose / Description |
|---|---|
| Acadience Reading Screener | Acadience Reading supports the early identification and progress monitoring of students who are at risk for reading difficulties. It measures the following skills: alphabetic principle, phonemic awareness, basic phonics, and word attack skills. |
| Letter Naming/Sound Knowledge (See OCDSB Assessment Index) | A diagnostic tool to identify automaticity and accuracy with letter names (upper and lowercase) and sounds |
| Core Phonics Survey<br><br>(see p. 41 Assessing Reading Multiple Measures book purchased for all OCDSB schools) | An informal diagnostic tool that measures phonics and phonics related skills that have a high application in beginning reading. It indicates the specific phonics concept a student needs instruction with and supports planning instruction and intervention. |
| OCDSB Phonological Awareness Diagnostic (PAD) (See OCDSB Assessment Index) | An Informal assessment tool created by OCDSB Speech-Language Pathologists. It can be used to screen or can be used diagnostically. Includes assessment of more complex manipulation tasks for students working beyond the basics, as well as assessment at the phonological level (e.g. compound words & syllables). |
| Foundational Concept Survey (See OCDSB Assessment Index) | An Informal assessment tool created by OCDSB Speech-Language Pathologists to assess student knowledge of language concepts used within literacy instruction. It provides information about foundational concepts and their importance as a foundation for learning. |
| Developmental Indicators for the Assessment of Learning (DIAL-4) | To identify student strengths and needs in the areas of motor, concept, language, self-help, and social/emotional development. |
| The Kindergarten Communication of Learning: Initial Observation | • To provide an overview of initial observations of the student's learning;<br>• To provide educators with data to inform program planning. |
| The Kindergarten Communication of Learning | To provide reflections on the student's learning connected to the four program frames. |
| Ongoing pedagogical documentation will be collected to identify developmental levels in all areas of learning | • To provide evidence of learning that will be shared with parents/caregivers throughout the year;<br>• To provide educators with data to inform intentional and purposeful programming. |

**Grade 1-3**

| Assessment Tools | Purpose / Description |
|---|---|
| Achievement Data - Provincial Report Cards and ongoing classroom assessments based on the curriculum | To assess ongoing student progress and identify areas in need of remediation. |
| Acadience Reading Screener | Acadience Reading supports the early identification and progress monitoring of students who are at risk for reading difficulties. It measures the following skills: alphabetic principle, phonemic awareness, basic and advanced phonics, word attack skills, reading fluency and comprehension. |
| Core Phonics Survey<br><br>(see p. 41 Assessing Reading Multiple Measures book purchased for all OCDSB schools) | An informal diagnostic tool that measures phonics and phonics related skills that have a high application in beginning reading. It indicates the specific phonics concept a student needs instruction with and supports planning instruction and intervention. |
| OCDSB Phonological Awareness Diagnostic (PAD)<br><br>(See OCDSB Assessment Index) | An Informal assessment tool created by OCDSB Speech-Language Pathologists. It can be used to screen or can be used diagnostically. Includes assessment of more complex manipulation tasks for students working beyond the basics, as well as assessment at the phonological level (e.g. compound words & syllables). |

When assessing Multilingual Learners (students who are learning English as a second language or as an additional language), educators must carefully consider a student's language acquisition needs and possible special education needs.

## Tiered Approach for Early Identification and Intervention

*(Assessment/Consultation/Intervention)*

The tiered approach is an extremely effective approach to assessment and intervention which sequentially increases the intensity of instructional interventions (Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013). It is a model that promotes and facilitates the early identification of students' learning abilities and needs.

In the early identification process, the teacher employs ongoing assessments (e.g.: screeners, observation checklists, inventories, portfolios, conferences, in-depth anecdotal

records, formal/informal assessments) and shares outcomes/next steps with the parents/caregivers.

Proactive professional support at the Tier 1 level facilitates prevention of learning gaps and early identification of students who may require further support.

Examples of LSS' proactive and preventative support include the following:

- In collaboration with an Instructional Coach and SATE team, speech-language pathologists provided training and coaching support to Early Childhood Educators and parents/caregivers in the areas of oral language and early literacy for the Kindergarten Summer Learning Academy, which engaged students in a wide range of learning experiences prior to their school entry.

- In Fall 2023, speech-language pathology services prioritized services in Kindergarten, which included collaborative administration of baseline measures on oral language and literacy, as well as Tier 1 (general classroom) and Tier 2 (small targeted group) programming.

The goal of proactive and preventative support at the Tier 1 and Tier 2 levels is to strive for an early identification and early intervention, which in the end will reduce the number of students who require Tier 3 support over time.

The following early interventions are available to all students demonstrating learning difficulties, whether identified through an IPRC or not. These strategies are typically discussed with parents/caregivers and appropriate school or system level staff prior to implementing them in the classroom.

- Primary teachers use a variety of strategies to teach phonemic development, phonological awareness, word recognition, decoding and comprehension;
- Special education teachers (LST / LRT) may work directly with students who need more intensive learning support;
- Program differentiation and classroom accommodations are developed for students as required;
- Development of student Safety Plans, Behaviour Management Plans (BMP);
- System level Learning Support Services staff are available to provide information, resources, and programming support for schools that have students with significant special needs. Referrals for system level supports originate from the school or LSS department (e.g.: Early Learning Team, Autism/Developmental DisabilitiesTeam (Autism/DD Team), Itinerant Educational Assistants, and Social Emotional Learning Teachers)
- Multi-disciplinary team service via appropriate referrals (e.g.: psychology staff, social workers, occupational therapists and speech-language pathologists;

- Professional services staff consultations with teachers or individual students to provide specific strategies to support the learning environment (with written parental consent)

As detailed in *Part 4 - Coordination of Services with Other Ministries or Agencies*, the OCDSB works collaboratively with several community partners (e.g., First Words, CHEO) to maximize opportunities for early identification of special needs and to apply effective intervention strategies.

**Moving Forward in this Standard**

The kindergarten entry process needs to be a welcoming and accessible experience for all OCDSB families. Kindergarten information nights will be available virtually and in person, and opportunities for families to connect with school based teams about their children are available through the spring and toward the end of summer.

In addition, the Ministry of Education has announced that there will be a new Kindergarten curriculum available for implementation in September 2025. The new curriculum will lay the foundation for strong reading, writing and math skills, and allow educators to identify difficulties for learners and implement early interventions. In addition, the Ministry has announced that mandatory reading screeners will be administered and reviewed on a regular basis to monitor student progress and provide information to educators about appropriate interventions.

# The Identification, Placement and Review Committee (IPRC) Process and Appeals

## Purpose of the Standard

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

The Identification, Placement, and Review Committee (IPRC), is a formal committee that meets and decides if a student should be identified as exceptional, and if so, the placement that will best meet the student's needs. When a student is identified as exceptional through an IPRC, an Individual Education Plan (IEP) is developed. The IEP is used to document the individual program expectations. To support parent/ caregiver understanding of the IPRC process, the OCDSB has developed a resource called the Identification Placement and Review Committee Parent Guide.

The OCDSB currently uses the IEP Online (IOL) platform to support the creation, development, and record maintenance related to the IPRC process.

### What is an IPRC?

*Ontario Education regulation 181/98* requires that all school boards establish Identification, Placement, and Review Committees (IPRCs). The IPRC has a legal responsibility to make decisions about the identification of pupils as exceptional and placement of pupils into special education programs and services.

Parent(s)/caregiver(s) and pupils 16 years of age or older are encouraged:

- to be present at, participate in, all committee discussions pertaining to the pupil;
- to have a representative present at an IPRC if so desired;
- to be present when the committee's identification and placement decision is made;
- to initiate a request for an IPRC.

An IPRC is composed of at least three people, one of whom must be the school principal or designate. The other members of the committee can be any other staff including principals, professional services staff, or teachers (LST, LRT, specialized program class, or classroom).

The purpose of the IPRC is:

- to identify the areas of strength and areas of need of the student;
- to determine whether the student is, or is not, exceptional;
- to identify a specific exceptionality, or exceptionalities, if applicable;
- to recommend an appropriate placement in a program designed to meet the identified needs of the student;
- to serve as an annual review for students who have been identified by an IPRC.

To establish the exceptionality and placement of the student the IPRC considers:

- both formal and informal assessment results completed at the school level (e.g. educational assessments) and from outside professionals (e.g. medical doctors, psychologists, psychological associates or psychiatrists);
- information from parent(s)/caregiver(s), their advocates and the student;
- a summary of attempted intervention strategies

If deemed exceptional, the exceptionality and definition will appear on the IPRC Statement of Decision.

**Prior to an IPRC Meeting**

It is recommended that the school team contact parents/caregivers for a preliminary discussion prior to an IPRC meeting, to:

- ensure they understand the process;
- their rights related to the process;
- review any results that have been gathered to inform the process;
- explain any recommendations that will be made by the school team; and
- answer any questions they may have prior to the IPRC meeting.

Administrators must be mindful and consider the required communication needs of the family and ensure that appropriate translation or interpretation services are provided when required.

At least 10 calendar days in advance of an IPRC meeting, the principal will provide written notification of the meeting and an invitation to the parents/caregivers to attend. This letter notifies parents/caregivers of the date, time, location of the meeting, and it will prompt them to indicate if they will be in attendance.

For initial IPRCs the OCDSB *Identification, Placement and Review Parent Guide* will be provided to the parent(s)/caregiver(s). A copy is available on the OCDSB website. It is expected that principals will send out this guide to accompany the notification of the initial IPRC meeting form.

**What is considered in an IPRC placement decision?**

*Regulation 181/98* requires that before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's needs;
- are consistent with parent/caregiver preferences

If, after considering all of the information presented including relevant assessment information, the IPRC is satisfied that a placement in a regular classroom will meet the student's needs and that such a decision is consistent with parent/caregiver preferences, the IPRC will decide in favour of a regular class placement with appropriate special education services.

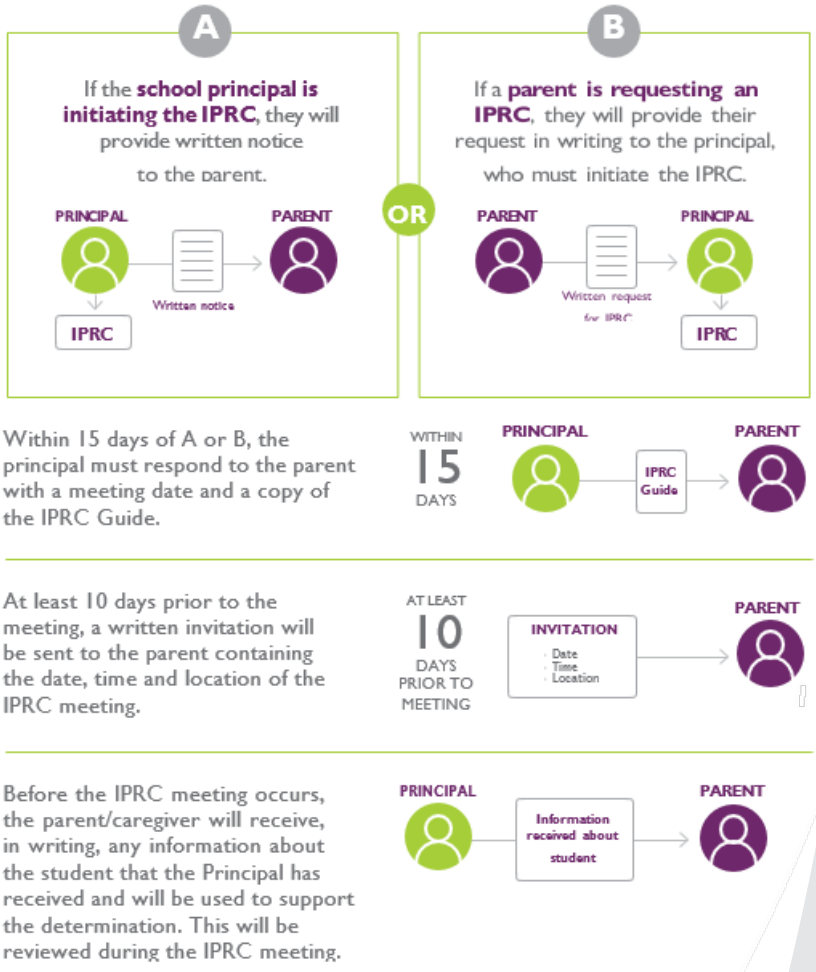
The committee may also determine that the student's needs would best be met through placement in a specialized program classroom. Prior to considering a specialized program

class placement, schools must submit a referral package which is then reviewed by a central referral committee against annually reviewed criteria. The central review committee will provide next steps if a specialized class placement (SPC) is deemed appropriate to offer the student.

### Requesting an IPRC Meeting

There are two ways to refer a student to an IPRC meeting:

A. Request for referral to an IPRC by the principal (in collaboration with school staff). If the request is made by the principal, they must provide written notice to the student's parent(s), or where appropriate student of the referral to an IPRC. Within 15 days of the date on which the principal gave written notice of the referral to the parent, and/or student (16 years of age or older), the principal must provide a written statement setting out approximately when the IPRC is expected to meet to discuss the student. It is also required that the OCDSB IPRC Parent Guide accompany this written communication.




B. Request for referral to an IPRC by the parent, and/or student A parent, and/or student (16 years of age or older) may ask a principal for a referral to an IPRC. This request must be made in writing and, on receipt, the principal must refer the student to an IPRC. Within 15 days of receiving the request for referral, the principal must provide a written statement acknowledging the receipt of the request and advise approximately when the principal expects the IPRC will meet to discuss the student. A copy of OCDSB IPRC Parent Guide must be provided to the referring parent(s), and/or student (16 years of age or older).

### Initial IPRC Meeting and Review IPRC Meeting

*Initial IPRC Meeting Overview*

- The date, time, and location of the meeting are predetermined and established.
- The chairperson (i.e. the school principal or designate) welcomes and introduces the individuals present, their roles, and explains the purpose of the meeting.

- Parents/caregivers, school personnel, and others in attendance are invited to provide further information in an open discussion format.
- Based on all the information available for consideration, the committee will make a decision regarding the identification and placement for the student.
- If the IPRC requires further information, the decision will be deferred to such a time that the information becomes available.
- The IPRC will reconvene at the earliest available date. Parents / caregivers will be provided with details and a timeline of when they should expect to return to the IPRC.

Following the IPRC, the committee will provide a written statement of their decision including the identification and placement (if any) and specific recommendations for programs to the parents/caregivers and the student of 16 years of age or older. Parents/caregivers will be asked to sign the statement of decision and return it to the school. For students who are identified as exceptional, there must be an annual review of the student's identification and placement unless the annual review is waived or dispensed by the parent/caregiver or student of 16 years of age or older.

### *Annual Review IPRC Meeting/Process*

All students that have an IPRC are reviewed annually by the school team and parents/caregivers. An annual IPRC reviews the following: the student's progress, current statements of strengths and needs, exceptionality and placement.

- An IPRC review may not occur more often than once every three month period *(Reg. 181/98, s.21 (2) the Education Act).*
- Parent(s)/caregiver(s) who are in agreement with the recommendation of the school team may waive the requirement to hold an annual review IPRC meeting. *Reg. 181/98, s.21 (4b)* states that, where there are no changes to the identification or placement, a parent/caregiver may choose to waive or dispense of the requirement to hold an IPRC by signing and returning to the school a waiver letter which states that they agree with the school's recommendations.

**Parent/Caregiver Request for a Review:**

- A request by a parent/caregiver for a review may be made at any time after the initial placement has been in effect for three months, but may not be more than once in every three-month period.
- A request for review outside of the normal annual review process, must be provided in writing to the school principal.
- Upon receipt of a parent/caregiver request for review, the principal will, within 15 calendar days, provide the parent/caregiver with a written statement acknowledging the request, a copy of the OCDSB IPRC guide and a written statement indicating an approximate meeting date/time.

**IPRC Statement of Decision**

Once the IPRC has reached its decision, the chair of the committee (principal) is required to send or provide a written statement of the decision of the IPRC. The statement of decision must indicate the following details:

- a description of the student's strengths and needs assessed by the committee;
- the categories and definitions of any exceptionalities identified by the committee, based on those established by the Ministry of Education;
- the IPRC's decision of placement;
- the IPRC's recommendations, if any, on special education services/programs that would be appropriate for the student; and
- when the recommended placement includes a placement in a special education class, and a referral to a central referral committee has been reviewed and a placement has been recommended and offered, the reason for this decision must be captured.

If the IPRC determines that the student is exceptional, then the committee must determine which category or definition of exceptionality as defined by the Ministry of Education applies to the student.

The possible categories are as follows:

| Category | Exceptionality |
|---|---|
| Behaviour | Behaviour |
| Communication | Autism<br>Deaf/Hard of Hearing<br>Learning Disability<br>Language Impairment |
| Intellectual | Developmental Disability<br>Mild Intellectual Disability<br>Giftedness |
| Multiple Exceptionalities | Combination of learning or other disorders, impairments, physical disabilities |
| Physical | Blind/Low Vision<br>Physical Disability |

Once the student has been identified as exceptional, the IPRC must determine the appropriate placement for the student. Most students are placed in the regular class with appropriate special education services.

The list below is a definition of each possible placement that may be offered to a student during an IPRC process:

- **Indirect Service (IS):** A regular class with indirect support where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services;
- **Resource Assistance (RA):** A regular class with resource assistance where 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 (WA):** A regular class with withdrawal assistance where 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;

  **Partial Integration (PI):** A special education class with partial integration where 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; and

- **Fully-Self Contained (FSC):** A full-time special education class where the student-teacher ratio confirms to Regulation 298, Section 31, for the entire school day.

If a parent/caregiver does not agree with the decision, they should not sign the IPRC statement of decision at the meeting. The parent/caregiver may:

- within thirty days of receipt of the initial IPRC decision, file a notice of appeal with the secretary of the Board (who is usually the director of education);
- request a second meeting within fifteen days with the committee by providing written notice to the chair of the IPRC. The chair of the IPRC will arrange for a meeting to be held as soon as possible.

After the follow-up meeting, the IPRC chair will inform the school board and the parents if any changes were made to the IPRC decision and, if so, provide a revised statement of decision and written reasons for the changes. Parents/caregivers will be asked to consent to the revised identification and/or placement decision.

If the parent/caregiver disagrees with the revised decision, they may within fifteen days of the receipt of the decision of the second meeting, file a notice of appeal with the secretary of the board.

**The IPRC Appeal Process**

Should the parent(s)/caregiver(s) disagree with the identification and/or the placement statements from the Committee, one of the System Principals of Learning Support Services and/or the Superintendent of Instruction for the school should be invited to a follow-up meeting with the parent(s)/caregiver(s) and the Committee members. Every attempt will be made to resolve the concerns at this level.

Should this follow-up discussion not resolve matters, the parent(s)/caregiver(s) have the right to appeal the recommendations of the IPRC. The appeal can only be based on disagreement with the identification and/or the placement of the student. A statement setting out reasons for the disagreement must be included. The request for an appeal must be made in writing within 15 calendar days of the follow-up meeting or within 30 calendar days of receipt of the statement from the IPRC. (In regards to all matters pertaining to appeals, days shall mean calendar days. Where time is limited and the expiry date falls on a school holiday, the time limit shall be extended to the next day following that is not a school holiday. During summer holidays, which are defined as periods of time that

school is not in session, requests for appeals will be deferred to the day following the summer holiday, as per Regulation 304.

This request will be directed to:

Director of Education/Secretary of the Board
Ottawa-Carleton District School Board
133 Greenbank Road, Nepean, Ontario K2H 6L3
Email: director@ocdsb.ca

**Appeal Board Membership**

The Appeal Board shall be composed of three members who must not be members or employees of the Board or Ministry, and who must not have had any prior involvement with the matter under appeal. Two members are to be appointed within 15 calendar days of receipt of the notice of appeal by the Secretary of the Board. These members will include:

a) one member selected by the OCDSB
b) one member selected by parent(s)/caregiver(s)

The Chair is selected and appointed jointly by the above members a maximum of 15 calendar days later, then makes arrangements for the meeting to be held within 30 calendar days after. The Chair of the Appeal Board will notify the parent/caregiver of the meeting date and time, and invite them to attend. Please note: if agreement cannot be reached, the Chair shall be selected by the Regional Manager at the Ministry of Education.

**Role of the Appeal Board**

The role of the Appeal Board is to:

- consider all opinions, views, and information concerning the appeal from the parent/caregiver, their representative, and the representatives from the Ottawa-Carleton District School Board.
- the Appeal Board must make its recommendations within 3 days of the meeting's completion.
- A written report of its recommendations must be provided to the parent/caregiver/student (if 16 years of age or older), and the OCDSB.

**Steps after the Appeal Board meets**

- the Chair of the Appeal Board will present recommendations to the Board of Trustees within 30 calendar days.
- Within 30 calendar days of the Appeal Board's decision, the OCDSB notifies the parent(s)/caregiver(s)/ student (if 16 years of age or older) whether it accepts or rejects the Appeal Board's decision.
- If the parent(s)/caregiver(s) disagree with the decision of the Appeal Board, the parent(s)/caregiver(s) may further appeal to an Ontario Special Education Tribunal under *Section 57* of the *Education Act*. Information about making an application to the tribunal will be included with the Appeal Board's decision.

All documents submitted to the Appeal Board will remain confidential to the members of the Appeal Board. Parents have the right to request mediation, as indicated in the Education Act and the Board policy on this issue.

### Appeals, Tribunals, Mediations

It should be noted that appeals may be submitted following an IPRC process and requests for reconvening an IPRC meeting.

An overview of all IPRC referrals, reviews, and appeals completed in the OCDSB over the past three school years:

| School Year | Initial IPRC | IPRC Reviews | Special Education Appeal Board |
|---|---|---|---|
| 2023-2024 | 607 | 3906 | 1 |
| 2022-2023 | 563 | 3976 | 0 |
| 2021-2022 | 496 | 4837 | 0 |
| 2020-2021 | 421 | 5139 | 0 |
| 2019-2020 | 595 | 5449 | 1 |

### Moving Forward in this Standard

This year, the IPRC parent guide underwent a thorough review and rebranding to be inline with the new IEP parent guide. Moving into next year, the following supports and initiatives will be provided to staff, families, and the community:

- A version of the LSS Guide will be launched for parents/caregivers with updated information regarding special education programming
- professional development sessions for administrators and educators;
- continued improvements within IEP Online (IOL) platform to support efficiency and functionality for school staff and families.

# Educational and Other Assessments

## *Purpose of the Standard*

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

The OCDSB uses a range of assessment strategies in order to develop appropriate programs and interventions for students. The goal of any assessment is ultimately to best serve the needs of a student by providing staff with insights and information into a student's strengths, needs, and learning profile. The variety of assessment strategies may range from routine classroom practice to formalized assessments, which may be conducted by professionals with specialized knowledge and training.

Should an assessment involving personnel other than the classroom teacher or special education teacher (LRT / LST) be considered, the process will be discussed with parents / caregivers and the student (as appropriate) prior to the assessment. At this time, signed consent is provided, followed by informed consent which is required prior to the beginning of the assessment.

**Identification vs. Diagnosis**

An **identification** is defined by the Education Act and states that a student has special needs and is an exceptional pupil (under one or more of the Ministry of Education categories). A **diagnosis** is defined by the *Ontario Regulated Health Professions Act*, which means "identifying a disease or disorder as the cause of the symptoms of an individual in circumstances in which it is reasonably foreseeable that the individual will rely on the diagnosis."

In the OCDSB, there a variety of assessments, they are as follows:

**School-Level Assessments**

- teacher-developed assessments, including observation and consultation;
- educational assessments by qualified special education staff to identify student strengths and needs;
- Program and Learning department supported screeners, diagnostics and assessments (e.g. DIBELS, etc.).

**District-Level Assessments**

- assessments to facilitate consistency of grading across the system;
- norm-referenced achievement and abilities testing to assist in identifying students with special program or placement needs;
- professional assessment (psychological, social work, speech and language, behaviour) to identify students' strengths and needs for appropriate program and placement.

**Provincial Assessments**

- criterion referenced assessments to determine if students have acquired sufficient skills to move toward graduation (at secondary);
- criterion referenced assessment to measure progress towards the attainment of curriculum expectations and standards;
- reading, writing and numeracy assessment as prescribed by the Ministry of Education.

**Confidentiality and Rights to Privacy**

- Written and informed parental/caregiver consent must be obtained for psychological, social work, behavioural and speech- language pathology assessments for students under the age of 18;
- Written and informed consent is obtained for educational assessments for students under 18 years of age;
- Information can only be shared with outside agencies and other professionals with written parental consent or with written consent from the student if they are 18 years of age or older;
- Third party confidential reports are the responsibility of the professional to whom they are released;
- Third party confidential reports are filed in the OSR, or with Learning Support Services, according to parental / caregiver consent;
- Learning Support Services staff will obtain parental consent to communicate third party report information to the schools.

**Classroom Teacher**

In order to best serve the strengths and needs of a student, effective assessment and instruction planning are required. Teachers gather a variety of information about their students through observations, conversations, and discussions with the student and their parents / caregivers. Teachers also reference a collection of student work samples and other informal classroom oral and written assessments. Through regular and ongoing dialogues with the parent / caregiver and the student, teachers gain additional information to help them to develop a student profile.

To determine appropriate programming and/or placement the following assessments may be administered:

**Educational Assessments**

- are used to determine appropriate programming for students;
- may include norm-referenced achievement testing to assess acquisition of basic academic skills;
- may be required for a student to be referred for an individual assessment by professional services staff or personnel;
- may be part of information that is used to inform the IPRC process;
- include reports containing background information, current learning strengths and needs, a summary of recommendations (e.g. in-class program accommodation and/or modification, resource support, etc.);

- will be conducted only after obtaining informed parental consent;
- will be shared only with school staff who work directly with the student and are then stored in the student's OSR;
- are only shared with outside agencies if the parent has consented which is documented in a Release of Information Form;
- are administered by teachers with Special Education qualifications that align with the relevant assessment tool.

**Psychological Assessments**

- are based on current and historical information;
- reflect evidence based practice for assessing culturally and linguistically diverse students;
- include standardized and dynamic psychological tests, observations, interviews with a student, professional judgment, clinical skills, multi-disciplinary discussion and consultation with parent(s)/caregiver(s) to gain insight into a student's overall functioning including behaviour, personality, intellectual profile, learning style and achievement;
- are conducted by psychologists and psychological associates who are registered members of the College of Psychologists of Ontario or psychoeducational consultants who are supervised by psychologists.

The legislative underpinning supporting this service delivery model includes the *Regulated Health Professionals Act (RHPA), 1991, the Psychology Act, 1991* and *the Health Care Consent Act, 1996*

**Social Work Histories**

- are based on current and historical information;
- focus on the social emotional development of the student;
- include the student's functioning within the context of their family and the school environment;
- involve suggestions for culturally relevant and responsive intervention that look at the student's strengths and needs in the context of family, school and community;
- are conducted by social workers who are members of the Ontario College of Social Workers and Social Service Workers.

The legislative underpinning supporting this service delivery model includes the *Education Act, 1990, The Child, Youth, and Family Services Act 2017.*

**Speech/Language Assessments**

- are based on current and historical information;
- reflect evidence-based practice for assessing culturally and linguistically diverse students
- include the evaluation of communication, oral and written language skills (e.g., listening, understanding, speaking, reading and writing) as emphasized in the Ontario curriculum and as required for participation in an inclusive and caring classroom and community;
- include multidisciplinary discussion, consultation & case history interviews with parents(s)/caregiver(s), observations, professional judgement, clinical skills,

administration of standardized/non-standardized/dynamic measures, and provision of recommendations for programming across any of the three tiers of special education support;
- may include one or more of the following areas:
  - receptive and expressive language skills;
  - reading, writing, and related skills (e.g., phonological awareness);
  - social/pragmatic and executive-functioning/cognitive-communication skills;
  - functional communication and augmentative & alternative communication skills;
  - oral motor, speech sound production, fluency, voice and resonance, to access services delivered through CHEO School Based Rehabilitation Services and/or OCDSB Parent Articulation Training Program (PATP);
- are conducted by speech-language pathologists who are members of the College of Audiologists and Speech-Language Pathologists of Ontario.

The legislative underpinning supporting Speech-Language Pathology services includes the *Regulated Health Professionals Act (RHPA), 1991 and the Audiology and Speech-Language Pathology Act, 1991. The Inter Ministerial Guidelines for the Provision of Speech and Language Services, 1988* is also followed in determining type and level of service provided.

**Occupational Therapy Assessments**

- are based on current and historical information;
- integrate relevant evidence, promote equity in practice, contribute to equitable access to occupational participation, and seek out resources to help develop culturally safer and inclusive approaches to assessment;
- may include multidisciplinary discussion, consultation and collaboration with school teams, case history interviews with parents(s)/caregiver(s), observations in the school environment, occupational analysis, clinical reasoning, administration of standardized/non-standardized measures, and provision of recommendations for programming across any of the three tiers of special education support;
- may explore the following areas:
  - analyze the effects of systemic and historical factors on students, groups, and their occupational possibilities
  - support the factors that promote health, well-being, and occupations
  - identification of a student's emotional, behavioural, and sensory regulation capacity and strengths
  - evaluation of a student's sensory processing differences and impact on participation in the classroom and school environment
  - assist with obtaining resources and equipment to access the school curriculum.

    - modification/enhancement of the classroom and school environment to meet the student's learning needs
- are conducted by occupational therapists who are registered with the College of Occupational Therapists of Ontario.

The legislative underpinning supporting Occupational Therapy services includes the *Regulated Health Professionals Act (RHPA), 1991,The Occupational Therapy Act, 1991, and the Competencies for Occupational Therapists in Canada. ACOTRO, ACOTUP & CAOT (2021).*

**Assessments conducted outside of the OCDSB**
Since school districts set their own criteria (based on the Ministry of Education categories of exceptionalities), the OCDSB does not automatically recognize previous identifications and placements held by students. Professional services staff review assessments, with parent / caregiver consent, in order to make a determination at a school level of potential recommendations for identification and placement, where appropriate. The assessments must be conducted by a qualified professional (according to the standards set by each profession in Ontario). Medical information pertinent to accommodation of the student is directed to the school principal.

**Assessment Results**
Assessment results are provided to parent(s)/caregiver(s) through meetings with parent(s)/caregiver(s) and appropriate school and/or board personnel as required, and written reports.

Assessment information is collected under the authority of the Education Act, and will only be used to plan and evaluate a student's program. The information is confidential and access will be limited to those employees who have an administrative need, the student, and parent(s)/caregiver(s) of a student who is under 18 years of age.

**2023-2024 OCDSB Waitlist for Learning Support Services**
Waitlists are fluid and maintained at a school level using a multidisciplinary team approach to prioritize students based on need. A range of supports and services are available to address student needs while waiting for formal assessment.

Central data for students waiting for speech-language pathology, psychology or educational assessments as of June, 2024 is as follows:

| Type of Assessment | Total Number of Assessments Pending | Estimated Wait Time for Assessments |
|---|---|---|
| Educational Assessment | 445 | 2.7 months |
| Psycho-educational Assessment | 457 | 5.5 months |
| Speech-Language Pathology Assessment | 220 | 2 months |

# Specialized Health Support Services in School Settings

## Purpose of the Standard

*To provide details of the board's specialized health support services to the ministry and to the public.*

Partnering with the CHEO, below is a summary of the specialized health support services provided.

For further detailed information, please reference the list of programs and health information on the CHEO website.

| Service | Agency or position of person who performs the service | 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 | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| | | | | | |

| Service | Agency or position of person who performs the service | Eligibility criteria for students to receive the service | Position of person determining eligibility of service and the level of support | Criteria for determining when the service is no longer required | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| **Nursing** | CHEO and their contracted agencies | Attendance at an elementary or secondary school<br>Student is under the care of a physician<br>Student requires nursing care at school<br>School principal/ personnel can identify student to CHEO by calling care coordinator<br>Medical orders are required — will be obtained by care coordinator | CHEO care coordinator<br>Attending physician | Medical staff and CHEO determine that services are no longer required<br>Change in medical status | Case conference<br>Parent(s)/ caregiver(s) can appeal to CHEO<br>Contact person —care coordinator 613-737-7600 ext.1794<br>CHEO appeals process under review |
| **Nutrition** | CHEO and their contracted nutritional agencies | Attendance at an elementary or secondary school<br>Student is under the care of a physician<br>Student has an Ontario Health Card<br>Student requires nutritional care at school<br>School principal/ personnel can identify/refer student to CHEO by calling case manages | CHEO care coordinator | Achievement of nutritional goals<br>Student no longer requires/ benefits from nutrition services at school | Case conference<br>Parent(s)/caregiver(s) can appeal to CHEO<br>Contact person — care coordinator 613-737-7600 ext.1794<br>CHEO appeals process under review |
| **Physiotherapy (PT)** | CHEO | Attendance at an elementary or secondary school<br>Student requires physiotherapy to attend school<br>School principal and personnel refer student to CHEO using the Occupational Therapy and Physiotherapy referral form<br>Student has an Ontario Health Card | CHEO | Achievement of PT goals<br>Student is not benefiting from therapy<br>No follow-up support<br>Student is uncooperative<br>Parental request for termination of service<br>Further discharge criteria as per CHEO | Case conference<br>Parent(s)/caregiver(s) can appeal to CHEO<br>Contact person —care coordinator 613-737-7600 ext.1794<br>CHEO appeals process under review |
| **Occupational Therapy (OT)** | Board Staff - Occupational Therapist (OT) | Attendance at an elementary or secondary school<br>Urgent adaptive equipment and complex sensory processing concerns that require timely intervention to optimize safety and engagement at school<br>School LST discusses student with LSC; LSC fills out a referral form for board OT services | Board OT | Student is active on the CHEO and their contracted therapy agency (CommuniCare) waitlist<br>Parent/caregiver no longer consent to board OT support<br>Training on safe and appropriate use of SEA equipment has been provided to the school team; tools are being used regularly and suggested support plan has been provided<br>Student has graduated from an OCDSB school | Case Conference |

| Service | Agency or position of person who performs the service | Eligibility criteria for students to receive the service | Position of person determining eligibility of service and the level of support | Criteria for determining when the service is no longer required | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| **Occupational Therapy (OT)** | Board Staff - Occupational Therapist (OT) | Attendance at an elementary or secondary school<br>Urgent adaptive equipment and complex sensory processing concerns that require timely intervention to optimize safety and engagement at school<br>School LST discusses student with LSC; LSC fills out a referral form for board OT services | Board OT | Student is active on the CHEO and their contracted therapy agency (CommuniCare) waitlist<br>Parent/caregiver no longer consent to board OT support<br>Training on safe and appropriate use of SEA equipment has been provided to the school team; tools are being used regularly and suggested support plan has been provided<br>Student has graduated from an OCDSB school | Case Conference |
| | CHEO and their contracted therapy agency (CommuniCare) | Attendance at an elementary or secondary school<br>Student requires occupational therapy to attend school (has fine/gross motor difficulties, mobility concerns, issues with accessibility and safety issues impacting ability to access school environment)<br>School principal and personnel refer student to CHEO using the Occupational Therapy and Physiotherapy referral form<br>Student has an Ontario Health Card | CHEO | Current Criteria for discharge from therapy include one or more of the following (for School-based Rehabilitation Services)<br>- student is unable to practice and/or irregular attendance at therapy sessions<br>-student is unable to participate in the therapy sessions/program<br>- student and/or family no longer consent to professional interventions<br>-student has strategies/program in place and ongoing practice required<br>-student meets the criteria for mild speech articulation disorder<br>-the student no longer meets the eligibility criteria for CHEO and/or therapy services<br>NOTE: Students are not required to master the areas of difficulty identified by the therapist before being considered for discharge. School and home will continue to support the goals and strategies developed by the therapist, as a mastery of skill requires practice on a regular basis<br>Re-admission may occur only if/when a new need/concern is identified. | Case conference<br>Parent(s)/caregiver(s) can appeal to CHEO<br>Contact person — care coordinator 613-737-7600 ext.1794<br>CHEO appeals process under review |

| Service | Agency or position of person who performs the service | Eligibility criteria for students to receive the service | Position of person determining eligibility of service and the level of support | Criteria for determining when the service is no longer required | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| **Speech and Language Assessment (Consultation, screening, informal and formal assessments)** | Board staff - Speech- Language Pathologist (SLP)<br>First Words | School referral to board SLP<br>Intake information completed by parents | LST<br>SLP<br>First Words | Consultation, screening and/or assessment are completed<br>Assessment is completed | Case conference |
| **Speech and Language Tiered Intervention** | Board staff – SLP (language and communication) | Tier 1, Tier 2, Tier 3 support based on educator and student needs<br>Student-specific referrals for Tier 3 | SLP | Suggested support plan has been provided | Case conference |
| **Speech and Language Support in Specific Specialized Program Classes** | Board staff — SLP | Student placement in one of the following specialized program classes:<br>Language Learning Disability (primary & junior)<br>Developmental Disabilities Program (senior kindergarten, primary,junior, intermediate),<br>Primary Special Needs (primary/junior)<br>Autism Spectrum Disorder (primary, junior, intermediate)<br>Physical Support Program<br>Learning Disability Specialized Intervention Program | School Multi-Disciplinary Team<br>Specialized program class recommendation committee<br>SLP | Student transferred out of the listed specialized program classes to another placement | Case conference<br>Appeal IPRC placement |
| **Language (mild to moderate): Parent Language Training Program (PLTP)** | Board staff -SLP | Student has language skills in the context of mild to moderate language impairment as determined by a speech and language assessment | Board SLP<br>Referring SLP in community (First Words, CHEO and their contracting agency (Communicare), CHEO CTC, private practice) | Workshop has been provided to parents | Case conference |

| Service | Agency or position of person who performs the service | Eligibility criteria for students to receive the service | Position of person determining eligibility of service and the level of support | Criteria for determining when the service is no longer required | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| **Articulation (mild): Parent Articulation Training Program (PATP)** | Board staff- SLP | Student has mild articulation difficulty and is stimulable for targeted sounds | Board SLP<br>Referring SLP in community (First Words, CHEO School-based Rehabilitation Services, CHEO CTC, private practice) | Workshop has been provided to parents | Case conference |
| **Articulation (moderate to severe), motor speech, fluency, voice, resonance** | CHEO and their contracted therapy agency (Communicare) | Attendance at an elementary or secondary school<br>Student has an Ontario Health Card<br>Student meets eligibility and behavioural criteria for direct therapy<br>Student is in senior kindergarten or older<br>School board or other SLPs refer student to CHEO using the School Speech Therapy referral form after initial assessment | CHEO care coordinator<br>Board staff — SLP pre-referral assessment (Board SLP determines eligibility for referral; CHEO therapist determines eligibility for service) | Discharged when presenting with a mild to moderate articulation problem. CHEO may discharge to Parent Articulation Training Program (PAT-P)<br>Parental request for termination of service<br>No follow-up support<br>Further discharge criteria as per CHEO | Case conference<br>Parent(s)/caregiver(s) can appeal to CHEO<br><br>Contact person — care coordinator 613-737-7600 ext.1794<br><br>CHEO appeals process under review |
| **Administration of Prescribed Medications** | Board staff — educational assistant (EA), teacher, principal, office staff | Request must be made in writing from the parent and physician<br>Physicians must specify the medication, dosage, frequency, method, side effects, and the duration of administration (as per MOE Policy/ Program Memo. No. 81) | Physician<br>Parent(s)/ caregiver(s)<br>Principal | Direction from physician and approval of parent(s)/ caregiver(s) | Case conference |
| **Catheterization** | Board staff — EA (trained by appropriate agency)<br>Student | Dependent or assistance required for catheterization | Physician<br>Parent(s)/ caregiver(s)<br>Principal | Direction from physician and approval of parent(s)/ caregiver(s)<br>Independence achieved for self-catheterization<br>Change in medical condition | Case conference |
| **Suctioning shallow deep** | Shallow suctioning — Board staff — EA<br>Deep suctioning Home and Community Care Support Service Champlain (HCCSSC) contracted agencies | Physician's direction<br>Physiotherapy recommendation | HCCSSC care coordinator<br>Medical staff | Direction from physician<br>Change in medical condition | Case conference<br>Appeal to HCCSSC |

| Service | Agency or position of person who performs the service | Eligibility criteria for students to receive the service | Position of person determining eligibility of service and the level of support | Criteria for determining when the service is no longer required | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| **Lifting and Positioning** | Board staff - EA trained by OT/PT from CHEO School-based Rehabilitation Services CHEO and Board OT/PT trainers | Dependent for lifting and positioning and transfers | CHEO<br>OT/PT<br>Physician<br>Principal | Independence achieved for transfers<br>Changes in medical condition<br>Upon physician's or therapist's direction | Case conference |
| **Assistance with Mobility** | Board staff - EA Trained OT/PT<br>Board staff- EA trained by OT/PT from CHEO School-based Rehabilitation Services | Dependence training or/assistance required for mobility<br>Physician's Assessment | Principal<br>OT/PT<br>Board and CHEO | Effective and comfortable use of new equipment or adjusted equipment | Case conference |
| **Feeding** | Board staff- EA trained by OT or SLP<br>HCCSSC contracted nursing agencies | Dependent assistance required for feeding<br>Physician direction | Physician<br>Principal<br>HCCSSC care coordinator<br>OT/SLP | Direction from physician and approval of parent(s)/ caregiver(s)<br>Change in feeding needs | Case conference |
| **Toileting** | Board staff - EA trained by appropriate professional/ agency | Dependent and/or requiring assistance for toileting | Principal<br>Physician direction and parental approval | Direction from physician and approval of parent(s)/ caregiver(s) | Case conference |
| **Medical Dressing** | Board staff - EA | Physician direction and parental approval | Physician<br>Parent<br>Principal | Physical direction and parental approval | Case conference |

## Program Criteria: Nutrition (Registered Dietitian (RD) Services)

- School support – appropriate physical environment/space is provided, participation of volunteers or parents/caregivers is facilitated by school, teacher/EA willing to work with RD to include strategies in school setting
- Adequate attention and behaviours for consultation
- Consistent follow up demonstrated in program

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

- Student needs can be met by outpatient clinic/services
- Student issues are strictly behavioural and no school board behavioural intervention is in place
- Student condition stable with weight being monitored by family physician/clinic
- Lack of student/family/school motivation or participation with program/recommendations
- Student has achieved treatment goals
- Student has strategies/program in place to be able to meet goals
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/caregiver do not feel need for treatment
- Student no longer demonstrates need for service

***General Role of RD**
Promote and/or Maintain Healthy growth related to nutritional recommended intake, changes with age, need for supplementation with feeds

Ontario

## School Based Rehabilitation Services Guidelines –Occupational Therapy

| Conditions/Service Need | Role of OT/Model of Service |
|---|---|
| Short Term needs<br>Student with a specific functional problem requiring focused, short term intervention in one of the following areas:<br>Age/developmental school productivity issues<br>mobility issues<br>environmental adaptations/accessibility (equipment)<br>sensory processing issues<br>Intervention is short term and specific in nature | In the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:<br>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility<br>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers<br>Feedback to/from school staff/family/caregivers<br>Ongoing re-evaluation as needed to revise goals and intervention strategies |
| **Moderate term needs**<br>Student with one or more of the following functional problems:<br>Age/developmental school productivity issues<br>mobility issues<br>environmental adaptations/accessibility (equipment)<br>sensory processing issues<br>Intervention will have a rehabilitation focus | Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:<br><br>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility<br>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers<br>Program and resources provided to school staff and family/caregivers<br>Feedback to/from school staff/family/caregivers<br>Ongoing re-evaluation as needed to revise goals and intervention strategies |
| **Complex/Early Intervention**<br>Student with one or more of the following functional problems:<br>physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability<br>Intervention will focus on the establishment of optimal function in order to develop baseline for ongoing maintenance | Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:<br>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility<br>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers<br>Program and resources provided to school staff and family/caregivers<br>Feedback to/from school staff/family/caregivers<br>Ongoing re-evaluation as needed to revise goals and intervention strategies |

CHEO

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

# School Based Rehabilitation Services Guidelines –Occupational Therapy

| Conditions/Service Need | Role of OT/Model of Service |
|---|---|
| **Complex/Long Term Needs**<br><br>Student with one or more of the following functional problems:<br>Physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability<br>Intervention will focus on prevention of deterioration and maximizing/maintenance of function<br>Student experiencing developmental delay (global) or cognitive/physical disability may necessitate consultation throughout their school career<br>Situation may need annual review and upgrading of programming | Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:<br>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility<br>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers<br>Program and resources provided to school staff and family/caregivers<br>Feedback to/from school staff/family/caregivers<br>If experiencing an episodic need for intense short term intervention student may receive additional visits<br>For example:<br>Facilitation with transition within school system<br>Facilitation with transition to adult services<br>Intermittent difficulties associated with growth/equipment changes<br>Change in caregiver (school setting)<br>Supportive care needs<br>Sudden change in functional status<br>Ongoing re-evaluation as needed to revise goals and intervention strategies |

CHEO

## Program Criteria: Occupational Therapy

- School support – appropriate physical environment/space is provided, participation of volunteers or parent/caregivers is facilitated by school, teacher/EA willing to work with therapist to include strategies in school setting
- Motivation and consent of student/caregiver to participate
- Adequate attention and behaviours for assessment/treatment sessions
- Consistent follow up demonstrated in supplemental program/homework/exercises provided by OT
- Students are not eligible for service if they have ONLY behaviour difficulties, visual perceptual problems, or learning disabilities

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

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

**Service Model:**

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

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

# School Based Rehabilitation Services Guidelines – Physical Therapy

| Conditions/Service Need | Role of PT/Model of Service |
|---|---|
| **Short Term**<br>Physical challenges in the school setting – including difficulties participating in gym class, safe mobility within the school/schoolyard, stairs<br>Non-deteriorating condition with minimal complications predicted<br>Acute cardiorespiratory issues | <u>Services include:</u><br>Assess physical function and/or gross motor skills<br>Develop intervention strategies<br>Teach school staff, family/caregivers to review/feedback/upgrading of intervention/adaptation strategies as needed<br>Evaluate safe implementation of program in school setting |
| **Rehabilitation/Chronic**<br>Student with a disability which impacts on functional abilities of mobilization, transfers, cardiorespiratory status, demonstrating potential for improvement<br>PT intervention to maximize progression of skills and optimize functional status<br>Improve/Maintain mobility and orthopedic, gross motor and respiratory status<br>Intervention may vary in response to changing needs and readiness<br>Example: Physical impairment limiting ambulation with potential to effect level of independent mobility (e.g.: Borderline ambulatory vs. wheelchair mobility)<br>Students may require additional visits post surgery/<br>post botox | <u>Services include:</u><br>Assessment of physical function, setting goals with students, school staff and family to maximize physical function in the school setting<br>Intervention strategies developed and taught to school staff and family/caregivers<br>Prescription of equipment<br>Collaboration with school staff in development of IEP plan/goals<br>Ongoing evaluation of safe implementation of program in school setting<br>Ongoing re-evaluation as needed to progress goals and intervention strategies |
| **Complex/Long term Needs**<br>Student with a disability which impacts on functional abilities of mobilization, transfers and cardiorespiratory status<br>PT intervention to maintain/delay deterioration of mobility, orthopedic, gross motor and respiratory status<br>Intervention may vary in response to changing needs and readiness | <u>Services include:</u><br>Assessment of physical status/function, setting goals with students, school staff and family to maintain physical function in the school setting<br>Intervention strategies developed and taught to school staff and family/caregivers<br>Prescription of equipment<br>Collaboration with school staff in development of IEP plan/goals<br>Ongoing evaluation of safe implementation of program in school setting<br>Ongoing re-evaluation as needed to revise goals and intervention strategies |

*** All guidelines include assessment, conferencing, and consultation**

## Program Criteria: Physical Therapy

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

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

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

**Services:**

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

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

## School Based Rehabilitation Services  Speech-Language Pathology Service Guidelines

CHEO School Based Rehabilitation Services (SBRS)  provides speech therapy for children and youth with a health based need for speech services. School boards are responsible for providing these services to children/youth who have a language disorder. This is inclusive of private and home schools. School boards are also responsible for the treatment of mild articulation disorders. (Mild articulation = no processes involved OR 1-2 sound errors regardless of age OR errors fall within the child's development range OR sound patterns associated with that of first language (ESL) OR W for R or Frontal Lisp, or lateral lisp on s, z only, tongue thrust).

*Students who are identified with physical, neurological, and/or cognitive difficulties may have an impeded rate of progress. It is anticipated that therapeutic strategies will require more time. Student MUST meet eligibility criteria of continued measurable progress and consistent support from home and school must be evident.*

| Conditions/Service Need | Eligibility criteria | Role of SLP/Model of Service |
|---|---|---|
| **Moderate to severe articulation/phonological disorder**<br><br>**Moderate –**<br>3-6 sound errors are noted OR phonological processes (including atypical errors) may be involved AND errors noticeably reduce intelligibility (e.g. lateralization of most or all fricatives with significant negative effect on intelligibility)<br><br>**Severe** –more than 6 sound errors, processes involved, intelligibility is severely reduced | Must have SLP referral and assessment<br>Must have current SLP report (within last 12 months) | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |
| **Complex/Medically Fragile DE children only**<br><br>DE children ONLY where model is different & SLP is addressing language development and/or swallowing risks | | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |

| Conditions/Service Need | Eligibility criteria | Role of SLP/Model of Service |
|---|---|---|
| **Motor Speech Disorder**<br><br>Mild- Moderate -3-6 sound errors, processes may be involved, errors are inconsistent over repeated trials, intelligibility is noticeably reduced<br><br>Severe – more than 6 sounds errors are noted, processes may be involved, errors are inconsistent over repeated trials, intelligibility is severely reduced<br><br>Profound - Efforts to speak/vocalize but limited sound system<br>Oral motor difficulties must impact intelligibility or contribute to feeding and/or swallowing difficulties | Must have SLP referral and assessment<br>Must have current SLP report (within last 12 months); neurology report if available | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |
| **Fluency disorder**<br>Dysfluent in first language<br>Tension<br>Secondary behaviours – avoiding words/avoidance of situations<br>Effortful speech, struggle<br>Demonstration of social +/or vocational limitation (s) as result of fluency disorder | Must have SLP referral and assessment<br>Must have current SLP report (within last 12 months)<br>Client motivation – key with referral | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |
| **Voice / Resonance disorder**<br>Vocal fold pathology identified by ENT resulting in poor voice quality including:<br>Rough<br>Hoarse<br>Whispery<br>Mild/Moderate - vocal production impacts on daily communication<br>Severe - vocal production is markedly affected Majority of communication may require non-verbal techniques<br>Atypical hypo or hyper nasality<br>Nasal Air Emission | ENT report required<br>Eligibility for ongoing services – expectation of clinical changes in first 3 months – if not, service not continued and client referred for more appropriate intervention<br>Report from cleft palate team, if involved | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |

| Conditions/Service Need | Eligibility criteria | Role of SLP/Model of Service |
|---|---|---|
| **Multiple Needs**<br>Experiencing moderate to severe difficulties in more than on treatment area/category of speech remediation including: articulation, oral motor, fluency and voice difficulties | Must have SLP referral and assessment<br>Must have current SLP report (within last 12 months) | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |
| **Alternative and Augmentative Communication**<br>Resource to school on short term basis within scope of practise and service mandate; transition to school board staff for ongoing services | If AAC device is primary method of communication – school board responsibility<br>If secondary device to augment speech production – shared mandate of School board and SBRS | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |
| **Assessment and Discharge** | Following assessment client does not meet eligibility criteria (may be due to improvements while waiting for service; may have been inappropriately referred) SLP will complete assess/discharge report | No service provided |

NOTE: The **Referral for Same Need** category has been eliminated. Please reassess the child and put them into the most appropriate category above.

## CHEO Program Criteria: Speech Language Pathology Service

- The student must display – appropriate motivation, attention, language, behaviour and cognitive ability to participate in an individual speech therapy session of a minimum of 30 minutes in length
- The SLP assessment report accompanying the referral to include child's status of those components
- The student must display – language skills that are equal to or greater than demonstrated speech skills
- Students who require significant language stimulation will be discharged back to the care of the school board speech language pathologist
- SLP report including an assessment on language skills (within past year) where there are identified concerns, from referring agency SLP/school board SLP/private SLP
  *Exception*: a child with diagnosed developmental delays, a report within the last two years will be accepted if accompanied with a statement by the referring SLP regarding the validity of the report
- Referral must be initiated by an SLP; if no identified concerns then a statement on language skills (within past year) is required from SLP
- Stimulability for speech sounds
- School support – appropriate physical environment/space is provided; participation of volunteers or family/caregivers is facilitated by school; teacher/EA willing to work with therapist to include strategies in class work
- Family/caregiver to attend minimum of one session
- Motivation and consent of student to participate
- Adequate attention and behaviours for assessment/treatment sessions
- Consistent follow up demonstrated in supplemental program/homework provided by SLP

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

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

# Categories and Definitions of Exceptionalities

## *Purpose of the Standard*

*To provide information on the categories and definitions of exceptionalities available to the public, including parent(s)caregiver(s) and community associations.*

Some students have special needs that may require additional support beyond what is provided through regular instructional and assessment practices. Students who have behavioural, communication, intellectual, physical or multiple exceptionalities, may require special education programs and /or services to benefit fully from their school experience. These may take the form of accommodations such as specific teaching strategies, preferential seating, and assistive technology and/or modifications (i.e., changes in grade level expectations in a particular course or subject). Such students may be formally identified by an Identification, Placement and Review Committee (IPRC) as “exceptional pupils”.

According to the Ministry of Education:

An **exceptional pupil** is one whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that they require placement in a special education program by a committee of the board of which the pupil is a resident pupil.

A **special education program** is defined as 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.

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

All decisions about exceptionality and student placements are made through the Identification, Placement, and Review Committee (IPRC) process. The Ministry of Education sets out categories and definitions of exceptionalities that must be used by school boards when determining a student is “exceptional”. If a student is deemed to be exceptional, the IPRC will decide the appropriate “placement” for the student, using criteria developed by the OCDSB as well as taking into account parental preference. The goal of the IPRC is to determine the most appropriate learning environment to maximize the student’s potential. For more information about the IPRC process or special education placements offered in the OCDSB, please refer to these sections within this document.

The chart of student exceptionalities below is set out by the Ministry of Education and is in alignment with the Education Act. It is organized by exceptionality category, specific exceptionality identification, and specific exceptionality definition. An identification of

exceptionality is not the same as a diagnosis provided by a psychologist or medical professional.

### Behavioural

| Exceptionality | Definition |
|---|---|
| Behaviour | A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance and that may be accompanied by one or more of the following:<br>a) an inability to build or to maintain interpersonal relationships;<br>b) excessive fears or anxieties;<br>c) a tendency to compulsive reaction;<br>d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof. |

### Communicational

| Exceptionality | Definition |
|---|---|
| Autism | A severe learning disorder that is characterized by:<br>a) disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;<br>b) lack of the representational symbolic behaviour that precedes language |
| Deaf and Hard-of-Hearing | An impairment characterized by:<br>a) deficits in language and speech development because of a diminished or non-existent auditory response to sound. |
| Language Impairment | A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:<br>a) involve one or more of the form, content, and function of language in communication; and<br>b) include one or more of: 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. |

**Communicational** *(Continued)*

| Exceptionality | Definition |
|---|---|
| Learning Disability | One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:<br>a) 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;<br>b) 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;<br>c) 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;<br>d) 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);<br>e) may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;<br>f) 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

| Exceptionality | Definition |
|---|---|
| Giftedness | An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated. |
| Mild Intellectual Disability | A learning disorder characterized by:<br>a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services;<br>b) an inability to profit educationally within a regular class because of slow intellectual development;<br>c) a potential for academic learning, independent social adjustment, and economic self-support. |
| Developmental Disability | A severe learning disorder characterized by:<br>a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;<br>b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;<br>c) a limited potential for academic learning, independent social adjustment, and economic self-support. |

### Physical

| Exceptionality | Definition |
|---|---|
| Physical Disability | A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development 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

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

# Special Education Placements Provided by the OCDSB

## *Purpose of the Standard*

*To provide the Ministry and the public with details of the range of placements provided by the Board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC.*

**Learning For All, Kindergarten to Grade 12**

"*Learning for All, K-12*" describes the educational approaches that are based on one of the most important findings of educational research since 2000 – namely, that all students learn best when instruction, resources, and the learning environment are well suited to their particular strengths, interests, needs and stage of readiness." (2013, p.8)

The OCDSB offers a variety of placement options from least restrictive to most supportive. *Regulation 181/98, Section 17* made under the *Education Act* states:

*(1) When making a placement decision....(the Identification Placement and Review Committee) shall, 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.*

*(2) if, after considering all of the information obtained by it or submitted to it under Section 15 that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class.*

A regular class placement is considered the first option for a placement when it is able to meet the student's needs and is consistent with parental preferences. When a student is placed in a specialized program class placement, integration continues to be maximized to the greatest degree possible, based on the individual needs of students. Students can be integrated into the regular classroom in a variety of ways. These ways include, but are not limited to, the following:

- participation in activities and subjects in areas of strength;
- participation in any subjects such as physical education, art, music, and drama;
- participation in school based activities;
- participation in social activities;
- peer helper initiatives;
- reading buddies;
- differentiated/modified curricular expectations and evaluation;
- accommodations (e.g., preferential seating, assistive technology);

For the 2023-2024 school year, the OCDSB has continued to offer both in-person and virtual learning opportunities. The overview of related information can be found in *Policy/Program Memorandum No. 164*. OCDSB special education learners in the regular classroom were offered either in-person learning, or the option of attending the Ottawa-Carleton Virtual (OCV) campuses. Individualized support was provided to special needs students in their respective setting and based on their Individual Education Plan. Specialized program classes were only offered in person in the 2023-2024 school year.

## Student Program Placement Options (Ministry of Education)

**Regular class with indirect support**
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

**Regular class with 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.

**Regular class with withdrawal assistance**
The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.

**Special education class with partial integration**
The student is placed by the IPRC in a special education class where the student–teacher ratio conforms to *Regulation 298, section 31*, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.

**Special education class full time**
A student is placed by the IPRC in a special education class, where the student–teacher ratio conforms to *Regulation 298*, section 31, for the entire school day.

**Referral Process for Specialized Program Classes**
The parent(s)/caregiver(s) of the student must be consulted and included in the preparation of a referral to a specialized program class. As the referral process is a collaborative process between the student's parents / caregivers and the home school, effective practice includes a parent being well informed of the placement, the pathway outcomes for students when they enter a SPC, and its criteria prior to supporting the completion of a referral to a specialized program class. Schools submit referrals and all required documentation to a central referral committee.

- A referral review committee consisting of learning support consultants (LSC),multi-disciplinary LSS personnel, and principals as appropriate reviews

each referral and determines if the referral meets criteria for the specialized program class.

- If the referral review committee recommends a placement, the school will review this recommendation as a part of the IPRC process.
- If the IPRC deems this as an appropriate recommendation and it is confirmed that a space is available to offer a student this recommended placement, then the principal of the sending school is contacted regarding an offer.
- The principal contacts parent(s)/caregiver(s) for a response within 48 hours, and then advises the referral review committee of the parent's response. If applicable, parent(s)/caregiver(s) then contact the receiving school as soon as possible.
- The principal of the sending school conducts an IPRC. If there are extenuating circumstances due to year-end timelines, the IPRC may be convened at the receiving school in early September. The parent/caregiver will have completed a registration and requested specialized transportation forms as needed for the student.
- All specialized class placements are age / grade appropriate only

## ***Category: Behaviour***

**Exceptionality: Behaviour**

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

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

**Special Education Class for Behaviour (Behaviour Intervention Program)**

| **Placements** |
|---|
| • Behaviour Intervention Programs (BIP) at the following levels: primary, junior, intermediate, and senior<br>• up to eight students per class |
| **Admissions Criteria** |
| • typically exhibits many or all of the following behaviours: verbal aggression, physical aggression, a profound inability to build or maintain interpersonal relationships, excessive anger, severe non-compliance, extreme lack of impulse control, extreme low self-esteem, extreme defiant behavior, extreme difficulty coping in the community school, an inability to learn that cannot be traced to intellectual, sensory, or other health factors<br>• accommodations for learning are essential in order to access the curriculum |

**Behaviour Intervention Program** (*continued)*

| **Criteria for Change in Placement** |
|---|
| • the behavioural functioning is no longer the most significant determining influence on the student's academic success or social adjustment in school<br>• has social and/or academic needs that can be met more successfully within a different specialized program class<br>• has been integrated and demonstrated the ability to succeed in a regular class or with/without support from LRT and/or LST<br>• no longer benefiting or requiring a specialized placement<br>• evidence of ongoing successful integration |
| **Available Resources** |
| • one teacher with special education qualifications (Parts I and II)<br>• educational assistant<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**Program**

- Focus of the program is to provide a structured learning environment and an opportunity to develop appropriate social skills;
- Program allows for integration into regular classrooms and/or school activities;
- An IEP containing specific expectations with a focus on behaviour is designed for each student according to learning needs and abilities;
- This plan is based on, and modified by, the results of continuous assessment and evaluation and is shared with parent(s)/caregiver(s) on an ongoing basis;

**Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEPs
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

**Alternative Placements**

The school team will meet with the parent(s)/caregiver(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- Education and Community Partnership Program (ECPP)
- regular classroom with monitoring from the LST and/or LRT
- regular classroom with support from the LST and/or the LRT

## ***Category: Communication***

**Exceptionality: Autism**

**Ministry Definition**
A severe learning disorder that is characterized by:

a) disturbance 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.

**Special Education Classes for Autism (ASDP) and Autism Credit Support Program (ASDCSP)**

| **Placements** |
|---|
| • specialized classes at the following levels: kindergarten, primary, junior, intermediate, and senior<br>• 6 students per class* |
| **Admissions Criteria** |
| • a diagnosis of Autism Spectrum Disorder in the pervasive developmental disorder (PDD) category as specified by DSM-V<br>• documented evidence of impaired communication, social skills, and an uneven learning profile |
| **Criteria for Change in Placement** |
| • has social and/or academic needs which can be met more successfully within another placement<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration |
| **Available Resources** |
| • one teacher with special education qualifications (Parts I and II)<br>• educational assistants<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

** Note: There are 10 students in each of the Autism Credit Support Program (ASDCSP) classes. The allocation of educational assistant is determined by student needs in each of the ASDCSP.*

**Program**
- Emphasis is on functional literacy and numeracy skills, communication, social, life skills, and age-appropriate behaviour
- Goals are specific, measurable, attainable, relevant, and timely (SMART) and chosen from the following domains: behaviour, communication, life skills (self-

help, vocational, and work experience), academics, gross and fine motor skills, community living, and integration
- Programming is based on the expectations outlined in the IEP which is coordinated by the classroom teacher in consultation with the assigned speech-language pathologist and psychologist

**Evaluation Methods**
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEPs
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process
- It is expected that students will integrate into the mainstream to the greatest degree possible

**Alternative Placements**
The school team will meet with the parent(s)/caregiver(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- Care and Treatment program (CTCC)
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

## Exceptionality: Deaf and Hard of Hearing

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

**Special Education Class for Deaf (D/HH)**

| **Placements** |
|---|
| • regular class with specialized support from Itinerant Teacher Deaf/Hard of Hearing (ITD/HH)<br>• other specialized program with consultation or direct service from ITD/HH<br>• specialized program with a Specialist Teacher of the Deaf/Hard of Hearing<br>• up to 10 students per class |
| **Admissions Criteria** |
| • documented hearing loss<br>• use of hearing aids/cochlear implant<br>• method of communication is through hearing and speech<br>• meets criteria for other specialized program in addition to deaf/hard of hearing exceptionality<br>• method of communication is through sign language (American Sign Language) |

**Special Education Class for Deaf (D/HH)** *(continued)*

| Criteria for Change in Placement |
|---|
| • change in hearing loss or performance<br>• needs are not being met in regular class<br>• student requires more than 5 hours, per week, support from ITD/HH<br>• change in method of communication<br>• identification of additional exceptionality<br>• evidence of ongoing successful integration<br>• change in hearing loss or performance, i.e., acquisition of a cochlear implant and requires auditory-verbal/ Oral therapy<br>• student requires/ requests placement in Provincial School setting<br>• identification of additional exceptionality |
| **Available Resources** |
| • FM system and other equipment, as needed including maintenance<br>• teacher with qualifications in Deaf Education<br>• educational assistant allocated based on students' needs<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**Program**

- ITD/HH support is based on the Auditory-Verbal Method unless requested otherwise, and is available from K to 12. Program includes development of speech, language, auditory skills and support of the Ontario Curriculum;
- Specialized Classes for the D/HH use sign language (ASL) and English to deliver the Ontario Curriculum, with modifications as required. There is one class at the elementary level for JK to grade 8 students and one at the secondary level for students in grade 9 to 12. The program includes the development of receptive and expressive language skills. For most students, integration into regular classrooms and school activities is considered to be an essential part of this program
- An IEP is developed for each student with specific learning expectations. This plan, which is developed collaboratively with parent(s)/caregiver(s), is based on, and modified by, the results of continuous assessment

**Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year and may include informal checklists, standardized testing, teacher observation, and language checklists. OCDSB report cards and IEPs formally record the student's progress
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

**Alternative Placements**

The school team will meet with the parent(s)/caregiver(s) to discuss alternative placements if necessary. Placements may include provincial schools for the deaf,

school for the blind and deaf–blind, and Francophone schools for the deaf, blind, and deaf–blind.

**Exceptionality: Language Impairment**

**Ministry Definition**
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

**Special Education Class for Language Learning Disabilities (LLD)**

| **Placements** |
|---|
| • specialized classes at the following levels:<br>• primary and junior<br>• up to 10 students per primary class<br>• up to 12 students per junior class |
| **Admissions Criteria** |
| • exhibits severe language learning difficulties on a speech/language assessment<br>• average to above- average intellectual ability as measured on a psychological assessment<br>• language learning disability or mixed receptive-expressive language disorder as appropriate to age and grade level |
| **Criteria for Change in Placement** |
| • mildly delayed language functioning overall (one or more areas of language may still indicate moderate delays) on a speech/language assessment completed within the last 12 months<br>• academic performance is within one grade level of the student's integrated class placement<br>• has academic and/or social needs that could be met more successfully within a different special-class setting<br>• has the ability to succeed in a regular class with LST/LRT support<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration |

**Special Education Class for Language Learning Disabilities (LLD)** *(continued)*

**Available Resources**

- one teacher with special education qualifications (Parts I and II)
- Learning Support Services personnel provide assessment and consultative services to the special education teacher
- speech-language pathologists provide additional programming support

**Program**

- The focus of the Language Learning Disability Program is to provide the appropriate learning environment that will facilitate the development of the student's expressive and receptive language and phonology skills to enable academic achievement.
- Programs are equipped with special education and language development materials.
- An IEP containing specific expectations is designed for each student according to individual learning needs and abilities. This plan, which is shared with parent(s)/caregiver(s), is based on, and modified by, the results of continuous assessment and evaluation.
- It allows for integration into regular classrooms and/or school activities.

**Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year.
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP and Learning Support Services reports.
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process.

**Alternative Placements**

The school team will meet with the parent(s)/caregiver(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

## Exceptionality: Speech Impairment

**Ministry Definition**

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.

**Placements**

- regular classroom with monitoring from the LST/LRT

**Admissions Criteria**

- mild to moderate articulation problems
- moderate to severe articulation problems
- cleft palate
- voice disorder, fluency disorder, phonology disorder

**Speech Impairment** *(continued)*

| Criteria for Change in Placement |
|---|
| • frequency and intensity are individualized depending upon needs as determined by the school speech-language pathologist (5 years of age to grade 8)<br>• after grade 8, an assessment, consultation or home/school suggestions upon request<br>• consultation<br>• screening<br>• formal/informal testing<br>• CHEO School Based Rehabilitation Services discharge their cases when they reach the mild to moderate level. They may refer to the PATP or community agencies as appropriate |
| **Available Resources** |
| • classroom teacher<br>• speech-language pathologist<br>• CHEO School-based Rehabilitation Services<br>• parent(s)/ caregiver(s), and volunteers<br>• Parent Articulation Training Program (PATP)<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**Service Delivery Model**
Speech-language pathologists:

- provide assessment, intervention and consultation to students fromKindergarten through Grade 12, who may present with a wide range of speech and language disorders and exceptionalities
- provide a wide range and level of support to students in designated special education programs, including ASD, PSN, the DD , LDSIP and LLD
- provide training to support teachers and parent(s)/caregiver(s) in their work with children who have speech and language disorders
- provide Parent Articulation Training Program (PATP) for parents to facilitate their child's speech goals (targeting mild articulation difficulties)
- provide therapy (CHEO School Based Rehabilitation Services) as per mandate

## Exceptionality: Learning Disability (LD)

**Ministry Definition**
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:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- results in

a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or
b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;

- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; and
- 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.
- 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.

**Special Education Class for Learning Disabilities (Elementary LD-SIP; Secondary LDP)**

| **Placements** |
|---|
| • specialized classes at the following levels: junior, intermediate, and senior<br>• up to eight students per class |
| **Admissions Criteria** |
| • evidence of significant learning difficulties with impairment in reading, and/or writing, and/or mathematics which has not responded to targeted interventions<br>• evidence of cognitive strength<br>• average (greater than the 25th percentile) intellectual ability as measured on a psychological assessment<br>• requires intensive instructional support<br>• has severe to profound difficulty in learning and in processing information<br><br>**Secondary**: requires accommodations and/or modifications in academic areas that rely on reading, and/or writing, and/or written expression and/or mathematics and is able to work towards credit bearing, grade level curriculum expectations when using individualized accommodations |

**Learning Disabilities (Elementary LD-SIP; Secondary LDP)** (*continued)*

| **Criteria for Change in Placement** |
|---|
| • current assessments indicate student no longer meets learning disabilities program admission criteria<br>• has academic (as demonstrated by current assessment) and/or social needs that could be met more successfully within a different special class setting, or a provincial school or CTCC placement<br>• has an ability to succeed in a regular class with LST/ LRT support<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration<br>• graduated from High School and/or achieved OSSD |
| **Available Resources** |
| • one teacher with special education qualifications (Parts I and II)<br>• LSS personnel provide assessment and consultative services to the special education teacher |

**Program**

- The focus of the program is to develop academic, communication, social, organizational and self-advocacy skills
- Intensive instructional support is provided for language and mathematics in the junior and intermediate programs
- Credit courses are offered through the secondary program
- An IEP containing specific expectations is designed for each student according to learning strengths and needs. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/caregiver(s)
- Integration into regular/larger classrooms and school activities is considered to be an essential part of this program

**Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified exceptional student is reviewed on an annual basis through the IPRC process

**Alternative Placements**

The school team will meet with the parent(s)/caregiver(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- provincial demonstration schools (English and French) for students with severe learning disabilities
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

## Exceptionality: Giftedness

### Ministry Definition

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

### Special Education Class for Gifted Students (Gifted)

| **Placements** |
|---|
| • specialized classes at the following levels: primary, junior, intermediate and senior<br>• up to 20 students per class grades 1-3<br>• up to 25 students per class in grades 4-8<br>• up to 28 students per class in grades 9-12 |
| **Admissions Criteria** |
| • very superior intellectual ability as measured on a psychological assessment |
| **Criteria for Change in Placement** |
| • has academic and/or social needs that could be met more successfully within a different classroom setting<br>• no longer benefiting or requiring a specialized placement<br>• evidence of ongoing successful integration |
| **Available Resources** |
| • one teacher with special education qualifications (Part I)<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

### Program

- All students work towards the grade expectations outlined in the Ontario curriculum. The aim of the gifted program is to provide enrichment rather than acceleration
- Students have the ability to work through the curriculum at a faster rate, thus allowing more time to study the topics in greater depth
- The development of thinking skills is encouraged
- The program is designed to encourage problem solving, working cooperatively, and self and peer evaluation based on criteria determined by the teacher and students
- Application of learning is emphasized after students have demonstrated mastery of basic skills
- An open-ended curriculum allows students to explore areas of interest and incorporate creative talents into their learning
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/caregiver(s)

**Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a student formally identified as exceptional is reviewed on an annual basis through the IPRC process

**Alternative Placements**

The school team will meet with the parent(s)/caregiver(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

## Exceptionality: Mild Intellectual Disability

**Ministry Definition**

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; and
c. a potential for academic learning, independent social adjustment, and economic self-support

**Special Education Class for Mild Intellectual Disability/General Learning Program (GLP)**

| **Placements** |
|---|
| • specialized classes at the following levels: junior, intermediate and senior<br>• up to 16 students per class |
| **Admissions Criteria** |
| • scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability<br>• significant delays in academic progress<br>• evidence of delays in social/emotional development<br>• in the age-equivalent range of grade 4 to secondary |
| **Criteria for Change in Placement** |
| • does not require the same degree of alternative programming<br>• has academic and/or social needs that could be met more successfully within a different special class setting<br>• has the ability to succeed in a regular class with LST/LRT support and with appropriate accommodations and modifications |

**Mild Intellectual Disability/General Learning Program (GLP)** *(continued)*

| **Criteria for Change in Placement** (continued) |
|---|
| • no longer benefiting from specialized placement<br>evidence of ongoing successful integration |
| **Available Resources** |
| • one teacher with special education qualifications (Part I with Part II preferred)<br>• one educational assistant per class<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**Program**

- The focus of the program is to develop academic and life skills
- An IEP containing specific expectations is designed for each student according to the learning needs and abilities. This plan, developed collaboratively with parent(s)/caregiver(s), is based on and modified by results of continuous assessment and evaluation
- The program allows for integration into regular classrooms and/or school activities
- Curriculum is modified to meet the individual needs of students

**Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process
- It is expected that students will integrate into the mainstream to the greatest degree possible

**Alternative Placements**

The school team will meet with the parent(s)/caregiver(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

**Special Education Class for Students with Mild Intellectual Disabilities (MID) or Developmental Disabilities (Storefront Program)**

| **Placements** |
|---|
| • system-based Storefront Program for students with special education needs aged 18–21 years of age with MID or a developmental disability<br>• up to twelve students |
| **Admissions Criteria** |

**Mild Intellectual Disabilities (MID) or Developmental Disabilities (Storefront Program)** *(continued)*

| **Admissions Criteria** *(continued)* |
|---|
| • students must have supporting documentation which will include: written recommendation of the sending school/program, completed transition skills checklist, and written evaluations regarding previous successful work experience |
| **Criteria for Change in Placement** |
| • ends the year in which the student reaches the age of 21<br>• has social and/or academic needs which can be met more successfully within another placement<br>• no longer benefiting from specialized placement<br>• evidence of on-going successful integration |
| **Available Resources** |
| • one teacher with special education qualifications<br>• one educational assistant is assigned to the class as a job coach<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**Program**

Upon completion of the program, it is hoped that students will be prepared for paid work or a community placement with a minimum of supervision.

- The students work in the community five mornings per week, 2.5 hours daily, for seven to eight weeks
- As part of the Storefront program, students will participate in a variety of work-experience placements
- The life skills component of the program is delivered in the afternoons
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation

**Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year
- OCDSB report cards and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

**Alternative Placements**

The school team will meet with the parent(s)/caregiver(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST
- regular classroom with support from the LST
-

## Exceptionality: Developmental Disability

**Ministry Definition**
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

**Special Education Class for Students with Developmental Disabilities (Semi-Integrated)** (DDP)

| **Placements** |
|---|
| • semi-integrated specialized classes at the following levels: primary, junior intermediate, and senior<br>• up to 10 students per class |
| **Admissions Criteria** |
| • moderate to severe delays in intellectual ability as measured on a psychological assessment<br>• serious delays in academic progress<br>• moderate to severe delays in adaptive functioning<br>• be able to profit educationally, socially, and emotionally from a semi-integrated class in a regular school, with opportunities for appropriate supported integration<br>• be able to take care of basic personal needs, with a minimum of additional support |
| **Criteria for Change in Placement** |
| • has social and/or academic needs which can be met more successfully within another placement<br>• no longer benefiting from specialized placement<br>• evidence of on-going successful integration |
| **Available Resources** |
| • one teacher with special education qualifications (Part I)<br>• educational assistants<br>• Learning Support Services personnel provides assessment and consultative services to the special education teacher |

**Program**

- Programming in a specialized classroom offers opportunities to integrate with age-appropriate peers
- The focus of the program is to develop basic life skills along with a functional academic skills component
- The curriculum is modified, and/or alternative curriculum expectations are provided, to meet the individual needs of students

- An IEP containing specific expectations is designed collaboratively for each student according to learning needs and abilities. The IEP is based on, and modified by, the results of continuous assessment and evaluation
- Student progress is formally reported as per the reporting structure of the OCDSB on progress reports, report cards and/or IEPs
- The IEP includes a transition plan and should include work experience opportunities wherever possible

**Special Education Class for students with Developmental Disabilities (Specialized Schools)**

| **Placements** |
|---|
| • specialized schools with classes at the following levels: kindergarten, primary, junior, intermediate and senior<br>• up to eight students per class |
| **Admissions Criteria** |
| • moderate to severe delays in intellectual ability as measured on a psychological assessment<br>• serious delays in academic progress<br>• moderate to severe delays in adaptive functioning |
| **Criteria for Change in Placement** |
| • has social and/or academic needs which can be met more successfully within another placement<br>• no longer benefiting from specialized placement |
| **Available Resources** |
| • one teacher with special education qualifications (Part I)<br>• educational assistants<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**Program**

Clifford Bowey Public School and Crystal Bay Centre for Special Education offer specialized school settings for pupils with developmental disabilities.

- Focus of the program is to develop life skills which include communication skills, self-help skills, and an introduction to basic academic skills
- CHEO School Based Rehabilitation Services provide support for therapy-based programming in the areas of occupational therapy and physiotherapy. Home and Community Care Support Services Champlain (HCCSSC) provide nursing support.
- An IEP containing specific expectations is designed collaboratively for each student according to learning needs and abilities. The IEP is based on, and modified by, the results of continuous assessment and evaluation
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and/or IEP

- It includes a transition plan and should include work experience opportunities, as appropriate

## *Category: Physical*

## Exceptionality: Physical Disability

**Ministry Definition**
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.

**Special Education Class for Physical Disabilities/Physical Support Program (PSP)**

| **Placements** |
|---|
| • specialized classes at the following levels: primary, junior, intermediate, and senior<br>• up to 12 students per class |
| **Admissions Criteria** |
| • medical diagnosis of a physical disability with significant programming adaptation requirements |
| **Criteria for Change in Placement** |
| • the student's physical condition no longer requires therapeutic interventions offered in the program<br>• the student's needs will be better met in an alternate placement<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration<br>• one teacher with special education qualifications (Parts I and II)<br>• Educational assistants allocated based on students' needs<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**Program**

- At the elementary and secondary level, the physical support programs address the academic and physical needs of students at the appropriate level
- An IEP containing specific expectations is designed for each student reflecting learning needs and abilities
- CHEO School Based Rehabilitation Services provides support for therapy-based programming in the areas of occupational therapy, physiotherapy, nursing and speech disorders (if eligible)
- There is ongoing liaison with CHEO Development and Rehabilitation (Children's Treatment Centre services) for those students who enter from this service.

**Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year. OCDSB Report Cards, Alternative Report Cards (if applicable) and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

**Alternative Placements**

The school team will meet with the parent(s)/caregiver(s) to discuss alternative placements if necessary. Placements may include the following:

- Other special education placement options if appropriate
- CHEO School (Early Intervention Program – JK/SK levels – option if appropriate)
- Regular classroom with support from the LST/LRT
- Regular classroom with monitoring from the LST/LRT

## Exceptionality: Blind and Low Vision

**Ministry Definition**

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

| **Placements** |
|---|
| • regular classroom with specialized support |
| **Admissions Criteria** |
| • 20/70 or worse in best eye with best correction as determined by an ophthalmological/optometry report |
| **Range of Support** |
| • blind students generally receive up to 50 per cent itinerant support depending on needs (e.g., braille, tactile and adaptive program)<br>• blind students usually require more intensive support<br>• low vision support is individualized (from itinerant 1–2 times a week to monitoring visits 2–4 times a year) |
| **Available Resources** |
| • teacher with specialized qualification in Blind/Low Vision. May also have certification to teach orientation and mobility<br>• orientation and mobility instructor<br>• classroom teacher<br>• Educational assistants allocated based on student's needs<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher<br>• specialized equipment as needed |

**Program/Service Delivery Model**
ITB/LVs provide:

- A school-based functional vision assessment to determine frequency of service and educational strategies
- Direct instruction in Braille and other tactile learning strategies
- Adaptation of curriculum materials (Braille, e-text, auditory, large print)
- Orientation and mobility instruction (safe travel techniques)
- Training in specialized equipment including computer hardware and software, optical aids, and other specialized equipment used in the classroom
- Provide consultation and support to schools concerning needs related to vision

**Evaluation Methods**

- Student's visual efficiency, tactile learning, orientation and mobility, and alternate skills are assessed regularly by the itinerant teacher, including functional vision assessments, observation and checklists
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB report cards and IEP, as well as anecdotal reports where appropriate
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

**Alternative Placements**
The school team will meet with the parent(s)/caregiver(s) to discuss alternative placements if necessary. Placements may include the following:

- Other special education placement options if appropriate
- Provincial school for the blind and deaf–blind, and the Francophone school for the deaf, blind, deaf–blind and for those with learning disabilities
- Regular classroom with monitoring from the LST/LRT
- Regular classroom with support from the LST/LRT

## *Category: Multiple*

## Exceptionality: Multiple

**Ministry Definition**
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.

**Range of Placements**
Depending on the student's strengths and needs, placements can range from a regular class to a special education class. While there are no special education

classes devoted to students with multiple exceptionalities, these students' program needs can be met in a variety of placements.

## Exceptionality: Mild Intellectual Disability and Behaviour

**Ministry Definition of 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

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

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

**Special Education Class for students requiring a Dual Support Program (DSP)**

| **Placements** |
|---|
| • specialized classes at the following levels: junior, intermediate, senior<br>• up to ten students per class |
| **Admissions Criteria** |
| • significantly below-average intellectual potential as measured on a psychological assessment<br>• serious delays in the acquisition of fundamental academic skills exacerbated by behaviour problems<br>• impaired adaptive functioning (e.g., coping with life demands, personal independence)<br>• history requiring frequent discipline due to disruption, non-compliance, physical/verbal aggression, impulsivity, etc.<br>• history of socially unacceptable behavior |
| **Criteria for Change in Placement** |
| • does not require the same degree of alternative programming<br>• has academic and/or social needs that could be met more successfully within a different special class setting |

**Dual Support Program (DSP)** (*continued*)

| **Criteria for Change in Placement** *(continued)* |
|---|
| • has the ability to succeed in a regular class with LST/LRT support/ monitoring<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration |
| **Available Resources** |
| • one teacher with special education qualifications (Parts I and II)<br>• educational assistants<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**Program**

- The focus of the program is to provide a structured learning environment with the opportunity to develop appropriate life and social skills
- The program allows for integration into regular classrooms and/or school activities
- An IEP containing specific expectations with a focus on behaviour is designed for each student, according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation including consultation with parent(s)/caregiver(s) on an ongoing basis

**Evaluation Methods**

- Student assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

**Alternative Placements**

The school team will meet with the parent(s)/caregiver(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

## Program: Primary Special Needs (PSN)

**Special Education Class for students with Primary Special Needs (PSN)**

| **Placements** |
|---|
| • specialized classes at primary level<br>• up to 10 students per class |
| **Admissions Criteria** |
| • need for one or more years in an intensive support program<br>• scores significantly below the average range, but above the developmentally<br>• in the age-equiv. range of grade 1 to 3 |

**Primary Special Needs (PSN)** *(continued)*

| **Admissions Criteria** *(continued)* |
|---|
| • disabled range on a standardized individual psychological test of intellectual ability<br>• significant developmental delays in two or more of the following areas: intellectual, academic and social/emotional development, language, physical (fine and gross motor) |
| **Criteria for Change in Placement** |
| • does not require the same degree of specialized programming<br>• has the ability to succeed in a regular class with LST/LRT support and appropriate modifications and accommodations<br>• on-going assessment determines that a different placement could better meet the student's needs<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration |
| **Available Resources** |
| • one teacher with special education qualifications (Part I, Part II preferred)<br>• educational assistant<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**Program**

- The primary special needs program provides opportunities for each student to progress in all relevant areas of development
- The focus of the program is to develop academic, communication and social/emotional skills
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous formal and informal assessment
- For most students, integration into regular classrooms and school activities is considered to be an essential part of this program

**Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

**Alternative Placements**

The school team will meet with the parent(s)/caregiver(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

# Individual Education Plans (IEP)

## Purpose of the Standard

*To inform the Ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing the IEP.*

An IEP is a written plan describing the special education program and/or services required by a particular student on an ongoing basis. The IEP outlines the student's areas of strengths and needs as well as the program a student requires for instruction and assessment. The IEP documents formal assessments and any equipment a student requires to support their learning. The IEP is a working document that contains a transition plan and any required accommodations, modifications, or alternative programs needed to help a student achieve the learning expectations identified in their IEP.

The IEP reflects the school board's and the principal's commitment to provide, within the resources available to the school board, the special education program and services needed to meet the identified strengths and needs of the student. The IEP helps teachers monitor the student's progress and provides a framework for communicating information about the student's progress to parent(s)/caregiver(s) and to the student. For further information about IEPs the OCDSB has developed a Parent Guide resource for understanding Individual Education Plans.

### Implementation of the Ministry of Education Standards and IEP Development for Identified Students

Implementation and monitoring of the IEP depends on appropriate sharing of information among those involved in executing goals and expectations set out in the IEP. The monitoring, implementation, and review of the IEP is overseen by the principal and the implementation of the IEP is the responsibility of the classroom teacher(s) in consultation with parents and students who are 16 years of age, or older.

As per *Regulation 181/98,* all students in the OCDSB who are identified as exceptional by an Identification, Placement and Review Committee (IPRC) must have an IEP. An IEP may also be developed for a student who has not been identified as exceptional but who requires a special education program and/or services. An IEP is required when a student consistently demonstrates a need for accommodations or modifications for instructional or assessment purposes beyond typical differentiated instruction. In these cases, multiple sources of evidence would inform the creation of the IEP. Students who have been determined to have a demonstrated need for the use of SEA equipment also require an IEP.

Students identified as exceptional through an IPRC or those who have a previously implemented IEP must have an IEP reviewed/revised or developed within 30 instructional days after the beginning of a new placement, or a new school year. Serving

as working documents, IEPs are expected to be reviewed and revised regularly to reflect the current strengths/needs and goals for that student.

**Purpose of an IEP**

An IEP will:

- be developed for each student who is identified as exceptional through the Identification Placement and Review Committee (IPRC) process;
- be developed for a student who has not been formally identified as exceptional but who is receiving a special education program and/or services on an ongoing basis;
- be developed within 30 instructional days of the student's first day in the program or the start of the school year;
- be developed, implemented, and monitored in a collaborative manner with parent(s)/caregiver(s), student, the school team, teachers, and Learning Support Services personnel;
- outline expectations, strategies, assessment methods, and resources to facilitate learning based on the individual student's needs, strengths, interests, and history;
- include a transition plan for: all students who have an IEP as per *Policy/Program Memorandum 156*, students 14 years of age or older as per Regulation 181/98; and students with autism as per Policy/Program Memorandum 140;
- be reviewed and/or revised at least once each reporting period.

**Overview of the IEP Process**

A team approach should underlie the IEP process and the process should focus on how the student is expected to progress through the Ontario curriculum, with accommodations and modified expectations, or alternative programs (not described in the Ontario curriculum).

The IEP Process can be broken down into five phases:

1. Gathering information
2. Setting the direction
3. Developing the IEP as it relates to the student's special education program and services
4. Implementing the IEP
5. Reviewing and updating the IEP

Within each phase, several steps are taken to inform the development of an IEP. Here is an overview of some of the possible actions that may be taken within each phase:

***Gathering information***

- review student's Ontario Student Record (OSR) (including the IPRC's statement of decision and / or previous IEPs);
- consult and collaborate with parents / caregivers, the student (if appropriate), school staff, and other professionals regarding:
    - the purpose of the IEP,
    - the goals outlined in the IEP,
    - the plan to review the IEP, and
    - the possible outcomes/pathways that may result from having an IEP;

This must include sending home the IEP Consultation Form
- gather information through observation of the student;
- conduct further assessments, if necessary

***Setting the direction***

- establish a collaborative approach that engages parents/caregivers and students in the discussion;
- establish roles and responsibilities;
- begin the work on the IEP by identifying the student's strengths and needs, as identified in the IPRC's statement of decision, where applicable

***Developing the IEP***

- incorporate program suggestions from the IPRC (if applicable);
- incorporate applied behaviour analysis (ABA) methods into the IEP for students with Autism Spectrum Disorder (ASD), where appropriate;
- determine for every subject or course, the program option that will best suit the student's needs (i.e., whether the student requires accommodations only or accommodations and modifications, and whether alternative programs are required and document them);
    - if modifications are being considered, evidence is needed to determine the level of modification, and the working grade level is to be clearly documented on the IEP and report card;
        - modifications must be carefully reviewed each term; specifically in planning for a transition to Grade 9 destreamed curriculum;
        - it is essential to engage in an informed discussion with the parents/caregivers and student about the impacts of modifying the curriculum, and the plan of support to close the gap between modified and current grade level expectations
        - plan for and document required human resources;
- record information pertaining to individualized equipment (if required), evaluation and reporting, and provincial assessments (if required);
- develop a transition plan (see Transition Plans Section below);
- record parent / caregiver / student consultations;
- ensure Principal has reviewed and signed the document as part of the approval process

***Implementing the IEP***

- share the completed IEP with the student, parents / caregivers, school staff, and other professionals (if appropriate);
- put the IEP into practice (classroom / subject teachers' / support personnel) and continuously assess the student's progress;
- adjust the IEP if necessary (ensure to record any changes);
- evaluate the student's learning and report the results of the evaluation to the parents / caregivers (if appropriate)

***Review and Update the IEP***

- collaborate with parents/caregivers and students in the review process and record outcome of discussions on the consultation log within the IEP;
- update the learning expectations at the beginning of each reporting period, or earlier if required;
- review the IEP regularly, including the transition plan, and record the revisions;
- store the most current version of the IEP in the Documentation File in the student's Ontario Student Record (OSR)

The IEP process is cyclical (at the beginning of each term/semester) and best practices involve ongoing review, evaluation, and adjustment when needed.

**Transition Plans**

Transition plans are an essential part of the IEP and are developed to assist students in successful transitions as needed (e.g. from activity to activity, class to class, school to school, high school to post-secondary activities, etc.). This is done by:

- outlining goals,;
- listing actions required to meet those goals, ;
- identifying individuals responsible for the actions,
- specifying timelines to guide the plan

OCDSB schools engage in a range of transition planning tasks to support a variety of student transitions. Key components to successful transition planning include:

- consultation with:
    - student (as appropriate);
    - the parent / caregiver, ;
    - new classroom team/new school;
    - postsecondary institution (where appropriate),;
    - relevant community agencies and/or partners;
- sharing all of the required information with the schools and/or staff involved;
- reviewing and/or revising at least once each reporting period to identify next steps that are individualized and appropriate for the student

The creation of transition plans is legislated and can be found in the following regulatory and policy documents:

*Ontario Regulation 181/98* requires that for exceptional students who are age 14 or older and who are not identified solely as gifted, the student's IEP must include a transition plan for the student's transition from school to work, for further education, and/or community living.

*Policy / Program Memorandum (PPM) No. 140, "Incorporating Methods of Applied Behaviour Analysis (ABA)* states that school board staff must plan for the transition between various activities and settings involving students with autism spectrum disorders.

*Policy / Program Memorandum (PPM) No.156* outlines for school boards and schools new requirements for transition plans for students with special education needs from Kindergarten to Grade 12, September 2014.

**Dispute Resolution Process**

If differences of opinion around the content of an IEP should arise, these concerns will be mediated at the school level. It is the goal that through a collaborative process, successful programming for students will be achieved. Therefore, every effort is made to resolve differences through a shared approach between parent / caregiver and school staff. In the event of unresolved concerns, parents will work with the Superintendent of Instruction for the school. Also, the OCDSB has a Complaint Resolution policy and procedure in place. It can be accessed via the following link: OCDSB Complaint Resolution Procedure.

The Ministry of Education also has a resource for dispute resolution entitled Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs.

**Storage of IEPs**

A student's IEP must be included in the student's Ontario Student Record (OSR). This requirement ensures that the student's relevant assessment data and information about their strengths, needs and learning expectations are available to teachers working with them. To ensure that the IEP stored in the OSR is up to date, the current copy of the IEP should replace the previously filed copy. Previous versions of IEPs are archived in the District's IEP software program for historical reference.

**Results of the Ministry of Education IEP Review**

There were no Ministry of Education IEP reviews in the 2023-2024 school year.

**Creation of the IEP online (IOL)**

IEPs are created on an online platform (IOL). Learning Support Teachers, classroom teachers and principals have access to the students at their school. The following are sample screenshots of the document that is produced for each student. IOL has an Online Help feature, with screenshots that provide direction for all stages of IEP development.

## OCDSB IEP Template

**IEP Cover Page**

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

**REASON FOR DEVELOPING THE IEP**

☐ Student identified as exceptional by IPRC ☐ Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

**STUDENT PROFILE**

Gender: ____ School Year: _____

Most Recent IPRC Date: _____

**Statement of Decision:** ☐ Exceptional ☐ Not Exceptional ☐ Non-Identified

**Exceptionality 1:**

**Exceptionality 2:**

**Special Education Placement:**

☐ Regular class with indirect support
☐ Regular class with withdrawal assistance
☐ Special education class full time
☐ Regular class with resource assistance
☐ Special education class with partial integration

**Reason for Placement:**

**Program:**

Page 1

**IEP Cover Page**

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

**Exceptionality Definitions**

| Exceptionality | Ministry of Education Definition |
|---|---|
| | |
| | |

Page 2

## Assessments

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

### ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

| Information Source | Date | Summary of Results | Comments |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

| Areas of Strength | Areas of Need |
|---|---|
| | |

**Health Support Services/Personal Support Required** ☐ Yes *(list below)* ☐ No



## Courses and Accommodations

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

### SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

*Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)*

1. _____ ☐ MOD ☐ AC ☐ ALT

**Elementary Program Exemptions or Secondary School Compulsory Course Substitutions**

☐ Yes *(provide educational rationale)* ☐ No

Complete for secondary students only:

**Student is currently working towards attainment of the:**

☐ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment

### ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

| Instructional Accommodations | Environmental Accommodations | Assessment Accommodations |
|---|---|---|
| | | |
| | | |

**Individualized Equipment** ☐ Yes *(list below)* ☐ No **SEA Status:** _____

### PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

Provincial assessments applicable to the student in the current school year: _____

**Accommodations:** ☐ Yes *(list below)* ☐ No

**Exemptions:** ☐ Yes *(provide explanatory statement from relevant EQAO document)* ☐ No

**Deferred:** ☐ Yes *(provide explanatory statement from relevant EQAO document)* ☐ No

## Special Education Program:

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

| **Teacher:** | **Subject/Course/Alternative Program:** |
|---|---|
| **Current Level of Achievement:**<br>Prerequisite course (if applicable) _____<br>Letter grade/Mark _____<br>Curriculum grade level (last June) _____ | **Level of Achievement for Alternative Program:** |

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

| **Learning Expectations**<br>(Listed are the modified/alternative expectations outlining knowledge and/or skills to be assessed by reporting period.) | **Teaching Strategies**<br>(Listed are the teaching strategies that are particular to the student and specific to the learning expectations.) | **Assessment Methods**<br>(Identified are the assessment methods to be used for each learning expectation.) |
|---|---|---|
| Term 1 | | |
| | | |
| | | |
| | | |
| | | |



## Transition

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

### Transition Goals: Activity to Activity

| Strategies / Actions Required | Additional Comment(s) | Person(s) Responsible | Timelines |
|---|---|---|---|
| **The following plan has been developed based on the student's strengths and needs to provide the strategies, tools and resources to support transitions** | | | |
| | | | |

### Transition Goals: Change in Grade Level

| Strategies / Actions Required | Additional Comment(s) | Person(s) Responsible | Timelines |
|---|---|---|---|
| **The following plan has been developed based on the student's strengths and needs to provide the strategies, tools and resources to support transitions** | | | |
| | | | |

### Transition Goals: Setting to Setting

| Strategies / Actions Required | Additional Comment(s) | Person(s) Responsible | Timelines |
|---|---|---|---|
| **The following plan has been developed based on the student's strengths and needs to provide the strategies, tools and resources to support transitions** | | | |
| | | | |

## Human Resources & IEP Team

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

**HUMAN RESOURCES (teaching/non-teaching)**

| Service | Provider | Initiation Date | Frequency | Location(s) |
|---|---|---|---|---|
| | | | | |
| | | | | |

**EVALUATION**

Reporting Dates:

**Reporting Format**

☐ Provincial Report Card (required unless student's program comprises alternative expectations only)

☐ Alternative Report

**IEP TEAM**

**IEP Developed by:**

| Staff Member | Position | Staff Member | Position |
|---|---|---|---|
| | | | |
| | | | |

**Sources Consulted in the Development of the IEP**

☐ Provincial RC ☐ Previous IEP ☐ Parent/Guardian ☐ Assessment(s)

**Date of Placement in Special Education Program** *(select the appropriate option)*

☐ 1) First day of attendance in new special education program

☐ 2) First day of the new school year or semester in which the student is continuing in a placement

☐ 3) First day of the student's enrolment in a special education program that the student begins in mid-year or mid-semester as the result of a change of placement

Date of Placement: _____

Completion Date of IEP Development Phase
(within 30 school days following the Date of Placement): _____

Page 7

## Consultation Log & Signatures

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

**Log of parent/student consultation and staff review/update for current school year.**

| Date | Activity (indicate parent/student consultation or staff review) | Outcome | Staff Involved |
|---|---|---|---|
| | | | |
| | | | |

**The principal is legally required to ensure that the IEP is properly implemented and monitored.**
This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

_____ _____
Signature of Principal Date

**Involvement of Parent/Guardian and Student (if student is 16 or older)**

| | | |
|---|---|---|
| I was consulted in the development of this IEP | ☐ Parent(s)/Guardian(s) | ☐ Student |
| I declined the opportunity to be consulted in the development of this IEP | ☐ Parent(s)/Guardian(s) | ☐ Student |
| I have received a copy of this IEP | ☐ Parent(s)/Guardian(s) | ☐ Student |

Parent(s)/Guardian(s)/Adult Student Comments:

_____

_____

_____ _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) Date

_____ _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) Date

Page 8

## IEP Consultation Form

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

Please complete areas of this form that you feel will assist staff in developing the IEP for your child. Please return the form to the staff member responsible for the IEP. Please note that input may be considered in the development of your child's IEP.

**1. Medical:**
Is there any medical condition or concern which you feel may impact your child's learning? (Please include any changes to your child's medical condition.)

**2. Testing/Assessment Results:**
Are there any recent testing/assessment results which would be helpful in programming for your child?

**3. Previously Successful Strategies:**
Are there strategies which have worked particularly well for your child in the past?

**4. Parental or Other Supports:**
Are there supports that you have put in place (such as homework routines, assistive technology, tutoring, etc.) which would be helpful for school staff to know about?

**5. Priorities:** What do you consider to be a priority for your child's learning this year?

**6. Other:** Is there any other information you feel may impact on your child's learning (e.g. strengths and/or areas of need)?

Thank you for your contribution to your child's success at school.

_____ _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) Date

_____ _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) Date

Page 9

**IEP Summary Layout**

**CONFIDENTIAL (For teacher/school use only)**

**STUDENT PROFILE**

Student: _____ ID: _____ OEN: _____

Gender: _____ DOB: _____ Grade: _____ Homeroom: _____

School: _____ Principal: _____

Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____

Exceptionality 1: _____ Exceptionality 2: _____

| Placement Decision | Recommended Program |
|---|---|
| | |

**STUDENT STRENGTHS AND NEEDS**

| Areas of Strength | Areas of Need |
|---|---|
| | |

**ACCOMMODATIONS**

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

| Instructional Accommodations | Environmental Accommodations | Assessment Accommodations |
|---|---|---|
| | | |
| | | |
| | | |

**PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)**

Provincial assessments applicable to the student in the current school year:

**Accommodations:**

**Modified Subjects:**

**Comments:**

Page 10

## Ministry of Education Exceptionalities

| Category | Exceptionality | |
|---|---|---|
| Behavioural | • Behavioural | |
| Communicational | • Autism<br>• Deaf and Hard of Hearing<br>• Language Impairment | • Speech Impairment<br>• Learning Disability |
| Intellectual | • Giftedness<br>• Mild Intellectual Disability | • Developmental Disability |
| Physical | • Physical Disability | • Blind and Low Vision |
| Multiple | • Multiple Exceptionalities | |

| OCDSB Specialized Programs | |
|---|---|
| Autism Spectrum Disorder Secondary Credit Support Program<br>Autism Spectrum Disorder Program<br>Behaviour Intervention Program<br>Deaf/Hard of Hearing Program (Congregated)<br>Developmental Disabilities Program<br>Dual Support Program<br>General Learning Program | General Learning Program/Storefront<br>Gifted Specialized Program<br>Language Learning Disabilities Program<br>Learning Disability Program (Sec.)<br>Learning Disabilities Specialized Intervention Program (Elem.)<br>Physical Support Program<br>Primary Special Needs |
| **Placement Options** | |
| FSC - Fully self-contained<br>IS – Indirect Service<br>PI - Partially Integrated | RA - Resource Assistance<br>WA - Withdrawal Assistance |

The following sections are samples of possible information that are a part of the IEP Online (IOL) platform. The information is evidence-based and subject to change.

| Strengths | |
|---|---|
| Artistic Expression<br>Auditory<br>Braille Skills<br>Communication Skills<br>Creative Problem Solving<br>Daily Living Skills<br>Decoding<br>Expressive Language<br>Fine Motor Skills<br>General Knowledge<br>Gross Motor Skills<br>Intellectual Aptitude<br>Interpersonal Skills<br>Keyboarding<br>Kinesthetic<br>Memory Skills<br>Mobility Skills<br>Multimodal Learning Style<br>Musical/Rhythmic Ability | Numeration<br>Orientation Skills<br>Organizational Skills<br>Perseverance/ Motivation to Learn<br>Positive Attitude<br>Problem Solving Skills<br>Reading Comprehension<br>Receptive Language<br>Receptive/Expressive Language<br>Self-Advocacy Skills<br>Self-Regulation Skills<br>Sign Language Skills<br>Tactile<br>Task Persistence<br>Time Management Skills<br>Visual<br>Visual Perceptions Skills<br>Word Attack Skills<br>Written Expression |
| **Needs** | |
| Attention skills<br>Auditory perceptual skills<br>Auditory skills<br>Braille skills<br>Communication skills<br>Creative thinking skills<br>Critical thinking skills<br>Decoding Skills | Expressive Language<br>Fine motor skills<br>Gross motor skills<br>Impulse control skills<br>Information processing skills<br>Leadership skills<br>Memory skills Mobility skills<br>Non-verbal communication skills |

| **Needs** *(continued)* | |
|---|---|
| Numeration<br>Organizational skills<br>Orientation and mobility skills<br>Orientation Skills<br>Personal Care Skills<br>Personal Safety Skills<br>Problem Solving Skills<br>Reading Comprehension<br>Receptive Language Receptive/expressive Language<br>Residual Hearing and Auditory Skills Self-advocacy Skills | Self-regulation Skills<br>Sign Language Skills<br>Social Skills Spatial Skills<br>Speech/articulation Skills<br>Tactile Perceptual Skills<br>Task Persistence Skills<br>Time Management Skills<br>Visual efficiency<br>Visual motor integration<br>Visual Perception Skills<br>Visual Perceptual |

| **Assessment Sources** | |
|---|---|
| Audiological assessment<br>Behavioural assessment<br>Developmental assessment<br>Educational assessment<br>Functional visual assessment<br>Group ability test e.g., Canadian Cognitive Abilities Test<br>Medical assessment<br>Occupational therapy assessment<br>Orientation skills<br>Personal care skills | Personal safety needs<br>Pediatric assessment<br>Physiotherapy assessment<br>Psychiatric assessment<br>Psychological assessment<br>Psycho-Educational assessment<br>Social work assessment<br>Speech/language assessment<br>Vision Technology assessment<br>Wechsler-Fundamentals assessment<br>Orientation and Mobility assessment |

| **Assessment Summary** |
|---|
| Report describes significant behavioural problems<br>Report indicates adaptive equipment essential to access the curriculum<br>Report indicates areas of need in …<br>Report indicates assistive technology essential to access the curriculum<br>Report indicates blind/low vision<br>Report indicates mild adaptive functioning delays<br>Report indicates mild articulation difficulty<br>Report indicates mild developmental delays<br>Report indicates mild hearing loss<br>Report indicates mild intellectual disability<br>Report indicates mild/moderate/severe adaptive functioning delays<br>Report indicates mild/moderate/severe articulation difficulty<br>Report indicates mild/moderate/severe developmental delays<br>Report indicates mild/moderate/severe/profound hearing loss<br>Report indicates moderate adaptive functioning delays<br>Report indicates moderate articulation difficulty<br>Report indicates moderate developmental delays<br>Report indicates moderate hearing loss<br>Report indicates profound hearing loss |

| **Assessment Summary** *(Continued)* |
|---|
| Report Indicates sensory equipment essential to access the curriculum |
| Report indicates severe adaptive functioning delays |
| Report indicates severe articulation difficulty |
| Report indicates severe developmental delays |
| Report indicates severe hearing loss. |
| Report provides diagnosis of … |
| Report provides diagnosis of Attention Deficit/Hyperactivity Disorder |
| Report provides diagnosis of Autism |
| Report provides diagnosis of Developmental Disability |
| Report provides diagnosis of Learning Disability |
| Report provides diagnosis of Oppositional Defiant Disorder |
| Test results indicate very superior intellectual functioning |

**Education Quality and Accountability Office (EQAO)**
Annually, in preparation for the provincial assessments, EQAO provides school districts with key information related to accommodations and exemptions. For current information, please visit: http://www.eqao.com

**Accommodations**
Below are accommodations:

| **Instructional** | |
|---|---|
| ● Anxiety/stress reducers | ● Manipulatives |
| ● Ability grouping | ● Memory aids |
| ● Assistive technology | ● Dramatizing information |
| ● Audio texts | ● Duplicated notes |
| ● Augmentative and alternative communications systems | ● Extra time for processing |
| | ● Fading prompts |
| ● Buddy/peer tutoring | ● First/Then |
| ● Carry and match system | ● Forward/backward chaining |
| ● Close-ended activities | ● Functional tasks |
| ● Colour cues | ● Mind maps |
| ● Computer options | ● More frequent breaks |
| ● Concrete/hands-on materials | ● Multi-sensory presentations |
| ● Contracts | ● Non-verbal signals |
| ● Creative thinking tasks | ● Prompts to return student's attention to task |
| ● Critical thinking tasks | |
| ● Differentiated tasks | ● Note-taking assistance |
| ● Gesture cues | ● Organization coaching |
| ● Graphic organizers | ● Partnering |
| ● High structure | ● Positive reinforcement |
| ● Increased challenge through higher level thinking skills | ● Pre-cueing |
| | ● Preferred activities/items/topics |
| ● Large-size font | ● Product differentiation |
| ● Leveled breaks | ● Prompting (verbal, visual) |

| **Instructional** (*Continued*) | |
|---|---|
| ● Prompting/modeling/redirection/fading<br>● Provide choice<br>● Reduced/simplified language<br>● Reduced/uncluttered format<br>● Reduction in the number of tasks used to practice a concept or skill<br>● Rehearsal strategies<br>● Reinforcement incentives<br>● Repetition of information<br>● Rewording/rephrasing of information<br>● Sensory diet<br>● Sensory objects/manipulative/toys<br>● Shaping | ● Shaping/chaining<br>● Small sequential steps<br>● Social Narratives<br>● Social skills coaching<br>● Spatially cued formats<br>● Tactile tracing strategies<br>● Time-management aids<br>● Tracking sheets<br>● Verbal cues<br>● Visual cueing<br>● Visual supports/schedules<br>● Word-retrieval prompts |
| **Environmental** | |
| ● Acoustic treatment of workspace<br>● Alternative work space<br>● Area of individual leisure and social leisure<br>● Assistive devices or adaptive equipment<br>● Consistent classroom rules and routines<br>● Minimizing of background noise<br>● Hush ups<br>● Minimal visual distractions<br>● Office/work system<br>● Predictable environment<br>● Preparation for transitions | ● Proximity to instructor<br>● Quiet setting<br>● Reduction of audio/visual stimuli<br>● Sensory equipment<br>● Sensory room<br>● Special lighting<br>● Strategic seating<br>● Structured learning environment<br>● Study carrel<br>● Use of headphones<br>● Visual supports |
| **Assessment** | |
| ● Alternate products<br>● Alternative settings<br>● Alternative work location<br>● Alternative work space<br>● Alternative time to write tests<br>● Assessing over multiple sessions<br>● Assessment embedded in regular programming<br>● Assessment paired with reinforcement<br>● Assistive devices or adaptive equipment<br>● Assistive technology software<br>● Audio version<br>● Augmentative and alternative communications systems<br>● Braille<br>● Breaks<br>● Check for understanding of instructions<br>● Checklists<br>● Chunk time of assessment | ● Cloze<br>● Colour contrasted materials<br>● Colour cues<br>● Computer options<br>● Conferencing<br>● Covered overlays<br>● Daily logs<br>● Dark lined paper<br>● Demonstration of task<br>● Enlarged worksheets<br>● Extended time limits<br>● Extra time for processing<br>● Frequent breaks<br>● Highlight key information on test<br>● Intermittent reinforcement during assessment<br>● Interpreter<br>● Large print<br>● Large-size font |

| **Assessment** *(Continued)* | |
|---|---|
| ● Learning goals checklist (individualized)<br>● Lighting<br>● Manipulatives<br>● Matching<br>● Memory aids<br>● Multiple choice<br>● Oral responses<br>● Performance-based tasks<br>● Product differentiation<br>● Prompts for time management<br>● Reduce quantity of test items<br>● Reduced/uncluttered format | ● Reduction in the number of tasks used to assess a concept or skill<br>● Rubric (individualized)<br>● Scribing Self-assessment checklist<br>● Signing EA Sound cues to help retrieval<br>● Success criteria checklist (individualized)<br>● Tactile assessments<br>● Uncluttered format<br>● Verbatim scribing<br>● Visual supports<br>● Work samples |

| **Human Resources** | |
|---|---|
| Spec Ed Teacher<br>ITD/HH<br>ITB/LV<br>Teacher<br>Learning Resource Teacher<br>Learning Support Teacher<br>Student Success Teacher<br>Educational Assistant(s) | Social Worker<br>Speech/Language Pathologist<br>Physiotherapist<br>Psychologist<br>Psychological Associate<br>Psychoeducational Consultant<br>Occupational Therapist<br>Board Certified Behaviour Analyst |
| **Human Resources Service Type** | |
| Direct Instruction<br>Instructional Support<br>Consultation<br>Reading Instruction | Resource Support<br>Personal Care<br>Behaviour Support<br>Technical Support |

| **Transition Type (Including ASD Transition Type)** | |
|---|---|
| Activity to Activity<br>Change in Grade Level<br>Class to Class<br>Elementary to Secondary School<br>Entry to School<br>Home to School/School to Home<br>Lunch to Class/Class to Lunch<br>Outside Agency to a School<br>Program to Program<br>School Entry to Class/Class to School Exit<br>Secondary School to Apprenticeship | School to School<br>Secondary School to Community Living<br>Secondary School to Day Program<br>Secondary School to Supported Employment<br>Secondary School to World of Work<br>Secondary to Post Secondary Educational Institution<br>Setting to Setting<br>Subject to Subject |
| **Transition Plan Actions (Including ASD Transitions)** | |
| ● Agenda<br>● Agenda/Calendar<br>● Agenda/Shared Calendars<br>● Allow Early/Late Class Dismissal to Travel Halls When Less Congested | ● Alternative Settings<br>● Apply learning styles information to current courses<br>● Apprenticeship Program<br>● |

| **Transition Plan Actions (Including ASD Transitions)** *(Continued)* | |
|---|---|
| ● Attend information session for high school<br>● Body/Sensory Braks<br>● Calendars<br>● Checklists<br>● Choice Boards<br>● Communication Books(s)<br>● Complete college applications<br>● Complete option sheet in consultation with teachers and high school Special Education Dept.<br>● Complete university applications<br>● Designate Resource Space for Equipment/Materials<br>● Environment Adaptations<br>● Attend a college or university information session<br>● Develop a coordinated plan<br>● Develop parent/student knowledge of post-school options<br>● Develop resume<br>● Develop workplace communication skills and behaviour skills<br>● Establish community links re: housing and supported employment<br>● Establish link with student in college/university in relevant program<br>● Examine opportunities within the community (e.g. workshops, courses)<br>● Expand work experience<br>● Expand volunteer opportunities<br>● First-then board<br>● FM System - transfer and training<br>● Home base/safe place<br>● Home/school communication books<br>● Gather information from the secondary school Special Education Dept. re: special education services<br>● Gather specific information about colleges/universities and special needs departments<br>● In-school meeting(s)<br>● Initiate college visits/tours<br>● Initiate job shadowing<br>● Initiate part-time work | ● Initiate post-secondary research<br>● Initiate post-secondary visits/tours<br>● Initiate university visits/tours<br>● Investigate Ontario Youth<br>● Investigate continuing and adult education<br>● Learn to use OC Transportation<br>● Independently<br>● Learn to use Transportation Independently<br>● Model/Practice Desired Behaviour<br>● Non-verbal cues<br>● Organizational Aids<br>● Orientation and mobility supports/training<br>● Participate in IPRC review<br>● Participate in a career fair<br>● Participate in a high school tour/visit<br>● Participate in a work placement visit<br>● Participate in co-op experience<br>● Participate in development of IEP<br>● Participate in mentor program at college or university<br>● Participate in school-work program<br>● Participate in work experience<br>● Peer Assistance<br>● Plan Course Selection<br>● Positive Reinforcement<br>● Power Card<br>● Preferred Activity<br>● Quiet/Calming Area<br>● Relaxation Strategies<br>● Review career selection activities (CHOICES, etc.)<br>● Review learning styles inventory<br>● Review occupation information<br>● Role Play<br>● Shared School Information (All About Me Booklet)Social Narratives<br>● Review course options<br>● Social Scripts<br>● Social Skills Coaching<br>● Specific Plan for Meeting<br>● Communication Needs<br>● Stories for Social Understanding<br>● Student Meets Receiving Teacher(s) |

**Moving Forward in the Standard**

This year, the LSS department launched the Learning Support Services Guide for Students with Special Education Needs (The Guide)- an online resource for district staff, completed a Frequently Asked Question page for educators, revised the *IEP Guide for Parents/Caregivers*, and held Learning Networks for LSTs.

Next year, the team in LSS will be focused on:

- providing an online tool for parents to better access information regarding their role in the development of their child's IEP and its different components;
- a review of the listed environmental, instructional and assessment accommodations;
- creation of IEP resource to support school based teams around the creation and implementation of effective IEPs;
- highlighting the importance of collaboration with parents throughout the process; and
- monitoring the need for the continuation of the IEP

# Provincial and Demonstration Schools in Ontario

## *Purpose of the Standard*

*To provide the public with information about the Provincial and Demonstration Schools that are operated for students who are Deaf, Blind, or Deafblind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD)*

**Provincial/Demonstration Schools**
Provincial Schools and Provincial Demonstration Schools are operated by the Ministry of Education and are accessed through an application process that is initiated collaboratively between parents/caregivers and the student's school. Provincial and Demonstration Schools provide alternative education placement and educational supports for students who are Deaf, Blind, Deafblind or who have severe learning disabilities. Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

Provincial Schools provide residential and day programs. Transportation to Provincial Schools for students is provided by school boards.

All students attending either a Provincial or Demonstration school require an Identification, Placement, and Review Committee (IPRC) meeting conducted at the student's home school in the OCDSB. Programs at provincial schools are tailored to the needs of the individual students and:

- are delivered by specially-trained teachers;
- follow the Ontario curriculum and alternative expectations as outlined in the Individual Education Plans (IEP);
- offer a full range of programs at both elementary and secondary level

**In addition, these schools:**

- serve as regional resource centres for students who are Deaf, Blind, or Deafblind;
- provide outreach, in service opportunities, observation and consultation in pre-school, and classroom settings for students;
- offer virtual learning opportunities and/or virtual home visits via Zoom for preschool students who are Deaf or Deafblind;
- develop and provide learning materials and media for students who are Deaf or hard of hearing, Blind or have low vision, or are Deafblind;
- provide school board staff with resource service; and,
- ASL assessments and consultations upon request;
- psychologist and speech-language pathologist consultations upon request;
- provide webinars for all educators and educators in training

**Current Statistics (2023-2024)**

| Type of School | School Name | Program | Number of students | Transportation (with escort) |
|---|---|---|---|---|
| Provincial | W. Ross MacDonald | Blind | 0 | Plane |
| Provincial | Ernest C. Drury | Deaf | 0 | Plane |
| Provincial | Sir James Whitney | Deaf | 1 | Highway coach |
| Provincial | Robarts School | Deaf | 0 | Plane |
| Demonstration | Trillium | Deaf | 0 | Plane |
| Demonstration | Sagonaska | Learning Disabled | 0 | Highway coach |

**Provincial Schools for the Deaf**

The following Provincial Schools offer services for Deaf and hard-of-hearing students: Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario), Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario) , Robarts School for the Deaf in London (serving western Ontario) , Consortium Jules-Léger in Ottawa (serving francophone students and families throughout Ontario). These schools provide alternative placement for Deaf students from kindergarten through secondary. Programs provide opportunities to acquire and develop language, literacy, numeracy, and inquiry skills in American Sign Language (ASL) and English or French (FSQ).

**Schools for the Deaf**

- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL), English or French (FSQ);
- 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

**The following are provided by resource services department at these schools:**

- consultation and educational advice to the parent(s) of Deaf and hard-of-hearing children and school board personnel
- information brochures
- a wide variety of workshops for parent(s), school boards, and other agencies
- an extensive home-visiting program delivered to parent(s) of Deaf and hard-of-hearing pre-school children by teachers trained in pre-school and deaf education

**Ernest C. Drury School for the Deaf**
255 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
https://pdsbnet.ca/en/schools/ernest-c-drury/

**Robarts School for the Deaf**
1515 Cheapside Street,
London, ON N5V 3N9
Tel: (519) 453-4400
https://pdsbnet.ca/en/schools/robarts/

**Sir James Whitney School for the Deaf**
350 Dundas Street West
Belleville, ON K8P 1B2
Tel: (613) 967-2823
https://pdsbnet.ca/en/schools/sir-james-whitney/

## Provincial School for the Blind and Deafblind

W. Ross Macdonald School is located in Brantford and provides education for blind, low vision, or deafblind students.

The school provides:

- a provincial resource centre for the blind, low vision and deafblind children;
- support to local school boards through consultation and the provision of special learning materials, such as braille materials, e text, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an inter-provincial, cooperative basis;

**Programs at this school:**

- are tailored to the needs of the individual student and are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in the Expanded Core Curriculum which includes Compensatory Skills, Braille Literacy, Orientation and Mobility, Daily Living Skills, Independent Living Skills, Social Skills, Self Advocacy, Assistive Technology and Orientation and Mobility;
- offer accessible extra curricular activities;
- provide assistance in preparing pre-school deafblind children for future education

**W. Ross Macdonald School**
350 Brant Avenue
Brantford, ON N3T 3J9
Tel: (519) 759-0730
https://pdsbnet.ca/en/schools/w-ross-macdonald/

## Provincial Demonstration Schools

The Provincial Demonstration schools provide a specialized residential program for students with severe learning disabilities. The length of stay at a Provincial Demonstration School is typically one year in a highly specialized and resourced special program. It should be noted that the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards. Since Provincial Demonstration Schools are to act as a resource to school boards rather than to function as a separate education system, every effort is made to help the

student return to the school in their local community as soon as possible. Transition planning with the community school board is key to this process.

Each provincial demonstration school has an enrollment of no more than forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French.

**Provincial Schools Branch**
**Ministry of Education**
255 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
https://pdsbnet.ca/en/

**Trillium School**
255 Ontario St S
Milton, ON L9T 2M5
Tel: (905) 878-8428
https://pdsbnet.ca/en/schools/trillium/

**Amethyst School**
1515 Cheapside Street
London ON N5V 3N9
Tel: (519) 453-4400
https://pdsbnet.ca/en/schools/amethyst/

**Sagonaska School**
350 Dundas Street West
Belleville, ON K8P 1B2
Tel: (613) 967-2830
https://pdsbnet.ca/en/schools/sagonaska/

**Francophone School for the Deaf, Blind, DeafBlind and for those with Learning Disabilities**

**Consortium Jules-Leger**
281 Lanark Avenue
Ottawa, ON K1Z 6R8
Tel: (613) 761-9300
https://ccjl.ca/

# Special Education Staff

## *Purpose of the Standard*

*To provide specific details on board staff to the Ministry and to the public.*

| Special Education Staff | Staff Qualifications | Elementary Panel FTE | Secondary Panel FTE |
|---|---|---|---|
| **1.0 Teachers of Exceptional Students** | | | |
| ***1.1** Learning Support Teacher / Learning Resource Teacher | Special Education Part 3 (Specialist) | 238.0 | 34.5 |
| **1.2** Teachers of Specialized Classes | Minimum of Special Education Part 1 | 143.0 | 113.17 |
| **2.0 Other Special Education Teachers** | | | |
| **2.1** Itinerant Teachers of Blind / Low Vision | Minimum of Special Education Part 1, AQ -Teaching Students who are Blind | 10.8 | 0 |
| **2.1** Itinerant Teachers of the Deaf and Hard of Hearing | Minimum of Special Education Part 1, AQ - Deaf Education | 11.15 | 0 |
| **2.1** Itinerant Teachers of Social /Emotional Learning | Special Education Part 3 (Specialist) | 4.0 | 0 |
| **2.1** Itinerant Teachers of Assistive Technology | Special Education Part 3 (Specialist) | 4.0 | 2.0 |
| **2.1** Inclusive Education Teachers | | 6.0 | 2.0 |
| **2.1** Itinerant Teacher for Autism and Developmental Disability | Special Education Part 3 (Specialist) | 3.0 | 0 |
| **2.1** Itinerant Teacher for Learning Disability | Special Education Part 3 (Specialist) | 1.0 | 0 |
| **2.4** Learning Support Consultants | Special Education Part 3 (Specialist) | 12.0 | 4.0 |
| **Subtotal** | | **432.95** | **155.67** |

*Both the Learning Support Teacher and the Learning Resource Teacher provide resource-withdrawal support in the regular program

| Special Education Staff | Staff Qualifications | Total FTE |
|---|---|---|
| **3.0 Educational Assistants in Special Education** | | |
| **3.1** Educational Assistants | Developmental Service Worker (DSW), Child and Youth Worker(CYW) diploma or an equivalent program | 862.5 |
| **4.0 Other Professional Resource Staff** | | |
| **4.1** Psychologists and Psychological Associates, Psychoeducational Consultants | Ph.D. or Masters, Psychologists and Psychological Associates are registered with the College of Psychologists of Ontario. The Psychoeducational Consultants are supervised by a registered member of the College | 33.4 |

| Special Education Staff | Staff Qualifications | Total FTE |
|---|---|---|
| **4.4** Speech-Language Pathologists | Masters in Speech-Language Pathology, registration with CASLPO | 32.3 (includes one FTE through SEA) |
| **4.6** Occupational Therapist | Masters in Occupational Therapy and registered with the College of Occupational Therapists of Ontario | 2.0 (includes one FTE through SEA) |
| **4.8** Social Workers | Master of Social Work and registered with The Ontario College of Social Workers and Social Service Workers | 35.0 |
| **4.9 Subtotal** | | **102.70** |
| **5.0 Paraprofessional Resource Staff** | | |
| **5.1** Orientation and Mobility Personnel | Orientation and Mobility Specialist | 1.0 |
| **5.4** Transcribers (for blind students) Braillist | Certified Braille Transcriber or equivalent knowledge | 1.0 |
| Applied Behaviour Analysis (ABA) Coordinator | ABA certificate courses | 1.0 |
| Board Certified Behavior Analyst (BCBA) | Successful completion of the BCBA exam through the Behavior Analyst Certification Board | 3.0 |
| Communicative Disorders Assistants | Communicative Disorders Assistant Graduate Certificate | 3.0 (includes 1.0 FTE through SEA) |
| **5.7 Subtotal** | | **9.0** |

## A. District Level Support

The following individuals / teams / personnel are available to support all staff in schools:

- Superintendent of Learning Support Services
- System Principals of Learning Support Services
- Managers of Learning Support Services / Mental Health and Critical Services
- Multi-Disciplinary staff
- Assistive Technology Team
- Learning Support Consultants
- ASD/DD Team
- Itinerant Teachers (Deaf / Hard-of-Hearing and Blind / Low Vision)
- Itinerant Educational Assistants
- Professional Student Services Personnel (Social Workers, Psychology Staff, Speech-Language Pathologists, Occupational Therapist, Communicative Disorders Assistant, BCBAs)

**District Level Staff Roles / Descriptions**

All members of the Learning Support Services department work in collaboration with teaching personnel and parent(s)/guardian(s) to provide special education supports and services to meet the needs of students and schools. Under the direction of the superintendent and the leadership team, LSS is comprised of:

- Administrative and support personnel
- Braillist
- Educational assistants
- Itinerant teachers of Assistive Technology
- Itinerant teachers of Autism / Developmental Disabilities
- Itinerant Teacher of Learning Disabilities
- ABA Coordinator
- BCBAs
- Itinerant teachers of the Blind/ Low Vision
- Itinerant teachers of the Deaf/ Hard-of-Hearing
- Learning Support Consultants
- Psychology staff
- Social Workers
- Speech-Language Pathologists
- Occupational Therapist
- Communicative Disorders Assistants

**Braillist**

- produces Braille transcriptions, electronic Braille transcriptions, e-text, large print materials, and tactile diagrams according to specific requirements as requested by the ITB/LV staff for students;
- maintains the program's blind/low vision inventory of teaching materials and equipment, reference books, computers, and technological equipment;
- is responsible for conservation, storage and inventory of Braille texts in print and electronically;

**Itinerant Teachers of Assistive Technology**

- support students who have technology based claims through the Special Equipment Amount (SEA) Funding;
- provide consultative services to classroom teachers on assistive technology equipment and software;
- provide staff and student training on assistive technology equipment and software;
- support the implementation and training of Ministry Licensed software for assistive technology system-wide;

**Itinerant Educational Assistant of Assistive Technology**

- The Itinerant Educational Assistant of Assistive Technology works with students, staff, and families to support the integration of assistive devices.
- This support includes training related to specific devices and/or tools for students with specialized learning needs.

**Itinerant Teachers Autism / Developmental Disabilities**

- increases capacity of regular classroom teachers to meet the needs of students with Autism and/or Developmental Disabilities;
- provides professional development and in class support;
- provides instructional and educational support services to students diagnosed with Autism, including support in the development of ABA strategies;
- consults with teachers and other LSS team members (e.g. ASD team, SLP, )
- provides professional development to all school staff including principals, EA's, ECE, teachers etc.;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- supports IEP development, programming and transition plan development;

**Itinerant Teacher Learning Disability**

- support teachers in the regular program with the transition of students out of the Learning Disability- Semi-Integrated Program (LD-SIP);
- increases capacity of regular classroom teachers to meet the needs of students with learning disabilities; provides professional development and in class support;
- provides instructional and educational support services to students diagnosed with learning disabilities;
- consults with teachers and other LSS team members (e.g. ITATs, LSCs)
- works collaboratively with the multi-disciplinary teams at individual schools;
- supports IEP development, programming and transition plan development;

**Applied Behaviour Analysis (ABA) Coordinator**

- develops resources to support ABA strategies for all schools;
- provides professional development and guidelines on how to embed ABA strategies into the classroom;
- supports the dedicated space pilot; liaises with therapy professionals in the community who provide IBI and ABA support (e.g. CHEO, Portia, etc.);
- supports all Autism initiatives such as; Autism awareness month, parent /guardian conferences and events;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- supports pilot projects and evidence-based social skills development initiatives;

**Board Certified Behaviour Analyst (BCBA)**

- works to support school staff in understanding how to support students with Autism and challenging behaviour;
- may recommend and/or develop behaviour programs;
- may conduct Functional Behaviour Assessments;
- provides professional development to school staff ;
- models and co-teaches the use of ABA strategies;
- reviews and provides research related to emerging supports available for students with behavioural needs;

- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- supports and mentors staff enrolled in the Registered Behaviour Therapy (RBT) course and oversees the implementation of these strategies into their regular school duties;

**Itinerant Teachers of Blind/Low Vision**

- direct instruction in Braille and other tactile learning strategies;
- develop accommodations/modifications and acquisition of curriculum materials (Braille, tapes, large print, etc.);
- provide orientation and mobility instruction (i.e., safe travel techniques);
- provide training in specialized equipment including computer hardware and software, optical aids, and other equipment used in the classroom;
- provide consultation and support to schools related to vision;
- provide consultative services and interpretations of vision reports to teaching staff;
- facilitates the transition of students from pre-school/outside agencies to elementary school and from elementary school to secondary schools;
- supports the development of IEPs, programming, and transition plans;
- monitors student needs and provides feedback to school related to supports required as student needs fluctuate;

**Itinerant Teachers of the Deaf/Hard of Hearing**

- provide assessment, direct instruction, and academic support services to students with hearing losses ranging from mild to profound (K to 12);
- provide consultative services to classroom teachers and school staff, and ongoing guidance to parent(s) of students who are deaf/hard of hearing;
- apply an Auditory-Verbal/ Oral approach to maximize the student's auditory potential, speech and language development, and participation alongside his/her hearing peers;
- provide training and ongoing management of specialized equipment used in the classroom;

**Learning Support Consultants (K to 12)**

- develop and deliver special education professional development for staff;
- assist school teams with all aspects of the special education program and service delivery;
- promote current teaching methodologies and instructional practices which reflect the Ontario curriculum and Ministry of Education documents and direction;
- identify and support best practices in all specialized program classes and provide program support;
- committee member on centralized program referral committees to specialized program classes;
- Supports IEP development, programming and transition planning

**Psychology Professional Staff**

- provides ongoing consultation to schools on student related issues;

- engages in early screening and intervention on learning, student development, and mental health;
- provides both direct or indirect support or intervention to students;
- provides psychological assessments for students K - 12;
- plays an integral role as a school multi-disciplinary team member and responds to threat making, high risk behaviour, and tragic events within the school;
- collaborates with community partners and facilitates access to external resources, when appropriate;
- participates in central referral committees for specialized classes;
- engages in staff training in such areas as suicide prevention, mental health promotion, and behaviour management

**Social Work Professional Staff**

- consults with each assigned school to establish priorities with respect to students, staff and families;
- provides direct intervention with students, families and school staff directed at resolving or managing a range of social, mental health and/or behavioural issues affecting all students;
- Liaises with and refers to community agencies and acts as a system navigator for families when appropriate;
- provides crisis intervention typically focusing on assessment and follow up in regard to risk issues including suicide, violence and threat making behaviour
- participates in central referral committees for specialized classes;
- provides support to school staff and students in the aftermath of tragic events
- investigates truancy as mandated in the *Ontario Education Act and Regulations* and assists with student and parent re-engagement in school;
- provides counseling support of students in the SAL program where required;
- provides support to families facing financial hardship;
- may provide interventions at all levels of the Tiered-Approach to Intervention district-wide;

**Speech-Language Pathology Professional Staff**

- provides an array of service to students from kindergarten through grade 12;
- provides identification, prevention, assessment, consultation and programming/intervention of communication disorders in the areas including language, speech, communication, cognitive-communication, reading and writing, and augmentative and alternative communication;
- facilitates internal and external referrals as appropriate;
- provides professional development to educators and training to parents, and provide services at all tier levels;
- provides weighted services in some OCDSB specialized program classes including: language learning disability, LDSIP, and specialized and integrated programs for students with developmental disabilities and Autism;
- plays an integral role as a school multidisciplinary team member and as members of central teams such as Early Learning and ASD/DD Teams;
- participates in central referral committees for specialized program classes;

- supervises Communicative Disorders Assistants (CDAs) who provide programming at specialized sites

**Communicative Disorders Assistants**

Communicative Disorders Assistants (CDAs) are support personnel who are specifically trained and educated in communicative issues. Under the supervision of speech-language pathologists, CDAs:

- implement programming that is set forth by their supervising speech-language pathologist(s), monitor student progress, maintain equipment, and prepare materials and resources.

**Occupational Therapist**

Occupational Therapist (OT) complements the OT services provided by community service providers (i.e., CHEO) by addressing urgent equipment needs, imminent safety concerns and/or complex sensory processing issues that affect the student's participation within an educational context. The OT:

- provides assessment, consultation and recommendations (including but not limited to SEA);
- collaborates with educators, Learning Support Consultants and LSS Central Teams to coordinate referrals and support for students, and;
- participates in central referral committees for specialized program classes.

## District Level Central Teams

**The Assistive Technology Team**

- provide support and training district-wide to schools on assistive technology purchased through Special Equipment Amount (SEA) funds;
- coordinates the ordering of SEA equipment;
- coordinates and facilitates training/professional development sessions on SEA equipment and software for students and staff;
- assists in the completion of special equipment applications;

**The Autism Spectrum Disorder Team/ Developmental Disability Support Team**

- provide direct and consultative program support to schools;
- facilitates transitions for students who are both within and new to the OCDSB;
- provides ongoing support to students with a diagnosis of Autism Spectrum Disorder (ASD) and a developmental disability (DD);
- assists in the development and implementation of IEPs, behavioural programs, communication strategies and assessment practices;
- supports new Ministry initiatives and pilots related to the field of Autism;
- responds to multi-disciplinary team requests for support as needed;
- provides professional development to the District and the community;
- supports PPM 140 and ABA practices in schools;
- provides resources to schools to support environmental accommodations and recommendations for sensory rooms / spaces;

- provides support to two specialized schools for students with developmental disabilities, Crystal Bay Centre for Special Education and Clifford Bowey Public School and all specialized classes for ASD and DD district-wide;
- provides program support for teachers and administration while working with parent(s)/guardian(s) and community agencies to facilitate new admissions;
- provides transition support to schools and parents upon entering into the OCDSB;

**The Behaviour Support Team / Social-Emotional Learning Teachers**

- provide support to the Behavior Intervention Program (BIP), students, parent(s)/guardian(s), staff, and administration;
- provide consultation and classroom observations specific to students who present challenging behaviours;
- SELTs (Social-Emotional Learning Teacher) provide consultation and classroom observations specific to students demonstrating stress behaviour or challenging behaviour in Kindergarten to grade 8;

**The Early Learning Team**

- provide class wide and student specific support for Kindergarten educator teams
- the multidisciplinary team includes speech-language pathologists, psychology staff, social workers, educators and educational assistants
- consultation is available to address a range of concerns for Kindergarten students including, language, self-regulation, behavior, development, social skills and well-being
- all LSS Kindergarten supports are accessed through a common referral process

**The Gifted Support Team**

- provide support to schools for programming and planning for students who have been identified with giftedness;
- provide consultation and recommendations pertaining to giftedness identification procedures;
- creates awareness around supports and connects staff with a wide variety of supports available to support students with giftedness;

**Itinerant Educational Assistants (IEA), Mental Health Team**

- provides consultation to school teams, classroom observation and direct service to students exhibiting stress behaviour, including the development of behavior support plans;
- contributes to the development of student behavior plans (Safety Plans, Safe Plans, and Behaviour Management Plans);
- provides staff coaching and professional development related to social emotional learning and promoting positive student behavior;
- provides direct service to students with organization, stress management, and goal setting and assists with school re-engagement
- provides small group and classwide interventions related to the development of mental health literacy, stress management/coping skills, and pathways to care

- contributes to the development of transition plans and provides support for students returning from Education and Community Partnership Programs

**Tragic Events Response Team**
When a tragedy occurs, the school community may play a critical role in responding to the needs of students and staff. The psychology and social work staff at the OCDSB provide support services following a tragic event in the school community on an as-needed basis. Along with school staff, the psychology and social work staff support students, educational staff and parents / guardians in the aftermath of a crisis by disseminating information, identifying individuals at risk, providing mental health services, linking individuals with community services, and providing follow up support as needed.

**Urgent Care Team**
A related service offered by the psychology and social work staff at the OCDSB is the Urgent Care Team. The Urgent Care Team comprises psychology staff and social workers who provide consultation to our professional services staff around individual students who may be experiencing extreme stress (e.g., suicidal ideation, extraordinary distress and/or psychotic symptoms). The Urgent Care Team also provides a liaison to the CHEO Emergency Department, who provide consultation and recommendations on follow-up services.

## A. School Level Support

The following supports are available within schools:

- School Principals (and Vice-Principals where applicable);
- Classroom Teachers
- Learning Support Teachers and Learning Resource Teachers (elementary only)
- Specialized Program Classroom Teachers / Staff
- Educational Assistants
- Early Childhood Educators (Elementary panel only)

**School Level Staff Roles and Descriptions**

**School Principal**

- ensures the development, implementation, and review of a student's Individual Education Plan (IEP) including a transition plan, according to provincial requirements is developed and followed;
- chairs Identification Placement and Review Committee (IPRC) meetings;
- supervises all school staff;
- consults with parent(s)/guardian(s) and with school board staff to determine the most appropriate program for students with special education needs;
- ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental/guardian consent is obtained;
- provides the parent guide, and other relevant documents to parent(s)/guardian(s);

**Classroom Teacher**
The role of the classroom teacher is to support the learning of all students including those who may need accommodations/modifications to their program. Although not all classroom teachers have special education qualifications, they play a vital role in assessing student learning and ensuring the delivery of services to all special education students. Within the regular classroom, the teacher works with all students to meet their individual needs.

**Learning Support Teacher (LST) / Learning Resource Teacher (LRT)**

- play a major role in the delivery of special education in schools and deal with the overall administrative and educational needs of students requiring special education programs /services within the school;
- undertake a variety of roles including consulting with and assisting classroom and other special education teachers with early identification, curriculum differentiation and modification, assessment, intervention strategies, the development and coordination of IEPs and in-class or withdrawal support for exceptional learners;
- liaise with members of the multi-disciplinary team;
- provide the highest level of support offered in a school-based program;
- work with a variety of exceptional students who require intensive support in core academic areas;

**Specialized Program Classroom Teacher**

- provide learning opportunities tailored to each student's specific exceptionality, taking into consideration their strengths and needs, and additional information as outlined in the student's IEP;
- Support students to progress at their appropriate level and reach their potential within the parameters of the Quality Program Indicators for the specialized program class placement;

**Educational Assistant**
Educational Assistants (EA) are supervised by the school principal in consultation with the classroom teacher. The role may vary from assignment to assignment but usually includes:

- assisting in crisis prevention and intervention;
- supporting the planning, organizing, and implementing of the behavior/social/instructional program in cooperation with the classroom teacher;
- assisting students in various ways, with safety, behaviour and/or medical needs;
- specialized skills and qualifications are required for specific assignments (e.g. Braille, American Sign Language, catheterization) with respect to the EAs assigned to schools;

School EA allocations are reviewed and approved by the school Superintendent of Instruction annually.

**Early Childhood Educator (ECE)**

works collaboratively with the classroom teachers in implementing and planning education to Year 1 and 2 children;

- assesses the development of Kindergarten children through observation and monitoring;
- upholds a classroom environment that promotes each child's physical, cognitive, language, emotional, social, and creative development and well-being;
- relays information to families;
- undertakes duties assigned by the principal in regards to the Kindergarten program.

# Staff Development

## Purpose of the Standard

*To provide details of the Board's professional development plans for special education staff to the Ministry and to the public.*

**The OCDSB Learning Support Services Staff Development Plan**

The overall goal of the LSS Staff Development Plan is to build the capacity of special education staff, classroom teachers, support staff, and administrators to provide them with access to information, materials, and skills necessary to implement and support programming for exceptional students rooted in an inclusive design framework. The OCDSB continues to gather identity-based student data to inform support and resources to support student achievement and well being. LSS strives to model for educators that the work supporting all learners is rooted in Learning for All Universal Design for Learning (UDL), Differentiated Instruction (DI)\ and culturally relevant approaches. These resources in conjunction with the following district frameworks underpin the learning in LSS:

- The OCDSB Strategic Plan
- OCDSB Indigenous, Equity, and Human Rights Roadmap - Eliminating Barriers to Success 2024-2028 (Draft)
- The Exit Outcomes

The LSS Staff Development Plan incorporates feedback from school-based special education staff, (learning support teacher (LST), learning resource teacher (LRT) (elementary only), specialized program classroom staff, and through an ongoing evaluation of system needs. In addition, the following are other ways staff provide input for staff development planning:

- written and verbal feedback;
- requests from school administrators and special education teachers for school-based in-service around specific school needs (including teaching staff);
- feedback from Learning Support Services (LSS) staff;
- requests from senior administration around in-service requests;
- requirements as prescribed in legislation and District policies and procedures;

In addition, LSS is required to follow specific regulations and mandates from the Ministry of Education. Priorities in the area of staff development are determined by Ministry of Education initiatives and Board initiatives. The following factors are considered:

- direction from the Director's Executive Council (DEC);
- changes in Board policy and procedures;
- system-level professional development focus;
- perceived needs as determined by LSS staff;
- requests from schools;

- requests from staff;

**Professional Development Input from SEAC**

- all recommendations for staff development are open for consideration;
- staff consider input received at each SEAC meeting;

**Staff Development Budget**

The LSS Department has spent the following on professional development. These figures are approximate. These figures do not reflect additional costs such as: travel, food, supplies etc.

| Professional Development Initiative | Amount spent |
|---|---|
| Certificate in Human Rights for Educators - Osgoode Law | $2593.35 |
| Ontario Association for Behaviour Analysis (ONTABA ) | $375.00 |
| Geneva Centre for Autism Symposium | $9300.00 |
| National Association of Gifted Children (NAGC) | $2,396.58 |
| Learning Support Teacher Training | $2771.44 |
| CAPSA Symposium for Substance Abuse | $250.00 |
| Canadian Alliance for Grief Symposium | $160.04 |
| Children's Mental Health Ontario Conference | $2880.00 |
| Canadian Evaluation Society National Conference | $706.25 |
| Applied Suicide Intervention Skills Training (ASIST) Training | $23436.60 |
| Violence Threat Risk Assessment (VTRA), Traumatic Events and Restorative Practices Training | $24000 |
| Fetal Alcohol Syndrome Disorder Conference (Can FASDC) | $562.52 |
| Assistive Technology Training | $26417.32 |
| 2024 Inclusive Schooling Online Summit Series | $1395.39 |
| IDA Literacy & Learning Conference | $1333.30 |
| Regional Special Education Council | $225.00 |
| Ontario Principals Council | $60.00 |
| Orientation and Mobility Symposium | $304.86 |
| Strategies and Tools to Enhance Decision Making (York University) | $446.35 |
| Blind Low Vision Sensory Workshop | $170.00 |
| EMPOWER Reading Program Training | $35146.77 |
| Lexia Training | $7500 |

| Professional Development Initiative | Amount Spent |
|---|---|
| Thinking Fast and Slow course (York University) | $893.00 |
| Meaningful Speech Course | $522.00 |
| SAC Speech-Language & Audiology Canada Conference | $605.00 |
| General Learning Program Inclusion Training | $1681.81 |
| Suicide Prevention Workshop | $12434.16 |
| Gifted Teacher Training | $2082.00 |
| OASW -Social Work Symposium | $1384.25 |
| National Association of School Psychologists | $495.52 |
| Canadian Psychological Association (CPA) Convention | $480.25 |
| Roots of  Empathy | $20655 |
| Acadience Training | $41535 |
| Violence Threat Risk Assessment Conferencef | $1950 |
| **Total** | **$227 148.76** |

Opportunities for in person staff development were selective in 2023-2024 due to the staffing demands to find replacement staff for schools. Prioritized training such as Behaviour Management Systems (BMS) training, Violent Threat Risk Assessment (VTRA) training, Applied Suicide Intervention Skills Training (ASIST), and LST Networks were offered. Other opportunities were offered outside school hours for staff.  These opportunities were offered virtually and in person.

**Principals and Vice-Principal Intern Program / Training Opportunities**

- mandatory intern program for newly appointed principals and vice-principals;
- ongoing professional learning at District Operations Meetings;
- workshops organized for principals and vice-principals, e.g., Assistive Technology, IPRC Training, Autism Spectrum Transition Planning, ABA, Learning For All and IEP development, etc.

**New Teacher Induction Program**

The Ministry of Education initiative ensures beginning teachers are matched with a teacher mentor as they join the teaching profession. Through the various components of the New Teacher Induction Program (NTIP), new teachers are supported as they build knowledge, skills and self-confidence. New teachers are paired with an experienced teacher mentor who provides support by building relationships to create a collaborative, collegial environment in which new teachers feel supported both emotionally and professionally. They also participate in an extensive and differentiated professional development program designed to address the specific needs of these new professionals in the areas of classroom management, assessment and evaluation, teaching students with special education needs, and literacy and numeracy.

**Special Education Workshops for Staff**

The Learning Support Services Department is committed to ongoing professional development for all staff. Learning Support Teachers from all schools were presented with professional development from LSCs through office hours and direct support in schools and through LST Networks. 3 networking opportunities were available throughout the year. This year, the following workshops were offered to OCDSB staff:

Augmentative and Alternative Communication For Nonverbal Students in the Classroom

- ABA and Trauma informed practices
- Anti-Sex Trafficking training
- ASD Mentorship
- ASD New Teacher Training
- ASD Specialized Program, Elementary and Secondary networking Sessions
- ASD Working with Challenging Behaviours and Teaching Independence
- ASD/DD Toy Bin training
- ASD/DD Resource Room Supports
- ASIST (Applied Suicide Intervention Skills Training)
- Augmentative and Alternative Communication
- Autism And Developmental Disabilities Team weekly office hours
- Behaviour Intervention Program Professional Development for BIP Staff
- Behaviour Management Systems Training (BMS)
- Building Resilience through Attachment Relationships
- Building AAC for Nonverbal Students in the Classroom
- Cannabis in Schools
- Canva For Social Communication and Self Regulation Tools
- Comprehensive Autism Planning System (CAPS)
- Communication Strategies for the Early Learner
- Cyber Safety
- Data Collection Training
- Demystifying Sensory Processing in the Classroom: parts 1 & 2
- Early Learning Strategies
- EA full day rotary training including:
  - Autism - Building independence
  - Trauma informed ABA
  - ASD Stress and Anxiety
  - ASD community supports
  - Thinking sensory
  - Emotion focussed school support
  - Data collection
  - Executive functioning
  - Social thinking
  - Self regulation through co-regulation
  - Strategies to support our early learners
- Empower – Day 4 Comprehension and Vocabulary, Gr. 2-5
- Empower – Day 4 and Initial Decoding and Spelling, Gr. 2 – 5
- Empower – Day 4 Decoding and Spelling, Gr. 6-8
- Empower – Training Review Gr. 2-5

- Empower - Principal / Vice Principal session
- Emotion Focused School Support
- Equity Centered Trauma Informed Education
- Sonderly (Geneva Centre) E-Learning Modules
  - Introduction to Autism
  - ABA Level I and II
  - ADHD in The Classroom
  - Core Teaching Strategies For Autistic Students
  - Supporting Play Based Learning For Students with ASD
  - Registered Behaviour Technician Course with Live session
- GLP Networks with a focus on Literacy and Executive functioning
- IEP Development for Students with Autism and DD
- IEP Principal Drop in Session
- Inclusive Education Sessions
  - Executive Functioning
  - IEP development
  - Understanding Inclusive Education
  - Effective use of special education staff to support inclusive practices
- Inquiry Play Based Learning for Students with ASD
- Integrated Transition Planning Workshops
- IPRC Principal Drop in Sessions
- Lexia Reading Intervention - Introduction
- LLD Assistive Technology Workshop
- LST office hours, and LST Networks
- Learning Disabilities/ITAT sessions for parents
- Make and Take sessions- structure learning bins; visuals for use in the classroom, etc
- New Teacher Induction Training-Understanding and supporting your students with ASD
- Non-Violent Crisis Intervention (NVCI)
- Reading Comprehension For Students With ASD
- SLIP - Speech Language Intervention Program
- Social Communication In Class
- Social Skills training (Art of Play; Art of Conversation; Peers)
- Social Learning for LD-SIP Sites
- Structured Learning  Toy Bin
- Supporting Structured Teaching
- The Power of Play
- Think Sensory: Fostering growth and nurturing participation through co-regulation and creating sensory safety
- Third Path Training
- Top Ten Tools Reading
- Tools for Social Understanding
- Transitions: Kinder/Entry to School, Primary/Junior, Intermediate/Secondary and Integrated Transitions (Students with ID/DD) Post Secondary
- Understanding Executive Functioning
- Violence Threat Risk Assessment (VTRA)
- WIAT Training

**Cost Sharing Arrangements**

Some staff development is provided on a cost-sharing or partnership basis with other ministries or agencies. The following are examples of such cost-sharing arrangements:

- Ministry of Child and Youth Services – Child and Youth Workers;
- M.F. McHugh Education Centre (Education and Community Partnership Program);
- Algonquin College – early health screening for vision, hearing, height etc.;
- Ottawa Catholic School District (OCSB) Blind/Low Vision Itinerant Teachers;

**Communication of Professional Development**

In-service workshops are communicated to staff via the OCDSB electronic messaging system and posted on our electronic registration system, ePLC. In some instances, invitations for training and workshops are sent to specific schools to reach a target audience.

**Moving Forward in this Standard**

LSS is looking to support the system with ongoing dialogue and learning about inclusive education. This will involve suggested reading, learning modules, modeling/coaching, and a shift to direct use of inclusive language in student documentation.
In addition, LSS continues to support educators in planning for skill building opportunities with students as opposed to programming based on a student's exceptionality.

# Equipment

## *Purpose of the Standard*

*To inform the Ministry, Board staff members and other professionals, and parent(s) about the provision of individualized equipment for some students with special needs.*

**General Overview**

Special Equipment Amount (SEA) may originate from two sources:

- Per Pupil Amount
- Claims-Based

**Per Pupil Amount (Computers)** component supports the purchase of all computers, software (ie. Lexia, Read&Write), computing related devices and peripherals for use by students with special education needs, as well as all repairs, training and technician costs for all SEA equipment, in accordance with this guideline.

**Claims-Based funding (Non-computers)** is accessed through a claims-based process and supports the purchase of other non-computer based equipment, to be utilized by students with special education needs, including sensory, hearing, vision, personal care and physical assist equipment. Boards are responsible for the first $800 in costs for Claims-Based funding per student per year (May 1st - April 30th).

**Examples of specialized equipment for use at school**

The OCDSB strives to ensure that specialized equipment is provided for students who require it. Specialized equipment for use at school include:

- Sensory equipment
- Hearing support equipment
- Vision support equipment
- Personal care support equipment
- Physical assists support equipment
- Computer and software related equipment

A full overview of the SEA Guidelines for 2023-2024 is outlined on the Ministry of Education website.

The OCDSB procedure Student Specialized Equipment Purchased with Ministry Special Education Amount (SEA) Funding is outlined on the OCDSB website.

**Funding Information and Allocation for Specialized Equipment**

SEA provides funding to school boards to assist with the costs of equipment ***essential*** to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school. All equipment purchased through SEA funding is the property of OCDSB, who reserves the right to make the final decision in purchasing, and allocating

equipment for students. The OCDSB consistently researches and purchases the most relevant equipment (i.e. technology) to assist students. Where equipment is no longer required, the OCDSB can reassign SEA purchased equipment to other students.

**Determination of Need**
The determination of need is based upon a recommendation by a qualified professional, as listed in the SEA guidelines, with input by school staff. The recommendation is based on equipment deemed essential to the student in order to access the curriculum as outlined in the IEP.

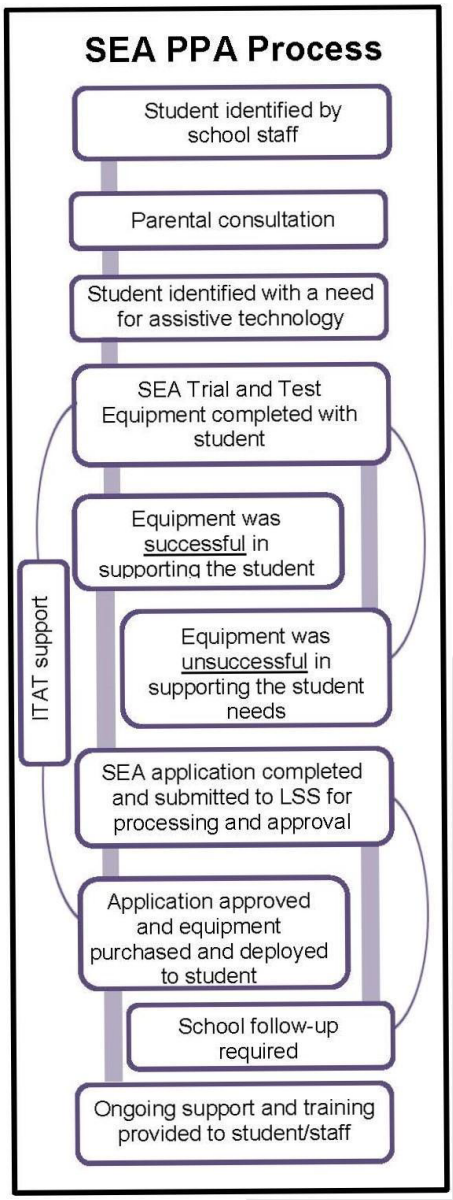
**Required Documentation**
School teams work collaboratively with parents / caregivers to gather and provide the required information to submit a SEA application. The following information is required:

Claims Application:

1. a recommendation from an appropriately qualified professional including the purpose and function of the equipment that is essential for the student to access the curriculum;
2. a copy of the quote(s) and/or product information of the equipment to be purchased (non-computer);
3. a current copy of the student's IEP;
4. an action plan from the school team outlining how the equipment will be integrated into the student's program;
5. consent form to release report(s) from the qualified professional;

PPA Application:

1. a recommendation from an appropriately qualified professional including the purpose and function of the equipment that is essential for the student to access the curriculum;
2. a current copy of the student's IEP;
3. an action plan from the school team outlining how the equipment will be integrated into the student's program;
4. consent form to release report(s) from the qualified professional;
5. a copy of the student's report card;




**Eligible Specialized Equipment for Claims Based Funding**

Eligible expenses include all costs associated with purchasing and/or leasing

equipment to meet students' special education needs as well as the related costs for peripheral devices, service contracts and training that are required to make equipment operational.

**Portability**
Equipment purchased by a school district with SEA funding is portable and may move with the student from school to school or from board to board within Ontario. When a student transitions between schools in the OCDSB, as a component of the transition planning, student equipment is considered and moved when appropriate and required at the new school. If a student leaves the province, the equipment stays with the Board to be reallocated as needed.

**SEA Equipment use outside of the school setting**
SEA equipment is expected to remain at school. Under exceptional circumstances, special arrangements can be made with Learning Support Services to allow the equipment to go home. In the circumstances where a student has been granted permission to take the equipment home, the principal of the school will work with the parent / caregiver to ensure that the required information and documentation is gathered to align with the District procedure. When equipment is authorized for use outside of the school setting, the parent / caregiver assumes responsibilities for the equipment. The District is not responsible, nor will it cover the cost of loss or damaged SEA equipment while off school premises. All SEA equipment must be returned to the school in June of each year for storage.

**Ministry Review**
The Ministry of Education may conduct classroom, school and board visits of selected claims and review all required documentation in support of those selected SEA claims. The review ensures that the equipment is operational, in good repair and in regular use by the student. The Ministry also expects that the students and staff are able to operate the equipment properly and effectively.

**SEA Support Team:**

**Itinerant Teachers of Assistive Technology (ITAT)**
The Itinerant Teachers of Assistive Technology work with students, staff, and families to support the integration of assistive devices at school. This support includes device/tool/platform training as well as resources to ensure effective implementation and pedagogical practices. The ITAT's also liaise with Business Learning Technologies (BLT) to determine what new software and applications are needed.

**Itinerant Educational Assistant of Assistive Technology (IEAAT)**
The Itinerant Educational Assistant of Assistive Technology works with students, staff, and families to support the integration of assistive devices. This support includes training related to specific devices and/or tools for students with specialized learning needs.

### Learning Support Consultant of SEA

The Learning Support Consultant of SEA is responsible for ensuring that the OCDSB adheres to the Ministry of Education's SEA Guidelines. This includes:

- Reviewing applications to ensure proper documentation;
- Working with the districts Business and Learning Technology team to ensure hardware, software and applications are properly vetted;
- Liaise with outside agency regarding professional recommendation;
- Liaise with ITAT and IEAAT team.

### Speech-Language Pathologist

Facilitates the students' access to vetted communication apps through SEA for those who are non-verbal/minimally-verbal, and are referred for a SEA assessment by a school Speech-Language Pathologist (e.g., assessment to determine an appropriate app, documenting results & recommendations for submission to SEA);

- Reviews applications to ensure proper documentation;
- Provides updates and support for school Speech-Language Pathologists;
- Supervises SEA-funded Communicative Disorders Assistant.

### Communicative Disorders Assistant

- Completes all tasks under the supervision of the SEA-funded Speech-Language Pathologist;
- Prepares assessment materials;
- Programs the prescribed communication app to prepare it for use by the student;
- Delivers iPads and pre-programmed apps to schools for training and use;
- Provides support to educators on the use of the prescribed communication app (e.g., training, troubleshooting, resource preparation).

### Occupational Therapist

- Conducts student-specific assessments to determine the need for adaptive equipment necessary for the student to access the curriculum and participate at school;
- Provides mediator training, coaching, and collaboration on the use of prescribed SEA equipment;

- Develops resources and provides training on environmental modifications and universal sensory regulation strategies to support UDL in the classroom;
- Collaborates with the Learning Support Consultant of SEA to manage SEA surplus equipment inventory and tracking;
- Collaborates with the Learning Support Consultant of SEA to develop OT claims-based process.

**Ottawa-Carleton District School Board Special Education SEA Claim**
In the 2023-2024 SEA year (May 1, 2023 – April 30, 2024) the OCDSB processed the following number of applications:

| Claim Types | Number of students | Dollar Amount Spent |
|---|---|---|
| **Computer (PPA)** | | |
| Computers and support components (PPA) | TBD* | TBD* |
| Staffing | TBD* | TBD* |
| **Total** | | TBD* |
| **Non Computer (Claims)** | | |
| Number of students Below $800 (cost covered by OCDSB as it does not meet the threshold for SEA funding) | TBD* | TBD* |
| Number of students Above $800 | TBD* | TBD* |
| **Total expenditure** | TBD* | TBD* |
| **Total expense to OCDSB** (amount spent on $800.00 deductible and the applications not meeting the minimum amount threshold) | | TBD* |
| **Total reimbursement to OCDSB** | | TBD* |

*These figures will be available at the beginning of June, 2024.

# Accessibility of School Buildings

## *Purpose of the Standard*

*To provide the Ministry of Education with further details of the Board's multi-year plan, which was previously submitted to the Ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.*

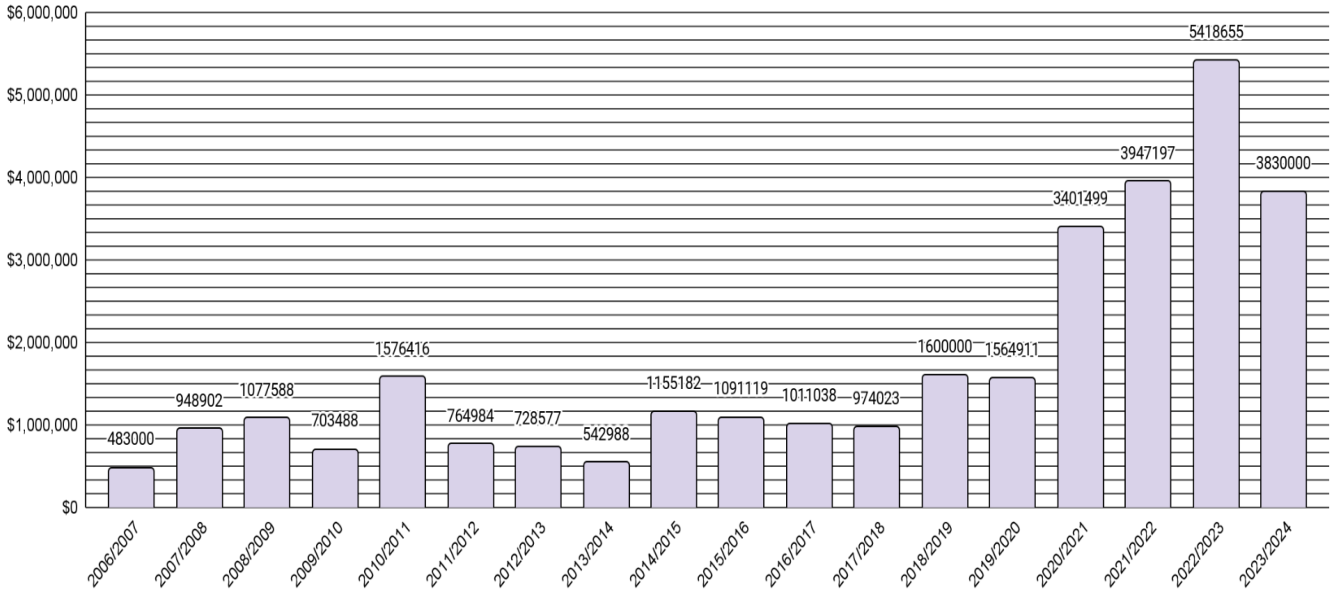
The annual accessibility plan that is required under the Accessibility for Ontarians with Disabilities Act (AODA is normally submitted to the Board of Trustees in June of each year for publication in September. You can locate the review at http://www.ontario.ca/government/accessibility

The public can obtain and access the Ottawa-Carleton District School Board Accessibility Plan on the OCDSB Board website. A hard copy is available by contacting Communications and Information Services at 596-8211, ext. 8310.

Based on the 2006 OCDSB Accessibility Audit, cost estimates were developed for each facility to meet AODA's 100% "barrier-free" expectations. The individual site estimates ranged between $101,000 and $2.2M.

In order to fulfill the accessibility needs required by the AODA by 2025, an annual revenue stream of $4.2M, totaling in excess of $80M between 2006 and 2025 is required.

Annual expenditures on accessibility are as follows:



# Transportation

## *Purpose of the Standard*

*To provide details of the Board's transportation policies to the Ministry and to the public.*

Transportation providers must, in all respects, meet the requirements of federal and provincial legislation, regulations and standards governing student transportation using vans, school buses and public transit. They must also comply with relevant Ministry of Education requirements and Board policies and procedures governing student safety and transportation.

The Ottawa Student Transportation Authority (OSTA) is responsible for the provision and administration of all Ottawa-Carleton District School Board (OCDSB) transportation services.

The OCDSB Policy P.127.TRA, Ottawa Student Transportation Authority, establishes the authority of the OSTA to act as the Board's agent with respect to the provision of transportation services to students of the OCDSB. Outlined in this policy the OCDSB recognizes the Ministry of Education requirement for the provision of safe, effective and efficient student transportation services through a consortia delivery model. Delivery of transportation services is detailed in a Service Level Agreement (SLA). The OCDSB has responsibility for service standards to be included in the SLA including but not limited to: eligibility standards based on distance address and program; bell time changes of more than 10 minutes; and accessible transportation for students with special needs. Through this policy the OCDSB delegates authority to its representatives on the OSTA Board of Directors to create policies and procedures as required to fulfill the service requirements, as well as other elements required to maintain the OSTA organization.

Information about OSTA may be found on their website at Ottawa Student Transportation Authority. More specifically, the following OSTA policies relate to the provision of accessible transportation:

- T10 Stakeholder Responsibility
- T14 Transportation Services
- T15 Transportation of Service Animals
- T18 Transportation Eligibility
- T21 Accessible Transportation
- T22 Transportation for Students in a Joint Custody Arrangement and Living in Two Homes

The Board encourages the inclusion of students with special education needs with other students in regular programs as much as possible. This is also true in transportation,

where students with special education needs may be assigned to yellow bus or public transit, with accommodations. In the event inclusion is not possible, the Board agrees to provide specialized/accessible transportation for students with special education needs for whom the Board has received an acceptable medical certificate and/or the Learning Support Services Department has determined that regular transportation is not the best option for a student given the nature of the student's disability or safety concerns.

Under the Accessibility for Ontarians with Disabilities Act (AODA), individual school transportation plans are required for students with disabilities to ensure that accessible and appropriate transportation services are provided to them. To request specialized transportation, a Student Request for Accessible Transportation and Personalized Accessibility Plan form must be completed in consultation with the parent(s)/caregiver(s) of students with disabilities. Requests for students with disabilities must be approved by the Board's Learning Support Services Department. Medical requests should be directed to the school principal for approval by the school's Superintendent of Instruction. In addition, transportation operators must comply with all AODA requirements.

The OCDSB Procedure PR.686.SCO, Use of Service Animals for Students outlines the process for developing a transportation plan that includes the transportation of service animals.

To ensure the safety of special needs students, drivers shall deliver each student into the care of a responsible adult. Should any student require assistance getting on, or off the bus, such assistance must be provided by the parent(s)/caregiver(s) or school personnel. In the event that a responsible adult is not available, the driver shall report this to OSTA.

Older students in grades 9-12 are exempted from this requirement providing the parent/caregiver has given written permission to OSTA, and the school concurs the student does not require supervision when on their own.

For some students with special education needs it may be most appropriate for transportation to be provided separately from other students. School teams carefully consider these circumstances and document a request for solo transportation on the Student Request for Accessible Transportation and Personalized Accessibility Plan form. These requests require approval from the Superintendent of Instructions or the General Manager of Learning Support Services.

A Transition Plan ensures steps are being taken to help the student develop the necessary skills to return to group transportation, whether riding with other students in a van, or taking mass transportation on yellow bus or public transit. Each student's ability to access transportation is reviewed annually.

Any equipment used to ensure the safety of the student while being transported must be properly fitted for the size, weight and/or age of the student. Parents / caregivers and

school staff are responsible for ensuring the equipment is securely fastened. Equipment including car seats and booster are used aligned to provincial legislation. Use of special equipment such as buckle guards, harnesses etc. must be approved by parents / caregivers.

Students in specialized program classes in schools outside their home communities, may be provided transportation without reference to distance units. Students residing within 800m from their designated school may be assessed for their ability to walk to school, with support, on an annual basis. The Board provides transportation for special needs students enrolled in the Summer Learning Program and Education and Community Partnership Program (ECPP). Students attending Provincial or Demonstration schools are transported by the Board. Provincial and Demonstration schools are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Drivers must complete a Vulnerable Sector Check and participate in sensitivity training provided by their employer when hired. The OCDSB actively supports and participates in any region-wide school vehicle safety committee or initiatives with a view to improving the uniformity of school bus safety procedures and to assisting school bus drivers to improve their management of students.

# Part 3- The Board's Special Education Advisory Committee

## *Purpose of the Standard*

*To provide details of the operation of the board's SEAC to the Ministry and to give members of the public information to which they are entitled.*

**The Role and Responsibilities of SEAC**

- to advise the Board with respect to the establishment, development, and delivery of programs and services to students receiving special education programs and services;
- to participate in the Board's annual review process of the Special Education Plan;
- to participate in the OCDSB annual budget process as it relates to special education by appointing a SEAC member to the Budget Committee;
- to encourage the public to bring special education issues to the attention of SEAC by requesting to delegate at SEAC monthly meetings;
- to pass motions which are presented as advice to the Board;
- to appoint a non-voting representative to the Committee of the Whole to ensure that the interests of students with special education needs are considered in Board deliberations;
- to review procedures and make recommendations;
- to organize and prepare meeting agendas prior to monthly SEAC meetings with a focus on current issues and requests for information;
- to respond to reviews of special education programs and services;
- to guide parent(s)/caregiver(s) in policies and procedures relating to students with special needs and inform them of their rights and responsibilities, as requested;
- to encourage the public to bring special education issues to the attention of SEAC by requesting to delegate at monthly meetings (where appropriate); and
- to create and maintain a guide of SEAC members and contact information.

**SEAC Meetings**

- occur on the first  Wednesday of each month (except July and August) at 7:00 p.m., via a hybrid model of in person and virtual platform;
- all members of the public are welcome and encouraged to observe;
- members of the public are encouraged to make their views known to SEAC by contacting representatives directly or by appearing as a delegation;
- a delegation will be allocated time as follows:
    - up to four minutes where the request was made before the publication of the agenda on the Thursday before the meeting date;
    - up to two minutes if the request was made after the publication of the agenda and prior to the start of the meeting;

**Composition of SEAC**
Consists of a chair, vice-chair, three trustees, representatives of local associations, and three community members committed to furthering the interests of students with special education needs;

For more information on the role of SEAC and the nomination process, see *Special Education Advisory Committee Policy P. O19.GOV*. This can be located on our website at www.ocdsb.ca. A hard copy is available upon request. Please contact Board Services at (613) 596-8211, ext. 8641.

## SPECIAL EDUCATION ADVISORY COMMITTEE (OCDSB) MEMBERS 2023-2024

### OCDSB TRUSTEE MEMBERS

Lynn Scott, Trustee, Zone 1 — lynn.scott@ocdsb.ca

Donna Dickson, Trustee, Zone 8 — donna.dickson@ocdsb.ca

Nili Kaplan-Myrth, Trustee, Zone 9 — nili.kaplan-myrth@ocdsb.ca

### MEMBER ASSOCIATION REPRESENTATIVES

**Autism Ontario, Ottawa Chapter**

*Sonja Elliott* — selliott@gianttiger.com

*Katherine Kacew (Alternate)* — kat.kacew@gmail.com

**Association for Bright Children of Ontario (ABC)**

*Cathy Miedema* (Member) — cathymiedema@gmail.com

**Down Syndrome Association**

*Uzma Ihsanullah* (Member) — uzma_ihsanullah@rogers.com

**Easter Seals, Ontario**

*Vacant Position* — linfo@easterseals.org

**Fetal Alcohol Spectrum Disorder/Ontario Network Expertise (ONE)**

*Lori-Anne Bradley (Member)* loriannebradley@yahoo.ca

**Inclusion Action in Ontario (IAO)**

*Jess Whitley (Member)* jess.whitley@inclusionactionontario.ca

**Learning Disabilities Association of Ottawa-Carleton (LDAO)**

*Mike Marta (Member)* execdirector@ldaottawa.com

Marianne Long (Alternate) marianne.long@bell.net

**Ottawa-Carleton Assembly of School Councils (OCASC)**

*Anthony Wong (Primary)* anthonykhwong@icloud.com

*Melody Currie (Alternate)* curriemelody02@gmail.com

**Ontario Parents of Visually Impaired Children (OPVIC)**

*Vacant Position* seac@opvic.ca

**VOICE for deaf and hard of hearing children**

*Lindsay Copland* lindsaycopland@gmail.com

*Terry Warner (Alternate)* terry.warner@sympatico.ca

**COMMUNITY REPRESENTATIVES**

*Allison Bunney* allibunney@gmail.com

*Susan Cowin* sue.cowin@gmail.com

*Hoda Seens* hmalakou@uwo.ca

**INDIGENOUS REPRESENTATIVE**

*Waneek Horn-Miller* waneek@me.com

## ASSOCIATION REPRESENTATIVES (NON-VOTING)

**Ottawa-Carleton Elementary Teachers' Federation (OCETF)**

*Susan Gardner* (Member) susan.gardner@ocdsb.ca

*Jennifer Titley (Alternate)* Jennifer.Titley@ocetfo.org

**Ontario Secondary School Teachers' Federation (OSSTF)**

*Susan Rab* (Member), Occasional Teachers susan.rab@ocdsb.ca

*Catherine Houlden* (Member), Teachers catherine.houlden@ocdsb.ca

Andrew Winchester (Alternate), Teachers andrew.winchester@ocdsb.ca

*Connie Allen* (Member), PSSP connie.allen@ocdsb.ca

**Ottawa-Carleton Elementary Operations Committee (OCEOC)**

*Nancy Dlouhy* (Member) nancy.dlouhy@ocdsb.ca

**Ottawa-Carleton Secondary School Administrators' Network (OCSSAN)**

*Kimberly Elmer* (Member) kimberly.elmer@ocdsb.ca

**Staff Normally in Attendance at SEAC Meetings:**

| | | |
|---|---|---|
| *Peter Symmonds*<br>Superintendent, Learning Support Services | 613-596-8254 | peter.symmonds@ocdsb.ca |
| *Deb Lyon*<br>System Principal, Learning Support Services | 613-596-8211 | deborah.lyon@ocdsb.ca |
| Kate Stoudt<br>System Principal, Learning Support Services | 613-596-8211 | kate.stoudt@ocdsb.ca |
| *Stacey Kay*<br>General Manager of Learning Support Services | 613-596-8136 | stacey.kay@ocdsb.ca |

# Part 4- Coordination of Services with Other Ministries or Agencies

## *Purpose of the Standard*

*To provide the Ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.*

The OCDSB liaises and plans carefully for student transitions. When a student with special education needs enters a school or transfers to an OCDSB school from another board of education, the school principal will:

- facilitate the collection of pertinent documentation;
- ensure the successful admission or transfer of students from one program to another, in accordance with appropriate and available resources.
- work collaboratively with the parent(s)/caregiver(s) and, as appropriate, community partners on a transition plan based on the individual needs of the student.

It is the practice of the OCDSB to accept assessments accompanying students from other jurisdictions and apply them to the OCDSB criteria when a student is being considered for a special education program or service. In order to use these documents and share them with the required individuals, a written consent is required from the parent/caregiver. The assessments shared must be current and conducted by a qualified professional (according to the standards set by each profession). If additional assessments are needed to make an informed decision, in relation to the student's special education needs, they may be conducted by Board personnel.
Advanced special education planning is done for students with special needs who are arriving from or leaving for other programs. Here are some links to the different transition resources that we have created to support students, families, and schools:

Special Needs Students in Transition: A Practical Guide for Schools and Parents

The current OCDSB student information database, Aspen, tracks all student information including special education programs and placements. The school location of OCDSB students in other facilities (i.e., Provincial and Demonstration schools) is also recorded in Aspen

| Programs and Services | Description |
|---|---|
| **Preschool nursery program** | • Liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment;<br>• Consultation with parent(s)/caregiver(s) is an integral part of the process;<br>• Completion of the kindergarten intake procedures in consultation with parent(s)/caregiver(s). |
| **Preschool programs for students who are Deaf** | • Liaison is made with preschool, nursery, and clinical programs, usually coordinated by Pinecrest-Queensway Community Health Centre in partnership with CHEO's audiology and the AVT program, in order to facilitate the student's entry into the school environment;<br>• Consultation with parent(s)/caregiver(s) is an integral part of the process;<br>• Completion of the kindergarten intake procedures in consultation with parent(s)/caregiver(s);<br>• For primary students who communicate using American Sign Language (ASL), the school principal may submit an application for the Specialized Deaf/Hard of Hearing program class, if appropriate. |
| **Preschool speech and language program** | **Preschool Speech/Language Initiative (First Words)**<br>• Coordinated by Pinecrest-Queensway Community Health Centre in partnership with CHEO (including Children Treatment Centre services) and the City of Ottawa and funded by the Ontario Ministry of Children, Community and Social Services;<br>• A province-wide initiative designed to ensure that every preschool child has access to speech and language services focuses on prevention, early identification, and intervention strategies to promote speech and language development in children until September when they are eligible for Year 1.<br>• First Words and the OCDSB collaborated on a transition policy that results in a smooth and timely transfer, and informs<br>• parent(s)/ caregiver(s) of next steps in the transition from preschool speech and language services to school based speech and language services. First Words and the OCDSB meet formally 1-2 times per year as part of the Transition to School sub-committee;<br>• The transition policy enables speech-language pathologists to discuss the continuing speech and language needs of students for educational planning. |

| Programs and Services | Description |
|---|---|
| **Family Reception Centre (FRC)** | • Schools may refer students to the Family Reception Centre (FRC) for assistance to determine a student's current stage of English-language acquisition;<br>• the FRC assists in developing a learner profile and providing program recommendations for English as a Second Language (ESL) and English Literacy Development (ELD) students;<br>• Learning Support Services ESL/ELD liaison consults with the FRC on an as-needed basis regarding ESL/ELD students with special education needs. |
| **CHEO** | **CHEO School**<br>• Short-term early intervention educational and therapy program for kindergarten students with complex physical needs;<br>• CHEO school staff and the therapy team assist with transitioning students to community schools when students have reached and maximized their potential at CHEO School;<br>• Through a consultative model of service, liaison teachers work with school staff to transition children and youth with physical disabilities to schools.<br>• Early intervention education/therapy program for JK/SK students with complex physical needs.<br>• Physical, Occupational and Speech therapies are integrated into a full day school program based on the Ontario curriculum. The program is offered in french and english.<br>• All students who attend CHEO School transition to community school boards to continue building upon the skills fostered in this education/therapy program.<br>• Facilitated by liaison teachers, the CHEO School education/therapy team works collaboratively with OCDSB school staff to transition students to community schools upon demission from CHEO School.<br>• Through a consultative model of service, liaison teachers provide a link between schools and CHEO. This collaboration supports the complex therapy and medical needs of OCDSB children and youth with physical disabilities<br><br>**Development and Rehabilitation**<br>• Delivers and coordinates family-centered rehabilitative care which focuses on optimizing independence of children and youth up (to 18 years of age) with physical and/or developmental disabilities; |

| Programs and Services | Description |
|---|---|
| **CHEO** *(continued)* | • provide assessment, treatment, consultation, and education from a variety of specialists including orthopedic surgeons, developmental pediatricians, psychiatrist, and rehabilitation therapists (physiotherapy, occupational therapy, speech-language pathology, psychology, social work);<br>• share relevant information with OCDSB staff.<br><br>**School-based Rehabilitation Services**<br>• Provides professional health services such as occupational therapy, physiotherapy,and/or speech therapy to students attending school who require and meet the eligibility criteria for such services (see Standard 7 — Specialized Health Support Services in School Settings)<br>• in collaboration with parent(s)/caregiver(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by CHEO<br>•<br>**School Health Support Service**<br>• Provides professional health services such as nursing and nutrition to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings);<br>• Referral to these services are most often completed by the student's community medical team or through the parent/caregiver.<br>• For any questions related to school nursing and nutrition can be directed to integratedcaredelivery@cheo.on.ca or 613 737-7600 ext 1794<br><br>**Coordinated Service Planning**<br>• Supports children and youth with multiple and/or complex special needs who require services from multiple agencies (e.g., medical, educational, developmental, social services)<br>• CSP is a process to support families that are struggling to navigate and coordinate multiple services to ensure the best plan of care for their child/youth<br>• referrals can be initiated by the family, school team, medical team or other community agency with parent/caregiver consent |

| Programs and Services | Description |
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| **Ministry of Children, Community and Social Services** | **Education and Community Partnership Program (ECPP)**<br>These programs provide evidence based treatment and education for students whose needs are such that they are unable to attend their community school.<br><br>Programs available through Coordinated Referral to Education and Community Partnership classes in the 2023-24 school year were:<br>• Crossroads Children's Mental Health Centre<br>• Roberts/Smart Centre, Fisher Park and St. Paul's High School<br>• The Royal Ottawa, Mental health Care Group<br><br>A referral to these programs can be completed by the school based team based on discussions and collaboration with the parent/caregiver and student (12 years and up) and recommendation of the school based multidisciplinary team members. This referral is reviewed by an agency based committee, and an offer to a specific program may be provided. The committee is responsible to share the recommendation with the district contact who then shares the information with the respective school and parent(s)/caregiver(s). While on the waitlist for an ECPP program, students may access a clinical multi-disciplinary team through the Children's Hospital of Eastern Ontario as determined by the case coordinator.<br><br>When students are returning from any of these treatment programs, a discharge meeting is scheduled with the school team to provide an overview of all data / information gathered to best support a successful transition for the student back to their home school. For some of the programs, there are staff dedicated to support the transition.<br><br>In 2022-23, the Lead Mental Health agency conducted an intensive service review of child and youth mental health services with a focus on day treatment. This review resulted in changes to the service delivery model for ECPP including a decrease in the number of placement spaces as well as a change to the service providers offering day treatment programs. The implementaiton for these changes began in the Fall 2023.<br><br>The Ministry of Education has undergone a review of the ECPP programs provincially. The results will be made available in 2024-25 academic year. |

OTTAWA-CARLETON
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