Appendix A to COW
16 June 2020

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

# Creating a Culture...

## of Innovation, Caring and Social Responsibility

# Special Education Plan

## 2019-2020

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# MISSION STATEMENT

Educating for success –

inspiring learning and

building citizenship

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# Part 1- The Board's Consultation Process

## Purpose of the Standard

*To provide details of the board's consultation process to the Ministry and the public.*

The Ottawa-Carleton District School Board reviews and updates the Special Education Plan on an annual basis. It is our belief that consultation with a variety of stakeholders is necessary to receive the required input to improve programs and services for students as well as to update the plan as required.

The OCDSB's Special Education Advisory Committee (SEAC) formally reviews the Special Education Plan annually, and also throughout the year as the need arises in accordance with *Regulation 464/97*. SEAC members are able to share information and input from their respective associations/agencies and provide feedback. This document continues to be a work in progress as we strive to continue to improve the functionality and usability of the plan. A review schedule of each component of the special education plan was developed for the year via SEAC monthly agendas and input from SEAC was received. All of the feedback provided was reviewed and included in the plan, when they were aligned with Ministry of Education requirements. Ongoing suggestions and feedback this year from SEAC consultations were to continue to include more parent / guardian friendly language and a clarity of language or descriptions as it relates to aspects of our special education programs and services.

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## Minority and Majority Reports

There were no majority or minority reports concerning the Board's approved special education plan in 2019/2020.

## Opportunities for Community Input

Opportunities for public input and feedback were provided through SEAC monthly meetings and meeting minutes, the Board's website, and via direct connection with Learning Support Services team members. In addition, an invitation to members of the community inviting feedback on the Special Education Plan 2019-2020 was posted on the District's website.

## Special Education Program and Services Internal / External Reviews

*Methodology for Internal Reviews*

In January, 2014, the Learning Support Services department presented Report No. 14-001, *Performance Measures for the Ottawa-Carleton District School Board, Learning Support Services*. Building on the draft, Program Logic Models (PLMs), developed in

consultation with Dr. Tim Aubry, at the University of Ottawa, the report highlights several performance measures for Learning Support Services department and for each OCDSB specialized program. These performance measures have been used to shape the most recent program reviews for two of our specialized program classes (LD SIP, and Gifted).

Further work has begun on the implementation and monitoring of a revised model for supporting students with Learning Disabilities. Exploration of the programs and services for students with Giftedness is ongoing. A key component of the program review process is the engagement of stakeholders including SEAC, parents / guardians, parent / community organizations, students, central staff, teachers, educational assistants, principals, managers, senior staff, and trustees in the process. The inclusion of stakeholders has taken on a variety of formats and is dependent upon the review.

**OCDSB Quality Programming Indicators**

We continue to work on the development of the OCDSB Quality Programming Indicators (QPI). The purpose of the new resource is to provide a comprehensive overview of quality programming to meet the specialized learning needs of students within both regular and specialized program classes in K to 12 settings. Indicators of quality programming focus on the following topics: Student and Class Profiles, Individual Education Plans, Transition Plans, Academic and Alternative Programs, Instructional Strategies, Technology, Tools, and Specialized Equipment, Instructional Environment, Social-Emotional Learning, Integration, and Assessment. This resource has been shared with administrators district-wide. Due to labour disruptions, we will be planning for opportunities for training and professional development sessions on the tool in the 2020-2021 school year.

**Learning Support Services Operational Review**

In October, 2018, LSS was directed to undertake an operational review with a focus on the following aspects:

- the process for identification, needs assessment (including the use of tiered interventions as a support for all students, and as identification and placement evidence), and placement for all exceptionalities

In order to objectively and efficiently accomplish the review, the District has contracted external consultants. LSS staff and SEAC worked collaboratively to establish a scope of work to inform the Request for Service process. In January 2020 the contract was awarded to the successful proponent, Optimus SBR. Working with the team from Optimus SBR, the project plan including methodology and timelines was developed.

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A series of 11 focus groups with stakeholders and a parent survey were scheduled for March and April 2020. Due to the impact of labour sanctions and the school closure due to COVID 19, it was decided to pause all planned review activities until such time that all stakeholder groups could be effectively engaged.

Revised timelines will be communicated when the review resumes. LSS and the team at Optimus SBR continue the preparatory work associated with each activity planned for the Current State Assessment (e.g., parent survey) and to develop consultation methods that accommodate physical distancing.

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# Part 2- Special Education Programs and Services

## The Board's 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 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 Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, Accessibility for Ontarians with Disabilities Act, and regulations made under the Act and any other relevant legislation. 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 and Building Citizenship forms the foundation of our work. Many components of our current Strategic Plan connect and support the delivery of our supports and programs.




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## Service Delivery Model

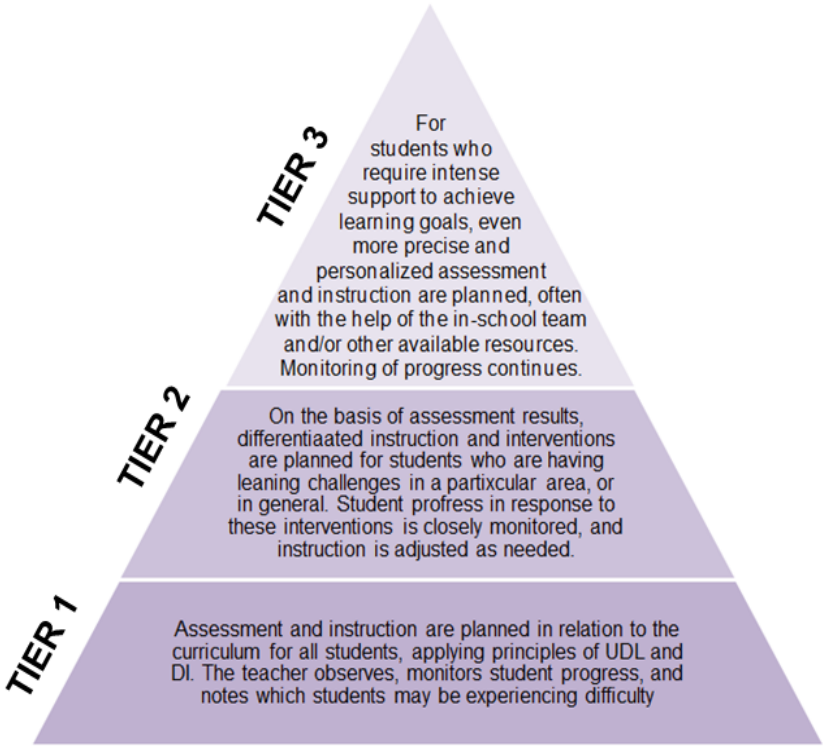
The Service Delivery Model of the Ottawa-Carleton District School Board is based on a continuum of programs and services with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools. Our goal is to strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents 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. Specialized program class locations are based on a geographically defined catchment area and designated schools. We value collaboration and consultation with parents / guardians to best understand the strengths and needs of each learner.

The OCDSB places a strong emphasis on the inclusion of our students with special needs. Our ongoing commitment is to provide the structures and support each student needs to foster their growth and development in programs, which foster integration and independence as defined for each student based on their strengths and needs.

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, are able to provide programming support that allows the student to meet required expectations with success. The regular classroom is always an option that parents / 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. The regular class is considered the most inclusive of placements.

The special needs of each student may be met by accommodations, modifications, and/or alternative expectations, including, but not limited to, a variety of teaching methods, and/or special equipment. The OCDSB model for service delivery 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). An overview of the tiered approach to intervention is summarized in the following chart:

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**Special Education Programs**
Special education placements and programs are outlined in detail in Standard 9 (refer to subsection Special Education Placements Provided by the OCDSB for detailed descriptions of Ministry Placements and OCDSB Programs).

**Ministry of Education Placements offered by the Ottawa-Carleton District School Board**

- 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

**Special Education Programs offered by the Ottawa-Carleton District School Board**

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

## Provincial Specialized Placements

- Care and Treatment Programs (CTCC)
- Provincial or Demonstration Schools
- Hospital or Treatment Centres

## Special Education Supports in the OCDSB

*(All supports listed below are in no particular order)*

| School-Based Supports | System-Based Supports | Provincially-Based Supports |
|---|---|---|
| • Classroom Teacher<br>• Parent(s)/guardian(s)<br>• Educational Assistant (EA)<br>• Early Childhood Educator (ECE)<br>• Learning Support Teacher (LST)<br>• Learning Resource Teacher (LRT) (elementary only)<br>• Principal/Vice-Principal | • Learning Support Consultant (LSC)<br>• Psychologist/Psychological Associate<br>• Social Worker<br>• Speech-Language Pathologist<br>• Autism Spectrum Disorder Team<br>• BCBA (Board Certified Behaviour Analyst)<br>• Behavior Support Team<br>• Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing<br>• SELT (Social / Emotional Learning Teacher)<br>• Early Learning Team<br>• ITAT (Itinerant Teacher of Assistive Technology)<br>• Itinerant Emergency Educational Assistant<br>• Itinerant Educational Assistant<br>• System Principals<br>• System Managers<br>• Supervisors of Speech-Language Pathology, Psychology, and Social Work | • Community Agencies<br>• Care and Treatment (CTCC)<br>• Local Health Integration Network (LHIN)<br>• Hospitals<br>• Demonstration/ Provincial Schools |

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The OCDSB special education policy shall be achieved through the delivery of a variety of learning supports including, but not limited to:

- range of appropriate, timely 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**

**Applied Behaviour Analysis (ABA)** is the science of behaviour that systematically applies strategies, to improve socially significant behaviours. Interventions are utilized to shape and change behaviour as well as teach new skills.

**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.

**Differentiated Instruction** includes using flexible groupings to meet student needs, providing accommodated instruction/assessments activities where required and

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challenging students at an appropriate level (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 OCDSB Special Education Programs and Services for detailed descriptions.

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

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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 Ontario 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 Ontario 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.

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## Acronyms Used in the Special Education Plan 2020

| | |
|---|---|
| ABA | Applied Behaviour Analysis |
| 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 |
| ASDT | Autism Spectrum Disorder Team |
| BCBA | Board Certified Behaviour Analyst |
| BIP | Behaviour Intervention Program |
| BST | Behaviour Support Team |
| CAC | Centre for Augmentative Communication |
| 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 |
| GLP | General Learning Program |
| IBI | Intensive Behaviour Program |
| IEA | Itinerant Educational Assistant |
| IEP | Individual Education Plan |
| ILLD | Intermediate Language Learning Disabilities |
| IPRC | Identification, Placement and Review Committee |
| 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 |
| LD | Learning Disability |
| LDP | Learning Disability Program |
| LD SIP | Learning Disability Specialized Intervention Program |
| LLD | Language Learning Disability |
| LSC | Learning Support Consultant |
| LSS | Learning Support Services |
| LST | Learning Support Teacher |
| LRT | Learning Resource Teacher |
| MID | Mild Intellectual Disability |
| OCDSB | Ottawa-Carleton District School Board |
| OSR | Ontario Student Record |
| OSSD | Ontario Secondary School Diploma |

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| | |
|---|---|
| OSTA | Ottawa Student Transportation Authority |
| OT | Occupational Therapist |
| PCLD | Provincial Committee on Learning Disabilities |
| PSP | Physical Support Program |
| PT | Physical Therapist |
| QPI | Quality Programming Indicators |
| SAL | Supervised Alternative Learning |
| SEA | Special Equipment Amount |
| SEAC | Special Education Advisory Committee |
| SIP | Special Incidence Portion |
| SLP | Speech-language Pathologist |
| SST | Student Success Teacher |

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# Roles and Responsibilities

## *Purpose of the Standard*

*To provide the public with information on roles and responsibilities in the area of special education.*

The Ministry of Education has defined roles and responsibilities in elementary and secondary education in several key areas:

- Legislative and policy framework
- Funding
- School system management
- Programs and curriculum

It is important that all those involved in special education understand their roles and responsibilities, which are outlined below:

**The Ministry of Education**

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils
- establishes the funding for special education through the structure of the funding model which consists of the Grant for student needs, including funding for classrooms and the Special Education Grant. The Special Education Grant is made up of six allocations:– Special Education Per Pupil Amount, Differentiated Special Education Needs Amount, Special Equipment Amount, Special Incidence Portion, Facilities Amount, and Behaviour Expertise Amount
- requires school boards report on their expenditures for special education
- sets province-wide standards for curriculum and reporting of achievement
- requires school boards maintain special education plans, review them annually, and submit amendments to the Ministry
- requires school boards establish Special Education Advisory Committees (SEAC); establishes Special Education Tribunals to hear disputes between parent(s)/guardian(s) and school boards regarding the identification and placement of exceptional pupils
- establishes a Provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- operates provincial and demonstration schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

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## The District School Board

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
- monitors school compliance with the Education Act, regulations, and policy/program memoranda
- requires staff comply with the Education Act, regulations, and policy/program memoranda
- provides appropriately qualified staff to provide programs and services for students with special education needs in the board
- obtains the appropriate funding and reports on the expenditures of provincial funds for special education
- develops and maintains a Special Education Plan
- reviews the Special Education Plan annually, submits the checklist to the Minister of Education, and posts the Special Education Plan to the OCDSB website
- provides statistical reports to the Ministry as required and as requested
- prepares and publishes a parent guide to provide parent(s)/guardian(s) with information about special education programs, services, and procedures
- establishes IPRC meetings to identify students with special education needs and determine appropriate placements for them
- establishes a Special Education Advisory Committee and considers its recommendations
- provides professional development to staff on special education
- establishes an annual budget, including a special education budget

## The Special Education Advisory Committee (SEAC)

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for students with special education needs in the board
- participates in the board's annual review of its Special Education Plan
- participates in the board's annual budget process as it relates to special education
- reviews the financial statements of the board as they relate to special education
- provides information to parent(s)/guardian(s), as requested
- create and maintain a guide of SEAC members and contact information

## The School Principal

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies
- communicates Ministry of Education and school board expectations to staff
- ensures that appropriately qualified staff are assigned to teach special education classes
- communicates board policies and procedures about special education to staff, students, and parent(s)/guardian(s)

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- ensures that the identification and placement of students with special education needs, through an IPRC meeting, is done according to the procedures outlined in the Education Act, regulations, and board policies
- consults with parent(s)/guardian(s) and with school board staff to determine the most appropriate program for students with special education needs
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements
- ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP
- ensures the delivery of the program as set out in the IEP
- ensures that appropriate assessments are requested if necessary and that parental/guardian consent is obtained
- provides the parent guide, and other relevant documents to parent(s)/guardian(s)

**The Teacher**

- engages in early identification to inform instructional practices
- carries out duties as outlined in the Education Act, regulations, and policy/ program memoranda
- follows board policies and procedures regarding special education
- maintains up-to-date knowledge of special education practices
- where appropriate, works with special education staff and parent(s)/guardian(s) to develop the IEP for a student with special education needs
- provides the program for students with special education needs in the regular class, as outlined in the IEP
- communicates the student's progress to parent(s)/guardian(s)
- works with other school board staff, parents, and students, where appropriate, to review and update the student's IEP.

**The Special Education Teacher**

In addition to the responsibilities listed above under "The Teacher", the following additional roles / responsibilities are included:

- holds qualifications, in accordance with *Regulation 298*, to teach special education
- monitors the student's progress with reference to the IEP and modifies the program as necessary
- assists in providing educational assessments for students

**The Early Childhood Educator in coordination with the Teacher**

- assists in implementing and planning education to Kindergarten children;
- assesses the development of Kindergarten children through observation and monitoring;
- upholds a classroom environment that is healthy physically, and social learning

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- relays information to families;
- undertaking of duties assigned by the principal in regards to the Kindergarten program.

**The Parent(s)/Guardian(s)**

- become familiar with and informed about Board policies and procedures in areas that affect the child
- participate in IPRC meetings, parent-teacher conferences, and other relevant school activities
- participate in the development of the IEP
- becomes acquainted with the school staff working with the student
- support the student at home
- work with the school principal and teachers to solve problems
- are responsible for the student's attendance at school

**The Student**

- complies with the requirements for pupils as outlined in the Education Act, regulations, and policy/program memoranda
- complies with Board policies and procedures
- participates in IPRC meetings, parent(s)/guardian(s)-teacher conferences, and other activities, as appropriate

**Special Education Staff Roles and Responsibilities in the OCDSB**

Superintendent of Learning Support Services - Peter Symmonds
System Principal of Learning Support Services - Amy Hannah
System Principal of Learning Support Services - Christine Kessler
Manager of Mental Health and Critical Services- Dr. Petra Dushner
Manager of Learning Support Services - Stacey Kay

<u>Clinical Supervisors:</u>
Psychology - Dr. Kristin Schaub
Social Work - Kathryn Langevin
Speech - Language Pathology - Maya Rattray

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# Early Identification Procedures and Intervention Strategies

## Purpose of the Standard

*To provide details of the Board's early identification procedures and intervention strategies to the Ministry and to the public.*

The OCDSB believes that early identification and intervention to address special needs is essential to student success. The District uses a range of effective practices to accomplish this beginning from the time a student is registered to attend school in the OCDSB.

These procedures are a part of a continuous assessment and program planning process, which should be initiated when a child is first enrolled in school or no later than the beginning of a program of study immediately following kindergarten, and should continue throughout the child's school life. Districts are therefore expected to provide a range of programs to assist students in meeting the curriculum expectations. These programs should include early identification of learning needs, appropriate teaching strategies, ongoing assessment, and communication with parent(s)/guardian(s) and students. (Policy & Program Memorandum No.11.)

The OCDSB makes every effort to review the needs of all students as early as possible. Early and ongoing intervention is recognized as contributing to the well-being of all children and their ability to reach their potential. Parent(s)/guardian(s) are an integral part of the process. It is the belief of the OCDSB that continuous assessment and planning should exist for students throughout the education process. Learning abilities and needs are identified as early as possible. Programming is designed to support the student's needs and to help the student achieve to their fullest potential.

Parent(s)/guardian(s) are encouraged to be involved in the education of their children from the beginning of the education process. They have a wealth of knowledge and valuable information that can assist in the education of their child. At kindergarten intake meetings, parent(s)/guardian(s) have the opportunity to share with the teacher information regarding their child’s areas of strengths, areas of needs and any relevant medical or other information.

**Student Registration Process - Kindergarten**

As a component to the registration process for entry into kindergarten programs, parents / guardians are asked to complete a Kindergarten Intake form. This provides an opportunity for parents / guardians to describe their child’s special learning needs. The information that parents / guardians provide is useful in initiating a number of actions to facilitate the entry of children with special needs into the school system.

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*The Kindergarten Educator Team (teacher, early childhood educator, and sometimes an educational assistant)* are key in the education and early identification process. The kindergarten educator team works collaboratively with the family prior to the Kindergarten intake process and following the beginning of school. The educator team communicates regularly with the parent(s)/guardian(s) about students' progress and development in the early years. The teacher employs ongoing assessments (observation checklists, inventories, portfolios, conferences, in-depth anecdotal records, formal/informal assessments) and shares these with the parents / guardians as appropriate.

Parents / guardians who provide information indicating their child has or may have special needs prior to school entry, may be asked to provide signed parental consent for board personnel to make contact with preschool service providers to arrange an observation of their child. Where appropriate case conferences are routinely held with key stakeholders, including parents, to share information about the student related to the necessary services once the child is attending school (e.g. occupational therapy, physiotherapy, speech-language pathology, nursing support, special accommodations, etc.).

**Student Registration Process Grade 1 - 12**

Students who register to attend OCDSB schools and have been receiving an educational program elsewhere are reviewed at the time of registration for the need for additional support related to specific needs. The OCDSB Registration form provides parents / guardians with an opportunity to indicate whether or not their child has a particular cognitive, behavioural, physical, medical or developmental needs, and whether they have been receiving special supports and services in their current educational setting.

It is typical practice in the OCDSB to request as much information from the parents / guardians about the student available at the time of registration. Where a parent / guardian does not have copies of materials from the student record in their possession (e.g. report cards, assessment results), written permission to contact the student's current educational provider is obtained and these documents are requested. The Ontario Student Record (OSR) is requested using the required Ministry of Education form. Where it is apparent that a student has had extensive intervention and will continue to need support, an immediate referral to the school multi-disciplinary team may occur. As a component of this process, school staff will contact multi-disciplinary or Learning Support Services personnel to assist in reviewing the student's most recent educational program and setting. If a student is attending a school in the Ottawa region, a site visit may occur (with written parental permission) to allow staff to observe the student in that setting and to discuss their strengths and needs with staff.

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If a student has been identified as exceptional in another school district, the school team with parental participation will determine whether further assessment may be required and whether to initiate an Individual Education Plan (IEP). If it is deemed appropriate, a recommendation to an Identification, Placement, and Review Committee (IPRC) may take place.

**English Language Learners**

In the OCDSB, we welcome students and families from all over the world. In an effort to best serve each learner, there are many considerations to support students entering a new linguistic and cultural environment. All educators have a shared responsibility for the language development for all English language learners (ELL)s and the needs of these students must be taken into account when assessing their learning.

When assessing ELLs (students who are learning English as a second language or as an additional language), educators must carefully consider a student's language acquisition needs and possible special education needs. It is essential that prior to making determinations that the necessary information be gained through a systematic, focused process to determine the root of each student's difficulties to determine the most effective method to address their need. Educators with expertise in supporting ELLs, such as English as a second language (ESL) teachers and English literacy development (ELD) teachers, should be a part of all in-school discussions.

In the first few years in the OCDSB, ELLs may receive support within their regular classroom setting. Each student will acquire language at a different rate and for some this may take considerably longer than others to become fluent in English. In the province of Ontario, the *STEP: Steps to English Proficiency* framework is used as a framework and resource to assist teachers in supporting ELLs in the classroom. This framework is used to assess and monitor language acquisition and literacy development. The STEP resource can be used for both initial and ongoing assessment purposes.

**Tiered Approach for Early Identification and Intervention**

*(Assessment/Consultation/Intervention)*

The tiered approach is an extremely effective approach to assessment and intervention which sequentially increases the intensity of instructional interventions (Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013). It is a model that promotes and facilitates the early identification of students' learning abilities and needs.

**Ongoing Monitoring and Responsive Intervention**

All of the various types of assessments and interventions contribute to programming and placement decisions, if appropriate. Ongoing monitoring and assessment are necessary to confirm the appropriateness of these programs and supports. As new information is gathered the educator notes progress or lack of it and considers any

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required adjustments in planning that would be beneficial to the student. In the case where students continue to have persistent difficulties, the educator may consider intervention in conjunction with the in school team. The educator works in collaboration with the in-school team to review the effectiveness of strategies and possible next steps and review other professional supports if required.

**Student Data / Information Collection**

Classroom educators collect a variety of assessment data for all students in the primary years. This data provides information on students along a developmental continuum. the following represents a sample of data collected by educators in the primary years:

| Grade | Assessment | Purpose / Description |
|---|---|---|
| Year 1 (JK)<br>Year 2 (SK) | Early Literacy / Numeracy Observation Tool (ELNOT) | To screen for early intervention and to gauge developmental growth of literacy and numeracy skills. |
| Year 1 (JK)<br>Year 2 (SK) | Developmental Indicators for the Assessment of Learning (DIAL-4) | To identify student strengths and needs in the areas of motor, concept, language, self-help, and social/emotional development. |
| Year 1 (JK)<br>Year 2 (SK)<br>November | The Kindergarten Communication of Learning: Initial Observation | • To provide an overview of initial observations of the student's learning;<br>• To provide educators with data to inform program planning. |
| Year 1 (JK)<br>Year 2 (SK)<br>February and June | The Kindergarten Communication of Learning | To provide reflections on the student's learning connected to the four program frames. |

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| Grade | Assessment | Purpose / Description |
|---|---|---|
| Year 1 (JK)<br>Year 2 (SK) | Ongoing pedagogical documentation will be collected to identify developmental levels in all areas of learning | • To provide evidence of learning that will be shared with parents / guardians throughout the year;<br>• To provide educators with data to inform intentional and purposeful programming. |
| Grade 1 - 3 | Achievement Data - Provincial Report Cards and ongoing classroom assessments based on the curriculum | To assess ongoing student progress and identify areas in need of remediation. |
| Grade 1-3 | PM Benchmarks or GB+(fall and spring) | To determine student reading engagement, fluency, and comprehension. |
| Grade 3 | EQAO | To assess numeracy and literacy skills. |

**Intervention Strategies, Programs, and Supports**
Intervention strategies are put in place to support students through a tiered approach, in which evidence-based assessment and instruction are systematically provided and respond to an individual's strengths and needs. The nature, intensity, and duration of interventions is determined on the basis of the evidence gathered through frequent and systematic monitoring of the student's progress.

The principles of Universal Design for Learning (UDL) and differentiated instruction (DI) will be used along with a tiered approach of greater personalization and precision to support the learning and teaching of students.

The following early interventions are available to all students demonstrating learning difficulties, whether identified formerly through an IPRC or not. These strategies are typically discussed with parents / guardians and appropriate school or system level staff prior to implementing them in the classroom.

- Primary teachers use a variety of strategies to teach phonemic development, phonological awareness, word recognition, decoding and comprehension;
- Special education teachers (LST / LRT) may work directly with students who need more intensive learning support;

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- Program differentiation and classroom accommodations are developed for students as required;
- System level Learning Support Services staff are available to provide information, resources, and programming support for schools that have students with significant special needs. Referrals for system level supports originate from the school or LSS department;
- Development of behaviour intervention plans, student Safety Plans, Behaviour Management Plans (BMP);
- Multi-disciplinary team service via appropriate referrals;
- Professional services staff consultations with teachers or individual students to provide specific strategies to support the learning environment (with written parental consent);

The OCDSB has other system level teams to support a variety of exceptional learners. To access the following teams, schools are required to obtain parent/guardian consent and to submit a referral. The system level teams that assist school team to support early identification and intervention include:

- Early Learning Team
- ASD / DD Team (also offer intake meetings when new to the District);
- Itinerant Educational Assistants

System level teams include multi-disciplinary professionals including educators, educational assistants, psychology staff, social workers and speech-language pathologists who support students through consultation with parent/guardians, the school and the multi-disciplinary teams.

As detailed in Part 4 - Coordination of Services with Other Ministries or Agencies, the OCDSB works collaboratively with several community partners (e.g., First Words, CHEO) to maximize opportunities for early identification of special needs and to apply effective intervention strategies.

**Transition Planning**

Students and families navigate several transitions throughout their education. It is common for transitions to pose challenges for all students, but it can be particularly difficult for some students with special education needs and for their families. Collaborative and coordinated planning in advance of transitions is imperative to ensure that all of the required supports are in place to ensure success.

As of September, 2014, *PPM No. 156 "Supporting Transitions for Students with Special Education Needs"*, requires all students who have an IEP, whether or not they have been identified as exceptional by an IPRC, to have an up-to-date transition plan at every stage of their journey through school. The key school transitions are as follows:

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- entry to school
- a change from one school to another
- the move from elementary to secondary school
- the transition from secondary to postsecondary activities
- a move to a school following a prolonged absence for medical reasons or after receiving care, treatment, or rehabilitation by another institution

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# The Identification, Placement and Review Committee (IPRC) Process and Appeals

## Purpose of the Standard

*To provide details of the Board's IPRC process to the Ministry and the public.*

Special Education programs and services are provided for students who have demonstrated a need for assistance that differs from regular classroom instruction. The Individual Education Plan is used to document individual program expectations. Parents/ guardians or the principal may request to have documentation formalized through the Identification, Placement, and Review Committee (IPRC) process. To support parent/ guardian understanding of the IPRC process, the OCDSB has developed a resource called the Identification Placement and Review Committee Parent Guide.

**What is an IPRC?**

*Ontario Education regulation 181/98* requires that all school boards establish Identification, Placement, and Review Committees (IPRCs). The IPRC has a legal responsibility to make decisions about the identification of pupils as exceptional and placement of pupils into special education programs and services.

*Ontario Education regulation 181/98* entitles parent(s)/guardian(s) and pupils 16 years of age or older:

- To be present at, participate in, all committee discussions pertaining to the pupil;
- To have a representative present at an IPRC if so desired;
- To be present when the committee's identification and placement decision is made;
- To initiate a request for an IPRC.

An IPRC is composed of at least three people, one of whom must be the school principal or designate. The other members of the committee can be any other staff including principals, professional services staff, or teachers (LST, LRT, specialized program class, or classroom).

The purpose of the IPRC is:

- to identify the areas of strength and areas of need of the student;
- to determine whether the student is, or is not, exceptional;
- to identify a specific exceptionality, or exceptionalities, if applicable;
- to recommend an appropriate placement in a program designed to meet the identified needs of the student;
- to serve as an annual review for students who have been identified by an IPRC;

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IPRCs may also make recommendations to programs and services. It is important to note that although IPRCs may discuss programs and services, IPRCs do not make decisions about the delivery of programs and services. When a referral for a specialized class placement is made, the principal must wait for the referral committee recommendation before holding an IPRC meeting to place the student in that class (see *IPRC Statement of Decision* form at the end of this section).
At an IPRC, the identification of exceptionality is the result of an extensive and varied compilation of data on the student's academic, physical and/or social/emotional development over an extended period of time. This data collection process involves not only the gathering of information on a student's background, learning profile, and level of achievement, but also involves information about all efforts to assist the student.

The IPRC considers both formal and informal assessment results completed at the school level (e.g. educational assessments) and from outside professionals (e.g. medical doctors, psychologists, psychological associates or psychiatrists), plus information from parent(s)/guardian(s), their advocates and the student as well as the summary of attempted intervention strategies, in establishing the exceptionality and placement of the student. An IPRC meeting may result in placement in a special education program along the continuum of regular program to more specialized class placements within the community school and, in some instances, another setting outside the community school. If deemed exceptional, the exceptionality and definition will appear on the IPRC Statement of Decision.

**Prior to an IPRC Meeting**
At least 10 calendar days in advance of an IPRC meeting, the principal will provide written notification of the meeting and an invitation to the parents/guardians to attend. This letter notifies parents/guardians of the date, time, location of the meeting, and it will prompt them to indicate if they will be in attendance.

For initial IPRCs the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide* will be provided to the parent(s)/guardian(s). Copies are available at each school and on the OCDSB website. Principals send out this guide with the notification of the initial IPRC Meeting Form.

**What is considered in an IPRC placement decision?**
*Regulation 181/98* requires that before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's needs;
- are consistent with parent / guardian preferences

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If, after considering all of the information presented including relevant assessment information, the IPRC is satisfied that a placement in a regular classroom will meet the student's needs and that such a decision is consistent with parent/guardian preferences, the IPRC will decide in favour of a regular class placement with appropriate special education services. The committee may also determine that the student's needs would best be met through placement in a specialized program classroom. Prior to considering a specialized program class placement, schools will have submitted a referral package which is then reviewed by a central referral committee against annually reviewed criteria. The central review committee will then provide feedback for consideration at the IPRC.

## Initial IPRC Meeting and Review IPRC Meeting

*Initial IPRC Meeting Overview*

The date, time, and location of the meeting are predetermined and established. At the initial meeting, the chairperson (i.e. the school principal or designate) welcomes and introduces those individuals present and explains the purpose of the meeting. The IPRC members are clearly identified. Parents/guardians, school personnel, and others in attendance are invited to provide further information in an open discussion format, when required. Based on all the information available for consideration, the IPRC will make a decision regarding the identification and placement for the student.

The committee may identify a student as exceptional and recommend placement in the most appropriate setting. If the IPRC requires further information then the decision will be deferred to such a time that the information becomes available. The school will then endeavour to gather additional information and liaise with the school multi-disciplinary team. The IPRC will reconvene at the earliest available date. Parents / guardians will be provided with details and a timeline of when they should expect to return to the IPRC.

Following the initial IPRC, the committee will provide a written statement of their decision including the identification and placement (if any) and specific recommendations for programs and services to the parents/guardians and the student of 16 years of age or older. Parents/guardians will be asked to sign the statement of decision and return it to the school. For students who are identified as exceptional, there must be an annual review of the student's identification and placement unless the annual review is waived or dispensed by the parent/guardian or student of 16 years of age or older.

*Annual Review IPRC Meeting/Process*

All students that have an IPRC are reviewed annually by the school team and parents/guardians. An IPRC review may not occur more often than once every three month period *(Reg. 181/98*, s.21 (2) *the Education Act).* Parent(s)/guardian(s) who are in agreement with the recommendation of the school team may waive the requirement to hold an annual review IPRC meeting. *Reg. 181/98, s.21 (4b)* states that, where there are

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no changes to the identification or placement, a parent/guardian may choose to waive or dispense of the requirement to hold an IPRC by signing and returning to the school a waiver letter which states that they agree with the school's recommendations. An annual IPRC reviews the following: the student's progress, current statements of strengths and needs, exceptionality and placement.

**Parent / Guardian Request for a Review**

A request by a parent / guardian for a review may be made at any time after the initial placement has been in effect for three months, but may not be more than once in every three-month period. A request for review, outside of the normal annual review process, must be provided in writing to the school principal. Upon receipt of a parent / guardian request for review, the principal will, within 15 calendar days, provide the parent / guardian with a written statement acknowledging the request, a copy of the OCDSB IPRC guide and a written statement indicating an approximate meeting date / time. The principal may request a review at any time, on written notice to a parent / guardian.

**IPRC Statement of Decision**

The IPRC Statement of Decision includes the following information:

- whether the IPRC has identified the student as exceptional;
- the categories and definitions of any exceptionalities identified, as defined by the Ministry of Education;
- the description of the student's areas of strength and areas of need;
- the placement;
- the recommendations regarding a special education program and special education services;
- the reasons to place the student in a special education class

If a parent / guardian does not agree with the decision, they should not sign the IPRC Statement of Decision at the meeting. The parent / guardian may, by providing written notice to the chair of the IPRC, request a second meeting with the committee. That request must be given to the Chair of the Committee within 15 calendar days of the parent / guardian's receipt of the IPRC decision.

**Superintendency Based (SB) IPRC Meeting**

Since 2014 the SB IPRC has been available for placement into specialized program classes for specific exceptionalities. The SB IPRC committee is composed of a principal chair, an OCDSB psychologist/psychological associate and another member of LSS staff (e.g., Learning Support Consultant (LSC), speech-language pathologist etc.). Parents/guardians are invited to the SB IPRC and are valued participants in the process.

The SB IPRC is available for any specialized program class exceptionality when the circumstances of the referral warrant this level of central involvement (e.g., complex student profile, exceptional situations etc.).

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For most referrals to specialized program classes:

- A school-based case conference with relevant members of the multidisciplinary team and parent(s)/guardian(s) will be completed and reflected in the referral form;
- In most cases, referral review will provide school teams with specific site offers for consideration by parent(s)/guardian(s). A school based IPRC would then be completed;
- In the case that an offer was not made for the specialized program class as requested, a school based case conference with central LSS support would be offered to the parent(s)/guardian(s). The goal of the case conference would be to establish shared solutions personalized for the student and incorporating all stakeholders.

**The IPRC Appeal Process**

Should the parent(s)/guardian(s) disagree with the identification and/or the placement statements from the Committee, one of the System Principals of Learning Support Services and/or the superintendent of instruction for the school should be invited to a follow-up meeting with the parent(s)/guardian(s) and the Committee members. Every attempt will be made to resolve the concerns at this level.

Should this follow-up discussion not resolve matters, the parent(s)/guardian(s) have the right to appeal the recommendations of the IPRC. The appeal can only be based on disagreement with the identification and/or the placement of the student. A statement setting out reasons for the disagreement must be included. The request for an appeal must be made in writing within 15 calendar days of the follow-up meeting or within 30 calendar days of receipt of the statement from the IPRC. (In regards to all matters pertaining to appeals, days shall mean calendar days. Where time is limited and the expiry date falls on a school holiday, the time limit shall be extended to the next day following that is not a school holiday. During summer holidays, which are defined as periods of time that school is not in session, requests for appeals will be deferred to the day following the summer holiday, as per Regulation 304.

This request will be directed to:

Director of Education/Secretary of the Board
Ottawa-Carleton District School Board
133 Greenbank Road, Nepean, Ontario K2H 6L3
FAX: (613) 820-6968

**Appeal Board Membership**

The Appeal Board shall be composed of three members who must not be members or employees of the Board or Ministry, and who must not have had any prior involvement with the matter under appeal. Two members are to be appointed within 15 calendar days of receipt of the notice of appeal by the Secretary of the Board. These members will include:

a) one member selected by the OCDSB

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b) one member selected by parent(s)/guardian(s),

The Chair is selected and appointed jointly by the above members a maximum of 15 calendar days later. The Chair of the Appeal Board makes arrangements for the meeting to be held within 30 calendar days after the Chair is selected (unless parents/guardians give written consent for the meeting to be held more than 30 calendar days after the Chair is selected. Please note: if agreement cannot be reached, the Chair shall be selected by the District Manager at the Ministry of Education.

**Role of the Appeal Board**

The role of the Appeal Board is to consider all opinions, views, and information concerning the appeal from the parent / guardian, their representative, and the representatives from the Ottawa-Carleton District School Board. The Chair of the Appeal Board will notify the parent/guardian of the meeting date and time, and invite them to attend. The Appeal Board will meet with the parent / guardian no later than 30 calendar days following the selection of the Chair of the Appeal Board.

The Appeal Board must make its recommendations within 3 days of the meeting's completion. A written report of its recommendations must be provided to the parent/guardian/student (if 16 years of age or older), and the OCDSB. The Chair of the Appeal Board will present recommendations to the Board of Trustees within 30 calendar days. All documents submitted to the Appeal Board will remain confidential to the members of the Appeal Board. Parents have the right to request mediation, as indicated in the Education Act and the Board policy on this issue.

Within 30 calendar days of the Appeal Board's decision, the OCDSB notifies the parent(s)/guardian(s)/ student (if 16 years of age or older) whether it accepts or rejects the Appeal Board's decision. If the parent(s)/guardian(s) disagree with the decision of the Appeal Board, the parent(s)/guardian(s) may further appeal to an Ontario Special Education Tribunal under *Section 57* of the *Education Act*. Information about making an application to the tribunal will be included with the Appeal Board's decision.

**Appeals, Tribunals, Mediations**

It should be noted that appeals may be submitted following an IPRC process and requests for reconvening an IPRC meeting. Over the past three years, if an appeal has been submitted to the Secretary of the Board, it has never reached the point of review at a Special Education Appeal Board (SEAB).

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An overview of all appeals, tribunals, and mediations completed in the OCDSB over the past three school years:

| School Year | Special Education Appeal Board | Ontario Special Education Tribunal | Mediation Processes |
|---|---|---|---|
| 2019-2020 | TBD | TBD | TBD |
| 2018-2019 | 0 | 0 | 0 |
| 2017-2018 | 0 | 0 | 0 |

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# Educational and Other Assessments

## *Purpose of the Standard*

*To provide details of the board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRCs and the ways in which assessments are used*.

The OCDSB uses a range of assessment strategies in order to develop appropriate programs and interventions for students. The goal of any assessment is ultimately to best serve the needs of a student by providing staff with insights into a student's strengths, needs, and learning profile. The variety of assessment strategies may range from routine classroom practice to formalized assessments, which may be conducted by professionals with specialized knowledge and training.

Should an assessment involving personnel other than the classroom teacher or special education teacher (LRT / LST) be considered, the process will be discussed with parents / guardians and the student (as appropriate) prior to the assessment. At this time, informed consent can be provided, followed by signed consent which is required prior to the beginning of the assessment.

**Identification vs. Diagnosis**

An **identification** is defined by the Education Act and states that a student has special needs and is an exceptional pupil (under one or more of the Ministry of Education categories). A **diagnosis** is defined by the *Ontario Regulated Health Professions Act*, which means "identifying a disease or disorder as the cause of the symptoms of an individual in circumstances in which it is reasonably foreseeable that the individual will rely on the diagnosis."

In the OCDSB, there a variety of assessments, they are as follows:

**School-Level Assessments**

- teacher-developed assessments, including observation and consultation;
- educational assessments by appropriate special education staff to identify student strengths and needs;
- Curriculum Services supported assessments (PM Benchmarks, GB+, etc.).

**District-Level Assessments**

- assessments to facilitate consistency of grading across the system;
- norm-referenced achievement and abilities testing to assist in identifying students with special program or placement needs;

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- professional assessment (psychological, social work, speech and language, behaviour) to identify students' strengths and needs for appropriate program and placement.

**Provincial Assessments**

- assessments to determine if students have acquired sufficient skills to move toward graduation (at secondary);
- assessment to measure progress towards the attainment of curriculum expectations and standards;
- reading, writing and numeracy assessment as prescribed by the Ministry of Education.

**National and International Assessments**

- to provide context for achievement results of OCDSB students in relation to populations outside the limits of the District.

## Testing Schedule: 2019 – 2020

### EQAO Assessments

| Grade | Test/Assessment | Next Admin. |
|---|---|---|
| 3 & 6 | Reading, Writing, Mathematics | May 29 to June 1, 2020* |
| 9 | Math | January 13 to January 24, 2020 & June 2 to June 15, 2020* |
| 10 | Literacy | March 31, 2020* |

**None of these provincial assessments took place as planned due to school closures for the COVID-19 Pandemic**

### National and International Assessments with a 3 – 5 Year Administration Cycle

| Grade | Source | Test/Assessment | Next Admin. |
|---|---|---|---|
| 10 | PISA | Programme for International Student Assessment | 2021 |
| 4, 8 | TIMSS | Trends in Mathematics and Science Study (sample of students in each grade) | Fall 2020 |

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**Confidentiality and Rights to Privacy**

- Written and informed parental/guardian consent must be obtained for psychological, social work, behavioural and speech- language pathology assessments for students under the age of 18;
- Informed consent is obtained for educational assessments for students under 18 years of age;
- Information can only be shared with outside agencies and other professionals with written parental consent or with written consent from the student if they are 18 years of age or older;
- Third party confidential reports are the responsibility of the professional to whom they are released;
- Third party confidential reports are filed in the OSR, or with Learning Support Services, according to parental / guardian consent;
- Learning Support Services staff will obtain parental consent to communicate third party report information to the schools.

**Classroom Teacher**

In order to best serve the strengths and needs of a student, effective assessment and instruction planning are required. Teachers gather a variety of information about their students through observations, conversations, and discussions with the student and their parents / guardians. Teachers also reference a collection of student work samples and other informal classroom oral and written assessments. Through regular and ongoing dialogues with the parent / guardian and the student, teachers gain additional information to help them to best know their students.

To determine appropriate programming and/or placement the following assessments may be administered:

**Educational Assessments**

- are used to determine appropriate programming for students;
- may include norm-referenced achievement testing to assess acquisition of basic academic skills;
- may be required for a student to be referred for an individual assessment by Learning Support Services personnel;
- are required for a student to be considered for an IPRC meeting;
- include reports containing background information, current learning strengths and needs, a summary of recommendations (e.g. in-class program accommodation and/or modification, resource support, etc.).

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**Psychological Assessments**

- are based on current and historical information;
- include standardized psychological tests, observations, interviews with a student, professional judgment, clinical skills, multi-disciplinary discussion and consultation with parent(s)/guardian(s) to gain insight into a student's overall functioning including behaviour, personality, intellectual profile, learning style and achievement;
- are conducted by psychologists and psychological associates who are registered members of the College of Psychologists of Ontario or psychoeducational consultants who are supervised by psychologists.

The legislative underpinning supporting this service delivery model includes the *Regulated Health Professionals Act (RHPA), 1991, the Psychology Act, 1991* and *the Health Care Consent Act, 1996*

**Social Work Assessments**

- are based on current and historical information;
- focus on the social emotional development of the student;
- include the student's functioning within the context of their family and environment;
- involve a psycho-social analysis and the creation of a plan of intervention that looks at the student in the context of family, school and community;
- are conducted by social workers who are members of the Ontario College of Social Workers and Social Service Workers.

The legislative underpinning supporting this service delivery model includes the *Education Act, 1990, The Child, Youth, and Family Services Act 2017.*

**Speech/Language Assessments**

- address the development of oral and written language skills as emphasized in the Ontario curriculum;
- may be needed to augment an educational assessment;
- may include one or more of the following areas: receptive and expressive language skills, metalinguistic skills (e.g., phonemic awareness), social communication, cognitive-communication, and reading and writing;
- screening for speech sound production, fluency as well as voice and resonance disorders may be conducted to evaluate the appropriateness for a referral to access additional services through CHEO School-based RehabilitationServices;
- are conducted by speech-language pathologists who are members of the College of Audiologists and Speech-Language Pathologists of Ontario.

As the Ontario curriculum emphasizes both oral and written language skills (e.g., listening, understanding, speaking, reading and writing) some students may require a speech-language pathology assessment.

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The legislative underpinning supporting Speech-Language Pathology services includes the *Regulated Health Professionals Act (RHPA), 1991 and the Audiology and Speech-Language Pathology Act, 1991. The Inter Ministerial Guidelines for the Provision of Speech and Language Services, 1988* is also followed in determining type and level of service provided.

**Assessments conducted outside of the OCDSB**
Since school districts set their own criteria (based on the Ministry of Education categories of exceptionalities), the OCDSB does not automatically recognize previous identifications and placements held by students. Professional services staff review assessments, with parent / guardian consent, in order to make a determination at a school level of potential recommendations for identification and placement, where appropriate. The assessments must be conducted by a qualified professional (according to the standards set by each profession in Ontario). Medical information pertinent to accommodation of the student is directed to the school principal.

**Assessment Results**
Assessment results are provided to parent(s)/guardian(s) through:

- meetings with parent(s)/guardian(s) and appropriate school and/or board personnel as required;
- written reports.

Assessment information is collected under the authority of the Education Act, and will only be used to plan and evaluate a student's program. The information is confidential and access will be limited to those employees who have an administrative need, the student, and parent(s)/guardian(s) of a student who is under 18 years of age.

**Wait List for Learning Support Services**

- Wait lists are maintained at a school level using a multi-disciplinary team approach to prioritize students based on need. A range of supports and services are available to address student needs while waiting for formal assessment.
- Central data for students waiting for speech-language pathology, psychology or social work assessments is not available at this time due to the impacts of labour disruptions and school closures.
- Implementation of a technology solution for the central tracking of this data is in progress; however, implementation has been delayed due to the aforementioned challenges.

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# Specialized Health Support Services in School Settings

## Purpose of the Standard

*To provide details of the board's specialized health support services to the ministry and to the public.*

Partnering with the Champlain Local Health Network (LHIN), and CHEO School-based Rehabilitation Services, below is a summary of the specialized health support services provided.

For further detailed information, please reference the list of programs and health information on the CHEO website, and the Champlain Local Integration Health Network (LHIN) website.

| Specialized Health Support Service | Agency or position of person who performs the service | Eligibility criteria for students to receive the service | Position of person who determines eligibility to receive the service and the level of support | Criteria for determining when the service is no longer required | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| | | | | | |

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| Specialized Health Support Service | Agency or position of person who performs the service | Eligibility criteria for students to receive the service | Position of person who determines eligibility to receive the service and the level of support | Criteria for determining when the service is no longer required | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| **Nursing** | Champlain Local Health Integration Network (LHIN) contracted agencies | Attendance at an elementary or secondary school<br>Student is under the care of a physician<br>Student requires nursing care at school<br>School principal/ personnel can identify student to LHIN by calling care coordinator<br>Medical orders are required — will be obtained by care coordinator | LHIN care coordinator<br>Attending physician | Medical staff and LHIN determine that services are no longer required<br>Change in medical status | Case conference<br>Parent(s)/ guardian(s) can appeal to LHIN<br>Contact person —care coordinator<br>LHIN appeals process under review |
| **Nutrition** | LHIN contracted nutritional agencies | Attendance at an elementary or secondary school<br>Student is under the care of a physician<br>Student has an Ontario Health Card<br>Student requires nutritional care at school<br>School principal/ personnel can identify/refer student to LHIN by calling case manages | LHIN care coordinator | Achievement of nutritional goals<br>Student no longer requires/ benefits from nutrition services at school | Case conference<br>Parent(s)/guardian(s) can appeal to LHIN<br>Contact person — care coordinator<br>LHIN appeals process under review |
| **Physiotherapy (PT)** | CHEO School-based Rehabilitation Services contracted therapy agencies | Attendance at an elementary or secondary school<br>Has an Ontario Health Card<br>Student requires physiotherapy to attend school<br>School principal and personnel refer student to CHEO using the referral form | CHEO | Achievement of PT goals<br>Student is not benefiting from therapy<br>No follow-up support<br>Student is uncooperative<br>Parental request for termination of service<br>Further discharge criteria as per CHEO | Case conference<br>Parent(s)/guardian(s) can appeal to CHEO<br>Contact person —care coordinator 613-745-8124 ext.4608<br>CHEO appeals process under review |

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| Specialized Health Support Service | Agency or position of person who performs the service | Eligibility criteria for students to receive the service | Position of person who determines eligibility to receive the service and the level of support | Criteria for determining when the service is no longer required | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| **Occupational Therapy (OT)** | CHEO School-based Rehabilitation Services contracted therapy agencies | Attendance at an elementary or secondary school<br>Student has an Ontario Health card<br>Student requires occupational therapy to attend school (has fine/gross motor difficulties, mobility concerns, issues with accessibility and safety issues impacting ability to access school environment)<br>School principal and personnel refer student to CHEO School Health Professional Services using the Application Form | CHEO | Current Criteria for discharge from therapy include one or more of the following (for School-based Rehabilitation Services)<br>- student is unable to practice and/or irregular attendance at therapy sessions<br>-student is unable to participate in the therapy sessions/program<br>- student and/or family no longer consent to professional interventions<br>-student has strategies/program in place and ongoing practice required<br>-student meets the criteria for mild speech articulation disorder<br>-the student no longer meets the eligibility criteria for CHEO and/or therapy services (e.g. Invalid Ontario Health Card Number)<br>NOTE: Students are not required to master the areas of difficulty identified by the therapist before being considered for discharge. School and home will continue to support the goals and strategies developed by the | Case conference Parent(s)/guardian(s) can appeal to CHEO<br>Contact person — care coordinator 613-745-8124 ext.4608<br>CHEO appeals process under review |

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| Specialized Health Support Service | Agency or position of person who performs the service | Eligibility criteria for students to receive the service | Position of person who determines eligibility to receive the service and the level of support | Criteria for determining when the service is no longer required | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| **Occupational Therapy (OT)** (*Continued*) | | | | therapist, as a mastery of skill requires practice on a regular basis<br>Re-admission may occur only if/when a new need/concern is identified. | |
| **Speech and Language Assessment (Consultation, screening, informal and formal assessments)** | Board staff - Speech- Language Pathologist (SLP)<br>First Words | School referral to board SLP<br>Intake information completed by parents | LST<br>SLP<br>First Words | Consultation, screening and/or assessment are completed<br>Assessment is completed | Case conference |
| **Speech and Language Tiered Intervention** | Board staff – SLP (language and communication) | Tier 1 support at the request of school staff<br>Student-specific referrals | SLP | Suggested support plan has been provided | Case conference |
| **Speech and Language Support in Specific Specialized Program Classes** | Board staff — SLP | Student placement in one of the following system classes:<br>Language Learning Disability (primary & junior)<br>Developmental Disabilities Program (senior kindergarten, primary & junior),<br>Primary Special Needs (primary/junior)<br>Autism Spectrum Disorder (primary, junior, intermediate) | School Multi-Disciplinary Team<br>System class recommendation committee<br>SLP | Student transferred out of the listed system classes to another placement | Case conference<br>Appeal IPRC placement |

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| Specialized Health Support Service | Agency or position of person who performs the service | Eligibility criteria for students to receive the service | Position of person who determines eligibility to receive the service and the level of support | Criteria for determining when the service is no longer required | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| **Articulation (mild): Parent Articulation Training Program (PAT-P)** | Board staff- SLP | Student has mild articulation difficulty and is stimulable for targeted sounds | Board SLP<br>Referring SLP in community (First Words, CHEO School-based Rehabilitation Services, CHEO CTC, private practice) | Workshop has been provided to parents | Case conference |
| **Articulation (moderate to severe), motor speech, fluency, voice, resonance** | CHEO School-based Rehabilitation Services | Attendance at an elementary or secondary school<br>Student has an Ontario Health Card<br>Student meets eligibility and behavioural criteria for direct therapy<br>Student is in senior kindergarten or older<br>School board or other SLPs refer student to CHEO using the School Health Professional Services Form after initial assessment | CHEO care coordinator<br>Board staff — SLP pre-referral assessment (Board SLP determines eligibility for referral; CHEO therapist determines eligibility for service) | Discharged when presenting with a mild to moderate articulation problem. CHEO may discharge to Parent Articulation Training Program (PAT-P)<br>Parental request for termination of service<br>No follow-up support<br>Student is uncooperative<br>Further discharge criteria as per CHEO | Case conference<br>Parent(s)/guardian(s) can appeal to CHEO<br><br>Contact person — care coordinator 613-745-8124 ext.4608<br><br>CHEO appeals process under review |
| **Administering of Prescribed Medications** | Board staff — educational assistant (EA), teacher, principal, office staff | Request must be made in writing from the parent and physician<br>Physician must specify the medication, dosage, frequency, method, side effects, and the duration of administration (as per MOE Policy/ Program Memo. No. 81) | Physician<br>Parent(s)/ guardian(s)<br>Principal | Direction from physician and approval of parent(s)/ guardian(s) | Case conference |

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| Specialized Health Support Service | Agency or position of person who performs the service | Eligibility criteria for students to receive the service | Position of person who determines eligibility to receive the service and the level of support | Criteria for determining when the service is no longer required | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| **Catheterization** | Board staff — EA (trained by appropriate agency)<br>Student | Dependent or assistance required for catheterization | Physician<br>Parent(s)/ guardian(s)<br>Principal | Direction from physician and approval of parent(s)/ guardian(s)<br>Independence achieved for self-catheterization<br>Change in medical condition | Case conference |
| **Suctioning shallow deep** | Shallow suctioning — Board staff — EA<br>Deep suctioning LHIN contracted agencies | Physician's direction<br>Physiotherapy recommendation | LHIN care coordinator<br>Medical staff | Direction from physician<br>Change in medical condition | Case conference<br>Appeal to LHIN |
| **Lifting and Positioning** | Board staff - EA trained by OT/PT from CHEO School-based Rehabilitation Services CHEO and Board<br>OT/PT trainers | Dependent for lifting and positioning and transfers | CHEO<br>OT/PT<br>Physician<br>Principal | Independence achieved for transfers<br>Changes in medical condition<br>Upon physician's or therapist's direction | Case conference |
| **Assistance with Mobility** | Board staff - EA<br>Trained OT/PT<br>Board staff- EA trained by OT/PT from CHEO School-based Rehabilitation Services | Dependence training or/assistance required for mobility<br>Physician's Assessment | Principal<br>OT/PT<br>Board and CHEO | Effective and comfortable use of new equipment or adjusted equipment | Case conference |

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| Specialized Health Support Service | Agency or position of person who performs the service | Eligibility criteria for students to receive the service | Position of person who determines eligibility to receive the service and the level of support | Criteria for determining when the service is no longer required | Procedure for resolving disputes about eligibility and level of support (if available) |
|---|---|---|---|---|---|
| **Feeding** | Board staff- EA trained by OT or SLP<br>LHIN contracted nursing agencies | Dependent assistance required for feeding<br>Physician direction | Physician<br>Principal<br>LHIN care coordinator<br>OT/SLP | Direction from physician and approval of parent(s)/ guardian(s)<br>Change in feeding needs | Case conference |
| **Toileting** | Board staff - EA trained by appropriate professional/ agency | Dependent and/or requiring assistance for toileting | Principal<br>Physician direction and parental approval | Direction from physician and approval of parent(s)/ guardian(s) | Case conference |
| **Medical Dressing** | Board staff - EA | Physician direction and parental approval | Physician<br>Parent<br>Principal | Physical direction and parental approval | Case conference |

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## Program Criteria: Nutrition (Registered Dietitian (RD) Services

- School support – appropriate physical environment/space is provided, participation of volunteers or parents/caregivers is facilitated by school, teacher/EA willing to work with RD to include strategies in school setting
- Adequate attention and behaviours for consultation
- Consistent follow up demonstrated in program

**Discharge criteria include one or more of the following:**

- Student needs can be met by outpatient clinic/services
- Student issues are strictly behavioural and no school board behavioural intervention is in place
- Student condition stable with weight being monitored by family physician/clinic
- Lack of student/family/school motivation or participation with program/recommendations
- Student has achieved treatment goals
- Student has strategies/program in place to be able to meet goals
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/caregiver do not feel need for treatment
- Student no longer demonstrates need for service

***General Role of RD**
Promote and/or Maintain Healthy growth related to nutritional recommended intake, changes with age, need for supplementation with feeds

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## School Health Support Services Service Guidelines –Occupational Therapy

| Conditions/Service Need | Role of OT/Model of Service |
|---|---|
| Short Term needs<br>Student with a specific functional problem requiring focused, short term intervention in one of the following areas:<br>Age/developmental school productivity issues<br>mobility issues<br>environmental adaptations/accessibility (equipment)<br>sensory processing issues<br>Intervention is short term and specific in nature | In the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:<br>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility<br>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers<br>Feedback to/from school staff/family/caregivers<br>Ongoing re-evaluation as needed to revise goals and intervention strategies |
| **Moderate term needs**<br>Student with one or more of the following functional problems:<br>Age/developmental school productivity issues<br>mobility issues<br>environmental adaptations/accessibility (equipment)<br>sensory processing issues<br>Intervention will have a rehabilitation focus | Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:<br><br>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility<br>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers<br>Program and resources provided to school staff and family/caregivers<br>Feedback to/from school staff/family/caregivers<br>Ongoing re-evaluation as needed to revise goals and intervention strategies |
| **Complex/Early Intervention**<br>Student with one or more of the following functional problems:<br>physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability<br>Intervention will focus on the establishment of optimal function in order to develop baseline for ongoing maintenance | Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:<br>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility<br>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers<br>Program and resources provided to school staff and family/caregivers<br>Feedback to/from school staff/family/caregivers<br>Ongoing re-evaluation as needed to revise goals and intervention strategies |

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# School Health Support Services Service Guidelines –Occupational Therapy

| Conditions/Service Need | Role of OT/Model of Service |
|---|---|
| **Complex/Long Term Needs**<br><br>Student with one or more of the following functional problems:<br>Physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability<br>Intervention will focus on prevention of deterioration and maximizing/maintenance of function<br>Student experiencing developmental delay (global) or cognitive/physical disability may necessitate consultation throughout their school career<br>Situation may need annual review and upgrading of programming | Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:<br>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility<br>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers<br>Program and resources provided to school staff and family/caregivers<br>Feedback to/from school staff/family/caregivers<br>If experiencing an episodic need for intense short term intervention student may receive additional visits<br>For example:<br>Facilitation with transition within school system<br>Facilitation with transition to adult services<br>Intermittent difficulties associated with growth/equipment changes<br>Change in caregiver (school setting)<br>Supportive care needs<br>Sudden change in functional status<br>Ongoing re-evaluation as needed to revise goals and intervention strategies |

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## Program Criteria: Occupational Therapy

- School support – appropriate physical environment/space is provided, participation of volunteers or parent/caregivers is facilitated by school, teacher/EA willing to work with therapist to include strategies in school setting
- Motivation and consent of student/caregiver to participate
- Adequate attention and behaviours for assessment/treatment sessions
- Consistent follow up demonstrated in supplemental program/homework/exercises provided by OT
- Students are not eligible for service if they have ONLY behaviour difficulties, visual perceptual problems, or learning disabilities

**Discharge Criteria- include one or more of the following:**

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family do not feel need for treatment
- Student no longer demonstrates need for service

**Service Model:**

Intervention may be direct, consultative, one to one or via workshop or educational presentation to caregivers/school staff

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# School Health Support Services Service Guidelines – Physical Therapy

| Conditions/Service Need | Role of PT/Model of Service |
|---|---|
| **Short Term**<br>Physical challenges in the school setting – including difficulties participating in gym class, safe mobility within the school/schoolyard, stairs<br>Non-deteriorating condition with minimal complications predicted<br>Acute cardiorespiratory issues | Services include:<br>Assess physical function and/or gross motor skills<br>Develop intervention strategies<br>Teach school staff, family/caregivers to review/feedback/upgrading of intervention/adaptation strategies as needed<br>Evaluate safe implementation of program in school setting |
| **Rehabilitation/Chronic**<br>Student with a disability which impacts on functional abilities of mobilization, transfers, cardiorespiratory status, demonstrating potential for improvement<br>PT intervention to maximize progression of skills and optimize functional status<br>Improve/Maintain mobility and orthopedic, gross motor and respiratory status<br>Intervention may vary in response to changing needs and readiness<br>Example: Physical impairment limiting ambulation with potential to effect level of independent mobility (e.g.: Borderline ambulatory vs. wheelchair mobility)<br>Students may require additional visits post surgery/<br>post botox | Services include:<br>Assessment of physical function, setting goals with students, school staff and family to maximize physical function in the school setting<br>Intervention strategies developed and taught to school staff and family/caregivers<br>Prescription of equipment<br>Collaboration with school staff in development of IEP plan/goals<br>Ongoing evaluation of safe implementation of program in school setting<br>Ongoing re-evaluation as needed to progress goals and intervention strategies |
| **Complex/Long term Needs**<br>Student with a disability which impacts on functional abilities of mobilization, transfers and cardiorespiratory status<br>PT intervention to maintain/delay deterioration of mobility, orthopedic, gross motor and respiratory status<br>Intervention may vary in response to changing needs and readiness | Services include:<br>Assessment of physical status/function, setting goals with students, school staff and family to maintain physical function in the school setting<br>Intervention strategies developed and taught to school staff and family/caregivers<br>Prescription of equipment<br>Collaboration with school staff in development of IEP plan/goals<br>Ongoing evaluation of safe implementation of program in school setting<br>Ongoing re-evaluation as needed to revise goals and intervention strategies |

*** All guidelines include assessment, conferencing, and consultation**

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## Program Criteria: Physical Therapy

- School support – appropriate physical environment/space is provided for gross motor activities, participation of volunteers or parents is facilitated by school, teacher/EA willing to work with therapist to include strategies in school setting
- Parent/caregiver involvement in physio program
- Motivation and consent of student to participate
- Adequate attention and behaviours for assessment/treatment sessions
- Consistent follow up demonstrated in supplemental program/homework/exercises provided by PT
- Service model is abilities based – based on goals of child, school and family – goals are task oriented
- An identified gross motor difficulty impacting on school participation and safety in the school setting

**Discharge Criteria include one or more of the following:**

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/caregivers do not feel need for treatment
- Student no longer demonstrates need for service

**Services:**

Intervention may be consultative, one to one or via workshop or educational presentation to family/caregivers/school staff

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## School Health Support Services Speech Language Pathology Service Guidelines

Community Care Access Centre provides speech therapy for children and youth with a health based need for speech services. School boards are responsible for providing these services to children/youth who have a language disorder. This is inclusive of private and home schools. School boards are also responsible for the treatment of mild articulation disorders. (Mild articulation = no processes involved OR 1-2 sound errors regardless of age OR errors fall within the child's development range OR sound patterns associated with that of first language (ESL) OR W for R or Frontal Lisp, or lateral lisp on s, z only, tongue thrust).

*Students who are identified with physical, neurological, and/or cognitive difficulties may have an impeded rate of progress. It is anticipated that therapeutic strategies will require more time. Student MUST meet eligibility criteria of continued measurable progress and consistent support from home and school must be evident.*

| Conditions/Service Need | Eligibility criteria | Role of SLP/Model of Service |
|---|---|---|
| **Moderate to severe articulation/phonological disorder**<br><br>**Moderate –**<br>3-6 sound errors are noted OR phonological processes (including atypical errors) may be involved AND errors noticeably reduce intelligibility (e.g. lateralization of most or all fricatives with significant negative effect on intelligibility)<br><br>**Severe** –more than 6 sound errors, processes involved, intelligibility is severely reduced | Must have SLP referral and assessment<br>Must have current SLP report (within last 12 months) | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |
| **Complex/Medically Fragile DE children only**<br><br>DE children ONLY where model is different & SLP is addressing language development and/or swallowing risks | | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |

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| Conditions/Service Need | Eligibility criteria | Role of SLP/Model of Service |
|---|---|---|
| **Motor Speech Disorder**<br><br>Mild- Moderate -3-6 sound errors, processes may be involved, errors are inconsistent over repeated trials, intelligibility is noticeably reduced<br><br>Severe – more than 6 sounds errors are noted, processes may be involved, errors are inconsistent over repeated trials, intelligibility is severely reduced<br><br>Profound - Efforts to speak/vocalize but limited sound system<br>Oral motor difficulties must impact intelligibility or contribute to feeding and/or swallowing difficulties | Must have SLP referral and assessment<br>Must have current SLP report (within last 12 months); neurology report if available | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |
| **Fluency disorder**<br>Dysfluent in first language<br>Tension<br>Secondary behaviours – avoiding words/avoidance of situations<br>Effortful speech, struggle<br>Demonstration of social +/or vocational limitation (s) as result of fluency disorder | Must have SLP referral and assessment<br>Must have current SLP report (within last 12 months)<br>Client motivation – key with referral | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |
| **Voice / Resonance disorder**<br>Vocal fold pathology identified by ENT resulting in poor voice quality including:<br>Rough<br>Hoarse<br>Whispery<br>Mild/Moderate - vocal production impacts on daily communication<br>Severe - vocal production is markedly affected Majority of communication may require non-verbal techniques<br>Atypical hypo or hyper nasality<br>Nasal Air Emission | ENT report required<br>Eligibility for ongoing services – expectation of clinical changes in first 3 months – if not, service not continued and client referred for more appropriate intervention<br>Report from cleft palate team, if involved | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |

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| Conditions/Service Need | Eligibility criteria | Role of SLP/Model of Service |
|---|---|---|
| **Multiple Needs**<br>Experiencing moderate to severe difficulties in more than on treatment area/category of speech remediation including: articulation, oral motor, fluency and voice difficulties | Must have SLP referral and assessment<br>Must have current SLP report (within last 12 months) | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |
| **Alternative and Augmentative Communication**<br>Resource to school on short term basis within scope of practise and service mandate; transition to school board staff for ongoing services | If AAC device is primary method of communication – school board responsibility<br>If secondary device to augment speech production – shared mandate of School board and SBRS | Direct treatment and/or consultative individually or in group<br>Consult as required<br>Provide home program<br>Education, consultation and training of client/parent/school personnel<br>Clinic/workshop |
| **Assessment and Discharge** | Following assessment client does not meet eligibility criteria (may be due to improvements while waiting for service; may have been inappropriately referred) SLP will complete assess/discharge report | No service provided |

NOTE: The **Referral for Same Need** category has been eliminated. Please reassess the child and put them into the most appropriate category above.

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## Program Criteria: Speech Language Pathology Service

- The student must display – appropriate motivation, attention, language, behaviour and cognitive ability to participate in an individual speech therapy session of a minimum of 30 minutes in length
- The SLP assessment report accompanying the referral to include child's status of those components
- The student must display – language skills that are equal to or greater than demonstrated speech skills
- Students who require significant language stimulation will be discharged back to the care of the school board speech language pathologist
- SLP report including an assessment on language skills (within past year) where there are identified concerns, from referring agency SLP/school board SLP/private SLP
  *Exception*: a child with diagnosed developmental delays, a report within the last two years will be accepted if accompanied with a statement by the referring SLP regarding the validity of the report
- Referral must be initiated by an SLP; if no identified concerns then a statement on language skills (within past year) is required from SLP
- Stimulability for speech sounds
- School support – appropriate physical environment/space is provided; participation of volunteers or family/caregivers is facilitated by school; teacher/EA willing to work with therapist to include strategies in class work
- Family/caregiver to attend minimum of one session
- Motivation and consent of student to participate
- Adequate attention and behaviours for assessment/treatment sessions
- Consistent follow up demonstrated in supplemental program/homework provided by SLP

**Discharge Criteria include one or more of the following:**

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of client at sessions
- Student meets criteria for mild articulation
- Degree of progress does not warrant ongoing intervention
- Student and/or family/caregiver do not feel need for treatment
- Student no longer demonstrates need for service

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# Categories and Definitions of Exceptionalities

## *Purpose of the Standard*

*To provide information on the categories and definitions of exceptionalities available to the public, including parent(s)/guardian(s) and community associations.*

Some students have special needs that may require additional support beyond what is provided through regular instructional and assessment practices. Students who have behavioural, communication, intellectual, physical or multiple exceptionalities, may require special education programs and /or services to benefit fully from their school experience. These may take the form of accommodations such as specific teaching strategies, preferential seating, and assistive technology and/or modifications (i.e., changes) in grade level expectations in a particular course or subject. Such students may be formally identified by an Identification, Placement and Review Committee (IPRC) as “exceptional pupils”.

According to the Ministry of Education:

An **exceptional pupil** is one whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she requires placement in a special education program.

A **special education program** is defined as an educational program that is 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.

**Special education services** are defined as facilities and resources, including support personnel and equipment necessary for developing and implementing a special education program.

All decisions about exceptionality and student placements are made through the Identification, Placement, and Review Committee (IPRC) process. The Ministry of Education sets out categories and definitions of exceptionalities that must be used by school boards when determining a student is “exceptional”. If a student is deemed to be exceptional, the IPRC will decide the appropriate “placement” for the student, using criteria developed by the OCDSB as well as taking into account parental preference. The goal of the IPRC is to determine the most appropriate learning environment to maximize the student’s potential. For more information about the IPRC Process or special education placements offered in the OCDSB, please refer to these sections within this document.

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The chart of student exceptionalities below is set out by the Ministry of Education and is in alignment with the Education Act. It is organized by exceptionality category, specific exceptionality identification, and specific exceptionality definition. An identification of exceptionality is not the same as a diagnosis provided by a psychologist or medical professional.

| Category | Exceptionality | Definition |
|---|---|---|
| **Behavioural** | 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:<br>an inability to build or to maintain interpersonal relationships;<br>a) excessive fears or anxieties;<br>b) a tendency to compulsive reaction;<br>d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof. |
| **Communicational** | Autism | A severe learning disorder that is characterized by disturbances in:<br>• rate of educational development;<br>• ability to relate to the environment;<br>• mobility;<br>• perception, speech, and language;<br>b) lack of the representational symbolic behavior that precedes language. |
| | Deaf and Hard-of-Hearing | An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound. |

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| Category | Exceptionality | Definition |
|---|---|---|
| **Communicational** (Continued) | Language Impairment | A learning disorder characterized by an 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:<br>a) involve one or more of the form, content, and function of language in communication<br>b) include one or more of the following:<br>• language delay<br>• dysfluency<br>• voice and articulation development, which may or may not be organically or functionally based. |
| | Speech Impairment | A disorder in language formulation that may be associated with neurological, psychological, physical, sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress. |
| | Learning Disability | One of a number neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:<br>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; |

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| Category | Exceptionality | Definition |
|---|---|---|
| **Communicational** *(Continued)* | Learning Disability *(Continued)* | a. results in:<br>• academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or<br>b. academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support<br>• 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;<br>• 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 behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);<br>• 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;<br>• 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. |

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| Category | Exceptionality | Definition |
|---|---|---|
| **Intellectual** | Giftedness | 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. |
| | Mild Intellectual Disability | A learning disorder characterized by:<br>a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;<br>b. an inability to profit educationally within a regular class because of slow intellectual development;<br>c. a potential for academic learning, independent social adjustment, and economic self-support. |
| | Developmental Disability | A severe learning disorder characterized by:<br>a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;<br>b. an ability to profit from a special education program that is designed to accommodate slow intellectual development;<br>c. a limited potential for academic learning, independent social adjustment, and economic self-support. |
| **Physical** | Physical Disability | 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. |

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| Category | Exceptionality | Definition |
|---|---|---|
| **Physical** *(continued)* | Blind and Low Vision | A condition of partial or total impairment of sight or vision that, even with correction, affects educational performance adversely. |
| **Multiple** | Multiple Exceptionalities | 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. |

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# 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 it 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;

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- 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.

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**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.

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- A referral review committee consisting of learning support consultants (LSC),multi-disciplinary LSS personnel, and principals as appropriate reviews each referral and determines if the referral meets criteria for the specialized program class.
- If the referral review 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 referral review 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.

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## ***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, 56 secondary sections)

| **Placements** |
|---|
| • behaviour Intervention Programs (BIP) at the following levels: primary, junior, intermediate, and senior<br>• 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<br>• 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<br>• has social and/or academic needs that can be met more successfully within a different specialized program class<br>• has been integrated and demonstrated the ability to succeed in a regular class or with/without support from LRT and/or LST<br>• no longer benefiting or requiring a specialized placement<br>• evidence of ongoing successful integration |

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

| **Available Resources** |
|---|
| • one teacher with special education qualifications (Parts I and II)<br>• educational assistant<br>• 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

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## ***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)**
(34 elementary classes, 120 secondary sections) and (32 secondary sections)

| **Placements** |
|---|
| • specialized classes at the following levels: kindergarten, primary, junior, intermediate, and senior<br>• 6 students per class* |
| **Admissions Criteria** |
| • a diagnosis of Autism Spectrum Disorder in the pervasive developmental disorder (PDD) category as specified by DSM-V<br>• 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<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration |
| **Available Resources** |
| • one teacher with special education qualifications (Parts I and II)<br>• educational assistants<br>• psychological consultation<br>• 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.

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**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 program (CTCC)
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

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# 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)<br>• other specialized program with consultation or direct service from ITD/HH<br>• specialized program with a Specialist Teacher of the Deaf/Hard of Hearing<br>• up to 10 students per class |
| **Admissions Criteria** |
| • documented hearing loss<br>• use of hearing aids/cochlear implant<br>• method of communication is through hearing and speech<br>• meets criteria for other specialized program in addition to deaf/hard of hearing exceptionality<br>• method of communication is through sign language (American Sign Language) |
| **Criteria for Change in Placement** |
| • change in hearing loss or performance<br>• needs are not being met in regular class<br>• student requires more than 5 hours, per week, support from ITD/HH<br>• change in method of communication<br>• identification of additional exceptionality<br>• evidence of ongoing successful integration<br>• change in hearing loss or performance, i.e., acquisition of a cochlear implant and requires auditory-verbal/ Oral therapy<br>• student requires/ requests placement in Provincial School setting<br>• identification of additional exceptionality<br>• no longer benefiting from specialized placement |
| **Available Resources** |
| • FM system and other equipment, as needed including maintenance<br>• teacher with qualifications in Deaf Education<br>• educational assistant allocated based on students' needs<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

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## 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.

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# 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:<br>• primary and junior<br>• up to 10 students per primary class<br>• up to 12 students per junior class |
| **Admissions Criteria** |
| • exhibits severe language learning difficulties on a speech/language assessment<br>• average to above- average intellectual ability as measured on a psychological assessment<br>• 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<br>• academic performance is within one grade level of the student's integrated class placement<br>• has academic and/or social needs that could be met more successfully within a different special-class setting<br>• has the ability to succeed in a regular class with LST/LRT support<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration |

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

| **Available Resources** |
|---|
| • one teacher with special education qualifications (Parts I and II)<br>• 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

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# 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<br>• moderate to severe articulation problems<br>• cleft palate<br>• voice disorder<br>• fluency disorder<br>• 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)<br>• after grade 8, an assessment, consultation or home/school suggestions upon request<br>• consultation<br>• screening<br>• formal/informal testing<br>• CHEO School Based Rehabilitation Services discharge their cases when they reach the mild to moderate level. They may refer to the PATP or community agencies as appropriate |
| **Available Resources** |
| • classroom teacher<br>• speech-language pathologist<br>• CHEO School-based Rehabilitation Services<br>• parent(s)/ guardian(s), and volunteers<br>• Parent Articulation Training Program (PATP)<br>• 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

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- 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.

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## Special Education Class for Learning Disabilities (LD)

(14 elementary classes, 71 secondary sections)

| Placements |
|---|
| • specialized classes at the following levels: junior, intermediate, and senior<br>• 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<br>• evidence of cognitive strength<br>• average (greater than the 25th percentile) intellectual ability as measured on a psychological assessment<br>• requires intensive instructional support<br>• has severe to profound difficulty in learning and in processing information<br><br>**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<br>• 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 CTCC placement<br>• has an ability to succeed in a regular class with LST/ LRT support<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration<br>• graduated from High School and/or achieved OSSD |
| **Available Resources** |
| • one teacher with special education qualifications (Parts I and II)<br>• LSS personnel provide assessment and consultative services to the special education teacher |

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### 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

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# 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)**
(15 elementary classes, 110 secondary sections)

| **Placements** |
|---|
| • specialized classes at the following levels: primary, junior, intermediate and senior<br>• up to 20 students per class grades 1-3<br>• up to 25 students per class in grades 4-8<br>• up to 28 students per class in grades 9-12 |
| **Admissions Criteria** |
| • very superior intellectual ability as measured on a psychological assessment |
| **Criteria for Change in Placement** |
| • has academic and/or social needs that could be met more successfully within a different classroom setting<br>• no longer benefiting or requiring a specialized placement<br>• evidence of ongoing successful integration |
| **Available Resources** |
| • one teacher with special education qualifications (Part I)<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**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

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- 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

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# Exceptionality: Mild Intellectual Disability

**Ministry Definition**

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

**Special Education Class for Mild Intellectual Disability/General Learning Program (GLP)** (12 elementary classes, 104 secondary sections)

| **Placements** |
|---|
| • specialized classes at the following levels: junior, intermediate and senior<br>• 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<br>• significant delays in academic progress<br>• evidence of delays in social/emotional development<br>• in the age-equivalent range of grade 4 to secondary |
| **Criteria for Change in Placement** |
| • does not require the same degree of alternative programming<br>• has academic and/or social needs that could be met more successfully within a different special class setting<br>• has the ability to succeed in a regular class with LST/LRT support and with appropriate accommodations and modifications<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration |
| **Available Resources** |
| • one teacher with special education qualifications (Part I with Part II preferred)<br>• one educational assistant per class<br>• 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

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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

**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<br>• up to twelve students |
| **Admissions Criteria** |
| • students must be 19 years of age<br>• students must currently be attending a program for students with mild intellectual disability or developmental disability<br>• 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<br>• students must participate in a structured interview |

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

| Criteria for Change in Placement |
|---|
| • reaches the age of 21<br>• has social and/or academic needs which can be met more successfully within another placement<br>• no longer benefiting from specialized placement<br>• evidence of on-going successful integration |
| **Available Resources** |
| • one teacher with special education qualifications<br>• educational assistant and job coach are assigned to the class<br>• 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

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# 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) (10 elementary classes, 96 secondary sections)

| **Placements** |
|---|
| • semi-integrated specialized classes at the following levels: primary, junior intermediate, and senior<br>• up to 10 students per class |
| **Admissions Criteria** |
| • moderate to severe delays in intellectual ability as measured on a psychological assessment<br>• serious delays in academic progress<br>• moderate to severe delays in adaptive functioning<br>• be able to profit educationally, socially, and emotionally from a semi-integrated class in a regular school, with opportunities for appropriate supported integration<br>• 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<br>• no longer benefiting from specialized placement<br>• evidence of on-going successful integration |
| **Available Resources** |
| • one teacher with special education qualifications (Part I)<br>• educational assistant<br>• half-time job coach is assigned to each class at the secondary level<br>• 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

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- 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)

| **Placements** |
|---|
| • specialized schools with classes at the following levels: kindergarten, primary, junior, intermediate and senior<br>• up to eight students per class |
| **Admissions Criteria** |
| • moderate to severe delays in intellectual ability as measured on a psychological assessment<br>• serious delays in academic progress<br>• moderate to severe delays in adaptive functioning |
| **Criteria for Change in Placement** |
| • has social and/or academic needs which can be met more successfully within another placement<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration<br>• |
| **Available Resources** |
| • one teacher with special education qualifications (Part I)<br>• educational assistants<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**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

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- 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

## *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)

| **Placements** |
|---|
| • specialized classes at the following levels: primary, junior, intermediate, and senior<br>• up to 12 students per class |
| **Admissions Criteria** |
| • medical diagnosis of a physical disability with significant programming adaptation requirements |
| **Criteria for Change in Placement** |
| • the student's physical condition no longer requires therapeutic interventions offered in the program<br>• the student's needs will be better met in an alternate placement<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration |

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

| Available Resources |
|---|
| • one teacher with special education qualifications (Parts I and II)<br>• Educational assistants allocated based on students' needs<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

### 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 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

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# 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 |
|---|
| • regular classroom with specialized support |
| **Admissions Criteria** |
| • 20/70 or worse in best eye with best correction as determined by an ophthalmological/optometry report |
| **Range of Support** |
| • blind students generally receive up to 50 per cent itinerant support depending on needs (e.g., braille, tactile and adaptive program)<br>• blind students usually require more intensive support<br>• low vision support is individualized (from itinerant 1–2 times a week to monitoring visits 2–4 times a year) |
| **Available Resources** |
| • teacher with specialized qualification in Blind/Low Vision. May also have certification to teach orientation and mobility<br>• orientation and mobility instructor<br>• classroom teacher<br>• Educational assistants allocated based on student's needs<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher<br>• specialized equipment as needed |

### 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

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**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

## *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.

## 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

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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)

| **Placements** |
|---|
| • specialized classes at the following levels: junior, intermediate, senior<br>• up to ten students per class |
| **Admissions Criteria** |
| • significantly below-average intellectual potential as measured on a psychological assessment<br>• serious delays in the acquisition of fundamental academic skills exacerbated by behaviour problems<br>• impaired adaptive functioning (e.g., coping with life demands, personal independence)<br>• history requiring frequent discipline due to disruption, non-compliance, physical/verbal aggression, impulsivity, etc.<br>• history of socially unacceptable behavior |
| **Criteria for Change in Placement** |
| • does not require the same degree of alternative programming<br>• has academic and/or social needs that could be met more successfully within a different special class setting<br>• has the ability to succeed in a regular class with LST/LRT support/ monitoring<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration |

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**Special Education Class for students requiring a Dual Support Program (DSP)** (*continued*)

| **Available Resources** |
|---|
| • one teacher with special education qualifications (Parts I and II)<br>• educational assistants<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**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

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# Program: Primary Special Needs (PSN)

**Special Education Class for students with Primary Special Needs (PSN)**
(10 elementary classes)

| **Placements** |
|---|
| • specialized classes at primary level<br>• up to 10 students per class |
| **Admissions Criteria** |
| • need for one or more years in an intensive support program<br>• scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability<br>• in the age-equiv. range of grade 1 to 3<br>• significant developmental delays in two or more of the following areas: intellectual, academic and social/emotional development, language, physical (fine and gross motor) |
| **Criteria for Change in Placement** |
| • has turned or will turn 9 years old during the calendar year<br>• does not require the same degree of specialized programming<br>• has the ability to succeed in a regular class with LST/LRT support and appropriate modifications and accommodations<br>• on-going assessment determines that a different placement could better meet the student's needs<br>• no longer benefiting from specialized placement<br>• evidence of ongoing successful integration |
| **Available Resources** |
| • one teacher with special education qualifications (Part I, Part II preferred)<br>• educational assistant<br>• Learning Support Services personnel provide assessment and consultative services to the special education teacher |

**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

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## 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

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# Individual Education Plans (IEP)

## Purpose of the Standard

*To inform the Ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEP.*

An IEP is a written plan describing the special education program and/or services required by a particular student on an ongoing basis. The IEP outlines the student's areas of strengths and needs as well as the program a student requires for instruction and assessment. The IEP is a working document that contains a transition plan and any record of required accommodations, modifications, or alternative programs needed to help a student achieve their learning expectations identified in the IEP.

The IEP reflects the school board's and the principal's commitment to provide, within the resources available to the school board, the special education program and services needed to meet the identified strengths and needs of the student. The IEP helps teachers monitor the student's progress and provides a framework for communicating the information about the student's progress to parent(s)/guardian(s) and student.

**Implementation of the Ministry of Education Standards**

As per *Regulation 181/98,* all students in the OCDSB who are identified as exceptional by an Identification, Placement and Review Committee (IPRC) have an IEP. The proper implementation and monitoring of the IEP depend on appropriate sharing of information among those involved in executing goals and expectations set out in the IEP. The monitoring and review of the IEP is overseen by the principal and the implementation of the IEP is the responsibility of the classroom teachers, parents, and students who are 16 years of age or older. An IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services. In these cases, an IEP is required when the student regularly requires accommodations for instructional or assessment purposes or requires the use of SEA equipment but is not identified.

**IEP Development for Identified Students**

Students identified as exceptional through an IPRC must have an IEP developed within 30 instructional days after the beginning of the new placement or a new school year. In many cases students will already have an IEP in place.

**Purpose of an IEP**

The IEP will:

- be developed for each student who is identified as exceptional through the Identification Placement and Review Committee (IPRC) process;

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- may be developed for any student who is receiving special education programs and services but who may not have been formally identified as exceptional;
- be developed within 30 instructional days of the student's first day in the program;
- be developed, implemented, and monitored in a collaborative manner with (parent(s)/guardian(s), student, the school team, teachers, and Learning Support Services personnel;
- outline expectations, strategies, and resources to facilitate learning based on the individual student's needs, strengths, interests, and history;
- include a transition plan for: all students who have an IEP as per *Policy/Program Memorandum 156*, students 14 years of age or older as per Regulation 181/98; and students with autism as per Policy/Program Memorandum 140;
- be reviewed and/or revised once each reporting period.

**Overview of the IEP Process**

A team approach should underlie the IEP process and the process should focus on how the student is expected to progress through the Ontario curriculum, with accommodations, modified expectations, and / or alternative programs (not described in the Ontario curriculum).

The IEP Process can be broken down into five phases:

1. Gathering information
2. Setting the direction
3. Developing the IEP as it relates to the student's special education program and services
4. Implementing the IEP
5. Reviewing and updating the IEP

Within each phase, several steps are taken to inform the development of an IEP. Here is an overview of some of the possible actions that may be taken within each phase:

*Gathering information*

- review student's Ontario Student Record (OSR) (including the IPRC's statement of decision and / or previous IEPs);
- consult with parents / guardians, the student (if appropriate), school staff, and other professionals;
- gather information through observation of the student;
- conduct further assessments, if necessary

*Setting the direction*

- establish a collaborative approach;
- establish roles and responsibilities;
- begin the work on the IEP by identifying the student's strengths and needs, as identified in the IPRC's statement of decision, where applicable

*Developing the IEP*

- incorporate program suggestions from the IPRC (if applicable);

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- incorporate applied behaviour analysis (ABA) methods into the IEP for students with autism spectrum disorder (ASD), where appropriate;
- determine for every subject or course, the program option that will best suit the student's needs (i.e., whether the student requires accommodations only or accommodations and modifications and whether alternative programs are required and document them;
- plan for and document required human resources;
- record information pertaining to individualized equipment (if required), evaluation and reporting, and provincial assessments (if required);
- develop a transition plan;
- record parent / guardian / student consultations;
- ensure signature is provided by school principal

*Implementing the IEP*

- share the completed IEP with the student, parents / guardians, school staff, and other professional (if appropriate);
- put the IEP into practice (classroom / subject teachers' / support personnel) and continuously assess the student's progress;
- adjust the IEP if necessary (ensure to record any changes);
- evaluate the student's learning and report the results of the evaluation to the parents / guardians (if appropriate)

*Review and Update the IEP*

- update the learning expectations at the beginning of each reporting period;
- review the IEP regularly, including the transition plan, and record the revisions;
- store the IEP in the documentation file in the student's Ontario Student Record (OSR)

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It is important to note that the phases described above appear to be linear, but it is important to note that the IEP process is cyclical. Best practices involve ongoing review, evaluation, and adjustment when required.

**Transition Plans**

Transition plans are included in the IEP and are developed to assist students in successful transitions (e.g. from activity to activity, class to class, from high school to post-secondary activities, etc.) by outlining goals, actions required to meet those goals, identifying individuals responsible for the actions, and specifying timelines to guide the plan.

The creation of transition plans is legislated and can be found in the following regulatory and policy documents:

*Ontario Regulation 181/98* requires that for exceptional students who are age 14 or older and who are not identified solely as gifted, the student's IEP must include a

transition plan for the student's transition from school to work, for further education, and/or community living.

*Policy / Program Memorandum (PPM) No. 140, "Incorporating Methods of Applied Behaviour Analysis (ABA)* states that school board staff must plan for the transition between various activities and settings involving students with autism spectrum disorders.

*Policy / Program Memorandum (PPM) No.156* outlines for school boards and schools new requirements for transition plans for students with special education needs from Kindergarten to Grade 12, September 2014.

In practice, schools within the OCDSB engage in a range of transition planning tasks to support students as they transition from one placement to another. A key component to successful transition planning is ensuring that all of the required information is shared seamlessly with the schools and staff involved. The transition plan is developed as a component of the IEP. All transition plans must be developed in consultation with the parent / guardian, student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary. Every transition plan will identify specific transition goals, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each identified action. Each transition plan will be reviewed and/or revised at least once each reporting period to identify tasks completed to date and to include new ones that are individualized and appropriate for the student.

**Dispute Resolution Process**

If differences of opinion around the content of an IEP should arise, these concerns will be mediated at the school level. It is the goal that through a collaborative process that successful programming for students be achieved. Therefore, every effort is made to resolve differences through a shared approach between parent / guardian and school staff. In the event of unresolved concerns, parents will work with the Superintendent of Instruction for the school. Also, the OCDSB has a Complaint Resolution policy and procedure in place. It can be accessed via the following link:
OCDSB Complaint Resolution Procedure.
The Ministry of Education also has a resource for dispute resolution entitled Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs.

**Storage of IEPs**

A student's IEP must be included in the student's Ontario Student Record (OSR). This requirement ensures that the student's relevant assessment data and information about their strengths and needs and learning expectations are available to teachers working

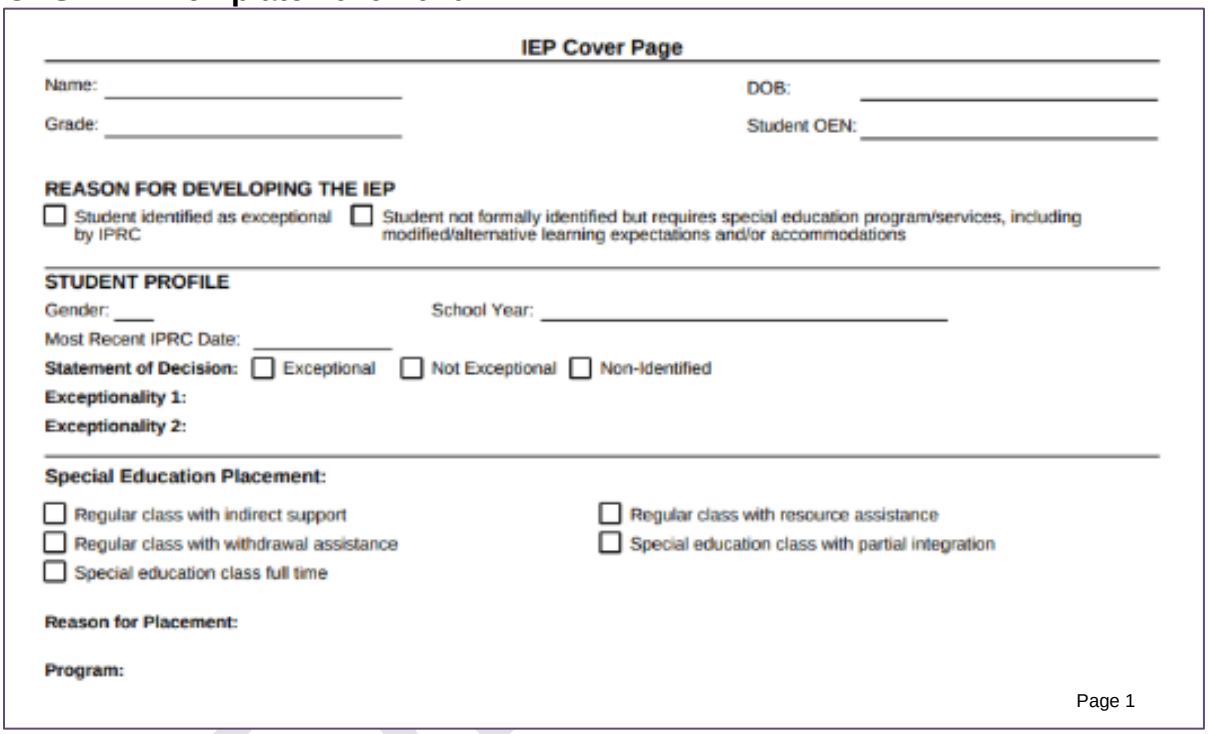
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with them. To ensure that the IEP stored in the OSR is up to date, the working copy of the IEP should replace the filed copy at the end of each school year or semester, or when the student transfers to another school.

## Results of the Ministry of Education IEP Review

There were no Ministry of Education IEP reviews in the 2019-2020 school year.

## OCDSB IEP Template 2019-2020



**IEP Cover Page**

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

**REASON FOR DEVELOPING THE IEP**

☐ Student identified as exceptional by IPRC ☐ Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

**STUDENT PROFILE**

Gender: ____ School Year: _____

Most Recent IPRC Date: _____

**Statement of Decision:** ☐ Exceptional ☐ Not Exceptional ☐ Non-Identified

**Exceptionality 1:**

**Exceptionality 2:**

**Special Education Placement:**

☐ 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

**Reason for Placement:**

**Program:**

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## IEP Cover Page

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

## Exceptionality Definitions

| Exceptionality | Ministry of Education Definition |
|---|---|
| | |
| | |

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## Assessments

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

**ASSESSMENT DATA**

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

| Information Source | Date | Summary of Results | Comments |
|---|---|---|---|
| | | | |
| | | | |

| Areas of Strength | Areas of Need |
|---|---|
| | |

**Health Support Services/Personal Support Required** ☐ Yes (list below) ☐ No

- ☐ Catheterization
- ☐ Injections
- ☐ Muscle strengthening
- ☐ Stretching
- ☐ Toileting
- ☐ Other
- ☐ Dressing
- ☐ Lifting
- ☐ Personal care
- ☐ Suctioning
- ☐ Tube feeding

**Health Support Additional Notes:**

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## Courses and Accommodations

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

**SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES**

*Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)*

1. _____ ☐ MOD ☐ AC ☐ ALT

**Elementary Program Exemptions or Secondary School Compulsory Course Substitutions**

☐ Yes *(provide educational rationale)* ☐ No

Complete for secondary students only:

**Student is currently working towards attainment of the:**

☐ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment

**ACCOMMODATIONS**

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

| Instructional Accommodations | Environmental Accommodations | Assessment Accommodations |
|---|---|---|
| | | |

**Individualized Equipment** ☐ Yes *(list below)* ☐ No **SEA Status:** _____

**PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)**

Provincial assessments applicable to the student in the current school year: _____

**Accommodations:** ☐ Yes *(list below)* ☐ No

**Exemptions:** ☐ Yes *(provide explanatory statement from relevant EQAO document)* ☐ No

-

**Deferred:** ☐ Yes *(provide explanatory statement from relevant EQAO document)* ☐ No

-



## Courses and Accommodations

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

**Deferred:** ☐ Yes *(provide explanatory statement from relevant EQAO document)* ☐ No

-

-

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

## Special Education Program

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

| Teacher: | Subject/Course/Alternative Program: |
|---|---|
| **Current Level of Achievement:**<br>Prerequisite course (if applicable) _____<br>Letter grade/Mark _____<br>Curriculum grade level (as: June) _____ | **Level of Achievement for Alternative Program:** |

**Annual Program Goal(s):** A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

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## Transition

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

**Transition Goals:**

| Strategies / Actions Required | Additional Comment(s) | Person(s) Responsible | Timelines |
|---|---|---|---|
| | | | |
| | | | |

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## Human Resources & IEP Team

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

**HUMAN RESOURCES** (teaching/non-teaching)

| Service | Provider | Initiation Date | Frequency | Location(s) |
|---|---|---|---|---|
| | | | | |
| | | | | |

**EVALUATION**

Reporting Dates:

**Reporting Format**

☐ Provincial Report Card (required unless student's program comprises alternative expectations only)

☐ Alternative Report

**IEP TEAM**

**IEP Developed by:**

| Staff Member | Position | Staff Member | Position |
|---|---|---|---|

**Sources Consulted in the Development of the IEP**

**Date of Placement in Special Education Program** *(select the appropriate option)*

☐ 1) First day of attendance in new special education program

☐ 2) First day of the new school year or semester in which the student is continuing in a placement

☐ 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement: _____

Completion Date of IEP Development Phase
(within 30 school days following the Date of Placement): _____

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DISTRICT SCHOOL BOARD

## Consultation Log & Signatures

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

**Log of parent/student consultation and staff review/update for current school year.**

| Date | Activity (indicate parent/student consultation or staff review) | Outcome | Staff Involved |
|---|---|---|---|
| | | | |

**The principal is legally required to ensure that the IEP is properly implemented and monitored.**
This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

_____ _____
Signature of Principal Date

**Involvement of Parent/Guardian and Student (if student is 16 or older)**

| | | |
|---|---|---|
| I was consulted in the development of this ICP | ☐ Parent(s)/Guardian(s) | ☐ Student |
| I declined the opportunity to be consulted in the development of this IEP | ☐ Parent(s)/Guardian(s) | ☐ Student |
| I have received a copy of this IEP | ☐ Parent(s)/Guardian(s) | ☐ Student |

Parent(s)/Guardian(s)/Adult Student Comments:

_____

_____

_____

_____ _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) Date

_____ _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) Date

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

## IEP Consultation Form

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

Please complete areas of this form that you feel will assist staff in developing the IEP for your child. Please return the form by the date noted in the attached letter to the staff member responsible for the IEP. Please note that input may be considered in the development of your child's IEP.

**1. Medical:**
Is there any medical condition or concern which you feel may impact your child's learning? (Please include any changes to your child's medical condition.)

**2. Testing/Assessment Results:**
Are there any recent testing/assessment results which would be helpful in programming for your child?

**3. Previously Successful Strategies:**
Are there strategies which have worked particularly well for your child in the past?

**4. Parental or Other Supports:**
Are there supports that you have put in place (such as homework routines, assistive technology, tutoring, etc.) which would be helpful for school staff to know about?

**5. Priorities:** What do you consider to be a priority for your child's learning this year?

**6. Other:** Is there any other information you feel may impact on your child's learning (e.g. strengths and/or areas of need)?

Thank you for your contribution to your child's success at school.

_____ _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) Date

_____ _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) Date

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

## IEP Summary Layout

CONFIDENTIAL (For teacher/school use only)

### STUDENT PROFILE

Student: _____ ID: _____ OEN: _____

Gender: _____ DOB: _____ Grade: _____ Homeroom: _____

School: _____ Principal: _____

Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____

Exceptionality 1: _____ Exceptionality 2: _____

| Placement Decision | Recommended Program |
|---|---|
| | |

### STUDENT STRENGTHS AND NEEDS

| Areas of Strength | Areas of Need |
|---|---|
| | |

### ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

| Instructional Accommodations | Environmental Accommodations | Assessment Accommodations |
|---|---|---|
| | | |

### PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

Provincial assessments applicable to the student in the current school year:

**Accommodations:**

**Modified Subjects:**

**Comments:**

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| Ministry of Education Exceptionalities | |
|---|---|
| **Category** | **Exceptionality** |
| Behavioural | Behavioural |
| Communicational | Autism<br>Deaf and Hard of Hearing<br>Language Impairment<br>Speech Impairment<br>Learning Disability |
| Intellectual | Giftedness<br>Mild Intellectual Disability<br>Developmental Disability |
| Physical | Physical Disability<br>Blind and Low Vision |
| Multiple | Multiple Exceptionalities |

| OCDSB Specialized Programs | |
|---|---|
| Autism Spectrum Disorder Secondary Credit Support Program<br>Autism Spectrum Disorder Program<br>Behaviour Intervention Program<br>Deaf/Hard of Hearing Program (Congregated)<br>Developmental Disabilities Program<br>Dual Support Program<br>General Learning Program | General Learning Program/Storefront<br>Gifted Specialized Program<br>Language Learning Disabilities Program<br>Learning Disability Program (Sec.)<br>Learning Disabilities Specialized Intervention Program (Elem.)<br>Physical Support Program<br>Primary Special Needs |
| **Placement Options** | |
| FSC - Fully self-contained<br>IS – Indirect Service<br>PI - Partially Integrated | RA - Resource Assistance<br>WA - Withdrawal Assistance |

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The following sections are samples of possible information that are a part of the IEP Online (IOL) platform. The information is evidence-based and subject to change.

| **Strengths** | |
|---|---|
| Artistic Expression<br>Auditory<br>Braille Skills<br>Communication Skills<br>Creative Problem Solving<br>Daily Living Skills<br>Decoding<br>Expressive Language<br>Fine Motor Skills<br>General Knowledge<br>Gross Motor Skills<br>Intellectual Aptitude<br>Interpersonal Skills<br>Keyboarding<br>Kinesthetic<br>Memory Skills<br>Mobility Skills<br>Multimodal Learning Style<br>Musical/Rhythmic Ability | Numeration<br>Orientation Skills<br>Organizational Skills<br>Perseverance/ Motivation to Learn<br>Positive Attitude<br>Problem Solving Skills<br>Reading Comprehension<br>Receptive Language<br>Receptive/Expressive Language<br>Self-Advocacy Skills<br>Self-Regulation Skills<br>Sign Language Skills<br>Tactile<br>Task Persistence<br>Time Management Skills<br>Visual<br>Visual Perceptions Skills<br>Word Attack Skills<br>Written Expression |
| **Needs** | |
| Attention skills<br>Auditory perceptual skills<br>Auditory skills<br>Braille skills<br>Communication skills<br>Creative thinking skills<br>Critical thinking skills<br>Decoding Skills<br>Expressive Language<br>Fine motor skills<br>Gross motor skills<br>Impulse control skills<br>Information processing skills<br>Leadership skills<br>Memory skills<br>Mobility skills<br>Non-verbal communication skills | Orientation Skills<br>Personal Care Skills<br>Personal Safety Skills<br>Problem Solving Skills<br>Reading Comprehension<br>Receptive Language Receptive/expressive Language<br>Residual Hearing and Auditory Skills Self-advocacy Skills<br>Self-regulation Skills<br>Sign Language Skills<br>Social Skills Spatial Skills<br>Speech/articulation Skills<br>Tactile Perceptual Skills<br>Task Persistence Skills<br>Time Management Skills<br>Visual efficiency |

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| | |
|---|---|
| Numeration<br>Organizational skills<br>Orientation and mobility skills | Visual motor integration<br>Visual Perception Skills<br>Visual Perceptual |

| **Assessment Sources** | |
|---|---|
| Audiological assessment<br>Behavioural assessment<br>Developmental assessment<br>Educational assessment<br>Functional visual assessment<br>Group ability test e.g., Canadian Cognitive Abilities Test<br>Medical assessment<br>Occupational therapy assessment<br>Orientation skills<br>Personal care skills | Personal safety skills<br>Pediatric assessment<br>Physiotherapy assessment<br>Psychiatric assessment<br>Psychological assessment<br>Psycho-Educational assessment<br>Social work assessment<br>Speech/language assessment<br>Vision Technology assessment<br>Wechsler-Fundamentals assessment<br>Orientation and Mobility assessment |

| **Assessment Summary** |
|---|
| Report describes significant behavioural problems<br>Report indicates adaptive equipment essential to access the curriculum<br>Report indicates areas of need in …<br>Report indicates assistive technology essential to access the curriculum<br>Report indicates blind/low vision<br>Report indicates mild adaptive functioning delays<br>Report indicates mild articulation difficulty<br>Report indicates mild developmental delays<br>Report indicates mild hearing loss<br>Report indicates mild intellectual disability<br>Report indicates mild/moderate/severe adaptive functioning delays<br>Report indicates mild/moderate/severe articulation difficulty<br>Report indicates mild/moderate/severe developmental delays<br>Report indicates mild/moderate/severe/profound hearing loss<br>Report indicates moderate adaptive functioning delays<br>Report indicates moderate articulation difficulty<br>Report indicates moderate developmental delays<br>Report indicates moderate hearing loss<br>Report indicates profound hearing loss<br>Report Indicates sensory equipment essential to access the curriculum<br>Report indicates severe adaptive functioning delays<br>Report indicates severe articulation difficulty |

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| |
|---|
| Report indicates severe developmental delays<br>Report indicates severe hearing loss.<br>Report provides diagnosis of …<br>Report provides diagnosis of Asperger's Syndrome |
| **Assessment Summary** |
| Report provides diagnosis of Attention Deficit/Hyperactivity Disorder<br>Report provides diagnosis of Autism<br>Report provides diagnosis of Developmental Disability<br>Report provides diagnosis of Learning Disability<br>Report provides diagnosis of Oppositional Defiant Disorder<br>Test results indicate very superior intellectual functioning |

**Education Quality and Accountability Office (EQAO)**
Annually, in preparation for the provincial assessments, EQAO provides school districts with key information related to accommodations and exemptions. For current information, please visit: http://www.eqao.com

**Accommodations**
Below are accommodations:

| **Instructional** | |
|---|---|
| • Anxiety/stress reducers<br>• Ability grouping<br>• Assistive technology<br>• Audio texts<br>• Augmentative and alternative communications systems<br>• Buddy/peer tutoring<br>• Carry and match system<br>• Close-ended activities<br>• Colour cues<br>• Computer options<br>• Concrete/hands-on materials<br>• Contracts<br>• Creative thinking tasks<br>• Critical thinking tasks<br>• Differentiated tasks<br>• Dramatizing information<br>• Duplicated notes | • Gesture cues<br>• Graphic organizers<br>• High structure<br>• Increased challenge through higher level thinking skills<br>• Large-size font<br>• Leveled breaks<br>• Manipulatives<br>• Memory aids<br>• Mind maps<br>• More frequent breaks<br>• Multi-sensory presentations<br>• Non-verbal signals<br>• Prompts to return student's attention to task<br>• Note-taking assistance<br>• Organization coaching<br>• Partnering |

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| | |
|---|---|
| • Extra time for processing<br>• Fading prompts<br>• First/Then<br>• Forward/backward chaining<br>• Functional tasks | • Positive reinforcement<br>• Pre-cueing<br>• Preferred activities/items/topics<br>• Product differentiation<br>• Prompting (verbal, visual) |

| **Instructional** (*Continued*) | |
|---|---|
| • Prompting/modeling/redirection/fading<br>• Provide choice<br>• Reduced/simplified language<br>• Reduced/uncluttered format<br>• Reduction in the number of tasks used to practice a concept or skill<br>• Rehearsal strategies<br>• Reinforcement incentives<br>• Repetition of information<br>• Rewording/rephrasing of information<br>• Sensory diet<br>• Sensory objects/manipulative/toys<br>• Shaping | • Shaping/chaining<br>• Small sequential steps<br>• Social Narratives<br>• Social skills coaching<br>• Spatially cued formats<br>• Tactile tracing strategies<br>• Time-management aids<br>• Tracking sheets<br>• Verbal cues<br>• Visual cueing<br>• Visual supports/schedules<br>• Word-retrieval prompts |
| **Environmental** | |
| • Acoustic treatment of workspace<br>• Alternative work space<br>• Area of individual leisure and social leisure<br>• Assistive devices or adaptive equipment<br>• Consistent classroom rules and routines<br>• Minimizing of background noise<br>• Hush ups<br>• Minimal visual distractions<br>• Office/work system<br>• Predictable environment<br>• Preparation for transitions | • Proximity to instructor<br>• Quiet setting<br>• Reduction of audio/visual stimuli<br>• Sensory equipment<br>• Sensory room<br>• Special lighting<br>• Strategic seating<br>• Structured learning environment<br>• Study carrel<br>• Use of headphones<br>• Visual supports |

| **Assessment** | |
|---|---|
| • Alternate products<br>• Alternative settings | • Assessment embedded in regular programming |

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|---|---|
| • Alternative work location<br>• Alternative work space<br>• Alternative time to write tests<br>• Assessing over multiple sessions | • Assessment paired with reinforcement<br>• Assistive devices or adaptive equipment<br>• Assistive technology software<br>• Audio version |
| **Assessment** *(continued)* | |
| • Augmentative and alternative communications systems<br>• Braille<br>• Breaks<br>• Check for understanding of instructions<br>• Checklists<br>• Chunk time of assessment<br>• Cloze<br>• Colour contrasted materials<br>• Colour cues<br>• Computer options<br>• Conferencing<br>• Covered overlays<br>• Daily logs<br>• Dark lined paper<br>• Demonstration of task<br>• Enlarged worksheets<br>• Extended time limits<br>• Extra time for processing<br>• Frequent breaks<br>• Highlight key information on test<br>• Intermittent reinforcement during assessment<br>• Interpreter<br>• Large print | • Large-size font<br>• Learning goals checklist (individualized)<br>• Lighting<br>• Manipulatives<br>• Matching<br>• Memory aids<br>• Multiple choice<br>• Oral responses<br>• Performance-based tasks<br>• Product differentiation<br>• Prompts for time management<br>• Reduce quantity of test items<br>• Reduced/uncluttered format<br>• Reduction in the number of tasks used to assess a concept or skill<br>• Rubric (individualized)<br>• Scribing<br>• Self-assessment checklist<br>• Signing EA Sound cues to help retrieval<br>• Success criteria checklist (individualized)<br>• Tactile assessments<br>• Uncluttered format<br>• Verbatim scribing<br>• Visual supports<br>• Work samples |

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| Human Resources | |
|---|---|
| Spec Ed Teacher<br>ITD/HH<br>ITB/LV<br>Teacher<br>Learning Resource Teacher<br>Learning Support Teacher<br>Student Success Teacher<br>Educational Assistant(s) | Social Worker<br>Speech/Language Pathologist<br>Physiotherapist<br>Psychologist<br>Psychological Associate<br>Psychoeducational Consultant<br>Occupational Therapist<br>Board Certified Behaviour Analyst |
| **Human Resources Service Type** | |
| Direct Instruction<br>Instructional Support<br>Consultation<br>Reading Instruction | Resource Support<br>Personal Care<br>Behaviour Support<br>Technical Support |

| Transition Type (Including ASD Transition Type) | |
|---|---|
| Activity to Activity<br>Change in Grade Level<br>Class to Class<br>Elementary to Secondary School<br>Entry to School<br>Home to School/School to Home<br>Lunch to Class/Class to Lunch<br>Outside Agency to a School<br>Program to Program<br>School Entry to Class/Class to School Exit<br>Secondary School to Apprenticeship | School to School<br>Secondary School to Community Living<br>Secondary School to Day Program<br>Secondary School to Supported Employment<br>Secondary School to World of Work<br>Secondary to Post Secondary Educational Institution<br>Setting to Setting<br>Subject to Subject |
| **Transition Plan Actions (Including ASD Transitions)** | |
| • Agenda<br>• Agenda/Calendar<br>• Agenda/Shared Calendars | • Develop a coordinated plan<br>• Develop parent/student knowledge of post-school options |

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|---|---|
| • Allow Early/Late Class Dismissal to Travel Halls When Less Congested<br>• Alternative Settings | • Develop resume<br>• Develop workplace communication skills and behaviour skills |
| **Transition Plan Actions (Including ASD Transitions)** *(Continued)* | |
| • Apply learning styles information to current courses<br>• Apprenticeship Program<br>• Attend a college or university information session<br>• Attend information session for high school<br>• Body/Sensory Breaks<br>• Calendars<br>• Checklists<br>• Choice Boards<br>• Communication Books(s)<br>• Complete college applications<br>• Complete option sheet in consultation with teachers and high school Special Education Dept.<br>• Complete university applications<br>• Designate Resource Space for Equipment/Materials<br>• Environment Adaptations<br>• Establish community links re: housing and supported employment<br>• Establish link with student in college/university in relevant program<br>• Examine opportunities within the community (e.g. workshops, courses)<br>• Expand work experience<br>• Expand volunteer opportunities<br>• First-then board<br>• FM System - transfer and training<br>• Home base/safe place<br>• Home/school communication books<br>• Gather information from the secondary chool Special Education Dept. re: special education services | • Initiate college visits/tours<br>• Initiate job shadowing<br>• Initiate part-time work<br>• Initiate post-secondary research<br>• Initiate post-secondary visits/tours<br>• Initiate summer work<br>• Initiate supported employment<br>• Initiate university visits/tours<br>• Investigate Ontario Youth<br>• Investigate continuing and adult education<br>• Learn to use OC Transportation<br>• Independently<br>• Learn to use Transportation Independently<br>• Model/Practice Desired Behaviour<br>• Non-verbal cues<br>• Organizational Aids<br>• Orientation and mobility supports/training<br>• Participate in IPRC review<br>• Participate in a career fair<br>• Participate in a high school tour/visit<br>• Participate in a work placement visit<br>• Participate in co-op experience<br>• Participate in development of IEP<br>• Participate in mentor program at college or university<br>• Participate in school-work program<br>• Participate in work experience<br>• Peer Assistance<br>• Plan Course Selection<br>• Positive Reinforcement<br>• Power Card<br>• Preferred Activity<br>• Quiet/Calming Area<br>• Relaxation Strategies |

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| | |
|---|---|
| • Gather specific information about colleges/universities and special needs departments<br>• In-school meeting(s) | • Review career selection activities (CHOICES, etc.)<br>• Review learning styles inventory<br>• Review occupation information |
| **Transition Plan Actions (Including ASD Transitions)** *(Continued)* | |
| • Role Play<br>• Shared School Information (All About Me Booklet)Social Narratives<br>• Review course options<br>• Social Scripts<br>• Social Skills Coaching<br>• Specific Plan for Meeting<br>• Communication Needs<br>• Stories for Social Understanding<br>• Student Meets Receiving Teacher(s) | • Student Orientation (tour, map, locker practice)<br>• Timer<br>• Transfer Equipment<br>• Undertake an internet search on - (field of interest)<br>• Verbal Prompts<br>• Visit to New School/Class<br>• Visual Supports (timer, calendar, visual schedule) |

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# Provincial and Demonstration Schools in Ontario

## *Purpose of the Standard*

*To provide the public with information about the Provincial and Demonstration Schools that are operated for students who are Deaf, blind, or Deafblind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD)*

**Provincial/Demonstration Schools**

Provincial Schools and Provincial Demonstration Schools are operated by the Ministry of Education and are accessed through an application process that is initiated collaboratively between parents and the student's school. Provincial and Demonstration Schools provide alternative education placement and educational supports for students who are Deaf, blind, Deafblind or who have severe learning disabilities. Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

Provincial Schools provide residential and day programs. Transportation to Provincial Schools for students is provided by school boards.

All students attending either a Provincial or Demonstration school require an Identification Placement and Review Committee (IPRC) meeting conducted at the student's home school in the OCDSB. Programs at provincial schools are tailored to the needs of the individual students and:

- are delivered by specially-trained teachers;
- follow the Ontario curriculum and alternative expectations as outlined in the Individual Education Plans (IEP);
- offer a full range of programs at both elementary and secondary level

**In addition, these schools:**

- serve as regional resource centres for students who are Deaf, Blind, or Deafblind;
- provide outreach and home visits to preschool for students who are Deaf or Deafblind;
- develop and provide learning materials and media for students who are Deaf or hard of hearing, blind or have low vision, or are Deafblind;
- provide school board staff with resource service; and,
- play a valuable role in teacher training

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## Current Statistics (2019/2020)

| Type of School | School Name | Program | Number of students | Transportation (with escort) |
|---|---|---|---|---|
| Provincial | W. Ross MacDonald | Blind | 0 | Plane |
| Provincial | Ernest C. Drury | Deaf | 0 | Plane |
| Provincial | Sir James Whitney | Deaf | 2 | Highway coach |
| Provincial | Robarts School | Deaf | 0 | Plane |
| Demonstration | Trillium | Deaf | 0 | Plane |
| Demonstration | Sagonaska | Learning Disabled | 0 | Highway coach |

**Provincial Schools for the Deaf**

The following Provincial Schools offer services for Deaf and hard-of-hearing students: Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario), Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario) , Robarts School for the Deaf in London (serving western Ontario) , Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario). These schools provide alternative placement for Deaf students from kindergarten through secondary. Programs provide opportunities to acquire and develop language, literacy, numeracy, and inquiry skills in American Sign Language (ASL) and English or French.

**Schools for the Deaf**

- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL), English or French;
- operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school

**The following are provided by resource services department at these schools:**

- consultation and educational advice to the parent(s) of Deaf and hard-of-hearing children and school board personnel
- information brochures
- a wide variety of workshops for parent(s), school boards, and other agencies
- an extensive home-visiting program delivered to parent(s) of Deaf and hard-of-hearing pre-school children by teachers trained in pre-school and deaf education

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**Ernest C. Drury School for the Deaf**
255 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
TTY: (905) 878-7195
Fax: (905) 878-1354
https://pdsbnet.ca/en/schools/ernest-c-drury/

**Robarts School for the Deaf**
1515 Cheapside Street,
London, ON N5V 3N9
Tel. and TTY: (519) 453-4400
Fax: (519) 453-7943
https://pdsbnet.ca/en/schools/robarts/

**Sir James Whitney School for the Deaf**
350 Dundas Street West
Belleville, ON K8P 1B2
Tel. and TTY: (613) 967-2823
Fax: (613) 967-2857
https://pdsbnet.ca/en/schools/sir-james-whitney/

**Provincial School for the Blind and Deafblind**
W. Ross Macdonald School is located in Brantford and provides education for blind, low vision, or deafblind students.
The school provides:

- a provincial resource centre for the blind, low vision and deafblind children;
- support to local school boards through consultation and the provision of special learning materials, such as braille materials, e text, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an inter-provincial, cooperative basis;

**Programs at this school:**
- are tailored to the needs of the individual student and are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;

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- offer courses in the Expanded Core Curriculum which includes Compensatory Skills, Braille Literacy, Orientation and Mobility, Daily Living Skills, Independent Living Skills, Social Skills, Self Advocacy, Assistive Technology and Orientation and Mobility;
- offer accessible extra curricular activities;
- provide assistance in preparing pre-school deafblind children for future education

**W. Ross Macdonald School**
350 Brant Avenue
Brantford, ON N3T 3J9
Tel: (519) 759-0730
Fax: (519) 759-4741
https://pdsbnet.ca/en/schools/w-ross-macdonald/

**Provincial Demonstration Schools**

The Provincial Demonstration schools provide a specialized residential program for students with severe learning disabilities. The length of stay at a Provincial Demonstration School is typically one year in a highly specialized and resourced special program. It should be noted that the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards. Since Provincial Demonstration Schools are to act as a resource to school boards rather than to function as a separate education system, every effort is made to help the student return to the school in their local community as soon as possible. Transition planning with the community school board is key to this process.

Each provincial demonstration school has an enrollment of no more than forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French.

**Provincial Schools Branch**
**Ministry of Education**
255 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
Fax: (905) 878-5405
https://pdsbnet.ca/en/

**Amethyst School**
1090 Highbury Avenue
London, ON N5Y 4V9
Tel: (519) 453-4408
Fax: (519) 453-2160
https://pdsbnet.ca/en/schools/amethyst/

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**Sagonaska School**
350 Dundas Street West
Belleville, ON K8P 1B2
Tel: (613) 967-2830 ext. 320
Fax: (613) 967-2482
https://pdsbnet.ca/en/schools/sagonaska/

**Trillium School**
347 Ontario Street South
Milton, ON L9T 3X9
Tel: (905) 878-8428
Fax: (905) 878-7540
https://pdsbnet.ca/en/schools/trillium/

**Francophone School for the Deaf, Blind, DeafBlind and for those with Learning Disabilities**

**Centre Jules-Leger**
281, rue Lanark
Ottawa, ON K1Z 6R8
Tel: (613) 761-9300
TTY: (613) 761-9302, (613) 761-9304
Fax: (613) 761-9301
https://centrejulesleger.ca/

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# Special Education Staff

## *Purpose of the Standard*

*To provide specific details on board staff to the Ministry and to the public.*

| Special Education Staff 2019-2020 | Staff Qualifications | Elementary Panel FTE | Secondary Panel FTE |
|---|---|---|---|
| **1.0 Teachers of Exceptional Students** | | | |
| **1.1** Learning Support Teacher / Learning Resource Teacher | Special Education Part 3 (Specialist) | 235.5 | 33.33 |
| **1.2** Teachers of Specialized Classes | Minimum of Special Education Part 1 | 143 | 98.67 |
| **2.0 Other Special Education Teachers** | | | |
| **2.1** Itinerant Teachers of Blind / Low Vision | Minimum of Special Education Part 1, AQ - Teaching Students who are Blind | 9.8 | 0 |
| **2.1** Itinerant Teachers of the Deaf and Hard of Hearing | Minimum of Special Education Part 1, AQ - Deaf Education | 12.3 | 0 |
| **2.1** Itinerant Teachers of Social /Emotional Learning | Special Education Part 3 (Specialist) | 3.0 | 0 |
| **2.1** Itinerant Teachers of Assistive Technology | Special Education Part 3 (Specialist) | 4.0 | 2.0 |
| **2.4** Learning Support Consultants | Special Education Part 3 (Specialist) | 13.0 | 3.0 |
| Itinerant Teacher for Autism and Developmental Delay | Special Education Part 3 | 1.0 | 0 |

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| Special Education Staff 2019-2020 | Staff Qualifications | Total FTE |
|---|---|---|
| **3.0 Educational Assistants in Special Education** | | |
| **3.1** Educational Assistants | Developmental Service Worker (DSW), Child and Youth Worker(CYW) diploma or an equivalent program | 794.00 |
| **4.0 Other Professional Resource Staff** | | |
| **4.1** Psychologists and Psychological Associates, Psychoeducational Consultants | Ph.D. or Masters, Psychologists and Psychological Associates are registered with the College of Psychologists of Ontario. The Psychoeducational Consultants are supervised by a registered member of the College | 29.9 |
| **4.2** Speech-Language Pathologists | Masters in Speech-Language Pathology, registration with CASLPO | 29.0 |
| **4.3** Social Workers | Master of Social Work and registered with The Ontario College of Social Workers and Social Service Workers | 29.7 |
| Communicative Disorders Assistants | Communicative Disorders Assistant Graduate Certificate | 2.0 |
| **4.9 Subtotal** | | 90.6 |

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| Special Education Staff 2019-2020 | Staff Qualifications | Total FTE |
|---|---|---|
| **5.0 Paraprofessional Resource Staff** | | |
| **5.1** Orientation and mobility personnel | Orientation and Mobility Specialist | 1.0 |
| **5.4** Transcribers (for blind students) Braillist | Certified Braille Transcriber or equivalent knowledge | 0.5 |
| Applied Behaviour Analysis (ABA) Coordinator | ABA certificate courses | 1.0 |
| Board Certified Behavior Analyst (BCBA) | Successful completion of the BCBA exam through the Behavior Analyst Certification Board | 3.0 |
| **5.7 Subtotal** | | 5.5 |

## A. District Level Support

The following individuals / teams / personnel are available to support all staff in schools:

- Superintendent of Learning Support Services
- System Principals of Learning Support Services
- Managers of Learning Support Services / Mental Health and Critical Services
- Multi-Disciplinary staff
- Assistive Technology Team
- Learning Support Consultants
- Itinerant Teachers (Deaf / Hard-of-Hearing and Blind / Low Vision)
- Itinerant Educational Assistants
- Professional Student Services Personnel (Social Workers, Psychologists, Speech-Language Pathologists)

**District Level Staff Roles / Descriptions**

All members of the Learning Support Services department work in collaboration with teaching personnel and parent(s)/guardian(s) to provide special education supports and services to meet the needs of students and schools. Under the direction of the superintendent and the leadership team, LSS is comprised of:

- Administrative and support personnel
- Braillist

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- Educational assistants
- Itinerant teachers of Assistive Technology
- Itinerant teachers of Autism
- Itinerant teachers of the Blind/ Low Vision
- Itinerant teachers of the Deaf/ Hard-of-Hearing
- Learning Support Consultants
- Psychology staff
- Social Workers
- Speech-Language Pathologists

**Braillist**

- produces Braille transcriptions, electronic Braille transcriptions, e-text, large print materials, and tactile diagrams according to specific requirements as requested by the ITB/LV staff for students;
- maintains the program's blind/low vision inventory of teaching materials and equipment, reference books, computers, and technological equipment;
- is responsible for conservation, storage and inventory of Braille texts in print and electronically;

**Itinerant Teachers of Assistive Technology**

- support students who have technology based claims through the Special Equipment Amount (SEA) Funding;
- provide consultative services to classroom teachers on assistive technology equipment and software;
- provide staff and student training on assistive technology equipment and software;
- support the implementation and training of Ministry Licensed software for assistive technology system-wide;

**Itinerant Teacher Autism**

- increases capacity of regular classroom teachers to meet the needs of students with Autism; provides professional development and in class support;
- provides instructional and educational support services to students diagnosed with Autism, including support in the development of ABA strategies;
- consults with teachers and other LSS team members (e.g. ASD team, SLP, )
- provides professional development to all school staff including principals, EA's, ECE, teachers etc.;
- reviews and provide resources including research and assistive technology;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- Supports IEP development, programming and transition plan development;

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**Applied Behaviour Analysis (ABA) Coordinator**

- develops resources to support ABA strategies for all schools;
- provides professional development and guidelines on how to embed ABA strategies into the classroom;
- supports the dedicated space pilot; liaises with therapy professionals in the community who provide IBI and ABA support (e.g. CHEO, Portia, etc.);
- supports all Autism initiatives such as; Autism awareness month, parent /guarding conferences and events;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- Supports pilot projects and evidence-based social skills development initiatives;

**Board Certified Behaviour Analyst (BCBA)**

- works to support school staff in understanding how to support students with Autism and challenging behaviour;
- may recommend and/or develop behaviour programs;
- may conduct Functional Behaviour Assessments;
- provides professional development to school staff ;
- models and co-teaches the use of ABA strategies;
- reviews and provides research related to emerging supports available for students with behavioural needs;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- supports and mentors staff enrolled in the Registered Behaviour Therapy (RBT) course and oversees the implementation of these strategies into their regular school duties;

**Itinerant Teachers of Blind/Low Vision**

- direct instruction in Braille and other tactile learning strategies;
- develop accommodations/modifications and acquisition of curriculum materials (Braille, tapes, large print, etc.);
- provide orientation and mobility instruction (i.e., safe travel techniques);
- provide training in specialized equipment including computer hardware and software, optical aids, and other equipment used in the classroom;
- provide consultation and support to schools related to vision;
- provide consultative services and interpretations of vision reports to teaching staff;
- facilitates the transition of students from pre-school/outside agencies to elementary school and from elementary school to secondary schools;
- supports the development of IEPs, programming, and transition plans;
- monitors student needs and provides feedback to school related to supports required as student needs fluctuate;

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### Itinerant Teachers of the Deaf/Hard of Hearing

- provide assessment, direct instruction, and academic support services to students with hearing losses ranging from mild to profound (K to 12);
- provide consultative services to classroom teachers and school staff, and ongoing guidance to parent(s) of students who are deaf/hard of hearing;
- apply an Auditory-Verbal/ Oral approach to maximize the student's auditory potential, speech and language development, and participation alongside his/her hearing peers;
- provide training and ongoing management of specialized equipment used in the classroom;

### Learning Support Consultants (K to 12)

- develop and deliver special education professional development for staff;
- assist school teams with all aspects of the special education program and service delivery;
- promote current teaching methodologies and instructional practices which reflect the Ontario curriculum and Ministry of Education documents and direction;
- identify and support best practices in all specialized program classes and provide program support;
- committee member on centralized program referral committees to specialized program classes;
- Supports IEP development, programming and transition planning

## District Level Central Teams

### The Assistive Technology Team

- provide support and training district-wide to schools on assistive technology purchased through Special Equipment Amount (SEA) funds;
- coordinates the ordering of SEA equipment;
- coordinates and facilitates training/professional development sessions on SEA equipment and software for students and staff;
- assists in the completion of special equipment applications;

### The Autism Spectrum Disorder Team/ Developmental Disability Support Team

- provide direct and consultative program support to schools;
- facilitates transitions for students who are both within and new to the OCDSB;
- provides ongoing support to students with a diagnosis of Autism Spectrum Disorder (ASD) and a developmental disability (DD);
- assists in the development and implementation of IEPs, behavioural programs, communication strategies and assessment practices;
- supports new Ministry initiatives and pilots related to the field of Autism;

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- responds to multi-disciplinary team requests for support as needed;
- provides professional development to the District and the community;
- supports PPM 140 and ABA practices in schools;
- provides resources to schools to support environmental accommodations and recommendations for sensory rooms / spaces;
- provides support to two specialized schools for students with developmental disabilities, Crystal Bay Centre for Special Education and Clifford Bowey Public School and all specialized classes for ASD and DD district-wide;
- provides program support for teachers and administration while working with parent(s)/guardian(s) and community agencies to facilitate new admissions;
- supports an intake process which provides transition support to schools and parents upon entering into the OCDSB;

**The Behaviour Support Team / Social-Emotional Learning Teachers**

- provide support to the Behavior Intervention Program (BIP), students, parent(s)/guardian(s), staff, and administration;
- provide consultation and classroom observations specific to students who present challenging behaviours;
- SELTs (Social-Emotional Learning Teacher) provide consultation and classroom observations specific to students demonstrating stress behaviour or challenging behaviour in Kindergarten to grade 8;

**The Early Learning Team**

- provide class wide and student specific support for Kindergarten educator teams
- the multidisciplinary team includes speech-language pathologists, psychology staff, social workers, educators and educational assistants
- consultation is available to address a range of concerns for Kindergarten students including, language, self-regulation, behavior, development, social skills and well-being
- all LSS Kindergarten supports are accessed through a common referral process

**The Gifted Support Team**

- provide support to schools for programming and planning for students who have been identified with giftedness;
- provide consultation and recommendations pertaining to giftedness identification procedures;
- creates awareness around supports and connects staff with a wide variety of supports available to support students with giftedness;

**Itinerant Educational Assistants (IEA)**

- provide consultative and direct services to students experiencing behavioural challenges, including the development of behavior support plans;

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- provide consultation to school staff on behaviourally related issues;
- assist in the development of student plans (safety plans, safe plans, and Behaviour Management Plans);
- provides professional development in promoting positive behavior;

**Psychology Professional Staff**

- provides ongoing consultation to schools on student related issues;
- engages in early screening and intervention on learning, student development, and mental health;
- provides both direct or indirect support or intervention to students;
- provides psychological assessments for students K - 12;
- plays an integral role as a school multi-disciplinary team member and is the key point person to respond to threat making, high risk behaviour, and tragic events within the school;
- collaborates with community partners and facilitates access to external resources, when appropriate;
- participates in central referral committees for specialized classes;
- engages in staff training in such areas as suicide prevention, mental health promotion, and behaviour management

**Social Work Professional Staff**

- consults with each assigned school to establish priorities with respect to students, staff and families;
- provides direct intervention with students, families and school staff directed at resolving or managing a range of social, mental health and/or behavioural issues affecting all students;
- Liaises with and refers to community agencies and acts as a system navigator for families when appropriate;
- provides crisis intervention typically focusing on assessment and follow up in regard to risk issues including suicide, violence and threat making behaviour
- participates in central referral committees for specialized classes;
- provides support to school staff and students in the aftermath of tragic events
- investigates truancy as mandated in the *Ontario Education Act and Regulations* and assists with student and parent re-engagement in school;
- provides counseling support of students in the SAL program where required;
- provides support to families facing financial hardship;
- may provide interventions at all levels of the Tiered-Approach to Intervention district-wide;

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**Speech-Language Pathology**
In consultation with the LST and the principal of the school, speech-language pathologists provide an array of service to students from kindergarten through grade 12.

- scope of practice includes identification, prevention, assessment, consultation and programming/intervention of communication disorders in the areas including language, speech, communication, reading and writing, and augmentative and alternative communication;
- speech-language pathologists facilitate internal and external referrals as appropriate, provide professional development to educational staff and parents, and provide services at all tier levels;
- weighted services are provided to some OCDSB specialized program classes including: language learning disability, and specialized and integrated programs for students with developmental disabilities and Autism;
- OCDSB speech-language pathologists provide integral support to teams such as Early Learning and ASD / DD Teams;

**Tragic Events Response Team**
When a tragedy occurs, the school community may play a critical role in responding to the needs of students and staff. The psychology and social work staff at the OCDSB provide support services following a tragic event in the school community on an as-needed basis. Along with school staff, the psychology and social work staff support students, educational staff and parents / guardians in the aftermath of crisis by providing a safe haven, disseminating information, identifying individuals at risk, providing mental health services, linking individuals with community services, and supporting long-term recovery.

**Urgent Care Team**
A related service offered by the psychology and social work staff at the OCDSB is the Urgent Care Team. The Urgent Care Team comprises psychology staff and social workers who provide consultation to our professional services staff around individual students who may be experiencing extreme stress (e.g., suicidal ideation, extraordinary distress and/or psychotic symptoms). The Urgent Care Team also provides a liaison to the CHEO Emergency Department, who provide assessment and follow-up services.

## B. School Level Support

The following supports are available within schools:

- School Principals (and Vice-Principals where applicable);
- Classroom Teachers
- Learning Support Teachers and Learning Resource Teachers (elementary only)
- Specialized Program Classroom Teachers / Staff
- Educational Assistants
- Early Childhood Educators (Elementary panel only)

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## School Level Staff Roles and Descriptions

### School Principal

- ensures the development, implementation, and review of a student's Individual Education Plan (IEP) including a transition plan, according to provincial requirements is developed and followed;
- chairs Identification Placement and Review Committee (IPRC) meetings;
- supervises all school staff;
- consults with parent(s)/guardian(s) and with school board staff to determine the most appropriate program for students with special education needs;
- ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental/guardian consent is obtained;
- provides the parent guide, and other relevant documents to parent(s)/guardian(s);

### Classroom Teacher

The role of the classroom teacher is to support the learning of all students including those who may need accommodations/modifications to their program. Although not all classroom teachers have special education qualifications, they play a vital role in assessing student learning and ensuring the delivery of services to all special education students. Within the regular classroom, the teacher works with all students to meet their individual needs.

### Learning Support Teacher (LST) / Learning Resource Teacher (LRT)

- play a major role in the delivery of special education in schools and deal with the overall administrative and educational needs of students requiring special education programs /services within the school;
- undertake a variety of roles including consulting with and assisting classroom and other special education teachers with early identification, curriculum differentiation and modification, assessment, intervention strategies, the development and coordination of IEPs and in-class or withdrawal support for exceptional learners;
- liaise with members of the multi-disciplinary team;
- provide the highest level of support offered in a school-based program;
- work with a variety of exceptional students who require intensive support in core academic areas;

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**Specialized Program Classroom Teacher**

- provide learning opportunities tailored to each student's specific exceptionality, taking into consideration their strengths and needs, and additional information as outlined in the student's IEP;
- Support students to progress at their appropriate level and reach their potential within the parameters of the Quality Program Indicators for the specialized program class placement;

**Educational Assistant**

Educational Assistants (EA) are supervised by the school principal in consultation with the classroom teacher. The role may vary from assignment to assignment but usually includes:

- assisting in crisis prevention and intervention;
- supporting the planning, organizing, and implementing of the behavior/social/instructional program in cooperation with the classroom teacher;
- assisting students in various ways, with safety, behaviour and/or medical needs;
- specialized skills and qualifications are required for specific assignments (e.g. Braille, American Sign Language, catheterization) with respect to the EAs assigned to schools;

School EA allocations are reviewed and approved by the school Superintendent of Instruction annually.

**Early Childhood Educator (ECE)**

- works collaboratively with the classroom teachers in implementing and planning education to Year 1 and 2 children;
- assesses the development of Kindergarten children through observation and monitoring;
- upholds a classroom environment that promotes each child's physical, cognitive, language, emotional, social, and creative development and well-being;
- relays information to families;
- undertakes duties assigned by the principal in regards to the Kindergarten program.

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# Staff Development

## Purpose of the Standard

*To provide details of the Board's professional development plans for special education staff to the Ministry and to the public.*

**The OCDSB Learning Support Services Staff Development Plan**

The overall goal of the LSS Staff Development Plan is to build the capacity of special education staff, classroom teachers, support staff, and administrators to provide them with access to information, materials, and skills necessary to implement and support programming for exceptional students. The OCDSB continues to focus on student achievement rooted in the Ontario Curriculum, EQAO assessments, and alternative programs and goals specific to the individual learner. These focus areas are also linked to the goals in the following District frameworks:

- The OCDSB Strategic Plan
- The Exit Outcomes

The LSS Staff Development Plan incorporates feedback from school-based special education staff, (learning support teacher (LST), learning resource teacher (LRT) (elementary only), specialized program classroom staff, and through an ongoing evaluation of system needs. In addition, the following are other ways staff provide input for staff development planning:

- written and verbal feedback;
- requests from school administrators and special education teachers for school-based in-service around specific school needs (including teaching staff);
- feedback from Learning Support Services (LSS) staff;
- requests from senior administration around in-service requests;
- requirements as prescribed in legislation and District policies and procedures;

In addition, we are required to follow specific regulations and mandates from the Ministry of Education. Priorities in the area of staff development are determined by Ministry of Education initiatives and Board initiatives. The following factors are considered:

- direction from the Director's Executive Council (DEC);
- changes in Board policy and procedures;
- system-level professional development focus;
- perceived needs as determined by LSS staff;
- requests from schools;
- requests from staff;

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**Professional Development Input from SEAC**

- all recommendations for staff development are open for consideration;
- staff consider input received at each SEAC meeting;

**Staff Development Budget**

The LSS Department has spent the following on professional development. These figures are approximate. These figures do not reflect additional costs such as: travel, food, supplies etc.

| Release and Professional Development | Amount spent |
|---|---|
| Blind/Low Vision Workshop - Staff Training | $3 979.80 |
| CEC Conference | $700.00 |
| Deaf/Hard of Hearing Workshop - Staff Training | $10 834.90 |
| EMPOWER Reading Program - Staff Training | $167 772.94 |
| National Association for Gifted Children Conference | $2 716.81 |
| Non-Violent Crisis Intervention (CPI) Recertification - Staff Training | $350.00 |
| Online Functional Behaviour Course - Staff Training | $350.00 |
| Registered Behaviour Technician Training - Staff Training | $500.00 |
| Self Regulation in Schools Seminar - Staff Training | $145.77 |
| Traumatic Events System Model - Staff Training | $1 107.20 |
| Violence and Threat Risk Assessment - Staff Training | $5 327.94 |
| **Total** | **$193 785.36** |

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***Due to labour disruptions and school closures due to the COVID-19 Pandemic, many professional development sessions planned were unable to take place during the 2019-2020 school year.*

**Principals and Vice-Principal Intern Program / Training Opportunities**

- mandatory intern program for newly appointed principals and vice-principals;
- ongoing professional learning at District Operations Meetings;
- workshops organized for principals and vice-principals, e.g., Assistive Technology, IPRC Training, Autism Spectrum Transition Planning, ABA, Learning For All and IEP development, etc.

## New Teacher Induction Program

The Ministry of Education initiative ensures beginning teachers are matched with a teacher mentor as they join the teaching profession. Through the various components of the New Teacher Induction Program (NTIP), new teachers are supported as they build knowledge, skills and self-confidence. New teachers are paired with an experienced teacher mentor who provides support by building relationships to create a collaborative, collegial environment in which new teachers feel supported both emotionally and professionally. They also participate in an extensive and differentiated professional development program designed to address the specific needs of these new professionals in the areas of classroom management, assessment and evaluation, teaching students with special education needs, and literacy and numeracy.

## Special Education Workshops for Staff

The Learning Support Services Department is committed to ongoing professional development for all staff. Learning Support Teachers from all schools were presented with professional development from central staff during their LST Network meeting. During the 2019-2020 school year professional development opportunities were limited due to occasional teacher and occasional staff shortages and labour disruptions. This year, the following workshops were offered to OCDSB staff:

- ABA in Action – Prompting, Reinforcement and Errorless Learning
- ABA School Team Training
- Anxiety, Stress and Autism – Considerations for Supporting your Students
- Art of Play
- ASD Mentorship
- ASD Music Pilot
- ASD New Teacher Training
- ASD Pilot Program - Ozobots Training
- ASD Specialized Program, Elementary and Secondary Sessions
- ASD Resources Room Model – Best Practices and Conversation
- ASD Working with Challenging Behaviours and Teaching Independence
- ASIST (Applied Suicide Intervention Skills Training)
- Behavior from a Communication Perspective, Part 2
- Behaviour Intervention Program Professional Development for BIP Staff
- Behaviour Management Systems Training (BMS)
- Best Practices in Supporting Students with ASD
- Brain Based Learning and Behavioural Challenges
- Cannabis in Schools
- CHEO Autism Observation
- Communication Strategies for the Early Learner
- Early Learning Strategies
- EA Autism Trainings

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- Empower – Comprehension and Vocabulary, Gr. 2-5
- Empower – Decoding and Spelling, Gr. 2 – 5
- Empower – Decoding and Spelling, Gr. 6-8
- Empower – Training Review Gr. 2-5
- Empower - High School
- Exploring Autism - The Early Years
- Geneva Centre E-Learning Modules
- General Learning Program - Program Planning
- Gifted Programming
- Guiding Cooperation through Reinforcement
- Inclusion – Making it work for Students who are Deaf/Hard of Hearing
- Intermediate DDP - Developing Communication and Language
- ILLD - Executive Functioning
- ILLD - Grade 6 Transitions
- Inquiry Play Based Learning for Students with ASD
- LLD Assistive Technology Workshop
- LST Network Sessions
- Math LD Inquiry
- Mental Health Law for Children and Adolescents
- Post-Secondary Transitions for Students with Autism Spectrum Disorder
- Registered Behaviour Technician Training
- SafeTALK – (Suicide Alertness for Everyone), (Tell, Ask, Listen, Keepsafe)
- SLIP - Speech Language Intervention Program
- Social Learning In Class
- Social Thinking and Intro to e-learning for ILLD
- Social Thinking for LD-SIP Sites
- Structured Teaching for Elementary Teachers
- Structured Teaching for Teachers
- Supporting Structured Teaching
- The Autistic Brain
- Three Strategies for Independence
- Tools for Social Understanding
- Training for New LSTs
- Transitions for Students with ASD
- Traumatic Event Systems Model (TES)
- Violence Threat Risk Assessment II (VTRA)
- WIAT Training
- Working with Students with Visual Impairment

**Cost Sharing Arrangements**

Some staff development is provided on a cost-sharing or partnership basis with other ministries or agencies. The following are examples of such cost-sharing arrangements:

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- Ministry of Child and Youth Services – Child and Youth Workers;
- M.F. McHugh Education Centre (Care and Treatment Program);
- Algonquin College – early health screening for vision, hearing, height etc.;
- Ottawa Catholic School District (OCSB);

**Communication of Professional Development**

In-service workshops are communicated to staff via the OCDSB electronic messaging system and posted on our electronic registration system, ePLC. In some instances, invitations for training and workshops are sent to specific schools to reach a target audience.

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# Equipment

## *Purpose of the Standard*

*To inform the Ministry, Board staff members and other professionals, and parent(s) about the provision of individualized equipment for some students with special needs.*

**General Overview**

Special Equipment Amount (SEA) may originate from two sources:

- Per Pupil Amount
- Claims-Based

**Per Pupil Amount (Computers)** component supports the purchase of all computers, software, computing related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment, in accordance with this guideline.

**Claims-Based funding (Non-computers)** is accessed through a claims-based process and supports the purchase of other non-computer based equipment, to be utilized by students with special education needs, including sensory, hearing, vision, personal care and physical assist equipment. Boards are responsible for the first $800 in costs for Claims-Based funding per student per year (May 1st - April 30th).

**Examples of Specialized Equipment for Use at School**

The OCDSB strives to ensure that specialized equipment is provided for students who require it. Specialized equipment for use at school include:

- Sensory equipment
- Hearing support equipment
- Vision support equipment
- Personal care support equipment
- Physical assists support equipment
- Computer and software related equipment

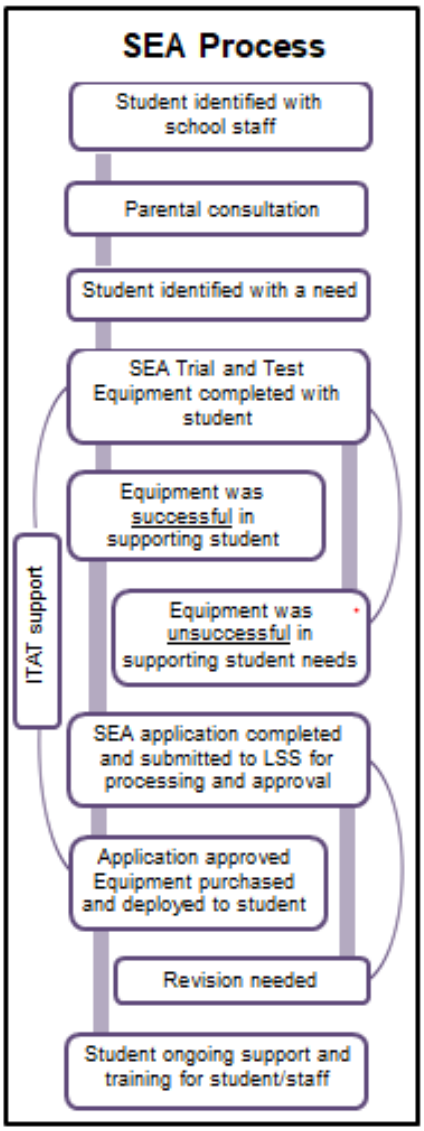
A full overview of the SEA Guidelines for 2019-2020 is outlined on the Ministry of Education website.

The OCDSB procedure Student Specialized Equipment Purchased with Ministry Special Education Amount (SEA) Funding is outlined on the OCDSB website.

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## Funding Information and Allocation for Specialized Equipment

SEA provides funding to school boards to assist with the costs of equipment ***essential*** to support students with education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school. All equipment purchased through SEA funding is the property of OCDSB, who reserves the right to make the final decision in purchasing, and allocating equipment for students. The OCDSB consistently researches and purchases the most relevant equipment (i.e. technology) to assist students. The OCDSB reserves the right to reassign SEA purchased equipment.




## Determination of Need

The determination of need is based upon a recommendation by a qualified professional, as listed in the SEA guidelines, with input by school staff. The recommendation is based on equipment deemed essential to the student in order to access the curriculum as outlined in the IEP.

## Required Documentation

Each SEA claim must include:

1. an assessment report from an appropriately qualified professional including a description of the condition the particular equipment is intended for, and a functional recommendation regarding the specific types of equipment essential for the student to access the curriculum;
2. a copy of the quotes(s) and/or product identification of the equipment to be purchased (non-computer);
3. a current copy of the student's IEP signed by principal;
4. an action plan from the school indicating the integration of the equipment into the student's program;
5. consent form to release report(s) from the qualified professional;
6. a copy of the student's report card (PPA only);

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**Eligible Specialized Equipment for Claims Based Funding**
All equipment costs must be specialized equipment for individual or groups of students for use at school. Examples of such equipment are:

- Speech analyzers
- FM microphone systems for DHH students)
- Print enlargers (for low vision)
- Sound Amplification systems
- Computer hardware/software
- Individually modified desks or work tables
- Braille writers
- Symbol or letter voice translators
- Insulated booths and study carrels
- Communication aids (e.g., Boardmaker, speech synthesizers)
- Positioning devices

**Portability**
Equipment purchased by a school board with SEA funding is portable and may move with the student from school to school or from board to board within Ontario. When a student transitions between schools in the OCDSB, as a component of the transition planning, student equipment is considered and moved when appropriate and required at the new school. If a student leaves the province, the equipment stays with the Board to be reallocated as needed.

**Ministry Review**
The Ministry of Education may conduct classroom, school and board visits of selected claims and reviews all required documentation in support of those selected SEA claims. The review ensures that the equipment is operational, in good repair and in regular use by the student. The Ministry also expects that the students and staff are able to operate the equipment properly and effectively

**Itinerant Teachers of Assistive Technology (ITAT)**
The Itinerant Teachers of Assistive Technology work with students and staff to support the integration of assistive devices. This support includes device/tool training as well as best implementation and pedagogical practices.

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## Ottawa-Carleton District School Board Special Education SEA Claim

In the 2019-2020 SEA year (May 1, 2019 – April 30, 2020) the OCDSB processed the following number of applications:

| Claim Types | Number of students | Dollar Amount Spent |
|---|---|---|
| **Computer (PPA)** | | |
| Computers and support components (PPA) | TBD | TBD |
| Training | N/A | TBD |
| Technician | N/A | 143 992.00 |
| **Total** | | |
| **Non Computer (Claims)** | | |
| Number of students Below $800 | 248 | 175 139.33 |
| Number of students Above $800 | 89 | 415 458.92 |
| **Total** | | **TBD** |

** Please note that these totals are approximate to date, as of May 19, 2020.

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# Accessibility of School Buildings

## *Purpose of the Standard*

*To provide the Ministry of Education with further details of the Board's multi-year plan, which was previously submitted to the Ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.*

The annual accessibility plan that is required under the Accessibility for Ontarians with Disabilities Act (AODA is normally submitted to the Board of Trustees in June of each year for publication in September. You can locate the review at http://www.ontario.ca/government/accessibility

The public can obtain and access the Ottawa-Carleton District School Board Accessibility Plan on the OCDSB Board website. A hard copy is available by contacting Communications and Information Services at 596-8211, ext. 8310.

Based on the 2006 OCDSB Accessibility Audit, cost estimates were developed for each facility to meet AODA's 100% "barrier-free" expectations. The individual site estimates ranged between $101,000 and $2.2M.

In order to fulfill the accessibility needs required by the AODA by 2025, an annual revenue stream of $4.2M, totaling in excess of $80M between 2006 and 2025 is required.

Annual expenditures on accessibility for the past fourteen years are as follows:

| | | |
|---|---|---|
| 2006/2007 | $ | 483 000.00 |
| 2007/2008 | $ | 948 902.00 |
| 2008/2009 | $ | 1 077 588.00 |
| 2009/2010 | $ | 703 488.00 |
| 2010/2011 | $ | 1 576 416.00 |
| 2011/2012 | $ | 764 984.00 |
| 2012/2013 | $ | 728 577.00 |
| 2013/2014 | $ | 542 998.00 |
| 2014/2015 | $ | 1 155 182.00 |
| 2015/2016 | $ | 1 091 119.00 |
| 2016/2017 | $ | 1 011 038.00 |
| 2017/2018 | $ | 974 023.00 |
| 2018/2019 | $ | 1 600 000.00 |
| 2019/2020 | $ | 1 200 000.00 (approximate to date) |

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# Transportation

## *Purpose of the Standard*

*To provide details of the Board's transportation policies to the Ministry and to the public.*

Transportation providers must, in all respects, meet the requirements of federal and provincial legislation, regulations and standards governing student transportation using vans, school buses and public transit. They must also comply with relevant Ministry of Education requirements and Board policies and procedures governing student safety and transportation. The Ottawa Student Transportation Authority (OSTA) is responsible for the provision and administration of all Ottawa-Carleton District School Board (OCDSB) transportation services.

Information about OSTA may be found on their website at Ottawa Student Transportation Authority website.

The Board encourages the integration of students with special needs with other students in regular programs as much as possible. In the event integration is not possible, the Board agrees to provide specialized transportation for students with special education needs for whom the Board has received an acceptable medical certificate and/or the Learning Support Services Department has determined that regular transportation is not the best option for a student given the nature of the student's disability or safety concerns.

Under the Accessibility for Ontarians with Disabilities Act (AODA), individual school transportation plans are required for students with disabilities to ensure that accessible and appropriate transportation services are provided to them. To request specialized transportation, a Student Request for Accessible Transportation and Personalized Accessibility Plan form must be completed in consultation with the parent(s)/guardian(s) of students with disabilities. Requests for students with disabilities must be approved by the Board's Learning Support Services Department. Medical requests should be directed to the school principal for approval by the school's Superintendent of Instruction. In addition, transportation operators must comply with all AODA requirements.

To ensure the safety of special needs students, drivers shall deliver each student into the care of a responsible adult. Should any student require assistance getting on, or off the bus, such assistance must be provided by the parent(s)/guardian(s) or school personnel. In the event that a responsible adult is not available, the driver shall report this to OSTA.

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Older students in grades 9-12 are exempted from this requirement providing the parent/guardian has given written permission to OSTA, and the school concurs the student does not require supervision when on their own.

For some students with special needs it may be most appropriate for transportation to be provided separately from other students. School teams carefully consider these circumstances and document a request for solo transportation on the Student Request for Accessible Transportation and Personalized Accessibility Plan form. These requests require approval from the Superintendent of Instructions or the Manager of Learning Support Services.

Students in specialized program classes in schools outside their home communities, as supported by Board policy, may be provided transportation without reference to distance units. Students residing within 800m from their designated school may be assessed for their ability to walk to school, with support, on an annual basis. The Board provides transportation for special needs students enrolled in the Summer Learning Program or Care and Treatment (CTCC) programs, also known as Section 23 programs.

Students attending provincial or demonstration schools are transported by the Board. Provincial and demonstration schools are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Drivers must complete a Vulnerable Sector Check and participate in sensitivity training and other specialized training when dealing with students with special needs. The OCDSB actively supports and participates in any region-wide school vehicle safety committee or initiatives with a view to improving the uniformity of school bus safety procedures and to assisting school bus drivers to improve their management of students.

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# Part 3: The Board's Special Education Advisory Committee (SEAC)

## *Purpose of the Standard*

*To provide details of the operation of the board's SEAC to the Ministry and to give members of the public information to which they are entitled.*

### The Role and Responsibilities of SEAC

- to advise the Board with respect to the establishment, development, and delivery of programs and services to students receiving special education programs and services;
- to participate in the Board's annual review process of the Special Education Plan;
- to participate in the OCDSB annual budget process as it relates to special education by appointing a SEAC member to the Budget Committee;
- to encourage the public to bring special education issues to the attention of SEAC by requesting to delegate at SEAC monthly meetings;
- to pass motions which are presented as advice to the Board;
- to appoint a non-voting representative to the Committee of the Whole to ensure that the interests of students with special education needs are considered in Board deliberations;
- to review procedures and make recommendations;
- to organize and prepare meeting agendas prior to monthly SEAC meetings with a focus on current issues and requests for information;
- to respond to reviews of special education programs and services;
- to guide parent(s)/guardian(s) in policies and procedures relating to students with special needs and inform them of their rights and responsibilities, as requested;
- to encourage the public to bring special education issues to the attention of SEAC by requesting to delegate at monthly meetings (where appropriate);
- to create and maintain a guide of SEAC members and contact information;

### SEAC Meetings

- occur on the second Wednesday of each month (except July and August) at 7:00 p.m., at the Ottawa-Carleton District School Board, 133 Greenbank Road, Ottawa (Nepean), Ontario;
- all members of the public are welcome and encouraged to attend;
- members of the public are encouraged to make their views known to SEAC by contacting representatives directly or by appearing as a delegation
- a delegation will be allocated time as follows:
    - up to four minutes where the request was made in advance of the meeting;

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- up to two minutes if the request was made after the publication of the agenda and prior to the start of the meeting;

**Composition of SEAC**

- consists of a chair, vice-chair, three trustees, representatives of local associations, and three community members committed to furthering the interests of students with special education needs;

For more information on the role of SEAC and the nomination process, see *Special Education Advisory Committee Policy P. O19.GOV.* This can be located on our website at www.ocdsb.ca. A hard copy is available upon request. Please contact Communications and Information Services at 613-596-8211, ext. 8310.

## SPECIAL EDUCATION ADVISORY COMMITTEE (OCDSB) MEMBERS 2019-2020

### OCDSB TRUSTEE MEMBERS

| | | |
|---|---|---|
| Christine Boothby, Trustee, Zone 2 | christine.boothby@ocdsb.ca | 613-809-4929 |
| Rob Campbell, Trustee, Zone 5 | rob.campbell@ocdsb.ca | 613-808-8190 |
| Chris Ellis, Trustee, Zone 6 | chris.ellis@ocdsb.ca | 613-868-0076 |

### MEMBER ASSOCIATION REPRESENTATIVES

**Association for Bright Children of Ontario (ABC)**
*Cathy Miedema* (Member) cathymiedema@gmail.com

**Autism Ontario, Ottawa Chapter**
*Katie Ralph* (Member) kralp059@uottawa.ca
*Katherine Kacew (Alternate)* kat.kacew@gmail.com

**Down Syndrome Association**
*Mark Wylie* (Member) mwylie@sympatico.ca

**Learning Disabilities Association of Ottawa-Carleton (LDAO)**
*Dr. Maggie Mamen (Member)* mmamen@rogers.com
Michael Bates (Alternate) michaelbates1@sympatico.ca

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**Ontario Association for Families of Children with Communication Disorders Ottawa-Carleton Chapter (OAFCCD)**

| | |
|---|---|
| *Ian Morris* (Member) | ian.morris6655@gmail.com |
| *Sean Popal* (Alternate) | sean.popal@gmail.com |

**Ottawa-Carleton Assembly of School Councils (OCASC)**

| | |
|---|---|
| *Safina Dewshi (Member)* | safina.dewshi@gmail.com |
| *Michelle Berry (Alternate)*) | michelle.berry@hotmail.ca |

**VOICE for deaf and hard of hearing children**

| | |
|---|---|
| *Jim Harris* (Member) | danaandjim@sympatico.ca |
| *Terry Warner* (Alternate) | terry.warner@sympatico.ca |

**VIEWS for the Visually Impaired**

| | |
|---|---|
| *Lisa Paterick* (Member) | shafifamily1@hotmail.com |
| *Johnna MacCormick* (Alternate Member) | tedandjohnna@me.com |

**Easter Seals Ontario**

| | |
|---|---|
| Nicole Ullmark (Member) | nicole.ullmark@gmail.com |

## COMMUNITY REPRESENTATIVES

| | |
|---|---|
| *Susan Cowin* | sue.cowin@gmail.com |
| *Sonia Campbell-Nadon* | Snadon28@hotmail.com |
| *Rob Kirwan* | theoletinman2@gmail.com |

## ASSOCIATION REPRESENTATIVES (NON-VOTING)

**Ottawa-Carleton Elementary Teachers' Federation (OCETF)**

| | |
|---|---|
| *Susan Gardner* (Member) | susan.gardner@ocdsb.ca |
| *Jennifer Titley (Alternate)* | Jennifer.Titley@ocetfo.org |

**Professional Student Services Personnel**

| | |
|---|---|
| *Nancy McLaren Kennedy* (Member) | nancy.mclaren.kennedy@ocdsb.ca |
| *Connie Allen* (Alternate) | connie.allen@ocdsb.ca |

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**Ontario Secondary School Teachers' Federation (OSSTF)**

| | |
|---|---|
| *Jean Trant* (Member), SSP | jean.trant@ocdsb.ca |
| *Catherine Houlden* (Member), Teachers | catherine.houlden@ocdsb.ca |
| *Kelly Granum* (Alternate), Occasional Teachers | kelly.granum@ocdsb.ca |

**Ottawa-Carleton Elementary Operations Committee (OCEOC)**

| | |
|---|---|
| *Nancy Dlouhy* (Member) | nancy.dlouhy@ocdsb.ca |

**Ottawa-Carleton Secondary School Administrators' Network (OCSSAN)**

| | |
|---|---|
| *Kimberly Elmer* (Member) | kimberly.elmer@ocdsb.ca |

**Student Senate**

| | |
|---|---|
| *Daniel Bersyniow* | dbers1@ocdsb.ca |

**Staff Normally in Attendance at SEAC Meetings:**

| | | |
|---|---|---|
| *Peter Symmonds*<br>Superintendent, Learning Support Services | 613-596-8254 | peter.symmonds@ocdsb.ca |
| *Amy Hannah*<br>System Principal, Learning Support Services | 613-596-8713 | amy.hannah@ocdsb.ca |
| *Christine Kessler*<br>System Principal, Learning Support Services | 613-596-8713 | christine.kessler@ocdsb.ca |
| *Stacey Kay*<br>Manager of Learning Support Services | 613-596-8136 | stacey.kay@ocdsb.ca |

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# Part 4- Coordination of Services With Other Ministries or Agencies

## *Purpose of the Standard*

*To provide the Ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.*

The OCDSB liaises and plans carefully for student transitions. When a student with special education needs enters a school or transfers to an OCDSB school from another board of education, the school principal will:

- facilitate the collection of pertinent documentation;
- ensure the successful admission or transfer of students from one program to another, in accordance with available resources.

Work collaboratively with the parent(s)/guardian(s) and, as appropriate, community partners on a transition plan based on the individual needs of the student.

It is the practice of the OCDSB to accept assessments accompanying students from other jurisdictions and apply them to the Ottawa-Carleton District School Board criteria when a student is being considered for a special education program or service. In order to use these documents and share them with the required individuals, a written consent is required from the parent/guardian. The assessments shared must be current and conducted by a qualified professional (according to the standards set by each profession). If additional assessments are needed to make an informed decision, in relation to the student's special education needs, they may be conducted by Board personnel.
Advanced special education planning is done for students with special needs who are arriving from or leaving for other programs. Here are some links to the different transition resources that we have created to support students, families, and schools:

Special Needs Students in Transition: A Practical Guide for Schools and Parents

The current OCDSB student information database, Trillium, tracks all student information including special education programs and placements. The school location of OCDSB students in other facilities (i.e., Provincial and demonstration schools) is also recorded in Trillium.

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| Programs and Services | Description |
|---|---|
| **Preschool nursery program** | • Liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment<br>• consultation with parent(s)/guardian(s) is an integral part of the process;<br>• completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s). |
| **Preschool programs for students who are Deaf** | • Liaison is made with preschool, nursery, and clinical programs, usually coordinated by Pinecrest-Queensway Community Health Centre in partnership with CHEO's audiology and the AVT program, in order to facilitate the student's entry into the school environment;<br>• consultation with parent(s)/guardian(s) is an integral part of the process;<br>• completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s);<br>• for primary students who communicate using American Sign Language (ASL), the school principal may submit an application for the Specialized Deaf/Hard of Hearing program class, if appropriate. |
| **Preschool speech and language program** | **Preschool Speech/Language Initiative (First Words)**<br>• Coordinated by Pinecrest-Queensway Community Health Centre in partnership with CHEO (including Children Treatment Centre services) and the City of Ottawa and funded by the Ontario Ministry of Children, Community and Social Services;<br>• province-wide initiative designed to ensure that every preschool child has access to speech and language services focuses on prevention, early identification, and intervention strategies to promote speech and language development in children until the September they are eligible for Year 2 (senior kindergarten). Medically fragile children who can attend school, can be serviced until they are eligible for grade 1;<br>• First Words and the OCDSB collaborated on a transition policy that results in a smooth and timely transfer, and informs |

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| Programs and Services | Description |
|---|---|
| **Preschool speech and language program** *(continued)* | parent(s)/ guardian(s) of next steps in the transition from preschool speech and language services to school based speech and language services. First Words and the OCDSB meet formally 1-2 times per year as part of the Transition to School sub-committee;<br>• The transition policy enables speech-language pathologists to discuss the continuing speech and language needs of students for educational planning. |
| **Family Reception Centre (FRC)** | • Schools may refer students to the Family Reception Centre (FRC) for assistance to determine a student's current stage of English-language acquisition;<br>• the FRC assists in developing a learner profile and providing program recommendations for English as a Second Language (ESL) and English Literacy Development (ELD) students;<br>• Learning Support Services ESL/ELD liaison consults with the FRC on an as-needed basis regarding ESL/ELD students with special education needs. |
| **Ministry of Health** | **Champlain Local Health Integration Network (LHIN)**<br>• Provides professional health services such as nursing and nutrition to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings);<br>• in collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by LHIN. |

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| Programs and Services | Description |
|---|---|
| **CHEO** | **CHEO School**<br>• short-term early invention educational and therapy program for kindergarten students with complex physical needs;<br>• CHEO school staff and the therapy team assist with transitioning students to community schools when students have reached and maximized their potential at CHEO School;<br>• liaison teachers work with schools staff to transition children and youth with physical disabilities to schools.<br><br>**Development and Rehabilitation**<br>• Delivers and coordinates family-centered rehabilitative care which focuses on optimizing independence of children and youth up (to 18 years of age) with physical and/or developmental disabilities;<br>• provide assessment, treatment, consultation, and education from a variety of specialists including orthopedic surgeons, developmental pediatricians, psychiatrist, and rehabilitation therapists (physiotherapy, occupational therapy, speech-language pathology, psychology, social work);<br>• share relevant information with OCDSB staff.<br><br>**School-based Rehabilitation Services**<br>Provides professional health services such as occupational therapy, physiotherapy,and/or speech therapy to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings)<br>• in collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by CHEO<br><br>**Coordinated Service Planning**<br>• Supports children and youth with multiple and/or complex special needs who require services from multiple agencies (e.g., medical, educational, developmental, social services)<br>• CSP is a process to support families that are struggling to navigate and coordinate multiple services to ensure the best |

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| Programs and Services | Description |
|---|---|
| **CHEO** *(continued)* | plan of care for their child/youth<br>• referrals can be initiated by the family, school team, medical team or other community agency with parent/guardian consent |
| **Ministry of Children, Community and Social Services** | **Care and Treatment Day Treatment Programs**<br>These programs provide treatment services and education for students whose needs are such that they are unable to attend their community school.<br><br>Programs available through Coordinated Referral to Care and Treatment Program classes are:<br>• Children's Hospital of Eastern Ontario — Kindergarten Unit<br>• Children's Hospital of Eastern Ontario — Steps to Success (Grade 1 to 8)<br>• Crossroads Children's Centre<br>• Roberts/Smart Centre<br>• The Ottawa Royal Hospital<br>• Ottawa Children's Aid Society (CAS)<br>• Children's Hospital of Eastern Ontario, Psychiatry (CHEO)<br>• Back-On-Track<br><br>When students are returning from any of these treatment programs, a discharge meeting is scheduled with the school team to provide an overview of all data / information gathered to best support a successful transition for the student back to their home school. For some of the programs, there are staff dedicated to support the transition.<br><br>**The Coordinated Referral Committee is the centralized access point for all school referrals**<br>• Committee members include representatives from all treatment programs in the Ottawa-Carleton region and a special education contact from each local board of education;<br>• admission to the program is determined by the clinical partners based on information provided and based on its own assessment;<br>• the clinical partners are responsible for contacting schools and |

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| Programs and Services | Description |
|---|---|
| **Ministry of Children, Community and Social Services** *(continued)* | parent(s)/guardian(s) and deciding the date of admission and demission;<br>• transition to schools or residential moves is the responsibility of the sending community school to attend treatment plan meetings and pass information to the receiving community school;<br>the principal or designate is the key contact while the student attends day treatment programs, the next phase of treatment is reintegration into the community school or other program discussed during a treatment plan meeting once the student is re-registered and attending an OCDSB school, an IPRC may be convened by the school principal, if appropriate. |
| | **Post 21 Programs for Students with Developmental Disabilities**<br>• school personnel will encourage families to apply to Developmental Services Ontario (DSO) when the student is 16 years of age. Their mandate is to help families access programs and services for adults with developmental disabilities and/or autism<br>• after completion of the DSO application process, a case manager is assigned to work with the student, parent(s)/guardian(s), and school personnel to collect information in order to match the needs of the student with appropriate adult community programs and/or supports. |

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Content Provided by Learning Support Services
Published by Communications
May 2020