Special Education Report 2022

DRAFT

The Ottawa-Carleton District School Board Special Education Plan 2023

In accordance with Regulation 306, school boards must submit a special education report on the delivery of special education programs and services to the Ministry of Education every two years on the odd year. The purpose of the report is to provide the Ministry of Education with a summary of the provision by the school board of special education programs and special education 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'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, developing well-being and building social responsibility* forms the foundation of our work. Many components of our current Strategic Plan 2019-2023 connect and support the delivery of our special education programs and services. Please refer to the following graphic for detailed information about the OCDSB Strategic Plan 2019-2023. The OCDSB is currently developing the next Strategic Plan that will be implemented for the next Special Education Plan.

DRAFT

Embedded in the OCDSB Strategic Plan 2019-2023 are the OCDSB Exit Outcomes. The OCDSB Exit Outcomes provide a framework of what all OCDSB staff want for all students graduating or leaving the OCDSB. The OCDSB Exit Outcomes are divided into two categories, characteristics and skills for students.

As outlined in the Human Rights policy, The OCDSB has a strong commitment to human rights, equity and inclusion. While many steps have been taken to identify and address the systemic and structural barriers that prevent everyone from participating, excelling and feeling valued in the OCDSB community, there remains much more to learn and to do. To serve every student, the OCDSB is committed to being intentional about acknowledging diverse ways of knowing, different styles of learning and valuing, culturally relevant and responsive pedagogy, respecting and leveraging the strength of each student's individual and intersecting identities. To serve every student, the OCDSB is committed to work collaboratively with students, parents, educators and community partners to support each student to discover or enhance the positive contributions they can make in their school, their community, their country and the world. These goals our outlined in the OCDSB Indigenous, Equity, and Human Rights Roadmap - Eliminating Barriers to Success 2020-2023.

The OCDSB Special Education 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 reach their full potential, while fostering the highest level of independence possible for each student. In the OCDSB, we work with parents / guardians 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. We value collaboration and consultation with parents/guardians and community partners to best understand the strengths and needs of each learner.

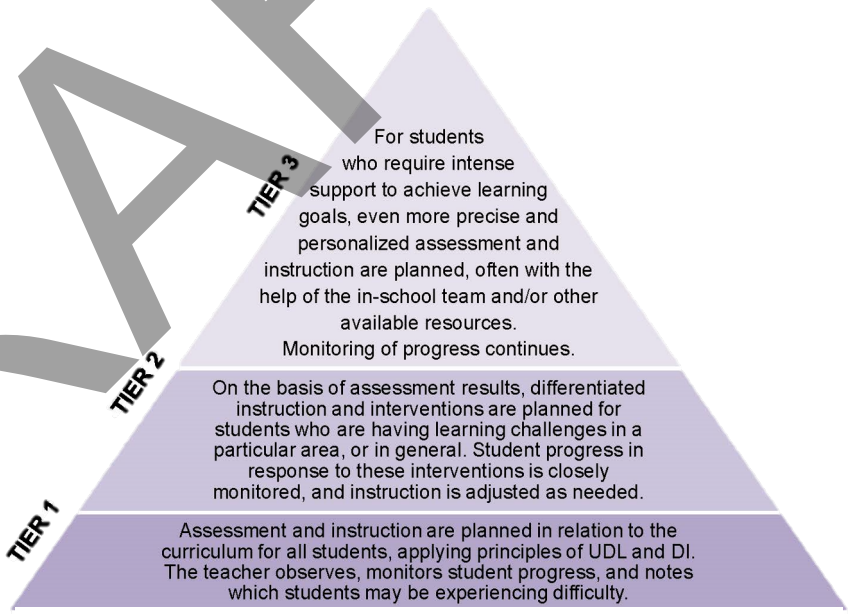
The OCDSB places a strong emphasis on the inclusion of our students with special education needs. Our ongoing commitment is to provide the structures and supports for each student to foster their growth and development.

DRAFT

The goal of our programs is to endeavour to provide opportunities for integration and independence as defined for each student based on their areas of strength and need. The District expression of these supports is in the Special Education Programs and Services Policy, which outlines how the variety of learning supports are delivered from K to 12.

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

For the 2022-2023 school year, the OCDSB has continued to offer both in-person and virtual learning opportunities.The overview of related information can be found in *Policy/Program Memorandum No. 164*. OCDSB special education learners in the regular classroom were offered either in-person learning, or the option of attending the Ottawa-Carleton Virtual (OCV) school. Individualized support was provided to special needs students in their respective setting and based on their IEP. Specialized program classes were only offered in person in the 2022-2023 school year.



The above chart is a summary of the tiered approach to intervention

The OCDSB special education service delivery model 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).

DRAFT

OCDSB Special Education Programs

Special Education Placements established by the Ministry of Education

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

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

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

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

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

It should be noted that the first three program options listed above are supports provided in the regular classroom setting. In the OCDSB, these three special education programs involve either monitoring, withdrawal support, or specialized support from either a learning support teacher (LST), learning resource teacher (LRT) (in elementary settings only), or specialized indirect or direct support from itinerant teachers, such as:

- Itinerant Teacher of the Blind/Low Vision (ITB/LV)
- Itinerant Teacher of the Deaf/Hard of Hearing (ITD/HH)

A special education class, with either partial integration or full time designation, is referred to as specialized program classes in the OCDSB.

The specialized program classes include:
Autism Spectrum Disorder Secondary Credit Program (ASDSCP)
Autism Spectrum Disorder Program (ASDP)
Behaviour Intervention Program (BIP)

DRAFT

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

The OCDSB works collaboratively with provincial specialized programs that are available to qualifying students. In Ontario, the following provincial program options are possible:

- Education and Community Partnership Program
- Provincial or Demonstration Schools
- Hospital or Treatment Centres

When students from OCDSB schools are referred or opt to attend one of the provincial programs, school staff and when appropriate district staff work to develop appropriate transition plans and supports.

OCDSB Special Education Services

The OCDSB has a wide variety of special education services. Services and supports are offered at all levels of the organization. Outlined below are the variety of services available to students, staff, parents / guardians at the school-level, district-level, and provincial level:

Special Education Services / Supports - School level

- School Principal or Vice-Principal (if applicable)
- Parents / Guardians
- Learning Support Teacher (LST)
- Learning Resource Teacher (LRT) (elementary only)
- Classroom Teacher
- Educational Assistant (EA)
- Early Childhood Educator (ECE)

Special Education Services / Supports - District level

- Learning Support Consultant (LSC)
- Psychologist/Psychological Associate
- Social Worker

DRAFT

- Speech Language Pathologist
- System Principals
- General Manager of Learning Support Services
- Program Manager of Mental Health and Critical Services
- Program Managers (Psychology, Speech-Language Pathology and Occupational Therapy, Social Work)
- Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing
- Social / Emotional Learning Teacher (SELT)
- Itinerant Teacher of Assistive Technology (ITAT)
- Itinerant Teacher for Autism/Developmental Disabilities
- Itinerant Teacher for Learning Disabilities
- Itinerant Emergency Educational Assistant
- Itinerant Educational Assistant
- Autism Spectrum Disorder/Developmental Disabilities Team
- Board Certified Behaviour Analysts (BCBA)
- Mental Health Support Team
- Early Learning Team

Community / Provincial Specialized Placements

- Community Agencies
- Education and Community Partnership Program (ECPP)
- Home & Community Care Support Services Champlain
- Hospitals and/or Treatment Centers
- Demonstration/ Provincial School

DRAFT

Special Education Report 2022

DRAFT

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD