



SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, September 11, 2019, 7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

			Pages
1.	Call to Order	2 mins	
2.	Approval of the Agenda	2 mins	
3.	Delegations	1 mins	
4.	Review of Special Education Advisory Committee Report		
4.1	12 June 2019	5 mins	1
4.2	Review of Long Range Agenda	5 mins	19
4.3	Motion/Action Tracking Report, Business Arising	5 mins	21
5.	Action/Discussion/Information Items		
5.1	The Role of the Early Childhood Educator	30 mins	
	Presentation by Julie Cyr, Manager of Early Learning		
5.2	Integration and Support for Special Education Students	20 mins	
5.3	Memo 19-098, Update Regarding Ontario Autism Program	5 mins	23
6.	Department Update		
6.1	Special Education Plan (Standards)		
a.	Standard 2, The OCDSB Model for Special Education (Discussion)	2 mins	33
b.	Standard 5, The Identification, Placement and Review Committee (IPRC) Process and Appeals (Perusal)	10 mins	41

c. Standard 16, Transportation
(Independent Review)

7. Committee Reports

7.1 Advisory Committee on Equity 5 mins

7.2 Parent Involvement Committee 5 mins

7.3 Board 5 mins

7.4 Committee of the Whole 5 mins

8. New Business 10 mins

9. Adjournment 2 mins



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, June 12, 2019, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

- Members:** Christine Boothby (Trustee), Rob Campbell (Trustee), Mark Wylie (Down Syndrome Association), Andrea Nelson (Learning Disabilities Association of Ottawa-Carleton, Alternate), Donna Owen (Ottawa-Carleton Assembly of School Councils), Jim Harris (VOICE for deaf and hard of hearing children), 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), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Lisa Paterick (VIEWS for the Visually Impaired)
- Staff and Guests:** Lynn Scott (Trustee), Donna Blackburn (Trustee), Erica Braunovan (Trustee), Brett Reynolds (Associate Director of Education), Peter Symmonds (Superintendent of Learning Support Services), Colin Anderson (System Principal Safe Schools), Stacey Kay (Manager of Learning Support Services), Dr. Petra Duschner (Manager of Mental Health and Critical 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 7:04 p.m

2. Approval of the Agenda

Moved by Christine Boothby,
 That the agenda be approved.

Chair Kirwan noted that item 6.4, Section J, should be removed and that item 6.5, Special Education Plan 2019 and Special Education Report 2019, will follow item 6.1.

Moved by Christine Boothby,

That the agenda be approved, as amended.

Carried

3. Delegations

There were no delegations.

4. Member Update

There was no member update.

5. Review of Special Education Advisory Committee Report

5.1 15 May 2019

Moved by Jim Harris,

That the SEAC report dated 15 May 2019 be received.

Ms. Houlden recommended the following change to her comment and query on page 2 of the agenda package. "Teachers at Crystal Bay Centre for Special Education and Clifford Bowey Public School are responsible not only for providing quality instruction, but also for the management of each student's complex care including, therapies, personal care, coordinating with nursing and physical therapists and occupational therapists, working with families, and managing transitions. The needs of the students at these locations are becoming more complex and, therefore, consideration must be given for classes for multiple exceptionalities, which, under the Education Act mandates a class size of six."

Trustee Boothby requested that the following sentence be added to the second paragraph under "Storefront" on page 10 of the agenda package:

"One important aspect of Storefront is a location outside the more traditional high school locations like OTSS, to promote more adult post-secondary environment, responsibilities and independence."

Moved by Jim Harris,

That the SEAC report dated 15 May 2019 be received, as amended.

Carried

5.2 Review of Long Range Agenda

The long range agenda was provided for information.

Reporting and ratios of students in the classroom at both Clifford Bowey Public School and Crystal Bay Centre for Special Education will be added to the long range agenda for discussion in the fall of 2019.

5.3 Motion/Action Tracking Report, Business Arising

The motion action tracking report was provided for information.

6. Action/Discussion/Information Items

6.1 Report 19-062, Student Suspension Report for 2017-2018 School Year

Associate Director Reynolds with the aid of a Powerpoint presentation guided the committee through Report 19-062, Student Suspension Report for 2017-2018 School Year.

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

- A suspension may be issued, resulting in the student's removal from the school. Principals may utilize in-school sanctions to permit the students safe return to school after the suspension period but there is no in-school suspension;
- Exclusions are not included in the report as there are currently no mechanisms to record the data. Suspensions are a form of discipline and exclusions are not disciplinary. Exclusions may be applied to students to whom discipline is inappropriate;
- Reporting protocol and coding, implemented in 2017 to attempt to capture exclusions, has unfortunately been inconsistent and applied incorrectly, which has impacted the reliability of the data. The District aims to have accurate data on student exclusions by the end of 2019-2020;
- Ms. Owen expressed concern over the lack of a definitive policy and procedure despite several requests from SEAC over the last number of years. Associate Director Reynolds responded that the procedure is currently in draft form and he anticipates it will be complete by the end of the 2019-2020 school year. He added that parents are informed of exclusions with a letter outlining the reasons for the exclusion and the remedies and advising them of the right to appeal;

- Trustee Campbell advised that he has served a notice of motion regarding student exclusions;
- Chair Kirwan advised that the Ontario Ombudsman's Office had provided strong guidance for school boards on exclusions and expressed concern that the District has not acted on the recommendation;
- A person whose presence in the school would be detrimental to the physical or mental well-being of pupils may be excluded;
- Chair Kirwan remarked that a report on the frequency of exclusions and the application of District resources to support students is critical to the understanding of the issue and preventing and reducing the number of exclusions;
- The average length of an exclusion is typically four days. Some may extend to several weeks as appropriate;
- Associate Director Reynolds encouraged the members to direct parent concerns regarding exclusions to Superintendents;
- Exclusions are typically for a full day or more;
- If a parent refuses to remove a child from the school, the only authority that a principal has to deny the child access to school is suspension or exclusion;
- Ms. Gardner commented that the safety of staff is also important. She noted that in order for the student to remain in the school a principal must evaluate whether or not the school has the additional resources necessary to keep the student, other students and staff safe;
- Ms. Dlouhy commented that the principal makes a decision on a case by case basis. She noted that the decision to contact the parent is usually made after all strategies have been exhausted. She concurred with Associate Director Reynolds on the challenge of establishing a procedure due to the variety of factors when dealing with exclusions; and
- Trustee Campbell noted the importance of accurate exclusion and suspension data to ensure staff can provide the necessary resources. The data will help inform strategy and practice.

6.2 Report 19-064, Special Education Plan 2019 and Special Education Report 2019

Your committee had before it Report 19-064, Special Education Plan 2019 and Special Education Report, seeking the approval of the plan. Chair

Kirwan noted that over the course of the 2018-2019 school year, SEAC has reviewed and provided input into all of the standards that comprise the plan.

Moved by Mark Wylie,

- A. THAT the 2018-2019 Special Education Plan, attached as Appendix A to Report No. 19-064, be approved; and
- B. THAT the 2019 Special Education Report, attached as Appendix B to Report No.19-064, be approved.

During a discussion of the report, the following points were noted:

- Many of the recommendations made by SEAC have been incorporated but opportunities exist to build on the work. Staff will continue to work on simplifying the language for parents and increase opportunities for parents and community members to provide input;
- The Special Education Plan is intended to be an online document and the plan will be available on the District's website;
- Ms. Owen requested that the contact email for OCASC be revised to seac@ocasc.ca; and
- In response to a query from Ms. Owen regarding the reference to an invitation to the community inviting feedback, Staff noted that the Special Education Report page on the District website encourages comments, suggestions or feedback be sent to System Principal Hannah. SEAC reviews each of the sections of the Special Education Plan over the course of the year. SEAC meeting are open to the public and parents and community members are welcome to provide input through delegation.

Moved by Mark Wylie,

- A. THAT the 2018-2019 Special Education Plan, attached as Appendix A to Report No. 19-064, be approved, as amended; and**
- B. THAT the 2019 Special Education Report, attached as Appendix B to Report No.19-064, be approved.**

Carried

6.3 Memo 19-072, Draft Mental Health Strategy

Your committee had before it Memo 19-072, presenting the Draft Mental Health Strategy.

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

- The examples provided in the draft do not represent an exhaustive list of those specific populations the plan aims to support. The draft mental health plan aims to be inclusive;
- Trustee Campbell queried the training of staff on identifying for referral as opposed to diagnosis. Dr. Duschner noted that the plan provides for the training of staff in awareness to assist staff in recognizing signs and symptoms. Staff will be trained to observe major changes in behaviour, mood, hygiene, signs of sleep deprivation and a lack of nutrition. Educators can then engage in conversations with the family based on the classroom observations. The observations can also be brought to the attention of the multi-disciplinary team who can further evaluate the need for further assessment and involved that psychology staff who are qualified to make a diagnosis should it be warranted;
- Superintendent Symmonds highlighted the reference to the document entitled "Supporting Minds" which provides accessible information for teachers to help raise awareness and competencies to recognize early signs. The Ontario College of Teachers has also issued a professional advisory on mental health;
- The District has received input from parents in the spring of last year and will be sharing the draft with community partners in the fall of 2019;
- The action plans referenced on page 45 will be available should the plan be approved. The action plan is the work plan of the department;
- Dr. Duschner noted that measuring the impact and success of the plan and the work in mental health is difficult and the province is also struggling with concept of measurement. It is difficult to identify one specific strategy that is having an impact. The work must be evaluated in a broader context through work with community partners and provincial counterparts to determine effective indicators and measures;
- Mr. Harris requested that SEAC continue to be apprised of work on the plan;
- Mr. Wylie expressed concern over the size and scope. He noted that the District must continue to focus on its role as educators and not diagnosticians. Dr Duschner noted that should the school boards be effective in the promotion of student achievement they must also address student well-being. Students cannot perform to their full potential unless they are feeling well. The provincial government has recently shifted the focus away from general emphasis at the tier one,

classroom level, to a preference for mental health professionals in schools with intervention at the tier 2 and 3 levels;

- Dr. Duschner noted that tracking data and the mechanism for recording issues within the system either through the Ontario School Record (OSR) is difficult. Some students have an Individual Education Plan (IEP), some have been identified with a specific exceptionality through the Identification, Placement, and Review Committee (IPRC) and some are not identified making reporting challenging;
- Information regarding individual students may be communicated through conversations in the school among the teachers, with the family members and the multi-disciplinary team. A conversation with parents is required in order to share information as there is still a stigma associated with mental health;
- The learning skills section of the student report card does allow for some reference to well being; and
- The mental health steering committee was established in June 2018. Further consultation on the plan will continue into the fall of 2019.

6.4 Integration and Support for Special Education Students

The committee worked in small, independent groups to formulate responses to three guiding questions with respect to the concept of inclusion. The responses (attached as Appendix A) will be used to continue the discussion at a SEAC meeting in the fall of 2019.

6.5 Report 19-063, Learning Disabilities Specialized Intervention Program (LD SIP) Program Monitoring Results

Your committee had before it Report 19-063, outlining the monitoring results for the Learning Disabilities Specialized Intervention Program (LD SIP).

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

- A non standardized version of the Wechsler Individual Achievement Test, 3rd Edition (WIAT) was administered to all LD SIP students to help evaluate the academic outcomes of the students. The WIAT results indicated that students made academic gains and had made improvements against their performance on standardized tests of age matched peers;
- Integration is challenging for LD SIP students as evidenced by input from the parents and the students themselves;

- The integration is important to ensure that students are able to face challenges and build important resilience skills to foster independence;
- The WIAT post-test was the modified unstandardized version. The modification enabled the students to use assistive technology in the written expression portion which deviates from the standard test administration protocol;
- The LD SIP is a one year program with an option for a second year. Most students remain in the program for two years and the District has no immediate plans to change the program length. The goal is to prepare students for the pathway of their choosing at the secondary level;
- Referrals for 2019-2020 have increased the number of program classes;
- LSS will be providing professional development (PD) for teachers receiving students during the integration part of the day to help ease LD SIP students' transition to the regular classroom. This will help build system wide capacity to help support all LD students in the regular classroom;
- Ms. Nelson queried the decision to begin the LD SIP program in grade five when evidence supports early interventions. Manager Kay noted the decision was suggested during the LD Review and the District has made investments in early interventions at the primary/junior level through the implementation of the Empower Reading program as well as the Leveled Literacy Intervention (LLI) program as well as tier 3 support for students struggling with decoding. Many of those supports can be effectively delivered in the regular classroom. By grade five, based on the opinions of psychological staff, those who have not responded to intensive interventions in earlier grades may access the supports within the LD SIP;
- In response to a query from Ms. Nelson regarding LD SIP students missing out on elements within the regular classroom, System Principal Kessler advised that the LD SIP model has been changed to promoted balance within the student's to ensure they do not fall behind when they return to the regular classroom. Principals of schools with LD SIP carefully consider schedules and timetabling with LD SIP in mind to avoid student's from missing out. Students would never miss an entire subject area;
- LD SIP serves the most severe LD students. Most students with LD can be served in the regular classroom. LD SIP is designed for

students that despite early interventions are still lacking academic skills and require a different service delivery model to address the challenges and to develop compensatory strategies;

- LD SIP enables the District to reach more students than the previous model with an empowered approach and relies on meta-cognition;
- The social-emotional component of the program is an important element of the LD SIP and has a significant impact on learners;
- Mr. Wylie commended the LSS team on the report and the programs ability to measure a benefit;
- Ms. Glance advised that having worked in the program she has witnessed the increase in confidence and self-esteem of the LD SIP students as they work on building integration skills;
- Ms. Owen requested that the comments from Dr. Maggie Memon be shared with all SEAC members;
- Ms. Houlden commented on the difficulty some students of small, congregated classes face when they transition to high school. She noted that the integration element of the LD SIP is essential to prepare students for secondary education and that the students transitioning from the LD SIP are ahead of their peers; and
- LSS will be monitoring the LD SIP students longitudinally as they leave the program and progress through the secondary level. LSS will use the WIAT, the results of the Ontario Secondary School Literacy Test (OSSLT), credit attainment and other measures to assess student success.

7. Department Update

Superintendent Symmonds noted the following in his department update:

- The reduction of the itinerant behaviour teacher (IBT) will be offset with the addition of three social-emotional learning teachers;
- One board-certified behaviour analyst (BCBA) was approved by the Board in January 2019. Another two BCBA's were added as part of the 2019-2020 Budget;
- An applied behaviour analysis (ABA) coordinator will help provide support as the provinces shifts to an amended Ontario Autism Program;
- LSS plan to utilize the expertise of the BCBA's to determine the function of student behaviour and help reduce unwanted behaviour;

- LSS will trial the use of a communicative disorder assistant (CDA) to work in collaboration with speech language pathologists (SLP);
- 1.5 FTE psychologist and 0.5 FTE social worker will continue to support high needs areas;
- There has been no further direction from the Ministry regarding the changes to the Ontario Autism Program. A provincial panel has been struck to review the input from the Ministry consultation. LSS anticipates the enrollment of approximately 150 new ASD students between September and November 2019 as the extension funding terminates;
- The Children's Hospital of Eastern Ontario (CHEO) has established a point of contact with the District to help staff; and
- The BCBAs will be working with both students and staff.

8. Committee Reports

8.1 Advisory Committee on Equity

Ms. Nadon-Campbell advised that the 23 May 2019 meeting of the Advisory Committee on Equity featured a discussion on the mental health strategy and a presentation of student voice.

8.3 Board

There was no report from the Board.

8.4 Committee of the Whole Budget

Ms. Owen noted that 2019-2020 Budget passed on 10 June 2019. She noted that the budget is status quo. Staff seeks to maintain stability while determining how to address anticipated reductions in grants. The 2019-2020 Budget features investments in special education, health and safety, and student focused technology.

Ms. Owen noted that some of the positions funded by the Local Priorities Fund (LPF) have been maintained for 2019-2020 even though the funding has been eliminated.

The District has increased its spending in Special Education by 7% percent above what the Ministry funds and this will need to be addressed in subsequent budgets.

9. New Business

Trustee Boothby requested that the Padlet exercise from the integration and support for special education students be shared with Trustee Lyra Evans, Ian Morris and Katie Ralph.

10. Adjournment

The meeting adjourned at 10:30 p.m.

Rob Kirwan, Chair, Special Education Advisory Committee

What do we think we know about inclusion?

Inclusion means ensuring every learner has what they need to succeed in a group setting or environment. Inclusion is a good idea if sufficient supports are in place to ensure that exceptional learners have what they require to succeed. Given the current operating environment and financial constraints I'm not sure it would be feasible to do this effectively (i.e. by really supporting the needs of exceptional learners). In my opinion (I know everyone knows this I just feel better saying it) a great deal of effort would be required to assess re-engineering the service model and to determine if this is feasible from a financial and Human Resources perspective.

I don't like the focus of these questions because they all use the word "inclusion", and the opposite of inclusion is exclusion and that sounds bad.

Enhanced opportunities for learning.

We know

More workload on the teacher to prepare for the student and work with the extra staff in classroom if the child requires an EA or the LST/LRT

Inclusion means belonging.

There can be some exclusivity in being included in the group.

requires additional specialty staffing to assist the student with their educational plan

Inclusion must be genuine, not tokenistic.

Meaning of inclusion compared to purpose of inclusion.

You can put a definition out there for the meaning, but purpose is a harder piece to get to.

Inclusion means not being singled out.

we know it is hard because we all have prejudices and beliefs

There are several schools of thought. Some people think they are experts, some people are afraid, it can be expensive, there are positives and negatives, it blends (creates) diversity, it can be a hard sell,

We know

Sometimes the theory and ideal is not always realistic.

It can be straightforward and easy, or it can be very complex.

It doesn't always work because it is sometimes an afterthought.

We know

Children with the need for specific supports are included in a regular classroom

It touches everyone.

we know it doesn't always work because we don't have enough supports

There are always multiple needs which require multiple teaching styles and methods in addition to typically developing students that it becomes overwhelming for both staff and students.

Inclusion means being included in a group.

We know.....

Page 14 of 50

Inclusion is students with all abilities and disabilities included in the regular classroom.

Empowering the student to fully participate as any other student in the classroom or activity

What do we think we need to know about inclusion?

We also need to think about the impact on teachers, EAs and other support staff/staff. What will the impact (both positive and negative) be on staff if we transition to an inclusive environment? Will this be better or worse than our current operating environment/service delivery model? How do we support teachers and support staff and provide them with tools and training to assist exceptional learners in larger/ mainstream environments (for example using ABA techniques in larger settings is possible but poses more challenges due in part to intervention from other individuals/students - you essentially have less control over the environment and what is being reinforced either intentionally or unintentionally both behaviourally and academically).

Is it possible to include all learners in inclusive environments? One consideration would be the need to look at student profiles and do an assessment for each type of learner. For example a learner on the spectrum with severe sensory issues may have a difficult time participating in an inclusive or mainstream environment because the noise and movement in the room may be too much.

EAs are only provided for behaviour or medical needs

Does it bump up against diversity?

That each classroom with an "included student" will have additional support

What happens when a child is included in a class, but their needs are not fully supported?

How are students qualified to be included?

Inclusion includes all children no matter the level of need

What is the optimal staffing model to ensure the included child gets full needs and educational support

Inclusion doesn't work for all students

When is it beneficial?

Is there a hard definition?

Part of me wants a set of statements that help me understand where we still need to go. Is a definition idealistic? Is it culturally acceptable? Why is inclusion something people oppose? Am I brave enough to say there are some circumstances when inclusion is not acceptable? Is inclusion necessarily achievable in this climate?

Does it work? Does it contribute to the wellbeing of those being "included," and to the population as a whole?

Less time for non-exceptional students

Teachers are preparing multiple lessons and required to provide a great of one-on-one with one student to the detriment of others

How do students feel about it? Do they feel as if they're afterthoughts? As if they're being consulted and heard?

Lack of Peers

Students can have a lack of peers when included.

Who decides/

Who decides what the definition is? Does there have to be one definition, or is it differentiated based on values, culture, beliefs?

How do we evaluate and measure the success on individual and group level? Would you evaluate on both performance and the student experience/ perception of if they feel they are included.

Inclusion

Not interest of the student

We need to know how to be successful in achieving student success in an inclusionary classroom

We need to know what supports are available and how to access them. But....we also cannot have 10 different teams coming in and just loading suggestions on to classroom staff that are already overwhelmed with the needs.

What do we think are the complexities of this discussion?

Complexities include:
 Financial and staffing considerations
 Class sizes
 Needs of learners
 Impact on other students
 Answering the question - if this is a feasible option - is this the best or a better option than our current service delivery model and how do we measure or assess this

Needs?

Does accommodating the very high needs of a student to meet the goal of inclusion sometimes come at the expense of other students with exceptionalities who may also have needs....but whose needs may not appear as high (example--learning needs as opposed to other needs). What does "undue hardship" mean in a resource constrained environment.

What is the impact on children that are seeing behaviour issues that are seemingly not addressed

Us vs Them

Community

Family has a desire for their child to remain in their own community where they have support systems in place, siblings, no hour long bus rides, etc.

How are teachers needs being met in included classrooms. Are they being reassured they are doing a good job - even if the impacts/results are not evident

Trauma to other students

students are afraid

All situations are unique. Individual characteristics, etc, makes it challenging to optimize accomodations and supports to match student expectations vs encouragement and supports

Measuring efficacy

Parents ask if there are multiple high needs students included, how does the teacher make sure all children's learning needs are addressed daily

Class Size

How do we reach every child and insure the integrity of programming for all students?

One size fits all?

One size fits all brings a risk of assuming "we" know best. How does it consider individual choice/rights/beliefs

Behaviours Increase

Better to be bad than dumb...

How is the mental health and educational needs being impacted by non-high needs student i.e evacuations

Different views (parent versus staff) on what is best for the student in terms on inclusion.

Self Esteem

Students feel different, dumb, etc...

How is the teacher's time allocated between high needs and non-high needs

Appropriateness of inclusion/exclusion.

Oh hell! Bigger brains have struggled with this one.

Is there is a way to get past the known complexities? Can complex situations co-exist constructively and effectively? Can our differences on the issue of inclusion be respected and acknowledged for what they are - are there ways to work with/around obstructive people?

Each group feels that their diversity is important and needs to be heard.

How can we ensure that everyone is addressing exceptionalities the same way?

Does everyone have the same approach/vision for inclusion?

Resources

Staff skills (EAs, ECEs, teachers) and staffing.

This discussion is complex because there are multiple meanings to the definition of inclusion. Does it just mean that the child/student is integrated all day? Does it mean they are included in all activities, some activities whether appropriate or not?



SPECIAL EDUCATION ADVISORY COMMITTEE

Long Range Agenda **2019-2020**

1. LD Program Review and Update (ongoing)
2. Implementation of the Exit Outcomes (Ongoing)
3. The role of the Early Childhood Educator (September)
4. Storefront Update (TBD)
5. Funding Extended Day Program (EDP) Special Education students (TBD)
6. Restorative Communication Exercise (TBD)
7. Integration and Support for Special Education Students (September)
8. Ontario Autism Program Update (Ongoing)
9. Impact of Occasional Teacher Shortages on Special Education (LRTs and LSTs, days lost and exclusions) (TBD)
10. Special Education Funding Guidelines Special Equipment Amount (SEA) (TBD)
11. Private Assessments (TBD)
12. Changes and Impact of E-learning on Special Education Students at the Secondary Level (December)
13. Reporting and ratios of students in the classroom at both Clifford Bowey Public School and Crystal Bay Centre for Special Education (October)

MOTION/ACTION TRACKING REPORT

	Meeting Date	Motion/Action	Action Agents	Requester	Reference/Date	Completed
1	15 November 2017 16 January 2019	ASAR and BIPSAW to utilize and highlight locally developed statistics	READ and Curriculum Services	C. Houlden	READ team alerted. Superintendent Symmonds to follow up with Ms. Houlden.	No
2	09 May 2018	EQAO Data on Gifted Students	READ and LSS	Ms. Miedema(ABC)	Superintendent Symmonds approached the READ team with a request for EQAO data for gifted students. Ms. Miedema to follow up with Superintendent Symmonds.	No
3	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 was provided to members for the May meeting. A follow-up memorandum will be provided at the October 2019 meeting.	No
4	6 March 2019	Wait lists	A.Hannah	R. Campbell	Staff are unable to glean this information from the new IEP Online (IOL) tool. LSS is working with the developer to include a clinical service module but it is still in the development stage.	No



MEMORANDUM

Memo No. 19-098

TO: Trustees
Student Trustees

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

DATE: 6 September 2019

RE: **Update Regarding the Ontario Autism Program**

This memo provides an update to trustees regarding the Ontario Autism Program (OAP). In the winter/spring of 2019, the Ministries of Children, Community and Social Services (MCCSS) and Education made several announcements regarding changes to the OAP. Additional information can be found in OCDSB Trustee Memo 19-043: Impact of Changes to Ontario Autism Program and OCDSB Trustee Memo 19-051: Ministry of Children, Community and Social Services - Ontario Autism Program Announcement (see attached). There has been considerable discussion regarding the proposed changes but very few details have been provided by the Ministry.

On 30 May 2019, MCCSS established the Ontario Autism Advisory Panel comprised of parents of children with autism, clinicians, autism self-advocates, service providers, former public servants, and others who have knowledge and experience with autism. Subsequently, Todd Smith, Minister of MCCSS, announced that the Ontario Autism Advisory Panel would be reviewing the results of the provincial consultation as well as considering relevant evidence, science and data. The panel will use this information to develop recommendations and offer their advice regarding a needs-based, sustainable OAP by the end of the summer.

Minister Smith also announced the extension of existing behaviour plans for students for a second six-month period. Families with children who are not already receiving services under the previous OAP will continue to be eligible for funding from the government as the province develops a needs-based program.

While the recommendations and advice from the advisory panel is scheduled to be released by the end of the summer, it is anticipated that the new OAP will be in place by April 2020. Staff are hopeful that sufficient lead time will be provided so that we are able to plan for any changes that may impact students attending the Ottawa-Carleton District School Board (OCDSB).

Finally on 13 August 2019, Minister Smith announced plans to begin a consultation process on the regulation of behavioural clinicians who provide Applied Behavioural Analysis (ABA). Regulation of ABA behavioural clinicians will set standard expectations for quality therapy across the province.

As a result of the two announcements to extend existing behaviour plans, the OCDSB has not seen an influx of students entering the school system as was originally expected. While this is a period of uncertainty for families who continue to monitor potential changes to their funding models, families continue to have to make decisions regarding the various options available to support their child (e.g., full-time school, part-time school, therapy, etc.).

Further, while Learning Support Services continues to monitor and assess the impact of the government announcements, no changes have been made to the range of special education programs and services to support students with autism in the OCDSB.

Staff will provide updates to trustees as more information becomes available.

If you have any questions or concerns, please contact Peter Symmonds at peter.symmonds@ocdsb.ca

Attach.

cc Senior Staff
 Manager, Board Services
 Special Education Advisory Committee
 Corporate Records



MEMORANDUM

Memo No. 19-043

TO: Trustees
Student Trustees

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

DATE: 15 March 2019

RE: **Impact of Changes to Ontario Autism Program (OAP)**

This memo is in response to a request from Trustees to develop a plan to assess the impact of the announced changes to the Ontario Autism Program (OAP). It is anticipated that this is the first of a series of memoranda which will be developed for trustees as new and updated information continues to emerge.

Provincial Government Announcements

Date	Ministry Responsible	Summary of Announcement
6 February 2019	Children, Community and Social Services	<ul style="list-style-type: none"> Reform to existing OAP to eliminate wait lists and provide equality and sustainability to support children with Autism Spectrum Disorder (ASD)
11 March 2019	Education	<ul style="list-style-type: none"> Fully subsidized ASD-specific Additional Qualification (AQ) course for teachers Double funding to the Geneva Centre for Autism to provide training for educators and Educational Assistants (EAs), including access to the Registered Behaviour Technician (RBT) course Fund behaviour expertise and student supports Expand after school skills development programs for students with ASD Support students transitioning into school through the Connections for Students model Fund school boards for each newly enrolled student with ASD to an average of \$12,300

Initial Planning Phase

Following the announcement of changes to the OAP, staff from Learning Support Services (LSS) contacted the Children's Hospital of Eastern Ontario (CHEO) which holds responsibility for managing the funding for children receiving Intensive Behaviour Intervention (IBI) / Applied Behaviour Analysis (ABA) therapy in our region. CHEO has advised that they are aware of 28 students who are receiving funding for therapy greater than 20 hours per week and whose funding envelope will change between 1 April - 1 July 2019. We have also been notified that there are presently 146 students who are receiving any level of therapy and an additional 369 students on the waitlist for therapy services.

This data represents children whose parents have informed CHEO that their designated home school district is the Ottawa-Carleton District School Board (OCDSB). It does not include children whose parents have not declared a school district (e.g., kindergarten aged students where attendance at school is optional), children whose parents may be paying for therapy privately, or children whose parents may elect to change school districts as a result of the changes to the OAP.

At this time, there is no central way of tracking who these students are and their present attendance schedule. CHEO is working with the OCDSB to help support families facing a transition as a result of the changes to the OAP. A letter will be distributed to the families of children receiving direct service through CHEO asking them to connect with their child's school well in advance of changes to school attendance.

It is more difficult to communicate directly with families of children who are receiving IBI/ABA therapy through private providers (either directly funded through CHEO or paid for privately by families). CHEO will support the distribution of a letter to the private providers and LSS will provide instructions regarding distribution of those letters.

The District will communicate via social media requesting that parents/guardians speak to their child's school principal well in advance of any anticipated changes in attendance patterns. In addition to reaching students identified above, it is hoped that this strategy will also reach those families who would be attending the OCDSB but are paying for IBI/ABA therapy privately.

Finally, LSS has requested information from the Ottawa Student Transportation Authority (OSTA) regarding the number of students on small vehicle transportation. There is a potential that there may be changes to the costs associated with transportation as a result of new students enrolled in the District.

Initial Data Gathering Phase

LSS continues to develop a plan to gather the necessary information to inform future decision-making and to ensure that students' needs are being met. With the information known to date, it is difficult to determine how the announced changes will affect families, students and schools. Some critical information is required to ensure as seamless a transition as possible to the new OAP. Information needs include identifying by name who the students are who will be impacted by the changes. Developing an awareness of the level of IBI/ABA therapy the student was receiving prior to 1 April 2019 as well as the

therapy provider, therapy type (IBI or ABA), and number of days in therapy/school will help inform our understanding of the impact following the implementation date of the reformed OAP. Of critical importance, also, is the effective date of any changes in attendance to ensure that appropriate supports are in place for the student. The chart below outlines some of the planned data gathering methods based on the information known to date.

Area of Impact	Timeline	Data Source / Methodology	Purpose / Potential Implications
Number of current students with ASD receiving IBI/ABA therapy	April - June 2019 Fall 2019	Survey to principals/ Learning Support Teachers (LSTs)	Some students with ASD have their needs met in the regular classroom (some with additional support) while others are placed in specialized program classes (depending on student need and they attend school more than half-time)
Changes in attendance patterns for existing students with ASD	April - June 2019 Fall 2019	Survey to principals/ Learning Support Teachers (LSTs); OSTA	EA support if in regular program; Transportation
Number of new students with ASD	April - June 2019 Fall 2019	Survey to principals/ Learning Support Teachers (LSTs) ASD Team database	Need for additional ASD specialized program classes; Need for additional EAs
ASD Team	April - June 2019 Fall 2019	Number of referrals, intake procedures and students who have pre-registered for the upcoming year; <i>Connections for Students</i> tracking	Develop clearer sense of student need
Transportation	April - June 2019 Fall 2019	OSTA; Number of students on small vehicle transportation; Number of students on solo transportation;	Transportation funding envelope

		Number of days small vehicle transportation provided	
Current Staff Capacity	April - June 2019	Human Resources; Numbers of staff with special education and AQ of <i>Teaching Students with Communication Needs</i>	LSS plans for future professional learning; Access to AQ course for teachers; Planning for 2019-2020 PA Day focused on supporting students with ASD; Planning for 2020-2021 PA Day for all educators in supporting students with ASD
New Teacher Induction Program (NTIP)	Fall 2019 - Winter 2020	Human Resources; Numbers of teachers involved in NTIP program 2019-2020	Planning for increased ABA-based training opportunities for NTIP teachers
ASD Specialized Program Classes	June - October 2019	LSS Analysis; Update numbers of specialized program classes and associated supports	Special education funding envelope; Academic, support and professional support staffing
Student Achievement and Well-Being	April - June 2019 Fall 2019	Stakeholder feedback; Brief survey of impacted schools	To develop a deeper understanding on the impact of changes to the OAP at the school level

Future Action

Using the data gathered, LSS will engage in an assessment of the impacts on student learning and well-being as a result of the changes to the OAP. Ongoing evaluation of student needs and the impact on schools will be required in order to determine the efficacy of our existing structures and processes to support students with ASD. Longer term planning will be required in an effort to inform the 2020-2021 budget planning process.

LSS will continue to monitor how families use the funding provided under the new OAP. Early understanding of the reformed OAP indicate that families will have greater choice in how they utilize the funding. While families may choose to use the funds to purchase IBI/ABA therapy, there may also be families who choose to use their funding for respite care or after school and weekend social skills programs that are offered in the community.

Potential Future Impacts

The above plan and data gathering strategies are designed with what is known about the proposed changes to the OAP at the current time. It is important to recognize that parents, CHEO, IBI/ABA therapy providers and school districts are awaiting a clear indication of what the full changes to the OAP will entail.

Further analysis of Memorandum 2019:B07 is required to understand the impact, if any, of the existing special education funding including the Behaviour Expertise Amount (BEA), Special Incidence Portion (SIP), Special Equipment Amount (SEA) and the Multi-disciplinary Team (MDT) funding as well as the reference to an average funding of \$12,300 per pupil.

In addition, the OCDSB is in its third year of the After School Skills Development pilots which have provided support for students with autism utilizing the CHEO programs Art of Play and Art of Conversation and UCLA's Program for the Education and Enrichment of Relational Skills (PEERS®). An analysis of the continued implementation of these programs will be conducted once funding levels are confirmed by the Ministry. While the Ministry has indicated the continuation of the RBT online training module, the Dedicated Space pilot which provides space for private IBI/ABA therapy providers to serve students directly in school has not been confirmed.

Concurrently, the District is expecting communication from the Ministry regarding the results of their consultation on class size and kindergarten on 15 March 2019. In addition, further impact may be realized once the Grants for Student Needs are announced on 11 April 2019.

As indicated above, further information will be provided as it becomes available.

If you have any questions or concerns, please contact Peter Symmonds at peter.symmonds@ocdsb.ca

cc Senior Staff
 Manager, Board Services
 Special Education Advisory Committee
 Corporate Records



MEMORANDUM

Memo No. 19-051

TO: Trustees
Student Trustees

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

DATE: 22 March 2019

RE: **Ministry of Children, Community and Social Services – Ontario Autism Program announcement, 21 March 2019**

This memo is to provide an update on the Thursday, March 22, 2019 announcement from the Ministry of Children, Community and Social Services (MCCSS) regarding plans to reform the Ontario Autism Program (OAP).

The morning of Thursday, March 22, Minister of MCCSS, Lisa MacLeod, held a press conference in which she announced several enhancements to the OAP.

Specifically, the Minister made the following commitments:

- Recognizing the needs of children with autism vary, the government will be receiving input for the next several months on how best to support those children with autism who have the most complex needs;
- The government will explore options to address the waitlist for children with autism to receive support within the next 18 months;
- The government has eliminated the income testing previously announced. All children under the age of six will received \$20,000 annual indirect funding, while those six and over will received \$5,000 annually;
- All children who currently have an Ontario Autism Program Behaviour Plan will continue in that plan until its end date. Families will then be able to renew it for six months at its current level of intensity.

While no additional announcements have been made by the Ministry of Education, the proposed amendments to the OAP by MCCSS do change the potential impact on the Ottawa-Carleton District School Board (OCDSB). While it remains to be seen what may happen over the next several months, the ability for families to renew their OAP Behaviour Plan for six months will likely affect the number of students who are likely to enrol in the OCDSB or increase their level of attendance at school as they will be able to continue to receive Intensive Behaviour Intervention (IBI)/Applied Behaviour Analysis (ABA).

Learning Support Services (LSS) continues to monitor this situation to ensure that the District is in the best position to respond to meet the needs of children with autism.

Further memoranda will be provided as new information emerges.

If you require any further information, please do not hesitate to contact Peter Symmonds at peter.symmonds@ocdsb.ca or at 613-596-8254.

cc Senior Staff
 SEAC
 Manager, Board Services
 Corporate Records



Part 2- Special Education Programs and Services

The Board's Model For Special Education

Purpose of the Standard

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

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

The OCDSB Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, Accessibility for Ontarians with Disabilities Act, and regulations made under the Act and any other relevant legislation. The OCDSB's approach to special education and its special education delivery model are aligned with the Board's Mission Statement and Strategic Plan. Our Mission, Educating for Success: Inspiring Learning and Building Citizenship forms the foundation of our work. Many components of our current Strategic Plan connect and support the delivery of our supports and programs.





Service Delivery Model

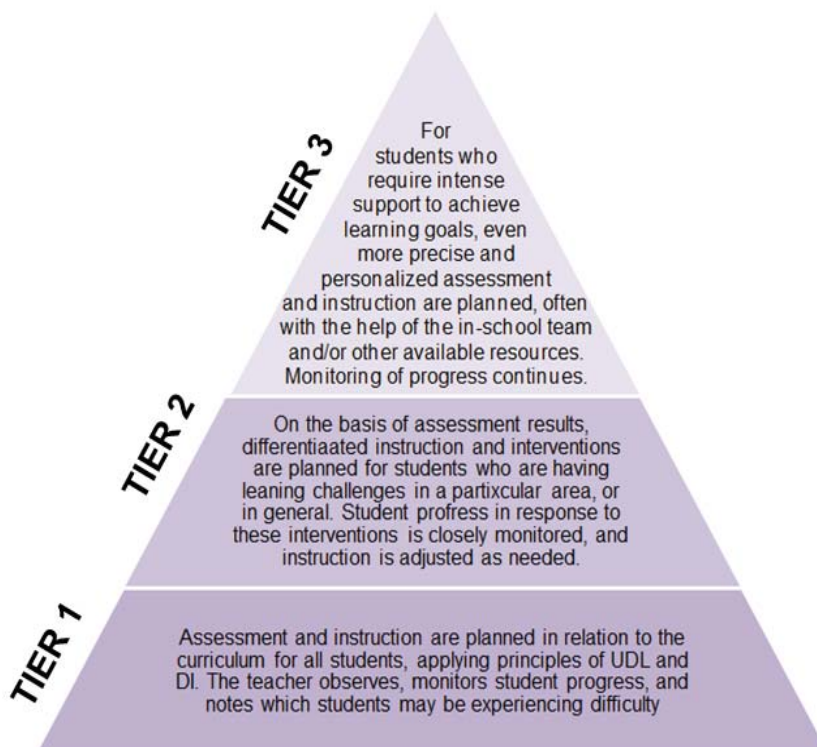
The Service Delivery Model of the Ottawa-Carleton District School Board is based on a continuum of programs and services with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools. Our goal is to strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents and district staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a specialized program class. Specialized program class locations are based on a geographically defined catchment area and designated schools. We value collaboration and consultation with parents / guardians to best understand the strengths and needs of each learner.

The OCDSB places a strong emphasis on the inclusion of our students with special needs. Our ongoing commitment is to provide the structures and support each student needs to foster their growth and development in programs, which foster integration and independence as defined for each student based on their strengths and needs.

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

The special needs of each student may be met by accommodations, modifications, and/or alternative expectations, including, but not limited to, a variety of teaching methods, and/or special equipment. The OCDSB model for service delivery is rooted in the tiered approach to intervention, as outlined in the Ministry of Education document; [Learning for All: A Guide to Effective Assessment and Instruction for All Students, K-12 \(2013\)](#). An overview of the tiered approach to intervention is summarized in the following chart:





Special Education Programs

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

Ministry of Education Placements

- 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 Special Education Programs

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





Provincial Specialized Placements

- Care and Treatment Programs (CTCC)
- Provincial or Demonstration Schools
- Hospital or Treatment Centres

Special Education Supports in the OCDSB

School-Based Supports	System-Based Supports	Provincially-Based Supports
<ul style="list-style-type: none"> • Principal/Vice-Principal • Learning Support Teacher (LST) • Learning Resource Teacher (LRT) (elementary only) • 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 • System Principals • System Managers • Discipline Supervisors 	<ul style="list-style-type: none"> • Community Agencies • Care and Treatment (CTCC) • Local Health Integration Network (LHIN) • Hospitals • Demonstration/ Provincial Schools

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

- 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.

Differentiated Instruction includes using flexible groupings to meet student needs, providing accommodated instruction/assessments activities where required and challenging students at an appropriate level (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 OCDSB Special Education Programs and Services for detailed descriptions.

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 Ontario Education Act, the regulations, the Ministry of Education guidelines or Ministry memoranda which would generally identify the scope and sequence of the learning activities, the target group, and the requirements for certification.





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

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

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.

Acronyms Used in the Special Education Plan 2019

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
ASDT	Autism Spectrum Disorder Team
BIP	Behaviour Intervention Program
BST	Behaviour Support Team
CAC	Centre for Augmentative Communication
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





GLP	General Learning Program
IBI	Intensive Behaviour Program
IEA	Itinerant Educational Assistant
IEP	Individual Education Plan
ILLD	Intermediate Language Learning Disabilities
IPRC	Identification, Placement and Review Committee
ITAT	Itinerant Teacher of Assistive Technology
ITB/LV	Itinerant Teacher for the Blind/Low Vision
ITD/HH	Itinerant Teacher for the Deaf/Hard of Hearing
LD	Learning Disability
LDP	Learning Disability Program
LD SIP	Learning Disability Specialized Intervention Program
LLD	Language Learning Disability
LSC	Learning Support Consultant
LSS	Learning Support Services
LST	Learning Support Teacher
LRT	Learning Resource Teacher
MID	Mild Intellectual Disability
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 Programming Indicators
SAL	Supervised Alternative Learning
SB IPRC	Superintendency-Based, Identification, Placement and Review Committee
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SIP	Special Incidence Portion
SLP	Speech-language Pathologist
SST	Student Success Teacher





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

Purpose of the Standard

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

Special Education programs and services are provided for students who have demonstrated a need for assistance that differs from regular classroom instruction. The Individual Education Plan is used to document individual program expectations. Parents / guardians or the principal may request to have documentation formalized through the Identification, Placement, and Review Committee (IPRC) process. To support parent / guardian understanding of the IPRC process, the OCDSB has developed a resource called the [Identification Placement and Review Committee Parent Guide](#).

What is an IPRC?

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

Ontario Education regulation 181/98 entitles parent(s)/guardian(s) and pupils 16 years of age or older:

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

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

The purpose of the IPRC is:

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

IPRCs may also make recommendations as to programs and services. It is important to note, that although IPRCs may discuss programs and services, IPRCs do not make





decisions about the delivery of programs and services. When a referral for a specialized class placement is made, the principal must wait for the referral committee recommendation before holding an IPRC meeting to place the student in that class (see *IPRC Statement of Decision* form at the end of this section).

At an IPRC, the identification of exceptionality is the result of an extensive and varied compilation of data on the student's academic, physical and/or social/emotional development over an extended period of time. This data collection process involves not only the gathering of information on a student's background, learning profile, and level of achievement, but also involves information about all efforts to assist the student.

The IPRC considers both formal and informal assessment results completed at the school level (e.g. educational assessments) and from outside professionals (e.g. medical doctors, psychologists, psychological associates or psychiatrists), plus information from parent(s)/guardian(s), their advocates and the student and the summary of attempted intervention strategies, in establishing the exceptionality and placement of the student. An IPRC meeting may result in placement in a special education program along the continuum of regular program to more specialized class placements within the community school and, in some instances, another setting outside the community school. If deemed exceptional, the exceptionality and definition will appear on the IPRC Statement of Decision.

Prior to an IPRC Meeting

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

For initial IPRCs the OCDSB [*Learning Support Services Identification, Placement and Review Parent Guide*](#) will be provided to the parent(s)/guardian(s). Copies are available at each school and on the [OCDSB website](#). Principals send out this guide with the notification of the initial IPRC Meeting Form.

What is considered in an IPRC placement decision?

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

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

If, after considering all of the information presented, including relevant assessment information, the IPRC is satisfied that a placement in a regular classroom will meet the student's needs and that such a decision is consistent with parent / guardian preferences,





the IPRC will decide in favour of a regular class placement with appropriate special education services. The committee may also determine that the student's needs would best be met through placement in a specialized program classroom. Prior to considering a specialized program class placement, schools will have submitted a referral package which is then reviewed by a central referral committee against annually reviewed criteria. The central review committee will then provide feedback for consideration at the IPRC.

Initial IPRC Meeting and Review IPRC Meeting

Initial IPRC Meeting Overview

The date, time, and location of the meeting are predetermined and established. At the initial meeting, the chairperson (ie. the school principal or designate) welcomes and introduces those individuals present and explains the purpose of the meeting. The IPRC members are clearly identified. Parents / guardians, school personnel, and others in attendance are invited to provide further information in an open discussion format, when required. Based on all information available for consideration, the IPRC will make a decision regarding the identification and placement for the student.

The committee may identify a student as exceptional and recommend placement in the most appropriate setting. If the IPRC requires further information then the decision will be deferred to such a time that the information becomes available. The school will then endeavour to gather additional information and liaise with the school multi-disciplinary team. The IPRC will reconvene at the earliest available date. Parent / guardians will be provided with details and a timeline of when they should expect to return to the IPRC.

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

Annual Review IPRC Meeting / Process

All students that have an IPRC are reviewed annually by the school team and parents / guardians. An IPRC review may not occur more often than once in every three month period (*Reg. 181/98, s.21 (2) the Education Act*). Parent(s)/guardian(s) who are in the agreement with the recommendation of the school team may waive the requirement to hold an annual review IPRC meeting. *Reg. 181/98, s.21 (4b)* states that, where there are no changes to the identification or placement, a parent/guardian may waive the requirement to hold an IPRC by signing a waiver letter, agreeing with the school recommendations and then returning it to the school principal. An annual IPRC reviews the following: the student's progress, current statements of strengths and needs,





exceptionality and placement.

Parent / Guardian Request for a Review

A request by a parent / guardian for a review may be made at any time after the initial placement has been in effect for three months, but may not be more than once in every three-month period. A request for review, outside of the normal annual review process, must be provided in writing to the school principal. Upon receipt of a parent / guardian request for review, the principal will, within 15 calendar days, provide the parent / guardian with a written statement advising them of the date, time, and location of the IPRC. The principal may request a review at any time, on written notice to a parent / guardian.

IPRC Statement of Decision

The IPRC Statement of Decision includes the following information:

- whether the IPRC has identified the student as exceptional;
- the categories and definitions of any exceptionalities identified, as defined by the Ministry of Education;
- the description of the student's areas of strength and areas of need;
- the placement;
- the recommendations regarding a special education program and special education services;
- the reasons to place the student in a special education class

If a parent does not agree with the decision, the parent should not sign the IPRC Statement of Decision at the meeting. The parent may, by providing written notice to the chair of the IPRC, request a second meeting with the committee. That request must be given to the Chair of the Committee within 15 calendar days of the parent's receipt of the IPRC decision.

Superintendency Based (SB) IPRC Meeting

Since 2014 the SB IPRC has been available for placement into specialized program classes for specific exceptionalities. The SB IPRC committee is comprised of a principal chair, an OCDSB psychologist/psychological associate and another member of LSS staff (e.g., Learning Support Consultant (LSC), speech-language pathologist etc.). Parents/guardians are invited to the SB IPRC and are valued participants in the process.

The SB IPRC is available for any specialized program class exceptionality when the circumstances of the referral warrant this level of central involvement (e.g., Complex student profile, exceptional situations etc.).

For most referrals to specialized program classes:

- A school based case conference with relevant members of the multidisciplinary team and parent(s)/guardian(s) will be completed and reflected in the referral form;





- In most cases, referral review will provide school teams with specific site offers for consideration by parent(s)/guardian(s). A school based IPRC would then be completed;
- In the case that an offer was not made for the specialized program class as requested, a school based case conference with central LSS support would be offered to the parent(s)/guardian(s). The goal of the case conference would be to establish shared solutions personalized for the student and incorporating all stakeholders.

The IPRC Appeal Process

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

Should this follow-up discussion not resolve matters, the parent(s)/guardian(s) have the right to appeal the recommendations of the IPRC. The appeal can only be based on disagreement with the identification and/or the placement of the student. A statement setting out reasons for the disagreement must be included. The request for an appeal must be made in writing within 15 calendar days of the follow-up meeting or within 30 calendar days of receipt of the statement from the IPRC. (In regards to all matters pertaining to appeals, days shall mean calendar days. Where time is limited and the expiry date falls on a school holiday, the time limit shall be extended to the next day following that is not a school holiday. During summer holidays, which are defined as periods of time that school is not in session, requests for appeals will be deferred to the day following the summer holiday, as per Regulation 304.

This request will be directed to:

Director of Education/Secretary of the Board
Ottawa-Carleton District School Board
133 Greenbank Road, Nepean, Ontario K2H 6L3
FAX: (613) 820-6968

Appeal Board Membership

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

- a) one member selected by the OCDSB
- b) one member selected by parent(s)/guardian(s),





The Chair is selected and appointed jointly by the above members a maximum of 15 calendar days later. The Chair of the Appeal Board makes arrangements for the meeting, to be held within 30 calendar days after the Chair is selected (unless parents/guardians give written consent for the meeting to be held more than 30 calendar days after the Chair is selected. Please note: if agreement cannot be reached, the Chair shall be selected by the District Manager at the Ministry of Education.

Role of the Appeal Board

The role of the Appeal Board is to consider all opinions, views, and information concerning the appeal from the parent, their representative, and the representatives from the Ottawa-Carleton District School Board. The Chair of the Appeal Board will notify the parent/guardian of the meeting date and time, and invite them to attend. The Appeal Board will meet with the parent / guardian no later than 30 calendar days following the selection of the Chair of the Appeal Board.

The Appeal Board must make its recommendations within 3 days of the meeting's completion. A written report of its recommendations must be provided to the parent/guardian/student (if 16 years of age or older), and the OCDSB. The Chair of the Appeal Board will present recommendations to the Board of Trustees within 30 calendar days. All documents submitted to the Appeal Board will remain confidential to the members of the Appeal Board. Parents have the right to request mediation, as indicated in the Education Act and the Board policy on this issue.

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

Appeals, Tribunals, Mediations

It should be noted that appeals may be submitted following an IPRC process and requests for reconvening an IPRC meeting. Over the past three years, if an appeal has been submitted to the Secretary of the Board, it has never reached the point of review at a Special Education Appeal Board (SEAB).

An overview of all appeals, tribunals, and mediations completed in the OCDSB over the past three school years:

School Year	Special Education Appeal Board	Ontario Special Education Tribunal	Mediation Processes
2018-19	0	0	0
2017-18	0	0	0
2016-17	0	0	0





What You Should Know About the Identification, Placement and Review Committee (IPRC) Process

The following highlights are provided to assist parents/guardians/caregivers in understanding the IPRC process and are based on requirements set out in *Ontario Regulation 181/98 of the Education Act*. For ease of reading, where the term “parent” is used in this document, it refers to parents and/or guardians of students. Days shall mean calendar days. Where time is limited and the expiry date falls on a school holiday, the time limit shall be extended to the next day following that is not a school holiday. During summer holidays, which are defined as periods of time that school is not in session, requests for appeals will be deferred to the day following the summer holiday.

- An IPRC is the only process by which a pupil can be identified as “exceptional”. Your child may still be able to receive support in the school if he/she is having some difficulty.
- The IPRC process is a collaborative one between the school and parents in an effort to ensure that the student has the support and resources necessary to be successful and to reach his or her full potential.
- Parents must be given 10 school days written notice of the actual time and place of an IPRC meeting regarding their child. The decisions of an IPRC are reviewed at least once a year at either the parent’s or the school’s request, unless the parents decide to waive or dispense of the review. The time of an IPRC meeting should be convenient to you and the school. You may suggest an alternate time, if necessary.
- A parent is entitled to be present and participate in all IPRC discussions about their child and should make every effort to attend IPRC meetings.
- A parent has the right to have a representative present at an IPRC meeting. That representative may speak on the parent’s behalf or be present to support the parent (see resource list at end of document).
- If a parent does not agree with the decision, the parent should not sign the IPRC Statement of Decision at the meeting. The parent may, by providing written notice to the chair of the IPRC, request a second meeting with the committee. That request must be given to the Chair of the Committee within 15 school days of the parent’s receipt of the IPRC decision.
- After the second meeting, the Committee Chair must inform the parent as soon as possible (in writing) whether any changes have been made to the IPRC decision.
- If the parent still does not agree with the IPRC decision following the second meeting, the parent has the right to appeal the decision.
- Parents have the right to request mediation, as indicated in the Education Act and the Board policy on this issue.
- A parent must file an appeal with the Secretary of the board within 30 calendar days of the original date of the IPRC decision, or if a subsequent meeting was held, within 15 calendar days of the parent’s receipt of the notice by the Chair of the Committee that





either a change in the IPRC decision has been made or no change has been made. If there have been changes, the letter must include a revised statement of decision together with written reasons for the change.

- The chair of an IPRC must consider any information relating to the student (such as assessments) and the committee must also consider any information submitted by the parent (e.g., doctor's diagnosis, assessments conducted by other professionals, etc.). All parties should share relevant information in advance of the meeting, whenever possible.
- After the IPRC, the chair of the IPRC must send a written statement of decision to the parents. If everyone is in agreement, the statement of the IPRC meeting is signed and a copy is given to the parents. The statement of decision must include:
 - a. whether the committee has identified the pupil as exceptional; and
 - b. where the committee has identified the pupil as exceptional, the decision must include:
 - i. the committee's description of the pupil's strengths and needs;
 - ii. the categories and definitions of exceptionalities identified;
 - iii. the committee's placement decision; and
 - iv. the committee's recommendations, if any, regarding special education programs and services
- The key element of the IPRC decision is the proper identification of the student's learning needs. The Statement of Needs on the IPRC document should accurately reflect the areas in which special education support is required. There is no limit on the number of needs that may be included in the IPRC document (see resource list at end of document).
- A notice of appeal must state the decisions with which a parent disagrees and describe the nature of the disagreement.
- The Special Education Appeal Board shall prepare a written statement of recommendations and reasons for the recommendation to either: agree with the Identification, Placement and Review Committee's original decision OR disagree with the Identification, Placement and Review Committee's decision and make recommendations regarding the identification and/or placement of the pupil.
- The chair of the Special Education Appeal Board shall present their recommendations to the Board.
- The chair of the Special Education Appeal Board process shall provide the parents with the opportunity to hear the deliberations of the Board.
- A board cannot implement a placement decision made by an IPRC unless the parent consents or the time for filing an appeal of the IPRC decision has expired (30 calendar days).





Transportation

Purpose of the Standard

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

Transportation providers must, in all respects, meet the requirements of federal and provincial legislation, regulations and standards governing student transportation using vans, school buses and public transit. They must also comply with relevant Ministry of Education requirements and Board policies and procedures governing student safety and transportation. The Ottawa Student Transportation Authority (OSTA) is responsible for the provision and administration of all Ottawa-Carleton District School Board (OCDSB) transportation services.

Information about OSTA may be found on their website at [Ottawa Student Transportation Authority website](#).

The Board encourages integration of students with special needs with other students in regular programs as much as possible. In the event integration is not possible, the Board agrees to provide specialized transportation for students with special education needs for whom the Board has received an acceptable medical certificate and/or the Learning Support Services Department has determined that regular transportation is not the best option for a student given the nature of the student's disability or safety concerns.

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

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





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

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

Students in specialized program classes in schools outside their home communities, as supported by Board policy, may be provided transportation without reference to distance units. Students residing within 800m from their designated school may be assessed for their ability to walk to school, with support, on an annual basis. The Board provides transportation for special needs students enrolled in the Summer Learning Program or Care and Treatment (CTCC) programs, also known as, Section 23 programs.

Students attending provincial or demonstration schools are transported by the Board. Provincial and demonstration schools are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

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

