



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



NOTICE OF MEETING
Special Education Advisory Committee
Wednesday, 10 April 2019
Trustees' Committee Room
7:00 pm

COMMITTEE MEMBERS

Trustee Members:

Christine Boothby
Trustee, Zone 2

Rob Campbell
Trustee, Zone 5

Lyra Evans
Trustee, Zone 9

Member Association Representatives:

Association for Bright Children of Ontario,
Cathy Miedema, Member

Down Syndrome Association,
Mark Wylie, Member

Ontario Association for Families of Children with
Communication Disorders,
Ian Morris, Member; Sean Popal, Alternate

Easter Seals Ontario,
(Vacant)

Autism Ontario, Ottawa Chapter,
Katie Ralph, Member; Samantha Banning, Alternate

Learning Disabilities Association of Ottawa-Carleton,
Linda Barbetta, Member; Andrea Nelson, Alternate

Ottawa-Carleton Assembly of School Councils,
Donna Owen, Member; Safina Dewshi, Alternate

VOICE for deaf and hard of hearing children,
Jim Harris, Member; Terry Warner, Alternate

Community Representatives:

Rob Kirwan

Susan Cowin

Sonia Nadon-Campbell

ASSOCIATION REPRESENTATIVES (NON-VOTING):

Ottawa-Carleton Elementary Teachers' Federation,
Susan Gardner, Member; Wulf Heidecker, Alternate

Professional Student Services Personnel,
Nancy McLaren Kennedy, Member; Connie Allen,
Alternate

Ontario Secondary School Teachers' Federation,
Jean Trant (SSP), Member
Catherine Houlden (Teachers)
Kelly Granum (Occasional Teachers), Alternate

Council for Exceptional Children,
Vacant

Ottawa-Carleton Elementary Operations
Committee, Nancy Dlouhy

Ottawa-Carleton Secondary School Administrators'
Network, Kimberly Elmer, Member

Student Senate, Anna Dahlgren

STAFF:

Peter Symmonds, Superintendent of Learning Support Services

DISTRIBUTION:

All Board Members

Senior Administration

Auditor

ABOUT SPECIAL EDUCATION ADVISORY COMMITTEE:

- The Special Education Advisory Committee shall:
 - (a) make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of Special Education programs and services for exceptional pupils of the Board;
 - (b) participate in the Board's annual review of its Special Education Plan;
 - (c) participate in the Board's annual budget process as it relates to Special Education; and
 - (d) review the Board's financial statements related to Special Education.
- The Special Education Advisory Committee shall normally report to the Board through the Education Committee.
- The Special Education Advisory Committee usually meets on Wednesday evenings each month during the school year at 7:00 p.m. You may confirm dates and start times on the Board's web site.

SPECIAL EDUCATION ADVISORY COMMITTEE WEBSITE:

- You can find more information about the Special Education Advisory Committee, including SEAC newsletters, the SEAC handbook, IEP information, upcoming events, and useful resources on the SEAC page of the OCDSB website: <http://ocdsb.ca>

ABOUT THE SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- The draft agenda for Board meetings is posted on the web at least six business days prior to the respective meeting with the final agenda and related reports being posted on the Friday prior to the scheduled meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works, please contact Nicole Guthrie, Committee Coordinator at (613) 596-8211, ext. 8643, or nicole.guthrie@ocdsb.ca

HOW TO APPEAR AS A DELEGATION:

- The following rules apply to members of the public who would like to address the Committee at a public meeting:
 - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
 - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Nicole Guthrie on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Nicole Guthrie, Committee Coordinator, 613-596-8211 ext. 8643 or nicole.guthrie@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.



SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, April 10, 2019, 7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

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9. Adjournment



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, March 6, 2019, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Members: Rob Kirwan (Community Representative), Rob Campbell (Trustee), Lyra Evans (Trustee), Cathy Miedema (Association for Bright Children), Dragos Popa (Association for Bright Children, Alternate), Katie Ralph (Autism Ontario, Ottawa Chapter), Mark Wylie (Down Syndrome Association), Linda Barbetta (Learning Disabilities Association of Ottawa-Carleton), Donna Owen (Ottawa-Carleton Assembly of School Councils), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Susan Gardner (Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel, Alternate), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network)

Staff and Guests: Donna Blackburn (Trustee), Michael Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources); Peter Symmonds (Superintendent of Learning Support Services), Amy Hannah (System Principal of Learning Support Services), Christine Kessler (System Principal of Learning Support Services), Nicole Guthrie (Board Committee Coordinator)

1. Call to Order

Chair Kirwan called the meeting to order at 7:03 p.m.

2. Approval of the Agenda

Moved by Terry Warner,

THAT the agenda be approved.

Chair Kirwan requested that items 7.1, 7.2 and 7.3 move to item 5.

Ms. Owen requested that item 8.5 become item 5.1.

Moved by Terry Warner,

THAT the agenda be approved, as amended.

Carried

3. Delegations

There were no delegations.

4. Member Information

Ms. Ralph noted that any questions or concerns members may have regarding the provincial government's changes to the Ontario Autism Program (OAP) could be directed to her or Autism Ontario. She noted that the changes to OAP take effect on 1 April 2019 and that Autism Ontario will be working to help direct families to service providers.

4.1 Presentation from Learning Disabilities Association of Ottawa-Carleton (LDAO-C)

Linda Barbetta and Dr. Maggie Mamen provided the members of SEAC with information on the Learning Disabilities Association of Ottawa-Carleton (LDAO-C).

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

- LDAO-C is a non-profit organization dedicated to promoting awareness and respect for persons with learning disabilities (LDs). LDAO-C offer programs, supports and resources to help children, youth, adults and families with the challenges of LDs;
- LDAO-C does not have consistent funding and much of the work is done by volunteers;
- The diagnosis of LD is a diagnosis of exclusion, assessments must rule out other reasons why a child is not learning;
- Reasons why a child may not be able to read include:
 - Primary auditory/visual/language problems;
 - Global developmental delay;
 - Neurodevelopmental disorder (e.g., autism, brain injury);
 - Physical or chronic health disorders, internalizing or externalizing disorders (e.g., anxiety, depression);
 - Interrupted schooling, trauma, cultural or linguistic diversity; and
 - Lack of exposure to literacy opportunities;
- A cross-sectoral provincial task force was set up to define LD and develop guidelines for assessment. The task force identified five criteria for diagnosing LD and all five must be met:
 - A history of academic functioning below the level typically expected for individuals of the same chronological age or the need for

- excessive time or support to develop or maintain typical levels of academic functioning;
- Below average academic achievement (at least one standard deviation below the mean) in at least one of reading, writing or mathematics;
- Evidence that the difficulties in reading or writing or mathematics are logically related to deficits in psychological processes;
- At least average abilities essential for thinking and reasoning; and
- Evidence that the difficulties in reading, writing, or mathematics cannot be accounted for primarily by other factors;
- In Canadian schools, there are more children with LD than with all other exceptionalities combined;
- Early interventions by Speech-Language Pathologists (SLPs) and Occupational Therapists (OTs) are effective;
- Children with LD have more success with direct teaching;
- Evidence shows that focused intervention in grade one is more effective in the short and long-term than in grades two and above;
- LDAO-C advise that the District continue to provide enhanced support for early identification and intervention in kindergarten to grade four;
- LDAO-C encourage the District to provide the resources to follow up once the students are identified;
- LDAO-C suggest the District invest in professional development to ensure classroom teachers are confident in their abilities to teach children to read; and
- In response to a query from Ms. Miedema regarding Gifted LD, Ms. Mamen noted that the Ontario Psychological Association (OPA) Guidelines for Diagnosis and Assessment of Children, Adolescents, and Adults with Learning Disabilities has a section specifically related to LD and Gifted. She noted that in order for a gifted student to also be identified as LD, one achievement area must be below the standard score. Diagnosis of this type is clinically significant and will help with the programming and remediation for the child.

5. Action/Discussion/Information Items

5.1 Report from Committee of the Whole, Budget

Ms. Owen advised that the Committee of the Whole Budget met on 22 January 2019. The meeting focused on the 2018-2019 Revised Estimates, additional expenditures and the 2019-2020 budget process.

Ms. Owen noted that the District anticipates a 2018-2019 year-end surplus of \$2.8 million with a projected accumulated surplus of \$37 million.

Ms. Owen advised that the District plans to spend an additional \$6.6 million in the 2018-2019 budget year on classroom furniture, additional

emergency Educational Assistants (EAs), improvements to WiFi infrastructure and Chromebooks.

Ms. Owen indicated that staff is concerned about the current government's statements on the need for expenditure changes to reduce the provincial deficit as well as the possible elimination of Local Priorities Funding (LPF) and as a result, the District may need to use reserves in 2019-2020 to mitigate the impact of possible funding cuts.

5.2 SEAC and the 2019-2020 Budget

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

- The past couple of school years have ended with better than expected financial results which enabled the District's early release from Ministry's Multi Year Financial Recovery Plan (MYFRP);
- The District made several adjustments to its budget and now have a total an accumulated surplus of \$37 million;
- Staff expects they will recommend a budget with a small deficit.
- Staff recommend that the Board utilize these reserves on one-time expenditures;
- The proposed changes within the academic staffing budget will be modest in response to an anticipated reduction from the Ministry;
- Suggestions regarding the budget can be discussed through the question and answer phase of the budget process;
- The Ministry plans to release further budget details on 15 March 2019; and
- The memorandum from the province dated 20 February 2019 provided a routine update on special education funding in 2018-19. The District was one of a few school boards that benefited from the change to the Special Education Per-Pupil Amount (SEPPA) due to increased enrollment.

5.3 Report 19-028, Academic Staffing for 2019-2020

Your committee had before it Report 19-028, Academic Staffing for 2019-2020, providing information with respect to the required and discretionary academic staffing levels for the 2019-2020 school year.

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

- The collective agreements with the unions set the timelines by which academic staffing must be approved and completed;
- Academic staffing represents approximately 59.6 percent (\$539.9 million) of the annual budget;

- Recommendations for other administrative and support staff will be determined during the budget process in May 2019;
- Mandatory teaching positions are set by either legislation or collective agreement, other positions are subject to Board decision;
- The District consistently budgets and spends more to support special education than the funding envelope provides. In 2018-2019, the District budgeted approximately \$5.9 million or 5.3 percent more than the funding provided through the Grants for Student Needs (GSNs). Staff does not anticipate this pattern changing for the 2019-2020 school year;
- A total of 20.5 FTE positions in special education (elementary and secondary) were funded through LPF and the anticipated end of that funding will require reductions. Where possible recommendations have been made to mitigate the reductions;
- Staff is recommending 2.5 FTE Learning Support Teacher (LST) positions be added to the current elementary complement;
- A 4.76 FTE contingency allocation, approved in the 2018-2019 budget, is being maintained to support the Learning Disability Specialized Integration Program (LD SIP) integration;
- The District currently has approximately 449 FTE staff allocated to special education. Staff have proposed a slight reduction in the 2019-2020 budget to approximately 443 FTE;
- 3.0 FTE Itinerant Social Emotional Learning Teachers (SELTs) were added with LPF. These positions have had a positive impact and staff is recommending that 3.0 FTE positions be added as part of the Learning Support Services (LSS) itinerant behaviour supports for at least one year;
- 5.0 FTE secondary LST positions were created with LPF and staff is recommending the continuation of 2.83 FTE LST;
- In response to a query from Mr. Wylie regarding the impact of retirees on academic staffing, Superintendent McCoy noted that it is difficult to predict the number of retirees annually. Based on the proposed recommendations and the current staffing complement, the District anticipates an overall increase in staffing levels due to enrolment. Through retirement, resignation and leave, staff are confident that any changes can be absorbed;
- In response to query from Ms. Ralph regarding changes to OAP, Superintendent McCoy noted that LSS have proposed the addition of three Autism Spectrum Disorder (ASD) classes. She noted that if it is determined that additional ASD support is required, the additional classes may be added during the budget process;
- Superintendent Symmonds noted that it is early to have accurate projections for September placements and staff is still trying to assess the impact of the OAP changes. Autism represents a broad spectrum

of student need. Staff will work to determine the best complement of support to ensure students are successful;

- Ms. Allen commented on the projected increases in ASD, LDSIP, Primary Special Needs (PSN) classes and the use of professional staff to support those classes. She queried whether or not the professional staff for those classes are reflected in the budget or are they part of the current complement and tasked with further cases. Superintendent Symmonds noted that senior staff within LSS have discussed the impact and are aware of the demand on professional staff;
- Trustee Lyra Evans expressed the view that the loss of LPF and future government funding reductions have an impact on students with special needs in the regular classroom. She requested that SEAC discuss whether or not integration into the regular classroom is in the best interest of students with special needs;
- Special education is estimated to have a net decrease of 5.5 FTE at the elementary level and a net increase of 4.5 FTE at the secondary level based on proposed changes to specialized program classes;
- In response to a query from Ms. Owen regarding the 7.17 FTE Secondary Program Enhancements noted on folio 35, Superintendent McCoy noted that principals submit requests for program enhancement sections and these allow secondary schools to add additional course options and pathways for students;
- Trustee Lyra Evans expressed the view that an increase in overall enrollment with the status quo compliment of FTE attributed to special education lowers the special education staff to student ratio;
- Footnote seven on folio 45 notes that the Autism Learning Support Consultant (LSC) approved for 2018-19 was subject to funding and will continue to be subject to funding. The position was added after academic staffing was approved in 2018; and
- LSS has recommended the addition of a Learning Disabilities Specialized Integration Program (LDSIP) class based on student need.

5.4 Memo 19-036, 2019-2020 Specialized Program Classes

Your committee had before it Memo 19-036 providing information regarding 2019-2020 projected needs for specialized program classes to inform the Academic Staffing Report and the budget planning process.

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

- Staff did not recommend the reduction of the gifted class at Hilson Avenue Public School;
- LSS continue to review emerging needs of the Deaf and Hard of Hearing (DHH) class at Woodroffe High School. The secondary staffing included the necessary support model through the utilization of

staff from the central team. The DHH class will continue at Woodroffe HS;

- 4.76 FTE of contingency staffing in LDSIP has been provided to address the unique staffing challenges that result when the student is integrated into the regular classroom;
- The location of the additional LDSIP junior class as identified on folio 53, has yet to be determined. Travel is an issue for the program's location in the far west. Staff could not comment whether there was room at A. Lorne Cassidy ES but noted they are reviewing schools in the west based on the students who currently require the program;
- The memo was prepared before the announcement of changes to OAP; and
- The 2019-2020 specialized program class recommendations are subject to change.

6. Review of Special Education Advisory Committee Report

6.1 25 February 2019

Moved by Linda Barbetta,

That the report from the 25 February 2019 SEAC meeting be received.

Carried

6.2 Review of Long Range Agenda

The long range agenda was provided for information.

Staff agreed to provide members with a memo on the location of specialized program classes for the 10 April 2019 SEAC meeting.

Trustee Campbell requested that the draft strategic plan be added to the long range agenda.

Ms. Ralph was pleased to note the OAP update on the long range agenda. Chair Kirwan noted that the item is a placeholder for future discussions on matters related to OAP.

6.3 Motion/Action Tracking Report, Business Arising

The motion/action tracking report is provided for information.

Ms. Barbetta requested an update on the monitoring data from the LD program.

Superintendent Symmonds noted that Manager Kay had provided an update on the Special Needs Strategy and that the item should be removed.

Ms. Miedema requested that the location of specialized program classes be added as a new item.

7. Department Update

Superintendent Symmonds thanked SEAC for their input at the 25 February 2019 meeting regarding the operational review of LSS.

Superintendent Symmonds noted that there was a discussion on the changes to OAP at the 5 March 2019 Committee of the Whole meeting. LSS was tasked with gathering information that will assist in the determination of the potential impact of the changes.

Superintendent Symmonds noted that April is World Autism Awareness month and the District will be celebrating Autism Awareness Day on 2 April 2019 with a flag raising ceremony. LSS will provide all schools with a flag to encourage participation in the 'Raise the Flag' campaign. LSS will also supply schools with educator tool kits and resources to help raise awareness. The Atrium at 133 Greenbank Road will display information about autism, art portfolios and feature a demonstration of the Ozobot pilot program.

Superintendent Symmonds highlighted that principals will have an opportunity to participate in professional learning specific to Autism and Policy Program Memorandum 140 (PPM-140).

Superintendent Symmonds advised that on 23 April 2019 the District will host keynote speaker, Dr. Jonathon Weiss, at the Parent Information Night from 6:00 to 9:00 p.m at Sir Robert Borden High School. He added that Dr. Weiss will also present to LSS staff on the prevalence and effects of mental health in Autism. Ms. Ralph has agreed to host the SEAC table that evening.

7.1 Special Education Plan (Standards)

a. Equipment

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

- The Special Education Funding Guidelines Special Equipment Amount (SEA) was updated by the Ministry in the spring of 2018. The changes affect the requirements for supporting documentation for SEA per pupil amount (PPA) purchases;
- A central Learning Support Consultant (LSC) is responsible for SEA for the District and is reviewing the new guidelines to determine the possible procedural and budget-related impacts of the guidelines;
- The standard will be updated to reflect the new guidelines;
- It is the practice of the District to provide students with the equipment necessary for the student to access the curriculum,

whether they have a SEA designation or not. Itinerant Teachers of Assistive Technology (ITATs) are responsible to ensure that students who require assistive technology have the devices and platforms they need;

- Ms. Owen expressed concern regarding the implementation of the Ministry guidelines and requested an opportunity for the committee to revisit the standard;
- System Principal Hannah noted that the revised SEA guidelines were created by the previous government and that the District is waiting for further details from the current government on best practices for implementation;
- The procedure has been revised to include the new guidelines and the background work has been undertaken to prepare for the change;
- Ms. Owen expressed concern that should the overall amount of SEA be reduced due to more access to the PPA, it could translate into fewer Chromebooks for students. Staff noted that the ratio of SEA devices within schools is dependent on the school and that SEA approved equipment is funded through the Ministry. As it pertains to other devices, these are funded and provided by Business & Learning Technologies;
- SEA funded equipment is available in every school for trial;
- Ms. Owen expressed the view that the SEA process diagram on folio 2 is missing parental input;
- Ms. Miedema queried the number of students identified in the table on folio 4, System Principal Hannah responded that the total number includes new students as well as current students who require updated equipment;
- SEA equipment may or may not transition with the student. In cases where the equipment is specific and complex the equipment will follow the student. In cases where the supports are web based and accessible, the device will be provided to the student at their new school;
- Students typically have their equipment by the end of September;
- Ms. Allen commented that the changes to the guidelines will enable staff to make a recommendation for SEA equipment through the multi-disciplinary team rather than formal testing and will speed up the response to address student need;
- A SEA designation would transition with the student to post-secondary or other school boards; and
- Mr. Warner suggested that the examples of specialized equipment be further expanded to include commonly utilized equipment.

b. Educational and Other Assessments

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

- The assessments provided by the District are listed within the standard. Members queried the relevance of the list and whether or not the complete list is required by the Ministry;
- The dates of the EQAO assessments will be updated;
- The next administration of the PISA will be in the Spring of 2021;
- Trustee Campbell commented that the Ministry Standard indicates that the school board's special education plan include information on average wait times. He queried whether or not the section was updated and the data collection process had been completed. Staff agreed to provide further details on wait lists and wait times;
- The standard should further clarify the use of private assessments and explain what is and what is not an accepted assessment;
- Ms. Allan suggested that the words "regulated health professional" be included in the document. She encouraged the associations to reference appropriate and qualified assessments and providers on their websites to ensure parents are informed;
- Staff advised that the statement on folio 8 regarding the quality assurance division is inaccurate and will be struck from the document;
- Ms. Allen commented that professional support staff use their individual professional judgment when conducting assessments. Professional support staff may use tests not on the list and can assess a child without a test, if it is within their clinical capability; and
- The use of the word "difficulty" at the first bullet under Education Assessments on folio 9 is too broad.

8. Committee Reports

8.1 Advisory Committee on Equity

Ms. Campbell Nadon advised there was no report from the Advisory Committee on Equity.

8.2 Parent Involvement Committee

Chair Kirwan noted that the Parent Involvement Committee meeting of 20 February 2019 featured discussions on the recruitment of community

representatives, the OCDSB parent portal and the strategic plan consultations.

8.3 Board

Chair Kirwan advised that the Board established an Ad Hoc Code of Conduct Committee. He expressed the view that the advisory committees should have the ability to provide input.

8.4 Committee of the Whole

Mr. Wylie noted that the Committee of the Whole meeting of 5 March 2018 featured a discussion on the provincial changes to Autism funding and Academic Staffing.

9. New Business

Ms. Owen queried whether or not SEAC should draft a letter to the Minister expressing concern over the recent provincial announcement of changes to OAP.

Chair Kirwan noted that he will discuss the matter further with Ms. Ralph and her colleagues at Autism Ontario. He added that Chair Lynn Scott will prepare a letter to Minister Thompson, Ministry of Education, and Minister MacLeod, Ministry of Children, Community and Social Services endorsing the response prepared by the Ontario Public School Board Association (OPSBA) and requesting the Ministry reconsider the changes to OAP.

Chair Kirwan recommended SEAC delay their response until further details are provided through Ms. Ralph and Autism Ontario.

10. Adjournment

The meeting adjourned at 10:34 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 (May)
3. Implementation of the Exit Outcomes (Ongoing)
4. The role of the Early Childhood Educator (TBD)
5. Storefront Update (TBD)
6. Funding Extended Day Program (EDP) Special Education students (April)
7. Restorative Communication Exercise (May)
8. External Consultation Qualifications (April)
9. Integration and Support for Special Education Students (April)
10. Location of Specialized Program Classes (April)
11. Strategic Plan Draft (May)
12. Ontario Autism Program Update (TBD)
13. Empower Reading Update (May)

MOTION/ACTION TRACKING REPORT

	Meeting Date	Motion/Action	Action Agents	Requester	Reference/Date	Completed
12	15 November 2017 16 January 2019	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
2	09 May 2018	EQAO Data on Gifted Students	READ and LSS	Mr. Popa (ABC)	Superintendent Symmonds to approach the READ team with a request for EQAO data for gifted students.	No
3	25 February 2019	Investigate the possible use of Communication Disorder Assistants (CDAs) to provide initial support to students.	S.Kay	C.Boothby	Manager Kay to provide an update at an upcoming meeting	
4	25 February 2019	Provide committee with information on the current location of all specialized program classes in the District.	A.Hannah	C. Miedema	A memorandum will be provided to members for the April meeting.	
5	6 March 2019	Wait lists	A.Hannah	R. Campbell	Principal Hannah to provide details on wait lists and wait times for educational assessments.	



MEMORANDUM

Memo No. 19-054

TO: Trustees
Student Trustees
Special Education Advisory Committee

FROM: Camille Williams-Taylor, Director of Education and Secretary of the Board
Peter Symmonds, Superintendent of Learning Support Services
Stacey Kay, Manager of Learning Support Services

DATE: 5 April 2019

RE: **Location of Specialized Program Classes**

In response to a request from the Special Education Advisory Committee (SEAC), please find attached Appendix A to Memo 19-054, Location of Specialized Program Classes in the Ottawa-Carleton District School Board for 2018-2019.

Please note that the number and location of specialized program classes are reviewed annually and are subject to change.

If you have any questions or concerns, please contact Stacey Kay at stacey.kay@ocdsb.ca

Attach.

cc Senior Staff
Manager Board Services
Corporate Records

Elementary Specialized Program Class Locations 2018-2019

Autism Spectrum Disorder (ASD)				Behaviour Intervention Program (BIP)		Deaf and Hard of Hearing (DHH)	
Location	# of Classes	Location	# of Classes	Location	# of Classes	Location	# of Classes
Arch Street	1	Pinecrest	2	Bells Corners	1	Vincent Massey	1
Barrhaven	1	Queen Elizabeth	2	Blossom Park	1		
Cedarview	1	Regina	2	Bridlewood	1		
Earl of March	1	Sir Winston Churchill	2	Henry Larsen	1		
Featherston	4	Sir Robert Borden	1	Henry Munro	1		
Fielding Drive	2	South March	2	Hopewell	1		
First Ave.	1	Summerside	2	J.H. Putman	1		
LDH Intermediate	1	Woodroffe Ave.	2	Jockvale	1		
Mary Honeywell	4			John Young	1		
				Vimy Ridge	1		
Total = 31				Total = 10		Total = 1	

Developmental Disability (DD)		Dual Support Program (DSP)		General Learning Program (GLP)		Gifted	
Location	# of Classes	Location	# of Classes	Location	# of Classes	Location	# of Classes
Bell Intermediate	1	D. Roy Kennedy	1	Adrienne Clarkson	1	Bell Intermediate	1
Carleton Heights	1	Terry Fox	1	Bell Intermediate	1	Broadview	4
Charles H Hulse	1	Vincent Massey	1	Blossom Park	1	Cedarview	1
Clifford Bowey	13			Fielding Drive	1	First Avenue	2
Connaught	1			Glashan	1	Glashan	2
Crystal Bay	12			Goulbourn	1	Goulbourn	1
Maple Ridge	1			Katimavik	1	Hawthorne	1
Queen Elizabeth	1			Queen Mary	1	Henry Larsen	1
Roberta Bondar	1			Trillium	2	Hilson Ave.	1
W.O.Mitchell	2			W.E.Gowling	1	Jockvale	1
						Knoxdale	1
						Roch Carrier	2
						Vincent Massey	2
Total = 34		Total = 3		Total = 11		Total = 20	

Learning Disabilities Specialized Intervention Program (LD SIP)		Language Learning Disability (LLD)		Primary Special Needs (PSN)		Physical Support Program (PSP)	
Location	# of Classes	Location	# of Classes	Location	# of Classes	Location	# of Classes
Alta Vista	2	Bells Corners	2	Arch Street	1	Centennial	2
Broadview	2	Cambridge	1	Barrhaven	1		
Fallingbrook	2	Carleton Heights	1	Bridlewood	1		
Katimavik	2	Castlefrank	1	Forest Valley	1		
Queen Elizabeth	2	Centennial	1	Lady Evelyn	1		
Vimy Ridge	2	Dunlop	1	Pinecrest	1		
		Glen Ogilvie	1	Robert Bateman	1		
		Hilson Ave.	1	W.E.Gowling	1		
		Manotick	1	Queen Mary	1		
		Orleans Wood	1				
Total = 12		Total = 11		Total = 9		Total = 2	

Elementary Total Spec. Ed. Classes = 144

Secondary Specialized Program Class Locations 2018-2019

Autism Spectrum Disorder Secondary Credit Support Program (ASDSCSP)	Autism Spectrum Disorder (ASD)	Behaviour Intervention Program (BIP)	Deaf and Hard of Hearing (DHH)
# of Location Sections	# of Location Sections	# of Location Sections	# of Location Sections
Brookfield 8 Hillcrest 16	A.Y. Jackson 16 Longfields 16 OTSS 40 Sir Robert Borden 16 Cairine Wilson 8	OTSS 16 Sir Guy C. 16 Hillcrest HS 8 Canterbury 8	Woodroffe HS 8
Total = 24 sections	Total = 96 sections	Total = 48 sections	Total = 8 sections

Developmental Disability (DD)	Dual Support Program (DSP)	General Learning Program (GLP)	Gifted
# of Location Sections	# of Location Sections	# of Location Sections	# of Location Sections
Bell HS 16 Cairine Wilson 16 Earl of March 16 Glebe 8 Gloucester 16 Hillcrest 8 Ridgemont 16	Lisgar 8 Sir Wilfrid Laurier 8 Woodroffe HS 16	OTSS 40 Sir Guy Carleton 40 Woodroffe HS 24	Bell HS 47 Glebe 21 Lisgar 53 Merivale 14
Total = 96 sections	Total = 32 sections	Total = 104 sections	Total = 135 sections

Learning Disability Program (LDP)	Physical Support Program (PSP)
# of Location Sections	# of Location Sections
Brookfield 31 Gloucester 18 Sir Robert B 22	Canterbury 8 OTSS 8 Sir Guy Carleton 8
Total = 71 sections	Total = 24 sections

Secondary Total Special Education Classes counted by sections = 638 sections (divide by 8 = 79.75). A rough equivalent to classes.



COMMITTEE OF THE WHOLE (PUBLIC)

2 April 2019

Report No. 19-031

Learning Support Services Operational Review of the Process for Identification, Needs Assessment and Placement

Key Contact: Peter Symmonds, Superintendent, Learning Support Services, 613-596-8211 ext. 8254
Amy Hannah, System Principal, Learning Support Services, 613-596-8211 ext. 8713
Stacey Kay, Manager, Learning Support Services, 613-596-8211 ext. 8657

PURPOSE:

1. This report outlines the plan including the scope of work for the Learning Support Services (LSS) Operational Review of the process for identification, needs assessment, and placement for all exceptionalities and is presented to Committee of the Whole (COW) for discussion purposes.

CONTEXT:

2. In October, 2018, the Board passed a motion for staff to undertake an operational review of specific processes related to supporting students with special education needs and profiles. The motion emerged from COW and Special Education Advisory Committee (SEAC) discussions identifying the need to improve parent/guardian understanding of the Identification, Placement, and Review Committee (IPRC) process, specifically related to identification and placement. Other aspects raised were requests to ensure consistency of practice with respect to use of the IPRC as it relates to placement across schools in the District, as well as provide greater clarity and improved communication of practices regarding assessment of student needs and the tiered approach to intervention.

Recognizing the affective nature of special education programs and services for families and students, it is also important to note the legislated requirements that schools are required to adhere to for all students (e.g., O.Reg. 181/97 The Identification, Placement and Review Committee). In plain terms, these processes have both emotional and legislative elements that impact how stakeholders respond to and understand them.

KEY CONSIDERATIONS:

3. On 30 October 2018, the Board passed the following motion:

THAT staff be directed 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;

THAT a report be provided to the Board no later than February 2019, with a proposed outline and timeline for the operational review, and an update on any changes in practice introduced in the wake of the discussion of this motion; and,

THAT staff produce a series of updates, beginning no later than the end of October 2019, detailing the number of applications and the number of children receiving assessments and placements in all congregated programs, by exceptionality, at both the elementary and secondary levels, and details of waitlists for all congregated programs by geographic zone.

The LSS Operational Review of the process for identification, needs assessment, and placement for all exceptionalities is an opportunity to further the District's commitment to continued growth and operational improvement. In order to ensure that the operational review of the process for identification, needs assessment and placement provides meaningful, relevant feedback that can be translated into future work plans, a clear scope of the work is required. In the context of this work, a "clear scope" means a defined purpose with clear focus for inquiry informed by specific guiding questions. Importantly, however, a clearly defined scope for this operational review does not limit the District's opportunity to explore further areas for improvement in the future.

In order to objectively and efficiently accomplish this review, the District will contract an external consultant to complete this work. In addition to providing expertise in the area of operational practices and processes, an external consultant will be able to advise on effective methodology to best achieve the goals of this operational review. In order for an external consultant to undertake this work effectively, a clearly defined scope is required.

LSS Operational Review Proposed Timelines

4. The following general timelines and actions are anticipated for the LSS Operational Review of the process for identification, needs assessment and placement:

Dates	Actions
13 February 2019 - Cancelled 25 February 2019	SEAC <ul style="list-style-type: none"> to define the deliverables expected upon completion of the review; and to provide input regarding the goals and scope of work related to the process of identification, needs assessment, and placement for all exceptionalities
2 April 2019	COW <ul style="list-style-type: none"> to discuss the scope of work and plan for the LSS Operational Review of the process for identification, needs assessment and placement as determined through consultation with SEAC
April to June 2019	Request for Proposal (RFP) Development/Process <ul style="list-style-type: none"> to develop a request for proposal, which includes the defined scope of work and project mandate; and to review submissions by external consultants and select the successful consultant(s) to complete the work required
Summer 2019	Operational Review Planning Finalization <ul style="list-style-type: none"> to finalize review methods with the external consultant(s) for the Operational Review
Fall 2019/Winter 2020	Operational Review <ul style="list-style-type: none"> external consultant(s) to conduct review provide updates and a report to Senior Staff; and receive and review the information provided by the external consultant(s) updates to SEAC at key review milestones
Winter/Spring 2020	Completion of Operational Review <ul style="list-style-type: none"> receive and review the final report presented by the external consultant(s); invite external consultant(s) to present the final report to SEAC; and final report to SEAC and COW (including the final report prepared by the external consultant)

N.B.: An updated timeline will be provided following the selection of the external consultant.

Scope of Work to Inform the LSS Operational Review

5. A critical component to ensuring that the LSS Operational Review provides value to informing the District practice with respect to identification, needs assessment and placement for all exceptionalities is to clearly define and narrow the scope of work associated with each component.

At the re-scheduled SEAC meeting on 25 February 2019, committee members were invited to engage in a structured, collaborative discussion to facilitate the identification of key questions, goals and deliverables to inform the scope of work to be included in the RFP. Through a series of steps, the committee initially identified a broad range of key questions, goals and deliverables and through consensus were able to arrive at priority areas. LSS has synthesized this information for Board consideration in what staff and SEAC would recommend are the key components to form the RFP. While the three areas of focus for the review were addressed individually, the outcome of the discussion did highlight that there are intersections and connections between the processes of identification, needs assessment and placement. In addition, the discussion highlighted that a subtle change in the order of the review areas may better reflect the application of these educational processes. The areas of focus for the Operational Review will therefore be presented in the following order: needs assessment, identification and placement. Finally, the discussion yielded key questions to narrow the review for all components. Potential goals and deliverables were identified in some areas, for others the review should surface recommendations for next steps.

Focus Area: Needs Assessment (including the tiered approach to intervention):

This area of focus generated rich discussion and identified multifaceted work that will impact cross departmental collaboration and work plans (e.g., Curriculum Services, Business and Learning Technologies). Feedback provided through COW and SEAC discussions has highlighted the perception that the tiered approach to intervention is not clearly defined or understood by critical stakeholder groups. Key questions from the SEAC consultation included:

- What processes are used in the OCDSB to learn about individual student needs?
- What are the indicators used District-wide to determine that a student's needs are being met?
- What are the processes (or mechanisms) used within the Ottawa-Carleton District School Board (OCDSB) to provide and receive feedback to parents/guardians regarding student needs? and
- What indicators are used to measure the effectiveness of the current supports and processes used in engaging all students and families?

Goals and deliverables of this component of the review that may lead to improved student achievement and well-being include:

- A plan to consolidate and strengthen the skills and strategies of classroom educators related to planning, assessment and instruction and specifically the development of student profiles.

Focus Area: Identification:

The central question that framed the review priority for this process was identified as:

What is the fundamental difference in the understanding of parents and staff regarding the IPRC process?

This directly impacts staff messaging regarding the IPRC and the corresponding understanding of parents/guardians and students. In the absence of a shared understanding of the IPRC process, it is a challenge to ensure consistency in communication and administration of this process to all staff, parents/guardians, and students.

Goals & deliverables of this component of review that may contribute to system improvements include:

- Tools and resources to support improved communication to all stakeholder groups (e.g., staff, parents/guardians, students);
- Improved use and understanding of data and how this may inform practice; and
- Establishing conditions where parents/guardians and students feel confident and capable to make informed decision regarding the IPRC

Focus Area: Placement:

The discussion of this review component reinforced that there are clear intersections between the process of identification and the placement process both in practice and in the legislation that governs this work. The goals and deliverables for this component of the review were felt to directly relate to the key questions identified as priorities and are as follows:

- What information and data is considered to support a placement decision at an IPRC?
- What is the role of parents/guardians in the placement decision?
- What are the tools and resources to support consistency of information as it relates to placement options in the OCDSB?

Establishing Review Methodology

6. When engaging an external consultant to provide services to the District, maintaining student privacy and confidentiality is of the utmost importance. LSS will work collaboratively with Risk and Supply Chain Management to develop the RFP and establish an evaluation process to review proposals and presentations to identify which proposal best meets the expectations of the RFP. Based on

the scope of work defined by the District, external consultants submitting a proposal will detail a methodology to achieve the stated goals.

Concurrent Learning Support Services Work

7. As stated above, the District is committed to ongoing growth and improvement. To that end, significant work will continue concurrent to the operational review activities and will be adjusted as the review progresses. Staff continue to engage school teams in professional learning opportunities, both formal and informal, through existing structures (e.g., multidisciplinary teams, networks, operational meetings). Further, LSS has been engaged with stakeholders to redevelop the Quality Program Indicators (QPI) resource document and are planning a broader release to the system.

Since the discussion at COW on 16 October 2018, staff has leveraged opportunities to address concerns raised related to the identification, needs assessment, and placement processes.

Professional Development to Principals

Through District Principal Operations meetings, key messages have been reviewed with elementary principals and vice principals. Specifically, topics have included:

- Reviewing the current referral process for all exceptionalities;
- Clarifying the full range of supports available for students with the exceptionality of giftedness, including specialized program classes:
 - grade configuration (e.g., primary through secondary);
 - program options (e.g., English vs French Immersion); and
 - requests for CCAT 7 assessment
- Engaging parents/guardians as partners throughout the needs assessment and referral process including careful consideration of parent/guardian input, preferences and requests; and
- Transparent and effective communication practices with parents/guardians related to support options

Professional Development to Learning Support Teachers (LSTs)

Through LST Network meetings and Learning Support Consultant (LSC) coaching, the key messages have been reviewed with all LSTs. In addition, strategies to share this information with the rest of the school team were collaboratively developed (e.g., staff meeting, in school team meetings, staff coaching).

Central Multidisciplinary Staff Focus/Work Group

LSCs, psychology staff, speech language pathologists and social workers, supporting all exceptionalities, participated in two half day sessions to critically evaluate the following aspects of each referral committee:

- composition;

- referral review calendar; and
- process associated with referrals.

Changes to increase transparency, efficiency and consistency across committees were developed through consensus and structured into a two year implementation plan. Further adjustment will be made subject to the findings and recommendations of the LSS Operational Review.

RESOURCE IMPLICATIONS:

8. Based on previous District reviews of similar scope, costs associated with external consultants are estimated at approximately \$100,000. More precise costs will not be available until the conclusion of the RFP process.

In addition, there will be implications for the work plans impacting the superintendent, manager, system principals and, potentially, LSCs and other LSS staff to support and inform the work of the operational review. This will reduce the available time to engage in other priorities that may emerge.

COMMUNICATION/CONSULTATION ISSUES:

9. The Superintendent of LSS has collaborated with the SEAC Chair to consult SEAC, as an advisory committee, in the planning phases of the LSS Operational Review of identification, needs assessment and placement for all exceptionalities. Regular updates will be provided at SEAC meetings as the work of the operational review progresses.

STRATEGIC LINKS:

10. The LSS Operational Review of the process for identification, needs assessment and placement for all exceptionalities is aligned with the OCDSB 2015-2019 Strategic Plan in the areas of Learning (i.e., improve and increase access to the educational pathways for every student) and Engagement (i.e., develop strategies to enhance communication and dialogue with and among staff, students, families).

GUIDING QUESTIONS:

The following questions are provided to support the discussion of this item by the Committee:

- Why is the LSS Operational Review being undertaken?
- How do the inquiry questions inform the fundamental purpose of the LSS Operational Review?
- What are the expected deliverables of this review?

- How does the structured consultation between SEAC and staff add value to this work?
- How might an external consultation with expertise in operational processes inform the operational review?

Peter Symmonds, Superintendent
of Learning Support Services

Camille Williams-Taylor
Director of Education and
Secretary of the Board



April 4, 2019

Hon. Lisa M. Thompson
Minister of Education 22nd
Floor, Mowat Block 900 Bay
Street Toronto, ON M7A 1L2

Hon Lisa MacLeod
Minister of Children, Community and Social Services 6th
Floor, Hepburn Block
80 Grosvenor Street
Toronto, ON M7A 1E9

Dear Ministers Thompson and MacLeod:

I am writing to you on behalf of the Ottawa-Carleton District School Board's (OCDSB) Special Education Advisory Committee (SEAC) to express our concerns about the upcoming changes to: *(i)* the Ontario Autism Program (OAP), *(ii)* the announcement of enhanced educational supports for students with Autism Spectrum Disorder (ASD), and *(iii)* the OCDSB's ability to provide adequate supports to meet the needs of students with ASD, as a result of those changes.

On March 22, 2019, the Ministry of Children Community and Social Services (MCCSS) announced several amendments to the proposed OAP including, but not limited to: *(i)* a commitment to hold broader consultations, *(ii)* to explore how to best provide additional supports to families based on the diagnosed needs of their child, and *(iii)* thus allowing all children who currently have an OAP Behaviour Plan to continue their plan until its end date, *(iv)* allowing families to renew the plan for 6 months after the plan ends.

Our SEAC is appreciative of these commitments and acknowledges that the ability of families to renew their OAP Behaviour Plan for up to 6 months will likely have a positive impact on the number of students who may enroll in the OCDSB or increase their level of attendance at school due to their ability to continue to receive services under the OAP for an additional 6 months.

Even with the MCCSS-proposed amendments to the OAP, SEAC remains concerned about the OCDSB's ability to provide a meaningful education and adequate supports for students with ASD. This is in part due to the significant funding changes for the provisioning of Autism services announced by the Minister of Education on March 11, 2019, in Enhancing Education Support: A Plan for Students with Autism.


SEAC is concerned that the proposed funding is insufficient and will not allow school boards to adequately staff positions that support students with ASD, including: (i) professional support staff (i.e. Speech Language Pathologists, and Psychologists), (ii) educational assistants, (iv) ABA coordinators, (v) Registered Behavioural Technicians (RBTs) and (vi) Board Certified Behaviour Analysts (BCBAs). SEAC would also like to express its significant concern with the scope of professional learning and online training outlined in the Minister of Education's announcement.

SEAC believes that additional ASD-specific training is required beyond the ASD Additional Qualification Course to support the implementation and monitoring of the learning. The online training outlined in the Minister's announcement should be made available to all school board staff including educational assistants, early childhood educators, teachers, and administrators.

SEAC supports the recommendations made to you by the Ontario Public School Boards' Association (OPSBA) in its letter dated February 26, 2019. SEAC believes further dialogue is required between the government, families, school boards, SEACs, OPSBA, and service providers to find a solution that can meet the government's goals while providing adequate care and support for students. Ultimately, we share a similar goal of ensuring that Ontario's publicly funded education system is sustainable and meets the needs of all students.

Thank you in advance for hearing our feedback around the newly proposed changes. We hope this is the start of a continual collaborative relationship.

Sincerely,



Rob Kirwan
Chair of Special Education Advisory Committee (SEAC)

cc: Camille Williams-Taylor, Director of Education OCDSB
Lynn Scott, Chair OCDSB
Chairs of Ontario Special Education Advisory Committee
Members of the Provincial Parliament for Carleton, Kanata-Carleton, Orléans, Ottawa Centre, Ottawa South, Ottawa-Vanier, Ottawa West-Nepean, Nepean

Individual Education Plans (IEP)

Purpose of the Standard

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

An IEP form (OCDSB 375) is a written plan of action and a working document prepared for a student who requires modification/accommodation of the regular school program, according to *Regulation 181/98*.

The IEP will:

- be developed for each student who is identified as exceptional through the IPRC process
- may be developed for any student who is receiving special education programs and services but who may not have been formally identified as exceptional
- be developed within 30 school days of the student's first day in the program
- be developed, implemented, and monitored in a collaborative manner with parent(s)/guardian(s), student, the school team, teachers, and Learning Support Services personnel
- outline expectations, strategies, and resources to facilitate learning based on the individual student's needs, strengths, interests, and history
- include a transition plan for: all students who have an IEP as per Policy/Program Memorandum 156, students 14 years of age or older as per Regulation 181/98; and students with Autism (i.e. autism, Asperger's, PDD:NOS) as per Policy and Memorandum 140
- be reviewed and/or revised once each reporting period

Ongoing communication with parent(s)/guardian(s), regarding their child, may occur during in-school and/or multi-disciplinary meetings, regular report card interviews, and as needs arise. Ongoing communication and parental involvement are key components of student's success.

Transition plans are included in the IEP and are developed to assist students in making successful transitions (e.g. from class to class, from high school to post-secondary activities, etc.) by outlining goals, actions required to meet those goals, identifying individuals responsible for the actions, and specifying timelines to guide the plan. Note: If a student with autism does not have an IEP a transition plan must still be developed for that individual.

Transition Plans will:

- be developed within 30 days of the student's placement in a special education program and a copy shared with the parent/guardian of the student and/or the student if he/she is age 16 or older
- be developed, implemented, and monitored in a collaborative manner with parent(s)/guardian(s), the student, the school team, teachers, and Learning Support



Services personnel. Other individuals may be involved on the transition planning team such as: educational assistants, central staff (e.g. learning support consultant, itinerant educational assistant, itinerant teacher, speech-language pathologist, psychologist / psychological associate), occupational therapists, physiotherapists, staff from post-secondary institutions, staff from community agencies, future employers of the student, etc.

- be reviewed and/or revised at least once each reporting period to identify tasks completed to date and to include new ones that are individualized and appropriate for each student

Looking Forward:

In response to the Ministry's *Individual Education Plan (IEP) Provincial Trends Report 2012: Student Achievement and Narrowing Gaps*, the Board will:

- provide ongoing training to classroom teachers to ensure that IEP standards are met and to develop consistency in system-wide understanding of the process
- focus on the development of specific performance expectations and linking assessment data to students' areas of strength and areas of need
- support the efforts of classroom teachers and all Special Education Teachers in continuing to work together to develop accurate and appropriate IEP
- continue with the review of some IEPs of special education students in regular program and specialized program classes
- develop protocols with outside agencies (Pinecrest-Queensway Community Health Care – First Words; Developmental Services Ontario) for transition planning for students with special needs entering or leaving school
- implementation of changes to Transition Planning in keeping with Policy Memorandum 155

Entering School:

First Words – Preschool Speech and Language Program through the Pinecrest-Queensway Community Health Centre

- Upon registration to an OCDSB school, a transition plan for students receiving services from First Words will be developed by First Words
- First Words will provide OCDSB with a report regarding the child's needs
- Upon the child's discharge from First Words and the child's attendance in an OCDSB school, the OCDSB's Speech and Language consent process will be initiated by the home school and service from OCDSB Speech-Language Pathologists will be determined based on the needs of the child

Leaving School:

Transition Planning for Individuals with Developmental Disabilities

Students who are 14 and over with a diagnosis of a developmental disability and who are likely to require Ministry of Community and Social Services funded adult



developmental services are identified for community transition planning. Identification can occur via the student's attendance at an OCDSB school, although this is not the only body through which youth may be identified as requiring a transition plan to support transitioning out of a school setting.

In response to the Ministry Policy/Program Memorandum No. 156: Supporting Transitions for Students with Special Education Needs, the board will;

- Support school staff to develop transition plans for all students with an IEP, as well as other students who require support with transitions
- Make changes to the IEP Transition Plan and ASD Transition pages, provide training to school staff around effective transitioning and development of transitional plans





IEP Cover Page

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

REASON FOR DEVELOPING THE IEP

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

STUDENT PROFILE

Gender: _____

School Year: _____

Most Recent IPRC Date: _____

Statement of Decision: ☐ Exceptional ☐ Not Exceptional

Exceptionality 1:

Exceptionality 2:

Special Education Placement:

- | | |
|-------------------------------------------------------------------|---------------------------------------------------------------------------|
| <input type="checkbox"/> Regular class with indirect support | <input type="checkbox"/> Regular class with resource assistance |
| <input type="checkbox"/> Regular class with withdrawal assistance | <input type="checkbox"/> Special education class with partial integration |
| <input type="checkbox"/> Special education class full time | |

Reason for Placement:

Program:





IEP Cover Page

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Exceptionality Definitions

Exceptionality	Ministry of Education Definition





Assessments

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

ASSESSMENT DATA

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

Information Source	Date	Summary of Results	Comments

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

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

- ☐ Catheterization
☐ Injections
☐ Muscle strengthening
☐ Stretching
☐ Toileting
☐ Other

- ☐ Dressing
☐ Lifting
☐ Personal care
☐ Suctioning
☐ Tube feeding

Health Support Additional Notes:

Page 3





Courses and Accommodations

Name: _____ DOB: _____
 Grade: _____ Student OEN: _____

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

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

1. _____ ☐ MOD ☐ AC ☐ ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

☐ Yes (provide educational rationale) ☐ No

Complete for secondary students only:

Student is currently working towards attainment of the:

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

ACCOMMODATIONS

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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment ☐ Yes (list below) ☐ No

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

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

Accommodations: ☐ Yes (list below) ☐ No

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

-
 -
 -





Courses and Accommodations

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

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

-
-
-





Special Education Program

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

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

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

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





Transition

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Transition Goals:

Strategies / Actions Required	Additional Comment(s)	Person(s) Responsible	Timelines





Human Resources & IEP Team

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

HUMAN RESOURCES (teaching/non-teaching)

Service	Provider	Initiation Date	Frequency	Location(s)

EVALUATION

Reporting Dates: _____

Reporting Format

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

IEP TEAM

IEP Developed by:

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

Sources Consulted in the Development of the IEP

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

- ☐ 1) First day of attendance in new special education program
- ☐ 2) First day of the new school year or semester in which the student is continuing in a placement
- ☐ 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement: _____

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




Consultation Log & Signatures

Name: _____ DOB: _____
 Grade: _____ Student OEN: _____

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

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

The principal is legally required to ensure that the IEP is properly implemented and monitored.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Signature of Principal _____

Date _____

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

I was consulted in the development of this IEP

☐ Parent(s)/Guardian(s) ☐ Student

I declined the opportunity to be consulted in the development of this IEP

☐ Parent(s)/Guardian(s) ☐ Student

I have received a copy of this IEP

☐ Parent(s)/Guardian(s) ☐ Student

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

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

Date _____

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

Date _____





IEP Consultation Form

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

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

1. Medical:

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

2. Testing/Assessment Results:

Are there any recent testing/assessment results which would be helpful in programming for your child?

3. Previously Successful Strategies:

Are there strategies which have worked particularly well for your child in the past?

4. Parental or Other Supports:

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

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

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

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

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

Date

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

Date





IEP Summary Layout

CONFIDENTIAL (For teacher/school use only)

STUDENT PROFILE

Student: _____ ID: _____ OEN: _____
 Gender: _____ DOB: _____ Grade: _____ Homeroom: _____
 School: _____ Principal: _____
 Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____
 Exceptionality 1: Exceptionality 2:

Placement Decision	Recommended Program

STUDENT STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

ACCOMMODATIONS

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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

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

Accommodations:

Modified Subjects:

Comments:



Exceptionalities

No Exceptionality
 Autism
 Deaf and Hard-of Hearing
 Learning Disability
 Language Impairment
 Giftedness
 Mild Intellectual Disability
 Developmental Disability
 Blind and Low Vision
 Physical Disability
 Multiple Exceptionalities
 Speech Impairment
 Behavioural

Recommended Programs

Autism Spectrum Disorder Secondary Credit
 Support Program
 Autism Spectrum Disorder Program
 Behaviour Intervention Program
 Deaf/Hard of Hearing Program (Congregated)
 Developmental Disabilities Program
 Dual Support Program
 General Learning Program
 General Learning Program/Storefront
 Gifted Specialized Program
 Language Learning Disabilities Program
 Learning Disability Program (Sec.)
 Learning Disabilities Specialized Intervention
 program (Elem.)
 Physical Support Program
 Primary Special Needs
 Regular Class

Recommended Placement

FSC - Fully self-contained
 IS – Indirect Service
 PI - Partially Integrated
 RA - Resource Assistance
 WA - Withdrawal Assistance



Recommended Placement Reasons

Autism Spectrum Disorder Secondary Credit Support Program: To provide a program emphasizing the development of learning strategies, social and communication skills, and support for behaviour needs.

Autism Spectrum Disorder Program: To provide a program emphasizing the development of social communication, functional academics, self-help, and self-regulatory skills.

Specialized Deaf/Hard of Hearing Program: To provide instruction in American Sign Language.

Developmental Disabilities Program: To provide a program focusing on functional academics, communication, social life skills, and work experience.

Dual Support Program: To provide basic academic skills with a social, behavioural, and life skills component in a structured learning environment.

General Learning Program: To provide a program designed to maximize the learning potential of students, and to develop academic, social, work, and life skills.

Gifted Specialized Program: To provide the opportunity to interact with others of similar interests and abilities.

Language Learning Disability Program: To provide a learning environment which will facilitate the development of the student's expressive and receptive language and communication skills.

Learning Disability Program: To provide a program which will develop academic, communication, social, organizational and self-advocacy skills.

Physical Support Program: To provide appropriate accommodations for physical support and to meet educational needs.

Primary Special Needs Program: To provide opportunities to progress in all relevant areas of development.

Behaviour Support Program: To provide a structured environment and opportunity to develop appropriate behavioural and social skills.

Regular Class - No specialized program.



Completion of Program - Student completed the maximum number of years of a specialized program.

Graduating - Placement no longer applicable (Secondary option).

Moved out of OCDSB jurisdiction - Student no longer attends OCDSB.

Strengths

Artistic Expression	Orientation Skills
Auditory	Organizational Skills
Braille Skills	Perseverance/ Motivation to Learn
Communication Skills	Positive Attitude
Creative Problem Solving	Problem Solving Skills
Daily Living Skills	Reading Comprehension
Decoding	Receptive Language
Expressive Language	Receptive/Expressive Language
Fine Motor Skills	Self-Advocacy Skills
General Knowledge	Self-Regulation Skills
Gross Motor Skills	Sign Language Skills
Intellectual Aptitude	Tactile
Interpersonal Skills	Task Persistence
Keyboarding	Time Management Skills
Kinesthetic	Visual
Memory Skills	Visual Perceptions Skills
Mobility Skills	Word Attack Skills
Multimodal Learning Style	Written Expression
Musical/Rhythmic Ability	
Numeration	

Needs

Attention Skills	Expressive Language
Auditory Perceptual Skills	Fine Motor Skills
Auditory Skills	Gross Motor Skills
Braille Skills	Impulse Control Skills
Communication Skills	Information Processing Skills
Creative Thinking Skills	Leadership Skills
Critical Thinking Skills	Memory Skills
Decoding Skills	Mobility Skills
Emotional Regulation	Non-verbal Communication Skills
	Numeration



Organizational Skills
 Orientation and Mobility Skills
 Orientation Skills
 Personal Care Skills
 Personal Safety Skills

Residual Hearing and Auditory Skills
 Self-advocacy Skills
 Self-regulation Skills
 Sign Language Skills
 Social Skills
 Spatial Skills
 Speech/articulation Skills
 Tactile Perceptual Skills

Problem Solving Skills
 Reading Comprehension
 Receptive Language
 Receptive/expressive Language
Needs (Cont'd)

Task Persistence Skills
 Time Management Skills
 Visual efficiency
 Visual motor integration
 Visual Perception Skills
 Visual Perceptual Processing
 Written Expression

Assessment Sources

Audiological assessment
 Behavioural assessment
 Developmental assessment
 Educational assessment
 Functional visual assessment
 Group ability test e.g., Canadian
 Cognitive
 Abilities Test
 Medical assessment

Occupational therapy assessment
 Other sources (please specify)
 Pediatric assessment
 Physiotherapy assessment
 Psychiatric assessment
 Psychological assessment
 Psycho-Educational assessment
 Social work assessment
 Speech/language assessment
 Vision Technology assessment
 Wechsler-Fundamentals assessment
 Orientation and Mobility assessment

Assessment Summary

Report describes significant behavioural problems
 Report indicates adaptive equipment essential to access the curriculum
 Report indicates areas of need in ...
 Report indicates assistive technology essential to access the curriculum
 Report indicates blind/low vision
 Report indicates mild adaptive functioning delays
 Report indicates mild articulation difficulty
 Report indicates mild developmental delays
 Report indicates mild hearing loss
 Report indicates mild intellectual disability



Report indicates mild/moderate/severe adaptive functioning delays
 Report indicates mild/moderate/severe articulation difficulty
 Report indicates mild/moderate/severe developmental delays
 Report indicates mild/moderate/severe/profound hearing loss
 Report indicates moderate adaptive functioning delays
 Report indicates moderate articulation difficulty
 Report indicates moderate developmental delays
 Report indicates moderate hearing loss
 Report indicates profound hearing loss
 Report Indicates sensory equipment essential to access the curriculum
 Report indicates severe adaptive functioning delays
 Report indicates severe articulation difficulty
 Report indicates severe developmental delays
 Report indicates severe hearing loss.
 Report provides diagnosis of ...
 Report provides diagnosis of Asperger's Syndrome
 Report provides diagnosis of Attention Deficit/Hyperactivity Disorder
 Report provides diagnosis of Autism
 Report provides diagnosis of Developmental Disability
 Report provides diagnosis of Learning Disability
 Report provides diagnosis of Oppositional Defiant Disorder
 Test results indicate very superior intellectual functioning

EQAO Assessment

Grade 3 Reading, Writing, Mathematics
 Grade 6 Reading, Writing, Mathematics
 Grade 9 Mathematics
 Ontario Secondary School Literacy Test (OSSLT)

EQAO Exemptions

Student not able to provide evidence of learning under the conditions of the assessment

A student must be exempted from reading, if the student has to be read to by a teacher or other adult.

A student must be exempted if he/she is unable to participate in part or all of the assessment even with accommodations or special provisions.

Student exempt from participating in the Grade 9 Assessment of Mathematics because he/she is enrolled in Locally Developed Mathematics (MAT1L1).
 Student exempt from participating in the OSSLT because he/she is not working toward an OSSD.



EQAO Accommodations

EQAO Accommodations are the Assessment Accommodations below.

Equipment

Communication aid
 Computer hardware
 Computer software
 Symbol or letter voice translator
 Amplification system
 FM system
 Speech analyzer
 Change table
 Personal care items
 Toileting system
 Adjustable computer table
 Adjustable table
 Fine Motor
 Frames
 Harness for moving student
 Insulated booth
 Insulated study carrel
 Lift for moving student
 Positioning device for sitting, standing, and lying
 Therapy Mat
 Tilt table
 Braille writer
 Print enlarger for low vision

Health Support

Catheterization
 Dressing
 Injections
 Lifting
 Muscle strengthening
 Personal care
 Stretching
 Suctioning
 Toileting
 Tube feeding
 Other



Accommodations

Instructional

- Ability grouping
- Anxiety/stress reducers
- Assistive technology
- Audio texts
- Augmentative and alternative communications systems
- Buddy/peer tutoring
- Carry and match system
- Close-ended activities
- Colour cues
- Computer options
- Concrete/hands-on materials
- Contracts
- Creative thinking tasks
- Critical thinking tasks
- Differentiated tasks
- Dramatizing information
- Duplicated notes
- Extra time for processing
- Fading prompts
- First/Then
- Forward/backward chaining
- Functional tasks
- Gesture cues
- Graphic organizers
- High structure
- Increased challenge through higher level thinking skills
- Large-size font
- Leveled breaks
- Manipulatives
- Memory aids
- Mind maps
- More frequent breaks
- Multi-sensory presentations
- Non-verbal signals
- Note-taking assistance
- Organization coaching
- Partnering
- Positive reinforcement
- Pre-cueing
- Preferred activities/items/topics
- Product differentiation
- Prompting (verbal, visual)
- Prompting/modeling/redirection/fading
- Prompts to return student's attention to task
- Provide choice
- Reduced/simplified language
- Reduced/uncluttered format
- Reduction in the number of tasks used to practice a concept or skill
- Rehearsal strategies
- Reinforcement incentives
- Repetition of information
- Rewording/rephrasing of information
- Sensory diet
- Sensory objects/manipulative/toys
- Shaping
- Shaping/chaining
- Small sequential steps
- Social Narratives
- Social skills coaching
- Spatially cued formats
- Tactile tracing strategies
- Time-management aids
- Tracking sheets
- Verbal cues
- Visual cueing
- Visual supports/schedules
- Word-retrieval prompts



Environmental

- Acoustic treatment of workspace
- Alternative work space
- Area of individual leisure and social leisure
- Assistive devices or adaptive equipment
- Consistent classroom rules and routines
- Minimizing of background noise
- Hush ups
- Minimal visual distractions
- Office/work system
- Predictable environment
- Preparation for transitions
- Proximity to instructor
- Quiet setting
- Reduction of audio/visual stimuli
- Sensory equipment
- Sensory room
- Special lighting
- Strategic seating
- Structured learning environment
- Study carrel
- Use of headphones
- Visual supports

Assessment

- Alternate products
- Alternative settings
- Alternative work location
- Alternative work space
- Alternative time to write tests
- Assessing over multiple sessions
- Assessment embedded in regular programming
- Assessment paired with reinforcement
- Assistive devices or adaptive equipment
- Assistive technology software
- Audio version
- Augmentative and alternative communications systems
- Braille
- Breaks
- Check for understanding of instructions
- Checklists
- Chunk time of assessment
- Cloze
- Colour contrasted materials
- Colour cues
- Computer options
- Conferencing
- Covered overlays
- Daily logs
- Dark lined paper
- Demonstration of task
- Enlarged worksheets
- Extended time limits
- Extra time for processing
- Frequent breaks
- Highlight key information on test
- Intermittent reinforcement during assessment
- Interpreter
- Large print
- Large-size font
- Learning goals checklist (individualized)
- Lighting
- Manipulatives
- Matching
- Memory aids
- Multiple choice
- Oral responses
- Performance-based tasks
- Product differentiation
- Prompts for time management
- Reduce quantity of test items
- Reduced/uncluttered format
- Reduction in the number of tasks used to assess a concept or skill
- Rubric (individualized)
- Scribing
- Self-assessment checklist
- Signing EA
- Sound cues to help retrieval
- Success criteria checklist (individualized)
- Tactile assessments
- Uncluttered format
- Verbatim scribing
- Visual supports
- Work samples



Human Resources

Spec Ed Teacher
ITD/HH
ITB/LV
Teacher
Learning Resource Teacher
Learning Support Teacher
Student Success Teacher
Educational Assistant(s)
Social Worker
Speech-language Pathologist
Physiotherapist
Psychologist
Psychological Associate
Psychoeducational Consultant
Occupational Therapist

Human Resources Location

Regular Classroom
Resource Room
Other

Human Resources Service Type

Direct Instruction
Instructional Support
Consultation
Reading Instruction
Resource Support
Personal Care
Behaviour Support
Technical Support

Transition Type (Including ASD Transition Type)

- Activity to Activity
- Change in Grade Level
- Class to Class
- Elementary to Secondary School
- Entry to School
- Home to School/School to Home
- Lunch to Class/Class to Lunch
- Outside Agency to a School
- Program to Program
- School Entry to Class/Class to School Exit
- Secondary School to Apprenticeship
- School to School
- Secondary School to Community Living
- Secondary School to Day Program
- Secondary School to Supported Employment
- Secondary School to World of Work
- Secondary to Post Secondary Educational Institution
- Setting to Setting
- Subject to Subject



Transition Plan Persons

Responsible

- Careers teacher and student
- Classroom teacher
- Classroom teacher and EA
- Classroom teacher and ECE
- Classroom teacher and LRT
- Classroom teacher and LST
- Classroom teacher and student
- Co-op teacher and student
- Counsellor and student
- Educational Assistant (EA)
- EA and LRT
- EA and LST
- EA and student
- Early Childhood Educator (ECE)
- Guidance Counsellor and student
- Guidance Technician and student
- Itinerant Teacher
- Itinerant Teacher and Classroom Teacher
- Itinerant Teacher and student
- Itinerant Teacher of B/LV
- Itinerant Teacher of B/LV and student
- Itinerant Teacher of D/HH
- Itinerant Teacher of D/HH and student
- Itinerant Teacher Orientation and Mobility Instructor and student
- Job coach and student
- Learning Resource Teacher (LRT)
- Learning Strategies Teacher and student
- Learning Support Teacher (LST)
- LST and student
- LRT/LST
- Orientation and Mobility Instructor
- Parent/guardian
- Parent/guardian and classroom teacher
- Parent/guardian and EA/ECE
- Parent/guardian and LRT/LST
- Parent/guardian and student
- Principal
- School Board Officials and student
- Specialized Program Teacher
- Specialized Program Teacher and EA
- Specialized Program Teacher and student
- Student
- Student and EA/ECE
- Student mentor and student
- Student Success Teacher and student
- Student Support Personnel and student
- Student, Parent and Teacher
- University liaison and student
- Vice Principal
- Vice Principal and student
- Work experience coordinator and student
- Other

Transition Plan Timeline

Term 1
 Term 2
 Term 1 and 2
 Semester 1
 Semester 2
 Semester 1 and 2



Transition Plan Actions (Including ASD Transitions)

- Agenda
- Agenda/Calendar
- Agenda/Shared Calendars
- Allow Early/Late Class Dismissal to Travel Halls When Less Congested
- Alternative Settings
- Apply learning styles information to current courses
- Attend a college or university information session
- Attend information session for high school
- Body/Sensory Breaks
- Calendars
- Checklists
- Choice Boards
- Communication Books(s)
- Complete college applications
- Complete option sheet in consultation with teachers and high school Special Education Dept.
- Complete university applications
- Designate Resource Space for Equipment/Materials
- Develop a coordinated plan
- Develop parent/student knowledge of post-school options
- Develop resume
- Develop workplace communication skills and behaviour skills
- Environment Adaptations
- Establish community links re: housing and supported employment
- Establish link with student in college/university in relevant program
- Examine opportunities within the community (e.g. workshops, courses)
- Expand work experience
- Expand volunteer opportunities
- First-then board
- FM System - transfer and training
- Home base/safe place
- Home/school communication books
- Gather information from high school Special Education Dept. re: special education services
- Gather specific information about colleges/universities and special needs departments
- In-school meeting(s)
- Initiate college visits/tours
- Initiate job shadowing
- Initiate part-time work
- Initiate post-secondary research
- Initiate post-secondary visits/tours
- Initiate summer work
- Initiate supported employment
- Initiate university visits/tours
- Investigate Ontario Youth Apprenticeship Program
- Investigate continuing and adult education
- Learn to use OC Transportation Independently
- Learn to use Transportation Independently
- Model/Practice Desired Behaviour
- Non-verbal cues
- Organizational Aids
- Orientation and mobility supports/training
- Participate in IPRC review
- Participate in a career fair
- Participate in a high school tour/visit
- Participate in a work placement visit
- Participate in co-op experience
- Participate in development of IEP
- Participate in mentor program at college or university
- Participate in school-work transition program
- Participate in work experience
- Peer Assistance
- Plan Course Selection
- Positive Reinforcement
- Power Card
- Preferred Activity



Transition Plan Actions (Including ASD Transitions) *cont'd*

- Quiet/Calming Area
- Relaxation Strategies
- Review career selection activities (CHOICES, etc.)
- Review course options
- Review learning styles inventory
- Review occupation information
- Role Play
- Shared School Information (All About Me Booklet)
- Social Narratives
- Social Scripts
- Social Skills Coaching
- Specific Plan for Meeting
- Communication Needs
- Stories for Social Understanding
- Student Meets Receiving Teacher(s)
- Student Orientation (tour, map, locker practice)
- Timer
- Transfer Equipment
- Undertake an internet search on - (field of interest)
- Verbal Prompts
- Visit to New School/Class
- Visual Supports (timer, calendar, visual schedule)

IEP Developed By

- Educational Assistant(s)
- Social Worker
- Speech-language Pathologist
- Physiotherapist
- Psychologist
- Psychological Associate
- Psychoeducational Consultant
- Occupational Therapist
- Spec Ed Teacher
- ITD/HH
- ITB/LV
- LST
- LRT
- Classroom Teacher
- LSC
- Accounting Teacher
- Biology Teacher
- Business Teacher
- Chemistry Teacher
- Civics/Careers Teacher
- Communications Tech Teacher
- Computer Engineering Teacher
- Computer/Information Teacher
- Computers Teacher
- Construction Tech Teacher
- Co-op Education Teacher
- Dance Teacher
- Drama Teacher
- Economics Teacher
- English Teacher
- Entrepreneurial Studies Teacher
- Family Living Teacher
- Food and Nutrition Teacher
- French Teacher
- Geography Teacher
- Health/Personal Services Teacher
- History Teacher
- Hospitality/Tourism Teacher
- Info Tech/Business Teacher
- Law Teacher
- Learning Strategies Teacher
- Manufacturing Tech Teacher
- Marketing Teacher
- Math Teacher
- Music Teacher
- Physical Education Teacher
- Physics Teacher
- Politics Teacher
- Science Teacher
- Science and Tech Teacher
- Tech Design Teacher
- Technology Teacher
- Transportation Tech Teacher
- Travel and Tourism Teacher



IEP Developed By (continued)

- Visual Arts Teacher
- Principal
- Vice Principal
- ESL Teacher
- Teacher
- Guidance Counsellor



Part 2 - Special Education Programs and Services

The OCDSB Model For Special Education

Purpose of the Standard

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

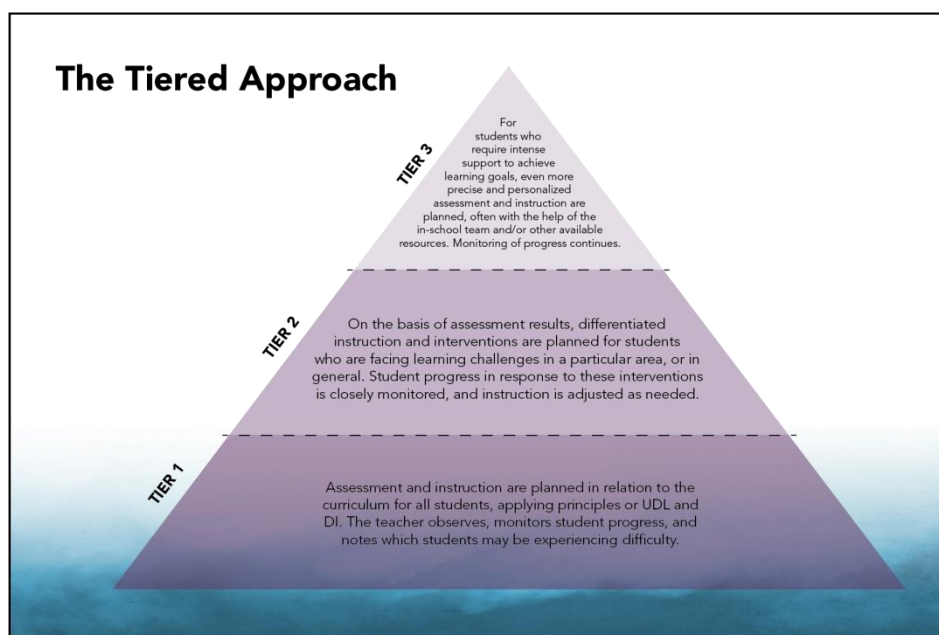
The Ottawa-Carleton District School Board Special Education Report has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, the Education Act and regulations made under the Act, and any other relevant legislation.

The OCDSB believes in the ability of every student to learn and benefit from learning, and in the right of each student with special education needs to an instructional program appropriate to that student's needs, within the spectrum of services defined and described herein.

Service Delivery Model

The Service Delivery Model of the Ottawa-Carleton District School Board is based on a spectrum of programs and services with placement options ranging from regular class with special education resource support to special education classes and schools. (Refer to Standard 9 for detailed descriptions)

The tiered approach is summarized in the following chart.



Placements and Supports: (Refer to subsection Special Education Placements Provided by the OCDSB) for detailed descriptions of Ministry Placements and OCDSB Programs)

Ministry Placements

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

Ottawa-Carleton District School Board Programs

- Regular Class with Specialized Support
- Regular Class with LST and/or LRT Monitoring
- Regular Class with LST and/or LRT Support
- Specialized Program
- Special Education School

Provincial Placements

- Section 23 Programs
- Provincial or Demonstration Schools
- Hospital or Treatment Centres

In addition, the OCDSB provides a range of supports:

School-Based Supports	System-Based Supports	Provincially-Based Supports
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<ul style="list-style-type: none"> • Principal/Vice-Principal • Learning Support Teacher (LST) • Learning Resource Teacher (LRT) • Classroom Teacher • Educational Assistant (EA) • Early Childhood Educator (ECE) • Parent(s)/guardian(s) 	<ul style="list-style-type: none"> • Learning Support Consultant (LSC) • Psychologist/Psychological Associate • Social Worker • Speech-Language Pathologist • Autism Spectrum Team • Behavior Support Team • Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing • SELT (Social / Emotional Learning Teacher) • Early Learning Team • ITAT (Itinerant Teacher of Assistive Technology) • Itinerant Emergency Educational Assistant • Itinerant Educational Assistant 	<ul style="list-style-type: none"> • Community Agencies • Section 23 • Local Health Integration Network (LHIN) • Hospitals • Demonstration/ Provincial Schools
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Guiding Principles

The following guiding principles will govern the education of students with special needs:

- promoting early identification and intervention;
- ensuring focus on the whole child;
- providing a range of services for the student, subject to available resources;
- ensuring every reasonable attempt is made to support participation by the student in school activities;
- emphasizing the value and importance of communication and consultation with the parents/guardians of children with special needs;
- recognizing the necessity for the provision of support for staff to develop the necessary skills and teaching strategies to work with students with special needs; and
- ensuring the accommodation of a student with special needs to the point of undue hardship for the District.

Key Learning Supports

The [special education policy](#) shall be achieved through the delivery of a variety of learning supports including, but not limited to:

- range of appropriate assessments accompanied by timely tiered interventions and professional strategies;
- a continuum of placement options;



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

Definition of Terms

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

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

Assistive technology is any technology that allows one to increase, maintain, or improve the functional capabilities of an individual with special learning needs.

A **delivery model** is a method of making programs available to learners. Such methods could include accommodations in scheduling, placement and staffing, and are generally at the discretion of the Board and the senior administration.

Differentiated Instruction includes using flexible groupings to meet student needs, providing accommodated instruction/assessments activities where required and challenging students at an appropriate level (through modification, in light of their readiness, interests, and learning profiles).

Curriculum tells teachers *what* to teach, while differentiated instruction tells teachers *how* to teach it to a range of learners by employing a variety of teaching approaches. The teacher can differentiate one or a number of the following elements in any classroom learning situation:



- the content (what the student is going to learn)
- the process (the activities)
- the product (the accomplishment following a learning period)

An **exceptional pupil** according to the Education Act is a pupil whose behaviour, communication, intellectual, physical or multiple exceptionalities are such that he/she is considered to need placement in a special education program by an Identification, Placement and Review Committee of the Board established in the Education Act ([Regulation 181](#)). Refer to Standard 9 for detailed descriptions of Ministry placements and OCDSB Special Education Programs and services.

An **Identification, Placement and Review Committee** (IPRC) is a committee of the Board with a mandate to identify students with special education needs and determine the most appropriate special education program based on the student's needs.

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

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

Modification is the process of changing the number, complexity and/or grade-level expectations for a subject or course in order to meet a student's learning needs.

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

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



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

A **special education program**, as defined by the Education Act, is one based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

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

Universal Design for Learning provides teachers with broad principles for planning instruction and designing learning environments for a diverse group of students. It often overlaps with differentiated instruction which allows teachers to address specific skills and difficulties. Both include providing a range of instructional strategies, resources, learning tasks, and assessment tools in order to meet the different strengths, needs, levels of readiness, and learning styles or preferences of the students in the class.

Looking Forward

The Board will:

- continue to support student learning in a diverse, inclusive environment through the principles and guidelines provided by Universal Design for Learning, Differentiated Instruction and the Tiered Intervention Approach
- refer to the measurement outcomes as they are introduced, for programs and services for special education students

Acronyms Used in the Special Education Plan 2018

ADE	Average Daily Enrollment
ADHD	Attention Deficit/Hyperactivity Disorder
ADP	Adaptive Devices Program
AODA	Accessibility for Ontarians with Disabilities Act
ASDP	Autism Spectrum Disorder Program
ASDSCSP	Autism Spectrum Disorder Secondary Credit Support Program
ATP	Assistive Technology Program
BIP	Behaviour Intervention Program
BST	Behaviour Support Team
CAC	Centre for Augmentative Communication
CCAC	Champlain Community Care Access Centre



CODE	Council of Ontario Directors of Education
CSP	Coordinated Service Planning
DD	Developmental Disability
DHH	Deaf/Hard of Hearing
DSP	Dual Support Program
EA	Educational Assistant
ECE	Early Childhood Educator
ELIP	Early Learning Intervention Program
ELITE	Early Learning Intervention Tools for Education
FSLC	French Second Language Coach
GLP	General Learning Program
IBI	Intensive Behaviour Program
IC	Instructional Coach
IEA	Itinerant Educational Assistant
IEP	Individual Education Plan
ILLD	Intermediate Language Learning Disabilities
IPRC	Identification, Placement and Review Committee
ISST	Intermediate Student Support Teacher
ITAT	Itinerant Teacher of Assistive Technology
ITB/LV	Itinerant Teacher for the Blind/Low Vision
ITD/HH	Itinerant Teacher for the Deaf/Hard of Hearing
LA	Language Arts
LD	Learning Disability
LDP	Learning Disability Program
LDPS	Learning Disability Program – Secondary
LD SIP	Learning Disability Specialized Intervention Program
LLD	Language Learning Disability
LSC	Learning Support Consultant
LST	Learning Support Teacher
LRT	Learning Resource Teacher
MID	Mild Intellectual Disability
MOET	Ministry of Education and Training
OCDSB	Ottawa-Carleton District School Board
OCTC	Ottawa Children's Treatment Centre
OSR	Ontario Student Record
OSSD	Ontario Secondary School Diploma
OSTA	Ottawa Student Transportation Authority
OT	Occupational Therapist
PCLD	Provincial Committee on Learning Disabilities
PSP	Physical Support Program
PT	Physical Therapist
QPI	Quality Program Indicators
SAL	Supervised Alternative Learning
SB IPRC	Superintendency-Based, Identification, Placement and Review Committee
SEA	Special Equipment Amount



SEAC	Special Education Advisory Committee
Section 23	Care and Treatment Program
SEPPA	Special Education Per Pupil Amount
SIP	Special Incidence Portion
SLIP	Senior Kindergarten Language Intervention Program
SLP	Speech-language Pathologist
SST	Student Success Teacher

