



Special Education Report

Ottawa Catholic School Board | September 2025

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Section One: Special Education Programs & Services

Chapter 1: Model for Special Education

Statement of Philosophy: Inclusion

The Ottawa Catholic School Board's approach to the provision of Special Education Programs and Services is based upon the principle of meeting students' needs within the most enabling environment. It is recognized that children grow and develop as unique individuals. As members of a Christian community and in accordance with the Ministry of Education direction, the Board actively promotes the goal of inclusive education.

The OCSB continues to strive towards building relationships with school communities to promote student engagement and a sense of belonging that nurtures well-being. We will strive toward fostering a collaborative culture where students with diverse learning needs have every opportunity to thrive and succeed.

Inclusion means that students with individual education needs fully participate in the life of the school community. Our goal, wherever possible, is to educate individuals in regular classrooms with age-appropriate peers in their community schools. However, for those children whose complexity of needs exceeds these resources, a specialized placement may be necessary to accommodate learning needs. Therefore, a full range of placements and services is available to students.

In providing for our students, we believe that individual gifts and strengths must be identified and used as the starting point for developing programs which will nurture growth and learning. Our goal is to enable learners to reach their fullest potential. This will enable them to take their place as independently as possible within society.

The contents of this Special Education Report for the Ottawa Catholic School Board complies with the Ministry of Education's Standards for School Board's Comprehensive Special Education Plan as well as with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and all other relevant regulations.

"I have called you by name, you are mine."
– Isaiah 43.1

Mission Statement

We support success for every student in a faith-filled and inclusive environment, guided by “Growing Success”, “Learning for All”, “Education for All,” and the Catholic Graduate Expectations.

General Aims

1. To ensure that all exceptional students within its jurisdiction have available to them, in accordance with the Education Act and the Regulations, special education programs and services appropriate to their strengths and needs
2. To ensure that exceptional students are educated in the most enabling and the least restrictive environment possible
3. To establish cooperation with families, agencies and persons in the community who serve the needs of exceptional students
4. To ensure effective parental/guardian consultation in the assessment, identification, placement and review of exceptional students
5. To provide professional development of staff in order that the individual education needs of exceptional students may be better understood and served
6. To work in partnership with the Catholic Faith Community, assisting students in the achievement of the “Ontario Catholic School Graduate Expectations”

Chapter 2: Identification, Placement and Review Committee (IPRC)

IPRC Process

Introduction

The Identification, Placement and Review Committee (IPRC) process determines if a student should be identified as an “exceptional pupil” and states the exceptionality and the appropriate placement that will best meet the student’s strengths and needs.

Ontario Regulation 181/98: Identification and Placement of Exceptional Pupils came into force on September 1, 1998. It guides all schools in Ontario with respect to the regulations that must be followed when conducting an IPRC. The Ottawa Catholic School Board has developed and implemented IPRC procedures and guidelines in compliance with these regulations and approved by the Ministry of Education.

Highlights and frequently asked questions about Regulation 181/98 can be found on the Ministry Website: [Highlights of Regulation 181/98](#)

The complete Regulation 181/98 can be found in the Ministry of Education Document: [Special Education: A Guide for Educators](#)

IPRC procedural checklists and all accompanying IPRC forms in use by the Ottawa Catholic School Board are available for staff on the Board’s Special Education and Student Services website. The information outlined in this report contains general guiding principles for the IPRC process and are not in any way meant to reflect the complete regulations as outlined in Regulation 181/98.

The Identification, Placement and Review Committee (IPRC) meetings provide a formal structure for principals, teachers, parents/guardians, students 16 years of age and over and other advocates to meet and discuss program options in order for the committee to determine appropriate placement for exceptional students. In addition to the formal IPRC process, the Board recognises and embraces several less formal ways such as regular meetings and communication when making decisions on programs and services for students with individual education needs. As always, these decisions are best made when school and parents/guardians work in collaboration, with the best interests of the child at the center of all discussions.

Prior to an IPRC meeting

Assessment of a student's learning profile is an ongoing process. Information and assessment data may come from any one of the following: classroom teachers, special education teachers, school board professionals, community professionals and parents/guardians. Student specific information is gathered and reviewed to assist in making decisions regarding appropriate programs and services. In the case where a formal assessment report is available, the report is reviewed for possible diagnosis and any professional programming recommendations.

This valuable information assists staff in:

- Understanding the student's learning strengths and needs
- Making a decision of the need to create an IEP
- Making changes to the existing IEP, as required
- Considering the possible identification of the child as exceptional through the IPRC process

Parents/guardians, school teams and students aged 16 and older, play an important role in the planning and implementation of a student's special education program and placement. Program and placement options are considered in light of student strengths and needs. At all times, consideration is made first for a placement in the regular class. When there is any consideration of a potential placement in a special education class, it must be reviewed with the school's Special Education Consultant.

Parents/guardians are made aware of all available program and placement options. Parents/guardians are encouraged to discuss these options with school staff and other professionals to gain a better understanding of what each option means and how it is meant to assist their child. The parents/guardians are critical partners in this decision making process and are asked to give input along the way.

School boards may also develop IEPs for students who are receiving special education programs and/or related services but who have not been identified as exceptional by an IPRC. For example, an IPRC meeting is not required when both the parent/guardian and board agree that the student with special education needs could receive programming in the regular classroom. The appropriate programs and services are documented in the student's Individual Education Plan (IEP). This does not in any way override the IPRC process as set out in Regulation 181/98. Parents/guardians retain the right to initiate the IPRC process for any reason.

The principal or parent/guardian may initiate a referral to an IPRC meeting. An IPRC meeting must be held when:

- The student is entering or leaving a special education class
- The parent/guardian makes a written request for an IPRC meeting
- The parent/guardian chooses not to waive the annual IPRC meeting for a student who has already been identified by the IPRC process

Once a decision has been made to hold an IPRC meeting, parents/guardians will receive an invitation and a link to the [Guide to Special Education for Families](#) at least 10 days prior to the IPRC meeting. The invitation will include information about the date, time and location of the IPRC meeting. The Parent Guide includes information on procedures involved in identifying the student as exceptional and determining the student's placement as well as information on appealing the decision of the IPRC if the parent/guardian does not agree with the decision. A copy of the Board's Parent/Guardian/Caregiver Guide to Special Education and Inclusion is available in all schools and on the Board website. [Parent Guide](#)

Parents/guardians are asked to respond to the invitation and to give written consent for a discussion of the student's IEP. Parents/guardians may wish to invite others, such as a community professional or an advocate, to join them for the IPRC meeting. The Board welcomes this and asks the parent/guardian to inform the school principal when they are extending the invitation to others. The special education teacher, in collaboration with school staff, completes an educational assessment using designated forms and defined procedures. It will be discussed at the IPRC meeting and considered by the IPRC along with other assessments available.

During an IPRC Meeting

The principal or vice-principal acts as chairperson, and welcomes parents/guardians and guests. The principal ensures that the committee shall consider any information submitted to it by parents/guardians, staff, advocates, support personnel and outside agencies including the Educational Assessment completed by school staff.

If the Committee determines it would be useful to do so, and the student is less than 16 years of age, the Committee shall, with parental consent, interview the student.

IPRC Members

There must be a minimum of three members of an IPRC. One must be a principal or vice-principal. A presenting teacher cannot be a member of the committee, nor can a parent/guardian or an Educational Assistant.

Special Education System Class IPRC

These are for students entering, remaining in or leaving a special education class. Dates are determined by the Special Education and Student Services Department. The Committee is comprised of:

- Principal or Vice-principal as chair AND
- Two members of the Special Education and Student Services Department

School IPRC

These IPRC dates are set by the principal of the school. The Committee is comprised of:

- Principal or Vice-principal as chair AND
- Two other members as appointed by the principal

To determine exceptionality, the IPRC must adhere to the Categories and Definitions of Exceptionality provided by the Ministry of Education. The broad categories are Behaviour, Communication, Intellectual, Physical or Multiple exceptionalities. Upon review of assessments and information provided, the committee will make a determination of one of the following at the IPRC meeting:

- no identification of an exceptionality,
- a new identification of an exceptionality,
- a continuation of an identification, or
- discontinuation of an identification for a student.

The second decision is that of placement. Placement of the student in a regular class is the first option considered by an IPRC. The committee reviews documentation, consults with the parents/guardians, and makes a recommendation for the most appropriate placement given the needs of the student and the range of options available within the board.

IPRC Placement Decisions

The Ottawa Catholic School Board (OCSB) provides the following 4 special education placement options.

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

Regular Class with Indirect Support
Ministry Definition: The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services by a special education teacher.
OCSB Guidelines: A special education teacher is not regularly scheduled in this student’s classroom. For example, a student may require extra time to complete a test or assignment. This could occur in the resource room, or in the regular classroom, however this support would be available on a needs basis only. The special education teacher is involved in consultation with the regular classroom teacher on an ongoing basis to discuss the IEP and any programs and services as required.

Regular Class with Resource Assistance

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

OCSB Guidelines: A special education teacher is regularly scheduled to be in a student’s classroom. The amount of time is not a factor, but it is not on a needs basis only. At the secondary level, this could be in one semester and not another.

Regular Class with Withdrawal Assistance

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

OCSB Guidelines: A special education teacher provides direct instruction to a student in a scheduled block outside of the classroom. The amount of time is not the determining factor but rather the fact that it is regularly scheduled. The details regarding the amount of time would be indicated on the IEP. This would also apply for the Program for Gifted Learners.

Special Education Class with Partial Integration

Ministry Definition: The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

OCSB Guidelines: This statement applies to students in all of our special education classes, whether full-time or half-time. There is an expectation that all students in system classes be integrated for a period of time with their peers in regular classrooms.
It should be noted that these placements do not refer to any support provided by an educational assistant. The placement is determined according to the level of support provided by the special education teacher.

IPRC Decisions

If the IPRC identifies the student as exceptional, written notification shall be provided to parents/guardians stating:

- A description of the student's strengths and needs
- The category(ies) and definition(s) of exceptionalities
- The placement decision and,
- The reasons for the decision (should the committee decide that the student will be placed in a special education class)

This information is recorded on the IPRC Determination Form. The principal ensures the written statement of decision of the committee is given to the parent/guardian at the IPRC or sent to the parent/guardian after the IPRC. Every attempt is made to ensure the parent/guardian understands the decision prior to signing the documentation form. Written parental consent may be obtained during or after the IPRC meeting.

Reviews of Identified Students

The review of placement for students who have already been identified as exceptional through the IPRC process must occur annually unless the principal receives written notice from the parent/guardian dispensing with the annual meeting. A parent/guardian may choose to dispense with the IPRC meeting when there are no changes to the strengths, needs, exceptionality or placement of the student for the upcoming year. By signing the IPRC waive form, the parent/guardian is agreeing that the current IPRC decision remains in effect for another school year. In that case, the school staff will attach the parent/guardian's signed waive form to previous year's IPRC documentation and there is no need for further documentation.

An IPRC must be held:

- during a transition year when an identified exceptional student is moving from one school to another
- when there are significant changes to be made to a student's identified needs, placement or exceptionality as a result of new assessment information
- when parents/guardians, principal of the school, or Board representative providing the special education program, request it in writing after a placement has been in effect for three months or more
- when the parent/guardian chooses not to waive the annual IPRC meeting for a student who has already been identified by the IPRC process

After the IPRC Meeting

The principal ensures the Board has been notified of the IPRC recommendations. If a special education class has been recommended, the principal ensures parental consent for the placement has been received.

All documentation pertinent to the IPRC process is filed in the Documentation File of the OSR. The student is placed in the appropriate placement with parental consent. An Individual Education Plan is prepared within 30 working days of the start of placement.

Dispute Resolution, Advocacy

Process of Resolving Disputes Prior to Appeal: Follow-Up meeting

If parents/guardians are not in agreement with either the identification or placement decision made by the IPRC, they may request in writing a meeting with the committee within 15 days of receipt of the decision:

- The principal shall arrange for the committee to meet with parent/guardian to discuss the statement of decision
- If changes in the committee's decision were made as a result of the meeting, the notice shall be accompanied by a revised statement of decision together with written reasons for the changes

If parents/guardians do not agree with the decision after the second meeting, they may file a notice of appeal within 15 days of receipt of the second decision. If parental consent is not obtained and the parent/guardian does not appeal the IPRC decision, the Board will instruct the principal to implement the IPRC decision. If the parent/guardian of the student proceeds to an appeal, the student remains in their present placement until further notification from the Board.

It may be helpful for parents/guardians to invite an individual to attend the IPRC meeting to support the family. This may be a family member, agency worker, association representative, collaborative team member or any trusted individual. The Principal must be notified prior to the meeting.

The Ministry of Education has released a document to assist parents/guardians and schools in working together to prevent and resolve conflict. The guide contains helpful techniques and strategies based on real situations.

Reference: *"Shared Solutions"- A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs. 2007*

This guide is available in all schools and is available on the Ministry of Education Website at: [Shared Solutions: 2007](#)

Initiation of Appeal Procedures

A parent/guardian may file a notice of appeal to the Secretary of the Board.

- Within 30 days of receipt of the statement of decision if the request for a follow up meeting was denied
- Within 15 days of receipt of the statement of decision from the follow-up committee meeting

An appeal can be made based on:

- The identification/exceptionality OR
- The placement

The parent/guardian must indicate in the notice of appeal which decision they disagree with and state the reason for disagreement. If the parent/guardian proceeds to an appeal, the student remains in their present placement until the decision of the Appeal Board is received.

Membership of the Appeal Board

The Appeal Board has three members, none of whom has had prior involvement in the identification or placement process being appealed. The three members shall be selected within 15 days of receipt of the notice of appeal:

- a) One member of the Appeal Board is selected by the Ottawa Catholic School Board (OCSB), and;
- b) One member of the Appeal Board is selected by the parents/guardian, and;
- c) A Chair is selected by the Ministry of Education if (a) and (b) cannot agree on a Chair.

These members shall not be employees of the Ministry of Education nor employees of the Board providing the program.

Duties of the Appeal Board

- The Chair of the Appeal Board arranges a meeting to give the parent/guardian an opportunity to discuss the student's identification and/or placement and to explain the disagreement with the IPRC. This meeting will occur no later than 30 days following the selection of the Chair of the Appeal Board
- The Appeal Board may invite anyone who can contribute relevant information to attend this meeting. The parent/guardian/student is entitled to be present at, and to participate in, all discussions
- After the Appeal Board has heard all relevant opinions, reports and information, the meeting is adjourned
- The Special Education Appeal Board shall send its decision in writing to the parent/guardian/student, the IPRC and the OCSB
- The Special Education Appeal Board may:
 - Uphold the IPRC decision and dismiss the appeal
 - Overrule the IPRC and grant the appeal, or make a recommendation to the Board, but must give its decision in writing to the parent/guardian/student, the IPRC and the Ottawa Catholic School Board
- Within 30 days of the Appeal Board's decision, the OCSB notifies the parent/guardian and the IPRC whether it accepts or rejects the Appeal Board's decision
- If the parent/guardian has exhausted all rights of appeal within the OCSB, the parent/guardian may further appeal to a Special Education Tribunal under Section 57 of the Education Act. Information about making an application to the tribunal will be included with the Appeal Board's decision

Appeal Process Criteria for Change in Placement

Ottawa Catholic School Board Criteria for Change in Placements

- Placements are reviewed on an annual basis, in consultation with school staff, Special Education and Student Services staff, and parents/guardians
- A change in placement or an alternative placement may be recommended as the result of new assessment data from a professional report
- Current educational assessment and professional reports are reviewed to assess student’s strengths and needs

Process for Changing Placements

- Ongoing problem-solving processes and intervention models are implemented at schools to monitor student’s progress. This includes continued dialogue between home and school
- Change in placement and/or alternatives are discussed with members of school team, Special Education and Student Services team and parent/guardian
- IPRC meets to discuss and determine new placement

2024-2025 IPRC Data

Statistical Data Regarding IPRC for the Ottawa Catholic School Board

New IPRC	Review IPRC held	Waived IPRC	Number of Appeals	Total IPRC
146	202	496	0	844

IPRC 2024-2025 School Year



Identification, Placement and Review Committee Meeting Determination All Exceptional Students Grades K-12

IDENTIFICATION

REVIEW

STUDENT NAME:			
Grade:			
D.O.B.:			
Home School & Address:			
School Attending & Address:			
Parent(s) or Guardian(s):			
Address:			
Telephone Numbers:	Home	Business	Cellular
Parent/Guardian			
Parent/Guardian			
Parent/Guardian			
COMMITTEE MEMBERS	OTHERS PRESENT:		
1) <i>Chair</i> -			
2)			
3)			

Summary Statement of Strengths	Summary Statement of Needs

**IDENTIFICATION REVIEW
RECOMMENDATION:**

The Identification, Placement, and Review Committee
 has
 has not
 identified **(student name)** as an exceptional student.

Exceptionality Grouping:	

*** Definition: Attach to Parent Copy *** (see attached definitions and delete tabs that do not apply)

Placement:	
Commencing:	
If Special Education Class, list reason(s) for this placement:	
Special Education Class	
Review of Placement by:	
Date of Notification to Board:	
Chair's Signature:	<div style="border: 1px solid black; border-radius: 10px; height: 40px;"></div>
Date:	

I understand and agree with the Committee's recommendation

Parent(s)/Guardian(s) Signature:	<div style="border: 1px solid black; border-radius: 10px; height: 40px;"></div>
Date:	

I would like further discussion of the Committee's recommendation

Parent(s)/Guardian(s) Signature:	<div style="border: 1px solid black; border-radius: 10px; height: 40px;"></div>
Date:	

Chapter 3: Special Education Placements Provided by the Board

“I have called you by name, you are mine.”
– Isaiah 43.1

General Board Supports and Services

The Ottawa Catholic School Board offers a full range of placements to meet the needs of exceptional students. In keeping with the Board’s philosophy of inclusionary practices, the first option on the continuum of intervention strategies is to have the student remain in a regular class with the appropriate support. The Ottawa Catholic School Board provides a number of programs and services to support the exceptional student. These individualized programs and related services are available to all exceptional students and are not dependent on the student being identified by an Identification Placement and Review Committee (IPRC). The exceptional student’s individualized program and related services are recorded in the Individual Education Plan (IEP).

When a student proceeds to an IPRC, a regular class placement with support is always the first option explored prior to a special education system class placement.

A brief description of supports, services and types of system classes in the Ottawa Catholic School Board is outlined below:

School Team

Every school within the Ottawa Catholic School Board may establish school-based collaborative teams whose membership will include administration, school special education staff, educational assistants (where appropriate) and regular classroom teachers. This team is responsible for conducting regularly scheduled meetings designed to problem solve around issues related to individual program needs of students throughout the school.

Special Education and Student Services

A multidisciplinary team of professionals is assigned to each school. The Central Collaborative Team members may include a special education consultant, psychology staff, a social worker, a mental health worker, a behaviour analyst/consultant, a speech language pathologist, an addiction counsellor, a teacher of the deaf and hard of hearing and other itinerant resource teachers. Various members of the Central Collaborative Team will meet in partnership with school-based teams in order to collaborate and provide support to student programming as identified by the school staff.

Special Education System Classes

Special Education classes are established by exceptionality and in accordance with regulation 298 Section 31 with respect to class size. Discussions are held with Special Education Advisory Committee members regarding the range of placements offered by the Board, the types of special education classes offered annually, the special education class application process and the locations of such classes. Special education classes are taught by special education system class teachers.

Education and Community Partnership Programs

When students are unable to benefit from the range of placements available within the Board, parents/guardians will be invited to attend a case conference. Options will be discussed and could result in a referral for consideration of a section 23 (Education and Community Partnership Placement). This placement is carried out in consultation with the parents/guardians. The application process, guidelines and additional information is outlined in another section of this report titled "Coordination of Services with Other Ministries or Agencies".

Home Instruction

In the event that students are unable to attend school for medical reasons, home instruction is provided for a period of time until students are able to resume school instruction.

Special Education System Classes in the Ottawa Catholic School Board

General Information

The Ottawa Catholic School Board provides a range of programs for students across all exceptionalities. When students require intensive support and services, a special education class may be a placement option. All students placed in a special education class are integrated for a period of time with their peers in a regular classroom, therefore all of the Board's special education classes are, "special education classes with partial integration".

Process

Students are placed into special education classes through the Identification, Placement and Review Committee (IPRC) process. In most cases, prior to special education class placement, students have experienced continuing and intensive intervention that might include the following:

- Classroom intervention
- Presentation to school collaborative team and /or case conference
- Presentation to special education and student services collaborative team and /or case conference
- IEP planning
- Supports from various Board and/or Community professionals

Key Elements

The following key elements are essential for successful special education classes in the Ottawa Catholic School Board:

- Program collaboration among team members
- On-going liaison/communication with parents/guardians
- Involvement of Special Education and Student Services Team
- In-service opportunities for special education class team
- Administrative support

Special Education System Class Application Process

Student submissions for Special Education System Classes are discussed at the winter System Class Placement and Application Review meeting (SCPAR) or at multidisciplinary case conferences held in each school throughout the year. The team will review the presented documentation and information pertinent to the educational needs of the candidates the school brings forward. Once the team, using Special Education System Class criteria, agrees that the student is an appropriate candidate, the submission form will move on to be reviewed by a Central Committee. Members of the Special Education and Student Services Department directly involved with the student may add additional information.

A multi-disciplinary Special Education System Class Team composed of staff from the Special Education and Student Services Department is struck for each type of Special Education System Class. Each team meets to review candidate documentation (i.e., assessment reports, academic achievement, behavioural tracking, and other detailed information included on the application forms). The Team members apply a consistent approach to review candidate information against established Board criteria and make final recommendations.

Parents/guardians of students who have been selected as the most appropriate candidates are informed by school staff and are invited to visit the school hosting the Special Education System Class prior to the IPRC meeting to see the program and ask any questions of the staff. When the parent/guardian is in agreement to proceed to a Special Education System Class placement, the school invites the parent/guardian to an IPRC meeting to formally place the student in the class. The start date is determined at the IPRC meeting.

Types of Special Education System Classes and Application Criteria

Special Education System Class: Assessment Program
<ul style="list-style-type: none"> ● 11 full-day Assessment Programs (JK-SK) ● As per Regulation 298 (31) the maximum class size for these classes is 6 students.

Rationale

The Assessment Program has been established to support students who are age appropriate for JK or SK and who present with generalized developmental delays, including but not exclusive to Autism Spectrum Disorders. The program is designed to help students develop readiness skills that will allow for integration into a school community. When appropriate, programming incorporates methods of Applied Behaviour Analysis (ABA). Domains of focus include, but are not limited to:

- attending/cooperation (i.e. rapport building, reinforcer effectiveness)
- receptive & expressive language (i.e. labeling, requesting, following directions)
- school readiness (i.e. routines, transitions, waiting)
- self help (i.e. toileting, dressing, handwashing)
- play/social skills (i.e. exploration, sharing, turn-taking, imitation)
- emotional regulation (i.e. self advocacy, tolerance strategies)

Criteria for Placement

Interventions

- Intervention Process has been followed for students who currently attend school
- Consultation/involvement of appropriate Special Education and Student Services personnel
- Student has been discussed at the winter System Class Placement and Application Review (SCPAR) meeting or a multi-disciplinary case conference at other times during the year
- For newly registered students without a history of previous interventions, Special Education and Student Services personnel will gather developmental information as a basis for entry into this program
- Observation data obtained by Student Services and Special Education staff supports the developmental functioning to be consistent with criteria for admission to this program

Psychology

- A diagnosis of a generalized developmental delay that impacts a wide range of behaviours (e.g., Global Developmental Delay, Intellectual Disability, Genetic Disorders, Autism Spectrum Disorders, etc.)
- This determination will be made based on assessment information provided (i.e., Third Party or School Board documentation) in consultation with the school Psychologist/Psycho-Educational Consultant

Speech and Language

- Student may have severe to profound receptive and expressive language delays
- Student may be non-verbal
- Significant difficulties with social language and interactions with peers
- May be accompanied by articulation and/or motor speech disorders

School Readiness Skills and Self Help Skills

May display:

- Significant delays in self help skills (i.e. dressing, eating, and toileting)
- Minimal safety awareness
- Inability to follow familiar routines
- Significant delays in fine or gross motor skills

Social Emotional Needs

May display:

- Difficulties in self regulation
- Delayed social skills
- Minimal initiative or self advocacy skills

Behaviour

- Behaviour and conduct issues may be the primary presenting problem.
- Student behaviour should not be of such intensity and/or frequency as to interfere with accessing the shared curriculum and programming of the Special Education System Class. Students who have very complex needs are able to access individualized schedules and support in their community school.

Other Relevant Information

- At IPRC and transition times, the community school is invited to participate in ongoing planning for the student.

Demission Criteria

- The multidisciplinary team supporting the class will review the student's progress on an ongoing basis. A transition plan will begin when it is determined that their needs would be better met in a regular class placement or in a different type of Special Education Class. An IPRC review is required when the student leaves the program. Students must leave the program after SK.

<p>Special Education System Class: Junior Education for Community Living</p> <ul style="list-style-type: none"> • 1 full-day Junior Education for Community Living class (students are age appropriate Gr. 4-6) • As per Regulation 298 (31) the maximum class size for this class is 10 students.

Rationale

The intent of the Education for Community Living (ECL) classes is to assist students diagnosed with an Intellectual Disability to develop cognitive, academic, and social-adaptive skills. Emphasis is placed on functional academics and developing community living skills. Students have daily living needs and require training in areas not traditionally taught in regular curriculum programs (e.g., self-help skills, mobility skills, recreation/leisure skills, gross and fine motor, safety awareness, and pro-social behaviour). Students are expected to be able to access group activities, shared programming, and shared resources. Individualized schedules and support for significantly complex students can be accessed at the community school.

Criteria for Placement

Interventions

- Intervention Process has been followed
- Extensive modified academic and/or alternative program, as outlined in the IEP
- Consultation/involvement of appropriate Special Education and Student Services personnel
- Student has been discussed at the winter System Class Placement and Application Review (SCPAR) meeting or a multi-disciplinary case conference at other times during the year

Psychology

- Diagnosis of an Intellectual Disability
- This determination will be made based on a valid psychological assessment completed by Board psychology staff or a Third Party Professional, in consultation with the School Psychologist/Psycho-Educational Consultant

Speech and Language

- Receptive language skills consistent with cognitive ability
- There is often a more extensive expressive language delay. This may be associated with oral-motor dysfunction or neurologically based conditions
- Augmentative and adapted communication methodologies may be required which are not easily taught in the regular classroom
- A speech and language assessment may be required at the discretion of the Speech and Language Pathologist

Academic

- There will be significant delays in all academic areas, commensurate with cognitive ability.

Social Emotional Needs

- Students considered appropriate for these classes may display delayed social skills, weak self-advocacy skills, and show minimal initiative.

Behaviour

- Behaviour and conduct issues will not be the primary presenting problem.
- Student behaviour should not be of such intensity and/or frequency as to interfere with accessing the shared curriculum and programming of the Special Education System Class.

Other Relevant Information

- At IPRC meetings and transition times, the community school is invited to participate in ongoing planning for the student.
- When entering the ECL program students will be placed in the age appropriate grade, as set by Ontario Ministry of Education

Demission Criteria

- The multidisciplinary team supporting the class will review the student's progress on an ongoing basis. A transition plan will begin when it is determined that their needs would be better met in a regular class placement or in a different type of Special Education Class as per the student's age. An IPRC review is required when the student leaves the program.
- Students who require individualized supports based on behaviour and/or conduct
- Students must leave the junior ECL class after they have reached the age appropriate for Gr. 6

<p>Special Education System Class: Intermediate Education for Community Living</p> <ul style="list-style-type: none"> • 4 full-day Intermediate Education for Community Living classes (students are age appropriate Gr. 7-10) • As per Regulation 298 (31) the maximum class size for this class is 10 students.
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Rationale

The intent of the Education for Community Living (ECL) classes is to assist students diagnosed with an Intellectual Disability to develop cognitive, academic, and social-adaptive skills. Emphasis is placed on functional academics and developing community living skills. As students mature, there is a movement from in-school inclusion activities to more general inclusion within the student's community through experiential learning and recreational activities. Students have daily living needs and require training in areas not traditionally taught in regular curriculum programs (e.g., self-help skills, mobility skills, recreation/leisure skills, gross and fine motor, safety awareness, pro-social behaviour and vocational training). Students are expected to be able to access group activities, shared programming, and shared resources. Individualized schedules and support for significantly complex students can be accessed at the community school.

Criteria for Placement

Interventions

- Intervention Process has been followed
- Extensive modified academic and/or alternative program, as outlined in the IEP
- Consultation/involvement of appropriate Special Education and Student Services personnel
- Student has been discussed at the winter System Class Placement and Application Review (SCPAR) meeting or a multi-disciplinary case conference at other times during the year

Psychology

- Diagnosis of an Intellectual Disability
- This determination will be made based on a valid psychological assessment completed by Board psychology staff or a Third Party Professional, in consultation with the School Psychologist/Psycho-Educational Consultant

Speech and Language

- Receptive language skills consistent with cognitive ability
- There is often a more extensive expressive language delay. This may be associated with oral-motor dysfunction or neurologically based conditions
- Augmentative and adapted communication methodologies may be required which are not easily taught in the regular classroom
- A speech and language assessment may be required at the discretion of the Speech and Language Pathologist

Academic

- There will be significant delays in all academic areas, commensurate with cognitive ability.

Social Emotional Needs

- Students considered appropriate for these classes may display delayed social skills, weak self-advocacy skills, and show minimal initiative.

Behaviour

- Behaviour and conduct issues will not be the primary presenting problem.
- Student behaviour should not be of such intensity and/or frequency as to interfere with accessing the shared curriculum of the Special Education System Class.

Other Relevant Information

- At IPRC meetings and transition times, the community school is invited to participate in ongoing planning for the student.
- When entering the ECL program students will be placed in the age appropriate grade, as set by the Ontario Ministry of Education.

Demission Criteria

- The multidisciplinary team supporting the class will review the student's progress on an ongoing basis. A transition plan will begin when it is determined that their needs would be better met in a regular class placement or in a different type of Special Education Class as per the student's age. An IPRC review is required when the student leaves the program
- Students who require individualized supports based on behaviour and/or conduct
- Students must leave the intermediate ECL class after they have reached the age appropriate for Gr. 10

<p>Special Education System Class: Senior Education for Community Living</p> <ul style="list-style-type: none"> • 4 full-day Senior Education for Community Living classes (students are age appropriate Gr. 11 to age 21) • As per Regulation 298 (31) the maximum class size for this class is 10 students

Rationale

The intent of the Education for Community Living (ECL) classes is to assist students diagnosed with an Intellectual Disability to develop cognitive, academic, and social-adaptive skills. Emphasis is placed on functional academics and developing community living skills. As students mature, there is a movement from in-school inclusion activities to more general inclusion within the student's community through experiential learning and recreational activities. Students have daily living needs and require training in areas not traditionally taught in regular curriculum programs (e.g., self-help skills, mobility skills, recreation/leisure skills, gross and fine motor, safety awareness, pro-social behaviour and vocational training). Students are expected to be able to access group activities, shared programming, and shared resources. Individualized schedules and support for significantly complex students can be accessed at the community school.

Criteria for Placement

Interventions

- Intervention Process has been followed
- Extensive modified academic and/or alternative program, as outlined in the IEP
- Consultation/involvement of appropriate Special Education and Student Services personnel
- Student has been discussed at the winter System Class Placement and Application Review (SCPAR) meeting or a multi-disciplinary case conference at other times during the year

Psychology

- Diagnosis of an Intellectual Disability
- This determination will be made based on a valid psychological assessment completed by Board psychology staff or a Third Party Professional, in consultation with the School Psychologist/Psycho-Educational Consultant

Speech and Language

- Receptive language skills consistent with cognitive ability
- There is often a more extensive expressive language delay. This may be associated with oral-motor dysfunction or neurologically based conditions
- Augmentative and adapted communication methodologies may be required which are not easily taught in the regular classroom
- A speech and language assessment may be required at the discretion of the Speech and Language Pathologist

Academic

- There will be significant delays in all academic areas, commensurate with cognitive ability.

Social Emotional Needs

- Students considered appropriate for these classes may display delayed social skills, weak self-advocacy skills, and show minimal initiative.

Behaviour

- Behaviour and conduct issues will not be the primary presenting problem. Student behaviour should not be of such intensity and/or frequency as to interfere with accessing the shared curriculum of the Special Education System Class.

Other Relevant Information

- At IPRC meetings and transition times, the community school is invited to participate in ongoing planning for the student.
- When entering the ECL program students will be placed in the age appropriate grade, as set by the Ontario Ministry of Education.

Demission Criteria

- The multidisciplinary team supporting the class will review the student's progress on an ongoing basis. A transition plan will begin when it is determined that their needs would be better met in a regular class placement or in a different type of Special Education Class as per the student's age. An IPRC review is required when the student leaves the program.
- Students who require individualized supports based on behaviour and/or conduct
- Students must leave the Sr. ECL program during the year of their 21st birthday

<p>Special Education System Class: Junior Special Needs</p> <ul style="list-style-type: none"> • 3 full-day Junior Special Needs classes (Gr. 4-6) • As per Regulation 298 (31) the maximum size for these classes is 16

Rationale

Junior Special Needs classes have been established to support students who fall under the Ministry of Education definition of Mild Intellectual Disability or an Intellectual Disability of Mild Severity. Many of these students can be supported in the regular classroom through appropriate program accommodations, differentiated instruction, modifications and other support. Delayed academic development alone would not be sufficient criteria to seek a Special Education System Class placement. However, under certain circumstances, a Special Education System Class placement may be necessary to meet the academic and social-emotional needs of some of these students. Junior Special Needs classes also provide an opportunity to develop and/or enhance basic academic skills, social emotional skills, and community living skills.

Criteria for Placement

Interventions

- Intervention Process has been followed
- It is expected that students being considered for these classes will have had extensive support within the regular classroom and through resource assistance, as outlined in their IEP
- Consultation/involvement of appropriate Special Education and Student Services personnel
- Student has been discussed at the winter System Class Placement and Application Review (SCPAR) meeting or a multi-disciplinary case conference at other times during the year

Psychology

- Cognitive functioning consistent with the Ministry of Education designation of Mild Intellectual Disability or a Diagnosis of Intellectual Disability -Mild Severity
- This determination will be made based on a valid psychological assessment completed by Board psychology staff or a Third Party Professional, in consultation with the School Psychologist/Psycho-Educational Consultant

Speech and Language

- A speech and language assessment is not a requirement for these classes. A previous speech and language assessment may be on file to support programming but would not determine placement.

Academic

- Students appropriate for Junior Special Needs Classes demonstrate significant cross-curricular academic delays consistent with cognitive functioning. A review of current, individualized, standardized, academic assessment scores (grades and percentiles) and daily classroom performance indicates that the student is struggling to achieve expectations outlined in their Individual Educational Program (IEP).

Social Emotional Needs

- Students considered appropriate for these classes will exhibit some social emotional difficulties that may include frustration, difficulty initiating/sustaining tasks, withdrawal, social difficulties, or low self-confidence. These difficulties appear related to frustration in academic and/or social performance areas within the regular classroom environment.

Behaviour

- Behaviour and conduct issues will not be the primary presenting problem. Student behaviour should not be of such intensity and/or frequency as to interfere with accessing the curriculum of the Special Education System Class.

Other Relevant Information

- At IPRC meetings and transition times, the community school is invited to participate in ongoing planning for the student.

Demission Criteria

- The multidisciplinary team supporting the class will review the student's progress on an ongoing basis. A transition plan will begin when it is determined that their needs would be better met in a regular class placement or in a different type of Special Education Class. An IPRC review is required when the student leaves the program. Students must leave the class after Gr. 6.

<p>Special Education System Class: Lifeskills</p> <ul style="list-style-type: none"> • 3 full-day Lifeskills classes (Gr. 7-8) • As per Regulation 298 (31) the maximum class size for these classes is 16.
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Rationale

Lifeskills classes have been established to support students who fall under the Ministry of Education definition of Mild Intellectual Disability including those who may have splinter skills strengths, or an Intellectual Disability of Mild Severity. Many of these students can be supported in the regular classroom through appropriate program accommodations, differentiated instruction, modifications and other support. Delayed academic development alone would not be sufficient criteria to seek a Special Education System Class placement. However, under certain circumstances, a Special Education System Class placement may be necessary to meet the academic and social-emotional needs of some of these students. These students often present with additional socio-emotional concerns that indicate the need for small group instruction and a program focused on the development of functional literacy and numeracy, community living, lifeskills development, and pre-vocational skills.

Criteria for Placement

Interventions

- Intervention Process has been followed
- It is expected that students being considered for Lifeskills classes will have had extensive support within the regular classroom, received resource assistance or previous placement in a Special Education System Class, as outlined in their IEP
- Consultation/involvement of appropriate Special Education and Student Services personnel
- Student has been discussed at the winter System Class Placement and Application Review (SCPAR) meeting or a multi-disciplinary case conference at other time during the year

Psychology

- Cognitive functioning consistent with the Ministry of Education designation of Mild Intellectual Disability or a Diagnosis of Intellectual Disability -Mild Severity
- This determination will be made based on a valid psychological assessment completed by Board psychology staff or a Third Party Professional, in consultation with the School Psychologist/Psycho-Educational Consultant

Speech and Language

- A speech and language assessment is not a requirement for these classes. A previous speech and language assessment may be on file to support programming but would not determine placement.

Academic

- Students appropriate for Lifeskills Classes demonstrate significant cross-curricular academic delays consistent with cognitive functioning. A review of current, individualized, standardized, academic assessment scores (grades and percentiles) and daily classroom performance indicates that the student is struggling to achieve expectations outlined in their Individual Educational Program (IEP).

Social Emotional Needs

- Students considered appropriate for these classes will exhibit some social emotional difficulties that may include frustration, difficulty initiating/sustaining tasks, withdrawal, social difficulties, or low self-confidence. These difficulties appear related to frustration in academic and/or social performance areas within the regular classroom environment. (For students already in a Special Education System Class placement, this will not be an exclusionary factor.)

Behaviour

- Behaviour and conduct issues will not be the primary presenting problem. Student behaviour should not be of such intensity and/or frequency as to interfere with accessing the curriculum of the Special Education System Class.

Other Relevant Information

- At IPRC and transition times, the community school is invited to participate in ongoing planning for the student.

Demission Criteria

- The multidisciplinary team supporting the class will review the student's progress on an ongoing basis. A transition plan will begin when it is determined that their needs would be better met in a regular class placement or in a different type of Special Education Class. An IPRC review is required when the student leaves the program. Students must leave the program after Gr. 8.

<p>Special Education System Class: Language Class</p> <ul style="list-style-type: none"> • 7 half-day Language Classes (Gr.1-3) • As per Regulation 298 (31) the maximum class size for these classes is 10 students.
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Rationale

The relationship between oral language ability and academic achievement is well documented. Research studies have shown that children with persistent oral language impairment consistently demonstrate lower levels of academic achievement. Language Classes are designed to provide an intensive language remediation experience for primary students who are demonstrating significant language difficulties and are considered to be at risk for academic difficulties, particularly in literacy (e.g., reading fluency, reading comprehension, written expression, and oral expression, etc.).

The Primary Language Class is designed to improve receptive and expressive language skills and thereby prevent or minimize the long-term detrimental effects on learning and academic progress.

Students may participate in the program for one to three years (primary grades 1 to 3) and must be enrolled as full-time students in the OCSB. Students do not participate in the French program while attending the Language Class.

Criteria for Placement

Interventions

- Intervention Process has been followed
- Schools must be able to describe interventions put in place to date (e.g., differentiated instruction, visual supports, re-teaching, small group instruction, concrete modeling, etc.)
- Student may have an IEP outlining appropriate modifications and/or accommodations to current school program
- Consultation/involvement of appropriate Special Education and Student Services personnel
- Student has been discussed at the winter System Class Placement and Application Review (SCPAR) meeting or a multi-disciplinary case conference at other times during the year

Psychology

- A formal psychological assessment is not required for admission to this class
Psychological assessment only is not sufficient for a child to be considered for this class
- Children may have a diagnosis of a language-based learning disability or specific language impairment, as opposed to a language impairment that is secondary to autism spectrum disorder or intellectual disability
- There should be some indicators of average cognitive potential. This would be determined in consultation with the School Psychologist/Psycho-Educational Consultant
- Placement in the Language Class would not be considered suitable for students on the autism spectrum

Speech and Language

- Language impairment must be the primary presenting problem
- The student presents with at least moderate or severe receptive and/or expressive language impairment, as documented in a speech and language assessment
- This determination will be made based on a valid speech and language assessment completed by a School Board Speech and Language Pathologist or a third party professional, in consultation with the School Board Speech and Language Pathologist
- The language difficulties are of sufficient severity that the school board speech and language pathologist anticipates that they may interfere with the student's ability to manage the demands of a regular classroom with the supports available in the community school

Academic

- Student's academic skills must be fully assessed prior to placement in a language class (e.g. review of IEP if applicable, report cards, work samples, etc.)
- Students generally demonstrate difficulty with readiness/phonological awareness, reading, oral and/or written language and may or may not demonstrate difficulty with mathematics and with other subjects

Social Emotional

- A social-emotional component is not a requirement for placement in this class. However, some social-emotional issues may exist and would not preclude placement in the Language Class. Typical social-emotional concerns exhibited by students may include:
 - Self esteem issues
 - Social skills difficulties related to impairment in social language skills
 - Lack of problem solving skills
 - Anxiety
 - Frustration

Behaviour

- Behaviour and conduct issues will not be the primary presenting problem. Student behaviour should not be of such intensity and/or frequency as to interfere with accessing the curriculum of the special education system class.

Other Relevant Information

- A commitment is requested on the part of the community school to participate with the Special Education System Class in ongoing programming for the student.

Demission Criteria

- The multidisciplinary team supporting the class will review the student's progress on an ongoing basis. A transition plan will begin when it is determined that their needs would be better met in a regular class placement or in a different type of Special Education Class. An IPRC review is required when the student leaves the program. Students must leave the program after Gr. 3.

Special Education System Class: Developmental Education Program
<ul style="list-style-type: none"> ● 11 Full Day Developmental Education Program (ranging from age 4-21) ● As per Regulation 298 (31) the maximum class size for these classes is 10.

Rationale

The intent of the D.E. Program is to assist students with multiple cognitive, physical, sensory and medical challenges to develop to their full potential through highly individualized programs. The curriculum is centered on the development of basic functional skills in the areas of communication, physical skills including mobility, self-care, leisure/recreation and social skills. Students have regular inclusion activities with their age peers with a focus on skill development as identified in their IEP.

Criteria for Placement**Interventions**

- There should be evidence of significant interventions as presented in:
- Assessment reports and interventions from the Preschool Programs (e.g., Children's Integration Support Services or Children's Treatment Centre/CHEO) if available
- Assessment reports and interventions from the Health Providers (e.g., CHEO Child Development Service or Children's Treatment Centre/CHEO) if available
- Assessment reports and interventions through therapeutic services provided by the CHEO School-Based Rehabilitation Services (SBRs) programs if available
- Alternate and highly individualized program is outlined in the school IEP or Preschool Individual Program Plan

Psychology

- Diagnosis of an Intellectual Disability.
- This determination will be made based on a valid psychological assessment completed by Board psychology staff or a Third Party Professional, in consultation with the School Psychologist/Psycho-Educational Consultant.

Medical/Physical

- Students must present with significant medical and/or physical needs.
- This determination will be made by board staff based on documentation from qualified health and/or therapy professionals.

Speech and Language

- Receptive language skills consistent with cognitive ability.

- There can be a more extensive expressive language delay. This may be associated with oral-motor dysfunction or neurologically based conditions.
- Augmentative and adapted communication methodologies may be required.

Academic Levels

- Developmental disabilities are such that the student's program needs are not primarily academic.

Social Emotional Needs/Other Relevant Information

Students will generally present with some of:

- Delayed social skills
- Minimal initiative or self advocacy skills
- Difficulties in self regulation
- Delays in self care skills (i.e., dressing, eating, personal hygiene)
- Minimal safety awareness
- Delays in fine and gross motor

Demission Criteria

- The multidisciplinary team supporting the class will review the student's progress on an ongoing basis. A transition plan will begin when it is determined that their needs would be better met in a regular class placement or in a different type of Special Education Class. An IPRC review is required when the student leaves the program.

Programming Options: Gifted

Programming in Elementary Schools JK-6

The Ottawa Catholic School Board provides a variety of programming options for students who are identified as gifted. The program as outlined in the IEP may include alternative expectations and/or modified curriculum expectations. There also may be extension activities, challenging projects, or differentiated curriculum in specific subject areas depending on the student's area of strengths and needs. Programs are offered by the classroom teacher, often in consultation with the resource teacher. Resources, outlining the differentiation process according to content, process, product and evaluation, are provided to classroom teachers. Students, having met the criteria, may be identified through the identification, placement and review committee (IPRC) at parental request.

Students who meet **board identification criteria** and who are in Grades 4, 5 and 6, are also eligible to participate in a full day, one day a week, off-site resource withdrawal program called Program for Gifted Learners (PGL). This program is provided by a qualified special education teacher and offers students of like cognitive ability an opportunity to work together on alternative curriculum expectations. There are currently 2 sites, each hosting approx. 30 students a day. The students are transported to the off site location and spend the day working with other students with a gifted profile. Individual student expectations are outlined in the IEP. The decision to participate in the Program for Gifted Learners should be centered around what is in the best interest of the learner and how well they can engage in collaborative and critical thinking activities.

Intermediate and Secondary Schools (grades 7-12)

All Ottawa Catholic School Board intermediate and secondary schools provide gifted programming for students with a gifted profile in their schools. Each school community has its own unique programs, school culture and in-house expertise, which allows for a wide variety of programming opportunities to be offered throughout the board. An important principle of programming for students with a gifted learner profile is an opportunity to congregate with peers of like cognitive ability. Therefore a withdrawal component is often included as one element of the individual program plan.

Listed below is a sampling of the wide range of learning opportunities and programs that may be available:

- In-class differentiation with resource support, where required, provided by the regular classroom teacher and/or the IRT
- Withdrawal opportunities with peers
- Alternate scheduling possibilities: e.g., fast-tracking, PLAR (Previous Learning Assessment and Review), e-learning – Virtual Academy, independent studies, co-op placement
- Field trips to various venues e.g., MASC, STEAM initiatives, Math Olympics
- School leadership opportunities
- Participation in Enrichment Mini Courses in the spring

- Participation in various competitions and contests, such as writing contests, math contests, business contests, science fairs, and debating opportunities, etc.
- Shad Valley Leadership Program
- Motivational Speakers
- STEAM initiatives (grade 7-8)
- Math Olympics (grade 7-8)
- Mentorship/Internship opportunities (grade 10-12)
- Post secondary/career planning

Each school has a designated, qualified staff member, responsible to coordinate the delivery of programs and services for students with a gifted learner profile. Staff and students work together to develop an Individualized Education Plan (IEP) designed to meet the student's individual needs, abilities and interests. As part of the expectations, students are given opportunities to develop self-direction and independence.

Screening and Identification Criteria for Gifted - JK-12

The Ottawa Catholic School Board has a well-established multifaceted set of criteria for use in the screening of its students. The criteria include consideration of a cognitive measure as well as academic progress and learning characteristics. Both parent/guardian and school teams can nominate students for screening. The board uses the Canadian Cognitive Ability test (CCAT) and Psycho-educational assessment reports, when available, as the cognitive measure.

The Canadian Cognitive Ability Test (CCAT) is available from the Special Education and Student Services department and will be considered upon request for the screening of students in grade 3-12 or for students who are new to the board. All students from JK-12 must meet the same criteria to be considered a student with a gifted profile.

The Ottawa Catholic School Board permits special guidelines when screening students who have other areas of need or exceptionalities that may impact overall results i.e. Learning Disability (LD), ELL, Deaf and Hard of Hearing etc. In these cases, school teams screen students in collaboration with psychology and other support staff.

The outcome of the Board wide screening of students from grade 3 to 6 is shared with the school team using the Gifted Profile Screening Form. This form is sent to the school to be filed in the Ontario Student Record (OSR), (and, when applicable, referred to during the IPRC as part of the Educational Assessment). It would include a summary of the information the screening committee used to make the decision and a recommendation with respect to programming options.

The gifted screening committee makes the decision to say that the child has met or not met criteria. Upon receiving this information, the parent/guardian and school team would plan together to make a decision regarding the best program option.

Ottawa Catholic School Board - Gifted Identification Criteria

Revised January 2024

GIFTED CRITERIA 2024-2025

Overview:

Total the points earned from the cognitive component and the points from the learning behaviour component. Students must attain at least **10 points** to be considered for Identification as Gifted.

Intellectual Criteria:

Measure	Criteria	Points
CCAT-7 ¹	Verbal (V), Quantitative (Q), and Nonverbal (NV) subtests are ≥ 96	10
	The lowest subtest (V, Q, or NV) is at the 95th percentile	9
	The lowest subtest (V, Q, or NV) is at the 94th percentile	8
	The lowest subtest (V, Q, or NV) is at the 93rd percentile	7
	Anything less	0
OR		
WISC-V ²	GAI ≥ 96 with Verbal Comprehension Index (VCI) and Fluid Reasoning Index (FRI) ≥ 96	10
	GAI ≥ 95 with VCI and FRI ≥ 95	9
	GAI ≥ 94 with VCI and FRI ≥ 94	8
	GAI ≥ 93 with VCI and FRI ≥ 93	7
	Anything less	0

Learning Behaviour Criteria:

Measure	Criteria	Points
GRS-2 Teacher Form ³	<i>Very Likely Gifted</i> Classification (≥ 98 th percentile) on 2 or more domains	3
	<i>Likely Gifted</i> Classification (84th - 97th percentile) on 2 or more domains	2
	Anything else	0

N.B.

- Students who have cognitive testing conducted that is not part of the OCSB gifted criteria (e.g., Woodcock Johnson, Stanford-Binet, etc.) will be considered on an individual basis and may be required to take the CCAT-7.

¹ CCAT-7 testing must be current (e.g., within 2 years of consideration)

² WISC-V testing completed outside of OCSB must include the General Ability Index (GAI); Students whose WISC-V testing is beyond 2 years old will be considered on an individual basis and may be required to take the CCAT-7

³ Response style analysis (e.g., omitted items, consistency index, and identical ratings) will be considered in the interpretation

Chapter 4: Individual Education Plan

General IEP Information

An Individual Education Plan (IEP) is a written plan describing the special education programs or services required by a particular student, based on a thorough assessment of the student's strengths and needs.

The IEP must identify learning expectations that are modified or alternative to the expectations in the Ontario curriculum documents for the appropriate grade and subject or course, and must include any specific accommodations and special education services/resources assigned to the student. It is a working document and therefore the special education program and services described in the IEP, can be changed as necessary, based on continuous assessment and evaluation.

The IEP is a document that contains separate and distinct components that deal with specific programming expectations and supports. In Elementary and Intermediate grades (K-6 and 7&8) there are 3 main programming components: Accommodations, Modifications, and Alternative Programs. In Secondary grades (9-12) there are 4 main programming components: Accommodations, Modifications, Alternative Courses (K courses), and Alternative Programs.

The student's program may be **accommodated** within the regular classroom through instructional, assessment and environmental accommodations. This refers to the teaching strategies, supports and/or services that are required in order for the student to access the curriculum and demonstrate learning. In this case provincial curriculum expectations are not altered, however adjustments may be made to the instructional strategies, learning environment and/or assessment methods. An example of an accommodation would be alternate response formats to demonstrate learning or reducing the length of assessment to ensure coverage of critical components/expectations. Other examples of accommodations might include: presenting projects in alternative formats, highlighting key words and concepts and cues for topic change or transition using technology to assist in learning, or preferential seating to ensure optimal access to instruction.

Students may also have their program **modified**. In this case, changes are made to the grade level expectations for a subject or course to meet the student's needs. Changes may also be made to the expectations by either significantly increasing or decreasing the number and/or complexity of expectations, so that students may demonstrate their learning.

Some students may work on an **alternative** curriculum. These are expectations that are not derived from the Ontario provincial curriculum documents. Alternative courses are non-credit courses (K courses). The K course codes and titles are available from the ministry's course code listings. Alternative programs can be provided in addition to alternative courses. An alternative/program curriculum may include gross/ fine motor skills, self regulation, organizational skills, self advocacy, and/or social skills and others.

The IEP is a collaborative effort including both parent/guardian and school personnel. Open communication and sharing of information, during an ongoing process, helps to ensure that school and home have similar expectations with respect to the student's special education programs and services. Recognizing and respecting everyone's contributions, and setting observable, measurable and realistic expectations for student achievement, will lead to the best possible education for the student. With parental consent, consultation and input may also occur from professionals in the community or from specific members of the Ottawa Catholic School Board's Special Education and Student Services Department Multi-Disciplinary Team.

An IEP will be developed for a student who has not been formally identified as exceptional, but requires a special education program and/or services based on the results of a formal assessment, as determined by the Principal. An IEP is created for all students who have been identified as exceptional by an Identification, Placement and Review Committee (IPRC). Once it has been determined that an IEP is necessary to address a special education need, the school will consult with the family and other professionals within 30 school days of the special education placement or programming start date. A copy of the IEP will be sent to the parent/guardian and where the student is 16 years of age or older, the student. This is often at the beginning of the school year, but would apply throughout the year as new information regarding student programming is shared.

The IEP reflects the School Board's commitment to provide the special education program and services needed to meet the identified strengths and needs of the student, with the resources available. The principal is responsible for ensuring compliance with all of the requirements for the development and implementation of the IEP. The Ottawa Catholic School Board uses an electronic template for the IEP that meets the IEP standards set out by the Ministry of Education.

Ministry requirements for the IEP can be found in the following Ministry of Education document:

[Special Education in Ontario: Kindergarten to Grade 12 \(Draft\) Policy and Resource Guide 2017](#)

Process for Resolving Disputes

The Ottawa Catholic School Board encourages ongoing communication with the parent/guardian. Effective communication is the key to building relationships of mutual trust and cooperation. Any dispute regarding programs or services as described in the IEP, is resolved through ongoing discussion and consensus building with input from all partners. The Ottawa Catholic School Board works in partnership with parents/guardians following these guidelines:

- Development of the IEP is based on collaboration between the school and the parent/guardian
- Intervention guide is followed to monitor student strengths and needs and ongoing progress
- School Collaborative Team meets on a regular basis to problem-solve strategies to support student's learning
- Special Education and Student Services members are available to meet to provide guidance in programming and in the development of IEPs

- Case conferences and School Collaborative Team meetings involving parents/guardians are convened to provide opportunities for continued dialogue
- SEAC representatives or other community partners may play a supporting role

Additional information on resolving conflicts can be found in the following document:

“Shared Solutions” - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students With Special Education Needs (2007) was released by the Ministry of Education to assist parents/guardians and schools in working together to prevent and resolve conflict. The guide contains helpful techniques and strategies based on real situations. This guide is available in all schools and is available on the Ministry of Education Website: [Shared Solutions: 2007](#)

Implementation of the IEP

Ongoing professional development is held for all special education staff regarding the IEP process. One to three times a year, board-wide networking meetings for special education resource teachers are held. Special education teachers are given direction and practical application on various components of the writing of the IEP. Exemplary IEPs are shared with resource teachers and classroom teachers throughout the year. Members of the Special Education and Student Services Department provide ongoing consultation to school personnel on the content of the IEP and provide assistance in the development as requested. Any changes to the IEP, as required by the Ministry of Education, or as directed by policies or procedures in the Board, are delivered at these ongoing in-service meetings. Special Education and Student Services staff work in collaboration with the Learning Technology staff on the IEP template.

Provincial Standards for IEPs

Members of the Special Education and Student Services Department and SEAC have participated in provincial feedback sessions related to the development and implementation of IEPs. Areas of Board strengths and areas requiring continued development were noted and the Board has since provided additional guidance and supporting documentation for teachers during professional development sessions or individually with special education staff at the school. The Board’s areas of focus for the IEP include:

- Creating meaningful and measurable expectations
- Annual Program Goals
- Alternative expectations-level of achievement
- Aligning teaching strategies with expectations
- Reporting Parent/guardian consultations on IEP
- Linking IEP and report cards/communication of learning
- Transition plans
- Alternate programming
- Essential IEP accommodations

IEP Template



Individual Education Plan

IEP

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An IEP is a working document. It may be adjusted at any time, in consultation with school staff, parent(s)/guardian(s) and/or the student.

Name	Gender	
School	DOB	
Student OEN	Principal	
Grade	School Year	
Last IPRC Date	SEA Equipment	
Exceptionality	Date Annual Review Waived (if applicable)	
IPRC Placement		
Reason for Developing an IEP		IEP Development Team
		Staff Member Position
Health Support Services		Sources Consulted in the Development of the IEP
Individualized Equipment		Purchased SEA Equipment
Assessment Data		
Type	Date	Summary of Results
Assessed Strengths		Assessed Needs



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Subject / Courses or Alternative Program						
AC (Accommodated) - changes in instruction, classroom / school environment, assessment methods MOD (Modified Curriculum) - expectations that vary from the grade expectations and/or are an increase/decrease in the number and/or complexity of curriculum expectations. ALT (Alternative Program) - K courses and areas of learning other than the Ontario curriculum						
Term/Semester _____ <input type="checkbox"/> MOD _____ <input type="checkbox"/> ALT _____ <input type="checkbox"/> AC						
Human Resources (Teaching / Non Teaching Support Staff)						
Type	Position	Start Date	Intensity and/or Frequency	Location	Duration	
Elementary Program Exemptions / Secondary Compulsory Course Substitutions						
Exemption	Substitution	Reasons				
Provincial Assessments						
<input type="checkbox"/> A provincial assessment will occur this year.						
Permitted Accommodations (As Part Of Regular Classroom Practice)			Exemptions			
Secondary School Goal (For Secondary Students Only)						
Student is currently working toward the attainment of a:						



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Accommodations		
Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
IEP Completion And Reporting		
Date of IEP completion	Reporting Dates	
	Reporting Format	
This IEP also includes (check if applicable)		
<input type="checkbox"/> Annual program goals and learning expectations for modified subjects / courses or alternative program .		
<input type="checkbox"/> A transition plan		



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Modified Learning Expectations		
Term / Semester		
<p>Note: The following information represents the starting point for the development of this IEP. The information serves as a baseline and will not change for the duration of this IEP.</p>		
<p style="text-align: center;">Current Level of Achievement Ontario Curriculum Subject</p> <p>Prerequisite course (Secondary)</p> <p>Letter Grade / Mark</p> <p>Curriculum Level Grade/Mark Based On</p> <p style="text-align: right;"><input type="checkbox"/> Modified Curriculum</p>		
<p>Annual Program Goal: A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program.</p>		
Learning Expectations	Teaching Strategies	Assessment Methods



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Alternative Curriculum

Term / Semester

Note: The following information represents the starting point for the development of this IEP. The information serves as a baseline and will not change for the duration of this IEP.

Current Level of Achievement for Alternative Program

Annual Program Goal: A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program.

Learning Expectations

Teaching Strategies

Assessment Methods

Evaluation of Progress



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Transition Plan		
Reason for Developing a Transition Plan		
Specific Goal(s) for Transition		
Actions Required	Person(s) Responsible for Actions	Timelines



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Record of Parent / Student / Staff Consultations and IEP Updating		
Date	Activity (Indicate parent/student consultation or staff review)	Outcome
<p>The principal has the legal requirement to implement and monitor the IEP. The plan has been developed according to the Ministry standards and addresses the student's strengths and needs. The learning expectations will be reviewed and student progress monitored at least once every reporting period.</p>		
<p>_____ Principal's Signature</p>		<p>_____ Date</p>

Chapter 5: Special Education Staff Roles

Special Education Staff 2024-2025

Special Education Staff	FTEs	Staff Qualifications	General Accountability Roles
Superintendent	1.0	<p>Holds a general certificate of qualification and registration issued under the Ontario College of Teachers Act, 1996.</p> <p>Has at least five school years of successful classroom teaching experience in any jurisdiction in a school providing elementary or secondary education.</p> <p>Holds an acceptable post-secondary degree.</p> <p>Holds a master’s degree for which he or she was required to complete at least 30 graduate post-secondary credits or their equivalent, as described in subsection</p> <p>OR a doctorate, where the master’s degree or doctorate was granted by an institution identified in clause (a) or (b) of the definition of “acceptable post-secondary degree” in subsection 1 (1).</p> <p>Meets one or more of the criteria listed in paragraph 5 of subsection 35 (3) of Ontario Regulation 176/10 (Teachers’ Qualifications) made under the Ontario College of Teachers Act, 1996.</p>	<p>Ottawa Catholic School Board Superintendents are system leaders responsible for providing Catholic faith-filled leadership to support schools, departments, system-wide initiatives and the community. Contributing as one of the members of the senior executive leadership team, the successful candidate will provide exceptional leadership in supporting the Board’s Strategic Commitments and the Board Improvement and Equity Plan, as well as cultivate and champion a diverse, equitable and inclusive culture throughout the School Board.</p>

<p>Principal</p>	<p>1.0</p>	<p>A bachelor's degree in education is required.</p> <p>A master's degree in education may be required.</p> <p>Several years of experience as a senior teacher or department head are required.</p> <p>A teacher's certificate for the province of employment is required.</p> <p>School principals may require a principal's certificate.</p> <p>Administrators of elementary and secondary education may require a supervisory officer certificate.</p>	<p>School principals plan, organize, direct, control and evaluate the activities of teachers and other staff of an elementary or secondary school. They are employed by public and private schools.</p> <p>Administrators of elementary and secondary education plan, organize, direct, control and evaluate the academic affairs of a school system. They are employed by school boards.</p>
<p>Social Work Lead</p>	<p>1.0</p>	<p>Master of Social Work</p> <p>Registration with the Ontario College of Social Workers and Social Service Workers</p>	<p>The Social Work Lead is responsible for overseeing the provision of a comprehensive range of social work and addiction services to students, including assessment, individual and group counselling, crisis intervention, case management, and referrals to external agencies. He/she provides supervision, consultation and clinical backup to the social workers and addiction counsellors employed in the SESS department and collaborates with other SESS leadership team members to ensure that the socio-emotional needs of students with the board are met.</p> <p>The Lead also acts as a liaison with community agencies, coordinating social work and addiction services in collaboration with community partners and participates in OCSB and community committees to provide social work and addiction representation. He/she</p>

			advocates for social-emotional and behavioural needs identified in the educational and local mental health and addiction sectors.
Psychology Lead	1.0	<p>Doctoral degree in Psychology</p> <p>Certificate of Registration Authorizing Autonomous Practice as a Psychologist in Ontario with a Doctoral degree in Psychology</p> <p>Candidate with school psychology as a declared area of competency with the College of Psychologists of Ontario</p>	<p>Reporting to the Superintendent of Special Education & Student Services (SESS), the Psychology Lead manages, supervises and provides direction to the Psychology staff and is a member of the SESS department Leadership Team. The Psychology Lead is responsible for developing, coordinating and overseeing the delivery of all psychological services provided by the Board in a manner which addresses the needs of students. The Psychology Lead is also responsible for ensuring that these psychological services are implemented in a manner which meets all ethical, professional and legislative requirements of the College of Psychologists of Ontario and are in compliance with the Ministry of Education legislation and OCSB policies and procedures. The Psychology Lead must also ensure compliance with all PHIPA, 2004 (Personal Health Information Protection Act) requirements and oversee the collection, use and disclosure of all student health information.</p> <p>The Psychology Lead is responsible for overseeing relevant budgets for professional assessments, including selection and allocation of resources and financial accountability and reporting. The Psychology Lead works collaboratively with SESS leadership members and with managers and coordinators in various OCSB departments to ensure program alignment and acts as a liaison to the community to enhance collaboration between community service providers, schools and Board staff. The Psychology Lead participates</p>

			<p>in central Board committees and coordinates and participates in committees at the department and interdepartmental level. The Psychology Lead is also a member of the provincial Association of Psychology Leads in Ontario Schools (APLOS).</p> <p>The Psychology Lead coordinates and oversees professional development offered by Psychology staff and also provides professional development to build capacity for educators and administrative staff in the system and to inform parents and community</p>
ABA Lead	1.0	<p>Masters level Degree in Psychology, Education or Applied Behaviour Analysis</p> <p>Completion of post-graduate studies in Autism, Behaviour Science, and/or Psychology</p> <p>Registered for autonomous practice as a Behaviour Analyst under the College of Psychologists and Behaviour Analysts of Ontario</p>	<p>The ABA lead ensures that the Board's Applied Behaviour Analysis services meet all ethical, professional, and legislative requirements, and address student needs.</p> <p>The ABA Lead works with board leaders, school administrators, educators, interdisciplinary staff, students, caregivers, and community organizations to advance ABA, ASD, and behavior supports throughout the system.</p> <p>The ABA Lead consults with other ABA staff as needed and provides clinical supervision to non-registered ABA Team members, adhering to provincial regulations, to ensure consistent implementation of best practices.</p> <p>The ABA Lead consults with other ABA staff as needed and provides clinical supervision to non-registered ABA Team members, adhering to provincial regulations, to ensure consistent implementation of best practices.</p>
Mental Health Lead	1.0	<p>The Mental Health and Well-Being Lead is a Senior Mental Health Professional with experience in the areas of child and youth</p>	<p>The Mental Health & Well-Being Lead at the Ottawa Catholic School Board (OCSB) plays a vital role in the Special Education and Student Services (SESS) department as well as all</p>

		<p>mental health service delivery experience including promotion, prevention, intervention, crisis response and system navigation.</p> <p>A minimum of a Master's degree in Counseling, Psychology or Social Work is a requirement and he/she must be a registered member in good standing of a related professional regulatory body in Ontario.</p> <p>Further training in legal and administrative course work is an asset for the role as well as the awareness of school board governance</p>	<p>other departments of the board. Reporting to the Superintendent of SESS, he/she collaborates with the department Principal, Coordinator, and Psychology, ABA, and Social Work Leads. As a provincial Mental Health Leader with School Mental Health Ontario (SMH-ON) and provides guidance on best practices and strategic planning.</p> <p>This role involves developing and implementing the board's mental health, emotional well-being, and addiction strategy and yearly action plan, as well as managing related board initiatives and programming. The Lead reviews organizational wellness initiatives within the Board's Mental Health Strategic & Improvement Plan and supports engagement efforts with students, parents, and all OCSB staff. Additionally, the Lead advises all departments on well-being practices and oversees provincial mental health budgets allocated to the OCSB.</p> <p>The Mental Health and Well-Being Lead works with various department leads, including equity and Indigenous coordinators, school administrators, system portfolio leaders, and community partners. The Mental Health Lead also manages a group of Mental Health Workers (MHWs), presents initiatives, protocols and strategies at Executive and Board meetings. The Lead also develops, and reviews protocols and presents to school board clinicians, such as psychologists, social workers, addiction counselors, ABA specialists, and mental health workers, fostering and encouraging a community of care. This comprehensive role ensures the integration of initiatives across the board and supports a</p>
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			<p>collaborative approach to improving positive mental health and well-being to students, staff, families, and community.</p> <p>The Mental Health and Well-Being Lead is a senior clinician who plays a lead role in developing and facilitating the implementation of the OCSB Mental Health and Well-being strategy. Using a tiered Mental Health System of Support (MTSS) approach, the Mental Health and Well-Being Lead works with a range of partners, including system leaders, school administrators and staff, students, parents and community agencies to support system priorities relating to student mental health and well-being.</p>
<p>Speech and Language Lead</p>	<p>1.0</p>	<p>Master's degree (Speech-Language Pathology)</p> <p>Eligible for registration with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO)</p>	<p>Under the direction of the Superintendent of Special Education & Student Services (SESS), the SLP Lead supervises and provides direction to the SLP staff and is a member of the SESS Leadership Team. The SLP Lead is responsible for ensuring that speech-language pathology services offered by the Board are conducted in a manner which meets all ethical, professional and legislative requirements and in a manner which meets the needs of students.</p> <p>The SLP Lead informs and coordinates the delivery of SLP services at the Board and school level and is a liaison to the community to enhance collaboration between community service providers, schools and Board staff. The SLP Lead provides professional development to build capacity of staff in the system and to inform parents.</p> <p>Working collaboratively in an interdisciplinary and interdepartmental team environment, the SLP Lead demonstrates a strong commitment to a tiered model of evidence-informed</p>

			practices for students and inclusive education.
Teachers of Exceptional Students			
Teachers (Resource Teachers)	280.6	Registered with the Ontario College of Teachers Special Education Part I	Under the direction of the School Principal, these school based teachers provide Special Education support to students.
Teachers (Special Education classes)	46.0	Registered with the Ontario College of Teachers Special Education Part I ; At least 2 years of accumulated experience as a Special Education Resource Teacher or Special Education Specialist qualification (CA)	Under the joint direction of the School Principal and the Principal of Special Education and Student Services, these school based teachers provide Special Education support to students in designated classrooms.
Other Special Education Teachers			
Itinerant Teachers (Resource)	16.0	Registered with the Ontario College of Teachers, Special Education Part I	Under the direction of the Principal, Special Education and Student Services, full-time Teachers work as K-12 Itinerant Resource Teachers with the Special Education & Student Services Department. This position includes travel to schools.
Special Education Coordinators	1.0	Registered with the Ontario College of Teachers, Special Education Specialist	Under the direction of the Superintendent, Special Education and Student Services, the Coordinator works closely with central and system staff to implement Board and Ministry of Education initiatives and provides leadership with the Special Education and Student Services Department in the areas of Special Education and Student Services programming.
Special Education Consultants	7.0	Registered with the Ontario College of Teachers, Special Education Specialist	Under the direction of the Principal, Special Education and Student Services, the Consultants work closely with other Consultants, Coordinators, Principals and Teachers to implement Board and Ministry of Education initiatives.
Itinerant Deaf and Hard of Hearing teacher	2.0	Registered with the Ontario College of Teachers, Special Education Part 1, Deaf or Hard of Hearing Part 1	Under the direction of the Principal, Special Education and Student Services, full-time Teachers work as K-12 Itinerant Deaf and Hard of Hearing Teachers with the Special Education & Student Services Department. This position includes travel to schools.

Resource-Math Learning Partner	1.0	Registered with the Ontario College of Teachers, Special Education Part I, Intermediate or Senior Math Qualifications	Full-time Permanent Teachers work with the Student Success Department. This position includes travel to schools.
Educational Assistants in Special Education			
Educational Assistants	639	2 year Community college diploma in a related field (ex. DSW, CYC, SSW)	Under the direction of the Principal and the instructional supervision of the classroom teacher, the Educational Assistant provides support to special needs students' academic and social development; responds to the students' physical, emotional and hygienic needs; acts as a team member in the school (assisting the assigned student or contributing to the educational program as a whole); and performs other duties, as assigned by the supervisor.
Other Professional Resource Staff			
Psychologist	8.2	<p>Doctoral degree in Psychology</p> <p>Documentation of eligibility for registration as a Psychologist with College of Psychologists and Behaviour Analysts of Ontario</p> <p>Candidate should be eligible to declare school psychology as an area of competency with the College of Psychologists and Behaviour Analysts of Ontario</p>	<p>Reporting to the Psychology Lead of the Special Education and Student Services department, the Psychologist provides consultative and direct psychological services to meet the needs of students, families, and school personnel at both the elementary and secondary panels. Responsibilities include psychological and psycho-educational assessments, diagnostic assessments, individual psychotherapy, individual counseling, testing, and preparing interpretive reports and recommendations. Demonstrating a strong commitment to a tiered model of evidence-based practices, the Psychologist promotes understanding of both exceptional and non-exceptional students. They act as a resource to school staff, supporting program accommodations, modifications, alternative programming and the development of Individual Education Plans (IEPs). Additionally, they assist in determining eligibility for exceptionality designations and specialized class placements. The Psychologist works collaboratively in an interdisciplinary team</p>

			<p>environment, including collaborating with community agencies to ensure comprehensive support. The Psychologist provides supervision to Psychology staff undergoing supervised practice with the College of Psychologists of Ontario, unlicensed Psychology staff (Psycho-educational Consultants) and Psychology residents/interns in training. The Psychologist performs duties in a manner which meets all ethical, professional, and legislative standards.</p>
Psychological Associate	3.8	<p>Masters degree in Psychology</p> <p>Documentation of eligibility for registration as a Psychological Associate with College of Psychologists and Behaviour Analysts of Ontario</p> <p>Candidate should be eligible to declare school psychology as an area of competency with the College of Psychologists of Ontario</p>	<p>Reporting to the Psychology Lead of the Special Education and Student Services department, the Psychological Associate provides both consultative and direct psychological services to meet the needs of students, families, and school personnel at both the elementary and secondary panels. Responsibilities include psycho-educational and diagnostic assessments, individual counseling, testing, and preparing interpretive reports and recommendations. Demonstrating a strong commitment to a tiered model of evidence-based practices, the Psychological Associate promotes understanding of both exceptional and non-exceptional students. They act as a resource to school staff, supporting program accommodations, modifications, alternative programming and the development of Individual Education Plans (IEPs). Additionally, they assist in determining eligibility for exceptionality designations and specialized class placements. The Psychological Associate works collaboratively in an interdisciplinary team environment, including collaborating with community agencies to ensure comprehensive support. The Psychological Associate performs duties in a manner which meets all ethical, professional, and legislative standards.</p>
Psycho-Educational Consultant	3.0		<p>Reporting to the Psychology Lead of the Special Education and Student Services</p>

		<p>Masters Degree in Psychology</p> <p>Documentation of eligibility for registration as a Psychological Associate with College of Psychologists and Behaviour Analysts of Ontario</p> <p>Candidate should be eligible to declare school psychology as an area of competency with the College of Psychologists and Behaviour Analysts of Ontario</p>	<p>department and under the direct supervision of a licensed school board Psychologist, the Psycho-educational Consultant provides both consultative and direct psychological services to meet the needs of students, families, and school personnel at both the elementary and secondary panels. Responsibilities include psycho-educational and diagnostic assessments, testing, and preparing interpretive reports and recommendations. Demonstrating a strong commitment to a tiered model of evidence-based practices, the Psycho-educational Consultant promotes understanding of both exceptional and non-exceptional students. They act as a resource to school staff, supporting program accommodations, modifications, alternative programming and the development of Individual Education Plans (IEPs). Additionally, they assist in determining eligibility for exceptionality designations and specialized class placements. The Psycho-educational Consultant works collaboratively in an interdisciplinary team environment, including collaborating with community agencies to ensure comprehensive support. The Psycho-educational Consultant performs work in a manner which meets all ethical, professional, and legislative standards ascribed to the licensed Psychologist providing supervision.</p>
<p>Speech-Language Pathologists</p>	<p>8.5</p>	<p>-Master's degree (Speech-Language Pathology)</p> <p>-Eligible for registration with the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO)</p>	<p>The Speech-Language Pathologist (SLP) participates as a member of a multidisciplinary team in the Special Education and Student Services (SESS) Dept. to address the communication challenges of students within the school system. The SLP collaborates with parents and educators to support students with speech and language difficulties in order to promote their communication competence and educational success.</p>

<p>Social Workers</p>	<p>15.0</p>	<p>Master of Social Work</p> <p>Eligible for membership in the Ontario College of Social Workers and Social Service Workers (OCSWSSW)</p>	<p>Under the direction of the Social Work Lead, the Social Worker is responsible for providing therapeutic support, including counselling and intervention strategies to address social emotional needs that adversely affect the academic and social development of students. They provide individual and group therapy to students, parenting and resource navigation support to parents, and consultation support and psychoeducation to parents and school staff.</p> <p>As a member of a multidisciplinary team, the Social Worker offers consultation and guidance to families and school staff, liaises with professionals of various sectors in the community, working closely with school administrators and other educators providing consultation, psychosocial assessments and therapy to students and caregivers. The Social Worker also prepares case notes and reports in accordance with regulatory college standards.</p> <p>The Social Worker is responsible for intervening to address school absenteeism.</p>
<p>Addictions Counselors</p>	<p>5.0</p>	<p>Master's degree in Social Work, or a Counselling/Addiction related field</p> <p>Eligible for membership in the Ontario College of Social Workers and Social Service Workers (OCSWSSW)</p>	<p>The Addictions Counsellor provides mental health and wellness services and programs to students struggling with issues related to addiction, with a focus on academic, emotional and social issues that foster student success. They are responsible for directly serving students, as well as providing professional development for students, families and school Staff.</p> <p>The Addictions Counsellor in a school setting provides support to students struggling with substance use and mental health, intervenes in crisis situations, and collaborates with multi-disciplinary teams to ensure holistic student care. The counselor also provides support to students' families, offering counseling, psychoeducation and connecting them to additional resources. Additionally, the counselor may lead education and prevention efforts to promote awareness and a healthy school environment.</p>

<p>Behaviour Consultants (Supervised by Registered Behaviour Analyst)</p>	<p>1.5</p>	<p>An undergraduate degree in Social Sciences (preferably Psychology)</p>	<p>Reporting to the Lead Behavioural Analyst, the Behaviour Consultant (Supervised) receives professional direction and administrative supervision from the ABA Lead and works under the direct supervision of a Registered Behaviour Analyst (Ont.). The Behaviour Consultant (Supervised) ensures that the specific needs of students experiencing behavioural/emotional difficulties are met through appropriate assessment, staff training, program design and modification, as well as direct and indirect intervention with students, teachers, administrators and families.</p>
<p>Behaviour Analyst</p>	<p>11</p>	<p>Masters level Degree in Psychology, Education or Applied Behaviour Analysis</p> <p>Completion of post-graduate studies in Autism, Behaviour Science, and/or Psychology</p> <p>Registered for autonomous practice as a Behaviour Analyst under the College of Psychologists and Behaviour Analysts of Ontario</p>	<p>As a member of the Special Education and Student Services Department, the Behaviour Analyst receives professional direction and administrative supervision from the ABA Lead.</p> <p>As a member of this multi-disciplinary department, the Behaviour Analyst is also responsible to the Principal and Superintendent of Special Education and Student Services.</p> <p>The Behaviour Analyst is responsible for building capacity within the school setting through consultation and support in the implementation of Applied Behaviour Analysis (ABA) methods. The Behaviour Analyst responds to the needs of students and assists them in developing their full potential through a variety of direct and indirect services.</p> <p>These services include assessment, intervention, consultation, professional development, liaison, and administrative functions. In delivering those services the Behaviour Analyst works closely with students and their families, educators, administrative personnel, community agencies and inter-disciplinary professionals.</p>
<p>Mental Health Workers</p>	<p>9.0</p>	<p>A member of the Ontario College of Social Work and Social Service Workers, the College of</p>	<p>Under the direction of the Mental Health and Well-Being Lead the Mental Health Worker will provide psychoeducation groups to students relating to stress management, emotion regulation, social</p>

		<p>Psychologists of Ontario or the College of Registered Psychotherapists of Ontario</p> <p>Has or is working towards a Masters degree in a related field to this position</p>	<p>skill development and building resilience. In addition to the direct service with students, providing professional learning opportunities to school staff and parents will be expected. The Mental Health Worker will work with school teams to support the mental health needs of students at the Kindergarten to Grade 6 level as well as at the intermediate and high school level (i.e., classroom presentations, group work and seeing students individually at the Tier 2 level if needed). Data collection will be included in this role to evaluate the impact of services.</p> <p>The Mental Health Worker will be an integral member of the SESS team and will contribute within a multidisciplinary framework (understanding all three Tiers of interventions in association to our OCSB Mental Health and Emotional Well-Being strategy). The Mental Health Worker is required to support and recommend best mental health practices at the Tier 1 and 2 level while promoting capacity across our school system.</p>
Paraprofessional Resource Staff			
Orientation and mobility personnel			
Oral interpreters (deaf students)	3.0	3 year Community college diploma in sign language interpreting	Under the direction of the Principal, the Interpreter is responsible for providing interpreting and other support services to deaf and/or hard of hearing students. The Interpreter facilitates communication among deaf and/or hard of hearing students and their hearing peers, the classroom teacher and other personnel in the school system; offers tutoring and/or note taking services to deaf and/or hard of hearing students when necessary; participates in team meetings and assists the classroom teacher in fostering positive attitudes toward deafness; and performs other duties, as assigned by the supervisor.
Sign interpreters (deaf students)	3.0	3 year Community college diploma in sign language interpreting	Under the direction of the Principal, the Interpreter is responsible for providing interpreting and other support services to deaf and/or hard of hearing students. The Interpreter facilitates communication

			among deaf and/or hard of hearing students and their hearing peers, the classroom teacher and other personnel in the school system; offers tutoring and/or note taking services to deaf and/or hard of hearing students when necessary; participates in team meetings and assists the classroom teacher in fostering positive attitudes toward deafness; and performs other duties, as assigned by the supervisor.
Transcribers (blind students)	4.0	Braillist	
Interveners (deaf-blind students)	3	2 year Community college diploma in a related field (ex. DSW)	Under the instructional supervision of the teacher, the Intervenor provides one-on-one support to the deaf/blind student who has mild to severe impairments and disabilities and allows him/her to interact with the environment; provides motivation, sensory input, accurate information and a means of receptive/expressive communication; and acts as the eyes and ears of the deaf/blind student.
Auditory-verbal therapists			
Communicative Disorder Assistants	3.0	Communicative Disorders Assistant Post-Graduate Certificate	Under the direction of the Principal of Special Education and Student Services. The Itinerant Educational Assistant (CDA) supports the implementation of strategies and/or an action plan developed by team members in collaboration with school staff.
D.E. Programs			
Developmental Specialist	10	Developmental Services Worker diploma, nursing, health sciences or a diploma in another related discipline	Under the direction of the Principal and in collaboration with the classroom teacher, the Developmental Specialist, as part of a team, assists with the planning, implementation and delivery of programs related to the enhancement of the students' fine and gross motor skills; communication; behaviour; self-help; grooming/toileting; and inclusion; assesses student progress; meets with parents, administration, team members, and community agencies; and performs other duties, as assigned by the supervisor
Developmental Assistant	10	Developmental Services Worker diploma, Nursing, Health Sciences or an equivalent program	Under the direction of the school principal and the instructional supervision of the classroom teacher, the Developmental Assistant is responsible for:

			<p>assisting with the planning and implementation of programs for students with exceptional needs; implements programs to develop gross and fine motor skills, communication, self-regulation, integration, socialization and self-care; assisting in evaluating progress; assisting with general school activities; other duties as assigned by the supervisor.</p>
Special Assignment Assistant	20	<p>-Secondary School diploma; -a two-year Community college diploma in a related field (ex. DSW, CYC, SSW);</p>	<p>Under the instructional supervision of the teacher, the Special Assignment Assistant is responsible for: providing individual instruction and assistance to an assigned student within the Developmental Educational Program; implementing individualized programming for an assigned student which responds to the student's physical, emotional and hygienic needs and provides input to program modification; acts as a team member within the classroom and assists with activities in any area which may directly assist the assigned student or may contribute to the Program as a whole; and performs other duties, as assigned by the supervisor.</p>
Interveners	1	<p>2 year Community college diploma in a related field (ex. DSW)</p>	<p>Under the instructional supervision of the teacher, the Intervenor provides one-on-one support to the deaf/blind student who has mild to severe impairments and disabilities and allows him/her to interact with the environment; provides motivation, sensory input, accurate information and a means of receptive/expressive communication; and acts as the eyes and ears of the deaf/blind student.</p>
Part-time DA	As required	<p>Developmental Services Worker diploma, Nursing, Health Sciences or an equivalent program</p>	<p>Under the direction of the school principal and the instructional supervision of the classroom teacher, the Developmental Assistant is responsible (as a team member) for assisting with the planning and implementation of programs for students who are dependently handicapped; implements programs to develop gross and fine motor skills, communication, behaviour, integration and socialization and assists in evaluating progress; and assists with general school activities.</p>

Housekeeper	4.7	Highschool diploma or equivalent Some housekeeping or related experience	Under the direction of the Principal, the Housekeeper assists with organizing daily snacks and meals for students within our Developmental Education classrooms, maintains cleanliness of preparation and eating areas, does laundry and performs other duties, as assigned.
Bus Attendant	13.2	Highschool diploma or equivalent Some related experience working with children	The Bus Attendant is responsible for assisting with bus loading and unloading of children in the developmental education programs and ensuring their comfort and safety during transportation. The Bus Attendant works split shifts, before and after school.

Chapter 6: Specialized Equipment

How the Board determines who needs individualized equipment

The Ministry of Education Provides funding to school boards to offset the costs of equipment essential to support students. The Ottawa Catholic School Board follows the guidelines as described in [Special Education Funding Guidelines: Special Equipment Amount \(Ministry of Education\)](#).

Students do not have to be identified as exceptional pupils through the Identification, Placement, and Review Committee (IPRC) process to be eligible for equipment funded through SEA funding. However, students must be receiving special education programs and services and the use of SEA-funded equipment must be demonstrated in the student's IEP.

All equipment purchased with SEA funding (Formula component or Claims based component), where applicable, must be documented by:

- a copy of the student's current Individual Education Plan (IEP) that provides evidence of the intended use of the equipment in the student's program signed by the principal (SEA Formula component and Claims based component);
- an assessment or assessments from an appropriately qualified professional (SEA Claims-Based only);

The need for physical equipment, SEA claims-based applications, must be recommended by a qualified professional (i.e., Teacher of Blind and Low Vision, Physiotherapist, Occupational Therapist, Psychologist, Speech Language Pathologist, Medical Doctor and/or Audiologist). The equipment recommended is to provide students with accommodations **essential to access** the Ontario curriculum and/or board-determined alternative program and/or to attend school.

Once a letter, report or addendum stating the essential nature of the equipment needed for the student is received, the resource/special education teacher will begin a comprehensive process. The resource/special education teacher will meet with other members of this student's interdisciplinary team to ensure that, should a claim be put forth, it reflects all of the student's needs.

Care is taken to ensure that equipment ordered matches the child's individual needs at this time in their schooling. Training on the use of the equipment is vital to ensure the student views and accepts the equipment as a support to their learning.

Criteria Used for Purchasing Equipment and Budget Considerations

The Ottawa Catholic School Board uses the guidelines as described in Ministry Documentation as criteria to purchase equipment. The professional making the recommendation, along with school and Special Education and Student Services Department members who assess the specific needs of the student in the school setting, are the experts in assisting in the decision to proceed with the claim.

Consultation with service providers such as OT, Physiotherapists, or psychology staff occurs where needed to help with clarification of SEA guidelines. Consideration is given to surplus equipment available in the system, or opportunities where students can share equipment.

Staff from schools, Special Education and Student Services, Learning Technologies, Purchasing and Finance Departments work in collaboration to complete the Board's streamlined process. Claims are submitted to the Special Education and Student Services Department for approval.

For all non computer related equipment, the Board absorbs \$250 per student per Specialized Equipment Claim within a year period (May to April). Any amount over that is covered by Ministry funding. If the purchase of equipment costs less than \$250, it does not meet the criteria for Specialized Equipment funding and the cost of these lower cost items should be processed

through the school budget. Computers, software and computer related devices are purchased from the SEA per pupil amount funding component.

The IEP is adjusted by the school special education teacher to reflect the actual equipment in use. The Board offers parents/guardians and teachers ongoing, multiple opportunities for training and or workshops in the use of various software and hardware equipment.

SEA equipment to support physical needs are purchased for a student to be successful during their school day. As such, SEA equipment for physical needs is intended to remain at school, and is prescribed for use in the physical classroom. Technology is excluded and can be taken home.

Chapter 7: Transportation for Students with Special Education Needs

In accordance with Federal, Provincial and Municipal legislative requirements, the **Ottawa Student Transportation Authority (OSTA)** is responsible for the provision and administration of all Ottawa Catholic School Board transportation services using school buses, public transit and vans.

For more information about OSTA please visit their website: ottawaschoolbus.ca

Accessible Transportation identifies student needs and provides special approval for accommodations on all modes of transportation for students with individual education needs transported to community schools and/or to locations outside of the community school boundary.

Transportation for Students with Individual Education Needs

Within the Community School:

Students attending their community schools may walk or take the regularly assigned school bus to/from school, while some may require accessible transportation. Each student's needs are evaluated to ensure the appropriate mode of transportation is selected, special safety equipment is sized and training is provided (if possible). OSTA's goal is to integrate students with individual education needs with the regular student population as much as possible.

While Attending a Special Program in another school or facility:

Some students need to attend special education programming outside of their community school attendance area. Students attending these special programs are often provided with accessible transportation. The mode selected depends upon the student's capabilities and the location of their residence or daycare.

Approval for Accessible Transportation:

Students requiring any form of accessible transportation must be approved by the Board's Special Education and Student Services Department and the Ottawa Student Transportation Authority (OSTA).

Depending on the **student's individual needs**, accessible transportation may be approved for the following:

- Students with mobility issues and whose physical needs require accessible transportation
- Students who would be unsafe on regular transportation due to behavior, communication, or cognitive delays
- Students attending special education classes or programs outside of community school
- Education and Community Partnership Programs day treatment
- Provincial Schools and Demonstration Schools

A Student Request for Accessible Transportation and Personalized Accessibility Plan form must be completed by the school team, signed by the principal, parent/guardian and forwarded to the Special Education and Student Services Department for consideration and approval. Once the eligibility criteria is approved at the board level, the form is received by the Ottawa Student Transportation Authority, where transportation is arranged. These steps are in accordance with the procedures outlined in the T14 Transportation Services and T21 Accessible Transportation posted on the OSTA website.

If a van is selected as the most appropriate mode of transportation the designated van operator will contact parents/guardians directly with the arrangements and effective start date. All changes to accessible transportation, including times, dates, and addresses, require three to five business days to take effect.

Safety and Criteria for Transportation Providers

In accordance with Provincial legislative requirements, the Ottawa Student Transportation Authority (OSTA) is responsible for the provision and administration of all Ottawa Catholic School Board transportation services including safety and transportation providers.

OSTA takes care of such matters as vehicle safety standards, maintenance of accurate vehicle manifests, licensing requirements, tuberculin testing for new drivers, Criminal Background Check, insurance requirements, vehicle identification and age, passenger loading conditions, two-way communication requirements, driver safety meetings and training requirements for the administration of Epipen and single-metered dose inhalers, general company policy/handbook content. In an emergency, drivers are requested to secure their vehicle and call dispatch. Dispatch may call 911, school and/or parents/guardians.

Ongoing communication between the Special Education and Student Services Department and OSTA provides a continuance of the individualized special transportation required to meet the ongoing needs of our students.

Ontario Regulation 191/11 – Integrated Accessibility Standards

In the fall of 2014 we implemented the use of a coordinated transportation and accessibility form which meets the requirement that individual school transportation plans be created for any student with disabilities who uses school transportation services.

This form outlines the student's individual education needs and ways to accommodate these needs during transportation to ensure a successful trip to and from school. The form also outlines a transition plan for the student to promote the development of skills that allows the transition from single rider or van transportation to mass, integrated transportation such as school bus or public transit. There is also the opportunity to transition students who live within their program school's Walk Zone to develop safe pedestrian skills so that they may walk to and from school.

Chapter 8: Transition Planning for Students with Individual Education Needs

Supporting children through transitions requires intentional planning and strong partnerships. During the school year, transition planning is designed to facilitate a smooth adjustment for each student by highlighting their individual gifts, celebrating their inherent strengths, and detailing their specialized programming needs. This comprehensive planning helps to ensure that every child can continue to learn and grow to their full potential.

In accordance with PPM 156 a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The transition plan is developed as a part of the IEP.

In accordance with PPM 140 the principal must ensure that a plan for transition is in place for all students with an Autism Spectrum Disorder. Transitions could include simple transitions (micro) from activity to activity, or more complex (macro) ones such as moving to a new school or grade. The Ottawa Catholic School Board works collaboratively with external agencies for students transitioning from autism intervention programs.

The Ottawa Catholic School Board acknowledges the importance of careful planning, collaboration of all key players, as critical elements to ensure smooth transitions. The Board also recognizes that transition can be both an exciting and yet stressful time for parents/guardians, students and staff and as such has developed clearly defined collaborative processes for the various transition times students will incur throughout their school career.

Included in this section are practices in use for the following key transitions:

- New to Board from home
- Grade to grade within a school
- Moving from one school to another within Board
- Intermediate / Secondary transition planning
- Returning from prolonged absence

Specific guidelines, strategies and helpful checklists for each key transition are available to school staff on school board electronic sites. The processes outlined, are intended to assist school teams as they work together in planning for smooth transitions for students in their care regardless of age or grade. For some students with very complex needs, it may be necessary to complete extensive comprehensive packages of materials and strategies, and have several meetings and student visits. For other students, successful transition planning may be as simple as the sharing of important information with critical members of the team and ensuring the student is prepared for the change.

Parents/guardians and staff, who know the student well, assist in making transition decisions on an individual basis. While parents/guardians, support personnel, student and classroom teachers are all involved in transition planning; the special education resource teacher takes the lead role.

Ottawa Catholic School Board Transition Planning Strategies (K to 12)

The following are some common transition strategies that may involve your child beginning in the winter/spring of the transition year. Student transition plans, staff involvement, and staff/ family responsibilities are customized to suit the student's individual profile and situation.

- School team meets with parent/guardian to discuss transition needs
- Invite parent/guardian to a meeting with receiving school/ teacher to discuss transitioning
- Complete or ask parent/guardian to complete "All about Me" transition package detailing student information especially when transition is to a new location
- Visit by receiving resource teacher to observe student in current placement
- Establish list of reinforcements and motivators
- Tour of new school (individual, small group or virtual 360)
- Establish the number of visits needed for each student
- Create social story where appropriate
- Invite parents/guardians/student to visit special system class if appropriate
- Plan for IPRC when requested or required
- Share copy of current IEP and all relevant assessments with new teachers
- Establish safe person/ safe place where necessary
- If opportunity arises – student can meet key staff, especially safe person
- Resource teacher informs new classroom teacher of student profile and needs
- Arrange for special materials eg., visuals, charts, special equipment) to be sent to the new school
- Participate in school's welcome activities
- Develop safety plan where required and share with appropriate staff
- Resource/support staff meet student in designated area on the first day to ensure child is welcomed and feels safe
- Ensure child is welcomed and feels safe
- Ongoing open communication between home and school

Transitioning of New Students with individual education needs

Transition steps, for students new to the Board, may follow the outline below:

- Parent/guardian registers child and provides assessment reports indicating that there is a special education need
- The school contacts the Special Education Consultant and reports are shared
- Assessment reports are reviewed
- Preschool visit by school and special education and student services staff where appropriate

- Parent/guardian meeting at school, “All About Me” given to parent/guardian - these should be personalized and used as appropriate for the student
- Child visits school, pictures taken for picture book or ebook
- Visit, phone call or meeting for updates, prior to beginning school
- IEP development if required

IEP Transition Planning: Intermediate and Secondary

The probability of a successful student transition is significantly increased when schools work with parents/guardians, students (where appropriate), community agencies, providers of further education, and employers to develop coordinated transition plans for exceptional students.

The IEP Transition Plan is a long term plan, focused on guiding the parent/guardian, student and the school in developing the necessary link to post secondary institutions, outside agencies, and community partners that may be involved in the student’s transition to postsecondary activities or community living. An IEP transition plan is reviewed annually or as each new IEP is developed.

Depending on the complexity of the student’s individual needs, the team preparing the transition plan for the student may include any of the following: student when age 16 and older, parents/guardians, classroom teachers, resource teachers, guidance personnel, co-op teachers, educational assistants, along with members from the community. The team works together with local community contacts to support the student in identifying realistic goals, listing actions to achieve the goal, and creating realistic timelines in preparation for the exceptional students leaving the school community.

School staff members meet with parents/guardians and students on a regular basis to review individual student strengths and needs. With input from the student and parent/guardian, there is an attempt to match the student’s individual abilities, dreams and profile to the most appropriate available post-secondary program, school to work placement or community program.

For some students, a complete and thorough transition plan can be formulated through having regular parent/guardian teacher conferences and ongoing IEP reviews to ensure the plan remains realistic for the student. Other students may need several meetings and planning sessions involving a wide variety of professionals.

Local contacts have been established at Algonquin College, la Cité Collégiale, Carleton University and the University of Ottawa. Students are encouraged to share packages of information with the receiving institution, outlining educational strengths and formal assessments and needs.

Students who have a developmental or intellectual disability are eligible to stay in school until June of the year in which they will turn 21 years of age. Parents/guardians are encouraged to have made connections with community agencies prior to the time their child is ready to leave

school. School staff can assist in this process. There is usually more concentrated planning in the final year or two of school. Some options are available through municipal and provincial initiatives for day programs. There are many outreach activities available to assist teams in the process, however most partners agree that there are few viable options in the community that can compare to the services available within school. This makes it a challenge for parents/guardians to find the right fit in the community once their child has left school.

The “Post 21” student’s transition plan is a cooperative effort with parents/guardians, community partners and school teams. Parents/guardians are encouraged to register with Service Coordination, a service that can help with exploring options. The link for [Service Coordination Supports](#) is included here. Link to [Road Map](#).

Information for assistance for children with disabilities, funding, and services at home can also be found on the following link: [Ministry of Children, Community and Social Services](#).

Transition planning is a planning process intended to enable exceptional students to attend school, to benefit fully from school programs, and to make a successful transition into adult life. Each student’s unique and successful transition plan can be further discussed with the student’s school team.



Section two: Provincial information

Chapter 9: Roles and Responsibilities in Special Education

Clearly defined roles and responsibilities are an essential part of delivering special education programs and services. The roles and responsibilities within special education are outlined below.

The Ministry of Education

- Sets out, through the Education Act, regulations, and policy documents, including policy/program memorandum, the legal obligations of school boards regarding the provision of special education programs and services;
- Prescribes the categories and definitions of exceptionality;
- Requires through the Education Act that school boards provide appropriate special education programs and services for their exceptional students;
- Establishes the funding for special education through the structure of the funding model;
- Requires school boards to report on their expenditures for special education through the budget process;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry;
- Requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- Establishes a Minister's Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- Operates Provincial and Demonstration Schools for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

The District School Board or School Authority

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memorandum;
- Monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memorandum;
- Requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memorandum;
- Provides appropriately qualified staff for programs and services for the exceptional students of the board;
- Plans and reports on the expenditures for special education;
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional students of the board;
- Reviews the plan annually and submits amendments to the Minister Of Education;
- Provides statistical reports to the ministry as required;

- Prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- Establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them;
- Establishes a SEAC;
Provides professional development to staff on special education;
- Adheres to all applicable legislation.

The Special Education Advisory Committee (SEAC):

- Makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the board;
- Participates in the board's annual review of its special education plan;
- Participates in the board's annual budget process as it relates to special education;
- Reviews the financial statements of the board as they relate to special education.

The School Principal:

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memorandum, and board policies;
Communicates Ministry of Education and school board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach special education classes;
- Communicates board policies and procedures about special education to staff, students, and parents;
- Ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- Consults with school board staff to determine the most appropriate programs for exceptional students;
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures that the program is delivered as set out in the IEP;
- Ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

The Teacher:

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memorandum;
- Follows board policies and procedures regarding special education;

- Works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;
- Works with special education staff and parents to develop the IEP for an exceptional student;
- Where appropriate, works with other school board staff to review and update the student's IEP;
- Provides the program for the exceptional student in the regular class, as outlined in the IEP;
- Communicates the student's progress to parents.

The Special Education Teacher:

The special education teacher, in addition to the responsibilities listed above under “The teacher”:

- Holds qualifications, in accordance with the regulations under the Education Act, to teach special education;
- Monitors the student's progress with references to the IEP and modifies (*and accommodates*) the program as necessary;
- Assists in providing educational assessments for exceptional students.

** For a more detailed discussion of the IEP, including the transition plan, [see Part E of the Special Education In Ontario Draft 2017](#)*

The Early Childhood Educator:

The early childhood educator, in coordination and cooperation with the classroom teacher:

- Plans for and provides education to children in Kindergarten;
- Observes, monitors, and assesses the development of Kindergarten children;
- Maintains a healthy physical, emotional, and social learning environment in the classroom;
- Communicates with families;
- Performs duties assigned by the principal with respect to the Kindergarten program.

The Parent:

- Is familiar with and informed about board policies and procedures in areas that affect the child;
- Participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Is acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and educators to solve problems;
- Is responsible for the student's attendance at school.

The Student:

- Complies with the requirements as outlined in the Education Act, regulations, and policy documents, including policy/program memorandum;
- Complies with board policies and procedures;
- Participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

Chapter 10: Categories and Definitions Of Exceptionalities

In making decisions regarding identification and placement as part of an IPRC, committee members examine all relevant assessments to determine if the child being presented meets the characteristics outlined in the Ministry of Education Categories and Definitions of Exceptionalities.

The following five categories of exceptionalities have been identified in the Education Act as definitions of an exceptional pupil:

- Behavioural
- Communicational
- Intellectual
- Physical
- Multiple (*more than one exceptionality*)

The IPRC makes a determination based on the relevant data presented. Parents/guardians are provided with a copy of the appropriate Ministry definition at the IPRC.

[Categories and Definitions of Exceptionalities](#) (Ministry of Education)

Within the broad categories the following definitions are included:

Behavioural

For the purposes of educational programming the Ministry of Education has defined this exceptionality as:

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

1. An inability to build or to maintain interpersonal relationships
2. Excessive fears or anxieties
3. A tendency to compulsive reaction
4. An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

Communicational – Autism

For the purposes of educational programming the Ministry of Education has defined this exceptionality as:

A severe learning disorder that is characterized by:

1. Disturbances in
 - Rate of education development
 - Ability to relate to the environment
 - Mobility
 - Perception, speech and language

2. Lack of the representational symbolic behaviour that precedes language

Communicational – Deaf and Hard of Hearing

For the purposes of educational programming the Ministry of Education has defined this exceptionality as:

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Communicational – Language Impairment

For the purposes of educational programming the Ministry of Education has defined this exceptionality as:

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

1. Involve one or more of the form, content, and function of language in communication

2. Include one or more of the following:
 - Language delay
 - Dysfluency
 - Voice and articulation development, which may or may not be organically or functionally based

Communicational – Speech Impairment

For the purposes of educational programming the Ministry of Education has defined this exceptionality as:

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

Communicational – Learning Disability

For the purposes of educational programming the Ministry of Education has defined this exceptionality as:

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

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

Intellectual – Giftedness

For the purposes of educational programming the Ministry of Education has defined this exceptionality as:

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

Intellectual – Mild Intellectual Disability

For the purposes of educational programming the Ministry of Education has defined this exceptionality as:

A learning disorder characterized by:

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

Intellectual – Developmental Disability

For the purposes of educational programming the Ministry of Education has defined this exceptionality as:

A severe learning disorder characterized by:

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

Physical – Physical Disability

For the purposes of educational programming the Ministry of Education has defined this exceptionality as:

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

Physical – Blind and Low Vision

For the purposes of educational programming the Ministry of Education has defined this exceptionality as:

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

Multiple – Multiple Exceptionalities

For the purposes of educational programming the Ministry of Education has defined this exceptionality as:

A combination of learning or other disorders, impairments, or physical disabilities, that is of such a nature as to require, for educational achievement, the services of one or more teachers holding

qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Chapter 11: Provincial and Demonstration Schools in Ontario

Provincial and Demonstration Schools

- Are operated by the Ministry of Education
- Provide education for students who are deaf, blind or deaf-blind, or who have severe learning disabilities
- Provide an alternative education option
- Serve as regional resource centres for students who are deaf, blind, or deafblind, or who have severe learning disabilities
- Provide preschool home visiting services for students who are deaf or deafblind
- Develop and provide learning materials and media for students who are deaf, blind, or deafblind, or who have severe learning disabilities
- Provide school board teachers with resource services
- Play a valuable role in teacher training

Information on Provincial and Demonstration Schools can be found at: [Ontario Provincial and Demonstration Schools](#)

Provincial School Contacts

Teachers, parents/guardians may obtain additional information from:

Provincial Schools Branch, Ministry of Education
Provincial Schools Branch
255 Ontario Street South
Milton, Ontario
L9T 2M5
Tel: (905) 878-2851
Fax : (905) 878-5405

Schools for the Blind and Deafblind

The following Provincial Schools offer services for students who are blind or deafblind:

<p>W. Ross Macdonald School 350 Brant Avenue Brantford, Ontario N3T 3J9 Tel: (519) 759-0730 Toll Free: 1-866-618-9092 Fax: (519) 759-4741</p>	<p>Centre Jules-Leger 281 rue Lanark (Ave) Ottawa, Ontario K1Z 6R8 Tel: (613) 761-9300 Fax: (613) 761-9301</p>
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The W. Ross Macdonald School in Brantford and the Centre Jules–Léger in Ottawa provide education for students who are blind or have low vision or are deafblind. The language of instruction at the W. Ross Macdonald School is English; at the Centre Jules–Léger, instruction is in French. The school provides:

- A provincial resource centre for the visually impaired, blind, and deafblind
- Support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks
- Professional services and guidance to ministries of education on an interprovincial, cooperative basis

Programs are tailored to the needs of the individual student and:

- Are designed to help these students learn to live independently in a non-sheltered environment
- Are delivered by specially trained teachers
- Follow the Ontario curriculum developed for all students in the province
- Offer a full range of courses at the secondary level
- Offer courses in broad-based technology and mobility training
- Are individualized, to offer a comprehensive “life skills” program
- Provide through home visiting for parents/guardians and families of preschool deafblind children to assist in preparing these children for future education

Provincial Schools for Students Who Are Deaf or Hard of Hearing

The following Provincial Schools offer services for students who are deaf or hard-of-hearing:

<p>The Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, Ontario L9T 2M5 Tel: (905) 878-2851 Fax: (905) 878-1354</p>	<p>The Roberts School for the Deaf 1515 Cheapside St. London, Ontario N5V 3V9 Tel: (519) 453-4400 Fax: (519) 453-7943</p>	<p>The Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, Ontario K8P 1B2 Tel: (613) 967-2823 1-800-501-6240 TTY 613-967-2823 Fax: (613) 967-2857</p>
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Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her individual education needs met as set out in his or her Individual Education Plan (IEP).

Schools for the deaf:

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

Each school has a Resource Services Department that provides:

- Consultation and educational advice to parents/guardians of deaf and hard-of-hearing children and school board personnel
- Information brochures
- A wide variety of workshops for parents/guardians, school boards, and other agencies
- An extensive home-visiting program delivered to parents/guardians of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education

Provincial Demonstration Schools for Students with Severe Learning Disabilities

The following Provincial Demonstration Schools offer services for students with severe learning disabilities:

<p>Amethyst School 1515 Cheapside St. London, Ontario N5V 3N9 Tel: (519) 453-4400 Fax: (519) 453-2160</p>	<p>Centre Jules-Leger 281 Lanark Ave. Ottawa, Ontario K1Z 6R8 Tel: (613) 761-9300 Fax: (613) 761-9301 TTY: (613) 761-9302 and 761-9304</p>	<p>Sagonaska Demonstration School 350 Dundas Street West Belleville, Ontario K8P 1B2 Tel: (613) 967-2823 Fax: (613) 967-2482</p>	<p>Trillium Demonstration School 347 Ontario Street South Milton, Ontario L9T 3X9 Tel: (905) 878-2851 Fax: (905) 878-7540</p>
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Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a live-in residence setting for a period of time.

The Demonstration Schools were established to:

- Provide special residential education programs for students between the ages of 5 and 21 years
- Enhance the development of each student's academic and social skills
- Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years

In addition to providing live-in residence for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADHD). These are highly intensive, one-year programs.

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

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

Each provincial Demonstration School has an enrollment of forty students. The language of instruction at the Amethyst, Sagonaska and Trillium schools is English; at Centre Jules-Leger, instruction is in French.

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

Transportation to Provincial and Demonstration Schools

Transportation service to Provincial schools can vary from year to year based on number of students, location and costs. For several years now, the Ottawa and area school boards have combined and shared transportation administration and costs.



Section three: Other Related Information Required for Community

Chapter 12: Early Identification Procedures and Intervention Strategies

“I have called you by name, you are mine.”
– Isaiah 43.1

The Ottawa Catholic School Board has developed procedures to identify each child’s level of development, learning ability and needs in accordance with Ministry of Education Policy Program Memorandum #11, Early Identification of Children’s Learning Needs. Additional information on PPM#11 can be found on the website: [PPM #11-Early Identification of Children's Learning Needs](#)

The Board’s procedures “are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child’s school life”. (Policy/Program Memorandum No 11).

Parents/guardians are involved in discussions throughout the Early Identification procedures and are consulted regarding next steps. If the recommendation is that the student’s skills need to be discussed further or that the student is referred to the collaborative team, the parent/guardian is informed of the steps involved in this process as outlined in the Intervention Process. A complete description and copy of the Intervention Process outlined below. The guide is used by school teams and Special Education and Student Services staff in the documentation and planning of interventions, leading to early identification of effective programs and services.

In addition to the Intervention Process, the Board has a comprehensive process in place to monitor children’s speech and language development. In year one of the Kindergarten Program, a checklist to identify concerns regarding children’s speech and language development may be carried out in the fall. Classroom teachers lead this process through the use of a checklist. The intent of this checklist is to assist the classroom teacher in their ongoing observation of students toward the identification of any concerns.

The checklist is not a formal assessment procedure. The student is observed in the natural classroom setting. The entire checklist is completed before making a recommendation. Consultation with parents/guardians may also help in completing this checklist especially for students who are shy or reticent to speak. The information gathered and the next steps will be explained to the parent/guardian. This may include when it is deemed appropriate for the parent/guardian for the teacher to share the concerns with the Board’s Speech and Language Pathologist.

Parents/guardians may contact First Words to begin the referral process prior to entering school. Early identification provides important information regarding a child’s communication which will guide schools in supporting the development of oral language skills. Prior to school entry,

parents/guardians may initiate the referral process to access First Words services. Further information about First Words including valuable information about speech and language development and suggestions for parents can be found on the [First Words Website](#).

Follow-up is made with parents/guardians of children who are believed to be at risk to see if there has been any access to the First Words program prior to school entry. When parents/guardians have not accessed First Words, school staff, with permission from the parent/guardian, will discuss concerns with the school speech-language pathologist to determine the nature of Speech-Language Pathology Services available at this time. If a referral should be made, the school resource teacher is involved to assist classroom teachers to complete the speech-language referral form.

Ottawa Catholic School Board Intervention Model

Underlying Principles:

Within the Ottawa Catholic School Board there is an understanding that clear communication among staff, parents/guardians and students is the basis for effective problem solving. This communication is deemed important from the early identification of a learning need to the ongoing implementation of effective interventions.

Overview:

The Intervention Model, in use within the Ottawa Catholic Schools, was designed by the Special Education and Student Services Team. The model is an action guide.

Expectations:

Parents/Guardians

As parents/guardians are the partners in the learning process who will be with their children throughout their education and who know their children the best, they are encouraged to share insights regarding program needs of their children. Parents/guardians are encouraged to provide assessments and/or treatments that have occurred outside of the school in order to support programming decisions. Parents/guardians will be invited to be part of discussions and in the decision-making processes related to their child and the development of the IEP. Communication, both formal and informal, ensures that parents/guardians are kept informed of their child's learning needs as assessed by the Classroom teacher with support of the School Collaborative Team and the Special Education and Student Services team, if applicable.

School Collaborative Team

Every school within the Ottawa Catholic School Board has an established school-based collaborative team working closely with parents, whose membership may include administration, school special education staff, resource teachers, system class teacher, educational assistants and regular classroom teachers (French and English). This team is responsible for conducting

regularly scheduled meetings designed to problem solve around issues related to individual program needs of students throughout the school.

Special Education and Student Services Team

Representatives from the various disciplines within the Special Education and Student Services Department will establish a central collaborative team. Various members of this team will meet in partnership with school-based teams in order to provide support for student programming as identified by the school staff.

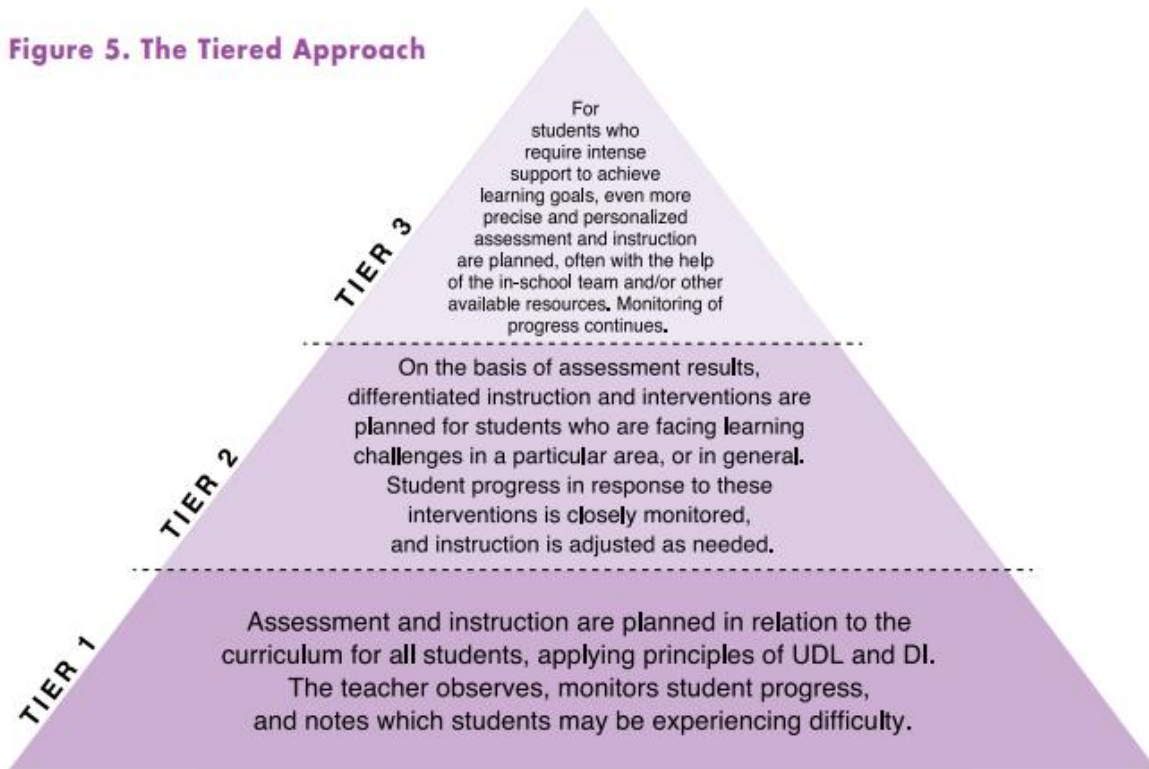
Tracking/Monitoring

The Intervention Process provides space for recording the stages and dates of various interventions. The guide, and process embedded within the Collaborative Team Model of problem solving, provides a format for teams to communicate in an effective way to address student needs that may be interfering with the learning process. Special Education teachers prepare required materials in advance of Collaborative Team Meetings. Confidentiality is respected for all students. Action plans are revisited at follow up case conferences.

The parents/guardians are always consulted with and make the final approval when there is a referral for formal assessment. A description of the assessment and the desired outcome of the observation/assessment is shared with the parent/guardian. If the parents/guardians agree to proceed with the assessment, they are asked to sign a consent form for any assessment conducted by a Speech and Language Pathologist, Psychologist and/or Behaviour Analyst/Consultant.

Parents/guardians and school teams have on-going discussions through meetings, written correspondence, and/or phone calls at any time, but especially as part of IEP development, or when a student is being considered for a special education class, or for an Identification, Placement and Review Committee (IPRC) meeting.

Figure 5. The Tiered Approach



The Tiered Approach (Ministry of Education, 2013, Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12)

Intervention Process



Stage One:

Classroom Teacher

1. Record student concerns
2. Background (*may include*)
 - a. Record concerns
 - b. Review Ontario Student Record
 - c. Discuss with former teachers
 - d. Discuss with parent/guardian
 - e. Explore any salient medical information (e.g. vision, hearing, physical)
3. Gather information/collect data (e.g., work samples, anecdotal comments, test results)
4. Record area(s) of strengths and needs (*be specific*)
5. Record strategies/resources that have been helpful in the past
6. Consult resource teacher
7. In collaboration with parent(s)/guardian(s) and resource teacher, develop an action plan. Include person(s) responsible and timeline. Possible interventions may include:
 - a. Provide differentiated instruction
 - b. Provide remediation
 - c. Employ specific teaching and learning strategies
 - d. Accommodate for learning style (environmental, academic, behavioural, socio-emotional)
 - e. Provide additional supports, (e.g., adult support, co-op students, assistive-devices, technology)
 - f. Maintain ongoing formative assessment
 - g. Other as required
8. Implement plan
9. Evaluate outcome of action plan
10. If the student is progressing, continue or revise the plan as appropriate. If concerns persist, proceed to Stage Two.

Stage Two:

School Collaborative Team

In consultation with parent/guardian,

1. Refer to School-Based-Collaborative Team Meeting
2. Present outcome of action plan from Stage One
3. Collect additional data (*may include*)
 - a. Observation by (school resource personnel, Student Services personnel, and/or English Second Language teacher)

- b. Educational assessment
- c. Mapping session (pathways planning)
- d. English Language/English Literacy Development Learner referral process completed
- 4. Revise action plan
- 5. Implement plan
- 6. Evaluate outcome of Stage Two
- 7. If a student is progressing, continue or revise the plan as appropriate. If concerns, persist, proceed to Stage Three or if the student requires special education programming and services, at the discretion of the principal, an IEP* may be developed.

Stage Three:

Special Education and Student Services/School-Based Collaborative Team

In consultation with parent/guardian alongside any other community agencies/professionals :

1. Consult Student Services Personnel, (*may include*)
 - a. Special Educational Consultant
 - b. Psycho-Educational Consultant/Psychologist
 - c. Speech-Language Pathologist
 - d. Social Worker
 - e. Mental Health Worker
 - f. Behaviour Analyst/Consultant
 - g. Itinerant Resource Teacher
 - h. Addictions Counsellor
2. Outcome of discussion (*may include*)
 - a. Referral to appropriate Student Services Staff
 - b. Central Collaborative Team
 - c. Case conference
 - d. Refer to CHEO School-Based Rehabilitation Services (SBRS) programs
 - e. Formal assessment(s)
 - f. IEP
 - g. IPRC
 - h. Other, as required

* IEPs must be assessment based.

N.B. For students new to the Board, coming with third party formal assessments, schools (with consultation with Special Education & Student Services staff) may go directly to the development of an IEP or to the IPRC process (if the family and school team agree that the student will not be in a regular class placement, and/or the family has requested the IPRC meeting in writing)

Chapter 13: Educational and Other Assessments

“I have called you by name, you are mine.”

–Isaiah 43.1

Assessment and evaluation of students within the Ottawa Catholic School Board starts with the classroom teacher. Teachers collect and interpret relevant information from a variety of sources that may include:

- teacher made tests
- observation
- curriculum-based assessment
- tracking
- self and peer evaluation
- portfolio development
- checklists, benchmarks
- EQAO
- commercially available standardized test instruments
- rubrics
- audio/video recordings
- co-constructed criteria
- journals
- performance tasks

This chapter of the Special Education Report, will specifically address the more formal type of individualized assessments as carried out by qualified practitioners and/or professionals.

Ongoing collection and analysis of the results of both informal and formal assessments help determine students' current learning profiles and support informed decisions for future instructional practice. In cases where assessment results indicate a change is needed, the adjustments are reflected in the student IEP as seen in a change to individual expectations, strategies or accommodations.

Additional general information about Assessment of Students with Special Education Needs is available on Ministry of Education website www.edu.gov.on.ca or at the following links:

- [Learning for All](#)
- [Growing Success 2010](#)
- [Growing Success - Kindergarten Addendum](#)
- [Caring and Safe Schools in Ontario 2010](#)

Steps to English Proficiency (STEP) is a framework for assessing and monitoring the language acquisition and literacy development of English language learners across The Ontario Curriculum. STEP is used to assist educators in supporting a growing demographic of English language learners in Ontario schools. To have English language learners (ELL) attain high levels of achievement, across the Ontario curriculum, teachers use STEP to support programming and as a means of assessing and tracking students' language proficiency over time. The STEP resource

includes oral, reading and writing continua, to support students requiring English as a Second Language (ESL) program. For students requiring an English Literacy Development (ELD) program, a continua of English language proficiency as well as literacy skills has been developed along with an Orientation to School Life in Ontario continuum. This resource was developed to guide instruction and classroom-based assessment. ESL/ELD teachers, classroom teachers, and school leaders can use the STEP continua to assess and record evidence of students' language proficiency progress gathered through day-to-day classroom learning experiences. Information from STEP, gathered over time and in various learning contexts, will be useful for school leaders, teachers, students, and parents in supporting the learning and teaching of ELL.

Board-wide testing program chart

Other forms of Assessment / Screening Tools	Grade	Description
Early Identification Speech & Language Checklist	Kindergarten (Year 1)	A Board-developed observational checklist to identify children with potential difficulties in speech and language. The areas Receptive and Expressive Language, Articulation, Fluency, and Voice are included.
Acadience Learning Online (ALO)	Year 2 Kindergarten to Grade 2	ALO tool is used to support early reading screening. Early reading screening is a process of assessing a student's foundational reading in the early years of school. It involves administering a series of measures to identify students who may be at-risk for reading difficulties. Early reading screening is used to inform educators as they provide instruction and further intervention supports to students. School Board direction follows PPM 168
DIBELS	3-8	DIBELS 8th Edition is a universal screener that uses a curriculum-based measurement (CBM) approach to assess reading.
EQAO	3 and 6	The Assessment of Reading, Writing and Mathematics, assesses the reading, writing and mathematics skills students are expected to have learned by the end of Grade 3 and Grade 6.
EQAO	9	Criterion-referenced assessment of Math
EQAO	10	Ontario Secondary School Literacy Test (OSSLT)
<i>The above testing/screeners is for all students in the Ottawa Catholic School Board including those with Special Education needs, unless otherwise exempt.</i>		

Confidentiality and Information Sharing

One of the challenges of working collaboratively is sharing information while respecting the value and demands of confidentiality. The release and exchange of information is a fundamental and necessary component of educational practice. At the same time, determining the boundaries that protect shared information and the process of guarding those boundaries is a major means by which people respect one another.

Parents/guardians and school personnel regularly refer for direct service and/or consultation with staff from the Special Education and Student Services Department in order to provide the highest quality of service for students. Staff from this department require and have access to personal information about students. Written documentation such as referral forms, assessment data and reports, and intervention information that results from direct service/consultation is housed in appropriate confidential files at the Special Education and Student Services Department. All parents/guardians and teachers have a fiduciary trust responsibility (a legal term meaning to demonstrate good faith) at the heart of their relationship to children. It requires two chief responsibilities: to act in the best interests of the child and to do them no harm.

Collection, Use, and Disclosure of Information

All collection, retention and storage of information in the Special Education and Student Services Department complies with existing legislation: Personal Health Privacy Information Act (PHIPA) and Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), as well as the standards of professional regulatory bodies e.g. College of Audiologists and Speech/Language Pathologists of Ontario, Ontario College of Social Workers, Ontario College of Psychologists.

- Any direct intervention from a health professional (psychological staff, speech/language pathologist and/or social worker) requires written, informed consent from the parents/guardians. Each discipline has a specific, detailed consent form for services. All comply with Ontario privacy acts PHIPA and MFIPPA.
- Consultation may occur among professionals within the Special Education and Student Services Department in order to ensure the best services for students; however, the demands of confidentiality are kept foremost in mind.
- Any request for disclosure of private information from professionals outside the school board requires written consent from the parents/guardians.
- Any court order requests for disclosure of information/files must be followed.
- Whenever a student (under 16) discloses information that suggests they have been/is being abused, appropriate authorities e.g., the Children's Aid Society must be informed.
- Whenever a student poses a threat to the safety of others and/or him/herself, appropriate resources must be contacted.
- Any private information kept on a computer is password protected.

Confidential files are housed in a locked area at the Special Education and Student Services Department. Separate files are kept for individual disciplines (e.g., behaviour, psychology, speech and language, social work). Access to these files is restricted to relevant professionals assigned

to the student's school. Should a file be lost, stolen or accessed by an unauthorized individual, the parents/guardian of the student will be notified forthwith.

Formal Assessments

Psychological Assessment

The purpose of a psychological assessment is to collect and analyze information that will help in planning an educational program to improve student learning. The diagnostic test battery selected to assess a student is based on individual needs and the referral question. The areas assessed by personnel in the psychology department include: cognitive, visual-motor integration, memory, adaptive skills, behaviour, social emotional functioning, executive functioning, language screening, and achievement. The assessment measures used are standardized assessment tools and are to be administered and interpreted by qualified professionals. A request for a psychological assessment is part of a process and should be made only after the steps of the Intervention Process have been followed. Parents/guardians should reach out to the school team for further information.

Accountability

- Parental permission is required in writing prior to the assessment.
- Follow-up interpretive meetings are scheduled to ensure that parents/guardians and staff are made aware of assessment results and recommendations
- Reports are kept confidential and are stored at the Special Education and Student Services Department. A school copy is kept in the student's Ontario School Record.

Assessment Tools used by Psychologists

The assessment tools used by the staff are individual diagnostic tests. The tests attempt to measure functioning in the areas listed above. Tests administered could include the following:

- WRAML 3
- CTOPP 2
- WISC V
- Beery Visual Motor Integration
- WIAT-III, KTEA-3
- Connors, ABS, CDI2, MASC2, SSIS, BASC-3, etc.

Priorities

Priorities for testing are flexible and are set in response to the needs of the students and the system. Examples of factors which affect priorities could include: Education and Community Partnership Programs applications, Special Education System Class Placements, transition planning.

Speech and Language Assessment

Speech-Language Assessment

Speech-language assessments include evaluations of language, articulation, stuttering and voice. The purpose of a speech assessment (voice, stuttering, and articulation) is to identify whether or not there are concerns in those areas that are beyond developmental expectations and to make recommendations for intervention. A referral to CHEO School-Based Rehabilitation Services (SBRS) will be initiated if the student's speech difficulties are deemed to meet their criteria.

Because language difficulties may underlie many of the academic difficulties experienced by the student, in particular literacy, the purpose of a language assessment is to collect and analyze information so as to identify areas of strength and concern and to make recommendations that will help in educational planning to improve student learning. A language assessment consists of a standardized battery of tests which probe areas of receptive and expressive language and phonological awareness. Most of the assessment measures used are standardized assessment tools and are to be administered and interpreted by qualified Speech Language Pathologists.

Accountability

- Parental permission is required in writing prior to the assessment.
- Follow-up interpretive meetings are scheduled to ensure that parents/guardians and staff are made aware of assessment results and recommendations.
- Reports are kept confidential and stored at the Special Education and Student Services Department. A school copy is kept in the student's Ontario Student Record.

Assessment Tools used by Speech-Language Pathologists

Assessment tools used by the SLP staff are individually administered tests that may include the following:

CELF 5
 EVT3
 PPVT5
 TNL
 GFTA 3

Referral Process

Referrals for assessment are identified by the resource teacher in consultation with the classroom teacher, parents and speech-language pathologist, or as the result of a parent request or through the early identification processes of the school board. Students may also be identified as having speech-language impairment through an outside agency (First Words Preschool Speech and Language Program, CHEO Development and Rehabilitation, private practitioner).

Discharge Criteria

- Students with identified language difficulties are not necessarily formally discharged from Speech and Language Services. Consultation is on-going at the school's request. However, if more than a year has elapsed since the last speech and language consultation, the referral information needs to be updated.
- Students referred to CHEO School-Based Rehabilitation Services (SBRS) programs for speech therapy are discharged by CHEO School-Based Rehabilitation Services (SBRS) programs according to their discharge criteria.

Priorities

Priorities for testing are flexible and are set in response to the needs of the students and the system. Examples of factors which affect priorities could include:

- perceived degree of severity
- potential for system class placement
- focus on early identification and intervention
- educational programming needs

Deaf and Hard of Hearing Assessment

Students who are Deaf or Hard of Hearing, who receive direct service in the OCSB, are regularly evaluated on their progress by the teacher of the Deaf and Hard of Hearing. Progress reports are prepared at the end of each school year for students receiving direct support. Full reports, based on annual assessments, are completed in June for students receiving direct service. Formal assessment is conducted for the annual IPRC reviews of exceptional students. At this time, the teacher of the Deaf and Hard of Hearing may formally evaluate the student's progress in speech, auditory skills, receptive and expressive language. These areas may also be assessed in coordination with the resource teacher at the school. Formal assessment may be requested for students who have a hearing loss and who are not seen on a direct service basis. The results of the assessment are used for programming, writing Individual Education Plans (IEPs) and making recommendations for educational planning.

Audiology reports from CHEO are sent to the teachers of the Deaf and Hard of Hearing. Reports are summarized and sent to schools to be shared with staff.

Accountability

- Results of assessments and recommendations are shared with school staff and parents/guardians.
- Audiology reports (CHEO) are shared with school staff and kept in the student's Ontario School Record

Assessment Tools Used by the Teachers of the Deaf and Hard of Hearing

Auditory skills

TAPS 4 – An Auditory Processing Skills Assessment
OPUS – Oral Passage Understanding Scale

Speech

Goldman Fristoe 3 Test of Articulation
Articulation Screener

Receptive Language

PPVT – Peabody Picture Vocabulary Test
CASL 2 – Comprehensive Assessment of Spoken Language 2
PLS – PreSchool Language Scale

Expressive Language

EVT – Expressive Vocabulary Test
CASL 2 – Comprehensive Assessment of Spoken Language 2
CELF - Clinical Evaluation of Language Fundamentals
PLS – PreSchool Language Scale
Oral Language Sample

Waiting Lists

Teachers of the Deaf and Hard of Hearing respond to new referrals within a seven-day period. Responses may include contact with parents/guardians, schools, or referring audiologists. At the present time, there is no formal waiting list for Deaf and Hard of Hearing students.

Should a waiting list become necessary, priority would be established according to the following criteria:

- Priority would be based on the date the referral was received
- When more than one referral is received at the same time, priority would be determined on the basis of severity of the hearing loss, educational programming, and equipment needs
- The waiting list would be maintained by each individual Teacher of the Deaf and Hard of Hearing for their own schools

Blind and Low Vision Assessments

An Itinerant Teacher of the Blind and /or Low Vision will complete a Functional Vision Assessment with the student. This may include:

- Consultation with school/resource staff and parents
- Observation of the student in various settings at the school, e.g., classroom, computer, gym, school yard
- Working on individual visual activities with the student
- Assessment of the student's orientation and mobility travel skills

Education Assessments Completed by Special Education Teachers

Educational assessments are prepared by special education resource teachers for individual students at various times throughout the student's educational career, often in preparation for the IPRC. As part of the assessment, the tests administered might include: DIBELS, KTEA-3, Functional Checklist etc. The special education consultant or resource teacher may make a student observation and complete an educational assessment for a new student to the board. The assessment will assist in program planning and where required in the completion of the IEP or IPRC.

Social Work Assessments

The purpose of a social work assessment is to collect information about a student's social-emotional strengths and needs in order to guide the development of an intervention/support plan. Social Work assessments are conducted by social workers who are registered members of the Ontario College of Social Workers and Social Service Workers. Assessments:

- Are based on current and historical information of the student and their family
- Focus on the social and emotional development of the student
- Include the student's functioning within the context of their family, school and larger community
- Involve a psychosocial analysis and the formation of a plan of intervention that takes into account the strengths and needs of the student within a systemic context.

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

Applied Behaviour Analysis (ABA) Assessments

ABA assessments can be used to review the current skills and abilities of the student across a variety of developmental domains (e.g. attention/engagement, language/communication, social behaviour/interaction, self-help/daily-living, play/leisure, challenging behaviour, etc.). Components of the assessment process typically include interviews (e.g. with the student, school staff and family members), direct observation of the student in naturalistic settings (e.g. classroom, schoolyard) and/or direct observation of the student's response under contrived conditions (e.g. task presentation, environmental arrangements).

Curricular/Skills Assessments can be used to inform the goals and structure of a student's Individual Education Plan and can also be used to track a student's progress over time. Examples of curricular assessment include, but are not limited to, The Assessment of Basic Language & Learning Skills - Revised (ABLLS-R) and Essential for Living (EFL). Curricular assessments are usually designed and implemented by educators with training, implementation support and consultation from the Behaviour Analyst/Consultant as requested. Behaviour

Analysts/Consultants can also support the school team to select and implement ABA teaching strategies that are identified through the IEP such as prompting, shaping, chaining and differential reinforcement.

Functional Behaviour Assessment (FBA) is used when the goal is reducing challenging behaviour (e.g. aggression, property destruction). FBAs are used to understand the circumstances that make it worthwhile for the student to engage in challenging behaviour and with this knowledge, develop a Behaviour Support Plan that includes: a) strategies for preventing the challenging behaviour, b) strategies for responding to challenging behaviour should it occur, c) identification and methods for teaching skills that replace or reduce the motivation for challenging behaviour in the future. Given the complexity associated with conducting and interpreting the results of FBAs, it is recommended that the Behaviour Analyst/Consultant conducts the assessment.

Priorities for ABA assessment and intervention are determined by the school principal, in collaboration with the school staff, the Behaviour Analyst/Consultant, and other Special Education and Student Services team members. Priorities are based on the student needs at each individual school, taking into consideration such factors as:

- safety/physical risk of injury to student and/or others
- student need i.e., lack of progress with current programming
- impact on the teaching/learning environment
- documentation required for IPRC, Education and Community Partnership Programs applications, transition plans
- request by parent/guardian

Absolute priority is given to students who are in crisis or needing assessments to expedite assistance.

At times, parents/guardians may choose to access assessments privately rather than waiting for the availability of Special Education and Student Services staff. This choice is made voluntarily by parents/guardians. In the case where private ABA assessments are provided, the Behaviour Analyst/Consultant is available to interpret the results of those assessments and for consultation related to the implementation of recommendations in the school setting.

Priorities for assessment and intervention are determined in collaboration with the school based collaborative team (principal, resource staff) and the Behaviour Analyst/Consultant.

Priorities are set in response to risk factors evident at the time of referral. These risk factors include level of physical risk to self or others, history of aggressive behaviour, and impact on the teaching/learning environment.

Chapter 14: Coordination of Services with Other Ministries or Agencies

To ensure a smooth transition for students with individual education needs who are entering or leaving the school system when coming from other Ministry or Community Agencies, the Ottawa Catholic School Board uses a variety of specific strategies based on the principles of open communication, respect for all and collaboration. This section of the report provides information for parents/guardians, community agencies and other Ministries, about the Board's practices and protocols with respect to transitioning students who are new to the board from:

- Preschool nursery programs
- Preschool speech and language programs
- Preschool programs for students who are deaf
- Ontario Autism Program (OAP) for children with autism
- Education and Community Partnership Programs
- Programs offered by other boards of education

Additional information on other general transition practices within the Ottawa Catholic Board can be found in the section of this report titled "Transition Planning."

Transitions: Community to School - General Information

Transition to elementary school is an important and complex event in any child's life, but can be more so for children with individual education needs and their families. Children with individual education needs require that home, school and other professionals share information and engage in careful planning, so the child can begin schooling in the most enabling environment. The Ottawa Catholic School Board Special Education and Student Services Department has a multi-step approach in working with families, agencies and school staff to ensure a successful transition and adjustment.

Prior to school entry, parents/guardians of children with individual education needs have often had involvement with one or more professionals in the community. These professionals may be any one of the following:

- Private psychologist
- Private Speech/Language Pathologist
- Private Occupational Therapist
- Private Physiotherapist
- Children's Integration Support Worker (CISS)
- Staff from CHEO Children Treatment Centre (CTC)
- Therapist from Ontario Autism Program (OAP)
- Social Worker
- Teacher from a Provincial School or other school board
- First Words Program
- Or others, such as a medical doctor, etc.

Professionals from the community, with parental permission, are welcome to share valuable and relevant information about the child's strengths and needs with the school team. This information is often helpful in assisting in the transition to school from a community program. This can be achieved when community partners join parents/guardians at school based planning meetings where everyone participates in a collaborative sharing of information and strategies. It can also occur when school board staff members observe the child in their current community setting.

Community Assessment Reports

Parents/guardians may also wish to share relevant assessment reports acquired as part of their involvement with community professionals and community programs. Assessments and recommendations from programs and qualified private practitioners from outside the Board are considered at the point of admission to our schools. If over time it is determined, on an individual student basis, that the assessment information needs to be updated, the usual referral process is followed for the type of assessment being sought. These protocols are outlined in the section on assessment.

Involvement of Community-Based Professionals

The Ottawa Catholic School Board is committed to working in collaboration with parents/guardians for the best interest of the student. When school teams work in partnership

with community professionals/agencies they follow the school Board's policy which can be found at the following link: [Involvement of Community-Based Professionals](#)

For additional information on types of support, consultation, and coaching services available when transitioning students into and through school, please contact your school principal. For additional information on Policy/Program Memorandum No 140, click on the following Ministry link: [PPM #140 2007](#)

Transitions: Education and Community Partnership Programs

M.F. McHugh Educational Centre provides educational programs and services to students who are in Education and Community Partnership Programs through funding provided by the Ministry of Education under section 23 of the Grants for Student Needs, in partnership with the Ministry of Children, Community and Social Services and Ministry of Health. The day treatment services are offered in partnership with McHugh through the following treatment partners:

- Crossroads Children's Mental Health Centre
- Royal Ottawa Mental Health Centre
- Roberts/Smart Centre

In addition to the Day Treatment services, programs are also offered in partnership with McHugh through the following treatment partners:

- Children's Hospital of Eastern Ontario
- Dave Smith Treatment Centre
- Ottawa Carleton Detention Centre
- Royal Ottawa Mental Health Centre
- Youth Services Bureau
- Youville Centre

The Ottawa Catholic School Board is the lead board in the coordination and administration of McHugh programs. The focus of these programs is to provide education for students whose circumstances or needs are such that they are unable to attend their community school. This partnership allows students to continue with an educational experience while they receive the treatment deemed necessary.

Identification of Candidates for School Day Treatment Programs

The decision to seek a day treatment/Education and Community Partnership (ECP) Programs for a student is one that is made after a collaborative consultation process between school, the parent/guardian and Special Education and Student Services personnel. This consultative process should occur via a formal case conference. Applications are completed by specific SESS clinical staff in collaboration with parents and school staff.

The Principal commits to staff involvement during the treatment and transition phase, which includes attendance at clinical case conferences, receipt of updated progress reports and participation in transition planning for the student's return to the community school.

At the point of admission for a student, a member of the Special Education and Student Services Department is identified as the “Navigator” and follows the student during their involvement in the program. The navigator along with members from the school team and the parents/guardians play a key role in the student’s transition to a school placement. Transition planning includes discussion of start dates, need for ongoing programming and support and transportation etc. (demission planning meeting).

Typical transition strategies, described in another section of this report on “transition planning”, such as visits and “All About Me” are implemented as required. A transition teacher from McHugh continues to maintain contact and provide support to the student and staff for three months once the student returns to the community school.

Transition Plan for Students from a Provincial School

Similar procedures are in place for the transition of students entering the Ottawa Catholic School Board from a provincial school. In addition to the team from the school, a staff member from Special Education and Student Services department, such as Teacher of the Deaf and Hard of Hearing, Itinerant Teacher for Blind/Low Vision, Special Education Consultant or Resource Teacher will help to facilitate the process depending on the student’s individual situation and needs. The procedure is as follows:

- Initial contact is made between the parent/guardian of the incoming student and the school board or school. The student’s community school is determined/ confirmed at this time
- Parent/guardian registers child at community school
- A meeting is arranged with the parents/guardians of the student to gather pertinent information
- Parents/guardians are asked to share any relevant assessment reports and give permission for Board staff to liaise with professionals involved with the student in order to become aware of the programming needs. Timelines and possible placement may be discussed at this time
- An observation of the student may take place. Depending on the needs of the student at this stage, a multidisciplinary team from Special Education and Student Services may be consulted and possibly invited to attend an observation session. A meeting is arranged

with the parent/guardian, classroom teacher, and special education resource teacher at the community school, where possible

- Open lines of communication are maintained with the parents/guardians of the incoming student in order to facilitate a smooth transition to the school
- Provisions may be made for an IPRC in accordance with the Ministry regulations and board policy at the principal's discretion or parent/guardian's initiation

Links with Local Community Initiatives

Meeting the needs of all children requires schools to network with local agencies and form liaisons with community partners. Cooperation and community connections are strongly supported by senior administration.

A review of activities within the Ottawa Catholic School Board offers evidence of creative partnerships that span the reaches of rural, suburban and inner city communities of the Ottawa Region. These activities are the result of collaborative efforts of Special Education and Student Services personnel, particular schools, and groups of parents/guardians and community agencies. They engage in ongoing dialogue and creative problem solving to develop programs and services that benefit students and families.

The OCSB maintains, for example, representation on the Ottawa-Carleton Community Committee on Child Abuse interdisciplinary, interagency committee with the mandate to identify child abuse issues and concerns, as well as provide leadership in initiating ways to address them. A focus on mental health and substance abuse in youth has led to the ongoing formation of new links to community liaison programs.

A list of current partnerships/programs in place within the Board may be found on the Board website under External Agencies.

Chapter 15: Specialized Health Support Services in School Settings

The provision of health support services within the Ottawa Catholic School Board includes those services that extend beyond Educational Services and are not included in the regular preventative health program already provided by boards of health to school children.

All school-aged children have access to education within the Board regardless of special health needs during school hours. Responsibility for the direct provision of these services during school hours is shared among the Ottawa Catholic School Board, the Ministry of Health and/or the Ministry of Community and Social Services. For more information please see <https://www.ocsb.ca/parents/student-health/>.

Under the Ministry of Health, CHEO School-Based Rehabilitation Services (SBRS) programs are responsible for assessing student health support needs, and for providing certain services as outlined in [Policy/Program Memorandum Number 81](#), Ministry of Education.

For students who require health support while at school, the Board, in partnership with CHEO School-Based Rehabilitation Services (SBRS) programs and their contracted Nursing Agency(s), have developed a guideline of delegated tasks as outlined on the enclosed Specialized Health Support Services chart. Health Support services that must be addressed on a scheduled basis in order to enable a student to attend school are recorded on the Individual Education Plan (IEP). Examples of some of these services are: suctioning, injections, tube feeding, personal care such as lifting, toileting, feeding, etc.

In keeping with the Ottawa Catholic School Board philosophy of Inclusion, a full range of placements are available to students who require specialized health support and services.

Specialized Health Support Services

Nursing	
Agency/position who performs the service	CHEO School-Based Rehabilitation Services (SBRS) programs
Eligibility criteria for students to receive the service	CHEO School Health Professional Service (SHPS) referral process
Position of person who determines eligibility to receive the service and the level of support*	CHEO School-Based Rehabilitation Services (SBRS) programs
Criteria for determining when the service is no longer required	CHEO School-Based Rehabilitation Services (SBRS) programs
Procedures for resolving disputes about eligibility and level of support (if available)	CHEO School-Based Rehabilitation Services (SBRS) programs appeal process

Occupational Therapy	
Agency/position who performs the service	CHEO School-Based Rehabilitation Services (SBRS) programs
Eligibility criteria for students to receive the service	CHEO School-Based Rehabilitation Services (SBRS) programs
Position of person who determines eligibility to receive the service and the level of support*	CHEO School-Based Rehabilitation Services (SBRS) programs Care Coordinator
Criteria for determining when the service is no longer required	CHEO School-Based Rehabilitation Services (SBRS) programs Policy
Procedures for resolving disputes about eligibility and level of support (if available)	CHEO School-Based Rehabilitation Services (SBRS) programs appeal process

Physiotherapy	
Agency/position who performs the service	CHEO School-Based Rehabilitation Services (SBRS) programs
Eligibility criteria for students to receive the service	CHEO School-Based Rehabilitation Services (SBRS) programs referral process
Position of person who determines eligibility to receive the service and the level of support*	CHEO School-Based Rehabilitation Services (SBRS) programs Care Coordinator

Criteria for determining when the service is no longer required	CHEO School-Based Rehabilitation Services (SBRS) programs Policy
Procedures for resolving disputes about eligibility and level of support (if available)	CHEO School-Based Rehabilitation Services (SBRS) programs appeal process

Nutrition	
Agency/position who performs the service	CHEO School-Based Rehabilitation Services (SBRS) programs
Eligibility criteria for students to receive the service	CHEO School-Based Rehabilitation Services (SBRS) programs
Position of person who determines eligibility to receive the service and the level of support*	CHEO School-Based Rehabilitation Services (SBRS) programs
Criteria for determining when the service is no longer required	CHEO School-Based Rehabilitation Services (SBRS) programs
Procedures for resolving disputes about eligibility and level of support (if available)	CHEO School-Based Rehabilitation Services (SBRS) programs

Speech and Language Therapy	
Agency/position who performs the service	CHEO School-Based Rehabilitation Services (SBRS) programs
Eligibility criteria for students to receive the service	CHEO School-Based Rehabilitation Services (SBRS) programs
Position of person who determines eligibility to receive the service and the level of support*	CHEO School-Based Rehabilitation Services (SBRS) programs
Criteria for determining when the service is no longer required	CHEO School-Based Rehabilitation Services (SBRS) programs
Procedures for resolving disputes about eligibility and level of support (if available)	CHEO School-Based Rehabilitation Services (SBRS) programs

Speech, Stuttering and Voice Therapy	
Agency/position who performs the service	School staff
Eligibility criteria for students to receive the service	Assessment recommendation

Position of person who determines eligibility to receive the service and the level of support*	School staff
Criteria for determining when the service is no longer required	Assessment recommendation
Procedures for resolving disputes about eligibility and level of support (if available)	Case Conferencing

Administration of prescribed medications	
Agency/position who performs the service	CHEO School-Based Rehabilitation Services (SBRS) programs– medically fragile, School staff
Eligibility criteria for students to receive the service	Physician
Position of person who determines eligibility to receive the service and the level of support*	CHEO School-Based Rehabilitation Services (SBRS) programsCare Coordinator, Principal
Criteria for determining when the service is no longer required	As directed by Physician
Procedures for resolving disputes about eligibility and level of support (if available)	Board Policy

Catheterization	
Agency/position who performs the service	CHEO School-Based Rehabilitation Services (SBRS) programs– sterile, Educational Assistant – clean
Eligibility criteria for students to receive the service	Physician
Position of person who determines eligibility to receive the service and the level of support*	CHEO School-Based Rehabilitation Services (SBRS) programs)Care Coordinator, Physician
Criteria for determining when the service is no longer required	As directed by Physician
Procedures for resolving disputes about eligibility and level of support (if available)	Case Conferencing

Suctioning	
Agency/position who performs the service	CHEO School-Based Rehabilitation Services (SBRS) programs,

	Educational Assistant – shallow
Eligibility criteria for students to receive the service	Physician
Position of person who determines eligibility to receive the service and the level of support*	Physician
Criteria for determining when the service is no longer required	As directed by Physician
Procedures for resolving disputes about eligibility and level of support (if available)	Case Conferencing

Lifting and Positioning	
Agency/position who performs the service	Educational Assistant
Eligibility criteria for students to receive the service	Assessment by qualified practitioner
Position of person who determines eligibility to receive the service and the level of support*	Qualified Practitioner
Criteria for determining when the service is no longer required	As directed by qualified professional
Procedures for resolving disputes about eligibility and level of support (if available)	Case Conferencing

Assistance with mobility (for Physical and/or Blind Low Vision Needs)	
Agency/position who performs the service	Educational Assistant
Eligibility criteria for students to receive the service	Assessment by qualified practitioner (OT, PT and/or Orientation and Mobility Specialist)
Position of person who determines eligibility to receive the service and the level of support*	Qualified practitioner (OT, PT and/or Orientation and Mobility Specialist)
Criteria for determining when the service is no longer required	As directed by qualified practitioner (OT, PT and/or Orientation and Mobility Specialist)
Procedures for resolving disputes about eligibility and level of support (if available)	Case Conferencing

Feeding for students with special education needs
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Agency/position who performs the service	CHEO School-Based Rehabilitation Services (SBRS) programs– G tube, Educational Assistant – other
Eligibility criteria for students to receive the service	Assessment by qualified practitioner
Position of person who determines eligibility to receive the service and the level of support*	Qualified Practitioner
Criteria for determining when the service is no longer required	As directed by qualified professional
Procedures for resolving disputes about eligibility and level of support (if available)	Case Conferencing

Toileting for students with special education needs	
Agency/position who performs the service	Educational Assistant
Eligibility criteria for students to receive the service	Assessment by qualified practitioner
Position of person who determines eligibility to receive the service and the level of support*	Qualified Practitioner
Criteria for determining when the service is no longer required	As directed by qualified professional
Procedures for resolving disputes about eligibility and level of support (if available)	Case Conferencing

Speech-Language Consultative Services	
Agency/position who performs the service	School Board SLP
Eligibility criteria for students to receive the service	Consultation with the School Board SLP
Position of person who determines eligibility to receive the service and the level of support*	School Board SLP
Criteria for determining when the service is no longer required	Intervention is determined through consultation between school-based team and SLP
Procedures for resolving disputes about eligibility and level of support (if available)	Consultation with Principal of Special Education and Student Services

Applied Behaviour Analysis - Skills Acquisition & Behaviour Reduction	
Agency/position who performs the service	School Board Behaviour Analyst/Consultant
Eligibility criteria for students to receive the service	Referral from school based on collaborative team with signed consent from parents/guardians
Position of person who determines eligibility to receive the service and the level of support*	Consultation between school-based collaborative team and Behaviour Analyst/Consultant
Criteria for determining when the service is no longer required	Intervention is determined through consultation between school-based team and Behaviour Analyst/Consultant
Procedures for resolving disputes about eligibility and level of support (if available)	Consultation with Principal of Special Education and Student Services

Ongoing consultation takes place between school staff, department staff, parents/guardians and community health support agencies to determine the child's progress. When it is determined that the child has progressed to a point of no longer requiring this intervention or the agency can no longer provide the service (e.g., child may "age out" of the service) then a collaborative plan will be developed for the child to be supported by school staff as much as possible. An appropriate transition, led by the school team, will take place from the service to school-based support. Any change in removal of health services will be recorded on the IEP. Admission and demission are subject to the protocols and policies of the community health support agency. School Boards work with the agencies to collaborate seamless transitions at the point of demission.

See OCSB policy [Administering Medication](#)



**MINISTRY OF EDUCATION MINISTRY OF TRAINING,
COLLEGES AND UNIVERSITIES**

Policy/Program Memorandum No 81

Issued under the authority of the Deputy Minister of Education

Date of Issue: July 19, 1984

Effective: Until revoked or modified

Subject: PROVISION OF HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Application: Directors of Education Superintendents of Schools Principals of Schools

See also:

[Interministerial Guidelines for the Provision of Speech and Language Services](#)
(September 1988)

[A Model for the Provision of Speech and Language Services](#)

School boards, parents/guardians and local agencies have raised a concern regarding the provision of health support services to school-age children. This concern involves services that extend beyond educational services and are not included in the normal preventive health programs already provided by boards of health to school children.

As a result of a study of this matter, the Ontario Government has decided that the responsibility for ensuring the provision of such health support services will be shared among the Ministries of Education, Health, and Community and Social Services. Responsibility for the direct provision of these services at the local level will be shared by the school boards, the Home Care Program of the Ministry of Health, and agencies operating under the Ministry of Community and Social Services.

The attached chart, developed jointly by staff of the three ministries, summarizes the respective responsibilities.

The Home Care Program of the Ministry of Health, at the request of a school board, will be responsible for assessing pupil needs, and for providing such services as injection of medication, catheterization, manual expression of the bladder, stoma care, postural drainage, suctioning and tube feeding. The Ministry of Health will also be responsible for intensive physio-occupational and speech therapy, and for assisting school boards in the training and direction of school board staff performing certain other support services.

The Ministry of Community and Social Services will continue to be responsible for ensuring the provision of health support services in children's residential care and treatment facilities.

The school boards will be responsible for the administration of oral medication where such medication has been prescribed for use during school hours. For physically disabled pupils, the school boards will provide such services as lifting and positioning, assistance with mobility, feeding and toileting, and general maintenance exercises. Boards will also continue to be responsible for necessary speech remediation, correction and rehabilitation programs.

School boards should establish or update their policies for the provision of these support services. Such policies should define administrative procedures, personnel roles, and routine safeguards. The local boards of health, local Home Care Program administrators, and local medical societies can provide valuable assistance in the development of such policies. The procedures for the administration of oral medication, in particular, should provide:

1. That such procedures be applied only to those services, requested by the parent/guardian and prescribed by a physician or other health care professional, which must be provided during school hours
2. That a request for the service and the authorization to provide such service be made in writing by the parent/guardian and the physician, specifying the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any
3. That the storage and safekeeping requirements for any labelled medication be stated
4. That a record of administration be maintained which includes the pupil's name, date, time of provision, dosage given, name of person administering, etc.
5. That the telephone numbers of the parent/guardian and physician be readily accessible in the school
6. That the medication be administered in a manner which allows for sensitivity and privacy and which encourages the pupil to take an appropriate level of responsibility for his or her medication

The assignment of these responsibilities is not intended to replace the provision of services which some school boards have already established and may choose to continue. The implementation of this policy, however, does ensure that, by 1985, no school-aged child should be denied access to education because of special health support needs during school hours.

Implementation of these services is expected to begin September 1, 1984, with full provision of services by September 1, 1985.

The designation of roles and responsibilities for health support services in school settings does not preclude, in emergency situations, the provision of a health service by designated school board personnel, administered in accordance with section 52(2a) of the Health Disciplines Act and section 10(c) of the Drugless Practitioners Act, and under the policies and procedures of the school board concerned.

MODEL FOR PROVISION OF SCHOOL HEALTH SUPPORT SERVICES				Policy/Program No. 81
Support Service	Administered by	Provided by	Training and Direction	Consultation
I. Oral Medication	Pupil as authorized or	Pupil	Attending Physician	local Board of Health
	Parent as authorized or	Parent	Attending Physician	local Board of Health
	Aide or other personnel	School Board	School Board/Physician	local Board of Health
II. Injection of Medication	Pupil as authorized	Pupil	Attending Physician	local Board of Health
	Parent as authorized	Parent	Attending Physician	local Board of Health
	Health Professional	Ministry of Health	Ministry of Health	School Board
III. • Catheterization • Manual expression of bladder/stomach • Postural drainage/suctioning • Tube feeding	Health Professional	Ministry of Health	Ministry of Health	School Board
IV. • Lifting and positioning • Assistance with mobility • Feeding • Toileting	Aide or other personnel	School Board	School Board and Ministry of Health	Ministry of Health
V. Therapies: Physio/Occupational:				
• Intensive clinical (treatment)	Qualified therapist	Ministry of Health	Ministry of Health	Ministry of Health
• General maintenance exercises	Aide	School Board	Ministry of Health	Ministry of Health
• Speech • Speech pathology (treatment)	Speech Therapists/Pathologist	Ministry of Health	Ministry of Health	Ministry of Health
• Speech correction and remediation	Speech and Language Teachers	School Board	School Board	Ministry of Health
VI. All Services in Children's Residential Care/Treatment Facilities	Aides/Health Professionals	Ministry of Community and Social Services	Ministry of Community and Social Services	Ministry of Health

Should a need develop for a service which has not already been designated, the matter should be referred by the school board to the Ministry of Education for its consideration in consultation with the Ministry of Health. School boards will be informed as soon as possible of the procedures to be followed in obtaining the designated health support services from the Home Care Program of the Ministry of Health.

Chapter 16: Staff Development

Overall Goal

The key areas of the Board Strategic Plan within the Ottawa Catholic School Board are: Be Community, Be Well, Be Innovative.

Aims

To ensure professional development of staff so that the individual education needs of exceptional students may be better understood and served.

- To maintain professional development programs that will increase teacher awareness of, sensitivity toward, and acceptance of exceptional students and their educational needs
- To provide specific professional development programs for staff to build capacity in the system to meet program/service requirements for all exceptionalities
- To maintain ongoing professional development for principals to ensure effective management of programs to meet the needs of exceptional students in light of the Education Act and Attendance Regulations.

Annual

As a result of Ministry of Education initiatives, input from SEAC, Special Education Curriculum Advisory Committee, Special Education and Student Services Department Staff, Principals, Special Education/Resource Teachers, non-teaching support staff and parents/guardians, opportunities for staff development are identified on an ongoing basis and a plan is developed annually.

Reports on achievement of goals and related activities are regularly provided to SEAC members at monthly meetings. SEAC members provide input and feedback to department administration. As well, a professional development component for SEAC members is included as part of the agenda for monthly SEAC meetings.

Department staff, school staff and principals receive training with regard to legislation and Ministry policies and practices on an ongoing basis in a variety of ways.

- Interdepartmental collaboration
- CLL (Catholic Learning Leaders)
- Families of schools meetings
- Large and small group networking meetings
- In-service at staff meetings
- Attendance at conferences, workshops and courses
- Board wide memos
- Subscription to magazines, publications, articles for current research

- Posting on-line information on department sites, including our Professional Learning Catalogue (which includes asynchronous learning activities and sessions)
- Webinars
- Virtual Meetings
- Online courses from accredited colleges and universities
- Virtual Sessions from department staff and external professionals
- Online book studies
- Personal contact with teachers, school staff
- Collaboration and critical thinking
- Mentorship within Special Education and Student Services
- Mentorship within school staff

All Professional Development opportunities are advertised electronically on various sites including the Administrators site and the Special Educators website. In addition, these in-service initiatives are posted on the Board calendar.

Chapter 17: Accessibility (AODA)

“I have called you by name, you are mine.”

–Isaiah 43.1

The Ottawa Catholic School Board's Accessibility Committee works to promote the dignity and value of the whole person through identifying and addressing barriers for persons with disabilities among its students, staff and visitors. The committee was initiated in concordance with the Accessibility for Ontarians with Disabilities Act 2005 (AODA) is composed of representative members of employee groups and members at large who meet several times per year.

Visit the Ottawa Catholic School Board Website's [accessibility page](#) and for additional information on the Board: Accessibility Policy, Accessibility Plan, Disruption of Service, Accessible Information and Communications, and Protocol for Service Animals.

Additional information on Ministry Policies and Standards can be found on the Accessibility for Ontarians with Disabilities Act (AODA) Website.

[Accessibility for Ontarians with Disabilities Act 2005](#)

Chapter 18: The Board's Consultation Process

Families, schools, principals and the SEAC members have been encouraged to provide input into the board's special education plan. Principals and school teams are involved in professional groups to meet and provide direction on programs and services. Families, through their Catholic school councils and the board website, have been provided with SEAC agendas, meeting dates and minutes. This allows access to the timelines for consultation and various other opportunities for input into the OCSB plan.

The Special Education Advisory Committee (SEAC) has been consulted during 2024-2025 in the revision of the OCSB special education report in the following ways:

1. The Special Education Plan was received and reviewed by SEAC in the fall of 2024. Information was shared and members were encouraged to table questions.
2. The current plan was reviewed by members of SEAC throughout the year and will be forwarded to the Ministry in July 2025. The final copy is posted on the Ottawa Catholic School Board website in the fall of 2025.
3. Monthly Review of Special Education report.

All recommendations, where possible, have been incorporated into the plan and will appear as part of the Ottawa Catholic School board plan for the 2024-2025 school year.

The Special Education Department continues to focus on the following:

1. Interdepartmental networking focusing on students with a Learning Disability and essential accommodations and reading interventions
2. Mental Wellness
3. Skill development of Educational Assistants
4. Supporting school teams in the development of IEPs for students
5. Programming for students who present with a ministry defined gifted learner profile
6. Removing barriers for all students
7. Development of effective skills particularly in the area of ABA to support learners with an ASD diagnosis
8. Social Emotional Learning
9. Supporting students with a trauma-informed lens and trauma-informed teaching
10. Work experience for students with individual education needs
11. Evidence-based strategies

Chapter 19: Parent/Guardian/Caregiver Guide to Special Education

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for students who are neurodiverse. The linked [Guide to Special Education and Inclusion for Parents/Guardians/Caregivers](#) contains information about programs and services for students with special education needs provided by the Ottawa Catholic School Board. It sets out the Identification, Placement and Review Committee (IPRC) procedures involved in identifying a student as exceptional, in deciding on program placement, and in appealing with such decisions if the family does not agree with the IPRC.

Chapter 20: Special Education Advisory Committee (SEAC)

“I have called you by name, you are mine.”

–Isaiah 43.1

The Special Education Advisory Committee (SEAC) is, according to the Education Act and Regulation 464/97, a provincially mandated Board committee whose membership consists of, for the most part, parent/guardian representatives from a maximum of 12 local associations or organizations affiliated with exceptional children or adults, as well as alternate members, two positions for School Board Trustees, one alternate trustee, and a minimum of one community representative.

At the Ottawa Catholic School Board, SEAC invites membership from:

Association for Bright Children	abcottawainquiries@gmail.com https://www.abcontario.ca/chapters/ottawa
Autism Ontario	info@autismontorio.com https://www.autismontorio.com/
Down Syndrome Association, National Capital Region	info@dsanocr.com https://dsanocr.com/
Easter Seal Society	info@easterseals.org https://www.easterseals.org/
Epilepsy Ottawa	info@epilepsyottawa.ca https://epilepsyottawa.ca/
Brain Injury Association of the Ottawa Valley	contact@biaov.org http://biaov.org/
Inclusion Action in Ontario	contact@inclusionactionontario.ca https://inclusionactionontario.ca/
Learning Disabilities Association of Ottawa-Carleton	info@ldaottawa.ca

	https://www.ldaottawa.com/
OPVIC Ontario Parents of Visually Impaired Children	opvicfeedback@gmail.com https://opvic.ca/
Ottawa-Carleton Association for Persons with Developmental Disabilities	ocapdd@ocapdd.on.ca The Ottawa-Carleton Association for Persons with Developmental Disabilities (OCAPDD)
Ontario Association for Families of Children with Communication Disorders	alison@oafccd.com http://oafccd.com/
Voice for Children who are Deaf and Hard of Hearing	admin@voicefordeafkids.com https://www.voicefordeafkids.com/
Fetal Alcohol Spectrum Disorder Ontario Network of Expertise (FASD ONE)	info@fasdontario.ca https://fasdontario.ca/
Four community representatives	

Nomination Process

Names of members and their alternates are submitted for nomination every four years to the Board of Trustees for approval and appointment. Each member has a vote. There is a Chairperson and Vice-Chairperson voted yearly from the membership.

Roles and Responsibilities

Members and alternates represent the views of their respective associations; however, SEAC as a whole is responsible for issues involving all children with exceptional needs.

Meetings of SEAC take place at the Catholic Education Centre, on the third Wednesday of the month, from September to June of the school year. Meetings commence at 6:30 p.m. If a member is unable to attend, their attending alternate will be given voting privileges. The Board makes facilities available to SEAC personnel to allow the Committee to function properly.

The roles and responsibilities of SEAC are as follows:

- Advising the Board of Trustees with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students within the board
- Participating in the Board's annual review of its Special Education Report

SEAC members fulfill their responsibilities in a variety of ways. In addition to monthly meetings at which SEAC members are informed of Ministry, Board and Special Education and Student Services Department initiatives, the Chairperson of SEAC and other members may participate on a number of Board committees. Such active involvement allows SEAC members to ensure that the needs of exceptional students are taken into account at various levels.

Other examples of SEAC involvement include:

- Acting as parent/guardian advocates throughout the year at case conferences, as invited
- Attending IEP planning sessions and IPRCs, as invited
- Participating in Ministry of Education consultation sessions
- Attending Ministry of Education SEAC Conference, as invited

At the monthly SEAC meetings, committee members often participate in learning opportunities, including presentations facilitated by Board personnel.

Board Consultation

SEAC may provide consultation to the Board of Trustees with respect to any matter affecting the establishment, development and delivery of special education programs and services for exceptional students of the Board.

View the School Board's [Special Education Advisory Committee \(SEAC\)](#) page.

SEAC Members 2024-25

Associations/Community Rep.	Members	Alternates
OCSB Board of Trustees	Trustee Sandra Moore Sandra.Moore@ocsb.ca Trustee Luka Luketik-Beyers Luka.Luketic-Buyers@ocsb.ca	Trustee Cindy Simpson Cindy.Simpson@ocsb.ca Trustee Scott Phelan Scott.Phelan@ocsb.ca
Autism Ontario-Ottawa Chapter	Erica Thrift-Caird ericathriftcaird.seac@gmail.com	Vacant
Brain Injury Association Ottawa Valley	Vacant	Vacant
Down Syndrome Association National Capital Region (DSA-NCR)	Laura Haller L_Holt@live.ca	Vicki Kotow v.kotow@hotmail.com
Fetal Alcohol Spectrum Disorder (FASD)	Davina Mullaley davinamullaley@gmail.com	Vacant
Ontario Parents for Visually Impaired Children (OPVIC)	Dawn Pickering dpickering@happyrock.ca	Helen McRobbie hemcrobbie@outlook.com
ABC – Association for Bright Children of Ontario	Betsy Schuurman betsyschuurman@gmail.com	Adrienne Charlton adriennecharlton@googlemail.com
Learning Disabilities Association of Ottawa-Carleton	Leanne Keddie keddiefamily@keddie.co	Antonio Giamberardino antonio@antonio.pro
Inclusion Action Ontario	Traci Clarke - SEAC Chairperson stmclarke@sympatico.ca	Erinn Ladouceur erinnladouceur2016@gmail.com
Community Members at Large	Kerry Monaghan kerrymonaghan82@gmail.com Catherine Holmes runcaddyrun@hotmail.com Mara Chapeskie - SEAC Vice-Chairperson maracoiciu18@hotmail.com	
SEAC Contact Information	seac@ocsb.ca	
Special Education and Student Services Department Staff/ Committee Members	Nicola Benton, Superintendent, Special Education and Student Services	

	<p>613-224-4455 ext.2351</p> <p>Jennifer Prichett, Principal 613-224-4455 ext.2706</p> <p>Michelle Kisil, Special Education Coordinator 613-224-4455 ext.2100</p> <p>Ley Kunze, Executive Assistant 613-224-4455 ext.2351</p>	
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