



**NOTICE OF MEETING**  
**Special Education Advisory Committee**  
**Wednesday, 11 March, 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,  
Connie Allen, Member

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, Daniel Bersyniow-Naane

**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](mailto: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](mailto: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, March 11, 2020, 7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

			Pages
1.	Call to Order	2 mins	
2.	Approval of the Agenda	5 mins	
3.	Delegations	10 mins	
4.	Presentations		
4.1	2020-2021 Budget - SEAC's Priority Considerations	30 mins	1
5.	Review of Special Education Advisory Committee Report	10 mins	
5.1	12 February 2020		49
5.2	Review of Long Range Agenda		61
5.3	Motion/Action Tracking Report, Business Arising		63
6.	BREAK	10 mins	
7.	Action/Discussion/Information Items	40 mins	
7.1	Memo 20-003, Elementary Students with Individual Education Plans by Program		65
7.2	Memo 20-026, Learning Support Services Operational Review Update		67
7.3	Memo 20-027, Specialized Program Class Planning 2020-2021		71
7.4	Memo 20-029, Update to Storefront Program		77
8.	Department Update		
8.1	Superintendent's Report	5 mins	

8.2	Special Education Plan (Standards)	5 mins	
	a. Special Education Placements Provided by the OCDSB (Perusal)		79
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 BUDGET Report No. 20-021**

**4 February 2020**

### **2020-2021 Budget Process**

**Key Contact: Mike Carson, Chief Financial Officer, 613-596-8211 ext. 8881**

### **PURPOSE:**

1. To provide information regarding the 2020-2021 budget development cycle and to review the components of the Ministry of Education funding model.

### **CONTEXT:**

2. The budget process for the OCDSB has been relatively unchanged over the last few years. The number of meetings and timing of reports have been dependent upon the timing of Ministry funding announcements.

The “budget binder”, the core working document for budget debate purposes has expanded over the years in response to Committee of the Whole Budget (COW Budget) requests for additional detail. As a result, there are several areas in the document that show reconciliations of expenses by funding envelope and reconciliations of expenses by department. These analyses, while useful, can be confusing to the reader given both the volume of information and how the same information is sometimes presented in multiple areas. As a result, the document may have hindered discussion, debate and decisions during previous meetings.

This year, a change is proposed in response to comments received at past COW Budget meetings. The change would reduce the volume of information provided to committee members by removing the detailed departmental analyses. Removing the analyses would enhance the presentation of information to, where possible, more readily demonstrate how recommended expenditure changes align with the 2019-2023 Strategic Plan. The full budget document would continue to be available online so that interested individuals may delve deeper into departmental budget allocations.

## KEY CONSIDERATIONS:

### 3. **Education Funding**

A key requirement for effective decision making is a shared understanding of the constraints and opportunities that are presented to COW Budget and the Board. Appendices A and B are two Ministry publications that may assist in the development of the shared understanding.

Appendix A, 2019-20 Education Funding-A Guide to the Grants for Student Needs, summarizes the provincial funding model employed by the Ministry to allocate funds to all Ontario school boards. It elaborates on the different grants that comprise the Grants for Student Needs (GSNs) and acknowledges that local school boards have significant flexibility in how the funds are used to meet local priorities in support of student achievement. Appendix B, 2019-20 Education Funding-A Guide to the Special Education Grant, provides additional detail on special education funding.

The GSNs, with a focus on funding provided to the District, will be reviewed at the 4 February COW Budget meeting.

### 4. **Financial Resources Available for Decision-Making**

Over the years, questions have been raised in regards to the amount of financial resources over which the committee has specific decision-making authority. Generally speaking, costs can be divided into three categories.

The first category relates to spending that is tied to staffing costs and/or provincial regulation. For instance, the Ministry has established class size ratios that affect staffing levels. To meet class size requirements, the District must employ a sufficient number of teaching staff as influenced by both regulation and collective agreements. The staffing ratios may also apply to other staff such as early childhood educators that support kindergarten students. Other positions are also staffed based on restrictions imposed by specific requirements of various grants.

The second category represents those costs that are not specifically regulated, but which must be incurred for both regulatory compliance and operational purposes. While there is some flexibility in the ultimate amount allocated to this category, there is recognition that not incurring the costs would affect student achievement or may pose a risk to meeting overall expectations and obligations. Examples of costs that fall within this category include student transportation, cleaning and maintenance needs, principals and vice-principals, office staff (school based and central), and professional and para-professional staff. As well, the administrative infrastructure which supports students must be provided.

The third category represents those areas where more flexibility exists, particularly in relation to the second category. Funds committed to meet the needs identified in the first two categories reduce the resources available for other priorities that promote the objectives and outcomes identified in the District's 2019-2023 Strategic Plan.

Staff will present a summary of these categories as part of the budget development process. As always, the allocations between categories two and three are subject to professional judgement and as a result the estimates will normally be provided in a range.

## 5. **Budget Development Timeline**

As previously mentioned, the budget development timeline is influenced by the timing of Ministry funding announcements. Confirmation of the level of funding is critical to ensure that resources available to meet student needs are fully employed and that a budget is developed in compliance with statutory requirements. Given this fact, the timing of meetings and other budget development activities may be advanced or delayed. Shown below is the anticipated timeline for approval of the 2020-2021 Budget.

4 February 2020	Update on budget development and emerging issues
3 March 2020	Discussion report on academic staffing
24 March 2020	Approval of academic staffing
11 May 2020	Update, including information on GSNs
25 May 2020	Presentation of the staff recommended budget
1 June 2020	Public delegations and committee questions
8 June 2020	Budget debate continues
15 June 2020	Budget debate (if required) and recommendations to Board
22 June 2020	Board approval of staff-recommended budget

Two appendices have been provided to assist with understanding the budget development timeline. Appendix C-Schedule of Budget and Reporting Functions presents a summary that not only includes budget development activities, but also shows other important complementary tasks such as preparing consolidated financial statements, projecting student enrolment and forecasting financial results. Appendix D - OCDSB's Annual Budget Development Cycle demonstrates the cyclical nature of budget development activities and recognizes the need to align resources with the strategic plan.

## 6. **Underlying Assumptions**

Assumptions must be made when developing a budget. These include expectations regarding provincial funding, enrolment levels in elementary and secondary grades, and cost pressures and emerging needs. In developing recommendations for 2020-2021, staff will also assume:

- some level of deficit spending, but below the 1% threshold that would trigger the requirement for Ministry approval of the use of accumulated surplus;
- the reallocation of existing dollars to address emerging challenges and opportunities; and
- that use of the accumulated surplus will be focused on one-time needs.

## RESOURCE IMPLICATIONS:

7. The OCDSB has a combined operating and capital budget of approximately \$1.0 billion. The Board has a fiduciary responsibility to ensure the effective administration of these funds. Development and approval of the annual budget is a key part of the Board's responsibilities.

## COMMUNICATION/CONSULTATION ISSUES:

8. The budget consultation process will reach out to parents, school councils, students, OCDSB advisory groups, staff and the general public. The goal of the consultation will be to make the community aware of the budget process and provide them with an opportunity to provide feedback to staff, trustees and other Budget Committee members. The consultation process will involve a variety of formats in order to maximize the opportunity to reach these groups.

The District's website provides a landing page for financial information. On this page is a quick link to both the current budget and budgets for prior years. Relevant supporting information such as budget questions and answers are also available. Access to all public documents, such as budget reports and staff presentations, are easily accessed from the webpage.

As has been done in the past, an email link for budget questions and comments has been established. While individual responses are not always possible, every effort will be made to answer these questions in a timely manner. Answers will be posted to the website and will be considered by staff in developing the budget recommendations.

We are continuing to consider alternate ways of receiving input. Staff understands that trustees have received valuable input through their own zone meetings. Where schedules allow, staff will provide support at those zone meetings, if required.

Staff customarily attends meetings of other committees including the Special Education Advisory Committee (SEAC) and the Advisory Committee on Equity (ACE). The presentations provided at the meetings are based on those presented at COW Budget.

All input during the 2020 consultation phase would be submitted, ideally, by early March.

## STRATEGIC LINKS:

9. The 2019-2023 Strategic Plan calls for the development of a Culture of Social Responsibility. One of our stated goals is to "Foster progressive stewardship of the environment, and human and financial resources." Development and approval of the annual budget is a key component of strong governance. Thoughtful and prudent allocation of funding is required to ensure that students, staff and the District can achieve their goals.

## GUIDING QUESTIONS:

10. The following questions are provided to support the discussion of this item:
- Is there support for the proposed changes to enhance the presentation of information to, where possible, more readily demonstrate how recommended expenditure changes align with the 2019-2023 Strategic Plan?
  - Are there emerging issues and opportunities that members believe should be considered during the development of the 2020-2021 Staff-Recommended Budget?

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Michael Carson  
Chief Financial Officer

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

Appendix A - 2019-20 Education Funding: A Guide to the Grants for Student Needs

Appendix B - 2019-20 Education Funding: A Guide to the Special Education Grant

Appendix C - Schedule of Budget and Reporting Functions

Appendix D - OCDSB's Annual Budget Development Cycle



# 2019-20 Education Funding

## A Guide to the Grants for Student Needs



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# Introduction

This guide is intended to provide a simpler explanation of how education is funded in Ontario through the Grants for Student Needs, or GSN. It also sets out the accountabilities of school boards and the Ministry of Education for the use of education dollars and discusses efforts to continuously improve the formulas used to fund education in Ontario.

## How funding is structured

The Ministry of Education provides the majority of operating funding to Ontario's 72 district school boards<sup>1</sup> through the annual GSN, also known as "the funding formula." The GSN is a collection of grants described in detail in an annual regulation under the *Education Act*.

Many grants are made up of two or more components, which are called "allocations." This guide sets out the funding provided by each grant and gives an explanation of the major allocations within it, including a high-level description of the calculation.

Funding entitlements for school boards can be generated on a per-pupil, per-school, or per-board basis depending on the structure of each grant within the GSN regulation. There are two major components of the GSN:

- **The Foundation Grants** cover the basic costs of an educational experience that is common to all students, which is allocated based on student enrolment and the number of schools.
- **The Special Purpose Grants** address the unique needs of students, schools and school boards related to location, student and school needs, and a board's demographic profile.

The ministry recognizes that conditions vary widely across Ontario and the funding formula cannot take every situation into account. This is why local school boards have flexibility in how they use funding, within the overall accountability framework discussed in the next section.

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1. There are also 10 school authorities, consisting of four geographically isolated boards and six hospital-based school authorities.

In addition to GSN funding, school boards also receive funding from the ministry for special, often time-limited programs, and from other ministries for specific purposes related to their mandates.

School boards may also raise funds on their own. Examples include renting out excess school space or charging fees for enhanced programming. These funds, however, should not be used to replace public funding for education or to support items funded through provincial grants. *A Guideline for School Fundraising* and a *Fees for Learning Materials and Activities Guideline* may be found on the Ministry of Education website ([www.edu.gov.on.ca](http://www.edu.gov.on.ca)).

## Accountability for education funding

The government is committed to restoring faith in Ontario's public institutions. As the province expects to invest about \$24.66 billion in education in the 2019-20 school year, a major part of enhancing public confidence is ensuring accountability for the use of these resources.

The province, through the Ministry of Education, is accountable for the public education system as a whole and the policy decisions that determine funding for school boards. Given their key role in providing services at the local level, school boards have important accountabilities to students, parents, the ministry and others with a stake in public education.

A cornerstone of Ontario's publicly funded education system is the principle that school boards have a responsibility to ensure the effective stewardship of resources. Thoughtful, transparent budgeting, aligned with a focused strategy, is vital and integral to this goal.

With respect to the GSN, a robust financial accountability framework has been developed between school boards and the province. This framework recognizes that accountability to the ministry must be balanced against the need for school board flexibility to address local conditions. It includes:

- Legislative requirements, such as the provision that school boards balance their budgets;
- Requirements around budgeting and financial reporting, as well as monitoring, audit, review and, in some cases, supervisory activities by the province;
- Enveloping, which means requiring that certain grants be used only for the purpose intended; and
- Program/grant-specific reporting requirements overseen by various branches of the ministry.

Another important activity that supports accountability is collaboration. Ontario has a proud tradition of open and frank conversations about education funding. Through these conversations, the funding formula benefits from the perspectives of others in the system.

The ministry engages with many partners, including:

- School board representatives
- Trustees' associations
- Indigenous partners
- Principals and vice-principals
- Teachers' federations and education worker unions
- Parent groups
- Student groups

Regular engagement and other collaborations are invaluable in holding all parties, including the government, accountable for the ways education is funded. Annual adjustments are made to grants, informed by the ministry's ongoing discussions with the sector.

# Foundation Grants

## Pupil Foundation Grant

This grant, which accounts for about half of the GSN, supports the elements of a classroom education that are generally common to all students. As the largest single element of the GSN, it provides funding for the salaries of classroom teachers, early childhood educators in kindergarten classes, educational assistants, and other teaching staff such as teacher librarians and guidance counsellors. It also funds textbooks, classroom supplies and classroom computers.

In 2019-20, this grant will be adjusted primarily for the proposed changes to class sizes for students in grades 4-8 and grades 9-12.

The grant is calculated on a per-pupil basis. There are four different per-pupil amounts at the elementary level, depending on the grade in which a student is enrolled – kindergarten (JK and SK), primary (Grades 1 to 3), junior (Grades 4 to 6), intermediate (Grades 7 to 8). There is also one per-pupil amount for secondary students.

In general terms, for classroom teachers, the per-pupil amounts reflect benchmark salaries and benefits, class size requirements and the need for preparation time. For other staff, the per-pupil amount is based on salaries and benefits and staffing levels.

For 2019-20, the Pupil Foundation Grant is projected to be \$10.57 billion.

## School Foundation Grant

This grant provides funding for principals, vice-principals and office support staff, as well as administrative supplies. It is divided into an elementary school and a secondary school portion. This grant includes measures which:

- Recognize a school's size as well as its remoteness and whether it is operating in a minority language context; and
- Provide greater funding overall for principals in combined elementary and secondary schools (subject to minimum enrolment limits), and in elementary or secondary schools with multi-buildings (subject to minimum enrolment limits).

For 2019-20, the School Foundation Grant is projected to be \$1.52 billion.

# Special Purpose Grants

## Special Education Grant

This grant provides boards with funding for programs, services, and/or equipment for students with special education needs. Boards may use the grant only for special education, and must set aside any unspent funding to use for special education in a future school year. There is flexibility in how they may use some of the individual allocations within the grant, as long as the funds are spent on special education.

For 2019-20, the Special Education Grant is projected to be \$3.10 billion and is made up of six allocations:

Allocation	Amount
Special education per pupil amount	\$1.57 billion
Differentiated special education needs amount	\$1.14 billion
Special equipment amount	\$0.12 billion
Other ( consists of three allocations)	\$0.27 billion
<b>Total</b>	<b>\$3.10 billion</b>

- The **special education per pupil amount** provides every board with foundational funding towards the cost of special education supports. It is calculated using a board's total enrolment and a per-pupil amount. There are different per-pupil amounts for kindergarten to Grade 3 pupils, Grade 4 to 8 pupils, and Grade 9 to 12 pupils. The per-pupil amounts in the earlier grades are higher to direct more funding towards early intervention.
- Recognizing the variation across boards in the share of students with special education needs, the nature of the needs, and boards' ability to meet them, the **differentiated special education needs amount (DSENA)** aims to better align the allocation with boards' needs and resources.
- Under the **special equipment amount**, each board receives a base amount plus a per-pupil amount, which together may be used to buy computers, software and other equipment for students with special education needs, in line with funding guidelines. In addition, boards may submit claims to recover the costs, less a deductible, of other equipment recommended by a qualified professional for a student with specific special education needs.

- There are **three other** allocations of the grant. The special incidence portion for students who require more than two full-time staff to address their health and safety needs and those of others at their school. The care, treatment, custody, and correctional amount (previously named the facilities amount) for providing instruction in a care, treatment, custody or correctional facility, and an amount to support board-level expertise in applied behavioural analysis.

## Language Grant

This grant provides funding to meet school boards' costs for language instruction.

For 2019-20, the Language Grant is projected to be \$866.8 million and is made up of five allocations:

Allocation	Amount
English as a second language/English literacy development (ESL/ELD)	\$362.1 million
French as a second language (FSL)	\$282.6 million
French as a first language (FFL)	\$87.8 million
Programme d'appui aux nouveaux arrivants (PANA)	\$10.0 million
Actualisation linguistique en français (ALF)	\$124.3 million
<b>Total</b>	<b>\$866.8 million</b>

- **English as a second language/English literacy development** funding, available only to Ontario's 60 English-language school boards, supports students who need extra help developing proficiency in English. It consists of two components:
  - Recent immigrant component: to support students who are eligible based on their country of birth and who have been in Canada four years or less.
  - Diversity in English-language learners' component: based on an estimate of the number of children in a school board whose language spoken most often at home is neither English nor French.
- **French as a second language** funding, available only to Ontario's 60 English-language school boards, supports the costs of French instruction. It provides a per-pupil amount for each student. At the elementary level, the amount varies depending on whether the pupil is taking core French (20-59 minutes of instruction per school day for students in Grades 4 to 8), extended French (60-149 minutes of instruction per school day for students in Grades 4 to 8), or is in a French immersion program (150 minutes or more of instruction per school day for students in JK to Grade 8). At the secondary

level, the amount reflects both the student's grade level and whether the course covers French as a subject or another subject taught in French as well as the credit value of the course.

- **French as a first language** funding, available only to Ontario's 12 French-language school boards, recognizes the higher costs of instructional materials and support to provide French-language programs. It is made up of per-pupil amounts for boards' elementary and secondary enrolment and a fixed amount for each new elementary school in a French-language board in the current school year.
- The **programme d'appui aux nouveaux arrivants** funding, available only to Ontario's 12 French-language school boards, supports students from eligible countries who are newly arrived in Canada and do not have a Charter right to education in French, but have been admitted to French-language school boards and require extra help developing proficiency in French.
- **Actualisation linguistique en français** funding, available only to Ontario's 12 French-language school boards, supports students who have a right to education in French because it is the language of one or both of their parents, but need extra help developing proficiency in French. It is calculated using a per-pupil amount that varies using a factor based on census data that measures a board's cultural environment. The factor reflects the share of school-age children with at least one parent having French as their first official language spoken.

## Indigenous Education Grant

The Indigenous Education Grant supports programs and initiatives that support Indigenous learning, and are aimed at improving Indigenous student achievement and well-being.

For 2019-20, the Indigenous Education Grant is projected to be \$80.2 million and is made up of four allocations:

Allocation	Amount
Indigenous languages	\$11.8 million
Indigenous studies	\$40.8 million
Per-pupil amount	\$21.7 million
Board action plans	\$5.8 million
<b>Total</b>	<b>\$80.2 million</b>

- The **Indigenous languages** allocation supports elementary and secondary Indigenous languages programs. At the elementary level, funding is based on the number of pupils enrolled in an Indigenous language program and

the average daily minutes of instruction. At the secondary level, funding is provided on a per-pupil credit amount for Grades 9 to 12 students.

- The **Indigenous studies** allocation supports secondary credit courses in Indigenous studies, providing a per-pupil credit amount for Grade 9 to 12 students.
- The **per-pupil amount** allocation supports Indigenous students, and reflects the estimated percentage of Indigenous students in a board's schools, based on census data. Some of these funds may be used to support a dedicated Indigenous Education Lead in each school board.
- The **board action plans** allocation funds the implementation of programs and initiatives that support Indigenous learning and are aimed at improving Indigenous student achievement and well-being.

## Geographic Circumstances Grant

This grant recognizes the higher costs related to the remoteness of rural boards and schools. It takes into account several factors, including board and school size, board distance from urban centres and dispersion of schools over a board's geographic area.

In 2019-20, the Geographic Circumstances Grant is projected to be \$214.7 million and it is made up of three allocations:

Allocation	Amount
Remote and rural	\$117.7 million
Supported schools	\$75.9 million
Rural and Northern Education Fund	\$21.1 million
<b>Total</b>	<b>\$214.7 million</b>

- The **remote and rural** allocation provides funding to boards with enrolment of less than 16,000, boards that are distant from large urban centres, and boards whose schools are far from board offices and one another.
- The **supported schools** allocation helps make small, remote schools more viable by providing additional funding for teachers and, in some cases, early childhood educators. A school's eligibility is based on distance to the board's closest school of the same type (that is, elementary to elementary and secondary to secondary) with funding varying based on school enrolment.
- The **Rural and Northern Education Fund** allocation provides funding for school boards to further improve education for students in rural and Northern communities through support for additional operating expenses, enhanced student transportation options and improved programming or staff supports.

## Learning Opportunities Grant

The Learning Opportunities Grant provides funding to help students who are at greater risk of lower academic achievement.

In 2019-20, The Learning Opportunities grant is projected to be \$514.2 million and is made up of 9 allocations:

Allocation	Amount
Demographic	\$366.1 million
Student achievement envelope (consists of 6 allocations)	\$137.7 million
Other (consists of 2 allocations)	\$10.5 million
<b>Total</b>	<b>514.2 million</b>

- The **demographic** allocation is based on social and economic indicators that signal a higher risk of academic difficulty for students. The indicators are low household income, low parental education, a one-parent household and recent arrival in Canada. This allocation is distributed to boards based on the ranking of each of their schools on these measures, and a weighting of the measures themselves. Boards can use this funding for initiatives such as breakfast programs, homework clubs, reading recovery and independent supports.
- The **student achievement envelope** comprises six discrete allocations. These allocations directly support programs to improve student achievement. There is flexibility in how boards may use the individual allocations, as long as the total funding is spent on the programs within the envelope. Any unspent funding must be used on the programs within the envelope in a future school year. The allocations are for:
  - **Literacy and math outside the school day**, which funds remedial courses or classes for students who are at risk of not meeting the curriculum standards for literacy or math and/or the requirements of the Grade 10 literacy test.
  - **Student success, Grade 7 to 12**, which funds a range of resources and activities to improve student engagement in secondary schools.
  - **Grade 7 and 8 student success and literacy and numeracy teachers**, which recognizes the importance of helping students in earlier grades so they are better prepared for the transition to secondary school and beyond.
  - **Ontario focused intervention partnership tutoring**, which helps boards set up and/or expand tutoring programs for students who are not achieving the provincial standard in reading, writing or math.

- **Specialist high skills major program**, which allows students to customize their secondary school experience and build on their strengths and interests by focusing on a specific economic sector.
- **Outdoor education program**, which provides elementary and secondary students with learning experiences in the outdoors.
- The **other** allocations of this grant provide funding for teacher-librarians and/or library technicians and an adjustment to reflect the impacts of amalgamating school authorities.

## Safe and Accepting Schools Supplement

This funding supports the Safe Schools Strategy and provides targeted support to secondary schools in priority urban neighbourhoods.

In 2019-20, the Safe and Accepting Schools Supplement is projected to be \$49.7 million and is made up of two allocations:

Allocation	Amount
Safe and accepting schools	\$39.7 million
Urban and priority high schools	\$10.0 million
<b>Total</b>	<b>\$49.7 million</b>

- The **safe and accepting schools** allocation includes two components. One supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors who work to prevent and mitigate risks to the school environment. The other supports programs for long-term suspended and expelled students, and prevention and intervention resources. Both components provide a per-pupil amount and also reflect a board's demographic characteristics and dispersion distance.
- The **urban and priority high schools** allocation helps boards respond to challenges in select secondary schools, such as a lack of access to community resources, poverty, conflict with the law, academic achievement issues or a combination of these factors.

## Continuing Education and Other Programs

This grant supports a range of programs aimed at adult learners and day school students, including secondary students who have completed more than 34 credits and wish to continue their studies.

In 2019-20, the Continuing Education and Other Programs Grant is projected to be \$137.9 million and is made up of 8 allocations:

Allocation	Amount
Adult day school	\$15.6 million
High-credit day school	\$5.2 million
Summer school	\$33.4 million
Continuing education	\$54.0 million
Other (consists of 4 allocations)	\$29.7 million
<b>Total</b>	<b>\$137.9 million</b>

- The **adult day school** allocation supports day school programming for students who are at least 21 years of age as of December 31 of the current school year.
- The **high-credit day school** allocation is for day school programming for secondary students who have completed more than 34 credits and wish to continue their studies.
- The **summer school** allocation supports programming offered during the summer for day school pupils.
- The **continuing education** allocation supports a variety of programs delivered inside and outside the classroom (for example, through correspondence, self-study or e-learning), including credit courses for the purpose of earning a secondary school graduation diploma.
- The **other** allocations support the following: teaching of international and Indigenous languages at the elementary level; assessments of mature students' prior learning; adult day school teacher funding supports; and a recovery amount for each international fee-paying student attending schools in Ontario.

## Cost Adjustment and Teacher Qualifications and Experience Grant

This grant provides for a variety of compensation related funding adjustments for teachers and other staff.

In 2019-20, the Cost Adjustment and Teacher Qualifications and Experience Grant is projected to be \$2.83 billion and includes 8 allocations:

Allocation	Amount
Teacher qualifications and experience	\$1.73 billion
Early childhood educator qualifications and experience	\$0.13 billion
Benefits trusts	\$0.24 billion
Teacher job protection funding	\$0.69 billion
Other (consists of 4 allocations)	\$0.27 billion
<b>Total</b>	<b>\$2.83 billion</b>

- The **teacher qualifications and experience** allocation provides funding to boards with teachers that, because of their qualifications and years of experience, have average salaries different from the benchmark used in the Pupil Foundation Grant.
- In 2019-20, the ministry is introducing a new **teacher job protection funding** allocation. Funding is being provided for up to four years to protect classroom teachers impacted by the proposed changes to class size and e-learning, allowing school boards to phase in these proposed changes.
- The **benefits trusts** allocation provides the incremental funding required to support the transition of benefits plans (health, life and dental benefits) for staff to the Employee Life and Health Trusts.
- The **other** allocations under this grant include historical adjustments to the funding of non-teaching salary costs and funding for programs to mentor and train new teachers, as well as additional support for professional development for teachers and education workers.

## Student Transportation Grant

This grant provides school boards with funding to transport students to and from school.

In 2019-20, the Student Transportation Grant is projected to be \$1.1 billion. The grant is based on the previous year's amount, with a number of possible adjustments and/or additional allocations:

- The **enrolment adjustment** allocation is made available only for school boards with increasing enrolment, and is based on the percentage increase in enrolment.
- The **cost update adjustment** allocation, which recognizes the increasing costs of providing transportation services, is 4% for 2019-20. The calculation applies the adjustment factor to each board's 2018-19 transportation grant.
- The **fuel escalator and de-escalator** allocation provides funding adjustments (increases or decreases) by comparing the actual price of diesel fuel for southern school boards and northern school boards to a benchmark price.
- New in 2019-20, the ministry will provide **transportation stabilization funding** to school boards that run efficient transportation operations but for which the costs of student transportation exceed funding provided for that purpose.
- **Other** allocations within this grant cover transportation to provincial or demonstration schools, school bus rider safety training, impacts of effectiveness and efficiency reviews of transportation consortia.

## Declining Enrolment Adjustment

Much of a school board's revenue is determined by enrolment. When enrolment goes down, funding also declines. School boards can adjust their costs downward as well, but this may take more than one year. The declining enrolment adjustment recognizes this need for extra time.

In 2019-20, the Declining Enrolment Adjustment is projected to be \$11.9 million and is made up of two components:

Component	Amount
First-year	\$10.1 million
Second-year	\$1.8 million
<b>Total</b>	<b>\$11.9 million</b>

- The **first-year** component is based on a weighting of the difference between 2019-20 eligible revenues if enrolment had not changed from the previous year and 2019-20 revenue calculated using the current year's enrolment. It is available only if the current year's enrolment is less than the previous year's.
- The **second-year** component is 25% of a school board's 2018-19 first-year component.

## School Board Administration and Governance Grant

This grant provides funding for board administration and governance costs, including those related to board-based staff and board offices and facilities.

In 2019-20, the School Board Administration and Governance Grant is projected to be \$683.0 million and is made up of 9 allocations:

Allocation	Amount
Board administration	\$574.0 million
Program leadership	\$67.0 million
Other (consists of 7 allocations)	\$41.9 million
<b>Total</b>	<b>\$683.0 million</b>

- The **board administration** allocation, developed in consultation with school boards, provides funding for board-level leadership, staff and related supplies and services. The model recognizes ten core functions that all boards, regardless of size, must perform. At the same time, it recognizes that enrolment is an important driver of administrative expenses.
- The **program leadership allocation** provides funding to support six lead positions (mental health, technology, Indigenous, school effectiveness, student success and early years).
- The **other** allocations include funding for trustee compensation, parent engagement, consolidation accounting, internal audit, supports to improve school boards' information management, and the transformation of learning and teaching in the physical and virtual environment.

## School Facility Operations and Renewal Grant

This grant supports the costs of operating, maintaining and repairing school facilities. Under the formula, funding is adjusted for boards that have older schools with unique design features such as wide hallways, large shop spaces, and auditorium spaces.

In 2019-20, the School Facility Operations and Renewal Grant is projected to be \$2.50 billion and includes two allocations:

Allocation	Amount
School operations	\$2.14 billion
School renewal	\$0.36 billion
<b>Total</b>	<b>\$2.50 billion</b>

- The **school operations** allocation, which addresses operating costs such as heating, lighting, maintenance and cleaning of schools, consists of several components. The largest component is based on a benchmark operating cost associated with a standard floor area for each elementary and secondary pupil.
- The **school renewal** allocation addresses the costs of repairing and renovating schools. Like the operations allocation, it consists of a number of components. The largest component is based on a benchmark renewal cost associated with a standard floor area for each elementary and secondary pupil. Funding is also adjusted to reflect the renewal needs of older schools and regional variations in construction costs.

# Conclusion

Determining the best way to allocate funding and use public resources effectively in our school system is an ongoing process.

For an effective education system, we must stay attuned to and gather information on the evolving needs of students, increasing school board costs, and how well our funding approaches support student achievement outcomes.

This guide has provided high-level summaries of grants, their purposes and their funding mechanisms. It is not intended to describe the legal requirements around grant amounts or allocation methods. Readers looking for that information should consult the [Grants for Student Needs – Legislative Grants for the 2019-20 School Board Fiscal Year](#) regulation. The 2019-20 [Technical Paper](#) provides additional information on the calculations underlying many of the grants and more information about grants not discussed in detail here.

# 2019-20 Education Funding

## A Guide to the Special Education Grant



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Some of the elements and proposals set out in this document can only take effect if certain regulations are made by the Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this Guide should be considered to be subject to such regulations, if and when made.

# Introduction

## Special Education in Ontario

This guide provides an overview of special education and how it is funded in Ontario. The goal is to provide a clear explanation of the funding model for interested partners in the education sector.

The Ministry of Education allocates funding to Ontario's 72 district school boards<sup>1</sup>. In addition to the Pupil Foundation Grant and other grants within Grants for Student Needs funding, the ministry allocates funding for students with special education needs through the Special Education Grant. School boards also have the ability to use other allocations of the Grants for Student Needs to support students with special education needs. The goal is to ensure equity in access to learning for all students with special education needs.

The *Education Act* mandates all school boards to provide special education programs and/or services for students with special education needs. This includes students receiving special education programs and/or services who have been identified as exceptional by an Identification, Placement and Review Committee (IPRC) and students receiving special education programs and/or services who have not been identified as exceptional by an IPRC.

All students receiving special education programs and/or services, whether identified as exceptional or not, should have an Individual Education Plan. An Individual Education Plan is a written plan describing, among other things, the special education programs and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs.

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1. There are also 10 School Authorities, consisting of four geographically isolated boards and six hospital-based school authorities.

There are five categories and twelve definitions of exceptionalities, as follows:

- **Behaviour** – behaviour
- **Intellectual** – giftedness, mild intellectual disability, developmental disability
- **Communication** – autism, deaf and hard-of-hearing, language impairment, speech impairment, learning disability
- **Physical** – physical disability, blind and low vision
- **Multiple** – multiple exceptionalities

These five categories of exceptionalities are designed to address the wide range of conditions that may affect a student's ability to learn, and do not exclude any medical condition, whether diagnosed or not, that can lead to particular types of learning difficulties. All students with demonstrable learning-based needs are entitled to appropriate support in the form of special education programs and services, including classroom-based accommodations.

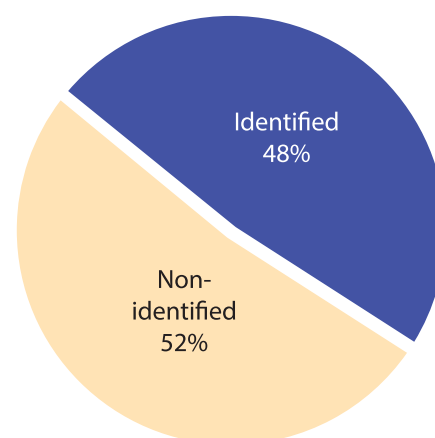
# Overview of Students Receiving Special Education Programs and/or Services

Data from the Ontario School Information System showed that in 2017-18<sup>2</sup>, 17.6 per cent of students in Ontario's publicly funded school system were receiving special education programs and/or services. In total there were 355,398 students receiving special education programs and/or services out of the total of 2,020,301 Junior Kindergarten to Grade 12 students. Approximately 48 per cent of students with special education needs had been identified through the IPRC process. In addition, school boards reported that approximately 85 per cent were in regular classrooms for more than half the instructional day.

## OVERVIEW OF STUDENTS RECEIVING SPECIAL EDUCATION PROGRAMS AND/OR SERVICES 2017-18

Students formally identified as "Exceptional" by an IPRC\*

	Number of students	Percentage of panel	Percentage of all students
Elementary	87,233	6.3%	4.3%
Secondary	84,713	13.5%	4.2%
<b>Total</b>	<b>171,946</b>		<b>8.5%</b>



Students NOT formally identified as "Exceptional" by an IPRC\*

	Number of students	Percentage of panel	Percentage of all students
Elementary	124,225	8.9%	6.1%
Secondary	59,227	9.4%	2.9%
<b>Total</b>	<b>183,452</b>		<b>9.1%</b>

\*IPRC – Identification, Placement and Review Committee

2. Source: As reported by schools in Ontario School Information System (OnSIS), 2017-2018 (preliminary as of November 5, 2018 with all schools that met identified criteria with signed off submissions). Data includes public and Roman Catholic schools and school authorities. Data excludes private schools, publicly funded hospital and provincial schools, care and/or treatment, custody and correctional facilities, summer, night and adult continuing education day schools. Data is based on headcount of students.

# How funding is structured

## Grants for Student Needs

The Ministry of Education provides the majority of operating funding to Ontario's 72 district school boards<sup>3</sup> through the annual GSN, also known as "the funding formula." The GSN is actually a collection of grants described in detail in an annual regulation under the *Education Act*.

Many grants are made up of two or more components, which are called "allocations." The *2019-20 Education Funding: A Guide to the Grants for Student Needs* sets out the funding provided by each grant and gives an explanation of the major allocations within it, including a high-level description of the calculation.

Funding entitlements for school boards can be generated on a per-pupil, per-school, or per-board basis depending on the structure of each grant within the GSN regulation. There are two major components of the GSN:

- **The Foundation Grants** cover the basic costs of an educational experience that is common to all students, which is allocated based on student enrolment and the number of schools.
- **The Special Purpose Grants** address the unique needs of students, schools, and school boards related to location, student and school needs, and a board's demographic profile.

The ministry recognizes that conditions vary widely across Ontario and the funding formula cannot take every situation into account. This is why local school boards have flexibility in how they use funding, within the overall accountability framework discussed in the next section.

In addition to GSN funding, school boards also receive funding from the ministry for special, often time-limited programs, and from other ministries for specific purposes related to their mandates.

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3. There are also 10 School Authorities, consisting of four geographically isolated boards and six hospital-based school authorities.

The *2019-20 Education Funding: A Guide to the Grants for Student Needs* provides further background on all grants and how they are calculated. As well, more detailed information on the funding formula appears in the *Education Funding Technical Paper 2019-20* and in the annual regulation under the *Education Act*.

## Special Education Grant

The ministry provides school boards with the Special Education Grant funding, on top of other GSN funding. This grant supports positive outcomes for students with special education needs. It is for the additional costs of the programs, services and/or equipment they may require.

School boards may *only* use Special Education Grant funding for special education programs, services and/or equipment. Any unspent Special Education Grant funding in a given year must be put aside and spent on special education in the future. School boards have the authority and flexibility to use other Grants for Student Needs funding, as well as the Special Education Grant, to meet their responsibility to support students with special education needs.

Special education funding is allocated to school boards by provincial regulations. School boards in turn use their special education funding to implement their own local policies and priorities. As noted above, school boards are also able to use other funding to support students with special education needs.

School boards are given flexibility to use special education and other funding to support their special education policies and priorities because they have the greatest knowledge of their students and communities. They are best positioned to respond to local needs when setting budget priorities and determining what special education programs, services and/or equipment to provide. This means, for example, that individual school boards make decisions about classroom placement, classroom programming and staffing.

The Special Education Grant is made up of six allocations:

1. Special Education Per Pupil Amount
2. Differentiated Special Education Needs Amount
3. Special Equipment Amount
4. Special Incidence Portion
5. Care, Treatment, Custody and Correctional Amount
6. Behaviour Expertise Amount

The Special Education Grant is projected to be approximately \$3.1 billion in 2019–20.

The following pages outline each of the six allocations of the Special Education Grant.

## 1. Special Education Per Pupil Amount

The Special Education Per Pupil Amount provides funding to every school board to assist with the costs of providing additional support to students with special education needs. It is allocated to school boards on the basis of total enrolment of all students, not just students with special education needs.

This allocation provides all school boards with a foundational amount of funding for special education.

The Special Education Per Pupil Amount allocation is projected to be approximately \$1.57 billion in 2019-20.

## 2. Differentiated Special Education Needs Amount

This allocation addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs.

The Differentiated Special Education Needs Amount allocation includes four components:

- Special Education Statistical Prediction Model
- Measures of Variability
- Base Amount for Collaboration and Integration
- Multi-Disciplinary Supports Amount

The Differentiated Special Education Needs Amount allocation is projected to be approximately \$1.14 billion in 2019-20.

### *Special Education Statistical Prediction Model*

The Special Education Statistical Prediction Model estimates the likelihood of students in a school board needing special education programs and/or services. The model does this by taking into account neighbourhood profiles for all students across Ontario and in each school board. This generates predicted percentages for the population likely to have special education needs in each school board, which are used to allocate Special Education Statistical Prediction Model funding.

These neighbourhood profiles, which are anonymous, use data from the federal government's long-form census and other similar sources. This includes long-form census factors such as parent level of education, family income, unemployment, and recent immigration to Canada.

## *Measures of Variability*

The Measures of Variability uses six categories of information that reflect differences in each school board's population of students with special education needs and in the school board's ability to respond to these needs.

Three of the categories use data to develop a school board profile of special education needs. This is done by looking at different data sets and comparing a school board to the provincial average. These three categories are: students reported as receiving special education programs and services; participation and achievement in Education Quality and Accountability Office (EQAO) assessments by students with special education needs; and credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs.

This comparison is used to determine the amount of funding that each school board should receive. For example under the "credit accumulation and participation in locally developed and alternative non-credit courses" category, a component of this allocation generates more funding for school boards that report having more students with special education needs whose accumulation of curriculum credits is below the provincial average.

The remaining three categories address each school board's ability to respond to its population of students with special education needs. This is done by recognizing external factors that affect the school board's ability to meet these needs. These three categories include: Remote and Rural Adjustment, Indigenous Education Grant Adjustment, and French-language School Board Adjustment. For example, under the Remote and Rural Adjustment, a component of this allocation generates more funding for school boards whose schools are further apart.

For more detailed information on the six categories and how they are calculated, please refer to the *Special Education Funding in 2019-20* memorandum.

## *Base Amount for Collaboration and Integration*

The Base Amount for Collaboration and Integration, provides each school board with base funding of approximately \$459,874. Its purpose is to explore collaborative and integrated approaches to serving students with special education needs.

## *Multi-Disciplinary Supports Amount*

The Multi-Disciplinary Supports Amount supports all students with special education needs, including subsets of this population such as students with Autism Spectrum Disorder (ASD), and mental health needs. The Multi-Disciplinary Supports Amount provides funding to each school board for a

multi-disciplinary team of up to four additional staff. This team will help to build board capacity, support special education assessments and help teachers, education assistants, and other staff better understand and adapt to the unique needs of their students. The Multi-Disciplinary Supports Amount also includes funding for other staffing resources to support students with special education needs in a way that reflects their local needs.

For more detailed explanations of these four components please refer to the *Special Education Funding in 2019-20 memorandum*.

### 3. Special Equipment Amount

This funding supports the purchase of equipment that may be required by students with special education needs. There are two components to this allocation:

- A per-pupil amount that allows the school board to purchase computers, software, robotics, computing-related devices and required supporting furniture, as well as all Special Equipment Amount training and technician costs, maintenance and repairs. This allocation consists of a base amount for each school board plus a per-pupil amount reflecting the school board's average daily enrolment of all students.
- A claims-based process that supports the purchase by the school board of other, non-computer-based equipment required by students with special education needs. This may include hearing and/or vision support equipment, personal care support equipment and/or physical assists support equipment.

Eligibility requirements for both the per-pupil amount and claims-based amount are outlined in the Special Education Funding Guidelines: *Special Equipment Amount (SEA), 2019-20*.

The Special Equipment Amount allocation is projected to be approximately \$123.4 million in 2019-20.

### 4. Special Incidence Portion

The Special Incidence Portion is intended to support students with extraordinarily high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school. Funding is based on claims submitted by school boards. The ministry provides guidance on eligibility in the Special Education Funding Guidelines: *Special Incidence Portion (SIP), 2019-20*.

The Special Incidence Portion allocation is projected to be approximately \$126.1 million in 2019-20.

## 5. Care, Treatment, Custody and Correctional Amount

This funding supports school boards' provision of education programs to school-aged children and youth in care and/or treatment centres, and in custody and correctional facilities. Eligible facilities include hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and social services agencies. A school board provides these services under a written agreement between the school board and the facility.

The funding, which must be approved by the ministry based on established guidelines, goes toward recognized costs that include teachers, educational assistants and classroom supplies. Further details can be found in the *Guidelines for Approval and Provision of Care and / or Treatment, Custody and Correctional (CTCC) Programs 2019-20*.

The Care, Treatment, Custody and Correctional Amount allocation is projected to be approximately \$110.4 million in 2019-20.

## 6. Behaviour Expertise Amount

The Behaviour Expertise Amount allocation has two components that provide funding for school boards to hire professional staff at the board level who have expertise in Applied Behaviour Analysis (ABA), and funding for ABA training.

### *ABA Expertise Professionals Amount*

The ABA Expertise Professionals Amount provides funding to hire professional staff at the school board level who have expertise in applied behaviour analysis, including Board Certified Behaviour Analysts (BCBAs). Applied behaviour analysis is an instructional approach that has been shown to be helpful for many children with *autism spectrum disorder*, as well as students with other special education needs.

The main roles of the board-level professional are to:

- Support principals, teachers, educators and other school staff through applied behaviour analysis coaching, training and resources;
- Strengthen and facilitate collaborative working relationships among schools, parents, community members and agencies; and
- Support transitions, collaboration and information sharing between community-based autism service providers, school staff and families.

The funding is made up of a fixed amount for each school board plus a per-pupil amount that reflects the school board's average daily enrolment of all students.

### *ABA Training Amount*

The ABA Training Amount provides funding for training opportunities to build school board capacity in ABA.

The Behaviour Expertise Amount allocation is projected to be approximately \$30.5 million in 2019-20.

## Priorities and Partnerships Fund (PPF)

In 2019-20 the ministry is providing school boards with Priorities and Partnerships Fund (PPF) funding, which is additional funding outside the Grants for Student Needs. Some of this funding is allocated to school boards to support students with special education needs. Details on the *Priorities and Partnerships Fund (PPF)* can be found on the Ministry of Education website.

## Accountability for Special Education Funding

The province, through the Ministry of Education, is accountable for the public education system as a whole and the policy decisions that determine funding for school boards. Given the key role of school boards in providing services at the local level, they have important accountabilities to students, parents, the ministry and others with a stake in public education.

School boards have a responsibility to ensure the effective stewardship of resources. Thoughtful, transparent budgeting, aligned with a focused strategy, is vital and integral to this goal.

A robust accountability framework for the Grants for Student Needs has been developed between school boards and the province. It recognizes that accountability to the ministry must be balanced with the need for school board flexibility to address local conditions.

As noted earlier, to support accountability and the mandated role of school boards, special education funding is enveloped for special education expenditures only. If a school board does not spend all of this funding in the year, it must hold the unspent amount in a reserve account to be spent on special education in future years. School boards are required to report to the ministry on their special education expenditures three times a year.

School boards are also able to use other Grants for Student Needs funding to support students with special education needs.

# Additional information

This guide focuses mainly on the approaches and calculations underlying special education funding. More details on the policy process and on the allocation of other education grants are available from:

*2019-20 Education Funding: A Guide to the Grants for Student Needs*

*Memorandum 2019 B14: Grants for Student Needs (GSN) Funding for 2019-20*

*Memorandum 2019 B15: PPF Funding for 2019-20*

*Education Funding Technical Paper 2019-20*

For more information on special education policy, programs and/or services generally, please consult:

*Ministry of Education website*

For more information on a school board's specific special education policies and approaches, please contact the school board superintendent responsible for special education. Alternatively, you may contact a member of the school board's Special Education Advisory Committee for more information on the overall delivery of special education programs and/or services within a school board.

# Useful terms to know

**Special education services:** Facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

**Special education program:** An educational program that is based on and modified by the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the student.

**Identification, Placement and Review Committee (IPRC):** School boards are required to establish an Identification, Placement and Review Committee (IPRC). The IPRC is made up of at least three people, one of whom must be a principal or supervisory officer of the school board. The IPRC is responsible for deciding whether a student should be identified as exceptional. It identifies the exceptionality according to the categories and definitions set out by the ministry, decides the placement and reviews the identification and placement generally once in a school year.

**Individual Education Plan (IEP):** A written plan describing the special education programs and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs. It documents the accommodations, modifications and/or alternative expectations needed to help the student achieve. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement.

**Accommodations:** Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

**Modifications:** Expectations that differ in some way from the regular grade-level expectations for a subject or course in order to meet a student's learning needs. For students with an Individual Education Plan, these changes could include: expectations from a different grade level; significant changes (increase or decrease) in the number and/or complexity of the learning expectations; and measurable and observable performance tasks. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.

**Alternative Learning Expectations:** Alternative learning expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute *alternative programs or alternative courses* (secondary school courses).

For more information, please visit the [Ministry of Education website](#).

## Schedule of Budget and Reporting Functions

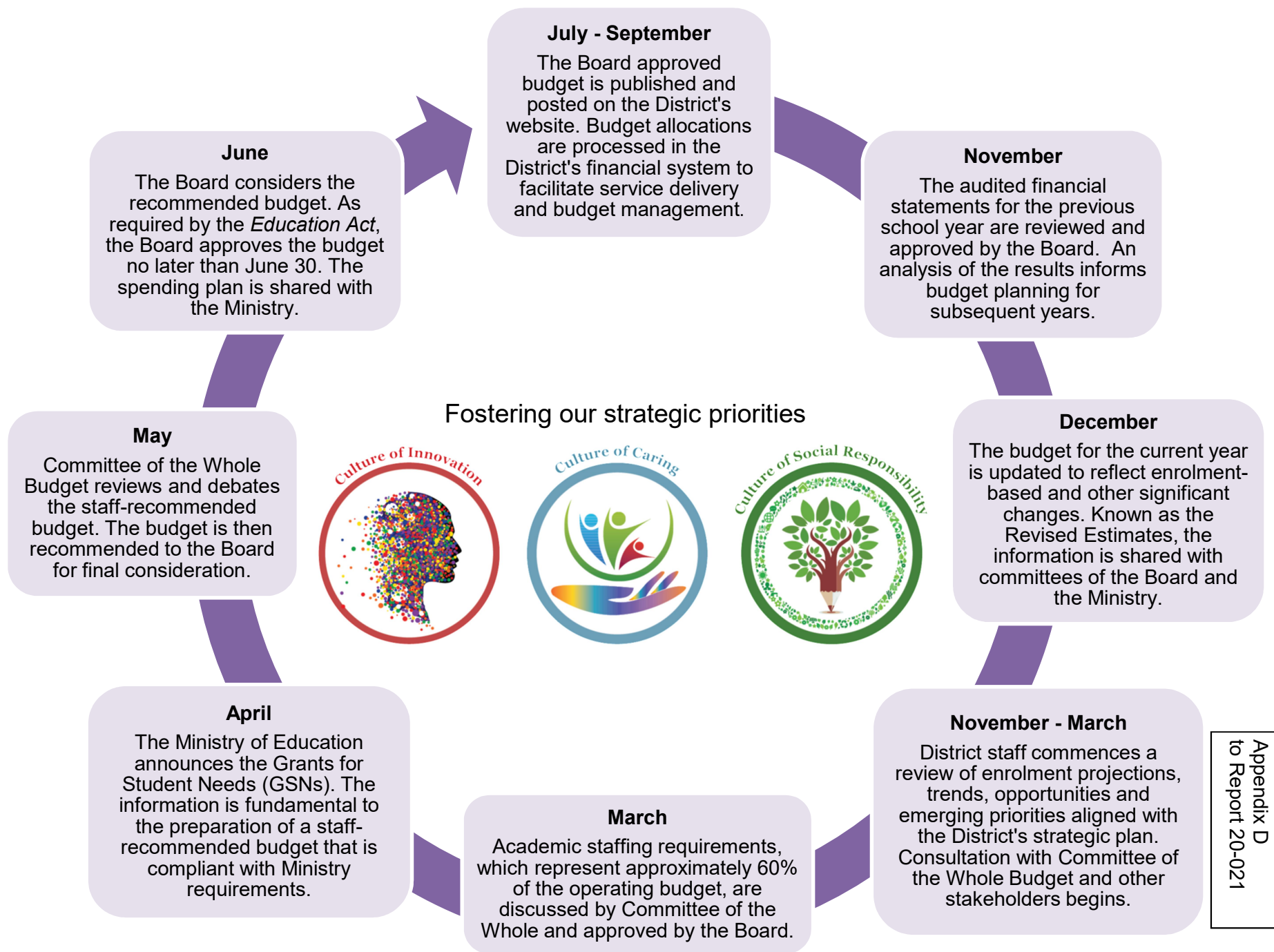
Task or Function	Sep				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May				Jun											
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- Consultation with District Leadership																																																
- Consultation with Advisory Committees																																																
- Public Consultation at Zone Meetings																																																
- Budget Questions and Answers																																																
Financial Statements (prior year)																																																
Class Size Reporting																																																
Student Enrolment Projections (for next 3 years)																																																
Education Capital Project Report Template																																																
Revised Estimates (current Year)																																																
Approval of Fees for EDP and Child Care Centres																																																
In-year Financial Projection (to December 31)																																																
Academic Staffing																																																
Budget Development																																																
Grants for Student Needs Information (Funding)																																																
In-year Financial Projection (to February 28)																																																
Provincial Consolidation Reporting (to March 31)																																																
In-year Financial Projection (to April 30)																																																
Budget Presentation, Delegations & Debate																																																
Approval of Budget																																																

 Internal Task or Function

 Ministry Submission / Reporting Deadline



# OCDSB's Annual Budget Development Cycle







OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

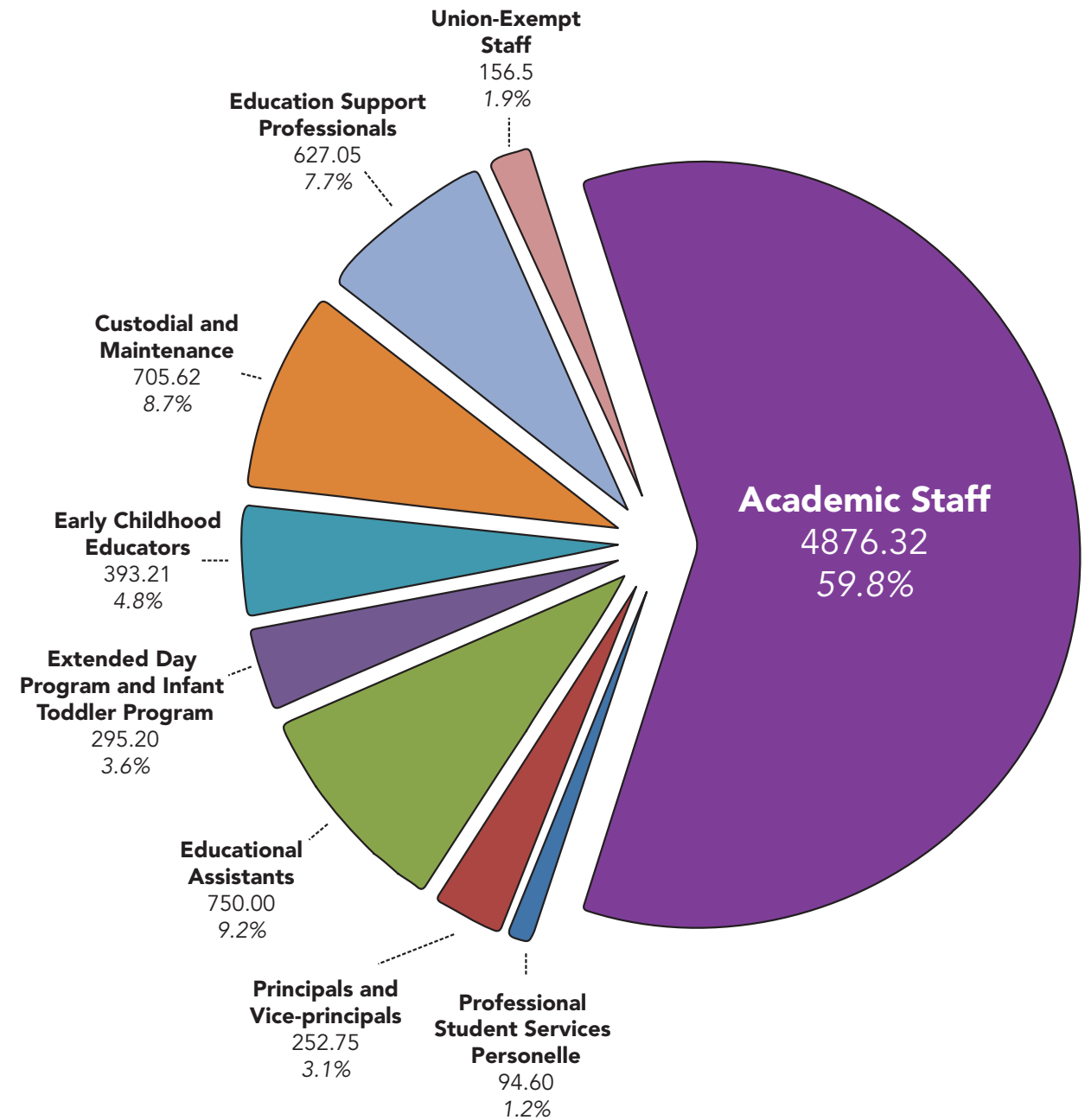
# Academic Staffing 2020–2021

**Creating a Culture of...**  
**Innovation, Caring and**  
**Social Responsibility**



# 2019–2020 Approved Budget Staffing

Displayed by FTE and Percentage of Total



**Note:** 83.8% of the Academic Staffing budget is mandated.

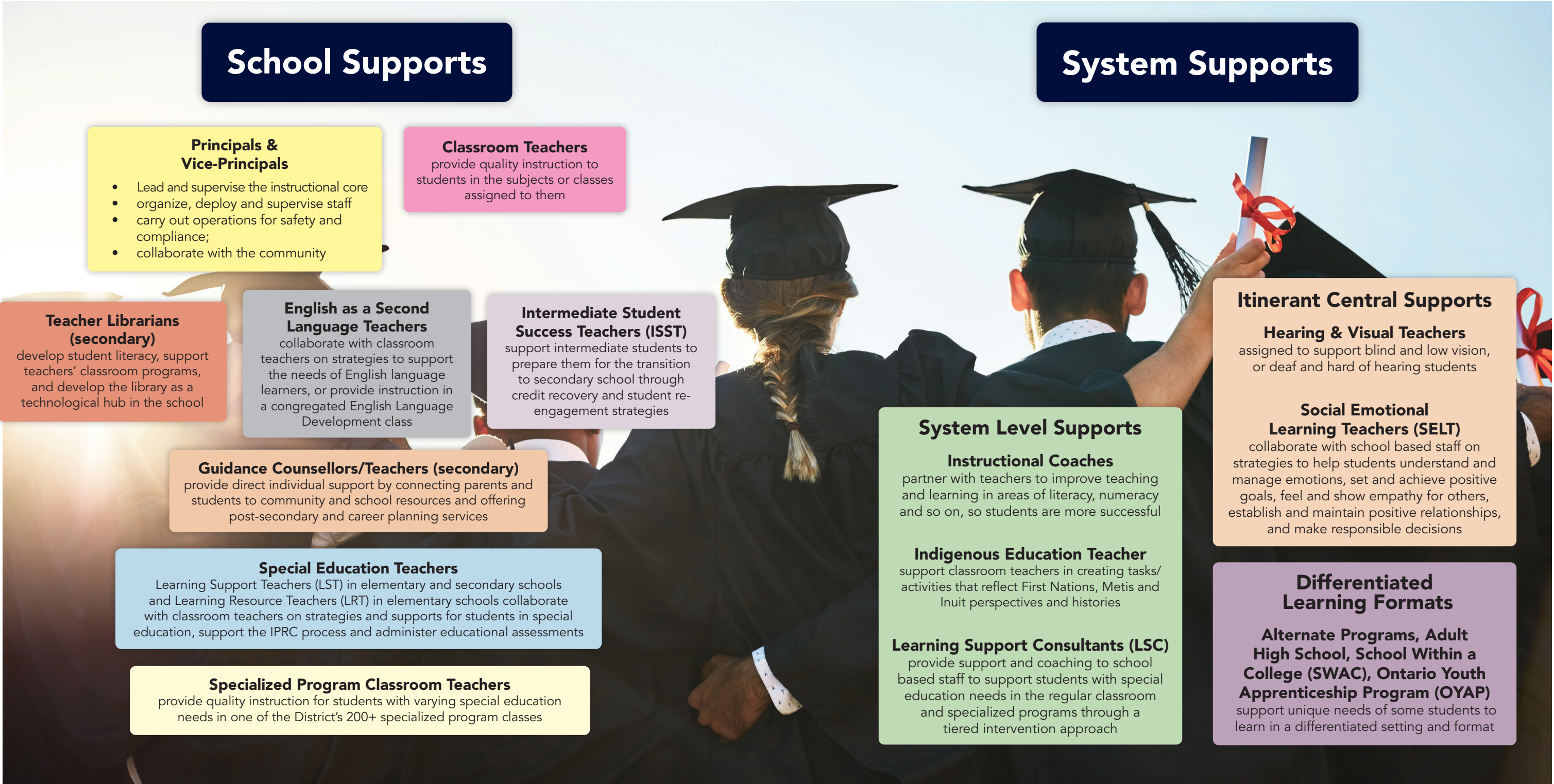


# What Informs Our Practice in Academic Staffing?

VISION
<b>Strategic Plan</b> <ul style="list-style-type: none"><li>high expectations for all students in all programs</li><li>differentiation and timely intervention</li><li>equitable and inclusive classrooms</li><li>effective parent and community engagement</li></ul>
<b>Innovation for Change</b> <ul style="list-style-type: none"><li>specialized programs and staff supports</li></ul>
COMPLIANCE
<b>Collective Agreements:</b> <ul style="list-style-type: none"><li>staffing formulas</li><li>teaching assignments and preparation time</li><li>qualifications</li></ul>
<b>Regulatory and Legislative Requirements</b> <ul style="list-style-type: none"><li>Reg. 132/12, Class Size Regulation</li><li>Reg. 274/12, Hiring Practices</li></ul>
ROLE OF TRUSTEES
Approval of annual budget, including staffing levels, aligned with District priorities for improving student achievement and wellbeing; meet legislated and collective agreement obligations.
ROLE OF SENIOR STAFF
Implementation of budget decisions; effective allocation of staffing resources across schools and departments.
ROLE OF PRINCIPALS
Creating conditions to meet student achievement and wellbeing goals; effective use of resources through staffing assignments. Lead and supervise the instructional core; organize, deploy and supervise staff; carry out operations for safety and compliance; collaborate with the community
OPSBA Guide to Good Governance, 2018



# Staffing for Student Success



# OCDSB's Annual Academic Staffing Cycle



**Legend:**  
**LTO** = long term occasional teaching assignment  
**OT** = occasional teacher

# Examples of School Models

Sample Elementary Model	Sample Secondary Model
Description	Description
<b>Kindergarten to grade 8</b> <ul style="list-style-type: none"><li>Dual track Early French Immersion and English with Core French</li><li>1 specialized program class</li></ul>	<b>Grade 9 to 12 high school</b> <ul style="list-style-type: none"><li>English as a Second Language (ESL)/English Language Development (ELD) program, French Immersion, Core French</li><li>5 specialized program classe</li></ul>
<b>Enrolment of 561 students</b> <ul style="list-style-type: none"><li>97 kindergarten students</li><li>Early French Immersion (EFI) students:</li><li>120 primary (grades 1 to 3)</li><li>202 junior intermediate (grades 4 to 8)</li><li>English students:</li><li>35 primary</li><li>99 junior intermediate</li></ul>	<b>Enrolment of 1055 students</b>
School Organization	School Organization
<ul style="list-style-type: none"><li>4 Kindergarten classes</li><li>14 EFI classes:<ul style="list-style-type: none"><li>» 2 grade 1, 1 grade <sup>1</sup>/<sub>2</sub>, 1 grade <sup>2</sup>/<sub>3</sub>, 2 grade 3</li><li>» 1 grade 4, 1 grade <sup>4</sup>/<sub>5</sub>, 1 grade 5, 2 grade 6</li><li>» 1 grade 7, 1 grade <sup>7</sup>/<sub>8</sub>, 1 grade 8</li></ul></li><li>6 English classes:<ul style="list-style-type: none"><li>» 1 grade <sup>1</sup>/<sub>2</sub>, 1 grade <sup>3</sup>/<sub>4</sub></li><li>» 1 grade <sup>4</sup>/<sub>5</sub>, 1 grade 6, 1 grade 7; 1 grade 8</li></ul></li><li>1 specialized program class</li></ul>	<ul style="list-style-type: none"><li>199 grade 9s — 77 classes or sections</li><li>227 grade 10s — 83 classes or sections</li><li>238 grade 11s — 81 classes or sections</li><li>379 grade 12s — 120 classes or sections</li></ul>
Staffing	Staffing
<ul style="list-style-type: none"><li>1 principal, 0.5 vice-principal</li><li>25 FTE classroom teachers</li><li>4.78 FTE preparation time coverage</li><li>1 LST teacher, 1 LRT teacher, 0.25 ISST</li><li>0.29 “needs” to minimize disruption caused by surplus declaration, organizational difficulties, to assist Intermediate schools in providing some specialized programs and to address other potential implementation issues</li><li><b>33.82 FTE total staff</b></li></ul>	<ul style="list-style-type: none"><li>1 Principal, 2 vice-principals</li><li>78.33 FTE teachers, including:<ul style="list-style-type: none"><li>2.33 LST</li><li>2.66 guidance teachers, 1.0 full-time teacher librarian</li><li>6.17 ESL/ELD teachers</li><li>1.83 student success teachers</li><li>5.33 specialized program class teachers</li></ul></li><li>60 classroom teachers</li><li><b>81.33 FTE total staff</b></li></ul>



# Next Steps

March 3, 2020	Academic Staffing - Discussion Report
March 24, 2020	Academic Staffing - Final Report
April 2020	Tentative Academic Position Allocations Distributed to Schools
April 2020	Principals Develop Teaching Assignments
May – June 2020	Elementary and Secondary Teacher Transfer and Hiring Process
May 25, 2020	Staff Recommended Budget
May 31, 2020	Tentative Educational Assistant (EA) Assignments Shared
June 22, 2020	Board Approval of Staff Recommended Budget

**Published by Communications and  
Information Services — January 2020**



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## **SPECIAL EDUCATION ADVISORY COMMITTEE REPORT**

**Wednesday, February 12, 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), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Jim Harris (VOICE for deaf and hard of hearing children), Nicole Ullmark (Easter Seals Ontario), Dr. Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton), Lisa Paterick (VIEWS for the visually impaired), Ian Morris (Ontario Association for Families of Children with Communication Disorders),

**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), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), 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), 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), Joan Oracheski (Manager of Research Evaluation & Analytics Division (READ)), Nicole Guthrie (Manager of Board Services), Jeffrey Humphries (Learning Support Consultant for Assistive Technology), Daniel Bersyniow-Naane (Student Senator), Leigh Fenton (Board/Committee Coordinator), Shelly Wei Ma (Lisgar School Council)

1. Call to Order

Chair Nadon-Campbell called the meeting to order at 7:01 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

**Moved by Rob Kirwan,**

**THAT the agenda be approved.**

**Carried**

3. Delegations

Ms. Sadler, parent of a student with level three autism, has had little success with the integration of her son into the regular classroom. The school environment is overwhelming for her son. He has difficulty communicating his needs and has been subject to both exclusions and suspensions. The assistance of a 0.5 FTE education assistant was offered to support him.

Trustee Ellis requested clarification on the reason the student does not meet the current criteria for an Autism Spectrum Disorder (ASD) system class placement. Ms. Sadler responded that her son has been assessed to be of average ability and has not been previously eligible for placement.

In response to a committee member's question on potential solutions, Ms. Sadler responded that a lower ratio class size with highly trained staff would benefit her son.

Trustee Boothby inquired about the District's plan to facilitate his return to school and a safety plan. Ms. Sadler mentioned that as of 12 February 2020, she received a letter for an ASD referral which may potentially address her main concern regarding the large class size.

4. Presentations

4.1 Report 19-123, The Annual Student Achievement Report (ASAR) 2018-2019 (M.Giroux ext. 8310)

Superintendent Symmonds introduced Joan Oracheski, Manager of Research Evaluation & Analytics Division (READ) to present the results of the 2018-2019 Annual Student Achievement Report (ASAR) and supplementary analyses of assessment results for students by exceptionality.

Manager Oracheski began the presentation by emphasizing the reduction in the density of the ASAR document through the use of infographics. The ASAR serves as a progress monitoring tool for the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW). The report includes cross-sections of achievement from multiple sources to provide insight into the positive impact on student learning and to identify opportunities where intentional focus is required to better meet student needs.

One third of the student population participated in Education Quality and Accountability Office (EQAO) assessments annually. Data is reported on all students and those belonging to specific groups such as English Language Learners; students with special education needs (excluding gifted); students residing in low income neighbourhoods and those who self-identify as Indigenous. In comparison to all students, achievement results for specific groups of students continue to be lower, especially among students with special education needs. Approximately two thirds of the students with special education needs have an Individual Education Plan (IEP) only. The most common exceptionality among the remaining students with special education needs are students with learning disabilities, autism and giftedness.

In 2018-2019, results on the provincial assessments showed that students with an IEP only and those with a learning disability performed similarly to all students with special education needs. In the case of the OSSLT and grade 9 math (academic and applied) performance of these students were similar to that of all students. Some special education students were exempted from testing in grades 3 and 6 (e.g., those with a mild intellectual disability (MID) and developmental disability (DD)). Grade 6 achievement rates continue to be higher in comparison to grade 3.

For math results, there are opportunities for growth; this is consistent with the province. Student attitudes towards math and outcomes are closely linked. Analysis of report card data and credit accumulation rates suggest improvement as students' progress towards grade 11.

In response to questions the following points were noted:

- If a student is absent or exempted from EQAO testing, their results are included in the overall results. Exceptions include grade 9 math where there are no exemptions and OSSLT for first time eligible and previously eligible students, where results are reported for fully participating students;
- A four year historical trend is provided in the 2018-2019 ASAR analysis;

- The cohort graduation rate is determined by the Ministry and considers the Ontario Secondary School Diploma (OSSD) only, which requires thirty credits, forty hours of community service and the literacy requirement. It does not include the Ontario Secondary School Certificate (OSSC) or the certificate of accomplishment;
- Learning Support Services (LSS) is newly receiving the information and are eager to examine the disaggregated data on students with special education needs. Determining whether EQAO is the appropriate measure for students with DD and MID will be considered now that the specificity of information is accessible. This work is cross-departmental;
- For students with more than one exceptionality, the main exceptionality is used to classify the data accrued; and
- Ms. Houlden highlighted a third pathway to graduation with an OSSD–workplace and locally developed classes. The ASAR reports that the students in the locally developed classes are experiencing a gap in achievement patterns. She is interested in having more information about the numbers of students in locally developed classes with IEPs.

#### 4.2 Electronic Agenda Packages Presentation

Superintendent Symmonds introduced Nicole Guthrie, Manager of Board Services, to provide an overview of the shift to paperless committee meeting agenda packages, published using a software application called eScribe. Manager Guthrie reported that in order to align with the Culture of Social Responsibility objective of the 2019-2023 strategic plan and to foster progressive stewardship of the environment, the District will eliminate printed agendas by June 2020. A technology cart may be made available at meetings to provide computers to access the material and participants are encouraged to bring their personal devices to meetings. All agenda packages can be found online on the OCDSB website under the 'upcoming events' calendar. Manger Guthrie demonstrated selected views of various participation types and provided a comprehensive on-screen tutorial.

Laserfiche is an online archive system, where all documents issued by the District can be accessed. Manger Guthrie offered to return to another meeting to review Laserfiche and its capabilities.

In response to a query about the ability to take notes inside the application, Manager Guthrie stated that note taking is possible using the eScribe app and Board Services staff is looking at ways to unlock more capabilities for users through licensing.

The committee and its participants were encouraged to connect with Board Services staff to help with engagement of the eScribe product.

## 5. Department Update

### 5.1 Superintendent's Report

Superintendent Symmonds reported on the following items briefly:

- Justine Bell, the new trustee for zone 10 Somerset/Kitchissippi, will be formerly sworn on 18 February 2020;
- Three policy consultation meetings for parents and guardians on the safe schools policy and school code of conduct are scheduled as follows: Monday, 2 March 2020 at Merivale High School, Wednesday, 4 March 2020 at Ottawa Technical Secondary School, and Monday, 23 March 2020 at Earl of March Secondary School; all meetings proceed from 6 to 8 p.m.;
- The Right to Read public inquiry is scheduled to be held on 10 March 2020 from 6 to 9 p.m. at the Nepean Sportsplex;
- Labour sanctions are on-going and on 21 February 2020 there will be a full withdrawal of service in the Ontario public school system. Mr. Wylie inquired whether the Ministry of Education could potentially "claw-back" a portion of their funding due to the teacher absences. Superintendent Symmonds responded that portions of the funding will be returned to the Province. There are certain expenditures that the District incurs and there are reasonable expenditures that the Ministry will allow as part of the strike contingency funding, however the remainder is returned to the government.
- The consulting firm, Optimus SBR, has been contracted to conduct the LSS operational review. As part of this work, a series of focus groups are planned for several stakeholders. Access to an online poll will be provided to voting members to determine the best time to conduct the focus group for SEAC.

#### a. Storefront Update

System Principal Kessler reported that the Storefront program is a transition class functioning as a part of the Ottawa Technical Secondary School (OTSS). This program serves the needs of students who have developmental disabilities and focuses on a range of academic, social skills and supported workplace experiences. There will be 14 projected student referrals coming forward for the fall. She cited a number of factors that might have contributed to the shift in enrolment this year such as bringing

Storefront under the umbrella of LSS. She is working closely with the principal of OTSS, Jennifer Perry.

Trustee Ellis expressed a high regard for the program that has been operational for nearly thirty years. He noted that the curriculum meets the strategic direction of the culture of innovation. He mentioned that Elizabeth Wyn Wood Secondary Alternate Program could be considered as a second location if another space is required for the program. System Principal Kessler explained that based on the feedback of former students and families, part of the uniqueness was the program's location outside a school environment.

System Principal Kessler advised that LSS circulates information to all principals, vice principals, guidance counselors and learning support teachers about the program and who may be eligible for the program. Staff continues to perform an annual review of eligibility based on criteria sheets. The aim is to be able to provide a range of experiential learning opportunities for students who have developmental disabilities.

Mr. Kirwan suggested that funds be set aside to ensure the program continues should the space require a formal lease. Superintendent Symmonds recommended that the subject be raised when Finance staff attend SEAC to discuss priorities for the 2020-2021 Budget on 11 March 2020 meeting.

b. Communications Disorder Assistant Service Delivery Model Update

Manager Kay reported that the Communications Disorder Assistant (CDA) Service Delivery Model, implemented in November 2019, uses a hybrid service deliver model of a Speech Language Pathologist (SLP) and a CDA at both Clifford Bowey Public School and Crystal Bay Centre for Special Education. The two CDAs are assigned to these schools on a full time basis and the SLP visits each school twice a week. The process began with a comprehensive review of Ontario Student Records (OSR), examined the readiness of each student for communication intervention strategy and discussed co-planning goals. In January 2020, an information session was held for both parents and guardians and a follow-up session is set for June 2020. Supervisor Maya Rattray and Program Evaluation Officer Steven McKibbin developed evaluation plan components, including student specific goals, student progress data tracking and collecting educator feedback from surveys or focus groups. Initial feedback from administrators, teachers, EAs and the SLPs involved have been positive thus far.

Trustee Campbell made an inquiry about the intent to measure the impact of components with quantitative evaluation techniques. Manager Kay responded that the evaluation plan includes both quantitative and qualitative measures. Evaluation of student goals will be measured against “no progress”, partially achieved” and “fully achieved”

Mr. Morris commented that he was impressed to learn that the project began with a notable tri-phase start. Evaluation from the growth perspective of the individual students is a commendable place to begin assessments. He is encouraged by the purposeful collaboration with the teaching staff upon introducing the CDA model. He appreciated that this program is an extension of a service rather than a replacement of a service. The goals that have been set in place with this program are more precise than in years previous and are being adhered to.

Ms. Allen questioned whether it was the service delivery model that led to students demonstrating progress on their goals or was it due to the increase in staffing that has addressed communication challenges. Manager Kay responded that the model uses specialists in the field of communication aligned with their professional training and scope of practice (e.g., SLP assessment and develop an intervention plan, CDAs implement a training plan under the supervision of a SLP and develop supporting materials).

c. Updated Procedure PR.686.SCO Use of Service Animals For Students

Superintendent Symmonds reported that on 28 January 2020 the board approved a change to the procedure PR.686.SCO Use of Service Animals where the language on service dogs specifically was removed to consider the use of service animals deemed critical in the support of either well-being or student learning under the Ontario Human Rights Code (OHRC). Determinations on whether to approve requests for a service animal would be made on a case-by-case basis, and considering the individual needs of the student.

Student Senator Bersyniow-Nanne raised a concern over the competing rights of students where the presence of an animal may conflict with the needs of the student. Manager Kay responded that under the OHRC if the presence of an animal impacts the well-being of another student, staff or community member, the school principal, the Superintendent of Instruction (SOI) and LSS staff collaborates with all parties to mitigate potential conflicts.

Chair Nadon-Campbell queried the extent of the assessment of the training of the animal to ensure its safety and the safety of others

present. Manager Kay explained that the role of the principal will include:

- A review of the animal training documentation;
- An assessment of the accommodation request, evaluation of alternative accommodations and review of ongoing need for the accommodation; and
- A review of health, safety and other concerns that may impact students, staff and the school community.

The SOI will continue to make the final determination as to whether to support or deny the request for the service animal; however, this determination will be supported by a central team that would include: the principal, representatives from LSS, and other professionals as required. The process would be centrally coordinated, in conjunction with the collection of data as required by the Ministry.

Dr. Mamen inquired about the preparation of the other children who will be sharing the classroom with the service animal. Manager Kay stated that the steps taken to welcome the service animal into the service community, include information sessions for parents, a transportation plan and student acclimatization.

## 5.2 Special Education Plan (Standards)

### a. Equipment (Discussion)

System Principal Hannah introduced Jeff Humphries, Learning Support Consultant for Assistive Technology, to deliver a presentation on the Special Equipment Amount (SEA). Last year an update was made to the SEA Guidelines that changed the requirement: the Per Pupil Amount computer component no longer necessitated an authorizing signature from a regulated health professional to enable students to access the curriculum. The change to the standard ignited a provincial scan conducted by LSS staff. The process will include multi-disciplinary teams bringing forward student applications using a paperless process. This approach will help to eliminate barriers for receiving necessary equipment. Using Laserfiche to store information, the application process can begin after 15 minutes, as opposed to the previous system where students could be waiting for their equipment for a considerable amount of time.

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

- Data on who are provided with SEA equipment and continue to use it is difficult to track;
- With the District's technology plan there is less of a stigma around the use of portable computers;
- On folio 24, Ms. Miedema noted that wording in the process diagram requires an update to be in alignment with the new SEA Guidelines referring to students requiring a note from a professional;
- Customized software loaded onto a device must be used specifically by that student;
- On folio 24, Trustee Boothby suggested an addition to "Funding Information and Allocation Specialized Equipment" which states that the equipment will be made available to SEA status students beginning the new school year in the fall 2020.
- Approvals are required on a case-by-case basis to permit lending of equipment over the summer months; and
- It was recommended that the reference procedures explaining use of equipment outside of the school be attached to the standard.

b. Early Identification Procedures and Intervention Strategies (Discussion)

System Principal Hannah recognized that some changes are necessary to add to the Early Identification Procedures and Intervention Strategies standard such as guidelines for English Language Learners (ELL) and English Literacy Development (ELD). She mentioned plans for adding descriptions for the transition phases throughout the school year.

At times, students arrive from other countries where english is not their first language, and also have a special education profile. Service to these students and their ability to access the english language is provided to further assess their special education needs. Where a child's first language is not English or French, a reasonable delay in the language-based aspects of assessment should be considered.

Dr. Mamen raised the importance of the evidence-based process in early identification. Tier 1 intervention strategies were not listed as a course available to the primary grade teachers in the Staff Development Standard. The Learning Disabilities Association of Ottawa-Carleton places critical value on this addition. Standardizing

a process for early intervention for students with comprehension difficulties is also relevant to the Right to Read Inquiry. She questioned on which groups of children are data normalized, what is done to help children once they are identified and whether a triage system initiated to work immediately with the students whose needs are most severe. Superintendent Symmonds acknowledged that professional development is an area of on-going challenge to the District. Professional learning often takes the form of a “coaching” model versus pulling large groups of educators together for a day. This model provides for incremental improvements at a deeper level, albeit at a slower pace, as consultants and itinerant teachers are working directly with an individual educator or a small, school-based team. LSS is concerned with the learning progression of every student with special needs. The EMPOWER Reading program is a series of evidence-based reading intervention programs students can be included in at the grade two level.

Mr. Kirwan suggested that engagement could occur through the Ontario Public School Boards' Association (OPSBA), LSS and the Ontario College of Teachers to issue a provincial resolution to standardize intervention strategies across the Province. Trustee Boothby responded that the resolution would need to be passed in April in order to be on the AGM agenda for June. Forty-two English school boards would be involved in the decision. The first step is to generate approval from the District, however a directive of this magnitude requires months of organization and preparation.

c. Special Education Placements Provided by the OCDSB (Perusal)

Special Education Placements Provided by the OCDSB was deferred until the 11 March 2020 meeting.

7. Review of Special Education Advisory Committee Report

7.1 8 January 2020

**Moved by Rob Kirwan,**

**THAT the Special Education Advisory Committee Report dated 8 January 2020 be received.**

**Carried**

Mr. Kirwan noted that there were matters arising from the minutes which he would recognize in the meeting of 11 March 2020.

7.2 Review of Long Range Agenda

The Long Range Agenda was provided for information.

Superintendent Symmonds noted that due to the labour action, the Pilot for the OCDSB Guide to Supporting Gifted Learners in the Regular Classroom and OCDSB Interest Academy has been placed on hold.

### 7.3 Motion/Action Tracking Report, Business Arising

The Motion/Action Tracking Report was provided for information.

#### a. Appointment of Committee of the Whole SEAC Representative

Mr. Kirwan nominated himself for the position of SEAC member representative to the Committee of the Whole.

Mr. Kirwan nominated Mr. Wylie for the position of alternate representative to the Committee of the Whole.

**Moved by Trustee Boothby,**

**That nominations be closed.**

**Carried**

Mr. Kirwan and Mr. Wylie were declared the SEAC member and SEAC alternate to the Committee of the Whole respectively, by acclamation.

Mr. Wylie requested that the audio visual equipment in the Boardroom be upgraded to improve the viewing quality for on-line participants.

### 8. Action/Discussion/Information Items

#### 8.1 Elementary Students with Individual Education Plans by Program

This item was deferred to the meeting of 11 March 2020.

### 9. Committee Reports

#### 9.1 Advisory Committee on Equity

There was no report on the Advisory Committee on Equity.

#### 9.2 Parent Involvement Committee

There was no report on the Parent Involvement Committee.

#### 9.3 Board

Mr. Kirwan reported that on 28 January 2020 the board approved a change to Policy P.121.GOV Accessibility and the establishment of an Integrity Commissioner Selection Committee.

#### 9.4 Committee of the Whole

Mr. Wylie reported that there were no items directly pertaining to SEAC at the meeting of 4 February 2020.

9.5 Extended Day Program

There was no report on the Extended Day Program.

10. New Business

Trustee Boothby noted that she along with Superintendent Symmonds and System Principal Kessler are working on a motion to bring forward to OPSBA on e-learning and a recommended exemption from the e-learning environment by students with high needs.

11. Adjournment

The meeting adjourned at 10:22 p.m.

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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**

- Review of the Special Education Policy Ad hoc Committees Recommendations

#### **Awaiting Further Information**

- Changes and Impact of E-learning on Special Education Students at the Secondary Level
- OHRC's Right to Read Inquiry
- 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**

	<b>Meeting Date</b>	<b>Motion/Action</b>	<b>Action Agents</b>	<b>Requester</b>	<b>Reference/Date</b>	<b>Completed</b>
1	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
2	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





## MEMORANDUM

**Memo No. 20-003**

**TO:** Trustees  
Student Trustees

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

**DATE:** 7 January 2020

**RE:** **Elementary Students with Individual Education Plans by Program**

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This memo is in response to requests for additional information regarding students with Individual Education Plans (IEPs) stemming from *Report 19-109: Status of the English with Core French Program*.

The data in the report included elementary students with an IEP who are part of the regular program. The report did not include those students:

- who are in a fully self-contained or partially integrated specialized program classes;
- who are enrolled in a specialized program school (i.e., Clifford Bowey Public School or Crystal Bay Centre for Special Education);
- students identified with Giftedness through an Identification, Placement and Review Committee, regardless of placement.

Further, attached *Appendix A: Percentage of Students with IEPs by Program* provides the proportion of all students with an IEP in relation to the overall number of students enrolled in each program (e.g., of the 14,302 elementary students enrolled in the English program, 25.9% have an IEP).

Further, attached *Appendix B: Program of Students with IEPs* provides the proportion of all students with an IEP in relation to the number of students with an IEP enrolled in each program (e.g., of the 6390 elementary students with an IEP, 58.06% are enrolled in the English program).

Caution must be exercised with respect to interpretation and in drawing conclusions about the data. It is important to note both the preliminary nature and the limitations associated with the data provided. For example, considering the complex nature of individual learning differences, it must be recognized that students' IEPs do vary greatly. IEPs can reflect the following:

- Accommodations only
  - Providing special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to

demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations only

- Modified expectations (with or without accommodations)
  - Modifications may include the use of learning expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level
- Alternative expectations/programs (with or without accommodations)
  - Statements in the IEP describing expectations developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum (e.g., orientation/mobility, personal care, etc.).

While the above are considerations, they is not the only factors to be considered in analyzing the data. However, it is evident that there are more students with IEPs who are enrolled in the English and Alternative programs than in French Immersion programs.

If you have any questions or concerns, please contact Peter Symmonds at [peter.symmonds@ocdsb.ca](mailto:peter.symmonds@ocdsb.ca)

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



## MEMORANDUM

**Memo No. 20-026**

**TO:** Trustees  
Student Trustees  
Special Education Advisory Committee

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

**DATE:** 6 March 2020

**RE:** **Learning Support Services Operational Review Update**

Purpose:

This memorandum provides an update to Trustees regarding the motion passed by Board on 30 October 2018:

**THAT** staff be directed to undertake an operational review of the process for identification, needs assessment (including the use of tiered interventions as a support for all students, and as identification and placement evidence), and placement for all exceptionalities.

Progress:

In order to objectively and efficiently accomplish the review, the District has contracted external consultants. As outlined in Report Number 19-031, *Learning Support Services Operational Review of the Process for Identification, Needs Assessment and Placement*, the Special Education Advisory Committee worked with Learning Support Services (LSS) staff to establish a scope of work to inform the Request for Service process. In January 2020 the contract was awarded to the successful proponent, Optimus SBR.

Working with the team from Optimus SBR, the project plan including methodology and timelines was developed. Key milestones and deliverables were planned as follows:

Activity	Timelines
<b><i>Project Launch &amp; Discovery</i></b>	February 2020
<ul style="list-style-type: none"> <li>● Kick-off meeting</li> <li>● Draft project plan</li> <li>● Discovery interviews</li> <li>● Finalize project plan</li> <li>● Submit discovery documents</li> </ul>	

A series of 11 focus groups with stakeholders were scheduled for the week of 30 March 2020. Due to current labour sanctions, focus groups with staff cannot proceed at this time. In order to maintain the integrity of the engagement and to ensure timely feedback regarding the outcome of the consultation, it was decided to pause all planned focus groups until such time that all stakeholder groups could be engaged. Each phase of the review builds on the information gathered from the previous activity. Delayed focus groups will extend the timelines associated with the review overall.

Revised timelines will be communicated when the review resumes. LSS and the team at Optimus SBR continue the preparatory work associated with each activity planned for the Current State Assessment (e.g., parent survey). Importantly, sufficient notice to stakeholders will be considered in the revised timelines in order to facilitate participation in

the operational review. In addition, engagement and feedback to trustees and SEAC will be coordinated with existing meeting schedules where possible.

Upon receipt of the Final Report, staff will develop an action plan to guide the implementation phase.

If you have any questions or concerns, please contact Peter Symmonds at [peter.symmonds@ocdsb.ca](mailto:peter.symmonds@ocdsb.ca)

cc     Senior Staff  
         Manager Board Services  
         Corporate Records





## MEMORANDUM

**Memo No. 20-027**

**TO:** Trustees  
Student Trustees  
Special Education Advisory Committee

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

**DATE:** 28 February 2020

**RE:** **Specialized Program Class Planning 2020-2021**

This memorandum provides information to support the proposed changes to specialized program classes for the 2020-2021 school year as outlined in Report Number 20-024, *Academic Staffing for 2020-2021*.

Annually, Learning Support Services (LSS) assesses system needs for specialized program classes. Historically, this has been a challenge as the process and timelines to determine student needs for the following year does not align well with academic staffing deadlines.

In an effort to better align with academic staffing timelines and to facilitate data informed decision making, a referral estimate process was developed. These estimates were first used to assist with specialized program class planning for the 2018-2019 school year. Two years of data analysis indicated that, in most cases, the referral estimates were predictive of actual referrals received. The estimate process has provided valuable information to inform decision making regarding specific system pressures prior to the specialized program class referral review process. This year, all school teams were asked to provide an estimate of referrals to specialized program classes by 24 January 2020. The specialized program class referral review process occurs throughout April.

### Projected System Needs

Based on the specialized program class referral estimates and movement of students currently placed in specialized program classes, demand is expected to exceed capacity of current specialized classes for the following programs:

#### **Autism Spectrum Disorders (ASD)**

Support for students with Autism Spectrum Disorder continues to be complex. In addition to students currently enrolled in the District who require very high levels of

support, ongoing registrations of new students with complex needs continues to occur. The District currently operates 34 specialized program classes at the elementary level.

Strategic decisions were made last year to address student transition patterns and staffing limitations at the grades 7 to 12 sites. This will allow for the intermediate ASD specialized program classes at Sir Robert Borden High School and Longfields-Davidson Heights Secondary School to be phased out in June 2020 without impact on students. It is proposed that the full-time equivalent (FTE) associated with these classes (i.e., 2.0 FTE) be reallocated to open primary/junior ASD classes elsewhere in the District.

The steady transition of students in ASD specialized program classes from elementary to secondary continues with 20 grade 8 students moving to grade 9 in September 2020. Secondary staffing put into place last year to facilitate the intermediate to secondary phasing at the grade 7 to 12 sites will offset some of the secondary ASD staffing requirements for September 2020 (i.e., Sir Robert Borden HS).

#### ASD Elementary

- *3.0 FTE elementary teacher contingency staffing requested.*

#### ASD Secondary

- *2.0 FTE secondary teacher contingency staffing requested.*

### **Behaviour Intervention Program (BIP)**

The District has 10 elementary BIP specialized program classes with primary, junior and intermediate configurations. Classes are located in all five geographic zones. Referrals include students returning from care and treatment programs and students from regular program with increasingly complex profiles and level of need. Placement pressure will be at the junior/intermediate panel for September 2020.

#### BIP Elementary

- *2.0 FTE elementary teacher contingency staffing requested.*

### **Deaf/Hard-of-Hearing Program (D/HH Program)**

The District has 1 elementary D/HH specialized program class for students in K-8 and 1 secondary D/HH class serving students in grades 9 to 12. For the 2018-2019 school year, 1.0 FTE elementary teacher was allocated to itinerant teacher of the deaf/hard of hearing team. For the 2020-2021 school year, this allocation will shift from a central elementary position to a secondary school-based allocation. This represents a decrease of 1.0 FTE elementary teacher from the central team and an increase of 1.33 FTE secondary teacher (including preparation time).

D/HH Secondary

- *Reduce 1.0 FTE elementary teacher; and*
- *1.33 FTE secondary teacher staffing requested.*

**Dual Support Program (DSP)**

The District currently has three junior/intermediate DSPs and four secondary DSPs that support students with mild intellectual disability (MID) and significant behavioural challenges. The profile of students placed in DSP specialized program classes has become increasingly complex and students require substantial support from school and central teams. A significant number of grade 8 students (i.e., 14) currently placed in junior/intermediate DSPs are transitioning to secondary for September 2020.

DSP Secondary

- *1.0 FTE secondary teacher contingency staffing requested.*

**General Learning Program (GLP)**

The District currently has 11 elementary GLP specialized program classes (seven junior and five intermediate). In addition, there are 13 secondary GLP specialized program classes.

A junior class was added in September 2019. Students placed in junior GLP transition to intermediate GLP without being re-referred. Adding junior classes necessitates the need for additional intermediate classes as these students transition.

Projections for secondary GLP are complex as it is difficult to determine the number of students exiting the program at this time of year (e.g., some adult learners may not return in September). Contingency staffing for an additional secondary class is requested to ensure placement opportunities for grade 8 students currently placed in GLP.

GLP Elementary

- *1.0 FTE elementary teacher contingency staffing requested.*

GLP Secondary

- *1.0 FTE secondary teacher contingency staffing requested.*

**Primary Special Needs (PSN)**

The District currently has 10 PSN specialized program classes. A class was added to address the waitlist for the current school year. Demand for these classes continues to be high with increasingly complex student profiles (i.e., ASD, dysregulation, low

cognitive profiles, and medical fragility). Increasingly these classes are supporting young learners with unclear diagnostic profiles. The low ratio environment allows for increased support to better understand their needs in the educational environment.

- *1.0 FTE elementary teacher contingency staffing requested.*

### Prioritization

LSS is not recommending specialized program class openings to address all areas of projected need as alternative strategies for student support are available (e.g., itinerant teacher, Educational Assistant [EA] etc.). In some cases, the profile of students accommodated in these classes may be supported within the regular classroom.

The District has opened a large number of specialized program classes in recent years (i.e., 14 new classes for September 2019). There are significant system impacts associated with this practice including:

- Year over year staffing costs associated with low ratio classes;
- Identifying school sites to accommodate new specialized program classes;
- New staff training; and
- Support for the school leadership team hosting the new specialized program class.

LSS is not recommending specialized program class openings for the following:

- Elementary
  - Learning Disability Specialized Intervention Program (LD SIP);
  - Language Learning Disability (LLD); and
  - Junior GLP.
- Secondary
  - Autism Spectrum Disorder Secondary Credit Support Program (ASDSCSP); and
  - BIP.

Note: For each of the above specialized program classes (with the exception of LLD) additional classes were opened for September 2019.

### **Elementary Gifted**

Currently in the OCDSB, we have undertaken two pilot projects to support learners with giftedness at the elementary level. These pilots were developed in a partnership with the Program and Learning department. These pilots began in September of 2019 and presently are on pause due to labour action. Our goal is to further enhance strategies to support effective programming for learners with giftedness and determine how to implement these strategies for all students District-wide.

Based on the specialized program class referral estimates and movement of students currently placed in specialized program classes, vacancies within elementary Gifted specialized program classes are expected.

The District currently has 15 elementary Gifted specialized program classes (eight English, seven Early French Immersion). In order to manage vacancies, the following closures for September 2020 are recommended based on zero enrolment (e.g., no impact to current cohorts).

- *Close one intermediate Gifted English class at Glashan Public School ; and*
- *Close one intermediate Gifted French Immersion class at Broadview Avenue Public School.*

These classes could be re-opened in the future as required.

### Resource Implications

The proposed specialized program class changes and staffing updates represent an approximate increase of \$2.3 million associated with 4.95 FTE elementary teachers, 5.66 FTE secondary teachers and 19.0 FTE educational assistants.

In addition, increased costs associated with new specialized program are typically incurred through facilities modifications, new classroom resources, professional support services personnel and transportation.

### Next Steps

Upon approval of the Academic Staffing Report, LSS will work closely with the Planning Department and the senior team to determine specific school locations for new specialized program classes. This information will be provided to trustees and SEAC following the conclusion of the specialized program class referral review process (i.e., May 2020).

In addition, LSS will begin the work supporting schools and communities hosting new specialized program classes.

cc     Senior Staff  
        Manager, Board Services  
        Corporate Records





## MEMORANDUM

**Memo No. 20-029**

**TO:** Trustees  
Student Trustees

**FROM:** Camille Williams-Taylor, Director of Education  
Peter Symmonds, Superintendent, Learning Support Services

**DATE:** 28 February 2020

**RE:** **Update to Storefront Program**

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This memo is provided in response to a query from trustees.

The Storefront program is a long-standing program in the District, established in the Ottawa Board of Education (OBE) in 1987. The program is intended to support students aged 19-21 years with developmental disabilities who are ready to transition to workplace experiences. The program is located in a commercial building near St. Laurent Shopping Centre. While there is currently no lease, the landlord is allowing use of the space without charge to the District. The Storefront program is currently staffed with a 1.0 FTE secondary teacher and a 1.0 FTE educational assistant (EA).

Concerns were raised in 2016-2017 when the District was advised that the landlord was planning to charge for leasing the space in the building where Storefront is located. In turn, an analysis at that time highlighted concerns with respect to rental cost, oversight of the program and staff supervision, as well as the manner in which criteria was developed and how student referrals to Storefront were generated and assessed.

In an effort to address some of these concerns, oversight for the Storefront program was brought into the scope of Learning Support Services (LSS) for the 2018-2019 school year.

Students who attend the Storefront program are offered a range of academic, social skills and supported workplace experiences. The functional curriculum goals include: communication & social skills; personal finance; work skills; life skills; and healthy lifestyles (e.g., nutrition, health, sexuality, relationships, personal safety). The goal is for these students to be prepared for paid workplace opportunities, either full-time or part-time, as they leave the public education system. Alternatively, some of these students

will find success in community programs and supported work opportunities through Developmental Services Ontario (DSO).

While not directly related to the transitions model supported through Storefront, it has been suggested through delegations at the Special Education Advisory Committee (SEAC) and in discussions during those meetings that there may, in fact, be a gap in transition supports for many students with developmental disabilities as they transition out of the public education system the year in which they turn 21. Post-21 pathways can be complex and it is clear that students and families benefit from increased levels of support. LSS is undertaking a deeper exploration of the transition needs of these students in order to inform continued improvements in programs.

In its current configuration, the Storefront program has a capacity of 12 students. Enrolment patterns are noted in the chart below:

School Year	Enrolment
2018-2019	10
2019-2020	6 <sup>1</sup>
2020-2021 (projected)	12

LSS continues to work with school teams, students, parents/guardians, and the broader community to ensure the program is meeting the unique transition needs of these students.

SEAC has requested regular oral updates for the past couple of years regarding the status of the Storefront program. Staff provided this update at the SEAC meeting on 12 February 2020.

If you have any further questions, please do not hesitate to contact Peter Symmonds at [peter.symmonds@ocdsb.ca](mailto:peter.symmonds@ocdsb.ca) or by phone at 613-596-8211, ext. 8254.

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

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<sup>1</sup> Projected enrolment for 2019-2020 was 9 students. Additional enrolment is being examined for Semester 2.



## 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

- 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

- very superior intellectual ability as measured on a psychological assessment

#### Criteria for Change in Placement

- 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

- 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"> <li>• system-based Storefront Program for students with special education needs aged 19–21 years of age with MID</li> <li>• up to twelve students</li> </ul>





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

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

### **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)**

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

### **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**

- system-based Storefront Program for students with special education needs aged 19–21 years of age with MID
- up to twelve students

#### **Admissions Criteria**

- 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**

- 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**

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

### 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.

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

### 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)

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

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

#### 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

