



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

2017–2018
**SPECIAL
EDUCATION
PLAN**



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MISSION STATEMENT

Educating for success –
inspiring learning and
building citizenship





July 11, 2018

Michèle Tatartcheff
Education Officer
Ottawa Regional Office
Ministry of Education
1580 Merivale Road, Suite 504
Ottawa, ON
K2G 4B5

RE: Annual Review of the Special Education Plan

Dear Michèle,

The Ottawa-Carleton District School Board offers a range of special education programs, designed to enhance educational success and the welfare of special needs students.

Working together in a partnership, parents and school personnel can ensure that all the learning needs of the child are met through ongoing communication, cooperation, active participation and sharing of responsibility.

The enclosed Special Education Plan 2017-2018 meets the Standards for School Board Plans established under Regulation 306 of the Education Act, and establishes programs and services, which are consistent with the provincial funding model. Reflected in the Special Education Plan 2017-2018 are adjustments based on community input.

We appreciate this opportunity to share a plan, which recognizes the complex needs of our students and opportunities for them to participate as valued and active members of our school communities.

Sincerely,

Jennifer Adams
Director of Education
and Secretary of the Board





BOARD AND SEAC MOTIONS

The following motion was passed at the 6 June 2018 SEAC Meeting:

**Moved by Mark Wylie,
THAT the Special Education Plan attached as Appendix A to
Report No. 18-073 be approved.**

-Carried-

The following motion was passed at the 25 June 2018 Board Meeting:

**Moved by Trustee Kavanagh, seconded by Trustee Scott,
THAT the Special Education Plan as noted in Appendix A to Report
No. 18-073 be approved.**

- Carried –



Part 1- The Board's Consultation Process

Compliance with Regulation 306 of the Education Act

In accordance with Regulation 306, each school board is required, every two years, to prepare and approve a report on the special education programs and special education services provided by the board, and to submit it to the ministry. Each board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendment(s) to the Minister for review.

One of the purposes of a school board's special education plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the board in accordance with legislation and ministry policy on special education.

— *Ministry of Education. Standards for School Boards' Special Education Plans. 2000*

Requirements for the Ottawa-Carleton District School Board's Special Education Advisory Committee (SEAC)

The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan.

— *Regulation 464/97*

Annual Review of the Special Education Plan

The purpose of the annual review is to ensure the following:

- The Special Education Plan meets the needs of exceptional students of the Board
- To ensure that the Special Education Plan follows current Ministry of Education legislation
- To demonstrate the allocation of Special Education resources/funding.

Input is provided throughout the year by the SEAC and is considered in the annual review and amendment of the Special Education Plan.

Overview of Involvement of the Special Education Advisory Committee (SEAC) and Community Members in the Annual Review of the Special Education Plan

The Special Education Advisory Committee (SEAC) has been consulted during 2017-2018 in the revision of the OCDSB Special Education Plan in the following ways:

- members of SEAC participated in the revisions of the Special Education Plan 2018 at the monthly SEAC meetings
- nine standards were fully discussed at SEAC meetings
- input from SEAC was received from their comments made at the meetings as well as input in written form was also received



- final amendments to the Plan will be made by August 2018 to appear on the OCDSB website

Members of the community were informed of the timelines for providing input into the Special Education Plan 2018 through SEAC minutes, which are posted on the District's website. In addition, an invitation to members of the community inviting feedback on the Special Education Plan 2018 was posted on the District's website.

Special Education Program and Services Review Process

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 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, and senior staff in the process. The inclusion of stakeholders has taken on a variety of formats and is dependent upon the review. Quality Program Indicators

Learning Support Consultants (LSCs) and specialized program teachers continue to work on the implementation of Quality Program Indicators (QPI), which examines specifically the effective practices for each of the specialized programs. The intent of QPI document is for specialized classroom staff to use to guide their work and target measures for further program development, to best serve each student. These indicators are monitored regularly and are currently in the process of being updated.

The Learning Support Consultants continue to work collaboratively with specialized classroom staff to provide program support, resources and to establish next steps. When possible, the LSCs provide in-service opportunities appropriate for their program.



Part 2 - Special Education Programs and Services

The OCDSB Model For Special Education

Purpose of the Standard

To provide the Ministry and the public with information on the Board's philosophy and service-delivery model for the provision of special education programs and services

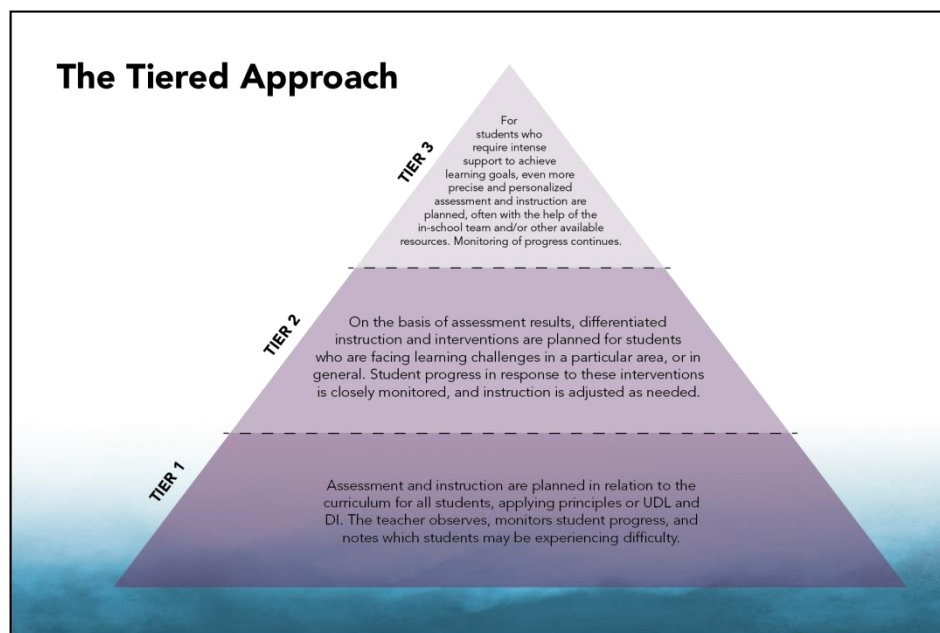
The Ottawa-Carleton District School Board Special Education Report has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, the Education Act and regulations made under the Act, and any other relevant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

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

Service Delivery Model

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

The tiered approach is summarized in the following chart.



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

Ministry Placements

- Regular Class with Indirect Support
- Regular Class with Resource Assistance
- Regular Class with Withdrawal Assistance
- Special Education Class with Partial Integration
- Special Education Class Full-time

Ottawa-Carleton District School Board Programs

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

Provincial Placements

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

In addition, the OCDSB provides a range of supports:

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

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

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

Key Learning Supports

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

- range of appropriate assessments accompanied by timely tiered interventions and professional strategies;
- a continuum of placement options;



- equitable application of the specialized program class location model using geographically defined catchment areas and designated schools to ensure fair access to specialized programs;
- appropriate student/teacher ratio as governed by the Education Act;
- Individual Education Plans (IEPs) subject to regular review and outcome based evaluation;
- a clearly communicated Identification, Placement and Review Committee (IPRC) process, with consistent procedure;
- integration opportunities within the student's school;
- multi-disciplinary professional supports for students with special education needs;
- timely access as required to appropriate equipment and materials: and
- timely access to information for parents about programs and services.

Definition of Terms

Accommodation includes special teaching and assessment strategies, human supports, and/or individualized equipment that help the student learn and demonstrate learning. Accommodations described in the IEP should include only those strategies and supports that differ from what is normally provided during classroom instruction. Accommodations that the student requires in connection with instruction, assessment and functioning in the physical environment should be listed separately as follows:

- *Instructional accommodations* - adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum
- *Environmental accommodations* - changes or supports in the physical environment of the classroom and/or the school
- *Assessment accommodations* - adjustments in assessment activities and methods required to enable the student to demonstrate learning

Assistive technology is any technology that allows one to increase, maintain, or improve the functional capabilities of an individual with special learning needs.

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

Differentiated Instruction includes using flexible groupings to meet student needs, providing accommodated instruction/assessments activities where required and challenging students at an appropriate level (through modification, in light of their readiness, interests, and learning profiles).

Curriculum tells teachers *what* to teach, while differentiated instruction tells teachers *how* to teach it to a range of learners by employing a variety of teaching approaches. The teacher can differentiate one or a number of the following elements in any classroom learning situation:



- the content (what the student is going to learn)
- the process (the activities)
- the product (the accomplishment following a learning period)

An **exceptional pupil** according to the Education Act is a pupil whose behaviour, communication, intellectual, physical or multiple exceptionalities are such that he/she is considered to need placement in a special education program by an Identification, Placement and Review Committee of the Board established in the Education Act ([Regulation 181](#)). Refer to Standard 9 for detailed descriptions of Ministry placements and OCDSB Special Education Programs and services.

An **Identification, Placement and Review Committee** (IPRC) is a committee of the Board with a mandate to identify students with special education needs and determine the most appropriate special education program based on the student's needs.

An **Individual Education Plan** (IEP) is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or accommodations and special education services needed to assist the student in achieving his or her learning expectations.

In-School Team may consist of the principal or designate, Learning Support Teacher (LST), Educational Assistant (EA), Head of Special Education/Special Education/Student Services, classroom teacher, parent(s)/guardian(s) and any of the following where appropriate: classroom teacher(s), Learning Resource Teacher (LRT), special education class teacher(s), Early Childhood Educator (ECE) and student if over 16.

Modification is the process of changing the number, complexity and/or grade-level expectations for a subject or course in order to meet a student's learning needs.

Multi-Disciplinary Team consists of members of the in-school team and various personnel who are assigned to support the school in areas of special education assessments and programming. These may include the Learning Support Consultant (LSC), Psychologist or Psychological Associate, Social Worker, Speech-Language Pathologist, Itinerant Teachers for the Blind/Low Vision, Itinerant Teachers for the Deaf/Hard of Hearing, as well as, any of the system-based teams e.g. Behaviour Support Team (BST), Student Success Teachers (SST), Autism Spectrum Disorder Team (ASDT).

A **program** is a prescribed set of learning activities that has a basis in the Education Act, the regulations, the Ministry of Education guidelines or Ministry memoranda which would generally identify the scope and sequence of the learning activities, the target group, and the requirements for certification.



Provincial/Demonstration Schools are Ministry operated schools for students who are deaf, blind, deaf-blind or for students with severe learning disabilities. Residential programs are available for those students for whom distance precludes daily travel.

A **special education program**, as defined by the Education Act, is one based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

Tiered Intervention is a process of assessing, supporting, monitoring, and re-evaluating a student's progress by providing "just right" supports that allow the student to achieve academic success. The tiered approach to ongoing prevention and intervention embodies principles of universal design for learning and differentiated instruction, offers a systematic method for the early identification of students who are experiencing particular difficulties, and, through ongoing monitoring of their progress, provides the precise level of support those students need.

Universal Design for Learning provides teachers with broad principles for planning instruction and designing learning environments for a diverse group of students. It often overlaps with differentiated instruction which allows teachers to address specific skills and difficulties. Both include providing a range of instructional strategies, resources, learning tasks, and assessment tools in order to meet the different strengths, needs, levels of readiness, and learning styles or preferences of the students in the class.

Looking Forward

The Board will:

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

Acronyms Used in the Special Education Plan 2018

ADE	Average Daily Enrollment
ADHD	Attention Deficit/Hyperactivity Disorder
ADP	Adaptive Devices Program
AODA	Accessibility for Ontarians with Disabilities Act
ASDP	Autism Spectrum Disorder Program
ASDSCSP	Autism Spectrum Disorder Secondary Credit Support Program
ATP	Assistive Technology Program
BIP	Behaviour Intervention Program
BST	Behaviour Support Team
CAC	Centre for Augmentative Communication
CCAC	Champlain Community Care Access Centre



CODE	Council of Ontario Directors of Education
CSP	Coordinated Service Planning
DD	Developmental Disability
DHH	Deaf/Hard of Hearing
DSP	Dual Support Program
EA	Educational Assistant
ECE	Early Childhood Educator
ELIP	Early Learning Intervention Program
ELITE	Early Learning Intervention Tools for Education
FSLC	French Second Language Coach
GLP	General Learning Program
IBI	Intensive Behaviour Program
IC	Instructional Coach
IEA	Itinerant Educational Assistant
IEP	Individual Education Plan
ILLD	Intermediate Language Learning Disabilities
IPRC	Identification, Placement and Review Committee
ISST	Intermediate Student Support Teacher
ITAT	Itinerant Teacher of Assistive Technology
ITB/LV	Itinerant Teacher for the Blind/Low Vision
ITD/HH	Itinerant Teacher for the Deaf/Hard of Hearing
LA	Language Arts
LD	Learning Disability
LDP	Learning Disability Program
LDPS	Learning Disability Program – Secondary
LD SIP	Learning Disability Specialized Intervention Program
LLD	Language Learning Disability
LSC	Learning Support Consultant
LST	Learning Support Teacher
LRT	Learning Resource Teacher
MID	Mild Intellectual Disability
MOET	Ministry of Education and Training
OCDSB	Ottawa-Carleton District School Board
OCTC	Ottawa Children's Treatment Centre
OSR	Ontario Student Record
OSSD	Ontario Secondary School Diploma
OSTA	Ottawa Student Transportation Authority
OT	Occupational Therapist
PCLD	Provincial Committee on Learning Disabilities
PSP	Physical Support Program
PT	Physical Therapist
QPI	Quality Program Indicators
SAL	Supervised Alternative Learning
SB IPRC	Superintendency-Based, Identification, Placement and Review Committee
SEA	Special Equipment Amount



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



Roles and Responsibilities

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

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)
- 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”

- 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
- 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 Responsibilities in the OCDSB

Superintendent of Learning Support Services - Olga Grigoriev

System Principal of Learning Support Services - Amy Hannah

Chief Psychologist / Mental Health Lead - Dr. Petra Dushner

Manager of Learning Support Services - Stacey Kay

System Vice-Principal of Learning Support Services - Jenny Dewan

Clinical Supervisors

Psychology - Dr. Timothy Hogan

Social Work - Kathryn Langevin

Speech and Language Pathologists - Maya Rattray



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

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 studies 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 tiered 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, 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.

The Educator Team (teacher, early childhood educator, educational assistant) is key in the education process. The teacher communicates regularly with the parent(s)/guardian(s) about students' progress and development in the early years. The teacher employs screening procedures, formal reporting and frequent contacts with parent(s)/guardian(s).

Procedures and Practices

- liaise with preschools, nursery schools and other agencies to facilitate transition to school
- kindergarten intake procedures
- completion of the Kindergarten Intake Form
- learn about student's strengths and needs during the intake interview with parent(s)/guardian(s)

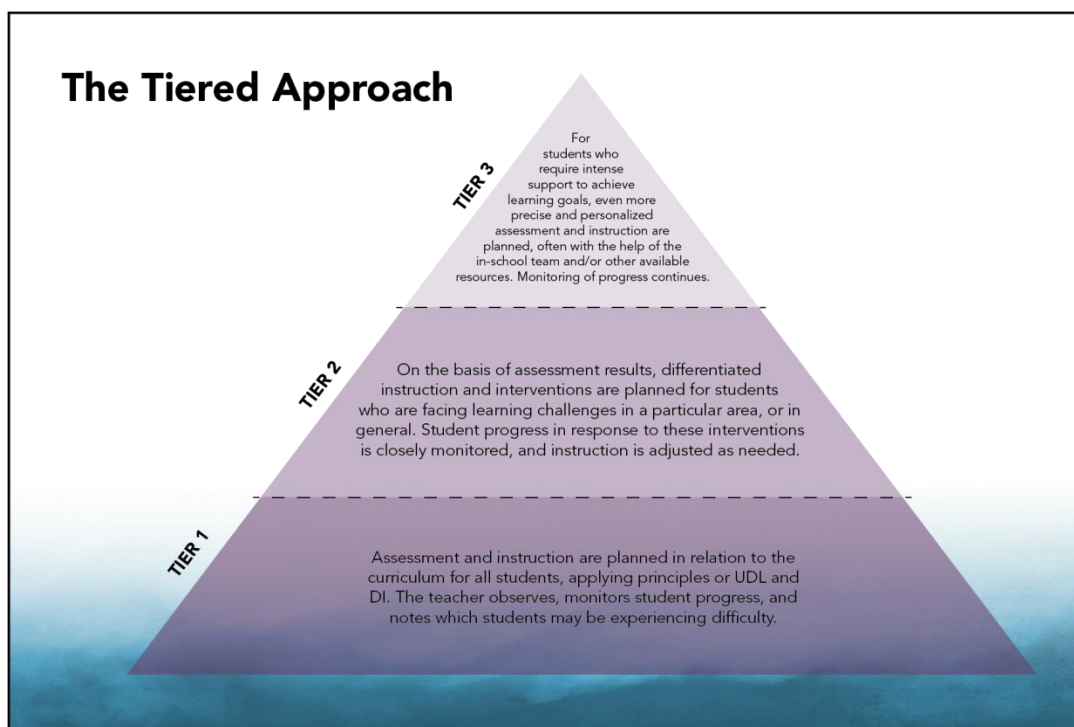


- ongoing assessments (observation checklists, inventories, portfolios, conferences, in-depth anecdotal records, formal/informal assessments)
- OSR – Communication of Learning, report card, previous testing, Kindergarten Intake Form

A 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.



Supports within Tier 1 – The Foundation

- instructional program is taught by the classroom teacher / classroom team
- classroom teacher collects student data from a variety of sources and creates a class profile to aid in providing differentiated programming to meet the needs of all learners
- classroom teacher revises and reviews accordingly the effectiveness of instructional strategies, based on the acquisition of skills and knowledge by students
- struggling learners are flagged
- learners whose skills are significantly below or above, expectation are accommodated and monitored



Supports within Tier 2 – Supplemental Instruction: responding to a child who has not progressed satisfactorily in Tier 1

- classroom teacher collects detailed student information for struggling learner, creating a student profile to determine the student's strengths and needs
- programming is provided based on individual strengths and needs of the student
- consultation with in-school team to develop more precise instructional strategies
- implementation of in-school team recommendations
- ongoing contact with Learning Support Teacher (LST) or Learning Resource Teacher (LRT), parents and principal
- consultation with multi-disciplinary team (psychologist, speech-language pathologist, social worker, learning support consultant), as needed
- student's progress is monitored closely

Supports within Tier 3 – For students who have not responded to instructional efforts in Tiers 1 and 2

- referral by the classroom teacher for more extensive assessment and/or individualized intervention
- case conference including the in-school team and members of the multi-disciplinary team
- recommendations provided to teachers and parents
- ongoing monitoring and evaluation

Final Notes

Needs exhibited by students vary greatly. The above model is only an outline of a sequence and possible options that are available in supporting students. There may be situations where the higher levels of intervention are needed sooner. The development of an IEP may be considered within each of the tiers. Similarly, as students respond to intervention and needs change, supports within other tiers should be reconsidered to provide the appropriate level of support required.

Early Learning Team

The Early Learning Team is composed of Learning Support Services staff that provides support to the Kindergarten program. The team is multidisciplinary and includes speech language pathologists, psychology staff, social workers, educators and educational assistants. Support and services can be provided for an entire classroom or for a specific student. The Early Learning Team is available to consult regarding a range of needs / concerns for Kindergarten students in Year 1 and Year 2, including language, self regulation, behaviour, development, social skills and well-being. All these supports are now accessed through a common referral process.



Developmental Indicators for the Assessment of Learning – 4th Ed. (DIAL-4)

The DIAL-4 is a developmental screener designed for children aged 2 years, 6 months through 5 years, 11 months. It can be used to identify a student's strengths and challenges in the area of motor, concepts, language, self-help, and social / emotional development, which are key components to a student's early learning and academic success.

A DIAL-4 kit is now available in every OCDSB school that offers Kindergarten. The Early Learning Team and Learning Support Consultants offers ongoing assistance to schools, teachers, and the children they support, to assist with administration, interpretation, and programming suggestions related to DIAL-4.

Reaching In... Reaching Out (RIRO)

Resilience enables people to handle stress, overcome childhood disadvantages, bounce back from trauma, and reach out to others and opportunities. It is associated with better health and greater success in academics, jobs and relationships. Reaching In... Reaching Out (RIRO) provides evidence-based programming to help adults model skills and create a resilience-rich environment for children up to age 7. This helps young learners to develop competence in self-regulation and social-emotional skills, which are foundation skills critical to school success.

The Early Learning Team provides training and follow-up support for school teams interested in adopting the RIRO program with their students. Some schools in the OCDSB are already using the program in their kindergarten classrooms.

ASD/DD Intake

The Ottawa-Carleton District School Board (OCDSB) offers an intake session for children with a diagnosis on the Autism Spectrum (ASD) and/or of Developmental Disability who are registering in the OCDSB for the first time. The purpose of this intake session is to capture the child's skill level in several developmental areas considered important to school success and to support their transition to the OCDSB.



Partnerships

Connections

Connections is a partnership between CHEO and the OCDSB to support the transition of children from an Intensive Behaviour Intervention (IBI) program to full time school. Support from CHEO begins approximately 6 months prior to a child's discharge from IBI program and ends approximately 6 months after the discharge date. During this time the child may be attending the OCDSB on a part time basis increasing to full time attendance upon discharge from CHEO. As per the agreement, the school staff works collaboratively with the OCDSB Autism Spectrum Team, a CHEO support consultant, as well as the parents to ensure a successful transition for the child from a therapeutic setting to the educational setting.

Ontario Special Needs Strategy

The Ministries of Children and Youth Services, Community and Social Services, Education and Health and Long-Term Care are moving forward with a strategy to improve services for children and youth with special needs in Ontario guided by the vision: "An Ontario where children and youth with special needs get the timely and effective services they need to participate fully at home, at school, in the community, and as they prepare to achieve their goals for adulthood."

The Special Needs Strategy seeks to:

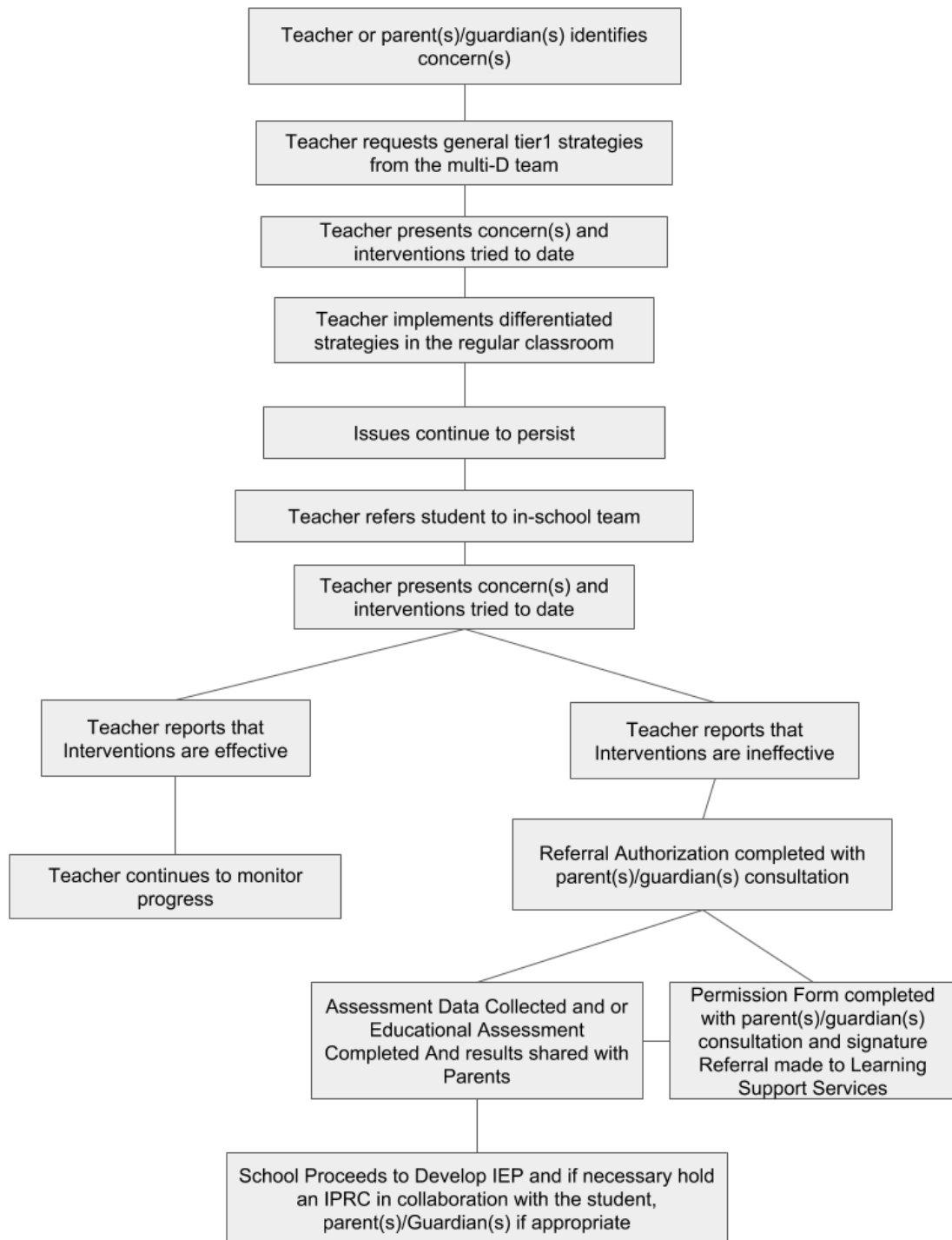
- put in place coordinated child- and family-centered service planning for children and youth with multiple and/or complex needs through Coordinated Service Planning (CSP); and
- develop local implementation plans for an integrated approach to the delivery of child and youth rehabilitation services (speech-language therapy, occupational therapy and physiotherapy) through Integrated Delivery of Rehabilitation Services (IR).

The Children's Hospital of Eastern Ontario (CHEO)/Ottawa Children's Treatment Centre (OCTC) is the lead agency for CSP in Ottawa. CSP, which has been in its pilot phase since Spring of 2018, will launch in the Fall of 2018. We expect to receive additional information on what the CSP model will look like for our students and families. Following the joint efforts of developing the IR model locally, IR moved to a central process in Fall of 2018.

Further information on the Ontario Special Needs Strategy can be found on the provincial website: <http://specialneedsstrategy.children.gov.on.ca/>



Tiered Intervention Overview





Release/Exchange of Information Authorization

School Year
2017/2018

Name: _____ ID: _____ DOB: _____
Grade: _____ Gender: _____ Homeroom: _____ Student OEN: _____
School: _____ Principal: _____
Home Address: _____
City: _____ Postal Code: _____ Telephone: _____
Parent/Guardian: _____ Business Phone: _____
Parent/Guardian: _____ Business Phone: _____

I, the undersigned, hereby authorize the release and/or exchange of psychological, speech/language, medical or other information specified below*. Unless otherwise noted or requested by you as the parent/guardian/adult student, any written information received will be placed in the student's Ontario Student Record folder. This authorization is valid for the remainder of the current school year but may be rescinded or amended at any time before the end of the current school year.

To/From:

To/From:

Attention:

***Special information to be released or
exchanged**

for the purpose of

Witness Signature

Parent/Guardian/Student (if 18 or older) Signature

Date

Relationship

Personal information on this form is collected under the authority of the Education Act and will only be used for the purpose of authorizing the release/exchange of the student's information as stated above. The information on this form is confidential and access will be limited to those employees who have an administrative or programming need, the student, and parent(s) of a student who is under eighteen years of age. If you wish to review the information on this form, please contact the school principal.

OCDSB371 Special Education/Learning Support Services: 20112012

Distribution: Original - Information Source
Copies - OSR
- Parent/Guardian/Adult Student





Consent for Student Intervention

Name: _____ ID: _____ DOB: _____
Grade: _____ Gender: _____ Homeroom: _____ Student OEN: _____
School: _____ Principal: _____
Home Address: _____
City: _____ Postal Code: _____ Telephone: _____
Parent/Guardian: _____ Business Phone: _____
Parent/Guardian: _____ Business Phone: _____

We would like to refer you/your child to the following staff member(s) of the Ottawa-Carleton District School Board.

For the following reasons (insert specific nature of intervention/assessment):

The Learning Support Services Department of the Ottawa-Carleton District School Board (the "District") may include professional staff within the following disciplines: social work, psychology, speech/language, educational assistants, hearing and vision. One or more of these professionals may conduct an individual assessment, consultation and/or intervention of the student for the purpose of assisting District staff in planning the student program. The Assessment may include such services as a review of the student's Ontario Student Record (OSR), interview with the student, classroom observation, interview with parent(s)/guardian(s) and school personnel, counselling, and measures assessing academic, intellectual, speech-language, and social-emotional functioning. An opportunity to discuss these results and recommendations with Learning Support Services staff will be offered following the assessment(s). The results of the assessment(s) will only be reported to employees of the Ottawa-Carleton District School Board who have a specific need to know.

Written report(s) will be placed in the student's Ontario Student Record folder. In accordance with the Education Act and the OSR Ministry Guidelines, the student and the parent(s)/guardian(s) of a student who is under 18 years of age will be entitled to access these reports. Assessment measures, notes and other information will be kept in confidential files in the Learning Support Services Department at the District office. This information will be protected, pursuant to the Municipal Freedom of Information and Protection of Privacy legislation and/or Personal Health Information Act, and will not be released to any outside person or agency without prior written authorization.

This consent form will be placed in the above-named student's OSR and, unless revoked in writing earlier, shall expire at the end of the current academic year.

_____	_____
Date	Principal
_____	_____
Date	Special Education/Learning Support Services Department Consultant

I, the undersigned and the parent(s)/guardian(s) have read the above and consent to the Involvement of OCDSB staff as outlined in this form.

_____	_____
Date	Parent/Guardian/Student (if 18 or older)
_____	_____
Date	Parent/Guardian/Student (if 18 or older)

Personal Information on this form is collected under the authority of the Education Act, and will only be used to plan an appropriate program for the student. The information on this form is confidential and access will be limited to those employees who have an administrative or programming need, the student, and parent(s)/guardian(s) of a student who is under eighteen years of age. If you wish to review the information on this form, please contact the school principal.

OCDSB371 Special Education/Learning Support Services: 20112012

Distribution: Original - OSR
Copies - Learning Support Services
- Parent/Guardian/Adult Student



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

Parental Involvement

The Ottawa-Carleton District School Board is committed to ongoing communication with parent(s)/ guardian(s) to work together in a partnership to fulfill the requirements of the IPRC process. Ongoing communication and parental involvement are key components of the IPRC process. An IPRC meeting may be initiated by the school principal upon written notice to the parent of the pupil. The school principal shall initiate an IPRC upon the written request of a parent of the pupil attending the school. Where formal assessments are required, the principal will ensure written consent has been obtained from the parent(s)/guardian(s). As legislation 181/98 of the Education Act prescribes for the IPRC process, parent(s)/guardian(s) are notified of the IPRC meeting, in writing, 10 school days prior to the date of the IPRC meeting and are consulted throughout this process. An IEP is developed in consultation with all partners including the student's parent(s)/guardian(s). Ongoing dialogue with parent(s)/guardian(s), regarding their child occurs during case conferences, regular report card interviews, and as deemed appropriate.

In-School Team Meeting / Multi-Disciplinary Team Meeting

A meeting of school personnel may include the principal, the LST, members of Learning Support Services (as required), and parent(s)/guardian(s) and/or student as required. Its purpose is to discuss a student's learning and social-emotional profiles and to determine, in a solution-focused manner, the most appropriate placement and level of service at the community school.

Tiered intervention strategies are implemented to support students prior to a referral to an IPRC meeting. Such strategies include but are not limited to adaptations to instructions, activities and assignments as well as modifications to assessment and evaluation.

Schools are expected to maintain case conference/team meeting documentation. School-based record keeping includes up-to-date maintenance of student information for the Ontario Student Record (OSR). Conference meeting data and related recommendations follow the student via the OSR to other schools in the event of a transfer, according to the OSR Guidelines.



The IPRC

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 and 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 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.

The IPRC meeting is coordinated and chaired by a principal. Member(s) may include the LST, the classroom teacher(s), and members of LSS, as required for a minimum total of three persons. The IPRC meeting may place students in special school-based programs (regular class, regular class with specialized support, regular class with LST and/or LRT monitoring, regular class with support from the LST and/or the LRT). When an application for a specialized program placement is made, the principal must wait for the referral committee direction before holding an IPRC meeting to place the student in that class (see *IPRC Statement of Decision* form at the end of this section). Each parent/guardian is encouraged to participate in the IPRC meeting and may bring other resources/supports with them.

The purpose of the IPRC meeting 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, or to serve as an annual review for students with special education needs

Regulation 181/98

- subsection 6 (8) states "*Within 30 days after placement of the pupil in the program, the principal shall ensure that the plan is completed and a copy of it sent to the parent of the pupil and, where the pupil is 16 years of age or older, the pupil*"
- section 21 states
 1. *The principal of the school at which a pupil's special education program is being provided,*
 - (a) *may on written notice to a parent of the pupil;*



- (b) shall at the written request of a parent of the pupil; and*
(c) shall, at the written request of the designated representative of the board that is providing the special education program to the pupil; refer the pupil to a committee established by the board that is providing the special education program to the pupil, for a review of the identification or placement of the pupil.
2. *A request by a parent under the clause (1) (b) may be made at any time after a placement has been in effect for three months but may not be made more often than once every three month period.*
 3. *Subject to subsection (4), the designated representative shall make a request under clause (1) (c) when in his or her opinion it is necessary to do so in order to ensure that a review in respect of the pupil is held under this Part at least once in each school year.*
 4. *Subsection (3) does not apply where,*
 - (a) a committee proceeding with respect to the pupil was held under Part IV during the school year; or*
 - (b) a parent of the pupil gives a written notice dispensing with the annual review to the principal of the school at which the special education program is being provided.*
 5. *Within 15 days of giving a notice under clause (1) (a) or receiving a request under clause (1) (b) or (c), the principal shall provide the parent with a written statement of the approximate time when the review meeting will take place."*

Documentation Required for IPRC Meetings

Learning Support Services has 5, 818 IPRC records to date for the 2017-2018 academic year.

The IPRC makes its decision about the exceptionality on the basis of relevant assessments. These may include educational assessments or assessments from outside professionals such as medical doctors, psychologists, psychological associates or psychiatrists. These assessments may have an impact on the final determination, particularly for students with physical problems and vision/hearing deficits. The IPRC makes all placement recommendations according to Ministry placement options.

It is the right of every parent/guardian to request an IPRC meeting, and it is the duty of the Board to convene an IPRC meeting when so requested in writing. 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 [Ottawa-Carleton District School Board Website](#). Principals send out this guide with the notification of the initial IPRC Meeting Form (OCDSB 373). For IPRC reviews the OCDSB is committed to sharing a one-page fact sheet entitled *What You Should Know About the Identification, Placement and Review Committee (IPRC) Process* (see the end of Standard 5). If deemed exceptional, the exceptionality and definition will appear on the IPRC Statement of Decision.

What happens at an IPRC meeting?

- the chair introduces everyone and explains the purpose of the meeting



- the IPRC will review all available information about the child
- the chair encourages open discussion and questions
- discussion of programs and services being considered
- consideration of any information that parent(s)/guardian(s) submit (preferably prior to the IPRC meeting) about the child or that the child submits if he or she is 16 years of age or older

The members may

- review an educational assessment of the child
- review, subject to the provisions of the *Health Care Consent Act, 1996*, a health or psychological assessment of the child conducted by a qualified practitioner
- interview the child, with parent(s)/guardian(s) consent if the child is under 16 years of age

What will the IPRC consider in making its placement recommendation?

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet the child's needs and parent(s)/guardian(s) agree, the committee will decide in favour of placement in a regular class with appropriate special education services. The committee may decide that the child's needs would best be met through placement in a specialized program.

What will the IPRC's Statement of Decision include?

- whether the IPRC has identified the child as exceptional
- the categories and definitions of any exceptionalities identified, as defined by the Ministry of Education
- the description of the child'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 child in a special education class

What happens after the committee meeting?

- if parent(s)/guardian(s) agree with the identification and placement, they will be asked to do so by signing their name(s) on the Statement of Decision
- if the IPRC has identified the student with special education needs and if parent(s)/guardian(s) agree with the IPRC identification and placement, an IEP must be developed for the child within 30 days of placement date

Statement of Strengths and Needs

The IPRC must include a *Statement of Strengths* and a *Statement of Needs* for each student with special education needs. The areas of strength and areas of need are identified through assessment. These must be recorded on both the IPRC Statement of Decision and the IEP.



When describing a student's areas of strength, it is appropriate to include information such as the following: a student's preferred learning styles/modalities, previously acquired learning skills, strength in areas such as cognitive processing and communication. The description of the student's areas of need should make evident the reasons that the student requires a special education program and/or services.

It is not appropriate to include information about the following: the need for a type or level of human support, the need for a specific program or service or the need for improvement in a particular subject.

For most exceptionalities, the areas of need do not change significantly over time.

The following list of needs statements is not exhaustive and should be treated as a guideline when completing the IPRC:



Needs Statements

Attention Skills
Auditory Perceptual Skills
Auditory Skills
Braille Skills
Communication Skills
Creative Thinking Skills
Critical Thinking Skills
Decoding Skills
Emotional Regulation
Expressive Language
Fine Motor Skills
Gross Motor Skills
Impulse Control Skills
Information Processing Skills
Leadership Skills
Memory Skills
Mobility Skills
Non-verbal Communication Skills
Numeration
Organizational Skills
Orientation and Mobility Skills

Receptive/expressive Language
Residual Hearing and Auditory Skills
Self-advocacy Skills
Self-regulation Skills
Sign Language Skills
Social Skills
Spatial Skills
Speech/articulation Skills
Tactile Perceptual Skills
Task Persistence Skills
Time Management Skills
Visual efficiency
Visual motor integration
Visual Perception Skills
Visual Perceptual Processing
Written Expression

Orientation Skills
Personal Care Skills
Personal Safety Skills
Problem Solving Skills
Reading Comprehension
Receptive Language



IPRC Review Procedures

An annual IPRC must be held for all identified students. However, an IPRC review may be held as directed by the parent(s)/guardian(s) or the principal, following a 90-day placement in a special education program. A written request by parent(s)/guardian(s) may be made at any time after a placement has been in effect for three months. An IPRC review may not occur more often than once in every three month period (*Reg. 181/98, s.21 (2) The Education Act*). IPRC reviews can be waived with written direction by the parent(s)/guardian(s).

An annual IPRC reviews the following: the student's progress, current statements of strengths and needs, exceptionality and placement.

Student Exceptionalities

Please refer to the section of the *Special Education Plan - Categories and Definitions of Exceptionalities*

Superintendency Based (SB) IPRC for placement into specialized class programs

Since 2014 the SB IPRC has been available for placement into specialized program classes for specific exceptionalities. The SB IPRC committee is comprised 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.

Based on feedback from stakeholders a shift for the spring specialized program class placement process was implemented. 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.).

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 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 incorporating all stakeholders.



The IPRC Appeal Process

It is important that parent(s)/guardian(s) participate in the IPRC process. Should the parent(s)/guardian(s) disagree with the identification and/or the placement statements from the Committee, the system principal of Learning Support Services and/or the superintendent with responsibility for schools 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 days of the follow-up meeting or within 30 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). 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 comprised of three members selected within 15 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
- b) one member selected by parent(s)/guardian(s), and
- c) a Chair, selected jointly by the above members. Please note: if agreement cannot be reached, the Chair shall be selected by the District Manager at the Ministry of Education.

The members shall not be employees of the Ministry of Education nor the OCDSB. Nor shall the members have prior knowledge of that matter under appeal.

Appeal Board Meeting

The Appeal Board will meet with the parent(s)/guardian(s) and other persons who may contribute relevant information, 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(s)/guardian(s)/student (if 16 years of age or older), and the OCDSB. The Chair of the Appeal Board will present recommendations to the Board



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 a 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.

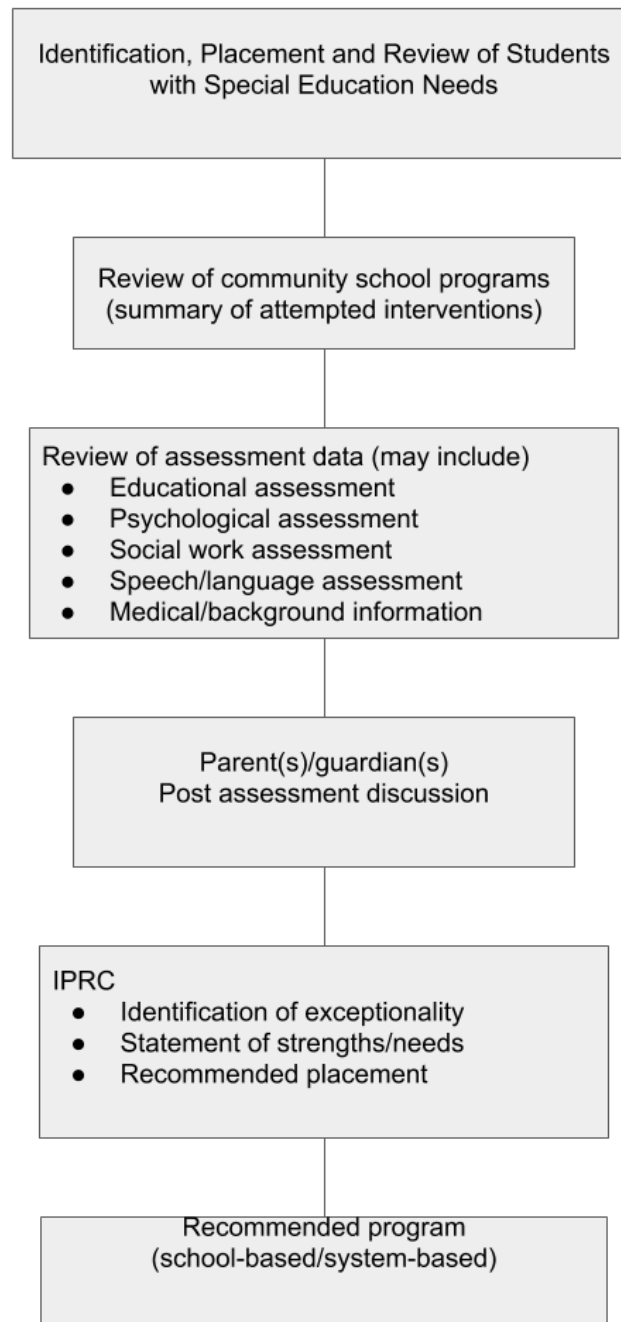
While appeals may be submitted, various interventions end the process.

In 2017-2018 there were 0 complete appeals.

In 2016–2017 there were 0 complete appeals.



Identification, Placement and Review of Students with Special Education



The Individual Education Plan (IEP)

An IEP is a written plan of action prepared for a student who requires accommodation and/or modification of the regular school program, according to *Regulation 181/98*. Expectations and strategies/resources to facilitate learning will be based on the student's areas of strength and areas of need as outlined in the IEP. The IEP must be developed, implemented and monitored in a collaborative manner through ongoing involvement with parent(s)/guardian(s), the student, the classroom teacher(s), the school team and Learning Support Services support personnel. The IEP will be reviewed at the beginning of each term. Each student who is identified as a student with special education needs through the IPRC process will have an IEP. IEPs may also be prepared for students who are receiving special education programs and/or services but who have not been formally identified as exceptional. The IEP must be developed within thirty school days of the student's first day in the program.

Special Education Student Information Management

The OCDSB uses a corporate student database called Trillium to store demographic, schedules, attendance, special education and achievement data. Effective this year, this database is linked to the new IEP Online (IOL) platform. The Learning Support Services and Business & Learning Technologies Departments continue to work closely together to ensure that special education information is accurate, up to date, secure, and accessible by both central departments and schools. Both databases have the ability to:

- track the existence of past and present student files including the student's most current school and student/parent demographic information
- access the school location and student/parent demographic information of all OCDSB students
- record IPRC and IEP information for **approximately 14,987** students within the District
- maintain records of the students' IPRC history for previous years in the OCDSB
- update via Trillium database when identified students change schools or leave the OCDSB
- verify the special education sections of the Ministry of Education October, March and June OnSIS Reports
- create a wide variety of statistical reports from current and historical data, and the current corporate student data for Learning Support Services, other District Departments, outside agencies, and the Ministry of Education





Identification, Placement & Review Committee Statement of Decision

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

- ☐ Mobility Skills
- ☐ Musical/Rhythmic Ability
- ☐ Numeration
- ☐ Organizational Skills
- ☐ Orientation Skills
- ☐ Perseverance/Motivation to Learn
- ☐ Positive Attitude
- ☐ Problem Solving Skills
- ☐ Reading Comprehension
- ☐ Receptive Language
- ☐ Receptive/Expressive Language
- ☐ Self-Advocacy Skills
- ☐ Self-Regulation Skills
- ☐ Sign Language Skills
- ☐ Social Skills
- ☐ Tactile
- ☐ Task Persistence
- ☐ Technology Skills
- ☐ Time Management Skills
- ☐ Visual
- ☐ Visual Efficiency
- ☐ Visual Perception Skills
- ☐ Multimodal Learning Style
- ☐ Word Attack Skills
- ☐ Written Expression

- ☐ Numeration
- ☐ Organizational Skills
- ☐ Orientation and Mobility Skills
- ☐ Orientation Skills
- ☐ Personal Care Skills
- ☐ Personal Safety Skills
- ☐ Problem Solving Skills
- ☐ Reading Comprehension
- ☐ Receptive Language
- ☐ Receptive/Expressive Language
- ☐ Residual Hearing and Auditory Skills
- ☐ Self-Advocacy Skills
- ☐ Self-Regulation Skills
- ☐ Sensory
- ☐ Sign Language Skills
- ☐ Social Skills
- ☐ Spatial Skills
- ☐ Speech/Articulation Skills
- ☐ Tactile Perceptual Skills
- ☐ Task Persistence Skills
- ☐ Time Management Skills
- ☐ Visual Efficiency
- ☐ Visual Motor Integration
- ☐ Visual Perception Skills
- ☐ Written Expression

Copy to OSR
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Identification, Placement & Review Committee Statement of Decision

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Recommendations:

To the Parents: This I.P.R.C. report will be forwarded to the Board within the next thirty (30) days. Should you wish to discuss this report with the committee, please contact the school principal in writing prior to these thirty days.

Signature of IPRC Chairperson

Date

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Identification, Placement & Review Committee Statement of Decision

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Response to Statement of Decision

I agree with the identification:	Yes _____	No _____
I consent to the placement:	Yes _____	No _____
I have received a copy of the Statement of Decision:	Yes _____	No _____

_____ Signature of Parent(s)/Guardian(s)/Student [16 or older]	_____ Date	_____ Relationship
---	---------------	-----------------------

_____ Signature of Parent(s)/Guardian(s)/Student [16 or older]	_____ Date	_____ Relationship
---	---------------	-----------------------

Note to Parent: Should you disagree with the committee's decisions and wish to request a second IPRC meeting to reconsider the information, please write to the Principal within 15 days of receiving this form.

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Identification, Placement & Review Committee Statement of Decision

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Exceptionality Definitions

Exceptionality	Ministry of Education Definition

Copy to OSR
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What You Should Know About the Identification, Placement and Review Committee (IPRC) Process

The following highlights are provided to assist parents/guardians/caregivers in understanding the IPRC process and are based on requirements set out in Ontario Regulation 181/98 of the Education Act. For ease of reading, where the term “parent” is used in this document, it refers to parents and/or guardians of students. 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.

- An IPRC is the only process by which a pupil can be identified as “exceptional”. Your child may still be able to receive support in the school if he/she is having some difficulty.
- The IPRC process is a cooperative one between the school and parents in an effort to ensure that the student has the support and resources necessary to be successful and to reach his or her full potential
- Parents must be given 10 school days written notice of the actual time and place of an IPRC meeting regarding their child. The decisions of an IPRC are reviewed at least once a year at either the parent’s or the school’s request, unless the parents decide to waive or dispense of the review. The time of an IPRC meeting should be convenient to you and the school. You may suggest an alternate time, if necessary.
- A parent is entitled to be present and participate in all IPRC discussions about their child and should make every effort to attend IPRC meetings.
- A parent has the right to have a representative present at an IPRC meeting. That representative may speak on the parent’s behalf or be present to support the parent (see resource list at end of document).
- If a parent does not agree with the decision, the parent should not sign the IPRC Statement of Decision at the meeting. The parent 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 school days of the parent’s receipt of the IPRC decision.
- After the second meeting, the Committee Chair must inform the parent as soon as possible (in writing) whether any changes have been made to the IPRC decision.
- If the parent still does not agree with the IPRC decision following the second meeting, the parent has the right to appeal the decision.
- Parents have the right to request mediation, as indicated in the *Education Act* and the Board policy on this issue.
- A parent must file an appeal with the Secretary of the board within 30 calendar days of the original date of the IPRC decision, or if a subsequent meeting was held, within 15 calendar days of the parent’s receipt of the notice by the Chair of the Committee that either a change in the IPRC decision has been made or no change has been made. If there have been changes, the letter must include a revised statement of decision together with written reasons for the change.



- The chair of an IPRC must consider any information relating to the child (such as assessments) and the committee must also consider any information submitted by the parent (e.g., doctor's diagnosis, assessments conducted by other professionals, etc.). All parties should share relevant information in advance of the meeting, whenever possible.
- After the IPRC, the chair of the IPRC must send a written statement of decision to the parents. If everyone is in agreement, the statement of the IPRC meeting is signed and a copy is given to the parents. The statement of decision must include:
 - a. whether the committee has identified the pupil as exceptional; and
 - b. where the committee has identified the pupil as exceptional, the decision must include:
 - i. the committee's description of the pupil's strengths and needs;
 - ii. the categories and definitions of exceptionalities identified;
 - iii. the committee's placement decision; and
 - iv. the committee's recommendations, if any, regarding special education programs and services
- The key element of the IPRC decision is the proper identification of the child's learning needs. The Statement of Needs on the IPRC document should accurately reflect the areas in which special education support is required. There is no limit on the number of needs that may be included in the IPRC document (see resource list at end of document).
- A notice of appeal must state the decisions with which a parent disagrees and describe the nature of the disagreement.
- The Special Education Appeal Board shall prepare a written statement of recommendations and reasons for the recommendation to either: agree with the Identification, Placement and Review Committee's original decision OR disagree with the Identification, Placement and Review Committee's decision and make recommendations regarding the identification and/or placement of the pupil.
- The chair of the Special Education Appeal Board shall present their recommendations to the Board.
- The chair of the Special Education Appeal Board process shall provide the parents with the opportunity to hear the deliberations of the Board.
 - A board cannot implement a placement decision made by an IPRC unless the parent consents or the time for filing an appeal of the IPRC decision has expired (30 calendar days).



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.

Overview of Scheduled School and Board Assessment Practices

The assessment process in the Ottawa-Carleton District School Board is multifaceted and includes the following:

School-Level Assessments

- teacher-developed assessments, including observation
- educational assessments by appropriate staff to identify student needs
- curriculum services supported assessments

Board-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
- 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 board



Testing Schedule: 2018 – 2019

EQAO Assessments

Grade 3 & 6 Assessments	May 22 to June 4, 2018
Grade 9 Math	January 15- January 26, 2018 and June 5 to June 18, 2018
Grade 10	Literacy Test April 10, 2018

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

Grade	Source	Test/Assessment	Next Admin.
10	PISA	Programme for International Student Assessment	Spring 2018
4, 8	TIMSS	Trends in Mathematics and Science Study (sample of students in each grade)	Spring 2019

Notes:

Testing materials and costs related to moderation of student work will be provided at Board expense and results will be reported centrally for the District-wide Evaluations in English (4U, 4C) and Math (2P, 2D)

Optional Tests and Assessments

Ages	Test/Assessment	Admin. Time
Ages 7–18	Canadian Cognitive Abilities Test – CCAT 7 (levels 1 & 2)	Level 1 & 2: 120 min. Level A-H: 150 min
Ages 7–18	Canadian Achievement Test – CAT/4 (levels 10-22)	Level 10: 100 min. Level 11: 85 min. Level 12: 215 min. Level 13: 235 min. Level 14-18: 230 min. Level 19: 230 min. Level 20-22: 310 min.
Ages 5-18	Gates-MacGinitie (Reading Test)	PRE: 85-105 min. R: 55-70 min. Level A-F: 55 min.

Notes:

These optional tests are available upon request through Quality Assurance division.

Teachers must have special education qualifications in order to carry out educational assessments. Behavioural and psychological assessments are conducted by psychologists and psychological associates who are registered members of the College of Psychologists of Ontario. Social work assessments are conducted by social workers who are registered with the Ontario College of Social Workers and Social Service



Workers. Speech/Language assessments are conducted by registered members of the College of Audiologists and Speech-Language Pathologists of Ontario.

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

Educational Assessments

- are used to determine appropriate programming for students experiencing difficulty
- 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.)

Psychological Assessments

- are based on current and historical information
- include standardized psychological tests, observations, interviews with 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 formation 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 and Family Services Act 1990.*



Speech/Language Assessments

- address the development of oral and written language skills as emphasized in the Ontario curriculum
- may be needed to augment educational assessment
- may include one or more of the following areas: receptive and expressive language skills, metalinguistic skills (e.g., phonemic awareness), social communication, and cognitive-communication. 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 Local Health Integration Network
- 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.

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 *Interministerial Guidelines for the Provision of Speech and Language Services, 1988* is also followed in determining type and level of service provided.

It is the Ottawa-Carleton District School Board practice 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 specialized program or service. The assessments must be conducted by a qualified assessor (according to the standards set by each profession in Ontario). Medical information pertinent to accommodation of the student is directed to the school principal. Parent(s)/guardian(s) sign a release form to permit the exchange of information between outside agencies/authorities and OCDSB personnel

Confidentiality and Rights to Privacy

- Written and informed parental/guardian consent must be obtained for the Canadian Cognitive Abilities Test, 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 he/she is 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 consent.



- Learning Support Services staff will obtain parental consent to communicate third party report information to the schools.

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

- The OCDSB utilizes a multi-disciplinary team approach to prioritize students on the wait list. "Wait Lists" are established to indicate the number of students waiting for educational, psychological, behavioural, speech-language and social work assessments
- Students are prioritized for assessments on the basis of need
- These data are collected annually.

*****This data is currently being collected, therefore, this section will be updated and included when the data collection process is complete.***



Educational, Speech Language and Psychological testing materials used in the Ottawa-Carleton District School Board may include, but are not limited to, the following:

- Adaptive Behavior Evaluation Scale (ABES)
- Achenbach Child Behaviour Checklist
- Adaptive Functioning Index
- Adolescent Mental Health Questionnaire (APS)
- Adolescent Personality Questionnaire (APQ-16PF)
- Asperger's Syndrome Diagnostic Scale (ASDS)
- Assessing Semantic Skills Through Everyday Themes (ASSET) (000207) 1988
- Attendance Review Template
- Autism & POD Basic Reading Comprehension (000690) 2003
- Battelle Developmental Inventory
- Beck Depression Inventory (BDI-II)
- Beck Youth Inventories
- Behavior Assessment for Children (BASC and BASC-2)
- Behavior Rating Inventory of Executive Function (BRIEF)
- Bender-Gestalt II - Test of Visual Motor Integration
- Bracken Basic Concept Scale (BBCS) (000118) 1984
- Bracken Basic Concept Scale Third Edition Receptive (000611) 2006
- Bracken Concept Development Program (000788) 1986
- Brigance Comprehensive Inventory of Basic Skills
- Brown Attention Deficit Disorder Scales (Brown ADD Scales)
- California Verbal Learning Test – Children's Version (CVLT-C)
- Carolina Picture Vocabulary Test (CPVT) (001686) 1985
- Canadian Test of Basic Skills (CTBS)
- Childhood Autism Rating Scale (CARS)
- Childhood Trauma Questionnaire (CTQ)
- Children's Academic Intrinsic Motivation Inventory (CAIMI)
- Children's Inventory of Anger – Autoscore Form (ChIA)
- Children's Memory Scale (CMS)
- Children's Depression Inventory (CDI)
- CELF 4 Scoring and Report Assistant (000902) 2004
- CELF 4 Screening Test (000692) 2004
- CELF – 5
- CELF – 5 Digital
- CELF - Metalinguistics
- CELF Preschool 2 (000013) K 2004
- CELF-R screening test (000076) KPJI 1989
- Comprehensive Executive Function Inventory (CEFI)
- Comprehensive Test of Phonological Processing (CTOPP) (000068) 1999
- Conners 3, Parent/Teacher/Self Report
- Conners' Adult ADHD Rating Scales (CAARS)
- Conners' Behavioural Rating Scale (CBRS)
- Continuous Visual Memory Test (CVMT)



- Coping Inventory for Stressful Situations (CISS)
- Crystal Bay Early Developmental Milestones (000599) 2004
- Crystal Bay Inch Interaction Checklist (000603) 1991
- Culture-Free Self-Esteem Inventories – Third Edition (CFSEI-3)
- Draw a Person – A Quantitative Scoring System (DAP and DAP:QSS)
- Delis-Kaplan Executive Function System (D-KEFS)
- Detroit Tests of Learning Aptitudes (DTLA-2) (000289) 1985
- Developmental Profile – Version 3 (DP-3)
- Developmental Test of Visual Motor Integration (VMI Beery)
- Devereaux Elementary School Behavior Rating Scale
- Diagnostic Assessment for Reading and Writing (I PAL-I1) (001337) 2007
- Differential Screening Test for Processing with CD (000390) 2006 SEK
- Dissociative Index (DES)
- Emotional Quotient-Inventory: Youth Version (BarOn EQ-i: YV)
- The Expressive Language Test (000182) 1998
- Expressive One Word Picture Vocabulary Test –Revised (EOWPVT-R) (000210) KPJ 1990
- Expressive One Word Picture Vocabulary Test (EOWPVT Upper-Extension) (000072) 1983
- Expressive One Word Picture Vocabulary Test (4th Edition)
- Fisher-Logemann Test of Articulation Competence (000143)
- The Fisher-Logemann Test of Articulation Competence (000410) 1971
- French Immersion Achievement Test (FIAT)
- Funnel Towards Phonics! Language and Reading Skills (PSU) (000634) 2004
- Gilliam Autism Rating Scale (GARS)
- Gifted Rating Scales (GRS)
- Goldman Fristoe 2 Test of Articulation (Jr LLD) (000685) 2000
- Goldman Fristoe – 3
- Goldman Fristoe – Test of Articulation (3rd Edition)
- Group Techniques with Materials
- Hare Psychopathology checklist Youth (HARE PCL:YV)
- Hodson Assessment of Phonological Patterns Third Edition (HAPP 3) 2004
- How I Think Questionnaire (HIT)
- The Intermediate Phonological Awareness Profile (000543) 2001
- Jesness Inventory – Revised
- Khan-Lewis Phonological Analysis (3rd Edition)
- Language Links Syntax Assessment & Intervention + CD (C SK LLD) (001329) 2007
- Language Processing Test Elementary (LPT 3) (000176) 2005
- Language Processing Test Revised (000024) PJ 1995
- Language Use Inventory
- Learning Disabilities Diagnostic Inventory (LDDI)
- Leiter-R Performance International Scale-revised
- Let's Talk Inventory for Children (000297) 1987
- The Lindamood Phoneme Sequencing (Jr LLD) (000286) 1998
- The Listening Comprehension Test 2 (000693) 2006



- The Listening Test (000209) PJ 1992
- MacArthur-Bates Communicative Development Inventories (001713) 2007
- Metropolitan Readiness Test - sixth edition
- Million Adolescent Clinical Inventory (MACI)
- Million Adolescent Personality Inventory (MAPI)
- Mini-Battery of Achievement (MBA)
- Minnesota Multiphasic Personality Inventory for Adolescents (MMPI-A)
- Mullen Scales of Early Learning – AGS Edition – Record Form (MULLEN)
- Multidimensional Anxiety Scale for Children – 10 items (MASC-10)
- Multidimensional Anxiety Scale for Children – 39 questions (MASC)
- Naglieri Nonverbal Ability Test (NNAT)
- Nelson-Denny Reading Test – Vocabulary Comprehension Reading Rate
- Neuropsychological Development in Children (NEPSY)
- Neuropsychological Development in Children – Second Edition (NEPSY-II)
- Nipissing District Developmental Screen
- Oral/Written Language Lab (000901) 1980
- PAC The Listening Comprehension Test 2 (001121) 2006
- Parenting Relationship Questionnaire (PRQ)
- Peabody Individual Achievement Test (PIAT-R)
- Peabody Picture Vocabulary Test 3rd Edition (PPVT-III) (000070) 1997
- Peabody Picture Vocabulary Test 4th Edition – Forms A & B (PPVT4)
- Pervasive Developmental Disorders Behavior Inventory (PDDBI)
- Piers-Harris 2
- Phonological Awareness Test (000022) 1997
- The Phonological Awareness Test and Profile (000276) 1997
- Pre-Reading Inventory of Phonological Awareness (PIPA) (000999) 2003
- Preschool Language Assessment Instrument
- Preschool Language Assessment Instrument Second Edition (Pr LLD) (PLAI 2) (001122) 2003
- Preschool Language Scale 3 (PLS 3) (000228) K 1992
- Preschool Language Scale (PLS 4) (000035) KP 2002
- Process Assessment of the Learner (PAL and PAL II, second edition)
- Rapid Automatic Naming Charts (REF) (000405) 1998
- The Renfrew Language Scales – Word Finding Vocabulary Test (001271) 2006
- Revised Children's Manifest Anxiety Scale: Second Edition (RCMAS-2)
- Revised Token Test (RYE) (000287) 1978
- Rey Complex Figure Test and Recognition Trial (RCFT)
- Reynolds Adolescent Depression Scale – 2nd Edition (RADs-2)
- Reynolds Child Depression Scale (RCDS)
- Roberts Apperception Test for Children
- Rotter Incomplete Sentences Blank-II (RISB-II)
- Scales of Independent Behaviour – revised (SIB-R)
- Sentence Completion Series (SCS)
- Slosson Oral Reading Test
- Social Emotional Evaluation Kit



- Social Language Development Test Elementary (001672) 2008
- Social Work Assessment Template
- SQ Write Teacher Kit
- Staic How I feel Questionnaire (STAIC)
- Stanford Binet Intelligence Scale - fifth edition
- State-Trait Anger Expression Inventory – 2nd Edition (STAXI-2)
- Strong Narative Assessment Procedure (000208) KPJ 1998
- Structured and Exploratory/Counselling Interviews
- Structured Photographic Articulation Test 2 Dudsbe (SPAT-D 2) (000155) 2001
- Structured Photographic Expressive Language Test (SPELT-3) (000025) KPJ 2003
- (SPELT-II) (000026)
- (SPELT-P) (000027)
- Stuttering Severity Instrument for Children and Adults (UTh SSI-3) (001724) 1994
- Suicide Probability Scale (SPS)
- Teaching Resources Corporation Fokes Sentence Builder
- Test of Adolescent and Adult Language (TOAL-3) (000295) 1994
- Test of Adolescent/Adult Word Finding (TAWF) (000949) 1990
- Test of Adolescent Language A Multidimensional Approach (TOAL) 1984
- Test of Aided-Communication Symbol Performance & CD (TASP) (001007) 2006
- Test for Auditory Comprehension of Language (TACL-3) (000038) KP
- (TALC-R) (000300) 1985
- Test of Auditory Processing Skills – 3rd Edition (TAPS-3) (000127) KPJIHS 2005
- Tests de Langage (French) (TLDD) (000206) 1980
- Test of Language Competence – Expanded Edition (TLC-E) 1989
- Test of Language Development-2 Primary (TOLD-2) (000288) 1988
- Test of Language Development (Intermediate) (TOLD-I:4) (001607) 2008
- Test of Language Development (Intermediate) (TOLD-13) (000039) 1997
- Test of Language Development (Primary) Second edition (TOLD-F:2) (000290) 1988
- Test of Language Development (Primary) (TOLD-P:3) 1997
- Test of Language Development (Primary) (TOLD-P:4)
- Test of Memory and Learning (TOMAL) (000205) 1994
- Test of Narative Language (TNL) (000152) 2004
- Test on Nonverbal Intelligence – third edition (TONI-3)
- Test of Pragmatic Language (TOPL) (000203) 1992
- Test of Pragmatic Language (Jr LLD TOPL) (000688) 1992
- Test of Problem Solving Adolescent (TOPS 2) (001018)
- Test of Problem Solving 3 Elementary (TOPS 3) (000140) 2005
- Test of Reading Comprehension (Jr LLD TORC-3) (000175) 1995
- Test of Semantic Skills- Intermediate (TOSS-I) (000156) 2004
- Test of Semantic Skills- Primary (TOSS-P) (000029) KP 2002
- Test of Word Finding Second Edition (Pr LLD) (TWF-2) (001120) 2000
- Test of Written Language 3rd Edition (TOWL-3) (000686) 1996
- Test of Written Spelling fourth edition (TWS-4)
- Test of Word Finding (TWF) (000294) 1986
- Test of Word Finding Second Edition (TWF-2) (000154) 2000



- The Renfrew Language Scales – Bus Story Test (Revised)
- The Token Test for Children (000016) 1978
- Trauma Symptom Checklist for Young Children (TSCYC)
- Universal Non-verbal Intelligence Test (UNIT)
- Utah Test of Language Development-3 (UTLD) (000283) 1989
- Vineland-II Adaptive Behaviour Scales
- Visual Aural Digit Span Test (VADS) – Test Scoring Sheet
- VMI – Beery VMI-5th Edition – Developmental Test of Visual-Motor Integration
- Wechsler Adult Intelligence Scale-Fourth Edition, English or French (WAIS-IV)
- Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)
- Wechsler Fundamentals: Academic Skills – Canadian (WF:AS)
- Wechsler Individual Achievement Test – 3rd Edition, English or French (WIAT-III)
- Wechsler Intelligence Scale for Children – 5th Edition, English (WISC-5)
- Wechsler Memory Scale – Third Edition (WMS-III)
- Wechsler Non Verbal Scale of Ability: Canadian (WNV)
- Wechsler Preschool and Primary Scale of Intelligence – Forth Edition (WPPSI IV)
- Wide Range Assessment of Memory and Learning – Second Edition (WRAML2)
- Wide Range Achievement Test – Revision 4 (WRAT4)
- Woodcock Johnson III – Test of Cognitive Abilities (WJ III)
- The Word-R Test (Elementary)
- Youth Level of Service/Case Management Inventory (YLS/CMI)



Specialized Health Support Services in School Settings

Purpose of the Standard

To provide the Ministry and the public with information about specialized health support services available in school settings Information in this standard is in accordance with Policy Program Memorandum (PPM) 81 and is located on the following chart called Specialized Health Support Services in School Settings.

Specialized Health Support Service	Agency or position of person who performs the service (e.g. Champlain LHIN, Board staff, parent, student)	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 Network (LHIN) contracted	Attendance at an elementary or secondary school Student is under the care of a physician Student requires nursing care at school School principal/ personnel can identify student to LHIN by calling case manager Medical orders are required — will be obtained by case manager	LHIN case manager Attending physician	Medical staff and LHIN determine that services are no longer required Change in medical status	Case conference Parent(s)/ guardian(s) can appeal to LHIN Contact person —case manager LHIN appeals process under review
Nutrition	LHIN contracted nutritional agencies	Attendance at an elementary or secondary school	LHIN case manager	Achievement of nutritional goals Student no longer	Case conference Parent(s)/guardian(s) can appeal to LHIN



		Student is under the care of a physician Student has an Ontario Health Card Student requires nutritional care at school School principal/ personnel can identify/refer student to LHIN by calling case manages		requires/ benefits from nutrition services at school	Contact person — case manager LHIN appeals process under review
Physiotherapy (PT)	LHIN contracted therapy agencies	Attendance at an elementary or secondary school Has an Ontario Health Card Student requires physiotherapy to attend school School principal and personnel refer student to LHIN using the School Services Application Form	LHIN case manager	Achievement of PT goals Student is not benefiting from therapy No follow-up support Student is uncooperative Parental request for termination of service Further discharge criteria as per LHIN (see p. 76)	Case conference Parent(s)/guardian(s) can appeal to LHIN Contact person — case manager LHIN appeals process under review
Occupational Therapy (OT)	LHIN contracted therapy agencies	Attendance at an elementary or secondary school Student has an Ontario Health card Student requires occupational therapy to attend school (has fine/gross motor	LHIN case manager	Achievement of OT goals Student is not benefiting from therapy No follow-up support Student is uncooperative Parental request for	Case conference Parent(s)/guardian(s) can appeal to LHIN Contact person — case manager LHIN appeals process under review



		difficulties) School principal and personnel refer student to LHIN using the School Services Application Form		termination of services. Further discharge criteria as per LHIN (see p. 73)	
Speech and Language Therapy Consultation, screening, informal and formal assessments	Board staff - Speech Language Pathologist(SLP)	School referral to board SLP	LST SLP	Consultation screening and/or assessment are completed	Case conference
Speech and Language Intervention Demonstration therapy sessions	Board staff – SLP	Based on referral, screening, assessments and attendance of parent(s)/guardian(s) and/or staff	SLP	Maximum of four therapy sessions per school year	Case conference
Speech and Language Intervention Direct treatment services to specific specialized program classes Senior Kindergarten	Board staff — SLP volunteers and students under supervision and training of Board SLP	Student placement in one of the following system classes: Language Learning Disability (primary & junior) Developmental Disabilities Program (senior kindergarten, primary & junior), Primary Special Needs	School Multi-Disciplinary Team System class recommendation committee SLP	Student transferred out of the listed system classes to another placement	Case conference Appeal IPRC placement
	LHIN contracted	Attendance at an	LHIN case manager	Discharged when	Case conference



Speech Therapy	therapy agencies	elementary or secondary school Student has an Ontario Health Card Student meets eligibility and behavioural criteria for direct therapy Student is in senior kindergarten or older School board or other SLPs refer student to LHIN using the School Services Application Form after initial assessment Student has moderate to severe articulation problem, cleft palate, medically based speech disorder	Board staff — SLP pre-referral assessment (Board SLP determines eligibility for referral; LHIN therapist determines eligibility for service upon)	presenting with a mild to moderate articulation problem. LHIN may discharge to Parent Articulation Training-Program (PAT-P) Parental request for termination of service No follow-up support Student is uncooperative Further discharge criteria as per LHIN (see p. 81)	Parent(s)/guardian(s) can appeal to LHIN Contact person — case manager LHIN appeals process under review
Speech Articulation and Remediation Voice therapy Stuttering (fluency) Parent Articulation Training Program (PAT-P)	LHIN contracted therapy agencies First Words CHEO (Year 1 kindergarten only) Board staff — SLP (PAT-P)	Student is in Senior Kindergarten or older School Board or other SLPs refer student to LHIN using the School Services Application Form after initial asses. Child is prior to SK entry Do not meet the LHIN criteria listed above	First Words Board SLP	Child is senior kindergarten age (CHEO First Words)	Case conference
Administering of Prescribed	Board staff — educational assistant (EA),	Request must be made in writing from the parent and physician	Physician Parent(s)/ guardian(s) Principal	Direction from physician and approval of	Case conference



Medications	teacher, principal, office staff	Physician must specify the medication, dosage, frequency, method, side effects, and the duration of administration (as per MOE Policy/ Program Memo. No. 81)		parent(s)/ guardian(s)	
Catheterization	Board staff — EA (trained by appropriate agency) Student	Dependent or assistance required for catheterization	Physician Parent(s)/ guardian(s) Principal	Direction from physician and approval of parent(s)/ guardian(s) Independence achieved for self-catheterization Change in medical condition	Case conference
Suctioning shallow deep	Shallow suctioning — Board staff — EA Deep suctioning LHIN	Physician's direction Physiotherapy recommendation	LHIN case manager Medical staff	Direction from physician Change in medical condition	Case conference Appeal to LHIN
Lifting and Positioning	Board staff - EA trained by OT/PT from LHIN LHIN and Board OT/PT trainers	Dependent for lifting and positioning and transfers	LHIN — OT/PT Physician Principal	Independence achieved for transfers Changes in medical condition Upon physician's or therapist's direction	Case conference
Assistance with Mobility	Board staff - EA Trained OT/PT Board staff- EA trained by OT/PT from LHIN	Dependence training or/assistance required for mobility Physician's Assessment	Principal OT/PT — Board and LHIN	Effective and comfortable use of new equipment or adjusted equipment	Case conference
Feeding	Board staff- EA	Dependent assistance	Physician	Direction from	Case conference



	trained by OT or PT LHIN contracted nursing agencies	required for mobility Physician direction	Principal LHIN case manager OT/SLP	physician and approval of parent(s)/ guardian(s) Change in feeding Needs	
Toileting	Board staff - EA trained by appropriate professional/ agency	Dependent and/or requiring assistance for toileting	Principal Physician direction and parental approval	Direction from physician and approval of parent(s)/ guardian(s)	Case conference
Augmentative and alternative communication devices Face-to-face writing aids -high tech devices	Clinic for Augmentative Communication (CAC) at Ottawa Children's Treatment Centre (OCTC) for assessment and prescription, parent and teacher training for use and programming. Board SLP responsible for ongoing support and consultation. Board SLP addresses low-tech AAC needs. LHIN OT Board staff-teacher, EA trained by	Referral to CAC by school board SLP or LHIN SLP School referral to board SLPs Referral to LHIN OT	Intake at CAC clinic at OCTC, Board SLP OT from LHIN	Annual reviews until system no longer required Classroom Support no longer required for maintenance modification	Case conference



	appropriate agency				
Medical Dressing	Board staff - EA	Physician direction and parental approval	Physician Parent Principal	Physical direction and parental approval	Case conference
Adaptive Devices Program (ADP) Funding	CAC Clinic or SLP Individual authorizers at CAC for communication aids LHIN contracted therapists for OT, PT needs	Specialized equipment or resources required	Authorized ADP assessor	Student no longer requires resource	Discussion with ADP

School Health Support Services Service Guidelines – Nutrition (Registered Dietitian (RD) Services)

The services outlined below are provided by the Champlain Local Health Integration Network (LHIN) and directly by the OCDSB

Conditions/Service Need	Eligibility criteria	Role of RD/Model of Service
G tubes New Longstanding Oral feeding also Note changes in student's medical condition/functional status may result in changes in nutritional status resulting in need for RD assessment/intervention	Student has had new G tube inserted Student has longstanding G tube feeds Student G tube fed but also trying to increase oral intake	See general role of RD* RD to teach about products RD to teach about schedule for feeding related to activities, lifestyle, interaction of medical conditions (eg. reflux) RD Assess tolerance to feeds; provide recommendations/trials for feeds RD to communicate/teach school staff



		<p>RD to reinforce/revise schedule from hospital (new tubes)</p> <p>Consultative services may be provided in the home and/or school setting</p>
<p>Dysphagia</p> <p>Note changes in student's medical condition/functional status may result in changes in nutritional status resulting in need for RD assessment/intervention</p>	<p>Student is at risk of aspiration with current intake</p> <p>Student is not linked with an outpatient clinic to review this information with parents</p>	<p>See general role of RD***</p> <p>Prevent aspiration by working with SLP who determines texture needed RD provides specific information about how and what to prepare as per general role of RD</p> <p>Sensory texture issues – RD works with OT and SLP as above</p> <p>Consultative services may be provided in the home and/or school setting</p>
<p>Medical condition affecting nutrition and hydration</p> <p>Eg. Cerebral Palsy, Crohn's disease, metabolic disorders, cardiac conditions, renal conditions</p> <p>Note changes in student's medical condition/functional status may result in changes in nutritional status resulting in need for RD assessment/intervention</p>		<p>See general role of RD***</p> <p>Consultative services may be provided in the home and/or school setting</p>



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Program Criteria

- 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

SHSS Service Guidelines – Nutrition 2013-2014



School Health Support Services Service Guidelines – Occupational Therapy

The services outlined below are provided by the Champlain Local Health Integration Network (LHIN) and directly by the OCDSB

Conditions/Service Need	Role of OT/Model of Service
<p>Short Term needs Student with a specific functional problem requiring focused, short term intervention in <u>one</u> of the following areas:</p> <p>Age/developmental school productivity issues</p> <p>mobility issues</p> <p>environmental adaptations/accessibility (equipment)</p> <p>sensory processing issues</p> <p>Intervention is short term and specific in nature</p>	<p>Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:</p> <p>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility</p> <p>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers</p> <p>Feedback to/from school staff/family/caregivers</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</p>
<p>Moderate term needs Student with <u>one or more</u> of the following functional problems:</p> <p>Age/developmental school productivity issues</p> <p>mobility issues</p>	<p>Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:</p> <p>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility</p> <p>Intervention and/or instructional strategies defined and</p>



<p>environmental adaptations/accessibility (equipment)</p> <p>sensory processing issues</p> <p>Intervention will have a rehabilitation focus</p>	<p>taught to school staff and family/caregivers</p> <p>Program and resources provided to school staff and family/caregivers</p> <p>Feedback to/from school staff/family/caregivers</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</p>
<p>Complex/Early Intervention</p> <p>Student with one or more of the following functional problems:</p> <p>physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability</p> <p>Intervention will focus on the establishment of optimal function in order to develop baseline for ongoing maintenance</p>	<p>Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include:</p> <p>Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility</p> <p>Intervention and/or instructional strategies defined and taught to school staff and family/caregivers</p> <p>Program and resources provided to school staff and family/caregivers</p> <p>Feedback to/from school staff/family/caregivers</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</p>



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

- 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 LHIN 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

SHSS Service Guidelines – Occupational Therapy V. 09 2013



School. Health Support. Services Service Guidelines – Physical Therapy

The services outlined below are provided by the Champlain Local Health Integration Network (LHIN) and directly by the OCDSB

Conditions/Service Need	Role of PT/Model of Service
<p>Short Term</p> <p>Physical challenges in the school setting – including difficulties participating in gym class, safe mobility within the school/schoolyard, stairs</p> <p>Non-deteriorating condition with minimal complications predicted</p> <p>Acute cardiorespiratory issues</p>	<p><u>Services include:</u></p> <p>Assess physical function and/or gross motor skills</p> <p>Develop intervention strategies</p> <p>Teach school staff, family/caregivers to review/feedback/upgrading of intervention/adaptation strategies as needed</p> <p>Evaluate safe implementation of program in school setting</p>
<p>Rehabilitation/Chronic</p> <p>Student with a disability which impacts on functional abilities of mobilization, transfers, cardiorespiratory status, demonstrating potential for improvement</p> <p>PT intervention to maximize progression of skills and optimize functional status</p> <p>Improve/Maintain mobility and orthopedic, gross motor and respiratory status</p>	<p><u>Services include:</u></p> <p>Assessment of physical function, setting goals with students, school staff and family to maximize physical function in the school setting</p> <p>Intervention strategies developed and taught to school staff and family/caregivers</p> <p>Prescription of equipment</p> <p>Collaboration with school staff in development of IEP</p>



<p>Intervention may vary in response to changing needs and readiness</p> <p>Example: Physical impairment limiting ambulation with potential to effect level of independent mobility (e.g.: Borderline ambulatory vs. wheelchair mobility)</p> <p>Students may require additional visits post-surgery/ post botox</p>	<p>plan/goals</p> <p>Ongoing evaluation of safe implementation of program in school setting</p> <p>Ongoing re-evaluation as needed to progress goals and intervention strategies</p>
<p>Complex/Long term Needs</p> <p>Student with a disability which impacts on functional abilities of mobilization, transfers and cardiorespiratory status</p> <p>PT intervention to maintain/delay deterioration of mobility, orthopedic, gross motor and respiratory status</p> <p>Intervention may vary in response to changing needs and readiness</p>	<p><u>Services include:</u></p> <p>Assessment of physical status/function, setting goals with students, school staff and family to maintain physical function in the school setting</p> <p>Intervention strategies developed and taught to school staff and family/caregivers</p> <p>Prescription of equipment</p> <p>Collaboration with school staff in development of IEP plan/goals</p> <p>Ongoing evaluation of safe implementation of program in school setting</p> <p>Ongoing re-evaluation as needed to revise goals and intervention strategies</p>

*** all guidelines include assessment, conferencing, consultation**



Program Criteria:

- 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 LHIN 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

SHSS Service Guidelines – Physical Therapy V. 09 2013



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.

The services outlined below are provided by the Champlain Local Health Integration Network (LHIN) and directly by the OCDSB

Conditions/Service Need	Eligibility criteria	Role of SLP/Model of Service
Moderate to severe articulation/phonological disorder Moderate – 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) Severe – more than 6 sound errors, processes involved, intelligibility is severely	Must have SLP referral and assessment Must have current SLP report (within last 12 months)	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop



reduced		
Complex/Medically Fragile DE children only 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 Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
Motor Speech Disorder <u>Mild</u> <u>Moderate</u> -3-6 sound errors, processes may be involved, errors are inconsistent over repeated trials, intelligibility is noticeably reduced <u>Severe</u> – more than 6 sounds errors are noted, processes may be involved, errors are inconsistent over repeated trials, intelligibility is severely reduced <u>Profound</u> - Efforts to speak/vocalize but limited sound system Oral motor difficulties must impact intelligibility or contribute to feeding and/or	Must have SLP referral and assessment Must have current SLP report (within last 12 months); neurology report if available	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop



swallowing difficulties		
Fluency disorder Dysfluent in first language Tension Secondary behaviours – avoiding words/avoidance of situations Effortful speech, struggle Demonstration of social +/- vocational limitation (s) as result of fluency disorder	Must have SLP referral and assessment Must have current SLP report (within last 12 months) Client motivation – key with referral	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
Voice / Resonance disorder Vocal fold pathology identified by ENT resulting in poor voice quality including: Rough Hoarse Whispery Mild/Moderate - vocal production impacts on daily communication Severe - vocal production is markedly affected Majority of communication may require non-verbal techniques	ENT report required Eligibility for ongoing services – expectation of clinical changes in first 3 months – if not, service not continued and client referred for more appropriate intervention Report from cleft palate team, if involved	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop



Atypical hypo or hyper nasality Nasal Air Emission		
Multiple Needs Experiencing moderate to severe difficulties in more than one treatment area/category of speech remediation including: articulation, oral motor, fluency and voice difficulties	Must have SLP referral and assessment Must have current SLP report (within last 12 months)	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
Alternative and Augmentative Communication 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 If secondary device to augment speech production – shared mandate of School board and LHIN	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
Assessment and Discharge	Following assessment client does not meet eligibility criteria (may be due to improvements while waiting for service; may	No service provided



	have been inappropriately referred) SLP will complete assess/discharge report	
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NOTE: The **Referral for Same Need** category has been eliminated. Please reassess the child and put them into the most appropriate category above.

Program Criteria:

- 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

SHSS Service Guidelines – Speech Language Pathology V. 09 2013





Authorization for Referral to the Champlain Community Care Access Centre

I hereby authorize _____ to send a request for
(name of school releasing information)

_____ to The Champlain Community Care Access Centre
(service) 4200 Labelle Street
Suite 100
Ottawa, Ontario
K1J 1J8

For my child _____
(name of client – print)

(client's address)

I understand this information is to be used by the recipient for the purpose of assessing eligibility for the service.

Name of Parent/Guardian: _____
(please print)

Signature: _____

Relationship to Client: _____

Date: _____



Making a referral to the Champlain Community Care Access Centre for School Health Support Services

You will notice that we have made some changes to our referral form. We are now a Champlain-wide program and have aligned our referral process and service guidelines.

You may wish to include this form with each of your referrals as a checklist to ensure your referral is complete.

Please note – until all of the information is received, the referral will not be considered to be complete and will not be processed. More information is always preferable.

Please complete the referral form as follows:

- ☐ You have received consent from the student/parent to make a referral to the Champlain CCAC
- ☐ Demographic information for the student is complete and correct; especially parent/guardian information including names
- ☐ Student's name appears on each page of the 3 page referral form
- ☐ OT and PT referrals - you have completed pages 2 and 3 of the referral form
- ☐ Speech referrals - you have attached a report from a Registered Speech Language Pathologist
- ☐ Voice referrals – you have attached a report from an Ear, Nose and Throat (ENT) specialist

Once completed, please **FAX** your referral to the following number:

In the Ottawa area: 613-745-8478

Outside the Ottawa area: 1-866-869-0071



IMPORTANT:

- The Principal or designate must affirm that available school resources and levels of support have been accessed prior to initiating the referral.
- The school is required to be actively involved in support of the therapy program.
- Student must have a **valid Ontario Health Card Number** to obtain LHIN services.
- If this referral is the result of another professional's recommendation (e.g. Psychologist, Ear Nose Throat Specialist), the professional's report **MUST BE INCLUDED** in this referral package.
- **Incomplete referrals will not be processed, but returned to the referral source.**
- Please retain a copy of the referral for your records.

Student Information (Print):

(dd-mm-yyyy)

Student's Name:	D.O.B	<input type="checkbox"/> male	<input type="checkbox"/> female	<input type="checkbox"/>
Student's Address (include city):	Postal Code:			
Health Card # (if known):	Version Code:	Expiry Date:		
Known Diagnosis:				

Parent/Guardian Contacts:

First Name:	Phone # (H):
Last Name:	Phone # (B):
Relationship:	Phone # (C):
Address:	
First Name:	Phone # (H):
Last Name:	Phone # (B):
Relationship:	Phone # (C):
Address:	
Comments:	

☐ ***MANDATORY*** Referral information has been shared with parent(s) and the referral source has received parental consent to share this information with LHIN SHPS.

School Information (If known) (Print):

School:	Grade:
School Address:	Type of class:
School Phone:	Teacher:
School Fax:	Resource Teacher:

Specify who will be responsible for follow up on the recommendations of the provider?

☐ Teacher ☐ Special Education/Resource Teacher/LST ☐ Principal ☐ Other

Services Requested:

<input type="checkbox"/> Occupational Therapy	Complete page 2 and 3 or referral will not be processed
<input type="checkbox"/> Physiotherapy	Complete page 2 and 3 or referral will not be processed
<input type="checkbox"/> Speech Therapy	Refer to checklist for completing SLP Referral Attach report from a Registered SLP or referral will not be processed

Referral Source Signature: _____ Date: _____

Print Referral Source _____ Contact Number: _____



Name: _____ School: _____

Checklist for Completing the Speech Referral:

- ☐ Obtain written permission from parents/guardian to refer the child to the LHIN for speech services.
- ☐ Complete the School Services Application Form.
- ☐ The referring Speech Language Pathologist must complete (with signature and date), either the LHIN School Speech Therapy Referral Form, or send a speech and language report that includes the same information.
- ☐ Attach a current (within one year) speech and language assessment report. A complete language report is only necessary for children identified or suspected of having language difficulties. The LHIN provides services to children with speech disorders and the School Board is responsible for language development.
- ☐ If the referral is for voice therapy, an Ear, Nose and Throat (ENT) Physician's referral is necessary. Please attach ENT's assessment report (within 6 months of the referral date).
- ☐ The LHIN services children with articulation disorders at or beyond the moderate level of severity. The School Board is responsible for mild articulation difficulties.
- ☐ All children referred to the Champlain LHIN School Speech Therapy Services program must be 5 years of age or older to receive service.

Mail or fax the above information to the LHIN for follow-up at:

100-4200 Labelle Street
Ottawa, Ontario. K1J 1J8
FAX: 1-866-869-0071

Note:

- Completion of the above steps in the checklist is required to ensure that the application is complete and ready for processing.
- A certified Speech Language Pathologist must complete all speech language pathology referrals to the LHIN.

Information about the SHPS program, as well as this form, can be found on our LHIN website. www.healthcareathome.ca/champlain



Client's Name: _____ Date of Birth (d/m/y): _____

School: _____

Medication: list of medications attached ☐ Y ☐ N

Check off any areas of concern and explain/give examples for all items checked on the following page.

**** This referral form is designed to collect information to provide an overall picture of the child/youth, and does not guarantee admission and/or therapy intervention for all areas checked.**

<input type="checkbox"/> Difficulty opening containers	<input type="checkbox"/> Visual Impairment
<input type="checkbox"/> Difficulty managing indoor/outdoor clothing	<input type="checkbox"/> Hearing Impairment
<input type="checkbox"/> Trouble changing clothes; difficulty with buttons, snaps, zippers	<input type="checkbox"/> Doesn't respond appropriately to touch, textures of foods and clothing
<input type="checkbox"/> Difficulty with swallowing, chewing or drooling	<input type="checkbox"/> Is upset by unexpected touch; doesn't like others nearby (personal space)
<input type="checkbox"/> Needs assistance with self-feeding	<input type="checkbox"/> Overly sensitive to noises, light, movement
<input type="checkbox"/> Unable to manage toileting	<input type="checkbox"/> Tires easily with routine tasks
<input type="checkbox"/> Has difficulty with doorknobs and faucets	<input type="checkbox"/> Trouble keeping balance; readjusts posture frequently
<input type="checkbox"/> Difficulty coordinating both hands to do a task	<input type="checkbox"/> Is awkward and large movements are clumsy
<input type="checkbox"/> Physical difficulties in accessing/using a computer/keyboard	<input type="checkbox"/> Has tightness in some muscles which limits joint movement
<input type="checkbox"/> Difficulty using scissors/cutting accurately	<input type="checkbox"/> Appears to have poor overall body strength; is "floppy"
<input type="checkbox"/> Difficulty handling/picking up small items	<input type="checkbox"/> Difficulty bouncing, throwing or catching a large ball
<input type="checkbox"/> Difficulty copying shapes, number or letters	<input type="checkbox"/> Makes no attempt to catch himself when falling
<input type="checkbox"/> Difficulty imitating body movements; doesn't cross midline	<input type="checkbox"/> Poorly developed sense of rhythm; can't play clapping games
<input type="checkbox"/> Unable to colour within lines	<input type="checkbox"/> Too much movement in joints; seems double jointed
<input type="checkbox"/> Holds pencil awkwardly; presses too hard or too lightly	<input type="checkbox"/> Stumbles, falls more frequently than others the same age or bumps into objects/people
<input type="checkbox"/> Has difficulty with puzzles, small blocks and shapes	<input type="checkbox"/> Cannot heel-toe walk, hop on one foot, jump in place
<input type="checkbox"/> When writing, doesn't stabilize the paper	<input type="checkbox"/> Lacks reciprocal arm and leg movements when walking
<input type="checkbox"/> By age 9, confuses right and left on self or another person	<input type="checkbox"/> Difficulty with stairs/playground structures
<input type="checkbox"/> Does not work from left to right	<input type="checkbox"/> Habitually walks on toes
<input type="checkbox"/> When using one hand, tenses or moves the other	<input type="checkbox"/> Has a splint/brace that interferes with class work
<input type="checkbox"/> Is unable to draw a circle, cross, diagonal line	<input type="checkbox"/> Slumps to one side, slides forward in chair/wheelchair
<input type="checkbox"/> Has trouble pasting one piece of paper on another	<input type="checkbox"/> Has trouble holding head up when sitting
<input type="checkbox"/> Loses place when reading; moves head when reading	<input type="checkbox"/> Needs help with use of wheelchair
<input type="checkbox"/> Has not established hand dominance - switches	<input type="checkbox"/> Totally dependent for all transfers
<input type="checkbox"/> Unable to demonstrate understanding of directional commands	<input type="checkbox"/> Uses a mobility aid
<input type="checkbox"/> Has difficulty accurately copying from the blackboard or paper	Academic/Social Behavioural Issues:
<input type="checkbox"/> Illegible written work	<i>(Note: LHIN does not address Behavioural Issues)</i>
<input type="checkbox"/> Is more efficient typing than printing/writing (as per teacher)	<input type="checkbox"/> Easily distracted; has short attention span
<input type="checkbox"/> Has the child had the opportunity to develop above tasks prior to school entry?	<input type="checkbox"/> Is hyperactive, very restless
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Is easily frustrated or discouraged
	<input type="checkbox"/> Unaware of others' feelings/needs
	<input type="checkbox"/> Has difficulty with group participation; is uncooperative
<i>Explain</i> _____	<input type="checkbox"/> Difficulty taking turns or following rules
	<input type="checkbox"/> Does not recognize when needs to change behaviour

Is this a referral to support SEA funding for equipment at school? ☐ Yes ☐ No

If Yes Specify: ☐ Sensory Equipment ☐ Writing Aids Technology



Client's Name: _____ Date of Birth (d/m/y): _____

School: _____

Complete all relevant areas thoroughly.

Academic performance/Learning difficulties (*Note: this information is required to effectively work with the child*):

How have these issues been addressed by school personnel?

Note: that LHIN does not solely teach printing, writing, numbers and letter recognition, colouring, drawing, scissor use or keyboarding.

Describe presenting motor difficulty(ies):

How have these issues been addressed by school personnel?

Safety/ Accessibility Issues:

Special Devices Utilized:

(Please list any special devices presently used, e.g. walker, transfer aids, technology etc.)



Classroom/School Supports Available:

Does the student have an Individual Education Plan (IEP)? ☐ Yes ☐ No

Client's Name: _____ Date of Birth (d/m/y): _____

School: _____

Complete all relevant areas thoroughly.

Has the student been identified through an IPRC? ☐ Yes ☐ No

If yes, what are the area(s) of exceptionality:

Additional Information:

e.g. has the child been referred/ seen by a psychologist

NOTE:

- LHIN School Health Professional Services (SHPS) are mandated by PPM 81 for children/youth who have significant, motor-based difficulties impacting on many activities of daily living, and require professional services/equipment to attend school, receive instruction, and participate in the academic program and school routines.
- Learning disabilities, writing, cutting, focusing, attention and/or hyperactivity, as well as other behavioural challenges, will not be addressed by the therapist(s)
- Sensory processing disorders will be addressed, only if there are significant coexisting motor-based difficulties.
- Information about the LHIN SHPS program, as well as this form, can be found on our LHIN website www.healthcareathome.ca/champlain



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

The chart of student exceptionalities, set out by the Ministry, is organized by exceptionality category, specific exceptionality identification, and specific exceptionality definition.

- Please note that identification of an exceptionality is not the same as a diagnosis provided by a psychologist or medical professional

Category	Exceptionality	Definition
Behaviour	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 an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof
Communication	Autism	A severe learning disorder that is characterized by: a) disturbances in: <ul style="list-style-type: none"> • rate of educational development • ability to relate to the environment
Category	Exceptionality	Definition
Communication <i>continued</i>		<ul style="list-style-type: none"> • mobility • perception, speech, and language 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 a



		diminished or non-existent auditory response to sound
	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: <ul style="list-style-type: none"> a) involve one or more of the form, content, and function of language in communication b) include one or more of the following: <ul style="list-style-type: none"> • language delay • dysfluency 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

Category	Exceptionality	Definition
Communication <i>continued</i>	Learning Disability	<p>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:</p> <ul style="list-style-type: none"> • 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 <i>at least</i> in the average range; • Results in: <ul style="list-style-type: none"> ○ academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or ○ academic achievement that can be maintained by the student only with



		<p>extremely high levels of effort and/or with additional support</p> <ul style="list-style-type: none"> • 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 behaviour 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 <i>not</i> 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.
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	<p>A learning disorder characterized by:</p> <ol style="list-style-type: none"> 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



		<p>regular class because of slow intellectual development</p> <p>c. a potential for academic learning, independent social adjustment, and economic self-support</p>
	Developmental Disability	<p>A severe learning disorder characterized by:</p> <p>a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development</p> <p>b. an ability to profit from a special education program that is designed to accommodate slow intellectual development</p> <p>c. a limited potential for academic learning, independent social adjustment, and economic self-support</p>
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
Category	Exceptionality	Definition
Physical <i>continued</i>	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



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 variety of placements is necessary to meet the needs of various student

A regular class placement is considered the placement of first option when such a placement meets the student’s needs and is consistent with parental preferences. When a student is placed in a special education program, 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 helpers
- reading buddies
- differentiated/modified curricular expectations and evaluation
- accommodations (e.g., preferential seating, assistive technology)



Options for Student Placements

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.

Elementary / Secondary Special Education Programs

School-based support

Regular classroom with Monitoring from the LRT/LST

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



Regular classroom with Specialized Support

This program is provided by the classroom teacher. This placement 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)
- Intermediate Language Learning Disability Team (ILLD)
- Educational Assistant (for physical/medical/safety needs)

System-based programs

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 special education programs may also include support from Learning Support Services (LSS) personnel.

Application Process for Specialized Programs

The parent(s)/guardian(s) of the student must be consulted and sign any application to a specialized program class, prior to the completion of an application. It is recommended that parent(s)/guardian(s) are familiarized with the placement before agreeing to the application.

Schools submit applications and all required documentation to a central application committee for both new applicants and for students moving from elementary to secondary school for the following specialized programs classes:

[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 \(DD\)](#)

[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 a gifted specialized centre may apply directly to the centre designated as determined from their place of residence.

- A central referral committee consisting of learning support consultants (LSC) and LSS personnel as appropriate determines if the application meets criteria for the specialized program class. Students will be recommended for age-appropriate placement.
- The principal of the sending school is contacted regarding the offer. The principal contacts parent(s)/guardian(s) for a response within 48 hours, and then advises the central application 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 can 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.



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, 32 secondary sections)

Placements
<ul style="list-style-type: none">• behaviour Intervention Programs (BIP) at the following levels: primary, junior, intermediate, and senior (adaptive only)• up to eight students per class
Admissions Criteria
<ul style="list-style-type: none">• typically exhibits many or all of the following behaviours: verbal aggression, physical aggression, a profound inability to build or maintain interpersonal relationships, excessive anger, severe non-compliance, extreme lack of impulse control, extreme low self-esteem, extreme defiant behavior, extreme difficulty coping in the community school, an inability to learn that cannot be traced to intellectual, sensory, or other health factors• accommodations for learning are essential in order to access the curriculum
Criteria for Change in Placement
<ul style="list-style-type: none">• the behavioural functioning is no longer the most significant determining influence on the student's academic success or social adjustment in school• has social and/or academic needs that can be met more successfully within a different specialized program class• has been integrated and demonstrated the ability to succeed in a regular class or with/without support from LRT and/or LST• no longer benefiting from specialized placement• evidence of on-going successful integration• not complying with program expectations



Available Resources

- one teacher with special education qualifications (Parts I and II)
- educational assistant
- LSS 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 on-going 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/Section 23
- regular classroom with monitoring from the LST and/or LRT
- regular classroom with support from the LST and/or the LRT

For Further Information

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



Category: Communication

Exceptionality: Autism

Ministry Definition

A severe learning disorder that is characterized by:

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

Special Education Classes for Autism (ASDP) and Asperger's (ASDSCP)

(31 elementary classes, 80 secondary sections) and (24 secondary sections)

Placements
<ul style="list-style-type: none">• specialized classes at the following levels: kindergarten, primary, junior, intermediate, and senior• 6 students per class*
Admissions Criteria
<ul style="list-style-type: none">• a diagnosis of autism disorder in the pervasive developmental disorder (PDD) category as specified by DSM-V• documented evidence of impaired communication, social skills, and an uneven learning profile
Criteria for Change in Placement
<ul style="list-style-type: none">• has social and/or academic needs which can be met more successfully within another placement• no longer benefiting from specialized placement• evidence of on-going successful integration• not complying with program expectations
Available Resources
<ul style="list-style-type: none">• one teacher with special education qualifications (Parts I and II)• educational assistants• psychological consultation• speech-language pathologist consultation and classroom support• LSS personnel provide assessment and consultative services to the special education teacher



* Note: There are 10 students in each of the Asperger's (ASDSCP) classes.
The allocation of educational assistant is determined by student needs in each of the Asperger's (ASDSCP) classes.

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 and language pathologist and psychologist

Evaluation Methods

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

Alternative Placements

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

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

For Further Information

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



Exceptionality: Deaf and Hard of Hearing

Ministry Definition

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

Special Education Class for Deaf (D/HH) (1 elementary class)

Placements
<ul style="list-style-type: none">• regular class with specialized support from Itinerant Teacher Deaf/Hard of Hearing (ITD/HH)• other specialized program with consultation or direct service from ITD/HH• specialized program with a Specialist Teacher of the Deaf/Hard of Hearing• up to 10 students per class
Admissions Criteria
<ul style="list-style-type: none">• documented hearing loss• use of hearing aids/cochlear implant• method of communication is through hearing and speech• meets criteria for other specialized program in addition to deaf/hard of hearing exceptionality• documented hearing loss• method of communication is through sign language (American Sign Language)
Criteria for Change in Placement
<ul style="list-style-type: none">• change in hearing loss or performance• needs are not being met in regular class• student requires more than 5 hours, per week, support from ITD/HH• change in method of communication• identification of additional exceptionality• evidence of on-going successful integration• not complying with program expectations• change in hearing loss or performance, i.e., acquisition of a cochlear implant and requires auditory-verbal/ Oral therapy• student requires/ requests placement in Provincial School setting• identification of additional exceptionality• no longer benefiting from specialized placement
Available Resources
<ul style="list-style-type: none">• FM system and other equipment, as needed including maintenance• teacher with specialist qualifications in Deaf Education• EA allocated based on students' needs



- LSS personnel provide assessment and consultative services to the special education teacher
- FM system, if applicable
- teacher with Specialist Qualifications in Deaf Education
- EA allocated based on students' needs
- LSS personnel provide assessment and consultative services to the special education teacher

Program

- ITD/HH support is based on the Auditory-Verbal Method unless requested otherwise, and is available from Junior Kindergarten through Grade 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. 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 on-going throughout the year and may include informal checklists, standardized testing, teacher observation, and language checklists. OCDSB report cards and IEPs formally record the student's progress
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

Alternative Placements

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

For Further Information

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



Exceptionality: Language Impairment

Ministry Definition

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

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

Special Education Class for Language Learning Disabilities (LLD)

(11 elementary classes)

Placements
<ul style="list-style-type: none">• specialized classes at the following levels:• primary and junior• up to 10 students per primary class• up to 12 students per junior class
Admissions Criteria
<ul style="list-style-type: none">• exhibits severe language learning difficulties on a speech/language assessment• average to above- average intellectual ability as measured on a psychological assessment• language learning disability or mixed receptive-expressive language disorder as appropriate to age and grade level
Criteria for Change in Placement
<ul style="list-style-type: none">• mildly delayed language functioning overall (one or more areas of language may still indicate moderate delays) on a speech and language assessment completed within the last 12 months• academic performance is within one grade level of the student's integrated class placement• has academic and/or social needs that could be met more successfully within a different special-class setting• has the ability to succeed in a regular class with LST/LRT support• no longer benefiting from specialized placement• evidence of on-going successful integration



- not complying with program expectations

Available Resources

- one teacher with special education qualifications
- (Parts I and II)
- one speech language pathologist is assigned to each class on a part- time basis
- LSS 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 communication 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 LSS reports
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

Alternative Placements

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

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



For Further Information

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

Exceptionality: Speech Impairment

Ministry Definition

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

Placements
<ul style="list-style-type: none">• regular classroom with monitoring from the LST/LRT
Admissions Criteria
<ul style="list-style-type: none">• mild to moderate articulation problems• moderate to severe articulation problems• cleft palate• voice disorder• fluency disorder• phonology disorder
Range of Support
<ul style="list-style-type: none">• Type of support is determined by the school speech-language pathologist (5 years of age to grade 8)• after grade 8, an assessment, consultation or home/school suggestions upon request• consultation• screening• formal/informal testing• LHIN discharge their cases when they reach the mild to moderate level directly to the PAT-P or community agencies as appropriate• no longer benefiting from specialized placement• evidence of on-going successful integration• not complying with program expectations
Available Resources



- classroom teacher
- speech-language pathologist
- Local Health Integration Network (LHIN)
- parent(s)/ guardian(s)
- volunteers
- Parent Articulation Training Program (PAT-P)
- LSS personnel provide assessment and consultative services to the special education teacher

Service Delivery Model

Speech-language pathologists:

- provide assessment, consultation and programming/demonstration sessions for students from Year 2 kindergarten through Grade 12, who may present with a wide range of speech-related disorders
- provide training to support teachers and parent(s)/guardian(s) in their work with children who have speech disorders
- direct therapy through LHIN is provided as per mandate

Exceptionality: Learning Disability

Ministry Definition

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

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



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

Special Education Class for Learning Disabilities (LD)

(14 elementary classes, 71 secondary sections)

Placements
<ul style="list-style-type: none">• specialized classes at the following levels: junior, intermediate, and senior• up to eight students per class
Admissions Criteria
<ul style="list-style-type: none">• evidence of significant learning difficulties with impairment in reading, and/or writing, and/or mathematics which has not responded to targeted interventions• evidence of cognitive strength• average (greater than the 25th percentile) intellectual ability as measured on a psychological assessment• requires intensive instructional support• has severe to profound difficulty in learning and in processing information <p>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</p>
Criteria for Change in Placement
<ul style="list-style-type: none">• current assessments indicate student no longer meets learning disabilities program admission criteria• has academic (as demonstrated by current assessment) and/or social needs that could be met more successfully within a different special class setting, or a provincial school or section 23 placement• has an ability to succeed in a regular class with LST/ LRT support• no longer benefiting from specialized placement• evidence of on-going successful integration• not complying with program expectations• graduated from High School and/or achieved OSSD
Available Resources



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

Program

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

Evaluation Methods

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

Alternative Placements

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

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

For Further Information

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



Exceptionality: Giftedness

Ministry Definition

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

Special Education Class for Gifted Students (Gifted)

(19 elementary classes, 128 secondary sections)

Placements
<ul style="list-style-type: none">• specialized classes at the following levels: primary, junior, intermediate and senior• up to 20 students per class grades 1-3• up to 25 students per class in grades 4-8• up to 28 students per class in grades 9-12
Admissions Criteria
<ul style="list-style-type: none">• very superior intellectual ability as measured on a psychological assessment
Criteria for Change in Placement
<ul style="list-style-type: none">• has academic and/or social needs that could be met more successfully within a different classroom setting• no longer benefiting from specialized placement• evidence of on-going successful integration• not complying with program expectations
Available Resources
<ul style="list-style-type: none">• one teacher with special education qualifications (Part I)• LSS 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
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/guardian(s)

Evaluation Methods

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

Alternative Placements

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

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

For Further Information

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

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
<ul style="list-style-type: none">• specialized classes at the following levels: junior, intermediate and senior• up to 16 students per class
Admissions Criteria
<ul style="list-style-type: none">• scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability• significant delays in academic progress• evidence of delays in social/emotional development• in the age-equivalent range of grade 4 to secondary
Criteria for Change in Placement
<ul style="list-style-type: none">• does not require the same degree of alternative programming• has academic and/or social needs that could be met more successfully within a different special class setting• has the ability to succeed in a regular class with LST/LRT support and with appropriate accommodations and modifications• no longer benefiting from specialized placement• evidence of on-going successful integration• not complying with program expectations
Available Resources
<ul style="list-style-type: none">• one teacher with special education qualifications (Part I with Part II preferred)• one EA per class• LSS personnel provide assessment and consultative services to the special education teacher

Program

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



Evaluation Methods

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

Alternative Placements

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

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

For Further Information

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

Exceptionality: Developmental Disability

Ministry Definition

A severe learning disorder characterized by:

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

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

Placements
<ul style="list-style-type: none">• semi-integrated specialized classes at the following levels: primary, junior intermediate, and senior• up to 10 students per class
Admissions Criteria



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

Criteria for Change in Placement

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

Available Resources

- one teacher with special education qualifications (Part I)
- educational assistant
- speech-language pathologist consultation and classroom support at the primary level; assessment and consultation are available at the junior/intermediate and senior levels upon referral
- half-time job coach is assigned to each class at the secondary level
- LSS personnel provides assessment and consultative services to the special education teacher

Program

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



Special Education Class for students with Developmental Disabilities (Specialized Schools) (25 elementary classes)

Placements
<ul style="list-style-type: none">• specialized schools with classes at the following levels: kindergarten, primary, junior, intermediate and senior• up to eight students per class
Admissions Criteria
<ul style="list-style-type: none">• moderate to severe delays in intellectual ability as measured on a psychological assessment• serious delays in academic progress• moderate to severe delays in adaptive functioning
Criteria for Change in Placement
<ul style="list-style-type: none">• has social and/or academic needs which can be met more successfully within another placement• no longer benefiting from specialized placement• evidence of on-going successful integration• not complying with program expectations
Available Resources
<ul style="list-style-type: none">• one teacher with special education qualifications (Part I)• educational assistants• speech-language pathologists work closely with teachers to support students' programming around communication• LSS 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
- CCAC provides support for therapy-based programming in the areas of occupational therapy, physiotherapy, and nursing support
- An IEP containing specific expectations is designed collaboratively for each student according to learning needs and abilities. The IEP is based on, and modified by, the results of continuous assessment and evaluation
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and/or IEP



- It includes a transition plan and should include work experience opportunities, as appropriate

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

Placements
<ul style="list-style-type: none"> • system-based Storefront Program for students with special education needs aged 19–21 years of age with MID or DD • up to twelve students
Admissions Criteria
<ul style="list-style-type: none"> • students must be 19 years of age • students must currently be attending a program for students with mild intellectual disability or developmental disability • students must have supporting documentation which will include: written recommendation of the sending school/program, completed transition skills checklist, and written evaluations regarding previous successful work experience • students must participate in a structured interview
Criteria for Change in Placement
<ul style="list-style-type: none"> • reaches the age of 21 • has social and/or academic needs which can be met more successfully within another placement • no longer benefiting from specialized placement • evidence of on-going successful integration • not complying with program expectations
Available Resources
<ul style="list-style-type: none"> • one teacher with special education qualifications • educational assistant and job coach are assigned to the class • LSS 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/LRT
- regular classroom with support from the LST/LRT

For Further Information

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

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

- the staff of the Storefront Program
- the principal of the school
- LSS personnel serving the school



Category: Physical

Exceptionality: Physical Disability

Ministry Definition

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

Special Education Class for Physical Disabilities/Physical Support Program (PSP) (2 elementary classes, 24 secondary sections)

Placements
<ul style="list-style-type: none">specialized classes at the following levels: primary, junior, intermediate, and seniorup to 12 students per class
Admissions Criteria
<ul style="list-style-type: none">medical diagnosis of a physical disability with significant programming adaptation requirements
Criteria for Change in Placement
<ul style="list-style-type: none">the student's physical condition no longer requires therapeutic interventions offered in the programthe student's needs will be better met in an alternate placementno longer benefiting from specialized placementevidence of on-going successful integrationnot complying with program expectations
Available Resources
<ul style="list-style-type: none">one teacher with special education qualifications (Parts I and II)EAs allocated based on students' needsspeech-language pathologist provides support for augmentative and alternative communicationLSS 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



- LHIN provides support for therapy-based programming in the areas of occupational therapy, physiotherapy, nursing support and speech disorders (if eligible)
- There is ongoing liaison with the Ottawa Children's Treatment Centre (OCTC) for those students who enter from the OCTC

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
- OCTC (Early Intervention Program – JK/SK levels – option if appropriate)
- Regular classroom with support from the LST/LRT
- Regular classroom with monitoring from the LST/LRT

For Further Information

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

Exceptionality: Blind and Low Vision

Ministry Definition

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

Placements
<ul style="list-style-type: none"> • regular classroom with specialized support
Admissions Criteria
<ul style="list-style-type: none"> • 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
- need for braille, tactile and adaptive program
- requires intensive support
- low vision support 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. Some also have certification to teach orientation and mobility.
- orientation and mobility instructor
- classroom teacher
- EA allocated based on student's needs
- LSS personnel provide assessment and consultative services to the special education teacher
- 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

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 on-going throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB report cards and IEP, as well as anecdotal reports where appropriate
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

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

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



- Regular classroom with support from the LST/LRT

For Further Information

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

Category: Multiple

Exceptionality: Multiple

Ministry Definition

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

Range of Placements

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

For Further Information

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

Exceptionality: Mild Intellectual Disability and Behaviour

Ministry Definition of Mild Intellectual Disability

A learning disorder characterized by:

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



Ministry Definition of Behaviour

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

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

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

(3 elementary classes; 32 secondary sections)

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

For Further Information

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

PROGRAM: PRIMARY SPECIAL NEEDS (PSN)

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

(8 elementary classes)

Placements
<ul style="list-style-type: none">• specialized classes at primary level• up to 10 students per class
Admissions Criteria



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

Criteria for Change in Placement

- has turned or will turn 9 years old during the calendar year
- does not require the same degree of specialized programming
- has the ability to succeed in a regular class with LST/LRT support and appropriate modifications and accommodations
- on-going assessment determines that a different placement could better meet the student's needs
- no longer benefiting from specialized placement
- evidence of on-going successful integration
- not complying with program expectations

Available Resources

- one teacher with special education qualifications (Part I, Part II preferred)
- educational assistant
- speech-language pathology consultation and classroom support
- LSS 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

Evaluation Methods

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



Alternative Placements

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

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

For Further Information

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



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 form (OCDSB 375) is a written plan of action and a working document prepared for a student who requires modification/accommodation of the regular school program, according to *Regulation 181/98*.

The IEP will:

- be developed for each student who is identified as exceptional through the IPRC process
- 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 school 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 (i.e. autism, Asperger's, PDD:NOS) as per Policy and Memorandum 140
- be reviewed and/or revised once each reporting period

Ongoing communication with parent(s)/guardian(s), regarding their child, may occur during in-school and/or multi-disciplinary meetings, regular report card interviews, and as needs arise. Ongoing communication and parental involvement are key components of student's success.

Transition plans are included in the IEP and are developed to assist students in making successful transitions (e.g. from 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. Note: If a student with autism does not have an IEP a transition plan must still be developed for that individual.

Transition Plans will:

- be developed within 30 days of the student's placement in a special education program and a copy shared with the parent/guardian of the student and/or the student if he/she is age 16 or older
- be developed, implemented, and monitored in a collaborative manner with parent(s)/guardian(s), the student, the school team, teachers, and Learning Support



Services personnel. Other individuals may be involved on the transition planning team such as: educational assistants, central staff (e.g. learning support consultant, itinerant educational assistant, itinerant teacher, speech-language pathologist, psychologist / psychological associate), occupational therapists, physiotherapists, staff from post-secondary institutions, staff from community agencies, future employers of the student, etc.

- 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 each student

Looking Forward:

In response to the Ministry's *Individual Education Plan (IEP) Provincial Trends Report 2012: Student Achievement and Narrowing Gaps*, the Board will:

- provide ongoing training to classroom teachers to ensure that IEP standards are met and to develop consistency in system-wide understanding of the process
- focus on the development of specific performance expectations and linking assessment data to students' areas of strength and areas of need
- support the efforts of classroom teachers and all Special Education Teachers in continuing to work together to develop accurate and appropriate IEP
- continue with the review of some IEPs of special education students in regular program and specialized program classes
- develop protocols with outside agencies (Pinecrest-Queensway Community Health Care – First Words; Developmental Services Ontario) for transition planning for students with special needs entering or leaving school
- implementation of changes to Transition Planning in keeping with Policy Memorandum 155

Entering School:

First Words – Preschool Speech and Language Program through the Pinecrest-Queensway Community Health Centre

- Upon registration to an OCDSB school, a transition plan for students receiving services from First Words will be developed by First Words
- First Words will provide OCDSB with a report regarding the child's needs
- Upon the child's discharge from First Words and the child's attendance in an OCDSB school, the OCDSB's Speech and Language consent process will be initiated by the home school and service from OCDSB Speech-Language Pathologists will be determined based on the needs of the child

Leaving School:

Transition Planning for Individuals with Developmental Disabilities

Students who are 14 and over with a diagnosis of a developmental disability and who are likely to require Ministry of Community and Social Services funded adult



developmental services are identified for community transition planning. Identification can occur via the student's attendance at an OCDSB school, although this is not the only body through which youth may be identified as requiring a transition plan to support transitioning out of a school setting.

In response to the Ministry Policy/Program Memorandum No. 156: Supporting Transitions for Students with Special Education Needs, the board will;

- Support school staff to develop transition plans for all students with an IEP, as well as other students who require support with transitions
- Make changes to the IEP Transition Plan and ASD Transition pages, provide training to school staff around effective transitioning and development of transitional plans





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

Exceptionality 1:

Exceptionality 2:

Special Education Placement:

- | | |
|---|---|
| <input type="checkbox"/> Regular class with indirect support | <input type="checkbox"/> Regular class with resource assistance |
| <input type="checkbox"/> Regular class with withdrawal assistance | <input type="checkbox"/> Special education class with partial integration |
| <input type="checkbox"/> Special education class full time | |

Reason for Placement:

Program:





IEP Cover Page

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Exceptionality Definitions

Exceptionality	Ministry of Education Definition





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:





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

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

-
-
-





Courses and Accommodations

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

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

-
-
-





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:	Level of Achievement for Alternative Program:
Prerequisite course (if applicable) _____	
Letter grade/Mark _____	
Curriculum grade level (last June) _____	

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.





Transition

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Transition Goals:

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





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): _____





Consultation Log & Signatures

Name: _____ DOB: _____
 Grade: _____ Student OEN: _____

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

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

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 IEP

☐ 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 _____





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





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:



Exceptionalities

No Exceptionality
Autism
Deaf and Hard-of Hearing
Learning Disability
Language Impairment
Giftedness
Mild Intellectual Disability
Developmental Disability
Blind and Low Vision
Physical Disability
Multiple Exceptionalities
Speech Impairment
Behavioural

Recommended Programs

Autism Spectrum Disorder Secondary Credit
Support Program
Autism Spectrum Disorder Program
Behaviour Intervention Program
Deaf/Hard of Hearing Program (Congregated)
Developmental Disabilities Program
Dual Support Program
General Learning Program
General Learning Program/Storefront
Gifted Specialized Program
Language Learning Disabilities Program
Learning Disability Program (Sec.)
Learning Disabilities Specialized Intervention
program (Elem.)
Physical Support Program
Primary Special Needs
Regular Class

Recommended Placement

FSC - Fully self-contained
IS – Indirect Service
PI - Partially Integrated
RA - Resource Assistance
WA - Withdrawal Assistance



Recommended Placement Reasons

Autism Spectrum Disorder Secondary Credit Support Program: To provide a program emphasizing the development of learning strategies, social and communication skills, and support for behaviour needs.

Autism Spectrum Disorder Program: To provide a program emphasizing the development of social communication, functional academics, self-help, and self-regulatory skills.

Specialized Deaf/Hard of Hearing Program: To provide instruction in American Sign Language.

Developmental Disabilities Program: To provide a program focusing on functional academics, communication, social life skills, and work experience.

Dual Support Program: To provide basic academic skills with a social, behavioural, and life skills component in a structured learning environment.

General Learning Program: To provide a program designed to maximize the learning potential of students, and to develop academic, social, work, and life skills.

Gifted Specialized Program: To provide the opportunity to interact with others of similar interests and abilities.

Language Learning Disability Program: To provide a learning environment which will facilitate the development of the student's expressive and receptive language and communication skills.

Learning Disability Program: To provide a program which will develop academic, communication, social, organizational and self-advocacy skills.

Physical Support Program: To provide appropriate accommodations for physical support and to meet educational needs.

Primary Special Needs Program: To provide opportunities to progress in all relevant areas of development.

Behaviour Support Program: To provide a structured environment and opportunity to develop appropriate behavioural and social skills.

Regular Class - No specialized program.



Completion of Program - Student completed the maximum number of years of a specialized program.

Graduating - Placement no longer applicable (Secondary option).

Moved out of OCDSB jurisdiction - Student no longer attends OCDSB.

Strengths

Artistic Expression	Orientation Skills
Auditory	Organizational Skills
Braille Skills	Perseverance/ Motivation to Learn
Communication Skills	Positive Attitude
Creative Problem Solving	Problem Solving Skills
Daily Living Skills	Reading Comprehension
Decoding	Receptive Language
Expressive Language	Receptive/Expressive Language
Fine Motor Skills	Self-Advocacy Skills
General Knowledge	Self-Regulation Skills
Gross Motor Skills	Sign Language Skills
Intellectual Aptitude	Tactile
Interpersonal Skills	Task Persistence
Keyboarding	Time Management Skills
Kinesthetic	Visual
Memory Skills	Visual Perceptions Skills
Mobility Skills	Word Attack Skills
Multimodal Learning Style	Written Expression
Musical/Rhythmic Ability	
Numeration	

Needs

Attention Skills	Expressive Language
Auditory Perceptual Skills	Fine Motor Skills
Auditory Skills	Gross Motor Skills
Braille Skills	Impulse Control Skills
Communication Skills	Information Processing Skills
Creative Thinking Skills	Leadership Skills
Critical Thinking Skills	Memory Skills
Decoding Skills	Mobility Skills
Emotional Regulation	Non-verbal Communication Skills
	Numeration



Organizational Skills
Orientation and Mobility Skills
Orientation Skills
Personal Care Skills
Personal Safety Skills

Residual Hearing and Auditory Skills
Self-advocacy Skills
Self-regulation Skills
Sign Language Skills
Social Skills
Spatial Skills
Speech/articulation Skills
Tactile Perceptual Skills

Problem Solving Skills
Reading Comprehension
Receptive Language
Receptive/expressive Language
Needs (Cont'd)

Task Persistence Skills
Time Management Skills
Visual efficiency
Visual motor integration
Visual Perception Skills
Visual Perceptual Processing
Written Expression

Assessment Sources

Audiological assessment
Behavioural assessment
Developmental assessment
Educational assessment
Functional visual assessment
Group ability test e.g., Canadian
Cognitive
Abilities Test
Medical assessment

Occupational therapy assessment
Other sources (please specify)
Pediatric assessment
Physiotherapy assessment
Psychiatric assessment
Psychological assessment
Psycho-Educational assessment
Social work assessment
Speech/language assessment
Vision Technology assessment
Wechsler-Fundamentals assessment
Orientation and Mobility assessment

Assessment Summary

Report describes significant behavioural problems
Report indicates adaptive equipment essential to access the curriculum
Report indicates areas of need in ...
Report indicates assistive technology essential to access the curriculum
Report indicates blind/low vision
Report indicates mild adaptive functioning delays
Report indicates mild articulation difficulty
Report indicates mild developmental delays
Report indicates mild hearing loss
Report indicates mild intellectual disability



Report indicates mild/moderate/severe adaptive functioning delays
 Report indicates mild/moderate/severe articulation difficulty
 Report indicates mild/moderate/severe developmental delays
 Report indicates mild/moderate/severe/profound hearing loss
 Report indicates moderate adaptive functioning delays
 Report indicates moderate articulation difficulty
 Report indicates moderate developmental delays
 Report indicates moderate hearing loss
 Report indicates profound hearing loss
 Report Indicates sensory equipment essential to access the curriculum
 Report indicates severe adaptive functioning delays
 Report indicates severe articulation difficulty
 Report indicates severe developmental delays
 Report indicates severe hearing loss.
 Report provides diagnosis of ...
 Report provides diagnosis of Asperger's Syndrome
 Report provides diagnosis of Attention Deficit/Hyperactivity Disorder
 Report provides diagnosis of Autism
 Report provides diagnosis of Developmental Disability
 Report provides diagnosis of Learning Disability
 Report provides diagnosis of Oppositional Defiant Disorder
 Test results indicate very superior intellectual functioning

EQAO Assessment

Grade 3 Reading, Writing, Mathematics
 Grade 6 Reading, Writing, Mathematics
 Grade 9 Mathematics
 Ontario Secondary School Literacy Test (OSSLT)

EQAO Exemptions

Student not able to provide evidence of learning under the conditions of the assessment

A student must be exempted from reading, if the student has to be read to by a teacher or other adult.

A student must be exempted if he/she is unable to participate in part or all of the assessment even with accommodations or special provisions.

Student exempt from participating in the Grade 9 Assessment of Mathematics because he/she is enrolled in Locally Developed Mathematics (MAT1L1).
 Student exempt from participating in the OSSLT because he/she is not working toward an OSSD.



EQAO Accommodations

EQAO Accommodations are the Assessment Accommodations below.

Equipment

Communication aid
Computer hardware
Computer software
Symbol or letter voice translator
Amplification system
FM system
Speech analyzer
Change table
Personal care items
Toileting system
Adjustable computer table
Adjustable table
Fine Motor
Frames
Harness for moving student
Insulated booth
Insulated study carrel
Lift for moving student
Positioning device for sitting, standing, and lying
Therapy Mat
Tilt table
Braille writer
Print enlarger for low vision

Health Support

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



Accommodations

Instructional

- Ability grouping
- Anxiety/stress reducers
- Assistive technology
- Audio texts
- Augmentative and alternative communications systems
- Buddy/peer tutoring
- Carry and match system
- Close-ended activities
- Colour cues
- Computer options
- Concrete/hands-on materials
- Contracts
- Creative thinking tasks
- Critical thinking tasks
- Differentiated tasks
- Dramatizing information
- Duplicated notes
- Extra time for processing
- Fading prompts
- First/Then
- Forward/backward chaining
- Functional tasks
- Gesture cues
- Graphic organizers
- High structure
- Increased challenge through higher level thinking skills
- Large-size font
- Leveled breaks
- Manipulatives
- Memory aids
- Mind maps
- More frequent breaks
- Multi-sensory presentations
- Non-verbal signals
- Note-taking assistance
- Organization coaching
- Partnering
- Positive reinforcement
- Pre-cueing
- Preferred activities/items/topics
- Product differentiation
- Prompting (verbal, visual)
- Prompting/modeling/redirection/fading
- Prompts to return student's attention to task
- Provide choice
- Reduced/simplified language
- Reduced/uncluttered format
- Reduction in the number of tasks used to practice a concept or skill
- Rehearsal strategies
- Reinforcement incentives
- Repetition of information
- Rewording/rephrasing of information
- Sensory diet
- Sensory objects/manipulative/toys
- Shaping
- Shaping/chaining
- Small sequential steps
- Social Narratives
- Social skills coaching
- Spatially cued formats
- Tactile tracing strategies
- Time-management aids
- Tracking sheets
- Verbal cues
- Visual cueing
- Visual supports/schedules
- Word-retrieval prompts



Environmental

- Acoustic treatment of workspace
- Alternative work space
- Area of individual leisure and social leisure
- Assistive devices or adaptive equipment
- Consistent classroom rules and routines
- Minimizing of background noise
- Hush ups
- Minimal visual distractions
- Office/work system
- Predictable environment
- Preparation for transitions
- Proximity to instructor
- Quiet setting
- Reduction of audio/visual stimuli
- Sensory equipment
- Sensory room
- Special lighting
- Strategic seating
- Structured learning environment
- Study carrel
- Use of headphones
- Visual supports

Assessment

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



Human Resources

Spec Ed Teacher
ITD/HH
ITB/LV
Teacher
Learning Resource Teacher
Learning Support Teacher
Student Success Teacher
Educational Assistant(s)
Social Worker
Speech-language Pathologist
Physiotherapist
Psychologist
Psychological Associate
Psychoeducational Consultant
Occupational Therapist

Human Resources Location

Regular Classroom
Resource Room
Other

Human Resources Service Type

Direct Instruction
Instructional Support
Consultation
Reading Instruction
Resource Support
Personal Care
Behaviour Support
Technical Support

Transition Type (Including ASD Transition Type)

- Activity to Activity
- Change in Grade Level
- Class to Class
- Elementary to Secondary School
- Entry to School
- Home to School/School to Home
- Lunch to Class/Class to Lunch
- Outside Agency to a School
- Program to Program
- School Entry to Class/Class to School Exit
- Secondary School to Apprenticeship
- School to School
- Secondary School to Community Living
- Secondary School to Day Program
- Secondary School to Supported Employment
- Secondary School to World of Work
- Secondary to Post Secondary Educational Institution
- Setting to Setting
- Subject to Subject



Transition Plan Persons

Responsible

- Careers teacher and student
- Classroom teacher
- Classroom teacher and EA
- Classroom teacher and ECE
- Classroom teacher and LRT
- Classroom teacher and LST
- Classroom teacher and student
- Co-op teacher and student
- Counsellor and student
- Educational Assistant (EA)
- EA and LRT
- EA and LST
- EA and student
- Early Childhood Educator (ECE)
- Guidance Counsellor and student
- Guidance Technician and student
- Itinerant Teacher
- Itinerant Teacher and Classroom Teacher
- Itinerant Teacher and student
- Itinerant Teacher of B/LV
- Itinerant Teacher of B/LV and student
- Itinerant Teacher of D/HH
- Itinerant Teacher of D/HH and student
- Itinerant Teacher Orientation and Mobility Instructor and student
- Job coach and student
- Learning Resource Teacher (LRT)
- Learning Strategies Teacher and student
- Learning Support Teacher (LST)
- LST and student
- LRT/LST
- Orientation and Mobility Instructor
- Parent/guardian
- Parent/guardian and classroom teacher
- Parent/guardian and EA/ECE
- Parent/guardian and LRT/LST
- Parent/guardian and student
- Principal
- School Board Officials and student
- Specialized Program Teacher
- Specialized Program Teacher and EA
- Specialized Program Teacher and student
- Student
- Student and EA/ECE
- Student mentor and student
- Student Success Teacher and student
- Student Support Personnel and student
- Student, Parent and Teacher
- University liaison and student
- Vice Principal
- Vice Principal and student
- Work experience coordinator and student
- Other

Transition Plan Timeline

Term 1

Term 2

Term 1 and 2

Semester 1

Semester 2

Semester 1 and 2



Transition Plan Actions (Including ASD Transitions)

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



Transition Plan Actions (Including ASD Transitions) *cont'd*

- Quiet/Calming Area
- Relaxation Strategies
- Review career selection activities (CHOICES, etc.)
- Review course options
- Review learning styles inventory
- Review occupation information
- Role Play
- Shared School Information (All About Me Booklet)
- Social Narratives
- Social Scripts
- Social Skills Coaching
- Specific Plan for Meeting
- Communication Needs
- Stories for Social Understanding
- Student Meets Receiving Teacher(s)
- Student Orientation (tour, map, locker practice)
- Timer
- Transfer Equipment
- Undertake an internet search on - (field of interest)
- Verbal Prompts
- Visit to New School/Class
- Visual Supports (timer, calendar, visual schedule)

IEP Developed By

- Educational Assistant(s)
- Social Worker
- Speech-language Pathologist
- Physiotherapist
- Psychologist
- Psychological Associate
- Psychoeducational Consultant
- Occupational Therapist
- Spec Ed Teacher
- ITD/HH
- ITB/LV
- LST
- LRT
- Classroom Teacher
- LSC
- Accounting Teacher
- Biology Teacher
- Business Teacher
- Chemistry Teacher
- Civics/Careers Teacher
- Communications Tech Teacher
- Computer Engineering Teacher
- Computer/Information Teacher
- Computers Teacher
- Construction Tech Teacher
- Co-op Education Teacher
- Dance Teacher
- Drama Teacher
- Economics Teacher
- English Teacher
- Entrepreneurial Studies Teacher
- Family Living Teacher
- Food and Nutrition Teacher
- French Teacher
- Geography Teacher
- Health/Personal Services Teacher
- History Teacher
- Hospitality/Tourism Teacher
- Info Tech/Business Teacher
- Law Teacher
- Learning Strategies Teacher
- Manufacturing Tech Teacher
- Marketing Teacher
- Math Teacher
- Music Teacher
- Physical Education Teacher
- Physics Teacher
- Politics Teacher
- Science Teacher
- Science and Tech Teacher
- Tech Design Teacher
- Technology Teacher
- Transportation Tech Teacher
- Travel and Tourism Teacher



IEP Developed By (continued)

- Visual Arts Teacher
- Principal
- Vice Principal
- ESL Teacher
- Teacher
- Guidance Counsellor



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 deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD)

Provincial/Demonstration Schools

The Ministry operates provincial schools for deaf, blind, deaf-blind students and demonstration schools for students with severe learning disabilities. There are also specialized programs for students with severe learning disabilities as well as ADHD. Residential programs are available for those students for whom distance precludes daily travel.

In addition, these schools

- provide an alternative education option
- serve as regional resource centres for students who are deaf, blind, or deaf-blind
- provide outreach and home visits to preschool home-visiting services for students who are deaf or deaf-blind
- 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 teachers with resource services
- play a valuable role in teacher training

Applications for admission to a Demonstration Schools is made on behalf of students by the school board, with parental consent. This application is made in accordance with Ontario Schools for the Blind and Deaf regulation.

Transportation for students enrolled in Provincial Schools is arranged by school boards or Provincial Schools. Transportation for students enrolled in Demonstration Schools is arranged by Provincial Schools.

Current Statistics (2017/2018)

School	Program	Number of students	Transportation (with escort)
W. Ross MacDonald	Blind	0	Plane
Ernest C. Drury	Deaf	0	Plane
Sir James Whitney	Deaf	5	Highway coach
Robarts School	Deaf	0	Plane
Trillium	Deaf	0	Plane
Sagonaska	Learning Disabled	0	Highway coach



Provincial Schools for the Deaf

These schools provide elementary and secondary school programs for deaf students from pre-school level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her IEP.

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) and English
- 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

Each Provincial School has a resource services department that provides:

- 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

Ernest C. Drury School

255 Ontario Street South

Milton, ON L9T 2M5

Tel: (905) 878-2851

TTY: (905) 878-7195

Fax: (905) 878-1354

www.psbnet.ca/eng/schools/ecd/index.html

Robarts School

1515 Cheapside Street,

London, ON N5V 3N9

Tel. and TTY: (519) 453-4400

Fax: (519) 453-7943

www.psbnet.ca/eng/schools/robarts/index.html

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 www.psbnet.ca/eng/schools/sjw/index.html



Provincial School for the Blind and Deaf-Blind

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind.

The school provides:

- a provincial resource centre for the visually impaired and deaf-blind children
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks
- professional services and guidance to ministries of education on an inter-provincial, cooperative basis

Programs at these schools:

- 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
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training
- offer a comprehensive life-skills program
- provide assistance in preparing pre-school deaf-blind 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 demonstration schools provide a specialized residential program for students with severe learning disabilities whose educational needs cannot be adequately met in their local boards. It should be noted that the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards. These schools provide highly individualized instruction, counselling, social skills, and self-advocacy training to enable students to function effectively when they return to their community schools within two years.

Each provincial demonstration school has an enrolment 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.

Application for admission to a Provincial Demonstration school is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.



Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students require a residential school setting for a period of time.

In addition to providing residential schooling for students with severe learning disabilities, the provincial demonstration schools have special programs for students with severe learning disabilities in association with ADD/ADHD. These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD programs is available from the demonstration schools through the Special Needs Opportunity Window (SNOW) website at [Special Needs Opportunity Window \(SNOW\) website](#).

An in-service teacher education program is provided at each demonstration school. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

**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/>

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, Deaf–Blind 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/en/>



Special Education Staff

Purpose of the Standard

To provide specific details on Board staff to the Ministry and to the public

Role of the Classroom Teacher

The role of the classroom teacher is to be the front line in the identification of students who may need accommodations/modification of program. Although not all classroom teachers have special education qualifications, they play a vital role in the delivery of services to all special education students. Within the regular classroom, the teacher works with all students to meet their individual needs.

Role of the Principal

- ensure the development, implementation, and review of a student's Individual Education Plan (IEP) including a transition plan, according to provincial requirements
- chair Identification Placement and Review Committee (IPRC) meetings
- supervise all staff in school

Role of School-based Learning Support Services (LSS) Staff

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

- play a major role in the delivery of special education and deals 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 special education students
- 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 special needs students who require intensive support in core academic areas

Specialized Program Teacher

- provide learning opportunities tailored to each student's specific exceptionality, learning style, and special education needs as outlined on the student's IEP so that the student can progress at his/her appropriate level to reach his/her potential within the parameters of the Quality Program Indicators for that specialized 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 intervention
- support 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

With respect to the allocation of EA to schools, Superintendents of Instruction and the System Principal of Learning Support Services review the allocation. In considering the allocation for the school, the following criteria will be applied:

- students for whom safety of self or others is a factor
- students for whom medical concerns require significant support/intervention within the school environment for a significant portion of the day
- students for whom self-help skills require significant support/intervention within the school environment

Role of LSS Staff

All members of the LSS 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
- Educational assistants
- Itinerant teachers Assistive Technology
- Itinerant teachers of Autism
- Itinerant teachers of the Blind/ Low Vision
- Itinerant teachers of the Deaf/ Hard of Hearing
- Itinerant teacher of Learning Disabilities
- 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 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

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

Itinerant Teacher Autism

- increases capacity of regular classroom teachers to meet the variety of needs of students with Autism
- provides instructional and educational support services to students diagnosed with Autism
- consults with teachers and other LSS team members (e.g. ASD team, SLP)
- reviews and provide resources including research, assistive technology
- provides training and professional development to individual teachers, EA, and/or school staff
- works collaboratively with the Autism Spectrum team and the multi-disciplinary teams at individual schools

Applied Behaviour Analysis (ABA) Coordinator

- develop an ABA toolkit for all schools
- provides professional development and guidelines on how to use the toolkit and embed ABA strategies into the classroom
- supports the dedicated space pilot; liaison with medical professionals in the community (IBI, ABA)
- supports all autism initiatives, autism awareness month, parent conference
- works collaboratively with the Autism Spectrum team and the multi-disciplinary teams at individual schools

Board Certified Behaviour Analyst (BCBA)

- works to support school staff in understanding how to supports students with autism and behavioural needs
- provides professional development using the task list from the registered behavioural technician course
- models and co-teaches the use of BCBA strategies
- reviews and provides research into the emerging supports available for students with behavioural needs
- works collaboratively with the Autism Spectrum team and the multi-disciplinary teams at individual schools



Itinerant Teachers of students who are Blind/Low Vision

- direct instruction in Braille and other tactile learning strategies
- make accommodations/modifications and acquisition of curriculum materials (Braille, tapes, large print)
- provide orientation and mobility instruction (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 concerning needs related to vision
- provide consultative services and interprets eye reports to teaching staff
- facilitate the transition of students from pre-school/outside agencies to elementary school and from elementary school to secondary school

Itinerant Teachers of students who are 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

Itinerant Teacher of students who have a Learning Disability

- increases capacity of regular classroom teachers to meet the variety of needs of students who have a Learning Disability (LD) or Language Learning Disability (LLD)
- provides instructional and educational support services to students diagnosed LD or LLD and who await placement in a system LD/LLD class and their teachers
- develops plans with educational strategies to address key areas of strengths and weaknesses for individual students
- reviews formal assessments
- conducts observations
- consults with teachers and other LSS team members (e.g. ASD team, SLP)
- reviews and provides resources including research, assistive technology
- offers training and professional development to individual teachers, EA and/or school staff
- provides direct support to students to address specific concerns (e.g. memory, organization, language development)

Learning Support Consultants

- develop and deliver special education in-service opportunities for staff
- assist teachers with all aspects of special education program and service delivery
- promote current teaching methodologies and instructional practices which reflect the Ontario curriculum and Ministry documents



- identify and support best practices in all specialized classes and provide program support
- facilitate placements in specialized classes
- inform and advise schools regarding Special Education initiatives

LSCs and representatives from Psychology, Social Work, and Speech-Language Pathology are members of central application committees and the following central teams:

The Assistive Technology Team

- provides support and training board-wide to schools in the area of special education assistive technology
- coordinates the ordering of Special Equipment Amount (SEA) equipment
- coordinate and facilitates training sessions on SEA equipment for students and staff
- provide Professional Development sessions and support to schools board-wide on Ministry Licensed software and SEA
- assists in the completion of special equipment applications

The Autism Spectrum Disorders Team

- provides 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)
- assists in the development and implementation of Individual Education Plans, behavioural programs, communication strategies and assessment practices
- provides ongoing support in the area of professional development in partnership with the CHEO School Support Program
- promotes autism awareness in schools and larger community
- supports new ministry initiatives and pilots relating to the field of autism

The Behaviour Support Team / Social-Emotional Learning Teachers

- provides support to the Behavior Intervention Program (BIP), students, parent(s)/guardian(s), staff, and administration
- provides 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 3

The Developmental Disability Support Team

- provides support to two specialized schools for students with developmental disabilities, Crystal Bay Centre for Special Education and Clifford Bowey Public School
- provides program support for teachers and administration while working with parent(s)/guardian(s) and community agencies to facilitate new admissions



- provides similar support to semi-integrated programs for students with developmental disabilities
- provides professional development to staff and schools relating to supporting students with developmental disabilities

The Early Learning Team

- provides classroom based 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 now accessed through a common referral process

The Gifted Support Team

- provides support to schools in the area of programming for students who have been identified gifted
- provides consultation on issues concerning the gifted screening and identification procedures
- creates awareness around supports required for gifted learners
- connects staff with a wide variety of resources, google community, gifted folder, printable resources

Itinerant Educational Assistants (IEA)

- provide consultative and direct services to students experiencing behavioural challenges
- develop behavior support plans
- assists in the development of Safety Plans and Safe plans
- provides professional development in promoting positive behavior and collaborative problem solving (CPS)

Psychology staff

- provides ongoing consultation to schools on student related issues
- Engages in early screening and intervention on learning and mental health and developmental issues
- provides both direct intervention and indirect support to students
- provides assessments to students from kindergarten to grade 12
- plays an integral role in responding to threat making, high risk behaviour and tragic events within the school
- Collaborates with community partners and facilitates access to external resources
- involves system consultation through participation in committee work, and special projects.
- Engages in staff training in such areas as suicide prevention, mental health promotion, and behaviour management



- *The legislative underpinnings supporting the service delivery model include the Regulated Health Professions Act (RHPA), 1991, the Psychology Act, 1991, and the Health Care Consent Act, 1996, Personal Health Information Protection Act 2004, Education Act.*

Social Work Staff

- consult with each assigned school to establish priorities with respect to students, staff and families
- direct intervention with students, families and school staff directed at resolving or managing a range of social, mental health and/or behavioural issues affecting school performance
- crisis intervention typically focusing on assessment and follow up in regard to risk issues including suicide, violence and threat making behaviour
- participate in committees which determine specialized class placements
- provide support to school staff and students in the aftermath of tragic events
- investigation of truancy as mandated in *The Education Act and Regulations*
- prepare and present applications to the Attendance Review Committee and the Supervised Alternative Learning Committee
- provide counseling support and /or supervision of students in the SAL program
- provide support to families facing financial hardship

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

The legislative underpinnings supporting speech-language pathology services include The Regulated Health Professions 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.



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 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, tracking displaced families, and supporting long-term recovery.

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.

SPECIAL EDUCATION STAFF — ELEMENTARY PANEL

Special Education Staff

FTEs Staff Qualifications

1. Teachers of students with special education needs

Learning Support Teacher/Learning Resource Teacher (includes extension agreement LRT/LST	243.5	Member of the Ontario College of Teachers + Special Education Specialist
Teachers of specialized program (does not include prep and these are system classes on appendix a)	142	Member of the Ontario College of Teachers + Minimum Sp. Ed. Part 1

2. Other special education teachers

Itinerant teachers of Blind/Low Vision	22.15	Member of the Ontario College of Teachers, Minimum of Special Education Part 1, AQ (Deaf, Teaching Students who are Blind, where required)
Itinerant teachers of Deaf/Hard of Hearing		
Itinerant teachers of Social Emotional Learning		
Itinerant teachers of Assistive Technology	4	Member of the Ontario College of Teachers, Minimum of Special Education Part 1
2.4 Learning Support Consultants (includes 1 for	12	Member of the Ontario College of Teachers, with Special Education Specialist or



extension agreement)		equivalent
2.5 Itinerant Teacher LD	1	Teachers + Sp. Ed. Specialist or equivalent
2.6 Itinerant Teacher ASD Team	2	Teachers + Sp. Ed. Specialist or equivalent

3. Educational assistants in special education

Educational assistants (elementary panel)	475.5	Developmental Service Worker (DSW), Child and Youth Worker(CYW) diploma or an equivalent program
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4. Other professional resource staff (elementary and secondary panel)

4.1 Psychologists and Psychological Associates, Psychoeducational Consultants	29.5	Ph.D. or Masters, Psychologists and Psychological Associates are registered with College of Psychologists of Ontario. The Psychoeducational Consultants are supervised by a registered member of the College.
4.4 Speech-language pathologists	27.5	Masters in Speech-Language Pathology, registration with CASLPO
4.8 Social workers	25.5	Master of Social Work and registered with The Ontario College of Social Workers and Social Service Workers

5. Paraprofessional resource staff (elementary and secondary panel)

Orientation and mobility personnel	0.5	Orientation and Mobility specialist
Transcribers (for blind students)	1.0	Certified Braille transcriber or equivalent knowledge
Brailist		



SPECIAL EDUCATION STAFF — SECONDARY PANEL

Special Education Staff FTEs Staff Qualifications

1. Teachers of students with special education needs

1.1 Learning Support Teacher	40.16	Member of the Ontario College of Teachers + Minimum Sp. Ed. Part 1
1.2 Teachers of specialized programs	78.17	Member of the Ontario College of Teachers + Minimum Sp. Ed. Part 1

Other special education teachers

1 Itinerant Teachers (ITAT) Teachers +	2	Member of the Ontario College of Special Education Part 1
Learning Support Consultants	2	Member of the Ontario College of Teachers + Sp. Ed. Specialist or equivalent
Instructional Assistants Instructional Assistants (secondary panel)	184.5	Developmental Service Worker (DSW), Child and Youth Worker(CYW) diploma or an equivalent program



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

Special education professional development plans are based on

- [The OCDSB Strategic Plan](#)
- [The Exit Outcomes](#)
- feedback from school-based special education staff, Learning Support Teacher (LST), Learning Resource Teacher (LRT), specialized class staff, and Educational Assistant (EA) through an on-going 'needs assessment'
- written and verbal feedback
- requests from school principals 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 policies and procedures

Input from SEAC

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

Staff Development priorities are established according to the following criteria

- changes in Ministry requirements
- 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



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
ACPOSB	\$ 50.00
ASD Pilot Release	\$ 1,818.49
ASIST	\$ 20,496.19
Association for Supervision and Curriculum	\$ 0.00
Assistive Technology	\$ 46,823.00
Autism Aspirations Presentation	\$ 2,352.70
Autism Awareness	\$ 4,695.24
Autism Connections - Release	\$ 594.72
Autism Workshops, Mentorship, Social Thinking Release	\$ 56,171.24
Behaviour Management Training	\$ 37,376.67
Blind /Low Vision	\$ 4,164.91
Bytown OPC	\$ 40.00
Canadian Mental Health	\$ 120.00
Canadian Vision Conference	\$ 850.00
Child/Youth Mental Health Program	\$ 900.00
Children/Youth Mental Health Conference	\$ 452.00
Children's Friendship Workshop	\$ 100.00
Collaborative Problem Solving - Tier 1	\$ 6,500.00
CPS	\$ 43,715.35
Deaf/Hard of Hearing	\$ 10,724.33
Empower Reading Program	\$ 143,705.12
Empower Release	\$ 40,500.53
Geneva Centre for Autism - Recordings/Webinars	\$ 844.00
IBM Conference	\$ 649.75
IEP Online (IOL)	\$ 83,595.00
ILLD Planning Session	\$ 3,530.45
LST Training (New and Returning)	\$ 17,851.03
Release and Professional Development	Amount spent



Meeting the Needs	\$ 1,050.00
Mental Health Release	\$ 526.04
NVCI training	\$ 7,797.00
Ontario Association for Behaviour Analysis Conference	\$ 565.00
Ontario Association of School Board Chief Social	\$ 200.00
PEERS training	\$ 2,025.00
Performance Management Training	\$ 2,011.40
Speech/Language PD	\$ 408.23
Suicide to Hope Conference	\$ 600.00
York University	\$ 1,864.50
Total	\$ 534,893.56

Staff Development Relative to Ministry Legislation and Ministry Policy on Special Education

While certain workshops are designed for specific employee groups, many workshops and programs are open to all employee groups.

Training of Principals and Vice-principals

- mandatory intern program for newly appointed principals and vice-principals based on the Board's performance and selection criteria for principals and vice-principals
- professional learning at District Operations Meetings
- workshops organized for principals and vice-principals, e.g., Assistive Technology, IEP Online Training, Autism Spectrum Transition Planning, ABA, Learning For All and IEP development, IEP Online (IOL) training sessions

New Teacher Induction Program

The Ministry of Education initiative ensures beginning teachers are matched with a teacher mentor as they join the teaching profession. Great Beginnings is the name of the OCDSB New Teacher Induction Program (NTIP). Through the various components of Great Beginnings, 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.



Orientation

Teachers, vice-principals and principals new to the District are invited to participate in an orientation during late August. Among the items to be discussed with new academic staff are special education roles, expectations, and resources.

Special Education Workshops for Teachers/Educational Assistants/Professional Support Services Personnel/Administration

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 meetings. During the 2017-18 school year professional development opportunities were limited due to occasional teacher and occasional staff shortages. This year, the following workshops were offered to OCDSB staff:

ABA in Action – Prompting, Reinforcement and Errorless Learning
Anxiety and Autism – Considerations for Supporting your Students
Anxiety, Stress and Autism – Considerations for Supporting your Students
ASD Specialized Program, Elementary and Secondary Sessions
ASD Resources Room Model – Best Practices and Conversation
ASIST (Applied Suicide Intervention Skills Training)
ASIST 2
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
Communication Strategies for the Early Learner
EA Autism Trainings
ELIP – (Early Learning Intervention Program)
Empower – Comprehension and Vocabulary
Empower – Decoding and Spelling, Gr. 2 – 5
Empower – Decoding and Spelling, Gr. 6-8
Empower – Training Review Gr. 2-5
Exploring Autism – Primary/Junior
Exploring Autism – Intermediate/Senior
Exploring Autism - The Early Years
Exploring Autism – Part 2, Applying Your Knowledge
Geneva Centre E-Learning Modules
Google Galore
Guiding Cooperation through Reinforcement
Helping Students with High Functioning Autism Survive Middle and High School
Inclusion – Making it work for Students who are Deaf/Hard of Hearing
LD-SIP Collaborative Learning and Program Monitoring



LD-SIP Kick off Meeting

LLD Assistive Technology Workshop

Math LD Inquiry

Post-Secondary Transitions for Students with Autism Spectrum Disorder

RIRO – ECEs Only

RIRO- Teachers Only

Safetalk – (Suicide Alertness for Everyone), (Tell, Ask, Listen, Keepsafe)

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

VTRA (Violence/Threat Risk Assessment) Training

Working with Students with Visual Impairment

Teachers are also being supported by the Learning Support Consultants (LSCs). At present thirteen LSCs are available to answer questions regarding special education, assist with programming for students, present in-service and assist with assessment and coordination of services to special education students. In addition, the Autism Spectrum Disorders (ASD) Team provides professional development and direct services assisting teachers with students on the ASD spectrum. The Behaviour Support Team provides similar services with regard to students with behaviour problems. The Itinerant ASD Teacher provides services with regards to autistic students and the Itinerant Learning Disabilities/Language Learning Disabilities Teacher provides services with regards to students with learning disabilities or language learning disabilities.

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:

- Ministry of Child and Youth Services – Child and Youth Workers
- M.F. McHugh Education Centre (Care and Treatment Program)
- Children's Hospital of Eastern Ontario – Connections Program with Autism Spectrum Disorders
- Algonquin College – early health screening for vision, hearing, height etc.
- Ministry of Education – Shared Solutions (Alternative Dispute Resolution)



- Ottawa Catholic School District (OCSB)

Specific Board initiatives related to

- Inclusive Safe and Caring Program
- Student Success
- Health/Lifestyle
- Bullying Prevention / Intervention programs, etc.
- Substance Abuse

The OCDSB continues to explore all opportunities for cost sharing with other agencies, ministries, and the community of Ottawa-Carleton.

Examples are:

- Success by Six - school board and community intervention initiative for young learners
- Roots of Empathy - focus is to develop skills of empathy in elementary school children by experiencing the relationship between a parent and infant
- Crossroads Children's Centre
- Rideauwood Addiction and Family Services
- Children's Aid Society of Ottawa

Communication of Professional Development

In-service workshops are communicated to staff via the Ottawa-Carleton District School Board 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.



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 may originate from two sources:

- Special Equipment Amount Per Pupil Amount and;
- Non-Computer-Claims Based

Special Equipment Amount 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.

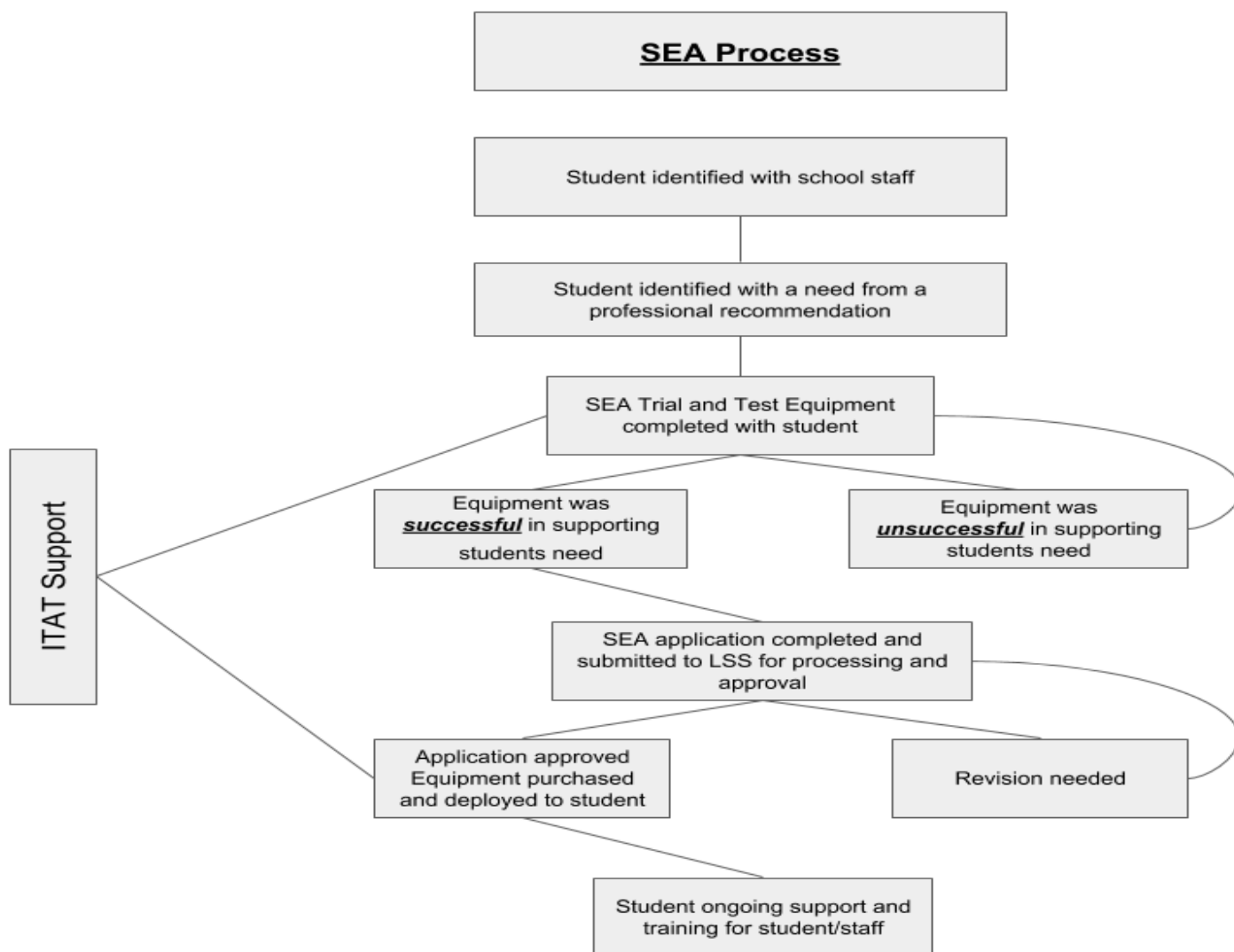
SEA Claims-Based funding (Non-computers) is accessed through a claims-based process and supports the purchase of other non-computer based equipment, to be utilized by students with special education needs, including sensory, hearing, vision, personal care and physical assist equipment. Boards are responsible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

Examples of Specialized Equipment for Use at School

The OCDSB strives to ensure that specialized equipment is provided for students who require such equipment in order to benefit from instruction. 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





Funding Information and Allocation for Specialized Equipment

The Special Equipment Amount (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 current 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 practitioner, as listed in the Special Equipment Amount (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. Outside agencies may also assist with identifying equipment required by a student.

Required Documentation

Each SEA claim must include:

1. an assessment report from an appropriately qualified practitioner 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 proof to be purchased (non-computer)
3. a current copy of the student's IEP signed by principal
4. an action plan from the school plan indicating the integration of the equipment into the student's program during a trial period
5. a consent form to release the report from the qualified practitioner
6. a copy of the student's report card (Per Pupil Amount only)

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. 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 practices.

Ottawa-Carleton District School Board Special Education SEA claim – April 30, 2018

(School Year 2017-2018)

In the 2017-2018 SEA year (May 1, 2017 – April 30, 2018) the OCDSB processed the following number of applications.

Claim Types	Number of students	Dollar Amounts Spent
Computers and support components (PPA)	821	\$ 1,108,614.00
Training		\$ 731,017.04
Technician		\$ 140,751.24
Total		\$ 1,980,382.28



Non Computer (Claims)		\$ 0.00
Number of students Below 800\$	182	\$ 121,644.44
Number of students Above \$800	173	\$ 675,413.12
Other Expenses		\$ 7,591.86
Total Spent	355	\$ 804,649.42

Appendix

[Ministry Guidelines 2017-18](#)



Accessibility of School Buildings

Purpose of the Standard

To provide the Ministry 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 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 by accessing the web-site at [OCDSB Accessibility Plan 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 complete accessibility needs required by the AODA by 2025, an annual revenue stream of \$4.2M, totaling in excess of \$80M between 2006 and 2025.

Annual expenditures on accessibility for the past eleven 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	\$	629,218.00
2017/2018	\$	200,000.00

(approximate to date) including total projects to complete (\$11,283,292.00)



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 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.

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 some specialized programs 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.



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

The Role of SEAC

- to advise the Board with respect to the establishment, development, and delivery of programs and services to students with special education needs
- 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 through the public question period at SEAC 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 issues of concern 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;
- 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

Composition of SEAC

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

Members of the public are encouraged to make their views known to SEAC by attending monthly meetings and/or contacting representatives directly.

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 2017-2018

OCDSB Trustee Members

Christine Boothby Trustee, Zone 2	613-809-4929	christine.boothby@ocdsb.ca
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Keith Penny Trustee, Zone 8	613-596-8211 ext. 8265	keith.penny@ocdsb.ca
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Anita Olsen Harper Trustee, Zone 5	613-868-0076	anita.olsen.harper@ocdsb.ca
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Member Association Representatives

Association for Bright Children of Ontario (ABC)

Dragos Popa (Member)	dcppopa@gmail.com
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Autism Ontario, Ottawa Chapter

Katie Ralph (Alternate)	kralp059@uottawa.ca
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Down Syndrome Association

Mark Wylie (Member)	mwylie@sympatico.ca
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Lisa Mills (Alternate)	lisa-mills@hicksmorley.com
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Learning Disabilities Association of Ottawa-Carleton (LDAO)

Michael Bates (Member)	michaelbates1@sympatico.ca
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Beth Doubt (Alternate)	bdoubt@teksavvy.com
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Ian Morris (Member)	ian.morris6655@gmail.com
Sean Popal (Alternate)	sean.popal@gmail.com

Dana Somayaji (Member)	dana@somaspace.net
Donna Owen (Alternate)	donnamowen@hotmail.com

Terry Warner (Member) terry.warner@sympatico.ca

Rob Kirwan	theoletinman2@gmail.com
Tina Morden	tinarmorden@gmail.com
Sonia Campbell-Nadon	snadon28@hotmail.com

Susan Gardner (Member)	susan.gardner@ocdsb.ca
Elizabeth Kettle (Alternate)	elizabeth.kettle@ocdsb.ca

Professional Student Services Personnel

Tom Bickford

tom.bickford@ocdsb.ca

Courtney Fleming (Alternate)

courtney.fleming@ocdsb.ca

Ontario Secondary School Teachers' Federation (OSSTF)

Jean Trant, SSP

jean.trant@ocdsb.ca

Catherine Houlden, Teachers

catherine.houlden@ocdsb.ca

Kelly Granum (Alternate), Occasional Teachers

kelly.granum@ocdsb.ca

Ottawa-Carleton Elementary Operations Committee (OCEOC)

Nancy Dlouhy

nancy.dlouhy@ocdsb.ca

Ottawa-Carleton Secondary School Administrators' Network (OCSSAN)

Kimberly Elmer

kimberly.elmer@ocdsb.ca

Student Senate

Anna Dahlgren

adahl1@ocdsb.ca



Staff Normally in Attendance at SEAC Meetings

Olga Grigoriev

Superintendent,
Learning Support
Services

613-596-8254

olga.grigoriev@ocdsb.ca

Amy Hannah

System Principal,
Learning Support
Services

613-596-8713

amy.hannah@ocdsb.ca

Jenny Dewan

System Vice-Principal,
Learning Support
Services

613-596-8713

jenny.dewan@ocdsb.ca



Part 4 - Coordination of Services with Other Ministries or Agencies

Purpose

The purpose of this section is 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

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 assessor (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](#)

[Planning for Successful Transitions](#)

[Autism and Transition Supports](#)

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.



Programs and Services	Description
Preschool nursery program	<ul style="list-style-type: none"> liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment consultation with parent(s)/guardian(s) is an integral part of the process completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s)
Preschool nursery program	<ul style="list-style-type: none"> liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment consultation with parent(s)/guardian(s) is an integral part of the process completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s)
Preschool programs for students who are deaf	<ul style="list-style-type: none"> liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment consultation with parent(s)/guardian(s) is an integral part of the process completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s) for primary students who communicate using American Sign Language (ASL), the school principal may make an application for the Specialized Deaf/Hard of Hearing class, if appropriate
Preschool speech and language program	<p>Preschool Speech/Language Initiative (First Words)</p> <ul style="list-style-type: none"> coordinated by Pinecrest-Queensway Health and Community Services in partnership with CHEO and the City of Ottawa and funded by the Ontario Ministry of Health 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 kindergarten First Words and the OCDSB collaborated on a transition policy that results in a smooth and timely transfer, and involves parent(s)/ guardian(s) in the transition planning the transition policy enables speech-language pathologists to discuss the continuing speech and language needs of students for educational planning



Family Reception Centre (FRC)	<ul style="list-style-type: none"> schools may refer students to the Family Reception Centre (FRC) for assistance to determine a student's current stage of English-language development the FRC assists in developing a learner profile and providing program recommendations for English Language Learning (ELL) and English Literacy Development (ELD) students Learning Support Services ELL/ELD liaison consults with the FRC on an as-needed basis regarding ELL/ELD students with Special Education needs
Early Childhood Prevention and Intervention Program	<p>Success by Six</p> <ul style="list-style-type: none"> community initiative to increase and improve the effectiveness of early childhood prevention and intervention programs for children from birth to six years of age led by a Council of Partners: leaders in education, social services, health, and business communities Parenting Centre location: The Airport Military Centre at Elizabeth Park Public School
Ministry of Health	<p>Champlain Local Health Integration Network (LHIN)</p> <ul style="list-style-type: none"> provides professional health services such as nursing, occupational therapy, physiotherapy, nutrition, and/or speech therapy to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings) in collaboration with parent(s)/guardian(s), schools apply for these services, through the principal, using a School Services Application Form provided by LHIN
Ministry of Community and Social Services	<p>Healthy Babies, Healthy Children</p> <ul style="list-style-type: none"> a prevention/intervention initiative to screen all births, identify infants and families at risk, and provide home visiting for high-risk families the OCDSB is a member of the steering committee which guides the initiative locally services are provided in seven languages to a variety of multicultural populations
Children's Hospital of	<p>Preschool Autism Program of Eastern Ontario</p> <ul style="list-style-type: none"> facilitates transitions for students who are new to the OCDSB



Eastern Ontario	<p>Autism Spectrum Disorders School Support Program</p> <ul style="list-style-type: none"> the OCDSB and the School Support Program are in a partnership and share resources at this time the School Support Program provides ongoing support to staff working with students with ASD
Ministry of Education	<p>Ottawa Children's Treatment Centre School</p> <ul style="list-style-type: none"> serves children with physical disabilities from four to eight years of age who have physical or therapy requirements that are difficult to meet in the community school liaison teachers work with schools staff to transition children with physical disabilities <p>Ottawa Children's Treatment Centre</p> <ul style="list-style-type: none"> delivers and coordinates family-centered rehabilitative care which focuses on optimizing independence of children and youth (to 18 years of age) with physical disabilities provide assessment, treatment, consultation, and education from a variety of specialists including an orthopedic surgeon, developmental pediatrician, physiatrist, neurologist, and rehabilitation therapists (physiotherapy, occupational therapy, speech-language pathology, psychology, social work) share relevant information with OCDSB staff
Ministry of Children and Youth Services	<p>Care and Treatment Programs (Section 23) ~ M.F. McHugh Education Program</p> <p>These programs provide treatment services and education for students whose needs are such that they are unable to attend their community school.</p> <p>Programs available through Coordinated Referral to Section 23 classes are:</p> <ul style="list-style-type: none"> Children's Hospital of Eastern Ontario — Kindergarten Unit Children's Hospital of Eastern Ontario — Steps to Success Crossroads Children's Centre Roberts/Smart Centre – Fisher Park The Royal – Brookfield Unit Ottawa Children's Aid Society Children's Hospital of Eastern Ontario, Psychiatry — Back-On-Track <p>When students are returning from any of these treatment programs, a case conference is scheduled with the school team to provide an overview of all data / information gathered to best support a success transition for the student back to their home school. For some of the programs, there are staff dedicated to support the transition.</p>



	<p>The Coordinated Referral Committee is the centralized access point for all school referrals</p> <ul style="list-style-type: none"> • committee members include representatives from all treatment facilities in the Ottawa-Carleton region and a special education contact from each local board of education • admission to the program is determined by the clinical partners based on information provided and based on its own assessment • the clinical partners are responsible for contacting schools and parent(s)/guardian(s) and deciding the date of demission • transition to middle 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 • the principal or designate is the key contact while the student attends day treatment 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 warranted
Ministry of Education	<p>Supervised Alternative Learning</p> <ul style="list-style-type: none"> • provided for students 14 years of age and over who wish to be excused from regular full time attendance at school to pursue a Supervised Alternative Learning Plan as outlined in Ontario Regulation 374/10 • applications are considered by the Supervised Alternative Learning Committee, which is comprised of OCDSB staff and a trustee, as well as community representatives who are non-employees of the OCDSB • regular contact with the student is maintained by a teacher and/or social worker from the sending school to ensure that the student conforms to the program requirements (Policy P.044.CUR)
Ministry of Community and Social Services	<p>Post 21 Programs for Students with Developmental Disabilities</p> <ul style="list-style-type: none"> • school personnel will encourage families to contact Service Coordination which is an agency with the mandate of helping families access programs and services for persons with developmental disabilities and/or autism • a case manager from Service Coordination works with the student, parent(s)/guardian(s), and school personnel to collect



	information in order to match the needs of the student with an appropriate adult community program
Ottawa-Carleton District School Board	<p>Home instruction</p> <ul style="list-style-type: none"> • provided for students who are unable to attend school for medical reasons and have a doctor's written statement of need • must be recommended by the school principal and approved by the appropriate supervisory officer and/or the special education principal • approved for up to a maximum of five hours per week of instruction • may begin after the ninth week of consecutive absence from an elementary school and in the sixth week for a semestered secondary school • may be provided for up to six months in any given school year (Policy P.070.SES and Procedure PR.559.SES)

