

Part 2 - Special Education Programs and Services

The OCDSB 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

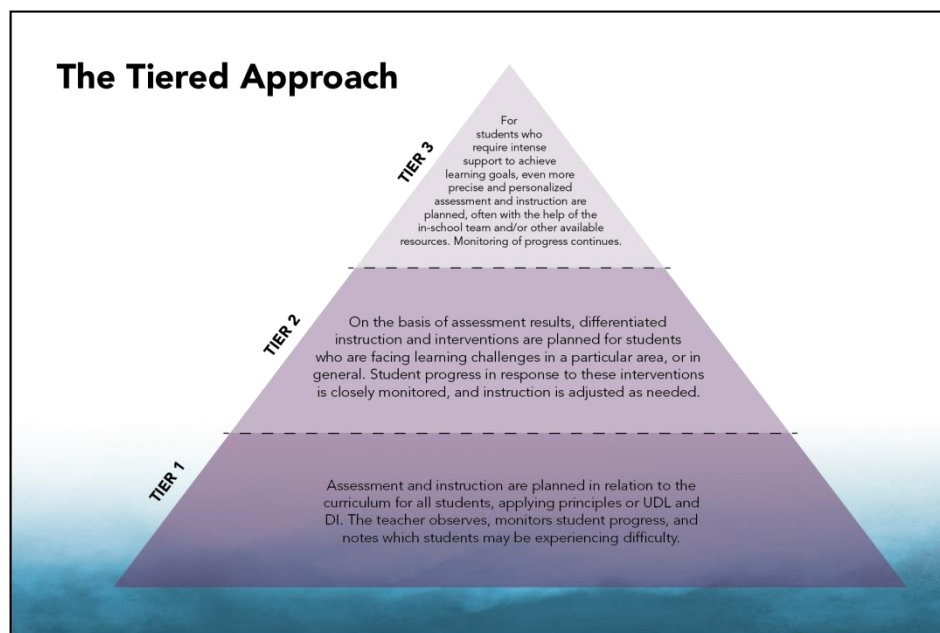
The Ottawa-Carleton District School Board Special Education Report has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, the Education Act and regulations made under the Act, and any other relevant legislation.

The OCDSB believes in the ability of every student to learn and benefit from learning, and in the right of each student with special education needs to an instructional program appropriate to that student's needs, within the spectrum of services defined and described herein.

Service Delivery Model

The Service Delivery Model of the Ottawa-Carleton District School Board is based on a spectrum of programs and services with placement options ranging from regular class with special education resource support to special education classes and schools. (Refer to Standard 9 for detailed descriptions)

The tiered approach is summarized in the following chart.



Placements and Supports: (Refer to subsection Special Education Placements Provided by the OCDSB) for detailed descriptions of Ministry Placements and OCDSB Programs)

Ministry Placements

- 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

Ottawa-Carleton District School Board Programs

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

Provincial Placements

- Section 23 Programs
- Provincial or Demonstration Schools
- Hospital or Treatment Centres

In addition, the OCDSB provides a range of supports:

School-Based Supports	System-Based Supports	Provincially-Based Supports
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<ul style="list-style-type: none"> • Principal/Vice-Principal • Learning Support Teacher (LST) • Learning Resource Teacher (LRT) • Classroom Teacher • Educational Assistant (EA) • Early Childhood Educator (ECE) • Parent(s)/guardian(s) 	<ul style="list-style-type: none"> • Learning Support Consultant (LSC) • Psychologist/Psychological Associate • Social Worker • Speech-Language Pathologist • Autism Spectrum Team • 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 	<ul style="list-style-type: none"> • Community Agencies • Section 23 • Local Health Integration Network (LHIN) • Hospitals • Demonstration/ Provincial Schools
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Guiding Principles

The following guiding principles will govern the education of students with special needs:

- promoting early identification and intervention;
- ensuring focus on the whole child;
- providing a range of services for the student, subject to available resources;
- ensuring every reasonable attempt is made to support participation by the student in school activities;
- emphasizing the value and importance of communication and consultation with the parents/guardians of children with special needs;
- recognizing the necessity for the provision of support for staff to develop the necessary skills and teaching strategies to work with students with special needs; and
- ensuring the accommodation of a student with special needs to the point of undue hardship for the District.

Key Learning Supports

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

- range of appropriate 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

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.

A **delivery model** is a method of making programs available to learners. Such methods could include accommodations in scheduling, placement and staffing, and are generally at the discretion of the Board and the senior administration.

Differentiated Instruction includes using flexible groupings to meet student needs, providing accommodated instruction/assessments activities where required and challenging students at an appropriate level (through modification, 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 Standard 9 for detailed descriptions of Ministry placements and OCDSB Special Education Programs and services.

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 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 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.

Looking Forward

The Board will:

- continue to support student learning in a diverse, inclusive environment through the principles and guidelines provided by Universal Design for Learning, Differentiated Instruction and the Tiered Intervention Approach
- refer to the measurement outcomes as they are introduced, for programs and services for special education students

Acronyms Used in the Special Education Plan 2018

ADE	Average Daily Enrollment
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
ATP	Assistive Technology Program
BIP	Behaviour Intervention Program
BST	Behaviour Support Team
CAC	Centre for Augmentative Communication
CCAC	Champlain Community Care Access Centre



CODE	Council of Ontario Directors of Education
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
ELITE	Early Learning Intervention Tools for Education
FSLC	French Second Language Coach
GLP	General Learning Program
IBI	Intensive Behaviour Program
IC	Instructional Coach
IEA	Itinerant Educational Assistant
IEP	Individual Education Plan
ILLD	Intermediate Language Learning Disabilities
IPRC	Identification, Placement and Review Committee
ISST	Intermediate Student Support Teacher
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
LA	Language Arts
LD	Learning Disability
LDP	Learning Disability Program
LDPS	Learning Disability Program – Secondary
LD SIP	Learning Disability Specialized Intervention Program
LLD	Language Learning Disability
LSC	Learning Support Consultant
LST	Learning Support Teacher
LRT	Learning Resource Teacher
MID	Mild Intellectual Disability
MOET	Ministry of Education and Training
OCDSB	Ottawa-Carleton District School Board
OCTC	Ottawa Children's Treatment Centre
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 Program Indicators
SAL	Supervised Alternative Learning
SB IPRC	Superintendency-Based, Identification, Placement and Review Committee
SEA	Special Equipment Amount



SEAC	Special Education Advisory Committee
Section 23	Care and Treatment Program
SEPPA	Special Education Per Pupil Amount
SIP	Special Incidence Portion
SLIP	Senior Kindergarten Language Intervention Program
SLP	Speech-language Pathologist
SST	Student Success Teacher

