



NOTICE OF MEETING
Special Education Advisory Committee
Wednesday, 12 February, 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

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

VIEWS for the Visually Impaired
 Lisa Paterick, Member; Johnna MacCormick, 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, February 12, 2020, 7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

			Pages
1.	Call to Order	1 mins	
2.	Approval of the Agenda	2 mins	
3.	Delegations	10 mins	
4.	Presentations		
4.1	Report 19-123, The Annual Student Achievement Report (ASAR) 2018-2019 (M.Giroux ext. 8310)	20 mins	1
4.2	Electronic Agenda Packages Presentation	15 mins	
5.	Department Update		
5.1	Superintendent's Report	20 mins	
	a. Storefront Update		
	b. Communications Disorder Assistant Service Delivery Model Update		
	c. Updated Procedure PR.686.SCO Use of Service Animals For Students		21
5.2	Special Education Plan (Standards)	35 mins	
	a. Equipment (Discussion)		23
	b. Early Identification Procedures and Intervention Strategies (Discussion)		27
	c. Special Education Placements Provided by the OCDSB (Perusal)		33
6.	BREAK	10 mins	

7.	Review of Special Education Advisory Committee Report	20 mins	
7.1	8 January 2020		67
7.2	Review of Long Range Agenda		77
7.3	Motion/Action Tracking Report, Business Arising		79
	a. Appointment of Committee of the Whole SEAC Representative		
8.	Action/Discussion/Information Items	10 mins	
8.1	Elementary Students with Individual Education Plans by Program		
9.	Committee Reports	10 mins	
9.1	Advisory Committee on Equity		
9.2	Parent Involvement Committee		
9.3	Board		
9.4	Committee of the Whole		
9.5	Extended Day Program		
10.	New Business	5 mins	
11.	Adjournment	1 mins	



COMMITTEE OF THE WHOLE (PUBLIC) Report No. 19-123

10 December 2019

Annual Student Achievement Report (ASAR), 2018-2019

Key Contact: Michele Giroux, Executive Officer, 613-596-8211 ext. 8310

PURPOSE:

1. This report provides an overview of OCDSB student achievement data for the 2018-2019 school year. Through discussion of the data presented, we aim to better understand the overall achievement of OCDSB students and improve supports to enhance learning for all.

CONTEXT:

2. The Annual Student Achievement Report (ASAR) serves as a progress monitoring tool to better understand areas of strength in student learning and identify opportunities for improvement. Produced in the fall of each year, it contains analyses of:
 - provincial achievement data (including student questionnaire data),
 - secondary report card data;
 - credit accumulation; and
 - cohort graduation rate.

Data has been analyzed to better understand our trends over time, OCDSB results in relation to those for the province, and for specific groups of students, including English Language Learners, students with special education needs, students from low income neighbours, students who self-identify as Indigenous, and males versus females.

3. Historically, the ASAR took an all-encompassing approach by presenting detailed data from multiple sources. While this approach made the ASAR a useful reference tool, the lengthy format was not ideal for facilitating meaningful discussion on our Wildly Important Goals¹. To promote a focused discussion on key topics, the new format of the ASAR highlights data on student achievement and then delves a deeper into critical areas. This transition is an important one, given that next year's ASAR will also incorporate analysis of demographic data collected through *Valuing Voices – Identity Matters! Survey* (e.g., language, race,

¹ "A goal essential to carrying out the organization's mission or strategy. Failure to achieve this goal will render all other achievements secondary." Chris McChesney, Sean Covey, and Jim Huling, *The 4 Disciplines of Execution* (London: Simon & Schuster, 2012), 301.

ethnicity, gender identity, sexual orientation, disability) and student achievement data. By integrating these two types of data, we will be able to narrow in on areas of need in order to better support student success.

4. Additional data on student achievement will be presented to the Board throughout the year, as we bring forward measurement reports on the strategic plan. As part of the 2019-2023 strategic plan, key performance indicators were identified to track progress towards building a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility. Progress on building a Culture of Innovation will be assessed, in part, by graduation rate, annual certification rate, EQAO results, achievement gaps, and survey data. This will supplement the information provided in the ASAR to provide a fulsome analysis of student achievement at the OCDSB.
5. EQAO results can be organized and filtered in many ways to be informative for a variety of purposes. Although it is not feasible to present all permutations in a single report, results can be accessed through the EQAO website. This is where District and school achievement results, as well as school context and information on student attitudes, are publicly available for all participating grades: <https://eqaoweb.eqao.com/eqaoweborgprofile/profile.aspx? Mident=86&Lang=E>

KEY CONSIDERATIONS:

6. Achievement Results, 2018-2019

The following is a summary of OCDSB achievement results for the 2018-2019 school year and trends over time that are presented in the attached report.

- a) Overall Results on Provincial Assessments. The majority of OCDSB students achieved at or above the provincial standard in Grades 3 and 6 reading and writing, and were successful on the OSSLT. With the exception of Grades 3 and 6 writing, results were higher for OCDSB students compared to the province. Trends over time show modest improvements in Grade 6 writing and for both first-time and previously eligible students on the OSSLT. The remaining assessments have shown no change or slight declines of between 1 and 3 percentage points; similar trends were observed provincially.

Despite lower results in mathematics compared to reading and writing, most OCDSB students met the provincial standard in Grades 3, 6 and grade 9 academic math. OCDSB results were higher compared to the province, with the exception of Grade 9 applied math. OCDSB trends over time showed no change in Grade 9 math (applied or academic), and decreases of 1 to 2 percentage points in Grades 3 and 6 mathematics.

- b) Achievement Gaps for Specific Groups of Students. Across all provincial assessments, achievement outcomes continue to be lower for English Language Learners (ELLs), students with special education needs (excluding gifted; SpEd), and those who self-identify as Indigenous (FNMI) compared to all students. Outcomes based on gender tend to favour boys in mathematics, and girls in reading and writing. Gaps are much wider in literacy compared to math.

- c) *Report Card Data*. An analysis of report card data identified the subjects and course types that tended to pose the greatest barriers for students. Across the grades, math, science and English tended to be the courses that students experienced the most difficulty with. In Grades 9 and 10, student success was lower in applied and locally developed courses. In Grade 11, the types of courses with lower levels of achievement tended to be workplace, open, and college courses.
- d) *Credit Accumulation and 5-Year Cohort Graduation Rate*. Credit accumulation is an important indicator of whether or not students will graduate with their peers (typically within five years of beginning secondary school). Credit accumulation is presented for Grades 9, 10 and 11, with evidence that students have more difficulty obtaining the recommended credits for their grade level as they move through high school. The percentage of students earning the number of recommended credits by the end of June 2019 is comparable to the rates observed in the previous two years.

The 5-year cohort graduation rate for the OCDSB was 88% for the cohort of students who started Grade 9 in 2013-2014; this is marginally higher compared to the province at 87%.

7. **Summary and Next Steps**

The analysis of student achievement data from 2018-2019 reinforces that the area of greatest curricular need continues to be mathematics, and that student attitudes and perceptions towards mathematics are intricately connected to their achievement outcomes.

It is also clear that there continues to be inequities in student outcomes for students with special education needs (excluding gifted), students who self-identify as Indigenous, students residing in lower income neighbourhoods, and English language learners. There is an inverse relationship between the number of these groups to which a student belongs and achievement outcomes.

As students enter secondary school, they are required to accumulate a minimum of 30 credits in order to graduate with an OSSD. Students who are on track to graduate within five years of starting high school would typically earn eight credits each year. Credit accumulation rates decline with each year of high school that passes, putting students at an increased risk of not graduating with their cohort of peers. Students enrolled in applied, locally developed, college, and workplace courses are most at risk. English, mathematics, and science courses tend to have the lowest pass rates across all three grades.

The 2019-2020 Board Improvement Plan for Student Achievement and Well-being (BIPSAW) outlines some of the key strategies that will be undertaken to support students in their learning with a view to improving outcomes over time. Next year, demographic data from Valuing Voices – Identity Matters! will be analyzed in relation to student achievement data to help further refine our focus.

RESOURCE IMPLICATIONS:

8. Ongoing monitoring of student achievement is supported by the District's regular operating budget.

COMMUNICATION/CONSULTATION ISSUES:

9. The information contained in this report is shared with schools and departments to inform work that supports student learning. Specifically, Program and Learning (K-12) uses this information to help inform the development of the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW). With support from the Research, Evaluation, and Analytics Division (READ), school teams use this data to help guide analysis of their school data to inform the development of School Improvement Plans for Student Achievement and Well-Being. Research staff provide ongoing support to schools throughout the year in monitoring progress on school plans and in building school staff capacity in data literacy.

STRATEGIC LINKS:

10. One of the goals identified in our 2019-2023 strategic plan is to champion high learning expectations for all students in all programs. The ASAR is a reporting mechanism for communicating our progress in this area, with a specific look at identified groups of students and areas of difficulty for our learners. Through this work, we can target supports moving forward. Progress in this area will continue to be monitored and will be reported on again in the measurement report for a Culture of Innovation.

DISCUSSION QUESTIONS:

- Based on the data, what can we conclude about student achievement for 2018-2019?
- How is the data reflected in the 2019-2020 BIPSAW?
- How does the new format of the ASAR facilitate the discussion?
- How can we use this data to drive our progress on the strategic plan?

Michèle Giroux
Executive Officer,
Corporate Services

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



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Annual Student Achievement Report

2018-2019



Introduction



EQAO: Mathematics Assessment Results
Grades 3, 6 and 9



EQAO: Mathematics Students Survey Responses
Grouped by Success Rates



EQAO: Reading and Writing Assessment Results for
Grade 3 and 6



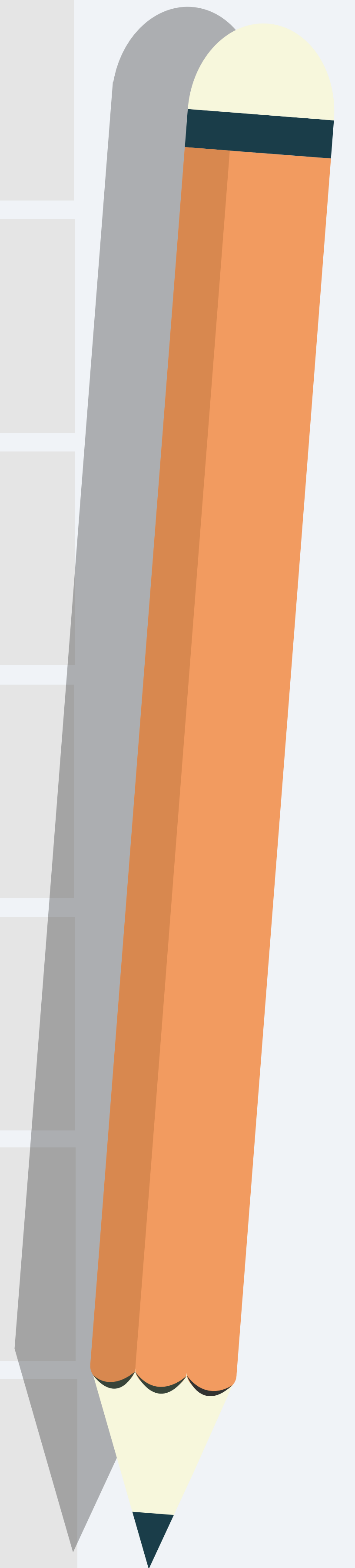
EQAO: Ontario Secondary School Literacy Test
(OSSLT)



Credit Accumulation and Cohort Graduation rates in
Grade 9, 10 and 11



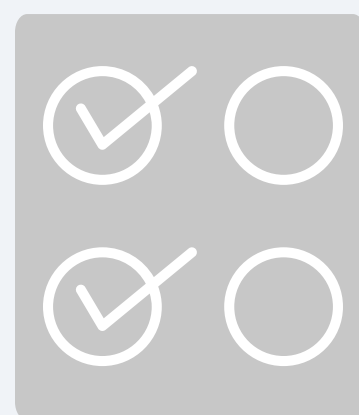
CONCLUSION



1 Introduction

The **Annual Student Achievement Report (ASAR)** is an in-depth analysis of OCDSB achievement data which is used to measure progress in student learning and to help inform the development of strategies in our Board Improvement Plan for Student Achievement and Well-being. The ASAR data includes 2018-2019 provincial assessments (EQAO), secondary report card marks, and key achievements for students in the secondary panel. Taken together, the evidence helps frame our understanding of our strengths as a system, as well as areas where targeted efforts are needed.

DATA SOURCES



EQAO Test Results

The provincial Education Quality and Accountability Office (EQAO) is a government body that develops and oversees **reading, writing** and **mathematics** tests that Ontario students must take in **Grades 3, 6, 9, and 10**. The tests give parents, teachers, principals and school boards information about how well students have learned the Ontario Curriculum.



Report Card Data

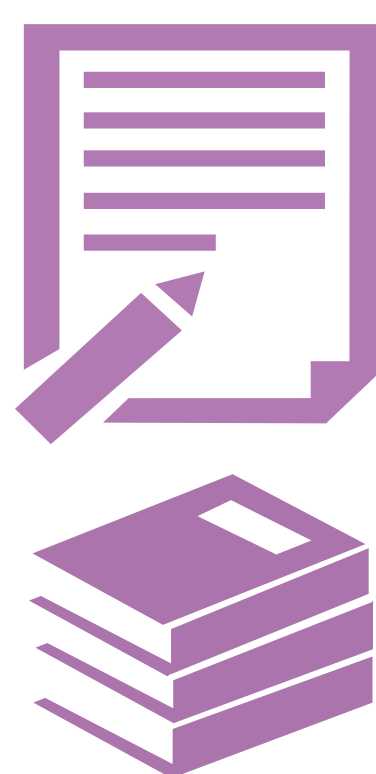
Report card data is another valuable source of data for measuring student achievement. It communicates each student's performance academically (e.g. Mathematics, English, etc.) and is issued periodically by the school to each student and their parents.



measuring

EQAO LITERACY.....

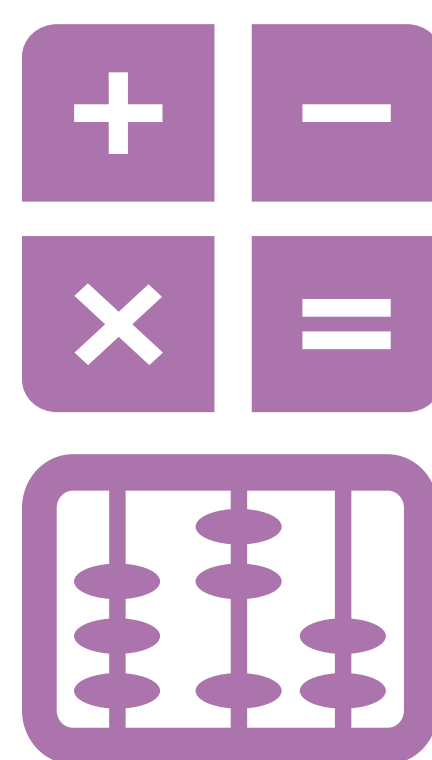
Achievement in the area of literacy is measured by OCDSB student performance on the provincial assessments in primary and junior reading and writing, and on the Ontario Secondary School Literacy Test. Achievement patterns from report card data for Grades 9, 10 and 11 is also presented for select subjects.



measuring

EQAO MATH.....

Achievement in the area of numeracy is measured by OCDSB student performance on the provincial assessment in Grade 3 and 6 mathematics, and Grade 9 Applied and Academic mathematics, as well as secondary report card data patterns.



measuring

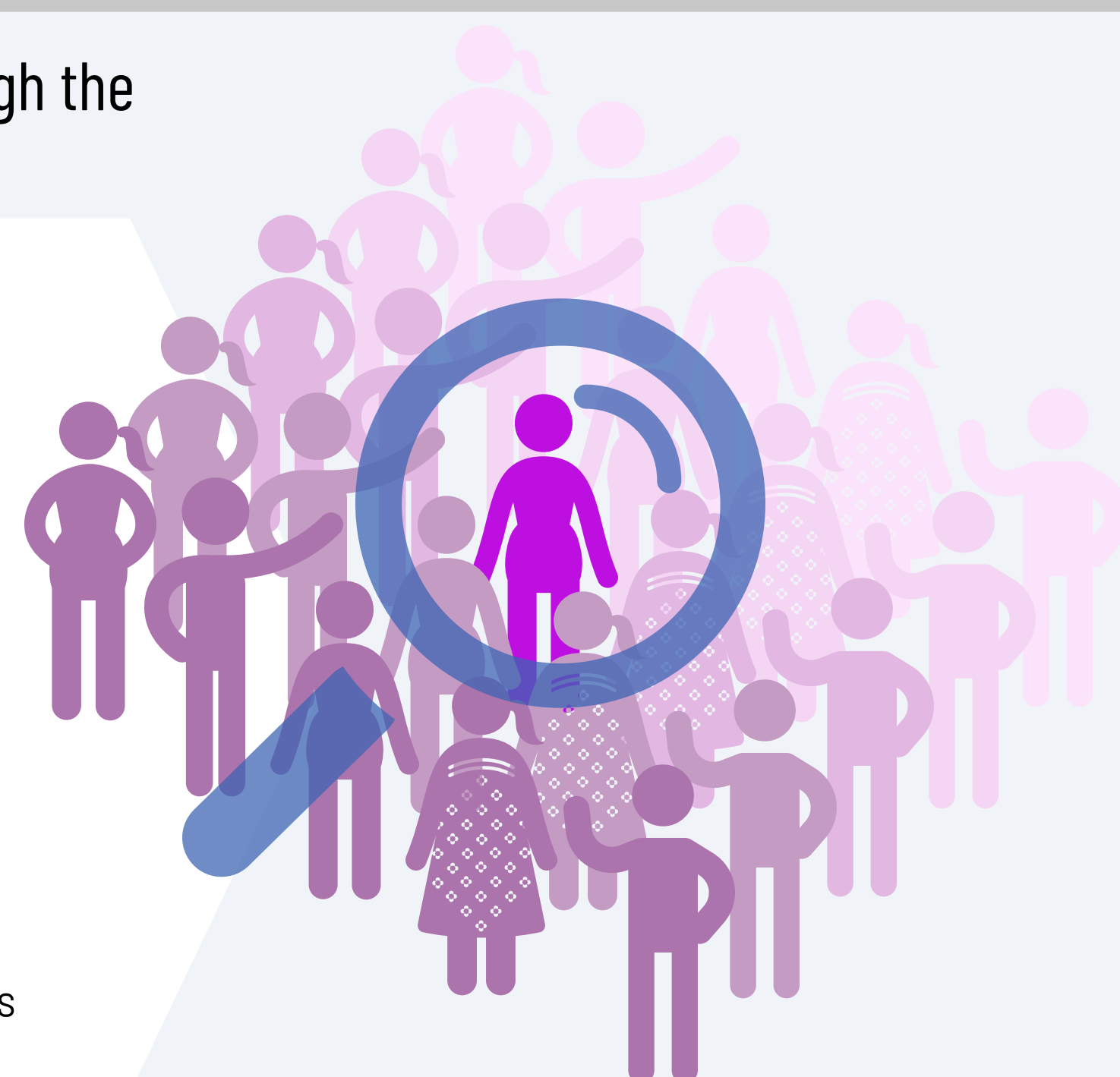
PATHWAYS.....

Achievement in the area of pathways is measured by student performance across select subjects, as well as overall credit accumulation and cohort graduation rates.



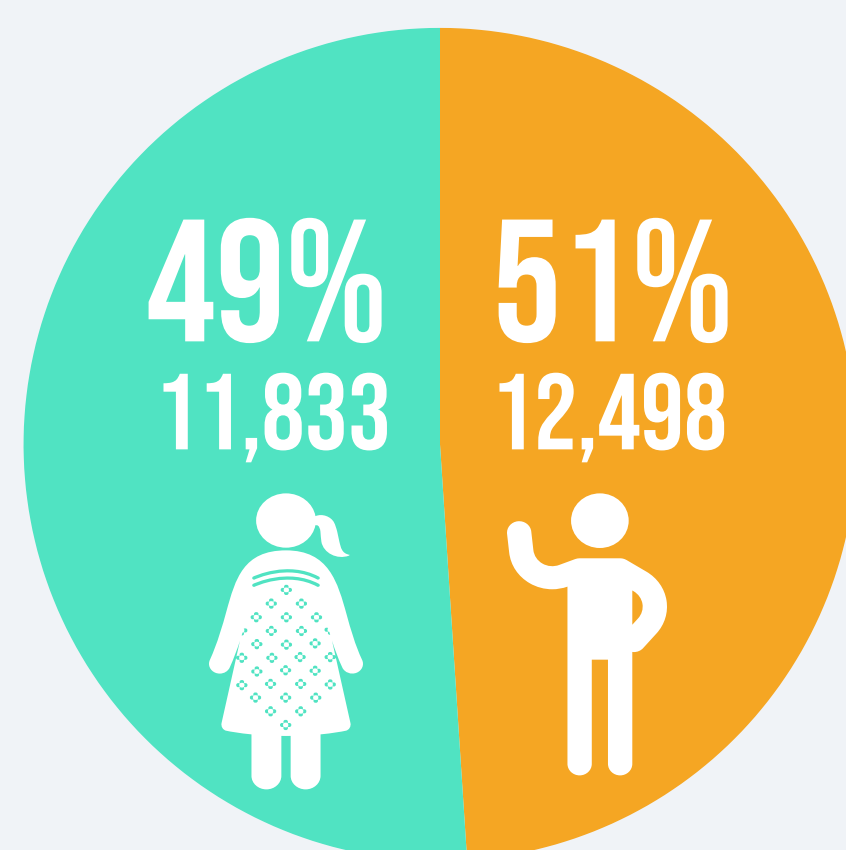
Results are provided for all students, specific groups and cohorts of students as they move through the education system. The specific disaggregations include:

- ALL** ALL STUDENTS
 - ELL** ENGLISH LANGUAGE LEARNERS
 - SES** STUDENTS RESIDING IN LOWER-INCOME NEIGHBOURHOODS
 - INDG** STUDENTS WHO HAVE SELF-IDENTIFIED AS INDIGENOUS
 - SpEd** STUDENTS WITH SPECIAL EDUCATION NEEDS (EXCLUDING GIFTED)
 - FEMALE** FEMALE
 - MALE*** MALE*
- *OCDSB recognizes that gender is not a binary construct; however, current data collection and reporting practices locally and provincially preclude the disaggregation of gender data beyond these categories.

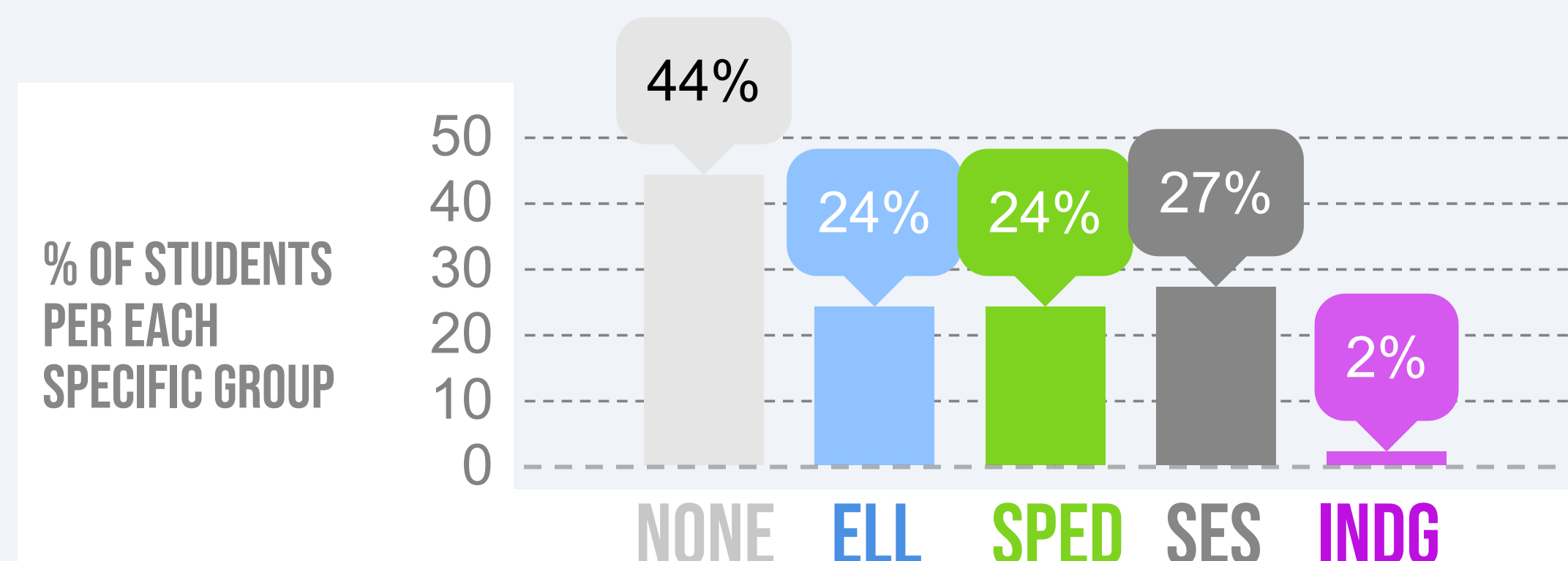
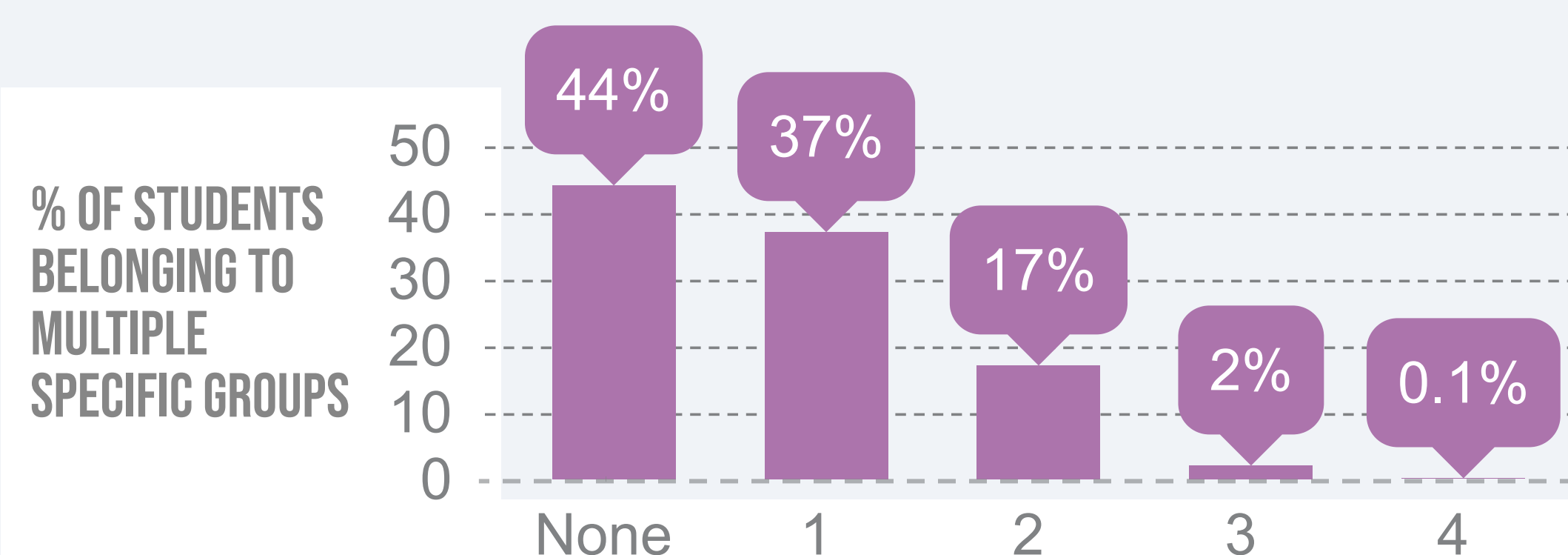


Key enrollment facts:

- Overall, a total of 74,719 students were enrolled in the OCDSB schools on October 31, 2018. Of these, 24,331 participated in the EQAO assessments during 2018-2019.
- 56% of students belong to at least one of the specific groups of students, including 2% percent (484 students) who reported belonging to three of the four and 0.2% (18 students) who belong to all four.

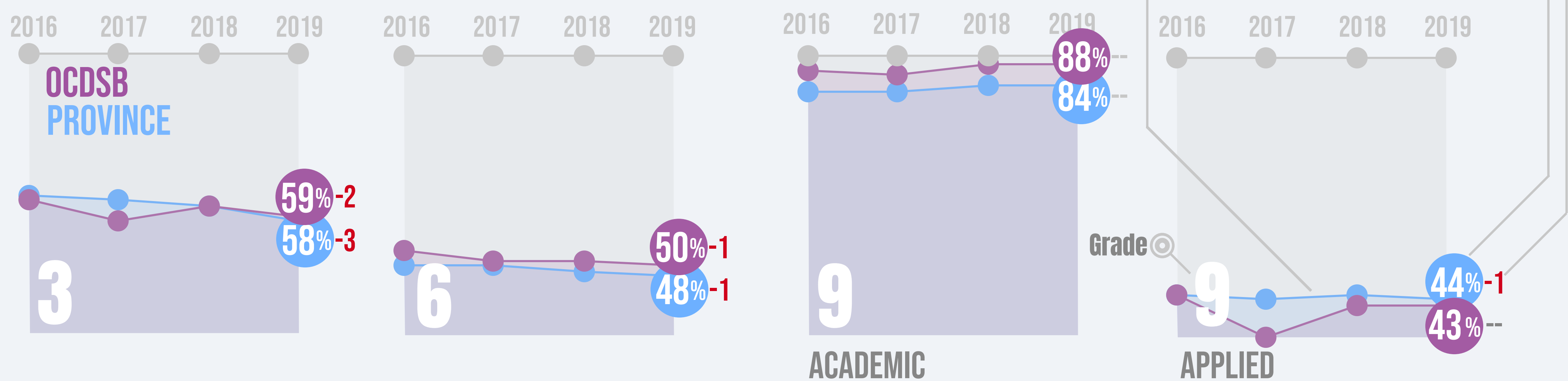


TOTAL PARTICIPATION IN THE EQAO ASSESSMENTS: **24,331**
 GRADE 3: **5,060**
 GRADE 6: **5,228**
 GRADE 9 MATH: **5,697**
 GRADE 10 OSSLT: **8,346**

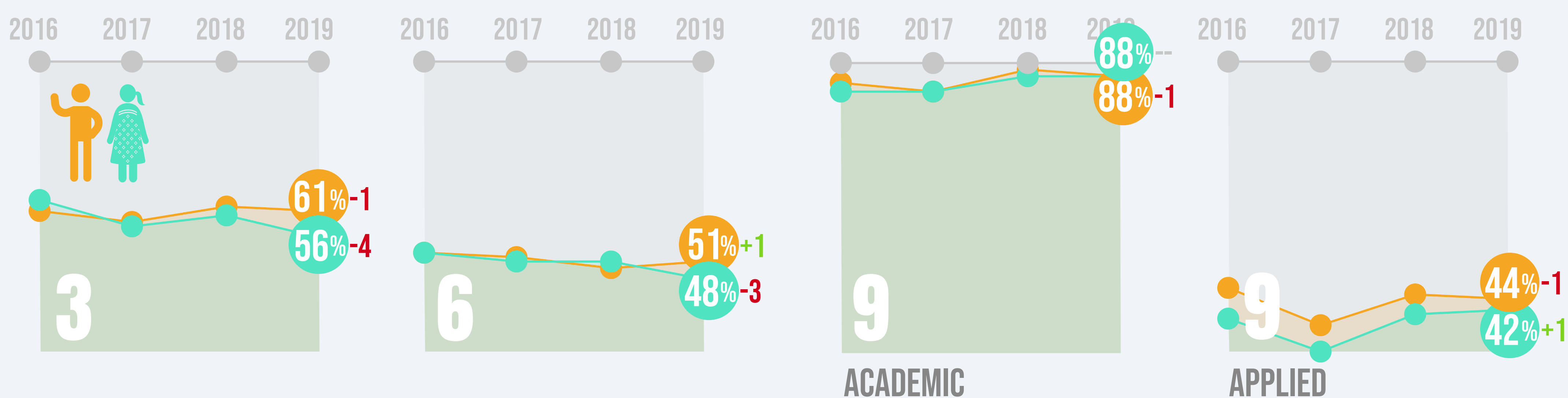


2 EQAO: Mathematics Assessment Results, Grades 3, 6 and 9

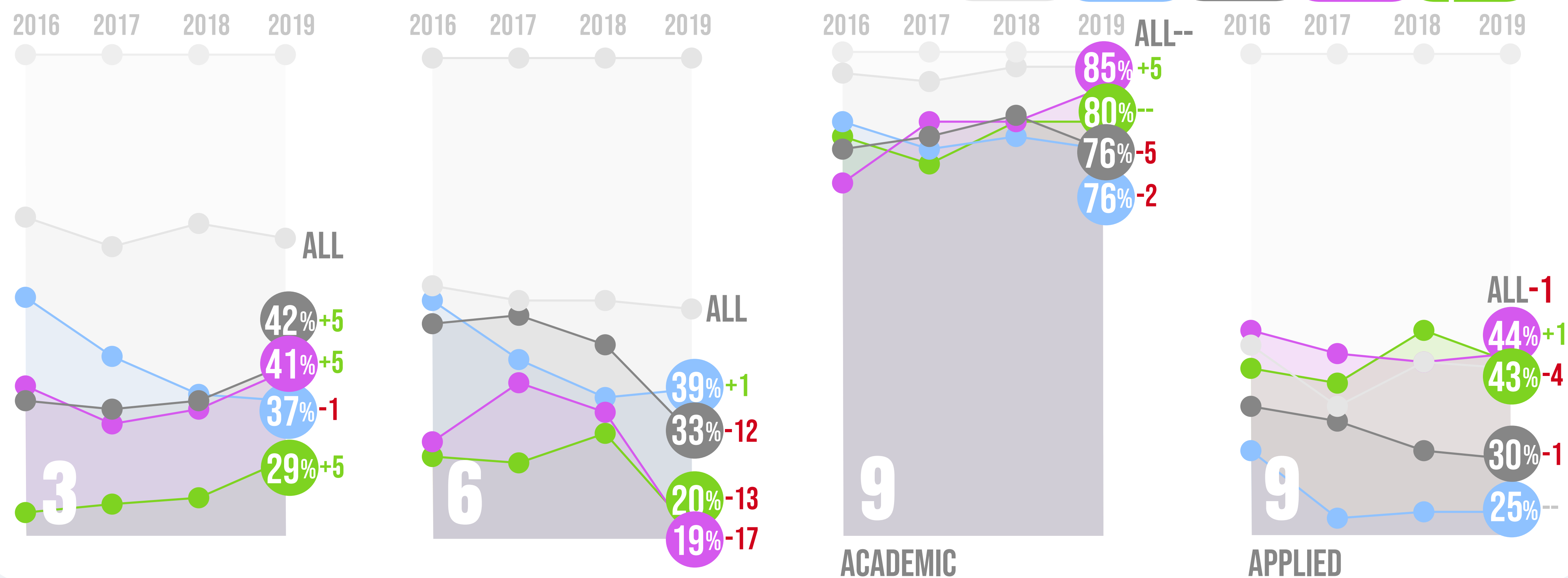
% OF STUDENTS WHO MET THE PROVINCIAL STANDARD



GENDER GAP: OCDSB



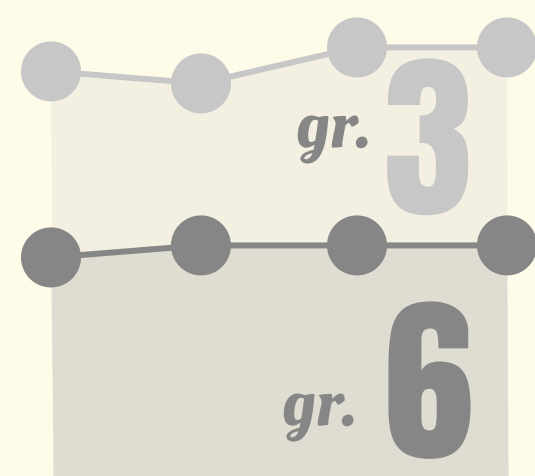
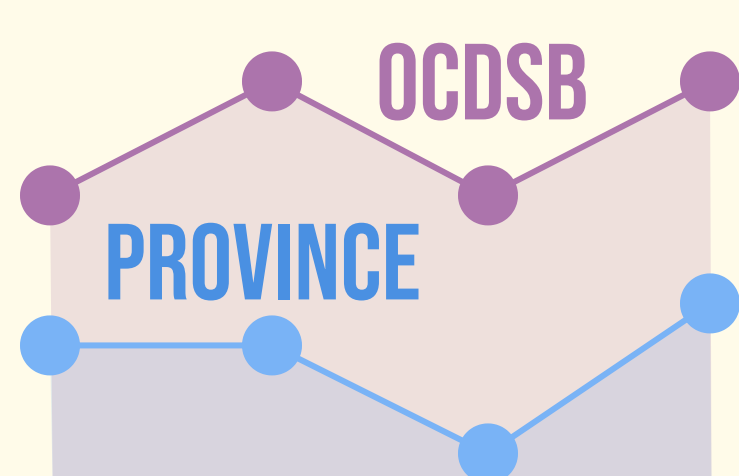
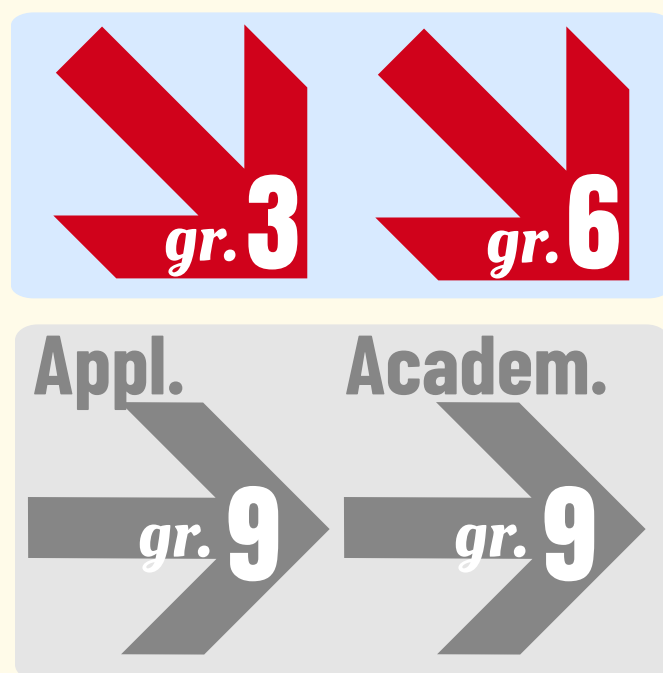
ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS



OBSERVATIONS:

STUDENTS WHO MET PROVINCIAL STANDARD

- Grade 3 and 6 are experiencing a downward trend. Grade 9 trends are static.
- OCDSB continues to outperform the province across almost all areas (except for Grade 9 Applied math).
- Grade 3 achievement rates continue to be higher in comparison to Grade 6 (unlike reading and writing where an opposite trend is visible)



GENDER GAP

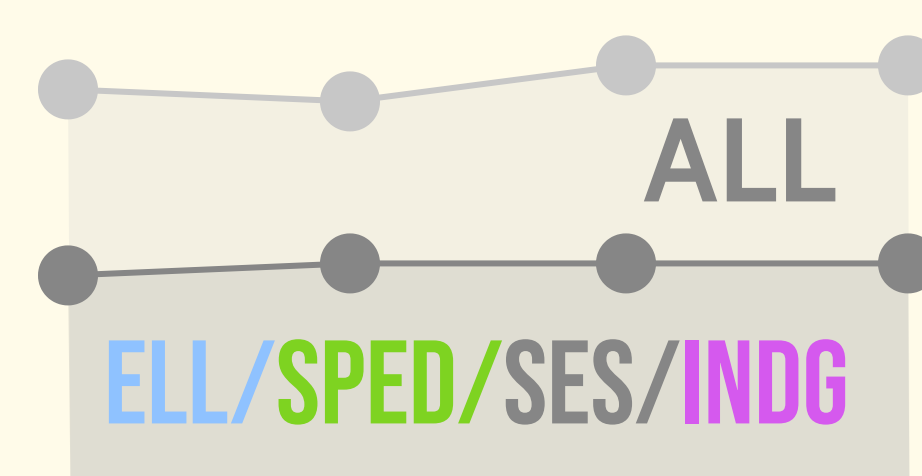
- Male students continue to slightly outperform female students across almost all areas (unlike reading/writing, wherein an opposite trend is visible). The gap appears to be static.



Gap is very small and static

GAP FOR SPECIFIC GROUPS

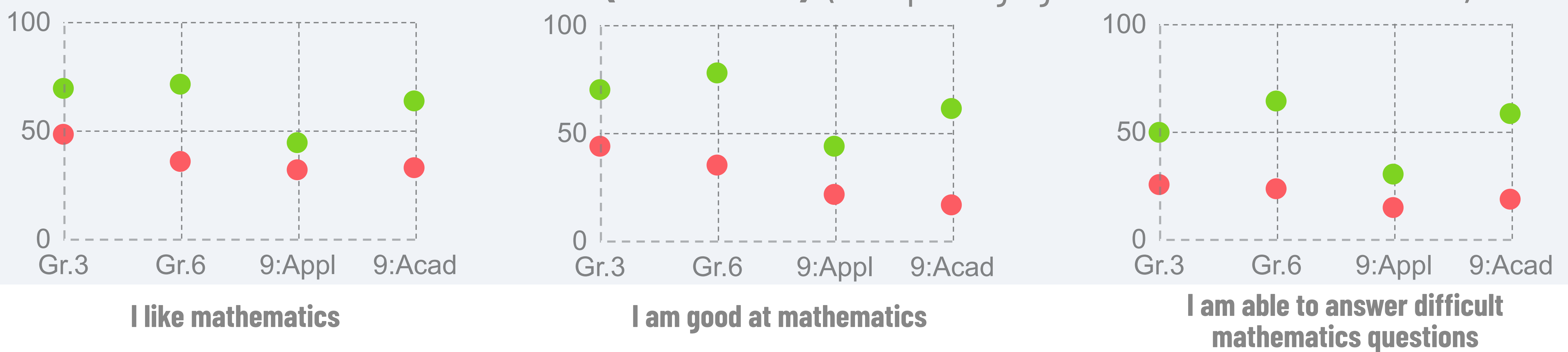
- In comparison to all students, achievement rates within the specific groups of students continue to be lower.



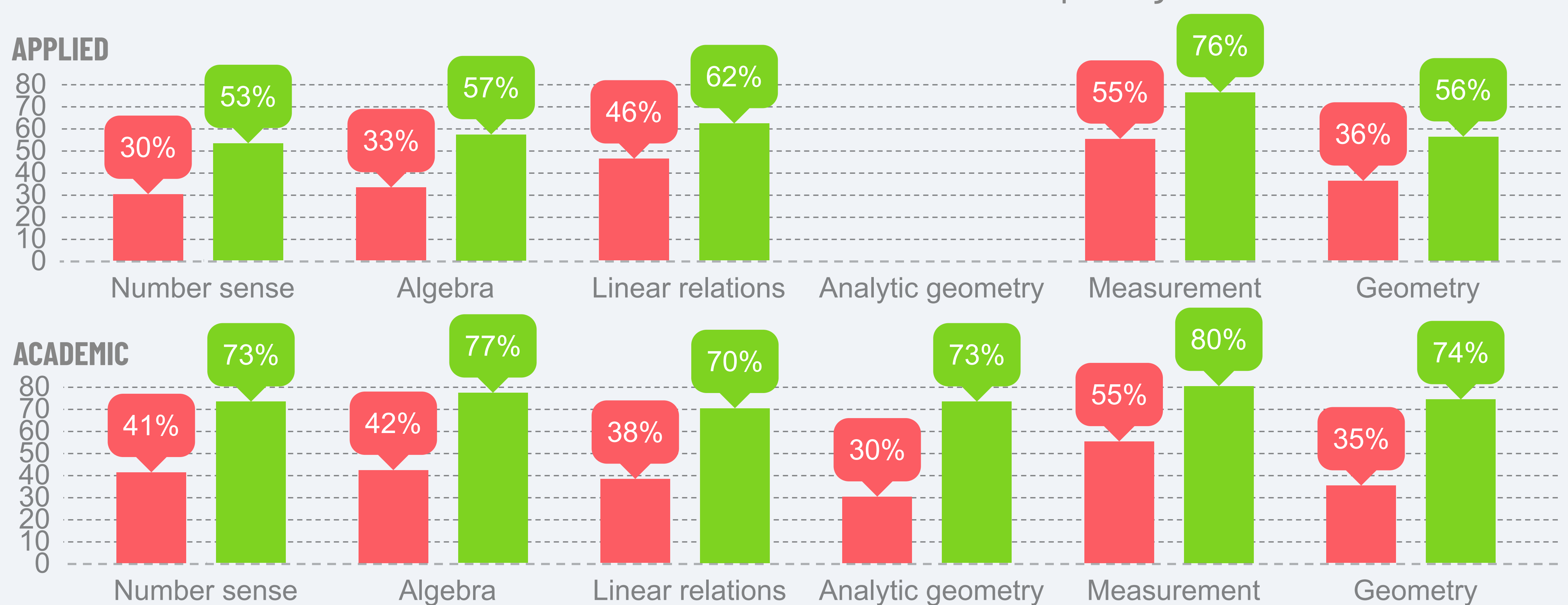
EQA0: Mathematics Students Survey Responses Grouped by Success Rates

MET **DID NOT MEET**

STUDENT SURVEY - MATH SUPERPOWERS (ALL GRADES) (% reporting agreement with the statements)



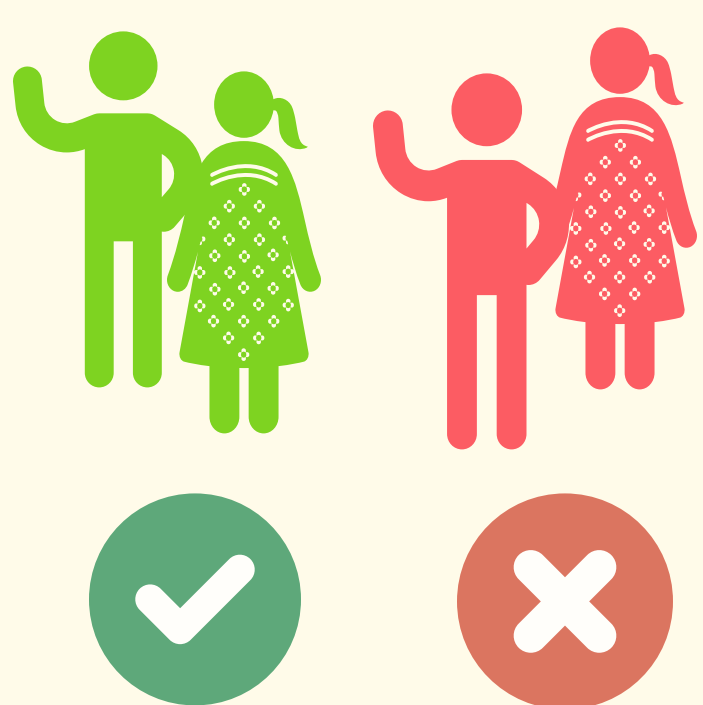
STUDENT SURVEY - CONFIDENCE BY MATH STRANDS (GRADE 9) (% reporting confidence)



STUDENT SURVEY - SELF PERCEPTION, GRADES 3 and 6 (% reporting agreement with the statements)



OBSERVATIONS:

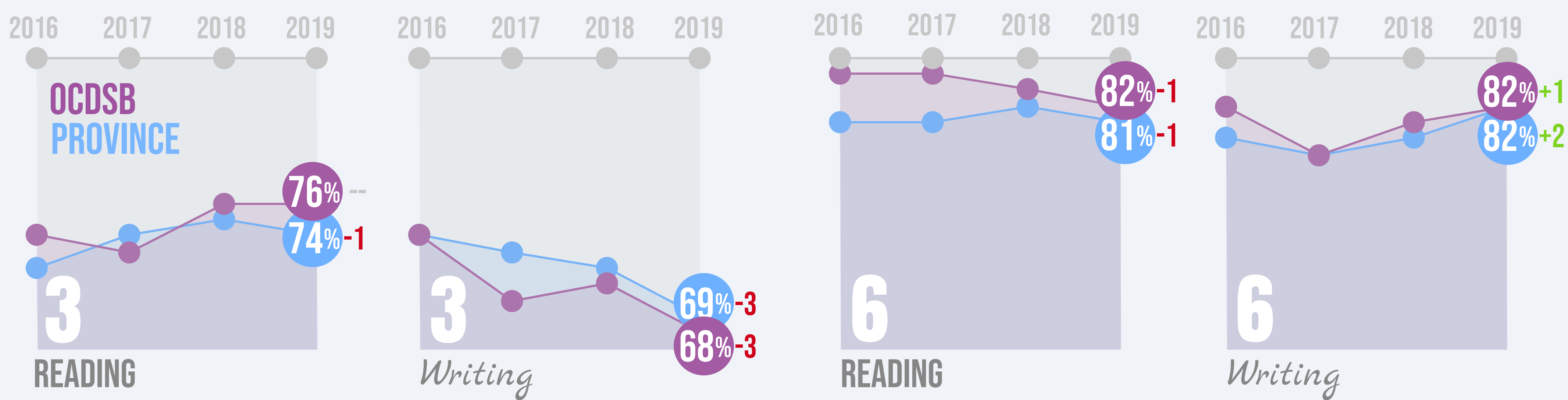


Students who met provincial standard:

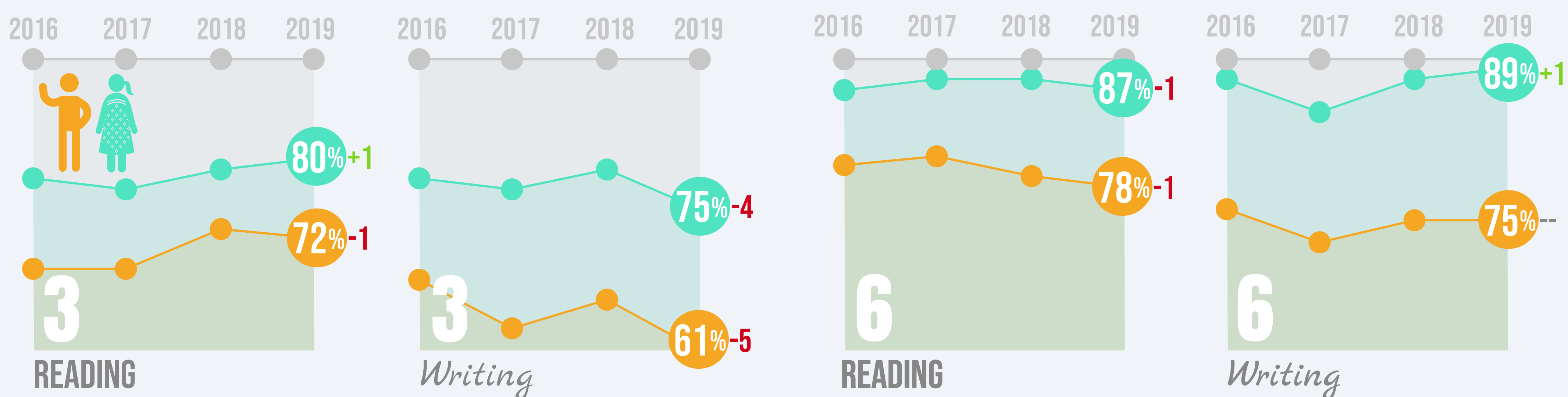
- Reported enjoying math more, and had more positive beliefs about their ability in math and their efforts towards math activities.
 - Reported higher confidence across all math areas in both course levels.
 - Reported more engagement in mathematics in class, and were more likely to make use of cognitive strategies to solve mathematics problems.
- Overall, the patterns reveal that students' beliefs and attitudes towards, and practices in mathematics are good predictors of whether or not they will meet the provincial standard in the subject.

4 EQAO: Reading and Writing Assessment Results, Grade 3 and 6

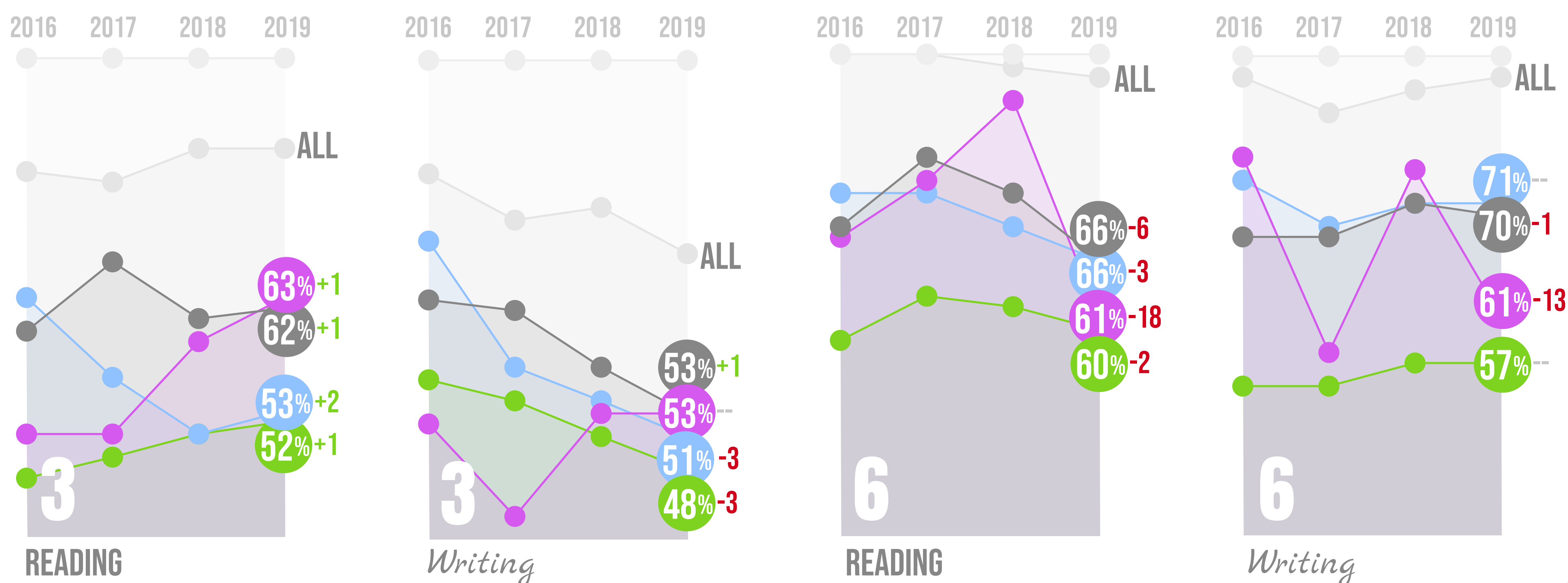
% OF STUDENTS WHO MET THE PROVINCIAL STANDARD



GENDER GAP: OCDSB



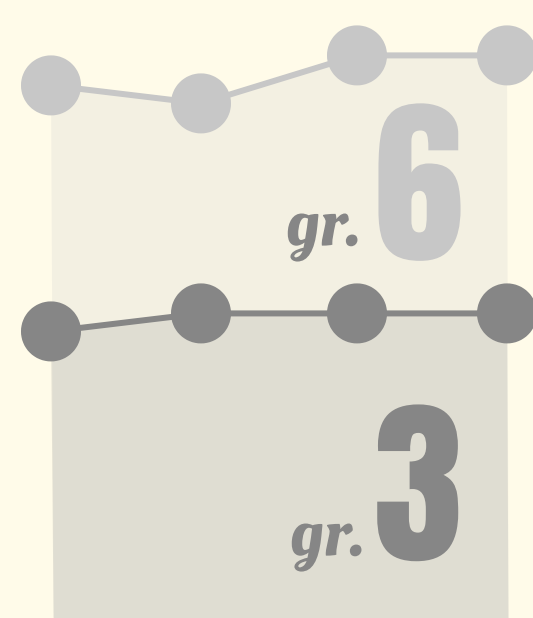
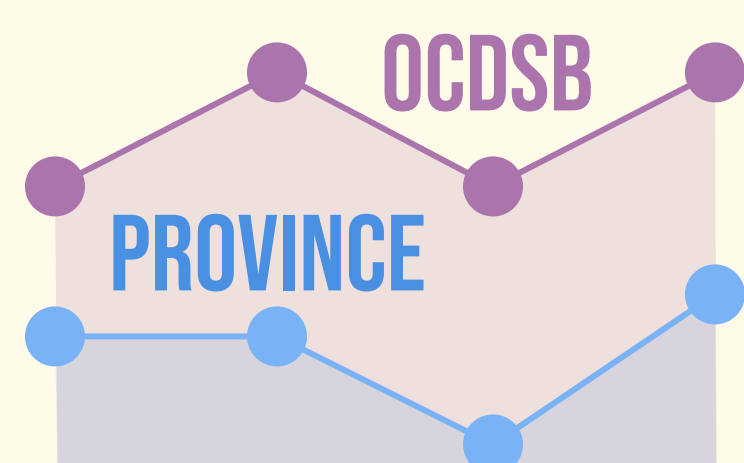
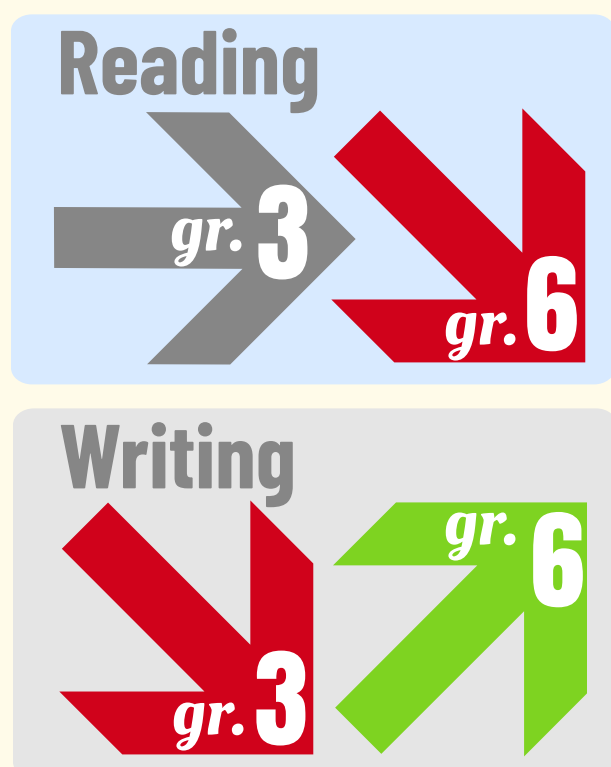
ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS



OBSERVATIONS:

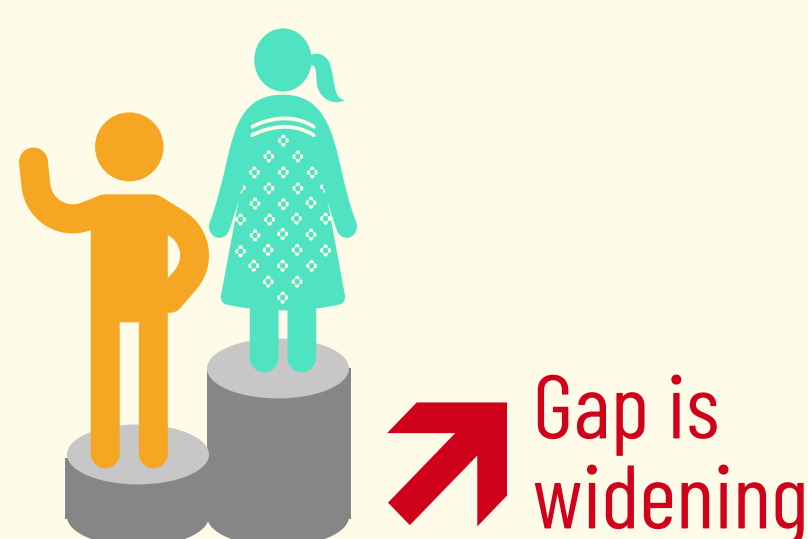
STUDENTS WHO MET PROVINCIAL STANDARD

- With an exception of Grade 6 writing, wherein a slight increase is visible, other areas are experiencing a negative or static trend.
- OCDSB continues to outperform the province across almost all areas.



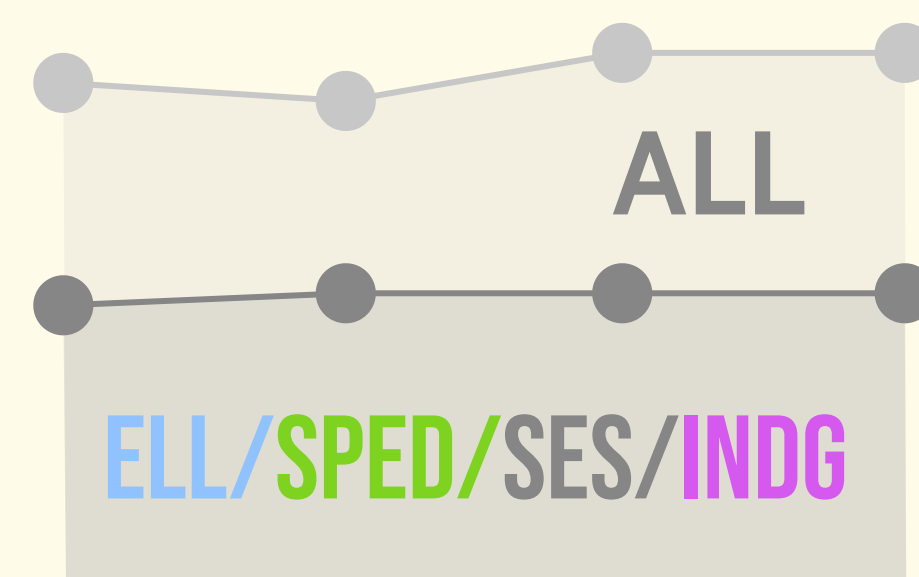
GENDER GAP

- Female students continue to outperform male students across all indicators by a notable margin. The gap appears to be slightly widening in the last four years.



GAPS FOR SPECIFIC GROUPS

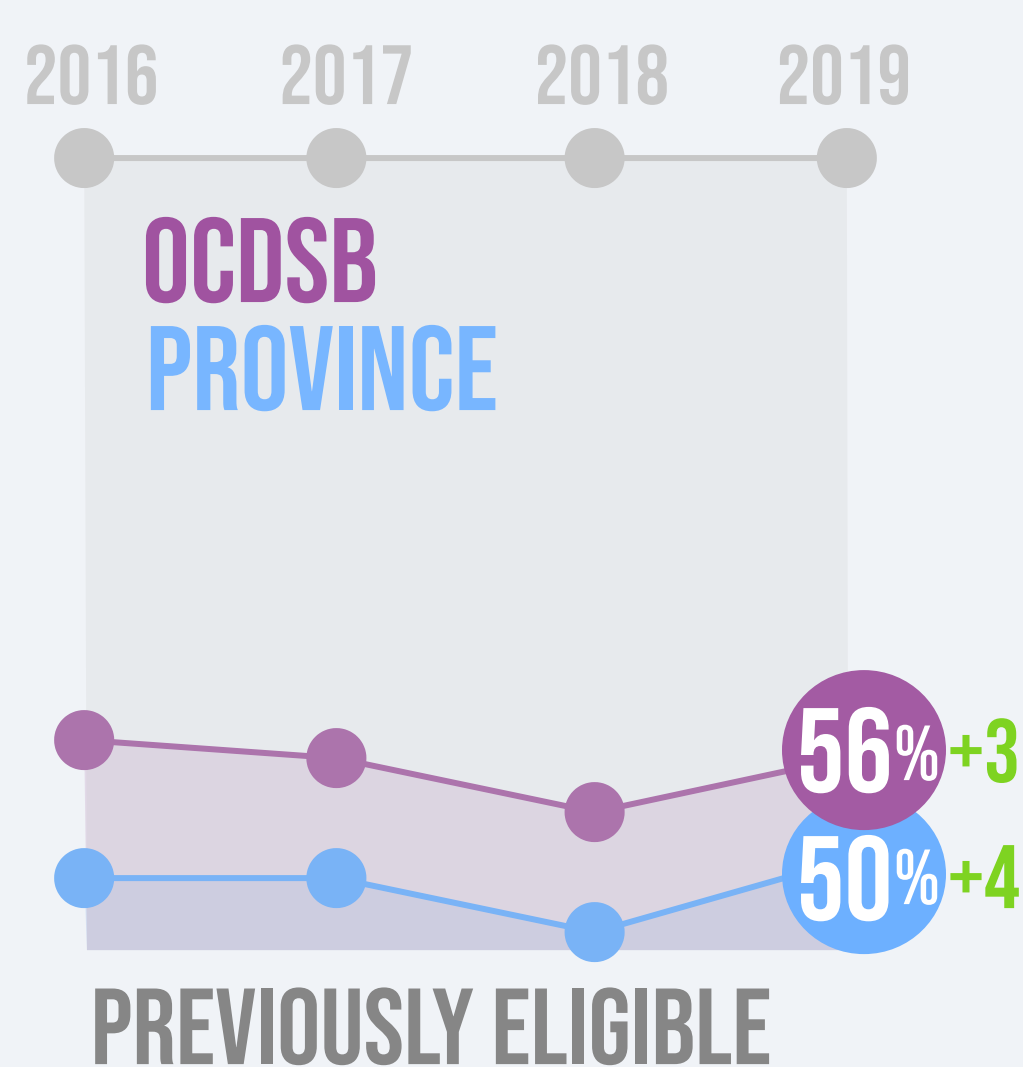
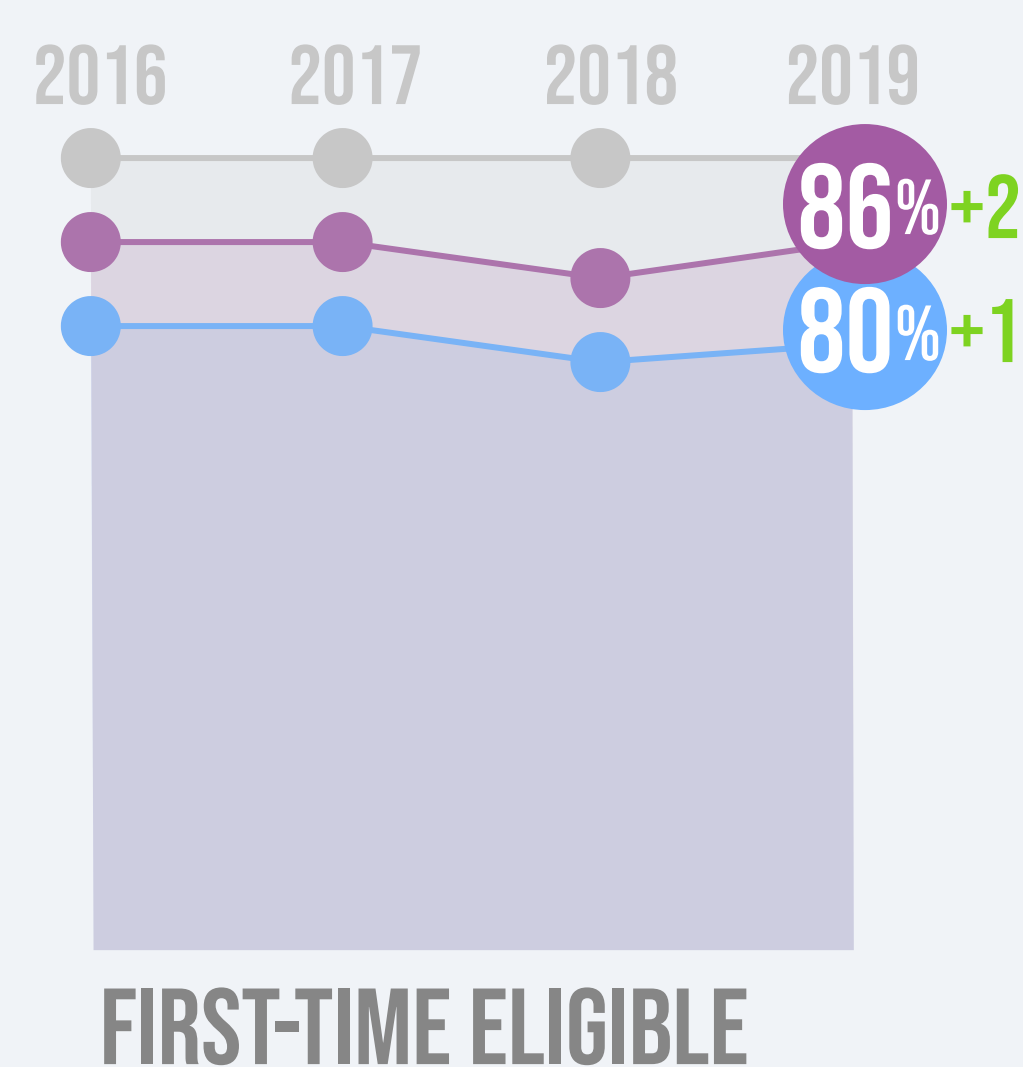
- In comparison to all students, achievement rates within specific groups of students continue to be lower, especially among students with special education needs.



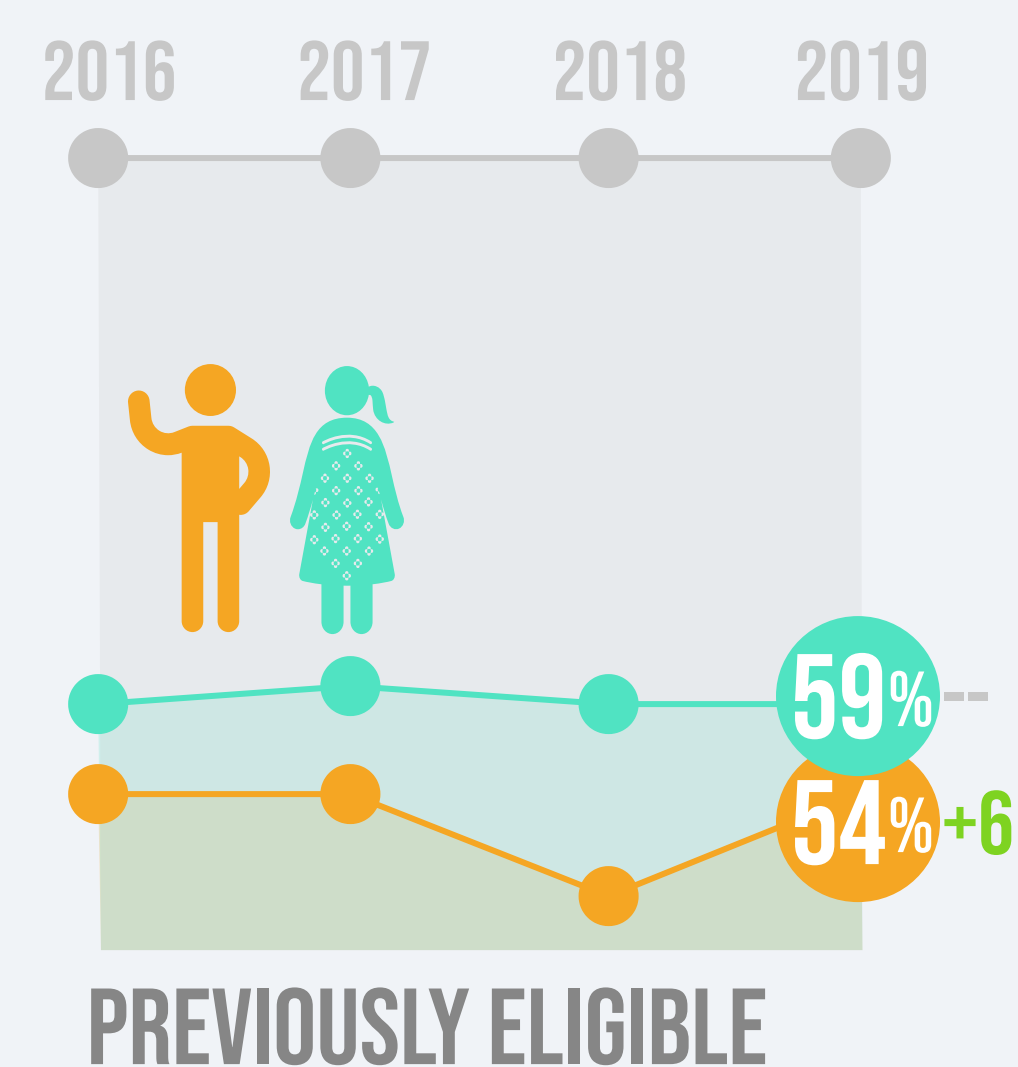
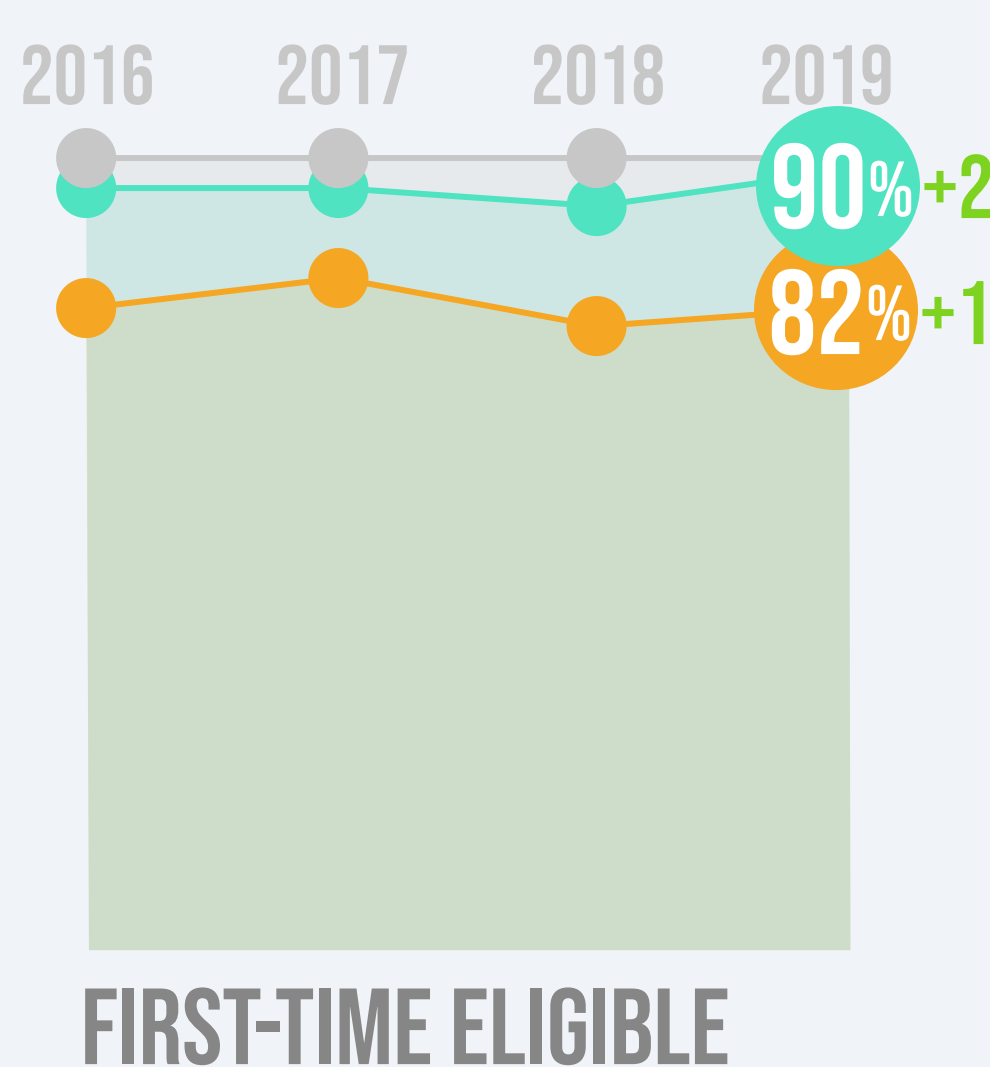
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EQA0: Ontario Secondary School Literacy Test (OSSLT)

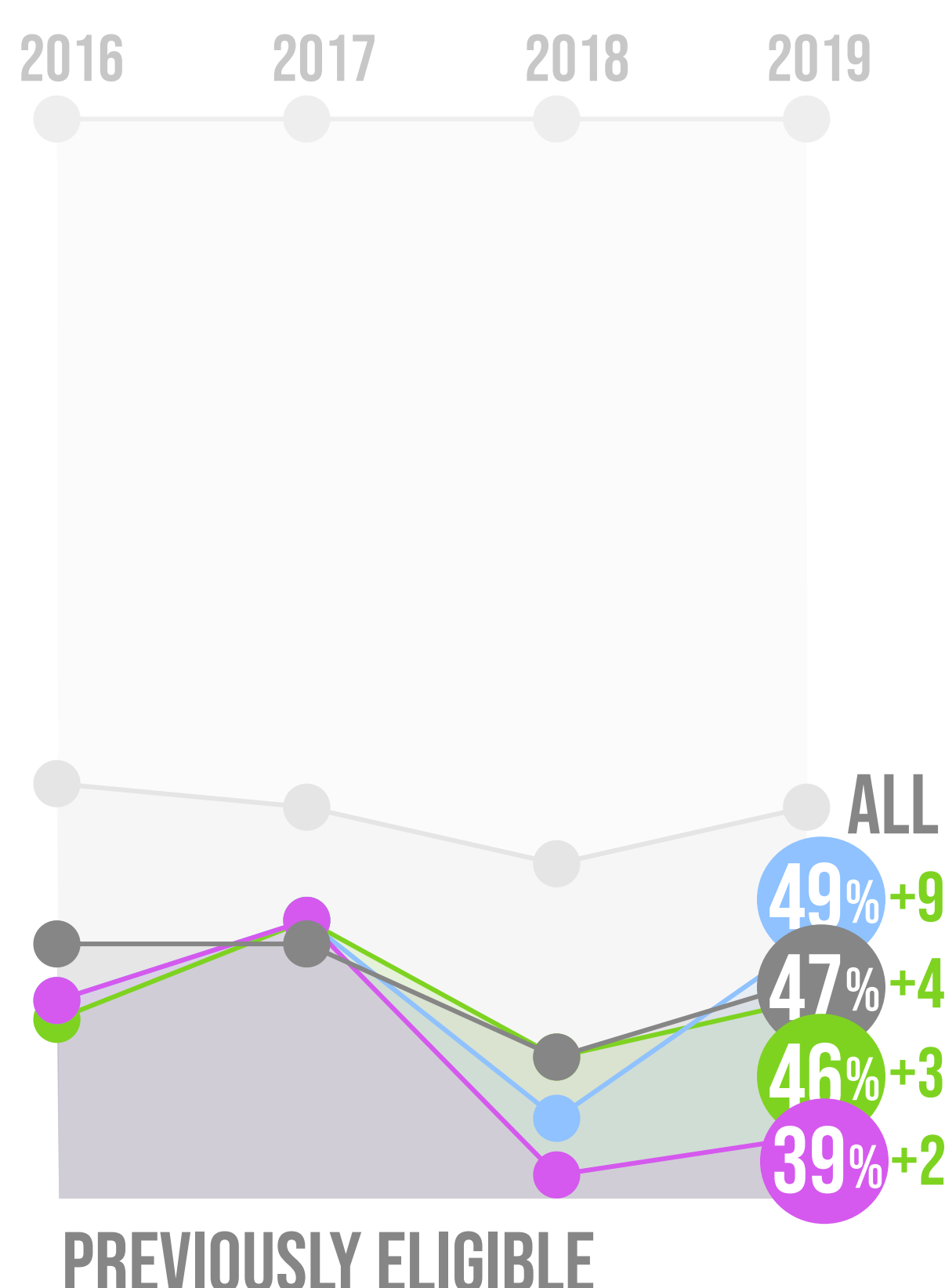
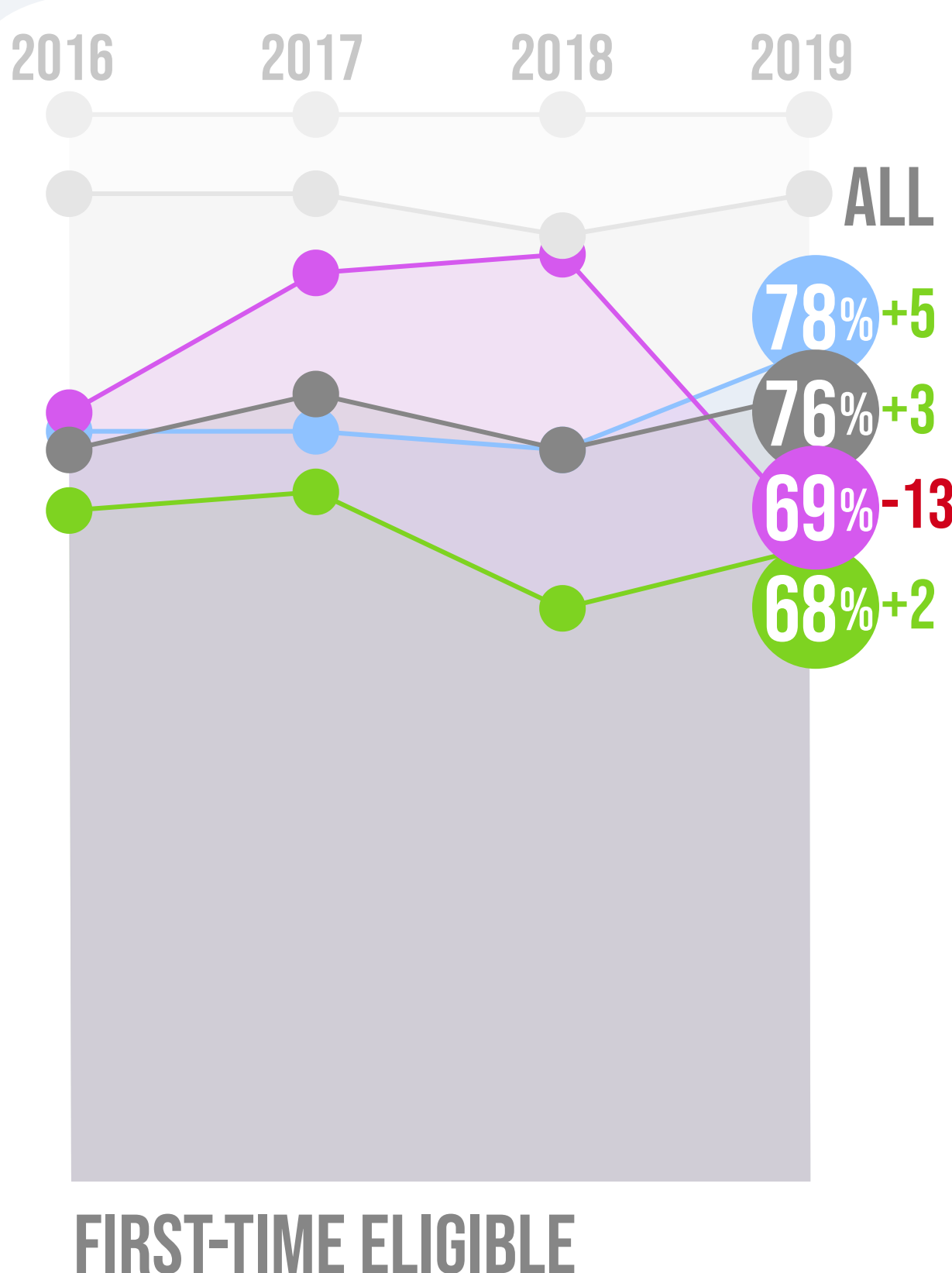
% OF STUDENTS SUCCESSFUL



GENDER GAP: OCDSB



ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS

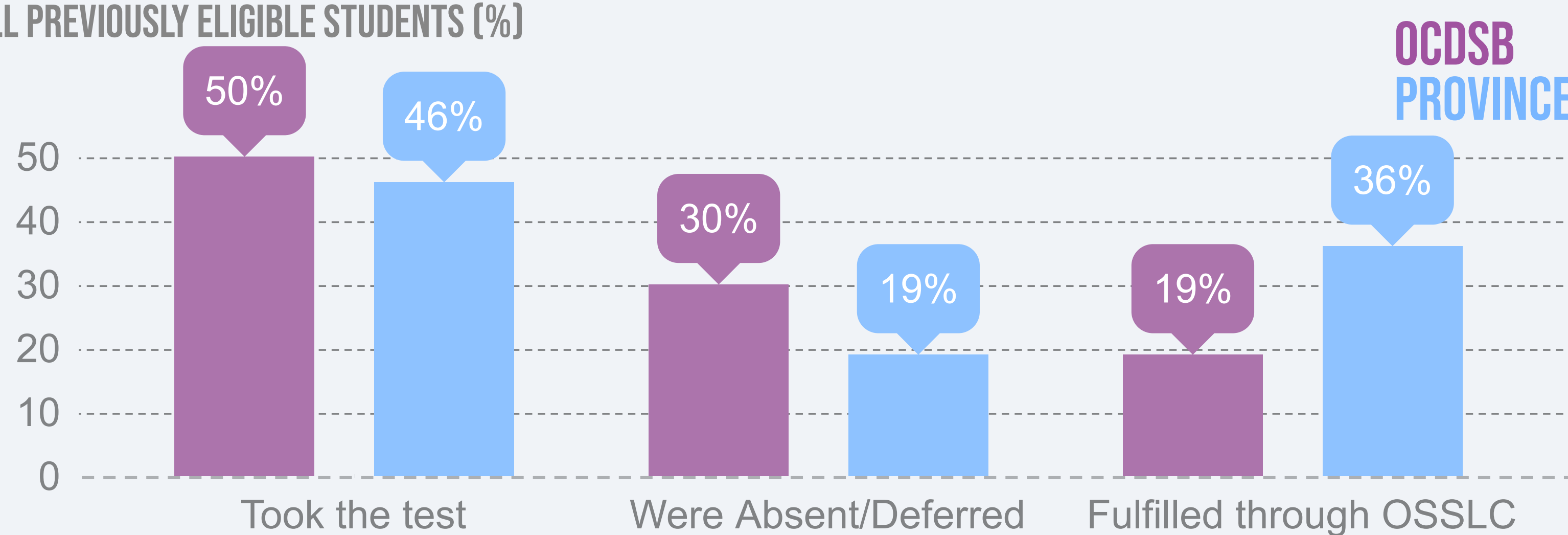


ALL ELL SES INDG SpEd

- Achievement in the specific groups appears to have slightly improved since last year, except for first-time eligible indigenous students

PARTICIPATION IN THE OSSLT AND ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

ALL PREVIOUSLY ELIGIBLE STUDENTS (%)



- 19% of the previously eligible students fulfilled the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)

OBSERVATIONS:

SUCCESS RATES SINCE 2018:

- A positive trend is visible across both first-time and previously eligible students.
- OCDSB continues to outperform the province for both groups.
- Success rates among first-time eligible students continue to be much higher in comparison to those that were previously eligible.

GENDER GAP

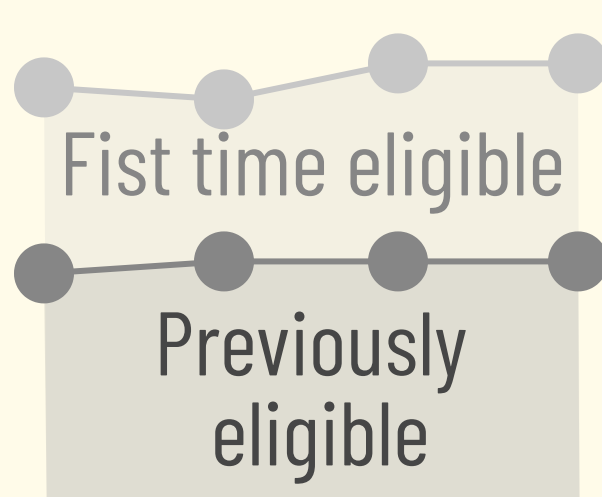
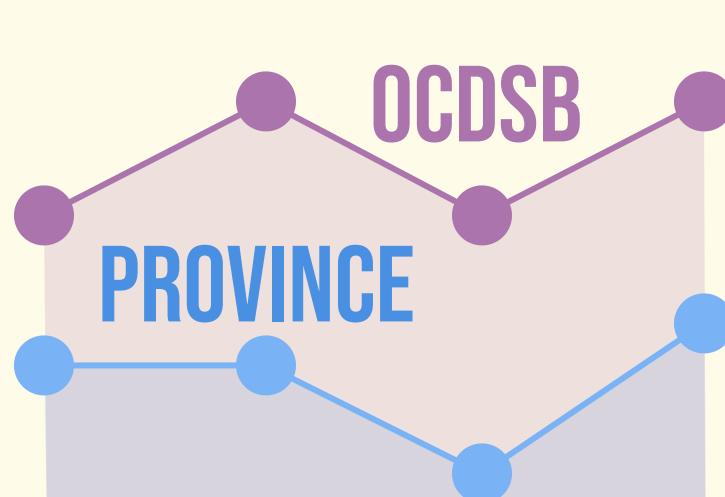
- Female students continue to outperform male students across all areas by a notable margin. The gap appears to be static across the years with slight fluctuations.

GAP FOR SPECIFIC GROUPS

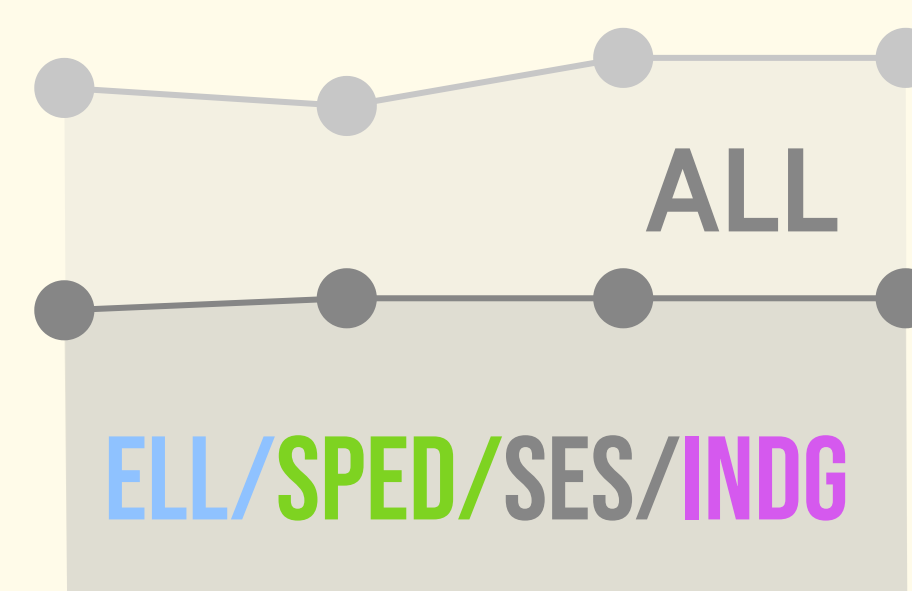
- In comparison to all students, success rates within the specific groups of students continue to be lower, especially among students with special education needs.

First-time eligible

Previously eligible



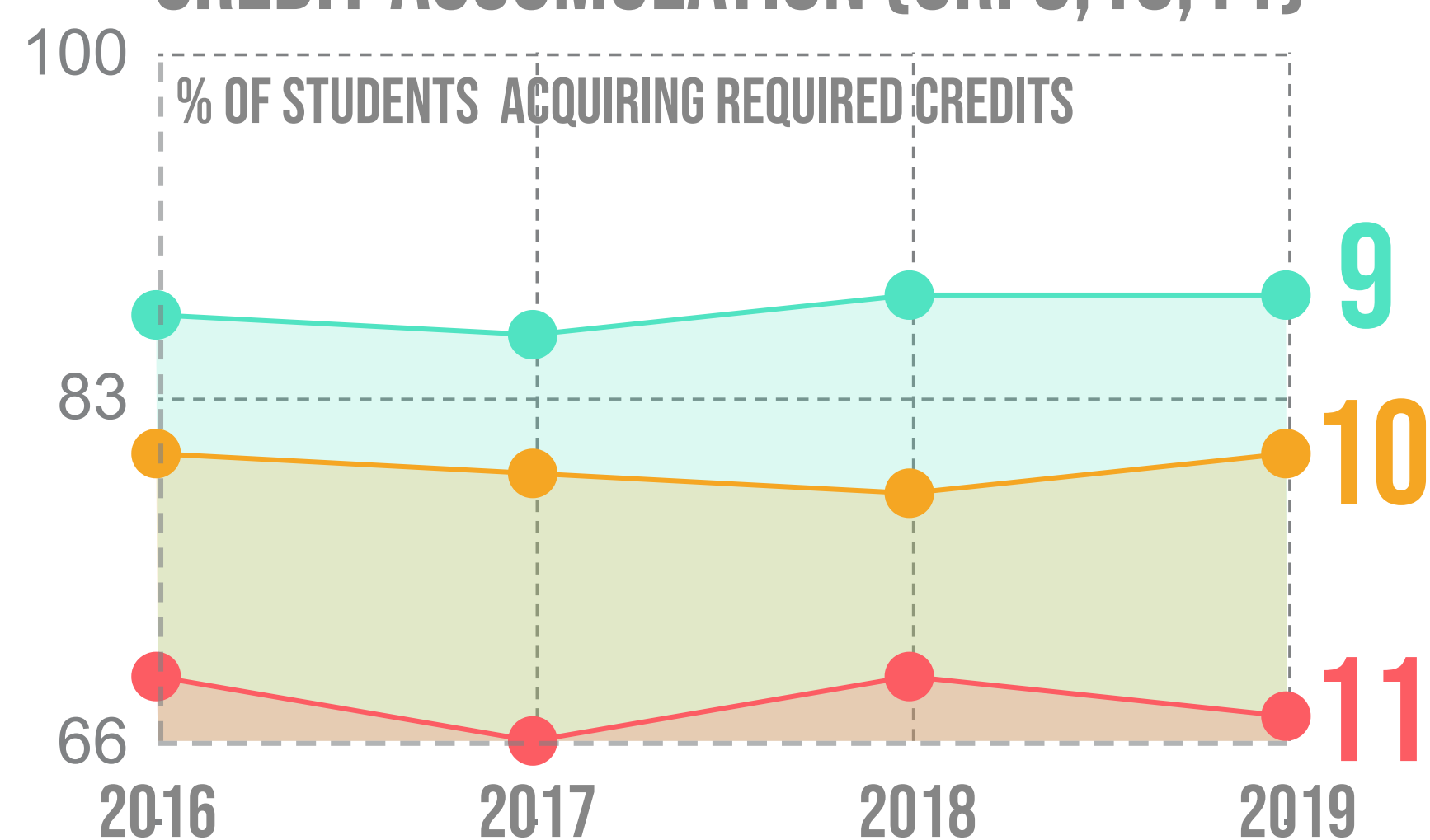
Gap is static



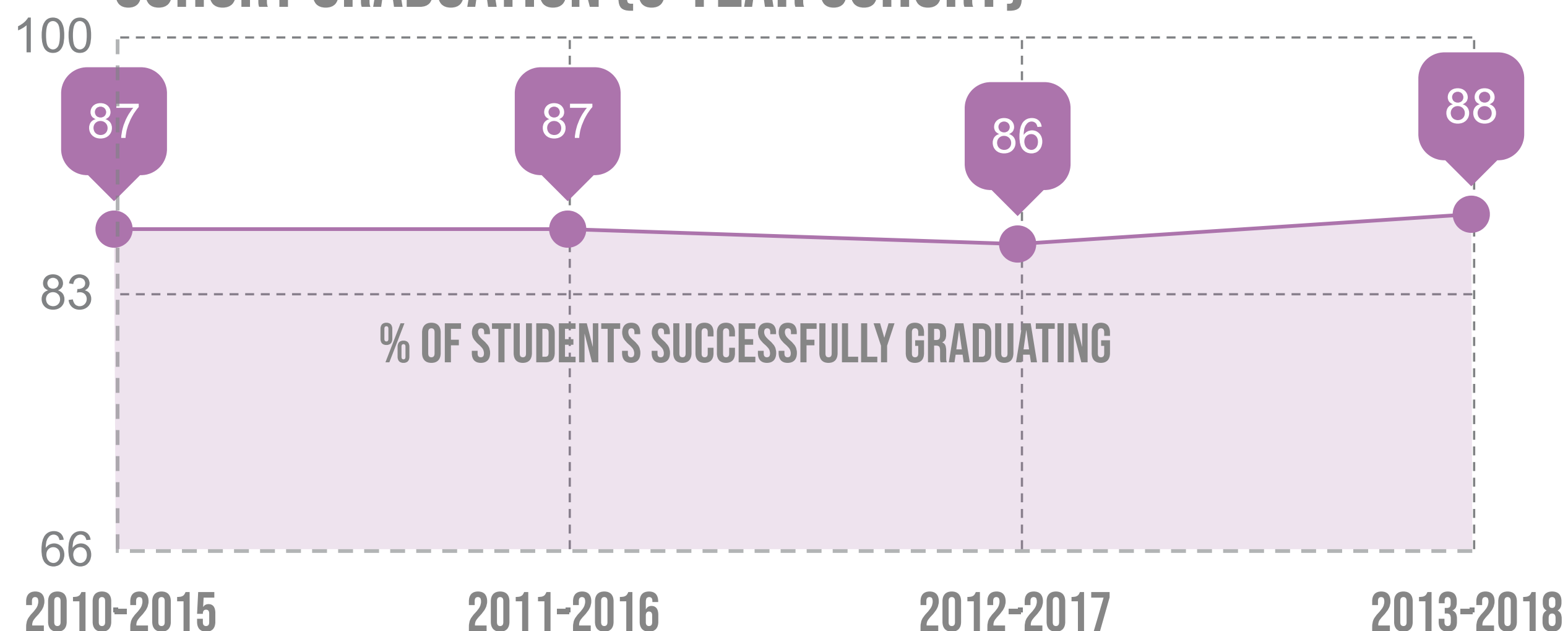


Credit Accumulation and Cohort Graduation rates in Grade 9, 10 and 11

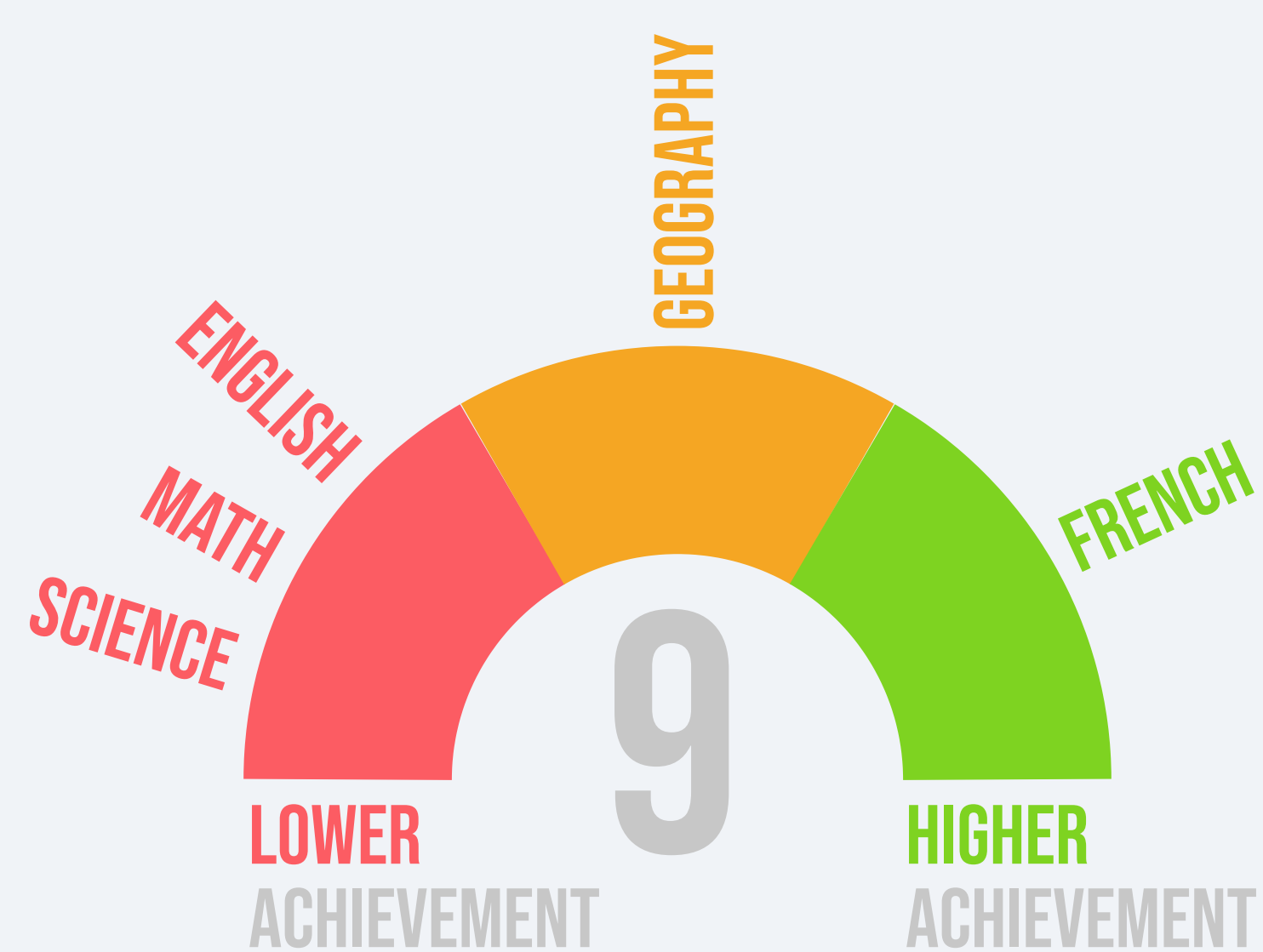
CREDIT ACCUMULATION (GR. 9,10,11)



COHORT GRADUATION (5-YEAR COHORT)



REPORT CARD DATA: ACHIEVEMENT PATTERNS BY SUBJECT



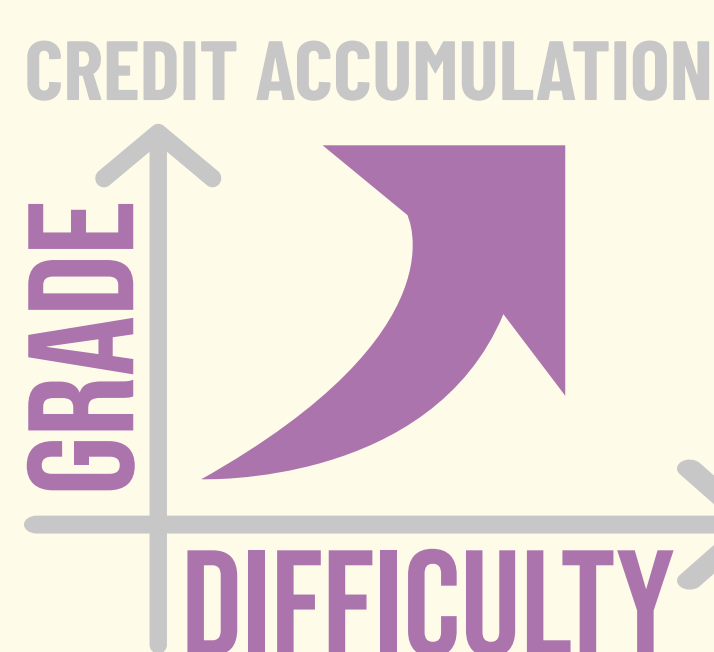
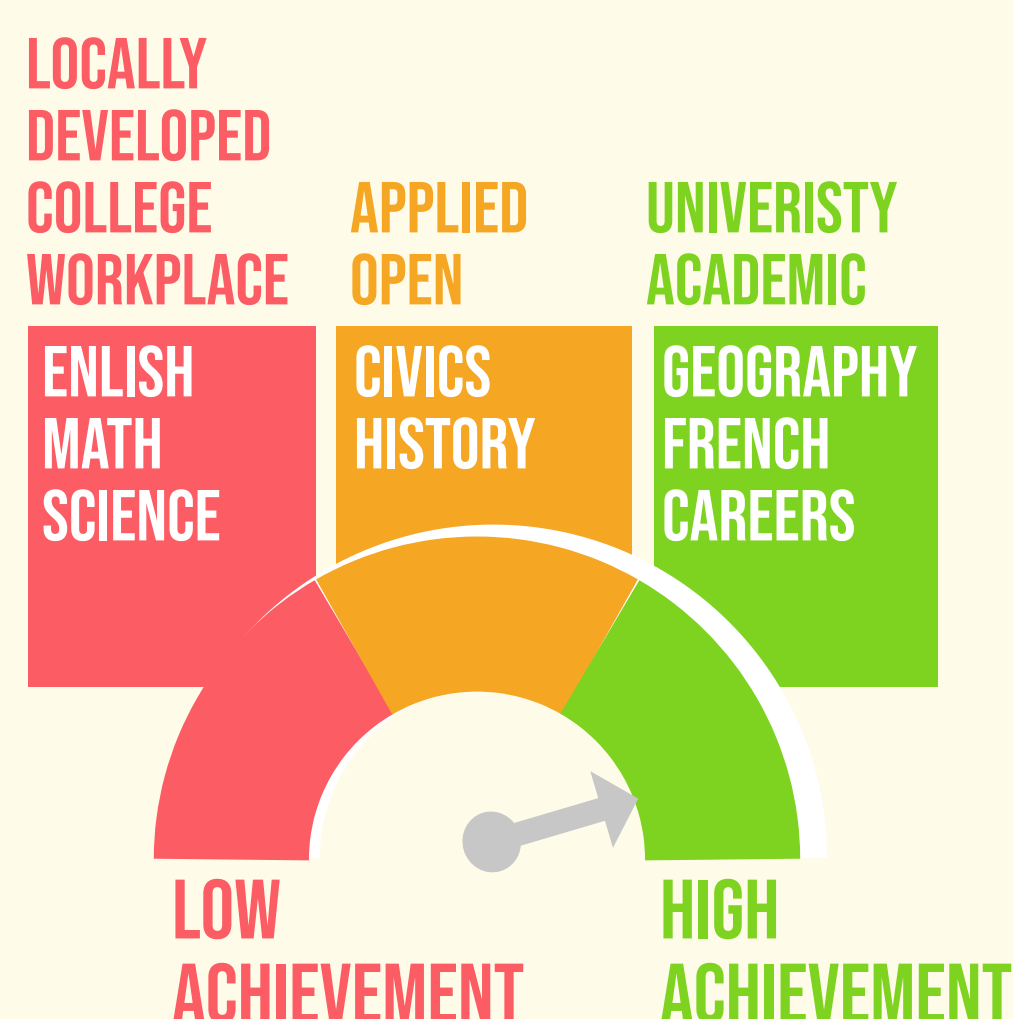
REPORT CARD DATA: ACHIEVEMENT PATTERNS BY COURSE TYPE



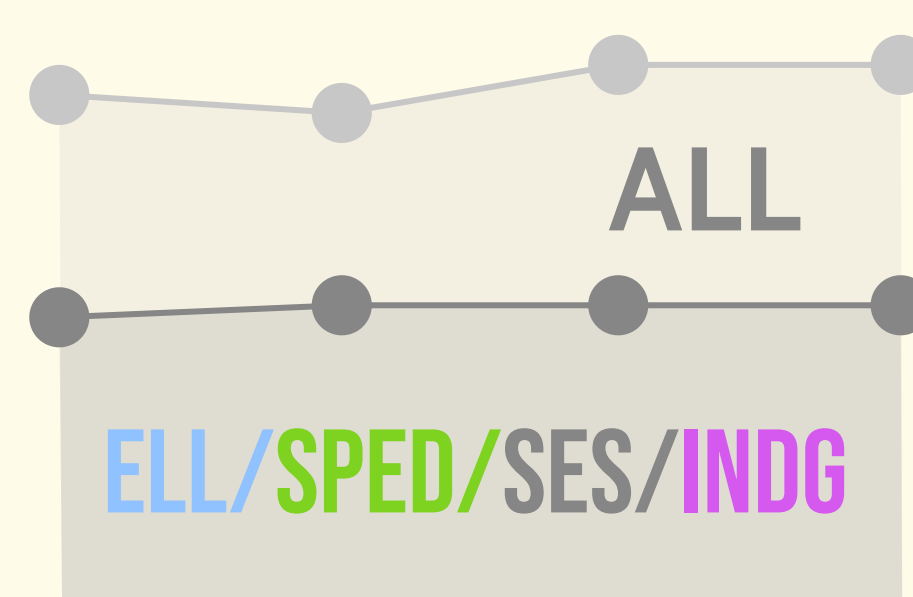
OBSERVATIONS:

CREDIT ACCUMULATION:

- As students progress through Grades 9, 10 and 11, credit accumulation requirements also increase (8+ at Gr.9, 16+ at Gr.10 and 23+ at Gr.11), making it increasingly harder to accumulate the required credits while progressing through high school.
- Comparatively lower achievement is visible in Math, English and Science, especially in Workplace, Locally Developed, College and Applied courses.

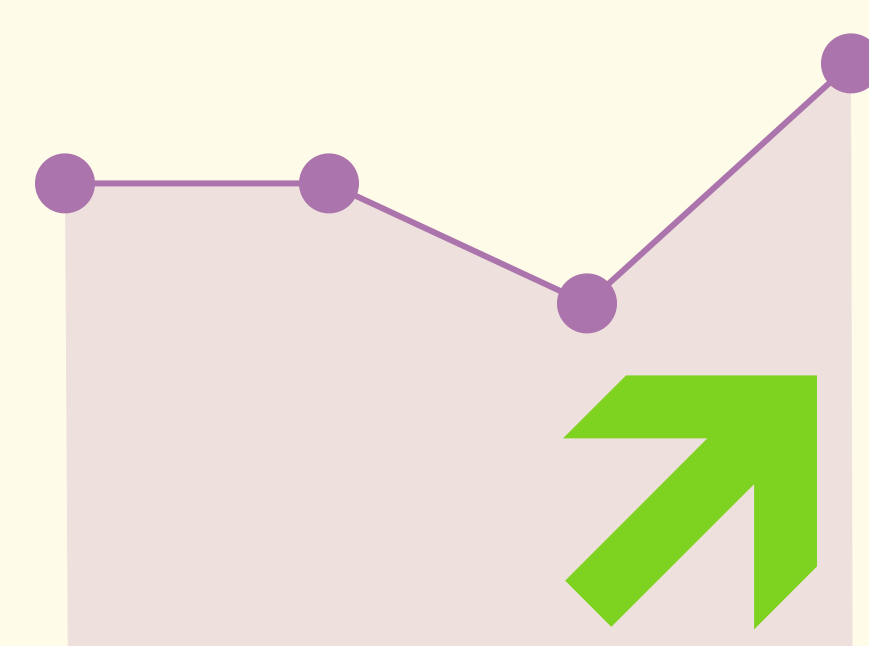


- Group-wise comparison, as seen in overall student performance in the EQAO assessments, demonstrates that the specific groups of students, especially Indigenous students and students with special education needs continue to underperform, as compared to all students.



COHORT GRADUATION:

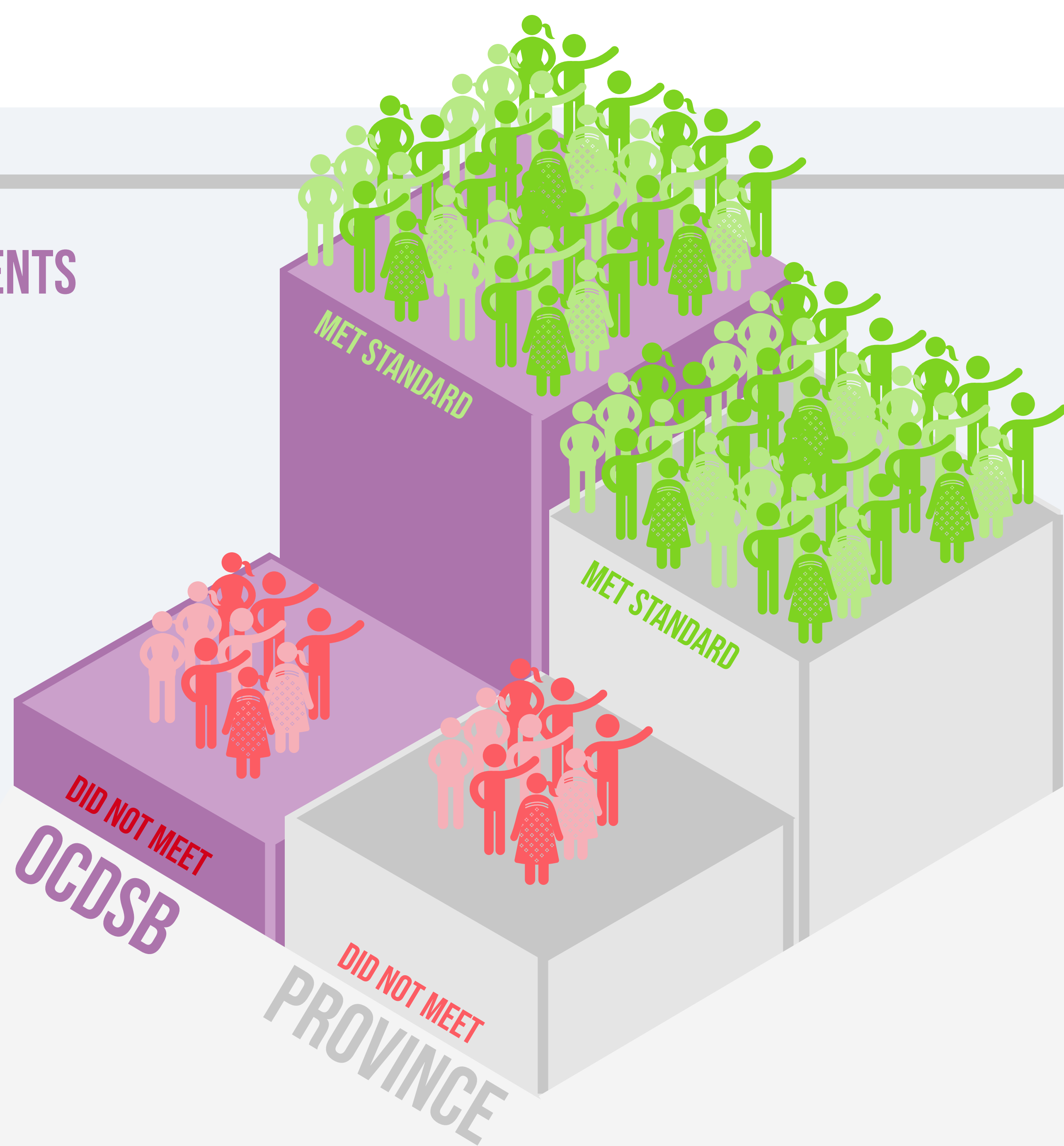
- Overall cohort graduation trends seem to have a positive trajectory over the past four years, with the only decline recorded in the 2017-2018 academic year.



OVERALL RESULTS ON PROVINCIAL ASSESSMENTS

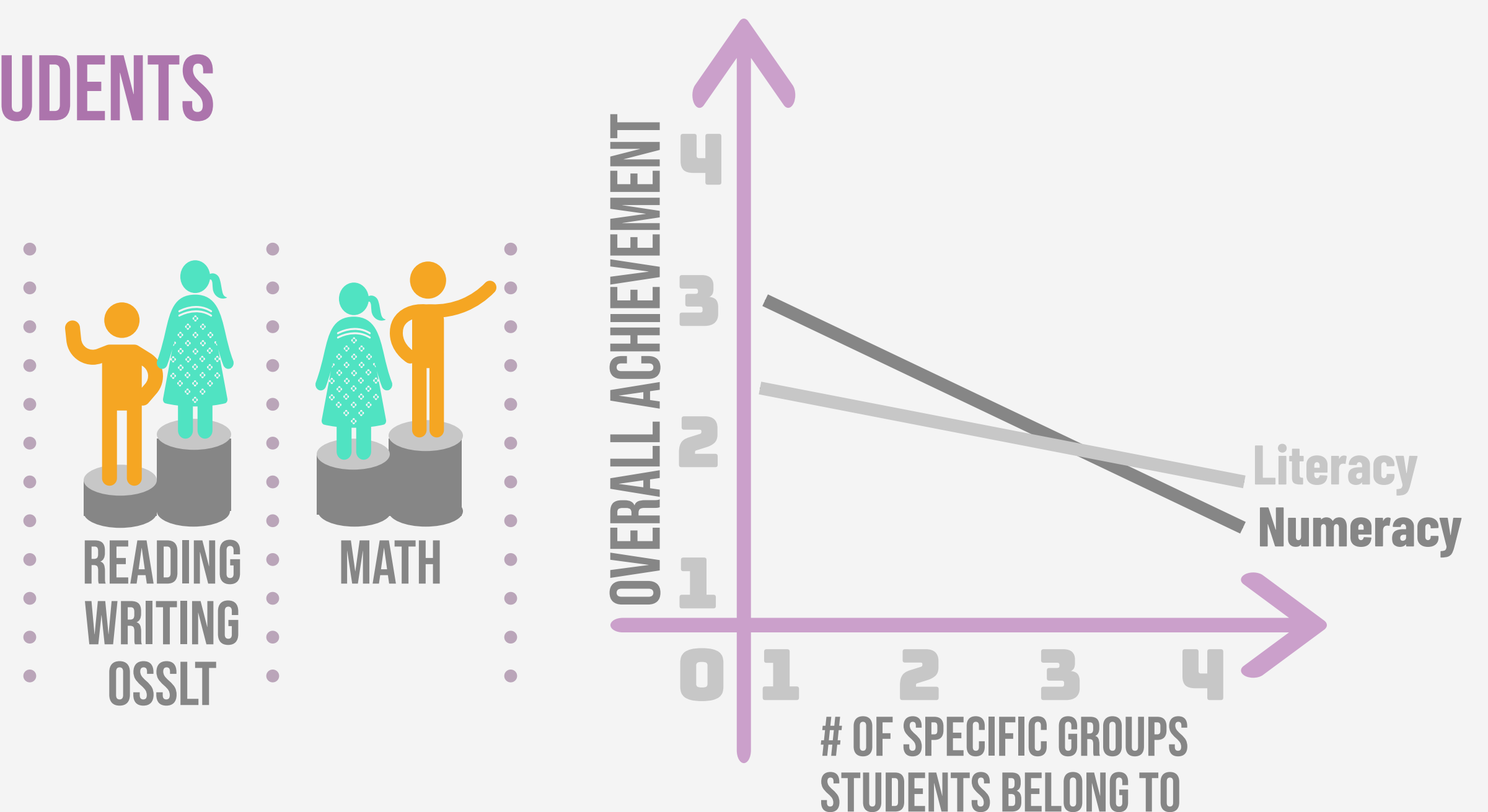
The **majority of OCDSB students** achieved **at or above** the provincial standard in Grades 3 and 6 reading and writing, and were successful on the OSSLT. With the exception of Grade 3 writing, results were higher for OCDSB students compared to the province. Trends over time show modest improvements in Grade 6 writing and for previously eligible students on the OSSLT. The remaining assessments have shown no change or slight declines of between 1 and 3 percentage points. Similar trends were observed provincially.

Despite lower achievement results in mathematics compared to reading and writing, most students met the provincial standard in Grades 3, 6 and Grade 9 academic math. **OCDSB results were higher compared to the province**, with the exception of Grade 9 applied math. OCDSB trends over time showed no change in Grade 9 math (applied or academic), and decreases of 1 to 2 percentage points in Grades 3 and 6 mathematics.



ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS

Across all provincial assessments, achievement outcomes **continue to be lower** for English Language Learners (**ELLs**), students with special education needs (excluding gifted; **SpEd**), students residing in low income neighborhoods (**SES**), and those who self-identify as Indigenous (**INDG**), compared to all students. The data suggests that the more groups the students belong to - the lower their achievement is, especially in numeracy. Outcomes based on gender tend to favour **boys** in **mathematics**, and **girls** in **reading, writing** and the **OSSLT**. Gaps are much wider in literacy than they are in math.

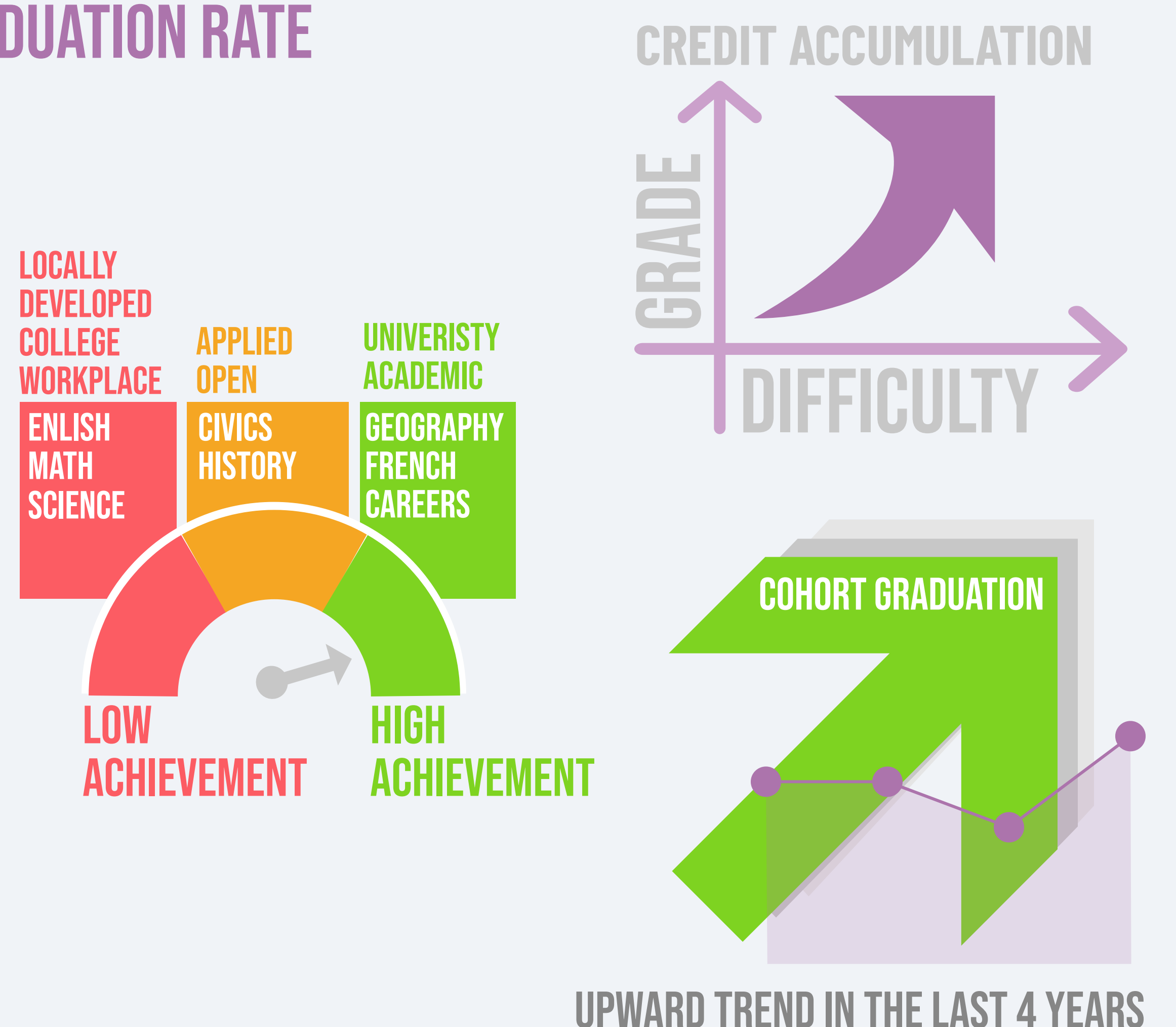


CREDIT ACCUMULATION AND 5-YEAR COHORT GRADUATION RATE

In the OCDSB, 2018-2019 credit accumulation rates in Grades 9, 10, and 11 were 88%, 80%, and 67%, respectively. An analysis of report card data showed that the courses that posed the greatest barriers for students were: (i) Grade 9 applied level science, math, and English; (ii) Grade 10 applied level math; and English; and (iii) grade 11 workplace, open, and college level science, math and English courses.

The 5-year cohort graduation rate for the OCDSB was 88% for the cohort of students who started Grade 9 in 2013-2014, compared to the provincial rate of 87%.

Key strategies for how we move forward as a District to improve outcomes for all students can be found in the 2019-2020 Board Improvement Plan for Student Achievement and Well-Being (BIPSAW).



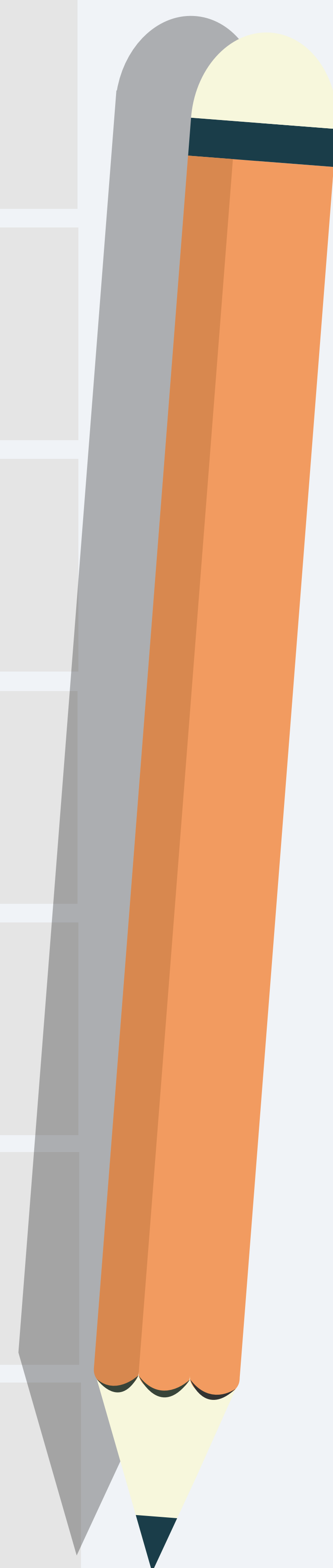


OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Annual Student Achievement Report

2018-2019

- 1** Introduction
- 2** EQAO: Mathematics Assessment Results
Grades 3, 6 and 9
- 3** EQAO: Mathematics Students Survey Responses
Grouped by Success Rates
- 4** EQAO: Reading and Writing Assessment Results for
Grade 3 and 6
- 5** EQAO: Ontario Secondary School Literacy Test
(OSSLT)
- 6** Credit Accumulation and Cohort Graduation rates in
Grade 9, 10 and 11
- 7** CONCLUSION

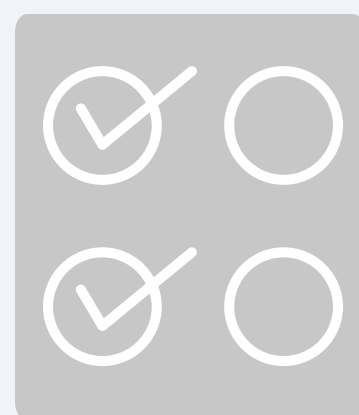


1

Introduction

The **Annual Student Achievement Report (ASAR)** is an in-depth analysis of OCDSB achievement data which is used to measure progress in student learning and to help inform the development of strategies in our Board Improvement Plan for Student Achievement and Well-being. The ASAR data includes 2018-2019 provincial assessments (EQAO), secondary report card marks, and key achievements for students in the secondary panel. Taken together, the evidence helps frame our understanding of our strengths as a system, as well as areas where targeted efforts are needed.

DATA SOURCES



EQAO Test Results

The provincial Education Quality and Accountability Office (EQAO) is a government body that develops and oversees **reading, writing** and **mathematics** tests that Ontario students must take in **Grades 3, 6, 9, and 10**. The tests give parents, teachers, principals and school boards information about how well students have learned the Ontario Curriculum.



Report Card Data

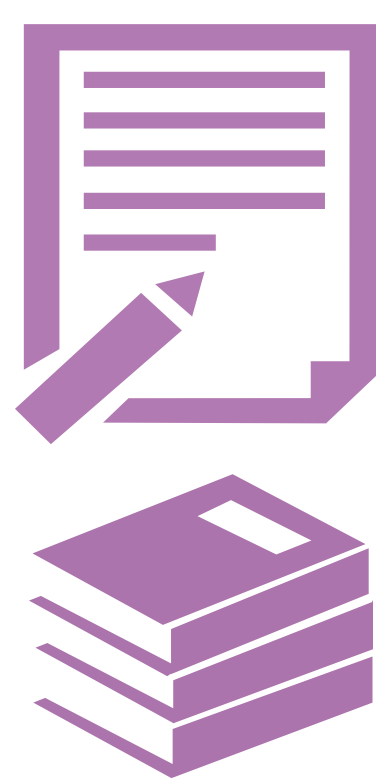
Report card data is another valuable source of data for measuring student achievement. It communicates each student's performance academically (e.g. Mathematics, English, etc.) and is issued periodically by the school to each student and their parents.



measuring

EQAO LITERACY.....

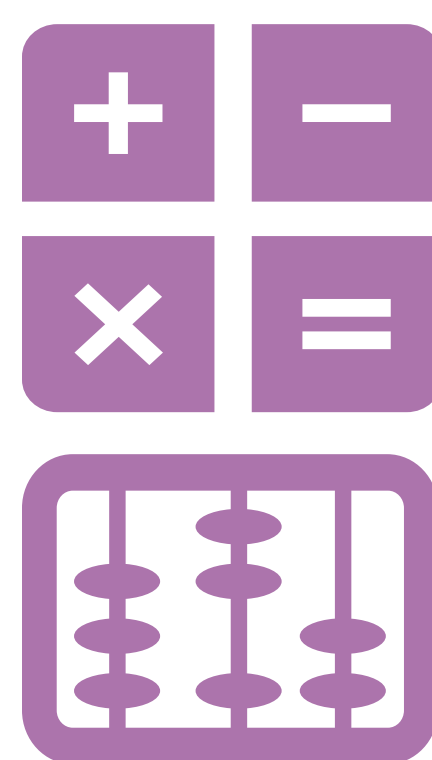
Achievement in the area of literacy is measured by OCDSB student performance on the provincial assessments in primary and junior reading and writing, and on the Ontario Secondary School Literacy Test. Achievement patterns from report card data for Grades 9, 10 and 11 is also presented for select subjects.



measuring

EQAO MATH.....

Achievement in the area of numeracy is measured by OCDSB student performance on the provincial assessment in Grade 3 and 6 mathematics, and Grade 9 Applied and Academic mathematics, as well as secondary report card data patterns.



measuring

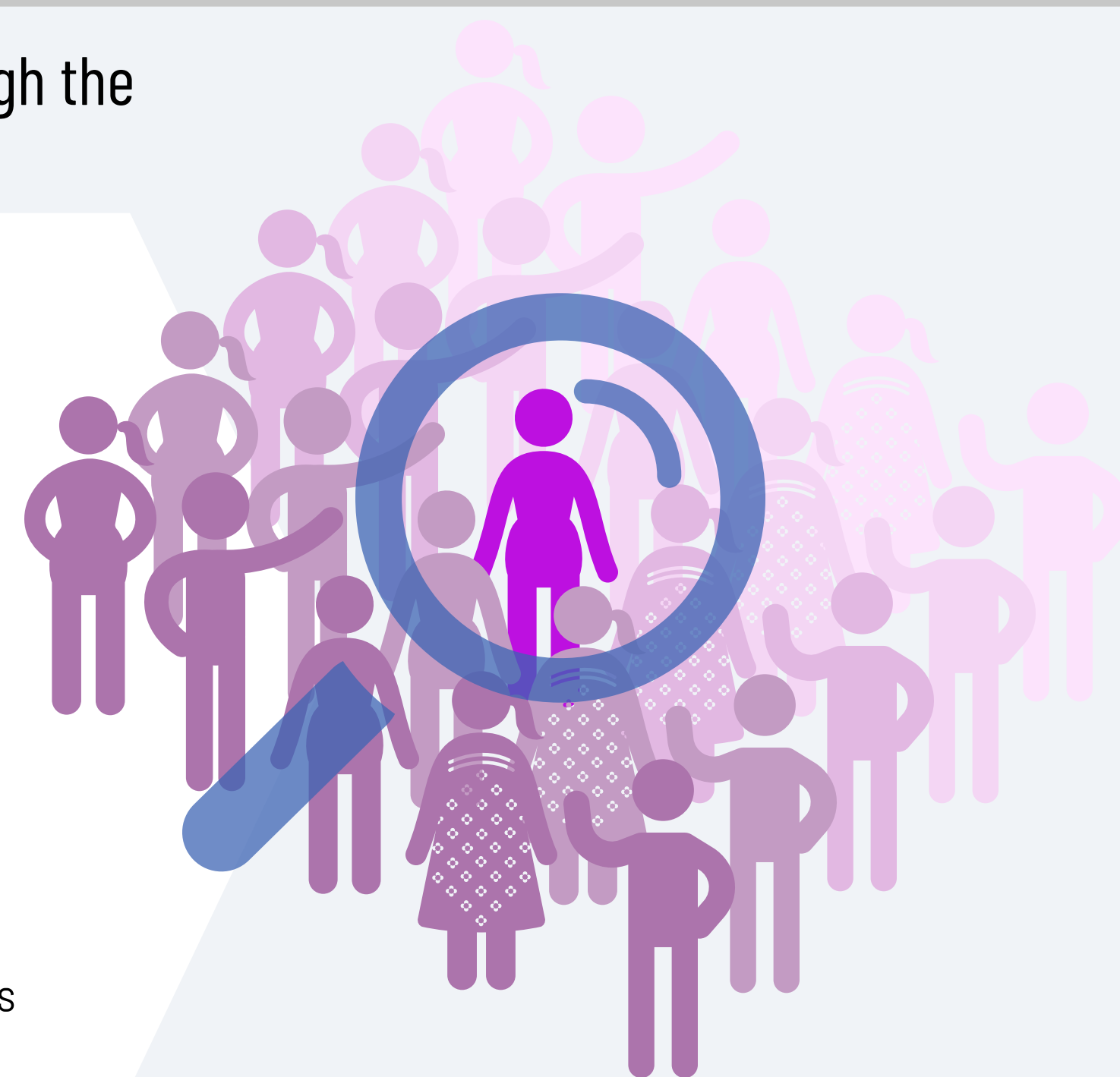
PATHWAYS.....

Achievement in the area of pathways is measured by student performance across select subjects, as well as overall credit accumulation and cohort graduation rates.



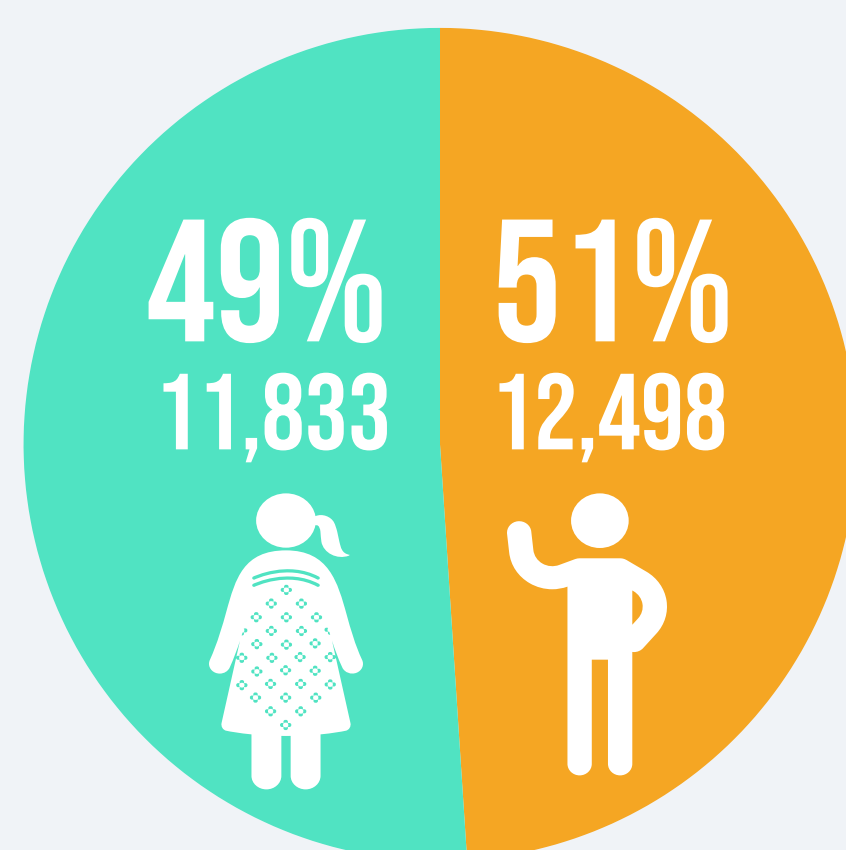
Results are provided for all students, specific groups and cohorts of students as they move through the education system. The specific disaggregations include:

- ALL** ALL STUDENTS
 - ELL** ENGLISH LANGUAGE LEARNERS
 - SES** STUDENTS RESIDING IN LOWER-INCOME NEIGHBOURHOODS
 - INDG** STUDENTS WHO HAVE SELF-IDENTIFIED AS INDIGENOUS
 - SpEd** STUDENTS WITH SPECIAL EDUCATION NEEDS (EXCLUDING GIFTED)
 - FEMALE** FEMALE
 - MALE*** MALE*
- *OCDSB recognizes that gender is not a binary construct; however, current data collection and reporting practices locally and provincially preclude the disaggregation of gender data beyond these categories.

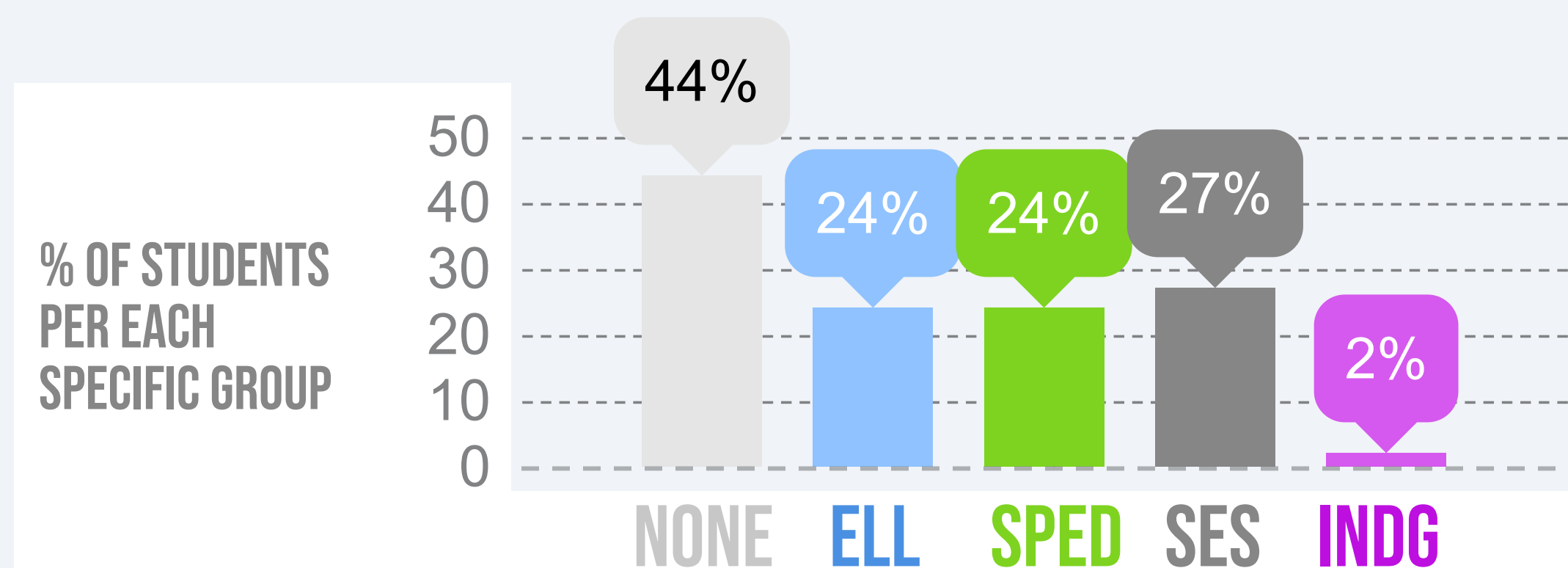
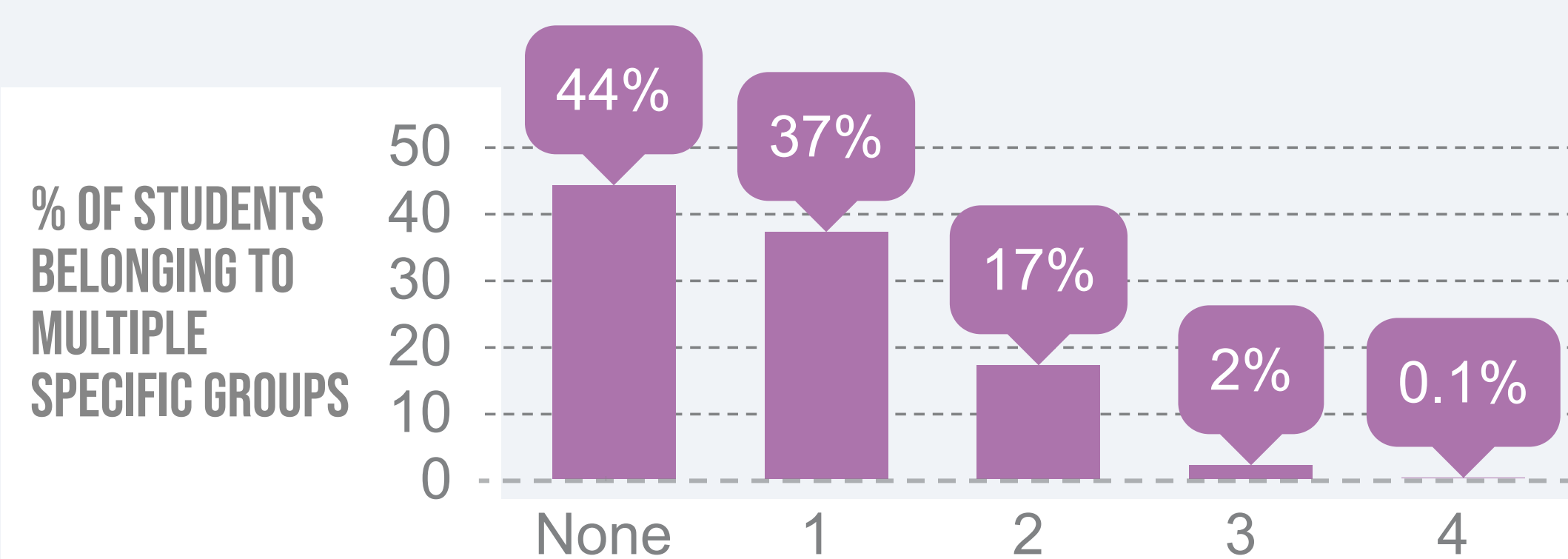


Key enrollment facts:

- Overall, a total of 74,719 students were enrolled in the OCDSB schools on October 31, 2018. Of these, 24,331 participated in the EQAO assessments during 2018-2019.
- 56% of students belong to at least one of the specific groups of students, including 2% percent (484 students) who reported belonging to three of the four and 0.2% (18 students) who belong to all four.

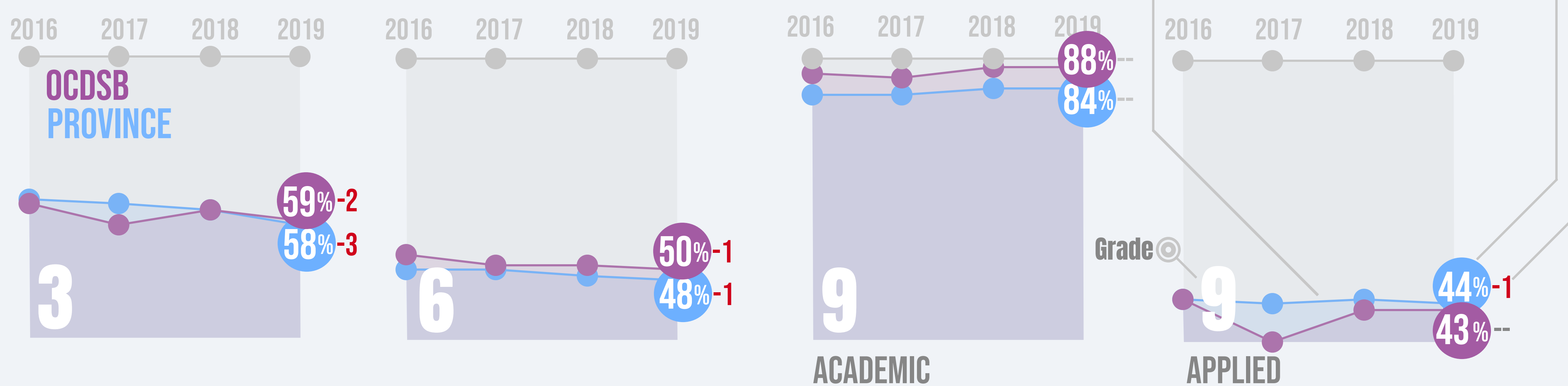


TOTAL PARTICIPATION IN THE EQAO ASSESSMENTS: **24,331**
 GRADE 3: **5,060**
 GRADE 6: **5,228**
 GRADE 9 MATH: **5,697**
 GRADE 10 OSSLT: **8,346**

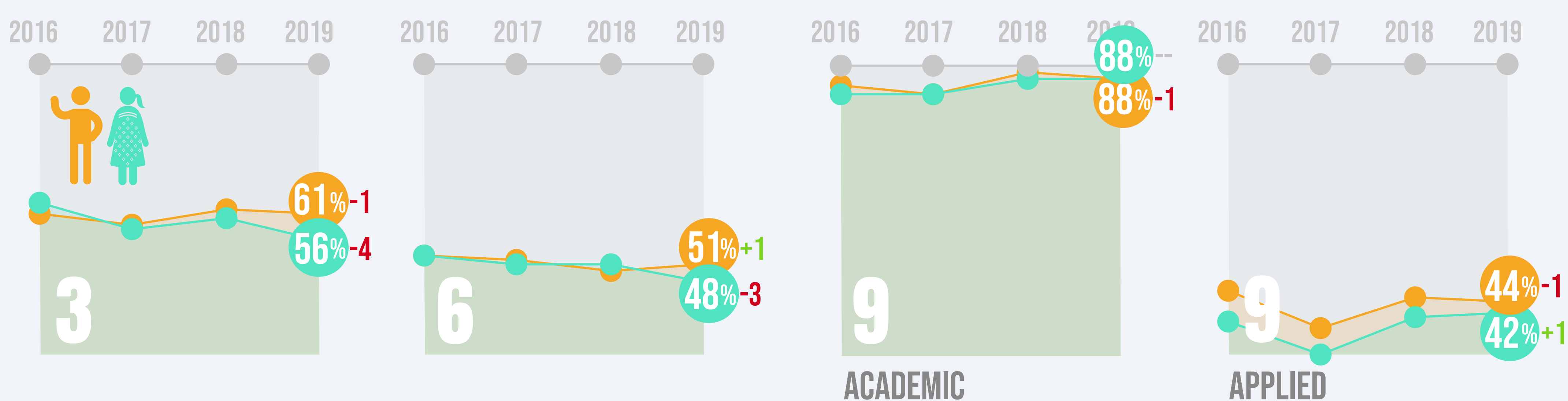


2 EQAO: Mathematics Assessment Results, Grades 3, 6 and 9

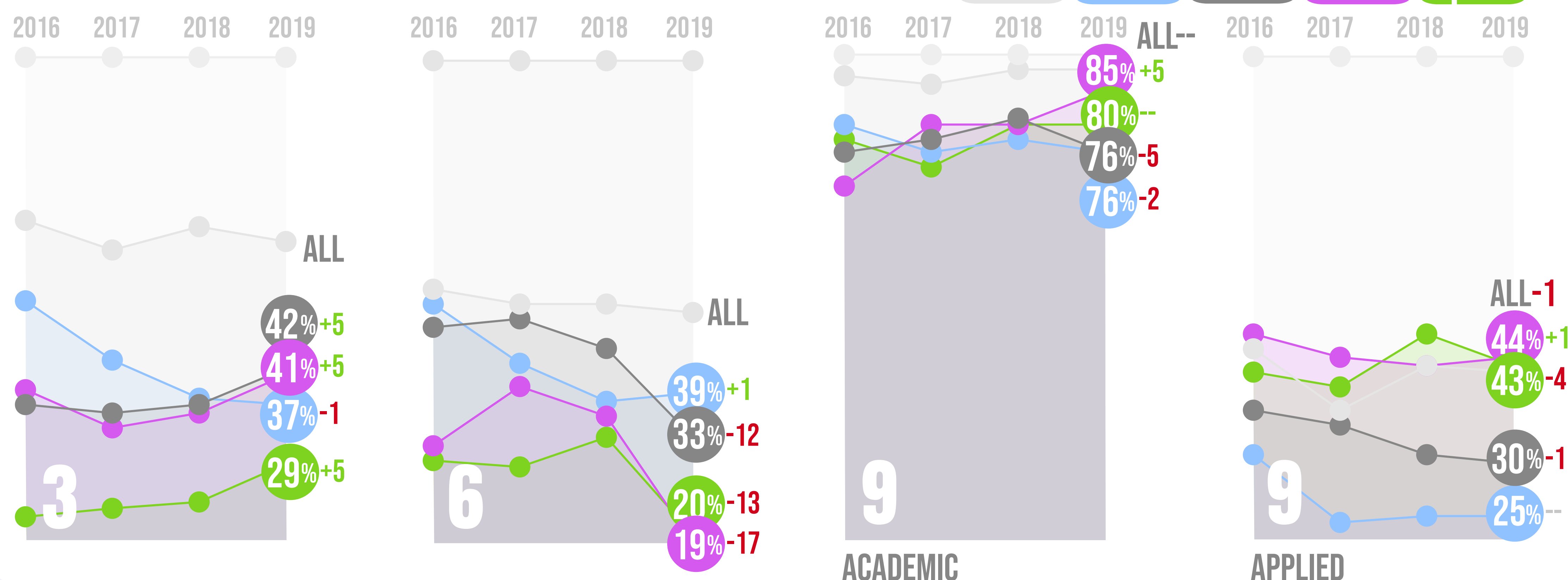
% OF STUDENTS WHO MET THE PROVINCIAL STANDARD



GENDER GAP: OCDSB



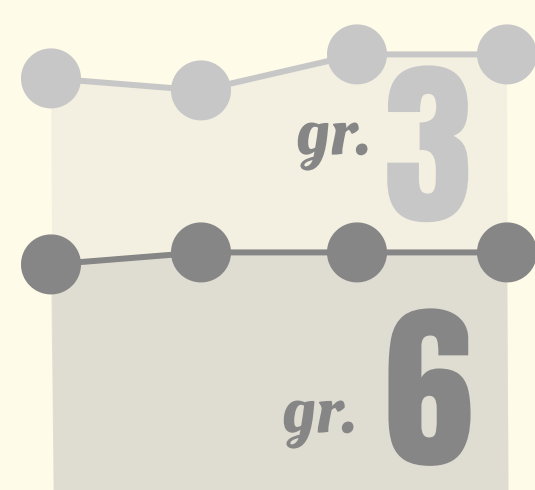
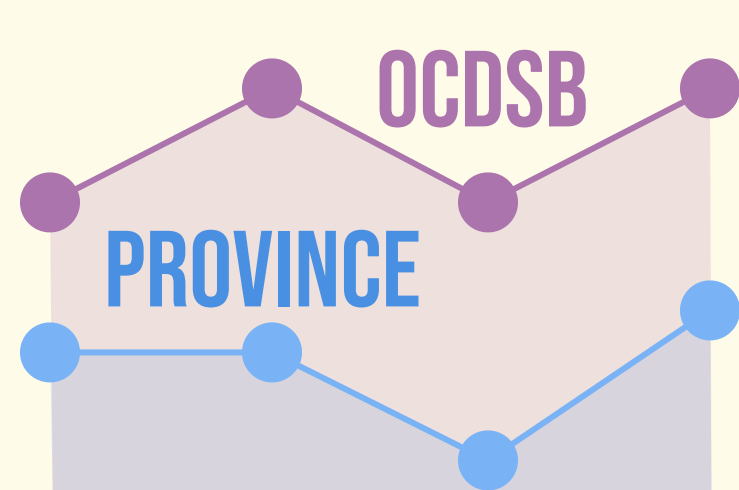
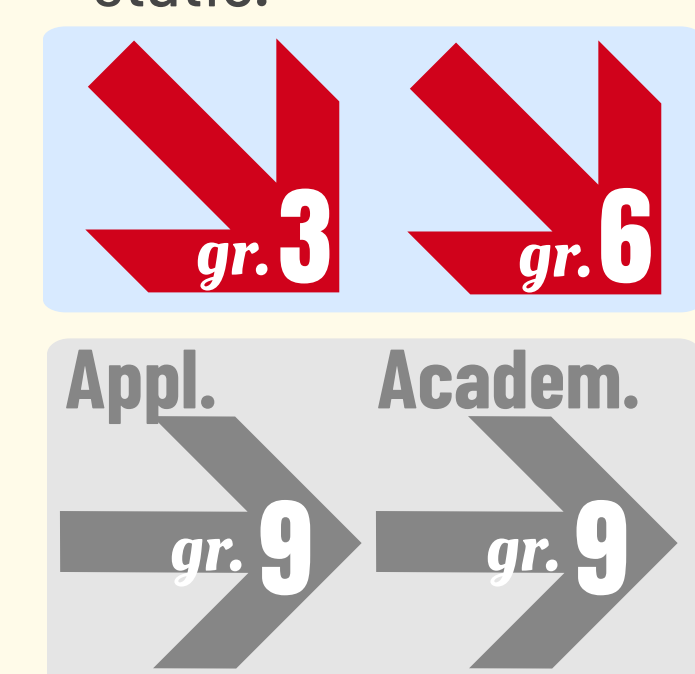
ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS



OBSERVATIONS:

STUDENTS WHO MET PROVINCIAL STANDARD

- Grade 3 and 6 are experiencing a downward trend. Grade 9 trends are static.
- OCDSB continues to outperform the province across almost all areas (except for Grade 9 Applied math).
- Grade 3 achievement rates continue to be higher in comparison to Grade 6 (unlike reading and writing where an opposite trend is visible)



GENDER GAP

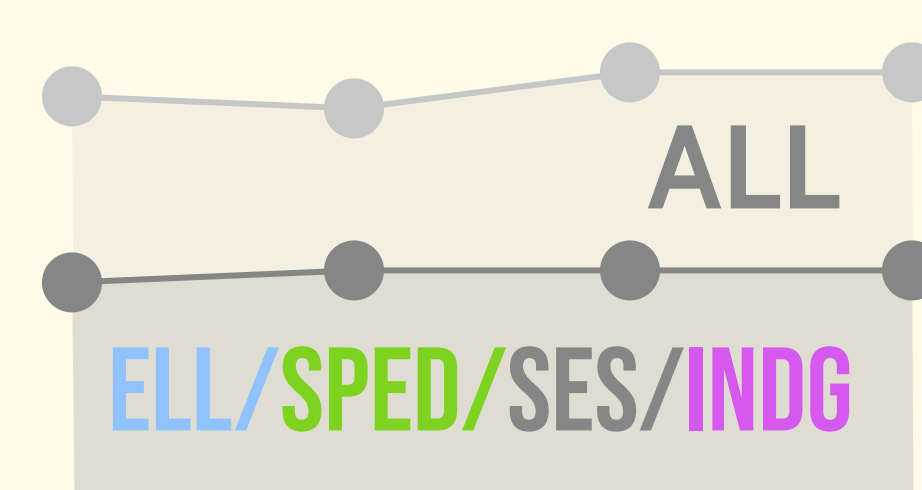
- Male students continue to slightly outperform female students across almost all areas (unlike reading/writing, wherein an opposite trend is visible). The gap appears to be static.



Gap is very small and static

GAP FOR SPECIFIC GROUPS

- In comparison to all students, achievement rates within the specific groups of students continue to be lower.

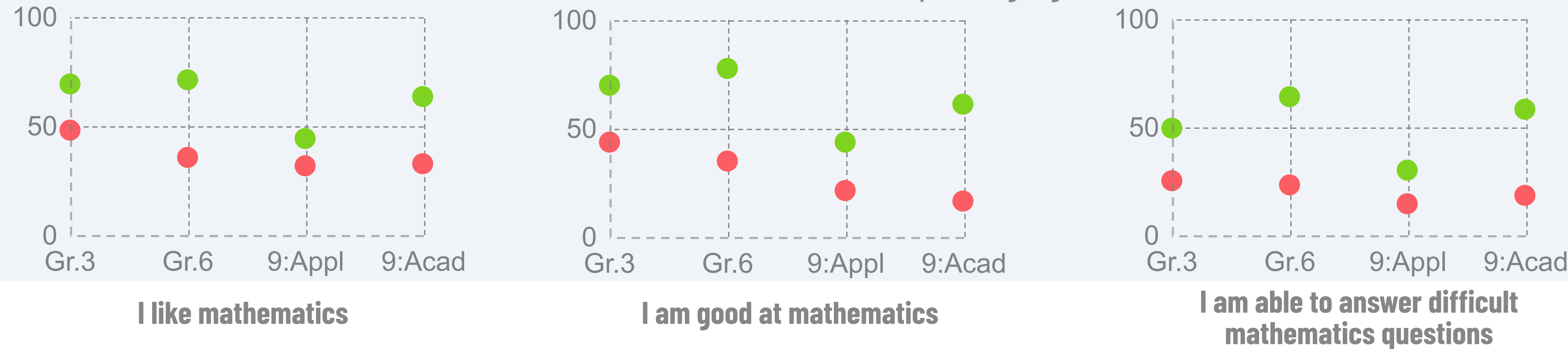




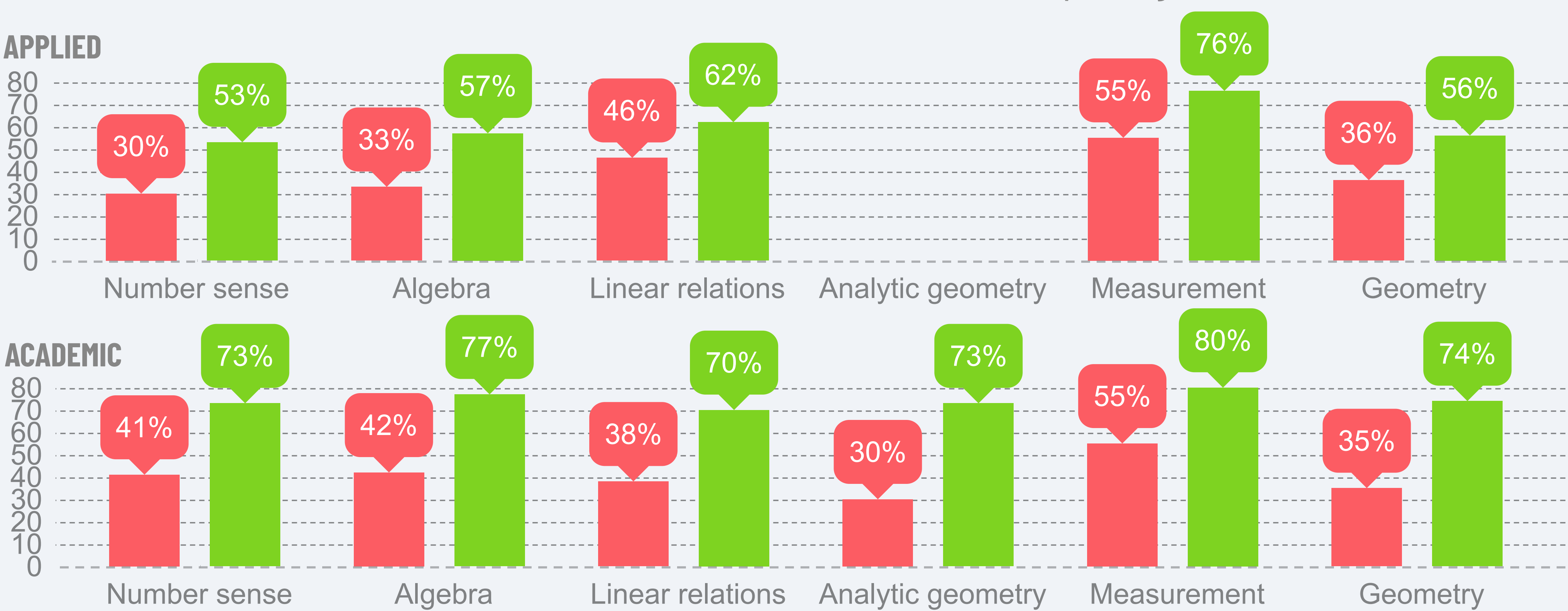
EQAO: Mathematics Students Survey Responses Grouped by Success Rates

■ MET ■ DID NOT MEET

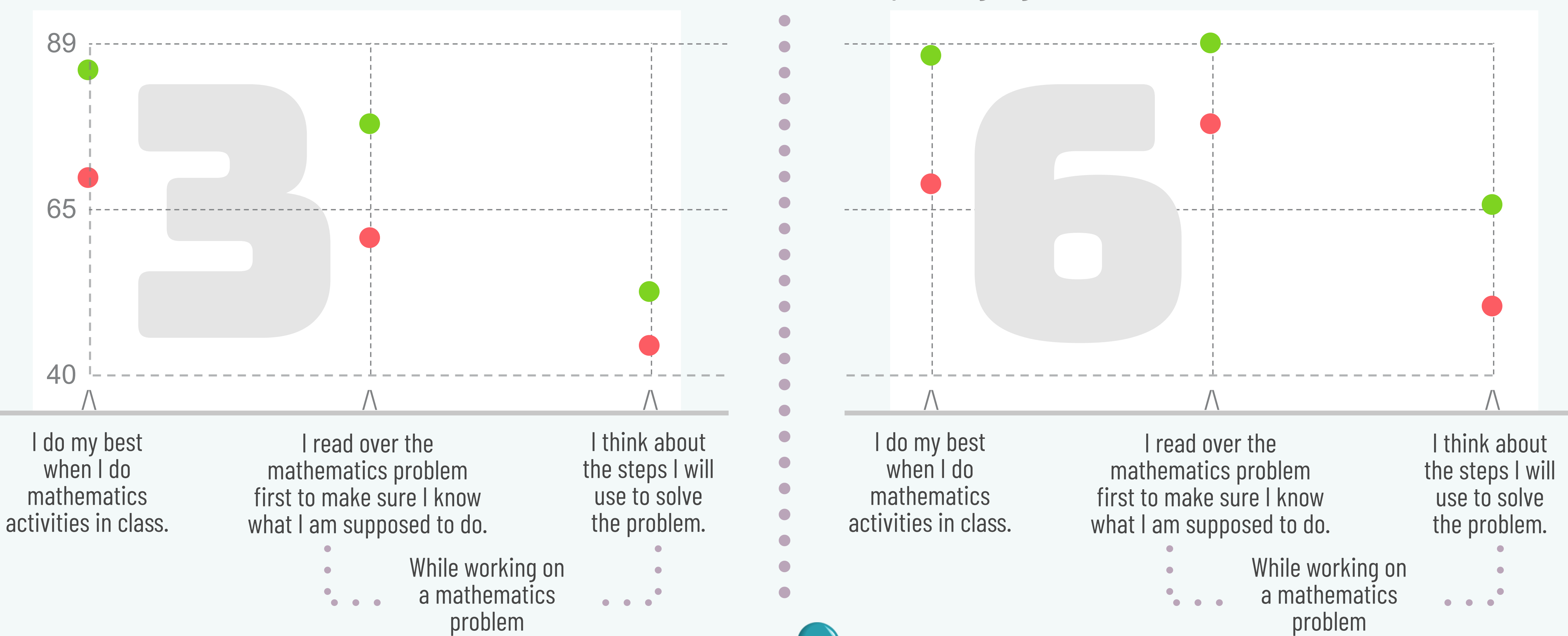
STUDENT SURVEY - MATH SUPERPOWERS (ALL GRADES) (% reporting agreement with the statements)



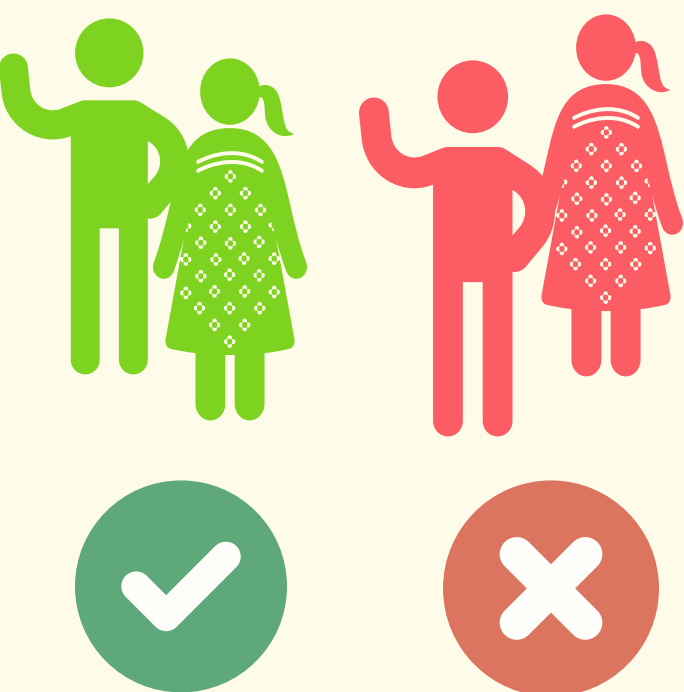
STUDENT SURVEY - CONFIDENCE BY MATH STRANDS (GRADE 9) (% reporting confidence)



STUDENT SURVEY - SELF PERCEPTION, GRADES 3 and 6 (% reporting agreement with the statements)



OBSERVATIONS:

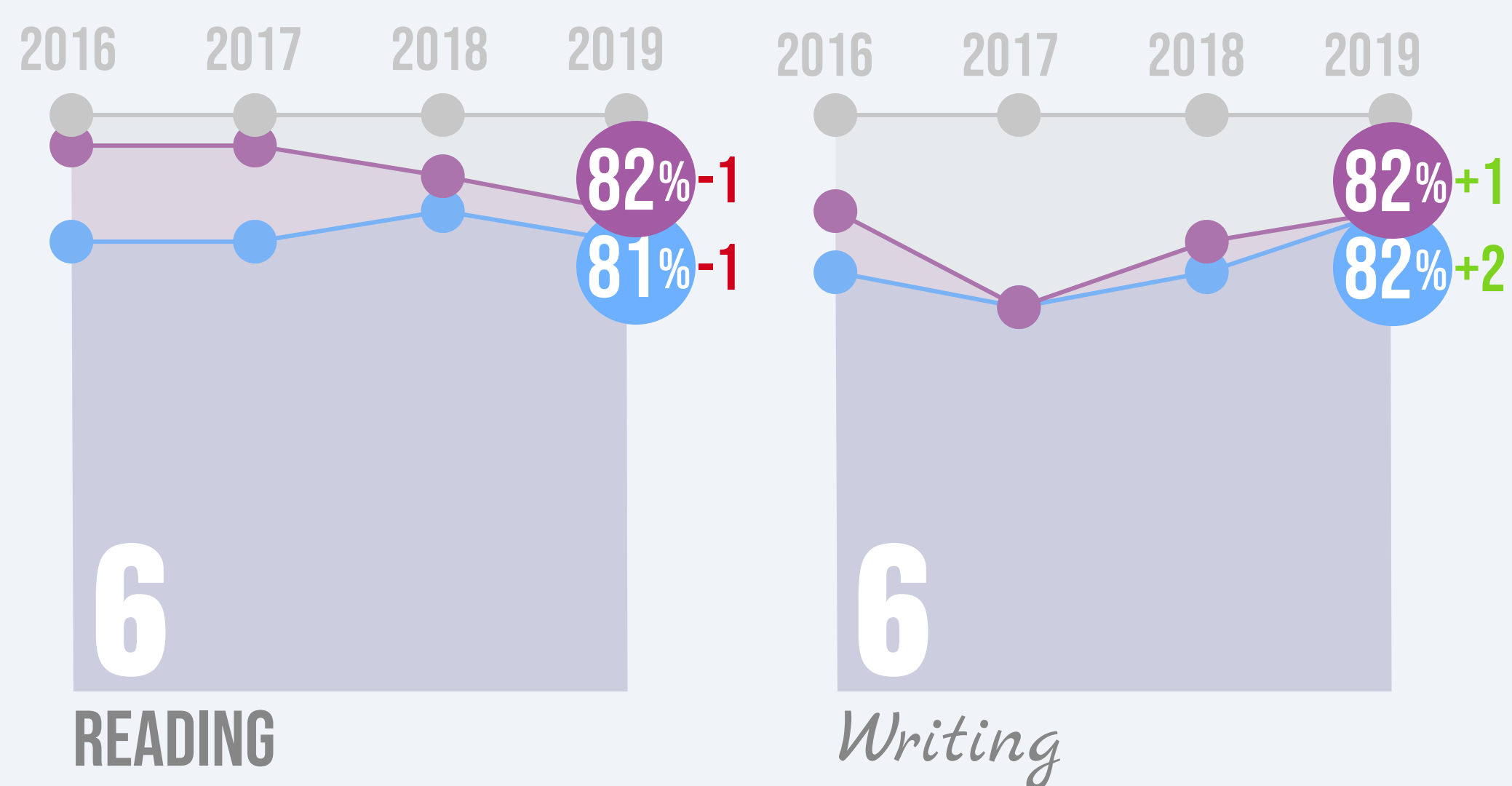
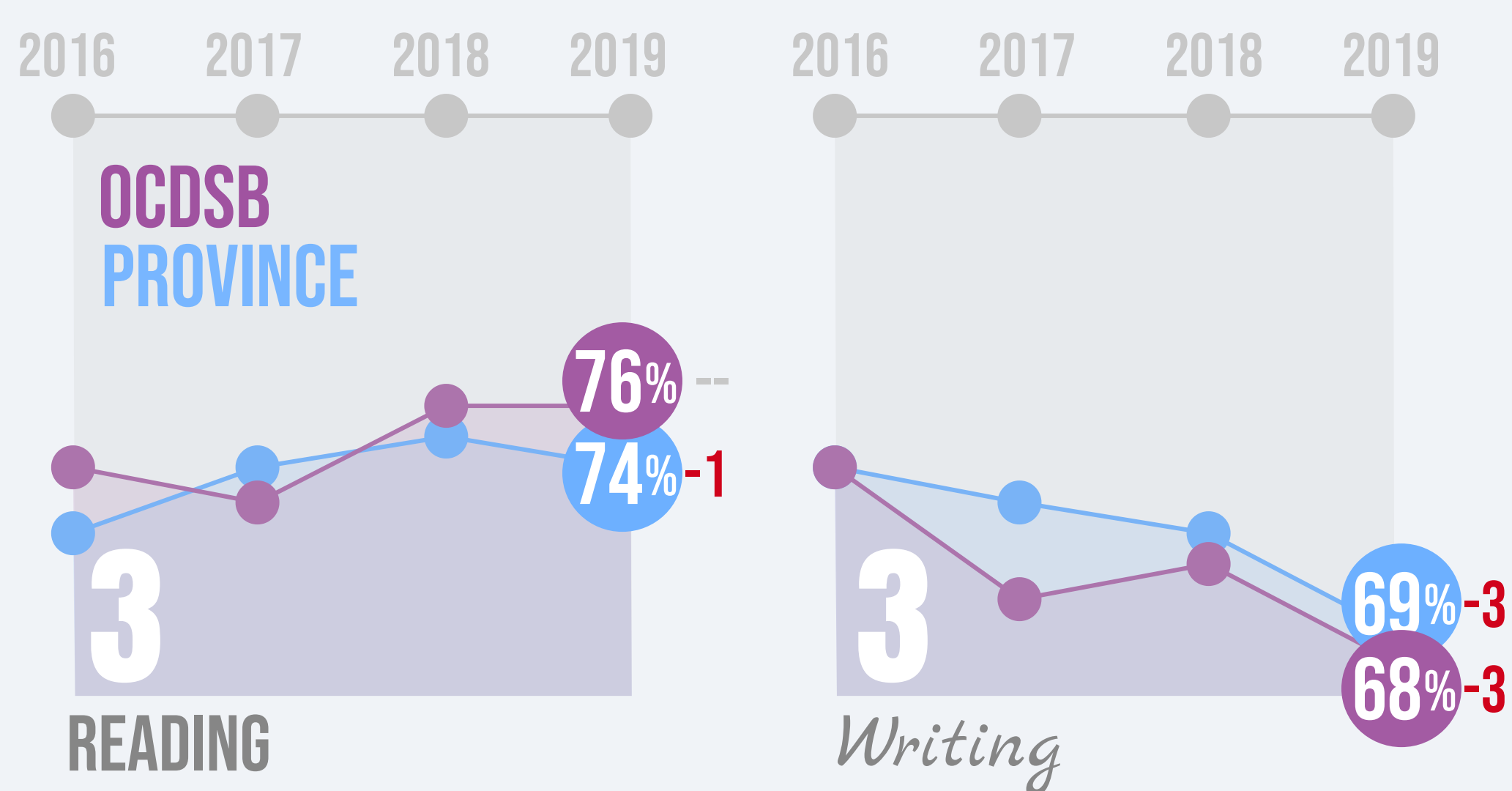


Students who met provincial standard:

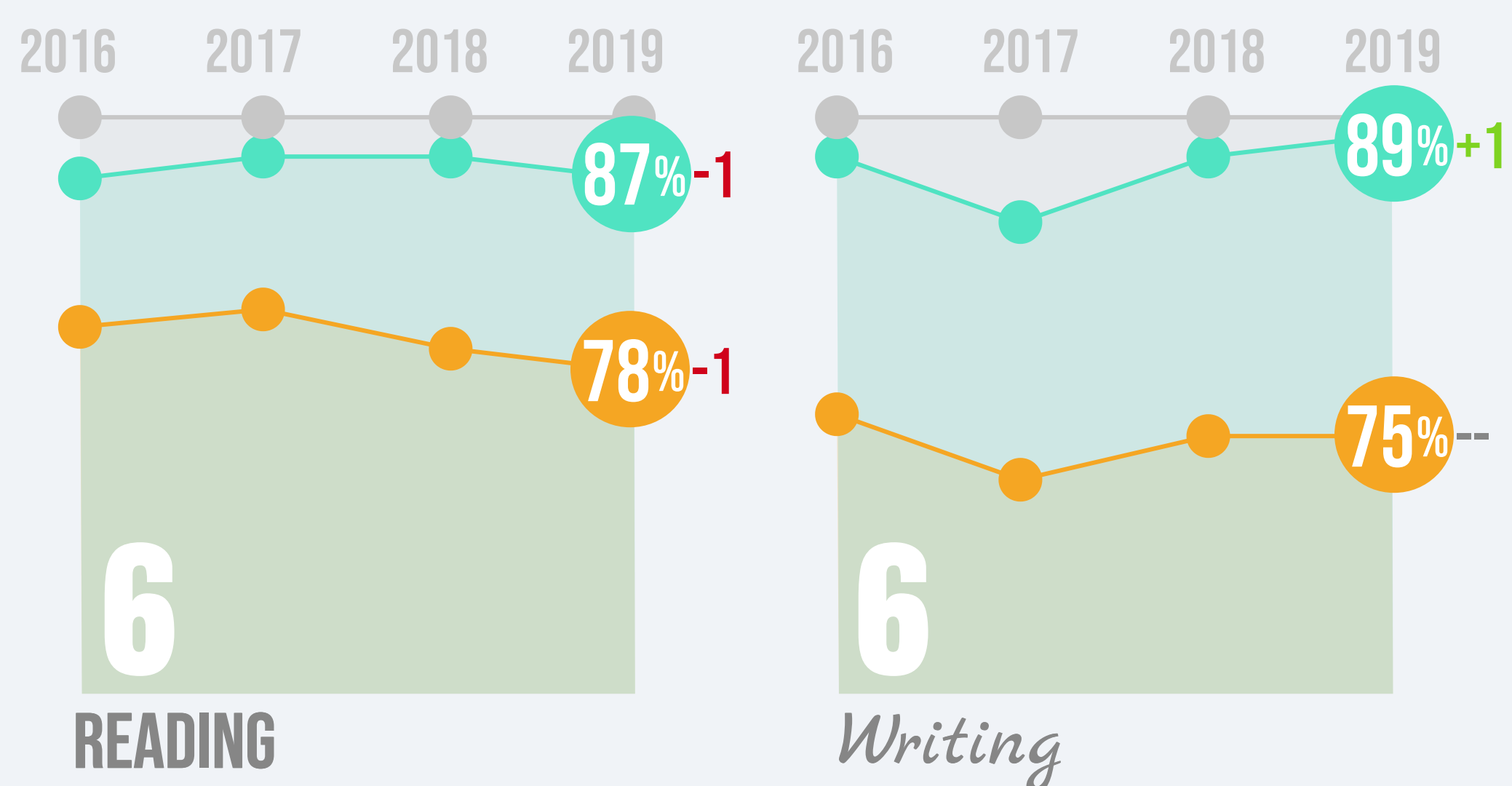
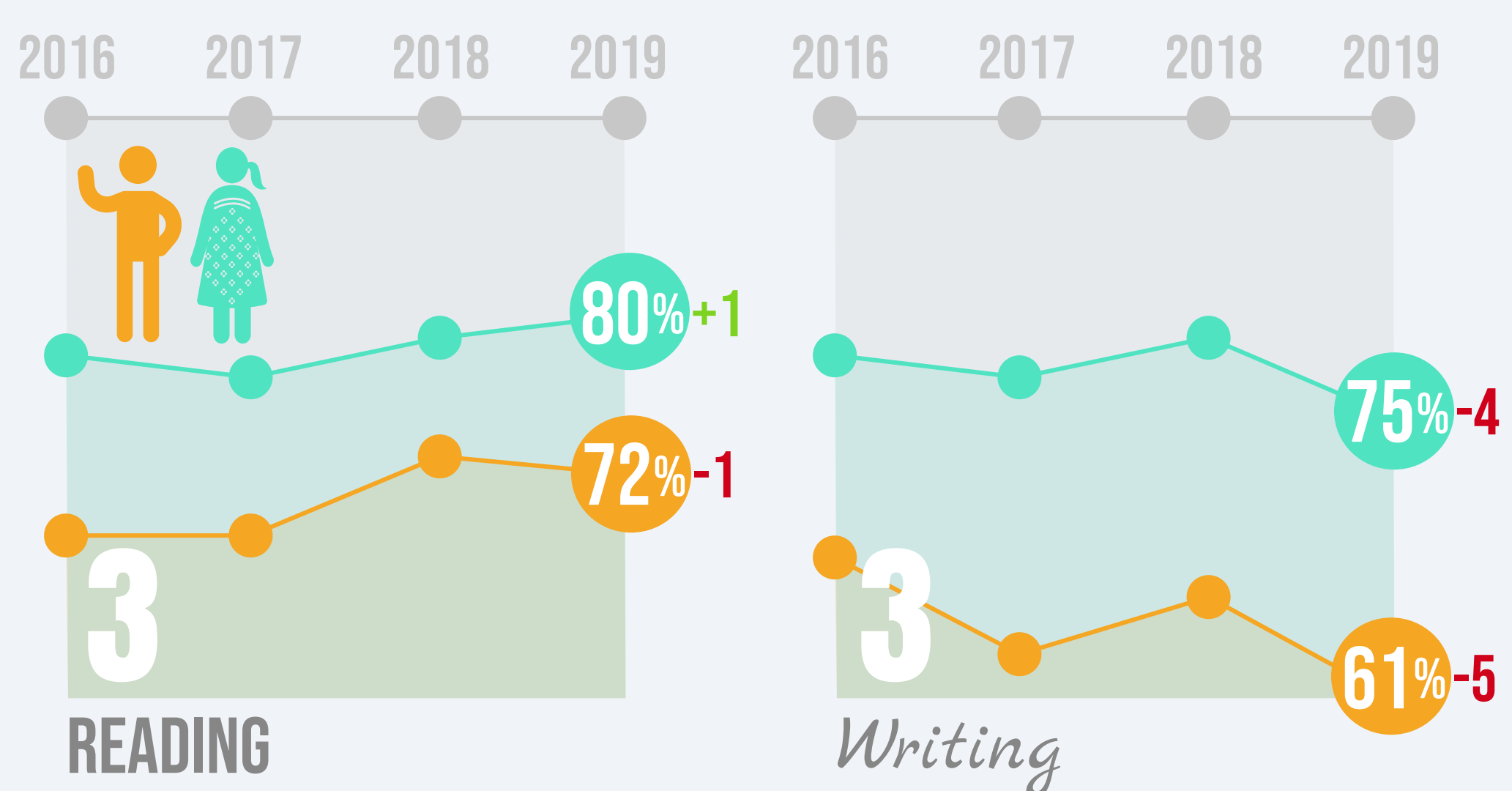
- Reported enjoying math more, and had more positive beliefs about their ability in math and their efforts towards math activities.
 - Reported higher confidence across all math areas in both course levels.
 - Reported more engagement in mathematics in class, and were more likely to make use of cognitive strategies to solve mathematics problems.
- Overall, the patterns reveal that students' beliefs and attitudes towards, and practices in mathematics are good predictors of whether or not they will meet the provincial standard in the subject.

4 EQAO: Reading and Writing Assessment Results, Grade 3 and 6

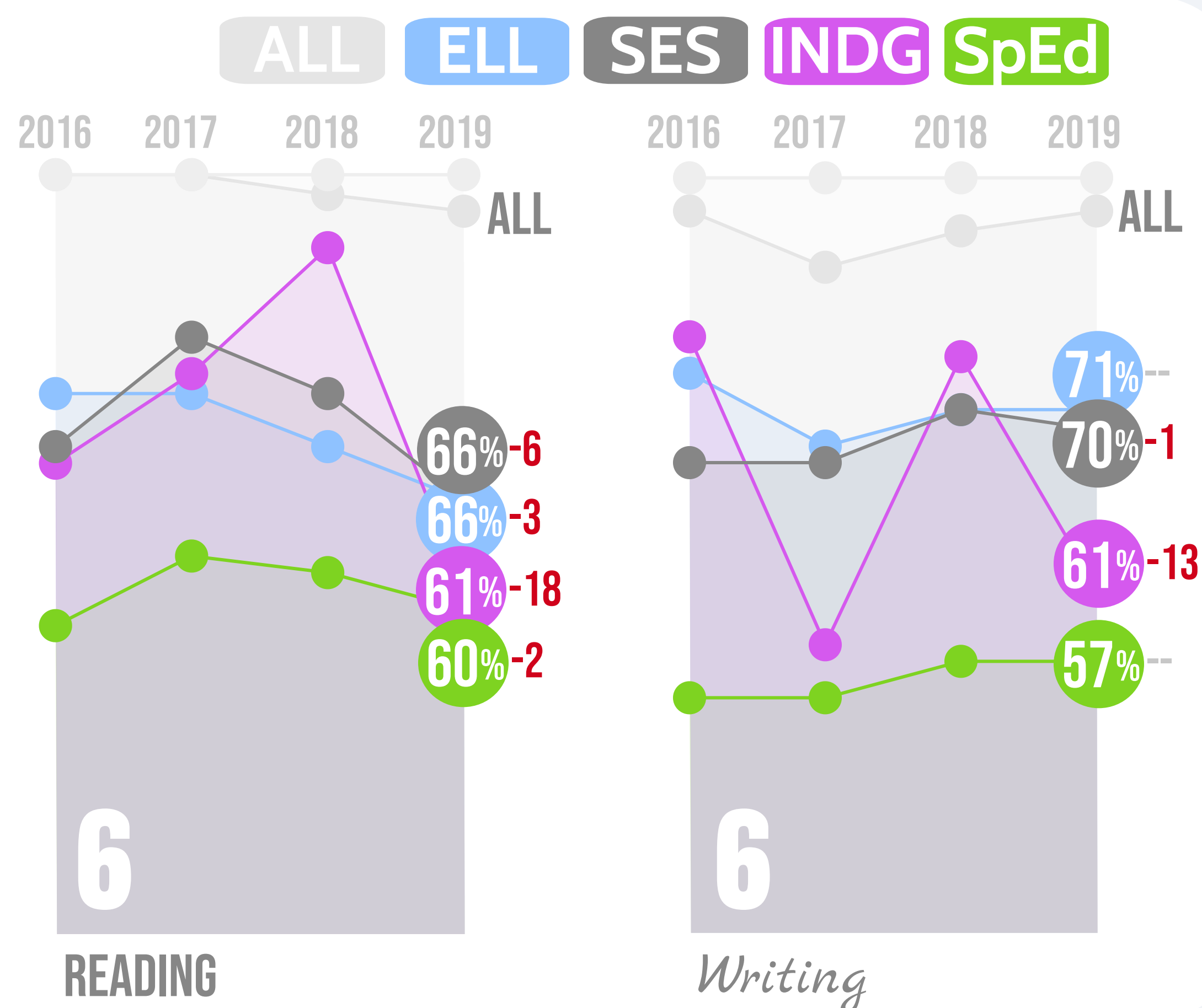
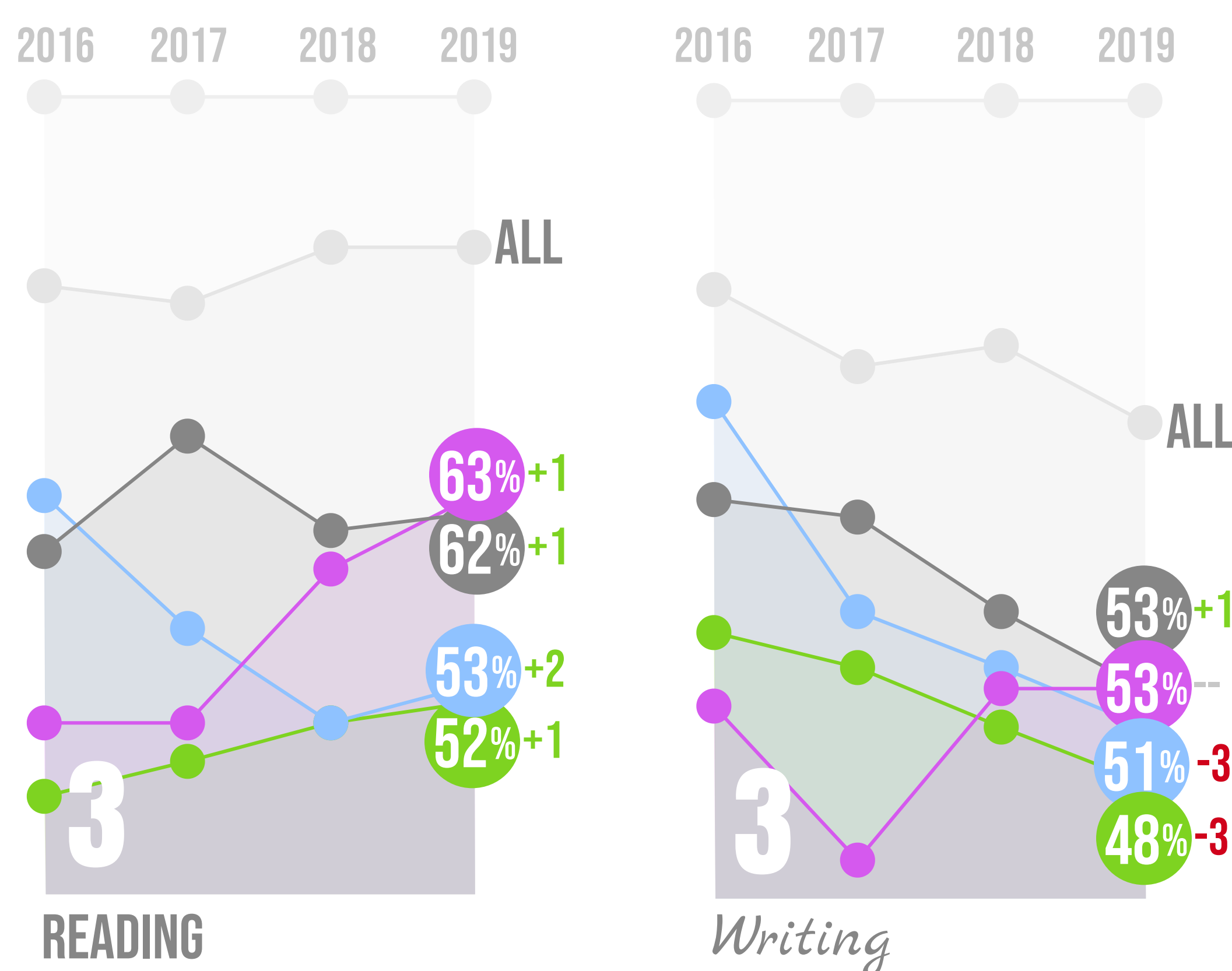
% OF STUDENTS WHO MET THE PROVINCIAL STANDARD



GENDER GAP: OCDSB



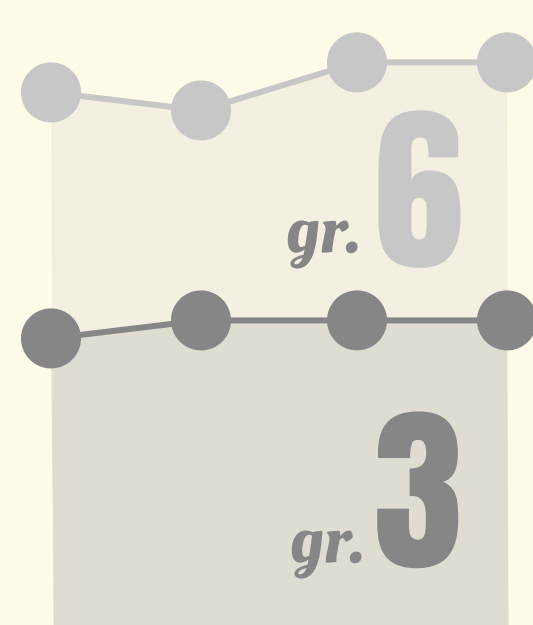
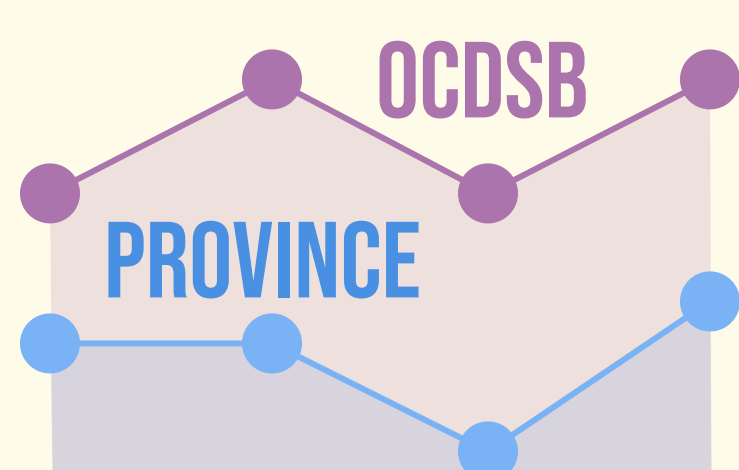
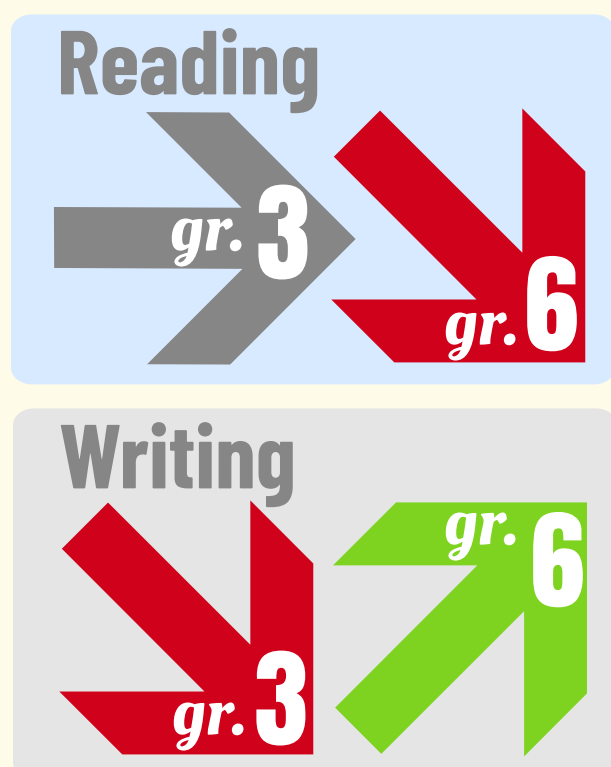
ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS



OBSERVATIONS:

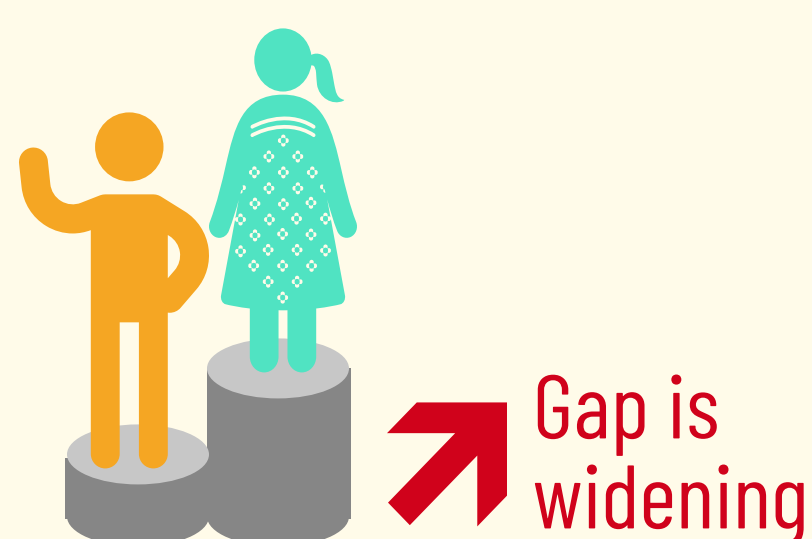
STUDENTS WHO MET PROVINCIAL STANDARD

- With an exception of Grade 6 writing, wherein a slight increase is visible, other areas are experiencing a negative or static trend.
- OCDSB continues to outperform the province across almost all areas.



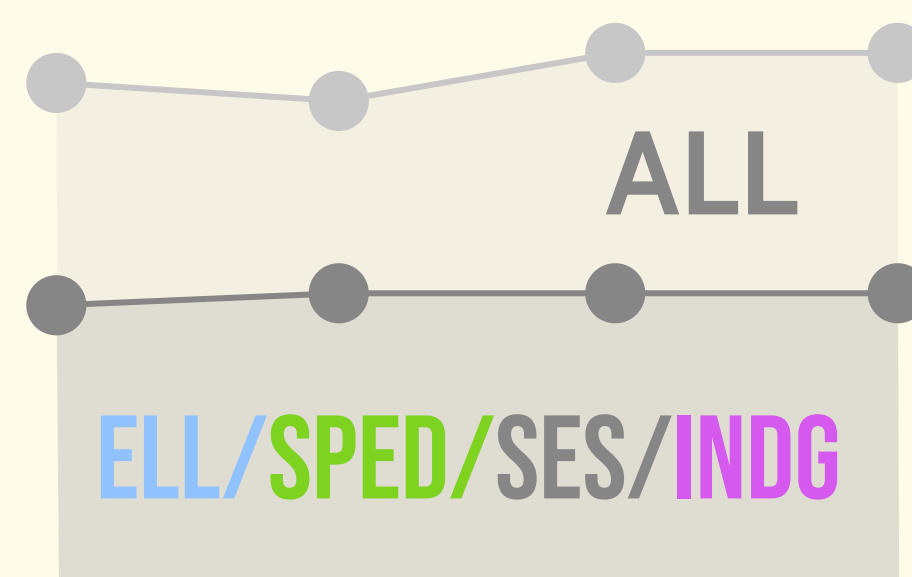
GENDER GAP

- Female students continue to outperform male students across all indicators by a notable margin. The gap appears to be slightly widening in the last four years.



GAPS FOR SPECIFIC GROUPS

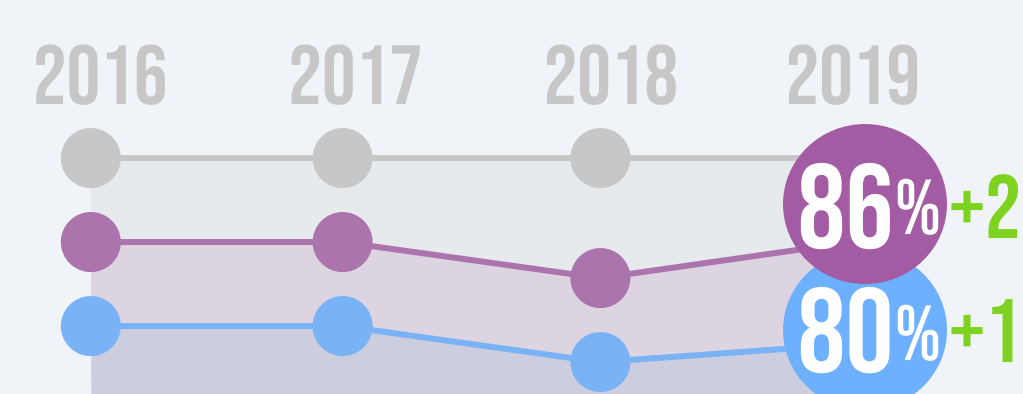
- In comparison to all students, achievement rates within specific groups of students continue to be lower, especially among students with special education needs.



5

EQA0: Ontario Secondary School Literacy Test (OSSLT)

% OF STUDENTS SUCCESSFUL

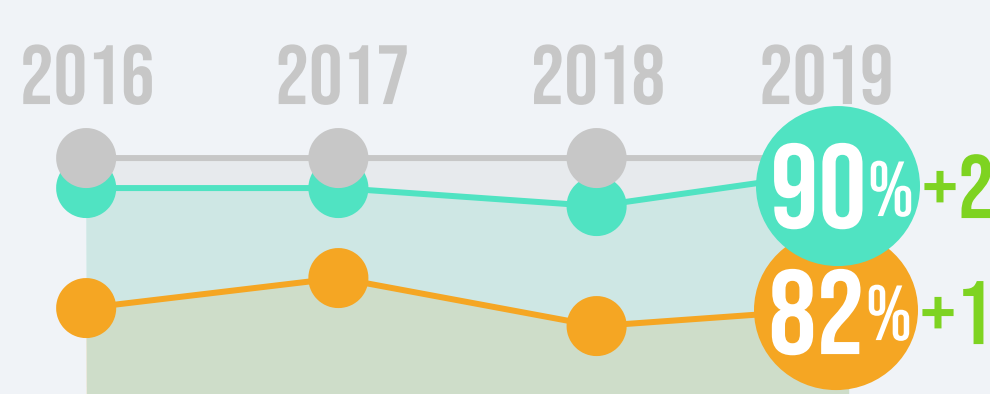


FIRST-TIME ELIGIBLE

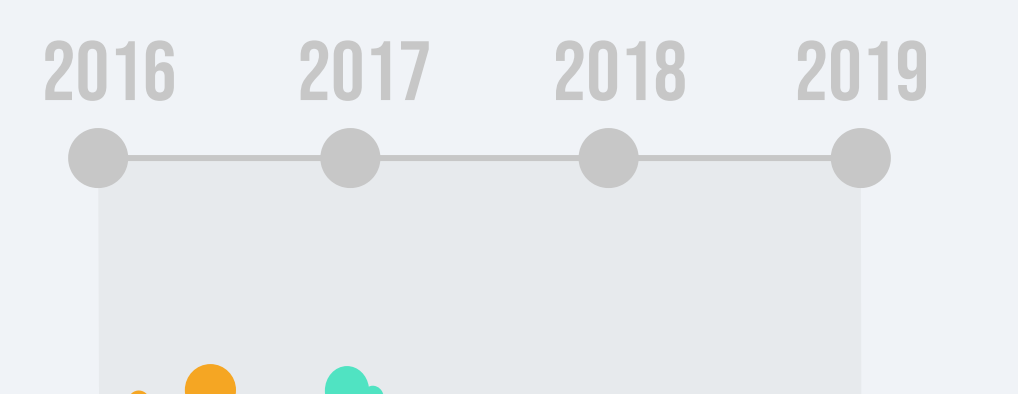


PREVIOUSLY ELIGIBLE

GENDER GAP: OCDSB

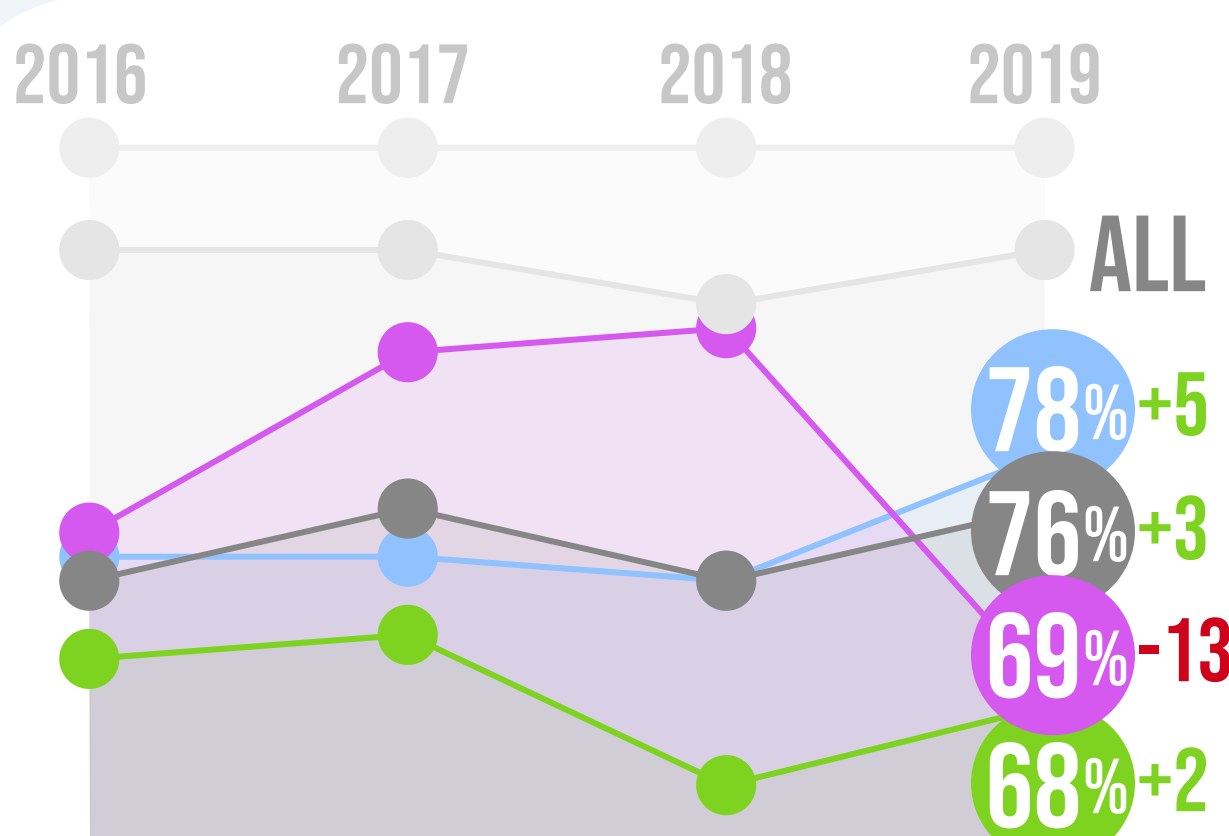


FIRST-TIME ELIGIBLE

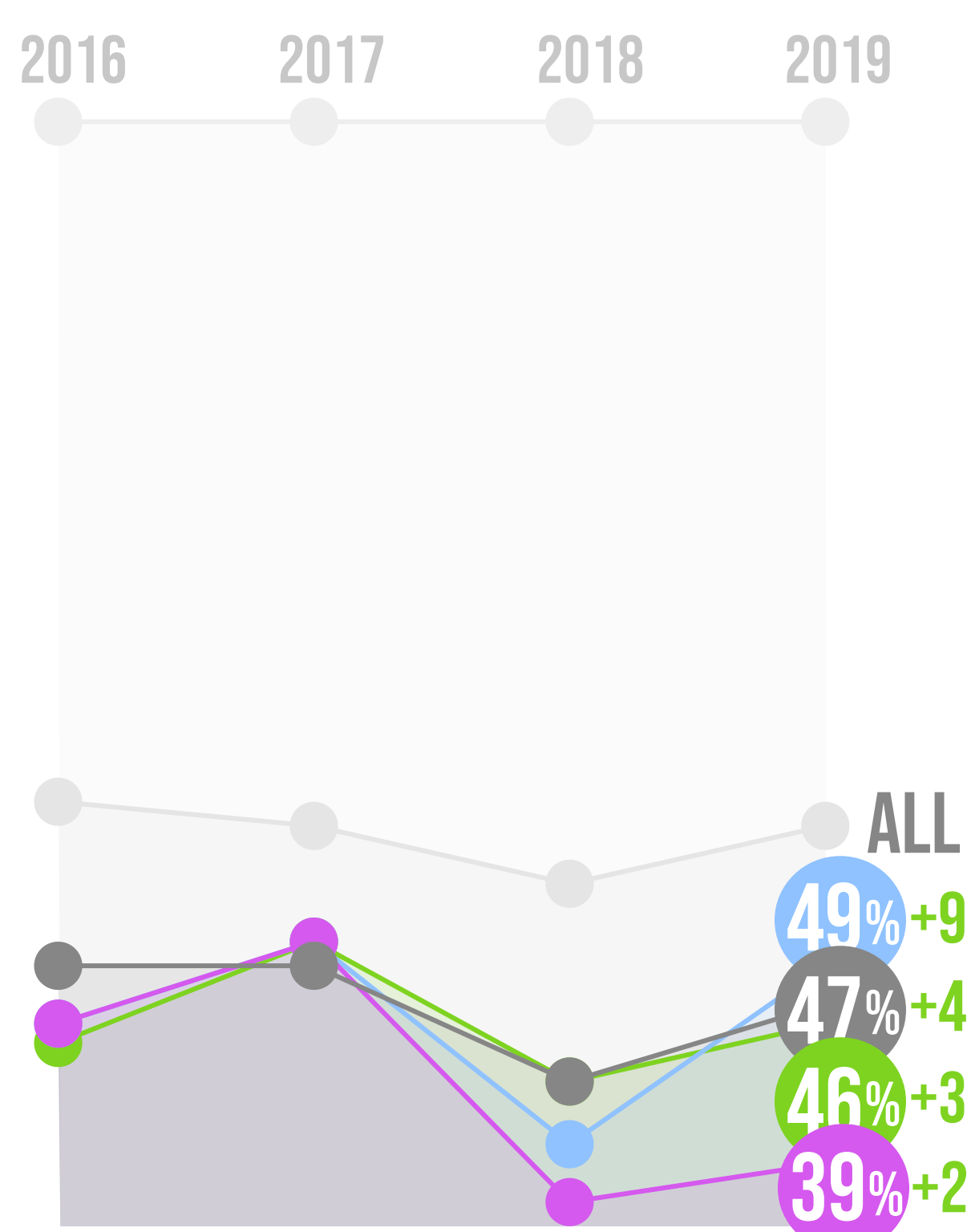


PREVIOUSLY ELIGIBLE

ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS



FIRST-TIME ELIGIBLE



PREVIOUSLY ELIGIBLE

ALL

ELL

SES

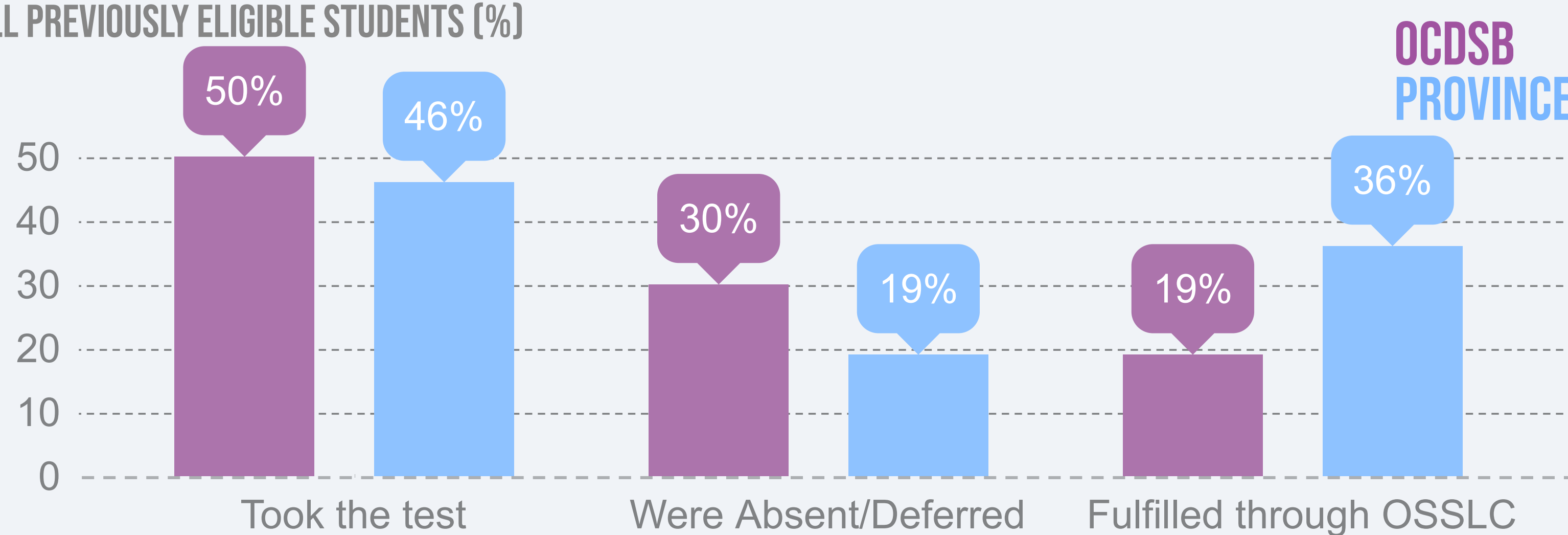
INDG

SpEd

- Achievement in the specific groups appears to have slightly improved since last year, except for first-time eligible indigenous students

PARTICIPATION IN THE OSSLT AND ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

ALL PREVIOUSLY ELIGIBLE STUDENTS (%)



- 19% of the previously eligible students fulfilled the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)

OBSERVATIONS:

SUCCESS RATES SINCE 2018:

- A positive trend is visible across both first-time and previously eligible students.
- OCDSB continues to outperform the province for both groups.
- Success rates among first-time eligible students continue to be much higher in comparison to those that were previously eligible.

GENDER GAP

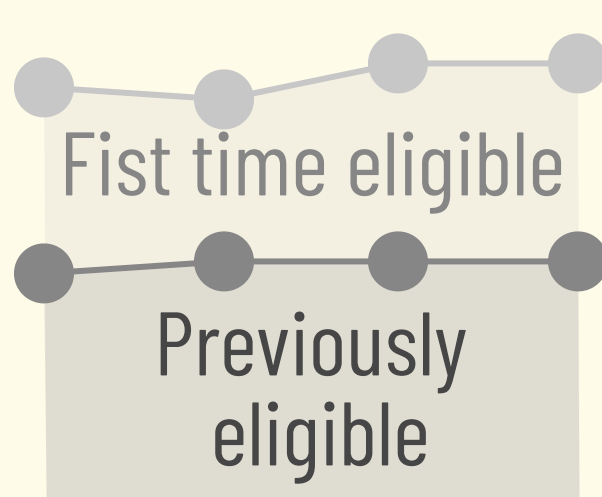
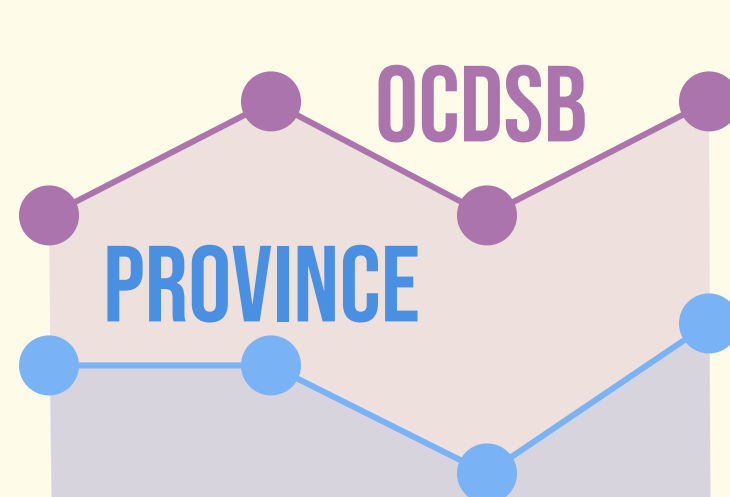
- Female students continue to outperform male students across all areas by a notable margin. The gap appears to be static across the years with slight fluctuations.

GAP FOR SPECIFIC GROUPS

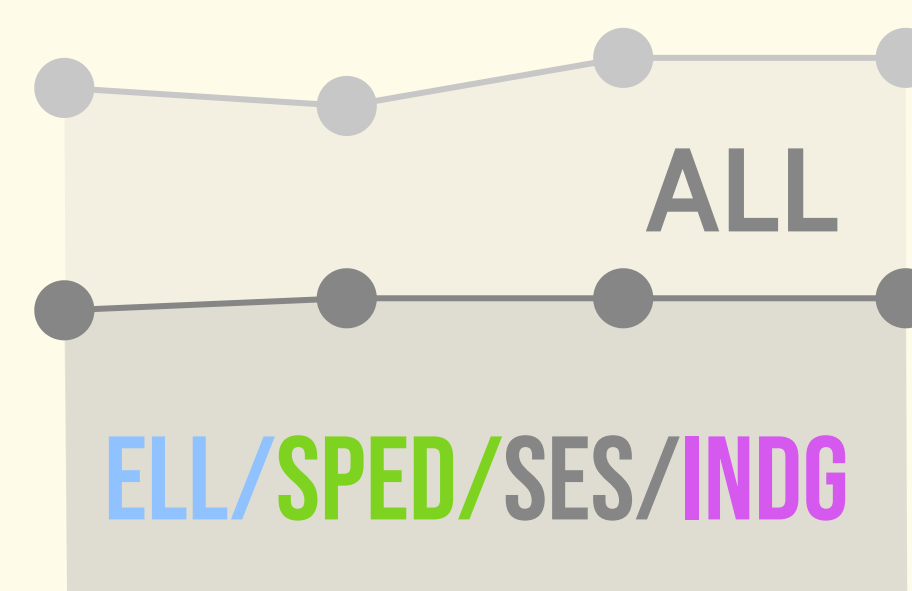
- In comparison to all students, success rates within the specific groups of students continue to be lower, especially among students with special education needs.

First-time eligible

Previously eligible



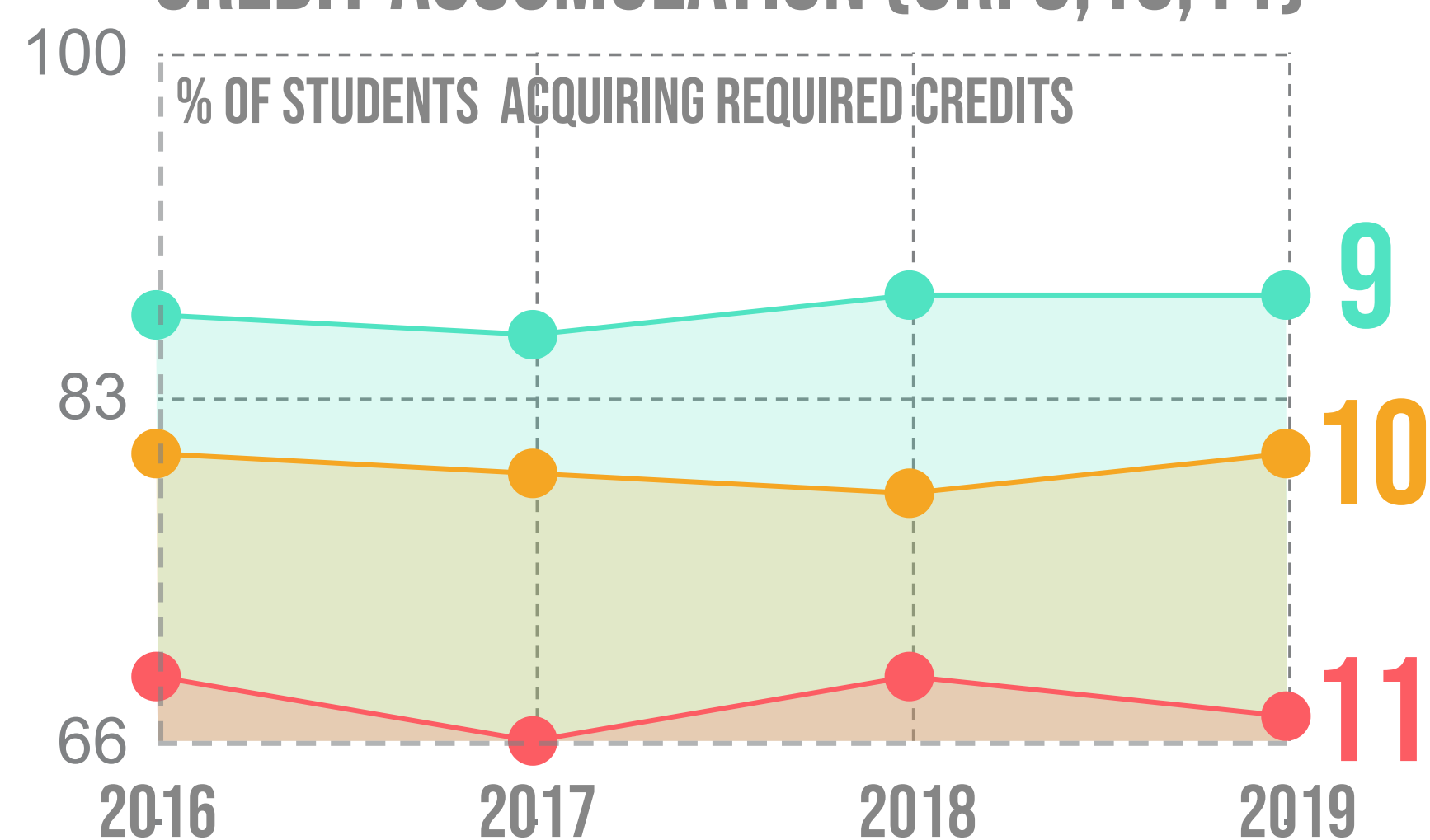
Gap is static



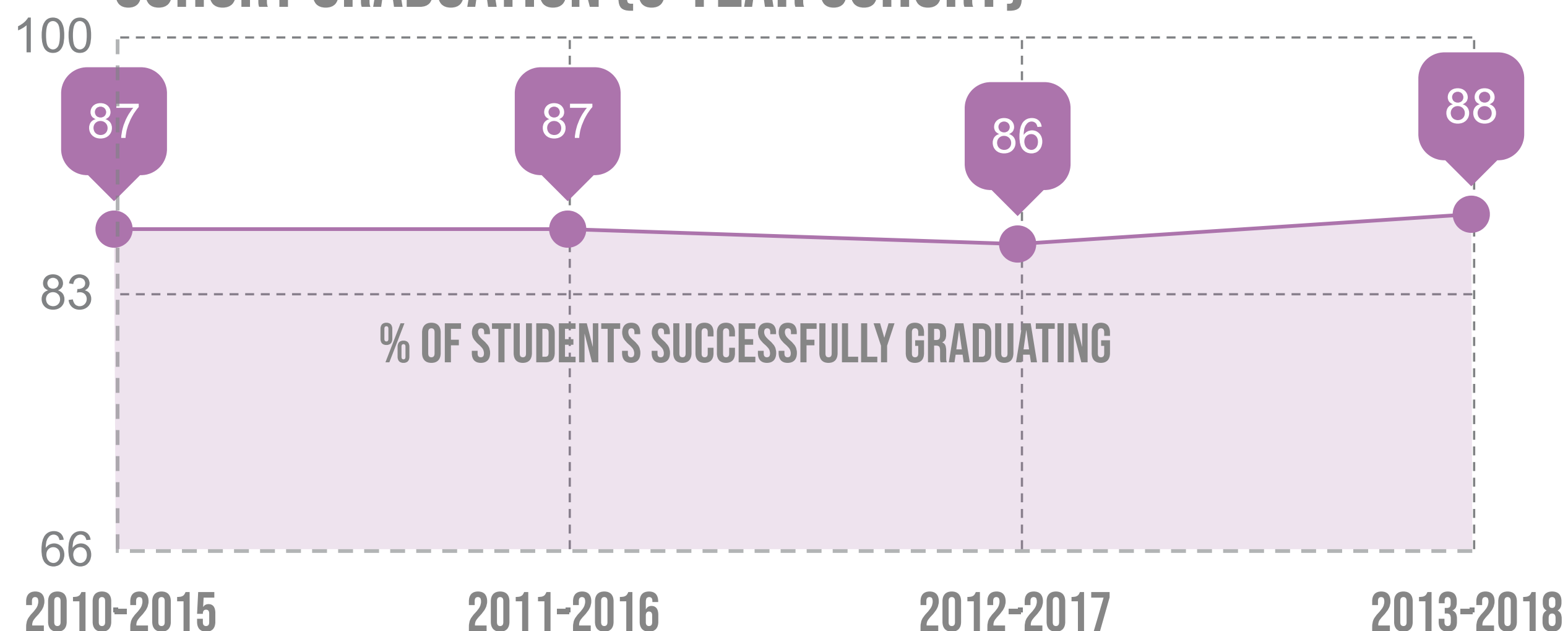


Credit Accumulation and Cohort Graduation rates in Grade 9, 10 and 11

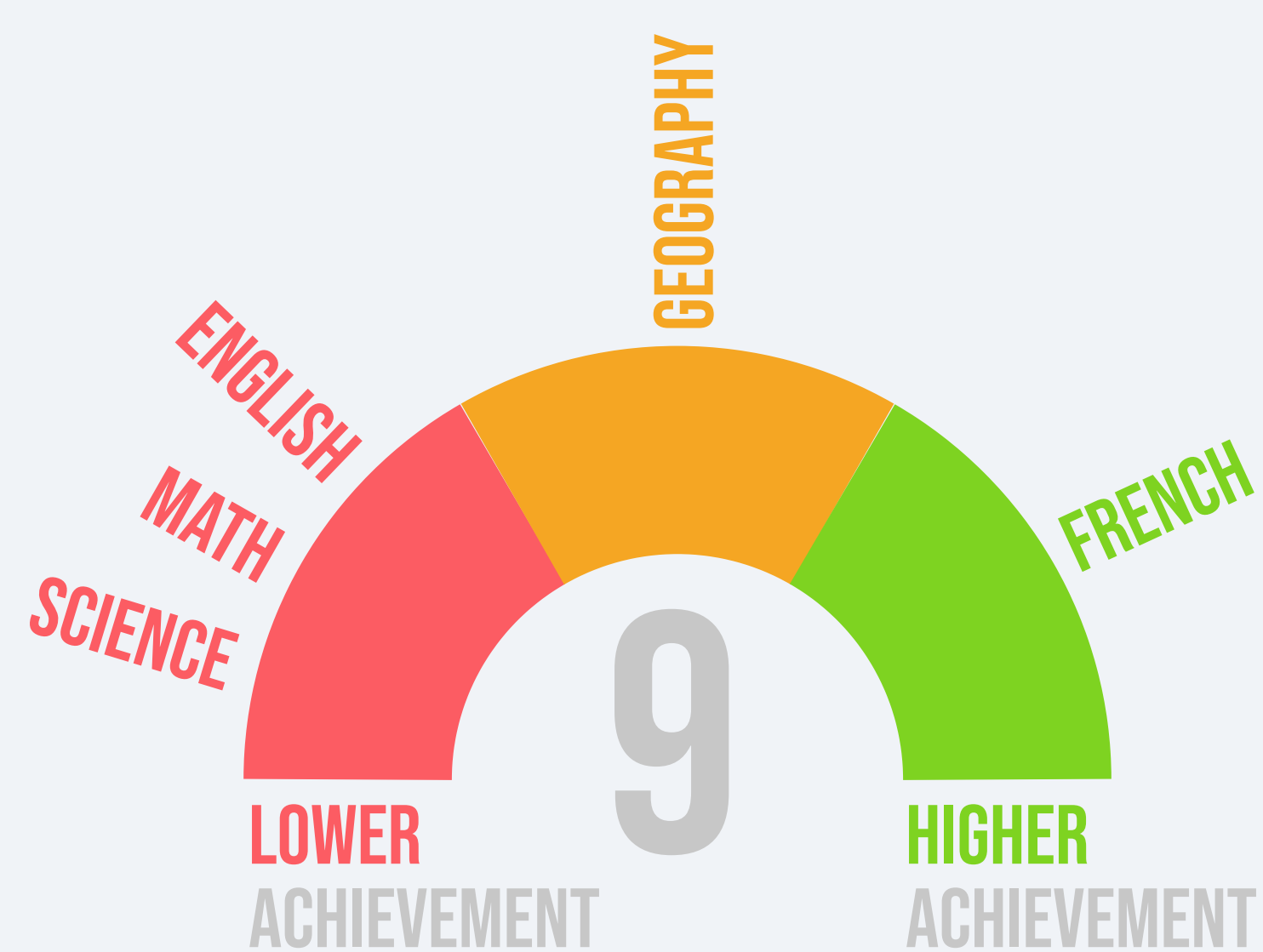
CREDIT ACCUMULATION (GR. 9,10,11)



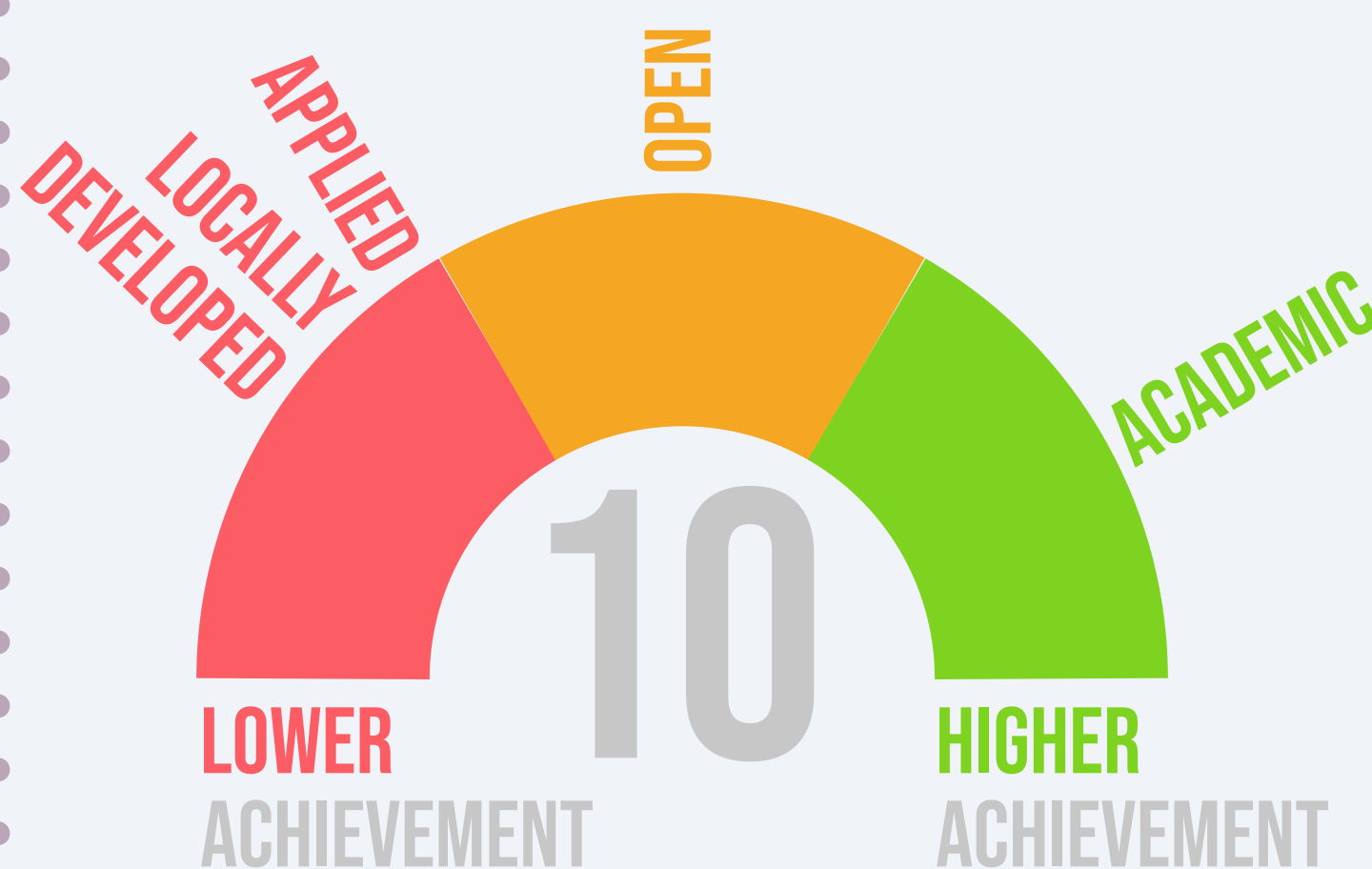
COHORT GRADUATION (5-YEAR COHORT)



REPORT CARD DATA: ACHIEVEMENT PATTERNS BY SUBJECT



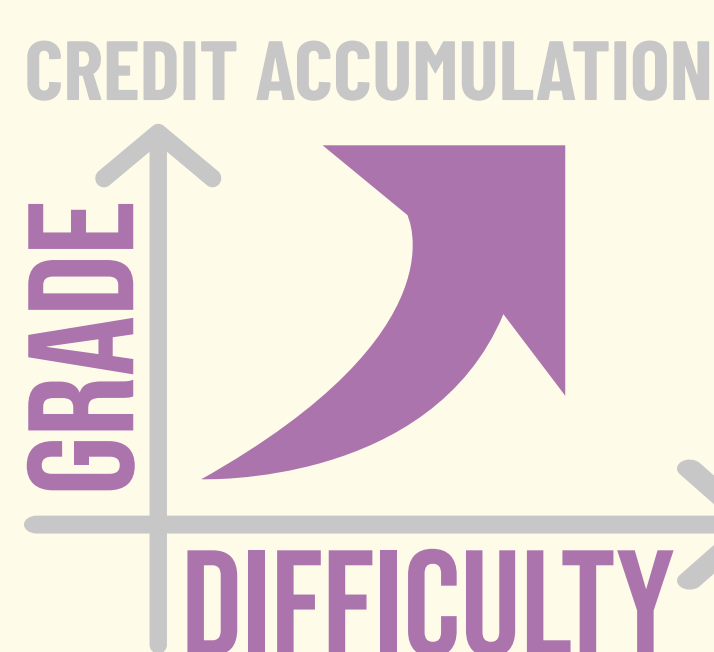
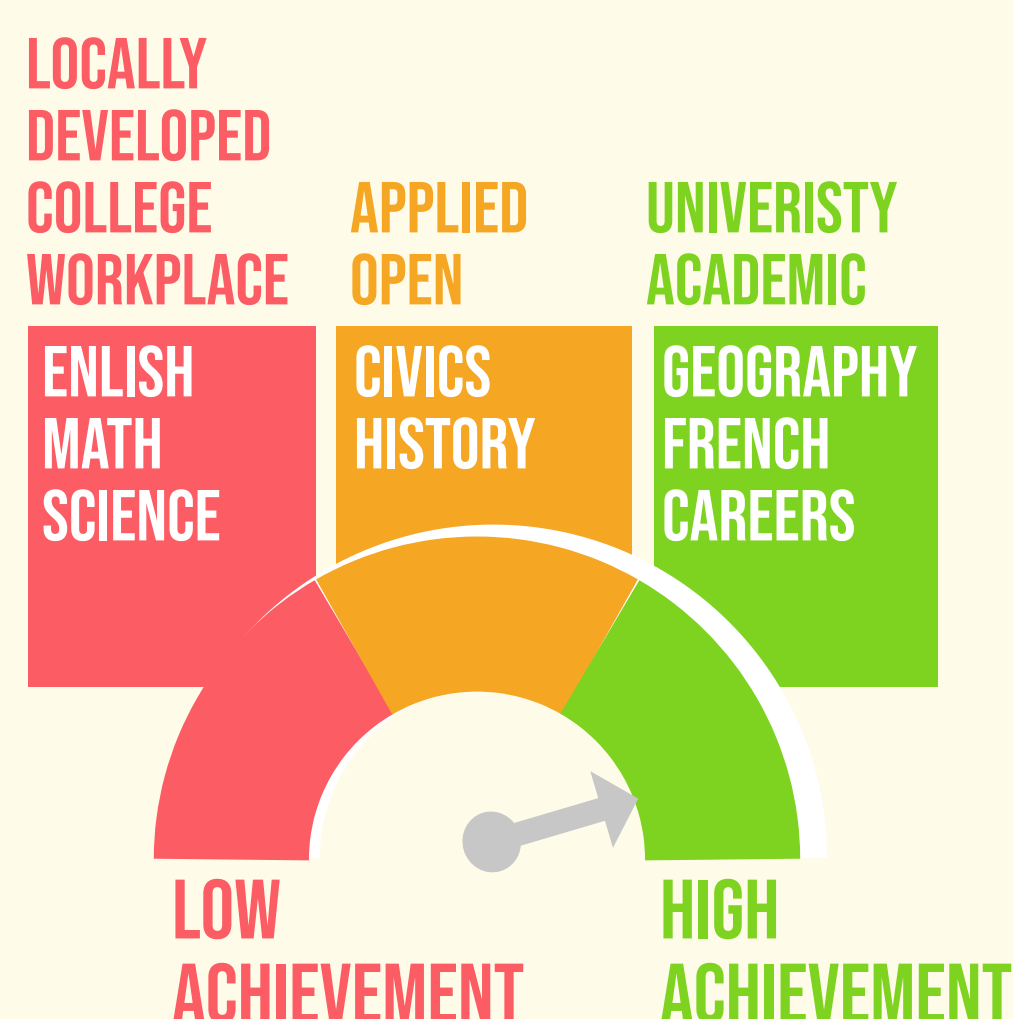
REPORT CARD DATA: ACHIEVEMENT PATTERNS BY COURSE TYPE



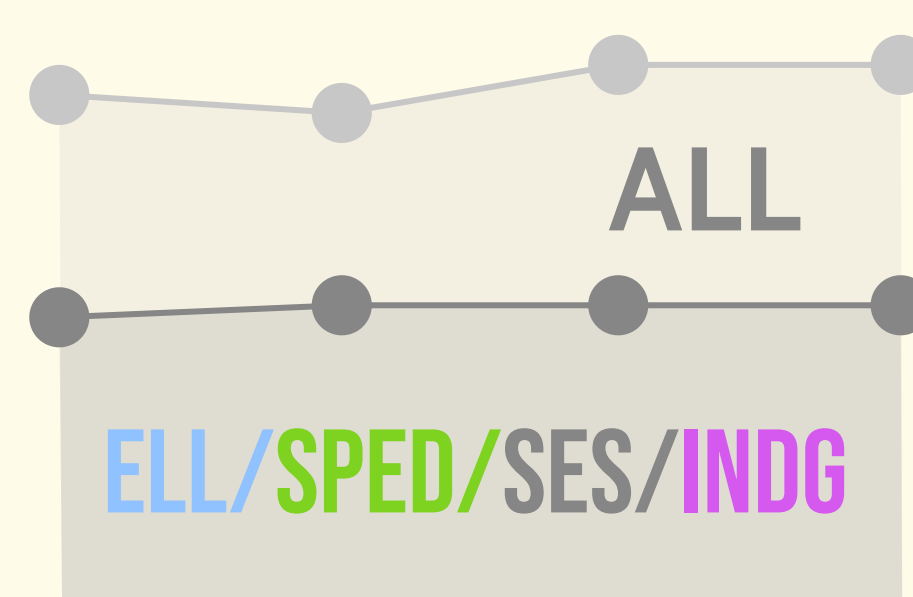
OBSERVATIONS:

CREDIT ACCUMULATION:

- As students progress through Grades 9, 10 and 11, credit accumulation requirements also increase (8+ at Gr.9, 16+ at Gr.10 and 23+ at Gr.11), making it increasingly harder to accumulate the required credits while progressing through high school.
- Comparatively lower achievement is visible in Math, English and Science, especially in Workplace, Locally Developed, College and Applied courses.

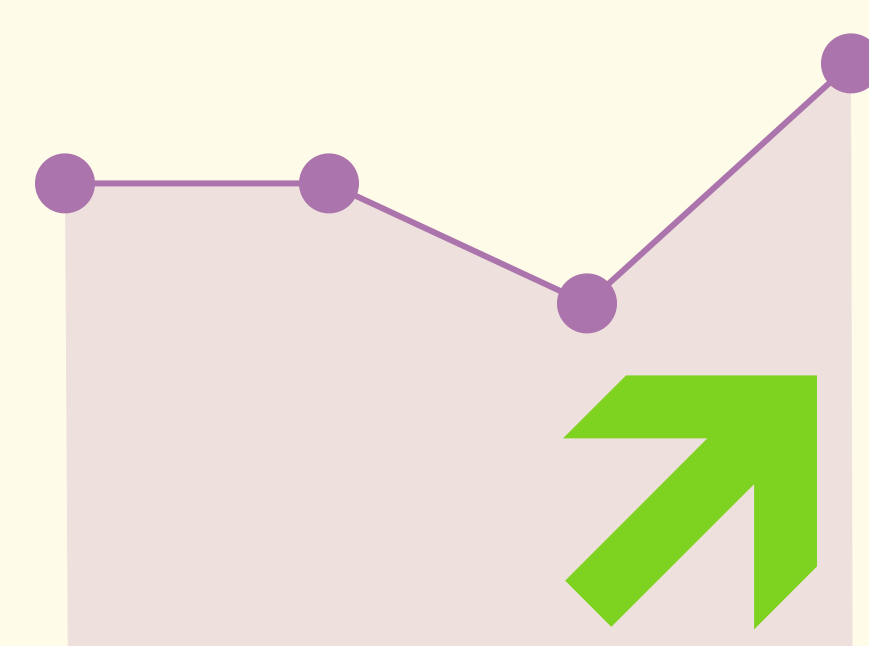


- Group-wise comparison, as seen in overall student performance in the EQAO assessments, demonstrates that the specific groups of students, especially Indigenous students and students with special education needs continue to underperform, as compared to all students.



COHORT GRADUATION:

- Overall cohort graduation trends seem to have a positive trajectory over the past four years, with the only decline recorded in the 2017-2018 academic year.

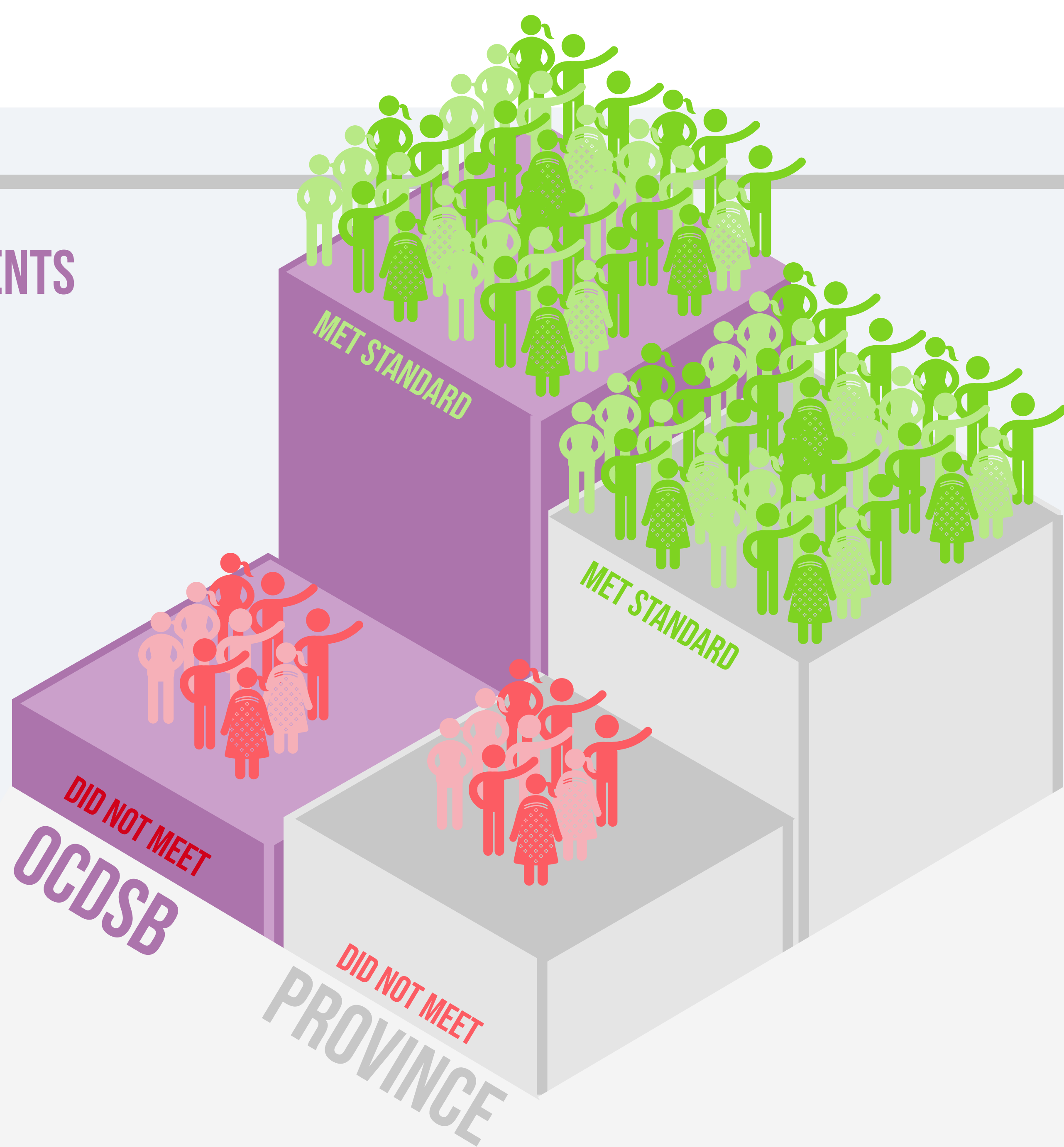


Upward trend since last year

OVERALL RESULTS ON PROVINCIAL ASSESSMENTS

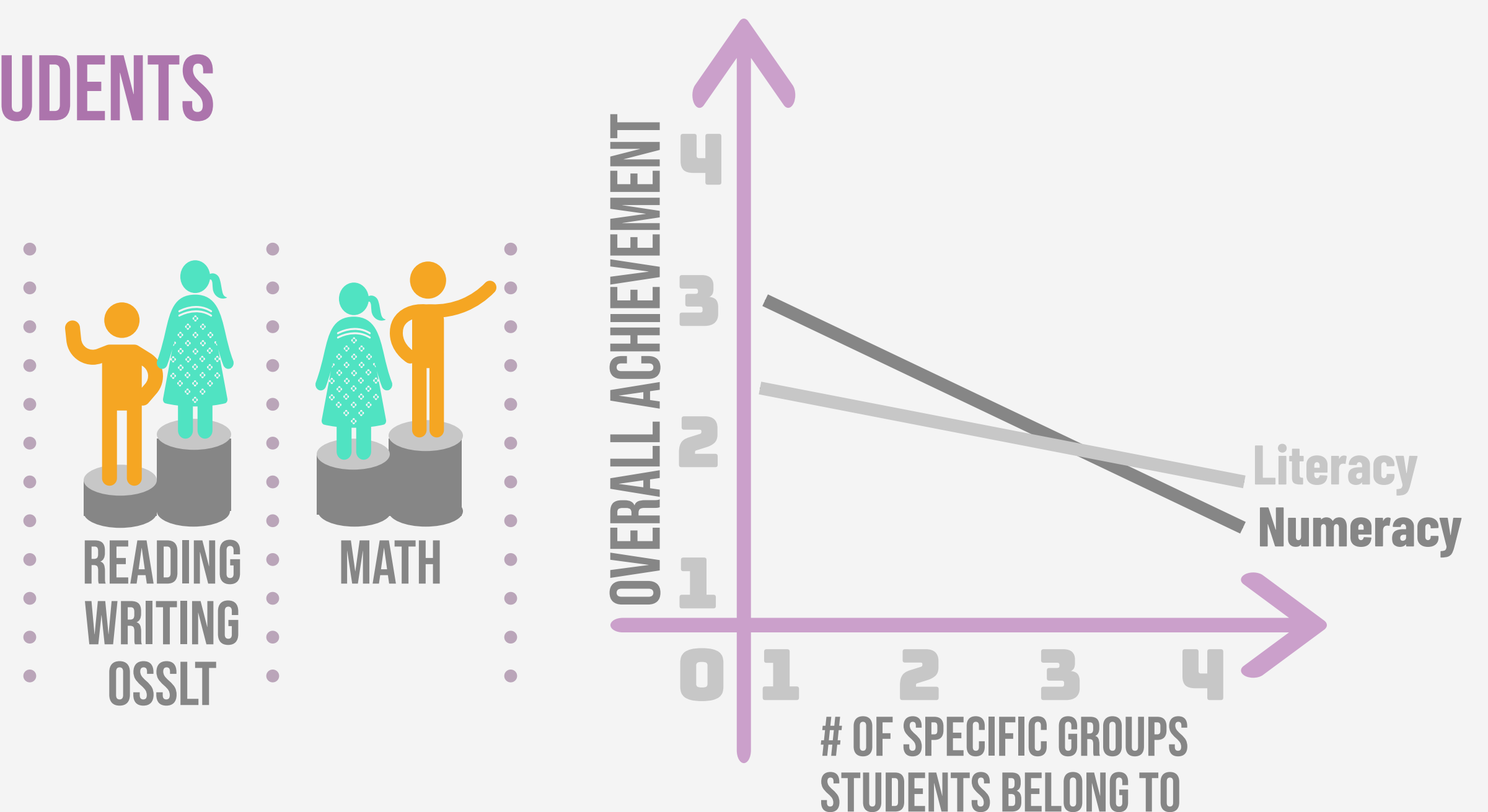
The **majority of OCDSB students** achieved **at or above** the provincial standard in Grades 3 and 6 reading and writing, and were successful on the OSSLT. With the exception of Grade 3 writing, results were higher for OCDSB students compared to the province. Trends over time show modest improvements in Grade 6 writing and for previously eligible students on the OSSLT. The remaining assessments have shown no change or slight declines of between 1 and 3 percentage points. Similar trends were observed provincially.

Despite lower achievement results in mathematics compared to reading and writing, most students met the provincial standard in Grades 3, 6 and Grade 9 academic math. **OCDSB results were higher compared to the province**, with the exception of Grade 9 applied math. OCDSB trends over time showed no change in Grade 9 math (applied or academic), and decreases of 1 to 2 percentage points in Grades 3 and 6 mathematics.



ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS

Across all provincial assessments, achievement outcomes **continue to be lower** for English Language Learners (ELLs), students with special education needs (excluding gifted; SpEd), students residing in low income neighborhoods (SES), and those who self-identify as Indigenous (INDG), compared to all students. The data suggests that the more groups the students belong to - the lower their achievement is, especially in numeracy. Outcomes based on gender tend to favour **boys** in **mathematics**, and **girls** in **reading, writing** and the **OSSLT**. Gaps are much wider in literacy than they are in math.

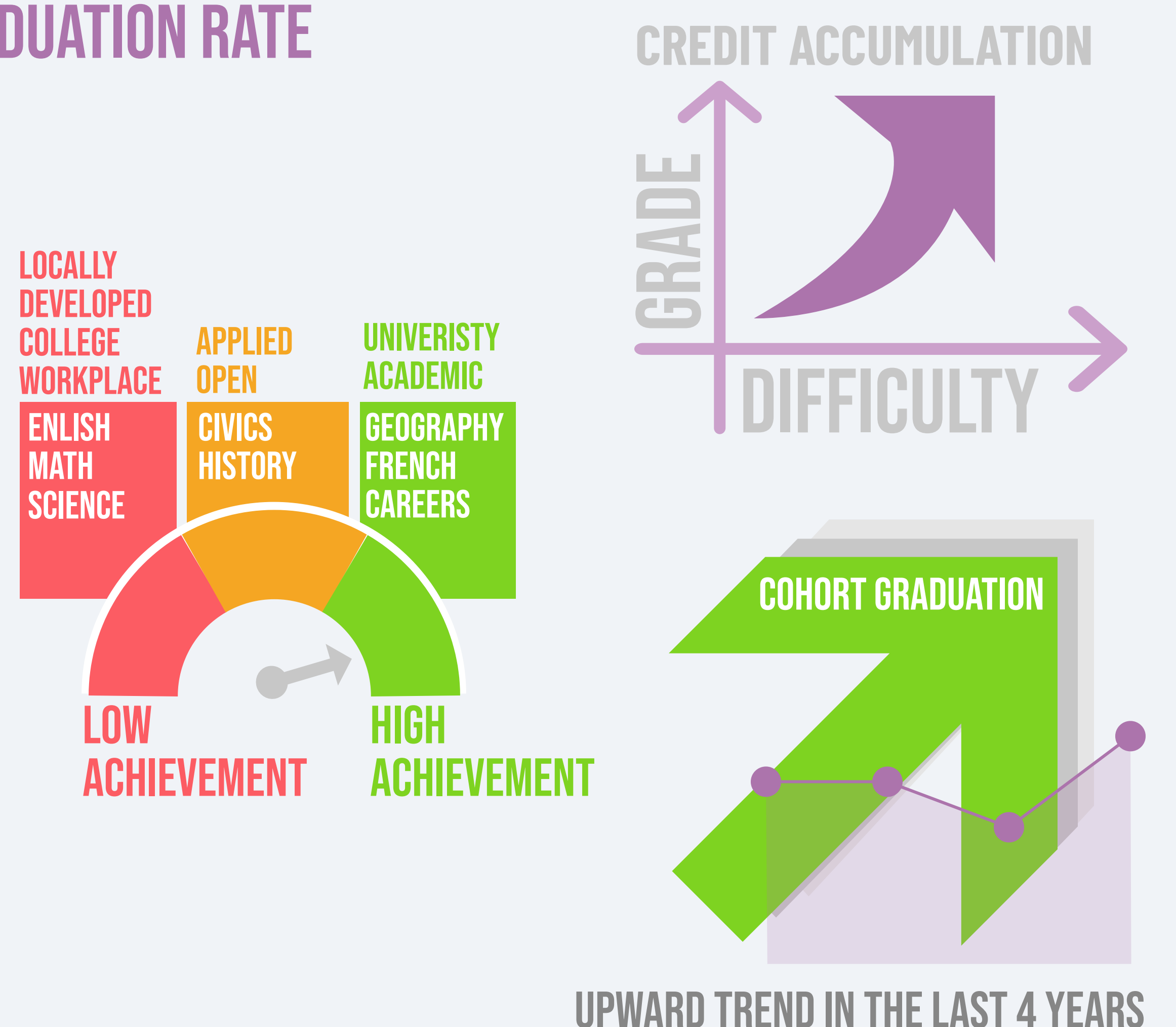


CREDIT ACCUMULATION AND 5-YEAR COHORT GRADUATION RATE

In the OCDSB, 2018-2019 credit accumulation rates in Grades 9, 10, and 11 were 88%, 80%, and 67%, respectively. An analysis of report card data showed that the courses that posed the greatest barriers for students were: (i) Grade 9 applied level science, math, and English; (ii) Grade 10 applied level math; and English; and (iii) grade 11 workplace, open, and college level science, math and English courses.

The 5-year cohort graduation rate for the OCDSB was 88% for the cohort of students who started Grade 9 in 2013-2014, compared to the provincial rate of 87%.

Key strategies for how we move forward as a District to improve outcomes for all students can be found in the 2019-2020 Board Improvement Plan for Student Achievement and Well-Being (BIPSAW).





MEMORANDUM

TO: Special Education Advisory Committee

FROM: Peter Symmonds, Superintendent of Learning Support Services

DATE: 15 March 2019

RE: **Updated Procedure PR.686.SCO Use of Service Animals For Students**

As per a request from the Special Education Advisory Committee (SEAC) on 9 October 2019, please find attached Procedure PR.686.SCO Use of Service Animals For Students.

The updated procedure brings the Ottawa-Carleton District School Board in compliance with the Policy/Program Memorandum No. 163 School Board Policies on Service Animals:

Please note that on 28 January 2020, Board passed Minor Revision to Policy P.121.GOV Accessibility including the following amendment:

THAT a new section be added as section 4.4 as follows:

No a priori distinctions between categories of services animals shall be made and each request to allow for support by a service animal shall be considered objectively with respect to safety, manageability, and need, taking full account of documented professional rationale and prescription in critical support of either well-being or learning.

Staff are currently reviewing the procedure to determine if any further changes are required.

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

cc Manager Board Services
Corporate Records



Equipment

Purpose of the Standard

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

General Overview

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

- Per Pupil Amount
- Claims-Based

Per Pupil Amount (Computers) component supports the purchase of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment, in accordance with this guideline.

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

Examples of Specialized Equipment for Use at School

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

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

A full overview of the [SEA Guidelines for 2018-2019](#) is outlined on the Ministry of Education website.





Funding Information and Allocation for Specialized Equipment

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

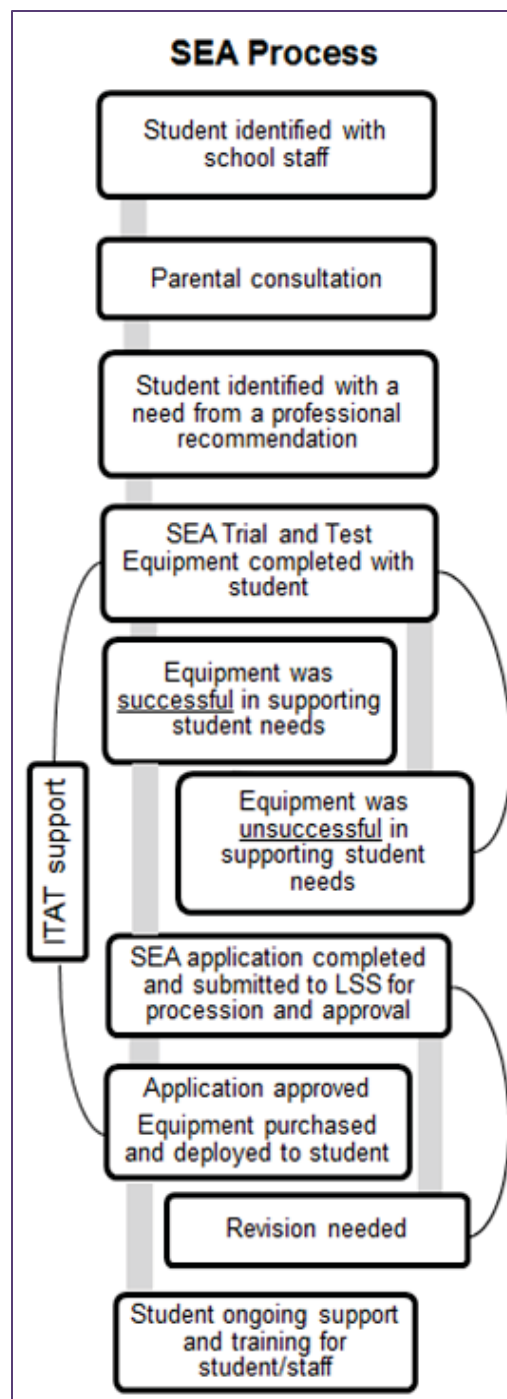
Determination of Need

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

Required Documentation

Each SEA claim must include:

1. an assessment report from an appropriately qualified practitioner including a description of the condition the particular equipment is intended for, and a functional recommendation regarding the specific types of equipment essential for the student to access the curriculum
2. a copy of the quotes(s) and/or product identification of the equipment to be purchased (non-computer)
3. a current copy of the student's IEP signed by principal
4. an action plan from the school indicating the integration of the equipment into the student's program a consent form to release the report from the qualified practitioner
5. a copy of the student's report card (PPA only)





Eligible Specialized Equipment for Claims Based Funding

All equipment costs must be specialized equipment for individual or groups of students for use at school. Examples of such equipment are:

- Speech analyzers
- FM microphone systems for DHH students)
- Print enlargers (for low vision)
- Sound Amplification systems
- Computer hardware/software
- Individually modified desks or work tables
- Braille writers
- Symbol or letter voice translators
- Insulated booths and study carrels
- Communication aids (e.g., Boardmaker, speech synthesizers)
- Positioning devices

Portability

Equipment purchased by a school board with SEA funding is portable and may move with the student from school to school or from board to board within Ontario. If a student leaves the province, the equipment stays with the Board to be reallocated as needed.

Ministry Review

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

Itinerant Teachers of Assistive Technology (ITAT)





The Itinerant Teachers of Assistive Technology work with students and staff to support the integration of assistive devices. This support includes device/tool training as well as best implementation and pedagogical practices.

Ottawa-Carleton District School Board Special Education SEA Claim

In the 2018-2019 SEA year (May 1, 2018 – April 30, 2019) the OCDSB processed the following number of applications:

Claim Types	Number of students	Dollar Amounts Spent
Computer (Claims)		
Computers and support components (PPA)	630	803,948.85
Training	N/A	764,366.76
Technician	N/A	139, 500.00
Total		1, 707, 815.61
Non Computer (Claims)		
Number of students Below \$800	130	55, 944.29
Number of students Above \$800	230	824,669.71
Other Expenses	N/A	\$0
Total		880,614.00





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.





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.





Special Education Placements Provided by The OCDSB

Purpose of the Standard

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

Learning For All, Kindergarten to Grade 12

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

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

- (1) When making a placement decision....(the Identification Placement and Review Committee) shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,*
 - (a) would meet the pupil’s needs; and*
 - (b) is consistent with parental preferences.*
- (2) if, after considering all of the information obtained by it or submitted to it under Section 15 that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil’s needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class.*

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

- participation in activities and subjects in areas of strength;
- participation in any subjects such as physical education, art, music, and drama;
- participation in school based activities;
- peer helper initiatives;
- reading buddies;





- differentiated/modified curricular expectations and evaluation;
- accommodations (e.g., preferential seating, assistive technology);

Student Program Placement Options (Ministry of Education)

Regular class with indirect support

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

Regular class with resource assistance

The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

Regular class with withdrawal assistance

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

Special education class with partial integration

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

Special education class full time

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





OCDSB Regular Classroom Special Education Programs (K - 12)

Regular classroom with monitoring from the LRT/LST

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

Regular classroom with support from the LRT/LST

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

Regular classroom with specialized support

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

- Itinerant Teacher of the Blind/Low Vision (ITB/LV)
- Itinerant Teacher of the Deaf/Hard of Hearing (ITD/HH)
- Educational Assistant (for physical/medical/safety needs, BLV, and D/HH)

Specialized Program Classes

The OCDSB has a range of special education programs and services focusing on providing the necessary support via the Tiered Intervention Approach, Differentiated Instruction, and Universal Design for learning. Most specialized program classes have a lower pupil-teacher ratio than regular classes. Students may be integrated into the regular class in order to prepare for the opportunity of returning to a regular classroom. These specialized program classes may also include support from Learning Support Services (LSS) personnel.

Referral Process for Specialized Program Classes

The parent(s)/guardian(s) of the student must be consulted and included in the preparation of a referral to a specialized program class. As the referral process is a collaborative process between the student's parents / guardians and the home school, effective practice includes a parent being well informed of the placement and it's criteria prior to supporting the completion of a referral to a specialized program class. Schools submit referrals and all required documentation to a central referral committee.

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

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

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





[Blind/Low Vision \(B/LV\)](#)
[Deaf/Hard-of-Hearing Program \(D/HH\)](#)
[Developmental Disabilities Program \(DDP\)](#)
[Dual Support Program \(DSP\)](#)
[General Learning Program \(GLP\) / Storefront](#)
[Gifted Specialized Program \(Elem/Sec\) *](#)
[Language Learning Disability Program \(LLD\)](#)
[Learning Disability Program \(LD\)](#)
[Physical Support Program \(PSP\)](#)
[Primary Special Needs \(PSN\)](#)

*Note: At the secondary level, gifted students wishing to attend congregated specialized gifted courses may apply directly to the designated secondary school that offers gifted as determined by their place of residence.

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





Category: Behaviour

Exceptionality: Behaviour

Ministry Definition

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

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

Special Education Class for Behaviour (Behaviour Intervention Program)

(10 elementary classes, 48 secondary sections)

Placements

- behaviour Intervention Programs (BIP) at the following levels: primary, junior, intermediate, and senior
- up to eight students per class

Admissions Criteria

- typically exhibits many or all of the following behaviours: verbal aggression, physical aggression, a profound inability to build or maintain interpersonal relationships, excessive anger, severe non-compliance, extreme lack of impulse control, extreme low self-esteem, extreme defiant behavior, extreme difficulty coping in the community school, an inability to learn that cannot be traced to intellectual, sensory, or other health factors
- accommodations for learning are essential in order to access the curriculum

Criteria for Change in Placement

- the behavioural functioning is no longer the most significant determining influence on the student's academic success or social adjustment in school
- has social and/or academic needs that can be met more successfully within a different specialized program class
- has been integrated and demonstrated the ability to succeed in a regular class or with/without support from LRT and/or LST
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
- not complying with program expectations

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





Available Resources

- one teacher with special education qualifications (Parts I and II)
- educational assistant
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

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

Evaluation Methods

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

Alternative Placements

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

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

For Further Information

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





Category: Communication

Exceptionality: Autism

Ministry Definition

A severe learning disorder that is characterized by:

- a) disturbance in:
 - rate of educational development
 - ability to relate to the environment
 - mobility
 - perception, speech, and language
- b) lack of the representational symbolic behaviour that precedes language.

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

(31 elementary classes, 96 secondary sections) and (24 secondary sections)

Placements

- specialized classes at the following levels: kindergarten, primary, junior, intermediate, and senior
- 6 students per class*

Admissions Criteria

- a diagnosis of Autism Spectrum Disorder in the pervasive developmental disorder (PDD) category as specified by DSM-V
- documented evidence of impaired communication, social skills, and an uneven learning profile

Criteria for Change in Placement

- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
- not complying with program expectations

Available Resources

- one teacher with special education qualifications (Parts I and II)
- educational assistants
- psychological consultation
- Learning Support Services personnel provide assessment and consultative services to the special education teacher





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

Program

- Emphasis is on functional literacy and numeracy skills, communication, social, life skills, and age-appropriate behaviour
- Goals are specific, measurable, attainable, relevant, and timely (SMART) and chosen from the following domains: behaviour, communication, life skills (self-help, vocational, and work experience), academics, gross and fine motor skills, community living, and integration
- Programming is based on the expectations outlined in the IEP which is coordinated by the classroom teacher in consultation with the assigned speech-language pathologist and psychologist

Evaluation Methods

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

Alternative Placements

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

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

For Further Information

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





Exceptionality: Deaf and Hard of Hearing

Ministry Definition

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound. Audiological assessment data is required to support identification.

Special Education Class for Deaf (D/HH)

(1 elementary class and 8 secondary sections)

Placements

- regular class with specialized support from Itinerant Teacher Deaf/Hard of Hearing (ITD/HH)
- other specialized program with consultation or direct service from ITD/HH
- specialized program with a Specialist Teacher of the Deaf/Hard of Hearing
- up to 10 students per class

Admissions Criteria

- documented hearing loss
- use of hearing aids/cochlear implant
- method of communication is through hearing and speech
- meets criteria for other specialized program in addition to deaf/hard of hearing exceptionality
- method of communication is through sign language (American Sign Language)

Criteria for Change in Placement

- change in hearing loss or performance
- needs are not being met in regular class
- student requires more than 5 hours, per week, support from ITD/HH
- change in method of communication
- identification of additional exceptionality
- evidence of ongoing successful integration
- not complying with program expectations
- change in hearing loss or performance, i.e., acquisition of a cochlear implant and requires auditory-verbal/ Oral therapy
- student requires/ requests placement in Provincial School setting
- identification of additional exceptionality
- no longer benefiting from specialized placement

Available Resources

- FM system and other equipment, as needed including maintenance
- teacher with qualifications in Deaf Education
- educational assistant allocated based on students' needs
- Learning Support Services personnel provide assessment and consultative services to the special education teacher





Program

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

Evaluation Methods

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

Alternative Placements

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

For Further Information

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





Exceptionality: Language Impairment

Ministry Definition

A learning disorder characterized by impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- a) involve one or more of the form, content, and function of language in communication
- b) include one or more of the following:
 - language delay
 - dysfluency
 - voice and articulation development, which may or may not be organically or functionally based

Special Education Class for Language Learning Disabilities (LLD)

(11 elementary classes)

Placements

- specialized classes at the following levels:
- primary and junior
- up to 10 students per primary class
- up to 12 students per junior class

Admissions Criteria

- exhibits severe language learning difficulties on a speech/language assessment
- average to above- average intellectual ability as measured on a psychological assessment
- language learning disability or mixed receptive-expressive language disorder as appropriate to age and grade level

Criteria for Change in Placement

- mildly delayed language functioning overall (one or more areas of language may still indicate moderate delays) on a speech/language assessment completed within the last 12 months
- academic performance is within one grade level of the student's integrated class placement
- has academic and/or social needs that could be met more successfully within a different special-class setting
- has the ability to succeed in a regular class with LST/LRT support
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
- not complying with program expectations





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

Available Resources

- one teacher with special education qualifications (Parts I and II)
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- The focus of the Language Learning Disability Program is to provide the appropriate learning environment that will facilitate the development of the student's expressive and receptive language and phonology skills to enable academic achievement.
- Students who exit the LLD Specialized Program Class in Grade 6 are supported through the Intermediate LLD (ILLD) model, which offers a range of services (e.g., direct in-class coaching, co-planning of curricular activities, targeted professional development) to teachers to support their students with LLD in grades 7 and 8 within the students' intermediate placement (e.g., regular program, Learning Disability Specialized Program Class or General Learning Program). The ILLD model offers support to the teachers with the goal of increasing the students' independence with strategy application and learning over time.
- Programs are equipped with special education and language development materials.
- An IEP containing specific expectations is designed for each student according to individual learning needs and abilities. This plan, which is shared with parent(s)/guardian(s), is based on, and modified by, the results of continuous assessment and evaluation
- It allows for integration into regular classrooms and/or school activities

Evaluation Methods

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

Alternative Placements

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

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





- regular classroom with support from the LST/LRT

For Further Information

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

Exceptionality: Speech Impairment

Ministry Definition

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors that involves perceptual motor aspects of transmitting oral messages and that may be characterized by impairment in articulation, rhythm, and stress.

Placements

- regular classroom with monitoring from the LST/LRT

Admissions Criteria

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

Criteria for Change in Placement

- frequency and intensity are individualized depending upon needs as determined by the school speech-language pathologist (5 years of age to grade 8)
- after grade 8, an assessment, consultation or home/school suggestions upon request
- consultation
- screening
- formal/informal testing
- CHEO School Based Rehabilitation Services discharge their cases when they reach the mild to moderate level. They may refer to the PAT-P or community agencies as appropriate

Available Resources

- classroom teacher
- speech-language pathologist
- CHEO School-based Rehabilitation Services
- parent(s)/ guardian(s), and volunteers
- Parent Articulation Training Program (PAT-P)
- Learning Support Services personnel provide assessment and consultative services to the special education teacher





Service Delivery Model

Speech-language pathologists:

- provide assessment, intervention and consultation to students from Senior Kindergarten through Grade 12, who may present with a wide range of speech and language disorders and exceptionalities
- provide a wide range and level of support to students in designated special education programs, including ASD Program, PSN Program, and the DD Programs
- provide training to support teachers and parent(s)/guardian(s) in their work with children who have speech and language disorders
- provide therapy (CHEO School Based Rehabilitation Services) as per mandate

Exceptionality: Learning Disability (LDSIP and LDP)

Ministry Definition

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in
 - a. academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or
 - b. academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behavior and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences;





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

Special Education Class for Learning Disabilities (LD)

(12 elementary classes, 71 secondary sections)

Placements

- specialized classes at the following levels: junior, intermediate, and senior
- up to eight students per class

Admissions Criteria

- evidence of significant learning difficulties with impairment in reading, and/or writing, and/or mathematics which has not responded to targeted interventions
- evidence of cognitive strength
- average (greater than the 25th percentile) intellectual ability as measured on a psychological assessment
- requires intensive instructional support
- has severe to profound difficulty in learning and in processing information

Secondary: requires accommodations and/or modifications in academic areas that rely on reading, and/or writing, and/or written expression and/or mathematics and is able to work towards credit bearing, grade level curriculum expectations when using individualized accommodations

Criteria for Change in Placement

- current assessments indicate student no longer meets learning disabilities program admission criteria
- has academic (as demonstrated by current assessment) and/or social needs that could be met more successfully within a different special class setting, or a provincial school or section 23 placement
- has an ability to succeed in a regular class with LST/ LRT support
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
- not complying with program expectations
- graduated from High School and/or achieved OSSD

Available Resources

- one teacher with special education qualifications (Parts I and II)
- LSS personnel provide assessment and consultative services to the special education teacher

Program

- The focus of the program is to develop academic, communication, social, organizational and self-advocacy skills





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

Evaluation Methods

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

Alternative Placements

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

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

For Further Information

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





Exceptionality: Giftedness

Ministry Definition

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

Special Education Class for Gifted Students (Gifted)

(20 elementary classes, 135 secondary sections)

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

Program

- All students work towards the grade expectations outlined in the Ontario curriculum. The aim of the gifted program is to provide enrichment rather than acceleration
- Students have the ability to work through the curriculum at a faster rate, thus allowing more time to study the topics in greater depth
- The development of thinking skills is encouraged
- The program is designed to encourage problem solving, working cooperatively, and self and peer evaluation based on criteria determined by the teacher and students
- Application of learning is emphasized after students have demonstrated mastery of basic skills





- An open-ended curriculum allows students to explore areas of interest and incorporate creative talents into their learning
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/guardian(s)

Evaluation Methods

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

Alternative Placements

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

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

For Further Information

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





Exceptionality: Mild Intellectual Disability

Ministry Definition

A learning disorder characterized by:

- a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
- b. an inability to profit educationally within a regular class because of slow intellectual development
- c. a potential for academic learning, independent social adjustment, and economic self-support

Special Education Class for Mild Intellectual Disability/General Learning Program (GLP) (11 elementary classes, 104 secondary sections)

Placements

- specialized classes at the following levels: junior, intermediate and senior
- up to 16 students per class

Admissions Criteria

- scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability
- significant delays in academic progress
- evidence of delays in social/emotional development
- in the age-equivalent range of grade 4 to secondary

Criteria for Change in Placement

- does not require the same degree of alternative programming
- has academic and/or social needs that could be met more successfully within a different special class setting
- has the ability to succeed in a regular class with LST/LRT support and with appropriate accommodations and modifications
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
- not complying with program expectations

Available Resources

- one teacher with special education qualifications (Part I with Part II preferred)
- one educational assistant per class
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- The focus of the program is to develop academic and life skills





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

Evaluation Methods

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

Alternative Placements

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

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

For Further Information

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

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

Placements
<ul style="list-style-type: none"> • system-based Storefront Program for students with special education needs aged 19–21 years of age with MID • up to twelve students





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

Admissions Criteria
<ul style="list-style-type: none"> • students must be 19 years of age • students must currently be attending a program for students with mild intellectual disability or developmental disability • students must have supporting documentation which will include: written recommendation of the sending school/program, completed transition skills checklist, and written evaluations regarding previous successful work experience • students must participate in a structured interview
Criteria for Change in Placement
<ul style="list-style-type: none"> • reaches the age of 21 • has social and/or academic needs which can be met more successfully within another placement • no longer benefiting from specialized placement • evidence of on-going successful integration • not complying with program expectations
Available Resources
<ul style="list-style-type: none"> • one teacher with special education qualifications • educational assistant and job coach are assigned to the class • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

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

- The students work in the community five mornings per week, 2.5 hours daily, for seven to eight weeks
- Over the course of two years at Storefront, students will participate in 10 work-experience placements
- The life skills component of the program is delivered in the afternoons
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation

Evaluation Methods

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





Alternative Placements

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

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

For Further Information

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

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

- the staff of the Storefront Program
- the principal of the school
- Learning Support Services personnel serving the school

Exceptionality: Developmental Disability

Ministry Definition

A severe learning disorder characterized by:

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

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

Placements

- semi-integrated specialized classes at the following levels: primary, junior intermediate, and senior
- up to 10 students per class





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

Admissions Criteria

- moderate to severe delays in intellectual ability as measured on a psychological assessment
- serious delays in academic progress
- moderate to severe delays in adaptive functioning
- be able to profit educationally, socially, and emotionally from a semi-integrated class in a regular school, with opportunities for appropriate supported integration
- be able to take care of basic personal needs, with a minimum of additional support

Criteria for Change in Placement

- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of on-going successful integration
- not complying with program expectations

Available Resources

- one teacher with special education qualifications (Part I)
- educational assistant
- half-time job coach is assigned to each class at the secondary level
- Learning Support Services personnel provides assessment and consultative services to the special education teacher

Program

- Programming in a specialized classroom offers opportunities to integrate with age-appropriate peers
- The focus of the program is to develop basic life skills along with a functional academic skills component
- The curriculum is modified, and/or alternative curriculum expectations are provided, to meet the individual needs of students
- An IEP containing specific expectations is designed collaboratively for each student according to learning needs and abilities. The IEP is based on, and modified by, the results of continuous assessment and evaluation
- Student progress is formally reported as per the reporting structure of the OCDSB on progress reports, report cards and/or IEPs
- The IEP includes a transition plan and should include work experience opportunities wherever possible





Special Education Class for students with Developmental Disabilities (Specialized Schools) (25 elementary classes total between the two schools)

Placements
<ul style="list-style-type: none"> specialized schools with classes at the following levels: kindergarten, primary, junior, intermediate and senior up to eight students per class
Admissions Criteria
<ul style="list-style-type: none"> moderate to severe delays in intellectual ability as measured on a psychological assessment serious delays in academic progress moderate to severe delays in adaptive functioning
Criteria for Change in Placement
<ul style="list-style-type: none"> has social and/or academic needs which can be met more successfully within another placement no longer benefiting from specialized placement evidence of ongoing successful integration not complying with program expectations
Available Resources
<ul style="list-style-type: none"> one teacher with special education qualifications (Part I) educational assistants Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

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

- Focus of the program is to develop life skills which include communication skills, self-help skills, and an introduction to basic academic skills
- CHEO School Based Rehabilitation Services provide support for therapy-based programming in the areas of occupational therapy and physiotherapy. LHIN School Health Professional Services provide nursing support.
- An IEP containing specific expectations is designed collaboratively for each student according to learning needs and abilities. The IEP is based on, and modified by, the results of continuous assessment and evaluation
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and/or IEP
- It includes a transition plan and should include work experience opportunities, as appropriate





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

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

Program

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

- The students work in the community five mornings per week, 2.5 hours daily, for seven to eight weeks
- Over the course of two years at Storefront, students will participate in 10 work-experience placements
- The life skills component of the program is delivered in the afternoons
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year





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

Alternative Placements

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

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

For Further Information

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

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

- the staff of the Storefront Program
- the principal of the school
- Learning Support Services personnel serving the school

Category: Physical

Exceptionality: Physical Disability

Ministry Definition

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

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

(2 elementary classes, 24 secondary sections)

Placements

- specialized classes at the following levels: primary, junior, intermediate, and senior
- up to 12 students per class

Admissions Criteria

- medical diagnosis of a physical disability with significant programming adaptation requirements





Special Education Class for Physical Disabilities/Physical Support Program

(continued)

Criteria for Change in Placement
<ul style="list-style-type: none"> the student's physical condition no longer requires therapeutic interventions offered in the program the student's needs will be better met in an alternate placement no longer benefiting from specialized placement evidence of ongoing successful integration not complying with program expectations
Available Resources
<ul style="list-style-type: none"> one teacher with special education qualifications (Parts I and II) Educational assistants allocated based on students' needs Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

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

Evaluation Methods

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

Alternative Placements

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

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





For Further Information

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

Exceptionality: Blind and Low Vision

Ministry Definition

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

Placements
<ul style="list-style-type: none"> • regular classroom with specialized support
Admissions Criteria
<ul style="list-style-type: none"> • 20/70 or worse in best eye with best correction as determined by an ophthalmological/optometry report
Range of Support
<ul style="list-style-type: none"> • blind students generally receive up to 50 per cent itinerant support • need for braille, tactile and adaptive program • requires intensive support • low vision support individualized (from itinerant 1–2 times a week to monitoring visits 2–4 times a year)
Available Resources
<ul style="list-style-type: none"> • teacher with specialized qualification in Blind/Low Vision. Some also have certification to teach orientation and mobility • orientation and mobility instructor • classroom teacher • Educational assistants allocated based on student's needs • Learning Support Services personnel provide assessment and consultative services to the special education teacher • specialized equipment as needed

Program/Service Delivery Model

ITB/LVs provide:

- A school-based functional vision assessment to determine frequency of service and educational strategies
- Direct instruction in Braille and other tactile learning strategies
- Adaptation of curriculum materials (Braille, e-text, auditory, large print)





- Orientation and mobility instruction (safe travel techniques)
- Training in specialized equipment including computer hardware and software, optical aids, and other specialized equipment used in the classroom
- Provide consultation and support to schools concerning needs related to vision

Evaluation Methods

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

Alternative Placements

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

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

For Further Information

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





Category: Multiple

Exceptionality: Multiple

Ministry Definition

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

Range of Placements

Depending on the student's strengths and needs, placements can range from a regular class to a special education class. While there are no special education classes devoted to students with multiple exceptionalities, these students' program needs can be met in a variety of placements.

For Further Information

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

Exceptionality: Mild Intellectual Disability and Behaviour

Ministry Definition of Mild Intellectual Disability

A learning disorder characterized by:

- a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
- b. an inability to profit educationally within a regular class because of slow intellectual development
- c. a potential for academic learning, independent social adjustment, and economic self-support

Ministry Definition of Behaviour

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

- a. an inability to build or to maintain interpersonal relationships
- b. excessive fears or anxieties
- c. a tendency to compulsive reaction





- d. an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

Special Education Class for students requiring a Dual Support Program (DSP)
(3 elementary classes; 32 secondary sections)

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

Program

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





Evaluation Methods

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

Alternative Placements

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

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

For Further Information

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

Program: Primary Special Needs (PSN)

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

(9 elementary classes)

Placements

- specialized classes at primary level
- up to 10 students per class

Admissions Criteria

- need for one or more years in an intensive support program
- scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability
- in the age-equiv. range of grade 1 to 3
- significant developmental delays in two or more of the following areas: intellectual, academic and social/emotional development, language, physical (fine and gross motor)





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

Criteria for Change in Placement
<ul style="list-style-type: none"> • has turned or will turn 9 years old during the calendar year • does not require the same degree of specialized programming • has the ability to succeed in a regular class with LST/LRT support and appropriate modifications and accommodations • on-going assessment determines that a different placement could better meet the student's needs • no longer benefiting from specialized placement • evidence of ongoing successful integration • not complying with program expectations
Available Resources
<ul style="list-style-type: none"> • one teacher with special education qualifications (Part I, Part II preferred) • educational assistant • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

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

Evaluation Methods

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

Alternative Placements

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

- other special education placement options if appropriate





- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

For Further Information

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

Looking Forward

The Board will:

- continue to provide a range of placement options for all students
- continue to review the quality of its specialized programs to meet the needs of special needs students through the Quality Program Indicators





SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

**Wednesday, January 8, 2020, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario**

Members: Sonia Nadon-Campbell (Community Representative), Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Susan Cowin (Community Representative), Rob Kirwan (Community Representative), Mark Wylie (Down Syndrome Association), Cathy Miedema (Association for Bright Children), Katie Ralph (Autism Ontario, Ottawa Chapter), Safina Dewshi (Ottawa-Carleton Assembly of School Councils, Alternate), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Jim Harris (VOICE for deaf and hard of hearing children), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Nicole Ullmark (Easter Seals Ontario), Dr. Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton)

**Association
Representatives (Non-
Voting):**

Jennifer Titley (Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel, Alternate), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Kim Elmer (Ottawa-Carleton Secondary School Administrators' Network)

**Staff and Guests:
Members:**

Peter Symmonds (Superintendent of Learning Support Services), Mary-Jane Farrish (Superintendent of Instruction for Safe Schools), Colin Anderson (System Principal of Safe Schools), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Christine Kessler (System Principal Learning Support Services), Amy Hannah (System Principal Learning Support Services), Stacey Kay (Manager of Learning Support Services), Vicky Kryiaco (OSTA), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

Chair Nadon-Campbell called the meeting to order at 7:01 p.m.

Vice Chair Harris wished the committee a happy new year and explained that the Special Education Advisory Committee (SEAC) policies were included at the beginning of the agenda package to provide the guiding documents to members at the outset of the term.

2. Approval of the Agenda

Moved by Mark Wylie,

THAT the agenda be approved.

Carried

3. Delegations

Ms. Janet Bowen, Chair of the Crystal Bay Centre for Special Education School Council, sent a letter signed by all members of the Crystal Bay Centre school council, in support of the 13 November 2019 SEAC delegation on the implementation of Transition Counsellors/Coordinators.

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

- Currently the process in place for transitions at Crystal Bay Centre for Special Education involves staff working with families to register for service coordination and accommodations. Ms. Bowen stated that parents or guardians remain unclear on all services that are potentially available;
- Staff explained that transition support is also offered through guidance counsellors and learning support teachers who share the information about post-secondary services available;
- Pathway planning is available to students in all programs;
- Transition programs occur in August to support students with special needs in advance of entering into the successive learning institution;
- Mr. Kirwan expressed concern that the process must begin earlier for the severely developmentally disabled students and that many of these students will not enroll in post-secondary education, however, they require transition services beyond the classroom; and
- Ten students will graduate from Crystal Bay Centre for Special Education at the end of the 2019-2020 school year. To Ms. Bowen's knowledge, the Ministry of Children, Community and Social Services (MCCSS) has not visited the school to present information regarding social services or the length of the waitlist for programs.

Chair Nadon-Campbell thanked Ms. Bowen for her delegation and recounted that Transition Planning is on SEAC's long range agenda.

4. Review of Special Education Advisory Committee Report

4.1 4 December 2019

Moved by Trustee Boothby,

THAT the Special Education Advisory Committee Report dated 04 December 2019 be received.

Trustee Boothby noted that her name should be reflected in the Committee's attendance list and requested the following additional changes to the report:

- Daniel Bersyniow, Student Senator should be reflected in the Committee's attendance list under "Association Representatives (Non-Voting)";
- On folio 32, under the fourth bullet point, reference to the "reach ahead" program should be removed;
- On folio 32, under the fourth bullet point, "equity issue" should be revised to read "equity platform"; and
- On folio 32, under the fifth bullet point, the word "association" should be removed.

Moved by Trustee Boothby,

THAT the Special Education Advisory Committee Report dated 04 December 2019 be received, as amended.

Carried

a. Business Arising

a. Nomination of a SEAC Representative Member and Alternate to Committee of the Whole

The Nomination of a SEAC Representative Member and Alternate to Committee of the Whole was deferred to section 8. Committee Reports.

4.2 Review of Long Range Agenda

The long range agenda was provided for information.

Trustee Ellis requested that Status of English with Core French Program be added to the long range agenda. Chair Nadon-Campbell noted that the agenda planning meeting for SEAC was scheduled for end of January and the placement of item will be discussed at that time.

Mr. Kirwan requested 'Implement Exit Outcomes' be changed to 'Transition Planning'.

4.3 Motion/Action Tracking Report

The Motion/Action Tracking Report was provided for information.

Access to Glebe Collegiate Institute was addressed by Chief Financial Officer Michael Carson. An interim plan is in place for the student. This information has been communicated with Trustee Lyra Evans.

Trustee Campbell reiterated his concern for including school-specific action items to be taken on by the SEAC committee. The District annually reviews Policy P. 121 GOV Accessibility.

5. Presentations

5.1 OSTA Presentation with Chief Administrative Officer and General Manager, Vicky Kyriaco

Ms. Vicky Kryiaco presented an Ottawa Student Transportation Authority (OSTA) update. She reported that the service has grown from transporting 56,000 students in 2007 to 72,370 students in 2019. There are 700 vans servicing students. The organization has hired two Safety and Accessible Transportation Assistants. She reviewed revisions to the policy for students within a designated walk zone, the evaluation of the "ride alone" program and the concept of modified schedules where students may only require a one-way ride.

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

- The presentation was offered to SEAC because the Ottawa Catholic School Board SEAC has recently received the presentation;
- The "Request for Accessible Transportation" form is completed at the school with the learning support teacher and the parents. If a student is being considered for a modified transportation plan, this form is used in the skills review;
- Skills of student independency are developed through bus riding training, however there is a shortage of Orientation and Mobility Staff at the District to assist with training more students;
- The profile of a student who may be eligible for a transportation modification are those students who are having difficulty managing the programming of a full day at school;
- The OSTA vehicle drivers do not have a part in the skills development support of the students with their Individual Education Plan (IEP). The

drivers are made aware of any triggers the student may be sensitive towards or hand-signals which may comfort the student;

- An annual audit is performed, identifying students who are capable of taking the public transportation system;
- The increase in ride alone passengers is thought to be correlated to an increase in student anxiety and self-regulation issues; and
- A transition plan from van to public service is suggested for students leaving the District.

Superintendent Symmonds acknowledged that some of the students with special education needs have complex, highly individualized needs. The trends noticed in the transportation system are part of the challenge to support these students.

Mr. Kirwan stated that he intends to provide a notice of motion regarding a proposal on Transporting Special Education Students for the 12 February 2020 SEAC meeting.

5.2 Lockdown Procedure Information

Superintendent Symmonds introduced Superintendent of Instruction for Safe Schools, Mary-Jane Farrish, and System Principal of Safe Schools, Colin Anderson, to present information about the lockdown procedure at the District.

System Principal Anderson referred to folio 38 citing the mandatory requirement from the Ministry of Education that each school shall conduct a minimum of two lockdown drills during each school year.

Mr. Harris recalled that the committee had requested additional information on the lockdown procedures because many students experience anxiety. He queried whether there were rules of interpretation on the conducting drills.

Superintendent Symmonds relayed that the primary goal of the lockdown drills is student safety. It is important to work within the abilities of the students in the classroom to get into as safe as a position as possible.

In discussion, many noted that similar to a fire drill, empowering the students with the knowledge of managing themselves in the lockdown circumstances helps the students to become less anxious through the practice of procedure.

5.3 2020-2021 Budget

CFO Carson presented the committee with a summary of Special Education grant revenues and expenditures from the years 2017-18,

2018-19 and the approved budget for 2019-2020. All funding allotted by the Ministry of Education is determined by the number of students.

The Special Education total budget is approximately \$120 million annually, beyond the average expenditures per student. Many of the needs that Learning Support Services (LSS) address are not money-based but a skill shortage in the community. Since 2017-18 the LSS team has grown. The number of Education Assistants (EAs) have increased by 60.0 FTE. One half of the funds generated for these hires were funded by the province by the Local Priorities Fund (LPF). This fund was an arrangement made as a part of the last settlement of the collective bargaining agreement. With the expiration of the agreement in August 2019, this education grant is not in place for the 2019-2020 school year. Last year the District budgeted a deficit of \$7.8 million dollars for the 2019-2020 year. The province of Ontario allows for budgeted deficits of up to one percent of the annual budget. Therefore, positions created with LPF are not compromised. Until collective bargaining is completed and further communication is delivered on the next direction of the government, the District will be cautious. CFO Carson offered to come back to SEAC on 11 March, 2020.

Ms. Allen expressed the view that increasing staff salaries to a competitive market range will lead to the retention of a skilled labour force in the District. The dilemma with recruitment and the perceived lack of professionals to fill these jobs is inherently tied to the compensation the District offers. CFO Carson acknowledged that satisfactory compensation is an issue for every job category.

Trustee Ellis inquired over the appropriate time to bring forward staffing recommendations. CFO Carson replied that because of obligations under the Collective Agreement, the contract requires certain dates to identify the number of teachers who will be required for next year and the allocation of these teachers by school. Any job vacancies must be posted by a specific date. Academic staffing is finalized by the end of March. The challenge is this process includes both the mandatory, legislated staff for student/teacher ratios and non-mandatory teacher support.

Ms. Nadon-Campbell confirmed with CFO Carson that there will not be a change in the size of the Summer Learning Program. There is a limit to the program enrolment due to the limited number of facilities that can host the program. The change in the cost of the program is due to transportation fees.

In response to a query regarding the Behavioural Expertise Amount (BEA), System Principal Kessler responded that the BEA is related to students with Autism. Originally funds that were supplied to schools for Applied Behavioural Analysis (ABA) training and now the amount is part of

permanent funding to support multi-disciplinary staff positions that support the Autism Team, as well as ABA training.

In response to a query from Trustee Campbell regarding the allocation of special education funding, CFO Carson advised that more details will be provided during an additional budget presentation to SEAC on March 2020.

6. Action/Discussion/Information Items

6.1 Memo 20-001, Update to Needs Based Ontario Autism Program

Your committee had before it Memo 20-001 providing an update on changes to a new needs-based Ontario Autism Program (OAP).

Superintendent Symmonds reported that the key items from the Minister of Children, Community and Social Services (MCCSS) announcement in December included core services, foundational family services, early intervention and school readiness services, and urgent and complex needs services. One recommendation from The Ontario Autism Program Advisory Panel Report (October 2019) was that the government should consider care coordinators to help the families who have identified challenges coordinating various services. LSS is unable to collect definitive data on autistic students who were subject to funding cuts and were subsequently enrolled in the public education system. The service providers in the field of Autism support are not part of a broad collective, therefore it is difficult to source information on enrollment. Care coordinators will be able to serve as the central point of contact and lead the process to forecast a child's support need.

It is anticipated that the implementation of the new OAP will begin in April 2020 followed by additional phases throughout 2020 and 2021. LSS will need to continue to monitor these changes in the coming years.

Superintendent Symmonds contacted the Ministry but has not received a response as of yet. There are no changes to the current practices within the District. He recognized that there are families and guardians who experience stress related to potential service reductions.

Trustee Boothby remarked that the concept of a fixed childhood budget is not adequate as each child has individual needs. Superintendent Symmonds responded that the invitation for interim one-time funding to be offered before the end of March will address any expenses of the student before the roll out of the program begins in April 2020. He was unaware of provisions within the 'service cap'.

7. Department Update

7.1 Superintendent's Report

Superintendent Symmonds briefed the committee on the following subjects:

- Labour Relations unrest continues. He encouraged the committee to monitor the District website for daily updates;
- Potential barriers to e-Learning continues to be examined in LSS. Four skills are required for successful online learning: reading and writing, independent learning, motivation and computer literacy. Many students with special needs struggle with one or more of these. The requirement on credits has the potential to impact graduation rates. A student's IEP will be respected during e-Learning; however, the plan may not work online or may be difficult to implement.
- The Ontario Human Rights Commission (OHRC) Right to Read survey link will be shared with the committee electronically. On 10 March 2020 a public hearing is scheduled at the Nepean Sportsplex. Dr. Mamen asked for information on the statistics for success for special needs students learning online. System Principal Kessler explained that due to a lack of executive functioning, special education students will often face barriers to success. This is a concern for organizations involved in education and parents, respectively.

7.2 Special Education Plan (Standards)

a. Individual Education Plans (IEPs) (Discussion)

System Principal Hannah shared that she has been involved in comparative exercises with other boards when studying the District's Individual Education Plan (IEP) standard. She believes the language in this standard requires more work to ensure that the language is accessible to parents and guardians. To aid in that process, a section has been added to clearly outline the purpose of an IEP. More information will be added on the definition of 'accommodation', 'modification', or 'alternative program goal'. Defining 'annual program goals' and 'learning expectations' is important. The guides on how parents and guardians come to understand the IEP are under review. Clarity on the records management of IEPs should be captured in this standard.

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

- In an IEP form, all entered information is subject to change and can be edited;

- Classification standardization was implemented for the future goal of data analysis;
- On folio 8, consider that if the IEP is accommodation-only, Specific, Measurable, Achievable, Realistic, and Timely (S.M.A.R.T) goals are not applicable;
- Add the reference: "Information on a 'diagnosis' can be found in the standard on Identification, Placement and Review Committee (IPRC)"; and
- Efforts are in place to write coherent IEPs with a goal of enacting a plan understood by the students to which they belong to.

b. Early Identification Procedures/Intervention Strategies (Discussion)

The standard on Early Identification Procedures and Intervention Strategies was deferred to the 12 February 2020 meeting.

c. Specialized Health Support Services in School Setting (Independent Review)

Manager Kay reported that there have been a number of changes with community partners who have responsibilities for specialized health support in the school setting. As a result, the forms require updating. The Children's Hospital of Eastern Ontario (CHEO) has a new referral form, reflecting the hospital's re-branding. The CHEO forms will be included in the revised version of the standard. She noted that the structure of the program, the criteria and services are all working well.

d. Board's Consultation Process (Independent Review)

System Principal Hannah requested that the members email her any questions or comments regarding the Board's Consultation Process standard.

8. Committee Reports

8.1 Advisory Committee on Equity

There was no report on the Advisory Committee on Equity.

8.2 Parent Involvement Committee

There was no report on the Parent Involvement Committee.

8.3 Board

There was no report on the Board.

8.4 Committee of the Whole

Mr. Kirwan queried the possibility of assigning more than one representative from SEAC to attend Committee of the Whole (COW) meetings on a rotational basis. Superintendent Symmonds will investigate the policy and consult with Board Services.

9. New Business

Trustee Campbell suggested that Memo 20-003, Elementary Students with Individual Education Plans by Program be brought to SEAC on 12 February 2020.

10. Adjournment

The meeting adjourned at 10:31 p.m.

Sonia Nadon-Campbell, Chair, Special Education Advisory Committee



SPECIAL EDUCATION ADVISORY COMMITTEE

Long Range Agenda **2019-2020**

Ongoing

- Ontario Autism Program Update
- LD Program Review and Update
- Transition Planning
 - Busing
 - Post 21 years of age
 - Post-secondary
- Pilot for the OCDSB Guide to Supporting Gifted Learners in the Regular Classroom and OCDSB Interest Academy

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)
- Use of Service Animals for Students (February)

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)

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 by Exceptionality	READ and LSS	Ms. Miedema	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.	Ongoing
4	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.	Ongoing
5	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.	Ongoing