



SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, January 6, 2021, 7:00 pm
Zoom Meeting

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11. Adjournment



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

**Wednesday, December 9, 2020, 7:00 pm
Zoom Meeting**

- Members:** Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Sue Cowin (Community Representative), Amy Wellings (Community Representative), Jim Harris (VOICE for Deaf and Hard of Hearing Children), Mark Wylie (Down Syndrome Association), Nicole Ullmark (Easter Seals Ontario), Lisa Paterick (VIEWS for the Visually Impaired) Johnna MacCormick (VIEWS for the Visually Impaired, Alternate), Safina Dewshi (Ottawa-Carleton Assembly of School Councils), Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton), Katie Ralph (Autism Ontario), Ian Morris (Ontario Association for Families of Children with Communication Disorders), Cathy Miedema (Association for Bright Children of Ontario)
- Association Representatives (Non-Voting):** Jennifer Titley (Alternate, Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel), Catherine Houlden (Ontario Secondary School Teachers' Federation), Andrew Winchester (Ontario Secondary School Teachers' Federation, Alternate), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee)
- Staff and Guests:** Justine Bell (Trustee), Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Mary Ann Farrish (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Dr. Petra Duschner (Manager of Mental Health and Critical Services), Colin Anderson (System Principal), Joan Oracheski (Manager, Research, Evaluation and Analytics Division), Christine Kessler (System Principal, Learning Support Services), Amy Hannah (System Principal, Learning Support Services), Kathryn Langevin (Supervisor of Social Work), Stacey Kay (Manager, Learning Support Services), Sandy Owens (Manager, Business and Learning Technologies), Nicole Guthrie (Manager of Board Services), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order

Superintendent Symmonds called the meeting to order 7:02 p.m.

2. Approval of the Agenda

Moved by Trustee Ellis,

THAT the agenda be approved.

Chair Nadon-Campbell requested that item 7.1, Annual Report on Student Suspensions, be moved to item 3.1 under Presentation.

Moved by Trustee Ellis,

THAT the agenda be approved, as amended.

Carried

3. Presentation

3.1 Report 20-085, Annual Report on Student Suspensions (2019-2020) (M. Giroux)

Your committee had before it report 20-085, presenting the annual report on student suspensions in 2019-2020.

Manager Oracheski noted that suspension information has been consistent over the past several years. For 2019-2020, the overall student suspension rate was 2.2%. Through examining groups of students, students with special education needs are 2.5 times more likely to be represented in suspension data, compared to their representation in the overall student population. The disparities are highest for students with a behaviour exceptionality, who are 27 times more likely to receive a suspension compared to students without special education needs. The highest rates of over representation in the suspension data were observed for students reporting addiction and, or, mental health disabilities and those identifying as Indigenous. When compared to other groups of students, the relative risk of suspension was higher for these same groups of students.

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

- To-date, the intersectionality data between groups have not been analyzed;
- Strategic actions to build capacity linked to lowering suspension rates and supporting a change in practice are connected to both the Safe

Schools department and the Indigenous, Equity and Human Rights Roadmap;

- A bias-aware progressive discipline model is in place;
- System Principal Anderson is conducting sessions with principals and vice-principals on considerations for alternatives to suspension and re-examining the reason for a suspension. Administrators should take into consideration an individual's circumstance and offer support to the student to improve their behaviour;
- Trustee Ellis expressed the opinion that in cases of students accessing support for behavioural needs, an important component to avoiding a situation that may lead to a suspension discussion, is to ensure that adequate resources are in place to support the student in the school environment;
- Ms. Miedema noted that the use of the phrase "excluding gifted" creates additional barriers for students in the gifted program. She requested that this observation be noted for consideration in future reports. Trustee Campbell noted that he did not agree that it was not appropriate to exclude a grouping with a below average suspension rate within the categories of abilities in special education. The gifted category may unduly weight the reporting of the group, as a whole, and therefore the analysis may not reflect the extent of the overrepresentation of students accessing special education in the overall suspension rate. Ms. Miedema stressed that the deaf and hard of hearing students or those with physical disabilities are less likely to be suspended as well; however they are a part of the study. She observed that information about gifted students is often segregated from students with other exceptionalities;
- Dr. Duschner noted that early adversity can create challenges in developing and achieving optimal self-regulation, making children and youth vulnerable to a range of negative, lifelong health and mental health difficulties. Educators can provide a more intentional and targeted focus on understanding self-regulation to be able to support cognitive and emotional regulation skills and their integration;
- The Ministry of Education has allocated funding to promote early intervention in student behaviours from kindergarten to grade 3. Learning Support Services (LSS) is working with teaching staff to assist in the development of refined insight on understanding implicit bias and how the bias affects the educator and child interaction, subsequently demonstrated in child behaviour;
- Transition planning is completed year-over-year with special education students and the Learning Support Teachers (LRTs) and Learning Support Consultants (LSCs). Transition planning is embedded in the Individual Education Plans (IEPs). In addition, there are certain types of plans that exist to support English Language Learners (ELLs) and those that support the well-being of students. Written copies of the

plans are stored in the Ontario Student Record, which is a document that moves with the student through the school years;

- The process for suspensions and exclusions each occur in separate circumstances. An exclusion is used when the safety is at risk for staff or other students;
- Trustee Campbell expressed the view that the high rate of suspensions in the behaviour exceptionality of special education merits a District root cause analysis; and
- Ms. Allen encouraged the minimization of transitions between spaces and multiple adult interactions for students who are triggered by regular changes in the instructional day.

4. Matters for Action

4.1 Committee Appointments

a. Chair

Mr. Jim Harris nominated Ms. Sonia Nadon-Campbell for the position of Chair.

Moved by Sue Cowin,

THAT the nominations be closed.

Carried

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

At the request of Ms. Nadon-Campbell, Superintendent Symmonds remained the acting Chair for the duration of the committee appointment process.

b. Vice Chair

Ms. Sonia Nadon-Campbell nominated Mr. Jim Harris for the position of Vice Chair.

Moved by Trustee Boothby,

THAT the nominations be closed.

Carried

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

c. Board

The SEAC representative for the Board was not determined.

Ms. Nadon-Campbell requested the item be added to the 6 January 2021 agenda.

d. Committee of the Whole

Mr. Jim Harris nominated Ms. Sonia Nadon-Campbell for the position of Committee of the Whole representative.

Moved by Trustee Ellis,

THAT the nominations be closed.

Carried

Ms. Nadon-Campbell was declared Committee of the Whole representative of SEAC by acclamation.

e. Committee of the Whole - Budget

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

Moved by Trustee Ellis,

THAT nominations be closed.

Carried

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

f. Parent Involvement Committee

Mr. Ian Morris nominated himself for the position of the SEAC representative to the Parent Involvement Committee.

Moved by Sonia Nadon-Campbell,

THAT nominations be closed.

Carried

Mr. Morris was declared the SEAC representative to the Parent Involvement Committee, by acclamation.

g. Advisory Committee on Equity

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

Moved by Trustee Ellis,

THAT nominations be closed.

Carried

Ms. Cowin was declared the SEAC member to the Advisory Committee on Equity, by acclamation.

h. Indigenous Education Advisory Council

Ms. Sonia Nadon-Campbell nominated herself for the position of SEAC member representative to the Indigenous Education Advisory Council.

Moved by Trustee Boothby,

THAT nominations be closed.

Carried

Ms. Nadon-Campbell was declared the SEAC member to the Indigenous Education Advisory Council, by acclamation.

i. Advisory Committee on Extended Day and Child Care Program

The SEAC representative for the Advisory Committee on Extended Day and Child Care Programs was not determined.

Chair Nadon-Campbell noted that the item will be added to the 6 January 2021 agenda.

Ms. Nadon-Campbell assumed the Chair.

5. Delegations

There were no delegations.

6. Review of Special Education Advisory Committee Report

6.1 4 November 2020 SEAC Report

Moved by Katie Ralph,

That the 4 November 2020 report be received.

Trustee Ellis suggested that on folio 6, first paragraph, the words "powerful program" be replaced with "Empower reading program".

Dr. Mamen noted that on folio 3, the last sentence should refer to the set date for a findings report as 13 April 2021.

Moved by Katie Ralph,

That the 14 November 2020 report be received.

Carried

7. Presentation

7.1 Report 20-084, The Development of a Human Rights Policy (C. Tanner)

Your committee had before it Report 20-084, reviewing the plan to develop a human rights policy.

Human Rights and Equity Advisor Tanner briefly reviewed a presentation of the District's commitment to human rights and equity. The office of a Human Rights and Equity advisor advocates for human rights based approach to education. There are three fundamental principles to a human rights based approach: equality and non-discrimination, participation and inclusion, and transparency and accountability. She noted that as human rights are fundamental to children, and are particularly highlighted for students with special needs, the proposed consultation plan will benefit from further input from SEAC.

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

- Trustee Ellis encouraged the development of a strategy to connect with families who face barriers to participating in the school community;
- Ms. Houlden noted that the District serves a diverse socio-economic population. She expressed the concern that equity issues have been raised with different implementations of the same school programs, depending on the geographic location of the school. She suggested a comparison study on the level of District promotion for the International Baccalaureate (IB) Diploma Programme versus the Ontario Youth Apprenticeship Programs (OYAP).
- Ms. Houlden expressed the view that when considering a human rights policy, consultations with people who have developmental disabilities is a necessary exercise;
- Human Rights and Equity Advisor Tanner noted that should a complaint procedure be initiated online, a mechanism can be built to allow a trusted friend or school mentor to assist with the submission of the form;
- To effectively collect input from the special education community, Mr. Harris suggested a future breakout exercise with SEAC to address a specific question on human rights; and
- Mr. Dewshi encouraged a consultation with the Ottawa-Carleton Assembly of School Councils (OCASC), as the parents who participate on the school councils share a network of connections within the community.

Human Rights and Equity Advisor Tanner noted that she is impressed with some of the initiatives that the Durham District School Board (DDSB) has established during the process of creating a human rights policy. The DDSB launched an awareness campaign, including video clips featuring international languages, directing families to their website where a Thoughtexchange survey inviting the community to comment on the development of a human rights policy and the consultation plan. She envisions a similar wide-reaching consultation for the OCDSB. She noted that related to human rights is the 2020-2021 District consultation for the Police Involvement in Schools, and there are a large group of students participating in the steering group which may help focus on aspects of the development of the human rights policy.

8. Department Update

8.1 Superintendent's Report

Superintendent Symmonds provided an update on COVID-19: As of 8 December 2020, there were 36 active cases for students, three active staff cases and two closed classes. Across the District, since the beginning of the 2020-2021 school year, there has been a total of 229 resolved cases. He noted that it is evident that the precautions of the school community have contributed to a low number of infections. Ottawa Public Health (OPH) conducts ongoing reviews, referred to as student index cases, and they perform contact tracing for positive test results. It has been determined that students are typically exposed at home. Generally many students are asymptomatic or experience relatively mild symptoms. While members of the household wait for pending test results the importance of isolation is paramount to keeping the community safe.

He reported that the Education Quality and Accountability Office (EQAO) and grade nine math assessments will be conducted in quadesters two, three and four. For the two schools with octomesters, the standardized testing will occur in segments five, six, seven and eight. The testing is available to students attending the brick and mortar schools. It will be an online assessment with some built in text-to-speech features. Google Read and Write is also available as a support as well as some other accessibility types of software, for example for students with blind low vision can use ZoomText for accessibility. He noted that accommodations received during the EQAO must be consistent with the accommodations in place for assessments as noted in their IEP leading up to EQAO.

Ms. Houlden noted that some of the accommodations that students have do not necessarily need to be based on an IEP. Superintendent Symmonds confirmed that, for example, extended time has been removed from the IEP for many years to limit IEPs being sought for the expressed purpose of extra break allowances.

a. Report 20-110, Update on Supports from Students with Giftedness (Elementary) (P. Symmonds)

Your committee had before it Report 20-110, providing an update on support from elementary students with giftedness.

Superintendent Symmonds reported that at the Board meeting on 30 October 2018, Trustees passed a motion that staff be directed to implement a pilot program which utilizes both the OCDSB Guide for Supporting Gifted Students in the Regular Classroom (The Guide) and the OCDSB Interest Academy.

The pilots commenced in spring 2019 with initial orientation and training for staff from the three schools who were invited to participate. Each school received a copy of The Guide. Included with the guide was specific information related to the second pilot, the OCDSB Interest Academy. As school teams reviewed the information in the guide and were familiarized with the scope of the two pilots, team members from LSS received anecdotal feedback from school staff about both resources. The determination was that the resource was not as successful or helpful as planned and a new way forward was considered.

System Principal Hannah highlighted that an LSS focus this year was examining different ways to connect together. With the 2019-2020 labour disruption and the impact of the COVID-19, there was limited ability to engage in professional learning with the teams. The methodology behind approaching school teams with The Guide has shifted with the current best-practices to stop the spread of the COVID-19. For sanitary reasons the paper binder resource guide is no longer circulated as an instructional aide. An online tool is being developed to serve as a resource for improving the instructional core and teaching specialized differentiation, useful for all special education students. A soft launch for the tool is planned for 2021. Clear directions on initiating the process of an IEP will be stored on the tool to maintain consistency of practice across the District.

System Principal Hannah reported that gifted elementary students from different parts of the city are learning in the Ottawa-Carleton virtual (OVC) schools. In collaboration with Program and Learning (PAL), the pilot plan will be updated to include the creation of OCV remote learning style. Moving forward, staff recommended that the OCV pilot this cross-curricular project in a variety of its classes; both in the regular English or Early French Immersion program and expand the age range for students, to include grades 4 to grades 8. Similar to the previous pilot evaluation plan, the evaluation will be exploratory in nature and will include mainly formative evaluation

activities. Qualitative and quantitative data collection tools examining implementation issues from the perspective of staff, students and parents/guardians will be administered. Staff training sessions will be offered in January 2021.

System Principal Hannah highlighted that in order to further explore the elimination of barriers of access for all students and support underrepresented populations, LSS has begun to investigate the possibility of the use of a universal screening tool. The exploratory exercises currently include: literature reviews, an environmental scan of other school districts in the province, and, the review of possible screening tool options. She noted that further recommendations on the use of the tool are targeted for the spring.

Trustee Boothby requested information on the supports for the in-person gifted students, who will miss the pilot for the Interest Academy. System Principal Hannah responded that an updated memo to SEAC is scheduled for release in January. More information will be presented on the soft launch of the quality programming indicators (QPI) planned for February. Field testing with regular classroom gifted students is planned to seek information on the effectiveness of key strategies as it relates to cross-curricular inquiry-based learning.

Trustee Boothby provided feedback on three factors that should be considered as a part of a QPI online resource to foster a standard for instruction and differentiation for all learners with giftedness: EQAO testing is not an accurate measure for evaluating gifted students, the measurement levels of engagement and measurement of student well-being.

b. Report 20-115, Specialized Program Class Referral Information 2020-2021

Your committee had before it Report 20-115, providing information regarding the specialized program class (SPC) referral and placement process for the 2020-2021 school year.

Superintendent Symmonds noted in 2019-2020 a decision was made to delay the reporting of this information until December going forward, in order to allow for a more accurate reflection of the number of referrals, placements and students waiting for placement. Manager Kay highlighted that starting from the launch of the 2020-2021 school year, the District opened an additional fourteen SPCs across the elementary and secondary panel. Eight additional classes were opened for both elementary and secondary classes. There are concerns about continuing to open a significant number of classes and the impact that this potentially has on

students, families and systems. LSS is examining different ways to provide intensive support in a way that aligns with current best practice and ideas of modern classrooms, as well as equitable support and ensuring positive academic outcomes and well being. She outlined that with the school closure as a result of COVID-19, LSS was not able to collect information specific to professional assessments. LSS has begun work to understand the impact of the school closure on professional assessments and will provide additional recommendations.

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

- The Learning Disability Specialized Intervention Program (LDSIP) program is offered at the junior panel for grades five and six and in the intermediate panel for students in grades seven and eight. It is a one year program with an option for a second year. Trustee Ellis noted the prior closure of some LDSIP classes and emphasized that waiting lists can be problematic for the students as they may "age-out" before they are admitted;
- Where there are waitlists, parents are given the option to place their children in classes outside their geographic area, pending available space;
- New placements are based on need;
- Identification, Placement and Review Committee (IPRC) requests are being routinely addressed;
- When LSS becomes aware of students on a waitlist, specific decisions are made to target support at those school sites, such as deploying the ASD team to build a program with the classroom teacher;
- Though LSS has the capacity to increase staffing with Emergency Educational Assistants (EEAs), there is an ongoing challenge to employ available Educational Assistants (EAs);
- Ms. Houlden expressed the view that SPCs are struggling to provide service and more resources are required. Superintendent Symmonds noted that LSS supports classes through funding and in addition schools have separate budgets to support students with special education needs and can make decisions on allocations at the school-level; and
- Ms. Allen referred to the diverse support and ongoing professional development of support teachers working with

students on the waitlist for SPCs on the multidisciplinary teams. These teams also support staff..

8.2 Special Education Plan (Standards)

a. The Board's Special Education Advisory Committee

System Principal Hannah noted that the contact information for the Board's Special Education Advisory Committee is updated annually. She asked that the committee members provide Coordinator Fenton with information on changes to their contact information.

b. Equipment

System Principal Hannah reported on the enhancements made to the process of acquiring Special Equipment Amount (SEA) for students. The online template processes requests expeditiously. Previously, a recommendation of an assessment report was required. Today only a recommendation from an appropriately qualified professional is required. LSS leverages the Multidisciplinary Team to review requests to ensure they meet the needs of the student.

Trustee Boothby suggested that further language be added to clarify the school involvement in acquiring SEA for students. She noted that clarification on allowance for SEA to be sent home might be helpful to families who encounter socio-economic barriers. She noted the need to include language in the standard on the process, procedures and liability for OCV students accessing SEA to learn remotely.

9. Committee Reports

9.1 Indigenous Education Advisory Committee

There was no report from the Indigenous Education Advisory Committee.

9.2 Advisory Committee on Equity

There was no report from the Advisory Committee on Equity.

9.3 Parent Involvement Committee

Dr. Mamen reported that there were no items contained on the PIC meeting's agenda that were of specific concern to SEAC.

9.4 Advisory Committee on Extended Day and Child Care Program

Trustee Ellis reported that the Advisory Committee on Extended Day and Child Care Program proceeded as an informational meeting as quorum

was not achieved. There has been a significant decline in registration and the high number of staff has impacted the viability of EDP programs. As per policy P.035.SCO, the District shall offer the Extended Day Program at any school site where three or more students have registered and paid for the program.

9.5 Committee of the Whole

Chair Nadon-Campbell noted that she raised the letter from the Thames Valley District School Board SEAC describing the challenges of teaching and learning when the quality of auditory information is compromised with the full coverage of the mouth and nose. In response to the concern, she learned that educators may approach their supervisors for guidance and apply for these funds through SEA. She requested that the committee consider next steps to advance concerns from the school-community around the matter. This discussion was deferred until 2021.

Chair Nadon-Campbell reported that a delegation from Decoding Dyslexia Ontario presented in the Committee of the Whole meeting of 8 December 2020. A SEAC discussion ensued on competing interests for advocating certain styles of reading.

9.6 Board

There was no report from the Board.

10. New Business

10.1 Forward Agenda Planning

Forward agenda planning was deferred until 6 January 2021.

11. Adjournment

The meeting adjourned at 10:17 p.m.

Sonia Nadon-Campbell
 Chair, Special Education
 Advisory Committee

Special Education Advisory Committee (SEAC) Forward Agenda 2020-2021					
SEAC Forward Agenda 2020/21	Champion high learning expectations for all students in all programs	Prioritize the dignity and well-being of students in inclusive and caring classrooms	Remove barriers to equity of access, opportunity, and outcomes	Advising the District on key initiatives	Special Education Plan Standards
9 Sept	Summer Transition Programs	Outbreak Management	Transportation of Students	Update on the re-opening of schools	
7 Oct			The Roadmap Presentation	Re-opening Plans for Special Education Delivery	Transportation
4 Nov	Memo 20-137, Location of Specialized Classrooms	Report 20-090, Consultation Plan to Review Police Involvement in OCDSB Schools	Memo 20-139, Special Education Consultation Plan 2020-2021- SEAC Revision and Consultation Process		<ul style="list-style-type: none"> • Special Education Staff • IPRC Process and Appeals
9 Dec		Annual Report on Student Suspensions	Development of a Human Rights Policy (C. Tanner)	<ul style="list-style-type: none"> • Elections 	<ul style="list-style-type: none"> • The Board's Special Education Advisory Committee • Equipment
<u>To be scheduled:</u>					
Valuing Voices Presentation from the Identity-Based Data Collection					

SEAC Forward Agenda 2020/21	Champion high learning expectations for all students in all programs	Prioritize the dignity and well-being of students in inclusive and caring classrooms	Remove barriers to equity of access, opportunity, and outcomes	Advising the District on key initiatives	Special Education Plan Standards
6 Jan				<ul style="list-style-type: none"> 2021-2022 Budget Update 	<ul style="list-style-type: none"> The OCDSB General Model for Special Education Individual Education Plans (IEPs) Staff Development
3 Feb					<ul style="list-style-type: none"> Early Identification Procedures / Intervention Strategies and Educational and Other Assessments
3 Mar				2021-2022 Budget-SEAC's Priority Considerations	All Standards for 'Independent Review' due back by 1 March 2021.
7 Apr	Right to Ready Inquiry Results				
5 May	Special Education Plan 2020-2021		Update on Roadmap Milestones		
2 June	Summer Transition Program Update	Summer Mental Health Supports			



MEMORANDUM

TO: Special Education Advisory Committee

FROM: Mike Carson, Chief Financial Officer

DATE: 06 January 2021

RE: **2020-2021 OCDSB Budget and Special Education Financial Overview**

In preparation for the SEAC presentation of 06 January 2021 regarding the OCDSB's 2020-2021 Budget and financial overview of Special Education, please find attached:

- i. Comparative summary of Special Education Revenues
- ii. Comparative summary Special Education Expenditures
- iii. Special Education Allocations from the Ministry's Education Finance Information System (EFIS) - OCDSB 2020-21 Estimates
- iv. Enveloping - Special Education from the Ministry's Education Finance Information System (EFIS) - OCDSB 2020-21 Estimates

I am also providing committee members with links to the following supplementary information:

- a. OCDSB 2020-2021 Budget:
<https://ocdsb.ca/cms/One.aspx?portalId=55478&pageId=173455>
- b. Ministry of Education 2020-21 Technical Paper:
<http://www.edu.gov.on.ca/eng/funding/2021/2020-21-technical-paper.pdf>
- c. 2020-21 Education Funding: A Guide to Special Education Grant:
<http://www.edu.gov.on.ca/eng/funding/2021/special-education-guide-2020-21.pdf>

Should you have any questions, please contact Mike Carson, Chief Financial Officer, at michael.carson@ocdsb.ca.

Attach.

cc: Corporate Records.

Ottawa-Carleton District School Board
Special Education Comparative Summary

Revenues	2018-2019 Year End	2019-2020 Approved Budget	2019-2020 Revised Estimates	2019-2020 Year End	2020-2021 Approved Budget
Special Education Allocation					
Special Education Per Pupil Amount (SEPPA)	\$ 55,797,894	\$ 56,945,326	\$ 57,004,029	\$ 57,487,161	\$ 58,658,988
Differentiated Special Education Needs Amount (DSENA)	36,748,433	37,425,366	37,425,366	37,636,755	37,686,292
Behavioural Expertise Amount (BEA)	409,889	824,514	823,857	828,084	841,703
Special Incidence Portion (SIP)	2,704,644	2,700,000	2,572,000	2,636,974	2,572,000
Specialized Equipment Amount (SEA)	3,318,238	3,352,299	3,352,710	3,347,733	3,381,954
Less SEA Deferred revenue	(890,798)	(991,329)	(991,329)	(1,458,719)	(954,514)
Total Special Education Grants	\$ 98,088,300	\$ 100,256,176	\$ 100,186,633	\$ 100,477,988	\$ 102,186,423
Special Education Grant Allocations					
Proportionate Foundation Allocation	\$ 8,968,225	\$ 8,620,372	\$ 8,264,511	\$ 8,573,271	\$ 9,194,346
Proportionate Teacher Compensation Allocation	1,487,409	1,485,850	1,390,888	1,429,063	1,470,596
Total Special Education Grant Allocations	\$ 10,455,634	\$ 10,106,222	\$ 9,655,399	\$ 10,002,334	\$ 10,664,942
Special Education Other Grants					
Summer Learning Program	\$ 94,132	\$ 94,990	\$ 94,990	\$ -	\$ 123,177
Local Priorities Fund (Teachers, PSSP, and Educational Assistants)	4,000,620	-	-	-	-
Program Leadership Allocation - Mental Health Leader component	141,124	142,333	142,333	143,758	144,990
Total Special Education - Other Grants	\$ 4,235,876	\$ 237,323	\$ 237,323	\$ 143,758	\$ 268,167
Special Education Other Income					
Other Revenue From Recoveries	\$ 755,349	\$ 693,539	\$ 693,539	\$ 598,764	\$ 693,539
Priorities and Partnerships Fund (PPF)	1,446,069	1,211,184	842,217	1,140,487	414,693
Employee Life and Health Benefit Trust (Proportionate share)	3,258,826	3,316,916	3,369,351	3,330,813	3,661,966
Total Special Education Other Income	\$ 5,460,244	\$ 5,221,639	\$ 4,905,107	\$ 5,070,064	\$ 4,770,198
Total Revenues	\$ 118,240,054	\$ 115,821,360	\$ 114,984,462	\$ 115,694,144	\$ 117,889,730

Expenditures	2018-2019 Year End	2019-2020 Approved Budget	2019-2020 Revised Estimates	2019-2020 Year End	2020-2021 Approved Budget
Staffing	\$ 115,457,708	\$ 115,370,788	\$ 113,694,441	\$ 115,996,448	\$ 123,723,041
Operating	8,393,675	8,349,762	8,763,102	6,555,682	7,651,250
Total Expenditures	\$ 123,851,383	\$ 123,720,549	\$ 122,457,543	\$ 122,552,130	\$ 131,374,291
Projected (Shortfall) / Surplus	\$ (5,611,329)	\$ (7,899,189)	\$ (7,473,081)	\$ (6,857,986)	\$ (13,484,561)

Numbers may not add due to rounding

Ottawa-Carleton District School Board Special Education Comparative Summary

Expenditures	2018-2019 Year End		2019-2020 Approved Budget		2019-2020 Revised Estimates		2019-2020 Year End		2020-2021 Approved Budget	
	FTE	COSTS	FTE	COSTS	FTE	COSTS	FTE	COSTS	FTE	COSTS
Teaching Staff										
Elementary Teaching	473.30	\$ 50,212,701	467.32	\$ 49,673,795	467.28	\$ 49,669,677	467.30	\$ 49,671,669	470.75	\$ 51,314,704
Secondary Teaching	128.55	14,023,279	128.74	13,668,808	128.42	13,634,680	134.35	14,264,443	136.32	14,843,559
Total Teaching Staff	601.85	\$ 64,235,980	596.06	\$ 63,342,603	595.70	\$ 63,304,357	601.65	\$ 63,936,112	607.07	\$ 66,158,263
Educational Assistants										
	707.90	\$ 41,327,312	729.00	\$ 41,706,853	754.00	\$ 40,163,754	739.30	\$ 42,922,533	792.50	\$ 46,554,069
Total Educational Assistants	707.90	\$ 41,327,312	729.00	\$ 41,706,853	754.00	\$ 40,163,754	739.30	\$ 42,922,533	792.50	\$ 46,554,069
Professional Student Services Personnel (PSSP)										
Psychologists	23.90	\$ 2,663,980	25.29	\$ 2,768,605	25.29	\$ 2,768,605	19.31	\$ 1,915,494	25.74	\$ 2,921,780
Social Workers	21.23	2,549,882	24.03	2,324,063	24.03	2,324,063	22.57	2,225,324	24.75	2,563,621
Speech and Language Pathologists	24.57	2,747,310	26.10	2,490,437	26.10	2,490,437	26.59	2,734,071	27.27	2,721,339
Orientation & Mobility Instructor, Behavioural Analysts, and Communication Disorder Assistant	-	30,782	6.00	441,136	6.00	441,136	6.00	410,654	6.00	453,359
Casual PSSP for budget pressures	-	-	-	40,000	-	40,000	-	20,770	-	40,000
Total Professional Student Services Personnel Staff	69.70	\$ 7,991,954	81.42	\$ 8,064,241	81.42	\$ 8,064,241	74.47	\$ 7,306,312	83.76	\$ 8,700,099
Total Administration and Support Staff										
Principals and Vice-Principals	4.50	\$ 597,483	5.00	\$ 698,317	5.00	\$ 698,317	5.00	\$ 641,955	4.75	\$ 680,153
Administration and Support Staff										
Program Evaluator	1.00	\$ 98,635	1.00	\$ 108,962	1.00	\$ 108,962	1.00	\$ 98,267	1.00	\$ 111,248
Managers/Supervisors of Professional Services	5.00	761,662	5.00	753,848	5.00	753,848	5.00	732,453	5.00	790,674
Braillist, Behaviour Management Technician and Behavior Coordinator	1.00	68,215	3.00	230,659	2.00	135,558	1.00	70,444	3.00	244,804
Office Support Staff at Crystal Bay and Clifford Bowey	3.00	171,954	3.00	170,864	3.00	170,864	2.50	142,386	3.00	186,244
Child and Youth Worker and SIP Consultant	-	45,000	-	128,839	-	128,939	-	45,000	-	128,939
Feeding Skills Assistants	-	31,073	-	25,000	-	25,000	-	17,865	-	25,000
Technicians - Equipment Support	2.00	128,439	2.00	140,602	2.00	140,602	1.00	83,120	1.00	143,548
Administration and Support Staff	12.00	1,304,979	14.00	1,558,774	13.00	1,463,773	10.50	1,189,536	13.00	1,630,457
Total Administration & Support Staff	16.50	\$ 1,902,462	19.00	\$ 2,257,091	18.00	\$ 2,162,089	15.50	\$ 1,831,491	17.75	\$ 2,310,610
Total Special Education Staff	1,395.95	\$ 115,457,708	1,425.48	\$ 115,370,788	1,449.12	\$ 113,694,441	1,430.92	\$ 115,996,448	1,501.08	\$ 123,723,041
Operating Budget										
General Operating Budget		\$ 1,762,333		\$ 2,070,608		\$ 2,070,608		\$ 2,375,978		\$ 1,970,607
Specialized Equipment for Students		2,427,440		2,378,970		2,427,500		915,018		2,515,529
Summer Learning Program		586,793		610,800		610,800		2,059		610,800
Short Term Response Fund		462,799		474,000		1,924,406		470,631		474,000
Occasional Teachers for Special Education Teachers		1,340,298		1,332,864		1,332,259		1,341,732		1,394,285
Staff Development		131,631		271,336		171,336		177,361		271,336
Other Programs / Priorities and Partnerships Fund (PPF) Expenses		1,682,381		1,211,184		226,193		1,272,903		414,693
Total Operating Budget		\$ 8,393,675		\$ 8,349,762		\$ 8,763,102		\$ 6,555,682		\$ 7,651,250
Grand Total	1,395.95	\$ 123,851,383	1,425.48	\$ 123,720,549	1,449.12	\$ 122,457,543	1,430.92	\$ 122,552,130	1,501.08	\$ 131,374,291

Numbers may not add due to rounding

Section 2 - Special Education Allocation

	Elementary	Secondary	Total
SEPPA			
2.1 Total SEPPA	46,343,698	12,315,290	58,658,988
.....(Elem: (JK to Gr.3 (ADE x SEPPA Benchmark \$1,035.38)) + (Gr. 4-8 ADE x SEPPA Benchmark \$795.31))			
.....(Sec: Secondary (ADE x SEPPA Benchmark \$524.95)))			
Special Education Equipment Amount			
2.2.1 SEA Claim Based Amount	550,162	137,541	687,703
2.2.2 SEA Board Amount	6,845	3,155	10,000
2.2.3 SEA Per Pupil Amount	1,837,324	846,927	2,684,251
.....ADE x Special Equipment Amount \$36.101			
2.2.4 Total SEA Allocation	2,394,331	987,623	3,381,954
Differentiated Special Education Needs Amount			
2.3.2 Differentiated Special Education Needs (DSENA) - Measures of Variability amount			36,052,890
.....Projected Measures of Variability Amount + Projected MOV Special Education Statistical Prediction Model Amount, col. 3 + col. 4, \$8,159,003.00 + \$27,893,887.00,GSN regulation table. 2020-21.			
2.3.3 DSENA Based Amount for Collaboration and Integration			468,832
2.3.4 Number of MDTs			6
2.3.5 MDT Expenses			405,103
2.3.6 Total MDTs Support Amount			405,103
.....If 2.3.5 > 0, then (lesser of 4 or item 2.3.4) / 4 * \$405,103, otherwise 0			
2.3.7 Multidisciplinary teams other staffing resources			759,467
2.3.8 Northern Adjustment			-
2.4 Total DSENA Excluding SIP (Note 1)	25,795,626	11,890,666	37,686,292
..... Item 2.3.2 + 2.3.3 + 2.3.6 + 2.3.7 + 2.3.8			
2.5 Approved SIP	2,443,400	128,600	2,572,000
Education and Community Partnership Programs (ECP) Amount			
2.6 Salary and Supplies in Approved Facilities	-	-	-
2.7 Furniture and Equipment in Approved Facilities	-	-	-
2.10 Approved Costs for Education and Community Partnership Programs (ECP) Amount	-	-	-
2.11 ECP Adjustment	0	-	0
2.12 Total Education and Community Partnership Programs (ECP) Amount	0	-	0
Behavioural Expertise			
2.13 ABA Expertise Professionals board allocation	123,166	56,774	179,940
2.14 ABA Expertise Professionals per pupil allocation	301,801	139,117	440,919
..... ADE x Behavioural Expertise per pupil benchmark \$5.93			
2.15 ABA Training Amount board allocation	1,027	473	1,500
2.16 ABA Training Amount per pupil allocation	150,137	69,207	219,344
..... ADE x ABA Training Per Pupil Benchmark \$2.95			
2.16.1 ABA Expertise Professionals number of FTEs	-	-	-
2.17 Total Behavioural Expertise amount	576,131	265,572	841,703
.....(Sum of Items 2.13 to 2.16)			
2.18 Special Education Allocation	77,553,186	25,587,751	103,140,937
..... Item 2.1 + 2.2.4 + 2.4 + 2.5 + 2.12 + 2.17			

Note 1: The total Differentiated Special Education Needs Amount allocated to the Elementary and Secondary panel is based on proportions of the panel's ADE relative to Total Day School.

Data Form A2 - Enveloping Special Education

Special Education Self-Contained Classes Category		Number of Pupils Oct. 31	Average Daily Enrolment
2	JK - SK	33	33.00
2.1	Grades 1 to 3	323	323.00
2.2	Grades 4 to 8	984	984.00
2.3	Total Secondary	614	614.00
	Total Day School	1,954	1,954.00

Calculation of Incremental Special Education Expenses:

2.4	Special Education Category - Enveloping Operating ExpensesTotals from Schedule 10A & 10B	131,374,290
2.5	Special Education Category - Enveloping Net Strike Savings	-
2.6	Special Education Category - Special Education Expenses for Pupils who are not Pupils of the Board	-

2.9 Total Other Revenue Sources - Special Education

2.9a	Braillist/Visually Impaired	469,439
2.9b	MISC PPF's	414,693
2.9c	MISC	224,100

2.9.1 Total Other Revenue Sources - Special Education - Enveloping Amount **1,108,232**

2.10	Special Education Category - Enveloping Net ExpensesItem 2.4 + item 2.5 - item 2.6 - item 2.9.1	130,266,058
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Allocations for pupils in self-contained special education classes:

	Enveloping Factor	Enveloping Amount
2.11a Special Education Self-Contained Classes - Pupil Foundation - JK - SK :(ADE Item 2) x Enveloping Factor	4,208.78	138,890
2.11b Special Education Self-Contained Classes - Pupil Foundation - Grades 1 to 3(ADE Item 2.1) x Enveloping Factor	5,368.07	1,733,887
2.11c Special Education Self-Contained Classes - Pupil Foundation - Grades 4 to 8(ADE Item 2.2) x Enveloping Factor	4,382.55	4,312,429
2.12 Special Education Self-Contained Classes - Pupil Foundation - Secondary(ADE Item 2.3) x Enveloping Factor	4,900.88	3,009,140
2.13 Special Education Self-Contained Classes - FFL - Elementary(Number of Pupils Item 2, Item 2.1, Item 2.2) x Enveloping Factor	576.24	0
2.14 Special Education Self-Contained Classes - FFL - Secondary(ADE Item 2.3) x Enveloping Factor	709.37	0
2.15a Special Education Self-Contained Classes - Teacher Q&E - JK - SK :(ADE Item 2 x Section 7, Item 7.8 JK to SK) x Enveloping Factor	0.9728	21,655
2.15b Special Education Self-Contained Classes - Teacher Q&E - Grades 1 to 3(ADE Item 2.1 x Section 7, Item 7.8 Gr.1 to 3) x Enveloping Factor	0.9787	272,723
2.15c Special Education Self-Contained Classes - Teacher Q&E - Grades 4 to 8(ADE Item 2.2 x Section 7, Item 7.8 Gr.4 to 8) x Enveloping Factor	0.9739	673,477

Data Form A2 - Enveloping Special Education

2.16	Special Education Self-Contained Classes - Teacher Q&E - Secondary(ADE Item 2.3 x Section 7, Item 7.8 Sec.) x Enveloping Factor		0.9373	502,741
<hr/>				
2.17	Special Education Category - Enveloping Incremental Expenses(Item 2.10 less (sum of Items 2.11a to 2.16))			119,601,116
		Special Education -	Special Education -	Special Education -
		SEA	ABA Training	Northern Adj.
		Regular		Regular
2.18	Enveloping Current Year Allocation	2,694,251	220,844	-
2.18.1	Enveloping Transfer to Other Boards			-
2.19.1	Enveloping Beginning BalanceSchedule 5.1, Column 1	6,940,044	0	0
2.19.2	Enveloping Earnings on Deferred Revenue and AdjustmentSchedule 5.1, Column 2.1 + 3	-	-	-
2.19.3	Enveloping Transfer from Other Boards			-
2.20	Enveloping Total Deferred Revenue AvailableItem 2.18 - item 2.18.1 + item 2.19.1 + item 2.19.2 + item 2.19.3	9,634,295	220,844	-
2.21	Enveloping Incremental ExpensesSpecial Education regular amount is equal to Item 2.17 less expenses inputted for SEA, ABA Training, and NSI	1,739,737	220,844	-
2.22	Enveloping Expenses in excess of Available Deferred RevenuesGreater of Item 2.21 less item 2.20 and zero (Note 1)	0	0	-
<hr/>				
2.23	Enveloping Transferred to RevenueLesser of items 2.20 and 2.21 for SEA and ABA Training, item 2.18.1 + lesser of items 2.20 and 2.21 for NSI, lesser of items 2.20 and (sum of items 2.21 and 2.22) for Special Education Regular Amount	1,739,737	220,844	-
				100,225,842

Note 1: Amount under SEA, ABA Training and NSI will be transferred to Special Education regular amount



MEMORANDUM

Memo No. 21-001

TO: Special Education Advisory Committee (SEAC)

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

DATE: 6 January 2021

RE: **Learning Support for Students with Special Education Needs**

The purpose of this memorandum is to provide the Ottawa-Carleton District School Board (OCDSB) Special Education Advisory Committee (SEAC) with an overview of the content and the planned release process for the OCDSB *Learning Support for Students with Special Education Needs* resource.

The OCDSB *Learning Support for Students with Special Education Needs* resource is intended to be the foundation for all OCDSB staff that work in classrooms and schools to understand their role in ensuring inclusion for all. The goal of the resource will be to support staff to tailor special education programs and services in the OCDSB for all learners. It ensures educators (teachers, Early Childhood Educators (ECE), Educational Assistants (EA), and administrators) have the essential information, tools and resources to provide personalized and precise support. Educators will be able to use the resource to guide professional learning as they build capacity in meeting the needs of all students. Further, as capacity improves, practices intended to support specific students may also support all students (i.e. what is necessary for some is beneficial for many).

Background

In 2012, Learning Support Services (LSS) developed the resource *Quality Programming Indicators - Promoting the consistent delivery of quality special education programs and services across the Ottawa-Carleton District School Board*. The purpose of this document was to outline all of the Quality Program Indicators (QPI) for each specialized program class. The intent was for school administrators and specialized program class staff to have a comprehensive overview of each specialized class as well as the quality program indicators that should be consistently applied in these settings.

Since 2012, the work of LSS has been informed by professional development and new provincial directions, including the following resources, *Learning for All - A Guide to Effective Assessment and Instruction for all Students, Kindergarten to Grade 12* (2013), *Including Students with Special Education Needs in French as a Second Language Programs - Guide for Ontario Schools* (2015), and *Special Education in Ontario - Kindergarten to Grade 12 Policy and Resource Guide Draft* (2017). The OCDSB Exit Outcomes, the OCDSB Strategic Plan 2019-2023, and the OCDSB Indigenous, Equity, and Human Rights Roadmap 2020-2023, have also contributed to the rationale behind the review and format of this resource.

Resource Overview

The updated resource, *Learning Support for Students with Special Education Needs* affirms that the needs of special education students are not only the work of administrators and staff in schools with specialized program classes, rather it is the collective responsibility of all District staff to support Universal Design for Learning (UDL) and differentiated instruction. The purpose of this updated resource is to provide a comprehensive overview of quality programming to meet the needs of special education students within both the regular and specialized program classes in K to 12 settings.

Indicators of quality programming will focus on the following topics: Class Profiles; the Tiered Approach to Intervention; Individual Education Plans; Transition Plans; Assessment and Evaluation; Assistive Technology; Specialized Program Classes; and quality program look-fors by exceptionality. The format of this resource is a Google site and the intention is that it will be housed within the OCDSB Staff Portal.

Resource Targeted Release Process

A soft launch of the resource will be intentionally phased in beginning in February 2021 and ending in June 2021. The intention of a targeted launch of different sections of the resource is to allow LSS to field test different components. The field testing will have the goal of eliciting feedback from the system to ensure effectiveness and usability. The feedback provided will be reviewed and implemented where possible for the official launch of the resource in September 2021.

It should be noted that when the resource is officially launched in September 2021, it is intended to be an online resource. Similar to the *Special Education in Ontario - Kindergarten to Grade 12 Policy and Resource Guide Draft (2017)*, this resource will continue to be in a perpetual draft version. This will help to facilitate ongoing updates and additions that reflect new resources and understanding.

The following is an overview of the targeted phased in launch of the resource:

Timeline	Resource Content Area(s)
February 2021	<ul style="list-style-type: none"> ● Specialized Program Classes ● Individual Education Plans (IEPs) ● Transition Plans ● Assessment and Evaluation ● Quality Program Look-fors by Exceptionality <ul style="list-style-type: none"> ○ Blind/Low Vision (B/LV) ○ Giftedness
April 2021	<ul style="list-style-type: none"> ● Identification, Placement, and, Review Committee (IPRC) ● Tiered Approach to Intervention ● Class Profile ● Quality Program Look-fors by Exceptionality <ul style="list-style-type: none"> ○ Behaviour ○ Autism Spectrum Disorder (ASD) ○ Deaf / Hard of Hearing (D/HH)

September 2021	<p>All mentioned previously in addition to the following:</p> <ul style="list-style-type: none"> ● Resources (All exceptionalities) ● Learning Support Services Teams ● Quality Program Look-fors by Exceptionality <ul style="list-style-type: none"> ○ Developmental Disability ○ Language Impairment ○ Learning Disability ○ Mild Intellectual Disability ○ Physical Disability ○ Speech Impairment ○ Multiple Exceptionality
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This initiative is directly linked to the District's Strategic Plan. Specifically, this initiative supports the District's goals of ensuring:

- equitable access to learning;
- modernization of instructional practices;
- rich programming that has high expectations for learning; and
- the priority of dignity and well-being of students in inclusive and caring classrooms.

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

cc Senior Staff
Manager Board Services
Corporate Records



Individual Education Plans (IEP)

Purpose of the Standard

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

An IEP is a written plan describing the special education program and/or services required by a particular student on an ongoing basis. The IEP outlines the student's areas of strengths and needs as well as the program a student requires for instruction and assessment. The IEP is a working document that contains a transition plan and any record of required accommodations, modifications, or alternative programs needed to help a student achieve their learning expectations identified in the IEP.

The IEP reflects the school board's and the principal's commitment to provide, within the resources available to the school board, the special education program and services needed to meet the identified strengths and needs of the student. The IEP helps teachers monitor the student's progress and provides a framework for communicating the information about the student's progress to parent(s)/guardian(s) and student.

Implementation of the Ministry of Education Standards

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

IEP Development for Identified Students

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

Purpose of an IEP

The IEP will:

- be developed for each student who is identified as exceptional through the Identification Placement and Review Committee (IPRC) process;





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

Overview of the IEP Process

A team approach should underlie the IEP process and the process should focus on how the student is expected to progress through the Ontario curriculum, with accommodations, modified expectations, and / or alternative programs (not described in the Ontario curriculum).

The IEP Process can be broken down into five phases:

1. Gathering information
2. Setting the direction
3. Developing the IEP as it relates to the student's special education program and services
4. Implementing the IEP
5. Reviewing and updating the IEP

Within each phase, several steps are taken to inform the development of an IEP. Here is an overview of some of the possible actions that may be taken within each phase:

Gathering information

- review student's Ontario Student Record (OSR) (including the IPRC's statement of decision and / or previous IEPs);
- consult with parents / guardians, the student (if appropriate), school staff, and other professionals;
- gather information through observation of the student;
- conduct further assessments, if necessary

Setting the direction

- establish a collaborative approach;
- establish roles and responsibilities;
- begin the work on the IEP by identifying the student's strengths and needs, as identified in the IPRC's statement of decision, where applicable

Developing the IEP

- incorporate program suggestions from the IPRC (if applicable);





- incorporate applied behaviour analysis (ABA) methods into the IEP for students with Autism Spectrum Disorder (ASD), where appropriate;
- determine for every subject or course, the program option that will best suit the student's needs (i.e., whether the student requires accommodations only or accommodations and modifications and whether alternative programs are required and document them);
- plan for and document required human resources;
- record information pertaining to individualized equipment (if required), evaluation and reporting, and provincial assessments (if required);
- develop a transition plan;
- record parent / guardian / student consultations;
- ensure signature is provided by school principal

Implementing the IEP

- share the completed IEP with the student, parents / guardians, school staff, and other professional (if appropriate);
- put the IEP into practice (classroom / subject teachers' / support personnel) and continuously assess the student's progress;
- adjust the IEP if necessary (ensure to record any changes);
- evaluate the student's learning and report the results of the evaluation to the parents / guardians (if appropriate)

Review and Update the IEP

- update the learning expectations at the beginning of each reporting period;
- review the IEP regularly, including the transition plan, and record the revisions;
- store the IEP in the documentation file in the student's Ontario Student Record (OSR)

It is important to note that the phases described above appear to be linear, but it is important to note that the IEP process is cyclical. Best practices involve ongoing review, evaluation, and adjustment when required.

Transition Plans

Transition plans are included in the IEP and are developed to assist students in successful transitions (e.g. from activity to activity, class to class, from high school to post-secondary activities, etc.) by outlining goals, actions required to meet those goals, identifying individuals responsible for the actions, and specifying timelines to guide the plan.

The creation of transition plans is legislated and can be found in the following regulatory and policy documents:

Ontario Regulation 181/98 requires that for exceptional students who are age 14 or older and who are not identified solely as gifted, the student's IEP must include a





transition plan for the student's transition from school to work, for further education, and/or community living.

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

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

In practice, schools within the OCDSB engage in a range of transition planning tasks to support students as they transition from one placement to another. A key component to successful transition planning is ensuring that all of the required information is shared seamlessly with the schools and staff involved. The transition plan is developed as a component of the IEP. All transition plans must be developed in consultation with the parent / guardian, student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary. Every transition plan will identify specific transition goals, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each identified action. Each transition plan will be reviewed and/or revised at least once each reporting period to identify tasks completed to date and to include new ones that are individualized and appropriate for the student.

Dispute Resolution Process

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

[OCDSB Complaint Resolution Procedure.](#)

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

Storage of IEPs

A student's IEP must be included in the student's Ontario Student Record (OSR). This requirement ensures that the student's relevant assessment data and information about their strengths and needs and learning expectations are available to teachers working





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

with them. To ensure that the IEP stored in the OSR is up to date, the working copy of the IEP should replace the filed copy at the end of each school year or semester, or when the student transfers to another school.

Results of the Ministry of Education IEP Review

There were no Ministry of Education IEP reviews in the 2019-2020 school year.

OCDSB IEP Template 2019-2020

IEP Cover Page	
Name: _____	DOB: _____
Grade: _____	Student OEN: _____
REASON FOR DEVELOPING THE IEP	
<input type="checkbox"/> Student identified as exceptional by IPRC	<input type="checkbox"/> Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations
STUDENT PROFILE	
Gender: _____	School Year: _____
Most Recent IPRC Date: _____	
Statement of Decision: <input type="checkbox"/> Exceptional <input type="checkbox"/> Not Exceptional <input type="checkbox"/> Non-Identified	
Exceptionality 1:	
Exceptionality 2:	
Special Education Placement:	
<input type="checkbox"/> Regular class with indirect support	<input type="checkbox"/> Regular class with resource assistance
<input type="checkbox"/> Regular class with withdrawal assistance	<input type="checkbox"/> Special education class with partial integration
<input type="checkbox"/> Special education class full time	
Reason for Placement:	
Program:	

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IEP Cover Page

Name: _____

DOB: _____

Grade: _____

Student OBN: _____

Exceptionality Definitions

Exceptionality	Ministry of Education Definition

Page ii

Assessments

Name: _____

DOB: _____

Grade: _____

Student OBN: _____

ASSESSMENT DATA

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

Information Source	Date	Summary of Results	Comments

Areas of Strength	Areas of Need

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

- | | |
|---|--|
| <input type="checkbox"/> Catheterization | <input type="checkbox"/> Dressing |
| <input type="checkbox"/> Injections | <input type="checkbox"/> Lifting |
| <input type="checkbox"/> Muscle strengthening | <input type="checkbox"/> Personal care |
| <input type="checkbox"/> Stretching | <input type="checkbox"/> Cuckoning |
| <input type="checkbox"/> Toiletting | <input type="checkbox"/> Tube feeding |
| <input type="checkbox"/> Other | |

Health Support Additional Notes:

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DISTRICT SCHOOL BOARD

Courses and Accommodations

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

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES
Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

1. _____ MOD AC ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions
 Yes (provide educational rationale) No

Complete for secondary students only:
Student is currently working towards attainment of the:
 Ontario Secondary School Diploma Ontario Secondary School Certificate Certificate of Accomplishment

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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment Yes (list below) No SEA Status: _____

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

Accommodations: Yes (list below) No

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

-

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

-

Page 4

Courses and Accommodations

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

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

-

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Special Education Program

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

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

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

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

Page 6

Transition

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

Transition Goals:

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

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Human Resources & IEP Team

Name: _____ DOB: _____
 Grace: _____ Student OEN: _____

HUMAN RESOURCES (teaching/non-teaching)

Service	Provider	Initiation Date	Frequency	Location(s)

EVALUATION

Reporting Dates: _____

Reporting Format

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

IEP TEAM

IEP Developed by:

Staff Member	Position	Staff Member	Position

Sources Consulted in the Development of the IEP

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

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

Date of Placement: _____

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





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Consultation Log & Signatures

Name: _____ DOD: _____
Grade: _____ Student OEN: _____

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

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

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

Signature of Principal _____ Date _____

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

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

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

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

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





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

IEP Consultation Form

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

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

1. Medical:

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

2. Testing/Assessment Results:

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

3. Previously Successful Strategies:

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

4. Parental or Other Supports:

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

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

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

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

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

Date

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

Date

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

IEP Summary Layout

CONFIDENTIAL (For teacher/school use only)

STUDENT PROFILE

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

Placement Decision	Recommended Program

STUDENT STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

ACCOMMODATIONS

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

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

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

Accommodations:

Modified Subjects:

Comments:





Ministry of Education Exceptionalities	
Category	Exceptionality
Behavioural	Behavioural
Communicational	Autism Deaf and Hard of Hearing Language Impairment Speech Impairment Learning Disability
Intellectual	Giftedness Mild Intellectual Disability Developmental Disability
Physical	Physical Disability Blind and Low Vision
Multiple	Multiple Exceptionalities

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





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

Strengths	
Artistic Expression Auditory Braille Skills Communication Skills Creative Problem Solving Daily Living Skills Decoding Expressive Language Fine Motor Skills General Knowledge Gross Motor Skills Intellectual Aptitude Interpersonal Skills Keyboarding Kinesthetic Memory Skills Mobility Skills Multimodal Learning Style Musical/Rhythmic Ability	Numeration Orientation Skills Organizational Skills Perseverance/ Motivation to Learn Positive Attitude Problem Solving Skills Reading Comprehension Receptive Language Receptive/Expressive Language Self-Advocacy Skills Self-Regulation Skills Sign Language Skills Tactile Task Persistence Time Management Skills Visual Visual Perceptions Skills Word Attack Skills Written Expression
Needs	
Attention skills Auditory perceptual skills Auditory skills Braille skills Communication skills Creative thinking skills Critical thinking skills Decoding Skills Expressive Language Fine motor skills Gross motor skills Impulse control skills Information processing skills Leadership skills Memory skills Mobility skills Non-verbal communication skills	Numeration Organizational skills Orientation and mobility skills Orientation Skills Personal Care Skills Personal Safety Skills Problem Solving Skills Reading Comprehension Receptive Language Receptive/expressive Language Residual Hearing and Auditory Skills Self-advocacy Skills Self-regulation Skills Sign Language Skills Social Skills Spatial Skills Speech/articulation Skills Tactile Perceptual Skills





Needs (continued)	
Task Persistence Skills Time Management Skills Visual efficiency	Visual motor integration Visual Perception Skills Visual Perceptual
Assessment Sources	
Audiological assessment Behavioural assessment Developmental assessment Educational assessment Functional visual assessment Group ability test e.g., Canadian Cognitive Abilities Test Medical assessment Occupational therapy assessment Orientation skills Personal care skills	Personal safety skills Pediatric assessment Physiotherapy assessment Psychiatric assessment Psychological assessment Psycho-Educational assessment Social work assessment Speech/language assessment Vision Technology assessment Wechsler-Fundamentals assessment Orientation and Mobility assessment
Assessment Summary	
<p>Report describes significant behavioural problems</p> <p>Report indicates adaptive equipment essential to access the curriculum</p> <p>Report indicates areas of need in ...</p> <p>Report indicates assistive technology essential to access the curriculum</p> <p>Report indicates blind/low vision</p> <p>Report indicates mild adaptive functioning delays</p> <p>Report indicates mild articulation difficulty</p> <p>Report indicates mild developmental delays</p> <p>Report indicates mild hearing loss</p> <p>Report indicates mild intellectual disability</p> <p>Report indicates mild/moderate/severe adaptive functioning delays</p> <p>Report indicates mild/moderate/severe articulation difficulty</p> <p>Report indicates mild/moderate/severe developmental delays</p> <p>Report indicates mild/moderate/severe/profound hearing loss</p> <p>Report indicates moderate adaptive functioning delays</p> <p>Report indicates moderate articulation difficulty</p> <p>Report indicates moderate developmental delays</p> <p>Report indicates moderate hearing loss</p> <p>Report indicates profound hearing loss</p>	





Assessment Summary

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

Education Quality and Accountability Office (EQAO)

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

Accommodations

Below are accommodations:

Instructional

- | | |
|---|--|
| <ul style="list-style-type: none"> • Anxiety/stress reducers • Ability grouping • Assistive technology • Audio texts • Augmentative and alternative communications systems • Buddy/peer tutoring • Carry and match system • Close-ended activities • Colour cues • Computer options • Concrete/hands-on materials • Contracts • Creative thinking tasks • Critical thinking tasks • Differentiated tasks | <ul style="list-style-type: none"> • Gesture cues • Graphic organizers • High structure • Increased challenge through higher level thinking skills • Large-size font • Leveled breaks • Manipulatives • Memory aids • Dramatizing information • Duplicated notes • Extra time for processing • Fading prompts • First/Then • Forward/backward chaining • Functional tasks |
|---|--|





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Instructional (*Continued*)

- | | |
|--|---|
| <ul style="list-style-type: none"> • Mind maps • More frequent breaks • Multi-sensory presentations • Non-verbal signals • Prompts to return student's attention to task • Note-taking assistance • Organization coaching • Partnering • Positive reinforcement • Pre-cueing • Preferred activities/items/topics • Product differentiation • Prompting (verbal, visual) • Prompting/modeling/redirection/fading • Provide choice • Reduced/simplified language • Reduced/uncluttered format • Reduction in the number of tasks used to practice a concept or skill | <ul style="list-style-type: none"> • Rehearsal strategies • Reinforcement incentives • Repetition of information • Rewording/rephrasing of information • Sensory diet • Sensory objects/manipulative/toys • Shaping • Shaping/chaining • Small sequential steps • Social Narratives • Social skills coaching • Spatially cued formats • Tactile tracing strategies • Time-management aids • Tracking sheets • Verbal cues • Visual cueing • Visual supports/schedules • Word-retrieval prompts |
|--|---|

Environmental

- | | |
|---|--|
| <ul style="list-style-type: none"> • Acoustic treatment of workspace • Alternative work space • Area of individual leisure and social leisure • Assistive devices or adaptive equipment • Consistent classroom rules and routines • Minimizing of background noise • Hush ups • Minimal visual distractions • Office/work system • Predictable environment • Preparation for transitions | <ul style="list-style-type: none"> • Proximity to instructor • Quiet setting • Reduction of audio/visual stimuli • Sensory equipment • Sensory room • Special lighting • Strategic seating • Structured learning environment • Study carrel • Use of headphones • Visual supports |
|---|--|





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Assessment

- | | |
|--|--|
| <ul style="list-style-type: none"> • Alternate products • Alternative settings • Alternative work location • Alternative work space • Alternative time to write tests • Assessing over multiple sessions • Assessment embedded in regular programming • Assessment paired with reinforcement • Assistive devices or adaptive equipment • Assistive technology software • Audio version • Augmentative and alternative communications systems • Braille • Breaks • Check for understanding of instructions • Checklists • Chunk time of assessment • Cloze • Colour contrasted materials • Colour cues • Computer options • Conferencing • Covered overlays • Daily logs • Dark lined paper • Demonstration of task • Enlarged worksheets • Extended time limits • Extra time for processing | <ul style="list-style-type: none"> • Frequent breaks • Highlight key information on test • Intermittent reinforcement during assessment • Interpreter • Large print • Large-size font • Learning goals checklist (individualized) • Lighting • Manipulatives • Matching • Memory aids • Multiple choice • Oral responses • Performance-based tasks • Product differentiation • Prompts for time management • Reduce quantity of test items • Reduced/uncluttered format • Reduction in the number of tasks used to assess a concept or skill • Rubric (individualized) • Scribing • Self-assessment checklist • Signing EA Sound cues to help retrieval • Success criteria checklist (individualized) • Tactile assessments • Uncluttered format • Verbatim scribing • Visual supports • Work samples |
|--|--|





Human Resources	
Spec Ed Teacher ITD/HH ITB/LV Teacher Learning Resource Teacher Learning Support Teacher Student Success Teacher Educational Assistant(s)	Social Worker Speech/Language Pathologist Physiotherapist Psychologist Psychological Associate Psychoeducational Consultant Occupational Therapist Board Certified Behaviour Analyst
Human Resources Service Type	
Direct Instruction Instructional Support Consultation Reading Instruction	Resource Support Personal Care Behaviour Support Technical Support
Transition Type (Including ASD Transition Type)	
Activity to Activity Change in Grade Level Class to Class Elementary to Secondary School Entry to School Home to School/School to Home Lunch to Class/Class to Lunch Outside Agency to a School Program to Program School Entry to Class/Class to School Exit Secondary School to Apprenticeship	School to School Secondary School to Community Living Secondary School to Day Program Secondary School to Supported Employment Secondary School to World of Work Secondary to Post Secondary Educational Institution Setting to Setting Subject to Subject
Transition Plan Actions (Including ASD Transitions)	
<ul style="list-style-type: none"> • Agenda • Agenda/Calendar • Agenda/Shared Calendars • Allow Early/Late Class Dismissal to Travel Halls When Less Congested • Alternative Settings 	<ul style="list-style-type: none"> • Develop a coordinated plan • Develop parent/student knowledge of post-school options • Develop resume • Develop workplace communication skills and behaviour skills





OTTAWA-CARLETON
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Transition Plan Actions (Including ASD Transitions) *(Continued)*

- | | |
|--|--|
| <ul style="list-style-type: none"> • Apply learning styles information to current courses • Apprenticeship Program • Attend a college or university information session • Attend information session for high school • Body/Sensory Breaks • Calendars • Checklists • Choice Boards • Communication Books(s) • Complete college applications • Complete option sheet in consultation with teachers and high school Special Education Dept. • Complete university applications • Designate Resource Space for Equipment/Materials • Environment Adaptations • Establish community links re: housing and supported employment • Establish link with student in college/university in relevant program • Examine opportunities within the community (e.g. workshops, courses) • Expand work experience • Expand volunteer opportunities • First-then board • FM System - transfer and training • Home base/safe place • Home/school communication books • Gather information from the secondary school Special Education Dept. re: special education services • Gather specific information about colleges/universities and special needs departments • In-school meeting(s) • Initiate college visits/tours | <ul style="list-style-type: none"> • Initiate job shadowing • Initiate part-time work • Initiate post-secondary research • Initiate post-secondary visits/tours • Initiate summer work • Initiate supported employment • Initiate university visits/tours • Investigate Ontario Youth • Investigate continuing and adult education • Learn to use OC Transportation • Independently • Learn to use Transportation • Independently • Model/Practice Desired Behaviour • Non-verbal cues • Organizational Aids • Orientation and mobility supports/training • Participate in IPRC review • Participate in a career fair • Participate in a high school tour/visit • Participate in a work placement visit • Participate in co-op experience • Participate in development of IEP • Participate in mentor program at college or university • Participate in school-work program • Participate in work experience • Peer Assistance • Plan Course Selection • Positive Reinforcement • Power Card • Preferred Activity • Quiet/Calming Area • Relaxation Strategies • Review career selection activities (CHOICES, etc.) • Review learning styles inventory • Review occupation information |
|--|--|





OTTAWA-CARLETON
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Transition Plan Actions (Including ASD Transitions) *(Continued)*

- | | |
|--|---|
| <ul style="list-style-type: none"> • Role Play • Shared School Information (All About Me Booklet) Social Narratives • Review course options • Social Scripts • Social Skills Coaching • Specific Plan for Meeting • Communication Needs • Stories for Social Understanding • Student Meets Receiving Teacher(s) | <ul style="list-style-type: none"> • Student Orientation (tour, map, locker practice) • Timer • Transfer Equipment • Undertake an internet search on - (field of interest) • Verbal Prompts • Visit to New School/Class • Visual Supports (timer, calendar, visual schedule) |
|--|---|





Part 2- Special Education Programs and Services

The Board's Model For Special Education

Purpose of the Standard

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

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

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

Strategic Plan 2019–2023

Creating a culture of Innovation, Caring and Social Responsibility...

means ensuring our schools are welcoming places for all students and staff to engage, belong, learn, grow, explore and discover. From Kindergarten to Grade 12, our focus is to support student learning and well-being so that all students can develop the characteristics and skills they need to find success in the world. Our Exit Outcomes describe what we want for all of our learners.

With this in mind, our new strategic plan seeks to develop these characteristics and skills.

CHARACTERISTICS	SKILLS
GOAL-ORIENTED Students who are goal-oriented have self-motivation, self-efficacy, initiative and a sense of responsibility.	CRITICAL THINKERS Students who are critical thinkers engage in reflective and independent thinking. They identify the relevance, validity and importance of ideas using critical and reflective processes. They understand the logical connections between ideas. They construct and evaluate arguments using criteria. They generate solutions and create new ways of thinking.
RESILIENT Students who are resilient face and overcome adversity and challenging situations. They take risks, learn from mistakes, persevere, and move forward confidently.	ACADEMICALLY DIVERSE Students who are academically diverse have strong literacy and numeracy skills, they will have developed a full spectrum of skills through exposure to a wide range of subjects including the arts, sciences, financial literacy, physical education, life studies and technology. In keeping with student needs.
GLOBALLY AWARE Students who are globally aware are respectful and responsive to their contributions to the local and global community. They demonstrate interest and respect for a wide range of cultures.	DIGITALLY FLUENT Students who are digitally fluent have been able to engage with technology to enhance their learning. This includes interacting with, creating and sharing information or collaboratively in a responsible and ethical way to support their learning.
COLLABORATIVE Students who are collaborative understand the importance of working cooperatively in learning settings. Collaboration values diverse perspectives and effectively utilizes each person's contribution.	EFFECTIVE COMMUNICATORS Students who are effective communicators are skilled in listening, speaking, negotiating, and writing. They connect with people and share their opinions.
INNOVATIVE/CREATIVE Students who are innovative and creative have original thoughts and ideas that are of value and are ethical. They understand that creativity is essential not only for solving problems, but also for improving where strengths already exist.	ETHICAL DECISION-MAKERS Students who are ethical decision-makers understand why their decisions through their actions. They practice honesty, respect and responsibility.

**Educating for Success — Inspiring Learning,
Developing Well-Being and Building Social Responsibility**

Our goal was to create a simple, measurable and impactful plan that is meaningful to students, staff and community members. Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. This is achieved by ensuring our schools are safe, caring and respectful. We need to look forward and think about how our world is changing and ensure we are ready to respond to that change. With this in mind, we are excited that our new strategic plan has three key objectives — to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility.

To drive this cultural shift, we have established three goals for each objective — one with a student focus, one with a staff focus and one with a system focus. These goals are supported by strategies that will guide our work, outcomes that describe the change we want to happen; and key performance indicators that will help us to measure our progress.

Culture of Innovation
We will build a learning community where innovation and inquiry drive learning.

Our Goals:

- Champion high learning expectations for all students in all programs.
- Promote collaborative environments which foster innovation and creativity.
- Modernize instruction and administrative processes.

Culture of Caring
We will advance equity and a sense of belonging to promote a safe and caring community.

Our Goals:

- Prioritize the dignity and well-being of students in inclusive and caring classrooms.
- Champion and nurture a safe, caring and respectful workplace.
- Build authentic engagement with and among our communities.

Culture of Social Responsibility
We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Our Goals:

- Remove barriers to equity of access, opportunity, and outcomes.
- Model responsible and ethical leadership and accountability.
- Foster progressive stewardship of the environment, and human and financial resources.



Service Delivery Model

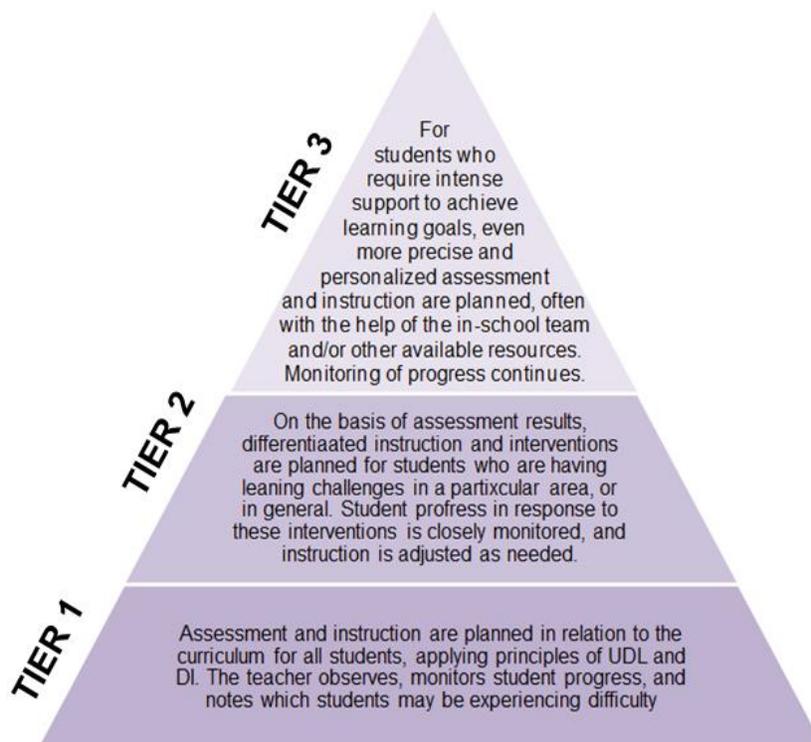
The Service Delivery Model of the Ottawa-Carleton District School Board is based on a continuum of programs and services with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools. Our goal is to strive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

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

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

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





Special Education Programs

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

Ministry of Education Placements offered by the Ottawa-Carleton District School Board

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

Special Education Programs offered by the Ottawa-Carleton District School Board

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





Provincial Specialized Placements

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

Special Education Supports in the OCDSB

(All supports listed below are in no particular order)

School-Based Supports	System-Based Supports	Provincially-Based Supports
<ul style="list-style-type: none"> • Classroom Teacher • Parent(s)/guardian(s) • Educational Assistant (EA) • Early Childhood Educator (ECE) • Learning Support Teacher (LST) • Learning Resource Teacher (LRT) (elementary only) • Principal/Vice-Principal 	<ul style="list-style-type: none"> • Learning Support Consultant (LSC) • Psychologist/Psychological Associate • Social Worker • Speech-Language Pathologist • Autism Spectrum Disorder Team • BCBA (Board Certified Behaviour Analyst) • Behavior Support Team • Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing • SELT (Social / Emotional Learning Teacher) • Early Learning Team • ITAT (Itinerant Teacher of Assistive Technology) • Itinerant Emergency Educational Assistant • Itinerant Educational Assistant • System Principals • System Managers • Supervisors of Speech-Language Pathology, Psychology, and Social Work 	<ul style="list-style-type: none"> • Community Agencies • Care and Treatment (CTCC) • Local Health Integration Network (LHIN) • Hospitals • Demonstration/ Provincial Schools





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

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

Definition of Terms

Applied Behaviour Analysis (ABA) is the science of behaviour that systematically applies strategies, to improve socially significant behaviours. Interventions are utilized to shape and change behaviour as well as teach new skills.

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

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

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

Differentiated Instruction includes using flexible groupings to meet student needs, providing accommodated instruction/assessments activities where required and





challenging students at an appropriate level (in light of their readiness, interests, and learning profiles).

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

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

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

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

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

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

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

Multi-Disciplinary Team consists of members of the in-school team and various personnel who are assigned to support the school in areas of special education





assessments and programming. These may include the Learning Support Consultant (LSC), psychologist or psychological associate, social worker, speech-language pathologist, Itinerant Teachers for the Blind/Low Vision, Itinerant Teachers for the Deaf/Hard of Hearing, as well as, any of the system-based teams e.g. Behaviour Support Team (BST), Student Success Teachers (SST), Autism Spectrum Disorder Team (ASDT).

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

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

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

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

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





Acronyms Used in the Special Education Plan 2020

ABA	Applied Behaviour Analysis
ADHD	Attention Deficit/Hyperactivity Disorder
ADP	Adaptive Devices Program
AODA	Accessibility for Ontarians with Disabilities Act
ASDP	Autism Spectrum Disorder Program
ASDSCSP	Autism Spectrum Disorder Secondary Credit Support Program
ASDT	Autism Spectrum Disorder Team
BCBA	Board Certified Behaviour Analyst
BIP	Behaviour Intervention Program
BST	Behaviour Support Team
CAC	Centre for Augmentative Communication
CSP	Coordinated Service Planning
DD	Developmental Disability
DHH	Deaf/Hard of Hearing
DSP	Dual Support Program
EA	Educational Assistant
ECE	Early Childhood Educator
ELIP	Early Learning Intervention Program
GLP	General Learning Program
IBI	Intensive Behaviour Program
IEA	Itinerant Educational Assistant
IEP	Individual Education Plan
ILLD	Intermediate Language Learning Disabilities
IPRC	Identification, Placement and Review Committee
ITAT	Itinerant Teacher of Assistive Technology
ITB/LV	Itinerant Teacher for the Blind/Low Vision
ITD/HH	Itinerant Teacher for the Deaf/Hard of Hearing
LD	Learning Disability
LDP	Learning Disability Program
LD SIP	Learning Disability Specialized Intervention Program
LLD	Language Learning Disability
LSC	Learning Support Consultant
LSS	Learning Support Services
LST	Learning Support Teacher
LRT	Learning Resource Teacher
MID	Mild Intellectual Disability
OCDSB	Ottawa-Carleton District School Board
OSR	Ontario Student Record
OSSD	Ontario Secondary School Diploma





OSTA	Ottawa Student Transportation Authority
OT	Occupational Therapist
PCLD	Provincial Committee on Learning Disabilities
PSP	Physical Support Program
PT	Physical Therapist
QPI	Quality Programming Indicators
SAL	Supervised Alternative Learning
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SIP	Special Incidence Portion
SLP	Speech-language Pathologist
SST	Student Success Teacher





Staff Development

Purpose of the Standard

To provide details of the Board's professional development plans for special education staff to the Ministry and to the public.

The OCDSB Learning Support Services Staff Development Plan

The overall goal of the LSS Staff Development Plan is to build the capacity of special education staff, classroom teachers, support staff, and administrators to provide them with access to information, materials, and skills necessary to implement and support programming for exceptional students. The OCDSB continues to focus on student achievement rooted in the Ontario Curriculum, EQAO assessments, and alternative programs and goals specific to the individual learner. These focus areas are also linked to the goals in the following District frameworks:

- [The OCDSB Strategic Plan](#)
- [The Exit Outcomes](#)

The LSS Staff Development Plan incorporates feedback from school-based special education staff, (learning support teacher (LST), learning resource teacher (LRT) (elementary only), specialized program classroom staff, and through an ongoing evaluation of system needs. In addition, the following are other ways staff provide input for staff development planning:

- written and verbal feedback;
- requests from school administrators and special education teachers for school-based in-service around specific school needs (including teaching staff);
- feedback from Learning Support Services (LSS) staff;
- requests from senior administration around in-service requests;
- requirements as prescribed in legislation and District policies and procedures;

In addition, we are required to follow specific regulations and mandates from the Ministry of Education. Priorities in the area of staff development are determined by Ministry of Education initiatives and Board initiatives. The following factors are considered:

- direction from the Director's Executive Council (DEC);
- changes in Board policy and procedures;
- system-level professional development focus;
- perceived needs as determined by LSS staff;
- requests from schools;
- requests from staff;





Professional Development Input from SEAC

- all recommendations for staff development are open for consideration;
- staff consider input received at each SEAC meeting;

Staff Development Budget

The LSS Department has spent the following on professional development. These figures are approximate. These figures do not reflect additional costs such as: travel, food, supplies etc.

Release and Professional Development	Amount spent
Blind/Low Vision Workshop - Staff Training	\$3 979.80
CEC Conference	\$700.00
Deaf/Hard of Hearing Workshop - Staff Training	\$10 834.90
EMPOWER Reading Program - Staff Training	\$167 772.94
National Association for Gifted Children Conference	\$2 716.81
Non-Violent Crisis Intervention (CPI) Recertification - Staff Training	\$350.00
Online Functional Behaviour Course - Staff Training	\$350.00
Registered Behaviour Technician Training - Staff Training	\$500.00
Self Regulation in Schools Seminar - Staff Training	\$145.77
Traumatic Events System Model - Staff Training	\$1 107.20
Violence and Threat Risk Assessment - Staff Training	\$5 327.94
Total	\$193 785.36

**Due to labour disruptions and school closures due to the COVID-19 Pandemic, many professional development sessions planned were unable to take place during the 2019-2020 school year.*

Principals and Vice-Principal Intern Program / Training Opportunities

- mandatory intern program for newly appointed principals and vice-principals;
- ongoing professional learning at District Operations Meetings;
- workshops organized for principals and vice-principals, e.g., Assistive Technology, IPRC Training, Autism Spectrum Transition Planning, ABA, Learning For All and IEP development, etc.





New Teacher Induction Program

The Ministry of Education initiative ensures beginning teachers are matched with a teacher mentor as they join the teaching profession. Through the various components of the New Teacher Induction Program (NTIP), new teachers are supported as they build knowledge, skills and self-confidence. New teachers are paired with an experienced teacher mentor who provides support by building relationships to create a collaborative, collegial environment in which new teachers feel supported both emotionally and professionally. They also participate in an extensive and differentiated professional development program designed to address the specific needs of these new professionals in the areas of classroom management, assessment and evaluation, teaching students with special education needs, and literacy and numeracy.

Special Education Workshops for Staff

The Learning Support Services Department is committed to ongoing professional development for all staff. Learning Support Teachers from all schools were presented with professional development from central staff during their LST Network meeting. During the 2019-2020 school year professional development opportunities were limited due to occasional teacher and occasional staff shortages and labour disruptions. This year, the following workshops were offered to OCDSB staff:

- ABA in Action – Prompting, Reinforcement and Errorless Learning
- ABA School Team Training
- Anxiety, Stress and Autism – Considerations for Supporting your Students
- Art of Play
- ASD Mentorship
- ASD Music Pilot
- ASD New Teacher Training
- ASD Pilot Program - Ozobots Training
- ASD Specialized Program, Elementary and Secondary Sessions
- ASD Resources Room Model – Best Practices and Conversation
- ASD Working with Challenging Behaviours and Teaching Independence
- ASIST (Applied Suicide Intervention Skills Training)
- Behavior from a Communication Perspective, Part 2
- Behaviour Intervention Program Professional Development for BIP Staff
- Behaviour Management Systems Training (BMS)
- Best Practices in Supporting Students with ASD
- Brain Based Learning and Behavioural Challenges
- Cannabis in Schools
- CHEO Autism Observation
- Communication Strategies for the Early Learner
- Early Learning Strategies
- EA Autism Trainings





- Empower – Comprehension and Vocabulary, Gr. 2-5
- Empower – Decoding and Spelling, Gr. 2 – 5
- Empower – Decoding and Spelling, Gr. 6-8
- Empower – Training Review Gr. 2-5
- Empower - High School
- Exploring Autism - The Early Years
- Geneva Centre E-Learning Modules
- General Learning Program - Program Planning
- Gifted Programming
- Guiding Cooperation through Reinforcement
- Inclusion – Making it work for Students who are Deaf/Hard of Hearing
- Intermediate DDP - Developing Communication and Language
- ILLD - Executive Functioning
- ILLD - Grade 6 Transitions
- Inquiry Play Based Learning for Students with ASD
- LLD Assistive Technology Workshop
- LST Network Sessions
- Math LD Inquiry
- Mental Health Law for Children and Adolescents
- Post-Secondary Transitions for Students with Autism Spectrum Disorder
- Registered Behaviour Technician Training
- SafeTALK – (Suicide Alertness for Everyone), (Tell, Ask, Listen, Keepsafe)
- SLIP - Speech Language Intervention Program
- Social Learning In Class
- Social Thinking and Intro to e-learning for ILLD
- Social Thinking for LD-SIP Sites
- Structured Teaching for Elementary Teachers
- Structured Teaching for Teachers
- Supporting Structured Teaching
- The Autistic Brain
- Three Strategies for Independence
- Tools for Social Understanding
- Training for New LSTs
- Transitions for Students with ASD
- Traumatic Event Systems Model (TES)
- Violence Threat Risk Assessment II (VTRA)
- WIAT Training
- Working with Students with Visual Impairment

Cost Sharing Arrangements

Some staff development is provided on a cost-sharing or partnership basis with other ministries or agencies. The following are examples of such cost-sharing arrangements:





- Ministry of Child and Youth Services – Child and Youth Workers;
- M.F. McHugh Education Centre (Care and Treatment Program);
- Algonquin College – early health screening for vision, hearing, height etc.;
- Ottawa Catholic School District (OCSB);

Communication of Professional Development

In-service workshops are communicated to staff via the OCDSB electronic messaging system and posted on our electronic registration system, ePLC. In some instances, invitations for training and workshops are sent to specific schools to reach a target audience.

