



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Building Brighter Futures Together at the Ottawa-Carleton District School Board



NOTICE OF MEETING **Special Education Advisory Committee** **Wednesday, 8 January, 2020** **Trustees' Committee Room** **7:00 pm**

COMMITTEE MEMBERS

Trustee Members:

Christine Boothby
Trustee, Zone 2

Rob Campbell
Trustee, Zone 5

Chris Ellis
Trustee, Zone 6

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,
Nicole Ullmark, Member

IEWS for the Visually Impaired
Lisa Paterick, Member; Johnna MacCormick, Alternate

Autism Ontario, Ottawa Chapter,
Katie Ralph, Member; Katherine Kacew, Alternate

Learning Disabilities Association of Ottawa-Carleton,
Dr. Maggie Mamen, Member, Michael Bates, Alternate

Ottawa-Carleton Assembly of School Councils,
Safina Dewshi, Member, Michelle Berry, 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; Jennifer Titley, 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, Vacant

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 Leigh Fenton, Committee Coordinator at (613) 596-8211, ext. 8641, or leigh.fenton@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 Leigh Fenton 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 Leigh Fenton, Committee Coordinator, 613-596-8211 ext. 8641 or leigh.fenton@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.



SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, January 8, 2020, 7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

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POLICY P.019.GOV

TITLE: SPECIAL EDUCATION ADVISORY COMMITTEE

Date issued: 29 May 2006
Last revised: 23 April 2019
Authorization: Board: 29 May 2006

1.0 OBJECTIVE

To establish a Special Education Advisory Committee (SEAC) as required by the *Education Act* and Ontario Regulation 464/97.

2.0 DEFINITIONS

In this policy,

- 2.1 **Local association** means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators, but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults (Ontario Regulation 464/97, Section 1).
- 2.2 **Additional members** means members who are neither representatives of a local association nor members of the board or another committee of the board (Ontario Regulation 464/97, Section 2(5)).

3.0 POLICY

Terms of Reference

- 3.1 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.

4.0 SPECIFIC DIRECTIVES

Composition

- 4.1 The Board shall appoint three trustees to the Special Education Advisory Committee.
- 4.2 A representative and alternate member nominated by each of the following associations and organizations shall be appointed by the Board for the duration of the term of the Board:
- a) the following local associations (a maximum of 12 may be selected under Ontario Regulation 464/97 in accordance with Section 2 (1) and (2)):
 - (i) Association for Bright Children, Ottawa Region Chapter (ABC)
 - (ii) Down Syndrome Association, National Capital Region (DSA)
 - (iii) Learning Disabilities Association of Ottawa-Carleton (LDAO-C)
 - (iv) Ontario Association for Families of Children with Communication Disorders (OAFCCD)
 - (v) Autism Ontario, Ottawa Chapter
 - (vi) Ottawa-Carleton Association for Persons with Developmental Disabilities (OCAPDD)
 - (vii) VOICE for Hearing Impaired Children (VOICE)
 - (viii) Easter Seals Ontario
 - (ix) VIEWS for the Visually Impaired
 - b) the following additional association (that is, under Ontario Regulation 464/97 Section 2 (5), "one or more additional members who are neither representatives of a local association nor members of the Board or another Committee of the Board"):
 - (i) Ottawa-Carleton Assembly of School Councils (OCASC)
- 4.3 Upon the recommendation of a committee consisting of trustees, the Board shall appoint up to three community representatives for the duration of the term of the Board.
- 4.4 All members and alternates of the Committee must be eligible to vote for the members of the Board, be resident to the jurisdiction of the Board, and not be employees of the Board.
- 4.5 If a member is absent for three consecutive regular meetings without prior authorization by resolution, the member relinquishes his/her seat.
- 4.6 If a member association is without representation for six months, the association will lose its membership on the Committee. An association which has relinquished its membership in this manner may reapply at a later date, if there is renewed interest.
- 4.7 Vacancies on the Committee shall be filled upon approval by the Board of an eligible candidate nominated by the association.
- 4.8 In the event of a community representative vacancy during the four year term, the Board shall reconsider a community representative application(s) who interviewed during the most recent selection process for community representatives.

- 4.9 If both the representative and the alternate of a member organization are present, only the representative may participate in the meeting and vote.
- 4.10 In addition to the membership appointed under paragraphs 4.1 to 4.3, the Committee shall include a non-voting representative from each of the following groups:
- a) Council for Exceptional Children
 - b) Ottawa-Carleton Elementary Teachers' Federation
 - c) Ontario Secondary School Teachers' Federation
 - d) Professional Student Services Personnel
 - e) Ottawa-Carleton Secondary School Administrators' Network
 - f) Ottawa-Carleton Elementary Operations Committee
 - g) Ontario Secondary School Teachers' Federation -Educational Assistants

Non-voting representatives may participate in the discussion, but may not make or vote on motions.

Quorum

- 4.11 Quorum shall be the majority of the appointed members.

Reporting Procedure

- 4.12 The Special Education Advisory Committee shall normally report to the Board through the Committee of the Whole. Notwithstanding this reporting structure, the Committee of the Whole may review and comment on the reports and/or any recommendations from the Special Education Advisory Committee, but cannot alter the recommendations or reports.

In addition, the Special Education Advisory Committee may send a report with recommendations directly to the Board or to the Committee of the Whole Budget where the normal reporting procedures would not allow for timely consideration of the recommendations by the Board.

- 4.13 The Special Education Advisory Committee shall have the right to appoint a non-voting representative to the Committee of the Whole and the Committee of the Whole, Budget.

Meetings

- 4.14 Where SEAC has an appointed representative on a committee, it is expected that SEAC will participate in discussion on an issue through their representative during deliberation on the item and shall not appear before the committee as a delegation or as a public questioner.
- 4.15 The Special Education Advisory Committee shall meet at least ten times during the school year.

- 4.16 A notice of each regular meeting shall be provided to all members of the Committee at least five (5) days before the meeting.

5.0 REFERENCE DOCUMENTS

Education Act, 1998, § 57

Ontario Regulation 464/97

Board By-laws and Standing Rules: Standing, Special Purpose and Ad Hoc Committees

Policy P.010.GOV: Community Involvement on Board Standing Committees

PR 538 GOV: Appointment of Community Representatives and Local Associations to the Special Education Advisory Committee



POLICY P.096.SES

TITLE: SPECIAL EDUCATION PROGRAMS AND SERVICES

Date issued: August 1998

Revised: 26 November 2019

Authorization: 28 May 2013

1.0 OBJECTIVE

To provide for the education of students with special education needs.

2.0 DEFINITIONS

In this Policy:

- 2.1 **Accommodation** means a system of special teaching and assessment strategies, human supports, and/or individualized equipment that help a student learn and demonstrate learning.
- 2.2 **Assessment** means the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving curriculum expectations in a subject or course.
- 2.3 **Differentiated Instruction** means an approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience which responds to his or her individual needs.
- 2.4 **District** means the Ottawa-Carleton District School Board.
- 2.5 **Individual Education Plan (IEP)** means a written plan describing the special education program and/or services required by a particular student based on a thorough assessment of the student's strengths and needs and shall be used as both a document and as an accountability tool.
- 2.6 **Identification, Placement, and Review Committee (IPRC)** means the committee set up by the school board to consider the exceptionalities of students referred to them.
- 2.7 **Modification** means changes made to age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs.
- 2.8 **Student with Special Needs** means a student who requires special education services, including any student who has been formally identified as exceptional by the IPRC

process as well as students who may not have been formally identified but who may require services including, but not limited to, modified programs or accommodations.

3.0 POLICY

3.1 Policy Statement

The District believes every student is able to learn and to benefit from learning, and upholds the right of each student with special needs to an instructional program appropriate to that student's needs which enables him or her to achieve to the best of his or her ability. The term students with special needs includes all students who are receiving special education programs and services, whether or not they have been identified as exceptional.

3.2 Guiding Principles

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

- a) promoting early identification and intervention;
- b) ensuring a focus on the whole child;
- c) providing a range of services for the student, subject to available resources;
- d) ensuring every reasonable attempt is made to support participation by the student in school activities;
- e) emphasizing the value and importance of communication and consultation with the parents/guardians of children with special needs;
- f) 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
- g) ensuring the accommodation of students with special needs to the point of undue hardship for the District.

3.3 Key Learning Supports

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

- a) a range of appropriate and timely assessments, accompanying tiered interventions, and professional strategies;
- b) a continuum of placement options;
- c) equitable application of the specialized class location model using geographically defined catchment areas and designated schools to ensure fair access to specialized programs;
- d) appropriate student/teacher ratios as governed by the *Education Act*;
- e) Individual Education Plans (IEPs) subject to regular review and outcome-based evaluation;

- f) a clearly communicated IPRC process, with consistent procedures;
- g) integration opportunities within the student's school;
- h) multi-disciplinary professional supports for students with special education needs;
- i) timely access as required to appropriate equipment and materials; and
- j) timely access to information for parents about programs and services.

3.4 Enrolment and Placement

As required under the *Education Act*, the District will provide a Special Education Program for the enrolment and placement of each student with special needs.

3.5 Special Education Report

As required under the *Education Act*, the Special Education report of the OCDSB shall be reviewed annually by SEAC and the Board and shall be made readily accessible on the District website.

4.0 SPECIFIC DIRECTIVES

4.1 Programs and Support Services for Students with Special Needs

- a) The District shall ensure that the Ministry of Education Curriculum Guidelines are the basis for Special Education Programs. The special needs of each student can be accommodated by using a variety of teaching methods , support personnel, resources, equipment and special materials.

4.2 Service Delivery

- a) The Special Education service delivery of the District is based on a continuum of placement options ranging from non-specialized classes with special education resource support to specialized classes and schools where needs dictate. Specialized class locations shall be based on geographically defined catchment areas and designated schools. Special Education Programs and Services and school catchment areas will be reviewed regularly in consultation with various stakeholders.
- b) The special needs of each student should be met by accommodations, modifications, and/or alternative expectations, including, but not limited to, a variety of teaching methods, and/or special equipment including, but not limited to, adaptive technology, and appropriately trained specialized personnel.

4.3 Identification, Assessment, Accommodation

- a) Students who may have special needs will be identified and assessed regularly and as appropriate. Assessments shall be undertaken in consultation with parents/guardians, after initial written consent has been received.
- b) Accommodations and modifications for the purposes of academic assessment/evaluation should be considered in accordance with District and Ministry policy relevant to assessment, evaluation, and reporting of student

achievement (P.083.CUR and PR.584.CUR) to account for the requirements for assessments administered at beyond the District level (EQAO, PISA etc.).

- c) The principal is responsible for ensuring that an Individual Education Plan (IEP) is developed, implemented and updated in alignment with OCDSB reporting periods where:
 - i) a student has been formally identified as exceptional by an IPRC
 - ii) a student has not been formally identified but requires an ongoing special education program and/or services, including modified or alternative learning expectations and/or accommodations,
- d) The IEP shall be developed in partnership with parents/guardians and shall include SMART goals (specific, measurable, attainable, realistic, and timely).
- e) The IEP involves the following five phases:
 - i) Gather information about the student;
 - ii) Set the direction for the student;
 - iii) Develop the IEP as it relates to the student's special education program and services;
 - iv) Implement the IEP; and
 - v) Review and update the IEP.
- f) Students with special needs may be referred to an Identification, Placement and Review Committee (IPRC) set up by the District. The principal may, on written notice to a parent of a student, and shall, at the written request of a parent, refer a student to the District IPRC.
- g) Once the decision of the IPRC is received, the principal and superintendent of shall make every effort to work with the parent/guardian to resolve any concerns about the decision. In the event of a disagreement about the IPRC decision, the process for appeal outlined in P.117.SES Special Education Appeal Board Policy shall be followed.
- h) Students identified as exceptional must be provided with appropriate special programs and/or services designed to build on their strengths and meet their needs.
- i) The District shall ensure a process for appropriate access to special education programs. The process will be transparent, consistent, and equitable, and subject to the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).
- j) The District shall ensure regular opportunities are provided for the training and development of staff to support students with special needs. This may include training in the areas of instructional practice, accommodations, academic, socio-emotional and cultural sensitivity.

4.4 Communication

The District is committed to communicating clearly and regularly with parents/guardians of students with special needs and will do so on matters including:

- a) the full range of services available;
- b) the IPRC process, including the appeals process;
- c) implementation practice and progress of IEPs; and
- d) Ministry guidelines for the delivery of Special Education Programs.

4.5 Performance Measures

- a) The Board is committed to developing and maintaining special education programs and services that are based on best practice models, including evidence based data, ongoing assessment and measurement of objectives. These will be reviewed on a cyclical basis, to ensure that they remain effective and are current with evidence-based research findings.
- b) The District will continue to develop and will maintain Quality Program Indicators to help guide the implementation of special education programs and services in a consistent manner.

4.6 Transportation

- a) The Ottawa-Carleton District School Board, through its agent for transportation services, the Ottawa Student Transportation Authority, (OSTA) accepts responsibility for appropriate home-to-school transportation for exceptional students who meet the criteria set out in OCDSB Student Transportation Policy P.068.TRA.
- b) Under the authority of *The Education Act*, the Board, through its agent for transportation services, the Ottawa Student Transportation Authority, agrees to provide transportation for Ottawa-Carleton District School Board students attending Provincial and Demonstration Schools.

5.0 REFERENCE DOCUMENTS

The Education Act, Ontario

R.R.O. 1990, Reg. 298/Reg. 306

Identification and Placement of Exceptional Pupils, O.R. 181/98

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools OCDSB *Special Education Plan*

The Individual Education Plan (IEP): A Resource Guide

Board Policy P.083.CUR: Assessment, Evaluation, and Reporting of Student Achievement

Board Policy P.058.HS: Occupational Health and Safety

Board Policy P.032.SCO: Safe Schools

Board Policy P.125.SCO: School District Code of Conduct

Board Policy P.127.TRA: Ottawa Student Transportation Authority

Board Policy P.117.SES: Special Education Appeal Board



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

**Wednesday, December 4, 2019, 7:00 pm
Holiday Inn Express & Suites Ottawa West - Trinity Room
2055 Robertson Rd
Ottawa, Ontario**

Members: Rob Kirwan (Community Representative), Rob Campbell (Trustee), Chris Ellis (Trustee), Cathy Miedema (Association for Bright Children), Katheryn Ralph (Autism Ontario, Ottawa Chapter), Mark Wylie (Down Syndrome Association), 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), Lisa Paterick (VIEWS for the Visually Impaired), Nicole Ullmark (Easter Seals Ontario), Michael Bates (Learning Disabilities Association of Ottawa-Carleton, Alternate), Ian Morris (Ontario Association for Families of Children with Communication Disorders)

**Association
Representatives
(Non-Voting):** Jennifer Titley (Ottawa-Carleton Elementary Teachers' Federation),

Staff and Guests: Lynn Scott (Trustee), Daniel Bersyniow (Student Senator), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services), Amy Hannah (System Principal Learning Support Services), Christine Kessler (System Principal Learning Support Services), Michelle Berry (Ottawa-Carleton Assembly of School Councils), H  l  ne Buisson-Fenet (Senior Researcher at the Ecole Normale Sup  rieure of Lyon), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

Superintendent Symmonds called the meeting to order at 7:08 p.m. He welcomed newly appointed SEAC members Mr. Michael Bates and Trustee Chris Ellis.

2. Approval of the Agenda

**Moved by Mark Wylie,
THAT the agenda be approved.**

Carried

4. Committee Appointments

Superintendent Symmonds explained the process for appointing members to the various positions.

4.1 Chair

Mr. Rob Kirwan nominated Ms. Sonia Nadon-Campbell for the position of Chair.

Moved by Trustee Boothby,

THAT the nominations be closed.

Carried

Ms. Nadon-Campbell was declared Chair of SEAC by acclamation.

At the request of Ms. Nadon-Campbell, Superintendent Symmonds remained in the Chair.

4.2 Vice-Chair

Mr. Kirwan nominated Mr. Jim Harris for the position of Vice-Chair.

Moved by Trustee Boothby

THAT nominations be closed.

Carried

Mr. Harris was declared Vice-Chair of SEAC by acclamation.

4.3 Board

Trustee Ellis nominated Mr. Rob Kirwan for the position of SEAC representative to the Board.

Moved by Trustee Boothby

THAT nominations be closed.

Carried

Mr. Kirwan was declared the SEAC Representative to the Board by acclamation.

4.4 Committee of the Whole

The SEAC representative for the Committee of the Whole was not determined

Mr. Kirwan asked that this item be added to the 8 January 2020 agenda.

4.5 Committee of the Whole, Budget

Mr. Kirwan nominated Ms. Cathy Miedema for the position of SEAC representative to the Committee of the Whole, Budget.

Moved by Trustee Boothby,

THAT nominated be closed.

Carried

Ms. Miedema was declared the SEAC representative to the Committee of the Whole, Budget, by acclamation.

4.6 Parent Involvement Committee

Mr. Michael Bates nominated Dr. Maggie Mamen for the position of SEAC representative to the Parent Involvement Committee.

Moved by Trustee Boothby,

THAT the nominations be closed.

Carried

Dr. Maggie Mamen was declared the SEAC representative to the Parent Involvement Committee, by acclamation.

4.7 Advisory Committee on Equity

Ms. Susan Cowin nominated herself for the position of SEAC member representative to the Advisory Committee on Equity.

Ms. Sonia Nadon-Campbell nominated herself for the position of SEAC alternate representative to the Advisory Committee on Equity.

Moved by Rob Kirwan,

THAT nominations be closed.

Carried

Ms. Cowin and Ms. Nadon-Campbell were declared the SEAC member and SEAC alternate to the Advisory Committee on Equity respectively, by acclamation.

4.8 Advisory Committee on Extended Day and Child Care Programs

Terry Warner nominated himself for the position of SEAC representative to the Advisory Committee on Extended Day and Child Care Programs.

Moved by Rob Kirwan,

THAT nominations be closed.

Carried

Terry Warner was declared the SEAC representative to the Advisory Committee on Extended Day and Child Care Programs, by acclamation.

5. Review of Special Education Advisory Committee Report5.1 13 November 2019

Moved by Rob Kirwan,

THAT the 13 November 2019 report be received.

Ms. Miedema requested that the comment regarding the categories and definitions of exceptionalities on folio 7, section c, be revised to read "the Ottawa Catholic School Board has a system in place to provide an additional way to identify students."

Mr. Morris noted on folio 7 the reference to EQOA should read EQAO, the acronym for the Education Quality and Accountability Office.

Moved by Rob Kirwan,

THAT the 13 November 2019 report be received, as amended.

Carried

With respect to the delegation's concerns about transition planning, Trustee Ellis asked when a report on transition planning would be presented to SEAC. Superintendent Symmonds advised that transition planning is underway in Learning Support Services (LSS) this year, and oral updates will be provided to SEAC.

5.2 Long Range Agenda

The long range agenda was provided for information.

Trustee Campbell requested that item 10 be revised to read "Review of the Special Education Policy Ad hoc Committees Recommendations from the Central Committee".

5.3 Motion/Action Tracking Report 2019-2020

The Motion/Action Tracking Report was provided for information.

Trustee Campbell expressed the view that including a school-specific action item such as item 4, Access to Glebe Collegiate Institute (GCI), sets a precedent for the District's advisory committees to involve themselves with the operational matters of schools. He recommended that this item be removed. Mr. Morris agreed. Mr. Harris noted that systemic issues should be permissible on the action tracking report.

Moved by Mr. Kirwan,

THAT the removal of item 4, Access to Glebe Collegiate Institute, be discussed with Trustee Lyra Evans.

Carried, friendly

It was noted that item 7 on folio 12 should read "Policy/Program Memorandum (PPM)" rather than "legislation".

Ms. Nadon-Campbell requested that sensitivity training be added to item 7, Use of Service Animals in Schools. She added that some new Canadians may consider dogs to be impure and may not be acceptable in schools. Superintendent Symmonds recommended speaking to the principal in those schools where there are reports of service animals being mistreated.

6. Action/Discussion/Information Items

6.1 Post Elementary/Secondary Transition Planning

Mr. Kirwan raised the proposal for a transitional counsellor, formally brought to the committee by a delegation in the meeting of 13 November 2019 by Kevin Thompson, co-chair of the Ottawa Technical Secondary School (OTSS) school council. He highlighted that in 2011, the Ministry of Children and Youth Services (MCYS) and the Ministry of Community and Social Services (MCSS) published a draft, "Provincial Transition Planning Framework - Transitional Planning for Young People with Developmental Disabilities". The delegation underscored the necessity for a mandated approach to transition planning. Reasoning that planning for transition is not the sole responsibility of the District, he urged SEAC to contact the appropriate institutions, as listed above. He stated that he will bring forward a funding request in relation to this proposal for SEAC's consideration at the presentation of the 2020-2021 budget process in January.

System Principal Kessler acknowledged the document was initially to be implemented in 2012, updated in 2013 and adopted in 2015. The concerns that have been brought forward speak to concerns of implementation. As it presently stands, there is support for transition planning provided to the secondary schools and to Clifford Bowey Public School and Crystal Bay Centre for Special Education through the District's Learning Support Consultants (LSC). These consultants are the agents for support in transition planning. She noted that she has recently attended a school council meeting for Ottawa Technical Secondary School (OTSS) and a presentation on Developmental Services Ontario (DSO) Eastern Region and Service Coordination at OTSS. As part of the LSS work plan this year, the 2013 tri-Ministry memorandum entitled, 'The Integrated Transition Planning for Young People For Young People with Developmental Disabilities' (Framework) document will be reviewed. The

plan is to revisit and improve the approach of how the District has been bridging the coordination from schools to access points for adult developmental services.

Mr. Bates suggested a systemic approach as a plausible solution with transition being embroidered into the curriculum for the congregated small classrooms. He commented that Learning Disabilities Association of Ottawa-Carleton (LDAOC) has similar concerns about addressing strategies to use in the post-secondary realm. Superintendent Symmonds responded that transition plans are a requirement built into the Individualized Education Plan (IEP). System Principal Kessler referred to PPM 156 "Supporting Transitions for Students with Special Education Needs" which sets the requirement for transition plans for school boards. This is an area that is addressed in training when educating the new learning support teachers.

System Principal Kessler explained that the District fosters relationships with the universities and colleges in Ottawa to make opportunities available for students to visit. Additionally there is a very robust dual credit program with Algonquin College and consultants promote different pathways and opportunities through work experience and co-op placement to allow the transition to be tailored to the individualized strengths and interests of the students. The Summer Transition Programs have been extremely helpful in the preparation of the transition. The District offers tours of these locations to function as the "guide on the side" so that students can develop their self-advocacy skills.

Trustee Campbell imparted that Mr. Thompson has made substantial changes to requests regarding transition planning and this will be circulated when the item comes back for discussion at the SEAC meeting of 8 January 2020.

Mr. Kirwan noted that some students will chose not to enter into post-secondary education. He suggested the District discuss cohesive transition planning with MCSS and DSO.

In response to a query from Trustee Boothby, System Principal Kessler established that three LSCs are in place for the secondary schools, along with LSCs assigned to particular program areas. Regular meetings with LSCs determine where needs exist in certain schools and how to provide the relevant transitional information in a timely manner. A Learning Support Teacher (LST) works in concert with the guidance counsellor to support students in their transition into post-secondary education. Superintendent Symmonds added that LST resources are not dedicated to transitions however the school is allocated a certain number of LSTs after consideration of the programs, size, and number of IEPs in the schools, etc.

Trustee Ellis has stated that he has learned in meetings with OTSS that there is a lack of community services available. He advised that a central list of services be made available to the LSTs. System Principal Kessler explained that the services and programs change on an ongoing basis. The Service Coordination group manages these lists. It is important that educators in the District help families navigate the complex array services early in the secondary school process to ensure adequate time and consideration is afforded to explore the options available. The Framework document attests to the important work of school teams and the teachers who work directly with the child, because it is through a person-centred approach that transitions will be most successful.

System Principal Kessler concluded by placing emphasis on the need to assist families to understand the transition system and become connected with the system. The District has a legal obligation to serve students with special needs but there is no legal obligation for MCSS to care for the most vulnerable students once departed from the public education system.

Mr. Kirwan requested that staff connect with the Ministry of Education (EDU) to learn the name of a contact or team leading the Framework initiative.

7. Department Update

7.1 Superintendent's Report

Superintendent Symmonds provided a labour relations update and disclosed that there are updates available to the public on the District website and app. He briefly shared that they are awaiting further updates from the province on e-learning courses. In a recent government announcement, they have reduced the number of required online courses to two courses, for students graduating in 2023-2024, however there will be some exemptions. Should a consultation be held, SEAC will be a part of the discussions. Additional information will be brought forward as it arises.

a. Memo 19-123, Cost of the Summer Learning Program (P. Symmonds, ext. 8254)

Your committee had before it Memo 19-123, providing information on the cost of the summer learning program.

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

- The longstanding program has been in place for 30 years, involving the local four boards of education. Currently the program is only for students in the OCDSB;

- The program is available to any child who is enrolled in the Autistic Disorder (AD) or Developmental Disabilities Program (DD) specialized classes;
- The program can accommodate 276 students. All spaces have been filled on a consistent basis and there is an ongoing demand;
- Once the admissions criteria is updated for the summer learning program, it will be shared with SEAC;
- Trustee Boothby noted that there was a Board motion in the spring of 2015 to ensure the survival of this program, until there is another program in the Ottawa area that fulfills the identical mandate. She requested that, in future, the memo include more information, for example, the program reduces the potential for "the summer slide" where students experience a regression in academic proficiency due to the 9 weeks outside of the classroom, Reach Ahead credit acquisition possibilities, the "pay-what-you-can" equity platform, program focus on student IEPs, and a deeper explanation of the financials;
- The voluntary fee association is \$70.00 from families, used for the purposes of community outings and social interaction;
- The bulk of the cost of the program is allocated through the Summer School Grant included in the Grant for Student Needs (GSN) from the Ministry of Education. The remaining costs are absorbed within the District's general revenues.

b. Board Strategic Plan

Your committee had before it the District's 2019-2023 Strategic Plan.

Superintendent Symmonds highlighted the key objectives of the plan as the direction is driving the work of Learning Support Services to achieve the desired outcomes, measured against the Key Performance Indicators (KPIs). In the development of the plan, trustees and staff had placed a great deal of importance on students with special education needs. He drew attention to the language in the plan that promoted championing high learning expectations for all students in all programs. Students with special education needs deserve high quality programs with high expectations. There are many aspects to the plan that are of particular relevance to the teaching teams and families of students with special education needs, such as promoting a culture of social responsibility, gaining the advantage of improved social and

emotional skills. He encouraged the committee to evaluate the benefit of discussion on a future agenda about the specific goals of the strategic plan.

7.2 Special Education Plan (Standards)

a. The Board's Special Education Advisory Committee (SEAC) (Discussion)

System Principal Hannah noted that the standard relating to the Board Special Education Advisory Committee is typically presented on the agenda at this time considering the business of elections for SEAC positions occur in the meetings of December. It is an opportunity to decide what are the roles and responsibilities.

During discussion and in response to queries, the following points were raised:

- Under the section Roles and Responsibilities, include the following details: the committee encourages the public to bring special education issues to the attention of SEAC by requesting to delegate at monthly meetings, by hosting a District webpage dedicated to Special Education, displaying a strong presence at the Parent Conference, and announcing all SEAC meetings publicly;
- Include the email of the trustees, in addition to a phone number;
- Broaden the description of the roles and responsibilities of SEAC, beyond the ministry-given mandate on the delivery of programs and services to exceptional pupils, to include other students with special education needs and mental health issues; and
- SEAC is an advisory body to inform the decisions of the trustees. The composition of SEAC provides for three trustee voting members whose votes may potentially dilute the votes of community representatives. It was suggested that, where appropriate, trustee members should abstain from voting.

b. Educational and Other Assessments (Discussion)

System Principal Hannah explained that since the review in 2018, the current version of the standard on Educational and Other Assessments, places more emphasis on the difference between identification and diagnosis. More language was included on the process for assessments done outside the District.

During discussion and in response to queries, the following points were raised:

- Under the heading School-Level Assessments, first bullet, expand on the detail by adding the words "and conversation" after the "observation";
- Under the heading Confidentiality and Rights to Privacy, include a bullet that explains parental consent is required to include in the Ontario Student Record. Manager Kay advised that regulated professions are required to have informed consent, and parents can revoke consent during the assessment process and deny consent to share information with certain others; and
- Insert language regarding the universal early identification of students at risk for learning difficulties.

c. Coordination of Services with Other Ministries or Agencies (Perusal)

System Principal Hannah mentioned that LSS is limited in its ability to make changes to the standard on Coordination of Services with other Ministries or Agencies, as this information was for the District to share rather than to create. When updates to the programs and services are received, the standard will be revised.

During discussion and in response to queries, the following points were raised:

- Current assessments generally refers to the two-year mark, depending on the student's age. The need to re-assess is determined on a case-by-case basis;
- An IEP from another school district is used as a data source, and the District's multi-disciplinary team will review the former plan. Each school district structures their special education plans differently;
- On folio 32, change "transition to middle schools" to "transition to secondary schools";
- On folio 33, change "semestered secondary schools" to "high schools";
- On folio 28, add descriptions for extended day programs and communication between third party care providers and the teaching staff in the regular classroom;
- On folio 32, change "sending school" to "home school"; and
- On folio 33, note the grade range where home instruction is applicable, that the instruction is delivered by a teacher and

stipulate that, for home instruction eligibility, the nature of the health concerns are extreme.

d. Roles and Responsibilities (Independent Review)

System Principal Hannah advised that Roles and Responsibilities are mandated by the Ministry of Education and this particular standard is verbatim to Ministry standards.

8. Committee Reports

8.1 Advisory Committee on Equity

There was no report from the Advisory Committee on Equity.

8.2 Parent Involvement Committee

Mr. Morris attended the Parent Involvement Committee of 20 November 2019. He reported on the items contained on the meeting's agenda and there were no matters of specific concern to SEAC.

8.3 Board

There was no report from the Board.

8.4 Committee of the Whole

There was no report from Committee of the Whole.

9. New Business

Mr. Warner advised that he attended the Advisory Committee for Extended Day and Child Care Programs on 27 November 2019 where he learned that a robust provincial oversight is in place for Extended Day Programs (EDP) and Child Care programs. A City of Ottawa office manages subsidies for child care programs for all four school boards. He intends to visit the city office to gather supplementary resources (location maps and presentations) to share with the Advisory Committee on Extended Day and Child Care Programs.

Mr. Bates advised that he would share the Right to Read survey link with the SEAC membership.

Trustee Ellis noted that the Annual Student Achievement Report (ASAR) will be released soon and this report does disaggregate the students with special education needs. He suggested that the ASAR be added to a future agenda for committee discussion in advance of the report being discussed at the Committee of the Whole (COW). In addition, he mentioned that on the 7 January 2020 COW meeting, a report on the Status of English with Core French Program will be discussed. This topic may be of interest to members of SEAC as there is a large enrolment of students with special education needs in that particular program.

Ms. Titly spoke about the importance of keeping the discussion of public education alive in community discussions together. She reported that the Ottawa Carleton Elementary Teachers' Federation Community Forum on 21 November 2019 was successful as this concern is being moved forward politically.

Mr. Warner announced that VOICE for deaf and hard of hearing will host their annual potluck and skate activity in Manotick on 7 December 2019.

10. Adjournment

The meeting adjourned at 10:26 p.m.

Peter Symmonds, Acting Chair,
Special Education Advisory Committee



SPECIAL EDUCATION ADVISORY COMMITTEE

Long Range Agenda **2019-2020**

Ongoing

- Ontario Autism Program Update
- LD Program Review and Update
- Implementation of the Exit Outcomes
- Pilot for the OCDSB Guide to Supporting Gifted Learners in the Regular Classroom and OCDSB Interest Academy

Awaiting Further Information

- Changes and Impact of E-learning on Special Education Students at the Secondary Level
- OHRC's Right to Read Inquiry
- Special Education Funding Guidelines Special Equipment Amount (SEA)
- Decommissioned Body Break Rooms

Budget Discussions

- Funding Extended Day Program (EDP) Special Education students
- Impact of Occasional Teacher Shortages on Special Education (LRTs and LSTs, days lost and exclusions)

Upcoming Items

- Communication Disorder Assistant Update (February)
- Storefront Update (February)
- E-scribe Presentation (February)
- Review of the Special Education Policy Ad hoc Committees Recommendations from the Central Committee (TBD)

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)	Ms. Miedema met with Superintendent Symmonds to discuss a change in the way the data is presented for all special education students, where the information will be aggregated by exceptionality	No
3	11 September	Transportation	P. Symmonds	K. Elmer	Follow-up with OSTA to ensure that students requiring special transportation are on a formal list through an updated database.	No
4	9 October	Access to Glebe Collegiate Institute (GCI)	M. Carson	Trustee Lyra Evans	Follow-up on whether the side door at GCI equipped with a ramp, can be outfitted with a doorbell/camera to allow for access during the school day.	No

MOTION/ACTION TRACKING REPORT

5	9 October	Location of Specialized Program Classes 2019-2020	P. Symmonds	Ms. Miedema	Next iteration of the schedule to include the language and grade levels for the gifted classrooms	No
6	9 October	Staffing Allocations to Clifford Bowey Public School and Crystal Bay Centre for Special Education	P. Symmonds	Rob Kirwan	The District will communicate with the parent advisory group on future consultations.	No
7	9 October	Use of Service animals in Schools	P. Symmonds	Rob Kirwan	The District will ensure that the schools are aligned with the amendment to the legislation and clearly outline the process families should follow when requesting the accommodation of service animals in schools.	No

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MEMORANDUM TO: Directors of Education
 Supervisory Officers and Secretary-Treasurers of School Authorities

FROM: Ben Levin
 Deputy Minister
 Ministry of Education

DATE: June 25, 2009

SUBJECT: Lockdown Procedures and Police/School Board Protocols

I am writing to provide you with the provincial guidelines for lockdown planning and lockdown drills.

As you may know, the Ontario Association of Chiefs of Police (OACP) recently submitted its report on the need for schools to develop effective lockdown plans and procedures and to practice lockdowns regularly. Both the Ministry of Education and the Ministry of Community Safety and Correctional Services (MCSCS) have endorsed the report and wish to see it implemented across the province.

Lockdown plans and drills are now just as essential for student and staff safety as fire drills. It is of key importance that persons within the school building and the police services personnel responding to an emergency know what is being done by each party to ensure a safe outcome.

While I recognize that a significant number of boards already have lockdown policies in place, others have not yet made these a formal requirement. In the interests of safety and security, the Ministries intend to make these mandatory as part of our planned review and update of the Provincial Model Police/Board Protocol in 2010.

In the interim, the OACP report has been adopted by the Ministry and is being issued to all school boards as an official ministry guideline. The two mandatory components are:

1. All publicly funded school boards in Ontario must establish a lockdown policy to ensure the development and implementation of individual school plans.

2. A minimum of two lockdown drills must occur each school year.

-2-

The rest of the document discusses key factors which school administrators and staff will want to consider when developing the school-level plans.

My colleague, the Deputy Minister of Ministry of Community Safety and Correctional Services, is communicating these same guidelines to the police services sector to ensure coordinated implementation and consistent messaging of their use.

Should you have any questions or concerns about these issues, please contact Keith Baird, Senior Policy Advisor, at 416-325-4333 or by e-mail at keith.baird@ontario.ca.

Ben Levin

Enclosure

c.c. J. Burke, Deputy Minister, MCSCS

Guidelines for Developing and Maintaining Lockdown Procedures for Elementary and Secondary Schools in Ontario¹

Introduction

Staff, students and visitors in Ontario's schools, have the right to learn, work and be present in a safe and secure environment. However the possibility of a major incident of violence is a reality which cannot be overlooked. Everyone who spends any amount of time in an Ontario school on a regular basis, needs to know how to protect themselves and how to protect our children, in the event of a major incident or threat of school violence.

Publicly funded schools in Ontario are committed to providing and maintaining a Safe School environment. Much has been accomplished around the issue of Safe Schools since the introduction of the Provincial Model for a Local Police/School Board Protocol in 2000, and more recently with the passage of Bill 212, which amended the Safe Schools provisions of the Education Act, in February 2007.

The Ministry of Education, School Boards and Police from across the province continue to work in partnership to create safe school environments, and to prepare in the event of a major incident of school violence.

Many Boards have actively undertaken the process of establishing lockdown plans with the support of their police service. However this has not previously been a Ministry requirement, nor has there been a consistent approach across the province with respect to lockdown planning. The following guidelines should accompany the Protocols already developed.

Purpose

Based on lockdown procedures that have already been established in many Ontario schools, the following guidelines are being provided to help elementary and secondary schools ensure their lockdown plans meet basic requirements, and to ensure a degree of consistency across the province. While much of what is provided will be termed "Effective Practices", there are two key elements which the OACP are recommending as mandatory requirements by the Ministry of Education.

¹ *The Ministry of Education and the Ministry of Community Safety and Correctional Services acknowledge the work of the Ontario Association of Chiefs of Police (OACP) Lockdown Procedure Working Group and thank the members and OACP for their work in preparing these guidelines.*

Mandatory Requirements

1. All publicly funded school boards in Ontario must establish a lockdown policy to ensure the development and implementation of individual school plans.

2. A minimum of two lockdown drills must occur each school year.

In developing lockdown plans, each elementary and secondary school should consider the following guidelines:

When to Lockdown / Terminology to be used

Terminology is very important. Plans should clearly identify when “Lockdown” versus other terminology is to be utilized. Terminology used to order a lockdown, should be plain language, clear and leave no misunderstanding as to what is expected. No secret passwords should be used.

“**Lockdown**” should **only** be used when there is a major incident or threat of school violence within the school, or in relation to the school. The over or misuse of lockdowns, will result in staff/students becoming desensitized and they will not take lockdowns seriously.

“**Hold and Secure**” should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

“**Shelter in Place**” should be used for an environmental or weather related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation. Examples may include chemical spills, blackouts, explosions or extreme weather conditions.

Boards must use the above terminology in developing local plans, in an effort to ensure consistency across the province. These guidelines focus primarily on “Lockdowns”.

Rationale

Common language across the province allows for easy integration when staff, students and other emergency service personal are transferred from one jurisdiction to another.

Roles and Responsibilities

Clearly defined roles, responsibilities and expectations are critical in emergency situations.

At a minimum, plans should include expectations of staff, students, parents and police.

Effective Practices

Principal -The principal is responsible for over-all planning, the final content of the plan, scheduling of drills, inviting police, fire and Emergency Medical Services (EMS) to participate in and be aware of planning and drills, training of students and for the overall safety of staff and students. In an actual incident (not a drill), the police are responsible for management of the threat and subsequent criminal investigation, however the principal shall provide full cooperation with police.

Staff – School staff, and in particular administrators, have the overall responsibility for the training, safety and well being of students. Administrators during a violent incident have additional responsibilities in terms of working closely with police.

Students – Students have a responsibility to be familiar with the plan and to respond quickly to the direction of staff during a crisis situation. Any student with information or prior knowledge of an individual or a potential situation which may result in a violent incident, must come forward with that information as soon as possible. This is also the case during an incident.

Police – Police are responsible to respond to and investigate violent incidents. During a violent incident, police will assume command and control of the response and investigation but will liaise and work closely with school administration and other emergency services, throughout the process.

Parents/Guardians – Parents and guardians must be informed of the existence of this plan and should reinforce with their children, student responsibilities to follow directions during a crisis and disclose any information they may have prior to or during a crisis situation.

Floor Plans

Accurate floor plans are a key component of lockdown plans and are important both from a planning and response standpoint.

Effective Practices

Consideration should be given to colour coding floor plans using three colours: such as red, green, and blue. Red indicates danger areas of the school which can not be locked down safely, with green identifying areas where staff and students are to proceed to safely lock down. Blue areas identify Command Post locations which will be utilized by police depending on the nature of the incident.

Normally, the main office will be a command post location, with another area within the school identified as an alternate command post location. A third off-site command post location should be identified and formulate part of the individual school plan, in the event neither on-site command post location is available.

Off-site evacuation locations should also be identified and included with copies of the floor plans.

Floor plans should be posted through-out the school, and at least in every classroom and at every entry point to the school. In multi-level buildings, it is suggested that only the floor plans relevant to a specific level, be posted on each level.

Hard copies of floor plans, and electronic copies, if possible, should be provided to police.

Rationale

It is vitally important that police have current, accurate information about the school layout and this information be available in both electronic and hardcopy in the event of computer malfunctions.

Identification of Buildings, Exterior Doors, Classrooms

To assist police in responding to a major incident or threat of violence, buildings, entrances and all rooms within buildings need to be clearly identified.

Effective Practices

In the situations where more than one building exists on school grounds, each building should be clearly identified on all sides of the building with a building identifier, such as a number. All portables shall be clearly identified as well.

All exterior doors shall be clearly identified such as doors A, B, C etc.

All rooms within the building should be clearly marked with room numbers.

Rationale

This information is essential to identify the location of buildings and identify safe access routes for responding emergency personnel.

Initiating Lockdown

Plans should emphasize the importance of locking down as quickly as possible. At the first indication of a major incident of school violence, notification must go to the office and the Lockdown commenced immediately.

Effective Practices

All staff (especially those working in the main office) should be trained that when information is received in the office of a situation requiring a lockdown, whoever receives that information, will immediately activate the school's Public Address (PA) system, inside and outside, announcing the lockdown. There should be no hesitation in announcing the lockdown, and the decision to call the lockdown should be made immediately by whoever receives the call to the office, and should not be delayed for the purpose of checking with Administration before announcing a lockdown. Boards should consider both auditory (PA) and visual notification systems inside and outside the school, to announce a lockdown. For the safety of hearing impaired individuals and in situations where noise levels in open areas such as cafeterias and outside the school, may prevent staff and students from hearing a PA announcement, consideration should be given to the use of strobe lights or other visual indicator, in addition to the PA system.

It is recommended that the actual wording announcing a lockdown, be affixed on or near the microphone, so that it is clearly visible and can be read by the person announcing the lockdown.

Rationale

In emergent stressful circumstances even the most composed individuals may have difficulty remembering exact words. By pre-printing the announcement and practising it, the person delivering the message can ensure that the content is delivered accurately.

Classroom/Other Secure area - Procedures During Lockdown

Plans should provide detailed procedures to be used when locking down a classroom or other secure areas.

Effective Practices

It is recommended that, before locking a door, staff should gather everyone in the immediate vicinity into their classroom or other secure area, but only if it is safe to do so. Once inside a secure area, staff and students should;

- stay away from doors and windows;
- turn off lights;
- close blinds;
- beware of sight lines
- if there is a window in the classroom door, consider covering window;
- take cover if available (get behind something solid);
- remain absolutely quiet;
- teachers to take attendance;
- no cell phone use unless necessary to communicate regarding the incident. Cell phones should be shut off or put on vibrate.

Rationale

The goal is to make the classroom appear vacant.

Portables

Plans must address how to effectively and safely lockdown a school portable.

Effective Practices

Plans must recognize unique issues with portables. Due to thin wall construction, it is recommended that desks be tipped onto their sides with desk-tops facing out, and all desks placed in a circle, with students/staff locating within the circle, down on the floor below the top edge of the desk.

Rationale

The desk-top will act as an additional barrier to a round from a firearm which may have penetrated a portable wall.

Washrooms: Procedures During Lockdown

Plans should address what staff/students should do if they are in a washroom when a lockdown is called.

Effective Practices

As washrooms can not be locked and therefore should be identified during planning as a danger (red) area in the event of a lockdown, students need to evacuate washrooms if at all possible and get to an area which can safely be locked down (green).

For elementary schools, it is recommended that plans identify an adult who normally works in close proximity to student washrooms, to check the washroom(s) prior to locking down themselves, if it safe to do so. After gathering students in the immediate vicinity of their classroom door, into their classroom, they would quickly check both male and female washrooms to which they have been assigned in the planning phase, and take any students found in the washrooms, into their classrooms to lockdown.

For secondary schools, it is recommended that training include an explanation to students that they are responsible to get out of the washrooms immediately upon hearing a lockdown announced, and get to the nearest classroom or other area which is identified as a safe (green) area.

As a last resort, staff or students if trapped in a washroom, should attempt to somehow secure the bathroom door, enter a stall, lock the door and climb on top of the toilet.

Rationale

Plans need to address that staff and students should be moved from washrooms into classrooms but not if it means moving into immediate danger. In those instances, staff and students should remain in the washroom and attempt to make the washroom appear vacant.

Open Areas – Procedures During Lockdown

Plans should recognize that open areas including cafeterias, libraries, hallways and other open areas are the most vulnerable areas of a school, making them the most likely location for a shooting to occur, and the most difficult areas to quickly and effectively secure.

Effective Practices

Considerable time and attention needs to be given to open areas during the planning phase. All possible options should be considered to best address these highly vulnerable areas, including the possibility of evacuating to the exterior of the school. This may be the best option if these areas are adjacent to exterior walls and have doors leading to the outside. It is very important during staff and student training, that everyone understands what to do and where to go in the event a lock down is called and they are in an open area.

Rationale

Consider having various options in the event that the first option is not available.

Child Care and Other Facility Occupants

As many schools have licensed child care centres or other tenants and community groups using school premises, those organizations or individuals must be taken into consideration at all stages.

Effective Practices

It is important that Principals ensure the appropriate staff from organizations sharing facilities, are included in the development and implementation of lockdown procedures and that these organizations participate in aspects of planning, training and drills.

Rationale

Due to proximity issues, the need to be prepared is equally as important for other occupiers as it is for staff and students of schools.

Outside of School Buildings when a Lockdown is called

Procedures must address where staff and students outside the school should go in the event of a lockdown. These procedures should also address how people

who are outside of the school building will know where the evacuation sites are located.

Effective Practices

In order to ensure those who are outside school buildings are aware that the school is locking down, the PA system must be capable of being activated outside the school. Consideration should also be given to including an exterior visual indicator (strobe lights), indicating that a lockdown has been called. Those who are outside the school when a lockdown is called, shall not re-enter the school, but shall proceed immediately to pre-determined off-site evacuation location(s). Once at the location, staff and students shall remain in that location until further advised by administration or police. Plans should include the taking of attendance at the off-site evacuation location(s). Neighbouring schools may not be the best option as off-site evacuation locations, as they too may lock down once they become aware of an incident at a nearby school.

Note: When a “Hold and Secure” situation occurs and staff and students are outside the building, they should re-enter the building prior to the exterior doors being locked.

Controlled Evacuation

In the event of a pro-longed situation, or a situation where the threat has been contained (barricaded individual), plans should include provisions for a controlled evacuation of the areas of the school, not in the vicinity of the contained area.

Effective Practices

Police will make the decision as to whether a controlled evacuation of a school under lockdown, is a viable option, and will direct the evacuation process. This will normally be done on a room by room basis, with evacuees being escorted by police to the evacuation location.

Fire Alarms

Plans should address the issue of how to deal with a fire alarm activation after a school has gone into lockdown.

Effective Practices

In the event that a fire alarm is pulled once a lockdown has been called, staff and students shall not respond as they normally would to a fire alarm, but shall remain locked down, if it is safe to do so. Staff and students must always be aware of other dangers such as fire, and be prepared to respond accordingly in order to ensure their own safety.

Rationale

There is a desire not to create a situation where staff and students run into danger due to responding to a fire alarm. At the same time staff and students do not want to ignore the fact that fire may occur intentionally or otherwise during a lockdown and there is a need to respond to the most immediate threat.

Procedures to end a Lockdown

Plans should include how a lock-down will be terminated.

Effective Practices

Plans to conclude a lockdown will vary by location. It may include a general announcement via the PA system by the principal, or it may be a room to room visit from police/school administration with some sort of an identification process, so that the occupants of a locked room know in fact that who ever is giving them the all-clear, is in fact authentic. Local plans should include procedures for ending lockdowns at off-site evacuation locations. In all cases where police have responded, plans should clearly indicate that the decision to end a lockdown shall only be made after approval of the on-scene police, Incident Commander.

Rationale

There is a need to include the same level of authenticity to ending a lockdown as to initiating one.

Training

Plans should address initial and ongoing training of staff, students and visitors to the school.

Effective Practices

Orientation for new teachers should include mandatory lockdown training. Schools should establish a method to conduct lockdown review training for all staff, during each school year. Schools should consider assemblies to train secondary students on lockdown procedures. Due to the young age of some elementary students, it is suggested that classroom teachers be responsible for training students at the elementary level. Where possible, it is advantageous to have police partners present during training, and to assist with the training of staff and students. Information for parents may include newsletters, school or board websites or an invitation to an evening session on lockdown plans. Fire and EMS should be invited to training sessions.

Rationale

People can be expected to respond properly under stressful and emergent circumstances when properly trained.

Drills

Fire-drills have long been accepted as an important and effective tool in preparing staff and students, in the event a fire breaks out in a school. Equally important, is the practicing of lockdown drills, in preparation for a major incident of school violence.

Mandatory Requirements (Ministry of Education)

Each school shall conduct a minimum of two lockdown drills during each school year.

Effective Practices

Work cooperatively with police partners on drills. The Principal is responsible to set the date of drills and over-see the drill, with police support/assistance. Consider including Fire and EMS during drills, so they become familiar with lockdown plans. Staff, students and parents should be given some warning of an impending drill. Procedures should include a plan to alert neighbouring schools of lockdown drills, especially if Fire and EMS have been invited to participate. A short debriefing should be included after all drills, to identify areas of improvement. Many boards have established a tracking system to record drill dates, thereby ensuring accountability and compliance.

Rationale

In order for staff and students to respond properly, plans must be exercised to ensure complacency is avoided.

Media

Plans shall include provisions for dealing with media.

Effective Practices

Police are responsible to address media with respect to the criminal incident involved and police response to an incident. Principal/Board personnel are responsible for dealing with media on issues of staff and student safety. It is strongly advisable that media personnel from police and school boards share press releases prior to release to the media, so that both police and school officials are aware of what the other agency is saying. A spirit of cooperation is highly recommended in terms of police and school officials working closely on media issues.

Rationale

Coordinated and consistent messaging from all partners is essential in maintaining public confidence.

Communication with Parents/Guardians/Community

Communication with parents, guardians and the community in general, is important so as to ensure a good understanding of lockdown procedures, without instilling fear.

Effective Practices

Consideration of sending a newsletter to each home at the beginning of the school year, to inform parents of lockdown procedures and to encourage parents to reinforce with their children, the importance of understanding the procedures and following staff direction.

Parents need to be informed of where they should proceed in the event of an actual incident involving a lockdown. Communication with parents around the importance of lockdowns is vital. Parents should be informed of what is expected should they arrive at school during a drill, or if they are present within the school when a lockdown is called.

In all incidents of a lockdown which was not a drill, it is recommended that a communication to parents be sent home with each student at the conclusion of the school day or as soon as possible.

Parents should be encouraged to ensure contact information is kept up to date so they can easily be reached by staff in the event of an emergency.

Rationale

Parents need to see lockdown drills as essential elements to prevent injury and good communication is required to eliminate fears and concerns. Parents play a key role in ensuring students cooperation and participation in drills.

School Recovery following a Lockdown

Plans should include provisions to address the aftermath of a school lockdown.

Effective Practices

A debriefing should occur in all situations following a lockdown. The nature and severity of the incident, will dictate who should be included in the debriefing.

In serious situations where injuries or loss of life occurs, the Board's trauma response plan will normally be initiated.

In all cases, communication with parents is vital.

Plan Review

Each school plan, as well as the Board plan, shall be thoroughly reviewed annually.

Effective Practices

A page should be included within the plan which allows for documentation of when and who reviewed the plan, along with a signature area. Where boards develop a web-based application to record when drills have been completed, a separate page could be created to allow for the recording on the web-site of the date the plan was reviewed annually.

*//usr/local/adobe/lc8-data/tmp/pdfg-9UXaJuyaD7/ec/46a8-bdf07c-4f826e-0cebd6-d5be3f-410ae8/openoffice-
in.doc*



MEMORANDUM

Memo No. 20-001

TO: Trustees
Student Trustees

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

DATE: 3 January 2020

RE: **Update to Needs Based Ontario Autism Program**

This memo is provided as an update to trustees on changes to a new needs-based Ontario Autism Program (OAP).

On 17 December 2019, Minister of Children, Community and Social Services (MCCSS), Todd Smith, provided an update regarding the government's plan to implement a new needs-based OAP. Mr. Smith announced that the government is adopting the Ontario Autism Panel's key recommendations for a needs based autism program including the following service pathways:

- **Core services** that include Applied Behaviour Analysis, speech language pathology, occupational therapy and mental health services;
- **Foundational family services** for all families in the program, to build their capacity to support their child's learning and development;
- **Early intervention and school readiness services** to help young children access critical services when they will benefit most, and to prepare them to enter school; and
- **Urgent and complex needs services** to support children and youth who are in service, or are waiting for service, and have significant and immediate needs.

The new program will introduce care coordinators to support families, including orientation to the program, service planning and navigation, and managing transitions.

In addition, MCCSS has created an [Implementation Working Group](#) to provide input on key elements of the needs based autism program including service caps and the transition of children into service. It is anticipated that the implementation of the new OAP will begin in April 2020 followed by additional phases throughout 2020 and 2021.

Before the end of March 2020, all families on the waitlist, who have not yet received a childhood budget will receive an invitation for interim one-time funding of either \$5,000 or \$20,000, so they can begin purchasing services for their child.

As was highlighted in Memo No. 19-131 Release of the Ontario Autism Advisory Panel Report, the [Ontario Autism Program Advisory Panel \(the Panel\) Report](#) made several recommendations for both the Ministry of Education (EDU) and Ministry of Health (MOH). Staff have not received a response from EDU regarding the recommendations of the Panel. Staff have reached out to EDU to determine if/when a response or additional information can be expected.

At this time, there is no change to the District's practices regarding our programs and services to support students with autism. Learning Support Services continues to monitor MCCSS and EDU announcements and will provide updates as details become available.

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

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



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 is a written plan describing the special education program and/or services required by a particular student. The IEP outlines the student's areas of strengths and needs as well as the accommodations a student requires for instruction and assessment. It may identify learning expectations that are modified from the Ontario curriculum and/or any alternative program areas.

Implementation of the Ministry of Education Standards

As per *Regulation 181/98*, all students in the OCDSB who are identified as exceptional by an Identification, Placement and Review Committee (IPRC) have an IEP. The proper implementation and monitoring of the IEP depend on appropriate sharing of information among those involved in executing goals and expectations set out in the IEP. The monitoring and review of the IEP is overseen by the principal and the implementation of the IEP is the responsibility of the classroom teachers, parents, and students who are 16 years of age or older. An IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services. In these cases, an IEP is required when the student regularly requires accommodations for instructional or assessment purposes or requires the use of SEA equipment but is not identified.

IEP Development for Identified Students

Students identified as exceptional through an IPRC must have an IEP developed within 30 instructional days after the beginning of the new placement or a new school year. In many cases students will already have an IEP in place.

IEP Development for Non-Identified Students

The multi-disciplinary team may recommend the development of an IEP based on the profile of the student. The decision to develop an IEP for a student is not limited by a student meeting criteria for a specific exceptionality. Some students that do not meet criteria for a specific exceptionality may require an IEP to document necessary special education services, program modifications, program accommodations or a Special Education Amount (SEA) claim funded by the Ministry. A parent / guardian may request that a school consider the development of an IEP. The standards for an IEP apply equally to the IEPs of both identified and non-identified students.





Purpose of an IEP

The IEP will:

- be developed for each student who is identified as exceptional through the Identification Placement and Review Committee (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 instructional 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 as per *Policy/Program Memorandum 140*;
- be reviewed and/or revised once each reporting period.

Transition Plans

Transition plans are included in the IEP and are developed to assist students in 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. The creation of transition plans are legislated in the following regulatory and policy documents:

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

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

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

In practice, schools within the OCDSB engage in a range of transition planning to support students as they transition from one placement to another. A key component to successful transition planning is ensuring that all of the required information is shared





seamlessly with the schools and staff involved. The transition plan is developed as a component of the IEP. All transition plans must be developed in consultation with the parent / guardian, student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary. Every transition plan will identify specific transition goals, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each identified action. Each transition plan will 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 the student.

Dispute Resolution Process

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

[OCDSB Complaint Resolution Procedure.](#)

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

Results of the Ministry of Education IEP Review

There were no Ministry of Education IEP reviews in the 2018-19 school year.





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 <input type="checkbox"/> Yes (list below) <input type="checkbox"/> No			
<input type="checkbox"/> Catheterization <input type="checkbox"/> Injections <input type="checkbox"/> Muscle strengthening <input type="checkbox"/> Stretching <input type="checkbox"/> Toileting <input type="checkbox"/> Other	<input type="checkbox"/> Dressing <input type="checkbox"/> Lifting <input type="checkbox"/> Personal care <input type="checkbox"/> Suctioning <input type="checkbox"/> 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 **SEA Status:** _____

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)
 Provincial assessments applicable to the student in the current school year: _____

Accommodations: Yes (list below) No

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

-

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

-

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Courses and Accommodations

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

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

-

-

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Special Education Program

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

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

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

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

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Transition

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

Transition Goals:

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

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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): _____

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Consultation Log & Signatures

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

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

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

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

 Signature of Principal Date _____

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

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

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

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

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





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

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

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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:

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Ministry of Education Exceptionalities	
No Exceptionality Developmental Disability Blind and Low Vision Physical Disability	Multiple Exceptionalities Speech Impairment Behavioural





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

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

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





Needs	
Attention skills Auditory perceptual skills Auditory skills Braille skills Communication skills Creative thinking skills Critical thinking skills Decoding Skills Expressive Language Fine motor skills Gross motor skills Impulse control skills Information processing skills Leadership skills Memory skills Mobility skills Non-verbal communication skills Numeration Organizational skills Orientation and mobility skills	Orientation Skills Personal Care Skills Personal Safety Skills Problem Solving Skills Reading Comprehension Receptive Language Receptive/expressive Language Residual Hearing and Auditory Skills Self-advocacy Skills Self-regulation Skills Sign Language Skills Social Skills Spatial Skills Speech/articulation Skills Tactile Perceptual Skills Task Persistence Skills Time Management Skills Visual efficiency Visual motor integration Visual Perception Skills Visual Perceptual
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 Orientation skills Personal care skills	Personal safety skills 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

Education Quality and Accountability Office (EQAO)

Annually, in preparation for the provincial assessments, EQAO provides school districts with key information related to accommodations and exemptions. For current information, please visit: <http://www.eqao.com>





Accommodations

Below are accommodations:

Instructional	
<ul style="list-style-type: none"> • Anxiety/stress reducers • Ability grouping • 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 	<ul style="list-style-type: none"> • Non-verbal signals • Prompts to return student's attention to task • Note-taking assistance • Organization coaching • Partnering • Positive reinforcement • Pre-cueing • Preferred activities/items/topics • Product differentiation • Prompting (verbal, visual) • Prompting/modeling/redirection/fading • 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	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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





Assessment (continued)	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 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 Actions (Including ASD Transitions)

- | | |
|---|--|
| <ul style="list-style-type: none"> • 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 • Apprenticeship Program • 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 | <ul style="list-style-type: none"> • 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 • 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 program |
|---|--|





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Transition Plan Actions (Including ASD Transitions) *(Continued)*

- | | |
|--|---|
| <ul style="list-style-type: none"> • Participate in school-work program • Participate in work experience • Peer Assistance • Plan Course Selection • Positive Reinforcement • Power Card • Preferred Activity • 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 | <ul style="list-style-type: none"> • 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) |
|--|---|





Early Identification Procedures and Intervention Strategies

Purpose of the Standard

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

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

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

The OCDSB makes every effort to review the needs of all students as early as possible. Early and ongoing tiered intervention is recognized as contributing to the well-being of all children and their ability to reach their potential. Parent(s)/guardian(s) are an integral part of the process. It is the belief of the OCDSB that continuous assessment and planning should exist for students throughout the education process. Learning abilities and needs are identified as early as possible. Programming is designed to support the student's needs and to help the student achieve to their fullest potential.

Parent(s)/guardian(s) are encouraged to be involved in the education of their children from the beginning of the education process. They have a wealth of knowledge and valuable information that can assist in the education of their child. At kindergarten intake meetings, parent(s)/guardian(s) have the opportunity to share with the teacher information regarding their child's areas of strengths, areas of needs and any relevant medical or other information.

Tiered Approach for Early Identification and Intervention

(Assessment/Consultation/Intervention)

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





Student Registration Process - Kindergarten

As a component to the registration process for entry into kindergarten programs, parents / guardians are asked to complete a Kindergarten Intake form. This provides an opportunity for parents / guardians to describe their child's special learning needs. The information that parents / guardians provide is useful in initiating a number of actions to facilitate the entry of children with special needs into the school system.

The Kindergarten Educator Team (teacher, early childhood educator, and sometimes an educational assistant) are key in the education and early identification process. The kindergarten educator team works collaboratively with the family prior to the Kindergarten intake process and following the beginning of school. The educator team communicates regularly with the parent(s)/guardian(s) about students' progress and development in the early years. The teacher employs ongoing assessments (observation checklists, inventories, portfolios, conferences, in-depth anecdotal records, formal/informal assessments) and shares these with the parents / guardians as appropriate.

Parents / guardians who provide information indicating their child has or may have special needs prior to school entry, may be asked to provide signed parental consent for board personnel to make contact with preschool service providers to arrange an observation of their child. Where appropriate case conferences are routinely held with key stakeholders, including the parents, to share information about the student related to the necessary services once the child is attending school (e.g. occupational therapy, physiotherapy, speech-language pathology, nursing support, special accommodations, etc.).

Student Registration Process Grade 1 - 12

Students who register to attend OCDSB schools and have been receiving an educational program elsewhere are reviewed at the time of registration for the need for additional support related to specific needs. The OCDSB Registration form provides parents / guardians with an opportunity to indicate whether or not their child has a particular cognitive, behavioural, physical, medical or developmental needs, and whether they have been receiving special supports and services in their current educational setting.

It is typical practice in the OCDSB to request as much information from the parents / guardians about the student available at the time of registration. Where a parent / guardian does not have copies of materials from the student record in their possession (e.g. report cards, assessment results), written permission to contact the student's current educational provider is obtained and these documents are requested. The Ontario Student Record (OSR) is requested using the required Ministry of Education form. Where it is apparent that a student has had extensive intervention and will continue to need support, an immediate referral to the school multi-disciplinary team





may occur. As a component of this process, school staff will contact multi-disciplinary or Learning Support Services personnel to assist in reviewing the child's most recent educational program and setting. If a student is attending a school in the Ottawa region, a site visit may occur (with written parental permission) to allow staff to observe the child in that setting and to discuss their strengths and needs with staff.

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

Student Data / Information Collection

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

Grade	Assessment	Purpose / Description
Year 1 (JK) Year 2 (SK)	Early Literacy / Numeracy Observation Tool (ELNOT)	To screen for early intervention and to gauge developmental growth of literacy and numeracy skills.
Year 1 (JK) Year 2 (SK)	Developmental Indicators for the Assessment of Learning (DIAL-4)	To identify student strengths and needs in the areas of motor, concept, language, self-help, and social/emotional development.
Year 1 (JK) Year 2 (SK) November	The Kindergarten Communication of Learning: Initial Observation	<ul style="list-style-type: none"> To provide an overview of initial observations of the student's learning; To provide educators with data to inform program planning.
Year 1 (JK) Year 2 (SK) February and June	The Kindergarten Communication of Learning	To provide reflections on the student's learning connected to the four program frames.





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Grade	Assessment	Purpose / Description
Year 1 (JK) Year 2 (SK)	Ongoing pedagogical documentation will be collected to identify developmental levels in all areas of learning	<ul style="list-style-type: none"> To provide evidence of learning that will be shared with parents / guardians throughout the year; To provide educators with data to inform intentional and purposeful programming.
Grade 1 - 3	Achievement Data - Provincial Report Cards and ongoing classroom assessments based on the curriculum	To assess ongoing student progress and identify areas in need of remediation.
Grade 1-3	PM Benchmarks or GB+(fall and spring)	To determine student reading engagement, fluency, and comprehension.
Grade 3	EQAO	To assess numeracy and literacy skills.

Intervention Strategies, Programs, and Supports

Intervention strategies are in place to support students through a tiered approach, in which evidence-based assessment and instruction are systematically provided and respond to an individual's strengths and needs. The nature, intensity, and duration of interventions determined on the basis of the evidence gathered through frequent and systematic monitoring of the student's progress.

The principles of Universal Design for Learning (UDL) and differentiated instruction (DI) will be used along with a tiered approach of greater personalization and precision to support the learning and teaching of students.

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

- All primary teachers use a variety of strategies to teach phonemic development, phonological awareness, word recognition, decoding and comprehension;
- Special education teachers (LST / LRT) may work directly with students who present with a learning need;





- Program differentiation and classroom accommodations are developed for students as required;
- System level Learning Support Services staff are available to provide information, resources, and programming support for schools that have students with significant special needs. Referrals for system level supports originate from the school or LSS department;
- Development of behaviour intervention plans, student Safety Plans, Behaviour Management Plans (BMP);
- Multi-disciplinary team service via appropriate referrals;
- Professional services staff consultations with teachers or individual students to provide specific strategies to support the learning environment (with written parental consent);

The OCDSB has other system level teams to support a variety of exceptional learners. To access the following teams, school are required to obtain parent/guardian consent and to submit a referral. The system level teams that assist school team to support early identification and intervention include:

- Early Learning Team
- ASD / DD Team (also offer intake meetings when new to the District);
- Itinerant Educational Assistants

System level teams include multi-disciplinary professionals including educators, educational assistants, psychologists, social workers and speech-language pathologists that support students through consultation with parent/guardians, the school and the multi-disciplinary teams.

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





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Specialized Health Support Services in School Settings

Purpose of the Standard

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

Partnering with the Champlain Local Health Network (LHIN), and CHEO School Health Professional Services, below is a summary of the specialized health support services provided.

For further detailed information, please reference the list of programs and health information on the [CHEO](#) website, and the [Champlain Local Integration Health Network \(LHIN\)](#) website.

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)





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Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Nursing	Champlain Local Health Integration Network (LHIN) contracted agencies	Attendance at an elementary or secondary school Student is under the care of a physician Student requires nursing care at school School principal/ personnel can identify student to LHIN by calling case manager Medical orders are required — will be obtained by case manager	LHIN case manager Attending physician	Medical staff and LHIN determine that services are no longer required Change in medical status	Case conference Parent(s)/ guardian(s) can appeal to LHIN Contact person — case manager LHIN appeals process under review
Nutrition	LHIN contracted nutritional agencies	Attendance at an elementary or secondary school Student is under the care of a physician Student has an Ontario Health Card Student requires nutritional care at school School principal/ personnel can identify/refer student to LHIN by calling case manager	LHIN case manager	Achievement of nutritional goals Student no longer requires/ benefits from nutrition services at school	Case conference Parent(s)/guardian(s) can appeal to LHIN Contact person — case manager LHIN appeals process under review
Physiotherapy (PT)	CHEO School Based Rehabilitation Services contracted therapy agencies	Attendance at an elementary or secondary school Has an Ontario Health Card Student requires physiotherapy to attend school School principal and personnel refer student to CHEO using the referral form	CHEO	Achievement of PT goals Student is not benefiting from therapy No follow-up support Student is uncooperative Parental request for termination of service Further discharge criteria as per CHEO	Case conference Parent(s)/guardian(s) can appeal to CHEO Contact person — case manager CHEO appeals process under review
Occupational Therapy (OT)	CHEO School Based Rehabilitation Services contracted therapy agencies	Attendance at an elementary or secondary school Student has an Ontario Health card Student requires occupational therapy to attend school (has fine/gross motor difficulties) School principal and personnel refer student to CHEO School Health Professional Services using the Application Form	CHEO	Achievement of OT goals Student is not benefiting from therapy No follow-up support Student is uncooperative Parental request for termination of services. Further discharge criteria as per CHEO	Case conference Parent(s)/guardian(s) can appeal to CHEO Contact person — case manager CHEO appeals process under review



Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Speech and Language Assessment (Consultation, screening, informal and formal assessments)	Board staff - Speech- Language Pathologist (SLP) First Words	School referral to board SLP Intake information completed by parents	LST SLP First Words	Consultation, screening and/or assessment are completed Assessment is completed	Case conference
Speech and Language Tiered Intervention	Board staff – SLP (language and communication) First Words	Tier 1 support at the request of school staff Student-specific referrals	SLP	Suggested support plan has been provided	Case conference
Speech and Language-Support in Specific Specialized Program Classes	Board staff — SLP	Student placement in one of the following system classes: Language Learning Disability (primary & junior) Developmental Disabilities Program (senior kindergarten, primary & junior), Primary Special Needs (primary/junior) Autism Spectrum Disorder (primary, junior, intermediate) Student has mild articulation difficulty and is stimutable for targeted sounds	School Multi-Disciplinary Team System class recommendation committee SLP	Student transferred out of the listed system classes to another placement	Case conference Appeal IPRC placement
Articulation (mild): Parent Articulation Training Program (PAT-P)	Board staff- SLP		Board SLP Referring SLP in community (First Words, CHEO School Based Rehabilitation Services, CHEO CTC, private practice)	Workshop has been provided to parents	Case conference



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Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Articulation (moderate to severe), motor speech, fluency, voice, resonance	CHEO School Based Rehabilitation Services	Attendance at an elementary or secondary school Student has an Ontario Health Card Student meets eligibility and behavioural criteria for direct therapy Student is in senior kindergarten or older School board or other SLPs refer student to CHEO using the School Health Professional Services Form after initial assessment	CHEO case manager Board staff — SLP pre-referral assessment (Board SLP determines eligibility for referral; CHEO therapist determines eligibility for service)	Discharged when presenting with a mild to moderate articulation problem. CHEO may discharge to Parent Articulation Training Program (PAT-P) Parental request for termination of service No follow-up support Student is uncooperative Further discharge criteria as per CHEO	Case conference Parent(s)/guardian(s) can appeal to CHEO Contact person — case manager CHEO appeals process under review
Administering of Prescribed Medications	Board staff — educational assistant (EA), teacher, principal, office staff	Request must be made in writing from the parent and physician Physician must specify the medication, dosage, frequency, method, side effects, and the duration of administration (as per MOE Policy/ Program Memo. No. 81)	Physician Parent(s)/ guardian(s) Principal	Direction from physician and approval of parent(s)/ guardian(s)	Case conference
Catheterization	Board staff — EA (trained by appropriate agency) Student	Dependent or assistance required for catheterization	Physician Parent(s)/ guardian(s) Principal	Direction from physician and approval of parent(s)/ guardian(s) Independence achieved for self-catheterization Change in medical condition	Case conference
Suctioning shallow deep	Shallow suctioning — Board staff — EA Deep suctioning LHIN	Physician's direction Physiotherapy recommendation	LHIN case manager Medical staff	Direction from physician Change in medical condition	Case conference Appeal to LHIN



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



Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
<p>Augmentative and alternative communication devices Face-to-face writing aids -high tech devices</p>	<p>CHEO CTC Services for assessment and prescription, parent and teacher training for use and programming. Board SLP responsible for ongoing support and consultation. Board SLP addresses low-tech AAC needs. CHEO School Based Rehabilitation Services OT Board staff- teacher, EA trained by appropriate agency</p>	<p>Referral to CHEO CTC Services by school board SLP or CHEO SLP School referral to board SLPs Referral to CHEO School Based Rehabilitation Services OT</p>	<p>CHEO CTC Services Board SLP OT from CHEO School Based Rehabilitation Services</p>	<p>Annual reviews until system no longer required Classroom Support no longer required for maintenance modification</p>	<p>Case conference</p>
<p>Adaptive Devices Program (ADP) Funding</p>	<p>CHEO CTC Services or SLP Individual authorizers at CHEO CTC Services for communication aids CHEO School Based Rehabilitation Services contracted therapists for OT, PT needs</p>	<p>Specialized equipment or resources required</p>	<p>Authorized ADP assessor</p>	<p>Student no longer requires resource</p>	<p>Discussion with ADP</p>



School Health Support Services Service Guidelines – Nutrition (Registered Dietitian (RD) Services)

Conditions/Service Need	Eligibility criteria	Role of RD/Model of Service
<p>G tubes New Longstanding Oral feeding also Note changes in student's medical condition/functional status may result in changes in nutritional status resulting in need for RD assessment/intervention</p>	<p>Student has had new G tube inserted Student has longstanding G tube feeds Student G tube fed but also trying to increase oral intake</p>	<p>See general role of RD* RD to teach about products RD to teach about schedule for feeding related to activities, lifestyle, interaction of medical conditions (eg. reflux) RD Assess tolerance to feeds; provide recommendations/trials for feeds RD to communicate/teach school staff RD to reinforce/revise schedule from hospital (new tubes) Consultative services may be provided in the home and/or school setting</p>
<p>Dysphagia Note changes in student's medical condition/functional status may result in changes in nutritional status resulting in need for RD assessment/intervention</p>	<p>Student is at risk of aspiration with current intake Student is not linked with an outpatient clinic to review this information with parents</p>	<p>See general role of RD*** Prevent aspiration by working with SLP who determines texture needed RD provides specific information about how and what to prepare as per general role of RD Sensory texture issues – RD works with OT and SLP as above Consultative services may be provided in the home and/or school setting</p>



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

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

Discharge criteria include one or more of the following:

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

***General Role of RD**

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





School Health Support Services Service Guidelines –Occupational Therapy



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



School Health Support Services Service Guidelines –Occupational Therapy

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



Program Criteria: Occupational Therapy

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

Discharge Criteria- include one or more of the following:

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

Service Model:

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





School Health Support Services Service Guidelines – Physical Therapy



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

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



Program Criteria: Physical Therapy

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

Discharge Criteria include one or more of the following:

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

Services:

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





School Health Support Services Speech Language Pathology Service Guidelines



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

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

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



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



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

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



Program Criteria: Speech Language Pathology Service

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

Discharge Criteria include one or more of the following:

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





Part 1- The Board's Consultation Process

Purpose of the Standard

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

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

The OCDSB's Special Education Advisory Committee (SEAC) formally reviews the Special Education Plan annually, and also throughout the year as the need arises in accordance with [Regulation 464/97](#). SEAC members are able to share information and input from their respective associations/agencies and provide feedback. Following an in depth review last year, our Special Education Plan was made more parent-friendly and accessible. This continues to be a work in progress as we strive to continue to improve the functionality and usability of the plan. A review schedule of each component of the special education plan was developed for the year via SEAC monthly agendas and input from SEAC was received. All of the feedback provided was reviewed and included in the plan, when they were aligned with Ministry of Education requirements. Ongoing suggestions and feedback this year from SEAC consultations were to continue to include more parent / guardian friendly language and a clarity of language or descriptions as it relates to aspects of our special education programs and services.

Minority and Majority Reports

There were no majority or minority reports concerning the Board's approved special education plan in 2018/2019.

Opportunities for Community Input

Opportunities for public input and feedback were provided through SEAC monthly meetings and meeting minutes, the Board's website, and via direct connection with Learning Support Services team members. In addition, an invitation to members of the community inviting feedback on the Special Education Plan 2019 was posted on the District's website.

Special Education Program and Services Internal / External Reviews

Methodology for Internal Reviews

In January, 2014, the Learning Support Services department presented [Report No. 14-001, Performance Measures for the Ottawa-Carleton District School Board, Learning](#)





Support Services. Building on the draft, Program Logic Models (PLMs), developed in consultation with Dr. Tim Aubry, at the University of Ottawa, the report highlights several performance measures for Learning Support Services department and for each OCDSB specialized program. These performance measures have been used to shape the most recent program reviews for two of our specialized program classes (LD SIP, and Gifted).

Further work has begun on the implementation and monitoring of a revised model for supporting students with Learning Disabilities. Exploration of the programs and services for students with Giftedness is ongoing. A key component of the program review process is the engagement of stakeholders including SEAC, parents / guardians, parent / community organizations, students, central staff, teachers, educational assistants, principals, managers, senior staff, and trustees in the process. The inclusion of stakeholders has taken on a variety of formats and is dependent upon the review.

OCDSB Quality Programming Indicators

This year, we continue to work on the development of the [OCDSB Quality Programming Indicators \(QPI\)](#). The purpose of the new resource is to provide a comprehensive overview of quality programming to meet the specialized learning needs of students within both regular and specialized program classes in K to 12 settings. Indicators of quality programming focus on the following topics: Student and Class Profiles, Individual Education Plans, Transition Plans, Academic and Alternative Programs, Instructional Strategies, Technology, Tools, and Specialized Equipment, Instructional Environment, Social-Emotional Learning, Integration, and Assessment. This resource is in the final stages of the editing process and the goal is to launch it district-wide in September, 2019.

Learning Support Services Operational Review

In October, 2018, at Committee of the Whole (COW), trustees passed a motion that LSS was directed to undertake an operational review with the focus of the following aspects:

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.

This review continues to be ongoing departmental work and an external consultant will be selected in the coming months to execute the review process. More information will be shared in the fall of 2019.

