

Special Education Report 2025



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



The Ottawa-Carleton District School Board

Special Education Report 2025

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 OCDSB 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. Our [Strategic Plan](#) connects and supports the tiered model of intervention utilized in the OCDSB.

The OCDSB is strongly committed to human rights, equity and inclusion and has taken steps to identify and address systemic and structural barriers. These steps support student's ability to participate, excel and feel valued in the OCDSB community. The OCDSB acknowledges there is always more to learn and do. To serve every student, the OCDSB is intentional about acknowledging diverse ways of knowing, different styles of learning, and valuing, respecting and leveraging the strength of each student's individual and intersecting identities. The OCDSB works collaboratively with students, parents, educators and community partners to support each student. The goal is to discover or enhance the positive contributions each person makes in their school, community, country and the world. These goals are outlined in the [OCDSB Indigenous, Equity, and Human Rights Roadmap - Eliminating Barriers to Success 2020-2023](#). This roadmap is being tracked [OCDSB Roadmap Tracker](#).

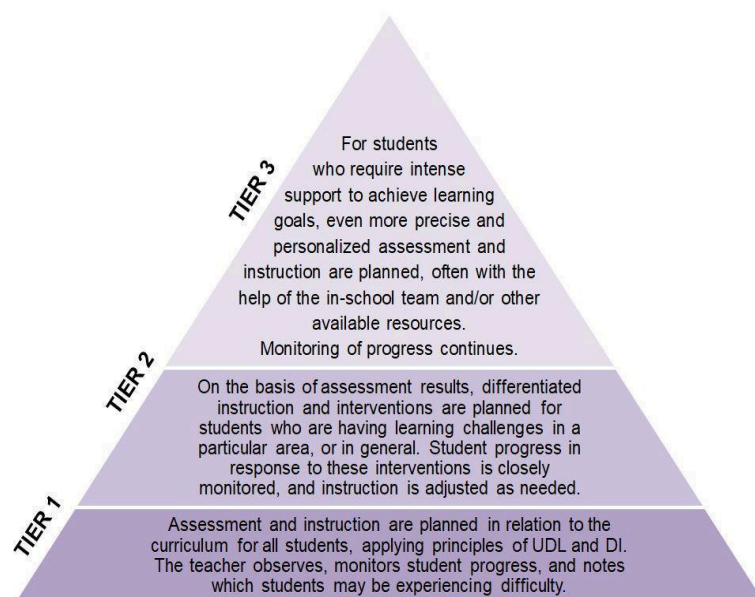
The OCDSB Special Education Service Delivery Model

The Service Delivery Model of the OCDSB 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. This model is rooted in Universal Design for Learning, Culturally Relevant and Responsive Pedagogy, and 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 \(2013\)](#).

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, is able to provide programming support in an inclusive environment that allows the student to meet required expectations with success. The regular classroom is always an option that parents/caregivers 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). IEPs are developed to provide the supports, strategies and interventions each student may need to access the curriculum. The regular class is considered the most inclusive of placements.

In some cases, a specialized program class may be considered as an option to meet the specific needs of the student. Specialized program classes are geographically distributed and located in designated schools. The OCDSB values collaboration and participation of parents/caregivers and the students themselves to best understand the strengths and needs of each learner.

For the 2024-2025 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 education learners in their respective setting and based on their IEP. Specialized program classes were only offered in person in the 2024-2025 school year.



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 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.

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.

Special education class with partial integration


The student is placed by the Individual Placement and Review Committee (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 LST, 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)
- Blind/Low Vision (B/LV)
- Deaf/Hard-of-Hearing Program (D/HH)
- Dual Support Program (DSP)
- General Learning Program (GLP)/Storefront
- Gifted Specialized Program ((Elementary/Secondary)
- 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 follow provincial program options are possible:

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

Special Education Supports in the OCDSB

(Listed in no particular order)

School-Based Supports

- Classroom Teacher
- Parents/Caregivers
- Educational Assistant (EA)
- Early Childhood Educator (ECE)
- Learning Support Teacher (LST)
- Learning Resource Teacher (LRT) (elementary only)
- Principal/Vice-Principal
- MultiLingual Staff (ESL / ELD)

System-Based Supports

- Learning Support Consultant (LSC)
- Psychologist/Psychological Associate
- Social Worker
- Speech-Language Pathologist
- Occupational Therapist
- Communicative Disorders Assistant
- Autism Spectrum Disorder Team
- BCBA (Board Certified Behaviour Analyst)
- Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing
- Itinerant Teacher for Autism/DD
- Itinerant Teacher for Learning Disabilities
- SELT (Social / Emotional Learning Teacher)
- Early Learning Team
- ITAT (Itinerant Teacher of Assistive Technology)
- Itinerant Emergency Educational Assistant
- Itinerant Educational Assistant
- System Principals
- System Manager
- Mental Health Lead
- Supervisors of Speech-Language Pathology and Occupational Therapy, Psychology, and Social Work

Community/Provincial Specialized Placements

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