



SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, December 5, 2018, 7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

Pages

1.	Call to Order	
2.	Approval of the Agenda	
3.	Delegations	
4.	Committee Appointments	
4.1	Chair	
4.2	Vice-Chair	
4.3	Board	
4.4	Committee of the Whole	
4.5	Committee of the Whole, Budget	
4.6	Parent Involvement Committee	
4.7	Advisory Committee on Equity	
5.	Members' Information	
5.1	Learning Disabilities Association of Ontario Presentation	
6.	Department Update	
6.1	Special Needs Strategy Update	
6.2	Special Education Plan (Standards)	
a.	SEAC	1
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c.	Special Education Programs / Services	39

- 7. Action/Discussion/Information Items
 - 7.1 Finance Presentation (M. Carson, ext. 8207)
 - 7.2 Consultation: Education in Ontario
Provincial Consultations - Education in Ontario
 - 7.3 Strategic Plan 2019-2023 - Community Conversation
Building Brighter Futures Together
- 8. Review of Special Education Advisory Committee Report
 - 8.1 14 November 2018 45
 - 8.2 Review of Long Range Agenda 59
 - 8.3 Motion/Action Tracking Report, Business Arising 61
- 9. Committee Reports
 - 9.1 Advisory Committee on Equity
 - 9.2 Parent Involvement Committee
 - 9.3 Board
 - 9.4 Committee of the Whole
- 10. New Business
- 11. Adjournment

Part 3: The Board's Special Education Advisory Committee (SEAC)

The Role of SEAC

- to advise the Board with respect to the establishment, development, and delivery of programs and services to students with special education needs
- 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 through the public question period at SEAC 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 issues of concern and requests for information;
- to respond to reviews of special education programs and services
- to guide parent(s)/guardian(s) in policies and procedures relating to students with special needs and inform them of their rights and responsibilities, as requested;
- create and maintain a guide of SEAC members and contact information

SEAC Meetings

- occur on the second Wednesday of each month (except July and August) at 7:00 p.m., at the Ottawa-Carleton District School Board, 133 Greenbank Road, Ottawa (Nepean), Ontario
- all members of the public are welcome and encouraged to attend

Composition of SEAC

- consists of three trustees, representatives of local associations, and three community members committed to furthering the interests of students with special education needs

Members of the public are encouraged to make their views known to SEAC by attending monthly meetings and/or contacting representatives directly.

For more information on the role of SEAC and the nomination process, see [Special Education Advisory Committee Policy P. 019.GOV](#). This can be located on our website at www.ocdsb.ca. A hard copy is available upon request. Please contact Communications and Information Services at 613-596-8211, ext. 8310.



Special Education Advisory Committee (OCDSB) Members 2017-2018

OCDSB Trustee Members

Christine Boothby Trustee, Zone 2	613-809-4929	christine.boothby@ocdsb.ca
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Keith Penny Trustee, Zone 8	613-596-8211 ext. 8265	keith.penny@ocdsb.ca
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Anita Olsen Harper Trustee, Zone 5	613-868-0076	anita.olsen.harper@ocdsb.ca
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Member Association Representatives

Association for Bright Children of Ontario (ABC)

Dragos Popa (Member)	dcppopa@gmail.com
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Autism Ontario, Ottawa Chapter

Katie Ralph (Alternate)	kralp059@uottawa.ca
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Down Syndrome Association

Mark Wylie (Member)	mwylie@sympatico.ca
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Lisa Mills (Alternate)	lisa-mills@hicksmorley.com
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Learning Disabilities Association of Ottawa-Carleton (LDAO)

Michael Bates (Member)	michaelbates1@sympatico.ca
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Beth Doubt (Alternate)	bdoubt@teksavvy.com
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Ontario Association for Families of Children with Communication Disorders Ottawa-Carleton Chapter (OAFCCD)

Ian Morris (Member) ian.morris6655@gmail.com

Sean Popal (Alternate) sean.popal@gmail.com

Ottawa-Carleton Assembly of School Councils (OCASC)

Dana Somayaji (Member) dana@somaspace.net

Donna Owen (Alternate) donnamowen@hotmail.com

VOICE for deaf and hard of hearing children

Terry Warner (Member) terry.warner@sympatico.ca

Community Representatives

Rob Kirwan theoletinman2@gmail.com

Tina Morden tinarmorden@gmail.com

Sonia Campbell-Nadon snadon28@hotmail.com

Association Representatives (Non-Voting)

Ottawa-Carleton Elementary Teachers' Federation (OCETF)

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

Elizabeth Kettle (Alternate) elizabeth.kettle@ocdsb.ca



Staff Normally in Attendance at SEAC Meetings**Olga Grigoriev**

Superintendent,
Learning Support
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Amy Hannah

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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 intrusive 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 variety of placements is necessary to meet the needs of various student

A regular class placement is considered the placement of first option when such a placement meets the student’s needs and is consistent with parental preferences. When a student is placed in a special education program, 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
- peer helpers
- reading buddies
- differentiated/modified curricular expectations and evaluation
- accommodations (e.g., preferential seating, assistive technology)



Options for Student Placements

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.

Elementary / Secondary Special Education Programs

School-based support

Regular classroom with Monitoring from the LRT/LST

This support is provided by the classroom teacher. The exceptional students' program is monitored and the teacher receives consultative services from the Learning Resource Teacher (LRT) or the Learning Support Teacher (LST).

Regular classroom with Support from the LRT/LST

This program is provided by the classroom teacher. This placement is designed for exceptional students who require assistance from the LST or LRT in a regular classroom or a 'withdrawal' setting.



Regular classroom with Specialized Support

This program is provided by the classroom teacher. This placement is designed for exceptional students who require direct or indirect support from:

- Itinerant Teacher of the Blind/Low Vision (ITB/LV)
- Itinerant Teacher of the Deaf/Hard of Hearing (ITD/HH)
- Intermediate Language Learning Disability Team (ILLD)
- Educational Assistant (for physical/medical/safety needs)

System-based programs

Specialized Program Classes

The OCDSB has a range of special education programs and services focusing on providing the necessary support via the Tiered Intervention Approach, Differentiated Instruction, and Universal Design for learning. Most specialized program classes have a lower pupil-teacher ratio than regular classes. Students may be integrated into the regular class.

In order to prepare for the opportunity of returning to a regular classroom. These special education programs may also include support from Learning Support Services (LSS) personnel.

Application Process for Specialized Programs

The parent(s)/guardian(s) of the student must be consulted and sign any application to a specialized program class, prior to the completion of an application. It is recommended that parent(s)/guardian(s) are familiarized with the placement before agreeing to the application.

Schools submit applications and all required documentation to a central application committee for both new applicants and for students moving from elementary to secondary school for the following specialized programs classes:

[Autism Spectrum Disorder Secondary Credit Program \(ASDSCP\)](#)

[Autism Spectrum Disorder Program \(ASDP\)](#)

[Behaviour Intervention Program \(BIP\)](#)

[Blind/Low Vision \(B/LV\)](#)

[Deaf/Hard-of-Hearing Program \(D/HH\)](#)

[Developmental Disabilities Program \(DD\)](#)

[Dual Support Program \(DSP\)](#)

[General Learning Program \(GLP\) / Storefront](#)

[Gifted Specialized Program \(Elem/Sec\) *](#)

[Language Learning Disability Program \(LLD\)](#)

[Learning Disability Program \(LD\)](#)

[Physical Support Program \(PSP\)](#)

[Primary Special Needs \(PSN\)](#)



*Note: At the secondary level, gifted students wishing to attend a gifted specialized centre may apply directly to the centre designated as determined from their place of residence.

- A central referral committee consisting of learning support consultants (LSC) and LSS personnel as appropriate determines if the application meets criteria for the specialized program class. Students will be recommended for age-appropriate placement.
- The principal of the sending school is contacted regarding the offer. The principal contacts parent(s)/guardian(s) for a response within 48 hours, and then advises the central application committee of the parent's response. If applicable, parent(s)/guardian(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 can be convened at the receiving school in early September. The parent/guardian will have completed a registration and requested specialized transportation forms as needed for the student.



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)

(10 elementary classes, 32 secondary sections)

Placements
<ul style="list-style-type: none"> behaviour Intervention Programs (BIP) at the following levels: primary, junior, intermediate, and senior (adaptive only) up to eight students per class
Admissions Criteria
<ul style="list-style-type: none"> 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 accommodations for learning are essential in order to access the curriculum
Criteria for Change in Placement
<ul style="list-style-type: none"> the behavioural functioning is no longer the most significant determining influence on the student's academic success or social adjustment in school has social and/or academic needs that can be met more successfully within a different specialized program class has been integrated and demonstrated the ability to succeed in a regular class or with/without support from LRT and/or LST no longer benefiting from specialized placement evidence of on-going successful integration not complying with program expectations



Available Resources
<ul style="list-style-type: none"> • one teacher with special education qualifications (Parts I and II) • educational assistant • LSS 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)/guardian(s) on an on-going 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)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- care and treatment programs/Section 23
- regular classroom with monitoring from the LST and/or LRT
- regular classroom with support from the LST and/or the LRT

For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or LSS personnel serving the school



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 Asperger's (ASDSCP)

(31 elementary classes, 80 secondary sections) and (24 secondary sections)

Placements
<ul style="list-style-type: none"> • specialized classes at the following levels: kindergarten, primary, junior, intermediate, and senior • 6 students per class*
Admissions Criteria
<ul style="list-style-type: none"> • a diagnosis of autism disorder in the pervasive developmental disorder (PDD) category as specified by DSM-V • documented evidence of impaired communication, social skills, and an uneven learning profile
Criteria for Change in Placement
<ul style="list-style-type: none"> • has social and/or academic needs which can be met more successfully within another placement • no longer benefiting from specialized placement • evidence of on-going successful integration • not complying with program expectations
Available Resources
<ul style="list-style-type: none"> • one teacher with special education qualifications (Parts I and II) • educational assistants • psychological consultation • speech-language pathologist consultation and classroom support • LSS personnel provide assessment and consultative services to the special education teacher



* Note: There are 10 students in each of the Asperger's (ASDSCP) classes.
The allocation of educational assistant is determined by student needs in each of the Asperger's (ASDSCP) classes.

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 and 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)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- care and treatment programs/Section 23
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*.
- For more detailed information, contact the school principal or LSS personnel serving the school.



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. Audiological assessment data is required to support identification.

Special Education Class for Deaf (D/HH) (1 elementary class)

Placements
<ul style="list-style-type: none"> • regular class with specialized support from Itinerant Teacher Deaf/Hard of Hearing (ITD/HH) • other specialized program with consultation or direct service from ITD/HH • specialized program with a Specialist Teacher of the Deaf/Hard of Hearing • up to 10 students per class
Admissions Criteria
<ul style="list-style-type: none"> • documented hearing loss • use of hearing aids/cochlear implant • method of communication is through hearing and speech • meets criteria for other specialized program in addition to deaf/hard of hearing exceptionality • documented hearing loss • method of communication is through sign language (American Sign Language)
Criteria for Change in Placement
<ul style="list-style-type: none"> • change in hearing loss or performance • needs are not being met in regular class • student requires more than 5 hours, per week, support from ITD/HH • change in method of communication • identification of additional exceptionality • evidence of on-going successful integration • not complying with program expectations • change in hearing loss or performance, i.e., acquisition of a cochlear implant and requires auditory-verbal/ Oral therapy • student requires/ requests placement in Provincial School setting • identification of additional exceptionality • no longer benefiting from specialized placement
Available Resources
<ul style="list-style-type: none"> • FM system and other equipment, as needed including maintenance • teacher with specialist qualifications in Deaf Education • EA allocated based on students' needs



- LSS personnel provide assessment and consultative services to the special education teacher
- FM system, if applicable
- teacher with Specialist Qualifications in Deaf Education
- EA allocated based on students' needs
- LSS 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 Junior Kindergarten through Grade 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. 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)/guardian(s), is based on, and modified by, the results of continuous assessment

Evaluation Methods

- Assessment and evaluation are on-going 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)/guardian(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.

For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or LSS personnel serving the school



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
- 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)

(11 elementary classes)

Placements
<ul style="list-style-type: none"> • specialized classes at the following levels: • primary and junior • up to 10 students per primary class • up to 12 students per junior class
Admissions Criteria
<ul style="list-style-type: none"> • exhibits severe language learning difficulties on a speech/language assessment • average to above- average intellectual ability as measured on a psychological assessment • language learning disability or mixed receptive-expressive language disorder as appropriate to age and grade level
Criteria for Change in Placement
<ul style="list-style-type: none"> • mildly delayed language functioning overall (one or more areas of language may still indicate moderate delays) on a speech and language assessment completed within the last 12 months • academic performance is within one grade level of the student's integrated class placement • has academic and/or social needs that could be met more successfully within a different special-class setting • has the ability to succeed in a regular class with LST/LRT support • no longer benefiting from specialized placement • evidence of on-going successful integration



- not complying with program expectations

Available Resources

- one teacher with special education qualifications
- (Parts I and II)
- one speech language pathologist is assigned to each class on a part- time basis
- LSS personnel provide assessment and consultative services to the special education teacher

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 communication skills to enable academic achievement
- Students who exit the LLD Specialized Program Class in Grade 6 are supported through the Intermediate LLD (ILLD) model, which offers a range of services (e.g., direct in-class coaching, co-planning of curricular activities, targeted professional development) to teachers to support their students with LLD in grades 7 and 8 within the students' intermediate placement (e.g., regular program, Learning Disability Specialized Program Class or General Learning Program). The ILLD model offers support to the teachers with the goal of increasing the students' independence with strategy application and learning over time
- 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)/guardian(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 LSS 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)/guardian(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



For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the school or Speech/Language Services

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
<ul style="list-style-type: none"> • regular classroom with monitoring from the LST/LRT
Admissions Criteria
<ul style="list-style-type: none"> • mild to moderate articulation problems • moderate to severe articulation problems • cleft palate • voice disorder • fluency disorder • phonology disorder
Range of Support
<ul style="list-style-type: none"> • Type of support is determined by the school speech-language pathologist (5 years of age to grade 8) • after grade 8, an assessment, consultation or home/school suggestions upon request • consultation • screening • formal/informal testing • LHIN discharge their cases when they reach the mild to moderate level directly to the PAT-P or community agencies as appropriate • no longer benefiting from specialized placement • evidence of on-going successful integration • not complying with program expectations
Available Resources



- classroom teacher
- speech-language pathologist
- Local Health Integration Network (LHIN)
- parent(s)/ guardian(s)
- volunteers
- Parent Articulation Training Program (PAT-P)
- LSS personnel provide assessment and consultative services to the special education teacher

Service Delivery Model

Speech-language pathologists:

- provide assessment, consultation and programming/demonstration sessions for students from Year 2 kindergarten through Grade 12, who may present with a wide range of speech-related disorders
- provide training to support teachers and parent(s)/guardian(s) in their work with children who have speech disorders
- direct therapy through LHIN is provided as per mandate

Exceptionality: Learning Disability

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 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 behavior and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences;



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

Special Education Class for Learning Disabilities (LD)

(14 elementary classes, 71 secondary sections)

Placements
<ul style="list-style-type: none"> specialized classes at the following levels: junior, intermediate, and senior up to eight students per class
Admissions Criteria
<ul style="list-style-type: none"> evidence of significant learning difficulties with impairment in reading, and/or writing, and/or mathematics which has not responded to targeted interventions evidence of cognitive strength average (greater than the 25th percentile) intellectual ability as measured on a psychological assessment requires intensive instructional support has severe to profound difficulty in learning and in processing information <p>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</p>
Criteria for Change in Placement
<ul style="list-style-type: none"> current assessments indicate student no longer meets learning disabilities program admission criteria 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 section 23 placement has an ability to succeed in a regular class with LST/ LRT support no longer benefiting from specialized placement evidence of on-going successful integration not complying with program expectations graduated from High School and/or achieved OSSD
Available Resources



- one teacher with special education qualifications (Parts I and II)
- 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 in ~~specific subject areas~~ through the secondary programs
- 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)/guardian(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)/guardian(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

For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
 - For more detailed information, contact the principal of the student's school.
- Category: Intellectual



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)

(19 elementary classes, 128 secondary sections)

Placements
<ul style="list-style-type: none"> specialized classes at the following levels: primary, junior, intermediate and senior up to 20 students per class grades 1-3 up to 25 students per class in grades 4-8 up to 28 students per class in grades 9-12
Admissions Criteria
<ul style="list-style-type: none"> very superior intellectual ability as measured on a psychological assessment
Criteria for Change in Placement
<ul style="list-style-type: none"> has academic and/or social needs that could be met more successfully within a different classroom setting no longer benefiting from specialized placement evidence of on-going successful integration not complying with program expectations
Available Resources
<ul style="list-style-type: none"> one teacher with special education qualifications (Part I) LSS 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)/guardian(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)/guardian(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

For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or LSS personnel serving the school

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



Special Education Class for Mild Intellectual Disability/General Learning Program (GLP) (12 elementary classes, 104 secondary sections)

Placements
<ul style="list-style-type: none"> specialized classes at the following levels: junior, intermediate and senior up to 16 students per class
Admissions Criteria
<ul style="list-style-type: none"> scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability significant delays in academic progress evidence of delays in social/emotional development in the age-equivalent range of grade 4 to secondary
Criteria for Change in Placement
<ul style="list-style-type: none"> does not require the same degree of alternative programming has academic and/or social needs that could be met more successfully within a different special class setting has the ability to succeed in a regular class with LST/LRT support and with appropriate accommodations and modifications no longer benefiting from specialized placement evidence of on-going successful integration not complying with program expectations
Available Resources
<ul style="list-style-type: none"> one teacher with special education qualifications (Part I with Part II preferred) one EA per class LSS 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)/guardian(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)/guardian(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

For Further Information

- Consult the *OCDSB Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or LSS personnel serving the school

Exceptionality: Developmental Disability

Ministry Definition

A severe learning disorder characterized by:

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

Special Education Class for Students with Developmental Disabilities (Semi-Integrated) (DD) (9 elementary classes, 96 secondary sections)

Placements
<ul style="list-style-type: none"> • semi-integrated specialized classes at the following levels: primary, junior intermediate, and senior • up to 10 students per class
Admissions Criteria



- moderate to severe delays in intellectual ability as measured on a psychological assessment
- serious delays in academic progress
- moderate to severe delays in adaptive functioning
- be able to profit educationally, socially, and emotionally from a semi-integrated class in a regular school, with opportunities for appropriate supported integration
- 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
- no longer benefiting from specialized placement
- evidence of on-going successful integration
- not complying with program expectations

Available Resources

- one teacher with special education qualifications (Part I)
- educational assistant
- speech-language pathologist consultation and classroom support at the primary level; assessment and consultation are available at the junior/intermediate and senior levels upon referral
- half-time job coach is assigned to each class at the secondary level
- LSS 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) (25 elementary classes)

Placements
<ul style="list-style-type: none"> specialized schools with classes at the following levels: kindergarten, primary, junior, intermediate and senior up to eight students per class
Admissions Criteria
<ul style="list-style-type: none"> moderate to severe delays in intellectual ability as measured on a psychological assessment serious delays in academic progress moderate to severe delays in adaptive functioning
Criteria for Change in Placement
<ul style="list-style-type: none"> has social and/or academic needs which can be met more successfully within another placement no longer benefiting from specialized placement evidence of on-going successful integration not complying with program expectations
Available Resources
<ul style="list-style-type: none"> one teacher with special education qualifications (Part I) educational assistants speech-language pathologists work closely with teachers to support students' programming around communication LSS 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
- CCAC provides support for therapy-based programming in the areas of occupational therapy, physiotherapy, and 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

Special Education Class for Students with Mild Intellectual Disabilities (MID) or Developmental Disabilities (DD) (Storefront Program) – (1 secondary class)

Placements
<ul style="list-style-type: none"> • system-based Storefront Program for students with special education needs aged 19–21 years of age with MID or DD • up to twelve students
Admissions Criteria
<ul style="list-style-type: none"> • students must be 19 years of age • students must currently be attending a program for students with mild intellectual disability or developmental disability • 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 • students must participate in a structured interview
Criteria for Change in Placement
<ul style="list-style-type: none"> • reaches the age of 21 • has social and/or academic needs which can be met more successfully within another placement • no longer benefiting from specialized placement • evidence of on-going successful integration • not complying with program expectations
Available Resources
<ul style="list-style-type: none"> • one teacher with special education qualifications • educational assistant and job coach are assigned to the class • LSS personnel provide assessment and consultative services to the special education teacher

Program

Upon completion of the program, it is hoped that the students will be prepared to take their place in the workforce with a minimum of supervision.

- The students work in the community five mornings per week, 2.5 hours daily, for seven to eight weeks
- Over the course of two years at Storefront, students will participate in 10 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)/guardian(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

For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*.

For more detailed information, contact the appropriate person from the list below:

- the staff of the Storefront Program
- the principal of the school
- LSS personnel serving the school



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) (2 elementary classes, 24 secondary sections)

Placements
<ul style="list-style-type: none"> specialized classes at the following levels: primary, junior, intermediate, and senior up to 12 students per class
Admissions Criteria
<ul style="list-style-type: none"> medical diagnosis of a physical disability with significant programming adaptation requirements
Criteria for Change in Placement
<ul style="list-style-type: none"> the student's physical condition no longer requires therapeutic interventions offered in the program the student's needs will be better met in an alternate placement no longer benefiting from specialized placement evidence of on-going successful integration not complying with program expectations
Available Resources
<ul style="list-style-type: none"> one teacher with special education qualifications (Parts I and II) EAs allocated based on students' needs speech-language pathologist provides support for augmentative and alternative communication LSS 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



- LHIN provides support for therapy-based programming in the areas of occupational therapy, physiotherapy, nursing support and speech disorders (if eligible)
- There is ongoing liaison with the Ottawa Children's Treatment Centre (OCTC) for those students who enter from the OCTC

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)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- Other special education placement options if appropriate
- OCTC (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

For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or LSS personnel serving the school

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
<ul style="list-style-type: none"> • regular classroom with specialized support
Admissions Criteria
<ul style="list-style-type: none"> • 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
- need for braille, tactile and adaptive program
- requires intensive support
- low vision support 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. Some also have certification to teach orientation and mobility.
- orientation and mobility instructor
- classroom teacher
- EA allocated based on student's needs
- LSS personnel provide assessment and consultative services to the special education teacher
- 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 on-going 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)/guardian(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

For Further Information

- Consult the *Ottawa-Carleton Education Program for Students with Visual Impairment* brochure about the program
- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*. For more detailed information, contact the principal of the student's school or the Lead ITB/LV or LSS personnel serving the school

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.

For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Committee Parent Guide*
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school

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) (3 elementary classes; 32 secondary sections)

Placements
<ul style="list-style-type: none"> specialized classes at the following levels: junior, intermediate, senior up to ten students per class
Admissions Criteria
<ul style="list-style-type: none"> significantly below-average intellectual potential as measured on a psychological assessment serious delays in the acquisition of fundamental academic skills exacerbated by behaviour problems impaired adaptive functioning (e.g., coping with life demands, personal independence) history requiring frequent discipline due to disruption, non-compliance, physical/verbal aggression, impulsivity, etc. history of socially unacceptable behavior
Criteria for Change in Placement
<ul style="list-style-type: none"> does not require the same degree of alternative programming has academic and/or social needs that could be met more successfully within a different special class setting has the ability to succeed in a regular class with LST/LRT support/ monitoring no longer benefiting from specialized placement evidence of on-going successful integration not complying with program expectations
Available Resources
<ul style="list-style-type: none"> one teacher with special education qualifications (Parts I and II) educational assistant LSS 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)/guardian(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)/guardian(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

For Further Information

- Consult the OCDSB Learning Support Services Identification, Placement and Review Parent Guide
- For more detailed information, contact the principal of the student's school, or LSS personnel serving the school

PROGRAM: PRIMARY SPECIAL NEEDS (PSN)

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

(8 elementary classes)

Placements
<ul style="list-style-type: none"> • specialized classes at primary level • up to 10 students per class
Admissions Criteria



- need for one or more years in an intensive support program
- scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability
- in the age-equiv. range of grade 1 to 3
- 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

- has turned or will turn 9 years old during the calendar year
- does not require the same degree of specialized programming
- has the ability to succeed in a regular class with LST/LRT support and appropriate modifications and accommodations
- on-going assessment determines that a different placement could better meet the student's needs
- no longer benefiting from specialized placement
- evidence of on-going successful integration
- not complying with program expectations

Available Resources

- one teacher with special education qualifications (Part I, Part II preferred)
- educational assistant
- speech-language pathology consultation and classroom support
- LSS 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)/guardian(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

For Further Information

- Consult the OCDSB Learning Support Services Identification, Placement and Review Parent Guide
- For more detailed information, contact the principal of the student's school, or LSS personnel serving the school



Part 4 - Coordination of Services with Other Ministries or Agencies

Purpose

The purpose of this section is 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 available resources

It is the practice of the OCDSB to accept assessments accompanying students from other jurisdictions and apply them to the Ottawa-Carleton District School Board 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/guardian. The assessments shared must be current and conducted by a qualified assessor (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](#)

[Planning for Successful Transitions](#)

[Autism and Transition Supports](#)

The current OCDSB student information database, Trillium, 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 Trillium.



Programs and Services	Description
Preschool nursery program	<ul style="list-style-type: none"> liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment consultation with parent(s)/guardian(s) is an integral part of the process completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s)
Preschool nursery program	<ul style="list-style-type: none"> liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment consultation with parent(s)/guardian(s) is an integral part of the process completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s)
Preschool programs for students who are deaf	<ul style="list-style-type: none"> liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment consultation with parent(s)/guardian(s) is an integral part of the process completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s) for primary students who communicate using American Sign Language (ASL), the school principal may make an application for the Specialized Deaf/Hard of Hearing class, if appropriate
Preschool speech and language program	<p>Preschool Speech/Language Initiative (First Words)</p> <ul style="list-style-type: none"> coordinated by Pinecrest-Queensway Health and Community Services in partnership with CHEO and the City of Ottawa and funded by the Ontario Ministry of Health 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 the September they are eligible for Year 2 kindergarten First Words and the OCDSB collaborated on a transition policy that results in a smooth and timely transfer, and involves parent(s)/ guardian(s) in the transition planning the transition policy enables speech-language pathologists to discuss the continuing speech and language needs of students for educational planning



Family Reception Centre (FRC)	<ul style="list-style-type: none"> schools may refer students to the Family Reception Centre (FRC) for assistance to determine a student's current stage of English-language development the FRC assists in developing a learner profile and providing program recommendations for English Language Learning (ELL) and English Literacy Development (ELD) students Learning Support Services ELL/ELD liaison consults with the FRC on an as-needed basis regarding ELL/ELD students with Special Education needs
Early Childhood Prevention and Intervention Program	<p>Success by Six</p> <ul style="list-style-type: none"> community initiative to increase and improve the effectiveness of early childhood prevention and intervention programs for children from birth to six years of age led by a Council of Partners: leaders in education, social services, health, and business communities Parenting Centre location: The Airport Military Centre at Elizabeth Park Public School
Ministry of Health	<p>Champlain Local Health Integration Network (LHIN)</p> <ul style="list-style-type: none"> provides professional health services such as nursing, occupational therapy, physiotherapy, nutrition, and/or speech therapy to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings) in collaboration with parent(s)/guardian(s), schools apply for these services, through the principal, using a School Services Application Form provided by LHIN
Ministry of Community and Social Services	<p>Healthy Babies, Healthy Children</p> <ul style="list-style-type: none"> a prevention/intervention initiative to screen all births, identify infants and families at risk, and provide home visiting for high-risk families the OCDSB is a member of the steering committee which guides the initiative locally services are provided in seven languages to a variety of multicultural populations
Children's Hospital of	<p>Preschool Autism Program of Eastern Ontario</p> <ul style="list-style-type: none"> facilitates transitions for students who are new to the OCDSB



Eastern Ontario	<p>Autism Spectrum Disorders School Support Program</p> <ul style="list-style-type: none"> the OCDSB and the School Support Program are in a partnership and share resources at this time the School Support Program provides ongoing support to staff working with students with ASD
Ministry of Education	<p>Ottawa Children's Treatment Centre School</p> <ul style="list-style-type: none"> serves children with physical disabilities from four to eight years of age who have physical or therapy requirements that are difficult to meet in the community school liaison teachers work with schools staff to transition children with physical disabilities <p>Ottawa Children's Treatment Centre</p> <ul style="list-style-type: none"> delivers and coordinates family-centered rehabilitative care which focuses on optimizing independence of children and youth (to 18 years of age) with physical disabilities provide assessment, treatment, consultation, and education from a variety of specialists including an orthopedic surgeon, developmental pediatrician, physiatrist, neurologist, and rehabilitation therapists (physiotherapy, occupational therapy, speech-language pathology, psychology, social work) share relevant information with OCDSB staff
Ministry of Children and Youth Services	<p>Care and Treatment Programs (Section 23) ~ M.F. McHugh Education Program</p> <p>These programs provide treatment services and education for students whose needs are such that they are unable to attend their community school.</p> <p>Programs available through Coordinated Referral to Section 23 classes are:</p> <ul style="list-style-type: none"> Children's Hospital of Eastern Ontario — Kindergarten Unit Children's Hospital of Eastern Ontario — Steps to Success Crossroads Children's Centre Roberts/Smart Centre – Fisher Park The Royal – Brookfield Unit Ottawa Children's Aid Society Children's Hospital of Eastern Ontario, Psychiatry — Back-On-Track <p>When students are returning from any of these treatment programs, a case conference is scheduled with the school team to provide an overview of all data / information gathered to best support a success transition for the student back to their home school. For some of the programs, there are staff dedicated to support the transition.</p>



	<p>The Coordinated Referral Committee is the centralized access point for all school referrals</p> <ul style="list-style-type: none"> • committee members include representatives from all treatment facilities in the Ottawa-Carleton region and a special education contact from each local board of education • admission to the program is determined by the clinical partners based on information provided and based on its own assessment • the clinical partners are responsible for contacting schools and parent(s)/guardian(s) and deciding the date of demission • transition to middle schools or residential moves is the responsibility of the sending community school to attend treatment plan meetings and pass information to the receiving community school • the principal or designate is the key contact while the student attends day treatment the next phase of treatment is reintegration into the community school or other program discussed during a treatment plan meeting once the student is re-registered and attending an OCDSB school, an IPRC may be convened by the school principal if warranted
Ministry of Education	<p>Supervised Alternative Learning</p> <ul style="list-style-type: none"> • provided for students 14 years of age and over who wish to be excused from regular full time attendance at school to pursue a Supervised Alternative Learning Plan as outlined in Ontario Regulation 374/10 • applications are considered by the Supervised Alternative Learning Committee, which is comprised of OCDSB staff and a trustee, as well as community representatives who are non-employees of the OCDSB • regular contact with the student is maintained by a teacher and/or social worker from the sending school to ensure that the student conforms to the program requirements (Policy P.044.CUR)
Ministry of Community and Social Services	<p>Post 21 Programs for Students with Developmental Disabilities</p> <ul style="list-style-type: none"> • school personnel will encourage families to contact Service Coordination which is an agency with the mandate of helping families access programs and services for persons with developmental disabilities and/or autism • a case manager from Service Coordination works with the student, parent(s)/guardian(s), and school personnel to collect



	information in order to match the needs of the student with an appropriate adult community program
Ottawa-Carleton District School Board	<p>Home instruction</p> <ul style="list-style-type: none"> • provided for students who are unable to attend school for medical reasons and have a doctor's written statement of need • must be recommended by the school principal and approved by the appropriate supervisory officer and/or the special education principal • approved for up to a maximum of five hours per week of instruction • may begin after the ninth week of consecutive absence from an elementary school and in the sixth week for a semestered secondary school • may be provided for up to six months in any given school year (Policy P.070.SES and Procedure PR.559.SES)





SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, November 14, 2018, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

- Members:** Rob Kirwan (Community Representative), Tina Morden (Community Representative), Sonia Campbell-Nadon (Community Representative), Terry Warner (VOICE for deaf and hard of hearing children), Ian Morris (Ontario Association for Families of Children with Communication Disorders), Dana Somayaji (Ottawa-Carleton Assembly of School Councils), Donna Owen (Ottawa-Carleton Assembly of School Councils), Mark Wylie (Down Syndrome Association), Katie Ralph (Autism Ontario, Ottawa Chapter), Keith Penny (Trustee), Anita Olsen Harper (Trustee), Linda Barbetta (Learning Disabilities Association of Ottawa-Carleton), Samantha Banning (Autism Ontario, Ottawa Chapter), Jim Harris (VOICE for deaf and hard of hearing children)
- Non Voting Members:** Catherine Houlden (Ontario Secondary School Teachers' Federation (Teachers)), Jean Trant (Ontario Secondary School Teachers' Federation (SSP)), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network), Nancy Dlouhy (Ottawa-Carleton Elementary Operations)
- Staff and Guests:** Lynn Scott (Trustee), Chris Ellis (Trustee), Donna Blackburn (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services); Amy Hannah (System Principal of Learning Support Services), Jenny Dewan (System Vice-Principal of Learning Support Services), and Nicole Guthrie (Board/Committee Coordinator).

1. Call to Order

Chair Kirwan called the meeting to order at 7:13 p.m.

2. Approval of the Agenda

Moved by Trustee Penny,

That the agenda be approved.

An amendment moved by Linda Barbetta,

That the agenda exclude item 6.1

Defeated

Moved by Trustee Penny,

THAT the agenda be approved.

Carried

3. Delegations

There were no delegations.

4. Member Information

Ms. Barbetta advised that in June 2018 the Ontario Psychological Association released its Guidelines for Diagnosis and Assessment of Children, Adolescents, and Adults with Learning Disabilities. She advised that the guidelines help ensure the alignment of assessment and evaluation. She added that the LD presentation in December will focus on the new working definition of LD.

On behalf of SEAC, Chair Kirwan thanked Trustee Olsen Harper for her support and dedication to SEAC over the past year and wished her well in her future plans.

Principal Symmonds advised that at the 05 December 2018 meeting SEAC members will be asked to volunteer to represent SEAC on other committees of the Board. He encouraged the members to consider the positions. He noted that it is helpful to have the voice of people with knowledge of special education lend their experience to the discussions at those committees.

4.1 VOICE Suggestions for Improving in-classroom supports for deaf and hard of hearing students

Further to a delegation by Derek Meester regarding Educational Assistants (EAs) and interpreter support gaps for deaf and hard of hearing students provided at the 9 May 2018 SEAC meeting, Principal Hannah advised that the District was able to increase the staffing for Deaf and Hard of Hearing to 10.3 FTE. Learning Support Services (LSS) central administration were also able to review staff portfolios, monitor effectiveness and re-target support staff to increase the District's ability to provide direct instruction. The District is providing newcomer students who present as deaf and hard of hearing (DHH) with direct instruction.

Principal Hannah advised that recruiting EAs with high-level sign language skills continues to be a challenge. She was pleased to report that she will be interviewing two candidates with these skills in the coming weeks. The new Director of Human Resources is aware of the need for trained staff and the and has made liaised with Algonquin College, Sign Language Interpreters Associates Ottawa and the Ontario Association of Sign Language Interpreters in an effort to attract and promote the need for skilled staff.

Principal Hannah noted that the congregated class for DHH students at Woodroffe High School presently has five students. Central LSS staff is working closely with the new principal to address concerns.

In response to a query from Mr. Harris regarding a recruitment plan, Principal Hannah responded that while there is no official plan, the Human Resources (HR) department take staff recruitment seriously and have attended job fairs to attract qualified EAs. The HR department has also actively marketed to Toronto based college graduates in an attempt to lure qualified staff to Ottawa.

In response to a query from Ms. Dlouhy regarding salaries, Principal Hannah advised that the salaries are the same for all EAs but those certified in American Sign Language (ASL) qualify for a skills shortage allowance.

5. Department Update

Superintendent Symmonds advised that the 30 October 2018 Board meeting featured a discussion on the work of the Gifted Advisory Group. The Board passed a motion to stand down the Gifted Advisory Group, to direct staff to implement a pilot program which utilizes both the OCDSB Guide for Supporting Gifted Students in the Regular Classroom and the OCDSB Interest Academy. The Board also directed staff to undertake an operational review of the process for identification, needs assessment (including the use of tiered interventions as a support for all students, and as identification and placement evidence), and placement for all exceptionalities. A report with an outline and timeline for the operational review is to be provided to the Board no later than February 2019. An operational review will identify a work plan for LSS to better meet the needs of exceptional learners.

Superintendent Symmonds noted that the 30 October 2018 Board motion also requested that staff produce a series of updates detailing the number of application and the number of children receiving assessment and placements in all congregated programs by exceptionality at both the elementary and secondary levels. The updates should also provide details of waitlists.

Superintendent Symmonds advised that the Ontario Municipal elections were held on 22 October 2018 and that the following new trustees were elected:

Wendy Hough - Zone 4, Rob Campbell - Zone 5, Jennifer Jennekens - Zone 7, and Lyra Evans - Zone 9. He noted that all trustees will be undertaking an orientation and which includes an LSS element.

Superintendent Symmonds announced that the District's annual Rainbow Youth Forum will be held on 15 November 2018 at the Confederation Education Centre and encouraged members to attend.

5.1 Special Education Plan (Standards)

a. Special Education Staff

During discussion and in response to questions the following points were noted:

- Ms. Owen expressed concern on the allocation of Educational Assistants (EAs) for safety, medical or behavioural issues. She advised that bullet three on folio 2 be revised to include a statement regarding the allocation;
- Mr. Harris requested that the other special education teachers listed on folio 8 be further categorized into the specific numbers of itinerant teachers of Blind/Low Vision and Deaf and Hard of Hearing;
- The District was able to add two new positions to the Autism Spectrum Disorder (ASD) team, an Applied Behaviour Analysis (ABA) Coordinator and a Board Certified Behavioural Analyst (BCBA);
- With support from the Ministry, the District received a grant to implement a pilot project to improve school-based supports for students with ASD. A dedicated space within First Avenue Public School was created for external ABA providers to provide in-school ABA services to assist families with support and care. The pilot is available to any child who attends First Avenue PS, has a diagnosis of ASD and is receiving ABA service;
- In response to a query from Chair Kirwan, Principal Hannah advised that the development and implementation of Individual Education Plans (IEP) is a task performed by all the teams. She noted that the text could be revised to include both the general tasks and the tasks specific to the particular staff or team;
- Mr. Morris suggested that the Speech-Language Pathology section on folio 7 include a reference to the provision of services to parents, EAs and teachers;
- Ms. Dlouhy suggested the role of the classroom teacher include a reference to tiered interventions, particularly tier one;

- In response to a query from Chair Kirwan regarding Itinerant Educational Assistants (IEAs), Principal Hannah advised student safety plans and safe plan development is one the primary roles of the IEA. Sh noted their input is a valuable component to the work of the Multi-Disciplinary Team and their development of the student work plan;
- The Ontario College of Teachers offers an additional two-part Special Education course (Specialist). The specialist course is in addition to regular teacher training received concurrently or through the standard Bachelor of Education process. Teachers without the specialist designation would have a base knowledge of special education learners. The specialist courses are designed specifically to enhance professional practice in the area of special education;
- The staffing levels and qualifications outlined on folios 8-10 are provided as a result of Ministry requirements, and reflect the staffing numbers approved during the 2018-2019 budget process; and
- Trustee Penny advised that the staffing levels within the 2018-2019 Special Education Plan include a specific reference to the year.

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

During discussion, and in response to questions, the following points were noted:

- Principal Hannah recognized that the Identification, Placement and Review Committee (IPRC) Process and Appeals section of the Special Education Plan can be challenging for the parent audience. She noted that, due to Ministry requirements some of the language is not negotiable and must be included. She added that she has created a sub-committee of staff that are in the process of reviewing the section in an effort to find solutions to make it more user-friendly;
- Staff hope to include screenshot images of the reports and a completed sample of the IEP;
- Ms. Elmer suggested that the language throughout this section referring to he/she and parent/guardian be made consistent;
- In response to a query from Ms. Ralph regarding psychological assessments, Principal Hannah responded that a psychological assessment is not required by the legislation for an IPRC, however, the IPRC needs to review and consider all relevant information. She provided an example indicating that it would

be difficult to diagnosis a Severe Learning Disability (SLD) without a psychological assessment;

- Superintendent Symmonds noted that most parents have sought supporting documentation when seeking a diagnosis. Long before the IPRC process commences, information on the student is gathered by the Multi-Disciplinary team to help build the case for a particular diagnosis. Often there is enough information in the student's file based on input from teachers and parents to begin the implementation of strategies to assist the student (i.e. use of assistive technology);
- Principal Hannah noted that information on the IPRC is provided to families when they request an IPRC. The pamphlet is sent directly to the parent and outlines the process. An online version is available on the District website. She noted that a revised version has been created and should replace the content currently available;
- Superintendency Based (SB) IPRC is available although there were no requests for an SB IPRC in the 2017-2018 school year. Members suggested the language of the SB IPRC be further clarified;
- Members suggested more information be provided on the process to waive an IPRC review. Staff noted that should parents waive the IPRC review, the IPRC will still convene to review the students' areas of need and strengths. Staff will continue to work on making the information more clear for parents;
- In reference to a comment by Ms. Owen regarding the use of tiered intervention strategies prior to a referral to an IPRC, staff noted that it is not a requirement and that parents may request an IPRC. The use of tiered-interventions is a way to begin to address some of the learning challenges noted by the school team;
- The principal must wait for the IPRC decision to place the student. An IPRC is not held until placement is available to ensure students are not on a waitlist;
- Ms. Barbetta noted that it would be helpful to combine the IEP and the IPRC. She also noted that information on the IPRC should be contained in the information on the IEP to ensure parents are aware that there is another process available to them. She suggested that a visual diagram noting the process may be a helpful addition to parents;
- Staff noted that they are working with the Communications department to improve the way information is communicated from LSS;

- Ms. Holden expressed the view that common language be used to refer to the student or pupil and that the use of the word "child" be limited;
- Staff advised that parents may only appeal the identification or the placement and noted that in both 2017-2018 and 2016-2017 there were zero complete appeals.
- In response to a query regarding the IPRC appeal process, Principal Hannah advised that she was unaware of any cases where the matter was not settled. She noted that there would not be minutes in cases which were settled; and
- IPRCs typically occur in the spring after the multi-disciplinary team, parents and teachers have had the opportunity to work on strategies for improvement. The appeal process begins after the formal IPRC process and happens towards the end of the school year and over the summer months. Through mediation at the school level, families issues are often resolved;

c. Transportation

Manager Kay advised that there would be no substantive changes to the Transportation section of the District's Special Education Plan for 2018-2019. Changes were made to the 2017-2018 plan to address single and solo transportation and modifications were made to walking distances. She advised that the document is shared with the Ottawa Student Transportation Authority (OSTA) and they review, comment and modify the standard as required. The District will be utilizing a new software application, a specialized transportation module, that will help to improve the process of transportation of special education students.

Ms. Houlden praised the support her staff receives from both LSS and OSTA in the arrangement of transportation for students with special needs.

d. Staff Development

Principal Hannah advised that LSS is committed to ongoing professional development for all staff but the District continues to face challenges due to an occasional teacher shortage. The District and LSS have had to be creative in the delivery of training for staff. Workshops offered by the District are listed on folio 26 and 27 of the agenda.

The District continues to invest in the Empower reading program. The release time costs dedicated to Empower outlined on folio 24, relate to the mandatory training required by the program. Staff implementing the Empower program must be trained by Hospital for Sick Children (SickKids) staff in a three-day off-site session.

In response to a query regarding the IEP Online training, staff advised that the amount represents the budget for the 2017-2018 school year and that a large amount of training coincided with the program launch in the fall of 2017. Training on the new software occurred centrally and in each school. The amount listed was for release time to enable further onsite training. Additional training was funding through the school operating budget.

Ms. Houlden noted that there was budget related to the development and work on the Quality Performance Indicators (QPI). Staff advised that they are developing best practices documents for each exceptionality and more information will be provided to SEAC for discussion and input.

Ms. Owen noted that the ways in which staff provide input for the plan are not provided in the text.

In response to a query regarding cost-sharing arrangements, Principal Hannah advised that the District often works with local partners, as outlined on folio 28 and 29, in the delivery of several special education-related programs and services. This includes the delivery of Section 23 programming through the M.F. McHugh Education Centre in partnership with the Ottawa Catholic District School Board.

In response to a query from Chair Kirwan regarding the term ePLC as noted on folio 28, Principal Hannah advised that ePLC is the name of the software platform used by the District to monitor and input requests for professional development. The ePLC platform also provides staff with a listing of available professional development (PD) opportunities. Staff is also informed of PD opportunities through system-wide memorandums.

6. Action/Discussion/Information Items

6.1 Minority Report Regarding Report 18-100 presented at October SEAC 2018

Your committee had before it a minority report regarding Report 18-100 presented at the 10 October 2018 SEAC which was prepared by Ms. Somayaji. In the report, Ms. Somayaji outlines her issues with both Report 18-100, the Gifted Advisory Group and the response to the volunteer members of Gifted Advisory Group. The minority report was provided as information.

Ms. Morden queried whether or not it should be called a minority report given that no decision was taken on the original report. She noted that the report had been distributed to trustees and labeled as a minority report on

behalf of the members of SEAC yet SEAC members were only provided with the report as a part of the 14 November 2018 agenda.

Ms. Somayaji argued that it was a minority report citing that SEAC did vote and make a decision on Report 18-100. She noted that she and several other members did not vote in favour of the motion. For that reason, she felt compelled to document her involvement in the process of the Gifted Advisory Group leading up to Report 18-100. She noted that she shared the report with trustees and requested that it be added to the 14 November 2018 SEAC agenda so that it would be shared with SEAC.

Ms. Morden expressed concern with the reference to the violation of the OCDSB Complaint policy outlined at the top of folio 32. Ms. Somayaji indicated that, after the initial letter of complaint from several members of the Gifted Advisory Group was submitted to the District in August of 2018, they did not receive a response until Report 18-100 was published on 5 October 2018 as part of the 10 October 2018 SEAC agenda. At that time she had two and half business days to address the response contained within Report 18-100.

Mr. Barbetta queried the intent of the minority report and the purpose of sharing it with SEAC. Ms. Somayaji indicated that she wished to alert the entire SEAC membership to the fact that the input of the SEAC members to the Gifted Advisory Group was ignored. She highlighted that the staff response to the process did not meet the mandate as specified in the motion passed by the Board on 20 December 2016. She expressed concern that the other members of SEAC passed a motion at the 10 October 2018 meeting that several of their own members disagreed strongly with.

Ms. Somayaji indicated that she would like an apology from both staff and SEAC. She noted that both staff and the other members of SEAC did not take the consideration of its members seriously and expressed the view that there had been a breach of trust. Ms. Barbetta suggested that Ms. Somayaji submit a formal complaint to staff. Ms. Somayaji advised that several members of the Gifted Advisory Group made a formal complaint in August of 2018 and that the only response they received was Report 18-100 which was received in October 2018 and violates the District's own Complaint Resolution Policy.

Ms. Somayaji acknowledged that some of the issues noted within in the minority report were based on personal experiences, but expressed the view that SEAC has been impacted by the process. SEAC ignored the recommendations and advice of its own members and that has implications for future consultations and work with other exceptionalities.

Trustee Penny advised that the minority report serves as a reminder that Board motions must be clear on deliverables and include time frames to ensure that expectations are understood and attainable.

Ms. Barbetta noted that the District uses restorative justice techniques to address matters within schools and proposed that SEAC use a similar process to restore communication.

Ms. Campbell-Nadon shared that Indigenous cultures use a talking circle, often facilitated by an Elder, to share their feelings. She noted that it is an excellent way to heal and bring the community together. She noted that SEAC may consider a similar process to help rebuild a collegial atmosphere. Ms. Somayaji indicated that she would welcome an opportunity to undertake a process to help amend and address the issues.

6.2 Memo 18-129, Response to Notice of Motion re: Tiered Interventions for Elementary Students with Giftedness

Memo-18-129, Response to Notice of Motion re: Tiered Interventions for Elementary Students with Giftedness, was provided for information.

6.3 Storefront Program Update

Principal Hannah noted that the Storefront program enables exceptional students between the ages of 19 to 21 the opportunity to participate in a co-operative education program combining life skills development and work experience outside of the school environment to develop community connections for their future. Presently, the life skills development portion of the day is provided separately in a commercial building, near the St. Laurent Shopping Centre.

In the 2017-2018 school year, LSS regained the oversight of the Storefront program including the referral process. The program application process allows students from across the District to be placed in the program via a Central Selection Committee and an Identification Placement and Review Committee (IPRC) process. The Storefront program is a specialized class placement for the General Learning Program (GLP).

The landlord, Morguard Properties, continues to offer the space to the District at reduced/lowered rent for the 2018-2019 school year and the program will remain at its location near St. Laurent Shopping Centre for the near future.

The Storefront teacher and educational assistant (EA) have been attached to the program for a number of years and an additional Learning Support Consultant (LSC) was added to the team for the 2018-2019 school year.

LSS is reviewing the Storefront Program and analyzing the space and leasing arrangements as well as program delivery. LSS is aware of the need to maintain and retain the program. A plan will be prepared and presented to SEAC. No date has been established for decisions related to the Storefront Program.

The District does not have any qualitative measures for the program's success rate. Anecdotal evidence from families and former students as presented at the 6 March 2018 Committee of the Whole meeting suggest it is an effective program.

Ms. Houlden noted that the Storefront Program teacher and EA are dedicated and passionate about the students and can provide information on the success rate of the program. She expressed concern about the stress these employees are under without a definitive plan or permanent location for the program. She requested that the item remains on the long range agenda.

7. Review of Special Education Advisory Committee Report

7.1 10 October 2018

Moved by Mark Wylie,

THAT the Special Education Advisory Committee report, dated 10 October 2018, be received.

Ms. Somayaji requested the last sentence of paragraph 3 of folio 68 be revised to read "The Letter was submitted to the Director and other staff in August and the only response the signatories received was Report 18-100."

Moved by Mark Wylie,

THAT the Special Education Advisory Committee report, dated 10 October 2018, be received as amended

-Carried-

7.2 Review of Long Range Agenda

The long range agenda was provided for information.

Ms. Barbetta queried how long LDAO-C would have for their presentation in December. Chair Kirwan advised the group could have 15 minutes.

Ms. Barbetta noted that the LDAO circular has a number of items that they recommend be added to SEAC agendas for discussion. She noted that she will share the circular with the members. Possible discussion topics for upcoming meetings could include the Ministry's Consultation on Education and the Ontario Human Rights Commission's Policy on Accessible Education for Students with Disabilities.

7.3 Motion/Action Tracking Report, Business Arising

Superintendent Symmonds advised that Manager Kay will provide an update on the Special Needs Strategy at an upcoming meeting.

Ms. Houlden noted that item 4 should remain on the motion/action tracker. The recently released Annual Student Achievement Report (ASAR) does not include locally developed information. Chair Kirwan advised that the ASAR and the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) will be discussed at an upcoming meeting.

8. Committee Reports

8.1 Advisory Committee on Equity

Trustee Olsen Harper noted that the Advisory Committee on Equity is working on a recruitment campaign to attract new members.

8.2 Committee of the Whole

Chair Kirwan advised that the 16 October 2018 COW meeting featured a discussion on the congregated elementary Gifted program delivery and Report 18-100, Update to the Elementary Gifted Review.

8.3 Parent Involvement Committee

Ms. Campbell-Nadon noted that the PIC held their first meeting on 17 October 2018. PIC discussed the parent conference on 3 November 2018 and hosting a workshop at the conference to provide a PIC response to the Ministry of Education's Consultation: Education in Ontario. The next meeting is scheduled for 21 November 2018.

8.4 Board

Chair Kirwan advised that the 30 October 2018 Board meeting dealt with the standing down of the Gifted Advisory Group and the implementation of the Pilot Project as well as Trustee Boothby's notice of motion concerning changes to the congregated elementary Gifted program delivery. At that meeting, the motion referenced in Superintendent Symmonds Department Update, was passed.

9. New Business

Mr. Harris advised that VOICE may issue a notice of motion at an upcoming SEAC meeting to request that additional qualified teachers for Deaf and Hard of Hearing be included in the 2019-2020 budget.

Chair Kirwan reminded association representatives to provide Board Services with the names of their primary and alternate members so that the Board may approve the appointments at the inaugural meeting on 3 December 2018.

10. Adjournment

The meeting adjourned at 10:07 p.m.

Rob Kirwan, Chair, Special Education Advisory Committee



SPECIAL EDUCATION ADVISORY COMMITTEE

Long Range Agenda **2018-2019**

1. LD Program Review and Update (ongoing)
2. Pilot Project for Elementary Gifted Program Delivery (December)
3. Implementation of the Exit Outcomes (Ongoing)
4. The role of the Early Childhood Educator (TBD)
5. VOICE suggestions for improving in classroom supports for deaf hard of hearing students (ongoing)
6. LDAO-C presentation (December)
7. Special Needs Strategy Update (TBD)
8. 2019-2020 Budget - Mike Carson (December)
9. Ministry of Education's Consultation: Education in Ontario (December)
10. ASAR and BIPSAW (January)
11. SEAC Orientation (January)
12. Restorative Communication Exercise (January)

MOTION/ACTION TRACKING REPORT

	Meeting Date	Motion/Action	Action Agents	Requester	Reference/Date	Completed
1	09 March 2016	Monitoring data from the LD program be shared with SEAC, when available	P. Symmonds, A. Hannah	C. Ellis	Ongoing	
2	18 May 2016	Share Special Needs Strategy program guidelines when available, for an opportunity to provide formal support, at the will of the Committee	P. Symmonds	C. Ellis	Manager Kay to provide an update at an upcoming meeting.	No
3	15 November 2017	Amend the SEAC page of the website to include links to minutes, agendas and committee member information.	Board Services	D. Owen	Update after the 3 December 2018 Board meeting.	Yes
4	15 November 2017	ASAR to utilize and highlight locally developed statistics	READ and Curriculum Services	C. Houlden	ASAR and BIPSAW will be discussed at an upcoming meeting of SEAC.	No
5	09 May 2018	EQAO Data on Gifted Students	READ and LSS	Mr. Popa	Superintendent Symmonds to approach the READ team with a request for EQAO data for gifted students.	No