



## MEMORANDUM

**Memo No. 20-003**

**TO:** Trustees  
Student Trustees

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

**DATE:** 7 January 2020

**RE:** **Elementary Students with Individual Education Plans by Program**

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This memo is in response to requests for additional information regarding students with Individual Education Plans (IEPs) stemming from *Report 19-109: Status of the English with Core French Program*.

The data in the report included elementary students with an IEP who are part of the regular program. The report did not include those students:

- who are in a fully self-contained or partially integrated specialized program classes;
- who are enrolled in a specialized program school (i.e., Clifford Bowey Public School or Crystal Bay Centre for Special Education);
- students identified with Giftedness through an Identification, Placement and Review Committee, regardless of placement.

Further, attached *Appendix A: Percentage of Students with IEPs by Program* provides the proportion of all students with an IEP in relation to the overall number of students enrolled in each program (e.g., of the 14,302 elementary students enrolled in the English program, 25.9% have an IEP).

Further, attached *Appendix B: Program of Students with IEPs* provides the proportion of all students with an IEP in relation to the number of students with an IEP enrolled in each program (e.g., of the 6390 elementary students with an IEP, 58.06% are enrolled in the English program).

Caution must be exercised with respect to interpretation and in drawing conclusions about the data. It is important to note both the preliminary nature and the limitations associated with the data provided. For example, considering the complex nature of individual learning differences, it must be recognized that students' IEPs do vary greatly. IEPs can reflect the following:

- Accommodations only
  - Providing special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to

demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations only

- Modified expectations (with or without accommodations)
  - Modifications may include the use of learning expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level
- Alternative expectations/programs (with or without accommodations)
  - Statements in the IEP describing expectations developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum (e.g., orientation/mobility, personal care, etc.).

While the above are considerations, they is not the only factors to be considered in analyzing the data. However, it is evident that there are more students with IEPs who are enrolled in the English and Alternative programs than in French Immersion programs.

If you have any questions or concerns, please contact Peter Symmonds at [peter.symmonds@ocdsb.ca](mailto:peter.symmonds@ocdsb.ca)

cc     Senior Staff  
         Manager of Board Services  
         Special Education Advisory Committee  
         Corporate Records