

## Special Education Placements Provided by The OCDSB

### ***Purpose of the Standard***

*To provide the Ministry and the public with details of the range of placements provided by the Board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC.*

### **Learning For All, Kindergarten to Grade 12**

*“Learning for All, K-12” describes the educational approaches that are based on one of the most important findings of educational research since 2000 – namely, that all students learn best when instruction, resources, and the learning environment are well suited to their particular strengths, interests, needs and stage of readiness.” (2013, p.8)*

The OCDSB offers a variety of placement options from least intrusive to most supportive. *Regulation 181/98, Section 17* made under the *Education Act* states:

- (1) When making a placement decision....(the Identification Placement and Review Committee) shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,
  - (a) would meet the pupil’s needs; and*
  - (b) is consistent with parental preferences.**
- (2) if, after considering all of the information obtained by it or submitted to it under Section 15 that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil’s needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class.*

A regular class placement is considered the first option for a placement when this place is able to meet the student’s needs and is consistent with parental preferences. When a student is placed in a specialized program class placement, integration continues to be maximized to the greatest degree possible, based on the individual needs of students. Students can be integrated into the regular classroom in a variety of ways. These ways include, but are not limited to, the following:

- participation in activities and subjects in areas of strength;
- participation in any subjects such as physical education, art, music, and drama;
- participation in school based activities;
- peer helper initiatives;
- reading buddies;





- differentiated/modified curricular expectations and evaluation;
- accommodations (e.g., preferential seating, assistive technology);

### **Student Program Placement Options (Ministry of Education)**

#### **Regular class with indirect support**

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

#### **Regular class with resource assistance**

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

#### **Regular class with withdrawal assistance**

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

#### **Special education class with partial integration**

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

#### **Special education class full time**

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



## **OCDSB Regular Classroom Special Education Programs (K - 12)**

### **Regular classroom with monitoring from the LRT/LST**

This regular classroom program is provided by the classroom teacher. The exceptional students' program is monitored and the teacher receives consultative services from the Learning Resource Teacher (LRT) or the Learning Support Teacher (LST).

### **Regular classroom with support from the LRT/LST**

This regular classroom program is provided by the classroom teacher. This program is designed for exceptional students who require assistance from the LST or LRT in a regular classroom or a 'withdrawal' setting.

### **Regular classroom with specialized support**

This regular classroom program is provided by the classroom teacher. This program is designed for exceptional students who require direct or indirect support from:

- Itinerant Teacher of the Blind/Low Vision (ITB/LV)
- Itinerant Teacher of the Deaf/Hard of Hearing (ITD/HH)
- Educational Assistant (for physical/medical/safety needs, BLV, and D/HH)

### **Specialized Program Classes**

The OCDSB has a range of special education programs and services focusing on providing the necessary support via the Tiered Intervention Approach, Differentiated Instruction, and Universal Design for learning. Most specialized program classes have a lower pupil-teacher ratio than regular classes. Students may be integrated into the regular class in order to prepare for the opportunity of returning to a regular classroom. These specialized program classes may also include support from Learning Support Services (LSS) personnel.

### **Referral Process for Specialized Program Classes**

The parent(s)/guardian(s) of the student must be consulted and included in the preparation of a referral to a specialized program class. As the referral process is a collaborative process between the student's parents / guardians and the home school, effective practice includes a parent being well informed of the placement and it's criteria prior to supporting the completion of a referral to a specialized program class. Schools submit referrals and all required documentation to a central referral committee.

[Autism Spectrum Disorder Secondary Credit Program \(ASDSCP\)](#)

[Autism Spectrum Disorder Program \(ASDP\)](#)

[Behaviour Intervention Program \(BIP\)](#)





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

\*Note: At the secondary level, gifted students wishing to attend congregated specialized gifted courses may apply directly to the designated secondary school that offers gifted as determined by their place of residence.

- A central referral committee consisting of learning support consultants (LSC) and multi-disciplinary LSS personnel as appropriate reviews each referral and determines if the referral meets criteria for the specialized program class.
- If the central referral committee recommends a placement, the school will review this recommendation as a part of the IPRC process.
- If the IPRC deems this as an appropriate recommendation and it is confirmed that a space is available to offer a student this recommended placement, then the principal of the sending school is contacted regarding an offer.
- The principal contacts parent(s)/guardian(s) for a response within 48 hours, and then advises the central referral committee of the parent's response. If applicable, parent(s)/guardian(s) then contact the receiving school as soon as possible.
- The principal of the sending school conducts an IPRC. If there are extenuating circumstances due to year-end timelines, the IPRC may be convened at the receiving school in early September. The parent/guardian will have completed a registration and requested specialized transportation forms as needed for the student.
- All specialized class placements are age / grade appropriate only.



**Category: Behaviour**  
**Exceptionality: Behaviour**

**Ministry Definition**

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of the following:

- a) an inability to build or to maintain interpersonal relationships;
- b) excessive fears or anxieties;
- c) a tendency to compulsive reaction;
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof;

**Special Education Class for Behaviour (Behaviour Intervention Program)**  
(10 elementary classes, 48 secondary sections)

**Placements**

- behaviour Intervention Programs (BIP) at the following levels: primary, junior, intermediate, and senior
- up to eight students per class

**Admissions Criteria**

- typically exhibits many or all of the following behaviours: verbal aggression, physical aggression, a profound inability to build or maintain interpersonal relationships, excessive anger, severe non-compliance, extreme lack of impulse control, extreme low self-esteem, extreme defiant behavior, extreme difficulty coping in the community school, an inability to learn that cannot be traced to intellectual, sensory, or other health factors
- accommodations for learning are essential in order to access the curriculum

**Criteria for Change in Placement**

- the behavioural functioning is no longer the most significant determining influence on the student's academic success or social adjustment in school
- has social and/or academic needs that can be met more successfully within a different specialized program class
- has been integrated and demonstrated the ability to succeed in a regular class or with/without support from LRT and/or LST
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
- not complying with program expectations

**Special Education Class for Behaviour (Behaviour Intervention Program) (continued)**



### Available Resources

- one teacher with special education qualifications (Parts I and II)
- educational assistant
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

### Program

- Focus of the program is to provide a structured learning environment and an opportunity to develop appropriate social skills;
- Program allows for integration into regular classrooms and/or school activities;
- An IEP containing specific expectations with a focus on behaviour is designed for each student according to learning needs and abilities;
- This plan is based on, and modified by, the results of continuous assessment and evaluation and is shared with parent(s)/guardian(s) on an ongoing basis;

### Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEPs
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

### Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- Care and Treatment Programs (CTCC)
- regular classroom with monitoring from the LST and/or LRT
- regular classroom with support from the LST and/or the LRT

### For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or LSS personnel serving the school



## **Category: Communication**

### **Exceptionality: Autism**

#### **Ministry Definition**

A severe learning disorder that is characterized by:

- a) disturbance in:
  - rate of educational development
  - ability to relate to the environment
  - mobility
  - perception, speech, and language
- b) lack of the representational symbolic behaviour that precedes language.

#### **Special Education Classes for Autism (ASDP) and Autism Credit Support Program (ASDCSP)**

(31 elementary classes, 96 secondary sections) and (24 secondary sections)

##### **Placements**

- specialized classes at the following levels: kindergarten, primary, junior, intermediate, and senior
- 6 students per class\*

##### **Admissions Criteria**

- a diagnosis of Autism Spectrum Disorder in the pervasive developmental disorder (PDD) category as specified by DSM-V
- documented evidence of impaired communication, social skills, and an uneven learning profile

##### **Criteria for Change in Placement**

- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
- not complying with program expectations

##### **Available Resources**

- one teacher with special education qualifications (Parts I and II)
- educational assistants
- psychological consultation
- Learning Support Services personnel provide assessment and consultative services to the special education teacher







\* Note: There are 10 students in each of the Autism Credit Support Program (ASDCSP) classes. The allocation of educational assistant is determined by student needs in each of the ASDCSP.

### **Program**

- Emphasis is on functional literacy and numeracy skills, communication, social, life skills, and age-appropriate behaviour
- Goals are specific, measurable, attainable, relevant, and timely (SMART) and chosen from the following domains: behaviour, communication, life skills (self-help, vocational, and work experience), academics, gross and fine motor skills, community living, and integration
- Programming is based on the expectations outlined in the IEP which is coordinated by the classroom teacher in consultation with the assigned speech-language pathologist and psychologist

### **Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEPs
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process
- It is expected that students will integrate into the mainstream to the greatest degree possible

### **Alternative Placements**

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- care and treatment programs/Section 23
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

### **For Further Information**

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*.
- For more detailed information, contact the school principal or Learning Support Services personnel serving the school.





## Exceptionality: Deaf and Hard of Hearing

### Ministry Definition

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound. Audiological assessment data is required to support identification.

### Special Education Class for Deaf (D/HH)

(1 elementary class and 8 secondary sections)

#### Placements

- regular class with specialized support from Itinerant Teacher Deaf/Hard of Hearing (ITD/HH)
- other specialized program with consultation or direct service from ITD/HH
- specialized program with a Specialist Teacher of the Deaf/Hard of Hearing
- up to 10 students per class

#### Admissions Criteria

- documented hearing loss
- use of hearing aids/cochlear implant
- method of communication is through hearing and speech
- meets criteria for other specialized program in addition to deaf/hard of hearing exceptionality
- method of communication is through sign language (American Sign Language)

#### Criteria for Change in Placement

- change in hearing loss or performance
- needs are not being met in regular class
- student requires more than 5 hours, per week, support from ITD/HH
- change in method of communication
- identification of additional exceptionality
- evidence of ongoing successful integration
- not complying with program expectations
- change in hearing loss or performance, i.e., acquisition of a cochlear implant and requires auditory-verbal/ Oral therapy
- student requires/ requests placement in Provincial School setting
- identification of additional exceptionality
- no longer benefiting from specialized placement

#### Available Resources

- FM system and other equipment, as needed including maintenance
- teacher with qualifications in Deaf Education
- educational assistant allocated based on students' needs
- Learning Support Services personnel provide assessment and consultative services to the special education teacher



### **Program**

- ITD/HH support is based on the Auditory-Verbal Method unless requested otherwise, and is available from K to 12. Program includes development of speech, language, auditory skills and support of the Ontario Curriculum;
- Specialized Classes for the D/HH use sign language (ASL) and English to deliver the Ontario Curriculum, with modifications as required. There is one class at the elementary level for JK to grade 8 students and one at the secondary level for students in grade 9 to 12. The program includes the development of receptive and expressive language skills. For most students, integration into regular classrooms and school activities is considered to be an essential part of this program
- An IEP is developed for each student with specific learning expectations. This plan, which is developed collaboratively with parent(s)/guardian(s), is based on, and modified by, the results of continuous assessment

### **Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year and may include informal checklists, standardized testing, teacher observation, and language checklists. OCDSB report cards and IEPs formally record the student's progress
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

### **Alternative Placements**

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include provincial schools for the deaf, school for the blind and deaf-blind, and Francophone schools for the deaf, blind, and deaf-blind.

### **For Further Information**

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school



## Exceptionality: Language Impairment

### Ministry Definition

A learning disorder characterized by impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- a) involve one or more of the form, content, and function of language in communication
- b) include one or more of the following:
  - language delay
  - dysfluency
  - voice and articulation development, which may or may not be organically or functionally based

### Special Education Class for Language Learning Disabilities (LLD)

(11 elementary classes)

#### Placements

- specialized classes at the following levels:
- primary and junior
- up to 10 students per primary class
- up to 12 students per junior class

#### Admissions Criteria

- exhibits severe language learning difficulties on a speech/language assessment
- average to above- average intellectual ability as measured on a psychological assessment
- language learning disability or mixed receptive-expressive language disorder as appropriate to age and grade level

#### Criteria for Change in Placement

- mildly delayed language functioning overall (one or more areas of language may still indicate moderate delays) on a speech/language assessment completed within the last 12 months
- academic performance is within one grade level of the student's integrated class placement
- has academic and/or social needs that could be met more successfully within a different special-class setting
- has the ability to succeed in a regular class with LST/LRT support
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
- not complying with program expectations



## Special Education Class for Language Learning Disabilities (LLD) *(continued)*

### Available Resources

- one teacher with special education qualifications (Parts I and II)
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

### Program

- The focus of the Language Learning Disability Program is to provide the appropriate learning environment that will facilitate the development of the student's expressive and receptive language and phonology skills to enable academic achievement.
- Students who exit the LLD Specialized Program Class in Grade 6 are supported through the Intermediate LLD (ILLD) model, which offers a range of services (e.g., direct in-class coaching, co-planning of curricular activities, targeted professional development) to teachers to support their students with LLD in grades 7 and 8 within the students' intermediate placement (e.g., regular program, Learning Disability Specialized Program Class or General Learning Program). The ILLD model offers support to the teachers with the goal of increasing the students' independence with strategy application and learning over time.
- Programs are equipped with special education and language development materials.
- An IEP containing specific expectations is designed for each student according to individual learning needs and abilities. This plan, which is shared with parent(s)/guardian(s), is based on, and modified by, the results of continuous assessment and evaluation
- It allows for integration into regular classrooms and/or school activities

### Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP and Learning Support Services reports
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

### Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT



- regular classroom with support from the LST/LRT

### For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the school or Speech-Language Pathology Services

## Exceptionality: Speech Impairment

### Ministry Definition

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors that involves perceptual motor aspects of transmitting oral messages and that may be characterized by impairment in articulation, rhythm, and stress.

#### Placements

- regular classroom with monitoring from the LST/LRT

#### Admissions Criteria

- mild to moderate articulation problems
- moderate to severe articulation problems
- cleft palate
- voice disorder
- fluency disorder
- phonology disorder

#### Criteria for Change in Placement

- frequency and intensity are individualized depending upon needs as determined by the school speech-language pathologist (5 years of age to grade 8)
- after grade 8, an assessment, consultation or home/school suggestions upon request
- consultation
- screening
- formal/informal testing
- CHEO School Based Rehabilitation Services discharge their cases when they reach the mild to moderate level. They may refer to the PAT-P or community agencies as appropriate

#### Available Resources

- classroom teacher
- speech-language pathologist
- CHEO School-based Rehabilitation Services
- parent(s)/ guardian(s), and volunteers
- Parent Articulation Training Program (PAT-P)
- Learning Support Services personnel provide assessment and consultative services to the special education teacher



## Service Delivery Model

Speech-language pathologists:

- provide assessment, intervention and consultation to students from Senior Kindergarten through Grade 12, who may present with a wide range of speech and language disorders and exceptionalities
- provide a wide range and level of support to students in designated special education programs, including ASD Program, PSN Program, and the DD Programs
- provide training to support teachers and parent(s)/guardian(s) in their work with children who have speech and language disorders
- provide therapy (CHEO School Based Rehabilitation Services) as per mandate

## Exceptionality: Learning Disability (LDSIP and LDP)

### Ministry Definition

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in
  - a. academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or
  - b. academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behavior and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences;





lack of proficiency in the language of instruction; lack of motivation or effort;  
gaps in school attendance or inadequate opportunity to benefit from instruction.

### **Special Education Class for Learning Disabilities (LD)**

(12 elementary classes, 71 secondary sections)

#### **Placements**

- specialized classes at the following levels: junior, intermediate, and senior
- up to eight students per class

#### **Admissions Criteria**

- evidence of significant learning difficulties with impairment in reading, and/or writing, and/or mathematics which has not responded to targeted interventions
- evidence of cognitive strength
- average (greater than the 25th percentile) intellectual ability as measured on a psychological assessment
- requires intensive instructional support
- has severe to profound difficulty in learning and in processing information

**Secondary:** requires accommodations and/or modifications in academic areas that rely on reading, and/or writing, and/or written expression and/or mathematics and is able to work towards credit bearing, grade level curriculum expectations when using individualized accommodations

#### **Criteria for Change in Placement**

- current assessments indicate student no longer meets learning disabilities program admission criteria
- has academic (as demonstrated by current assessment) and/or social needs that could be met more successfully within a different special class setting, or a provincial school or section 23 placement
- has an ability to succeed in a regular class with LST/ LRT support
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
- not complying with program expectations
- graduated from High School and/or achieved OSSD

#### **Available Resources**

- one teacher with special education qualifications (Parts I and II)
- LSS personnel provide assessment and consultative services to the special education teacher

### **Program**

- The focus of the program is to develop academic, communication, social, organizational and self-advocacy skills







- Intensive instructional support is provided for language and mathematics in the junior and intermediate programs
- Credit courses are offered through the secondary program
- An IEP containing specific expectations is designed for each student according to learning strengths and needs. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/guardian(s)
- Integration into regular/larger classrooms and school activities is considered to be an essential part of this program

### **Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified exceptional student is reviewed on an annual basis through the IPRC process

### **Alternative Placements**

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- provincial demonstration schools (English and French) for students with severe learning disabilities
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

### **For Further Information**

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
  - For more detailed information, contact the principal of the student's school.
- Category: Intellectual



## Exceptionality: Giftedness

### Ministry Definition

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

### Special Education Class for Gifted Students (Gifted)

(20 elementary classes, 135 secondary sections)

Placements
<ul style="list-style-type: none"> <li>specialized classes at the following levels: primary, junior, intermediate and senior</li> <li>up to 20 students per class grades 1-3</li> <li>up to 25 students per class in grades 4-8</li> <li>up to 28 students per class in grades 9-12</li> </ul>
Admissions Criteria
<ul style="list-style-type: none"> <li>very superior intellectual ability as measured on a psychological assessment</li> </ul>
Criteria for Change in Placement
<ul style="list-style-type: none"> <li>has academic and/or social needs that could be met more successfully within a different classroom setting</li> <li>no longer benefiting from specialized placement</li> <li>evidence of ongoing successful integration</li> <li>not complying with program expectations</li> </ul>
Available Resources
<ul style="list-style-type: none"> <li>one teacher with special education qualifications (Part I)</li> <li>Learning Support Services personnel provide assessment and consultative services to the special education teacher</li> </ul>

### Program

- All students work towards the grade expectations outlined in the Ontario curriculum. The aim of the gifted program is to provide enrichment rather than acceleration
- Students have the ability to work through the curriculum at a faster rate, thus allowing more time to study the topics in greater depth
- The development of thinking skills is encouraged
- The program is designed to encourage problem solving, working cooperatively, and self and peer evaluation based on criteria determined by the teacher and students
- Application of learning is emphasized after students have demonstrated mastery of basic skills





- An open-ended curriculum allows students to explore areas of interest and incorporate creative talents into their learning
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/guardian(s)

### **Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a student formally identified as exceptional is reviewed on an annual basis through the IPRC process

### **Alternative Placements**

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

### **For Further Information**

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school



## Exceptionality: Mild Intellectual Disability

### Ministry Definition

A learning disorder characterized by:

- an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
- an inability to profit educationally within a regular class because of slow intellectual development
- a potential for academic learning, independent social adjustment, and economic self-support

### Special Education Class for Mild Intellectual Disability/General Learning Program (GLP) (11 elementary classes, 104 secondary sections)

#### Placements

- specialized classes at the following levels: junior, intermediate and senior
- up to 16 students per class

#### Admissions Criteria

- scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability
- significant delays in academic progress
- evidence of delays in social/emotional development
- in the age-equivalent range of grade 4 to secondary

#### Criteria for Change in Placement

- does not require the same degree of alternative programming
- has academic and/or social needs that could be met more successfully within a different special class setting
- has the ability to succeed in a regular class with LST/LRT support and with appropriate accommodations and modifications
- no longer benefiting from specialized placement
- evidence of ongoing successful integration
- not complying with program expectations

#### Available Resources

- one teacher with special education qualifications (Part I with Part II preferred)
- one educational assistant per class
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

### Program

- The focus of the program is to develop academic and life skills



- An IEP containing specific expectations is designed for each student according to the learning needs and abilities. This plan, developed collaboratively with parent(s)/guardian(s), is based on and modified by results of continuous assessment and evaluation
- The program allows for integration into regular classrooms and/or school activities
- Curriculum is modified to meet the individual needs of students

### Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process
- It is expected that students will integrate into the mainstream to the greatest degree possible

### Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

### For Further Information

- Consult the *OCDSB Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school

### Special Education Class for Students with Mild Intellectual Disabilities (MID) (Storefront Program) – (1 secondary class)

Placements
<ul style="list-style-type: none"> <li>• system-based Storefront Program for students with special education needs aged 19–21 years of age with MID</li> <li>• up to twelve students</li> </ul>



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

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

### **Program**

Upon completion of the program, it is hoped that the students will be prepared to take their place in the workforce with a minimum of supervision.

- The students work in the community five mornings per week, 2.5 hours daily, for seven to eight weeks
- Over the course of two years at Storefront, students will participate in 10 work-experience placements
- The life skills component of the program is delivered in the afternoons
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation

### **Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year
- OCDSB report cards and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process





### Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST
- regular classroom with support from the LST

### For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*.

For more detailed information, contact the appropriate person from the list below:

- the staff of the Storefront Program
- the principal of the school
- Learning Support Services personnel serving the school

## Exceptionality: Developmental Disability

### Ministry Definition

A severe learning disorder characterized by:

- a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development
- b. an ability to profit from a special education program that is designed to accommodate slow intellectual development
- c. a limited potential for academic learning, independent social adjustment, and economic self-support

### Special Education Class for Students with Developmental Disabilities (Semi-Integrated) (DDP) (9 elementary classes, 96 secondary sections)

#### Placements

- semi-integrated specialized classes at the following levels: primary, junior intermediate, and senior
- up to 10 students per class





## Special Education Class for Students with Developmental Disabilities (Semi-Integrated) *(continued)*

### Admissions Criteria

- moderate to severe delays in intellectual ability as measured on a psychological assessment
- serious delays in academic progress
- moderate to severe delays in adaptive functioning
- be able to profit educationally, socially, and emotionally from a semi-integrated class in a regular school, with opportunities for appropriate supported integration
- be able to take care of basic personal needs, with a minimum of additional support

### Criteria for Change in Placement

- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of on-going successful integration
- not complying with program expectations

### Available Resources

- one teacher with special education qualifications (Part I)
- educational assistant
- half-time job coach is assigned to each class at the secondary level
- Learning Support Services personnel provides assessment and consultative services to the special education teacher

### Program

- Programming in a specialized classroom offers opportunities to integrate with age-appropriate peers
- The focus of the program is to develop basic life skills along with a functional academic skills component
- The curriculum is modified, and/or alternative curriculum expectations are provided, to meet the individual needs of students
- An IEP containing specific expectations is designed collaboratively for each student according to learning needs and abilities. The IEP is based on, and modified by, the results of continuous assessment and evaluation
- Student progress is formally reported as per the reporting structure of the OCDSB on progress reports, report cards and/or IEPs
- The IEP includes a transition plan and should include work experience opportunities wherever possible



### **Special Education Class for students with Developmental Disabilities (Specialized Schools) (25 elementary classes total between the two schools)**

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

### **Program**

Clifford Bowey Public School and Crystal Bay Centre for Special Education offer specialized school settings for pupils with developmental disabilities.

- Focus of the program is to develop life skills which include communication skills, self-help skills, and an introduction to basic academic skills
- CHEO School Based Rehabilitation Services provide support for therapy-based programming in the areas of occupational therapy and physiotherapy. LHIN School Health Professional Services provide nursing support.
- An IEP containing specific expectations is designed collaboratively for each student according to learning needs and abilities. The IEP is based on, and modified by, the results of continuous assessment and evaluation
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and/or IEP
- It includes a transition plan and should include work experience opportunities, as appropriate



## **Special Education Class for Students with Mild Intellectual Disabilities (MID) (Storefront Program) – (1 secondary class)**

### **Placements**

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

### **Admissions Criteria**

- students must be 19 years of age
- students must currently be attending a program for students with mild intellectual disability or developmental disability
- students must have supporting documentation which will include: written recommendation of the sending school/program, completed transition skills checklist, and written evaluations regarding previous successful work experience
- students must participate in a structured interview

### **Criteria for Change in Placement**

- reaches the age of 21
- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of on-going successful integration
- not complying with program expectations

### **Available Resources**

- one teacher with special education qualifications
- educational assistant and job coach are assigned to the class
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

### **Program**

Upon completion of the program, it is hoped that the students will be prepared to take their place in the workforce with a minimum of supervision.

- The students work in the community five mornings per week, 2.5 hours daily, for seven to eight weeks
- Over the course of two years at Storefront, students will participate in 10 work-experience placements
- The life skills component of the program is delivered in the afternoons
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation

### **Evaluation Methods**

- Assessment and evaluation are ongoing throughout the year





- OCDSB report cards and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

### **Alternative Placements**

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST
- regular classroom with support from the LST

### **For Further Information**

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*.

For more detailed information, contact the appropriate person from the list below:

- the staff of the Storefront Program
- the principal of the school
- Learning Support Services personnel serving the school

## ***Category: Physical***

### **Exceptionality: Physical Disability**

#### **Ministry Definition**

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

#### **Special Education Class for Physical Disabilities/Physical Support Program (PSP)**

(2 elementary classes, 24 secondary sections)

<b>Placements</b>
<ul style="list-style-type: none"><li>• specialized classes at the following levels: primary, junior, intermediate, and senior</li><li>• up to 12 students per class</li></ul>
<b>Admissions Criteria</b>
<ul style="list-style-type: none"><li>• medical diagnosis of a physical disability with significant programming adaptation requirements</li></ul>






## Special Education Class for Physical Disabilities/Physical Support Program (continued)

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

### Program

- At the elementary and secondary level, the physical support programs address the academic and physical needs of students at the appropriate level
- An IEP containing specific expectations is designed for each student reflecting learning needs and abilities
- CHEO School Based Rehabilitation Services provides support for therapy-based programming in the areas of occupational therapy, physiotherapy, nursing and speech disorders (if eligible)
- There is ongoing liaison with CHEO Development and Rehabilitation (Children's Treatment Centre services) for those students who enter from this service.

### Evaluation Methods

- Assessment and evaluation are ongoing throughout the year. OCDSB Report Cards, Alternative Report Cards (if applicable) and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

### Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- Other special education placement options if appropriate
- CHEO OCTC School (Early Intervention Program – JK/SK levels – option if appropriate)
- Regular classroom with support from the LST/LRT
- Regular classroom with monitoring from the LST/LRT



### For Further Information

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school

## Exceptionality: Blind and Low Vision

### Ministry Definition

A condition of partial or total impairment of sight or vision that, even with correction, affects educational performance adversely.

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

### Program/Service Delivery Model

ITB/LVs provide:

- A school-based functional vision assessment to determine frequency of service and educational strategies
- Direct instruction in Braille and other tactile learning strategies
- Adaptation of curriculum materials (Braille, e-text, auditory, large print)





- Orientation and mobility instruction (safe travel techniques)
- Training in specialized equipment including computer hardware and software, optical aids, and other specialized equipment used in the classroom
- Provide consultation and support to schools concerning needs related to vision

### **Evaluation Methods**

- Student's visual efficiency, tactile learning, orientation and mobility, and alternate skills are assessed regularly by the itinerant teacher, including functional vision assessments, observation and checklists
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB report cards and IEP, as well as anecdotal reports where appropriate
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

### **Alternative Placements**

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- Other special education placement options if appropriate
- Provincial school for the blind and deaf-blind, and the Francophone school for the deaf, blind, deaf-blind and for those with learning disabilities
- Regular classroom with monitoring from the LST/LRT
- Regular classroom with support from the LST/LRT

### **For Further Information**

- Consult the *Ottawa-Carleton Education Program for Students with Visual Impairment* brochure about the program
- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*. For more detailed information, contact the principal of the student's school or the Lead ITB/LV or Learning Support Services personnel serving the school





## **Category: Multiple**

### **Exceptionality: Multiple**

#### **Ministry Definition**

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

#### **Range of Placements**

Depending on the student's strengths and needs, placements can range from a regular class to a special education class. While there are no special education classes devoted to students with multiple exceptionalities, these students' program needs can be met in a variety of placements.

#### **For Further Information**

- Consult the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide*
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school

### **Exceptionality: Mild Intellectual Disability and Behaviour**

#### **Ministry Definition of Mild Intellectual Disability**

A learning disorder characterized by:

- a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
- b. an inability to profit educationally within a regular class because of slow intellectual development
- c. a potential for academic learning, independent social adjustment, and economic self-support

#### **Ministry Definition of Behaviour**

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of the following:

- a. an inability to build or to maintain interpersonal relationships
- b. excessive fears or anxieties
- c. a tendency to compulsive reaction



- d. an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

**Special Education Class for students requiring a Dual Support Program (DSP)**  
(3 elementary classes; 32 secondary sections)

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

**Program**

- The focus of the program is to provide a structured learning environment with the opportunity to develop appropriate life and social skills
- The program allows for integration into regular classrooms and/or school activities
- An IEP containing specific expectations with a focus on behaviour is designed for each student, according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation including consultation with parent(s)/guardian(s) on an ongoing basis



### Evaluation Methods

- Student assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

### Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

### For Further Information

- Consult the OCDSB Learning Support Services Identification, Placement and Review Parent Guide
- For more detailed information, contact the principal of the student's school, or LSS personnel serving the school

## Program: Primary Special Needs (PSN)

### Special Education Class for students with Primary Special Needs (PSN)

(9 elementary classes)

#### Placements

- specialized classes at primary level
- up to 10 students per class

#### Admissions Criteria

- need for one or more years in an intensive support program
- scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability
- in the age-equiv. range of grade 1 to 3
- significant developmental delays in two or more of the following areas: intellectual, academic and social/emotional development, language, physical (fine and gross motor)



## Special Education Class for students with Primary Special Needs *(continued)*

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

### Program

- The primary special needs program provides opportunities for each student to progress in all relevant areas of development
- The focus of the program is to develop academic, communication and social/emotional skills
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous formal and informal assessment
- For most students, integration into regular classrooms and school activities is considered to be an essential part of this program

### Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

### Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate





- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

### **For Further Information**

- Consult the OCDSB Learning Support Services Identification, Placement and Review Parent Guide
- For more detailed information, contact the principal of the student's school, or Learning Support Services personnel serving the school

### **Looking Forward**

The Board will:

- continue to provide a range of placement options for all students
- continue to review the quality of its specialized programs to meet the needs of special needs students through the Quality Program Indicators

