



Quality Program Indicators

Promoting the consistent delivery of quality special education programs and services across the Ottawa-Carleton District School Board.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



**This document was produced through the efforts
of the Learning Support Services Department of the
Ottawa-Carleton District School Board.**

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Preface

Quality Program Indicators provide both direction and expectation for our specialized classroom teachers. These indicators were first developed in 2006 and have undergone revisions based on what we have learned over the past five years. Teachers, principals, consultants and program reviews have contributed to these program indicators.

Teaching and learning are ever changing to meet student needs. Indicators demonstrate the standard and consistency that is expected in our specialized classes. The Quality Program Indicators provide an opportunity to discuss where the teacher and students are compared to the expected indicators. This discussion should assist in understanding “what” is expected, “how” to reach the indicator, and “what” are the best practices.

Our Quality Program Indicators are unique to the Ottawa-Carleton District School Board but are used by other jurisdictions to examine their offerings to students.

Our team of Learning Support Consultants deserve special thanks for always reflecting, refining, re-examining and renewing our supports and learning opportunities to students with special needs. Our Learning Support team is dedicated to improving the lives of our students through “rich” educational experiences for all. Quality Program Indicators are our guide.

Striving for the best, and learning together.

Dawn Paxton

Superintendent of Learning Support Services
Ottawa-Carleton District School Board

Preamble

Purpose of Quality Program Indicators

The revised document is comprised of all Quality Program Indicators (QPI) for each of the specialized program classes. It has been designed to provide principals and specialized program class teachers with a comprehensive overview of the specialized program classes in the Ottawa-Carleton District School Board (OCDSB) and to promote consistent delivery of programming.

Organization of the Document

The QPI document has 5 sections.

Section 1: Specialized Program Class Overviews

This section is a point of reference for each type of specialized program class in the OCDSB. A table for each program outlines the placement information (i.e. grade levels and size of classes), admission criteria, criteria for change in placement, allocated staff, and profiles of students placed in each program.

Section 2: Teaching Practice

This section is composed of five subsections that are entitled:

- Effective Academic Programming
- Effective Alternative Programming
- Effective Teaching Strategies
- Assessment and Evaluation
- Integration

All subsections are organized in the same manner. The first page(s) in each subsection consist(s) of a checklist of activities or tasks to be referred to by specialized program teachers as they develop and facilitate their program. Each of the activities listed in these checklists apply to multiple or all programs.

Following the checklist found at the front of each subsection that applies to all (or many) programs, additional activities that apply specifically to individual specialized programs are listed. They are arranged, alphabetically, by specialized program class and should be reviewed and utilized in

addition to the overall checklist at the beginning of each subsection.

Section 3: Commitment to Student Success

The Commitment to Student Success section is composed of two subsections that cover the following areas:

- Physical Layout of the Classroom
- Classroom Management Strategies

These subsections are organized in the same manner as found in Section 2 (see above).

Section 4: Leadership and Community

The Leadership and Community section is divided into three subsections, each with multiple associated tasks. The items included in each area are applicable to all specialized program classes.

The three subsections are:

- Roles and responsibilities for principals and vice principals in schools where specialized program classes are located.
- Tasks for administrators and teachers when working with educational assistants.
- Activities to foster community understanding.

Summary

The intent of this document is to bring together into one document all of the information previously printed in separate documents for each specialized program class. The goal of the document is also to provide teachers and administrators with a point of reference from which to develop their program and to give a more thorough overview of the various specialized program classes in the OCDSB. Review and use of this document will provide clarity regarding the alignment and differences between the specialized programs available in this board and will promote consistency between the various specialized programs.





Section 1

Specialized Program Class Overviews

This section is a point of reference for each type of specialized program class in the OCDSB. A table for each program outlines the placement information (i.e. grade levels and size of classes), admission criteria, criteria for change in placement, allocated staff, and profiles of students placed in each program.

Asperger's Syndrome Program (ASP)

This class supports students with Asperger's Syndrome to pursue an Ontario Secondary School Diploma (OSSD). Students learn social/communication skills during Learning Strategies classes. It is expected that students will be integrated to the greatest extent possible in order to attain credits.

Placements

- specialized classes at the following level: secondary
- up to ten students per class

Admission Criteria

- a diagnosis of Asperger's syndrome as specified by DSM-IV
- documented evidence of average to above average cognitive level; impaired communication, social skills and an uneven learning profile

Criteria for Change in Placement

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

Available Resources

- one teacher with special education qualifications
- two educational assistant(s) per class
- consultative services of a psychologist

Student Profile

Students may demonstrate the following:

Academic Profile

- specific learning disabilities; most commonly similar to a non-verbal learning disability
- significant weaknesses in writing skills and general organizational skills
- topics they highly prefer to talk about

Communication Profile

- impairments in processing verbal information
- difficulty making themselves understood
- difficulty expressing their thoughts in writing
- atypical prosody of speech (e.g., monotone, very loud or very soft spoken, cluttering speech)

Social Profile

- inappropriate social interactions
- pragmatic/social language impairments
- frequent frustration with their lack of social skills and difficulty making friends

Behaviour Profile

- frustration with school and aggressiveness towards others
- difficulty with self-regulatory behaviours (e.g., speaking out, mumbling, self-stimulation)
- marked difficulties in unstructured situations (e.g., recess, lunch time, in hallways)

Autism Program (AUT)

This program emphasizes the development of academic skills, functional communication, self help/ life skills, and appropriate behaviour.

Placements

- specialized classes at the following levels: primary, junior, intermediate, and secondary
- up to six students per class

Admission Criteria

- a diagnosis of Autism Spectrum Disorder in the Pervasive Developmental Disorder (PDD) category as specified by DSM-IV

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 (e.g. attendance)

Available Resources

- one teacher with special education qualifications
- two educational assistant(s) per class
- consultative services of a psychologist and a speech/language pathologist

Student Profile

Students may demonstrate the following:

Academic Profile

- primarily visual learners and have significant difficulty processing auditory information
- require frequent/constant support for task completion and attending or participating in groups
- require an IEP with alternative curriculum expectations

Communication Profile

- impairments in verbal/non-verbal basic communication skills
- significant oral-motor difficulties
- require augmentative or alternative communication systems

Social Profile

- inappropriate social interactions
- pragmatic/social language impairment

Behaviour Profile

- aggressive to self and/or others
- difficulty with self-regulatory behaviours
- behaviour(s) which threaten(s) the safety of self or others

Behaviour Intervention Program (BIP)

This program emphasizes the acquisition of academic skills, appropriate behavioural strategies, and social skills.

Placements

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

Admission Criteria

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

Criteria for Change in Placement

- the behavioural functioning is no longer the most significant determining influence on the student's academic success or social adjustment in school
- has social and/or academic needs that can be met more successfully within a different special class setting
- has been integrated and demonstrated the ability to succeed in a regular class with/without resource and/or learning centre support
- no longer benefiting from specialized placement
- evidence of on-going successful integration
- not complying with program expectations (e.g. attendance)

Available Resources

- one teacher with special education qualifications
- educational assistant per class

Student Profile

Students may demonstrate the following:

- require constant supervision in order to maintain a safe learning environment
- profound inability to build or maintain interpersonal relationships

- excessive anger
- severe non-compliance
- extreme lack of impulse control
- verbal threats and/or physically aggressive behaviour
- extreme low self-esteem
- defiant behaviour

Deaf/Hard of Hearing Program (D/HH)

This program is designed for students with permanent sensorineural hearing loss who communicate using American Sign Language (ASL) and require an individualized program with intensive support to progress through the Ontario Curriculum.

Placements

- specialized classes at the following levels: pre-school, kindergarten, primary, junior, intermediate
- up to ten students per class (pre-school/kindergarten attendance may be half time or full time at the discretion of administration)

Admission Criteria

- audiological report stating permanent sensorineural hearing loss and cognitive ability to access the Ontario Curriculum
- parents/guardians have chosen American Sign Language (ASL) as the method of communication

Criteria for Change in Placement

- change in hearing loss or performance (i.e. acquisition of a cochlear implant and requires auditory-verbal therapy)
- student requires/requests placement in a Provincial School setting

Available Resources

- one teacher of the Deaf/Hard of Hearing
- educational assistants based on student needs

Student Profile

Students may demonstrate the following:

- ability to progress through the Ontario Curriculum with modifications and accommodations, as necessary
- require instruction from a teacher of the Deaf/Hard of Hearing on a daily basis

Developmental Disability Program (DD)

This program emphasizes the development of academic skills and independent living with a focus on social adjustment.

Placements

Semi-Integrated Classes in Designated Schools

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

Two Specialized Schools/Sites: Clifford Bowey Public School and The Crystal Bay Centre for Special Education

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

Admission Criteria

- moderate to severe delays in intellectual ability as measured on a psychological assessment (at or below 0.1st percentile)
- serious delays in academic progress
- moderate to severe delays in adaptive functioning

Criteria for Change in Placement

- has social and/or academic needs which can be met more successfully within another placement
- 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
- two educational assistants – primary/junior semi-integrated; one educational assistant – senior semi-integrated
- consultative services from a psychologist and a speech/language pathologist

Student Profile

Students may demonstrate the following:

Academic Profile

- limited intellectual potential for academic learning
- working on modified and alternative curriculum expectations
- requires program emphasis on developing functional academic, communication and daily living skills
- requires intensive instructional support
- long-term goal is to encourage independent daily living

Social Profile

- limited means of communication
- delays in social interaction and basic daily living skills
- requires frequent redirection and guidance
- difficulty with self control

Dual Support Program (DSP)

This program is designed to address the needs of students who meet criteria for General Learning Program placement but also require a more structured learning environment due to co-existing, moderate to severe behaviour problems.

Placements

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

Admission Criteria

- history of requiring frequent interventions due to disruption, non-compliance, physical/verbal aggression, impulsivity, etc.
- history of socially unacceptable behaviour
- 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)

Criteria for Change in Placement

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

Available Resources

- one teacher with special education qualifications
- two educational assistant per class

Student Profile

Students may demonstrate the following:

Elementary:

- working below 10th percentile for age in language arts and mathematics – more than 2 years below grade level

Secondary:

- working several years below grade level in language arts and mathematics

All Sections – Academic Profile:

- able to attain some provincial curriculum expectations, but only with extensive modification and support
- potential for academic learning is further marked by behavioural difficulties
- working primarily on IEP goals/expectations which include alternative programming expectations
- requires program emphasis on developing interpersonal and life skills
- requires intensive instructional support

Cognitive Profile

- limited intellectual potential for academic learning – mild intellectual disability
- generally between the 1st and 4th percentile for age
- secondary psychiatric diagnosis and/or indication of severe behavioural challenges

Social Profile

Students may exhibit some or all of the following characteristics:

- limited means of communication
- marked difficulty with impulse control and behaviour management
- severe non-compliance and/or aggressive behaviours
- marked difficulty building/maintaining satisfactory interpersonal relationships with peers or teachers and/or difficulty interacting with others in socially acceptable ways
- extremely low self-esteem

General Learning Program (GLP)

This program is designed to maximize the learning potential of students and to develop academic, social, work and life skills.

Placements

- Junior, Intermediate, Secondary
- up to 16 students per class

Admission Criteria

- significantly below-average intellectual potential as measured on a psychological assessment
- significant delays in academic progress
- evidence of delays in communication, social/emotional development, and daily living skills/adaptive functioning

Criteria for Change in Placement

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

Available Resources

- one teacher with special education qualifications
- one educational assistant
- consultative services provided by CCAC in the areas of Occupational Therapy and Physical Therapy on a regular basis

Student Profile

Students may demonstrate the following:

Academic Profile

Elementary: working below the 10th percentile for age in Language Arts and mathematics – more than 2 years below grade level

Secondary: working several years below grade level in Language Arts and mathematics

All Sections – Academic Profile:

- working primarily on IEP goals/expectations which include alternative programming expectations
- requires program emphasis on developing daily living/adaptive skills
- requires intensive instructional support

Cognitive Profile

- limited intellectual potential for academic learning – mild intellectual disability
Elementary: generally between the 1st and 4th percentile for age
Secondary: 1st to 4th percentile for age

Social Profile

- limited expressive and receptive language skills; difficulty with communication
- difficulty with social interactions and basic daily living skills/adaptive functioning
- academic frustration
- history of attendance issues related to academic frustration/school refusal

Gifted Program (GIF)

Students work towards grade-level expectations as outlined in the Ontario Curriculum. The program is designed to encourage the development of complex thinking and problem-solving skills using extension activities. The program allows children of similar interests and abilities to work together. The program is in English only for grades 1 through 4. There is a choice of French Immersion Gifted or English Gifted (with core French) from grades 5 through 12.

Placements

- Primary (up to 20 students per class, grades 1-3)
- Junior, Intermediate (up to 25 students per class, grades 4-8)
- Secondary (grades 9-12)

Admission Criteria

- meets the OCDSB criteria for gifted identification as outlined in the Gifted Screening and Identification Manual

Criteria for Change in Placement

- 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 (e.g. attendance)

Available Resources

- one teacher with special education qualifications

Student Profile

Students must meet the following admission criteria:

Primary (Grades 1-4)

- nomination by either teacher or parent
- assessed on the Canadian Cognitive Abilities Test (CCAT) with scores at the 99th percentile on two of the three scales and at least the 90th percentile on the third scale
- has the majority of ratings in the Advanced or Unusually Advanced categories on the

Student Profile Form completed by the school

- where available, and reviewed by a board psychologist, individual assessment results from the WISC-III or WISC-IV (Canadian Norms) or Stanford-Binet yielding a Verbal or Full Scale score at or above the 99.6th percentile in combination with strong Student Profile Form completed by the school; alternatively, a score of 99.6th percentile or above in Perceptual Reasoning accompanied by at least a score of 95th percentile on the Verbal Score
- application approved by the Central Recommendation Committee

Junior/Intermediate (Grades 5-8)

- assessed on the Canadian Cognitive Abilities Test (CCAT) and, if necessary, the Canadian Achievement Test (CAT3) with profile points totaling 8 or more (see the OCDSB Screening and Identification Manual for full details)
- individual assessment results as reviewed by a board psychologist
- Parent Information Form (to provide background)
- Student Profile Form (to provide background)

Language Learning Disabilities Program (LLD)

This program focuses on the development of academic and language skills.

Placements

- specialized classes at the following levels: primary, junior
- up to ten students per class in Primary, and up to twelve students per class in Junior

Admission Criteria

- exhibits severe language learning delays on a speech/language assessment
- average or above average intellectual ability as measured on a psychological assessment
- language learning disability is the primary diagnosis

Criteria for Change in Placement

- mildly delayed language functioning overall (one or more areas of language may still indicate moderate delay 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 specialized class setting
- has the ability to succeed in a regular class with LST and/or 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
- one Speech/Language Pathologist up to 1.5 days a week per class

Student Profile

Academic Profile

Students are verbal, but demonstrate severe delays with expressive and/or receptive language skills which may include:

- the comprehension and/or use of vocabulary and concepts of space, time and location
- expressive grammar, sentence formulation and written language skills
- narrative skills
- ability to follow classroom directions
- social language development and use
- verbal reasoning skills
- reading skills including phonological awareness and reading comprehension
- mathematical skills including problem solving and concept knowledge
- speech and sound productions affecting intelligibility

Social Profile

Students may demonstrate the following:

- difficulty with peer relationships, but not aloof or seemingly unaware of others
- underdeveloped play skills
- difficulty identifying and/or expressing feelings
- frustration and acting out, behaviour is not the primary issue

Learning Disability Program (LD)

This program is for students who have been identified as having severe to profound learning disabilities and are unable to learn without intensive assistance.

Placements

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

Admission Criteria

- identified as having severe to profound learning disabilities
- average to above-average intellectual ability as measured on a psychological assessment
- require intensive instructional support
- has severe to profound difficulty in learning and processing information

Criteria for Change in Placement

- current assessments indicate student no longer meets learning disabilities 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
- has an ability to succeed in a regular class with LST and/or 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
- Special Education/Learning Support Services personnel provide assessment and consultative services to the special education teacher

Student Profile

Students must demonstrate the following:

Academic Profile

- working below the 15th percentile for their age in two of the following areas: reading, written expression, or mathematics (e.g. 2 or more years below grade level)
- require intensive instructional support
- profound difficulty in learning and processing information
- require modifications or accommodations in all academic subject areas
- Elementary: work towards some grade level curriculum expectations
- Secondary: be able to work towards grade level expectations

Cognitive Profile

- a diagnosis of a learning disability identified in a current psychological assessment
- average or above average intellectual ability as measured by a psychological assessment
- a clearly defined processing deficit which is a functional part of the learning disability
- a very significant discrepancy between cognitive ability and academic achievement

Social/Behaviour Profile

- students demonstrate increasing emotional, social and/or behavioural problems as a response to the learning disability (e.g. frustration, low self-esteem, anxiety, withdrawal, inattention, distractibility)

Physical Support Program (PSP)

This program provides for academic needs and appropriate accommodations.

Placements

- specialized classes for primary, junior, intermediate, and secondary students
- up to 12 students per class

Admission Criteria

- medical diagnosis of a physical disability with significant programming adaptation requirements

Criteria for Change in Placement

- the student's physical condition no longer requires therapeutic interventions offered in the unit.
- the student's needs will be better met in an alternate placement
- no longer benefiting from specialized placement
- evidence of on-going successful integration
- not complying with program expectations (e.g. attendance)

Available Resources

- one teacher with special education qualifications (Parts I and II)
- high level of educational assistants allocated based on students' needs
- consultative services provided by CCAC in the areas of Occupational Therapy and Physical Therapy on a regular basis

Student Profile

Students may demonstrate the following:

Academic Profile

- a wide range of intellectual ability
- identifiable learning disability
- oral/motor challenges
- some form of physical assistance
- require extra time for class work, tests and exams

Social Profile

- delays in social development
- inhibitions
- aggression towards self and others

Primary Special Needs Program (PSN)

This program focuses on continuous assessment to determine learning styles and teaching strategies that will support the development of academic skills.

Placements

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

Admission Criteria

- need for one or more years in a intensive support program
- significant developmental delays in two or more of the following areas: intellectual, language, academic, and social/ emotional development

Criteria for Change in Placement

- has turned or will turn 9 years of age during the calendar year
- does not require the same degree of alternative programming
- has the ability to succeed in a regular class or school-based special education program with appropriate modifications and/or accommodations
- no longer benefiting from specialized placement
- evidence of on-going successful integration
- not complying with program expectations (e.g. attendance)

Available Resources

- one teacher with special education qualifications
- one educational assistant per class
- consultative services of a Speech/Language Pathologist and Psychologist

Student Profile

Students may demonstrate the following:

Academic Profile

- pre-readiness to readiness skills
- intellectual profile which is below average
- significant delay in expressive and/or receptive language
- physical (fine or gross motor) delays

Social Profile

- lack of basic social skills
- weak interpersonal skills; immaturity
- social-emotional delays (e.g. weakness in acquisition of social cues/skills)
- frustration and acting out, but behaviour is not the primary issue
- difficulty with rules, routines
- difficulty with attention/concentration





Section 2

Teaching Practice

Subsections:

- Effective Academic Programming
- Effective Alternative Programming
- Effective Teaching Strategies
- Assessment and Evaluation
- Integration

Teaching Practice Instructions



This section contains five subsections:

- Effective Academic Programming
- Effective Alternative Programming
- Effective Teaching Strategies
- Assessment and Evaluation
- Integration.

All subsections are organized in the same manner. The first page(s) in each subsection consist(s) of a checklist of activities or tasks to be referred to by specialized program teachers as they develop and facilitate their program. Each of the activities listed in these checklists apply all programs. For the Effective Alternative Programming subsection is the exception to this rule. For this subsection, the small check boxes indicate that the activity *does* apply to the individual program, while grey shading indicates that the activity *does not* apply to a program.

Following the checklist found at the front of each subsection that applies to all programs, additional activities that apply specifically to individual specialized programs are listed. They are broken down, alphabetically, by specialized program class and should be reviewed and utilized in addition to the overall checklist at the beginning of each subsection.

Legend

-  Grey shading in a cell indicates that the activity does not apply to that specialized program.
-  A small box inside a cell indicates that the activity does apply to that specialized program. The box may be used as a tracking tool for staff to monitor progress through the checklist.

Abbreviation	Specialized Program Class
ASP	Aspergers Program
AUT	Autism Program
BIP	Behaviour Intervention Program
DHH	Deaf/Hard of Hearing Program
DD	Developmental Disabilities Program
DSP	Dual Support Program
GIF	Gifted Program
GLP	General Learning Program
LLD	Language Learning Disabilities Program
LD	Learning Disabilities Program
PSN	Primary Special Needs Program
PSP	Physical Support Program



Subsection 1

Effective Academic Programming

ALL PROGRAMS	
Create an individual profile of strengths and weaknesses based on information from relevant documentation (e.g. psychological assessments, educational assessments, etc.)	<input type="checkbox"/>
Ensure programs support the expectations outlined in the students' IEPs	<input type="checkbox"/>
Assess for learning in order to determine a baseline or starting point for programming for each student	<input type="checkbox"/>
Accommodate and modify the curriculum to suit the varying needs of each student	<input type="checkbox"/>
Incorporate Balanced Literacy strategies (e.g. read aloud, shared reading, and guided reading - elementary - as applicable)	<input type="checkbox"/>
Clearly indicate grade level expectations and/or developmentally appropriate expectations	<input type="checkbox"/>
Understand students' cognitive and/or (as applicable) language, physical, adaptive capabilities and work in consultation with the school's Multi-Disciplinary Team for clarification when necessary	<input type="checkbox"/>
Have knowledge of curriculum at different grade levels	<input type="checkbox"/>
Be aware that academic success builds self-esteem, which in turn often reduces behaviour difficulties	<input type="checkbox"/>
Develop knowledge of and use assistive technology and specialized equipment	<input type="checkbox"/>
Use student-based programming, taking into consideration each student's different interests, learning profile, and level of academic functioning (e.g. games, hands-on activities, group projects)	<input type="checkbox"/>
Use high interest/low vocabulary, as well as age-appropriate material as often as possible	<input type="checkbox"/>
Develop appropriate, challenging programming, focusing on specific academic goals and expectations	<input type="checkbox"/>
Be aware of the characteristics of students with more than one exceptionality (i.e. behaviour and LD) and modify and accommodate for them appropriately	<input type="checkbox"/>
Create transition plans as appropriate (i.e. for secondary students and students with ASD)	<input type="checkbox"/>
ASPERGER'S SYNDROME PROGRAM (ASP)	
Develop an understanding of the defining characteristics of Asperger's Syndrome and the special challenges this will create in the educational milieu (e.g. academic abilities and social/communication, self regulation and organization difficulties, etc.)	<input type="checkbox"/>
Develop, create and implement specific programs addressing challenges in the areas of: Social/Communication Skills, Self Regulation, and Organization	<input type="checkbox"/>
Develop knowledge and understanding of various secondary diagnoses: anxiety, depression, ADHD, non-verbal LD, OCD	<input type="checkbox"/>
Develop a general understanding of current trends/practices in the field of Aspergers (e.g. Collaborative Problem Solving)	<input type="checkbox"/>
Develop an understanding of each student's psycho-educational profile	<input type="checkbox"/>
AUTISM PROGRAM (AUT)	
Prioritize relevant areas of each student's curriculum (i.e. functional academics, communication, self-regulation, social skills)	<input type="checkbox"/>
Collaborate with the assigned Speech/Language Pathologist to establish an effective and individual system of communication for each student	<input type="checkbox"/>
Work in consultation with the LST/Department Head, Psychologist, Speech/Language Pathologist and Occupational Therapist when developing programming	<input type="checkbox"/>
Develop an understanding of specific cognitive profiles and corresponding developmental stages (e.g. typical milestones at the 2 year age level)	<input type="checkbox"/>

Develop knowledge of individual student learning profiles	<input type="checkbox"/>
Teach to students' strengths	<input type="checkbox"/>
Be aware of the systems that support augmentative communication (e.g. Picture Exchange Communication System, sign language, Boardmaker Software, communication books, Go Talk)	<input type="checkbox"/>
Develop a general awareness of current trends/practices in the field of autism (e.g. The Greenspan Floor Time Model, ABLLS, TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children) Model, The SCERTS Model, Applied Behaviour Analysis and Discrete Trial Training, Intensive Behavioural Intervention, Sensory Integration, visual supports, social stories, comic strip conversations, power cards, The Incredible 5 Point Scale, etc.)	<input type="checkbox"/>
Be aware of which practices are supported by evidence based research	<input type="checkbox"/>
BEHAVIOUR INTERVENTION PROGRAM (BIP)	
Use a highly structured, individualized academic program that involves consistent routines and practices	<input type="checkbox"/>
Focus on the specific needs of each student (e.g., students with weak oral language skills)	<input type="checkbox"/>
Develop knowledge of the regular program expectations	<input type="checkbox"/>
Provide age appropriate programming	<input type="checkbox"/>
Develop programs that allow for choice in activities	<input type="checkbox"/>
Develop individualized short and long term academic goals with incentives to motivate and encourage students	<input type="checkbox"/>
Demonstrate knowledge and understanding of the particular interests of students, incorporating those interests into daily lessons and programs	<input type="checkbox"/>
Secondary: Review the one page school descriptions of courses outlining curriculum and evaluation practices (i.e. the one page requirements given to high school students when they begin a course)	<input type="checkbox"/>
Secondary: Provide students with an opportunity to receive credits through Independent Learning Courses (ILCs) when applicable	<input type="checkbox"/>
Secondary: Consider co-op experience for secondary students when readiness is indicated	<input type="checkbox"/>
DEAF/HARD OF HEARING (DHH)	
Demonstrate proficiency in sign language	<input type="checkbox"/>
Be aware of the different degrees of hearing loss and their implications for students	<input type="checkbox"/>
Use student learning profiles	<input type="checkbox"/>
Provide programming for early language acquisition	<input type="checkbox"/>
Use a variety of strategies related to vocabulary development	<input type="checkbox"/>
Develop an understanding of developmental stages	<input type="checkbox"/>
Meet individual needs via speech and auditory training when required	<input type="checkbox"/>
Develop an understanding of amplification systems, FM systems and sound fields	<input type="checkbox"/>
Troubleshoot with hearing aids when problems arise	<input type="checkbox"/>

Subsection 1: Effective Academic Programming

Develop knowledge of cochlear implants and their impact on students' learning	<input type="checkbox"/>
Use communication books/agendas in order to communicate with parents to promote and understanding of academic expectations and program goals	<input type="checkbox"/>
Be aware of the characteristics of deaf students with more than one exceptionality such as deaf/LD students, deaf/blind students, etc., and how to modify and accommodate appropriately	<input type="checkbox"/>
DEVELOPMENTAL DISABILITIES PROGRAM (DD)	
Use an individualized functional academic program appropriate for students with developmental disabilities	<input type="checkbox"/>
Although students are working on a modified program that is significantly below grade level, the goal is to work towards curriculum expectations that suit individual needs	<input type="checkbox"/>
Use age appropriate programming when possible, keeping in mind students' social/emotional development	<input type="checkbox"/>
DUAL SUPPORT PROGRAM (DSP)	
Use a highly structured, individualized academic program that involves consistent routines and practices	<input type="checkbox"/>
Modify the curriculum to incorporate an individualized functional academic program appropriate for students with mild intellectual disabilities	<input type="checkbox"/>
Provide open ended programming to facilitate different levels of academic functioning	<input type="checkbox"/>
Develop individualized short and long term academic goals with incentives to motivate and encourage students	<input type="checkbox"/>
GENERAL LEARNING PROGRAM	
Use a differentiated functional academic program appropriate for students with mild intellectual disabilities	<input type="checkbox"/>
Modify the curriculum to incorporate an individualized functional academic program appropriate for students with mild intellectual disabilities	<input type="checkbox"/>
Develop individualized short and long term academic goals with incentives to motivate and encourage students	<input type="checkbox"/>
Provide realistic, achievable, challenging expectations	<input type="checkbox"/>
GIFTED PROGRAM	
Use student-based programming, taking into consideration each student's different interests and learning profile as documented in psychological and/or educational assessments	<input type="checkbox"/>
Understand the characteristics of gifted students with more than one exceptionality (e.g. gifted and LD) and how to program for them appropriately	<input type="checkbox"/>
Focus in on the specific needs of each student (e.g. gifted students with weak oral language skills)	<input type="checkbox"/>
Respect previous mastery of skills to avoid repetition of concepts already learned (e.g. use of pre-testing)	<input type="checkbox"/>
Include choice in program development (content, product, process)	<input type="checkbox"/>
Encourage real life participation in activities (e.g. book reviews that could be published, etc.)	<input type="checkbox"/>
Fluctuate pace and compact curriculum to suit the needs of the students	<input type="checkbox"/>

Be aware of the students' different learning styles, reacting to them and capitalizing on them	<input type="checkbox"/>
Develop skills to extend programs - focusing on breadth and depth	<input type="checkbox"/>
Encourage and facilitate leadership opportunities (e.g. Science Olympics, math competitions, Earth Day, The Geography Challenge, Remembrance Day, etc.)	<input type="checkbox"/>
LANGUAGE LEARNING DISABILITIES PROGRAM (LLD)	
Develop an understanding of students' learning profiles (i.e. strengths and weaknesses of their LLD)	<input type="checkbox"/>
Be aware of the difference between the terms "speech" and "language"	<input type="checkbox"/>
Understand the communicative process of listening, speaking, reading, and writing	<input type="checkbox"/>
Be aware of the language demands placed on students	<input type="checkbox"/>
Collaborate and work closely with the Speech/Language Pathologist when planning and implementing programs (e.g. team teaching, working in the classroom, collaborative IEP development, IPRC consultation, etc.)	<input type="checkbox"/>
LEARNING DISABILITIES PROGRAM (LD)	
Be aware of what it means to have a learning disability (including social/emotional and academic factors)	<input type="checkbox"/>
Develop an understanding of students' learning profiles (i.e. strengths and weaknesses of their learning disabilities)	<input type="checkbox"/>
As needed, be aware of the characteristics of students with more than one exceptionality (i.e. behaviour and LD) and modify and accommodate for them appropriately	<input type="checkbox"/>
Develop knowledge of the regular program expectations	<input type="checkbox"/>
Collaborate with colleagues in the regular program	<input type="checkbox"/>
Develop knowledge and understanding of the particular interests of students, incorporating those interests into daily lessons and programs	<input type="checkbox"/>
PHYSICAL SUPPORT PROGRAM (PSP)	
Develop a thorough understanding of the student's physical disabilities	<input type="checkbox"/>
Understand cognitive abilities and program strategies for a varied group	<input type="checkbox"/>
Use an individualized functional academic program when applicable	<input type="checkbox"/>
Provide real life experience	<input type="checkbox"/>
Work in consultation with the LST/Department Head, Psychologist, Speech/Language Pathologist, Occupational Therapist and Physiotherapist (CCAC) when developing programming	<input type="checkbox"/>
Provide health education, which is essential in order to teach about the limits of the body. This could be coordinated with the Physiotherapist (CCAC), Ottawa Children's Treatment Centre (OCTC) Liaison Teachers, Disabilities Awareness Program, etc.	<input type="checkbox"/>
Provide multi-leveled programming	<input type="checkbox"/>

PRIMARY SPECIAL NEEDS (PSN)	
Use programming the focuses on life skills (e.g. personal hygiene, safety awareness, etc); adaptive functioning (e.g. interpersonal skills, relationship building, personal independence, etc.); work-related skills (e.g. exhibiting appropriate work habits and behaviour, taking direction, etc.); communication skills (e.g. recognizing body language, expressing ideas clearly, making eye contact, etc.) and augmentative communication (e.g. gestures, picture symbols, drawings, etc.)	<input type="checkbox"/>
Collaborate and work closely with the Speech/Language Pathologist when planning and implementing students' programs	<input type="checkbox"/>
Although students will be working on a modified curriculum that is significantly below grade level, use of age appropriate programming is essential when possible - high interest/low vocabulary material should be used	<input type="checkbox"/>
Provide open ended programming to facilitate different levels of academic functioning	<input type="checkbox"/>



Subsection 2

Effective Alternative Programming

Subsection 2: Effective Alternative Programming

Activity	ASP	AUT	BIP	DHH	DD	DSP	GIF	GLP	LLD	LD	PSN	PSP
ALL PROGRAMS												
Create an individual profile of strengths and areas of need based on information from relevant documentation (e.g. social work assessments, psychological assessments, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allow for specific skills time - group students accordingly and work with them in smaller groups (e.g. social skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When students are transitioning between various activities and settings (i.e., entry to school, between activities, moving from elementary to secondary, moving from one school or program to another, etc.), incorporate a transition plan into the students' programs, scheduling information sessions, visits, and future goal setting (as applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure programs support the alternative expectations outlined in the students' IEP - as applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the alternative report card template found in the Web- Based IEP system to report student progress (Simple for Elementary, Simple/Complex for Secondary) - as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in consultation with the multi-disciplinary team, the educational assistants, outside agencies, and community resources to develop appropriate alternative programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate life skills, adaptive functioning, communication skills, augmentative communication skills, motor skills, leisure-time skills, vocational skills, and community living skills into the program to help prepare them for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide explicit teaching of social skills with a focus on (as applicable) social boundaries, reading social cues, self esteem building, positive relationships, goal setting, making choices, gaining control, controlling impulses, reducing aggression towards self and others, and/or developing power/insight into triggers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach self advocacy skills, foster independence to reduce learned helplessness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach feelings through expressive language			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Provide alternative curriculum that focuses on students' greatest area of need, as well as strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>				
Be aware of hierarchy of alternative programming expectations (e.g. teaching a student to return a greeting before teaching a student to spontaneously greet someone)	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>				
Prioritize alternative programming expectations (e.g. make self-regulation a priority over teaching curriculum, or make decreasing aggression a priority over teaching a student how to put on a coat or write a paragraph, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>				

Teach and reinforce strategies for organizational skills implement specific strategies to help students organize materials and to develop time management skills			<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Foster communication skill development focusing on body language, visual and verbal cues, social language, role modelling, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teach strategies to address anxiety, anger and fear of failure enabling students to identify triggers and to act accordingly			<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Work in consultation with Educational Assistants, interpreters, Itinerant Teachers, and other support staff when developing alternative programs			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>
ASPERGER'S SYNDROME PROGRAM (ASP)												
Include opportunities to develop and practice social communication skills on a daily basis												<input type="checkbox"/>
AUTISM PROGRAM (AUT)												
Include opportunities for working individually, in a small group and with a large group												<input type="checkbox"/>
BEHAVIOUR INTERVENTION PROGRAM (BIP)												
Include anger management programming (this could be included in the secondary Learning Strategies Course GLE 10/20 for high school placements)												<input type="checkbox"/>
Include behaviour management programming for non-aggressive students												<input type="checkbox"/>
DEAF/HARD OF HEARING (DHH)												
Teach communication skills (sign)												
Teach appropriate use of body language and how to read other people's body language												
Explicitly teach study, organizational and time management skills												
DEVELOPMENTAL DISABILITIES PROGRAM (DD)												
Not applicable												
DUAL SUPPORT PROGRAM (DSP)												
Incorporate work experience programs to meet the needs of individual students												<input type="checkbox"/>
GENERAL LEARNING PROGRAM (GLP)												
Not applicable												

GIFTED PROGRAM (GIF)													
Develop an understanding of the social/emotional/cultural needs of gifted learners (e.g. risk taking, fear of failure, anxiety, perfectionism, underachieving, etc.)													<input type="checkbox"/>
Encourage students to gain a clear understanding of their own social/emotional needs													<input type="checkbox"/>
Teach and encourage the use of self-advocacy, communication and social skills focusing on the use of compromise and tact													<input type="checkbox"/>
Encourage leadership qualities - teach tact for good leadership and provide sound leadership opportunities (e.g. organizing fund raisers, presenting workshops to parents, sports, Student's Council initiatives, etc.)													<input type="checkbox"/>
Develop an understanding of students' emotional intelligence													<input type="checkbox"/>
Explicitly teach students how to empathize with others													<input type="checkbox"/>
Teach stress and time management skills in relation to self advocacy (e.g. breaking assignments down into shorter time lines)													<input type="checkbox"/>
Monitor students' ability to balance their workload, watching for stress and overload													<input type="checkbox"/>
LANGUAGE LEARNING DISABILITIES PROGRAM (LLD)													
Not applicable													
LEARNING DISABILITIES PROGRAM (LD)													
Not applicable													
PHYSICAL SUPPORT PROGRAM (PSP)													
Provide a program based on building self-esteem, acceptance and knowledge													<input type="checkbox"/>
Teach students how to direct EAs so that when students are working with new staff, they are able to express their needs appropriately													<input type="checkbox"/>
PRIMARY SPECIAL NEEDS (PSN)													
Not applicable													



Subsection 3

Effective Teaching Strategies

ALL PROGRAMS	
Use assistive technology, where appropriate	<input type="checkbox"/>
Use a structured delivery model with clear routines and expectations	<input type="checkbox"/>
Use clear, appropriate language/instructions delivered in a calm and gentle manner that are broken down into sequential steps	<input type="checkbox"/>
Use strategies to address various learning styles (e.g. Visual, Auditory, Tactile/Kinesthetic)	<input type="checkbox"/>
Use key visuals (e.g. charts, diagrams, etc.) in order to help students focus on and retain important information	<input type="checkbox"/>
Provide tasks sequenced from simple to more complex	<input type="checkbox"/>
Use regular redirection and cueing	<input type="checkbox"/>
Provide ongoing reinforcement - pair reinforcement with verbal praise - praise effort as well as specific behaviour)	<input type="checkbox"/>
Be aware of when to use different delivery methods, being flexible when necessary (e.g. small group instruction, one-to-one instruction, hands on learning, experiential learning, etc.)	<input type="checkbox"/>
Use incentives to motivate and encourage students to accomplish tasks	<input type="checkbox"/>
Allow for processing time	<input type="checkbox"/>
Use task analysis or chaining techniques (e.g. breaking a task down into its steps to be followed for completion)	<input type="checkbox"/>
Follow least preferred activities by preferred activities	<input type="checkbox"/>
Repeat key concepts to ensure students retain information and build on skills over time	<input type="checkbox"/>
Provide a variety of materials which differ in the levels of complexity	<input type="checkbox"/>
Use modeling, and, when appropriate provide a model of a finished product	<input type="checkbox"/>
Chunk information and provide frequent breaks (e.g. functional body breaks when possible)	<input type="checkbox"/>
Use visual schedules and mini-schedules (i.e. individual small schedules to suit students' needs)	<input type="checkbox"/>
Use materials which incorporate student interests	<input type="checkbox"/>
Provide verbal information paired with visual support in order to tap into different learning styles and strengths (in some cases American Sign Language and Signed English)	<input type="checkbox"/>
Vary the quantity of content depending upon ability levels of students	<input type="checkbox"/>
Develop a strong teacher/student relationship developing trust	<input type="checkbox"/>
Provide multiple opportunities for re-teaching	<input type="checkbox"/>
Use graphic organizers and visual supports (e.g. daily schedules, story boards, etc.)	<input type="checkbox"/>
ASPERGER'S SYNDROME PROGRAM (ASP)	
Use graphic organizers and visual supports (e.g. daily schedules, story boards, etc.)	<input type="checkbox"/>

Provide extended time for completion of assignments	<input type="checkbox"/>
Reduce homework assignments whenever possible	<input type="checkbox"/>
Break assignments into smaller increments/expectations	<input type="checkbox"/>
Provide time during the day to work on homework/assignments	<input type="checkbox"/>
Maximize support and use of personnel to promote independence	<input type="checkbox"/>
AUTISM PROGRAM (AUT)	
Deliver curriculum using the students individual system of communication (e.g. verbal, sign, PEC, PCS, etc.)	<input type="checkbox"/>
Use age appropriate materials where possible	<input type="checkbox"/>
Gain students' attention before giving a direction	<input type="checkbox"/>
Develop knowledge of prompt hierarchy reflected in prompting techniques	<input type="checkbox"/>
Use shaping and fading procedures	<input type="checkbox"/>
BEHAVIOUR INTERVENTION PROGRAM (BIP)	
Not applicable	
DEAF/HARD OF HEARING (DHH)	
Implement accommodations and modifications suitable for deaf/hard of hearing students	<input type="checkbox"/>
Develop knowledge of standards for sign language	<input type="checkbox"/>
Provide explicit instruction	<input type="checkbox"/>
Break information into segments so that students have the opportunity to process, before moving on - pausing or providing frequent breaks for understanding	<input type="checkbox"/>
Encourage multi-age flexible groups	<input type="checkbox"/>
Provide opportunities for re-teaching materials	<input type="checkbox"/>
Use a video camera as a tool for teaching and reviewing	<input type="checkbox"/>
Use close captioning	<input type="checkbox"/>
Provide real life experiences to broaden exposure (e.g. field trips)	<input type="checkbox"/>
DEVELOPMENTAL DISABILITIES PROGRAM (DD)	
Allow students to demonstrate their knowledge in a variety of ways (e.g. oral, augmentative communication systems, ASL, Signed English, gestures, pointing, computer use, etc.) as well as paper/pencil tasks	<input type="checkbox"/>

DUAL SUPPORT PROGRAM (DSP)	
Provide hands on manipulatives whenever possible	<input type="checkbox"/>
GENERAL LEARNING PROGRAM (GLP)	
Not applicable	
GIFTED PROGRAM (GIF)	
Use an enriched teaching style - provide varied ways of getting information across to students (e.g. guest speakers, field trips, conferences, etc.)	<input type="checkbox"/>
Facilitate the spirit of co-learning drawing from a variety of personal experiences (e.g travel, hobbies, etc.)	<input type="checkbox"/>
Increase challenge through the use of higher level thinking skills (e.g. Bloom's Taxonomy)	<input type="checkbox"/>
Encourage discovery learning through exploration of new concepts	<input type="checkbox"/>
Develop learning experiences which include the use of such frameworks as Multiple Intelligences, Blooms Taxonomy, CORT Program of Thinking Skills, Creative Problem Solving, Emotional Intelligence Programs, Maslow's Hierarchy of Needs, etc.	<input type="checkbox"/>
Encourage the use of meta-cognition, divergent thinking, critical thinking, logical thinking and creative thinking	<input type="checkbox"/>
Provide regular opportunities to discuss academic or social/emotional issues with students (e.g. scheduled "Teacher Chat" time)	<input type="checkbox"/>
LANGUAGE LEARNING DISABILITIES PROGRAM (LLD)	
Differentiate according to various learning styles: Visual: use directions, visual imagery, demonstrations, charts, graphs, maps, colour coding systems, dictionaries, written instructions, checklists, rubrics, highlighting Auditory: encourage talking through tasks, thinking out loud, repeat, rephrase, simplify information and modify classroom language, reduce time between presentation and response, increase the wait time following questions Tactile/Kinesthetic: include movement and exploration activities, manipulative materials, a multi-sensory approach to learning, concrete/hands on materials	<input type="checkbox"/>
Enhance students' understanding of their learning needs, strengths, and styles	<input type="checkbox"/>
Develop students' ability to self advocate by developing their understanding of which strategies are most effective for them	<input type="checkbox"/>
LEARNING DISABILITIES PROGRAM (LD)	
Differentiate according to various learning styles: Visual: use directions, visual imagery, demonstrations, charts, graphs, maps, colour coding systems, dictionaries, written instructions, checklists, rubrics, highlighting Auditory: encourage talking through tasks, thinking out loud, repeat, rephrase, simplify information and modify classroom language, reduce time between presentation and response, increase the wait time following questions Tactile/Kinesthetic: include movement and exploration activities, manipulative materials, a multi-sensory approach to learning, concrete/hands on materials	<input type="checkbox"/>
Allow for choice in activities	<input type="checkbox"/>

Group students in an equitable manner (i.e. mixed cultural, racial, gender, linguistic groups) with attention to students' needs, interests, abilities and motivation	<input type="checkbox"/>
Reduce homework assignments whenever possible	<input type="checkbox"/>
PHYSICAL SUPPORT PROGRAM (PSP)	
Use adaptive learning tools (e.g. slant boards, etc.) when necessary	<input type="checkbox"/>
Provide frequent breaks and physical activity - prevent sitting for long periods	<input type="checkbox"/>
Provide hands on concrete use of manipulatives	<input type="checkbox"/>
Provide small and large group centres with flexible groupings	<input type="checkbox"/>
Schedule daily routines to meet the needs of the students	<input type="checkbox"/>
Delivery the program in manageable chunks	<input type="checkbox"/>
Break down large assignments into manageable components with shorter term deadlines	<input type="checkbox"/>
PRIMARY SPECIAL NEEDS (PSN)	
Not applicable	





Subsection 4

Assessment and Evaluation

ALL PROGRAMS	
Use of Provincial Report Card and/or Alternative Report Card (Simple: Elementary; Complex: Secondary) to report on student programming	<input type="checkbox"/>
Ensure that assessment and evaluation practices are linked to those outlined on the IEP	<input type="checkbox"/>
Allow students to demonstrate learning in a variety of ways (e.g. oral, product, demonstration, drawings, maps, collages, dioramas, tape recorded answers, poster charts, videos, etc.) as well as paper/pencil tasks	<input type="checkbox"/>
Develop and use evaluation tools which measure student growth during the study of a topic or unit and that are suitable to the needs of the students (e.g. ongoing anecdotal checklists; checklists to target specific skills such as: pragmatic assessment list, anxiety level assessment list, stress survey schedules; use rubrics; use student portfolios; in-class questioning; oral tests; one to one teacher conferences; written tests/exams	<input type="checkbox"/>
When appropriate, use formal assessment tools (e.g. WIAT III, PM Benchmarks, Dolch Word Lists, Kindergarten Checklists, subtests of the Brigance, PIAT II, Larsen-Hammell Diagnostic Spelling, CASI, Diagnostic Phonics Test, YCAT - Young Children's Achievement Test, TERA-3 - Test of Early Reading Ability, ELOT - Early Learning Observation Tool, DRA)	<input type="checkbox"/>
Provide realistic, achievable, challenging expectations	<input type="checkbox"/>
Provide students with the expectations being assessed and explain how they are being assessed (e.g. provide models, review checklists, etc.)	<input type="checkbox"/>
Teach and provide opportunities for student reflection and self-assessment (e.g. student created rubrics, checklists, joint goal setting, questioning, monitoring their own written and oral language, etc.)	<input type="checkbox"/>
Provide assessment using methods suitable to the needs of the student (e.g. allow for oral tests, portfolios, work samples, scribe, use of pictures, use of computers for written responses, reword questions, etc.)	<input type="checkbox"/>
Use ABC (Antecedent, Behaviour, Consequences) charts, graphing data behaviour plans and tally sheets for data collection for behaviours of concern	<input type="checkbox"/>
Provide appropriate accommodations to support student learning (e.g. extended time for tests/exams, scribing or use of computer)	<input type="checkbox"/>
Use evaluation strategies that reflect students' prior knowledge (e.g. Know-Wonder-Learn Chart)	<input type="checkbox"/>
ASPERGER'S SYNDROME PROGRAM (ASP)	
Not applicable	
AUTISM PROGRAM (AUT)	
Track academic work separately through various methods (e.g. checklists, anecdotal rubrics/records) (particularly when activities involve manipulatives and there is no final student product)	<input type="checkbox"/>
BEHAVIOUR INTERVENTION PROGRAM (BIP)	
Not applicable	
DEAF/HARD OF HEARING (DHH)	
Assess sign language as a form of expressive language	<input type="checkbox"/>
Use video taping as a method of evaluating oral/expressive presentations	<input type="checkbox"/>

Allow for the use of assistive technology and familiarize students of the proper etiquette when using it (e.g. TTY etiquette)	<input type="checkbox"/>
Collaborate with the regular classroom teacher to ensure accurate assessment measures are being used when students are integrated	<input type="checkbox"/>
Encourage students to self assess and self advocate (e.g. become aware of limitations and strengths and seek support independently when necessary)	<input type="checkbox"/>
DEVELOPMENTAL DISABILITIES PROGRAM (DD)	
Ensure IEPs clearly indicate grade level expectations (semi-integrated program)	<input type="checkbox"/>
DUAL SUPPORT PROGRAM (DSP)	
Not applicable	
GENERAL LEARNING PROGRAM (GLP)	
Not applicable	
GIFTED PROGRAM (GIF)	
Use effective evaluation strategies that benefit all students	<input type="checkbox"/>
Develop assessment strategies geared towards the abilities of gifted learners (e.g. self, peer, and expert evaluation)	<input type="checkbox"/>
Use questioning that draws upon the higher levels of thinking (e.g. Bloom's Taxonomy)	<input type="checkbox"/>
Allow for outside community members from professional organizations to come in and evaluate student work (e.g. civil engineer to evaluate bridge design)	<input type="checkbox"/>
Use product choice charts	<input type="checkbox"/>
LANGUAGE LEARNING DISABILITIES PROGRAM (LLD)	
Not applicable	
LEARNING DISABILITIES PROGRAM (LD)	
Provide models of finished products and/or complete the task as a guided/shared activity	<input type="checkbox"/>
PHYSICAL SUPPORT PROGRAM (PSP)	
Allow academic work to be tracked separately (particularly when activities involve manipulatives and there is no final student product to go by)	<input type="checkbox"/>
PRIMARY SPECIAL NEEDS (PSN)	
Not applicable	





Subsection 5

Integration

ALL PROGRAMS	
Be aware that some students may integrate more than others, but that the goal is to promote integration**	<input type="checkbox"/>
Develop a systematic and sequential plan for integration, optimizing students success while recognizing that some students require intensive support for longer periods of time **	<input type="checkbox"/>
Be aware of the regular program expectations and teaching styles, matching students accordingly to promote successful integration **	<input type="checkbox"/>
Ensure students integrate into classes with age appropriate peers in order to foster appropriate social skills development **	<input type="checkbox"/>
Provide the regular classroom teachers with specific background information about the student, guidelines for interaction, specific behaviour programs, and goals for integration, as needed **	<input type="checkbox"/>
Provide ongoing communication with the regular classroom teacher in order to provide guidelines and consultation with student, teacher and educational assistant **	<input type="checkbox"/>
Use of IEP Summary Layout page as a method of communicating students' needs **	<input type="checkbox"/>
Involve students in whole-school initiatives (e.g. assemblies, student-led conferences, school improvement plans, heritage festivals, Author's Day, special events, etc.)**	<input type="checkbox"/>
Provide opportunities to collaborate with staff when necessary in order to discuss issues that arise when students are integrated (e.g. weekly, biweekly meetings, etc.)**	<input type="checkbox"/>
Provide reverse integration opportunities (e.g. reading buddies, cooking buddies, cooperative games, peer tutors, etc.) **	<input type="checkbox"/>
Provide support to the regular classroom teacher in the form of modifications and accommodations (e.g. creating visuals to support classroom, modifying worksheets, etc.) and ensure that IEP expectations are being addressed**	<input type="checkbox"/>
Outline and post emergency protocols clearly for all staff	<input type="checkbox"/>
Arrange for classroom EAs to work with students in the regular class to support integration**	<input type="checkbox"/>
Provide clear expectations that are outlined to EAs who accompany students to integration (e.g. student goals, respecting regular classroom teacher's approach and crisis management plan, etc.)**	<input type="checkbox"/>
**For the DD program - this applies to the semi-integrated developmental disabilities classes only	<input type="checkbox"/>
Note: For the secondary Autism Program, opportunities for integration may be limited by the class size of the potential integration class.	<input type="checkbox"/>
ASPERGER'S SYNDROME PROGRAM (ASP)	
Not applicable	
AUTISM PROGRAM (AUT)	
Not applicable	
BEHAVIOUR INTERVENTION PROGRAM (BIP)	
Collaborate with classroom teachers when consequences are being given in order to offer insight into what is effective and what is not	

DEAF/HARD OF HEARING (DHH)	
Provide French exemptions to all students in the program	<input type="checkbox"/>
DEVELOPMENTAL DISABILITIES PROGRAM (DD)	
Not applicable	
DUAL SUPPORT PROGRAM (DSP)	
Not applicable	
GENERAL LEARNING PROGRAM (GLP)	
Not applicable	
GIFTED PROGRAM (GIF)	
Educate other staff regarding the varying needs of gifted student	<input type="checkbox"/>
At the elementary level, encourage reverse integration (i.e. having non-gifted students work in the gifted class) in order to build professional learning communities, to help dispel stereotypes, to help foster an understanding of gifted learning and to help gifted students relate with peers in the regular program	<input type="checkbox"/>
Encourage participation and leadership in clubs and field trips with students in the regular program	<input type="checkbox"/>
LANGUAGE LEARNING DISABILITIES PROGRAM (LLD)	
Be aware that some students may integrate more than others but that the goal is to promote integration when possible	<input type="checkbox"/>
Be aware that some students may integrate more than others but that the goal is to promote integration when possible	<input type="checkbox"/>
Collaborate with students regarding their preferred learning modality	<input type="checkbox"/>
Elementary: When possible, work in the regular classroom with the students that are being integrated	<input type="checkbox"/>
Elementary: Allow opportunities to return to the LD class when necessary	<input type="checkbox"/>
Encourage participation in extra-curricular activities (e.g. sports, arts, games) and field trips with grade appropriate peers in the regular program	<input type="checkbox"/>
LEARNING DISABILITIES PROGRAM (LD)	
Be aware that some students may integrate more than others but that the goal is to promote integration when possible	<input type="checkbox"/>
Collaborate with students regarding their preferred learning modality	<input type="checkbox"/>

Subsection 5: Integration

Elementary: When possible, work in the regular classroom with the students that are being integrated	<input type="checkbox"/>
Elementary: Allow opportunities to return to the LD class when necessary	<input type="checkbox"/>
Encourage participation in extra-curricular activities (e.g. sports, arts, games) and field trips with grade appropriate peers in the regular program	<input type="checkbox"/>
PHYSICAL SUPPORT PROGRAM (PSP)	
Ensure accessibility in integrated settings (appropriate space, location, etc.)	<input type="checkbox"/>
PRIMARY SPECIAL NEEDS (PSN)	
Not applicable	



Section 3

Commitment to Student Success

Subsections:

- Physical Layout of the Classroom
- Classroom Management Strategies

Commitment to Student Success — Instructions



This section contains two subsections which cover the following areas:

- Physical Layout of the Classroom
- Classroom Management Strategies

The first page in each subsection consists of a checklist of activities or tasks to be referred to by specialized program teachers as they develop and facilitate their program. For the Physical Layout of the Classroom section, all items can apply to each specialized program. For the Classroom Management Strategies section, each of the activities listed in the checklist can apply to multiple programs. The small check boxes indicate that the activity does apply to the individual program, while grey shading indicates that the activity does not apply to a program.

Following the checklist found at the front of each subsection that applies to all programs, additional activities that apply specifically to individual specialized programs are listed. They are broken down, alphabetically, by specialized program class and should be reviewed and utilized in addition to the overall checklist at the beginning of each subsection.

Legend

-  Grey shading in a cell indicates that the activity does not apply to that specialized program.
-  A small box inside a cell indicates that the activity does apply to that specialized program. The box may be used as a tracking tool for staff to monitor progress through the checklist.

Abbreviation	Specialized Program Class
ASP	Aspergers Program
AUT	Autism Program
BIP	Behaviour Intervention Program
DHH	Deaf/Hard of Hearing Program
DD	Developmental Disabilities Program
DSP	Dual Support Program
GIF	Gifted Program
GLP	General Learning Program
LLD	Language Learning Disabilities Program
LD	Learning Disabilities Program
PSN	Primary Special Needs Program
PSP	Physical Support Program



Subsection 1







Physical Layout of the Classroom

Subsection 1: Physical Layout of the Classroom

ALL PROGRAMS	
Ensure the classroom is inviting, tidy and well organized and ensure a safe environment (e.g. scissors and other potential weapons out of sight and reach)	<input type="checkbox"/>
Provide or post emergency and safety information for supply and special subject teachers, (e.g. medical information, allergies, Behavior Management/Safety Plans, evacuation procedures)	<input type="checkbox"/>
Post daily visual schedules posted (i.e. subjects, integration, field trips, special events, life skills)	<input type="checkbox"/>
Create clearly defined, labelled activity areas (i.e. individual work spaces, group work areas, conferencing area, computer area, leisure reading/games area, break area)	<input type="checkbox"/>
Provide appropriately labelled, organized, and accessible learning materials, including manipulatives	<input type="checkbox"/>
Provide evidence of balanced literacy strategies used daily (i.e. - word wall, levelled reading material, guided reading instructional area)	<input type="checkbox"/>
Post classroom rules that are written simply, visually and positively	<input type="checkbox"/>
Provide strategic seating to students based on their specific academic/behavioural needs	<input type="checkbox"/>
Provide a structured learning environment with clearly defined routines	<input type="checkbox"/>
Provide access to computers and other assistive technology	<input type="checkbox"/>
Provide students with their own personal space to reduce distractions and allow experience managing that space	<input type="checkbox"/>
Post reinforcement descriptors, social skills cues, relaxation techniques, and/or positive incentives for visual reference	<input type="checkbox"/>
Post teacher, EA, SLP, OT, PT and transportation schedules as appropriate	<input type="checkbox"/>
Provide an area/reflection room within the classroom for reflection and calming strategies to be used	<input type="checkbox"/>
Display students' work on bulletin boards	<input type="checkbox"/>
Develop awareness of the sensory sensitivities of students (i.e. - lighting, noise, scent)	<input type="checkbox"/>
ASPERGER'S SYNDROME PROGRAM (ASP)	
Provide an appropriate eating area for students who are unable to eat in the cafeteria	<input type="checkbox"/>
Ensure students have access to individual lockers and a washroom within close proximity to the classroom or within the classroom	<input type="checkbox"/>
An alternate entrance within close proximity to the classroom should be a priority when planning the room location	<input type="checkbox"/>
Ensure there is a telephone in the classroom with an in house and outside line	<input type="checkbox"/>
AUTISM PROGRAM (AUT)	
Ensure there is a telephone in the classroom with an in house and outside line	<input type="checkbox"/>

BEHAVIOUR INTERVENTION PROGRAM (BIP)	
Provide designated roles for taking responsibility for their own work area and classroom - encourage and develop a sense of pride for their work environment	<input type="checkbox"/>
Ensure there is a telephone in the classroom with an in house and outside line	<input type="checkbox"/>
DEAF/HARD OF HEARING (DHH)	
Arrange for varied groupings keeping some areas open so that all students can see each other clearly	<input type="checkbox"/>
Provide a variety of environmental print and a variety of tools for displaying print such as chart paper, black/white boards	<input type="checkbox"/>
Provide a variety of appropriate books - specifically signed resources	<input type="checkbox"/>
DEVELOPMENTAL DISABILITIES PROGRAM (DD)	
Not applicable	
DUAL SUPPORT PROGRAM (DSP)	
Ensure there is a telephone in the classroom with an in house and outside line	<input type="checkbox"/>
GENERAL LEARNING PROGRAM (GLP)	
Not applicable	
GIFTED PROGRAM (GIF)	
Create a print-rich environment providing a variety of materials at various interest and reading levels	<input type="checkbox"/>
Allow for change in the classroom structure in response to learning activities (i.e. - cooperative groups, individual work, computers for research, writing, etc)	<input type="checkbox"/>
Change visuals regularly in order to maintain interest and to keep information current	<input type="checkbox"/>
Provide and post obscure and interesting information in order to build interest and motivate students to explore	<input type="checkbox"/>
At elementary level post classroom jobs assigned to students and rotate them regularly, helping to build classroom ownership and respect for the students' learning environment	<input type="checkbox"/>
Provide alternative settings for learning (i.e. - library, computer lab, outdoors)	<input type="checkbox"/>
LEARNING DISABILITIES PROGRAM (LD)	
At elementary level provide organized space such as bin, cubby, basket, etc.	<input type="checkbox"/>

Subsection 1: Physical Layout of the Classroom

Label or colour code learning activity areas	
LANGUAGE LEARNING DISABILITIES PROGRAM (LLD)	
Post visuals from reading programs, i.e. Empower Reading Visuals	
At elementary level provide organized space such as bin, cubby, basket, etc.	
Label or colour code learning activity areas	
PHYSICAL SUPPORT PROGRAM (PSP)	
Classroom and building must be accessible - widened doors, lower door handles, accessible furniture, electric openers on doors	
Classroom location to be based on accessibility (main floor location if possible)	
PRIMARY SPECIAL NEEDS PROGRAM (PSN)	
Not applicable	



Subsection 2

Classroom Management

Subsection 2: Classroom Management

Activity	ASP	AUT	BIP	DHH	DD	DSP	GIF	GLP	LLD	LD	PSN	PSP
ALL PROGRAMS												
Be aware of students' diagnosis, cognitive abilities, social/ emotional/cultural backgrounds and behavioural needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide and reinforce a clear, structured program with predictable routines and consistent consequences using an individually tailored behavioural incentive program as appropriate (i.e. - token, point system, praise)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collect baseline and ABC data when targeting a behaviour and developing a behaviour plan with both short and long term goals backed by visual supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour programs may include any or all of: self-esteem building, making choices, gaining control, personal power/insight into triggers, goal setting			<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
If needed develop a Behaviour Management Plan in consultation with parents, principal, psychologist and which is referenced in the IEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	
Teach self-regulatory skills (i.e. - use inside voice, gentle hands, recognizing triggers, calming strategies) and self-advocacy skills (ie - asking for help appropriately)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be aware of the Policy for Physical Restraints and Time Out Rooms (PR.626.SES) and the need for staff to be trained in and use NVCI techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	
Create an environment that fosters intrinsic motivation by providing opportunities for success through appropriate academic programming			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain regular communication between home and school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide behaviour management information to drivers and communicate regularly with them to ensure follow up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	
ASPERGER'S SYNDROME PROGRAM (ASP)												
Use proactive behaviour management strategies												<input type="checkbox"/>
Provide students with choices												<input type="checkbox"/>
Ensure consistency in program implementation												<input type="checkbox"/>
Avoid punitive measures whenever possible												<input type="checkbox"/>
Provide consultation with parents, classroom teacher, in-school and Multi-disciplinary Teams and relevant third party professionals when setting behaviour goals												<input type="checkbox"/>

AUTISM PROGRAM (AUT)	
Use ongoing anecdotal observations to develop appropriate student profiles and to plan effective programming	<input type="checkbox"/>
Provide consultation with parents, classroom teacher, in-school and Multi-disciplinary Teams and relevant third party professionals when setting behaviour goals	<input type="checkbox"/>
Ensure that staff discuss student behaviour privately	<input type="checkbox"/>
Provide constant reinforcement using a 4:1 positive to negative ratio and pair reinforcement with praise	<input type="checkbox"/>
Provide opportunities for daily relaxation	<input type="checkbox"/>
Ensure consistency in program implementation	<input type="checkbox"/>
BEHAVIOUR INTERVENTION PROGRAM (BIP)	
Work to develop a strong teacher/student relationship by ensuring one-to-one time to learn students' interests, strengths, concerns	<input type="checkbox"/>
Allow for structured breaks between periods that require significant concentration and self control	<input type="checkbox"/>
Use a nonreactive, supportive and calm approach when dealing with anger and aggression	<input type="checkbox"/>
Demonstrate positive role modeling with a focus on respect	<input type="checkbox"/>
Provide opportunities to build and develop relationships with others (ie - integrating with positive peer group)	<input type="checkbox"/>
Provide consequences that are logical, natural and meaningful	<input type="checkbox"/>
Work with the LST/Department Head and Multi-disciplinary Team to develop programs and to access outside agencies when necessary (ie - YSB, CCAC, parent support groups)	<input type="checkbox"/>
DEAF/HARD OF HEARING (DHH)	
Use visual models, dramatization, repetition and practice	<input type="checkbox"/>
Provide step by step explicit behavioural expectations that are posted visually	<input type="checkbox"/>
Teach and model appropriate ways of gaining attention	<input type="checkbox"/>
Teach specific turn-taking skills	<input type="checkbox"/>
Work in collaboration with the principal or vice-principal when behavioural difficulties arise	<input type="checkbox"/>
Use visual cues on a regular basis	<input type="checkbox"/>
DEVELOPMENTAL DISABILITIES PROGRAM (DD)	
Use visual models, dramatization, repetition and practice	<input type="checkbox"/>

DUAL SUPPORT PROGRAM (DSP)	
Work to develop a strong teacher/student relationship by ensuring one-to-one time to learn students' interests, strengths, concerns	<input type="checkbox"/>
Use a nonreactive, supportive and calm approach when dealing with anger and aggression	<input type="checkbox"/>
Allow for structured breaks between periods that require significant concentration and self control	<input type="checkbox"/>
Work with the LST/Department Head and Multi-disciplinary Team to develop programs and to access outside agencies when necessary (ie - YSB, CCAC, parent support groups)	<input type="checkbox"/>
GENERAL LEARNING PROGRAM (GLP)	
Be aware of resources related to developing effective behaviour programs (ie - Magic 1-2-3)	<input type="checkbox"/>
Use a nonreactive, supportive and calm approach when dealing with anger and aggression	<input type="checkbox"/>
GIFTED PROGRAM (GIF)	
Provide consequences that are logical, natural and linked to the behaviour keeping in mind the students' heightened sense of fairness	<input type="checkbox"/>
Allow for dialogue and insight into problems when they arise	<input type="checkbox"/>
Schedule regular class meetings to problem solve as a group and build cohesion	<input type="checkbox"/>
When allowing for a choice in activities, limit the amount of choice offered in order to avoid frustration and anxiety arising from too much choice	<input type="checkbox"/>
LEARNING DISABILITIES PROGRAM (LD)	
Develop an understanding of students' behavioural needs and how they affect learning (anxiety, fear of failure, etc.) and use effective strategies to address social, emotional, cultural and behavioural needs and ensure success	<input type="checkbox"/>
LANGUAGE LEARNING DISABILITIES PROGRAM (LLD)	
Develop an understanding of students' behavioural needs and how they affect learning (anxiety, fear of failure, etc.) and use effective strategies to address social, emotional, cultural and behavioural needs and ensure success	<input type="checkbox"/>
Teach explicitly facial expressions and other nonverbal cues along with listening skills and social cues	<input type="checkbox"/>
PHYSICAL SUPPORT PROGRAM (PSP)	
Foster an environment of respect and acceptance of individual differences	<input type="checkbox"/>
Develop an understanding of students' behavioural needs and how they affect learning (anxiety, fear of failure, etc.) and use effective strategies to address social, emotional, cultural and behavioural needs and ensure success	<input type="checkbox"/>

PRIMARY SPECIAL NEEDS PROGRAM (PSN)

Provide consultation with parents, classroom teacher, in-school and Multi-disciplinary Teams and relevant third party professionals when setting behaviour goals	<input type="checkbox"/>
Be aware of resources related to developing effective behaviour programs (i.e. - Magic 1-2-3)	<input type="checkbox"/>





Section 4

Leadership and Community

Subsections:

- Principal/Vice Principal Roles and Responsibilities
- Working with Educational Assistants
- Fostering Community Understanding

Leadership and Community — Instructions

This section is composed of 3 subsections:

- Principal/Vice Principal Roles and Responsibilities
- Administration/Supervisory
- Policies and Procedures

This subsection consists of a checklist of items and ‘look fors’ that Principals and Vice-principals can use as they facilitate their specialized program teachers in developing their programs. Each of the activities listed in these checklists apply to multiple programs.

- Working with Educational Assistants

This subsection contains suggestions and guidelines for teachers and administrators who work closely with educational assistants, as many specialized programs are staffed with educational assistants.

- Fostering Community Understanding

This final subsection discusses ways in which specialized program teachers can develop and foster understanding of the unique characteristics of their students among both teaching staff and the wider school community including parents and students.

Principal/Vice Principal Roles and Responsibilities

Administration/Supervisory	
Implement the IEP and IPRC process	<input type="checkbox"/>
Ensure that the expectations in the IEP are SMART Goals: Specific, Measurable, Achievable, Results-Based, Time-Framed	<input type="checkbox"/>
Ensure a clear link exists between the IEP and the Provincial and/or Alternative report cards	<input type="checkbox"/>
Provide support and/or input in case conferences, multi-disciplinary, and parent meetings	<input type="checkbox"/>
Work in consultation with the In-School Team, Multi-Disciplinary Team (including the Learning Support Consultant), and parents to provide smooth transitions for students coming into or moving out of the program	<input type="checkbox"/>
Ensure applications for Summer School Learning Programs are completed as applicable (i.e. DD and ASD programs)	<input type="checkbox"/>
Access and communicate information to staff pertaining to workshops and PD (e.g., community groups, OCDSB, Autism folder on Beam, Federation funding etc.)	<input type="checkbox"/>
Ensure that staff (including LST, Department Head, teacher, etc.) are aware of entry and demission criteria for specialized programs	<input type="checkbox"/>
Ensure the Learning Support Consultant is notified when students move away or are demitted from the program	<input type="checkbox"/>
Be aware of and communicate to staff the referral process for Service Coordination for post 21 programs when applicable	<input type="checkbox"/>
Ensure teacher and LST are aware of the process of making referrals to Central Support teams (e.g. ASD Team, Behaviour Support Team, etc.)	<input type="checkbox"/>
Ensure all staff members are aware of the emergency protocols (e.g. Behaviour Management Plans, Safety Procedures, seizure procedures, allergic reaction procedures, emergency signs for communicating with D/HH students, etc.)	<input type="checkbox"/>
Ensure that behaviour management information is communicated regularly to drivers	<input type="checkbox"/>
Ensure that OSRs are maintained, are organized, and that Spec Ed documents are filed in the special documentation folder	<input type="checkbox"/>
Policies and Procedures	
Ensure a transition plan is developed for all students identified with Autism, as well as for students who are 14 years of age or older	<input type="checkbox"/>
For ASD students be aware that the Ministry of Education's Policy/Program Memorandum No. 140 mandates the incorporation of methods of applied behavioural analysis (ABA) into programs and planning for transitions	<input type="checkbox"/>
Behaviour Management Plans (OCDSB 722)	<input type="checkbox"/>
Safety Plans	<input type="checkbox"/>
OCDSB Third Party Guidelines	<input type="checkbox"/>

Section 4: Leadership and Community

Procedure for Administering Medication (sec. 4.10.2 of PR 547.SCO)	<input type="checkbox"/>
Release of Information Procedures (OCDSB 372)	<input type="checkbox"/>
Policy for Physical Restraints and Time Out Rooms (PR.626.SE)	<input type="checkbox"/>
Procedures for Field Trips (PR.518.SCO and PR.571.SCO)	<input type="checkbox"/>

Working with Educational Assistants

In collaboration with the EAs, review the EA job descriptions and responsibilities at the beginning of the school year and other times as necessary	<input type="checkbox"/>
Model and foster a respectful professional relationship based on a team approach which maximizes the skills of each EA	<input type="checkbox"/>
Provide the EAs with clear expectations and regular feedback regarding their work with students and the implementation of programs including a plan to have 'fading' support in order to increase students' independence	<input type="checkbox"/>
Ensure that EAs have access to information pertaining to students' academic and behavioural background (i.e. IEP, Reports)	<input type="checkbox"/>
Coordinate schedules and assignments for EAs (student supervision and integration)	<input type="checkbox"/>
Include EAs in planning and implementing transition plans for students requiring them	<input type="checkbox"/>
Encourage the EAs to assist students in self advocacy as they integrate into the regular classroom	<input type="checkbox"/>
Ensure regular communication with EAs so that all members of the team are working towards IEP expectations for students, using a consistent approach in all areas	<input type="checkbox"/>
Understand that the teacher is ultimately accountable for the program	<input type="checkbox"/>

Fostering Community Understanding

Educate students and staff regarding the varying needs of students – this could be in the form of an information session to staff and/or students (i.e. staff meetings, PD day activities, school council meetings, assemblies, share information electronically)	<input type="checkbox"/>
Share relevant information with staff proactively so that they recognize and can deal effectively with students having difficulty following instructions or directions outside of the classroom	<input type="checkbox"/>
Inform all staff of the emergency protocols (e.g. Behaviour Management Plans, Safety Procedures, seizure procedures, allergic reaction procedures, emergency signs for communicating with D/ HH students, etc.)	<input type="checkbox"/>
Provide behaviour management information to drivers, and communicate regularly with the driver to ensure safety	<input type="checkbox"/>

Use teaching expertise as an in-school resource for other staff (i.e., providing input during special education meetings regarding behavioural strategies, program modifications and accommodations, etc.)	<input type="checkbox"/>
Allow for outside community members to volunteer to present to/mentor/work with students for program enrichment	<input type="checkbox"/>
Collaborate with and support parents to help them understand their child's strengths, needs and educational program	<input type="checkbox"/>
Involve students in whole school initiatives (e.g., assemblies, student led conferences, school improvement plans, heritage festivals, Author's Day, special events, etc.,)	<input type="checkbox"/>
Foster a consistent approach between home and school	<input type="checkbox"/>



Quality Program Indicators

Promoting the consistent delivery of quality special education programs
and services across the Ottawa-Carleton District School Board.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD