



**BOARD
PUBLIC AGENDA**

Tuesday, June 22, 2021, 7:00 pm
Zoom Meeting

			Pages
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2.	Approval of the Agenda		
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5.	Presentation to Student Trustees 2020-2021		
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7.	Delegations (Oral)		
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8.	Delegations (Written)		
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12.	Matters for Action		

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JUNE 2021

OCDSB Student Trustee Bi-Annual Report

Prepared by Student Trustees Charles Chen and Joy Liu

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Introduction

At the Ottawa-Carleton District School Board, there are two Student Trustees each year who both serve a one year term. Student Trustees, who are official members of the OCDSB Board of Trustees, are responsible for representing the voices of all students in our district at the school board level. Student Trustees advocate for students, and are also elected by students. Our Student Trustees this year are Charles Chen and Joy Liu. Charles is a Grade 11 student at Earl of March Secondary School and Joy is a Grade 12 student at Colonel By Secondary School. For more information regarding the role of Student Trustees, please refer to [Policy P.017.GOV: Student Trustees](#).

This report aims to update the OCDSB Board of Trustees, senior staff and any other interested parties on the Student Trustees' work completed in the latter half of their term from January to June 2021 (to read about their work completed from August to December 2020, please refer to their [first bi-annual report presented in January 2021](#)). The report will also contain information about the work led at the Student Senate and their work on the provincial level by the Ontario Student Trustees' Association (OSTA-AECO).



*Student Trustee
Charles Chen*

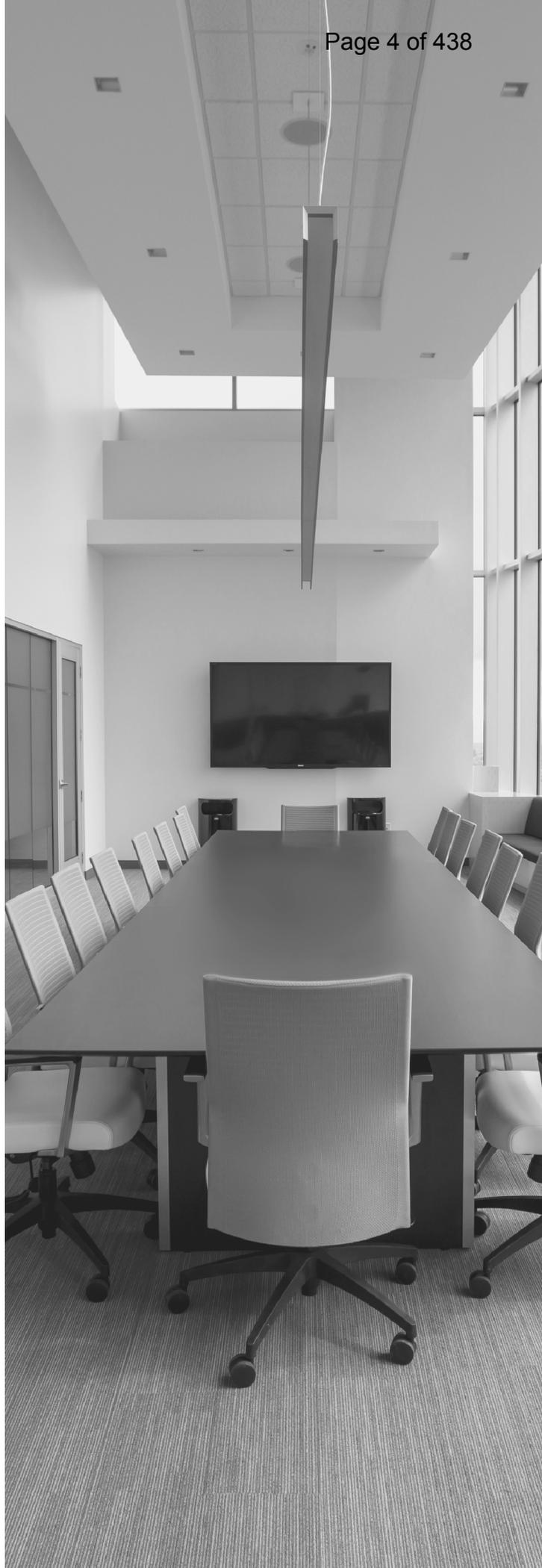


*Student Trustee
Joy Liu*

Student Senate

The Student Trustees implemented several structural changes at the Senate this year. They extended meeting times from 90 minutes to two hours, and added an additional working meeting to each month. The addition of meeting time was crucial to support the Senate's ability to initiate and implement its own projects as opposed to primarily serving as a group for consultation at the District.

Additionally, the student trustees successfully advocated adding new senators from Ottawa Technical Secondary School and Urban Aboriginal High School to improve student representation on the Senate.



Student Spirit Working Committee

The Senate Student Spirit Working Committee aims to promote school spirit within the District's high schools and boost students' morale during this difficult time. They were led by Student Trustee Charles Chen this year.

The committee's main achievement this school year was working with the OCDSB Presidents' Council in order to successfully implement Battle of the Schools (BOTS), which is a district-wide school spirit competition for OCDSB high school students. BOTS took place during the week of April 26-30, 2021 and Friday, April 30 had the most participants with 2506 students from all across the District participating. Over the week, BOTS was participated in 8245 times (added the number of participants from each day for Monday-Friday).

BOTS was a groundbreaking event for many reasons. To the knowledge of the student trustees, it was the first time the Student Senate has worked with Presidents' Council in order to plan an event, and was the first district-wide school spirit competition ever held.

Many students were drawn in by the uniqueness of BOTS and it was able to bring a sense of community and school spirit in a difficult time where the vast majority of students were learning 100% remotely, as mandated by the provincial government. Since the event was run by Student Senate and Presidents' Council, BOTS provided more exposure to these roles and mechanisms for student voice. BOTS also substantially increased the number of followers on the Student Senate Instagram account. Photos from the event and other promotional materials can be found on the Student Senate Instagram (@ocdsbstudentsenate).

Student Spirit Working Committee (continued)

Student Trustees Charles Chen and Joy Liu are pleased to announce after overwhelmingly positive feedback from students, Student Senate, and Presidents' Council, that they intend for BOTS to be a yearly tradition for the OCDSB. They would also like to extend their thanks to all those who helped make the event happen and those who participated.

Mental Health Working Committee

The Student Senate Mental Health Working Committee, led by Student Trustee Joy Liu, initiated a variety of projects with the goal of directly and indirectly supporting students' mental health in the short and long term.

Student Senators Brooke Colman (Carine Wilson SS) and Laura Wang (Bell HS) wrote and distributed a school mental wellness representative and committee framework titled *Mental Health in Schools: Framework*. It thoroughly outlines how to establish mental health representatives on student councils and a student committee for mental health within schools. This framework is a critical resource for schools to structurally build in student voice in decision making on mental health and is attached to the end of this report.

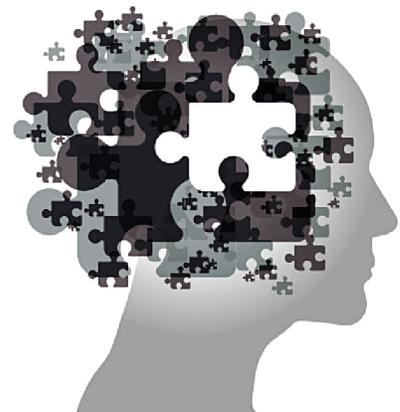
Mental Health Working Committee (continued)

Additionally, the committee has initiated a discussion with the Mental Health and Critical Services Department about linking new student council mental health representatives to the District's youth advisory on mental health being established in fall 2021 (the establishment of the youth advisory is a commitment within the 2019-2022 OCDSB Mental Health Strategy).

The committee, following planning and discussions with the Mental Health and Critical Services Department, has initiated safeTALK training pilots within secondary schools for the 2021-2022 academic year. safeTALK is a four hour suicide prevention course; multiple staff within the Mental Health and Critical Services Department are certified safeTALK trainers and available to teach safeTALK to students.

Senators belonging to the committee have approached their school staff about piloting safeTALK training within their school in the upcoming academic year. The goal is for suicide intervention training to eventually be provided system-wide for all students to receive.

Finally, the committee has initiated discussions with Superintendent Baker and System Principal Anderson to advocate for the District supporting bystander intervention training sessions for students. Specifically, the Ottawa Hollaback! Chapter provides free training sessions which can also be hosted virtually. Many OCDSB students are invested in combating harassment in its various forms (e.g. racist harassment, sexual harassment) and the senate anticipates high demand should the District host sessions specifically for OCDSB students.



Peer Tutoring Numeracy Framework

The OCDSB Peer Tutoring Numeracy Framework is a framework written by Student Trustee Charles Chen which outlines how to implement a peer tutoring system at high schools where students are able to help other students with math in order to address the numeracy issues in the school board.

After meeting with interested student senators to receive feedback on the draft framework, Student Trustee Charles Chen finished writing the framework in February 2021. Afterwards, student senators took the framework to their schools in hopes of implementing it.

Unfortunately, the framework was unsuccessful because many students did not wish to seek help with math. This is because of a variety of reasons. One reason is that in the hybrid quadmester system, students taking math would sit through the same course for 4 hours, and would simply be too tired to seek extra help. Another reason is that virtual learning makes students less motivated and more tired, thus making them less likely to seek extra help with math.

The original intention for the framework was to implement an in-person support model; the framework was adapted to include instructions on how to implement both an in-person support system and a fully virtual support system due to COVID-19. The virtual support system, however, has proven to be unsuccessful within the quadmester system. Currently, Student Trustee Charles Chen believes that the in-person support model outlined in the framework has the most potential for success.

Peer Tutoring Numeracy Framework (continued)

Moving forward, Student Trustee Charles Chen plans to distribute the framework to Math department heads from high schools across the District in fall 2021. Once it is possible to implement the in-person support model, Math department heads can choose to implement the plan themselves or choose interested students to implement it if they wish. Although the framework is written to be read by a student, Math department heads will also have no problems implementing the framework.

The OCDSB Peer Tutoring Numeracy Framework is attached to the end of this report.

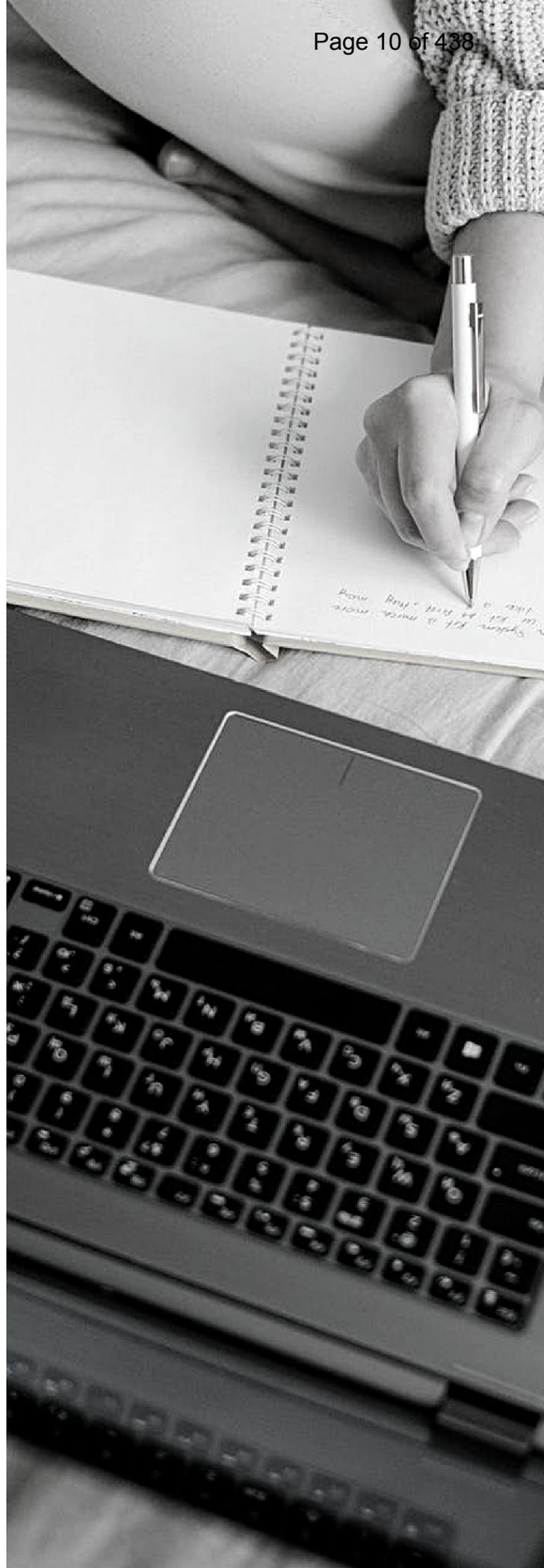
Student Senate Page on OCDSB Website

Student Trustees Joy Liu and Charles Chen were able to update the [Student Senate page](#) on the OCDSB website to make the information more relevant to students interested in learning more about Student Senate. They were also able to make the Student Senate page more visible by moving it under "Board of Trustees," which can be found on the main page of the OCDSB website.

Student Trustees Joy Liu and Charles Chen would like to thank the OCDSB Communications Department for listening to their feedback and helping to make these changes happen.

Student Senate Closing Remarks

To close the Student Senate section, Student Trustees Joy Liu and Charles Chen would like to thank all the Student Senators for their hard work and dedication to their schools and to the District. They would also like to thank Vice-Principal Unsworth and Superintendent Hardie for their support and guidance with Student Senate, Trustee Justine Bell for representing the Board at meetings and supporting the Senators, as well as all the trustees who have taken the time to attend a meeting to listen to students. Finally, they would also like to thank all the OCDSB staff who have taken the time to reach out to Student Senate in order to gain student input on various topics within the District.



The District's Need to Center Student Voice

Student voice is crucial to District decision making processes. The OCDSB must deliberately seek out student voice from diverse lived experiences and identities in order to continue improving education for all students.

It is important to note that the Student Trustees, Student Senate, and Presidents' Council are not fully representative of the student population. Trustees and senior staff must actively seek out feedback and host conversations with other student groups such as the Original Voices Youth Council, Black Student Unions, and Rainbow Alliances. Importantly, student feedback should not be sought out merely in response to an ongoing topic of interest or concern (e.g. consultation on curriculum change), but rather proactively sought out to invite general and free feedback on any topic. It is in these open conversations (e.g. roundtables) that the District is able to learn about less visible problems that would otherwise likely not be addressed. Student Trustees Joy Liu and Charles Chen challenge every trustee and member of the senior team to attend at minimum five roundtables with students or student groups annually.

The Student Trustees applaud the District's innovative efforts to capture student and community voice in new forms such as community discussions. The OCDSB must continue to work creatively to find methods to engage student voice, and particularly seek out the voices from students less traditionally engaged with school.

The ME Project

On January 26th 2021, the Board of Trustees unanimously approved the ME (Menstrual Equity) Project motion written by Student Trustees Joy Liu and Charles Chen. The Student Trustees owe thanks to students who supported and delegated on the ME Project, Student Senate, CFO Carson, the Advisory Committee on Equity, the trustees, and Period Packs Ottawa for contributing feedback to the process. They would especially like to thank Trustee Lyra for supporting them by moving the motion on their behalf and providing initial guidance in October 2020.

Moving forward, the Student Trustees continue to advocate for the inclusion of additional student voice (e.g. go to Student Senate for feedback) and community input (e.g. from Advisory Committee on Equity members) during the implementation of the ME Project, such as the installation of menstrual product dispensers and education on the usage of menstrual products.



The ME Project (continued)

Below are the Student Trustees' comments on the ME Project which were posted on the OCDSB news bulletin (https://ocdsb.ca/news/student-led_me_project):

"Menstrual equity is an invisible issue affecting thousands of students in OCDSB schools and billions of people globally.

Because of the millenniums-old stigma surrounding menstruation, we don't tend to think of period products as an essential good like toilet paper. But we should, because students can't participate in school without period products. Students have had to leave school, miss class, be late to class, or use toilet paper as an inadequate substitute when they didn't have access to period products.

"Because of the millenniums-old stigma surrounding menstruation, we don't tend to think of period products as an essential good like toilet paper. But we should, because students can't participate in school without period products."

It was with these common and widespread experiences in mind that we set about creating the ME Project: a motion for the OCDSB to provide free menstrual hygiene products in all school washrooms.

The "ME" in the ME Project stands for menstrual equity, and the 2019-20 student trustees Ganaabouté Gagné and Prasith Wijeweera first began discussing this topic with students and followed the pilot started at Featherston Drive Public School with the intention of advocating for free period products in OCDSB school washrooms.

The ME Project (continued)

The Student Trustees' news bulletin continues below:

We took on their advocacy work by creating a draft motion, then circulating our draft among stakeholders in order to receive their input and make revisions. The Student Senate endorsed our motion and gave us rich feedback from which we created entire new clauses. The Senators also distributed our anonymous feedback form to their school's 2SLGBTQ+ student groups, so that gender diverse students gave us feedback on the level of inclusivity in our motion. We also sought feedback from OCDSB Chief Financial Officer Michael Carson, the Advisory Committee on Equity, and trustees, while student trustees from other boards supported us by providing advice on how they implemented similar motions.

Finally, we created a letter of support for the motion on behalf of students, of which over 1400 signed and disclosed their own experiences, opinions and feedback, while students made delegations to the Committee of the Whole meeting where the ME Project motion was moved. We are proud to say it was then finally approved by the Board of Trustees on January 26th.

As a result of student voice and leadership at the heart of the ME Project, our collective vision of students being able to access free period products in school washrooms will be made a reality by 2022."



Police Involvement in Schools

Following the review of police involvement in schools, it is clear that the District must end its participation in the School Resource Officer program and minimize police presence in schools to the greatest extent permitted by provincial legislation.

Further, students (especially students belonging to demographics disproportionately affected by police presence, e.g. BIPOC, 2SLGBTQ+) must be consulted in the creation of accountability and transparency mechanisms recommended by the review of police involvement in schools. Following the implementation of such mechanisms, students should be consulted for feedback on the effectiveness.

Finally, as policy reviews and revisions continue, it is crucial that policy and procedure changes be explicitly communicated to students and staff so that the former are informed on their rights and that the latter are informed on what practices are appropriate and equitable.



Student Future Voter Registration



A culture of social responsibility necessitates civic engagement. However, youth under 25 consistently and historically turn out to vote at the lowest rates of all age groups. During the 2019 federal election for example, voter participation for youth decreased by 3.2 percentage points to 53.9%. Schools can help fix this lack of youth voter engagement as crucial sites committed to fostering social responsibility.

In Ontario, 16 and 17 year olds can add their names to the Ontario Register of Future Voters which automatically adds registrants to the voters list once they turn 18. eRegistration for the Register is incredibly accessible, requiring only an upload of ID (e.g. report card) and input of personal information on the online portal.

Student Trustees Joy Liu and Charles Chen recommend that a) the District require eligible students in the Civics and Careers course to register on the Ontario Register of Future Voters, b) the District support future voter registration drives for 16 and 17 year olds.

OCDSB Communications

A concern that Student Trustees Joy Liu and Charles Chen had was the initial lack of direct communication from the school board to students. This was especially apparent in the weeks leading up to the 2020-2021 school year, where some students were left in the dark about school reopening plans.

Although the school board does a fantastic job of communicating to parents, some parents do not regularly check their emails or may forget to inform their children about updates from the OCDSB. Consequently, without direct communication to students, some students are completely unaware of recent decisions and updates.

When the student trustees talked with the OCDSB Communications Department about these concerns, they were very open to listening to concerns from students. Student Trustees Joy Liu and Charles Chen are very pleased to share that staff from the Communications Department are now doing exemplary work communicating directly with students. They communicate in a timely and regular manner and are able to efficiently and clearly communicate relevant information to students. From information about COVID-19 restrictions and vaccines to school board decisions and updates to interesting opportunities for students, they are able to share a wide variety of relevant information to students. Many students noticed the increase in the amount of OCDSB Communications emails to students, and they greatly appreciate the updates.

Student Trustees Joy Liu and Charles Chen strongly encourage the Communications Department to continue communicating with students directly and regularly, even after the COVID-19 pandemic. This includes emails leading up to the 2021-2022 school year regarding updates to school reopening plans. These regular updates ensure that more students are aware of what's happening in the school board and help students feel more connected to the OCDSB. Keep up the amazing work OCDSB Communications!

OSTA-AECO Update

This year, Student Trustee Joy Liu led the research and writing of OSTA-AECO's advocacy project *The Volume of Our Voices*, a three-part series featuring student stories and policy recommendations. OSTA-AECO is also currently exploring the possibility of releasing French versions of the series publications.

Volume One: Learning and Living During a Pandemic and *Volume Two: Negative Space* have been published as of June 11th, 2021, and are viewable at osta-aeco.org/our-work/the-volume-of-our-voices/

Volume One features student experiences with learning during the COVID-19 pandemic. The four major themes discussed are mental health, anti-Asian racism, remote learning, and the quadmester and octomester experience.

Volume Two features stories submitted by Ontario students on how their race, ethnicity, nationality, or cultural identity shaped their experience in school.

Volume Three features students' reflections on how their gender identity or sexual orientation shaped their experience in school.

Each volume contains policy recommendations for all school boards, including the OCDSB, to act on. Student Trustee Joy Liu is looking forward to hearing the thoughts and seeing the actions of staff and trustees on the contents of this project.

Student Trustee Joy Liu is also working with OSTA-AECO to release the Student Representation Across Canada report, which assesses the status of student representation on school boards and provides recommendations to improve student voice and representation.

OSTA-AECO Update (continued)

Student Trustee Joy Liu is also working with OSTA-AECO to release the *Student Representation Across Canada* report, which assesses the status of student representation on school boards and provides recommendations to improve student voice and representation.

Student Trustee Charles Chen served as a Communications Working Group Co-Chair for OSTA-AECO this school year. He led the working group to accomplish a variety of initiatives, including updating the *OSTA-AECO Student Trustee Handbook*. The *Student Trustee Handbook* is given to incoming Student Trustees across Ontario in order to help them better understand their role as a Student Trustee and to help prepare them for their term.

Since January this year, the student trustees have also attended the Board Council Conferences and the Annual General Meeting where they received additional professional development training and opportunities to collaborate with student trustees across the province.

It should also be happily noted that this June following the Annual General Meeting, both 2021-2022 student trustees were appointed to serve on OSTA-AECO's Executive Council for the upcoming term! Student Trustee Charles Chen was appointed Operations Coordinator and incoming Student Trustee AmaturRaheem Salam-Alada was appointed Professional Development Coordinator.



Closing Remarks from Student Trustee Charles Chen

"Over my term as a Student Trustee, I've been able to meet so many people as well as learn and experience so many new things and I am incredibly thankful for these opportunities. I would like to thank Superintendent Hardie, Vice-Principal Unsworth, the Board of Trustees, Nicole Guthrie, Myra Wells, Student Senate, Presidents' Council, and all OCDSB students for supporting us in our roles. This year has definitely been a very challenging one, however staff from all across the District have undertaken exemplary work in order to support our students.

I am hopeful that students will be able to return to in-person learning in the 2021-2022 school year and that we will be able to gradually move to a model that more closely resembles the model from before the pandemic. This year has been difficult for students just as much as it has been for staff, and I would like to congratulate all students for their resilience and accomplishments. I am extremely grateful to be re-elected to serve a second year as a Student Trustee and I will continue to put in my best efforts in order to support and advocate for the students of our District."

Closing Remarks from Student Trustee Joy Liu

"The challenge of this Student Trustee role is a true privilege to experience. My term has flown by and there is still so much I have yet to learn. In these past jam-packed eleven months, I have made mistakes that I've learnt from, but I have also had the opportunity to implement exciting new initiatives for students and engage in and analyze different issues every day. A year does not feel like enough time and there is so much more I want to work on, but I know that much of my work is also foundational for the District and students to continue building upon. If anything, this term has taught me that advocacy, education and equity work is not discrete but continuous in nature; work that is forever ongoing and evolving, complex and always unfinished.

We must continue believing in education as the great equalizer, and schools as incubators for nurturing students into empathetic, capable, and socially responsible adults. Schools should be sites that actively produce positive social change despite the vastly powerful, negative systems that exist in the world at-large. To transform schools into such positive forces, we must be constantly innovating, re-evaluating our practices, and questioning our assumptions about how the OCDSB is serving its students. The District has so much more work to do until it truly produces equal outcomes for all students while forces outside of its control will also continue to hamper its work. To sustain progress despite the sheer enormity of complex work left to undergo, it is necessary to employ Mariame Kaba's understanding of hope as a discipline: hope is not a fleeting emotion or feeling, but a discipline to practice every day.

*That said, lives move more quickly than systems do. Where systems are not changing quickly enough, it is crucial to do all that we can in our individual roles to help the individual students we work with, using what resources and power we do have at the moment. In Samantha Power's words, 'People who care, act, and refuse to give up may not change the world, but they can change many individual worlds.' Our work rightly centers around the improving of **systems**, but our efforts cannot neglect the **individuals** who are living **within** these systems right here and now.*

Closing Remarks from Student Trustee Joy Liu (continued)

I leave this role immensely grateful for everyone who has supported and guided me this past year. In particular:

I am grateful to all the students who I've gotten to interact with and whom have, in many instances, taken time out of their day to send me a message with their feedback or thoughts, talk with me, or work with me on an issue. Their trust is what I work hardest to build.

Having now spent two years working on Student Senate, I am grateful to all of this year's Student Senators for the incredible work they have put into their roles and the group as well as the countless instances they have supported myself and Charles in our own work and leadership. I am writing this note on the same evening following our final meeting as a Senate and I will miss seeing their faces in the little Google Meet rectangles so, so much.

Charles, thank you for being an incredible 'co.' We've accomplished so much together this year and I will miss our Facetimes and Google docs. This past year, I've always felt a little burst of pride mentioning your name as my co whenever I talk about student trustee work. I am so excited to watch you do even better work in your next term; take care of yourself too next year since we both know this job is a demanding one.

Thank you Trustee Lyra for the many phone calls and questions you have entertained from me. I would not be at where I am in this role without your mentorship, and our conversations always teach me something new and compel me to re-evaluate my perspectives. Your true conviction in supporting student voice is something I have gotten to experience myself, such as the many instances during board meetings where you've spoken up for me and actively included myself and Charles.

Thank you Trustee Bell for both the professional and personal guidance you've proactively offered me in many instances. I've left every one of our conversations surprised and grateful for the extra guidance you provide after I asked just a few questions. Your support and encouragement both inside and outside this job has helped me grow and sustain myself this year.

Closing Remarks from Student Trustee Joy Liu (continued)

Thank you Mr. Unsworth for all your support, advice and encouragement. I've truly enjoyed all the Google Meets we've been on inside and outside of Senate hours where I also get to hear your jokes that sometimes fly over my head for the first few seconds. I am going to miss getting to work with you every week.

Thank you Mr. Hardie for your enduring patience, helpfulness, and receptiveness to any and all feedback and ideas I've lobbed your way these past two years, first as a Senator and then as a Trustee. I am so grateful that students in our District have someone like you who truly listens and responds in the way I've gotten to experience from you.

Finally, thank you Nicole and Myra. I couldn't do my job without your support at board services! I am so very grateful for all your help and I will especially miss the friendly words we get to exchange over email (as things are in pandemic life, LOL).

My work this year would not have been possible without this exhaustive net of students and staff who had my back. I leave hoping that I have done them and their work justice."

MENTAL HEALTH IN SCHOOLS: FRAMEWORK

OCDSB Student Senate

*Mental Health
Working Committee*

**Brooke Colman, Laura Wang
April 2021**

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About Us

The Student Senate is a team of representatives from across the OCDSB, each OCDSB school having one senator. We meet once a month to discuss board matters and how they uniquely affect our schools, hear from guest speakers and collaborate to create change for all students. Due to the pandemic, we have pivoted to an online meeting model. Also due to the pandemic, we have noticed an increase in the need for change within our schools. Because of this, we have added an extra senate meeting every month and split our group into two working groups. Our working group is focused on improving and promoting mental well-being in schools across the board.

Hi, I'm Brooke Colman, I'm a grade 11 student and the student senator for Cairine Wilson Secondary School. I am a passionate advocate for mental health-- dismantling the stigma and myths surrounding it. I have organized many mental health initiatives throughout high school and elementary school as it is a topic I hold close to my heart. Outside of Student Senate, I am the co-president of my school's Key Club, a volunteer in my community and a high-achieving student.

Hello! I'm Laura Wang in grade 11, currently attending Bell High School. As one with high standards and a number of leadership roles, I am no stranger to stress and burnout; so by working with my fellow Senators in developing this framework, I hope to help build an atmosphere for other students where they are able to prioritize their well-being above all else.

Our mission is to provide an opportunity for students to create a space to provide support for students. Through this framework, we will provide a step-by-step process for students to implement a mental health representative on Student Council. Their responsibilities will be to act as a voice for student mental health concerns in their schools. This position will be referred to as the Student Wellness Representative.

This framework is in the hopes of working with the **OCDSB Mental Health Strategy** in order to achieve their goal of “[Establishing] a youth advisory on mental health to help identify areas of focus, and co-create mental health awareness activities and programs for youth”

To take it further, we are also hopeful to develop partnerships with feeder elementary schools to promote another point in the Mental Health Strategy: “ **Explore ways to engage elementary students in mental health awareness and promotion initiatives**” This is explored further on page eight under, “Taking it Further”.

Wellness Representative

Overview

Advocacy and accessibility are crucial factors to consider when looking to improve student mental health; we can build on both by introducing the role of a wellness representative in schools across the board. The following section includes information on roles and responsibilities, suggestions on implementing this new position in your Student Council, advice in regards to working in a virtual environment, as well as tips for transitioning into the next school year.

Introduction, Roles and Responsibilities

The wellness position, much like that of a grade representative, would be taken by two students. Given that there are only a couple of months remaining until the end of the 2020-2021 school year, we ask that candidates be in grades 9-11 (or grade 12 if returning for a victory lap) so that they may continue their work or help start and lead a committee in the upcoming fall (refer to page 6 for more details). Primary responsibilities are outlined in the chart below.

2020-2021 School Year: Student Wellness Representatives		
Responsibility	Tasks (tailored to suit virtual environment)	Notes
Build a platform	Use it to share information that can help others learn about their mental health and how to take care of it.	The reps may choose to use their personal platforms, start new accounts dedicated to the role, or use existing Studco logins.
Make resources accessible to students and	Design or share tip sheets and posters through social media; make appropriate links available online (be it through Instagram, school websites, emails, etc.).	Creating a Linktree would be a great start! See here for an example (put together by a pair of Studco members at Bell High School).
Act as a liaison between the student body and council in all wellness-related aspects	Check in regularly with students; provide opportunities for them to send thoughts/feedback; voice concerns to Studco; discuss and carry out solutions (host activities/events, etc.).	Important: wellness reps are responsible for advocacy and resource-provision. Not to be confused with licensed professional therapists!
Communicate with staff	Make sure that staff (especially the teacher supervisor for your Student Council) are aware of what you do, and that you have approval before hosting any events or activities.	Remember that it is important to stay in touch with teachers even when in a virtual environment! They can often help with administrative tasks.
Optional: set up a	Run the application process for, and	Please read the next section of

committee for the 2021-2022 school year	lead, a committee in the upcoming academic year. Run events and campaigns to continue advocating for mental wellness within the school.	the framework: “Starting a Committee” on page 6 for more information and detailed instructions.
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Implementation Process

When choosing candidates for a position on the Student Council, there are typically a few different processes to pick from: namely, elections, applications, and interviews. In this subsection, you will find the suggested instructions to get started with your implementation, covering all three selection methods as well as templates you may find useful for each. Important: please do not make direct edits to any of the form templates shared; make a copy before you change anything so that others can use it too.

Election

1. Introducing the Election:
 - a. Create a poster to be published on your school Instagram account; make sure it is also accessible to students that are not on social media (tip: get an announcement or email out through administration).
 - i. Make sure it includes the following information: description of the role and responsibilities, an election schedule outlining important dates/deadlines, as well as what forms need to be filled in order to run.
 - b. Release an interest form to gather basic information about your candidates. Feel free to duplicate [this template](#), then make some tweaks and use it for yourself.
 - c. Optional: create a teacher endorsement form. Candidates will need to reach out to a staff member and have them complete the form on their behalf, indicating whether they think the student would be able to take on the job. View and copy a template we made for you [here](#).
2. Voting Days
 - a. Ideally, leave about two weeks for candidates to submit their two forms and campaign on social media (if you are choosing to allow campaigning).
 - b. When time is up, give a day or two for votes to come in! Once again, you may use this template to gather ballots (the form also includes other Studco positions in case you are running them all simultaneously).
 - c. Announce final results and begin work with the wellness reps!

Application

1. Introducing the Election:
 - a. The process for this will be very similar to the election process; start by sharing a poster with initial information, then create forms for candidates to fill out.
 - i. Tip: communicate what the deadlines are very clearly, and give adequate time (1-2 weeks) for submissions. If a candidate is unable to hand everything in

- before then, consider that they may not have the time management skills or commitment required for the role.
- ii. Click [here](#) for a teacher endorsement form template, and [here](#) for an application form template that includes questions. Make a copy and edit as needed.
2. As organizers, you will be responsible for reading the applications after the deadline, and determining which candidates are most suited to the position of Student Wellness Representative.
 - a. Alternatively, you may also have all of the Student Council decide together if you are worried about having a biased opinion. Ultimately, it is up to you to maintain integrity when making decisions that will affect the school.

Interview

1. The recommended starting process for interviews is—yup, again—to create an informative poster, release an interest form (template attached [here](#)), as well as a teacher endorsement form (template attached [here](#)).
 - a. After the form deadline, contact all candidates with an interview date and time.
 - i. You may choose to work out a time with each individual based on their availability, or schedule and communicate a specific range beforehand (for example: “all interviews will take place between 3-5PM on Monday), using the information post.
 - ii. Whether you limit the interviewers to just yourselves or include all of Student Council is entirely up to you. Just note that getting larger numbers of people to join will make scheduling more difficult, but it may be worth the extra opinion.
 - iii. It is important to sort out how interviews will be held. If you are using Google Meet, ask the Student Council teacher supervisor to set one up (they will either need to be with you to start the meeting, or create one that doesn’t require teacher supervision to run).
2. Interviews can be questions-only, or you may get the candidates to prepare a short presentation (i.e. a slideshow) explaining their experiences and qualifications for the position. Below is a list of questions you can ask during the interview.
 - a. Standard questions:
 - i. Why did you choose to apply for this position?
 - ii. What makes you think you are a good candidate for the Student Wellness Rep (experiences, skills, personality, etc.)
 - iii. What ideas/initiatives do you have in mind that you would like to work on if chosen for this position?
 - b. Curveballs:
 - i. If you were a breakfast cereal, which one would you be and why?
 - ii. What do you consider to be your greatest weakness?
 - iii. When was the last time you had disagreed with someone, and how did you handle the situation?

Working in a Virtual Environment: Tips for the Wellness Reps

Use school communication channels to your advantage:

- Promoting events or activities may be difficult in a virtual environment. Remember that you can use your morning announcements system, mailing lists (oftentimes school administration or teachers will be willing to help by sending out messages to students), and word of mouth (ask grade representatives to help you share with their classmates) to get the information out.

Social media is your friend:

- Build a following and begin to post regularly with informative updates, self-care tips, interactive polls, etc., so that students are aware of your platform. Being active on social media will attract people to your account, making promotion much easier.

Transitioning to the 2021-2022 School Year

- Please ensure that elections for this position are only open to students returning to school in the fall (grades 9-11, or 12 if they are returning for a victory lap).
 - The remainder of the 2020-2021 school year can be spent planning for what's to come next. Once elected, representatives can begin building their virtual platform and brainstorming initiatives that they would like to take on; it may also be a good idea to start preparing materials for committee applications if they are choosing to start one.
-

Starting a Committee

If there is a large amount of interest in a singular mental health representative position, then starting a committee for mental health at your school may be the best way to go.

Importance and benefits:

Starting a committee is no easy feat. It will take dedication and student-power. There are many benefits, however, to starting one.

Benefits:

- Greater outreach and changemaking within the school and beyond
- Wider range of opinions from the student body
- Collaboration with other students
- Delegation of tasks
- More opportunities for student leadership experience

Steps in implementation:

1. Determine interest

It is imperative that there be enough interest before taking the next step of starting a committee. Keeping representatives on the student council for the first year or more would be the first step, then upgrading to a committee for the reasons listed above.

2. Receive approval from administration

Proposing a new committee to the administration is a very important step. Without school support, this project cannot continue. Every school is different, so make sure the exact processes in your school are followed.

Things to include in a proposal:

- Have a detailed plan
- Find a way to communicate student engagement
- Communicate how this committee will improve your school

3. Find a teacher advisor

Reach out to a teacher who you think would be interested in supporting your committee. Make the necessary commitments clear. This framework can be shared with any potential teacher advisor(s) if they are looking for more information.

4. Creation and receipt of applications

The application description listed under implementation can be adapted to fit a committee format. The application is important to ensure everyone understands what their role in the committee would be, and to give an opportunity for them to communicate that understanding and their passion for student well-being with committee heads. Application can be changed to fit your individual school's needs and policies.

An application process is optional for general members, but highly encouraged to determine executive members. The committee can follow the similar formula of a club where people can join whenever they wish, if that works best for your school.

[Here is an application template](#)

5. Running the committee

Meetings: The amount of impact you wish to create in your school will reflect how often your team meets. Meeting once a week will optimize productivity. It is important to take the schedule of members and teacher advisors into account. Google Meet, or other virtual meeting platforms supervised by a teacher advisor, can be used if extracurriculars remain online.

Executive positions: It is important to have clear leadership. Having two co-presidents would be the best way to go. Ideally, these leaders would have held the position before. Other positions on the committee would be:

- Secretary: takes minutes during meetings
- Public Relations: running any social media platforms or websites
- General members: to help with outreach and planning of events

- Roles and responsibilities within the school

Students who are members of the committee would have the same responsibilities within the school as the two student council representatives. They must act as an advocate for student mental wellness, while understanding that their position does not involve helping students through mental illness.

The committee would be responsible for observing the needs of their school. From there, they can decide what events and resources to create in order to meet those needs.

Ideas for initiatives:

- Mental Wellness Weeks
- Workshops (for students, teachers or event parents)
- Websites and social media platforms
- Exam and summative season stress-management
- How to Help a Friend workshop
- And much more!

- In -person vs virtual meetings

As the Covid-19 pandemic continues to be unpredictable, in the coming years we are hopeful to be able to have in-person meetings, but virtual platforms are still a possibility. With that being said, the capacity to **pivot** continues to be an asset for all clubs. In virtual platforms, communication and connection have been a struggle for students, a lack thereof has had detrimental effects on student mental well-being. If a committee is implemented in an online format, having facets of connections are vital for mental health support.

In contrast, in-person meetings and initiatives present more opportunities for direct connections and hands-on change. In-person workshops, events and resources do make it easier for students to learn and become more responsible for their own mental well-being. One can hope for the opportunity for more in-person events next year, with the implementation of this committee, but preparing for an online model is also important to ensure the greatest change is implemented.

- **Ensuring member engagement and commitment**

When it comes to the mental well-being of your student body, keeping a solid team is very important to create effective change. Here are some general tips for ensuring an engaged team:

1. Make sure everyone is clear on the tasks they are to complete. No one wants to be a part of a team where they don't have a clear purpose, so make sure everyone is included!
2. Use incentives to generate members. Things like a free cookie for joining a meeting, or having guest speakers are great ways to build your team.
3. Make time commitments clear from the beginning. If someone wants to take on a larger role, make sure they truly understand what that would entail so they can make sure they can handle it.
4. Create plans and execute them. No one wants to spend a meeting sitting around chatting and getting nothing done. Create a plan, decide on roles and responsibilities, then get to work!
5. Finally, try and make meetings fun. This can be starting with an icebreaker or playing games throughout the meeting, but make sure there is an opportunity for friendship and camaraderie .

6. Taking it further (feeder schools and partnerships)

You're doing great! You've started a committee in your school, and now you want to expand your outreach. Working with the feeder schools for your high school is a great place to start. The first step to achieve this partnership is contacting the guidance department in your school.

Depending on your school's relationship with feeder schools, there are different opportunities for partnerships.

Working with feeder schools could mean:

- Promoting student mental well-being as they transition to high school. The main difference between high school and elementary schools is the workload and expectations from teachers. This tends to be a huge stressor for students transitioning to high school. The mental health committee could make that transition easier by providing support, resources and personal experiences to new students.
- Working with teachers and parents to share resources on mental wellness. Opening up opportunities for discussions in elementary school will make it much easier down the line.
- Working with LINK Crew to provide tools upon entry to high school

Working with the OCDSB

One of the OCDSB's top priorities is the wellbeing of students. Hearing directly from students is a great way for the board to know the best ways to help us. The OCDSB Mental Health Strategy outlines the need for “[Establishing] a youth advisory on mental health to help identify areas of focus, and co-create mental health awareness activities and programs for youth”. This is a great opportunity for Student Wellbeing Committees to become a partnership with the school board.

Ensuring Longevity

Given that the idea of a mental health committee is still relatively young, it's important that we put in extra effort in ensuring it becomes a long-term implementation. A big step in that direction is finding and fully preparing the next "generation" of student leaders to take on the responsibilities!

Finding New Committee Heads

The following suggestions are for committee heads at the end of their term:

1. Consider using a "shadowing" method to give interested members a taste of what committee head responsibilities would look like.
 - a. A good way to approach this is by inviting regular club members to committee head meetings. Have those that are interested sign up—whether alone or in pairs—to join you and your co-head when you work together outside of regular group meetings. Allow the opportunity to go around so that anyone that wants to, will be able to attend.
 - b. Remain transparent where it is suitable to do so. For example, if you have a google drive folder with planning documents, give view access to the rest of your team. They'll get to know your role better, and hopefully feel inspired to apply for next committee head!
2. As with any other club in school, make sure to select committee heads the year before (preferably around June). This will give enough time for the previous heads to pass on any information, materials, tips, etc., and for the newly chosen ones to begin planning together.

Recruiting Committee Members

The following suggestions are for committee heads at the start of their term:

1. Keep your applications open to grade 9's! Make a note not to push away any members based on age or lack of experience in clubs—they will be the people leading the committee once you and other seniors have graduated.
2. In order for the first point to work, you will need to select your committee members in the fall rather than the summer before. In other words, feel free to do the planning ahead of time, but we highly recommend only starting the recruitment process in September.
3. Encourage participation from all members, whether they are younger or older, executive or general. Create opportunities for group work and communication so that the team can form a bond and build a stronger foundation for future years.

Final Note: Connecting with the Board

The board may be implementing a mental health youth advisory in the future, where each school would have a representative attending meetings and working together on board-wide initiatives (much like the Student Senate, but instead for wellness-focused projects).

Closing Remarks

To wrap it all up, student mental well-being continues to be one of the most important, yet at risk, things in our high schools. Having a pair of students to advocate for student mental well-being is a great way to ensure the voice of the student body is heard and well-represented. It is also an important opportunity for empathetic student leadership. As previously acknowledged, this position does not mean the student believes themselves to be, or is required to act as, a mental health professional. It is an advocacy and action role by students for students.

It is also important to remember that this framework is simply a guideline. Please do not hesitate to adjust any components of it to fit your school. As well, what works for some schools may not work for others. While there may be enough interest to start a committee at certain schools, other schools may not, or it may take longer for students to want to join, and that's okay. What is most important is that conversations about student mental health are happening, and that students themselves are involved in the conversations.

We would like to thank you very much for taking the time to read through this framework. We hope that you are able to implement a student wellness representative and/or committee in some capacity within your schools. Please feel free to ask any questions you have

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OCDSB Peer Tutoring Numeracy Framework

Version: February 7, 2021

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About Me

My name is Charles Chen and I am currently a Grade 11 student at Earl of March Secondary School. I am also currently serving as one of the two Student Trustees for the 2020-2021 school year. I have always enjoyed the subject of math and found it to be very interesting. However, not all students feel the same way about math. I've noticed that a lot of students dislike and struggle with math for a variety of reasons. After noticing this, I decided to volunteer my time during lunch breaks in Grade 9 to help other Grade 9 students with the Grade 9 math course, MPM1D. In Grade 10, I established a peer tutoring system at my school that focuses on allowing other students to volunteer their lunch breaks to tutor fellow students in math. Although it was a good idea, I ran into many challenges during my implementation and have learned many lessons to improve the system. Despite these challenges, I strongly believe that with adjustments to the plan, we will be able to deliver math support effectively and in ways that haven't been explored thoroughly in the past.

Just when I was about to relaunch my peer tutoring system with a new plan and implementation, the entire world went under lockdown because of COVID-19. My math help system idea was also part of my campaign at the February 2020 Student Trustee election and I was happy to see how many student leaders were also very excited about this idea. I hope this plan will help support you in implementing a peer tutoring program at your school and that we will be able to learn and work together to improve this plan.

Why math?

It's time for math class. For some, this is their favourite part of the school day. For others, this is their most dreaded part of the day. Elementary school math was already difficult enough for many students, but when you reach high school there is a requirement of understanding mathematical concepts on a deeper level than ever before.

Although some students may learn the quadratic formula and never use it again in their lives, mathematics is more than just getting good grades on math tests. It's about being able to connect concepts to problems, it's about being able to solve problems efficiently and quickly and it's also about being able to communicate and justify your solution to a problem effectively. These skills are all invaluable in the 21st century. Furthermore, not only is 3 years of mathematics a requirement for obtaining the Ontario Secondary School Diploma and graduating, but many post-secondary programs also require taking Grade 12 math courses, many requiring Calculus and Vectors.

Is peer tutoring effective?

Not only is there a substantial amount of evidence from research that shows the benefits of peer tutoring, the benefits of peer tutoring can also be seen through extensive anecdotal evidence.

I have peer tutored math during my Grade 9 and 10 years in high school during lunch breaks at school. Throughout this experience, I have personally witnessed the immense benefits that peer tutoring can provide to students. Peer tutoring is incredibly personalized to the student that is seeking help, something that is impossible to achieve in a classroom setting through class lessons. Personalized support helps students to better understand concepts, as concepts are being taught in a variety of different ways. From my experience, students are also much more likely to seek help from fellow peers than from teachers as peers are often easier to approach. Peer tutoring is also able to create meaningful connections between students and contributes to the overall collaborative and supportive culture of the school. Since peer tutors are constantly challenged to explain concepts in intuitive ways and look at mathematical concepts from different perspectives, this is a very rewarding experience for peer tutors as well. Peer tutors are able to gain the satisfaction that they helped a fellow peer better understand something that they didn't understand before and at the same time, they are able to sharpen their own math skills and gain volunteer hours.

Laura Wang (Bell High School Student Senator 2020-2021): "Back in middle school, a teacher asked if I would be interested in tutoring other students around my age; at the time, I had no idea what I was signing up for, whether I would do a good job, and whether my tutees would find my help useful. I said yes only because it seemed like a great way to acquire "working experience", but quickly learned that there was so much more to gain from it. Currently, I tutor four high school students, all with different strengths and learning styles. They have each taught me as much as I have them, and I like to think that a big part of who I am today is a result of my experience as their tutor. Algebra and calculus aside, it has brought a plethora of growth opportunities and valuable lessons for both them and myself, and is something I would highly recommend for others as well."

Why is this important?

Equity in education has always been a top priority for the OCDSB. This framework has also been designed with the 2019-2023 OCDSB Strategic Plan in mind. It advances the OCDSB's goals of fostering a Culture of Innovation, a Culture of Caring and a Culture of Social Responsibility.

This framework has the ability to improve student achievement and increase graduation success and a sense of relevance and motivation for students by providing students with the support they need to succeed, all goals that are part of the Culture of Innovation. This plan improves equity of access, opportunities and outcomes as well as student well-being by providing equitable access to free and effective math support and allowing students to rest assured that they have access to a consistent and reliable source of support, all goals that are part of the Culture of Caring. Finally, this framework improves social and emotional skills, student voice and student behaviour in both tutors and tutees by encouraging students to seek support with math when required and fostering an inclusive and supportive learning environment where students are encouraged to advocate for themselves and challenge themselves, all goals part of the Culture of Social Responsibility.

We, as student leaders within our school board, should be working towards providing students with the support and resources they need to succeed. This framework aims to help eliminate barriers to success in high school math in our school board by providing accessible, effective and free support to students.

How is this different?

I know that a lot of schools already have existing math support systems. If so, we will be taking advantage of that in this framework by providing ways to build off of existing systems in order to implement this plan more easily. If your school doesn't currently have a system in place, don't worry because this plan will also provide ways to start one from scratch.

This plan is different from existing support systems for many reasons. To begin, many of the existing systems are run by math teachers, whereas this plan focuses on students helping students. Although this is a subtle difference, this is extremely important as can be seen from the anecdotal evidence above. Most importantly, students are much more likely to seek help from fellow peers as they are often easier to approach and students seeking help may already personally know the tutors. Furthermore, after consulting with my school's math department head, many schools do not currently have a centralized math help system. Oftentimes, individual teachers offer to occasionally help students during lunch breaks and thus math help is not always available to all students on a consistent basis.

This framework is largely inspired by my high school's math help program. At my high school, a room was open 4 days a week during lunch breaks and any student who

needed extra support would be able to pop in and receive it. All the math department teachers would follow a rotating schedule that indicates the days that they are responsible to help in the math help room so that there would always be teachers that are available to help. Students loved this “drop-in” environment where they could stay for as long as they wanted to. Some students would come to the math help room with their friends and appreciated the opportunity to work on their math homework together and ask questions whenever they needed. Other students came alone and would leave after they had their questions cleared up. The system was so flexible and was able to support each student’s unique needs. Most importantly, there was no sense of stigma or shame surrounding seeking help with math. In our supportive school environment, students helped each other out and encouraged each other to seek help with math whenever needed.

Obviously, due to current restrictions from COVID-19, this vision isn’t possible to achieve right now. In this framework, I will be providing instructions on how to create a similar environment virtually, as well as how to implement the in-person system for when the pandemic is over. I am hopeful that when the pandemic is over, we will be able to recreate this supportive environment at various high schools across the district.

Using This Plan

This plan is intended to serve as a reference to support you in the implementation of the peer tutoring program at your school. You can use as little or as much of the plan as you would like, and feel free to adapt this plan in order for it to be better suited for your school. I hope that with this plan, you will be able to get a general idea of how you can implement this initiative at your school. Get creative and share what you found worked well!

Getting Started

Contacting Your Math Department

The first step in implementing this program is to make sure that your math department is aware of this initiative that you plan to implement and that they support it. I would recommend contacting the head of the math department to start off. Chances are that the head of the math department would be willing to support you during the implementation of this initiative. If not, ask the head if they can think of other teachers in the department that may be willing to help you.

The head of the math department is the ideal person to help support the implementation because not only are they very familiar with all levels of the math curriculum and current math support systems that are in place, but they can also help recruit other teachers from the department that will also help join in. Furthermore, communication is easier as the head can directly contact all teachers in the department so that they are aware of this initiative and can help out wherever needed.

Emailing your math department head is probably the easiest way to contact them. It's important to explain the initiative in a clear and concise manner so that the email you send is easy to read and understand. In your email, explain how this initiative is different from any systems that may currently be in place and how this program will benefit the students in your school's community.

Having a Team

Although this is something that I have never personally tried, this is something to consider. You can weigh the pros and cons of tackling this initiative with a team. There can definitely be quite a bit of work behind this so you may find it beneficial to delegate tasks to team members.

Volunteer Hours

Peer tutors will receive volunteer hours for the time that they volunteered in order to tutor other students. I would recommend discussing the specifics of this with your math department head. Things to discuss include how many hours they will receive and how these hours will be given. In order to keep a record of how many hours each peer tutor has, I would recommend making a Google Form that peer tutors are expected to fill out at the end of each tutoring shift. This form would ask for their name, the date, the start and end times of when they tutored, number of hours as well as the name of the teacher that was supervising during their shift in order to validate the volunteer hours. It's important to share this Google Form with your teacher supervisor and they will be responsible for making sure that peer tutors get their volunteer hours.

Recruiting Peer Tutors

How Many?

The number of peer tutors you need will depend on how many students attend your math help initiative. I would recommend making a best estimate and depending on how well it works, feel free to adjust the number of peer tutors for each day. For example, if

you see that not many people usually attend on Mondays, but there are a lot of people that attend on Wednesdays, you may want to move some peer tutors from Monday to Wednesday. You may also have to make adjustments if there are generally more or less students attending than anticipated.

I would recommend having a Google Doc with a schedule (example below) that is shared with the entire math department as well as the peer tutors so that everyone knows which peer tutors are responsible for attending on each day. **I would recommend sticking to a simple, one week schedule.** When I first did this initiative, I had a two week schedule where peer tutors would tutor every other week. That was extremely confusing for both the math teachers as well as the peer tutors. Peer tutors would often forget which days they are responsible for attending as they only show up once every two weeks and eventually stop showing up altogether. Once again, I would recommend following a simple one week schedule. Depending on which days you are open for math help, clearly indicate which peer tutors are responsible for helping that day. An example is shown below for a math help program that is available Monday to Thursday.

Sample Peer Tutoring Schedule

I would recommend including last names as well in your actual schedule.

Monday	Tuesday	Wednesday	Thursday
Bob (Gr. 10)	Liam (Gr. 11)	Oliver (Gr. 11)	James (Gr. 11)
John (Gr. 11)	Noah (Gr. 11)	Isabella (Gr. 11)	Benjamin (Gr. 11)
Olivia (Gr. 12)	Ava (Gr. 12)	William (Gr. 12)	Amelia (Gr. 12)
Emma (Gr. 12)	Sophia (Gr. 12)	Charlotte (Gr. 12)	Evelyn (Gr. 12)

Choosing Peer Tutors

Depending on the number of people that are interested in volunteering, you may want to consider different ways of how you will be selecting peer tutors. Choosing the right peer tutors is extremely important, as these students are the ones that will be directly interacting with and helping the students that need extra support and if the tutees aren't happy with the help that they received, they are unlikely to return. *I will be explaining how to make sure students are aware of this volunteering opportunity in the "Publicizing This Initiative" section of the framework.*

If you receive a lot of students that are interested in helping, **do not feel obligated** to use a two week schedule in order to allow everyone to peer tutor. As I previously mentioned, **I strongly discourage** a two week schedule. If you have a lot of people that are interested, consider putting more peer tutors on each day or implement a more rigorous selection process. I will now be explaining some processes you can follow in order to select peer tutors. Feel free to modify the process you are using or switch methods as you see fit. No matter which method you choose, do not ghost candidates who are not recruited. Not only is that inconsiderate, you lose these potential candidates for when you may need to recruit more peer tutors in the future for whatever reason.

Open Application Process

I would recommend starting with this one. In short, students who are interested in peer tutoring will fill out a Google Form that indicates which days they will be available to peer tutor and which grades they are comfortable peer tutoring as well as general contact information such as name, grade, email, social media, etc. As long as there aren't any major concerns from yourself or the math teachers that taught the student, they are accepted as a peer tutor. A sample set of questions is below (you will need to convert the questions into a Google Form).

Question	Answer Format	Required?
Name	Short answer	Yes
Grade	Choose 1: - 9 - 10 - 11 - 12	Yes
Email (Make sure you check this often!)	Short answer Data validation: contains email	Yes
Instagram username (We will have a group chat on Instagram. It is preferred if you get Instagram if you don't already have it, but it is not required as long as you check your email often.)	Short answer	No
Which grade(s) are you comfortable peer tutoring?	Choose as many as applicable: - 9 - 10 - 11	Yes

	- 12	
Which day(s) are you available to peer tutor?	Choose as many as applicable: - Monday - Tuesday - Wednesday - Thursday - Friday	Yes
Is there anything else you would like us to know? (Optional)	Paragraph (long answer)	No

Restricted Application Process

This process is quite similar to the Open Application Process however, as the name implies, it is more restrictive than the open process. This process also involves a Google Form, however they are not guaranteed a spot. On the Google Form, you can ask some open ended questions such as why they are interested in peer tutoring, past experiences that can help them succeed in the role and why they feel that they are a good candidate for the position. The math department head or a set of teachers will go through the applications and, depending on the number of peer tutors you need, will select the peer tutors based on the applications. A sample set of questions is below (you will need to convert the questions into a Google Form).

Question	Answer Format	Required?
Name	Short answer	Yes
Grade	Choose 1: - 9 - 10 - 11 - 12	Yes
Email (Make sure you check this often!)	Short answer Data validation: contains email	Yes
Instagram username (We will have a group chat on Instagram. It is preferred if you get Instagram if you don't already have it, but it is not required as long as you check your email often.)	Short answer	No

Which grade(s) are you comfortable peer tutoring?	Choose as many as applicable: - 9 - 10 - 11 - 12	Yes
Which day(s) are you available to peer tutor?	Choose as many as applicable: - Monday - Tuesday - Wednesday - Thursday - Friday	Yes
Why are you interested in peer tutoring math?	Paragraph (long answer)	Yes
What are some past experiences that you have that you feel will help you succeed in your role as a peer tutor?	Paragraph (long answer)	Yes
Why do you feel that you are a good candidate for the position?	Paragraph (long answer)	Yes
Is there anything else you would like us to know? (Optional)	Paragraph (long answer)	No

Interview Process

This process is another option that is more rigorous than the open application process. To begin, interested candidates will fill out a Google Form (example below, you will need to convert the questions into a Google Form) indicating that they are interested in having an interview. All applicants will receive an interview. In the interview, the candidate will be asked some open ended questions, similar to the questions in the restricted application process, but will also be required to demonstrate their skills as a peer tutor. After the interviewer has asked the open ended questions, the interviewer will give the candidate some math questions, one at a time, depending on the grades that the candidate indicated that they are comfortable peer tutoring math in. The interviewer will pretend to be a student seeking help with these problems and the candidate is expected to explain the questions to the interviewer. The interviewer is welcome to ask follow-up questions whenever they want as they see fit. After all of the candidates have been interviewed, the interviewer will select the peer tutors based on their performance. The interviewer is encouraged to take notes during each interview in order to help them make their final decision.

Question	Answer Format	Required?
Name	Short answer	Yes
Grade	Choose 1: - 9 - 10 - 11 - 12	Yes
Email (Make sure you check this often!)	Short answer Data validation: contains email	Yes
Instagram username (We will have a group chat on Instagram. It is preferred if you get Instagram if you don't already have it, but it is not required as long as you check your email often.)	Short answer	No
Which grade(s) are you comfortable peer tutoring?	Choose as many as applicable: - 9 - 10 - 11 - 12	Yes
Which day(s) are you available to peer tutor?	Choose as many as applicable: - Monday - Tuesday - Wednesday - Thursday - Friday	Yes
Please type CONFIRM below to confirm that you are interested in peer tutoring math and would like to receive an interview.	Short answer Data validation: Answer contains CONFIRM	Yes
Is there anything else you would like us to know? (Optional)	Paragraph (long answer)	No

Creating a Peer Tutoring Schedule

When creating your peer tutoring schedule and selecting your peer tutors, there are a variety of factors to consider. It is likely that the majority of your peer tutor applicants are

going to be in either Grade 11 or 12. This is good because they can probably peer tutor their grade and all grades below them, which makes them a more versatile candidate. You probably want to stay away from recruiting too many Grade 9 or 10 peer tutors as they are unlikely to be able to help with higher grades. When placing peer tutors in your schedule, try to evenly distribute the grades and make sure that there is someone who can peer tutor all grades on each day while respecting each peer tutor's indicated availability.

Holding Peer Tutors Accountable

It is very important for peer tutors to be held accountable and that they fulfill their responsibilities. A way to make sure that students are aware of their responsibilities is by making them sign a document that outlines all of their responsibilities and makes sure that they agree to fulfill their tasks (example below). By signing, they indicate that they are aware of their responsibilities and that they will be held accountable.

Another way to keep peer tutors engaged is by making them attend regular meetings. When all the peer tutors are selected, it is important to host an introductory meeting that outlines all of their responsibilities and to also distribute the agreement documents. They must hand in their agreement documents before they are allowed to peer tutor math. After the introductory meeting, it is important to host meetings on a regular basis in order to keep peer tutors engaged. A good time interval would be to host a quick check-in meeting once every 2 weeks. At each meeting, ask each peer tutor to share their experience over the past 2 weeks. They are welcome to share insightful stories, lessons they learned or anything else that they feel would be beneficial to the other peer tutors.

Sample Agreement Document

Adjust this document wherever necessary in order to make it applicable for your school.

[Your School] Peer Tutoring Agreement Document

Name:

Due Date: [Insert Due Date]

This document is used in order to ensure that peer tutors:

- a) Are fully aware of their responsibilities and commitments
- b) Demonstrate compliance with their responsibilities
- c) Are held accountable

Peer tutor responsibilities:

- Attend all check-in meetings
- Attend all assigned peer tutoring shifts
- Peer tutor math to the best of their ability
- Notify teacher supervisors and director(s) (← insert position title for peer tutoring system head) at least 48 hours in advance whenever they cannot attend a shift
- Maintain good communication and check emails regularly
- Maintain a good academic standing

Failure to comply with the above requirements will result in a meeting with the teacher supervisors. If noncompliance continues, a replacement will be found.

By signing below, you agree that you have read and fully understand the requirements associated with being a peer tutor and you agree to carry out your responsibilities to the best of your ability. (Please insert an image of your signature below)

Maintaining Good Communication

Communication is always a challenge, regardless of whether or not you are pursuing an initiative fully virtually. When things move online, communication will only get harder. It is extremely important to maintain a reliable line of communication with your team members.

Depending on your school, there may already be a preferred platform for communication. Generally, a group chat on Instagram is easy to pursue as there are already a lot of students on that platform and students tend to check their social media regularly. If all peer tutors already have Instagram accounts and check them frequently, then you can stick to sending communications out just on the group chat. If you have to use more than one platform, I would recommend using email as one of the platforms.

For example let's say you are using Instagram and email as your platforms for communication. Each time you need to communicate with everyone, you would send out the message through email to everyone and also send a message on the Instagram group chat telling people to check their emails. If you are having trouble staying in touch with students who exclusively use email, you should have a talk with them and explain the importance of regularly checking emails.

Supporting Students in a Virtual Environment

Using Existing Systems

If your school already has systems in place to support students with math, you should see if it's possible to take advantage of these existing systems when implementing your peer tutoring program. If your school has a centralized system to support students where all students, regardless of what class they're in, attend the same support system, then it is very likely that you will be able to take advantage of this. If your school's support system consists mainly of individual teachers offering support, it will be difficult to implement this program with individual teachers.

It is important to ask your math department head or another teacher in the department for clarification on how your school offers math help to students. If they use a centralized Google Meet, it will be very easy to implement this system. You can skip the "Starting From Scratch" portion of this framework if your school already uses a centralized Google Meet and go straight to the "Implementation" portion. Otherwise, continue reading.

Starting From Scratch

If your school doesn't have a centralized Google Meet for supporting students, then you will have to establish a system. After you have decided which days you will be offering math help, you should communicate these days to your teacher supervisor. Ask them which days they will be able to supervise and if they are able to help you find other teachers that will supervise on the days that they are unavailable. It is important to be respectful of the teacher's time; you probably shouldn't have them supervise for more than 2 days each week. Preferably, you would find a different teacher for each day. This is when having the math department head as your teacher supervisor becomes very useful as it is very likely that the head will be able to find other teachers that would be willing to help out.

Implementation

After you have decided which days you will be offering math help (this decision is already made for you if your school has a centralized system), you should ask your teacher supervisor to create a supervision schedule for the Google Meets if they don't already have one. It is important to confirm with your teacher supervisor that teachers are aware of this schedule and which day they must supervise so that there will always be at least one teacher there to supervise.

A teacher will have to start the Google Meet in order to have access to the breakout rooms feature on Google Meet. It is a good idea to ask your teacher supervisor to create a “permanent” link for the math help Google Meet if your school does not already use one so that the link will not change. This will also make it easier to add this Meet link on the school website and ask math teachers to put the link on their Google Classroom (more on this in “Publicizing This Initiative”).

Your teacher supervisor will be responsible for ensuring that there will always be staff supervision in order for the Google Meet to run. It is your responsibility to make sure that peer tutors are aware of what days they are responsible for peer tutoring and to hold the peer tutors accountable to their responsibilities.

You will be using the breakout rooms feature on Google Meet in order for peer tutors to support students with math. It is very likely that your teacher supervisor and teachers who will be supervising the Google Meet are already very familiar with using this feature. Ask your teacher supervisor to make sure that all teachers are comfortable with using breakout rooms in order to prevent technical difficulties.

Whenever a student joins the math help Google Meet, the teacher supervisor will pair the student with an appropriate peer tutor who will support them with math. Then, the teacher supervisor will add these two students to the same breakout room so that the peer tutor can support this student individually.

The peer tutor will open a Google Jamboard, which is a whiteboard application that is built into Google Drive, and share their screen in order for the tutee to see. The peer tutor is able to draw on the whiteboard and also invite the tutee to draw on the whiteboard if necessary. I am mentioning Google Jamboard because it is easy for students to use, it's built into Google Drive and tutors are able to share the Jamboard with the tutee if necessary. If there is another whiteboard application that you know that you believe would be beneficial, you can present multiple whiteboard application options to your peer tutors at your introductory meeting where you will be explaining how they will be peer tutoring students. If one of your tutors prefers to use a different whiteboard application, you should encourage them to do so as long as that does not create any problems.

Supporting Students In-Person

Using Existing Systems

If your school already has systems in place to support students with math, you should see if it's possible to take advantage of these existing systems when implementing your peer tutoring program. If your school has a centralized system to support students where all students, regardless of what class they're in, attend the same support system, then it is very likely that you will be able to take advantage of this. If your school's support system consists mainly of individual teachers offering support, it will be difficult to implement this program with individual teachers.

It is important to ask your math department head or another teacher in the department for clarification on how your school offers math help to students. If your math department uses a centralized system where a room is open to all students for drop-in math help during lunch breaks, it will be very easy to implement this program. You can skip the "Starting From Scratch" portion of this framework if your school already uses a centralized drop-in math support system and go straight to the "Implementation" portion. Otherwise, continue reading.

Starting From Scratch

If your school doesn't have a centralized drop-in room for supporting students, then you will have to establish a system. After you have decided which days you will be offering math help, you should communicate these days to your teacher supervisor and ask them if they can help you find a room for math help. Preferably, it will be the same room each day you offer math help so that students know where to go. Ask them which days they will be able to supervise and if they are able to help you find other teachers that will supervise on the days that they are unavailable. It is important to be respectful of the teacher's time; you probably shouldn't have them supervise for more than 2 days each week. Preferably, you would find a different teacher for each day. This is when having the math department head as your teacher supervisor becomes very useful as it is very likely that the head will be able to find other teachers that would be willing to help out.

Implementation

After you have decided which days you will be offering math help and you have found a room for your math help (these decisions are already made for you if your school has a centralized system), you should ask your teacher supervisor to create a supervision schedule if they don't already have one. It is important to confirm with your teacher

supervisor that teachers are aware of this schedule and which day they must supervise so that there will always be at least one teacher there to supervise.

Your teacher supervisor will be responsible for ensuring that there will always be staff supervision in the math help room. It is your responsibility to make sure that peer tutors are aware of what days they are responsible for peer tutoring and to hold the peer tutors accountable to their responsibilities.

As the name suggests, the drop-in math support program allows students who require extra support with math to drop-in anytime at the math help room during lunch breaks whenever the extra support room is open. Students can come by themselves or bring their friends and can stay for as long as they want (within the lunch period). At Earl of March SS, students are allowed to bring their lunch to the room as long as they clean up after themselves so that they don't miss eating their lunch.

When supporting students in-person, you should have the peer tutors circulate around the room and answer any questions that are asked. Encourage the peer tutors to observe the room and if they notice that some students haven't asked any questions in a while, the peer tutor should approach them and check in with them to make sure that they don't have any questions. Sometimes, students may initially be hesitant to ask questions and by checking in, this makes it easier for the student to ask questions.

Publicizing This Initiative

In order to ensure that students are aware of this initiative and also aware of the opportunity to volunteer as a peer tutor, publicity is very important. I will outline many different ways to publicize this initiative in this section. Feel free to use as many as you want in order to reach as many students as possible. I would recommend doing two rounds of advertising. The first would be to recruit peer tutors and the second would be to inform students about this program.

If your school has an announcement system, that is a great place to start. You should find out how to submit an announcement if you do not know how to already. Then write an announcement that describes your school's peer tutoring program and submit it. You should probably repeat the announcement over a few days in order to ensure that everyone knows about it.

Another great way to publicize this initiative is by using the math department. Ask each math teacher, through the department head, to tell each of their math classes about this initiative during class time and to make a post on their Google Classroom which also

contains the link to the Google Meet (if applicable). This will provide a direct line of communication to math students and ensure that they are aware of this program.

Your school's Student Council Instagram account is another great place to advertise this program. By making a post and asking Student Council members to share the post on their story, you are able to reach a large percentage of the school population.

You should also add the Google Meet link (if applicable) to your school's website in a location that is easy to find. This will help students find the link easily in order to make it more accessible.

If possible, ask your school's administration if they would be willing to send out an email publicizing this program using the school mailing list to all students and parents.

When publicizing the program, it is important to focus on how this program is different from existing systems and how this program is led by students. The peer-focused nature of this program often makes students less hesitant to seek math help as students are usually more comfortable seeking help from fellow peers, some they may already know, than teachers.

Ensuring Longevity

If you believe that the peer tutoring program was successful at your school and students really benefited from it, you should explore how to ensure the longevity of the program at your school so that it will be carried forward for future years.

A very important step to ensuring longevity is to make sure that you have a functioning team. Team members may need to be replaced for a variety of reasons. Some team members may graduate, others may decide that doing this simply isn't right for them. Whether you are pursuing this initiative individually or with a team, at the end of each school year, you will have to ensure that you have a team that is ready for the next school year. You may perform your selection process in whatever way you see fit. For example if you, the director/head, are graduating this year, you will need to find someone else to lead this initiative. You could explore the possibility of choosing a peer tutor to lead the initiative next year if you notice an outstanding peer tutor that goes above and beyond their expected responsibilities. No matter how you choose your team or director/head, it is important that they are well prepared for their future responsibilities. Make sure they know how to perform their roles and you can also give them a copy of this framework (or even a school-specific framework that you made) as a reference if you believe that will be useful.

When choosing peer tutors for the next school year, I would recommend leaving this responsibility up to the new team and to ask them to choose the new peer tutors in September. Students are often much more likely to pursue new extracurriculars at the start of a new school year and this also helps to make sure that they don't forget their expected responsibilities over the summer break. You should give the new team a list of the current peer tutors and ask them to start recruiting from this list in the new school year as these peer tutors already have past experience.

Thank You

Thank you for taking the time to read my OCDSB Peer Tutoring Numeracy Framework. I hope that this implementation guide has helped you during the implementation process at your school. By implementing a peer tutoring system, you are helping to make your school and learning environment more equitable and making academic support more accessible for all. Thank you for everything that you do.



Creating a Culture...

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REGISTER TO BECOME A DELEGATE

Fostering a Culture of Caring

(Reference: [Ottawa-Carleton District School Board By-Laws and Standing Rules](#))

Individuals or groups are welcome to appear as a delegation to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. In accordance with the Board's bylaws, delegations shall be permitted up to four (4) minutes to address the Board where the delegation has provided a written submission no later than 4:00 p.m. on the Thursday prior to the meeting. Delegations registering after the cutoff shall be granted two (2) minutes. All interested delegates must complete and submit the following form.

Once you have submitted your request, a member of the Board Services team will be in touch with you to confirm the delegation and provide the necessary meeting details and instructions.

If you have any questions regarding the delegation process please contact Nicole Guthrie, Manager of Board Services at nicole.guthrie@ocdsb.ca

Also, please note that the Board and Committee of the Whole meetings are video and audio recorded.

Contact Information

First Name: *

Andrew

Last Name: *

Klein

Address: *

[REDACTED]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]

Phone Number: *

[REDACTED]

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Committee of the Whole

Meeting Date: *

6/21/2021

Summary of issue/concern: *

School reopening

Recommendation(s) for resolution of issue: *

Opening School

Date: *

6/7/2021

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Contact Information

First Name: *

Joanne

Last Name: *

Doucette

Address: *

[REDACTED]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]

Phone Number: *

[REDACTED]

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Board

Meeting Date: *

6/21/2021

Summary of issue/concern: *

I would like to present my request that the Board of Trustees take an advocacy role for students to return to a more typical school year in 2021-2022, including high school students returning to a regular semester system and attending school full days 5 days a week, rather than the hybrid model.

As a parent and social worker, I feel strongly that there is minimal risk to students in the fall, given:

- vaccination rates, including youth 12 and up being vaccinated
- the science and data regarding how children are not at high risk of serious illness with COVID
- the evolving safety of the vulnerable in our community, such as elderly, due to vaccinations, and therefore the decreased need for measures to reduce hospitalizations.

Children should now be a priority as they have sacrificed so much to protect adults from COVID. The Code Pink campaign is highlighting the many risks to their emotional, physical and social well-being due to the pandemic and worsened by school closures. Children need a return to normal routines, including moving away from quadesters which can create significant learning gaps and disengagement from school for more vulnerable students. They need a return of extra curricular activities, such as sports, music and clubs, that provide much needed connection to their school community and improve health outcomes.

Recommendation(s) for resolution of issue: *

- A return to regular semester systems, NOT quadmester or octomester
- Less focus on cohorting - allow students to have contact with friends outside their small cohort and to participate in activities again
- Maintain some of the Public Health measures that are less harmful to students if necessary, such as wearing masks in larger group gatherings and hand sanitizing.
- Education for the school community about a gradual return to normalcy and support to overcome anxiety resulting from the pandemic. Create a focus on balancing risks - understanding there are risks to every approach, but it is time to choose actions that address the proven risk to youth of not having access to normal school routines, such as:
 - the increase in mental health issues such as eating disorders, anxiety, depression, OCD, suicidal ideation.
 - the increase in physical health issues such as obesity
 - learning gaps as a result of unproven methods of teaching, such as the hybrid approach/ virtual learning and quadmester system.

Date: *

6/5/2021

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Also, please note that the Board and Committee of the Whole meetings are video and audio recorded.

Contact Information

First Name: *

Michelle

Last Name: *

Ward

Address: *

[REDACTED]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]

Phone Number: *

[REDACTED]

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Board

Meeting Date: *

6/22/2021

Summary of issue/concern: *

As a pediatrician, parent of a high school student and concerned citizen, I am concerned that the Board has not yet released publicly their plans, planning process, or decision making rubric for the September school year. The healthcare community is doing its utmost to ensure that every 12-17 year old who is eligible and willing to get their COVID vaccines before the end of August has the opportunity to do so. As such, I expect that the education system will have plans in place and be ready to welcome students back in a full educational capacity if health guidance allows this to happen. It will not be acceptable for the Board to wait until guidance is provided before making their plans. As such, I call on the OCDSB to publicly release their current planning process, their rubric for decision making and their readiness plan to welcome students back to a full program of scholastics, clubs and athletics in September, should this be possible. I call on the Board to release publicly the guidance they are receiving from public health officials and their decision making processes related to this information in a transparent and timely way. Given that this is the last scheduled Board meeting for the summer, I also call on the Board to publicly release their plans for taking the necessary steps during the summer in order to have the schools, staff, and system ready to welcome students at the start of the school year in the most "back-to-normal" way that is possible based on the public advice at that time (ie. end of August). This will require planning now in order to be ready to this for September.

Recommendation(s) for resolution of issue: *

Planning and meetings as needed over the summer months.

Transparent release to the public of current plans, planning processes, decision rubrics and how a normal September will be achieved if public health guidance by then allows this to happen.

Continued transparent dialogue with parents and interested community partners throughout the summer months with on-going public updates.

Date: *

6/16/2021

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June 19/2021

Dear Trustees of the OCDSB:

Let me begin this letter by thanking the Trustees who voted to terminate the relationship with the SRO program. I was a Social Worker who worked for over 31 years with the school board. I view this decision as of historical proportions, timely and necessary.

Historically, the SRO'S were linked to the Safe Schools program initiated by the Harris government. I believe this program was fundamentally flawed from the beginning. A heavy handed zero tolerance program such as this failed many of our students, and caused traumatic injury to them and their families. When the program was initiated, there were no deep conversations with the students and the community on what this response should look like. Once the SRO program was established, school administrators got increasingly dependent on them when dealing with high risk and possibly criminally involved students. The lines got more blurred. Discipline matters that used to be dealt with within the school, increasingly involved the police. Besides traumatizing and alienating students (particularly our racialized and L2SGBTQ+ students), these students who already had a problematic relationship with school, would only avoid it more.

As a society we are becoming more aware of institutionalized racism in police organizations. It is critical that we stop playing a role in allowing access of our students to such possibilities.

As a school Social Worker I witnessed first hand, the traumatic impact that the SRO's and police had on minoritized students in particular, as well as with the general student population and their families. Frequently, I met with students following an intervention with the SRO and they would be in tears or enraged as they shared their experience. As a social worker, I would have to do risk assessments and interventions after there was a critical incident at school. When interviewing the student and their families

-3-

afterwards, they would inform me on what the impact was after the police intervention. I am also thinking about times when the police would arrive with a warrant and interrupt a class to remove a student. Such students were forced onto the ground and handcuffed in front of their peers. Sometimes their weapons were drawn. These students were arrested for crimes that had occurred in the community and were attending school after the incident had happened. Some of these students had previous traumas with police involvement and other community services. This would only add to the pain they experienced. Certainly I also saw some instances of helpful interventions, but the most high risk students were often left traumatized and therefore, further alienated from school. The same can be said with their peers and friends at school who witnessed this. Oftentimes parents would also be traumatized by these events.

Being part of a team in Learning Support Services at the OCDSB, I could be involved in the crisis response in my schools related to student violence, threats and risks. As part of the follow up to those situations, I acknowledge that I also caused harm to students when intervening with the SRO's, as I was perceived as their ally. The Board should never allow this again where school board staff are compromised when assisting in police interventions. It has to be a separate process.

The OCDSB is at a crossroads and I believe this is a significant opportunity to create and implement an alternative crisis response program. The intervention strategy for students who are at risk to themselves and others, needs to be both compassionate and effective. Solely punitive measures have to be removed from the response plans.

The motion requesting the City for the the funding of an alternative crisis team to assist the OCDSB in responding to the situations that involve student safety, is long overdue and sorely needed. It also has to be part of a comprehensive and integrated response that makes connection and engagement with the students as the starting point. It is only through the

building of compassionate relationships with the students and their families, that OCDSB staff will be able to effectively and safely intervene with the high risk students.

In my opinion, currently there is still too much siloing and fragmentation in crisis services and responses. While there is already a Youth Crisis Team through YSB, there needs to be more resources allocated there and connected with the OCDSB services. Just like the integration of Youth Mental Health services through 1 Call 1 click, there needs to be something like that in the area of crisis response. OCDSB Social Workers, Psychologists and other staff in Learning Support Services need to be part of this newly created response. They and other front line staff at the Board have relationships with the students, crisis response training (they will require more of this) and knowledge of the school system. That is why they need to be part of any type of crisis response community team around student safety issues. Team members have already done numerous crisis interventions around safety that have not involved the police. When formulating the next phase of this process, please make this a central part of the many steps that will need to be taken in order to build safe and caring schools.

Thank you for hearing me out and I welcome any continuation of a dialogue around this.

Respectfully,

Larry Gauthier MSW RSW



BOARD PUBLIC MINUTES

Tuesday, May 25, 2021, 7:00 pm
Zoom Meeting

Trustees: Lynn Scott, Keith Penny, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Justine Bell, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaj (Superintendent of Program and Learning K-12), Richard Sinclair (Manager of Legal Services and Labour Relations), Julie Cyr (Manager of Early Learning), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Darren Gatley, Michael Guilbault (AV Technician)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 7:02 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

Moved by Trustee Blackburn, seconded by Trustee Jennekens,

THAT the agenda be approved.

Trustee Penny requested that Report 21-052, School Year Calendar Key Dates 2021-2022, Update, be added to the agenda. The item was added and noted as item 8.7 on the agenda.

Moved by Trustee Blackburn, seconded by Trustee Jennekens,

THAT the agenda be approved, as amended.

Carried

3. Delegations

There were no delegations

4. Report from the Board (In Camera)

Vice-Chair Penny reported that the Board met in camera earlier this evening and reports and recommends as follows:

Moved by Trustee Fisher

Seconded by Trustee Penny

THAT staff be authorized to proceed, as directed in Board in camera, with respect to the renewal of insurance.

5. Briefing from the Chair of the Board

Chair Scott reported that June 2021 is Pride Month. From 1 June 2021 to 30 June 2021, all OCDSB schools will be flying the Progress Pride Flag. She noted that along with the rainbow, this flag also features black and brown stripes to represent people of colour, and baby blue, pink and white to include the transgender flag in its design. By flying this flag, the OCDSB is reaffirming its values and commitment to creating and sustaining a culture of caring where 2SLGBTQ+ students, families, and staff matter and are welcomed, seen, and represented in the OCDSB. Educators have been provided with resources to discuss 2SLGBTQ+ identities and the importance of representation. Chair Scott noted that on 1 June 2021, the District will host an information session for parents to discuss gender identity and outline supports available at the OCDSB. More details can be found on the OCDSB website.

Chair Scott noted that on 27 May 2021, students, staff, and community members are invited to attend this year's Black Student Forum. The theme is "A Year of Resistance and Resilience: Moving forward with clear vision". The event will include guest speakers and there will be opportunities for engagement. Details can be found on the OCDSB website.

6. Briefing from the Director

Director Williams-Taylor reported that the OCDSB is adding a new Reach Ahead credit course for Black students who have completed Grade 8 as of June 2021. This course will allow students to earn an Academic English credit over the summer before they enter secondary school. The course will have an Afrocentric focus and will include mentoring and leadership opportunities, strong community connections, and a focus on celebrating Black excellence.

Director Williams-Taylor noted that Indigenous students can earn an academic credit while learning from Indigenous teachers, Elders and Traditional Knowledge Holders. This opportunity is for Grade 8 Indigenous students looking to earn a credit while transitioning to Grade 9 and is also open to all secondary Indigenous students. Details and registration information will be provided on the District website.

7. COVID-19 Update

Director Williams-Taylor reported that remote learning continues for most students, with the exception of those with complex special education needs. She noted that the most recent provincial announcement did not indicate a reopening plan for schools.

Director Williams-Taylor advised that Ottawa Public Health (OPH) is reporting, as of 25 May 2021, 495,141 vaccines have been administered within the City of Ottawa, providing coverage to 47% of the total community.

Director Williams-Taylor noted that on 23 May 2021, youth aged 12 and over became eligible to book appointments to receive the COVID-19 vaccine. Individuals must be 12 years old at the date of their booking. The Pfizer vaccine is currently the only COVID-19 vaccine authorized by Health Canada for use in individuals aged 12 and over. She added that OPH provides more information on their [vaccine webpage](#). She noted that the District continues to work with OPH and the Children's Hospital of Eastern Ontario (CHEO) to request timely and clear information for families regarding vaccine awareness and safety.

Director Williams-Taylor reported that the District, in partnership with CHEO and OPH, and other area school boards, have been piloting voluntary take-home testing with in-person students. This pilot project is intended to inform testing options which could be in place for the upcoming school year. The voluntary take-home tests are distributed at schools on a Thursday, completed at home and placed in a safe, sealed container and return envelope, and returned to a drop box at the school on Friday. Results from these tests are available to families over the weekend, reducing the likelihood of individuals who test positive attending school on Monday.

Director Williams-Taylor noted that in March 2021, the OCDSB invited families to confirm their attendance for either in-person or virtual learning for September 2021. The Ministry recently advised all school boards to allow parents the opportunity to reconsider that decision until 1 June 2021. All OCDSB families were notified of this opportunity and those families who wish to make a change must notify their school. As of 25 May 2021, 300 change requests have been received (185 elementary and 115 secondary).

Director Williams-Taylor noted that as graduation ceremonies approach in June 2021, the District is excited to celebrate student success, students who are making key transitions, and graduates. Planning is actively underway for virtual

celebrations. For grade 12 students, schools will be holding virtual ceremonies from 23 June to 25 June 2021 inclusive. Families can expect more information from their school by 1 June 2021. She noted that in addition to the commencement ceremony, families can expect all graduating students to receive a graduation cap and a grad gift box. She added that congratulatory signage will be posted at all secondary schools - these were popular for photo opportunities the previous year. All schools will have a graduation webpage and other school based activities. The theme for this year's graduation is "21 and Done!"

During the discussion and in response to questions, the following points were noted:

- Offering families a chance to change their decision regarding attendance for either in-person or virtual learning during the school year is not advised as this could lead to system-wide reorganization which would disrupt stability;
- Families may approach their principal to request changing their attendance for either in-person or virtual learning under exceptional circumstances. The principal would work with the superintendent to determine availability of space and capacity to accommodate requests, and the mechanism would be similar to the process that occurred in the 2020-2021 school year;
- The District is mandated by the province regarding certain planning decisions, such as the continued use of the quadmester model. Flexibility in the use of the octomester model is permitted as some programs require that model. The introduction of a two course day model for secondary students is expected, as well as introducing daily attendance for in-person learning;
- The District does not make planning and structure decisions based on public health data as this information would inform Ministry directives and decisions that govern District practices;
- Through the Ministry directives, if necessary, the structure for adapting the planning model to be more restrictive is possible without having to restructure secondary programs. If directed to move to a full semester four course model, the current quadmester model does not allow this and would require the District to either restructure timetables or wait until 1 February 2022;
- Families new to the District can register for either in-person or virtual learning at the time of registry;
- Schools have sent letters to families regarding the deadline for choosing either in-person or virtual learning and the District has sent notifications on the matter as part of the regular parent and student messaging each Friday with the final reminder expected to be sent 28 May 2021; and

- Staff have been in contact with OPH to discuss the possibility of using schools as vaccination sites for students. Planning is in the initial stages and will be contingent on registration requirements and vaccine availability.

8. Matters for Action

8.1 Confirmation of Board Minutes, 27 April 2021

Moved by Trustee Schwartz, seconded by Trustee Penny,

THAT the 27 April 2021 Board minutes be confirmed.

Carried

8.2 Business Arising from Board Minutes

There was no business arising from the 27 April 2021 Board minutes.

8.3 Receipt of Committee of the Whole Report, 11 May 2021

Moved by Trustee Penny, seconded by Trustee Boothby,

THAT the Committee of the Whole report, dated 11 May 2021, be received.

Executive Officer Giroux noted that section 7.2 was missing the introduction to the motion due to a technical issue and that Board Services staff has addressed the matter.

Trustee Bell noted that the delegation of Murat Erlik be amended to replace “Gloucester Public School” with “Glashan Public School”.

Moved by Trustee Penny, seconded by Trustee Blackburn,

THAT the Committee of the Whole report, dated 11 May 2021, be received, as amended.

Carried

8.3.a Approval of the Consultation Plan for Policy P.100.IT

This was a non-consent item and when dealt with later in the meeting, the following discussion ensued.

Moved by Trustee Ellis, seconded by Trustee Campbell,

THAT the proposed consultation plan for the update of Policy P.100.IT - Appropriate Use of Technology be amended to substitute Appendix A to Report 21-038 with Attachment to Memo 21-064.

In introducing the motion, Trustee Ellis noted that the amendment provides trustees with an opportunity to have early input in the process and that the extension of time would allow school councils and other advisory committees sufficient time to provide feedback.

Moved by Trustee Ellis, seconded by Trustee Campbell,

THAT the proposed consultation plan for the update of Policy P.100.IT - Appropriate Use of Technology be amended to substitute Appendix A to Report 21-038 with Attachment to Memo 21-064.

Carried, friendly

In response to a query from Trustee Campbell, Executive Officer Giroux noted that staff reflected on feedback from the previous policy discussion that indicated trustees' request for opportunities for discussion earlier in the policy review process. In examining the policy early in the process, trustees may identify additional areas to be reviewed in order to help shape discussions and could serve as a model for future policy work.

Trustee Campbell noted that trustee consultation prior to submission and input at the conclusion of the policy development process are of equal importance.

Moved by Trustee Blackburn

Seconded by Trustee Penny

THAT the Board approve the proposed consultation plan for the update of Policy P.100.IT - Appropriate Use of Technology, attached as Appendix A to Report 21-038, as amended.

For (10): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, and Trustee Jennekens

Abstain (1): Trustee Bell

Carried (10 to 0)

8.3.a.a Supplemental Information: Memo 21-064 (S. Lehman)

8.4 Non-Consent Items

8.5 Report 21-048, Appointments to the Ontario Public School Boards' Association (M. Giroux)

Your committee had before it Report 21-048, to confirm the appointments to the Ontario Public School Boards' Association (OPSBA) for the period 7 July 2021 to 7 July 2022:

- two directors to the Board of Directors;

- two alternate directors to the Board of Directors;
- a voting delegate for the Eastern Regional Council Meetings;
- an alternate voting delegate for the Eastern Regional Council meetings;
- a voting delegate for the 2022 Annual General Meeting; and
- an alternate voting delegate for the 2022 Annual General Meeting.

Executive Officer Giroux introduced the report and noted that trustees annually make appointments to the Ontario Public School Boards' Association.

Chair Scott called for nominations.

Trustee Penny, seconded by Trustee Schwartz, nominated Trustee Boothby.

Trustee Schwartz, seconded by Trustee Boothby, nominated Trustee Penny.

**Moved by Trustee Blackburn, seconded by Trustee Schwartz,
THAT nominations be closed.**

Carried

By acclamation, Chair Scott declared Trustee Boothby and Trustee Penny as the two directors to the OPSBA Board of Directors, the voting and alternate delegates for the Eastern Regional Council meetings, and the voting and alternate delegates for the OPSBA Annual General meeting for the period 7 July 2021 to 7 July 2022. Second Item for alternate Directors.

Chair Scott called for nominations.

Trustee Boothby, seconded by Trustee Jennekens, nominated Trustee Campbell.

Trustee Schwartz, seconded by Trustee Boothby, nominated Trustee Jennekens.

**Moved by Trustee Schwartz, seconded by Trustee Blackburn,
THAT nominations be closed.**

Carried

By acclamation, Chair Scott declared Trustees Campbell and Jennekens be appointed as the two alternate directors to the OPSBA Board of Directors for the period 7 July 2021 to 7 July 2022.

8.6 Report 21-037, Provisions for Calling Extraordinary Meetings of the Board (M. Giroux)

Your committee had before it Report 21-037, to recommend adopting a resolution authorizing the calling of extraordinary meetings of the Board for COVID-19 and Labour Relations matters, for the period of 25 May 2021 to 01 December 2021, if required.

Executive Officer Giroux introduced the report and noted that approving the motion provides a mechanism for emergency meetings to be called within six hours' notice. She noted that although this mechanism is not typically used, it is recommended to be moved in case authority is required for emergency decisions in the event of extraordinary circumstances.

Moved by Trustee Blackburn, seconded by Trustee Penny,

THAT the Board invoke the provisions of Section 8.6 of the Board's By-laws and Standing Rules regarding the calling of extraordinary meetings of the Board, for the purpose of dealing with issues related to planning as a result of COVID-19 and Labour Relations matters, for the period from 25 May 2021 to 01 December 2021.

In response to a query from Trustee Campbell, Executive Officer Giroux noted that the emergency provision would be used to alter dates of meetings within 6-48 hours to ensure there is quorum when planning emergency meetings.

Moved by Trustee Blackburn

Seconded by Trustee Penny

THAT the Board invoke the provisions of Section 8.6 of the Board's By-laws and Standing Rules regarding the calling of extraordinary meetings of the Board, for the purpose of dealing with issues related to planning as a result of COVID-19 and Labour Relations matters, for the period from 25 May 2021 to 01 December 2021.

For (12): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (12 to 0)

8.7 Report 21-052, School Year Calendar Key Dates 2021-2022, Update

Your committee had before it Report 21-052, seeking approval of the revised 2021-2022 elementary and secondary school year calendars for the Ottawa-Carleton District School Board.

Superintendent Towaij introduced the report and noted that the District received the following two additional information items from the Ministry to be included in the school year calendar:

- On 01 March 2021, school boards were advised to plan for three professional activity (PA) days prior to the start of the school year; and
- On 04 May 2021, school boards received the content of the Ministry priority PA Days, as well as a recommended number of focus areas to be delivered prior to the start of the school year.

She noted that areas of focus identified by the Ministry to take place on priority PA days include: student health and well-being, anti-discrimination, anti-racism, instructional and assessment approaches for in-person and remote learning, anti-bullying, health and safety, mathematics, grade 9 math destreaming curriculum, and learning recovery and intervention.

During the discussion and in response to questions, the following points were noted:

- There is a high level of alignment with the school year calendars of the four coterminous school boards;
- The first day of school for students was moved from 7 September 2021 to 9 September 2021 to accommodate the Jewish holiday Rosh Hashana;
- Staff unable to attend training for religious reasons on PA days will have training opportunities provided on alternate dates;
- Moving a PA day prior to the start of the school year was considered; however, staff did not want to make school-based staff return earlier than the anticipated 3 September 2021 staff start date;
- There are three days of misalignment from the coterminous boards school year calendars;
- There are a number of misaligned days built into the transportation authority contracts to allow for some flexibility, and costs for these days would equate to \$40,000-\$50,000; and
- The coterminous boards will also have costs associated with the misaligned days.

Moved by Trustee Campbell

Seconded by Trustee Blackburn

THAT the revised school year calendars (Appendix A and B) be submitted to the Ministry of Education as the official 2021-2022 school year calendar for the Ottawa-Carleton District School Board's elementary and secondary schools.

For (12): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Carried (12 to 0)

9. Matters for Discussion

9.1 Report from OPSBA Representatives (if required)

There was no report from the OPSBA representatives.

9.2 Ministry Update (if required)

There was no Ministry update

10. Board Work Plan

The Board Work Plan was provided for information.

11. Matters for Information

There were no matters for information.

12. New Business -- Information and Inquiries

Trustee Blackburn urged trustees to attend the Rainbow Youth Forum and thanked those who created the event.

13. Adjournment

The meeting adjourned at 8:30 p.m.

Lynn Scott, Chair of the Board



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

DATE:	11 May 2021
PROJECT: (Project name, Letter of Transmittal, etc.)	Consultation regarding the proposed updates to B< Appropriate Use Policy
CONTACT / PROJECT LEAD (Name, telephone, email):	Shawn Lehman, Superintendent of Instruction, ext 8391
WHAT?	
1.WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<p><i>To seek input on the Appropriate Use of Technology Policy to update the policy and procedure to better reflect the current landscape of technology in the OCDSB and in an effort to better support and promote a culture of caring within the OCDSB.</i></p>	

WHY?
<p>2.WHY ARE YOU CONSULTING? (Check all that apply)</p> <p><input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making?</p> <p><input type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?</p> <p><input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made?</p> <p><input type="checkbox"/> Other? (Please explain)</p>
<p><i>This consultation will invite participants to provide feedback about the current policy and procedure based on their experience as users. The primary focus will be on staff and students, with other persons or groups invited to share input as well.</i></p>
<p>3.HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?</p>

The policy reflects the District's commitment to a Culture of Caring: Champion and nurture a safe, caring and respectful workplace. The Appropriate Use of Technology Policy has not been revised in 9 years and in order to better support our staff and students we need to ensure it accurately reflects the current landscape.



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHO?

4.WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

OCDSB Community Internal to OCDSB External / Other (please identify)

- Students Trustees Agencies/associations Parents/guardians Superintendents _____ Community groups School council(s) Principals and/or Vice-principals _____ General Public
 Ottawa Carleton Assembly of School Councils Managers _____ Other _____ governments
 Advisory committees (Specify below) District staff _____ Other
 Special Education Advisory Committee, etc Federations
 Other Technology Advisory Committee
 Audit Committee

Please describe or expand on who will be consulted and any partners in the consultation:

The key users governed by the policy are students and staff.

Feedback is also welcome from a range of stakeholders. To support this, information about the policy review process will be posted on the District website with an overview of some of the areas of concern and an invitation to provide feedback through some guiding questions. This will ensure ease of access for interested stakeholders and will facilitate the collected and consolidation of feedback.

Awareness of the consultation and the opportunity to provide feedback will be shared through employee updates, student updates (grades 7-12), the school council newsletter, and to all parents and guardians through Keeping You Connected. Interested parents will be invited to share feedback either electronically or at a planned feedback session (virtual).

In addition to the parent consultation, the consultation includes targeted outreach to the federations, Parent Involvement Committee, principals, vice-principals and managers, students and staff in Business and Learning Technologies.

5.HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

Staff has been collecting feedback in more general terms from students, staff and parents and guardians over the past year related to user experience and the increased use of technology for remote and virtual learning and working. Business and Learning Technology is currently surveying staff about the District's Technology plan and although not directly related to this policy, that feedback will be reviewed for any relevant connections to this policy.

HOW?

6.HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- Website (schools and/or OCDSB sites)
- Employee Update
- Student Update (7-12)

Keeping You Connected (parent update)

School Council newsletter

Employee Focus Groups

Student Focus Groups

Other - Principal Operations Meeting, Federation meeting, other meetings as required

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)?

Information about this consultation will be shared using established channels for different audiences. The website will be the repository for information and all communications will be linked back to the website.

7.HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- Web based notice and feedback
- Focus groups
- Meetings
- Other (Parent Involvement Committee)

Please describe:

The consultation plan is designed to recognize three primary user groups - staff, students and the Business and Learning Technology Department, as well as other stakeholders who may have an interest, but are not necessarily regular users of District technology or devices. Recognizing that there is a range of stakeholder interest on this topic, the consultation has been designed to ensure interested stakeholders can provide input.

Staff is developing a consultation page on the district website which will contain information about the current policy consultations. This page will be linked to school websites. This page will include key background information, timelines for consultation and opportunities for providing feedback. This will include discussion and/or survey questions which stakeholders can use to provide feedback.

Information about this consultation will be sent to the stakeholder groups (staff, students, parents, school councils) as explained above. Interested parties will be invited to share feedback electronically in June.

In addition, there will be a focus group discussion with staff in Business and Learning Technologies in June. The purpose of this focus group is to discuss issues that routinely arise in the course of supporting the District's technology infrastructure, devices and clients. This focus group discussion is key to ensuring the business and security aspects of the policy are addressed.

Trustees will be invited to participate in a focus group in June. This focus group, dedicated to Trustees, will provide an opportunity for interested Trustees to engage in conversation and provide input into the revised policy.

In the fall, there will be focus group discussions with key users, staff and students. These sessions will allow users the opportunity to share their experiences and needs. This phase of the consultation will also include discussions with the federations as well as any follow-up discussions or focus groups which may be identified based on the feedback

received in June. There will also be a dedicated focus group for interested Advisory Committee Members (PIC, OCASC, SEAC, IEAC, ACE, and others) to provide input.

Given the pandemic we will leverage technology to conduct the consultation.



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHEN?

8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹:

i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis;

Date for Committee/Board deliberation; Evaluation of consultation

Targeted DATE FOR FINAL DECISION:

PROJECTED DATE(S)	ACTIVITY/MILESTONE	NOTES**
May 11	Committee of the Whole - presentation of Framework	
May 25	Board Approval of Framework	
June 1 - 30	Community for input, Staff for input - information to go to community <ul style="list-style-type: none"> Website text posted, invitation for input (June 1 - June 30) 	<ul style="list-style-type: none"> Background Information and questions posted on District Website System Memo to Invite Staff feedback

1

	<ul style="list-style-type: none"> ● Business and Learning Technologies Staff Consultation (Staff Meeting) ● Trustee Focus Group 	<ul style="list-style-type: none"> - Parent Invitation to input through Keeping You Connected and School Council Newsletter -
Sept/Oct Sept - Nov	Focus Group Consultation	Specific Dates pending
	<p>Students Staff Others as required</p> <p>-Focus Groups : Federations, Tech Committee, Digital Lead Learners, Managers (Manager's Council) -Parent Involvement Committee (September Meeting) -Consultation with Labour Relations and Human Resources - Consultation with Safe Schools</p>	<ul style="list-style-type: none"> - Focus groups will be held virtually in groups of no more than twenty - Feedback from PIC will be solicited at September meeting - Consultations with Labour Relations, HR and Safe Schools will be meeting format
November December	Draft Policy to DEC	
December January	Committee of the Whole - Draft Policy presented for discussion	
<p>**In filling out this chart, please note:</p> <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and 		

- the timelines for communicating the outcome/related decisions reached to those consulted.

9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)

Email circulation

Website (schools and/or OCDSB sites)

Letter of Transmittal to committee/Board

Please describe:

Final Policy will be presented for discussion and approval to the Committee of the Whole and Board before the end of the calendar year.

OTHER

10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):

n/a

** Note that the consulting body bears responsibility for the costs of the consultation.*

11. EVALUATION:

Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process.
(e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)

Appendix A OCDSB Elementary School Year Calendar 2021-22

F- First Day for Students PA- Professional Activity Day B-March Break/Winter Break L- Last Day of Classes for Students

Month	Number of School Days	Number of Instructional Days	Number of Professional Activity Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week					
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				
September 2021	19	16	3			1	2	3 PA	6 H	7 PA	8 PA	9 F	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		
October 2021	20	20	0					1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
November 2021	22	21	1	1	2	3	4	5	8	9	10	11	12 PA	15	16	17	18	19	22	23	24	25	26	29	30				
December 2021	13	13	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B	
January 2022	21	20	1	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21 PA	24	25	26	27	28	31					
February 2022	19	18	1		1	2	3	4	7	8	9	10	11	14	15	16	17	18 PA	21 H	22	23	24	25	28					
March 2022	18	18	0		1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31		
April 2022	19	19	0					1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20	21	22	25	26	27	28	29	
May 2022	21	21	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24	25	26	27	30	31				
June 2022	22	21	1			1	2	3 PA	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30 L		
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
TOTAL	Need 194 194	Need 187 187	Need 7 7	<p>Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																									

Appendix B

OCDSB Secondary School Year Calendar 2021-22

E- examination dates PA- Professional Activity Days F- first day of school year for students S- First Day of semester 2 for semestred students

Month	Number of School Days	Number of Instructional Days	Number of Professional Activity Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week					
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				
September 2021	19	16	3			1	2	3 PA	6 H	7 PA	8 PA	9 F	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		
October 2021	20	20	0					1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
November 2021	22	21	1	1	2	3	4	5	8	9	10	11	12 PA	15	16	17	18	19	22	23	24	25	26	29	30				
December 2021	13	13	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B	
January 2022	21	21	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					
February 2022	19	18	1		1	2	3 S	4	7	8	9	10	11	14	15	16	17	18 PA	21 H	22	23	24	25	28					
March 2022	18	18	0		1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31		
April 2022	19	19	0					1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20	21	22	25	26	27	28	29	
May 2022	21	21	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24	25	26	27	30	31				
June 2022	22	20	2			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22 E	23 E	24 E	27 E	28 E	29 PA	30 PA		
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
TOTAL	Need 194 194	Need 187 187	Need 7 7	<p>Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																									



SPECIAL BOARD PUBLIC MINUTES

Tuesday, June 15, 2021
Zoom Meeting

Trustees Present: Lynn Scott, Keith Penny, Christine Boothby, Rob Campbell, Chris Ellis, Justine Bell, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Dorothy Baker (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Kevin Gardner (Manager of Financial Services), Stacey Kay (Manager of Learning Support Services), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Michael Guilbault (AV Technician)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 9:37 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of the Agenda

**Moved by Trustee Lyra Evans, seconded by Trustee Boothby,
THAT the agenda be approved.**

Carried3. Report from Committee of the Whole, Budget

Trustee Schwartz reported that the Committee of the Whole, Budget met this evening and reports and recommends as follows:

3.1 Approval of the 2021-2022 Staff Recommended Budget

Moved by Trustee Lyra Evans

Seconded by Trustee Schwartz

A. THAT the unconsolidated 2021-2022 operating budget of \$1.0109 billion as presented in Report 21-047, 2021-2022 Staff-Recommended Budget and detailed in the 2021-2022 Staff-Recommended Budget Binder be approved, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget, amended as follows:

1. **THAT \$200,000 be allocated from reserves to a central contingency fund for initiatives supporting the District's transition from School Resource Officer (SRO) and other Ottawa Police Service (OPS) reliance, to be used as needed during the course of the 2021-22 school year, and where:**
 - i. **The fund shall be utilized for such related purposes as added de-escalation and unconscious bias training development or purchase, release time, procedural development, communications and consultation, funded non-OPS civil society partnerships and service providers, added tracking / analysis / reporting, and/or for other purposes, all to be determined by staff;**
 - ii. **Lapsed funds shall be returned to reserves at the end of the school year, unless otherwise varied by the Board; and**
 - iii. **A report on the use or non-use of this transitional contingency fund, and also of any continuing related unfunded needs, is to be provided to the Board to inform its 2022-23 budget process.**
2. **THAT \$200,000 be allocated from reserves to a central contingency fund for initiatives rooted in the ending of the SRO program related to targeted EAs, mental health, or other culturally appropriate resources, and/or counselling services for those impacted by previous OPS engagements, and where:**
 - i. **Lapsed funds shall be returned to reserves at the end of the school year, unless otherwise varied by the Board; and**

- ii. **A report on the use or non-use of this transitional contingency fund, and also of any continuing related unfunded needs, is to be provided to the Board to inform its 2022-23 budget process.**
 - 3. **THAT the \$95,000 in savings achieved through the discontinuation of the additional School Resource Officer resources, be added to the RAISE expenditure budget.**
 - 4. **THAT the Board authorize an allocation of up to \$100,000 to support the hiring of a 1.0 FTE Indigenous Student Support Coordinator.**
 - 5. **THAT the Board authorize an allocation of up to \$89,000 to support the hiring of 1.0 FTE Policy Analyst with a specialization in anti-racism, intersectional policy analysis, and in applying a human rights-based approach.**
- B. THAT the 2021-2022 capital budget of \$119.8 million as presented in the 2021- 2022 Staff-Recommended Budget Binder, be approved.**

Carried

4. Adjournment

The meeting adjourned at 9:52 p.m.

Lynn Scott, Chair of the Board



COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, June 8, 2021, 7:00 p.m.
Zoom Meeting**

Trustees Present: Justine Bell, Donna Blackburn (Trustee), Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Programming and Learning K-12), Carolyn Tanner (Human Rights and Equity Advisor), Stacey Kay (Manager of Learning Support Services), Joan Oracheski (Manager of Research, Evaluation & Analytics Division), Richard Sinclair (Manager of Legal Services and Labour Relations), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Julie Cyr (Manager of Early Learning), Andrew Parent (Principal, Gloucester High School), Rachelle Sintic (Principal, Ridgemont High School), Colin Anderson (Principal, Safe Schools), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Darren Gatley (Board/Committee Coordinator), Michael Guilbault (AV Technician)

Non-Voting Representatives Present: Christine Moulaison (OCASC), Christine Lanos (OCEOC), Steve Spidell (OCSSAN), Kelly Granum (OSSTF), Stephanie Kirkey (OSSTF-Teachers), Susan Gardner (ETFO), Troy Cluff (OSSTF-District 25), David Wildman (OCEOTA), Seema Lamba (ACE), Lili Miller (IEAC), Sonia Nadon-Campbell (SEAC)

1. Call to Order - Vice-Chair of the Board

Vice-Chair Penny called the meeting to order at 7:02 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Blackburn,

THAT the agenda be approved.

Moved by Trustee Hough,

THAT item 9.2, Report 21-046, Examination of Elementary and Secondary Program Pathways and Achievement Outcomes be deferred to a future meeting.

Carried

Staff noted that item 9.2 was not time sensitive and could be discussed in September 2021.

Moved by Trustee Blackburn,

THAT the agenda be approved, as amended.

Carried

Trustees held a moment of silence for the tragedy that occurred in London, Ontario on 6 June 2021.

3. Delegations (Oral)

Delegations on Agenda Item 3, Report 21-049, Presentation of the Police and Practice Review of Police Involvement in Schools, and Appendix A to Report 21-049, Report from the Human Rights and Equity Advisor (referred to as the HREA's Report):

3.1 Mae Mason, re Police Involvement in OCDSB Schools

Mae Mason, speaking on behalf of some OCDSB alumni, urged that the recommendations in the HREA's Report to end the District's participation in the School Resource Officer (SRO) program, be approved. She expressed the opinion that the SRO program is discriminatory and it will fail students if it is not eliminated. She recommended that policing resources be reallocated to peer support groups.

In response to queries from Trustees Campbell and Fisher, Mae Mason advised that suspending the program pending further discussion on reforming the program would be harmful to students. The SRO program should be terminated immediately to demonstrate that students' voices were heard and policing in schools would no longer affect students' academic experiences.

3.2 Hailey Dash, re Police Involvement in OCDSB Schools

Hailey Dash requested that the SRO program be removed from schools immediately. She suggested that failing to terminate the program would fail students.

3.3 Lily Walsh, re Police Involvement in OCDSB Schools

Speaking on behalf of Lily Walsh, Lilly Mosha advised that SROs have told students that it is their fault if inappropriate images of them are distributed on the internet as “revenge porn” and that they could be charged with distributing child pornography, even if they were unaware that the images were distributed. Lilly Mosha called for the immediate abolishment of the SRO program.

3.4 Ramona Karimi, re Police Involvement in OCDSB Schools

Ramona Karima expressed the view that radicalized youth are being treated as if they were criminals. She called for all four school boards in the Ottawa region to stop SROs from operating in schools.

3.5 Grace Hill, re Police Involvement in OCDSB Schools

Grace Hill submitted that the original intention of the SRO program has been lost. She expressed the opinion that the job description for SROs is unclear and not specific. She called upon trustees to allow all students to attend school without feeling like a criminal.

Trustee Schwartz acknowledged the delegation’s courage to speak and asked for other suggestions to keep students safe. Grace Hill suggested restorative justice and bullying de-escalation programs have been successful and reallocation of funding to support mental health resources.

3.6 Andrea Vasquez-Jimenez, re Police Involvement in OCDSB Schools

Co-chair of the Latino, Afro-Latin-America, Anya Yala Education Network (LAEN) in Toronto, Andrea Vasquez-Jimenez noted that she is advocating for the removal of police from schools and moving towards healthy, equitable police-free schools. She contended that having any police in schools is a human rights violation. She noted that the SRO program was removed from the Toronto District School Board in favour of a more nurturing environment with policing funds reallocated to help those who have been most negatively impacted by the SRO program.

In response to queries from Trustees Fisher and Scott, Ms Vasquez-Jimenez suggested connecting with families and community members to make educational presentations rather than relying on police officers. She added that it is her hope that curriculum would include information on systemic oppression, Indigenous land, and slavery, and that school staff would be reflective of their students and have a record of anti-racism practices.

3.7 Magda Osman, re Police Involvement in OCDSB Schools

Magda Osman contended that the SRO program follows suspension and expulsion patterns in schools and matches it to criminal data in the City. Suspension rates show the patterns of criminalization and police involvement can mark students as criminals. She expressed the opinion that voting to retain the SRO program can be viewed as a racist action.

3.8 Lindsay Dorder, re Police Involvement in OCDSB Schools

As a member of the Asilu Collective, an anti-racist group campaigning to end the SRO Program, Lindsay Dorder noted that she is a former OCDSB student calling for the end of the SRO program in all schools. She expressed the view that racialized students are oppressed outside of school and bringing police into schools should be a last resort. Ms Dorder called upon trustees to listen to their students and end the SRO program.

3.9 Faiz Jan, re Police Involvement in OCDSB Schools

Faiz Jan expressed the view that the SRO program objectives of building relationships with students and keeping schools safe are not working, and that SROs inspire fear instead. She contended that police officers may be biased. Faiz Jan asked the Board to remove police from schools, and that police should make an effort to engage with students out of uniform.

3.10 AmaturRaheem Salam-Alada, re Police Involvement in OCDSB Schools

As an OCDSB student, AmaturRaheem Salam-Alada expressed the opinion that the SRO program in schools is not needed for safety reasons and should be removed. She noted that other schools in Ottawa do not have the same SRO presence as Ridgemont High School and many students say they feel safer without police in their schools. Students are aware that Black, Indigenous and People of Colour (BIPOC) students are treated differently and all students should feel safe in all OCDSB schools.

3.11 Linda Berry, re Police Involvement in OCDSB Schools

Linda Berry, OCDSB student, called for the end of the SRO program and police involvement in schools. She suggested that restorative justice programs work, citing an example of using meditation and other tools to reflect and learn from mistakes peacefully.

In response to a query from Trustee Boothby regarding bias in restorative justice programs, Linda Berry expressed the view that police have biases. Restorative justice programs would not have biases if students are communicating without police involvement.

3.12 Moksha Singh-Sharpe, re Police Involvement in OCDSB Schools

Moksha Singh-Sharpe, OCDSB student, submitted that disciplinary measures undertaken by SROs are ineffective solutions and do not consider the root causes of unacceptable behaviour. He called upon the Board to abolish the SRO program.

3.13 Marian Nur, re Police Involvement in OCDSB Schools

Marian Nur expressed the opinion that the SRO program is harming students. Data has shown that Black and Indigenous students receive a disproportionate amount of punishment, and that police involvement in schools decreases the student learning experience and highlights the school to prison pipeline. She expressed the view that having SROs in schools is traumatizing for students and the Board has not done anything to show they care about oppression.

In response to comments made by Trustees Bell and Blackburn, Marian Nur clarified that the system is oppressive and the Board has not done enough to support traumatized students.

Superintendent Symmonds advised that anyone who feels traumatized may request support from school social workers, mental health professionals, Kids Help or Mental Health Crises phone lines, or the Distress Centre of Ottawa.

4. Delegations (Written)

The following written submissions were received in response to Report 21-049, Presentation of the Police and Practice Review of Police Involvement in Schools:

4.1 Maya Basudde, re Police Involvement in OCDSB Schools

Maya Bassude submitted that Pride was started in response to police violence against the 2SLGBTQ+ community. She questioned how school boards can express their support for gender-oppressed students while upholding the same system of policing that has contributed to their oppression. Ms Bassude recommended that the Board end the SRO program and revise all relevant contractual commitments and policies to limit police involvement at all OCDSB schools to only what is provincially mandated.

4.2 Julia Falco, re Police Involvement in OCDSB Schools

Julia Falco via written submission noted the following issues: systemic racism, school to prison pipeline, harms and long-term impacts of the SRO program to students including mental illness, school performance and extracurricular activities, and reduction of future opportunities. She recommended that the SRO program be terminated and prohibit the future use of comparable programs, narrow the memorandum of understanding between school boards and Ottawa Police Services to limit police in schools except when provincially mandated; remove all police structures from schools, focus on transformative practices, collect intersectional and gender-based data on police interaction, invest in long term plans for student support, dismantle oppressive systems within the school board, and provide training in restorative justice practices.

4.3 Silvia Argentina Arauz Cisneros, re Police Involvement in OCDSB Schools

Silvia Argentina Arauz Cisneros recommended that the SRO program be terminated, provide funding for staff, programs and curriculum to support healing, open opportunities for local Indigenous and Black Elders, Knowledge Keepers and community organizers to bring programs to schools, complete an equity audit of all programs to ensure no other program is causing harm, and publicly apologize to communities who have been impacted by the SRO program.

4.4 Mar Khorkhordina, re Police Involvement in OCDSB Schools

Mar Khorkhordina called upon the Board to end the SRO program.

4.5 Kymani Montgomery, re Police Involvement in OCDSB Schools

Kymani Montgomery submitted that the Board should not have police in schools.

4.6 Jack Bellemare, re Police Involvement in OCDSB Schools

Jack Bellemare expressed support for the Asilu Collective's call to terminate the SRO program and recommendations on page 28 of their report.

4.7 Xue Xu, re Police Involvement in OCDSB Schools

Xue Xu expressed concern about the SRO program and its contribution towards system oppression of marginalized students. She recommended that the SRO program be terminated and that all relevant contractual commitments and policies be revised to limit police involvement to what is provincially mandated.

4.8 Cleo Alyssa de Ruijter, re Police Involvement in OCDSB Schools

Referring to her recent participation in the Asilu Collective and its report on the negative consequences of policing in schools, Cleo Alyssa de Ruijter submitted that SROs create a barrier to learning and safety for racialized youth. She urged the Board to terminate the SRO program and appropriate funding for mental health resources and other community resources to support students and their safety.

4.9 Liz Clarke, re Police Involvement in OCDSB Schools

Liz Clarke submitted that SROs in schools pose a significant threat to Black, Indigenous and People of Colour (BIPOC) and 2SLGBTQ+ students. She asked the Board to remove the SRO program in schools and provide adequate material and emotional resources for extracurricular and mentorship opportunities. She also urged the Board to establish other prevention programs to keep students safe.

4.10 Cassie Slack, re Police Involvement in OCDSB Schools

Cassie Slack expressed the view that the community and students deserve a space to learn that is free from policing and criminalization. She asked that the Board terminate the SRO program in all schools and follow the recommendations in the Asilu Collective report. She also requested transparency and regular public follow-up on how the Board will be implementing these recommendations over the coming months.

4.11 Pooja Moorti, re Police Involvement in OCDSB Schools

Pooja Moorti called upon the Board to terminate the SRO program and to remove police officers from OCDSB schools. She noted her discomfort when visiting a school where police officers were present and submitted that it must be very difficult and harmful for Black and Indigenous students.

4.12 Susan Suter, re Police Involvement in OCDSB Schools

Susan Suter called for the removal of police from schools and to replace police with qualified psychologists, psychiatrists, and sociologists.

4.13 Eric Rosenquist, re Police Involvement in OCDSB Schools

Eric Rosenquist expressed the opinion that implementation of SROs is a blatant misuse of resource allocation and ignoring the information provided to the Board shows the Board's contempt for the wellbeing of students. He recommended that SROs be removed and obtain funding to improve the material conditions of students, teachers and the community.

4.14 Julia Hamer, re Police Involvement in OCDSB Schools

Julia Hamer submitted that the presence of SROs in Ottawa schools is dangerous and unacceptable. Multiple reports and countless statements have shown this to be true and to continue with the SRO program is harmful and unacceptable. She recommended that the SRO program and ties to the Ottawa Police Service be terminated immediately, in accordance with the reviews done by the Asilu Collective and the District.

4.15 Vanessa Dorimain, re Police Involvement in OCDSB Schools

Vanessa Dorimain asked the Board to remove SROs from OCDSB schools.

4.16 Samantha McAleese, re Police Involvement in OCDSB Schools

Samantha McAleese expressed support for the recommendations in the report by the Asilu Collective and called upon the Board to remove the SROs from schools. She noted the need to foster an environment of trust, care, support, and belonging to move forward without policing in schools. She also called for the implementation of non-punitive and non-disciplinary practices that centre restorative and transformative justice for intervention.

4.17 Ethan Sabourin, re Police Involvement in OCDSB Schools

Ethan Sabourin noted that he attended a small private school where the presence of a police officer was very rare. He added that the Asilu Collective's report highlighted the intimidating and sometimes violent interactions with police that marginalized students experienced. He strongly encouraged the Board to terminate its relationship with the police and the SRO program.

4.18 Jennifer Keeling, re Police Involvement in OCDSB Schools

Jennifer Keeling registered her support for removing police in schools. She submitted that police do not make students feel safe. They hamper learning and their ability to feel safe, secure and welcome in their education. She contended that SROs disproportionately target and surveil racialized students making them feel unsafe and unwelcome in their own schools. Jennifer Keeling also expressed support for redirecting funding to programs and support in communities for meals, school supplies, and after school activities.

4.19 Rebecca Stanisic, re Police Involvement in OCDSB Schools

Rebecca Stanisic urged Board members to listen to the community members from across the City who are advocating for "no cops in schools" and end the SRO program. She noted that she would like funding to be used for mental health services, books, meals, and more.

4.20 Michele Meszaros, re Police Involvement in OCDSB Schools

Michele Meszaros, parent of an OCDSB student, advocated for the removal of SRO officers for the safety and wellbeing of students. She cited articles from the Human Rights Commission and the Toronto District School Board contending that racialized students were targeted and had higher suspension rates. She drew attention to the Asilu Collective report that stated that SROs were harmful to the OCDSB. She demanded that SROs be removed from OCDSB schools and replaced with restorative justice programs.

4.21 Uyanda Mntambo, re Police Involvement in OCDSB Schools

Uyanda Mntambo, OCDSB student, submitted that policing in schools is violent, causes harm to students, and disproportionately impacts Black and Indigenous students. She called upon the Board to terminate the SRO program and limit police involvement in schools to that which is provincially mandated. She also noted the need to create safe and comfortable environments for all students by redirecting funding to social and mental health services and ensuring staff is reflective of the students they serve.

4.22 Jonathan Davis, re Police Involvement in OCDSB Schools

As a parent of a child in an OCDSB school, Jonathan Davis called for the removal of police from schools.

4.23 Thea Lewis, re Police Involvement in OCDSB Schools

Thea Lewis submitted that schools should be spaces of learning and growth where children need support and safety, and not surveillance and criminalization. She recommended that the board end their relationship with the Ottawa Police Service and give students the supports and programs they need, including peer support, mental health support, extracurricular activities, and arts programming.

5. Briefing from the Chair of the Board

Chair Scott reported that the community was shocked and saddened to hear news of an attack on a Muslim family in London, Ontario. She noted that, as the community reflects on this loss, we must be unequivocal in the condemnation of Islamophobia and hate. She extended her sympathies to all affected on behalf of the OCDSB. She added that the District stands in solidarity and care with the Muslim community.

Chair Scott noted that hatred, discrimination, and racism of all kinds have no place in Canadian society. Everyone deserves the right to live their lives without fear of violence. She noted that in recent days and weeks there have been a number of disturbing reports in the news, including the finding of the 215 Indigenous children buried at the Kamloops residential school, renewed conflict in the Middle East, and the anniversary of the death of George Floyd. She noted that being confronted by these stories may be challenging for children, particularly those who's lived experiences reflect similar traumatizing events. She added that the Parent Update from the OCDSB contains resources to help families find supportive ways to discuss events like these with their children.

6. Briefing from the Director

Director Williams-Taylor reported that she had the honour to announce that two OCDSB students have been awarded Schulich Leader Scholarships. A.Y. Jackson Secondary School student Sabrina Button has been selected to receive a \$100,000 Schulich Leader Scholarship to study at Queen's University for fall 2021. Lisgar Collegiate Institute student Albert Nitu has been selected to receive an \$80,000 Schulich Leader Scholarship to study at McGill University for fall 2021. These prestigious entrance scholarships are awarded to secondary school graduates enrolling in a science, technology, engineering, or mathematics undergraduate program. She congratulated Sabrina and Albert on their accomplishment and wished them the very best in their future pursuits.

7. COVID-19 Update

Director Williams-Taylor reported that 72% of adults in Ontario have received at least one dose of a COVID-19 vaccine. As a result, the province has announced

that Ontario will move into Step One of its [Roadmap to Re-open](#) at 12:01 a.m. on 11 June 2021.

Director Williams-Taylor noted that appointments are now available in Ottawa for individuals 12 and older to book a COVID-19 vaccine using the Ontario website: covid-19.ontario.ca/book-vaccine/. Ontario is now accelerating second doses for all Ontarians. Detailed information for vaccine access, safety and other information is available on the Ottawa Public Health (OPH) Vaccine webpage.

Director Williams-Taylor noted that the District continues to work with OPH and the Children's Hospital of Eastern Ontario (CHEO) to pilot take home testing kits to support testing clinics. These activities are important strategies in managing the spread of COVID-19 and to develop practices which will support sustainable school openings for September 2021.

Director Williams-Taylor noted that the province announced that, notwithstanding that schools would not re-open for in-person learning this year, schools could host graduation celebrations in-person for students in all grades. The OCDSB has been actively planning virtual commencement ceremonies for graduates and elementary students at key transition points. She noted that planning for virtual ceremonies will continue, with consideration being given to in-person opportunities for students, particularly those in grades 8 and 12, to safely attend school to pick up graduation materials, drop off supplies, and take commemorative photos. Schools will communicate details to families directly.

Director Williams-Taylor noted that staff continue to work on planning for September 2021, and recent Ministry discussions have highlighted the need to plan for several possible secondary school delivery models. Currently, staff are hopeful that the District will be able to proceed with the two course model with daily in-person instruction moving towards a four course semestered model as soon as possible. While planning is actively underway, it is anticipated that the Ministry will provide further guidance during the summer. Staff will continue to provide updates as information becomes available.

Director Williams-Taylor noted that throughout the pandemic, the District has undertaken several consultations with families, students, and staff. The third and final survey will be launched on 10 June 2021 and will be open until 18 June 2021. She noted that feedback has been useful in planning and she encouraged everyone to participate.

During the discussion and in response to questions, the following points were noted:

- Planning for summer programs and instruction began in April 2021 and virtual learning platforms will be maintained through the summer with the exception of one special education program that can only operate in-person. Staff are still pursuing an in-person option;
- Summer camps operate primarily outdoors which allows for in-person options, where this is not the case in schools. Staff felt that it would not be

prudent to promise in-person summer programs and have to revoke the decision at the last minute;

- Summer programs are considered to be within the 2020-2021 school year;
- There are multiple facility projects underway over the summer to ensure the safe reopening of schools for September 2021;
- Community Use of Schools has reached out to community user groups to indicate what their plans may entail. Staff are in the process of confirming which sites would be available to facilitate access and to support these groups where possible;
- Staff are working with secondary schools to consider limited in-person opportunities for graduation; however, these options would require heavy staff volunteer support during a demanding time for teaching staff. Any event that school councils facilitate must adhere to OCDSB policies and procedures, especially regarding COVID-19 protocols and staff would need to further contemplate this option before giving approval. Staff noted that there will be an element of in-person opportunities and schools may communicate what this will look like soon;
- The Communications department has been working with schools to provide technology for the collection of selfies and other photographs from students for virtual commencements. Principals are encouraged to capture photographs at any in-person commencement opportunities once details are provided;
- Staff have been working closely with professional photographers, although many have not resumed work at this point. Schools do not have photographers on staff and the District is working to discover alternate ways to provide photos for the virtual ceremony;
- Each secondary school site is having congratulatory signage installed to provide graduation photo opportunities for families and the signage will remain in place until the first week of July 2021. Staff are working on recognition items and will provide a memorabilia box to aid in family's graduation celebrations. Each school has a custom graduation section on their website that families are encouraged to view;
- COVID-19 restrictions currently limit outdoor gatherings to 10 people, and although there are many volunteers willing to create graduation opportunities, there are staff concerns with the possibility of sharing personal student information. Volunteer solutions may not go beyond what staff can provide; and
- Many parent councils may offer to collaborate and help staff with planning graduation ceremonies, as permissible.

8. Report from Statutory and Other Committees

8.1 Advisory Committee on Equity, 29 April 2021

Moved by Trustee Blackburn,

THAT the report from the Advisory Committee on Equity (ACE), dated 29 April 2021, be received

Carried

8.2 Special Education Advisory Committee, 5 May 2021

Moved by Trustee Boothby,

THAT the report from the Special Education Advisory Committee (SEAC), dated 5 May 2021, be received.

Carried

8.3 Parent Involvement Committee, 12 May 2021

Moved by Trustee Hough,

THAT the report from the Parent Involvement Committee (PIC), dated 12 May 2021, be received.

Carried

8.4 Audit Committee, 19 May 2021

Moved by Trustee Fisher,

THAT the report from the Audit Committee, dated 19 May 2021, be received.

Carried

8.5 Indigenous Education Advisory Council, 20 May 2021

Moved by Trustee Hough,

THAT the report from the Indigenous Education Advisory Council (IEAC), dated 20 May 2021, be received.

Carried

Following a break at 8:42 pm the meeting was called to order at 8:50 p.m.

9. Matters for Discussion:

9.1 Report 21-049, Presentation of the Policy and Practice Review of Police Involvement in Schools (M.J. Farrish)

Your committee had before it Report 21-049 to present the report from the Human Rights and Equity Advisor (HREA), attached as Appendix A (hereinafter referred to as the HREA's Report) examining practices at the

OCDSB when involving police and the resultant impacts on stakeholders. Staff will reflect on the observations in the HREA's report to inform our response through revisions to OCDSB policies and practices.

Director Williams-Taylor introduced the report and noted that the letter of transmittal reflects staff perspective. She reminded members that there is a legal responsibility for police involvement; however, she noted that the report calls for staff to manage the relationship between Ottawa Police Services (OPS) and the District in a judicious manner to mitigate harm and to put the care of students in the context of legal responsibilities.

Superintendent Farrish presented Report 21-049, Presentation of the Policy and Practice Review of Police Involvement in Schools. She noted that the OCDSB asked Indigenous and other marginalized groups of students, families, staff and communities to come forward and share their experiences with the education system and the police. In addition to Indigenous participants, all students, community members and staff who participated in the review took risks to share their experiences, and in some instances, had to relive painful moments as part of this consultation process. The feedback shared by participants during the review process reflects their lived experiences, and as such, their perspectives and documented impacts represent a continuum of outcomes. Superintendent Farrish recognized that intersections in identity influence how a person experiences the world and recognized that identity groups are not a monolith with just one perspective or position.

Superintendent Farrish noted that the review and subsequent report followed a human rights-based approach which allows voices from marginalized groups and those most negatively impacted by discipline in OCDSB schools to be centred. She added that the approach through the review and the subsequent report, ensures that all students' experiences, safety, and well-being were prioritized and acted upon, not just the experiences of the majority.

Superintendent Farrish noted that changes need to occur to limit police engagement in schools, such as creating monitoring and accountability mechanisms for when police do need to be involved, re-centre engagement, and to promote the success of all students in the school setting. She noted that the HREA's report issues guidance and recommended considerations for decisions and direction with respect to future OCDSB practices when involving OPS. The draft revised policy will be presented to the board of trustees for approval in the fall of 2021.

Superintendent Farrish noted the following highlights from the report:

- The 2021 staff recommended budget will not include a continuation of the investment in the memorandum of understanding (MOU) with OPS, in any amount;

- Current OCDSB practices and operations within the District's partnership with OPS will be suspended while staff calibrate the relationship through the policy revision process;
- Policy revisions will consider the range and profundity of the impacts and perspectives from the voices collected through consultation activities documented in HREA's report;
- The report reflects the on-going partnership with Ottawa Police Service to achieve productive intersections in service of youth and families through shared legislative obligations; and
- The District shares stakeholders with the OPS and are committed to shaping partnership activities to improve service for students who experience disproportionately negative outcomes through District practices.

During the discussion and in response to questions, the following points were noted:

- Human right and Equity Advisor Tanner noted that OPH provided the training undertaken by School Resource Officers (SRO) (listed on appendix 12 of the HREA report). She noted that officers receive three types of training before they start service and continue training as it becomes available during their service as an SRO. She added that SRO youth training involves diversion training and application of the *Youth Criminal Justice Act*. HREA Tanner noted that she could not comment on any discrepancy of training that SROs received as indicated by Chief Sloly and what was provided to her;

Moved by Trustee Lyra Evans,

THAT the OCDSB end its participation in the School Resource Officer Program.

Chair Penny ruled that the motion is out of order as item 9.1, Presentation of the Policy and Practice Review of Police Involvement in Schools, was determined to be a discussion item and that the HREA report was coming from an independent body that first needs to be vetted by staff. He added that the Board has not had a substantive discussion or contemplation on the item and should follow procedure.

Trustee Lyra Evans appealed Chair Penny's ruling and noted that delegations from the community emphasized the importance to take immediate action in ending OCDSB's participation in the SRO program. She expressed the view that harm will continue until the program is ended.

Chair Penny called the vote for the Chair's ruling to be upheld.

Carried

- Trustee Lyra Evans expressed the view that the OCDSB has wronged the community and that it would be incumbent of the District to issue a formal apology, in accordance with the *Apologies Act*, to all existing and past students who were negatively affected by the SRO program. She suggested that a fund could be created to support those negatively affected by police officers;
- Part of the recommendations from the report are to harmonize all documents, including the local protocol. Policy revision will consider the range and profundity of the impacts and perspectives from the voices collected through consultation activities in the HREA's report to determine how this would fit within other District policies;
- Until there is a revised policy, staff will not have direction to make adjustments or recommendations to the local protocol;
- Consultations with Mandarin-speaking groups were part of the development of the human rights policy and these discussions were not included in the Policy and Practice Review of Police Involvement discussions. The Arabic speaking discussions only had nine individuals in attendance; however, their perspectives were reflected throughout the report;
- Director Williams-Taylor noted that there are decisions in addressing institutional issues that were outlined in the report; however, some of these issues are currently being addressed. A number of administration and other staff have recognized the impact on students through their decisions and that they need to do better through collaboration with community and community partners. Accountability measures need to be part of the steps taken and reflected in policy. She noted that the report has unveiled the impact on students, unintended or otherwise, that these practices have had. She added that there is a list of training that staff has undertaken; however, accountability and implementation becomes the next step forward;
- Superintendents are working with school leaders to promote positive school cultures and bias-free progressive discipline which aligns with the milestones of the Indigenous, Equity and Human Rights Roadmap. Staff training explicitly follows the areas outlined in the Indigenous, Equity and Human Rights Roadmap, such as accountability, building awareness and staff capacity, and representation in who is hired to reflect the identity and experiences of students. The impact of curriculum is being examined to change how learning cultures, climates, and outcomes occur. Authentic engagement and connectedness is a subset of community and will inform the work that needs to be done through the expertise of communities, families, and students. Ministry priority days require training on anti-racism to address bias in decision making. Annual suspension reports and

achievement reports disaggregated by identity data will be provided by school principals. These reports provide opportunities to address practices, build capacity, and initiatives for progress;

- Since staff were aware that the SRO program was going to be reviewed, staff looked to see what alternatives and best practices could be used through the lens of student needs and well-being. Staff have examined changing the safe schools portfolio and investigated restorative practices. Some community partners are exercising alternate interventions for dysregulated behaviours that are more effective in supporting students. Staff are continuing to learn and have training provided to them, which could be expanded to include partners as well. Staff continue to learn, and recognize that communities are not monoliths and that one approach may not suit all, as a solution for one community may be different for another;
- Analysis of the priority SRO program at Gloucester and Ridgemont Secondary schools was done separately to inform budget discussions;
- The overall recommendation of the report is to end OCDSB's participation in the SRO program;
- Requests from families or students for OPS interaction and services does not need to be facilitated by an SRO and can be achieved by a patrol officer;
- Suspending the SRO program would limit all OPS actions to only the mandatory requirements. This would be part of the policy revision to clarify any discrepancy on mandatory notification;
- Gloucester and Ridgemont secondary schools have priority school status and depend on the funding that the SRO program provides. This funding upholds the pillars of the urban priority program which provides services to students and the community. Staff would advocate for the funding to remain for this program if the SRO's are removed. Although other smaller priority schools do not have this funding, it has a significant impact on Gloucester and Ridgemont in that it provides a diversion counselor, a full-time social worker, additional aid from school psychologists, and other resources that are imperative for families and students at these schools;
- In regards to accountability in data collection for calls to service, a mechanism needs to be established to record, monitor, and review when calls are made to police. This mechanism will also be considered when reviewing the safe schools policy and police involvement in schools policy regarding change of practice;
- In response to the HREA report, staff have committed to suspending engagement with OPS, which includes the SRO program;

- The human rights policy, safe schools policy, police involvement in school policy revision, and affiliated procedures and policies will provide the foundational documents to anchor the accountability mechanism as staff work on professional development; and
- The District is working to replace a system that has been harmful, with a different system that has an engagement focused approach that centres the identities of students and families.

The 10:30 vote received the required 2/3 majority to continue

Moved by Trustee Ellis,

THAT a continuation of the Committee of the Whole meeting of 8 June 2021 be scheduled for 14 June 2021 to continue the discussion on Report 21-049, Presentation of the Policy and Practice Review of Police Involvement in Schools.

Carried

10. Adjournment

The meeting adjourned at 10:45 p.m.

Keith Penny, Chair



COMMITTEE OF THE WHOLE (CONTINUATION) PUBLIC MINUTES

**Monday, June 14, 2021, 6:00 pm
Zoom Meeting**

Trustees: Justine Bell, Donna Blackburn (Trustee), Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott

Staff: Charles Chen (Student Trustee), Joy Liu (Student Trustee), Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towajj (Superintendent of Programming and Learning K-12), Carolyn Tanner (Human Rights and Equity Advisor), Stacey Kay (Manager of Learning Support Services), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Colin Anderson (System Principal of Safe Schools), Nicole Guthrie (Manager of Board Services), Leigh Fenton (Board/Committee Coordinator)

Guests: Christine Moulaison (OCASC), Christine Lanos (OCEOC), Stephanie Kirkey (OSSTF-District 25), Susan Gardner (ETFO), Troy Cluff (OSSTF-District 25), David Wildman (OCEOTA), Seema Lamba (ACE), Lili Miller (IEAC), Amy Wellings (SEAC)

1. Call to Order -- Vice Chair of the Board

Vice Chair Penny called the public meeting to order at 6:02 p.m. and noted that the meeting is a continuation of the 8 June 2021 Committee of the Whole meeting. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nation for hosting the meeting on their land.

2. Matters for Discussion

2.1 Report 21-049, Presentation of the Policy and Practice Review of Police Involvement in Schools (M.J. Farrish)

Vice Chair Penny noted that at the time of adjournment at the Committee of the Whole meeting on 8 June 2021, Report 21-049 was being discussed.

Trustee Ellis referred to the section entitled "Dysregulated behaviour and elopement" on folio 19 of the Policy and Practice Review of Police Involvement in Schools (The Review) and sought clarification on how administrators will resume the role of intervening during these specific incidents and how these responses will be documented and reported.

Director Williams-Taylor replied that in the absence of a School Resource Officer (SRO) program, when there are issues in the classroom or on school property, staff will be expected to be competent in both training and practice to support students. Should a child leave the school grounds without the approval of a parent or guardian, enlisting assistance from the Ottawa Police Service (OPS) to locate the child would likely be the expectation from the family and school community. She noted in The Review it is well documented that too often police are called into the school when there are other options to better support the complexity of behaviours enacted by a student.

Trustee Ellis emphasized a need to place a high priority on supporting these students who are accessing special needs support. He expressed concern that students with Autism Spectrum Disorder (ASD) and other special education exceptionalities were subject to interventions by the police force while at school. He stressed that the requirement for other administrative solutions has been raised at the Special Education Advisory Committee regularly.

Trustee Scott noted The Review illustrates the lack of clarity when it comes to roles and responsibilities of staff in the handling of students displaying behaviours for dysregulation and queried the procedure behind a student interview with a police officer. She sought clarity whether the child's parents will be contacted and, should the parent be unreachable, to what extent does the principal act as "loco parentis" (in place of a parent).

Superintendent Farrish confirmed that in current practice, the expectation is that a parent or guardian is notified prior to a student being interviewed by police. If the family cannot be reached, the administrator must remain present for the interview. She highlighted that The Review illustrates that a perceived conflict of interest exists if the administration played the role in the discretionary decision to involve OPS.

In response to a query by Trustee Scott, Superintendent Farrish explained that the District does not have a formal, standardized logging system to

track police involvement in schools. The administrators are required to keep notes on extraordinary activities with families and students and therefore an administrator's log book would typically note a call to the police. All consent calls should be logged and oftentimes an email will be sent to parents or guardians summarizing the reason for consent.

Trustee Scott queried whether the local protocol exceeds the requirements under the Provincial Protocol, which are the incidents that require mandatory police notification. She sought clarification on the required judgement to be applied for discretionary decisions to involve police at the school, as per current District policy.

Superintendent Farrish reported that local protocol is modelled on the Provincial Protocol. Local agreements exist between the four school boards in the region. The agreements do engage police at a higher level than required and were developed using local information shared between the school boards and OPS and are specific to the communities in which they serve.

Superintendent Farrish shared that at the Regional Safe Schools Committee of Ottawa, discussions about the partnership between schools and police have occurred. At this time, no other District has launched a formal review of police involvement in schools. One District held a campaign to provide the school community with information about the SRO program.

In response to a query by Trustee Boothby, Superintendent Farrish reported that the mandatory notification of police is outlined in the Provincial Protocol. She highlighted the types of mandatory incidents, listed in Table 1 of The Review on folio 13. She specified that mandatory notification does not necessarily result in police response. An imminent risk would merit a 911 call; police respond in-person to the emergency situation. She added that the discretionary notification of police occurs when there is a perceived potential for harm or danger to staff or students. System Principal Anderson explained that the local protocol is simply a framework and school boards develop their own policies and procedures. In District Policy P.046 SCO, the language reflects that the Board shall actively encourage the co-operative development of preventative strategies within the context of progressive discipline with students, staff, parents, and school councils. With regard to discretionary notification, he noted that within the framework, school principals are guided to consider alternatives to police involvement on a case-by-case basis.

Trustee Boothby reflected that as the local protocol is tied to the coterminous boards in the region, a direction forward is required, should the recommendations from The Review be adopted. System Principal Anderson stated that abandoning the local protocol in its entirety is not an

option. The Board of Trustees can decide to remove the discretionary engagement component with OPS. The local protocol governs how the District interacts with police officers; the role of the SRO is not mentioned in the protocols. Trustee Boothby queried information on the extent of officer sensitivity training for interactions with children. Superintendent Farrish responded that the District could make recommendations to OPS as to best practices when interacting with youth in schools; however the SRO program is an OPS initiative. System Principal Anderson validated the concern about a patrol officer response to an incident involving a student. He noted that there is a likelihood of a decreased level of training from responding officers; the SRO program is a unique service tailored to active involvement in schools.

Trustee Hough contributed that she was alarmed by the information in The Review which attested to a lack of monitoring or maintenance surrounding the partnership between the District and OPS. She contended, for the future, the OCDSB cannot operate a program that is not accountable to the school community for decades. She apologized for the harm that was caused over the years to past and present students and expressed regret that the program was not paused in October 2020 when the subject originally was presented to the Board of Trustees for debate.

Trustee Hough noted that under the COVID-19 safety precautions in schools, there were reports of a smaller number of children in each of the schools experiencing dysregulation. This change was attributed to the restrictions in movements and transitions throughout the school day. She observed that from these findings, a preventative approach may include accommodating the needs of children through addressing the environment, rather than to focus solely on re-training staff to encounter adverse behaviours.

In response to a query from Trustee Bell, Human Rights and Equity Advisor Tanner confirmed that the recommendations were crafted from a human rights based, inclusive approach. Human Rights and Equity Advisor Tanner highlighted the absence of an accountability mechanism that was publicly transparent to monitor and evaluate police involvement at OCDSB, including through the SRO program. A mechanism of this nature could have helped to monitor any bias in the discretionary notification of police. A formal checks and balances system would have functioned as a check and balance at the time the decision is being made about whether to involve police, as well as at the time of evaluation to identify any negative impacts and/or discrimination towards particular groups of students protected under the Human Rights Code. This would have helped reduce any bias in decision making and would allow for earlier identification and correction of concerns.

Human Rights and Equity Advisor Tanner spoke about the term "loco parentis" referring to the obligation an Administrator has to take into account the best interests of a particular child and to act towards that child in the way of a careful and prudent parent. For children in the education system, the individual needs and best interests of each child must be considered in every decision made by the District.

Trustee Bell repeated the views expressed by Ms. Miller, the Indigenous Education Advisory Council (IEAC) representative on the Committee of the Whole (COW) at the 8 June 2021 COW meeting.

Trustee Bell reiterated Ms. Miller's contribution that it is imperative that the Board of Trustees, and those working in the schools, educate themselves on the widespread impact of action and inaction in matters of anti-racism. She expressed confidence in her fellow trustees in their ability to move forward in a way that aligned with human-rights and anti-racism.

Ms. Moulinson highlighted that one of the ways forward mentioned in The Review was to ensure that the OCDSB was accountable for communicating the rights of students and their families, and in particular on children's rights if they are in conflict with the law. She noted the potential benefit of rights-based training for elected officers of the school councils. Some parents have displayed a greater level of comfort connecting with fellow parents rather than school administrators. She offered the assistance of the Ottawa-Carleton Assembly of School Councils (OCASC) to commence this work.

Student Trustee Liu queried the ability to complete the renegotiation of the local protocol by the fall. Superintendent Farrish noted that Safe Schools is committed to making revisions to the District's local protocol by the fall. She noted that she was not able to make a definitive comment on timelines for OPS or the other school boards that are a part of the local protocol agreement. She maintained that a comprehensive review by all parties simultaneously would serve as a valuable exercise.

In response to a query from both Student Trustee Liu and Trustee Campbell, Superintendent Farrish stated that significant modifications are due to approximately 20 foundational policy documents, illustrated in Appendix 2 of The Review. For a fall consultation period, a new Human Rights Policy is being drafted, along with revisions to P. 043.SCO Police Involvement in Schools and PR.533.SCO Police Involvement in Schools. In the Human Rights Policy, a mechanism will be outlined for lodging complaints for District response.

In response to a query from Student Trustee Liu, Superintendent Farrish confirmed that on 4 June 2021, with the public release of Report 21-049, the SRO program at the OCDSB was suspended. Principals and Vice Principals at all school sites, along with OPS were notified. She noted that

there is an opportunity to reframe the relationship with OPS to achieve productive intersections in service for youth and families.

Trustee Campbell expressed concern about the information on folio 25 surrounding staff-initiated wellness checks at student homes. System Principal Anderson stated that outside of pandemic reasons, wellness checks by police were done in connection with mental health concerns or a perceived risk to students within their home. He confirmed that under the local protocol, it is permissible for police to conduct the wellness checks. For attendance reasons, where families could not be reached by phone or email, the District partnered with the Red Cross to conduct home visits.

In response to a query from Trustee Campbell, Superintendent Farrish noted as the SRO program is suspended, and in the event there are discretionary concerns about the potential need to involve police, the administrators should contact the Superintendent of the School, who will make the next decision. In addition, principals have been encouraged to reach out to System Principal Anderson. If the matter is urgent, he will liaise with the designated school Superintendent.

Trustee Ellis submitted that one of the benefits provided by the SRO program was the consultation and guidance of the Youth Intervention/Diversion Unit. He inquired about the targeted support for Indigenous students in a scenario where the police arrive after a mandatory notification incident. He asked whether a member of the Indigenous Education Team could accompany the student for an interview. Superintendent Farrish noted that in the new draft version of Policy P.032.SCO Safe Schools Policy (Managing Student Behaviour), there are provisions to formally introduce the provision of Indigenous healing opportunities for those students who are deemed in contravention of the school policies with the support and advocacy of a member of the Indigenous Education Team, a councillor or an elder. The intention of the new policy is to reflect the objective of creating a whole school positive climate. Through the application of "progressive discipline", principals and senior administration determine appropriate responses and supports to help students adjust conduct.

In response to a query from Trustee Ellis, Superintendent Farrish distinguished that there is a legislative requirement, under the *Child, Youth and Family Services Act*, for professionals who work with children, to immediately report to a Children's Aid Society (CAS) should a child be deemed in need of protection.

Trustee Scott indicated the need to reform the curriculum in terms of the portrayal of the police. Superintendent Farrish referred to the District's Indigenous, Equity and Human Rights Roadmap 2020-2023 (The Roadmap), where there are commitments to reforming the curriculum. She

noted that the work has already begun. The current inventory of reading material is undergoing assessment using an anti-discriminatory lens. During professional development (PD) sessions, teaching staff will participate in exercises which place an inclusive lens on the individual programs that they are leading. The Planning and Learning K-12 (PAL) department is engaged in cross-collaboration with several departments to meet the milestone outcomes included in The Roadmap.

In response to a query from Trustee Scott, Superintendent Farrish emphasized that the objective of Safe Schools is to promote pro-social behaviours, build feelings of student self-efficacy and well-being, and to better engage students to partner with community and society. As a whole, the District is focused and intentional about learning about the students as individuals and delivering learning experiences which are relevant to them.

In response to a query from Trustee Boothby, System Principal Anderson explained that the District is not necessarily obligated to permit a student interview with police unless 911 was called. If an emergency does not exist, a meeting with a student, at the school, is not required by law. Trustee Boothby advised that this communication be shared with parents in a clear and direct way. Superintendent Farrish confirmed that key messages will be harmonized and directed to families with an explanation of Indigenous rights, human rights and children's rights and survivor-centred practices.

Trustee Boothby noted that both the steering committee and Board's advisory committees significantly contributed to The Review. She suggested that in advance of tabling new drafts for P. 043.SCO Police Involvement in Schools and PR.533.SCO Police Involvement in Schools, the aforementioned committees be consulted for revisions. She asserted that should a healing fund be established, a fulsome discussion opportunity must be provided to the parties who requested the fund. Superintendent Farrish concurred that any response for a group of people will be done in collaboration with that same group of people. She noted that the "examination of practice" phase is complete. Communities who participated in The Review were caused harm through the re-traumatization in the re-telling of events during the original consultation and will not be asked to participate further. The policy revision will be informed by the consultation that has taken place within the 2020-2021 school year. The Board's advisory committees will be consulted on policy during the 2021-2022 school year.

Ms. Lamba queried the application of an equity or human rights lens during the process where a school administrator has contacted a superintendent when there are discretionary notification concerns about the potential to involve police. She noted that The Review highlighted

several types of bias exercised in the past by administrators, unconscious or otherwise.

Superintendent Farrish stated that the District is invested in student achievement and well-being. The point of convergence for all work occurring now in schools involves a human rights and anti-oppression stance. Human Rights and Equity Advisor Tanner continually guides the major initiatives and operations of the District, using an equity or human rights lens, in the Office of Human Rights and Equity. The role that she plays, as an arm's length advisor to the District, is significant; however it is not feasible that the advisor stand as that lead contact for principals when there are discretionary notification concerns about the potential to involve police. The senior administration team continues to participate in PD to mentor and lead from an anti-oppressive practice. Through the analysis of the identity-based data collection, the District is currently publishing a series of reports. When scrutinizing the reports, trustees and senior administration are constantly considering ways to address the gaps in student achievement and well-being, along with identifying those students who are advantaged and disadvantaged in the education system. She added that a primary goal of the District is to threaten racism and discrimination in its practices.

Ms. Lamba contributed that the District can serve in a leadership role when revising the expectations contained in the local protocol agreement. She expressed the view that the current local protocol agreement is not human-rights based or child centered. Language can be included that refers specifically to equity-deserving groups. The District has an opportunity to work with OPS to do better when engaging with students to maintain school safety. She rejected System Principal Anderson's statement noting the validity of the concerns about patrol officers responding to calls at school in the absence of an SRO program, featuring the specially trained officers.

In response to a query from Trustee Lyra Evans, System Principal Anderson responded that in the Provincial Protocol there is no language that indicates a specific timeframe for reporting possession of drugs to OPS. Trustee Lyra Evans urged staff to consider the notion of delaying the notification to OPS, regarding "simple possession" until after the student has sought addiction treatment, through a guidance counselor or a social worker. She suggested the possibility of delaying notification until after students had graduated and only then providing a list to OPS, containing the names of students who struggled in-year with addiction. Superintendent Farrish committed to researching the timelines for this sort of reporting, and to show flexibility in the policies, and to deliver personalized responses, with the caveat that limited risks exist for students or others in the school community.

3. Information Items

3.1 Report from OPSBA Representatives (if required)

Trustee Boothby reported that the following items were approved in the Ontario Public School Boards' Association meeting on 11 June 2021:

- The anti-racism research funding motion;
- The Waterloo Region District School Board's mandatory Black heritage in social studies and history curriculum; and
- The Limestone District School Board (LDSB) funding for Indigenous trustee positions. The LDSB is a school board that falls outside of O. Reg 462/97 in the *Education Act* which establishes First Nations representation on school boards where there is a reservation or a reciprocal education agreement between a Band Council and the school board.

3.2 New Ministry Initiatives Update (if required)

There were not any new Ministry of Education updates.

3.3 OSTA Update (if required)

A Ottawa Student Transportation Authority (OSTA) update was not required.

4. New Business -- Information and Inquiries

Trustee Campbell advised that he has asked staff for information on what constitutes a "program delivery structure", as the elementary and secondary framework policies state that changes to any program delivery structure require the approval of the board of trustees.

Student Trustee Liu stated that the Executive Director of the Toronto Youth Cabinet has requested a letter to be written to the Ministry of Education by the OCDSB Board of Trustees, supporting government funding initiatives for menstrual hygiene products in Toronto School Boards. Trustee Scott, with consensus of the Board, agreed to prepare a letter.

5. Adjournment

The meeting adjourned at 7:42 p.m.

Keith Penny, Chair



SPECIAL COMMITTEE OF THE WHOLE PUBLIC REPORT

**Monday, June 14, 2021, 8:00 p.m.
Zoom Meeting**

Trustees Present: Justine Bell, Donna Blackburn (Trustee), Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, Charles Chen (Student Trustee), Joy Liu (Student Trustee)

Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Dorothy Baker (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Programming and Learning K-12), Carolyn Tanner (Human Rights and Equity Advisor), Stacey Kay (Manager of Learning Support Services), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Richard Sinclair (Manager of Legal Services and Labour Relations), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Darren Gatley (Board/Committee Coordinator), Michael Guilbault (AV Technician)

1. Call to Order - Vice-Chair of the Board

Vice-Chair Penny called the meeting to order at 7:51 p.m. He acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Blackburn,

THAT the agenda be approved.

Carried

3. Matters for Action:

3.1 Notice of Motion re School Resource Officer Program, Trustee Lyra Evans

Moved by Trustee Lyra Evans,

- A. THAT the Ottawa-Carleton District School Board immediately and completely end it's engagement with the School Resource Officer program;
- B. THAT the Ottawa-Carleton District School Board (OCDSB) provides notice to Ottawa Police Service that as of 1 September 2021, the OCDSB shall only meet its minimum statutory obligations under the relevant provincial protocols and acts until further evaluation is complete;
- C. THAT the Ottawa-Carleton District School Board (OCDSB) issue a formal apology, published on the OCDSB website, social media, and in the local papers, to the communities and students who have been harmed by the School Resource Officer program; and
- D. THAT the Chair of the Board write a public letter to the City of Ottawa containing the following elements:
 - i. A direct ask of the strongest language, not asking the city to consider;
 - ii. Asking the City of Ottawa to reallocate the funds previously assigned to the Ottawa-Carleton District School Board share of the School Resource Officer program into the formation of a mobile crisis team for youth;
 - iii. This team could operate 24/7, but should be available for schools to call upon in need as a non-police alternative to behaviours which may require it;
 - iv. This team should consist of people with a counselling, social work, and/or reconciliation background; and
 - v. This team must not contain any police officers or be funded, administered, or operated through OPS; and
 - vi. While the Ottawa-Carleton District School Board has approximately 65% of the students in the Ottawa area, we recognize that fewer people in the School Resource Officer role might require those remaining to cover larger areas, so we are requesting only 50% of the total previously allocated be diverted to this new team, or 1.6 million dollars.

In her introduction to the motion, Trustee Lyra Evans stated that, as reflected in the Policy and Practice Review of Police Involvement in Schools, trustees have heard the voice of the school community that is signaling an end to the School Resource Officer (SRO) program. In order to disrupt systemic discrimination of marginalized groups, the District need

only to meet its minimum statutory obligations under the relevant provincial protocols and legislation at this time. She expressed the view that a formal apology is owed to the community by the District, noting that under the *Apology Act* an organization can apologize without legal repercussions. Trustee Lyra Evans explained that part of the motion included asking the City of Ottawa to reallocate the funds previously assigned to the District's share of the SRO program into the formation of a mobile crisis team for youth. Professionals with a background in social work or youth counselling are better equipped to respond to an incident which requires behaviour de-escalation. The City of Ottawa has an opportunity to show leadership on the establishment of programs that genuinely support healthy communities. She expressed concern about the possibility that the funds which were allocated to the SRO program will simply be reassigned to increased policing within communities.

An amendment moved by Trustee Bell,

THAT a new Part E, F and G be added:

E. THAT the Board adopt a do not harm approach as a guiding principle. That this approach is undertaken by staff when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion. This approach would require proactive efforts to stop the harm be initiated immediately, in consultation with the student who has been harmed and their family or guardian. Additional reviews, studies, or data on the systemic nature of such harm may be warranted, but should not precede or override the immediate end to such harm and attention to the needs of the student who has been harmed.

F. THAT the Board commits to incorporating an intersectional and anti-racism analysis lens in all policies presented to the Board.

G. THAT the Board of Trustees commit to individually and collectively undertaking anti-racism and decolonization training with support from Board Services prior to September 2021.

Trustee Scott requested that each Part be dealt with separately.

A sub-amendment moved by Trustee Boothby,

THAT section E be amended to the following: “the Board adopt a do not harm approach as a guiding principle. That this approach is undertaken by staff when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion”.

Trustees speaking in favour of the sub-amendment expressed concern over the ability to operationalize the approach to enlisting proactive efforts to stop harm. Policies and procedures govern actions and approaches.

Director Williams-Taylor commented that the approach works as a principle but is not a measurable objective. She noted that the word 'harm'

is subjective. A principle is subject to interpretation. There is risk of potential liability around the wording contained in the last two sentences of the amendment.

Trustee Boothby reflected that trustees have the obligation to the policy that is being set. She noted that the sub-amendment removes the accountability for the policy from trustees and onto staff.

Trustee Bell maintained that as a guiding principle, the language in the amendment attests to stopping the harm which was highlighted in the review. Building the principle into the policies and procedures is the way forward. She contended that as she and other trustees, along with staff, receive more training on anti-racism and human rights-based approaches and the principle will be more easily understood.

Director Williams-Taylor acknowledged that though the principle may be tied into overarching policy and can thereby be tied to a measured statement of commitments, the ambiguity of using words like "approach" in a motion is troublesome in applied practice.

Ms. Miller expressed her disappointment about the resistance to adopt the principle within the motion.

Trustee Hough expressed the view that full form of the amendment to the main motion was acceptable and serves as a compassionate response to the school community.

Trustee Scott highlighted the importance of recognizing the difference between the operational elements and the policy elements in the work of the District. She noted her support for Trustee Boothby's sub-amendment as it served to clearly reflect a policy directive.

Committee members speaking against the sub-amendment noted that the last two sentences of section E provide context and should remain as part of the motion. Members also noted that motions could provide policy and operational direction to staff.

Director Williams-Taylor noted that "do no harm" is the intended way forward; however, competing priorities from different groups makes it difficult to operationalize in a way to meet everyone's needs. Competing interests would require a case by case approach as a blanket statement will result in disagreements around each decision.

HREA Tanner noted that there is no hierarchy of rights, although there can be situations of competing rights. As the Human Rights policy is being developed, the Ontario Human Rights Commission provides guidance in situations regarding competing rights; however, each case needs to be examined on a case-by-case basis. She noted that just because someone indicates that their right is being infringed does not mean this is the case and would involve deeper analysis.

Members speaking in favour of the sub-amendment noted that the language suggests removing the exercise of judgment to mitigate harm that may have occurred. Members noted that there is no need to be overly specific and staff could be permitted to work through the process of resolving conflict and providing consultations, which is already a staff expectation.

Trustee Bell noted that including “do no harm” would set expectations and would demonstrate to the community that the Board takes the matter seriously.

Trustee Boothby noted that the sub-amendment should stand, as the original amendment permits multiple interpretations and it is not clear how staff could operationalize this. She noted that this would cause inconsistencies across the District as practices may differ at every school. She urged trustees to set policies that are broadly applicable and not to appease one group and not another.

A sub-amendment moved by Trustee Boothby,

THAT section E be amended to the following: “the Board adopt a do not harm approach as a guiding principle. That this approach is undertaken by staff when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion”.

Carried

A sub-amendment moved by Trustee Scott,

THAT section E be amended to substitute “not” with “no”.

Carried, friendly

A sub-amendment moved by Trustee Scott,

THAT section E be amended to the following: “the Board adopt a do no harm approach as a guiding principle when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion”.

Carried, friendly

Director Williams-Taylor noted that if section E of the motion were to be implemented, that there would be a level of ambiguity and subjectivity. Although there may be occasions where individuals may not be in agreement with decisions of the “do no harm” approach, this will allow staff to be more reflective on decisions made.

An amendment moved by Trustee Bell,

E. THAT the Board adopt a do no harm approach as a guiding principle when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion.

Carried

An amendment moved by Trustee Bell,

F. THAT the Board commits to incorporating an intersectional and anti-racism analysis lens in all policies presented to the board.

In introducing the amendment, Trustee Bell noted that this would demonstrate to the community that the Board is committed to receiving the expertise necessary to have an anti-racist lens during policy reviews.

Director Williams-Taylor noted that the accountability and governance section of the Indigenous, Equity and Human Rights Roadmap, outlines that cyclical policy reviews will be completed through an Indigenous, equity, and human rights lens. She noted that the nature of this work would be significant for staff in applying an additional lens as there are over 125 policies and procedures that require review and updates.

Members speaking in favour of the amendment noted that it would provide accountability and would ensure that policies reflect anti-racism. Although the amendment does not set a standard, it provides an intention and direction.

Director Williams-Taylor noted that the Human Rights policy will be the first policy to be presented to trustees in the fall of 2021 as it will influence the remaining policies to be reviewed.

A sub-amendment moved by Trustee Scott,

THAT section F be amended to the following: “the Board of Trustees reaffirm its commitment to incorporating an intersectional and anti-racism analysis lens in all policies presented to the board”.

In introducing the sub-amendment, Trustee Scott noted that the commitment has already been made and that this would be a reaffirmation as the Human Rights policy would encompass this.

In speaking against the sub-amendment, Trustee Bell noted that the Indigenous, Equity and Human Rights Roadmap is an operational document and not an all-encompassing Board policy. She noted that the intention is to provide commitment at the Board level.

A sub-amendment moved by Trustee Scott,

THAT section F be amended to the following: “the Board of Trustees reaffirm its commitment to incorporating an intersectional and anti-racism analysis lens in all policies presented to the board”.

Carried

A sub-amendment moved by Trustee Hough,

THAT section F be amended to replace “in all policies presented to the board” with “as new policies are adopted and existing policies are updated.”

In introducing the motion, Trustee Hough noted that it is important to ensure that an anti-racism lens is applied to each incoming and existing policy as they are presented to the Board.

The members noted their understanding that staff would undertake reviews of each policy prior to their presentation to trustees for consideration.

A sub-amendment moved by Trustee Hough,

THAT section F be amended to replace “in all policies presented to the board” with “as new policies are adopted and existing policies are updated.”

Carried

Director Williams-Taylor clarified that section F would apply to the local protocol and procedures when they are presented for review.

Director Williams-Taylor noted that lenses are applied at discussions in the Director’s Executive Council when considering items such as plans, decisions, memos, and implementation. These core business discussions consider who is and is not included, how resources are allocated to the most vulnerable students, and focus on student achievement, outcomes, and impact as the first priority. She noted that sometimes compromises are required and recognized that policy does not make people behave in a certain way, it is the commitment to practice that does. She added that a third party equity coach works with senior staff regarding the decision framework on procedures and practices.

HREA Tanner noted that an intersectional and anti-racism analysis lens could be replaced with a Human Rights and equity-based lens to achieve the same result.

An amendment moved by Trustee Bell,

F. THAT the Board of Trustees reaffirm its commitment to incorporating an intersectional and anti-racism analysis lens as new policies are adopted and existing policies are updated.

Carried

An amendment moved by Trustee Bell,

G. THAT the Board of Trustees commit to individually and collectively undertaking anti-racism and decolonization training with support from Board Services prior to September 2021.

A sub-amendment moved by Trustee Jennekens,

THAT section G be amended to the following: “the Board of Trustees commit to undertake anti-racism and decolonization training with support from Board Services.”

In introducing her sub-amendment, Trustee Jennekens noted that there is no need for a deadline as training and learning in this matter is an ongoing process.

Members speaking against the sub-amendment suggested that it is reasonable to have an individual mandate for trustees to do this training over the summer and that a timeline would demonstrate commitment.

Trustee Scott noted that learning is lifelong and trustees were involved in training such as the Osgoode Human Rights Professional Development course, Ontario Public School Boards’ Association (OPSBA) professional development training, and continued planning for professional development on these topics. She noted that training would not be complete before September 2021 and that this is already included in the work plan.

A sub-amendment moved by Trustee Jennekens,

THAT section G be amended to the following: “the Board of Trustees commit to undertake anti-racism and decolonization training with support from Board Services.”

Carried

Trustee Bell noted that decolonization training is a different area of focus than anti-racism training and hoped that trustees would be willing and able to initiate this training soon.

An amendment moved by Trustee Bell,

G. THAT the Board of Trustees commit to undertake anti-racism and decolonization training with support from Board Services.

Carried

Director Williams-Taylor confirmed that staff did not indicate any legal concerns with the amended language of section B of the motion.

Director Williams-Taylor confirmed that meeting the minimum statutory obligations for police involvement, including the operation of the protocol obligations, and that there was an understanding that senior staff would retain limited discretion.

In response to a query from Trustee Campbell, Executive Officer Giroux committed to providing a response regarding the publishing cost of issuing an apology through newspapers outlined in section C of the motion.

In response to a query from Trustee Campbell, Director Williams-Taylor noted that staff would provide a report to outline how staff could propose or carry out any alternatives to the specifics outlined in section D of the motion.

Director Williams-Taylor noted that there are aspects of decision making which are an extension of staff's discretion and that section B of the motion would effectively remove the District's discretion on items outside of the protocol. She noted that although the protocol is not a contract, there are obligations to legal legislative expectations regarding safety, obligations on provincial directions, and District commitments to protocol.

Superintendent Farrish noted that the local protocol helps frame engagement above and beyond the mandated provincial model. She noted that the provincial model cannot be opted out of and that the 22 elements of the provincial model must be included in local agreements. From this, she noted that school boards work with one or several police services in the local area to establish local needs relationships such as crime prevention and strategies to build positive relationships with police. She noted that these methods of engagement are not required and that the District could not participate in this manner, providing the District does not differ from the mandated provincial model. She noted that disengaging from some activities with OPS would not be a violation.

Trustee Lyra Evans clarified that the word "completely" used in section A of the motion would clarify that disengagement from the SRO program would be thorough.

Director Williams-Taylor noted that "completely", with the exception of the obligations, in section A of the motion allows the District to meet the minimum obligations without going beyond. She added that Manager Sinclair did not have any legal concerns with this language.

Trustee Lyra Evans expressed the view that city council controls the budget and that they could allocate funds from OPS to a mobile crisis youth team as outlined in section D of the motion. She added that OPS could appeal this decision.

Trustee Schwartz noted that the city budget passes at different times than the District. She added that the City of Ottawa recently passed their budget which may require the request in section D to be passed the following year.

Director Williams-Taylor noted that it is within the purview of the Board to determine whether they wish to request a municipal board to make decisions regarding another organization.

Moved by Trustee Ellis,

THAT debate be ended.

Carried

Student Trustee Liu called for a recorded vote and that student trustees be included in the vote.

Trustee Schwartz requested that each section be voted on individually.

Moved by Trustee Lyra Evans,

A. THAT the Ottawa-Carleton District School Board immediately and completely end its engagement with the School Resource Officer program.

Carried

FOR: Trustees Scott, Boothby, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Schwartz, Fisher, Chen, Liu (13)

AGAINST: Trustee Blackburn (1)

ABSTENTIONS: Nil (0)

Moved by Trustee Lyra Evans,

B. THAT the Ottawa-Carleton District School Board (OCDSB) provides notice to Ottawa Police Service that as of 1 September 2021, the OCDSB shall only meet its minimum statutory obligations under the relevant provincial protocols and acts until further evaluation is complete.

Carried

FOR: Trustees Scott, Boothby, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Chen, Liu (12)

AGAINST: Trustee Blackburn (1)

ABSTENTIONS: Trustee Schwartz (1)

Moved by Trustee Lyra Evans,

C. THAT the Ottawa-Carleton District School Board (OCDSB) issue a formal apology, published on the OCDSB website, social media, and in the local papers, to the communities and students who have been harmed by the School Resource Officer program.

Carried

FOR: Trustees Scott, Boothby, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Schwartz, Chen, Liu (13)

AGAINST: Trustee Blackburn (1)

ABSTENTIONS: Nil (0)

Moved by Trustee Lyra Evans,

D. THAT the Chair of the Board write a public letter to the City of Ottawa containing the following elements:

- i. A direct ask of the strongest language, not asking the city to consider;**
- ii. Asking the City of Ottawa to reallocate the funds previously assigned to the Ottawa-Carleton District School Board share of the School Resource Officer program into the formation of a mobile crisis team for youth;**
- iii. This team could operate 24/7, but should be available for schools to call upon in need as a non-police alternative to behaviours which may require it;**
- iv. This team should consist of people with a counselling, social work, and/or reconciliation background;**
- v. This team must not contain any police officers or be funded, administered, or operated through OPS; and**
- vi. While the Ottawa-Carleton District School Board has approximately 65% of the students in the Ottawa area, we recognize that fewer people in the School Resource Officer role might require those remaining to cover larger areas, so we are requesting only 50% of the total previously allocated be diverted to this new team, or 1.6 million dollars.**

Carried

FOR: Trustees Hough, Campbell, Jennekens, Lyra Evans, Bell, Chen, Liu (7)

AGAINST: Trustees Ellis, Penny, Fisher, Schwartz (4)

ABSTENTIONS: Trustees Scott, Boothby (2)

ABSENT: Trustee Blackburn (1)

Moved by Trustee Lyra Evans,

E. THAT the Board adopt a do no harm approach as a guiding principle when an incident or a series of incidents arise that involve harm, especially related to anti-racism, human rights, equity, and inclusion.

Carried

FOR: Trustees Scott, Boothby, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Schwartz, Chen, Liu (13)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

ABSENT: Trustee Blackburn (1)

Moved by Trustee Lyra Evans,

F. THAT the Board of Trustees reaffirm its commitment to incorporating an intersectional and anti-racism analysis lens as new policies are adopted and existing policies are updated.

Carried

FOR: Trustees Scott, Boothby, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Schwartz, Chen, Liu (13)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

ABSENT: Trustee Blackburn (1)

Moved by Trustee Lyra Evans,

G. THAT the Board of Trustees commit to undertake anti-racism and decolonization training with support from Board Services.

Carried

FOR: Trustees Scott, Boothby, Hough, Campbell, Ellis, Jennekens, Penny, Lyra Evans, Bell, Fisher, Schwartz, Chen, Liu (13)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

ABSENT: Trustee Blackburn (1)

4. Adjournment

The meeting adjourned at 10:35 p.m.

Keith Penny, Chair

COMMITTEE OF THE WHOLE, BUDGET REPORT

Wednesday, May 26, 2021

7:00 pm

Zoom Meeting

- Trustees Present: Justine Bell, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Lynn Scott, Charles Chen (Student Trustee), Joy Liu (Student Trustee)
- Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Peter Symmonds (Superintendent of Learning Support Services), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Nadia Towaj (Superintendent of Program and Learning K-12), Carolyn Tanner (Human Rights and Equity Advisor), Kevin Gardner (Manager, Finance), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager, Communications & Information Services), Julie Cyr (Manager, Early Learning), Stacey Kay (Manager of Learning Support Services), Nicole Guthrie (Manager, Board Services), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Michael Guilbault (AV Technician), Rebecca Grandis (Senior Board Coordinator)
- Non-Voting Representatives Present: Malaka Hendela (OCASC-Alt), Jennifer Capitani (OCEOC), Wulf Heidecker (ETFO-Alt), Stephanie Kirkey (OSSTF-Teachers), Melanie Barclay-Wood (OSSTF-OT), Pat Dixon (OCEOTA), Troy Cluff (OSSTF-PSSU), Melodie Gondek (OSSTF-ESP), Jean Trant (OSSTF-SSP) Cathy Miedema (SEAC), Bronwyn Funciello (ACE).

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Penny (Acting) called the public session to order at 7:05 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

2. Approval of Agenda

Moved by Trustee Boothby,

THAT the agenda be approved.

Carried

3. Delegations

There were no delegations.

4. Discussion Items

4.1 Report 21-045, 2020-2021 Updated Financial Forecast (March) (M. Carson)

Your Committee had before it Report 21-045, 2020-2021 Update Financial Forecast, explaining the changes reflected in the District's 2020-2021 Updated Financial Forecast as compared to the District's 2020-2021 Budget.

Director Williams-Taylor advised that this meeting would lay the foundation for future budget discussions. She noted the information provided in several announcements from the Ministry, the financial reconciliation from last year, and the many complexities to be considered in the staff-recommended budget for the 2021-2022 year.

Chief Financial Officer (CFO) Carson advised that he had hoped that it would be possible to present the staff-recommended budget at this meeting, but additional time was required to conduct analysis of the funding received from the province. He saw this meeting as an opportunity to present the District finances as at the end of August of 2020.

Manager Gardner presented Report 21-045 and provided the following highlights:

- The projected deficit is \$18.7 million, \$1.0 million more than the approved budget;
- The net accumulated surplus is \$21.0 million, of which over \$9.0 million is committed to support capital projects (used largely for portable classroom funding);
- Lower enrolment resulted in a decrease in the Grants for Student Needs (GSN) amounts allocated to the District;
- The Indigenous Education allocation increased by \$1.0 million;

- Minor tangible capital assets (MTCA) funding allowed for \$3.9 million to be redirected to the operations budget;
- The Ministry provided stabilization funding of \$14.4 million to compensate for the decrease in enrolment;
- New funding of \$16.7 million was received for COVID-related needs (ventilation, staffing, remote learning, safety supplies, etc.);
- COVID-related funding grants for a total of over \$36.0 million were received for operating purposes;
- Approximately \$3.8 million will be directed to support capital expenditures such as the purchase of Chromebooks;
- Increased spending of \$11.0 million on instructional supports (teachers and office staff) to respond to COVID-19 and an increased provision of \$4.7 million for occasional teachers is projected;
- A decrease in the cost of supplies and services of \$5.0 million is expected;
- Savings are expected in transportation costs as a result of lower contract costs and fewer transit passes of \$7.1 million;
- Additional expenditures included, increased custodial spending (\$2.4 million), increased spending on safety supplies, equipment and ventilation (\$5.2 million), and increased spending on portable relocations (\$2.3 million) and reduced costs for various supplies and services (\$463,000);
- Loss of revenue was noted in Community Use of Schools (CUS) permits (\$1.0 million), a reduced share of the former benefit plan due to central agreements (\$825,000), reduced international student fees (\$925,000) and administrative fees (\$457,000), an increase in legal costs for provision of legal claims (\$2.2 million); and
- Loss of revenue was reported in the Extended Day and Childcare Programs of \$5.8 million.

CFO Carson advised that additional meetings outside of what was noted in the presentation may be required to see the submission of a balanced budget by 30 June 2021.

CFO Carson advised that the deficit as a result of lower participation in the extended day program should not be seen as lack of support for the program. Staff have identified with the Ministry that the program is a key part of the District's strategy and the resulting losses in revenue are a casualty of the pandemic. He stated it will be essential that the District receive relief funding for the program for this year and next, until the

program can return to full enrolment. Staff are not contemplating a reduction or elimination of the program to reduce the deficit.

CFO Carson advised that staff have continued to work with the grants the province has provided, working to ensure the time-limited grants are the first to be used to preserve District funds. As a result, the deficit at year end may be lower than currently predicted. He noted that staff are comfortable with the deficit as reported at the end of March 2021, but they have not been overly optimistic in the formation of the budget recommendation.

During discussion and in response to questions, the following information is provided:

- CFO Carson advised that the District has received several streams of funding from the province to enhance ventilation in schools. Funding early in the year allowed for the purchase of 800 portable high efficiency particulate absorbing (HEPA) filters, which were deployed to schools. Provincial funding was received in January 2021 that allowed for an additional 450 HEPA units to be obtained through a provincial procurement plan and will be deployed to schools when received. These funds must be expended by 31 August 2021;
- CFO Carson added that additional federal funding of \$28 million was received from the COVID-19 Resilience Infrastructure Stream (CVRIS) to be allocated for additional ventilation measures, eliminating touch points (e.g., automatic doors) and water bottle filling stations. These funds are to be expended by the end of December 2021. The limited availability of trades could impact the completion of the work by the due date;
- Regarding Dr. Etches' comments about Ottawa schools reopening on the condition of improved ventilation, CFO Carson advised that staff work closely with Ottawa Public Health and follow their guidelines. Staff also follow the guidelines of the American Society of Heating Refrigeration and Air Conditioning Engineers (ASHRAE) standards on ventilation, and he noted he is confident the District can meet the requirements of OPH, should the province indicate a return to school, in person, in fall 2021;
- Manager Gardner noted that Appendix D, found on page 19 of the presentation, identifies the different grants received to respond to COVID-19 for operating purposes. There are multiple grants that are classified under various areas (e.g., facilities or instruction). Two ventilation grants close to \$1.7 million each were received. Additional grants were received for personal protective equipment (PPE), enhanced cleaning supplies, enhanced cleaning, hand sanitizers and desk partitions;

- To address summer heat in the classrooms and portables, should there be a requirement to return to schools, CFO Carson noted that the temperature set points for air conditioning will be lowered as far as possible. He advised that staff will be looking for ways to maintain lower temperatures while exchanging air as required. CFO Carson acknowledged that managing temperatures was a concern for all school boards and the issue has been raised with the Ministry and public health;
- CFO Carson advised that staff have been looking at the community use of schools (CUS) on a month-by-month basis, based on local and provincial public health guidance. He advised that CUS was being limited because of the impact on custodial staff and because of the limits on gathering. Staff are reviewing new rules and awaiting guidance as the Premier announced that camps will be opening this summer. Permits for CUS will be issued as soon as it is practical;
- Manager Gardner advised there were two grants received for enhanced ventilation, of approximately \$1.7 million each. The first amount was received in the fall of 2020 and incorporated into the revised estimates in January 2021. A subsequent grant \$1.7 million was received in January 2021;
- CFO Carson advised that the initial grants received were to address inadequate ventilation in classrooms and HEPA filters were deployed to those rooms. District funds were used to install unit ventilators in classrooms. He noted there is additional work being undertaken this summer under the Facilities Renewal/School Condition Index (FRP/SCI) and CVRIS funding to improve ventilation. As well, improved filtration and increased air changes were also implemented using District funds, based on ASHRAE standards of air being changed six (6) times during the occupation of a building;
- In response to a question from Trustee Bell, CFO Carson agreed to provide a summary of funding spent, and the amount that is still planned to be spent on ventilation for the 2020-2021 year;
- CFO Carson reported that school boards in the province received different amounts of funding; and the portfolios of buildings differ from board to board. These differences make it challenging to compare District spending on ventilation to that of other school boards;
- The Ministry looked at the effectiveness of their response to ventilation issues and also the effectiveness of school boards' approaches and this information will inform learning for the future;
- CFO Carson advised that 70% of buildings have central HVAC systems;

- From the \$150,000 green climate fund, funding has been directed to schools with a shopping list of environmental initiatives, to be spent by year end. CFO Carson advised that unspent funds would be carried over to the next budget year;
- From the \$28 million in CVRIS funding received, 2/3 of that was allocated to ventilation work. Staff are hopeful the December 2021 deadline for completion of the work will be extended;
- CFO Carson advised that staff are confident that a large number of projects will be completed by December 2021, but he noted it was a challenge to determine what would be completed by the end of August 2021;
- CFO Carson acknowledged that he is aware there are going to be daily issues with temperature control in portables. Staff have taken advantage of the closure to review the fleet of portables and there is an ongoing portable renewal program. CFO Carson advised that the ventilators in portables should be fully functioning for September 2021;
- In classrooms where adequate ventilation was a problem, staff looked to portables as temporary accommodations; and
- CFO Carson advised that the District is in regular contact with OPH and the Ministry regarding the issue of safety in the classroom and the challenges staff will face with heat and the PPE that is required to be worn, in the current portfolio of buildings. To address concerns, there will be ongoing monitoring by Facilities and Occupational Health and Safety staff. The health and safety of students and staff is a priority.

4.2 Memo 21-060, 2021-2022 Grant Announcements (M. Carson)

Your Committee had before it memo 21-060, presenting information on the 2021-2022 Grant Announcements.

Director Williams-Taylor introduced memo 21-060, noting that the early portion of the meeting was a look back at the 2020-2021 funding. She noted that going into the 2021-2022 school year the focus turns to grants and the expected funding. Director Williams-Taylor advised that much of the funding is COVID-19 related and many are grants for student needs (GSN). She advised that staff have provided an overview of the Ministry funding rollout and the governing rules that apply.

CFO Carson presented Memo 21-060 which outlined the instruction and guidance that has been received from the Ministry to date. Memo 21-060 provided a summary of information on the following memoranda:

- Memo 2021: B07, Planning for the 2021-22 School year;

- Memo 2021: B08, 2021-22 Grants for Student Needs (GSN) Funding; and
- Memo 2021: B09, Capital Funding for the 2021-22 School Year.

CFO Carson drew attention to technical information on the use of reserves. The Board has discussed advocating that boards should not have to use reserves to address COVID-19 costs. The specific regulation has not yet been published, but the Ministry has identified the negative impact on school boards that used more than 2% of reserves for the safe return to school, and for the 2020-2021 and 2021-2022 school year, and upon review, will be reimbursing school boards for a portion of those reserves. Staff plan to include the reimbursement funding in the 2021-2022 staff-recommended budget. CFO Carson noted that the Ministry has been informed of the plan and did not react unfavourably.

During discussions and in response to questions, the following information was provided:

- To be eligible to receive the reimbursement of reserves from the Ministry school boards had to use 2% of reserves for each school year;
- The amount of \$268,000 in funding for mental health supports in the PPF funding is in addition to funding contained in the GSN. Staff will be reviewing what staff can be allocated against that grant;
- The funding of \$90,000 allocated for health and well-being is a continuation of funding from the 2020-2021 school year and is not part of the funding for use over the summer;
- The Specialist High Skills Major (SHSM) and the After School Skills Development (ASSD) funding is not additional funding. It is annual funding now embedded in the GSN. CFO Carson advised he was not aware of changes to the guidelines for the funding but noted that there is still a requirement to apply to add new SHSM programs; and
- The Ontario Secondary Schools Teachers' Federation (OSSTF) Education Worker Apprenticeship funding is used by the OCDSB and the Plant Support Staff Unit (PSSU) to support an apprenticeship program for the trades.

5. Information Items

5.1 Memo 21-061, Update on 2021-2022 OCDSB Budget Item: Priority School Resource Officers (SROs)

Your Committee had before it Memo 21-061, Update on 2021-2022 OCDSB Budget Item: Priority School Resource Officers (SROs).

Director Williams Taylor reminded trustees that in a previous budget cycle a question was raised regarding the allocation of District funds to support school resource officers (SROs) in two priority schools. She noted that staff have undertaken a review that will inform how these funds will be allocated in the 2021-2022 staff recommended budget.

Superintendent Farrish outlined Memo 21-062, noting that the impacted schools and the school councils have been informed of the decision to discontinue the expenditure to Ottawa Police Service (OPS) as outlined within the memorandum of understanding (MOU) in the 2021-2022 staff recommended budget. The funds are allocated to provide dedicated school resource officers (SROs) to the two Urban Priority secondary schools and their feeder schools.

During the discussion and in response to questions, the following information was provided:

- CFO Carson confirmed there is no additional funding provided to the Ottawa Police Service (OPS) in any other line items other than the line item outlined in the Memo 21-061;
- Superintendent Farrish advised that she cannot speak to decisions that OPS may make regarding staff allocation and what will happen to the individuals fulfilling the dedicated SRO roles as the program belongs to OPS.
- The SRO program not only serves the OCDSB, but also the coterminous school boards in the City of Ottawa and supports a range of schools;
- Cancelling the dedicated SRO program at the Urban Priority schools is a budget decision. There is a report coming forward, based on consultation, that will address the full relationship of the SRO program in schools;
- In response to a concern from Trustee Blackburn, regarding a Board motion pertaining to the review of Policy P.043, Police Involvement in schools, and school and police relations, Director Williams-Taylor reiterated that staff are carrying out the work from the Board motion and are bringing this matter forward as a budget item that was raised in budget discussions about the allocation of funds for a particular program. Staff wanted to ensure the concerns trustees raised about funding for police were addressed and that this budget line item will not be included in the 2021-2022 staff recommended budget. Trustees expected an investigation of this budget item and staff wanted to reflect that had occurred. The remainder of the direction of the motion will be addressed in June 2021 and the policy in the fall of 2021; and

- The \$95,000 of funding directed to the SRO program currently comes out of District funds and not out of the Urban Priorities Grant.

6. New Business - Information and Inquiries

There were no items of new business.

7. Next Meeting

7.1 01 June 2021

Chair Penny (Acting) noted that the 2021-2022 staff-recommended budget will be presented at the 1 June 2021 Committee of the Whole (COW) Budget meeting. On 9 June 2021 and 15 June 2021 delegations and debate on the staff-recommended budget will take place, with possible approval at a Special Board meeting on 15 June 2021 or at the 21 June 2021 Board meeting.

8. Adjournment

The meeting adjourned at 10:06 p.m.

Keith Penny, Acting Chair

COMMITTEE OF THE WHOLE, BUDGET REPORT

Tuesday, June 1, 2021

7:00 pm

Zoom Meeting

- Trustees Present: Sandra Schwartz, Donna Blackburn, Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Lynn Scott, Charles Chen (Student Trustee), Joy Liu (Student Trustee)
- Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Michele Giroux (Executive Officer, Corporate Services), Peter Symmonds (Superintendent of Learning Support Services), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Nadia Towaj (Superintendent of Program and Learning K-12), Kevin Gardner (Manager, Finance), Sandy Owens (Manager, Business & Learning Technologies), Pamela LeMaistre (Manager, Human Resources), Diane Pernari-Hergert (Manager, Communications & Information Services), Julie Cyr (Manager, Early Learning), Stacey Kay (Manager, Learning Support Services), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Nicole Guthrie, Michael Guilbault (AV Technician), Rebecca Grandis (Senior Board Coordinator)
- Non-Voting Representatives Present: Malaka Hendela (OCASC-Alt), Jennifer Capitani (OCEOC), Jennifer Coleman (OCSSAN), Wulf Heidecker (ETFO-Alt), Stephanie Kirkey (OSSTF-Teachers), Kelly Granum (OSSTF-OT), Pat Dixon (OCEOTA), Troy Cluff (OSSTF-PSSU), Melodie Gondek (OSSTF-ESP), Jean Trant (OSSTF-SSP) Cathy Miedema (SEAC), Bronwyn Funciello (ACE), Nina Stanton (IEAC),

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Schwartz called the public session to order at 7:01 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

Chair Schwartz began by reflecting on the discovery of the remains of 215 Indigenous children discovered on the grounds of the former Kamloops residential school site. She noted that we share in the grief with the entire nation and noted that flags have been lowered to half-mast at all District sites in remembrance for the lives lost. Chair Schwartz offered her hope that this discovery and our collective response helps further our learning on the importance of truth and reconciliation and that as an organization dedicated to education we must continue to shine a light on the past and work diligently for the future. A moment of silence was held in remembrance of the victims.

Chair Schwartz advised that the purpose of the meeting is to present the 2021-2022 Staff-Recommended Budget and for stakeholders to ask questions of staff. She urged trustees to endeavour to have a balanced budget passed by the end of June 2021.

2. Approval of Agenda

Moved by Trustee Blackburn,

THAT the agenda be approved.

Carried

3. Declaration of Conflict of Interest

There was no declared conflict of interest.

4. Delegations

There were no delegations.

5. Discussion Items

5.1 Report 21-047, 2021-2022 Staff-Recommended Budget

Your Committee had before it Report 21-047, 2021-2022 Staff-Recommended Budget, presenting the staff-recommended budget for discussion.

Director Williams-Taylor noted that this is the first opportunity for engagement and discussion about the staff-recommended budget. She noted that the purpose of the budget is to share a vision of deploying resources to advance the commitment to the three key areas of focus in the 2019-2023 Strategic Plan, advancing a culture of care, innovation, and social responsibility. In addition, a part of the strategic plan includes the work that is encapsulated in the Indigenous, Equity and Human Rights Roadmap and the deployment of resources supports this work.

Director Williams Taylor noted that the 2021-2022 staff-recommended budget was developed in consideration of the continued COVID-19 reality in the District and was reflected in the deployment of resources.

Chief Financial Officer (CFO) Carson advised that the goal of staff is threefold:

- To present and highlight the issues in Report 21-047;
- To present the format of the staff-recommended budget; and
- To direct trustees to Appendix E to Report 21-047, that summarizes the changes, and the initiatives staff are proposing.

CFO Carson noted that the first release of the question and answer (Q&A) document was not yet ready to be shared as additional reconciliation was required to address the questions on the commitments within the budget that support the equity of outcomes for students and the spending on improved ventilation in schools. CFO Carson committed to having this information by the next Committee of the Whole (COW) Budget meeting on 9 June 2021.

Manager Gardner shared a presentation that summarized report 21-047. The following highlights were shared:

- The character wheel is provided as a reminder that at budget time the Committee must remember the ten character attributes outlined on the wheel as difficult and complex decisions are made, and that all are here to serve the students within the OCDSB to the best of their ability;
- The budget process includes determining the amount of the accumulated surplus, determining the needs of the District and looking for ways to address the needs;
- It has been a challenge gathering information this year. Enrolment for 31 October for secondary school has not been finalized as a result of the quadmester system and the way full-time students are being recognized. The estimates that staff are working with to form the budget are broader than usual;
- Academic staffing was approved in March 2021, in accordance with Ministry direction, to return to normal in September of 2021;
- The Grants for Student Needs (GSN) were received in May 2021 and the delay in receipt reduces the time for staff to analyze the information thoroughly before the budget is developed;
- Staff will endeavour to provide all of the information necessary to approve the budget by 30 June 2021;

- For the 2021-2022 year, Grants for Student Needs (GSNs) provides 89% of District operating revenues;
- Changes in benchmarks were adjusted for the negotiated compensation increases;
- Two Priorities and Partnership Fund (PPF) grants were transferred to the GSN; After School Skills Development (ASSD) and Specialist High Skills Major (SHSM);
- PPF grants were provided to address COVID-19. The Ministry has recommended the use of half of the funding for the first part of the 2021-2022 year and to re-evaluate in the second semester;
- There was a change to the calculation of funding to support English Language and Literacy (ESL/ELD) to recognize that urban school boards have experienced a drop in new immigration that would result in a significant drop in funding;
- The school operation benchmarks have been increased to offset commodity price increases;
- The challenge of developing a budget is aligning the available resources to maximize the achievement of the three priorities of the 2019-2023 Strategic Plan. It has been a significant challenge this year to support changes that were driven by COVID-19;
- The impact of COVID-19 continues to be realized within the District by lower enrolment, expenses that have been incurred to ensure safety in school buildings, and stress and uncertainty that is felt by students, families and staff;
- The 2021-2022 staff-recommended budget is based on estimates. Should staff identify an error in the estimates, they will report back to trustees;
- Staff were able to enhance resources within the budget to make progress in improving and ensuring equity;
- There will be a requirement for the District to support the mental health of students, families, staff and those within the Ottawa community;
- There are students and families for whom online learning has not been an ideal model. Students have lost their connection with their school and their classmates. There is a significant focus on re-engagement of students that will continue over the summer and into the fall of 2021;
- The budget was developed with the assumption there would be a continued need for mental health and re-engagement supports, enhanced cleaning standards, investments in technology, the

continuation of a virtual school and the need for continued support for equity and diversity;

- There will be reductions in teaching staff as staffing was allocated at a level that recognizes this year's projected enrolment which reflected a minor increase in 2021. Staff took a conservative approach in estimating enrolment in the budget assumptions;
- Parental concerns impacted enrolment, especially at the kindergarten level;
- The budget assumes a continued reduction in participation rates in the Extended Day Program due to COVID-19;
- The 2021-2022 staff-recommended budget proposes a deficit of 1.6% or \$14.3 million dollars, which will require additional Ministry approval;
- The deficit being recommended is slightly lower than last year's amount of \$17.7 million;
- Staff are comfortable that this deficit can be managed, barring any worsening of the pandemic;
- The OCDSB has always overspent the special education funding from the Province, which has been a source of discussion with the Ministry. The District was encouraged to reduce spending in this area. The allocation for special education in the 2021-2022 budget has been prudent, but it is important to determine that the funds committed to special education are having the desired impact;
- The Extended Day and Childcare Program can anticipate a deficit for the coming year but staff will continue to work with the Province to obtain the support necessary for childcare operations. The District must continue to be a leader in childcare;
- Staff believe the deficit of \$18.7 million could be slightly lower at the fiscal year end, resulting in a slightly higher accumulated surplus;
- The deficit projected for 2021-2022 is \$14.3 million which would reduce the accumulated surplus to \$6.8 million. There is a draw against the accumulated surplus of \$8.7 million in commitment to support amortization expense;
- The OCDSB will be one of the school boards that will be in discussion with the Province about the program that would support boards in reimbursing some of the costs incurred and charged against reserves to ensure schools were ready to receive students safely in 2021; and

- The District is a large employer in the City of Ottawa with approximately 10,000 staff members who are committed to providing the best possible service to the children in the City of Ottawa.

CFO Carson noted that there may be a requirement to add additional meetings to the schedule to ensure approval of the budget before the end of June 2021. CFO Carson advised that the Ministry will provide updates and guidelines in August 2021, and there may be a need for additional resources as a result.

CFO Carson stated that staff have sufficient knowledge for the fall and a commitment from the Province to be comfortable recommending the 2021-2022 staff-recommended budget.

During the discussion and in response to questions the following information was provided:

- The 2% increase in the school operations benchmark line item is down from the previous amount, there are some areas where the District is in multi-year contracts and has not felt the impact of increases in pricing but overall there have been losses in purchasing power of supplies;
- The amount of the restricted accumulated surplus is \$8.7 million. The accumulated surplus at year end is projected to be \$6.8 million. There would be appropriations in a future year that would restore the accumulated surplus to fully fund the \$8.7 million which may increase or decrease over time, depending in the projects that are funded from accumulated surplus;
- At the end of the 2022 year, there would be a slight accumulated deficit from an operating perspective but there is capacity to allow for that and staff have worked with the Ministry to ensure they are aware of the approach the District has taken in support of students. There is a program in the Province to reimburse those school boards who had to use accumulated surplus to manage the cost of the COVID-19 response, although the details on the program have not yet been received;
- Staff carefully considered the prospect of being in an accumulated deficit but felt it was important to maintain the service to the District and not impact initiatives by making expenditure reductions;
- CFO Carson advised that it is too early to predict how many kindergarten students may enrol in District schools for the fall of 2021 as there historically has been considerable enrolment over the summer months and he noted he believed there would be greater growth than projected;

- CFO Carson noted he believed the District was on track to meet its legal obligations under the *Accessibility for Ontarians with Disabilities Act* (AODA) and are currently in compliance. There will be a significant cost to bring the District into compliance with the built environment standards, which have not been finalized and there is a future date for compliance. CFO Carson advised Trustee Lyra Evans that he would provide an update on information that was provided previously as part of the Q&A release;
- Facilities staff are in the process of compiling the information on ventilation work in a school-by-school presentation to share with trustees and the community. The bulk of the funding for ventilation was received in the 2020-2021 year and the CVRIS funding, depending on the rate of completion, will be reflected in the 2020-2021 and 2021-2022 fiscal years;
- There are several components that make up the \$6.8 million accumulated surplus and one of the components is the \$8.7 million commitment to support amortization expenses and some of the other commitments are for business systems and budget carry forwards and accumulated deficit attached to the Extended Day Program;
- Facilities revenue is based on funding per student, when enrolment is lower, funding is lower. The expenditures cannot be reduced at the same rate. The Ministry did provide top-up funding in the past that has been modified and resulted in a decrease of funding. Funding was also adjusted to reflect changes in building occupancy as a result of COVID-19, but overall costs continued to increase, for example heating costs rose as a result of the amount of air exchanges. The cost of temporary accommodations (potables), both purchasing and moving, is reflected in the \$3.3 million shortfall in Facilities;
- The Deputy Minister provides approval of the deficit and any deficit elimination plan. Approval may not be received by the end of August 2021, but CFO Carson noted he was confident the District could commence operating in September 2021 and adjustments may have to be made in the 2023 year;
- CFO Carson noted that staff were not able to provide the equity investment summary in time for the meeting, but it would be included in the next Q&A release, which will reflect the changes in 2021-2022 as compared to the previous year;
- Appendix E to Report 21-047 reflects the changes in staffing and would reflect the investment in mental health supports;
- In response to a question from Trustee Campbell regarding the District's expenditure in special education funding versus other school

boards, CFO Carson noted that staff could provide that information in a future Q&A release;

- Staff did debate changes to central staff, which is operating at a reduced capacity, but determined that this was not the year to make recommendations without a well-contemplated plan. Investments in schools was the priority;
- In all departments, there is always an opportunity for outsourcing work that is managed within departmental operating budgets;
- Professional development (PD) funding is reflected in various lines in the budget, depending on areas of responsibility and source of funding and some are compliance related. Director Williams-Taylor noted that PD in 2020-2021 was fit for purpose and delivered mainly digitally and virtually. In person PD remains valuable, but in future there will be a combination of in-person and virtual. A range of changes in program delivery will occur over the fall related to de-streaming in the secondary curriculum, the new math curriculum, and mental health and the engagement of staff in setting conditions for learning. She noted that it is important to reflect on what has been improved in PD delivery during the 2021 year and not return fully to past practices;
- In response to a question from Trustee Scott regarding the total number of itinerant educational assistants (EAs), Superintendent Symmonds advised that he would review the staffing allocation and provide a response;
- The increase in EA allocation is related to the increase in specialized program classes;
- CFO Carson advised that in the past if trustees wished to make additions to the budget, rather than going in excess of the 1% of the accumulated surplus, they were asked to consider an equivalent reduction. The 2021-2022 staff recommended budget is made of many assumptions and there are uncertainties. He noted he would be very uncomfortable if there were more than \$500,000 in additions to the budget and asked trustees to provide staff with their intentions to add items as soon as possible.
- Superintendent McCoy advised that the reduction in early childhood educators (ECEs) will not impact kindergarten classes as they will continue to be staffed with an ECE. The reductions are tied to where there is a need to have staffing from early morning to late afternoon. Early Learning staff has identified that a core ECE will be staffed rather than ECEs to a specific classroom;

- The six additional principal/vice-principal positions were added to support the Ottawa-Carleton Virtual (OCV) school;
- CFO Carson advised that the investments in equity will include both OCDSB staff and partners with contractual agreements. The connection to the Indigenous, Equity and Human Rights Roadmap may not be as clear as hoped because of short timelines. Much of the work undertaken in the District with respect to equity, such as the identity-based data, crosses a number of departments;
- CFO Carson advised that the uncertainty in the secondary enrolment numbers is a result of determining students' full time equivalent and the challenge of the calculations as some must be done manually. The March enrolment numbers have not been verified;
- If enrolment in kindergarten were to increase by 150 students, there would be a need for approximately five (5) to seven (7) classes and would require the equivalent number of ECEs;
- In response to a question from Ms. Hendela regarding a loss of \$350,000 in the area of secondments, she requested that this information be included in the Q&A release;
- CFO Carson advised that there have been significant investments in technology and advised that staff will provide an update on the investments in chromebooks;
- In response to a question from Trustee Campbell about the backlog in the research department that has resulted from a shortage of human resources, CFO Carson committed to providing a response in the Q&A release;

Trustee Scott assumed the Chair.

- CFO Carson advised that funding through the GSN provides some additional certainty, provides more time to plan, and removes some of the reporting requirements that are a part of PPF grant funding;
- Staff were hesitant to make reductions in staff and services at this time. Staff continues to work with the Province to secure reimbursement funding. He noted there is significant growth in the City of Ottawa and that brings additional revenue to the District and it is prudent to rely on growth in the City;
- To qualify for the reimbursement funding school boards would have had to use the second percent of reserves;
- There will need to be a reconciliation between the funding that was received to respond to COVID-19 and the funds that were allocated

from the District's resources and there may negotiations with the Ministry over account allocations;

Trustee Schwartz resumed the chair.

Following a break at 9:13 pm the meeting was called to order at 9:20 p.m.

- The green climate fund remains at \$150,000. CFO Carson agreed to address where this amount can be found in the budget in the Q&A release;
- The unspent funds from the allocation of \$150,000 for parent engagement in the 2020-2021 budget will not be carried over in addition into the 2021-2022 year allocation. The Parent Involvement Committee could advocate for the unspent funds to be carried over or a trustee could request the carryover when decisions regarding departmental carryovers are being made in the fall;
- The addition of the evening supervisor in the Facilities department is a permanent position to return to a previous staffing structure;
- Superintendent McCoy advised that the case manager in the Labour Relations department would work directly with students as part of child protection and would work with the investigations advisor;
- The investigations advisor is a new role to respond to the backlog that has been identified in the past few years;
- The compensation specialist would ensure that evaluation processes, practices and job descriptions are up to date. This position will support the retention strategy and succession planning work that is being undertaken;
- In response to a question from Mr. Heidecker regarding a reduction of 1.9 FTE under the title Board Decision, Superintendent McCoy advised that she would review this item and provide a response in the Q&A release;
- In response to a question from Trustee Scott regarding the allocation of replacement staff, CFO Carson advised he and Manager Gardner would prepare a summary of replacement costs in the various areas; and
- Regarding occasional teachers CFO Carson noted that in previous years fund were overspent in this area. That budget for occasional teacher costs has increased for the 2021-2022 year.

6. New Business - Information and Inquiries

There was no new business.

7. Adjournment

Chair Schwartz noted the next meeting will take place on 9 June 2021 where delegations and debate will continue.

The meeting adjourned at 9:40 p.m.

Sandra Schwartz, Chair



Building Brighter Futures Together at the Ottawa-Carleton District School Board

COMMITTEE OF THE WHOLE, BUDGET REPORT

Wednesday, June 9, 2021

7:00 pm

Zoom Meeting

- Trustees Present:** Sandra Schwartz, Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Lynn Scott, Charles Chen (Student Trustee), Joy Liu (Student Trustee)
- Staff Present:** Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Nadia Towaj (Superintendent of Program and Learning K-12), Carolyn Tanner (Human Rights and Equity Advisor), Kevin Gardner (Manager, Finance), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager, Communications & Information Services), Julie Cyr (Manager, Early Learning), Stacey Kay (Manager, Learning Support Services), Nicole Guthrie (Manager, Board Services), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Michael Guilbault (AV Technician), Rebecca Grandis (Senior Board Coordinator)
- Non-Voting Representatives Present:** Malaka Hendela (OCASC-Alt), Jennifer Capitani (OCEOC), Jennifer Coleman (OCSSAN), Wulf Heidecker (ETFO-Alt), Stephanie Kirkey (OSSTF-Teachers), Kelly Granum (OSSTF-OT), Pat Dixon (OCEOTA), Troy Cluff (OSSTF-PSSU), Melodie Gondek (OSSTF-ESP), Jean Trant (OSSTF-SSP) Cathy Miedema (SEAC), Bronwyn Funicello (ACE), Nina Stanton (IEAC)

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Schwartz called the Committee of the Whole Budget Meeting to order at 7:00 p.m. and acknowledged that the meeting is taking place on unceded Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

Chair Schwartz advised the purpose of the meeting was to hear delegations and to commence debate on the 2021-2022 Staff-Recommended Budget.

2. Approval of Agenda

**Moved by Trustee Lyra Evans,
THAT the agenda be approved.**

Carried

3. Declaration of Conflict of Interest

There were no declarations of conflict of interest.

4. Delegations

There were no delegations.

5. Matters for Action

5.1 Report 21-047, 2021-2022 Staff-Recommended Budget

Your Committee had before it Report 21-047, seeking approval of the 2021-2022 Staff-Recommended Budget.

Chair Schwartz advised that this meeting is a continuation of the 1 June 2021, where the 2021-2022 Staff-Recommended Budget was presented.

CFO Carson noted that the agenda package contains Memo 21-073, 2021-2022 Staff-Recommended Budget Questions and Answers (Q&A) (Release 1), advising that a response to the question pertaining to investments in equity was taking longer than anticipated and was not included in the memo.

Moved by Trustee Lyra Evans,

1. THAT the unconsolidated 2021-2022 operating budget of \$1,010.3 million as presented in Report 21-047, 2021-2022 Staff-Recommended Budget and detailed in the 2021-2022 Staff-Recommended Budget Binder be approved, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget; and

2. THAT the 2021-2022 capital budget of \$119.8 million as presented in the 2021-2022 Staff-Recommended Budget Binder, be approved.

Trustee Lyra Evans introduced the motion and thanked staff for providing their response to questions before moving the main motion.

An amendment moved by Trustee Campbell,

THAT \$200,000 be allocated from reserves to a central contingency fund for initiatives supporting the District's transition from School Resource Officer and other Ottawa Police Service (OPS) reliance, to be used as needed during the course of the 2021-22 school year, and where:

- The fund shall be utilized for such related purposes as added de-escalation and unconscious bias training development or purchase, release time, procedural development, communications and consultation, funded non-OPS civil society partnerships and service providers, targeted EA or mental health or other resources, counselling services for those impacted by previous OPS engagement, added tracking / analysis / reporting, and/or for other purposes, all to be determined by staff;
- Lapsed funds shall be returned to reserves at the end of the school year, unless otherwise varied by the Board; and
- A report on the use or non-use of this transitional contingency fund, and also of any continuing related unfunded needs, is to be provided to the Board to inform its 2022-23 budget process.

In his introduction, Trustee Campbell advised that during the potential suspension or cancellation of the School Resource Officer Program (SRO) it will be important to transition away from Ottawa Police Services (OPS) and the reliance on school resource officers (SROs). He noted that during the transition year, it will be important to ensure supports are adequately funded. Trustee Campbell noted that \$200,000 could be funded from reserves as a contingency fund in addition to the \$200,000 repurposed from the suspension or cancellation of the dedicated SRO program and OPS engagement funding, for a total of \$400,000. Trustee Campbell advised he was motivated by the amount of work and investment that will be required, citing that the Toronto District School Board (TDSB) experienced increased costs when the SRO program was cancelled.

During discussion on the amendment the following points were noted:

- CFO Carson commented that he had discussed the motion with Trustee Campbell and noted that while he is often uncomfortable with motions that will increase the deficit, senior staff had contemplated a similar investment and in the absence of the Human Rights and Equity Advisors (HREA) report, had deferred a plan to address the matter.

CFO Carson noted that the motion provides funding for the draft of a plan and the wording is broad enough to allow staff to work with community partners to determine the best use of the funding;

- Director Williams-Taylor noted that she appreciated Trustee Campbell's vision for the flexibility to be responsive, but she had concerns that it may be too soon to make any decisions and may be presupposing the emerging needs of the students and what is being addressed in the Indigenous, Equity and Human Rights Roadmap (the roadmap). There is a requirement to allow the students, who have been negatively impacted, to outline their needs in order to respond appropriately;
- Trustee Hough inquired if \$200,000 was adequate for the purpose described in the motion, noting that she too was concerned that it may be too soon to determine what needs exist and how to respond;
- CFO Carson advised that, as staff gain more understanding of the issue and look to ways to best serve students, there may be a need for additional funding. He cautioned that the deficit being proposed is \$14.3 million, noting that If staff had contemplated this addition, it would have required looking at offsetting savings. CFO Carson suggested that the amendment would provide funding in the fall to address immediate needs and cautioned that it would not be wise to set a large amount of funding aside if it cannot be determined how it would be used as this has the potential to impact discussions, regarding the deficit, with the Ministry. If the funding is not adequate to address needs, in the fall, staff could look to reallocate resources and if necessary, come back to the Board to request additional funds;
- Trustee Lyra Evans noted that while she supports the items outlined in the motion, it addresses two different needs. She advised that there is a requirement to update policies and train staff and a need to support students who have been negatively impacted by the program and may have suffered trauma. She noted concerns about the adequacy of the funding. She suggested it may be prudent to divide the fund to allocate \$100,000 to mental health and cultural competence supports and \$100,000 to transition away from the SRO program;
- Director Williams-Taylor commented that by dividing the funds it suggests that equal resourcing is required. She advised that the division is artificial and not based on a plan. She cautioned that this decision may not be appropriate;
- Trustee Lyra Evans suggested that if \$100,000 for each category is not sufficient, it may be appropriate to add \$200,000 to each category noting that If this initiative is overfunded, the remainder could be returned to reserves at the end of the fiscal year;

- CFO Carson noted that if spending were to increase by \$400,000 that would raise the deficit to 14.7 million and may impact ongoing discussions with the Ministry. He added that he was not certain that \$200,000 allocated to each category would have an early impact. Staff may look at redirecting existing resources, look for additional resources and look at community resources to address the needs that may arise. He noted his comfort with the \$200,000 addition as it provides funding to initiate a plan but is not a future commitment. This would allow staff to determine a response to priorities and review the District's financial position in the fall of 2021;
- In response to a query from Trustee Penny about the District being in a reserve position and that the deficit budget may not allow for accumulated surplus, CFO Carson responded there could be an unappropriated deficit based on the most recent forecast used for the budget. Staff would be looking to the Ministry to refund the accumulated surplus that was used to cover COVID-19 related costs. Trustee Penny noted his concern that the motion speaks to using reserves that the District does not have and may restrict the ability to add additional items;
- CFO Carson advised that staff developed a budget and considered fulsome reductions, noting that there were no additional areas to reduce that would not negatively impact students and the strategic goals. CFO Carson stated that adding \$400,000 to the budget this early will impact any forthcoming additions. He noted his concern in future discussions with the Ministry as it must be demonstrated that the District is operating in a prudent manner. Staff were comfortable with a deficit of \$14.3 million, anticipating that trustees would make additions that would increase that amount. He cautioned that making additions that would increase the deficit to \$14.8 million would be concerning;
- CFO Carson advised that historically, enrolment projections have been within 1/2 of 1% of actual. The enrolment variations experienced in the 2020-2021 school year have not been seen in 25 years. Staff were very conservative in the projections, but it is possible there could be an increase in enrolment over the summer months as seen in past years;
- In response to a query from Trustee Ellis, CFO Carson noted that the \$200,000 proposed in the amendment is in addition to the funds allocated to the dedicated SRO program;
- Trustee Campbell confirmed that the amount in the amendment is an additional \$200,000 added to the savings from suspending or canceling the dedicated SRO program.
- CFO Carson advised that the OCDSB did commit to contribute \$95,000 to the dedicated SRO program. In preparing the budget this

year the decision was made that the District would provide the full amount of \$95,000 in savings from suspending or eliminating the program and adding an additional \$95,000 to provide support for the transition from the program. The amount was then rounded to \$200,000;

- In response to a question from Trustee Bell, regarding providing psychological support for past and present students that have suffered harm and if similar work had been undertaken in the past and the costs associated, CFO Carson advised that the funds to support former students, should the Board make that decision, will require careful discussion about how that would be managed. Staff are available to help current students but there are also many considerations about how that would be managed. He noted that the discussion is too complex for a budget discussion;
- Director Williams-Taylor noted that there are complexities with supporting former students. For students within the OCDSB, there are various supports in place that could be accessed. She advised that the District continues to build a repertoire of supports from within and works with skilled community partners who can provide services. She cautioned that treating trauma is not a "one size fits all" approach and learning how to provide support is ongoing;
- In response to a question from Trustee Scott about supports and services currently available to students and the need to expand the scope of support and match needs, Director Williams-Taylor advised that the budget contains the addition of social workers. She stated that the psychology team has developed a culturally-responsive lens to their work and the team is diverse in experience and identity and has been agile in assessing the needs of the students they serve;
- Regarding training for awareness of difficult situations for those close to students, Director Williams-Taylor advised that the work of department heads, guidance counselors and school leaders is important. It must be noted that these students are the most vulnerable and need the most support to stay engaged, feel important and meet milestones. This is a well-being and achievement goal to see the advancement of the most vulnerable students;
- In response to a question from Trustee Fisher about the significant items in the budget that will substantively address the roadmap, and the programming shifts to address intersectionality and achieve the desired outcomes, Director Williams-Taylor noted that CFO Carson indicated there will be a robust connection to the roadmap forthcoming and how the budget allocation will look without the \$200,000

addition. The equity investment information is complex and staff are working to provide the information;

- Trustee Fisher requested that in addition to that information on intersectionality, it would be beneficial to know how the District is allocating resources and aligning support to address the well-being and achievement of high-risk students and increase the engagement of those students, noting there is a more substantive understanding required of what the resources in this budget are going to achieve;
- In response to a question from Trustee Jennekens about the priority of the short term plan for addressing the needs of the students and the direction the District should be taking, Director Williams-Taylor noted that identifying those priorities is more of a question for trustees to contemplate;
- Director Williams-Taylor reported that the period for the transition away from the SRO program will be a full year as there will be multiple transitions for students at the same time, including returning to school along with the change to the program. Superintendent Farrish noted that in the transition, professional development (PD) was planned for staff for ways to support students and will require local community agencies to collaborate. Staff will identify gaps and build capacity to support the learning and well-being of students;
- Trustee Lyra Evans noted that she had given consideration to what she was hearing from her colleagues about the need to prioritize between the two clauses in the amendment and of the funds that CFO Carson said could be worked into the budget. She suggested that these clauses are not only about mental health because that has been identified as a priority for some time, but this is about the mental health of those that have been harmed and negatively impacted. She stated that the District must prioritize these students' mental health and well-being and repairing the system over other priorities. Trustee Lyra Evans stressed that the harm that has been done to these students cannot be not be ignored and noted she wished to move a sub amendment.

A sub-amendment moved by Trustee Lyra Evans,

THAT a new Part B be added as follows:

- B. THAT \$200,000 be allocated from reserves to a central contingency fund for initiatives rooted in the ending of the SRO program related to targeted EAs, mental health, or other culturally appropriate resources, and/or counselling services for those impacted by previous OPS engagements, and where:

- i. Lapsed funds shall be returned to reserves at the end of the school year, unless, otherwise varied by the Board; and
- ii. A report on the use or non-use of this transitional contingency fund, and also of any continuing related unfunded needs, is to be provided to the Board to inform its 2022-23 budget process.

In her introduction Trustee Lyra Evans noted that the sub-amendment combines two necessary actions in one motion. She noted that the District must prioritize the health and wellbeing of the students that it has directly harmed. The Board received a report that clearly stated many students do not feel safe with the existence of the SRO program and will require mental health, well-being and other culturally appropriate supports in the coming months and years to ensure they feel welcome within the school system. Trustee Lyra Evans reiterated that she heard the Director say that \$200,000 could not be divided in half as the needs may not align with the divide. Trustee Lyra Evans felt that \$200,000 could be increased and any unspent funds could be returned to reserves. She expressed that the well-being of the students that have been wronged should be a priority for the District and the wrong must be undone before the District can move forward.

During discussion on the sub-amendment the following points were noted:

- Trustee Campbell sought clarification on the sub-amendment, noting that originally the amendment was a "THAT" with three qualifying clauses. He noted there are now two "THATs" and requested a confirmation from staff or the mover, that the original bullet points apply to both "THATS";
- Trustee Lyra Evans confirmed that it was her original intention that the bullet points apply to both "THATs";
- Executive Officer Giroux sought clarification on the two smaller clauses that were in the original motion and that they apply to both clauses and noted that the clauses should be labeled as "A" and "B" with the sub-sections listed under each section;
- Several trustees requested clarification on the amount of funding in the motion and asked that the revisions be incorporated, and a clean copy be available prior to a vote.

Following a break at 8:25 pm the meeting was called to order at 8:35 p.m..

Trustee Lyra Evans requested that the vote be recorded and that it includes the student trustees.

A Sub-Amendment Moved by Trustee Lyra Evans,

THAT a new Part B be added as follows:

- B. THAT \$200,000 be allocated from reserves to a central contingency fund for initiatives rooted in the ending of the SRO program related to targeted EAs, mental health, or other culturally appropriate resources, and/or counselling services for those impacted by previous OPS engagements, and where:*
- i. Lapsed funds shall be returned to reserves at the end of the school year, unless, otherwise varied by the Board; and*
 - ii. A report on the use or non-use of this transitional contingency fund, and also of any continuing related unfunded needs, is to be provided to the Board to inform its 2022-23 budget process.*

Carried

A recorded vote was held, and the sub-amendment was carried on the following division:

FOR: Trustees Bell, Boothby, Campbell, Ellis, Lyra Evans, Fisher. Hough, Jennekens, Penny, Schwartz, Scott. Chen, Liu. (13)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

In response to a query from Trustee Penny seeking clarification on the revised amount of the sub-amendment, CFO Carson confirmed the amount in the sub-amendment will increase expenditures and the deficit by \$400,000.

Trustee Campbell, in his wrap up, noted his delight that this idea was well received and requested a recorded vote on the amendment.

An Amendment Moved by Trustee Campbell,

- A. THAT \$200,000 be allocated from reserves to a central contingency fund for initiatives supporting the District's transition from School Resource Officer (SRO) and other Ottawa Police Service (OPS) reliance, to be used as needed during the course of the 2021-22 school year, and where:*
- i. The fund shall be utilized for such related purposes as added de-escalation and unconscious bias training development or purchase, release time, procedural development, communications and consultation, funded non-OPS civil society partnerships and service providers, added tracking / analysis / reporting, and/or for other purposes, all to be determined by staff;*

- ii. *Lapsed funds shall be returned to reserves at the end of the school year, unless otherwise varied by the Board; and*
 - iii. *A report on the use or non-use of this transitional contingency fund, and also of any continuing related unfunded needs, is to be provided to the Board to inform its 2022-23 budget process.;and*
- B. *THAT \$200,000 be allocated from reserves to a central contingency fund for initiatives rooted in the ending of the SRO program related to targeted EAs, mental health, or other culturally appropriate resources, and/or counselling services for those impacted by previous OPS engagements, and where:*
- i. *Lapsed funds shall be returned to reserves at the end of the school year, unless , otherwise varied by the Board; and*
 - ii. *A report on the use or non-use of this transitional contingency fund, and also of any continuing related unfunded needs, is to be provided to the Board to inform its 2022-23 budget process.*

Carried

A recorded vote was held, and the amendment was carried on the following division:

FOR: Trustees Bell, Boothby, Campbell, Ellis, Lyra Evans, Fisher, Hough, Jennekens, Penny, Schwartz, Scott, Chen, Liu. (13)

AGAINST: Nil (0)

ABSTENTIONS: Nil (0)

During discussion on the main motion and in response to questions, the following point were noted:

- CFO Carson advised that \$4.9 million was received in additional specific funding for indigenous education and program leadership. A significant portion of the funding is generated by the calculation of enrolment in Indigenous Education classes, which are funded to support smaller class sizes. There is approximately \$1.5 million allocated to specific staffing for indigenous students out of the \$4.9 million in additional funding. This funding is above the funding allocated for every full-time student of \$14-\$15,000 that provides the basic staffing cost and school operation;
- In response to a question from Trustee Hough regarding funding to provide acquisitions to support indigenous students, such as chromebooks and hot spots, outdoor education, additional psychologists and social workers, authentic learning, transportation

from the north etc., CFO Carson responded that these types of initiatives are not funded through the \$4.9 million additional funding and would have to be diverted from other programs;

- CFO Carson indicated that throughout departments in the District there are programs that support all students, including Indigenous students. The Outdoor Education and Continuing Education departments work with the Indigenous Education team to provide the instruction that Trustee Hough referred to in her query. These departments are not a part of the envelope of specific Indigenous funding, but they do provide programming and support;
- Trustee Ellis sought clarification on the \$95,000 allocation to the SRO officer and if it was contained in the 2021-2022 Staff-Recommended Budget and CFO Carson indicated that it was a placeholder in the budget until a plan was developed;

An amendment moved by Trustee Ellis,

THAT the \$95,000 in savings achieved through the discontinuation of the additional SRO resources, be added to the RAISE expenditure budget.

In his introduction, Trustee Ellis noted that the original intent for the funds was to address needs for at-risk students and breakdown barriers. He expressed the view that the program is currently lacking in its intent. Trustee Ellis indicated that he is moving the amendment to add \$95,000 to the Raise expenditure budget for schools that meet a certain criteria and demographic to provide additional support to at-risk students.

During discussion on the amendment, the following points were noted:

- Trustee Scott sought clarification on the proposed amendment to determine if the \$95,000 is additional funding to be allocated to schools with specific needs based on the RAISE index. Trustee Ellis confirmed that was his intent;
- Trustee Scott queried staff to confirm that in previous years, some of the RAISE funds have remained unspent and suggested that it may be preferable to add \$95,000 to other areas of the budget. CFO Carson indicated that he had suggested the wording to indicate the RAISE expenditure budget as it encompasses payments to schools and would support engagement work and staffing enhancements. He did confirm that in the past, there were challenges in finding replacement staff or to identify appropriate projects and effective use of the funds. Superintendent Duah and a broad range of staff have looked for ways to repurpose the funding more effectively. CFO Carson indicated the wording 'RAISE expenditure budget' would allow use beyond a just a cash transfer to schools;

- Trustee Scott indicated that she had concerns that there may be other supports required. She noted her support of the motion and requested that minutes indicate what is being encompassed by the wording RAISE expenditure budget;
- Trustee Fisher sought clarification that the \$95,000 reallocated from the SRO program was included in the \$400,000 previously committed;
- CFO Carson advised that staff had reserved \$200,000, consisting of the savings from suspending or cancelling the SRO program and the OPS contribution, for an amount of \$190,000 rounded to \$200,000. Trustee Campbell's amendment was to add \$200,000 and was sub-amended to add \$400,000 in new funding, leaving the \$200,000 that staff had reserved still available in the budget, increasing expenditures by \$400,000;
- Trustee Lyra Evans noted her recollection that at the 26 May 2021 budget meeting, staff indicated they would allocate the \$95,000 savings from the SRO program and a matching \$95,000 to the Urban Priorities High School Fund;
- CFO Carson advised that staff has reserved the two \$95,000 allocations without a specific plan on where the funds would best be apportioned, to the two Urban Priority High Schools, or various schools across the District. It should be noted that when the discussion occurred at the 26 May 2021 budget meeting, the findings of the HREA report had not yet been released;

Trustee Scott assumed the Chair.

- Trustee Schwartz indicated she and Trustee Ellis discussed his amendment and how effective the Urban Priorities work had been at Gloucester and Ridgemont High Schools. She noted the importance of putting these funds to best use and noted that staff could look at adding some of the funds to support other priority schools in the district;

Trustee Schwartz resumed the Chair

Trustee Ellis noted his amendment does not impact the budget. He indicated his intent for the funds to be allocated to a non-school-based fund. He noted his hope that the District might think about implementing the structure of the Urban Priority High School grants noting that it is good for a group of people to determine the needs and that the funding might allow for a social worker and/or a nurse to be shared between a number of schools. Trustee Ellis expressed his wish that this will be year-over-year funding.

Trustee Fisher clarified his intent to vote in the affirmative.

An amendment moved by Trustee Ellis,

That the \$95,000 in savings achieved through the discontinuation of the additional SRO resources, be added to the RAISE expenditure budget.

Carried

The discussion returned to the main motion and the following information was provided:

- In response to a query from Trustee Scott about how the additional six itinerant EA (IEA) positions would be utilized, Superintendent Symmonds indicated they would be deployed to augment the secondary EA compliment, allowing for two schools to be assigned to each IEA to support tier one mental health and well-being promotion, post pandemic. This allocation of staff will allow for the existing mental health professionals to focus on the work required at tier two and three mental health support. The IEAs are child and youth workers, and are capable of supporting the delivery of the resources from School Mental Health Ontario (SMHO), implementing a relationship-based approach to student achievement and well-being, and targeted intervention in stress-management and coping;
- Superintendent Symmonds clarified that there are teams within the Learning Support Services department that are deployed regularly for dysregulated behavior but there is no emergency team to deploy on short notice. Where schools identify ongoing challenges with a student there are LSS teams that can be deployed to assist in providing mental health or speech and language support. A request for an increase in speech and language pathologists was recommended in the budget to undertake the work of the Ontario Human Rights Commission Right to Read inquiry and to assist students with executive function skills. As well, an occupational therapist is available to assist with sensory profiles;
- Trustee Bell requested that in the next release of budget questions and answers, that staff provide the budget allocation for policy analyst capacity, the expenditure on and number of Communications and Information Services staff, and the expenditure in the 2020-2021 school year on contracting services for communications. In addition, she requested staff provide information on best practices from other school boards on communication on the budget process;
- CFO Carson advised that budget communication strategies include Thoughtexchange, social media, using the District's website, as well as staff attending advisory committee and trustee zone meetings. He noted regular Committee of the Whole and Board meetings provide the best opportunities to gather input on communities priorities;

- Executive Officer Giroux advised that the District website has an active budget page that is updated regularly and there is also a delegations page that outlines the process. Regarding the question of the staff allocation for policy development, there is a 1.0 FTE policy analyst. In the Communications department, there are 7.0 FTE and a manager who undertake media relations, communications, website design, audio-visual support, graphic design, school website support, and reception;
- Trustee Campbell commented on the need for support for the Research, Evaluation and Analytics Division (READ) to address the backlog in the department as a result of a shortage of human resources;
- Executive Officer Giroux noted that not all the projects that have been deferred are tied to the READ team, some are connected to other departments and sometimes it is timing. She noted that the work to be undertaken on the RAISE index is a high priority for the 2021-2022 year. Executive Officer Giroux advised that the work on the identity-based data that was conducted in 2020-2021 was a significant undertaking;
- In response to a question from Trustee Scott about engaging graduate students to conduct research for the District, Executive Officer Giroux advised that the District does partner with the universities in Ottawa. She noted that research staff are looking to contemplate their work to ensure they are focused on strategic priorities with a concentration on information on schools and classroom educators to support student achievement and well-being;
- Director Williams-Taylor emphasized that it is important to utilize staff based on the mandates within the District and the need to focus on how best to serve students, who are the priority. She noted that limited resources must be streamlined to ensure District data speaks to the service and outcomes and impact on students; and
- Trustee Scott commented that while the District must focus on the needs of students and the information needed to continue to improve the system, it would be beneficial to find a mechanism for harnessing outside resources such as graduate students to support the District, based on their own academic interest, in ways that would align with strategic needs and planning for school improvement.

6. New Business - Information and Inquiries

Chair Schwartz noted that the next meeting takes place on 15 June 2021, where delegations and debate on the 2021-2022 Staff-recommended budget will continue. She requested that trustees provide any amendments to staff in advance of the meeting.

7. Adjournment

The meeting adjourned at 9:48 p.m.

Sandra Schwartz, Chair

COMMITTEE OF THE WHOLE, BUDGET REPORT

Tuesday, June 15, 2021

7:00 pm

Zoom Meeting

- Trustees Present: Sandra Schwartz, Justine Bell, Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Lynn Scott, Charles Chen (Student Trustee), Joy Liu (Student Trustee)
- Staff Present: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Janice McCoy (Superintendent of Human Resources), Peter Symmonds (Superintendent of Learning Support Services), Dorothy Baker (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Michele Giroux (Executive Officer, Corporate Services), Shawn Lehman (Superintendent of Instruction), Eric Hardie (Superintendent of Instruction), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Nadia Towajj (Superintendent of Program and Learning K-12), Carolyn Tanner (Human Rights and Equity Advisor), Kevin Gardner (Manager, Finance), Sandy Owens (Manager, Business & Learning Technologies), Pamela LeMaistre (Manager, Human Resources), Diane Pernari-Hergert (Manager, Communications & Information Services), Julie Cyr (Manager, Early Learning), Stacey Kay (Manager, Learning Support Services), Charles D'Aoust (Coordinator of Budget Services), Teri Adamthwaite (Coordinator of Financial Reporting), Nicole Guthrie (Manager, Board Services), Michael Guilbault (AV Technician), Rebecca Grandis (Senior Board Coordinator).
- Non-Voting Representatives Present: Malaka Hendela (OCASC-Alt), Jennifer Capitani (OCEOC), Wulf Heidecker (ETFO-Alt), Stephanie Kirkey (OSSTF-Teachers), Melodie Gondek (OSSTF-ESP), Jean Trant (OSSTF-SSP), Cathy Miedema (SEAC), Bronwyn Funicello (ACE), Nina Stanton (IEAC),

1. Call to Order - Chair of Committee of the Whole, Budget

Chair Schwartz called the Committee of the Whole Budget meeting to order at 7:00 p.m. and acknowledged that the meeting is taking place on unceded

Algonquin Territories and thanked the Algonquin Nations for hosting the meeting on their land.

Chair Schwartz noted the meeting is a continuation of the 9 June 2021 Committee of the Whole Budget meeting and the purpose of the meeting is to hear from a delegation and continue the discussion on the recommendation in Report 21-047, 2021-2022 Staff-recommended Budget.

2. Approval of Agenda

Moved by Trustee Lyra Evans,

THAT the agenda be approved.

Carried

3. Delegations

3.1 Katie Gibbs, re Funding Concerns-Safety of Students

Katie Gibbs, a parent of students within the District, came before trustees to note her concern after completing the year-end survey and observing that there were no options available to request additional safety measures for the 2021-2022 school year. Ms. Gibbs acknowledged that everyone would like to see students return to a regular school year, but she indicated her concern that students under the age of 12 will not be fully vaccinated in September 2021. She advised that an unvaccinated cohort combined with the more contagious variants is a significant threat and may result in high infection rates. Ms. Gibbs expressed a desire to see the Board advocate for additional funding from the Province to maintain the measures that were implemented in the 2020-2021 school year, at least for younger grades where enhanced measures will be required, such as improved ventilation, CO2 monitors, smaller class sizes, outdoor learning and rapid testing. She noted that students will need full support to return to school after a very challenging year.

In response to questions from trustees, Ms. Gibbs indicated that herd immunity does not allow for unvaccinated students to mix with each other in a room with inadequate ventilation and she is concerned the virus could spread rapidly if not monitored. Ms. Gibbs advised that other parents also had concerns with the survey that did not allow for the response of more safety measures as an option.

Executive Officer Giroux advised that the structure of the survey question was based on feedback from previous surveys, and she indicated there was an area provided for respondents to include comments. It was not the intent of the survey question to suggest that the District has contemplated doing anything less in terms of safety measures and she apologized for the confusion.

Associate Director Reynolds advised that the safety measures that were implemented in schools in 2020-2021 had the desired effect of keeping transmission rates low and he indicated the plan will be the same for the 2021-2022 school year. Staff will continue to rely on the guidance from Ottawa Public Health (OPH) and will respond accordingly.

CFO Carson advised that CO2 detectors in buildings in the District are only effective when air is exchanged one to two times per hour. Throughout the school year occupied buildings had air exchanged three to four times per hour, in addition to purging the building before and after occupation, in accordance with international standards and Ministry of Health and Education guidance. He noted that the District purchased 1500 portable high efficiency particulate absorbing (HEPA) filters for classrooms with inadequate ventilation. In addition, filters were upgraded and changed more frequently. CFO Carson advised that ventilation is only one component of mitigation along with other protocols and indicated staff would continue to monitor, noting his opinion that based on all the guidance received to date, schools can be made safe for return in the fall of 2021.

4. Matters for Action

4.1 Report 21-047, 2021-2022 Staff-Recommended Budget

Chair Schwartz noted the supplemental information included in the agenda package that provided release two and three of the budget questions and answers.

- a) Supplementary Information, Memo 21-077, 2021-2022 Staff-Recommended Budget Questions and Answers (Release 2)
- b) Supplementary Information, Memo 21-083, 2021-2022 Staff-Recommended Budget Questions and Answers (Release 3)
- c) Status of Budget Motion

Chair Schwartz outlined the recommendation and amendments that were tabled at the conclusion of the 9 June 2021 Committee of the Whole Budget Meeting.

During discussion on the recommendation and the amendments, the following points were noted:

- In response to a question of clarification from Trustee Scott regarding the source of the \$95,000, that is to be added to the RAISE expenditure budget, Chief Financial Officer (CFO) Carson advised that staff has reserved \$200,000 to respond to the decision that might be made on the school resource officer (SRO) program in the fall, and it was placed in a miscellaneous

budget line. The amount of \$95,000 came from those reserved funds;

- In response to a question of clarification from Trustee Campbell, regarding \$200,000 to be allocated to equity needs outlined in the budget and after drawing \$95,000 from those funds, there would still be \$105,000 remaining for schools with the greatest needs, CFO Carson indicated that the funds were reserved prior to trustees making amendments and noted the funds would remain committed for the original purpose of equity needs;
- Manager Gardner advised that the increase of \$500,000 in staff replacement costs for principals and vice-principals recognizes the increased requirement for replacement staff and the need to occasionally augment existing staff. The provision has been added to address the issue of historical overspending in that area and to properly plan for replacement costs. He confirmed that there was a small provision of \$200,000 in previous budgets and the \$500,000 was a top-up to increase the provision to approximately \$700,000.
- In response to a question from Trustee Lyra Evans regarding the *Accessibility for Ontarians with Disabilities Act (AODA)* with respect to future liabilities and whether all buildings would be accessible by 2025, CFO Carson advised that while the *Act* requires organizations to comply with *the AODA* he indicated he could not be certain this is possible within the District. He advised that the challenges lay with the absence of regulations and standards under *the Act* to allow for compliance. He noted that depending on what standards may apply there is an estimated cost of between \$100 million and \$300 million to bring the District buildings into compliance. CFO Carson noted the District is compliant with the standard in the building code for new construction. He noted that staff endeavours to bring older buildings up to code, where possible, when completing renovations. Trustee Lyra Evans noted her concern that the District may be open to lawsuits if its obligations cannot be compliant with the *Act* and urged staff to think of this in future budgets;
- Trustee Penny inquired whether staff has determined if the District is eligible for additional funding as outlined in Ministry Memorandum SB12. CFO Carson indicated that staff have reviewed the memo, and although the details are not clear, the eligibility will depend on the accounting decisions staff have made and will require a discussion with the Ministry. He advised staff are confident there will be funds that can be recovered

through this funding and are awaiting guidance from the Ministry on how to proceed. He noted that this potential funding is not included in the staff-recommended budget;

- In response to a question from Trustee Bell regarding the status of budget items that are aligned with the Indigenous, Human Rights and Equity Roadmap (the Roadmap), CFO Carson indicated that the information that has been provided in the question and answer release will be the extent of staff's response. Regarding the expenditures on Community partnerships, CFO Carson indicated that agreements and reimbursements vary between partners that exchange services and noted that staff may include this information in future budgets;
- In response to a question regarding funding to Student Achievement through Equity (SATE) programs, Director Williams-Taylor advised that staff have been contemplating approaches to effectively closing gaps in the intersections of needs and performance. She noted that Superintendent Duah and his team developed a data baseline of intersecting needs. The funds that will be applied to this work are a redirection of existing funds to enhance outcomes in schools that are high on the Resource Allocation Index based on Socioeconomics (RAISE) index through a number of differentiated approaches;
- Director Williams-Taylor advised that Superintendent Duah and his team are looking at intersecting needs, focused on one school in the 2020-2021 school year to test strategies and theories. The plan for the next 11 schools is a collaborative inquiry to look at principles to enhance outcomes. If the strategies prove to be effective, the plan would be to expand to other schools. The approach has been carefully measured to ensure sustainability and expandability in future;
- CFO Carson advised that, regarding special education funding, the District proposed a gap between funding and expenditures of 4-5%. Amounts in excess of that would apply pressure to the entire system as spending beyond the envelope in one area results in a reduction in another. He noted it is within the Board's purview to overspend in any area, but decisions would be required to determine what the funds are taken from;

An amendment moved by Trustee Hough,

THAT the Board authorize an allocation of up to \$100,000 to support the hiring of a 1.0 FTE Indigenous Student Support Coordinator.

Trustee Hough advised she had spent time with the Indigenous Education Advisory Council (IEAC) and had discussions regarding the priorities for the Indigenous portfolio and noted that the Board has an obligation to this community. The Indigenous Education team indicated they required a student support coordinator that could advance the work to provide mental health support and connect students of all ages, their families and schools. Trustee Hough advised the proposed position would be flexible to offer support such as transportation coordination and orientation for newcomers to the City of Ottawa. The initiative aligns with the goal in the Roadmap to expand the Indigenous Education Team to include an additional itinerant mental health worker. Trustee Hough confirmed that she is seeking a permanent full-time position to be added to the Indigenous Education Team complement.

During the discussion and in response to questions the following points were noted:

- In response to a question from Trustee Penny, regarding the deficit and debt position of the District and the Ministry's requirement for a deficit elimination plan, CFO Carson advised that the discussions would include a return to normal revenues, post pandemic. He noted that the \$2.7 million deficit may be eliminated as staff work through the reserve restitution process with the Ministry, but he indicated that, in his opinion, should an elimination plan be required to be implemented, it would be a multi-year plan;
- In response to a question from Trustee Penny about the position outlined in Trustee Hough's amendment and whether this is an overlap with other staff in the department, Director Williams-Taylor advised that this is a unique approach to address a trust and engagement with vulnerable students from a community that may have suffered trauma. She noted that Indigenous students have unique needs;
- Superintendent Baker advised that the support required for Indigenous students is cultural and unique and intended to regain the trust of these students. She noted that the existing compliment within the Indigenous Education portfolio is stretched very thinly and there is a great need for support of these students and their families and staff to advance achievement;
- Trustee Penny noted his concern about the source of the funding and urged staff to re-allocate existing funds for this initiative to eliminate the need to find future reductions in other

areas like special education or the Extended Day Program and cautioned his fellow trustees to consider his concerns;

- Trustee Hough advised that she did not contemplate a reduced savings in other areas to offset this initiative as CFO Carson had informed her that this initiative was achievable, without looking elsewhere for reductions. Trustee Scott noted that she was in support of the position but registered concern that as the initiatives are added there is a need to look to other lower priorities to make reductions to find offsets so as not to negatively impact the financial position of the District;
- Ms. Hendela indicated she was pleased to see amendments that have an impact and align with the goals of the 2019-2023 Strategic Plan. She reminded trustees that the District operates daycares as a side business and there has not been a review of the fees of international students. She suggested there were areas in the budget that could be reviewed to locate additional funding;
- CFO Carson advised that as he considered the amendments that have been added, he contemplated ways to find offsets for these expenditures. He noted that the current increase of \$500,000 would not require offsets but that staff would look for opportunities for savings in the coming year and ensure discretionary spending is carefully reviewed. Trustee Lyra Evans noted her concern that without offsetting savings for the increased expenditures the Ministry may look to the District to reduce programs to address the deficit;
- In response to a question from Trustee Campbell, as to why staff did not propose this position within the budget if it is of such great need, CFO Carson responded that he was not prepared to recommend a budget with a deficit of \$14.7 million knowing that trustees would have initiatives to add, and amendments are statements of support and direction toward strategic goals; and
- Trustee Boothby noted her concern about adding initiatives that increase the deficit, and advised that it is important to provide support for the Roadmap in order to fully evaluate its effectiveness in future. That may mean committing funding for initiatives outlined in the Roadmap and \$100,000 is a prudent investment to ensure success. Trustee Boothby clarified that in response to a comment about International Student fees, the Ottawa-Carleton Education Network (OCENET) did evaluate

and increase International Student fees within the last two years.

Trustee Hough asked her fellow trustees to contemplate the impact this position would have on Indigenous students from kindergarten to grade 12 and what a difference this will make as they successfully navigate their education within the OCDSB, noting that this is a start to true reconciliation. Trustee Hough stressed the requirement to focus on the needs of these students and to the District's goals.

An amendment moved by Trustee Hough,

THAT the Board authorize an allocation of up to \$100,000 to support the hiring of a 1.0 FTE Indigenous Student Support Coordinator.

Carried

Trustee Campbell requested a recorded vote on the amendment.

A recorded vote was held, and the motion was carried on the following division:

FOR: Trustees Scott, Boothby, Hough, Campbell, Ellis, Jennekens, Penny, Evans, Bell, Fisher, Schwartz, Chen, (11 trustees 1 student trustee)

AGAINST: Nil (0)

ABSTENTIONS: Nil 0)

During the discussion of the main motion the following points were noted:

- In response to a question from Trustee Scott on the kind of investments made and the proportionality between funding and changes in practice to move ahead with the Roadmap, Director Williams-Taylor advised that the Roadmap is a strategic action plan requiring changes in practice and the redeployment of resources to achieve its goals. She noted it is not always a matter of directing additional funding to a program but more a study of how existing funds are utilized to enhance outcomes. Director Williams-Taylor cited new programs have been funded by the Ministry to change practices within school boards to enhance outcomes. She provided various examples of where the District is testing, learning and looking at successes to determine where resources can be prudently directed, noting that a full audit would be required to provide a fulsome response. Trustee Scott reminded trustees that it is not always

funding that must be considered within a budget but the way practices can be changed to manage funding more prudently;

- CFO Carson responded to a query from MS. Hendela on the variances in the enrolment projections, CFO Carson advised that Ms. Hendela was referring to Ministry projections in the working papers that are based on the District's projections in November 2020. He noted that staff conducted a closer review of the enrolment numbers in October of 2020 and the figures used in the staff-recommended budget are conservative;
- Ms Hendela noted that the Ottawa Catholic School Board (OCSB) had estimated an increase of 1500 students and inquired if the OCDSB monitors migration trends from the OCDSB to other school boards. CFO Carson advised that the coterminous boards monitor this activity on an ongoing basis and noted that the migration trend indicates that greater numbers of students are moving to the Conseil des écoles publique de le'Est Ontario;
- Regarding parent engagement funding allocation moving to different grants and how much funding is provided, CFO Carson indicated the move of parent engagement funds to the foundation grant may have resulted in a slight reduction in funding. He noted that he was not aware of an increase in the Parents Reaching Out (PRO) Grant and advised that staff would update school councils with any new information;
- Executive Officer Giroux advised that she took part in a teleconference where an increase to the PRO Grant was mentioned but no specific information on funding was provided and there has been no subsequent announcement, but staff are monitoring for updated information;
- CFO Carson advised that the \$150,000 for parent engagement continues in the 2021-2022 budget. The unspent funds have not been reserved to be carried over to a future year but the line item will continue. He indicated that when reviewing the financial statements it may be possible by motion to make a contribution of the unspent funds to reserves.

Following a break at 8:43 pm the meeting was called to order at 8:52 p.m.

d) Notice of Motion to Amend Budget:

1. Amendment, Trustee Bell

An amendment moved by Trustee Bell,

THAT the Board authorize an allocation of up to \$89,000 to support the hiring of 1.0 FTE Policy Analyst with a specialization in anti-racism and intersectional policy analysis.

Trustee Bell noted that the Indigenous, Human Rights and Equity Roadmap included a commitment for cyclical policy review be undertaken using an Indigenous, human rights and equity lens. As well, trustees had recently committed to applying an anti-racism and intersectionality lens to that work. She noted her appreciation when trustees acknowledged that capacity was required to undertake the work. Trustee Bell advised the District has one policy analyst to manage the review of over 150 policies to ensure that they do not contribute to systemic discrimination. She expressed the opinion that policy sets the stage for practice and the principles that guide trustees' work. She noted her concern that without additional human resources it will be a challenge to complete the work. She urged her fellow trustees to support the Roadmap and prioritize students' needs to ensure there are no obstacles in the policy to achieving equity.

During discussion and in response to questions, the following points were noted:

- Trustee Campbell requested that the mover indicate if the intent of this position would be to manage the day-to-day work as well as equity and intersectionality work;
- Trustee Scott agreed that an additional policy analyst would be beneficial to assist with the day-to-day work beyond the equity and intersectionality work;

Trustee Scott assumed the Chair.

- Trustee Schwartz noted that while she supports the position, she queried where the now \$600,000 increase to the deficit will come from. CFO Carson noted that these funds will come from reserves. He advised that staff will adjust expenditures and are monitoring September enrolment, where there may be an opportunity for growth. CFO Carson indicated his confidence in addressing the Ministry regarding the \$14.9 million deficit approval but would not want to see increases beyond this amount;

- The Ministry would not deny any line items within the budget but if the Ministry did not approve the deficit, staff would be required to come back before the Board to outline adjustments that would be required;
- Regarding the sustainability of adding human resources over a longer term, CFO Carson indicated that he was confident that there will be increased enrolment and subsequent growth. He noted that international students will return, and revenue will return from community use of schools and the Extended Day Program, post pandemic, to address half of the deficit. New Ministry initiatives may be announced that would provide relief. CFO Carson indicated that the challenges the OCDSB is facing with its deficit is not unique, other school boards will be facing similar issues;

Trustee Schwartz resumed the Chair.

CFO Carson advised that the amount of \$89,000 for the additional policy analyst resulted from discussion with the mover and Finance staff. CFO Carson indicated if the position were to be approved hiring would occur in the fall of 2021.

Trustee Lyra Evans noted the importance of taking an equity-based approach through the office of the Human Rights and Equity Advisor (HREA).

A sub-amendment moved by Trustee Lyra Evans,

THAT “with a specialization in anti-racism and intersectional policy analysis” be replaced with “with a specialization in anti-racism, intersectional policy analysis, and in applying a human rights-based approach.”

Carried, Friendly

Trustee Bell noted that it was her intention that this position be a policy analyst with a specialization in a human-rights based approach. She indicated that, in alignment with the Roadmap, a human-rights based approach would be applied to all policies and the resources would be in place to undertake that work. She advised she would not comment on the operationalization of the position.

An amendment moved by Trustee Bell,

THAT the Board authorize an allocation of up to \$89,000 to support the hiring of 1.0 FTE Policy Analyst with a specialization in anti-racism, intersectional policy analysis, and in applying a human rights-based approach.

Carried

The discussion returned to the main motion to approve the 2021-2022 budget.

Trustee Lyra Evans noted that trustees have taken a reasonably prudent approach to the budget and urged her colleagues to support the budget.

Moved by Trustee Lyra Evans,

- A. THAT the unconsolidated 2021-2022 operating budget of \$1.0109 billion as presented in Report 21-047, 2021-2022 Staff-Recommended Budget and detailed in the 2021-2022 Staff-Recommended Budget Binder be approved, subject to Ministry authorization to use the accumulated surplus in the amount required to balance the budget, amended as follows:**
- 1. THAT \$200,000 be allocated from reserves to a central contingency fund for initiatives supporting the District's transition from School Resource Officer (SRO) and other Ottawa Police Service (OPS) reliance, to be used as needed during the course of the 2021-22 school year, and where:**
 - i. The fund shall be utilized for such related purposes as added de-escalation and unconscious bias training development or purchase, release time, procedural development, communications and consultation, funded non-OPS civil society partnerships and service providers, added tracking / analysis / reporting, and/or for other purposes, all to be determined by staff;**
 - ii. Lapsed funds shall be returned to reserves at the end of the school year, unless otherwise varied by the Board; and**
 - iii. A report on the use or non-use of this transitional contingency fund, and also of any continuing related unfunded needs, is to be provided to the Board to inform its 2022-23 budget process.**
 - 2. THAT \$200,000 be allocated from reserves to a central contingency fund for initiatives rooted in the ending of the SRO program related to targeted EAs, mental health, or other culturally appropriate resources, and/or counselling services for those impacted by previous OPS engagements, and where:**

- i. Lapsed funds shall be returned to reserves at the end of the school year, unless otherwise varied by the Board; and
 - ii. A report on the use or non-use of this transitional contingency fund, and also of any continuing related unfunded needs, is to be provided to the Board to inform its 2022-23 budget process.
 3. THAT the \$95,000 in savings achieved through the discontinuation of the additional School Resource Officer resources, be added to the RAISE expenditure budget.
 4. THAT the Board authorize an allocation of up to \$100,000 to support the hiring of a 1.0 FTE Indigenous Student Support Coordinator.
 5. THAT the Board authorize an allocation of up to \$89,000 to support the hiring of 1.0 FTE Policy Analyst with a specialization in anti-racism, intersectional policy analysis, and in applying a human rights-based approach.
- B. THAT the 2021-2022 capital budget of \$119.8 million as presented in the 2021- 2022 Staff-Recommended Budget Binder, be approved.**

Carried

5. New Business - Information and Inquiries

There was no new business.

6. Adjournment

The meeting adjourned at 9:32 p.m.

Chair Schwartz advised that a Special Board Meeting would immediately follow this meeting.

Sandra Schwartz, Chair



BOARD
Report No. 21-051

22 June 2021

New Half Moon Bay Elementary School – Approval of Grade, Program Offering and Attendance Boundary

Key Contact: Michael Carson, Chief Financial Officer, 613-596-8211 ext. 8881

PURPOSE:

1. To seek Board approval of the grade structure, program offering and attendance boundary for a new elementary school located in the Half Moon Bay community of Barrhaven; and,

Revised attendance boundaries for Half Moon Bay Public School
 In association with the opening of the New Half Moon Bay elementary school.

CONTEXT:

2. In the summer of 2020, the Board received notice of capital priority funding for the construction of a second elementary school within the Half Moon Bay community.

In anticipation of this funding, the Board acquired the school site in November 2018. The 2.83 ha (7 acre) site is located at the southwest intersection of Kilbirnie Drive and River Mist Road. Please refer to the general location map attached as Appendix A.

Construction of the 674 pupil place school is anticipated to commence in 2021 and tentatively scheduled to open for September 2022, pending municipal approvals and construction timelines.

Given that the existing attendance area for Half Moon Bay Public School mirrors the community's well-defined geography, the new school boundary was anticipated to be formed from within the existing community.

On December 15th, 2020 the Board approved a timeline and consultation plan which included the formation of a relatively small advisory committee. The committee was composed of Principals and school council representatives from both Half Moon Bay Public School and from Cedarview Middle School and a local

community association representative. The meetings were also attended by Board staff, along and the area Trustees.

Over the past several months, the advisory committee met on three separate occasions and considered several potential accommodation options for the new school. These options attempted to address key objectives such as the desire to maintain viable programs, balanced enrolment and utilization between schools, and create attendance boundaries that are both logical and sustainable.

An online public consultation period began on April 28th and extended through to May 11, 2021.

KEY CONSIDERATIONS:

3. The following factors/considerations were discussed with the Advisory Committee and these considerations have served to guide the development of the two Options that were the presented for comment during the Public Consultation period.

Factors Considered

Regular English Program Enrolment

Not unlike trends in schools across the District, there has been a marked increase in the demand for Early French Immersion (EFI) programming, which has generally resulted in lower regular English (ENG) program enrolments.

A basic premise of the Advisory Committee however, has been that the ENG program should also be offered at the new Half Moon Bay elementary school.

This dual track program English/Early French Immersion (ENG/EFI) program offering is consistent with all other elementary schools serving students in the larger Barrhaven community. As well, the size of the ENG program currently at Half Moon Bay Public School is of a sufficient magnitude that it can be split between the two elementary schools. With a dual track program offering, siblings who may attend different programs and/or who later switch programs, are able to do so without changing schools.

Middle French Immersion Program

The Advisory Committee considered the possibility of the introduction of a new Middle French Immersion (MFI) program at one of the Half Moon Bay area schools. A review of the current MFI programs in the Barrhaven area, suggests that there is not yet a sufficient critical mass of students to support a third MFI program in the Barrhaven area. Given that the MFI program is fairly new at Barrhaven Public School, it was determined that the program needs time to mature and gain strength over time, before additional program sites in the Barrhaven area are considered.

Intermediate Program

The Advisory Committee considered the possibility of introducing an intermediate program (grade 7-8) at either one or both of the Half Moon Bay area schools. With the introduction of an intermediate program, enrolment would soon exceed capacity and hasten the need for portables. Cedarview Middle School would also see a further significant reduction in its enrolment, beyond that of recent reductions stemming from the recently approved redirection of the Chapman Mills area from Cedarview Middle School/John McCrae SS to Longfields –Davidson Heights for grades 7-12 which was effective for September 2020.

In this scenario, the phase-In of an intermediate program would commence two years after the opening of the new Half Moon Bay elementary school since it would open with a JK-5 grade configuration, phasing in one grade per year thereafter.

Regardless, the Advisory Committee did want an Option shown that reflects the impact of an intermediate program offering for public comment.

Residential Development

In the early 2000's the City of Ottawa initiated the development of concept plans for the future Half Moon Bay Community in conjunction with the City's Official Plan. During the consultation process, the OCDSB outlined its future need for three (3) elementary school sites. In 2006, the Barrhaven South Community Design Plan (CDP) was approved by the City and later in 2018 the Barrhaven South Expansion Area CDP was approved. These two CDP plans, envisioned over 8,600 dwelling units for the future community. With approx. 7100 units built to date, the area is now beginning to approach build out.

With over 1500 units remaining, more than half of these are located within the new school boundary area.

Co-terminous School Board Presence

Within the Half Moon Bay Community, the Ottawa Catholic School Board has two existing JK-6 elementary schools in the community – St. Cecelia which opened in 2013 and St. Benedict in 2016.

The OCSB recently received notice of provincial funding for a third elementary school, tentatively scheduled for a September 2023 opening.

The French Catholic School Board also has a presence in the community with the opening of école Sainte Kateri a JK-6 elementary school in 2013.

Staff continue to monitor both development trends and the plans of our co-terminous boards in the context of our accommodation needs in the growing Half Moon Bay community.

Following discussion of the issues involved, the Advisory Community endorsed the presentation of two Options for the purpose of receiving input from the larger school community.

Proposals for Public Consideration

Two accommodation options were provided for comment during the Public Consultation Period (April 28th- May 11th, 2021) as noted below.

Option A: Both Half Moon Bay Public School and the new Half Moon Bay Elementary School offer a JK-6 ENG & EFI program. The attendance boundary division line is generally along Cambrian Road.

Option B: Same as Option A, except that the both schools also offer an Intermediate program (JK-8 ENG/EFI) which would phase commencing with grade 7 in 2024.

Note that in both of these Options, the New Half Moon Bay Elementary School would open with a JK-5 grade configuration, with grade 6 phasing in the following year.

Staff Comment

As part of the Information Package, a staff comment was provided following the overview of the two main Options for Public Comment wherein staff noted its preference for Option A as follows:

Staff do have a preference for Option A wherein both schools are proposed to offer a JK-6 ENG/EFI grade structure and program offering. In this Option, both schools would likely remain under 100% utilization by 2026.

Each school would also have some buffer for future growth providing area families with some stability and certainty in the medium term.

An intermediate program can be considered at a later time, and be implemented fairly quickly should both enrolment numbers warrant and space available. In the interim, staff would have the opportunity to monitor enrolments and accommodation, as development in the community proceeds.

Cedarview Middle School would continue to house intermediate program students from the Half Moon Bay area and continue to be able to offer a robust intermediate program with a growing enrolment in the 800 range by 2026.

The Information Package prepared for the Consultation period also outlined "Other Options Considered" as part of the Advisory Committee process. Please refer to Appendix B

Among the “Other Options Considered” was a scenario where Half Moon Bay Public School offered a JK-6 English program serving the entire community, along with a local Early French Immersion program while the new school offered a local JK-6 EFI program along with 7/8 ENG/EFI program.

A scenario which reflected a JK-3 ENG/EFI grade/program configuration at Half Moon Bay Public School and a Grade 4-8 ENG/EFI at the New Half Moon Bay Elementary School was also considered.

Note that the Information Package provided rationale as to why these Other Options were not pursued. For further details please click the weblink below:

<https://ocdsb.ca/informationpackage>

Public Consultation and Input Received

Due to the ongoing pandemic, this entire accommodation review including meetings with the Advisory Committee and Public Consultation period was held both virtually and in an on-line format.

Notification of the pending consultation process was given through a wide variety of social media platforms. The consultation process venues consisted of a Powerpoint Video with voiceover, including links to the Boards website for the Accommodation Review and Information Package for the public to review. The ThoughtExchange portal, as well the study website email, was available for the exchange of viewpoints on the Options presented.

The ThoughtExchange Consultation period extended from April 28th through to May 11th inclusive.

Overall, through ThoughtExchange, there was 252 Participants, 269 Thoughts, and 3932 Stars assigned. Most participants identified as being associated with Half Moon Bay Public School (76%) and Cedarview Middle School (8%). Those associated from both schools (13%) and Other at (3%).

Thought Exchange Feedback

The following general themes emerged from Thought Exchange:

- Strong support for a Grade JK-8 grade offering at one or both schools, less transitions, and not having to go to Cedarview for grades 7/8
- View that a 7/8 program be implemented sooner.
- Concern with overcrowding at Cedarview MS and at John McCrae
- Questioned when a new local secondary school would be built.
- Willingness to have portables to have 7/8 program added
- Support for a dual track ENG/EFI program at both schools
- Support for a JK-6 Grade configuration
- Support for the proposed boundary
- Comments that the new school boundary is too large.

- Comment that an MFI program in the area would be desirable

Staff Comments on the Feedback Received

Intermediate Program

There was strong support for the implementation of an Intermediate Program within the community. Further comment suggested that It would be preferable if the program could be offered sooner, unlike that proposed in **Option B**.

As detailed in Option B, Grade 7 would be phased in at both schools, 2 years after the opening of the New Half Moon Bay Elementary School which would initially open with a JK-5 grade structure, as shown in the chart below. Note: this opening grade structure, and resultant total student movement, is in compliance with the provincial requirements of the Pupil Accommodation Review Guidelines.

School	Phase-In of Intermediate Program at Half Moon Bay Area Schools			
	Year			
	2022*	2023	2024	2025
Half Moon Bay Public School	JK-6	JK-6	JK-7	JK-8
New Half Moon Bay Elementary School	JK-5	JK-6	JK-7	JK-8

*Opening date subject to Construction Timing and Municipal Approvals

It should be noted that staff did indicate its preference for Option A in the Information Package (both schools as JK-6 Dual Track), there are a few important considerations which support this preference.

- As noted in the Information package for Option A, both schools would remain under 100% utilization until 2026, while in Option B, utilizations exceed 100%. As growth in the community has occurred at a fast pace, it would be prudent to continue to monitor enrolment growth at each JK-6 school to ensure that both schools can accommodate area growth and to avoid premature overcrowding at the two schools.
- Staff would be able to continue to monitor enrolments at area schools in the broader Barrhaven area as well as at Cedarview Middle School.
- In general at the intermediate level, enrolments should be sufficiently large in order to continue to offer robust programming for students. Larger enrolment levels allow for flexibility, including co-curricular programming and extracurricular activities. Larger program enrolments allow for the full potential of the intermediate

program to be realized, which includes specialized staff such as for music and other specialty programs.

- In the event that both Half Moon Bay elementary schools offer an intermediate program, along with Cedarview Middle School, the resulting enrolment distribution of the intermediate program between 3 sites would be reduced. As a result, the full breadth of programming opportunities (programs ie music/activities) that have historically been offered at Cedarview Middle School may be impacted/diminished.
- Additionally, consideration should be given to the context of a larger accommodation strategy for schools in this part of the District. In the foreseeable future, the intermediate program at Cedarview Middle School will continue to house a strong enrolment. Among the area JK-6 elementary feeder schools for Cedarview Middle School, none are likely to have room to offer a 7-8 program. Accordingly, there is a clear need to maintain the current intermediate program at Cedarview Middle School.
- It is acknowledged that a JK-6, 7-8 and 9-12 grade structure in this part of the District does have additional transitions for area students.
- As well, it is also possible that a new secondary school in this part of the District may offer a 7-12 grade structure which may entail a future review of intermediate program offerings in the larger area.

Overcrowding at Cedarview MS/John McCrae SS

A recent accommodation review which was implemented effective September 2020, redirected the Chapman Mills area from Cedarview MS (7-8) / John McCrae SS(9-12) to Longfields Davidson Heights SS for grades 7-12. The impact of this redirection will serve to significantly reduce enrolment growth and pressures at both Cedarview MS and at John McCrae SS. Projected enrolments for Cedarview MS forecast enrolment in the 650 to 800 range by 2026 while enrolment growth at John McCrae SS has been stabilized and is expected to remain in the 1400 range.

Future Secondary School

Staff does acknowledge the future need for this secondary school serving student needs in this part of the District. The Board does have a secondary school site identified within the growth plans of the Half Moon Bay Community. The timing of the need for this capital project is likely to be identified within the Board's next iteration of its District Needs Analysis (Capital Plan).

Proposed Attendance Boundary too large

In geographical terms, the proposed attendance boundary for the new Half Moon Bay Elementary School does appear large in comparison to that of Half Moon Bay Public School. It should be noted that a significant portion of the new school attendance boundary (area south of Barnsdale road) is outside of the urban area boundary and is rural in nature.

Middle French Immersion

The Information Package provided for the Public Consultation period did detail the Advisory Committee's interest in the program and a staff response. In short, there is not yet a critical mass of students to support a third (3rd) MFI program in the Barrhaven area.

Support for Attendance Boundary and Dual Track Program Offering

In large part, there was broad support for the proposed attendance boundary division lines (Cambrian Road) and support for the dual track ENG/EFI program offering at both schools.

Staff Recommendation

Given the nature of the above noted staff comments and associated rationale provided, Staff recommend that **Option A** (which provides for two dual track JK-6 ENG/EFI elementary schools) be approved by the Board.

In order to limit disruption to students and families, staff is recommending that New Half Moon Bay Elementary School open with a JK-5 grade structure, with grade 6 phasing in the following year.

Grade 5 students at Half Moon Bay Public School would be able to remain at the school to complete Grade 6.

Staff will continue to monitor the rate of development and impact on area enrolments with the implementation of this option.

As is typical, a fulsome transition plan will be developed and implemented to ensure that a seamless transition for area students occurs.

Please refer to Appendices C and D for the recommended attendance boundaries and enrolment projections.

RESOURCE IMPLICATIONS:

4. The cost of conducting the review will be managed within existing departmental budgets.

COMMUNICATION/CONSULTATION ISSUES:

5. The Board's communication department played a pivotal role in preparing a tactical communication strategy in an effort to inform affected communities, parents/guardians, students, and staff of the consultation process and opportunities to provide comment on the Options for the Grade, Program Offering and Attendance Boundary for the new Half Moon Bay Elementary School.

STRATEGIC LINKS:

6. Conducting a review of pupil accommodation in this part of the District in order to provide students with improved access to learning environments, serves to optimize the use of District resources which is consistent with the Culture of Caring objective of the 2019-2023 Strategic Plan.

RECOMMENDATION:

- A THAT grade, program offering, and attendance boundaries for the New Half Moon Bay Elementary School be approved as per Appendix C of Report No. 21-051, with the school offering a JK to 5 grade structure upon opening, with a phase in of Grade 6 students the following year.
- B. THAT, a revised attendance boundary for Half Moon Bay Public School be approved as per Appendix C of Report No. 21-051.

Michael Carson
Chief Financial Officer (ext. 8881)

Camille Williams-Taylor
Director of Education and
Secretary of the Board

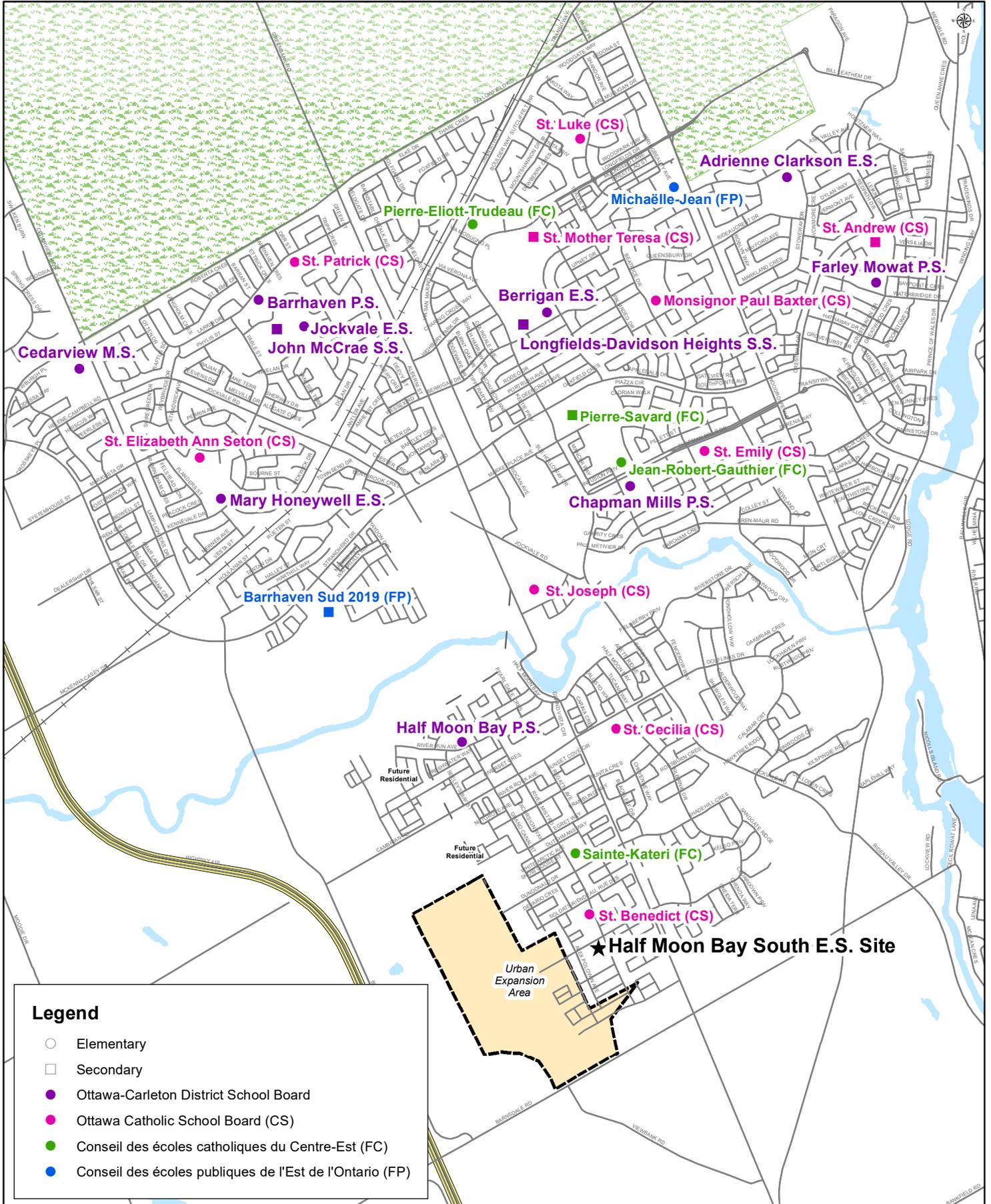
APPENDICES

- Appendix A General Location Map
- Appendix B Other Options Considered
- Appendix C Recommended Attendance Boundaries
- Appendix D Accommodation Impact



Location Map

New Half Moon Bay Elementary School Site



Legend

- Elementary
- Secondary
- Ottawa-Carleton District School Board
- Ottawa Catholic School Board (CS)
- Conseil des écoles catholiques du Centre-Est (FC)
- Conseil des écoles publiques de l'Est de l'Ontario (FP)

New Half Moon Bay Elementary School Study
Overview of Preliminary Options

	Program/Grade	Boundary Division	School	Utilization		Impact on CVMS
				2022	2026	
Option A	Both HMB PS and New HMB ES offer JK-6 ENG/EFI	Brambling Way	HMB PS	77%	89%	No Impact
			New HMB ES	80%	86%	
Option A -1	Both HMB PS and New HMB ES offer JK-8 ENG/EFI	Brambling Way	HMB PS	94%	118%	Enrolment decreases to 62% in 2022 and to 65% in 2026
			New HMB ES	99%	111%	
Option B	HMB PS JK-6 ENG/EFI New HMB ES JK-6 EFI & 7-8 ENG/EFI	JK-6 ENG & 7-8 ENG/EFI is entire boundary area, EFI boundary as in A	HMB PS	104%	119%	Enrolment decreases to 62% in 2022 and to 65% in 2026
			New HMB ES	89%	110%	
Option C	HMB PS JK-3 ENG/EFI New HMB ES Gr 4-8 ENG/EFI	Entire Boundary	HMB PS	94%	107%	Enrolment decreases to 62% in 2022 and to 65% in 2026
			New HMB ES	99%	122%	
Option A Revised	Both HMB PS and New HMB ES offer JK-6 ENG/EFI	Cambrian Rd & New Subdivision West of new Greenbank Rd	HMB PS	67%	79%	No Impact
			New HMB ES	90%	96%	
Option A -1 Revised	Both HMB PS and New HMB ES offer JK-8 ENG/EFI	Cambrian Rd & New Subdivision West of new Greenbank Rd	HMB PS	80%	103%	Enrolment decreases to 62% in 2022 and to 65% in 2026
			New HMB ES	113%	125%	
Option B Revised	HMB PS JK-6 ENG/EFI New HMB ES JK-6 EFI & 7-8 ENG/EFI	JK-6 ENG & 7-8 ENG/EFI is entire boundary area, EFI boundary as in A Rvsd	HMB PS	96%	110%	Enrolment decreases to 62% in 2022 and to 65% in 2026
			New HMB ES	96%	118%	
Option B -1 New	HMB PS JK-6 ENG/EFI New HMB ES JK-6 EFI	JK-6 ENG is entire boundary area, EFI boundary as in A Rvsd	HMB PS	96%	110%	No Impact
			New HMB ES	61%	64%	

Note:

HMB PS = Half Moon Bay Public School

New HMB ES = New Half Moon Bay Elementary School

CVMS = Cedarview Middle School

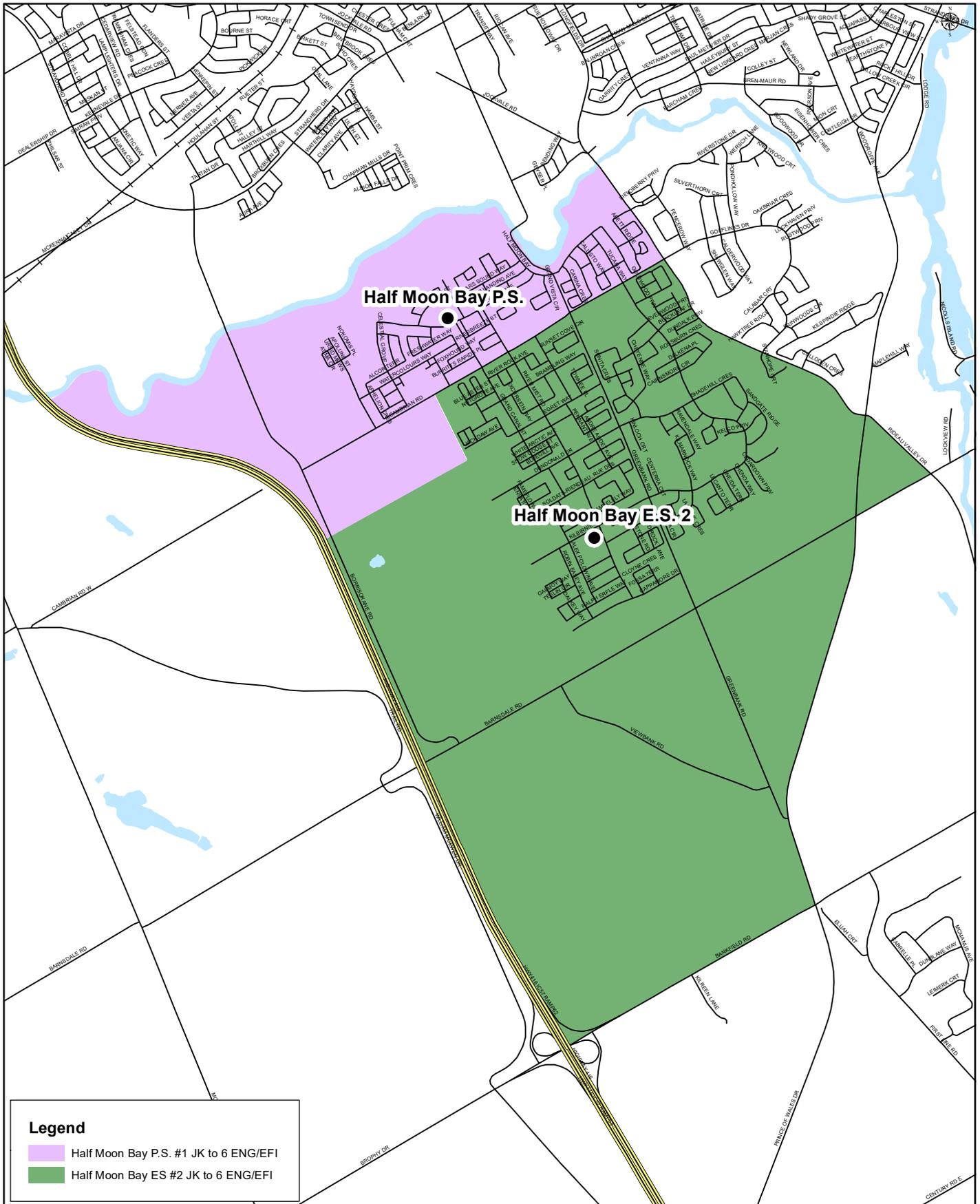
Options dated Feb 25th and March 18th 2021

These are the 2 Options being presented for consultation April 28th renamed as A and A1

[New Half Moon Bay Elementary School Study - Ottawa-Carleton District School Board \(ocdsb.ca\)](http://ocdsb.ca)



Recommended Option A Junior Kindergarten to Grade 6 English Program with Core French and Early French Immersion Attendance Boundary



New Half Moon Bay Elementary School

Option A - Accommodation Impact

Description: Half Moon Bay Public School and New Half Moon Bay Elementary School both offer a JK-6 ENG/EFI program. The boundary line is revised to extend along Cambrian Road, east/west of the existing Greenbank Road with the new subdivision south/west of the future re-aligned Greenbank Road being directed to Half Moon Bay Public School.

2022 - New Half Moon Bay ES Opens as a JK-5

School	Capacity	Prog	JK	SK	1	2	3	4	5	6	7	8	SE	Total	UF %
Half Moon Bay Public School	674	KGTN	49	54										103	80.0%
		ENG			12	17	24	22	25	70				170	
		EFI			45	42	43	40	27	69				266	
		Total	49	54	57	59	67	62	52	139				539	
New Half Moon Bay Elementary School	674	KGTN	65	66										131	76.9%
		ENG			19	18	23	25	27					112	
		EFI			48	45	60	67	55					275	
		Total	65	66	67	63	83	92	82	0				518	

2023

School	Capacity	Prog	JK	SK	1	2	3	4	5	6	7	8	SE	Total	UF %
Half Moon Bay Public School	674	KGTN	50	54										104	72.4%
		ENG			12	17	23	29	27	30				138	
		EFI			47	45	40	44	40	30				246	
		Total	50	54	59	62	63	73	67	60				488	
New Half Moon Bay Elementary School	674	KGTN	74	70										144	91.1%
		ENG			20	21	21	28	28	32				150	
		EFI			54	47	42	57	63	57				320	
		Total	74	70	74	68	63	85	91	89				614	

2024

School	Capacity	Prog	JK	SK	1	2	3	4	5	6	7	8	SE	Total	UF %
Half Moon Bay Public School	674	KGTN	50	55										105	76.6%
		ENG			12	17	23	28	34	32				146	
		EFI			47	47	43	41	44	43				265	
		Total	50	55	59	64	66	69	78	75				516	
New Half Moon Bay Elementary School	674	KGTN	77	79										156	92.7%
		ENG			20	22	24	26	31	33				156	
		EFI			59	53	44	39	53	65				313	
		Total	77	79	79	75	68	65	84	98				625	

2025

School	Capacity	Prog	JK	SK	1	2	3	4	5	6	7	8	SE	Total	UF %
Half Moon Bay Public School	674	KGTN	50	55										105	78.3%
		ENG			12	17	23	28	33	39				152	
		EFI			47	47	45	44	41	47				271	
		Total	50	55	59	64	68	72	74	86				528	

New Half Moon Bay Elementary School	674	KGTN	83	82										165	93.6%
		ENG			21	22	25	29	29	36				162	
		EFI			64	58	51	41	35	55				304	
		Total	83	82	85	80	76	70	64	91				631	

2026

School	Capacity	Prog	JK	SK	1	2	3	4	5	6	7	8	SE	Total	UF %
Half Moon Bay Public School	674	KGTN	51	55										106	78.6%
		ENG			12	17	23	28	33	38				151	
		EFI			47	47	45	46	44	44				273	
		Total	51	55	59	64	68	74	77	82				530	

New Half Moon Bay Elementary School	674	KGTN	85	87										172	95.7%
		ENG			22	23	25	30	32	34				166	
		EFI			66	63	56	48	37	37				307	
		Total	85	87	88	86	81	78	69	71				645	



SPECIAL EDUCATION ADVISORY COMMITTEE BOARD

**2 June 2021
22 June 2021**

Report No. 21-054

Special Education Plan 2020-2021 and Special Education Report 2021

Key Contact: Peter Symmonds, Superintendent, Learning Support Services,
613-596-8254
Amy Hannah, System Principal, Learning Support Services,
613-596-8211 ext. 8111

PURPOSE:

1. To obtain Board approval of the Special Education Plan 2020-2021 and the Special Education Report 2021.

CONTEXT:

2. School boards are required to prepare a special education plan annually. The plan must be approved by the Board and submitted to the Ministry of Education every year by July 31. The special education plan is a document which provides detailed information about how the school District carries out its legal responsibilities for the provision of special education programs and services. The special education plan is in many respects, a detailed expression of how the District will implement the Board's special education policy. Recognizing the size and complexity of the plan, there is a regular cycle to manage review of the different sections of the document. This year, after consultation with the Special Education Advisory Committee (SEAC), a modified review process for the plan was undertaken. Over the past three years, Learning Support Services (LSS) has completed comprehensive reviews of the plan. Therefore, it was recommended that for some of the sections of the plan an independent review by each SEAC member be undertaken, as the content in the selected sections remain status quo and are prescribed by the Ministry of Education. As it pertains to the sections of the plan that were to be reviewed independently, SEAC members were given a variety of opportunities (e.g., monthly meetings, email correspondence, etc.) to provide their feedback on these sections.

In accordance with *Regulation 306*, school boards must submit a special education report on the delivery of special education programs and services to the Ministry of Education every two years on the odd year. The purpose of the report is to provide the Ministry of Education with a summary of the provision by

the school board of special education programs and special education services. Essentially, it is a summary of the sections required in the special education plan.

KEY CONSIDERATIONS:

3. Purpose and Requirements of the Special Education Plan

The purpose of the special education plan is twofold: to inform the public about the manner in which the school board is carrying out its special education responsibilities; and to report to the Ministry of Education. The Ministry policy document *Special Education in Ontario - Kindergarten to Grade 12 - Policy and Resource Guide 2017* establishes precise requirements for special education plans for all school boards of the standards against which their special education plan will be measured. The standards reflect what the Ministry of Education considers to be necessary to meet the needs of exceptional students.

4. Revision Process of the Special Education Plan

As shared above, the revision process of the plan was organized differently this year. Both of the sections reviewed and consulted on at the SEAC meetings and those reviewed and consulted on independently by each member were considered. The following is a summary of the topics and dates of the items reviewed at the following SEAC meetings:

- 4 October 2020, Transportation;
- 4 November 2020, Special Education Staff and The Identification, Placement, and Review Committee (IPRC) Process and Appeals;
- 9 December 2020, Board's Special Education Advisory Committee (SEAC) and Equipment;
- 6 January 2021, Individual Education Plans (IEPs) The Board's Model for Special Education, and Staff Development;
- 3 February 2021, Early Identification Procedures and Intervention Strategies and Educational and Other Assessments; and
- 3 March 2021, any additional comments or feedback from the sections reviewed independently were discussed.

The remaining sections were reviewed independently by all members:

- Specialized Health Support Services in School Settings;
- Provincial and Demonstration Schools in Ontario;
- Accessibility of School Buildings;
- Roles and Responsibilities;
- Categories and Definitions of Exceptionalities;
- The Board's Consultation Process;
- Coordination of Services with Other Ministries or Agencies; and
- Special Education Placements provided by the OCDSB.

Considerable effort has been made reviewing the language of the special education plan and how to access specific information to best support students and families. A regular part of the annual review process includes a review of current data such as expenditures for equipment, professional development opportunities, the SEAC membership, students identified through the IPRC

process or having IEPs to ensure key information is up-to-date and reflects District practice.

Our current practice of reviewing the special education plan in sections with SEAC on a monthly basis works well in that it allows for discussion of the document in manageable pieces, allowing us to make progress over the course of the year. However, given that approval by the Board occurs at the end of the school year, only minor edits can be accommodated at this stage. The final approval stage will likely generate ideas and suggestions which will be carried forward into the review process which starts again in September. Staff is committed to continuous improvement and opportunities to increase the accessibility of the information for staff, parents/guardians and where appropriate, students.

5. Submission Process and Timelines

As required in the *Special Education in Ontario - Kindergarten to Grade 12 - Policy and Resource Guide 2017*, the special education plan and the special education report must be approved by the school board and any amendments must be forwarded to the local district office of the Ministry of Education. Two copies of the complete plan and report must be submitted with the following documents:

- A letter from the director of the school board that confirms that the school board's special education plan is being submitted in compliance with the requirements of *Regulation 306* and with the standards outlined in the *Special Education in Ontario - Kindergarten to Grade 12 - Policy and Resource Guide 2017*;
- A copy of the Board's motion of approval of the plan and the report, including the date of approval; and
- A copy of any related motions or recommendations from the board's SEAC.

RESOURCE IMPLICATIONS:

6. The work undertaken on the special education plan and the special education report by LSS to review and update the plan and develop the report has been substantive over the course of this year. Staff estimates approximately 15 days of work have been invested in reviewing and rewriting the plan and the report. In addition, SEAC has allocated time on most agendas for this item.

COMMUNICATION/CONSULTATION ISSUES:

7. The key consultation on the plan has occurred through SEAC meetings. The dates and times of the meeting discussions are noted above. The value of discussions at SEAC is that it ensures the committee, and members of the community with a strong interest in special education issues, have the opportunity to discuss ideas and inform the way that services are delivered. These consultations and discussions have also informed the content of the special education report, as they are an extension of the special education plan.

The Special Education Plan 2020-2021 draft will be presented at the SEAC meeting on 2 June 2021 and a motion was passed to approve the Special Education Plan 2020-2021 and Special Education Report 2021 at that meeting.

STRATEGIC LINKS:

8. The special education plan and the special education report outline several links to the District Strategic Plan with a focus on reducing barriers to learning and providing individualized, personalized support and resources to meet the needs of every learner. In addition, both the plan and report support the development of strategies, tools, and resources to foster strong relationships among students, staff, families, and schools.

RECOMMENDATION:

- A. THAT the 2020-2021 Special Education Plan, attached as Appendix A to Report No. 21-054, be approved; and
- B. THAT the 2021 Special Education Report, attached as Appendix B to Report No. 21-054, be approved.

Peter Symmonds, Superintendent,
Learning Support Services

Camille Williams-Taylor
Director of Education and Secretary of
the Board

APPENDICES

Appendix A - 2020-2021 Special Education Plan

Appendix B - 2021 Special Education Report

Special Education Plan 2020–2021



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD





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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Educating For Success — inspiring learning, developing well-being and building social responsibility



Part 1- The Board's Consultation Process

Purpose of the Standard

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

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

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

Minority and Majority Reports

There were no majority or minority reports concerning the Board's approved special education plan in 2020/2021.

Opportunities for Community Input and Consultation

The OCDSB is committed to effective and meaningful consultation with various stakeholders within the Ottawa community to bring about an open and inclusive decision-making process. Consultation is a process undertaken to seek information, advice, and informed opinion for consideration prior to decision making. At its heart, consultation is about interactive two-way communication and dialogue. The process is an opportunity for the community to provide information about key issues and their implications to foster better understanding and to allow those affected by the decision to have meaningful and substantive opportunities to influence final decisions.

Throughout the year, opportunities for public input and feedback were provided through the monthly SEAC meetings and meeting minutes, the district's website, and via direct





connection with Learning Support Services team members. In addition, an invitation to members of the community inviting feedback on the Special Education Plan 2020-2021 was posted on the District's website.

Special Education Program and Services Internal / External Reviews

Methodology for Internal Reviews

In January, 2014, the Learning Support Services department presented [Report No. 14-001, Performance Measures for the Ottawa-Carleton District School Board, Learning Support Services](#). Building on the draft, Program Logic Models (PLMs), developed in consultation with Dr. Tim Aubry, at the University of Ottawa, the report highlights several performance measures for the Learning Support Services department and for each OCDSB specialized program. These performance measures have been used to shape the most recent program reviews for two of our specialized program classes (LD SIP, and Gifted).

OCDSB Learning Support for Students with Special Education Needs

The OCDSB *Learning Support for Students with Special Education Needs* online resource is intended to be the foundation for all OCDSB staff that work in classrooms and schools to understand their role in ensuring inclusion for all. The goal of the resource will be to support staff to plan and deliver special education programs and services in the OCDSB for all learners. It ensures educators (teachers, Early Childhood Educators (ECE), Educational Assistants (EA), and administrators) have the essential information, tools and resources to provide personalized and precise support. Educators will be able to use the resource to guide professional learning as they build capacity in meeting the needs of all students (i.e. what is necessary for some is beneficial for many). This resource will be field tested in the fall of 2021 with the goal of full implementation in January, 2022.

Learning Support Services Operational Review

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

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

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





Optimus SBR, the project plan including methodology and timelines was developed. The impact of labour action led to the postponement of the scheduled stakeholder focus groups in early March 2020. The impact of the provincial shut down due to COVID 19 led to the full pause of the project in April 2020.

The following revised timelines for the completion of the LSS Operational Review were developed with a view to providing representative information to guide system improvements:



Importantly, the revised timeline will allow for a full cycle of special education supports and services for students, families and caregivers within a more typical education environment.

The goals and scope of the LSS Operational Review were developed in collaboration with SEAC and trustees. The length of time since the motion, steps taken to address concerns and evolving District priorities may have shifted focus areas of the LSS Operational Review. Within the revised review timelines it is suggested that goals and scope of the review be revisited through consultation with SEAC and trustees in order to ensure that review outcomes are meaningful and aligned to District priorities.





Part 2- Special Education Programs and Services

The Board's Model For Special Education

Purpose of the Standard

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

The Ottawa-Carleton District School Board is committed to the principle that learning is a developmental process and children proceed through the stages of development at varying rates. The OCDSB is also committed to early identification and intervention to address learning needs. It is through this early identification and intervention process that learners remain confident about their abilities and are engaged in their learning journey.

The OCDSB Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, Accessibility for Ontarians with Disabilities Act, and regulations made under the Act and any other relevant legislation. The OCDSB's approach to special education and its special education delivery model are aligned with the Board's Mission Statement and Strategic Plan. Our Mission, *Educating for Success: inspiring learning, developing well-being and building social responsibility* forms the foundation of our work. Many

components of our current [Strategic Plan](#) connect and support the delivery of our supports and programs.

The OCDSB has a strong commitment to human rights, equity and inclusion. While many steps have been taken to identify and address the systemic and structural barriers that prevent

Strategic Plan 2019–2023

Creating a culture of Innovation, Caring and Social Responsibility...
 means ensuring our schools are welcoming places for all students and staff to engage, belong, learn, grow, explore and discover. From Kindergarten to Grade 12, our focus is to support student learning and well-being so that all students can develop the characteristics and skills they need to find success in the world. Our Exit Outcomes describe what we want for all of our learners.

With this in mind, our new strategic plan seeks to develop these characteristics and skills.

CHARACTERISTICS	SKILLS
GOAL-ORIENTED Students who are goal-oriented have self-identification, all-gains, initiative and a sense of responsibility.	CRITICAL THINKERS Students who are critical thinkers engage in reflective and independent thinking. They identify the relevance, validity and importance of ideas using critical and intuitive processes. They understand the logical connections between ideas. They construct and evaluate arguments using evidence. They generate solutions and create new ways of thinking.
RESILIENT Students who are resilient face and overcome adversity and challenging situations. They take risks, learn from mistakes, persevere, and move forward confidently.	ACADEMICALLY DIVERSE Students who are academically diverse have strong literacy and numeracy skills, they will also have developed full spectrum of skills through exposure to wide range of subjects including the arts, science, financial literacy, physical and health education, and technology.
GLOBALLY AWARE Students who are globally aware are open-minded and respectful to their contributions to the local and global community. They demonstrate concern for the well-being of others.	DIGITALLY FLUENT Students who are digitally fluent have been able to engage with technology to enhance their learning, they include interacting with, creating and sharing information individually or collaboratively in a responsible and ethical way to support their learning.
COLLABORATIVE Students who are collaborative understand the importance of working cooperatively as a team setting. Collaboration shares diverse perspectives, and effectively utilizes each team's contribution.	EFFECTIVE COMMUNICATORS Students who are effective communicators are skilled in listening, speaking, writing, and using technology to communicate.
INNOVATIVE/CREATIVE Students who are innovative and creative have original thoughts and ideas that are of value and are ethical. They understand that creativity is essential not only for solving problems, but also for improving where strengths already exist.	ETHICAL DECISION-MAKERS Students who are ethical decision-makers understand ethical principles that govern their decisions through their actions. They practice honesty, respect and responsibility.

Educating for Success — Inspiring Learning, Developing Well-Being and Building Social Responsibility

Our goal was to create a simple, measurable and impactful plan that is meaningful to students, staff and community members. Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. This is achieved by ensuring our schools are safe, caring and respectful. We need to look forward and think about how our world is changing and ensure we are ready to respond to that change. With this in mind, we are excited that our new strategic plan has three key objectives — to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility.

To drive this cultural shift, we have established three goals for each objective — one with a student focus, one with a staff focus and one with a system focus. These goals are supported by strategies that will guide our work, outcomes that describe the change we want to happen, and key performance indicators that will help us to measure our progress.

- Culture of Innovation**
 We will build a learning community where innovation and inquiry drive learning.
 - Our Goals:
 - Champion high learning expectations for all students in all programs.
 - Promote collaborative environments which foster innovation and creativity.
 - Modernize instruction and administrative processes.
- Culture of Caring**
 We will advance equity and a sense of belonging to promote a safe and caring community.
 - Our Goals:
 - Prioritize the dignity and well-being of students in inclusive and caring classrooms.
 - Champion and nurture a safe, caring and respectful workplace.
 - Build authentic engagement with and among our communities.
- Culture of Social Responsibility**
 We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.
 - Our Goals:
 - Remove barriers to equity of access, opportunity, and outcomes.
 - Model responsible and ethical leadership and accountability.
 - Foster progressive stewardship of the environment, and human and financial resources.

everyone from participating, excelling and feeling valued in the OCDSB community,





there remains much more to learn and to do. To serve every student, the OCDSB is committed to being intentional about acknowledging diverse ways of knowing, different styles of learning and valuing, respecting and leveraging the strength of each student's individual and intersecting identities. To serve every student, the OCDSB is committed to work collaboratively with students, parents, educators and community partners to support each student to discover or enhance the positive contributions they can make in their school, their community, their country and the world. These goals are outlined in the [OCDSB Indigenous, Equity, and Human Rights Roadmap - Eliminating Barriers to Success 2020-2023](#)

Service Delivery Model

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

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

The majority of students with special education needs are placed in a regular classroom. For most students, a classroom teacher, with the support of the school's learning support teacher (LST) or learning resource teacher (LRT) (only in elementary schools), and/or central district staff, are able to provide programming support that allows the student to meet required expectations with success. The regular classroom is always an option that parents / guardians may consider, regardless of the student's needs. A regular classroom allows the student to be surrounded by peers, while receiving personalized programming that is outlined in the student's Individual Education Plan. The regular class is considered the most inclusive of placements.

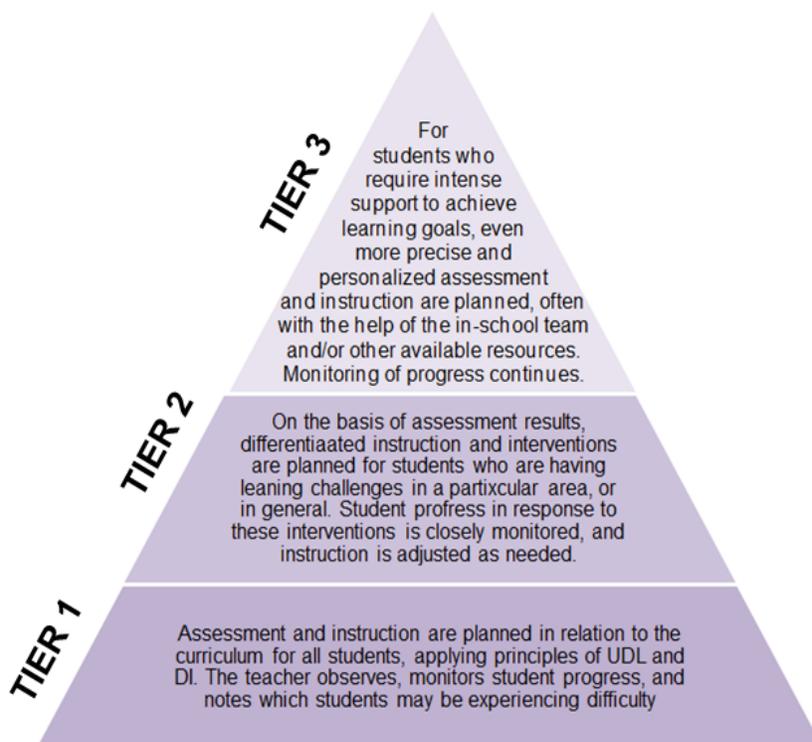
During the 2020-2021 school year, all districts in the province of Ontario have been required to offer both in-person learning and virtual learning options. The overview of related information can be found in [Policy/Program Memorandum No. 164](#). Beginning in September 2020, OCDSB special education learners in the regular classroom were





offered either in-person learning, or the option of attending one of the Ottawa-Carleton Virtual (OCV) campuses. Individualized support was provided to special needs students in their respective setting and based on their Individualized Education Plan. Students in a specialized program class were offered the option of attending in-person or remotely in a blended model. The classroom team for each specialized program class worked collaboratively with parents / guardians via a variety of platforms to support each individual student's needs.

The special needs of each student may be met by accommodations, modifications, and/or alternative expectations, including, but not limited to, a variety of teaching methods, and/or special equipment. The OCDSB model for service delivery is rooted in Universal Design for Learning, Culturally Relevant and Responsive pedagogy, and the tiered approach to intervention, as outlined in the Ministry of Education document; [Learning for All : A Guide to Effective Assessment and Instruction for All Students, K-12 \(2013\)](#). An overview of the tiered approach to intervention is summarized in the following chart:



Special Education Programs

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





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

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

Community / Provincial Specialized Placements

- Education and Community Partnership Program (ECP)
- Provincial or Demonstration Schools
- Hospital or Treatment Centres

Special Education Supports in the OCDSB

(All supports listed below are in no particular order)

School-Based Supports	System-Based Supports	Provincially-Based Supports
<ul style="list-style-type: none"> • Classroom Teacher • Parent(s)/guardian(s) • Educational Assistant (EA) • Early Childhood Educator (ECE) • Learning Support Teacher (LST) • Learning Resource Teacher (LRT) (elementary only) • Principal/Vice-Principal 	<ul style="list-style-type: none"> • Learning Support Consultant (LSC) • Psychologist/Psychological Associate • Social Worker • Speech-Language Pathologist • Autism Spectrum Disorder Team • BCBA (Board Certified Behaviour Analyst) • Behavior Support Team • Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing • SELT (Social / Emotional Learning Teacher) • Early Learning Team • ITAT (Itinerant Teacher of Assistive Technology) • Itinerant Emergency Educational Assistant • Itinerant Educational Assistant • System Principals • System Managers • Supervisors of Speech-Language Pathology, Psychology, and Social Work 	<ul style="list-style-type: none"> • Community Agencies • Education and Community Partnership Program (ECP) • Home & Community Care Support Services Champlain • Hospitals • Demonstration/ Provincial Schools





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

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

Definition of Terms

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

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

Alternative Learning Expectations are statements on the IEP describing expectations developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative learning expectations are considered to constitute alternative programs or alternative courses (i.e., secondary school courses). Examples of alternative programs/courses include speech remediation,





social skills, orientation/mobility training, and personal care programs. Alternative programs/courses are provided in both the elementary and the secondary panels.

Applied Behaviour Analysis (ABA) is an effective instructional approach that uses methods based on scientific principles of learning and behaviour to build useful repertoires of behaviour and reduce problematic ones. For example, ABA methods can help a student to develop positive behaviours, learn new skills, and transfer a positive behaviour or response from one situation to another.

Asynchronous learning is learning that is not delivered in real time. Asynchronous learning may involve students watching pre-recorded video lessons, completing assigned tasks, or contributing to online discussion boards.

Differentiated Instruction is a method of teaching that attempts to adapt instruction to suit the differing strengths and needs, interests, learning styles, and readiness to learn of individual students.

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

An **Identification, Placement and Review Committee (IPRC)** is a committee of a school board that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year.

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

In-School Team may consist of the principal or designate, Learning Support Teacher (LST), Educational Assistant (EA), Head of Special Education/Special, Education/Student Services, classroom teacher, parent(s)/guardian(s) and any of the





following where appropriate: classroom teacher(s), Learning Resource Teacher (LRT), special education class teacher(s), Early Childhood Educator (ECE) and student if over 16 years of age.

Modifications are statements on the IEP that reflect the changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of learning expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.

Multi-Disciplinary Team consists of members of the in-school team and various personnel who are assigned to support the school in areas of special education assessments and programming. These may include the Learning Support Consultant (LSC), psychologist or psychological associate, social worker, speech-language pathologist, Itinerant Teachers for the Blind/Low Vision, Itinerant Teachers for the Deaf/Hard of Hearing, as well as, any of the system-based teams e.g. Behaviour Support Team (BST), Student Success Teachers (SST), Autism Spectrum Disorder Team (ASDT).

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

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

Remote learning is learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Remote learning takes place in times of extended interruption to in-person learning – for example, as a result of a pandemic or natural disaster. Classes can be synchronous or asynchronous and can be taught online through a Learning Management System (LMS) or by using videoconferencing tools. In some cases, they may be delivered through emails, print materials, broadcast media, or telephone calls.

Special Education Advisory Committee (SEAC) is a committee of a school board that provides important advice on special education. A SEAC may make recommendations to the board on any matter affecting the establishment, development, and delivery of





special education programs and services for exceptional students in a board. Each school board in Ontario must establish a SEAC.

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

Special education services, as defined by the Ontario Education Act, refers to facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Synchronous learning is learning that happens in real time. Synchronous learning involves using text, video, or voice communication in a way that enables educators and other members of the school- or board-based team to instruct and connect with students in real time. Synchronous learning supports the well-being and academic achievement of all students, including students with special education needs, by providing educators and students with an interactive and engaging way to learn. It helps teachers provide immediate feedback to students and enables students to interact with one another.

Tiered Approach is a systemic, sequential instructional approach that uses specific instructional interventions of increasing intensity to address students' needs. It can be used to address either the academic or behavioural needs of students who are having difficulty.

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

Transition Plan is the school's written plan to assist the student in making a successful transition. The transition plan is developed as part of the IEP. Under O.Reg.181/98, the IEP must include a transition plan for each exceptional student who is 14 years of age or older who is making the transition from secondary school to postsecondary activities, unless the student was identified as exceptional solely on the basis of giftedness. In addition to the requirements under O.Reg.181/98, ministry policy (Policy / Program Memorandum No.156) requires that a transition plan be developed for all





students who have an IEP, whether or not they have been identified as exceptional by an IPRC and including those identified as exceptional solely on the basis of giftedness.

Universal Design for Learning (UDL) is a teaching approach that focuses on creating a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

Acronyms Used in the Special Education Plan 2020-2021

ABA	Applied Behaviour Analysis
ADHD	Attention Deficit/Hyperactivity Disorder
ADP	Adaptive Devices Program
AODA	Accessibility for Ontarians with Disabilities Act
ASDP	Autism Spectrum Disorder Program
ASDSCSP	Autism Spectrum Disorder Secondary Credit Support Program
ASDT	Autism Spectrum Disorder Team
BCBA	Board Certified Behaviour Analyst
BIP	Behaviour Intervention Program
BST	Behaviour Support Team
CAC	Centre for Augmentative Communication
CSP	Coordinated Service Planning
DD	Developmental Disability
DHH	Deaf/Hard of Hearing
DSP	Dual Support Program
EA	Educational Assistant
ECE	Early Childhood Educator
ELIP	Early Learning Intervention Program
GLP	General Learning Program
IBI	Intensive Behaviour Program
IEA	Itinerant Educational Assistant
IEP	Individual Education Plan
ILLD	Intermediate Language Learning Disabilities
IPRC	Identification, Placement and Review Committee
ITAT	Itinerant Teacher of Assistive Technology
ITB/LV	Itinerant Teacher for the Blind/Low Vision
ITD/HH	Itinerant Teacher for the Deaf/Hard of Hearing
LD	Learning Disability
LDP	Learning Disability Program
LD SIP	Learning Disability Specialized Intervention Program





LLD	Language Learning Disability
LSC	Learning Support Consultant
LSS	Learning Support Services
LST	Learning Support Teacher
LRT	Learning Resource Teacher
MID	Mild Intellectual Disability
OCDSB	Ottawa-Carleton District School Board
OSR	Ontario Student Record
OSSD	Ontario Secondary School Diploma
OSTA	Ottawa Student Transportation Authority
OT	Occupational Therapist
PCLD	Provincial Committee on Learning Disabilities
PSP	Physical Support Program
PT	Physical Therapist
QPI	Quality Programming Indicators
SAL	Supervised Alternative Learning
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SIP	Special Incidence Portion
SLP	Speech-language Pathologist
SST	Student Success Teacher





Roles and Responsibilities

Purpose of the Standard

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

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

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

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

The Ministry of Education

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils
- establishes the funding for special education through the structure of the funding model
- requires school boards report on their expenditures for special education
- sets province-wide standards for curriculum and reporting of achievement
- requires school boards maintain special education plans, review them annually, and submit amendments to the Ministry
- requires school boards establish Special Education Advisory Committees (SEAC); establishes Special Education Tribunals to hear disputes between parent(s)/guardian(s) and school boards regarding the identification and placement of exceptional pupils
- establishes a Provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- operates provincial and demonstration schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

The District School Board

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda





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

The School Principal

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





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

The Teacher

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

The Special Education Teacher

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

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

The Early Childhood Educator in coordination with the Teacher

- assists in implementing and planning education to Kindergarten children;
- assesses the development of Kindergarten children through observation and monitoring;
- upholds a classroom environment that is healthy physically, and social learning
- relays information to families;
- undertaking of duties assigned by the principal in regards to the Kindergarten program.





The Parent(s)/Guardian(s)

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

The Student

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

Special Education Staff Roles and Responsibilities in the OCDSB

Superintendent of Learning Support Services - Peter Symmonds

System Principal of Learning Support Services - Amy Hannah

System Principal of Learning Support Services - Christine Kessler

Manager of Mental Health and Critical Services- Dr. Petra Dushner

Manager of Learning Support Services - Stacey Kay

Clinical Supervisors:

Psychology - Dr. Kristin Schaub

Social Work - Kathryn Langevin

Speech - Language Pathology - Maya Rattray





Early Identification Procedures and Intervention Strategies

Purpose of the Standard

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

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

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

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

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

Student Registration Process - Kindergarten

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





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

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

Student Registration Process Grade 1 - 12

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

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





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

English Language Learners

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

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

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

Tiered Approach for Early Identification and Intervention

(Assessment/Consultation/Intervention)

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

Ongoing Monitoring and Responsive Intervention

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





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

Student Data / Information Collection

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

Grade	Assessment	Purpose / Description
Year 1 (JK) Year 2 (SK)	Early Literacy / Numeracy Observation Tool (ELNOT)	To screen for early intervention and to gauge developmental growth of literacy and numeracy skills.
Year 1 (JK) Year 2 (SK)	Developmental Indicators for the Assessment of Learning (DIAL-4)	To identify student strengths and needs in the areas of motor, concept, language, self-help, and social/emotional development.
Year 1 (JK) Year 2 (SK) November	The Kindergarten Communication of Learning: Initial Observation	<ul style="list-style-type: none"> To provide an overview of initial observations of the student's learning; To provide educators with data to inform program planning.
Year 1 (JK) Year 2 (SK) February and June	The Kindergarten Communication of Learning	To provide reflections on the student's learning connected to the four program frames.





Grade	Assessment	Purpose / Description
Year 1 (JK) Year 2 (SK)	Ongoing pedagogical documentation will be collected to identify developmental levels in all areas of learning	<ul style="list-style-type: none"> To provide evidence of learning that will be shared with parents / guardians throughout the year; To provide educators with data to inform intentional and purposeful programming.
Grade 1 - 3	Achievement Data - Provincial Report Cards and ongoing classroom assessments based on the curriculum	To assess ongoing student progress and identify areas in need of remediation.
Grade 1-3	PM Benchmarks or GB+(fall and spring)	To determine student reading engagement, fluency, and comprehension.
Grade 3	EQAO	To assess numeracy and literacy skills.

Intervention Strategies, Programs, and Supports

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

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

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

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





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

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

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

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

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

Transition Planning

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

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





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





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

Purpose of the Standard

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

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

What is an IPRC?

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

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

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

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

The purpose of the IPRC is:

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





IPRCs may also make recommendations to programs and services. It is important to note that although IPRCs may discuss programs and services, IPRCs do not make decisions about the delivery of programs and services. When a referral for a specialized class placement is made, the principal must wait for the referral committee recommendation before holding an IPRC meeting to place the student in that class (see *IPRC Statement of Decision* form at the end of this section).

At an IPRC, the identification of exceptionality is the result of an extensive and varied compilation of data on the student's academic, physical and/or social/emotional development over an extended period of time. This data collection process involves not only the gathering of information on a student's background, learning profile, and level of achievement, but also involves information about efforts to assist the student.

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

Prior to an IPRC Meeting

It may be helpful to contact parents/guardians for a preliminary discussion prior to an IPRC meeting, to ensure they understand the process, their rights related to the process, review any results that have been gathered to inform the process, explain any recommendations that will be made by the school team, and answer any questions they may have prior to the IPRC meeting.

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

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





What is considered in an IPRC placement decision?

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

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

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

Initial IPRC Meeting and Review IPRC Meeting

Initial IPRC Meeting Overview

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

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

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





Annual Review IPRC Meeting/Process

All students that have an IPRC are reviewed annually by the school team and parents/guardians. An IPRC review may not occur more often than once every three month period ([Reg. 181/98, s.21 \(2\) the Education Act](#)). Parent(s)/guardian(s) who are in agreement with the recommendation of the school team may waive the requirement to hold an annual review IPRC meeting. *Reg. 181/98, s.21 (4b)* states that, where there are no changes to the identification or placement, a parent/guardian may choose to waive or dispense of the requirement to hold an IPRC by signing and returning to the school a waiver letter which states that they agree with the school's recommendations. An annual IPRC reviews the following: the student's progress, current statements of strengths and needs, exceptionality and placement.

Parent / Guardian Request for a Review

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

IPRC Statement of Decision

The IPRC Statement of Decision includes the following information:

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

If a parent / guardian does not agree with the decision, they should not sign the IPRC Statement of Decision at the meeting. The parent / guardian may, by providing written notice to the chair of the IPRC, request a second meeting with the committee. The chair of the IPRC will arrange for a meeting to be held as soon as possible. Following the follow-up meeting, the IPRC chair will inform the school board and the parents if any changes were made to the IPRC decision and, if so, provide a revised statement of decision and written reasons for the changes. Parents / guardians will be asked to consent to the revised identification and/or placement decision.





If the parents / guardians disagree with the revised decision, they may:

- within thirty days of receipt of the initial IPRC decision, file a notice of appeal with the secretary of the Board (who is usually the director of education);
- within fifteen days of the receipt of the decision of the second meeting, file a notice of appeal with the secretary of the board

Superintendency Based (SB) IPRC Meeting

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

Parents/guardians are invited to the SB IPRC and are valued participants in the process.

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

For most referrals to specialized program classes:

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

The IPRC Appeal Process

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

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





is not a school holiday. During summer holidays, which are defined as periods of time that school is not in session, requests for appeals will be deferred to the day following the summer holiday, as per [Regulation 304](#).

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

Appeal Board Membership

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

- a) one member selected by the OCDSB
- b) one member selected by parent(s)/guardian(s),

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

Role of the Appeal Board

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

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





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

Appeals, Tribunals, Mediations

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

An overview of all IPRC referrals, reviews, and appeals completed in the OCDSB over the past three school years:

School Year	IPRC Referrals	IPRC Reviews	Special Education Appeal Board
2020-2021	421	5139	0
2019-2020	595	5449	1
2018-2019	510	5760	0





Educational and Other Assessments

Purpose of the Standard

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

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

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

Identification vs. Diagnosis

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

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

School-Level Assessments

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

District-Level Assessments

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





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

Provincial Assessments

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

Confidentiality and Rights to Privacy

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

Classroom Teacher

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

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

Educational Assessments

- are used to determine appropriate programming for students;





- may include norm-referenced achievement testing to assess acquisition of basic academic skills;
- may be required for a student to be referred for an individual assessment by professional services staff or personnel;
- may be part of information that is used to inform the IPRC process;
- include reports containing background information, current learning strengths and needs, a summary of recommendations (e.g. in-class program accommodation and/or modification, resource support, etc.).

Psychological Assessments

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

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

Social Work Assessments

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

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

Speech/Language Assessments

- assess the development of communication, oral and written language skills (e.g., listening, understanding, speaking, reading and writing) as emphasized in the Ontario curriculum and as required for participation in an inclusive and caring classroom and community;
- include multidisciplinary discussion, consultation & case history interviews with parents(s)/guardian(s), observations, professional judgement, clinical skills, administration of standardized and non-standardized measures; and provision of





recommendations for programming across any of the three tiers of special education support;

- may include one or more of the following areas:
 - receptive and expressive language skills;
 - reading, writing, and related skills (e.g., phonological awareness);
 - social/pragmatic skills;
 - functional communication and augmentative & alternative communication skills;
 - oral motor, speech sound production, fluency, voice and resonance, to access services delivered through CHEO School Based Rehabilitation Services;
- are conducted by speech-language pathologists who are members of the College of Audiologists and Speech-Language Pathologists of Ontario.

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

Assessments conducted outside of the OCDSB

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

Assessment Results

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

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

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





Wait List for Learning Support Services

- Wait lists are fluid and maintained at a school level using a multi-disciplinary team approach to prioritize students based on need. A range of supports and services are available to address student needs while waiting for formal assessment.
- Central data for students waiting for speech-language pathology, psychology or social work assessments is not available at this time due to the impacts of the COVID-19 pandemic. It is anticipated that this information will be available by 30 June 2021. Implementation of a technology solution for the central tracking of this data is in progress with an implementation scheduled for the Fall of 2021.





Specialized Health Support Services in School Settings

Purpose of the Standard

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

Partnering with the Home and Community Care Support Services Champlain (HCCSSC) (formerly known as the Local Health Network (HCCSSC), and CHEO School-based Rehabilitation Services, below is a summary of the specialized health support services provided.

For further detailed information, please reference the list of programs and health information on the [CHEO](#) website, and the [Home and Community Care Support Service Champlain \(HCCSSC\)](#) website.

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





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





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





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





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





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





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





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

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

Discharge criteria include one or more of the following:

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

*General Role of RD

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



School Health Support Services Service Guidelines –Occupational Therapy

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



School Health Support Services Service Guidelines –Occupational Therapy

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



Program Criteria: Occupational Therapy

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

Discharge Criteria- include one or more of the following:

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

Service Model:

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



School Health Support Services Service Guidelines – Physical Therapy

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

* All guidelines include assessment, conferencing, and consultation



Program Criteria: Physical Therapy

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

Discharge Criteria include one or more of the following:

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

Services:

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



School Health Support Services Speech Language Pathology Service Guidelines

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

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

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



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



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

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



Program Criteria: Speech Language Pathology Service

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

Discharge Criteria include one or more of the following:

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



Categories and Definitions of Exceptionalities

Purpose of the Standard

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

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

According to the Ministry of Education:

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

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

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

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





special education placements offered in the OCDSB, please refer to these sections within this document.

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

Category	Exceptionality	Definition
Behavioural	Behaviour	A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of the following: an inability to build or to maintain interpersonal relationships; a) an inability to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.
Communicational	Autism	A severe learning disorder that is characterized by disturbances in: <ul style="list-style-type: none"> • rate of educational development; • ability to relate to the environment; • mobility; • perception, speech, and language; b) lack of the representational symbolic behavior that precedes language.
	Deaf and Hard-of-Hearing	An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.





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Category	Exceptionality	Definition
Communicational (Continued)	Language Impairment	A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: <ul style="list-style-type: none"> a) involve one or more of the form, content, and function of language in communication b) include one or more of the following: <ul style="list-style-type: none"> • language delay • dysfluency • voice and articulation development, which may or may not be organically or functionally based.
	Speech Impairment	A disorder in language formulation that may be associated with neurological, psychological, physical, sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.
	Learning Disability	One of a number neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that: <p>Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are <i>at least</i> in the average range;</p> <ul style="list-style-type: none"> a. results in: <ul style="list-style-type: none"> • academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or





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Category	Exceptionality	Definition
Communicational (Continued)	Learning Disability (Continued)	<p>b. academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support</p> <ul style="list-style-type: none"> • results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; • may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); • may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • is <i>not</i> the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.
Intellectual	Giftedness	An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.





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Category	Exceptionality	Definition
Intellectual	Mild Intellectual Disability	A learning disorder characterized by: <ol style="list-style-type: none"> an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; an inability to profit educationally within a regular class because of slow intellectual development; a potential for academic learning, independent social adjustment, and economic self-support.
	Developmental Disability	A severe learning disorder characterized by: <ol style="list-style-type: none"> an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; an ability to profit from a special education program that is designed to accommodate slow intellectual development; a limited potential for academic learning, independent social adjustment, and economic self-support.
Physical	Physical Disability	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.
	Blind and Low Vision	A condition of partial or total impairment of sight or vision that, even with correction, affects educational performance adversely.





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





Special Education Placements Provided by The OCDSB

Purpose of the Standard

To provide the Ministry and the public with details of the range of placements provided by the Board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC.

Learning For All, Kindergarten to Grade 12

“[Learning for All, K-12](#)” describes the educational approaches that are based on one of the most important findings of educational research since 2000 – namely, that all students learn best when instruction, resources, and the learning environment are well suited to their particular strengths, interests, needs and stage of readiness.” (2013, p.8)

The OCDSB offers a variety of placement options from least restrictive to most supportive. [Regulation 181/98, Section 17](#) made under the *Education Act* states:

- (1) When making a placement decision....(the Identification Placement and Review Committee) shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,*
 - (a) would meet the pupil’s needs; and*
 - (b) is consistent with parental preferences.*
- (2) if, after considering all of the information obtained by it or submitted to it under Section 15 that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil’s needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class.*

A regular class placement is considered the first option for a placement when it is able to meet the student’s needs and is consistent with parental preferences. When a student is placed in a specialized program class placement, integration continues to be maximized to the greatest degree possible, based on the individual needs of students. Students can be integrated into the regular classroom in a variety of ways. These ways include, but are not limited to, the following:

- participation in activities and subjects in areas of strength;
- participation in any subjects such as physical education, art, music, and drama;
- participation in school based activities;
- participation in social activities;
- peer helper initiatives;





- reading buddies;
- differentiated/modified curricular expectations and evaluation;
- accommodations (e.g., preferential seating, assistive technology);

During the 2020-2021 school year, all districts in the province of Ontario have been required to offer both in-person learning and virtual learning options. The overview of related information can be found in Policy/Program Memorandum No. 164 . Beginning in September 2020, OCDSB special education learners in the regular classroom were offered either in-person learning, or the option of attending one of the Ottawa-Carleton Virtual (OCV) campuses. Individualized support was provided to special needs students in their respective setting and based on their Individualized Education Plan. Students in a specialized program class were offered the option of attending in-person or remotely in a blended model. The classroom team for each specialized program class worked collaboratively with parents / guardians via a variety of platforms to support each individual student's needs.

Student Program Placement Options (Ministry of Education)

Regular class with indirect support

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

Regular class with resource assistance

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

Regular class with withdrawal assistance

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

Special education class with partial integration

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

Special education class full time

A student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to [*Regulation 298, section 31*](#), for the entire school day.





Referral Process for Specialized Program Classes

The parent(s)/guardian(s) of the student must be consulted and included in the preparation of a referral to a specialized program class. As the referral process is a collaborative process between the student's parents / guardians and the home school, effective practice includes a parent being well informed of the placement and its criteria prior to supporting the completion of a referral to a specialized program class. Schools submit referrals and all required documentation to a central referral committee.

[Autism Spectrum Disorder Secondary Credit Program \(ASDSCP\)](#)

[Autism Spectrum Disorder Program \(ASDP\)](#)

[Behaviour Intervention Program \(BIP\)](#)

[Blind/Low Vision \(B/LV\)](#)

[Deaf/Hard-of-Hearing Program \(D/HH\)](#)

[Developmental Disabilities Program \(DDP\)](#)

[Dual Support Program \(DSP\)](#)

[General Learning Program \(GLP\) / Storefront](#)

[Gifted Specialized Program \(Elem/Sec\) *](#)

[Language Learning Disability Program \(LLD\)](#)

[Learning Disability Program \(LD\)](#)

[Physical Support Program \(PSP\)](#)

[Primary Special Needs \(PSN\)](#)

*Note: At the secondary level, gifted students wishing to attend congregated specialized gifted courses may apply directly to the designated secondary school that offers gifted as determined by their place of residence.

- A referral review committee consisting of learning support consultants (LSC), multi-disciplinary LSS personnel, and principals as appropriate reviews each referral and determines if the referral meets criteria for the specialized program class.
- If the referral review committee recommends a placement, the school will review this recommendation as a part of the IPRC process.
- If the IPRC deems this as an appropriate recommendation and it is confirmed that a space is available to offer a student this recommended placement, then the principal of the sending school is contacted regarding an offer.
- The principal contacts parent(s)/guardian(s) for a response within 48 hours, and then advises the referral review committee of the parent's response. If applicable, parent(s)/guardian(s) then contact the receiving school as soon as possible.
- The principal of the sending school conducts an IPRC. If there are extenuating circumstances due to year-end timelines, the IPRC may be convened at the receiving school in early September. The parent/guardian will have completed a





registration and requested specialized transportation forms as needed for the student.

- All specialized class placements are age / grade appropriate only





Category: Behaviour
Exceptionality: Behaviour

Ministry Definition

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

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

Special Education Class for Behaviour (Behaviour Intervention Program)

(12 elementary classes, 56 secondary sections)

Placements

- Behaviour Intervention Programs (BIP) at the following levels: primary, junior, intermediate, and senior
- up to eight students per class

Admissions Criteria

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

Criteria for Change in Placement

- the behavioural functioning is no longer the most significant determining influence on the student's academic success or social adjustment in school
- has social and/or academic needs that can be met more successfully within a different specialized program class
- has been integrated and demonstrated the ability to succeed in a regular class or with/without support from LRT and/or LST
- no longer benefiting or requiring a specialized placement
- evidence of ongoing successful integration





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

Available Resources

- one teacher with special education qualifications (Parts I and II)
- educational assistant
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- Focus of the program is to provide a structured learning environment and an opportunity to develop appropriate social skills;
- Program allows for integration into regular classrooms and/or school activities;
- An IEP containing specific expectations with a focus on behaviour is designed for each student according to learning needs and abilities;
- This plan is based on, and modified by, the results of continuous assessment and evaluation and is shared with parent(s)/guardian(s) on an ongoing basis;

Evaluation Methods

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

Alternative Placements

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

- other special education placement options if appropriate
- Education and Community Partnership Program (ECP)
- regular classroom with monitoring from the LST and/or LRT
- regular classroom with support from the LST and/or the LRT





Category: Communication

Exceptionality: Autism

Ministry Definition

A severe learning disorder that is characterized by:

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

Special Education Classes for Autism (ASDP) and Autism Credit Support Program (ASDCSP)

(35 elementary classes, 136 secondary sections) and (32 secondary sections)

Placements

- specialized classes at the following levels: kindergarten, primary, junior, intermediate, and senior
- 6 students per class*

Admissions Criteria

- a diagnosis of Autism Spectrum Disorder in the pervasive developmental disorder (PDD) category as specified by DSM-V
- documented evidence of impaired communication, social skills, and an uneven learning profile

Criteria for Change in Placement

- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of ongoing successful integration

Available Resources

- one teacher with special education qualifications (Parts I and II)
- educational assistants
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

* Note: There are 10 students in each of the Autism Credit Support Program (ASDCSP) classes. The allocation of educational assistant is determined by student needs in each of the ASDCSP.





Program

- Emphasis is on functional literacy and numeracy skills, communication, social, life skills, and age-appropriate behaviour
- Goals are specific, measurable, attainable, relevant, and timely (SMART) and chosen from the following domains: behaviour, communication, life skills (self-help, vocational, and work experience), academics, gross and fine motor skills, community living, and integration
- Programming is based on the expectations outlined in the IEP which is coordinated by the classroom teacher in consultation with the assigned speech-language pathologist and psychologist

Evaluation Methods

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

Alternative Placements

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

- other special education placement options if appropriate
- Care and Treatment program (CTCC)
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT





Exceptionality: Deaf and Hard of Hearing

Ministry Definition

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

Special Education Class for Deaf (D/HH)

(1 elementary class and 8 secondary sections)

Placements

- regular class with specialized support from Itinerant Teacher Deaf/Hard of Hearing (ITD/HH)
- other specialized program with consultation or direct service from ITD/HH
- specialized program with a Specialist Teacher of the Deaf/Hard of Hearing
- up to 10 students per class

Admissions Criteria

- documented hearing loss
- use of hearing aids/cochlear implant
- method of communication is through hearing and speech
- meets criteria for other specialized program in addition to deaf/hard of hearing exceptionality
- method of communication is through sign language (American Sign Language)

Criteria for Change in Placement

- change in hearing loss or performance
- needs are not being met in regular class
- student requires more than 5 hours, per week, support from ITD/HH
- change in method of communication
- identification of additional exceptionality
- evidence of ongoing successful integration
- change in hearing loss or performance, i.e., acquisition of a cochlear implant and requires auditory-verbal/ Oral therapy
- student requires/ requests placement in Provincial School setting
- identification of additional exceptionality

Available Resources

- FM system and other equipment, as needed including maintenance
- teacher with qualifications in Deaf Education
- educational assistant allocated based on students' needs
- Learning Support Services personnel provide assessment and consultative services to the special education teacher





Program

- ITD/HH support is based on the Auditory-Verbal Method unless requested otherwise, and is available from K to 12. Program includes development of speech, language, auditory skills and support of the Ontario Curriculum;
- Specialized Classes for the D/HH use sign language (ASL) and English to deliver the Ontario Curriculum, with modifications as required. There is one class at the elementary level for JK to grade 8 students and one at the secondary level for students in grade 9 to 12. The program includes the development of receptive and expressive language skills. For most students, integration into regular classrooms and school activities is considered to be an essential part of this program
- An IEP is developed for each student with specific learning expectations. This plan, which is developed collaboratively with parent(s)/guardian(s), is based on, and modified by, the results of continuous assessment

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year and may include informal checklists, standardized testing, teacher observation, and language checklists. OCDSB report cards and IEPs formally record the student's progress
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

Alternative Placements

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





Exceptionality: Language Impairment

Ministry Definition

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

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

Special Education Class for Language Learning Disabilities (LLD)

(11 elementary classes)

Placements

- specialized classes at the following levels:
 - primary and junior
 - up to 10 students per primary class
 - up to 12 students per junior class

Admissions Criteria

- exhibits severe language learning difficulties on a speech/language assessment
- average to above- average intellectual ability as measured on a psychological assessment
- language learning disability or mixed receptive-expressive language disorder as appropriate to age and grade level

Criteria for Change in Placement

- mildly delayed language functioning overall (one or more areas of language may still indicate moderate delays) on a speech/language assessment completed within the last 12 months
- academic performance is within one grade level of the student's integrated class placement
- has academic and/or social needs that could be met more successfully within a different special-class setting
- has the ability to succeed in a regular class with LST/LRT support
- no longer benefiting from specialized placement
- evidence of ongoing successful integration





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

Available Resources

- one teacher with special education qualifications (Parts I and II)
- Learning Support Services personnel provide assessment and consultative services to the special education teacher
- speech-language pathologists provide additional programming support

Program

- The focus of the Language Learning Disability Program is to provide the appropriate learning environment that will facilitate the development of the student's expressive and receptive language and phonology skills to enable academic achievement.
- Students who exit the LLD Specialized Program Class in Grade 6 are supported through the Intermediate LLD (ILLD) model, which offers a range of services (e.g., direct in-class coaching, co-planning of curricular activities, targeted professional development) to teachers to support their students with LLD in grades 7 and 8 within the students' intermediate placement (e.g., regular program, Learning Disability Specialized Program Class or General Learning Program). The ILLD model offers support to the teachers with the goal of increasing the students' independence with strategy application and learning over time.
- Programs are equipped with special education and language development materials.
- An IEP containing specific expectations is designed for each student according to individual learning needs and abilities. This plan, which is shared with parent(s)/guardian(s), is based on, and modified by, the results of continuous assessment and evaluation
- It allows for integration into regular classrooms and/or school activities

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Speech Impairment

Ministry Definition

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

Placements

- regular classroom with monitoring from the LST/LRT

Admissions Criteria

- mild to moderate articulation problems
- moderate to severe articulation problems
- cleft palate
- voice disorder
- fluency disorder
- phonology disorder

Criteria for Change in Placement

- frequency and intensity are individualized depending upon needs as determined by the school speech-language pathologist (5 years of age to grade 8)
- after grade 8, an assessment, consultation or home/school suggestions upon request
- consultation
- screening
- formal/informal testing
- CHEO School Based Rehabilitation Services discharge their cases when they reach the mild to moderate level. They may refer to the PATP or community agencies as appropriate

Available Resources

- classroom teacher
- speech-language pathologist
- CHEO School-based Rehabilitation Services
- parent(s)/ guardian(s), and volunteers
- Parent Articulation Training Program (PATP)
- Learning Support Services personnel provide assessment and consultative services to the special education teacher





Service Delivery Model

Speech-language pathologists:

- provide assessment, intervention and consultation to students from Kindergarten through Grade 12, who may present with a wide range of speech and language disorders and exceptionalities
- provide a wide range and level of support to students in designated special education programs, including ASD, PSN, the DD , LDSIP and LLD
- provide training to support teachers and parent(s)/guardian(s) in their work with children who have speech and language disorders
- provide Parent Articulation Training Program (PATP) for parents to facilitate their child's speech goals (targeting mild articulation difficulties)
- provide therapy (CHEO School Based Rehabilitation Services) as per mandate

Exceptionality: Learning Disability (LD SIP and LDP)

Ministry Definition

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

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





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

Special Education Class for Learning Disabilities (LD)

(14 elementary classes, 71 secondary sections)

Placements
<ul style="list-style-type: none"> specialized classes at the following levels: junior, intermediate, and senior up to eight students per class
Admissions Criteria
<ul style="list-style-type: none"> evidence of significant learning difficulties with impairment in reading, and/or writing, and/or mathematics which has not responded to targeted interventions evidence of cognitive strength average (greater than the 25th percentile) intellectual ability as measured on a psychological assessment requires intensive instructional support has severe to profound difficulty in learning and in processing information <p>Secondary: requires accommodations and/or modifications in academic areas that rely on reading, and/or writing, and/or written expression and/or mathematics and is able to work towards credit bearing, grade level curriculum expectations when using individualized accommodations</p>
Criteria for Change in Placement
<ul style="list-style-type: none"> current assessments indicate student no longer meets learning disabilities program admission criteria has academic (as demonstrated by current assessment) and/or social needs that could be met more successfully within a different special class setting, or a provincial school or CTCC placement has an ability to succeed in a regular class with LST/ LRT support no longer benefiting from specialized placement evidence of ongoing successful integration graduated from High School and/or achieved OSSD
Available Resources
<ul style="list-style-type: none"> one teacher with special education qualifications (Parts I and II) LSS personnel provide assessment and consultative services to the special education teacher

Program

- The focus of the program is to develop academic, communication, social, organizational and self-advocacy skills
- Intensive instructional support is provided for language and mathematics in the junior and intermediate programs





- Credit courses are offered through the secondary program
- An IEP containing specific expectations is designed for each student according to learning strengths and needs. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/guardian(s)
- Integration into regular/larger classrooms and school activities is considered to be an essential part of this program

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Giftedness

Ministry Definition

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

Special Education Class for Gifted Students (Gifted)

(15 elementary classes, 141 secondary sections (53 fully congregated, 88 secondary split sections))

Placements
<ul style="list-style-type: none"> specialized classes at the following levels: primary, junior, intermediate and senior up to 20 students per class grades 1-3 up to 25 students per class in grades 4-8 up to 28 students per class in grades 9-12
Admissions Criteria
<ul style="list-style-type: none"> very superior intellectual ability as measured on a psychological assessment
Criteria for Change in Placement
<ul style="list-style-type: none"> has academic and/or social needs that could be met more successfully within a different classroom setting no longer benefiting or requiring a specialized placement evidence of ongoing successful integration
Available Resources
<ul style="list-style-type: none"> one teacher with special education qualifications (Part I) Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- All students work towards the grade expectations outlined in the Ontario curriculum. The aim of the gifted program is to provide enrichment rather than acceleration
- Students have the ability to work through the curriculum at a faster rate, thus allowing more time to study the topics in greater depth
- The development of thinking skills is encouraged
- The program is designed to encourage problem solving, working cooperatively, and self and peer evaluation based on criteria determined by the teacher and students





- Application of learning is emphasized after students have demonstrated mastery of basic skills
- An open-ended curriculum allows students to explore areas of interest and incorporate creative talents into their learning
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/guardian(s)

Evaluation Methods

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

Alternative Placements

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

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





Exceptionality: Mild Intellectual Disability

Ministry Definition

A learning disorder characterized by:

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

Special Education Class for Mild Intellectual Disability/General Learning Program (GLP) (13 elementary classes, 112 secondary sections)

Placements

- specialized classes at the following levels: junior, intermediate and senior
- up to 16 students per class

Admissions Criteria

- scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability
- significant delays in academic progress
- evidence of delays in social/emotional development
- in the age-equivalent range of grade 4 to secondary

Criteria for Change in Placement

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

Available Resources

- one teacher with special education qualifications (Part I with Part II preferred)
- one educational assistant per class
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- The focus of the program is to develop academic and life skills
- An IEP containing specific expectations is designed for each student according to the learning needs and abilities. This plan, developed collaboratively with





parent(s)/guardian(s), is based on and modified by results of continuous assessment and evaluation

- The program allows for integration into regular classrooms and/or school activities
- Curriculum is modified to meet the individual needs of students

Evaluation Methods

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

Alternative Placements

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

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

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

Placements

- system-based Storefront Program for students with special education needs aged 18–21 years of age with MID or a developmental disability
- up to twelve students

Admissions Criteria

- students must be 18 years of age
- students must currently be attending a program for students with mild intellectual disability or developmental disability
- students must have supporting documentation which will include: written recommendation of the sending school/program, completed transition skills checklist, and written evaluations regarding previous successful work experience
-





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

Criteria for Change in Placement

- ends the year in which the student reaches the age of 21
- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of on-going successful integration

Available Resources

- one teacher with special education qualifications
- one educational assistant is assigned to the class as a job coach
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

Upon completion of the program, it is hoped that students will be prepared for paid work or a community placement with a minimum of supervision.

- The students work in the community five mornings per week, 2.5 hours daily, for seven to eight weeks
- As part of the Storefront program, students will participate in a variety of work-experience placements
- The life skills component of the program is delivered in the afternoons
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- OCDSB report cards and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

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

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





Exceptionality: Developmental Disability

Ministry Definition

A severe learning disorder characterized by:

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

Special Education Class for Students with Developmental Disabilities (Semi-Integrated) (DDP) (10 elementary classes, 96 secondary sections)

Placements
<ul style="list-style-type: none"> • semi-integrated specialized classes at the following levels: primary, junior intermediate, and senior • up to 10 students per class
Admissions Criteria
<ul style="list-style-type: none"> • moderate to severe delays in intellectual ability as measured on a psychological assessment • serious delays in academic progress • moderate to severe delays in adaptive functioning • be able to profit educationally, socially, and emotionally from a semi-integrated class in a regular school, with opportunities for appropriate supported integration • be able to take care of basic personal needs, with a minimum of additional support
Criteria for Change in Placement
<ul style="list-style-type: none"> • has social and/or academic needs which can be met more successfully within another placement • no longer benefiting from specialized placement • evidence of on-going successful integration
Available Resources
<ul style="list-style-type: none"> • one teacher with special education qualifications (Part I) • educational assistant • half-time job coach is assigned to each class at the secondary level • Learning Support Services personnel provides assessment and consultative services to the special education teacher

Program

- Programming in a specialized classroom offers opportunities to integrate with age-appropriate peers





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

Special Education Class for students with Developmental Disabilities (Specialized Schools) (25 elementary classes total between the two schools)

Placements
<ul style="list-style-type: none"> • specialized schools with classes at the following levels: kindergarten, primary, junior, intermediate and senior • up to eight students per class
Admissions Criteria
<ul style="list-style-type: none"> • moderate to severe delays in intellectual ability as measured on a psychological assessment • serious delays in academic progress • moderate to severe delays in adaptive functioning
Criteria for Change in Placement
<ul style="list-style-type: none"> • has social and/or academic needs which can be met more successfully within another placement • no longer benefiting from specialized placement • evidence of ongoing successful integration
Available Resources
<ul style="list-style-type: none"> • one teacher with special education qualifications (Part I) • educational assistants • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

Clifford Bowey Public School and Crystal Bay Centre for Special Education offer specialized school settings for pupils with developmental disabilities.

- Focus of the program is to develop life skills which include communication skills, self-help skills, and an introduction to basic academic skills





- CHEO School Based Rehabilitation Services provide support for therapy-based programming in the areas of occupational therapy and physiotherapy. Home and Community Care Support Services Champlain (HCCSSC) provide nursing support.
- An IEP containing specific expectations is designed collaboratively for each student according to learning needs and abilities. The IEP is based on, and modified by, the results of continuous assessment and evaluation
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and/or IEP
- It includes a transition plan and should include work experience opportunities, as appropriate

Category: Physical

Exceptionality: Physical Disability

Ministry Definition

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

Special Education Class for Physical Disabilities/Physical Support Program (PSP)

(2 elementary classes, 24 secondary sections)

Placements

- specialized classes at the following levels: primary, junior, intermediate, and senior
- up to 12 students per class

Admissions Criteria

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

Criteria for Change in Placement

- the student's physical condition no longer requires therapeutic interventions offered in the program
- the student's needs will be better met in an alternate placement
- no longer benefiting from specialized placement
- evidence of ongoing successful integration





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

Available Resources

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

Program

- At the elementary and secondary level, the physical support programs address the academic and physical needs of students at the appropriate level
- An IEP containing specific expectations is designed for each student reflecting learning needs and abilities
- CHEO School Based Rehabilitation Services provides support for therapy-based programming in the areas of occupational therapy, physiotherapy, nursing and speech disorders (if eligible)
- There is ongoing liaison with CHEO Development and Rehabilitation (Children's Treatment Centre services) for those students who enter from this service.

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year. OCDSB Report Cards, Alternative Report Cards (if applicable) and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

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

- Other special education placement options if appropriate
- CHEO School (Early Intervention Program – JK/SK levels – option if appropriate)
- Regular classroom with support from the LST/LRT
- Regular classroom with monitoring from the LST/LRT





Exceptionality: Blind and Low Vision

Ministry Definition

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

Placements
<ul style="list-style-type: none"> regular classroom with specialized support
Admissions Criteria
<ul style="list-style-type: none"> 20/70 or worse in best eye with best correction as determined by an ophthalmological/optometry report
Range of Support
<ul style="list-style-type: none"> blind students generally receive up to 50 per cent itinerant support depending on needs (e.g., braille, tactile and adaptive program) blind students usually require more intensive support low vision support is individualized (from itinerant 1–2 times a week to monitoring visits 2–4 times a year)
Available Resources
<ul style="list-style-type: none"> teacher with specialized qualification in Blind/Low Vision. May also have certification to teach orientation and mobility orientation and mobility instructor classroom teacher Educational assistants allocated based on student's needs Learning Support Services personnel provide assessment and consultative services to the special education teacher specialized equipment as needed

Program/Service Delivery Model

ITB/LVs provide:

- A school-based functional vision assessment to determine frequency of service and educational strategies
- Direct instruction in Braille and other tactile learning strategies
- Adaptation of curriculum materials (Braille, e-text, auditory, large print)
- Orientation and mobility instruction (safe travel techniques)
- Training in specialized equipment including computer hardware and software, optical aids, and other specialized equipment used in the classroom
- Provide consultation and support to schools concerning needs related to vision





Evaluation Methods

- Student's visual efficiency, tactile learning, orientation and mobility, and alternate skills are assessed regularly by the itinerant teacher, including functional vision assessments, observation and checklists
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB report cards and IEP, as well as anecdotal reports where appropriate
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

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

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

Category: Multiple

Exceptionality: Multiple

Ministry Definition

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

Range of Placements

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





Exceptionality: Mild Intellectual Disability and Behaviour

Ministry Definition of Mild Intellectual Disability

A learning disorder characterized by:

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

Ministry Definition of Behaviour

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

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

Special Education Class for students requiring a Dual Support Program (DSP) (3 elementary classes; 40 secondary sections)

Placements

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

Admissions Criteria

- significantly below-average intellectual potential as measured on a psychological assessment
- serious delays in the acquisition of fundamental academic skills exacerbated by behaviour problems
- impaired adaptive functioning (e.g., coping with life demands, personal independence)
- history requiring frequent discipline due to disruption, non-compliance, physical/verbal aggression, impulsivity, etc.
- history of socially unacceptable behavior





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

Criteria for Change in Placement

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

Available Resources

- one teacher with special education qualifications (Parts I and II)
- educational assistants
- Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- The focus of the program is to provide a structured learning environment with the opportunity to develop appropriate life and social skills
- The program allows for integration into regular classrooms and/or school activities
- An IEP containing specific expectations with a focus on behaviour is designed for each student, according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation including consultation with parent(s)/guardian(s) on an ongoing basis

Evaluation Methods

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

Alternative Placements

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

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





Program: Primary Special Needs (PSN)

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

(11 elementary classes)

Placements
<ul style="list-style-type: none"> specialized classes at primary level up to 10 students per class
Admissions Criteria
<ul style="list-style-type: none"> need for one or more years in an intensive support program scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability in the age-equiv. range of grade 1 to 3 significant developmental delays in two or more of the following areas: intellectual, academic and social/emotional development, language, physical (fine and gross motor)
Criteria for Change in Placement
<ul style="list-style-type: none"> has turned or will turn 9 years old during the calendar year does not require the same degree of specialized programming has the ability to succeed in a regular class with LST/LRT support and appropriate modifications and accommodations on-going assessment determines that a different placement could better meet the student's needs no longer benefiting from specialized placement evidence of ongoing successful integration
Available Resources
<ul style="list-style-type: none"> one teacher with special education qualifications (Part I, Part II preferred) educational assistant Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- The primary special needs program provides opportunities for each student to progress in all relevant areas of development
- The focus of the program is to develop academic, communication and social/emotional skills
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous formal and informal assessment
- For most students, integration into regular classrooms and school activities is considered to be an essential part of this program





Evaluation Methods

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

Alternative Placements

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

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





Program: Primary Special Needs (PSN)

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

(11 elementary classes)

Placements
<ul style="list-style-type: none"> specialized classes at primary level up to 10 students per class
Admissions Criteria
<ul style="list-style-type: none"> need for one or more years in an intensive support program scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability in the age-equiv. range of grade 1 to 3 significant developmental delays in two or more of the following areas: intellectual, academic and social/emotional development, language, physical (fine and gross motor)
Criteria for Change in Placement
<ul style="list-style-type: none"> has turned or will turn 9 years old during the calendar year does not require the same degree of specialized programming has the ability to succeed in a regular class with LST/LRT support and appropriate modifications and accommodations on-going assessment determines that a different placement could better meet the student's needs no longer benefiting from specialized placement evidence of ongoing successful integration
Available Resources
<ul style="list-style-type: none"> one teacher with special education qualifications (Part I, Part II preferred) educational assistant Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- The primary special needs program provides opportunities for each student to progress in all relevant areas of development
- The focus of the program is to develop academic, communication and social/emotional skills
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous formal and informal assessment
- For most students, integration into regular classrooms and school activities is considered to be an essential part of this program





Evaluation Methods

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

Alternative Placements

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

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





Individual Education Plans (IEP)

Purpose of the Standard

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

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

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

Implementation of the Ministry of Education Standards

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

IEP Development for Identified Students

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





Purpose of an IEP

The IEP will:

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

Overview of the IEP Process

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

The IEP Process can be broken down into five phases:

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

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

Gathering information

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

Setting the direction

- establish a collaborative approach;





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

Developing the IEP

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

Implementing the IEP

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

Review and Update the IEP

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

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

Transition Plans

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





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

Ontario Regulation 181/98 requires that for exceptional students who are age 14 or older and who are not identified solely as gifted, the student's IEP must include a transition plan for the student's transition from school to work, for further education, and/or community living.

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

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

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

Dispute Resolution Process

If differences of opinion around the content of an IEP should arise, these concerns will be mediated at the school level. It is the goal that through a collaborative process that successful programming for students be achieved. Therefore, every effort is made to resolve differences through a shared approach between parent / guardian and school staff. In the event of unresolved concerns, parents will work with the Superintendent of Instruction for the school. Also, the OCDSB has a Complaint Resolution policy and procedure in place. It can be accessed via the following link:

[OCDSB Complaint Resolution Procedure.](#)





The Ministry of Education also has a resource for dispute resolution entitled [Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs](#).

Storage of IEPs

A student's IEP must be included in the student's Ontario Student Record (OSR). This requirement ensures that the student's relevant assessment data and information about their strengths and needs and learning expectations are available to teachers working with them. To ensure that the IEP stored in the OSR is up to date, the working copy of the IEP should replace the filed copy at the end of each school year or semester, or when the student transfers to another school. Previous versions of IEPs are archived in the District's IEP software program for historical reference.

Results of the Ministry of Education IEP Review

There were no Ministry of Education IEP reviews in the 2020-2021 school year.

OCDSB IEP Template 2020-2021

IEP Cover Page	
Name: _____	DOB: _____
Grade: _____	Student OEN: _____
REASON FOR DEVELOPING THE IEP	
<input type="checkbox"/> Student identified as exceptional by IPRC	<input type="checkbox"/> Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations
STUDENT PROFILE	
Gender: _____	School Year: _____
Most Recent IPRC Date: _____	
Statement of Decision: <input type="checkbox"/> Exceptional <input type="checkbox"/> Not Exceptional <input type="checkbox"/> Non-Identified	
Exceptionality 1: _____	
Exceptionality 2: _____	
Special Education Placement:	
<input type="checkbox"/> Regular class with indirect support	<input type="checkbox"/> Regular class with resource assistance
<input type="checkbox"/> Regular class with withdrawal assistance	<input type="checkbox"/> Special education class with partial integration
<input type="checkbox"/> Special education class full time	
Reason for Placement: _____	
Program: _____	
Page 1	





IEP Cover Page	
Name: _____	DOB: _____
Grade: _____	Student OEN: _____
Exceptionality Definitions	
Exceptionality	Ministry of Education Definition

Page 2

Assessments			
Name: _____		DOB: _____	
Grade: _____		Student OEN: _____	
ASSESSMENT DATA			
List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.			
Information Source	Date	Summary of Results	Comments
Areas of Strength		Areas of Need	
Health Support Services/Personal Support Required <input type="checkbox"/> Yes (<i>list below</i>) <input type="checkbox"/> No			

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Courses and Accommodations		
Name: _____	DOB: _____	
Grade: _____	Student OEN: _____	
SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES		
<i>Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)</i>		
1. _____	<input type="checkbox"/> MOD	<input type="checkbox"/> AC <input type="checkbox"/> ALT
Elementary Program Exemptions or Secondary School Compulsory Course Substitutions		
<input type="checkbox"/> Yes (provide educational rationale) <input type="checkbox"/> No		
Complete for secondary students only: Student is currently working towards attainment of the:		
<input type="checkbox"/> Ontario Secondary School Diploma <input type="checkbox"/> Ontario Secondary School Certificate <input type="checkbox"/> Certificate of Accomplishment		
ACCOMMODATIONS		
(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)		
Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
Individualized Equipment <input type="checkbox"/> Yes (list below) <input type="checkbox"/> No		
SEA Status: _____		

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)		
Provincial assessments applicable to the student in the current school year: _____		

Accommodations: <input type="checkbox"/> Yes (list below) <input type="checkbox"/> No		
Exemptions: <input type="checkbox"/> Yes (provide explanatory statement from relevant EQAO document) <input type="checkbox"/> No		
Deferred: <input type="checkbox"/> Yes (provide explanatory statement from relevant EQAO document) <input type="checkbox"/> No		
Page 4		





Special Education Program:		
Name: _____		DOB: _____
Grade: _____		Student OEN: _____
To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations		
Teacher: _____		Subject/Course/Alternative Program: _____
Current Level of Achievement: Prerequisite course (if applicable) _____ Letter grade/Mark _____ Curriculum grade level (last June) _____		Level of Achievement for Alternative Program: _____
Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program. _____		
Learning Expectations (Listed are the modified/alternative expectations outlining knowledge and/or skills to be assessed by reporting period.)	Teaching Strategies (Listed are the teaching strategies that are particular to the student and specific to the learning expectations.)	Assessment Methods (Identified are the assessment methods to be used for each learning expectation.)
Term 1		

Transition			
Name: _____		DOB: _____	
Grade: _____		Student OEN: _____	
Transition Goals: Activity to Activity			
Strategies / Actions Required	Additional Comment(s)	Person(s) Responsible	Timelines
The following plan has been developed based on the student's strengths and needs to provide the strategies, tools and resources to support transitions			
Transition Goals: Change in Grade Level			
Strategies / Actions Required	Additional Comment(s)	Person(s) Responsible	Timelines
The following plan has been developed based on the student's strengths and needs to provide the strategies, tools and resources to support transitions			
Transition Goals: Setting to Setting			
Strategies / Actions Required	Additional Comment(s)	Person(s) Responsible	Timelines
The following plan has been developed based on the student's strengths and needs to provide the strategies, tools and resources to support transitions			





Human Resources & IEP Team				
Name: _____		DOB: _____		
Grade: _____		Student OEN: _____		
HUMAN RESOURCES (teaching/non-teaching)				
Service	Provider	Initiation Date	Frequency	Location(s)
EVALUATION				
Reporting Dates: _____				
Reporting Format				
<input type="checkbox"/> Provincial Report Card (required unless student's program comprises alternative expectations only)				
<input type="checkbox"/> Alternative Report				
IEP TEAM				
IEP Developed by:				
Staff Member	Position	Staff Member	Position	
Sources Consulted in the Development of the IEP				
<input type="checkbox"/> Provincial RC <input type="checkbox"/> Previous IEP <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Assessment(s)				
Date of Placement in Special Education Program (select the appropriate option)				
<input type="checkbox"/> 1) First day of attendance in new special education program				
<input type="checkbox"/> 2) First day of the new school year or semester in which the student is continuing in a placement				
<input type="checkbox"/> 3) First day of the student's enrolment in a special education program that the student begins in mid-year or mid-semester as the result of a change of placement				
Date of Placement: _____		Completion Date of IEP Development Phase (within 30 school days following the Date of Placement): _____		
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Consultation Log & Signatures			
Name: _____		DOB: _____	
Grade: _____		Student OEN: _____	
Log of parent/student consultation and staff review/update for current school year.			
Date	Activity <small>(indicate parent/student consultation or staff review)</small>	Outcome	Staff Involved
<p>The principal is legally required to ensure that the IEP is properly implemented and monitored. This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.</p>			
Signature of Principal _____		Date _____	
Involvement of Parent/Guardian and Student (if student is 16 or older)			
I was consulted in the development of this IEP		<input type="checkbox"/> Parent(s)/Guardian(s)	<input type="checkbox"/> Student
I declined the opportunity to be consulted in the development of this IEP		<input type="checkbox"/> Parent(s)/Guardian(s)	<input type="checkbox"/> Student
I have received a copy of this IEP		<input type="checkbox"/> Parent(s)/Guardian(s)	<input type="checkbox"/> Student
Parent(s)/Guardian(s)/Adult Student Comments: _____ _____			
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) _____		Date _____	
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) _____		Date _____	





IEP Consultation Form

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

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

1. Medical:

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

2. Testing/Assessment Results:

Are there any recent testing/assessment results which would be helpful in programming for your child?

3. Previously Successful Strategies:

Are there strategies which have worked particularly well for your child in the past?

4. Parental or Other Supports:

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

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

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

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

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

Date

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

Date

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IEP Summary Layout		
<small>CONFIDENTIAL (For teacher/school use only)</small>		
STUDENT PROFILE		
Student: _____	ID: _____	OEN: _____
Gender: _____	DOB: _____	Grade: _____
School: _____	Principal: _____	
Most Recent IPRC Date: _____	Date Annual Review Waived by Parent/Guardian: _____	
Exceptionality 1: <input style="width: 150px;" type="text"/>	Exceptionality 2: <input style="width: 150px;" type="text"/>	
Placement Decision	Recommended Program	
STUDENT STRENGTHS AND NEEDS		
Areas of Strength	Areas of Need	
ACCOMMODATIONS <small>(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)</small>		
Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
PROVINCIAL ASSESSMENTS (Accommodations and Exemptions) Provincial assessments applicable to the student in the current school year:		
Accommodations:		
Modified Subjects:		
Comments:		
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Ministry of Education Exceptionalities	
Category	Exceptionality
Behavioural	Behavioural
Communicational	Autism Deaf and Hard of Hearing Language Impairment Speech Impairment Learning Disability
Intellectual	Giftedness Mild Intellectual Disability Developmental Disability
Physical	Physical Disability Blind and Low Vision
Multiple	Multiple Exceptionalities

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





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

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





Needs (continued)

Sign Language Skills Social Skills Spatial Skills Speech/articulation Skills Tactile Perceptual Skills Task Persistence Skills	Time Management Skills Visual efficiency Visual motor integration Visual Perception Skills Visual Perceptual
--	--

Assessment Sources

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

Assessment Summary

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





Assessment Summary *(continued)*

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

Education Quality and Accountability Office (EQAO)

Annually, in preparation for the provincial assessments, EQAO provides school districts with key information related to accommodations and exemptions. For current information, please visit: <http://www.eqao.com>

Accommodations

Below are accommodations:

Instructional

- | | |
|---|---|
| <ul style="list-style-type: none"> • Anxiety/stress reducers • Ability grouping • Assistive technology • Audio texts • Augmentative and alternative communications systems • Buddy/peer tutoring • Carry and match system • Close-ended activities • Colour cues • Computer options | <ul style="list-style-type: none"> • Concrete/hands-on materials • Contracts • Creative thinking tasks • Critical thinking tasks • Differentiated tasks • Gesture cues • Graphic organizers • High structure • Increased challenge through higher level thinking skills • Large-size font |
|---|---|





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Instructional (*Continued*)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Leveled breaks • Manipulatives • Memory aids • Dramatizing information • Duplicated notes • Extra time for processing • Fading prompts • First/Then • Forward/backward chaining • Functional tasks • Mind maps • More frequent breaks • Multi-sensory presentations • Non-verbal signals • Prompts to return student's attention to task • Note-taking assistance • Organization coaching • Partnering • Positive reinforcement • Pre-cueing • Preferred activities/items/topics • Product differentiation • Prompting (verbal, visual) • Prompting/modeling/redirection/fading | <ul style="list-style-type: none"> • Provide choice • Reduced/simplified language • Reduced/uncluttered format • Reduction in the number of tasks used to practice a concept or skill • Rehearsal strategies • Reinforcement incentives • Repetition of information • Rewording/rephrasing of information • Sensory diet • Sensory objects/manipulative/toys • Shaping • Shaping/chaining • Small sequential steps • Social Narratives • Social skills coaching • Spatially cued formats • Tactile tracing strategies • Time-management aids • Tracking sheets • Verbal cues • Visual cueing • Visual supports/schedules • Word-retrieval prompts |
|--|--|





Environmental

- | | |
|---|--|
| <ul style="list-style-type: none"> • Acoustic treatment of workspace • Alternative work space • Area of individual leisure and social leisure • Assistive devices or adaptive equipment • Consistent classroom rules and routines • Minimizing of background noise • Hush ups • Minimal visual distractions • Office/work system • Predictable environment • Preparation for transitions | <ul style="list-style-type: none"> • Proximity to instructor • Quiet setting • Reduction of audio/visual stimuli • Sensory equipment • Sensory room • Special lighting • Strategic seating • Structured learning environment • Study carrel • Use of headphones • Visual supports |
|---|--|

Assessment

- | | |
|---|---|
| <ul style="list-style-type: none"> • Alternate products • Alternative settings • Alternative work location • Alternative work space • Alternative time to write tests • Assessing over multiple sessions • Assessment embedded in regular programming • Assessment paired with reinforcement • Assistive devices or adaptive equipment • Assistive technology software • Audio version • Augmentative and alternative communications systems • Braille • Breaks • Check for understanding of instructions • Checklists • Chunk time of assessment • Cloze • Colour contrasted materials • Colour cues • Computer options | <ul style="list-style-type: none"> • Conferencing • Covered overlays • Daily logs • Dark lined paper • Demonstration of task • Enlarged worksheets • Extended time limits • Extra time for processing • Frequent breaks • Highlight key information on test • Intermittent reinforcement during assessment • Interpreter • Large print • Large-size font • Learning goals checklist (individualized) • Lighting • Manipulatives • Matching • Memory aids • Multiple choice • Oral responses • Performance-based tasks |
|---|---|





Assessment (Continued)	
<ul style="list-style-type: none"> • Product differentiation • Prompts for time management • Reduce quantity of test items • Reduced/uncluttered format • Reduction in the number of tasks used to assess a concept or skill • Rubric (individualized) • Scribing 	<ul style="list-style-type: none"> • Self-assessment checklist • Signing EA Sound cues to help retrieval • Success criteria checklist (individualized) • Tactile assessments • Uncluttered format • Verbatim scribing • Visual supports <p>Work samples</p>
Human Resources	
Spec Ed Teacher ITD/HH ITB/LV Teacher Learning Resource Teacher Learning Support Teacher Student Success Teacher Educational Assistant(s)	Social Worker Speech/Language Pathologist Physiotherapist Psychologist Psychological Associate Psychoeducational Consultant Occupational Therapist Board Certified Behaviour Analyst
Human Resources Service Type	
Direct Instruction Instructional Support Consultation Reading Instruction	Resource Support Personal Care Behaviour Support Technical Support





Transition Type (Including ASD Transition Type)

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

Transition Plan Actions (Including ASD Transitions)

<ul style="list-style-type: none"> • Agenda • Agenda/Calendar • Agenda/Shared Calendars • Allow Early/Late Class Dismissal to Travel Halls When Less Congested • Alternative Settings • Apply learning styles information to current courses • Apprenticeship Program • Attend a college or university information session • Attend information session for high school • Body/Sensory Breaks • Calendars • Checklists • Choice Boards • Communication Books(s) • Complete college applications • Complete option sheet in consultation with teachers and high school Special Education Dept. • Complete university applications • Designate Resource Space for Equipment/Materials • Environment Adaptations 	<ul style="list-style-type: none"> • Develop a coordinated plan • Develop parent/student knowledge of post-school options • Develop resume • Develop workplace communication skills and behaviour skills • Establish community links re: housing and supported employment • Establish link with student in college/university in relevant program • Examine opportunities within the community (e.g. workshops, courses) • Expand work experience • Expand volunteer opportunities • First-then board • FM System - transfer and training • Home base/safe place • Home/school communication books • Gather information from the secondary school Special Education Dept. re: special education services • Gather specific information about colleges/universities and special needs departments • In-school meeting(s) • Initiate college visits/tours
--	--





Transition Plan Actions (Including ASD Transitions) (Continued)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Initiate job shadowing • Initiate part-time work • Initiate post-secondary research • Initiate post-secondary visits/tours • Initiate summer work • Initiate supported employment • Initiate university visits/tours • Investigate Ontario Youth • Investigate continuing and adult education • Learn to use OC Transportation Independently • Learn to use Transportation Independently • Model/Practice Desired Behaviour • Non-verbal cues • Organizational Aids • Orientation and mobility supports/training • Participate in IPRC review • Participate in a career fair • Participate in a high school tour/visit • Participate in a work placement visit • Participate in co-op experience • Participate in development of IEP • Participate in mentor program at college or university | <ul style="list-style-type: none"> • Participate in school-work program • Participate in work experience • Peer Assistance • Plan Course Selection • Positive Reinforcement • Power Card • Preferred Activity • Quiet/Calming Area • Relaxation Strategies • Review career selection activities (CHOICES, etc.) • Review learning styles inventory • Review occupation information • Role Play • Shared School Information (All About Me Booklet) Social Narratives • Review course options • Social Scripts • Social Skills Coaching • Specific Plan for Meeting • Communication Needs • Stories for Social Understanding • Student Meets Receiving Teacher(s) |
|--|--|





Provincial and Demonstration Schools in Ontario

Purpose of the Standard

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

Provincial/Demonstration Schools

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

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

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

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

In addition, these schools:

- serve as regional resource centres for students who are Deaf, Blind, or Deafblind;
- provide outreach, in service opportunities, observation and consultation in pre-school settings for students;
- offer virtual learning opportunities and/or virtual home visits via Zoom for preschool students who are Deaf or Deafblind;
- develop and provide learning materials and media for students who are Deaf or hard of hearing, blind or have low vision, or are Deafblind;
- provide school board staff with resource service; and,
- ASL assessments and consultations upon request;
- psychologist and speech-language pathologist consultations upon request;
- provide webinars for all educators and educators in training





Current Statistics (2020/2021)

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

Provincial Schools for the Deaf

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

Schools for the Deaf

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

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

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





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Ernest C. Drury School for the Deaf

255 Ontario Street South

Milton, ON L9T 2M5

Tel: (905) 878-2851

TTY: (905) 878-7195

<https://pdsbnet.ca/en/schools/ernest-c-drury/>

Robarts School for the Deaf

1515 Cheapside Street,

London, ON N5V 3N9

Tel. and TTY: (519) 453-4400

<https://pdsbnet.ca/en/schools/robarts/>

Sir James Whitney School for the Deaf

350 Dundas Street West

Belleville, ON K8P 1B2

Tel. and TTY: (613) 967-2823

<https://pdsbnet.ca/en/schools/sir-james-whitney/>

Provincial School for the Blind and Deafblind

W. Ross Macdonald School is located in Brantford and provides education for blind, low vision, or deafblind students.

The school provides:

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

Programs at this school:

- are tailored to the needs of the individual student and are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in the Expanded Core Curriculum which includes Compensatory Skills, Braille Literacy, Orientation and Mobility, Daily Living Skills, Independent Living Skills, Social Skills, Self Advocacy, Assistive Technology and Orientation and Mobility;
- offer accessible extra curricular activities;





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- provide assistance in preparing pre-school deafblind children for future education

W. Ross Macdonald School

350 Brant Avenue

Brantford, ON N3T 3J9

Tel: (519) 759-0730

<https://pdsbnet.ca/en/schools/w-ross-macdonald/>

Provincial Demonstration Schools

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

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

Provincial Schools Branch

Ministry of Education

255 Ontario Street South

Milton, ON L9T 2M5

Tel: (905) 878-2851

Fax: (905) 878-5405

<https://pdsbnet.ca/en/>

Amethyst School

1515 Cheapside Street

London ON N5V 3N9

Tel: (519) 453-4400

<https://pdsbnet.ca/en/schools/amethyst/>

Sagonaska School

350 Dundas Street West

Belleville, ON K8P 1B2

Tel: (613) 967-2830

<https://pdsbnet.ca/en/schools/sagonaska/>





Trillium School

255 Ontario St S
Milton, ON L9T 3X9
Tel: (905) 878-8428
TTY (905) 878-7195

<https://pdsbnet.ca/en/schools/trillium/>

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

Centre Jules-Leger

281, rue Lanark
Ottawa, ON K1Z 6R8
Tel: (613) 761-9300

<https://ccjl.ca/>





Special Education Staff

Purpose of the Standard

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

Special Education Staff 2020-2021	Staff Qualifications	Elementary Panel FTE	Secondary Panel FTE
1.0 Teachers of Exceptional Students			
*1.1 Learning Support Teacher / Learning Resource Teacher	Special Education Part 3 (Specialist)	258	33.33
1.2 Teachers of Specialized Classes	Minimum of Special Education Part 1	152	103
2.0 Other Special Education Teachers			
2.1 Itinerant Teachers of Blind / Low Vision	Minimum of Special Education Part 1, AQ -Teaching Students who are Blind	9.8	0
2.1 Itinerant Teachers of the Deaf and Hard of Hearing	Minimum of Special Education Part 1, AQ - Deaf Education	11.3	0
2.1 Itinerant Teachers of Social /Emotional Learning	Special Education Part 3 (Specialist)	3.0	0
2.1 Itinerant Teachers of Assistive Technology	Special Education Part 3 (Specialist)	4.0	2.0
2.4 Learning Support Consultants	Special Education Part 3 (Specialist)	13.0	4.0
Itinerant Teacher for Autism and Developmental Disability	Special Education Part 3 (Specialist)	1.0	0
**Itinerant Special Education Teacher for Remote Learning	Special Education Part 2	3.0	0

*Both the Learning Support Teacher and the Learning Resource Teacher provide resource-withdrawal support in the regular program

**Term elementary teaching positions (term January 2021-June 2021) for special education support to students in the Ottawa-Carleton Virtual (OCV) campuses.





Special Education Staff 2020-2021	Staff Qualifications	Total FTE
3.0 Educational Assistants in Special Education		
3.1 Educational Assistants	Developmental Service Worker (DSW), Child and Youth Worker(CYW) diploma or an equivalent program	813.00
4.0 Other Professional Resource Staff		
4.1 Psychologists and Psychological Associates, Psychoeducational Consultants	Ph.D. or Masters, Psychologists and Psychological Associates are registered with the College of Psychologists of Ontario. The Psychoeducational Consultants are supervised by a registered member of the College	29.9
4.2 Speech-Language Pathologists	Masters in Speech-Language Pathology, registration with CASLPO	29.0
4.3 Social Workers	Master of Social Work and registered with The Ontario College of Social Workers and Social Service Workers	29.7
4.9 Subtotal		88.6
5.0 Paraprofessional Resource Staff		
5.1 Orientation and Mobility Personnel	Orientation and Mobility Specialist	1.0
5.4 Transcribers (for blind students) Brailist	Certified Braille Transcriber or equivalent knowledge	0.5
Applied Behaviour Analysis (ABA) Coordinator	ABA certificate courses	1.0
Board Certified Behavior Analyst (BCBA)	Successful completion of the BCBA exam through the Behavior Analyst Certification Board	3.0
Communicative Disorders Assistants	Communicative Disorders Assistant Graduate Certificate	2.0
5.7 Subtotal		7.5





A. District Level Support

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

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

District Level Staff Roles / Descriptions

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

- Administrative and support personnel
- Brailist
- Educational assistants
- Itinerant teachers of Assistive Technology
- Itinerant teachers of Autism
- ABA Coordinator
- BCBAs
- Itinerant teachers of the Blind/ Low Vision
- Itinerant teachers of the Deaf/ Hard-of-Hearing
- Learning Support Consultants
- Psychology staff
- Social Workers
- Speech-Language Pathologists
- Communicative Disorders Assistants

Brailist

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





Itinerant Teachers of Assistive Technology

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

Itinerant Teacher Autism

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

Applied Behaviour Analysis (ABA) Coordinator

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

Board Certified Behaviour Analyst (BCBA)

- works to support school staff in understanding how to support students with Autism and challenging behaviour;
- may recommend and/or develop behaviour programs;
- may conduct Functional Behaviour Assessments;
- provides professional development to school staff ;
- models and co-teaches the use of ABA strategies;
- reviews and provides research related to emerging supports available for students with behavioural needs;





- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- supports and mentors staff enrolled in the Registered Behaviour Therapy (RBT) course and oversees the implementation of these strategies into their regular school duties;

Itinerant Teachers of Blind/Low Vision

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

Itinerant Teachers of the Deaf/Hard of Hearing

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

Learning Support Consultants (K to 12)

- develop and deliver special education professional development for staff;
- assist school teams with all aspects of the special education program and service delivery;
- promote current teaching methodologies and instructional practices which reflect the Ontario curriculum and Ministry of Education documents and direction;
- identify and support best practices in all specialized program classes and provide program support;





- committee member on centralized program referral committees to specialized program classes;
- Supports IEP development, programming and transition planning

District Level Central Teams

The Assistive Technology Team

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

The Autism Spectrum Disorder Team/ Developmental Disability Support Team

- provide direct and consultative program support to schools;
- facilitates transitions for students who are both within and new to the OCDSB;
- provides ongoing support to students with a diagnosis of Autism Spectrum Disorder (ASD) and a developmental disability (DD);
- assists in the development and implementation of IEPs, behavioural programs, communication strategies and assessment practices;
- supports new Ministry initiatives and pilots related to the field of Autism;
- responds to multi-disciplinary team requests for support as needed;
- provides professional development to the District and the community;
- supports PPM 140 and ABA practices in schools;
- provides resources to schools to support environmental accommodations and recommendations for sensory rooms / spaces;
- provides support to two specialized schools for students with developmental disabilities, Crystal Bay Centre for Special Education and Clifford Bowey Public School and all specialized classes for ASD and DD district-wide;
- provides program support for teachers and administration while working with parent(s)/guardian(s) and community agencies to facilitate new admissions;
- supports an intake process which provides transition support to schools and parents upon entering into the OCDSB;

The Behaviour Support Team / Social-Emotional Learning Teachers

- provide support to the Behavior Intervention Program (BIP), students, parent(s)/guardian(s), staff, and administration;
- provide consultation and classroom observations specific to students who present challenging behaviours;





- SELTs (Social-Emotional Learning Teacher) provide consultation and classroom observations specific to students demonstrating stress behaviour or challenging behaviour in Kindergarten to grade 8;

The Early Learning Team

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

The Gifted Support Team

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

Itinerant Educational Assistants (IEA)

- provide consultative and direct services to students experiencing behavioural challenges, including the development of behavior support plans;
- provide consultation to school staff on behaviourally related issues;
- assist in the development of student plans (safety plans, safe plans, and Behaviour Management Plans);
- provides professional development in promoting positive behavior;

Psychology Professional Staff

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





- engages in staff training in such areas as suicide prevention, mental health promotion, and behaviour management

Social Work Professional Staff

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

Speech-Language Pathology Professional Staff

In consultation with the LST and the principal of the school, speech-language pathologists:

- provide an array of service to students from kindergarten through grade 12;
- provide identification, prevention, assessment, consultation and programming/intervention of communication disorders in the areas including language, speech, communication, cognitive-communication, reading and writing, and augmentative and alternative communication;
- facilitate internal and external referrals as appropriate, provide professional development to educators and training to parents, and provide services at all tier levels;
- provide weighted services some OCDSB specialized program classes including: language learning disability, LDSIP, and specialized and integrated programs for students with developmental disabilities and Autism;
- are integral members on central teams such as Early Learning and ASD/DD Teams;
- participate in central referral committees for specialized program classes;
- supervise Communicative Disorders Assistants (CDAs) who provide programming at specialized sites





Communicative Disorders Assistants

Communicative Disorders Assistants (CDAs) are support personnel who are specifically trained and educated in communicative issues. Under the supervision of speech-language pathologists, CDAs:

- implement programming that is set forth by their supervising speech-language pathologist(s), monitor student progress, maintain equipment, and prepare materials and resources.

Tragic Events Response Team

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

Urgent Care Team

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

A. School Level Support

The following supports are available within schools:

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





School Level Staff Roles and Descriptions

School Principal

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

Classroom Teacher

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

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

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





Specialized Program Classroom Teacher

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

Educational Assistant

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

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

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

Early Childhood Educator (ECE)

works collaboratively with the classroom teachers in implementing and planning education to Year 1 and 2 children;

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





Staff Development

Purpose of the Standard

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

The OCDSB Learning Support Services Staff Development Plan

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

- [The OCDSB Strategic Plan](#)
- [The Exit Outcomes](#)

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

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

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

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





Professional Development Input from SEAC

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

Staff Development Budget

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

Release and Professional Development	Amount spent
EMPOWER Reading Program - Virtual Staff Training	\$167,772.94
National Association for Gifted Children Conference	\$2,151.24
Non-Violent Crisis Intervention (CPI) Recertification - Staff Training	\$350.00
Online Functional Behaviour Course - Staff Training	\$350.00
Registered Behaviour Technician Training - Staff Training	\$500.00
Self Regulation in Schools Seminar - Staff Training	\$145.77
Traumatic Events System Model - Staff Training	\$1,107.20
Violence and Threat Risk Assessment - Staff Training	\$5,327.94
Summer Transition Program - 191 Staff - EA, PSP, Elen/Sec Teachers	\$175,000.00
Empower Virtual Training Release	\$2043.36
Total	\$354,748.45

¹*Due to the COVID-19 Pandemic, in person staff development was not offered by LSS for 2020-2021. Unfortunately, several professional development sessions planned were unable to take place during the 2020-2021 school year.

Principals and Vice-Principal Intern Program / Training Opportunities

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

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New Teacher Induction Program

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

Special Education Workshops for Staff

The Learning Support Services Department is committed to ongoing professional development for all staff. Learning Support Teachers from all schools were presented with professional development from central staff during their LST Network meeting. During the 2020-2021 school year professional development opportunities were limited due to occasional teacher and occasional staff shortages and the impacts of the COVID-19 pandemic. This year, the following workshops were offered to OCDSB staff

- ABA School Team Training (in-person)
- ASD Mentorship
- ASD New Teacher Training
- ASD Specialized Program, Elementary and Secondary Online Sessions
- ASD Working with Challenging Behaviours and Teaching Independence
- ASIST (Applied Suicide Intervention Skills Training)
- Behavior from a Communication Perspective, Part 2
- Behaviour Intervention Program Professional Development for BIP Staff
- Behaviour Management Systems Training (BMS)
- Best Practices in Supporting Students with ASD in Remote Learning
- Brain Based Learning and Behavioural Challenges
- Cannabis in Schools
- Communication Strategies for the Early Learner
- Early Learning Strategies
- EA Autism Trainings
- Empower – Day 4 Comprehension and Vocabulary, Gr. 2-5
- Empower – Day 4 and Initial Decoding and Spelling, Gr. 2 – 5
- Empower – Day 4 Decoding and Spelling, Gr. 6-8
- Empower – Training Review Gr. 2-5
- Sonderly (Geneva Centre) E-Learning Modules
- Guiding Cooperation through Reinforcement
- Intermediate DDP - Developing Communication and Language





- ILLD - Grade 6 Transitions
- Inquiry Play Based Learning for Students with ASD
- LLD Assistive Technology Workshop
- LST Network Sessions
- Math LD Inquiry
- Post-Secondary Transitions for Students with Autism Spectrum Disorder
- Registered Behaviour Technician Training
- SafeTALK – (Suicide Alertness for Everyone), (Tell, Ask, Listen, Keepsafe)
- SLIP - Speech Language Intervention Program
- Social Learning In Class
- Social Learning for LD-SIP Sites
- Structured Teaching for Elementary Teachers
- Supporting Structured Teaching
- Three Strategies for Independence
- Tools for Social Understanding
- Training for New LSTs
- Transitions for Students with ASD
- Traumatic Event Systems Model (TES)
- Violence Threat Risk Assessment II (VTRA)
- WIAT Training

Cost Sharing Arrangements

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

- Ministry of Child and Youth Services – Child and Youth Workers;
- M.F. McHugh Education Centre (Education and Community Partnership Program);
- Algonquin College – early health screening for vision, hearing, height etc.;
- Ottawa Catholic School District (OCSB) Blind/Low Vision Teachers;

Communication of Professional Development

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





Equipment

Purpose of the Standard

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

General Overview

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

- Per Pupil Amount
- Claims-Based

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

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

Examples of specialized equipment for use at school

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

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

A full overview of the [SEA Guidelines for 2020-2021](#) is outlined on the Ministry of Education website.

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





Funding Information and Allocation for Specialized Equipment

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

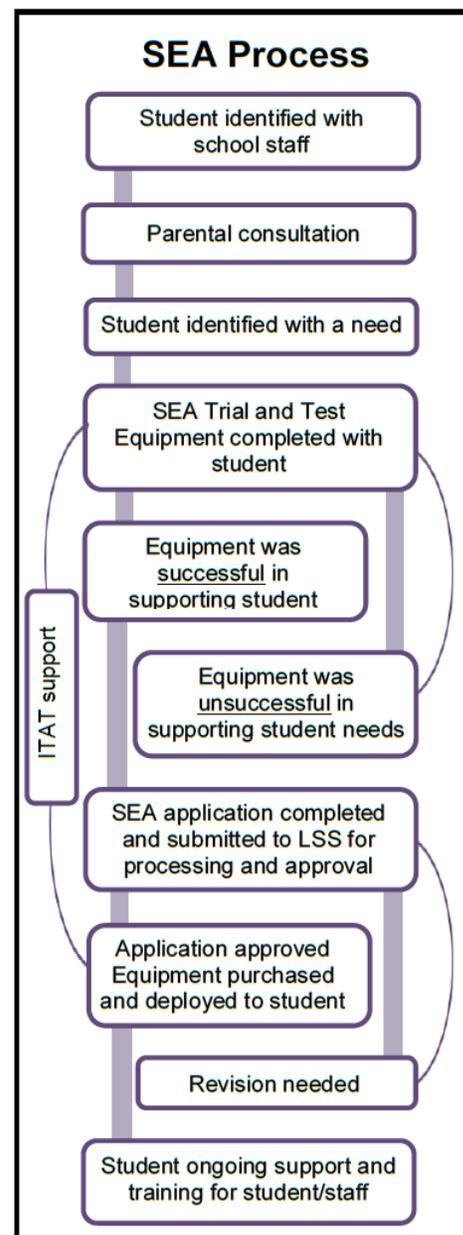
Determination of Need

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

Required Documentation

School teams work collaboratively with parents / guardians to gather and provide the required information to submit a SEA claim. The following information is required:

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





Eligible Specialized Equipment for Claims Based Funding

All equipment costs must be specialized equipment for individual or groups of students for use at school. Examples of such equipment are:

- speech analyzers;
- FM microphone systems (for DHH students);
- print enlargers (for low vision);
- sound amplification systems;
- computer hardware/software;
- individually modified desks or work tables;
- Braille writers;
- symbol or letter voice translators;
- insulated booths and/or study carrels;
- communication aids (e.g., Boardmaker, speech synthesizers);
- positioning devices

Portability

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

SEA Equipment use outside of the school setting

SEA equipment is expected to remain at school. Under exceptional circumstances, special arrangements can be made with Learning Support Services to allow the equipment to go home. In the rare circumstances where a student has been granted permission to take the equipment home, the principal of the school will work with the parent / guardian to ensure that the required information and documentation is gathered to align with the District procedure. When equipment is authorized for use outside of the school setting, the parent / guardian assumes responsibilities for the equipment. The District is not responsible, nor will it cover the cost of loss or damaged SEA equipment while off school premises. All SEA specialized equipment must be returned to the school in June of each year for storage.

Ministry Review

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





Itinerant Teachers of Assistive Technology (ITAT)

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

Ottawa-Carleton District School Board Special Education SEA Claim

In the 2020-2021 SEA year (May 1, 2020 – April 30, 2021) the OCDSB processed the following number of applications:

Claim Types	Number of students	Dollar Amount Spent
Computer (PPA)		
Computers and support components (PPA)	825	\$1, 452, 366.55
Training	N/A	\$787, 843.89
Technician	N/A	\$150,005
Total		\$2,390,215.44
Non Computer (Claims)		
Number of students Below \$800	111	\$ 140 635.61
Number of students Above \$800	125	\$ 334,061.16
Total		\$ 474 696.77





Accessibility of School Buildings

Purpose of the Standard

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

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

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

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

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

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

2006/2007	\$	483 000.00	2014/2015	\$	1 155 182.00
2007/2008	\$	948 902.00	2015/2016	\$	1 091 119.00
2008/2009	\$	1 077 588.00	2016/2017	\$	1 011 038.00
2009/2010	\$	703 488.00	2017/2018	\$	974 023.00
2010/2011	\$	1 576 416.00	2018/2019	\$	1 600 000.00
2011/2012	\$	764 984.00	2019/2020	\$	1,564,911.00
2012/2013	\$	728 577.00	2020/2021	\$	4,600,000.00
2013/2014	\$	542 988.00			





Transportation

Purpose of the Standard

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

Transportation providers must, in all respects, meet the requirements of federal and provincial legislation, regulations and standards governing student transportation using vans, school buses and public transit. They must also comply with relevant Ministry of Education requirements and Board policies and procedures governing student safety and transportation.

The Ottawa Student Transportation Authority (OSTA) is responsible for the provision and administration of all Ottawa-Carleton District School Board (OCDSB) transportation services.

The [OCDSB Policy P.127.TRA](#), Ottawa Student Transportation Authority, establishes the authority of the OSTA to act as the Board's agent with respect to the provision of transportation services to students of the OCDSB. Outlined in this policy the OCDSB recognizes the Ministry of Education requirement for the provision of safe, effective and efficient student transportation services through a consortia delivery model. Delivery of transportation services is detailed in a Service Level Agreement (SLA). The OCDSB has responsibility for service standards to be included in the SLA including but not limited to: eligibility standards based on distance address and program; bell time changes of more than 10 minutes; and accessible transportation for students with special needs. Through this policy the OCDSB delegates authority to its representatives on the OSTA Board of Directors to create policies and procedures as required to fulfill the service requirements, as well as other elements required to maintain the OSTA organization.

Information about OSTA may be found on their website at [Ottawa Student Transportation Authority](#). More specifically, the following OSTA policies relate to the provision of accessible transportation:

- [T10 Stakeholder Responsibility](#)
- [T14 Transportation Services](#)
- [T15 Transportation of Service Animals](#)
- [T18 Transportation Eligibility](#)
- [T21 Accessible Transportation](#)





- [T22 Transportation for Students in a Joint Custody Arrangement and Living in Two Homes](#)

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

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

The OCDSB [Procedure PR.686.SCO, Use of Service Animals for Students](#) outlines the process for developing a transportation plan that includes the transportation of service animals.

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

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

For some students with special education needs it may be most appropriate for transportation to be provided separately from other students. School teams carefully consider these circumstances and document a request for solo transportation on the





Student Request for Accessible Transportation and Personalized Accessibility Plan form. These requests require approval from the Superintendent of Instructions or the Manager of Learning Support Services.

A Transition Plan ensures steps are being taken to help the student develop the necessary skills to return to group transportation, whether riding with other students in a van, or taking mass transportation on yellow bus or public transit. Each student's ability to access transportation is reviewed annually.

Any special equipment used to ensure the safety of the student while being transported must be properly fitted for the size, weight and/or age of the student. Parents / guardians and school staff are responsible for ensuring the equipment is securely fastened. Parents / guardians must approve the use of any such equipment such as a buckle guard, a harness, car seat, booster seat, etc.

Students in specialized program classes in schools outside their home communities, as supported by Board policy, may be provided transportation without reference to distance units. Students residing within 800m from their designated school may be assessed for their ability to walk to school, with support, on an annual basis. The Board provides transportation for special needs students enrolled in the Summer Learning Program and Education and Community Partnership Program (ECP). Students attending Provincial or Demonstration schools are transported by the Board. Provincial and Demonstration schools are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

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





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

Purpose of the Standard

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

The Role and Responsibilities of SEAC

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

SEAC Meetings

- occur on the second Wednesday of each month (except July and August) at 7:00 p.m., remotely through the Zoom platform;
- all members of the public are welcome and encouraged to observe;
- members of the public are encouraged to make their views known to SEAC by contacting representatives directly or by appearing as a delegation;
- a delegation will be allocated time as follows:





- up to four minutes where the request was made before the publication of the agenda on the Thursday before the meeting date. ;
- up to two minutes if the request was made after the publication of the agenda and prior to the start of the meeting;

Composition of SEAC

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

For more information on the role of SEAC and the nomination process, see [Special Education Advisory Committee Policy P. O19.GOV](#). This can be located on our website at www.ocdsb.ca. A hard copy is available upon request. Please contact Board Services at (613) 596-8211, ext. 8641 .

SPECIAL EDUCATION ADVISORY COMMITTEE (OCDSB) MEMBERS 2020-2021

OCDSB TRUSTEE MEMBERS

Christine Boothby, Trustee, Zone 2	christine.boothby@ocdsb.ca	613-809-4929
Rob Campbell, Trustee, Zone 5	rob.campbell@ocdsb.ca	613-808-8190
Chris Ellis, Trustee, Zone 6	chris.ellis@ocdsb.ca	613-818-7350

MEMBER ASSOCIATION REPRESENTATIVES

Association for Bright Children of Ontario (ABC)

Cathy Miedema (Member) cathymiedema@gmail.com

Autism Ontario, Ottawa Chapter

Katie Ralph (Member) kralp059@uottawa.ca

Katherine Kacew (Alternate) kat.kacew@gmail.com





Down Syndrome Association

Mark Wylie (Member)

mwylie@sympatico.ca

Learning Disabilities Association of Ottawa-Carleton (LDAO)

Dr. Maggie Mamen (Member)

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Marianne Long (Alternate)

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

Ian Morris (Member)

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Sean Popal (Alternate)

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Ottawa-Carleton Assembly of School Councils (OCASC)

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VOICE for deaf and hard of hearing children

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VIEWS for the Visually Impaired

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Nicole Ullmark (Member)

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COMMUNITY REPRESENTATIVES

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ASSOCIATION REPRESENTATIVES (NON-VOTING)

Ottawa-Carleton Elementary Teachers' Federation (OCETF)

Susan Gardner (Member)

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Jennifer Titley (Alternate)

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Professional Student Services Personnel

Connie Allen (Member)

connie.allen@ocdsb.ca

Ontario Secondary School Teachers' Federation (OSSTF)

Jean Trant (Member), SSP

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Catherine Houlden (Member), Teachers

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Andrew Winchester (Alternate), Teachers

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Ottawa-Carleton Elementary Operations Committee (OCEOC)

Nancy Dlouhy (Member)

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Ottawa-Carleton Secondary School Administrators' Network (OCSSAN)

Kimberly Elmer (Member)

kimberly.elmer@ocdsb.ca





Staff Normally in Attendance at SEAC Meetings:

<i>Peter Symmonds</i> Superintendent, Learning Support Services	613-596-8254	peter.symmonds@ocdsb.ca
<i>Amy Hannah</i> System Principal, Learning Support Services	613-596-8111	amy.hannah@ocdsb.ca
<i>Christine Kessler</i> System Principal, Learning Support Services	613-596-8111	christine.kessler@ocdsb.ca
<i>Stacey Kay</i> Manager of Learning Support Services	613-596-8136	stacey.kay@ocdsb.ca
<i>Dr. Petra Duschner</i> Manager, Mental Health and Critical Services	613-596-8136	petra.duschner@ocdsb.ca





Part 4- Coordination of Services With Other Ministries or Agencies

Purpose of the Standard

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

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

- facilitate the collection of pertinent documentation;
- ensure the successful admission or transfer of students from one program to another, in accordance with appropriate and available resources.
- work collaboratively with the parent(s)/guardian(s) and, as appropriate, community partners on a transition plan based on the individual needs of the student.

It is the practice of the OCDSB to accept assessments accompanying students from other jurisdictions and apply them to the OCDSB criteria when a student is being considered for a special education program or service. In order to use these documents and share them with the required individuals, a written consent is required from the parent/guardian. The assessments shared must be current and conducted by a qualified professional (according to the standards set by each profession). If additional assessments are needed to make an informed decision, in relation to the student's special education needs, they may be conducted by Board personnel.

Advanced special education planning is done for students with special needs who are arriving from or leaving for other programs. Here are some links to the different transition resources that we have created to support students, families, and schools:

[Special Needs Students in Transition: A Practical Guide for Schools and Parents](#)

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





Programs and Services	Description
Preschool nursery program	<ul style="list-style-type: none"> • Liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment; • Consultation with parent(s)/guardian(s) is an integral part of the process; • Completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s).
Preschool programs for students who are Deaf	<ul style="list-style-type: none"> • Liaison is made with preschool, nursery, and clinical programs, usually coordinated by Pinecrest-Queensway Community Health Centre in partnership with CHEO's audiology and the AVT program, in order to facilitate the student's entry into the school environment; • consultation with parent(s)/guardian(s) is an integral part of the process; • completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s); • for primary students who communicate using American Sign Language (ASL), the school principal may submit an application for the Specialized Deaf/Hard of Hearing program class, if appropriate.
Preschool speech and language program	<p>Preschool Speech/Language Initiative (First Words)</p> <ul style="list-style-type: none"> • Coordinated by Pinecrest-Queensway Community Health Centre in partnership with CHEO (including Children Treatment Centre services) and the City of Ottawa and funded by the Ontario Ministry of Children, Community and Social Services; • A province-wide initiative designed to ensure that every preschool child has access to speech and language services focuses on prevention, early identification, and intervention strategies to promote speech and language development in children until September when they are eligible for Year 2 (senior kindergarten). Medically fragile children who can attend school, can be serviced until they are eligible for grade 1; • First Words and the OCDSB collaborated on a transition policy that results in a smooth and timely transfer, and informs





Programs and Services	Description
Preschool speech and language program <i>(continued)</i>	<p>parent(s)/ guardian(s) of next steps in the transition from preschool speech and language services to school based speech and language services. First Words and the OCDSB meet formally 1-2 times per year as part of the Transition to School sub-committee;</p> <ul style="list-style-type: none"> The transition policy enables speech-language pathologists to discuss the continuing speech and language needs of students for educational planning.
Family Reception Centre (FRC)	<ul style="list-style-type: none"> Schools may refer students to the Family Reception Centre (FRC) for assistance to determine a student's current stage of English-language acquisition; the FRC assists in developing a learner profile and providing program recommendations for English as a Second Language (ESL) and English Literacy Development (ELD) students; Learning Support Services ESL/ELD liaison consults with the FRC on an as-needed basis regarding ESL/ELD students with special education needs.
Ministry of Health	<p>Home and Community Care Support Services Champlain</p> <ul style="list-style-type: none"> Provides professional health services such as nursing and nutrition to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings); In collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by Home and Community Care Support Services Champlain.





Programs and Services	Description
CHEO	<p>CHEO School</p> <ul style="list-style-type: none"> • Short-term early intervention educational and therapy program for kindergarten students with complex physical needs; • CHEO school staff and the therapy team assist with transitioning students to community schools when students have reached and maximized their potential at CHEO School; • Through a consultative model of service, liaison teachers work with school staff to transition children and youth with physical disabilities to schools. <p>Development and Rehabilitation</p> <ul style="list-style-type: none"> • Delivers and coordinates family-centered rehabilitative care which focuses on optimizing independence of children and youth up (to 18 years of age) with physical and/or developmental disabilities; • provide assessment, treatment, consultation, and education from a variety of specialists including orthopedic surgeons, developmental pediatricians, psychiatrist, and rehabilitation therapists (physiotherapy, occupational therapy, speech-language pathology, psychology, social work); • share relevant information with OCDSB staff. <p>School-based Rehabilitation Services</p> <p>Provides professional health services such as occupational therapy, physiotherapy, and/or speech therapy to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings)</p> <ul style="list-style-type: none"> • in collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by CHEO <p>Coordinated Service Planning</p> <ul style="list-style-type: none"> • Supports children and youth with multiple and/or complex special needs who require services from multiple agencies (e.g., medical, educational, developmental, social services) • CSP is a process to support families that are struggling to navigate and coordinate multiple services to ensure the best





Programs and Services	Description
CHEO <i>(continued)</i>	plan of care for their child/youth <ul style="list-style-type: none"> • referrals can be initiated by the family, school team, medical team or other community agency with parent/guardian consent
Ministry of Children, Community and Social Services	<p>Education and Community Partnership Program</p> <p>These programs provide treatment services and education for students whose needs are such that they are unable to attend their community school.</p> <p>Programs available through Coordinated Referral to Education and Community Partnership classes are:</p> <ul style="list-style-type: none"> • Children’s Hospital of Eastern Ontario - Steps to Success (K to 8) • Crossroads Children’s Centre • Roberts/Smart Centre • The Ottawa Royal Hospital • Children’s Hospital of Eastern Ontario, Psychiatry • Back-On-Track <p>When students are returning from any of these treatment programs, a discharge meeting is scheduled with the school team to provide an overview of all data / information gathered to best support a successful transition for the student back to their home school. For some of the programs, there are staff dedicated to support the transition.</p> <p>The Coordinated Referral Committee is the centralized access point for all school referrals</p> <ul style="list-style-type: none"> • Committee members include representatives from all treatment programs in the Ottawa-Carleton region and a special education contact from each local board of education; • admission to the program is determined by the clinical partners based on information provided and based on its own assessment; • the clinical partners are responsible for contacting schools and sharing the recommendation





Programs and Services	Description
Ministry of Children, Community and Social Services <i>(continued)</i>	<p>parent(s)/guardian(s) and deciding the date of admission and demission;</p> <ul style="list-style-type: none"> transition to schools or residential moves is the responsibility of the sending community school to attend treatment plan meetings and pass information to the receiving community school; the principal or designate is the key contact while the student attends day treatment programs, the next phase of treatment is reintegration into the community school or other program discussed during a treatment plan meeting once the student is re-registered and attending an OCDSB school, an IPRC may be convened by the school principal, if appropriate.
	<p>Post 21 Programs for Students with Developmental Disabilities</p> <ul style="list-style-type: none"> School personnel will encourage families to apply to Developmental Services Ontario Eastern Region (DSOER) when the student is 16 years of age. Their mandate is to help families access programs and services for adults with developmental disabilities and/or autism; After completion of the DSOER application process, a case manager is assigned to work with the student, parent(s)/guardian(s), and school personnel to collect information in order to match the needs of the student with appropriate adult community programs and/or supports.





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



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Special Education Report 2021



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD





In accordance with Regulation 306, school boards must submit a special education report on the delivery of special education programs and services to the Ministry of Education every two years on the odd year. The purpose of the report is to provide the Ministry of Education with a summary of the provision by the school board of special education programs and special education services.

The Ottawa-Carleton District School Board is committed to the principle that learning is a developmental process and children proceed through the stages of development at varying rates. The OCDSB is also committed to early identification and intervention to address learning needs. It is through this early identification and intervention process that learners remain confident about their abilities and are engaged in their learning journey.

The OCDSB’s approach to special education and its special education delivery model are aligned with the Board’s Mission Statement and Strategic Plan. Our mission, *Educating For Success: inspiring learning, developing well-being and building social responsibility* forms the foundation of our work. Many components of our current Strategic Plan 2019-2023 connect and support the delivery of

our special education programs and services. Please refer to the following graphic for detailed information about the [OCDSB Strategic Plan 2019-2023](#).

Embedded in the OCDSB Strategic Plan 2019-2023 are the [OCDSB Exit Outcomes](#). The OCDSB Exit Outcomes provide a framework of what all OCDSB staff want for all students graduating or leaving the OCDSB. The OCDSB Exit Outcomes are divided into two categories, characteristics and skills for students.

The OCDSB has a strong commitment to human rights, equity and inclusion. While many steps have been taken to identify and address the systemic and structural barriers that prevent everyone from participating, excelling and feeling valued in the OCDSB community, there remains much more to learn and to do. To serve every student, the OCDSB is committed to being intentional about acknowledging diverse ways of knowing, different





styles of learning and valuing, culturally relevant and responsive pedagogy, respecting and leveraging the strength of each student's individual and intersecting identities. To serve every student, the OCDSB is committed to work collaboratively with students, parents, educators and community partners to support each student to discover or enhance the positive contributions they can make in their school, their community, their country and the world. These goals are outlined in the [OCDSB Indigenous, Equity, and Human Rights Roadmap - Eliminating Barriers to Success 2020-2023](#)

The OCDSB Special Education Service Delivery Model



The Service Delivery Model of the Ottawa-Carleton District School Board is based on a continuum of programs and services with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools. Our goal is to strive to help every student reach their full potential, while fostering the highest level of independence possible for each student. In the OCDSB, we work with parents / guardians and district staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a specialized program class. We value collaboration and consultation with parents/guardians and community partners to best understand the strengths and needs of each learner.

The OCDSB places a strong emphasis on the inclusion of our students with special education needs. Our ongoing commitment is to provide the structures and supports for each student to foster their growth and development. The goal of our programs is to endeavour to provide opportunities for integration and independence as defined for each student based on their areas of strength and need. The District expression of these supports is in the [Special Education Programs and Services Policy](#), which outlines how the variety of learning supports are delivered from K to 12.

The majority of students with special education needs are placed in a regular classroom. For most students, a classroom teacher, with the support of the school's learning support teacher (LST), or learning resource teacher, (LRT) and/or central district staff, is able to provide individualized programming that allows the student to meet required expectations with success. The regular classroom is always an option that parents or guardians may consider, regardless of the student's needs. A regular classroom allows the student to be





surrounded by peers, while receiving personalized programming that is outlined in the student's Individual Education Plan (IEP). The regular class is considered the most inclusive of placements in the OCDSB.

During the 2020-2021 school year, all districts in the province of Ontario have been required to offer both in-person learning and virtual learning options. The overview of related information can be found in [Policy/Program Memorandum No. 164](#). Beginning in September 2020, OCDSB special education learners in the regular classroom were offered either in-person learning, or the option of attending one of the Ottawa-Carleton Virtual (OCV) campuses. Individualized support was provided to special needs students in their respective setting and based on their Individualized Education Plan. Students in a specialized program class were offered the option of attending in-person or remotely in a blended model. The classroom team for each specialized program class worked collaboratively with parents / guardians via a variety of platforms to support each individual student's needs.

The OCDSB special education service delivery model is rooted in the tiered approach to intervention, as outlined in the Ministry of Education document; [Learning for All : A Guide to Effective Assessment and Instruction for All Students, K-12 \(2013\)](#). An overview of the tiered approach to intervention is summarized in the following chart:

OCDSB Special Education Programs

Special Education Placements established by the Ministry of Education

Regular class with indirect support

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

Regular class with resource assistance

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

Regular class with withdrawal assistance

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





Special education class with partial integration

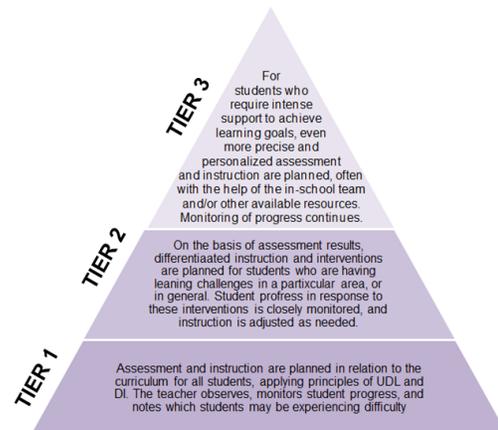
The student is placed by the IPRC in a special education class where the student–teacher ratio conforms to *Ontario Regulation 298, section 31*, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.

Special education class full time

A student is placed by the IPRC in a special education class, where the student–teacher ratio conforms to *Ontario Regulation 298, section 31*, for the entire school day.

It should be noted that the first three program options listed above are supports provided in the regular classroom setting. In the OCDSB, these three special education programs involve either monitoring, withdrawal support, or specialized support from either a learning support teacher (LST), learning resource teacher (LRT) (in elementary settings only), or specialized indirect or direct support from itinerant teachers, such as:

- Itinerant Teacher of the Blind/Low Vision (ITB/LV)
- Itinerant Teacher of the Deaf/Hard of Hearing (ITD/HH)



A special education class, with either partial integration or full time designation, is referred to as specialized program classes in the OCDSB.

The specialized program classes include:

[Autism Spectrum Disorder Secondary Credit Program \(ASDSCP\)](#)

[Autism Spectrum Disorder Program \(ASDP\)](#)

[Behaviour Intervention Program \(BIP\)](#)

[Blind/Low Vision \(B/LV\)](#)

[Deaf/Hard-of-Hearing Program \(D/HH\)](#)

[Developmental Disabilities Program \(DDP\)](#)

[Dual Support Program \(DSP\)](#)

[General Learning Program \(GLP\) / Storefront](#)

[Gifted Specialized Program \(Elem/Sec\) *](#)

[Language Learning Disability Program \(LLD\)](#)

[Learning Disability Programs \(LDSIP / LDP\)](#)

[Physical Support Program \(PSP\)](#)

[Primary Special Needs \(PSN\)](#)

*Note: At the secondary level, students with giftedness wishing to attend congregated specialized gifted courses may apply directly to the designated secondary school that offers gifted as determined by their place of residence.





The OCDSB works collaboratively with provincial specialized programs that are available to qualifying students. In Ontario, the following provincial program options are possible:

- Education and Community Partnership Program
- Provincial or Demonstration Schools
- Hospital or Treatment Centres

When students from OCDSB schools are referred or opt to attend one of the provincial programs, school staff and when appropriate district staff work to develop appropriate transition plans and supports.

OCDSB Special Education Services

The OCDSB has a wide variety of special education services. Services and supports are offered at all levels of the organization. Outlined below are the variety of services available to students, staff, parents / guardians at the school-level, district-level, and provincial level:

Special Education Services / Supports - School level

- School Principal or Vice-Principal (if applicable)
- Parents / Guardians
- Learning Support Teacher (LST)
- Learning Resource Teacher (LRT) (elementary only)
- Classroom Teacher
- Educational Assistant (EA)
- Early Childhood Educator (ECE)

Special Education Services / Supports - District level

- Learning Support Consultant (LSC)
- Psychologist/Psychological Associate
- Social Worker
- Speech Language Pathologist
- System Principals
- Manager of Learning Support Services
- Manager of Mental Health and Critical Services
- Discipline Supervisors (Psychology, Speech Language Pathologists, Social Workers)
- Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing
- SELT (Social / Emotional Learning Teacher)
- ITAT (Itinerant Teacher of Assistive Technology)
- Itinerant Emergency Educational Assistant
- Itinerant Educational Assistant
- Autism Spectrum Disorder Team





- BCBA's (Board Certified Behaviour Analysts)
- Behavior Support Team
- Early Learning Team

Special Education Services / Supports - Community / Provincial level

- Community agencies and therapy providers
- Education and Community Partnership Program (ECP)
- Home and Community Care Support Service Champlain (HCCSSC)
- Children's Hospital of Eastern Ontario (CHEO)
- Demonstration and Provincial Schools





OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



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BOARD (Public)
Report No. 21-053

22 June 2021

Approval for the Chair and Director to Approve Contracts for the Summer Period

Key Contact: Michael Carson, Chief Financial Officer, 613-596-8211 ext. 8881

PURPOSE:

1. To seek approval to provide authorization for the 2021 summer period, to the Chair and Director, to sign necessary contracts above the regular signing authority limits of \$500,000 for specific contracts: notwithstanding, the existing Signing Authority and Spending Controls policy.

CONTEXT:

2. Board policy, P.007.FIN, Signing Authority and Spending Controls, authorizes staff to sign contracts and commit the Board financially within the limits established in the Board's annual budget, and provided that tendering or other approved processes for acquiring goods and services have been followed.

In accordance with Board policies, P.057.FIN, Acquisition of Major Services, and P.069.FIN, Tendering, Purchasing and Acquisition of Supplies and Services, Board approval is required before staff can enter into a contract.

There are a number of Request for Proposals (RFPs) estimated in excess of \$500,000 (value over the life of the contract) expected to close just prior to or during the summer period and are planned for within the operations budget. Ordinarily, these contracts would come to Board for approval due to the size of the financial commitment.

The RFPs which are in progress and at various stages of the procurement process include the following: alarm monitoring services; employee assistance program (EAP); and off-site records storage.

There are also various pre-approved projects for the Facilities department that are in the process of competitive bidding or are planned to be competed in the next month. Due to global supply issues, ever increasing prices in building supplies and supplier price guarantees only available for a short period of time; it is imperative that staff be able to proceed with project awards as quickly as possible.

KEY CONSIDERATIONS:

3. The Policy requires Board approval of these major contracts, due to their size and duration, and to ensure that the appropriate procurement practices have been followed. To avoid the need for extraordinary meetings during the summer, and the associated challenges, staff is recommending that the Director (or designate) and the Chair (or designate) be authorized to execute contracts with values between \$500,000 and \$2,500,000 during the period of 1 July 2021 and 15 September 2021. The Chief Financial Officer (CFO) will certify that the procurement process was carried out in accordance with Board policy, and the amounts have been provided for in either the Board's operating budget or approved project budgets.

FINANCIAL CONSIDERATIONS:

4. The contracts will be awarded within the approved operating and capital budgets. This temporary change will facilitate the ability to avoid cost increases by awarding the contracts in a timely manner.

COMMUNICATION/CONSULTATION ISSUES:

5. If this recommendation is approved, staff will inform the Board in October of any contracts that proceed under the temporary signing authorization and spending controls.

STRATEGIC LINKS:

6. In addition, staff is of the opinion that the temporary authority being requested, will provide for appropriate review and approval processes while helping to facilitate the progress of projects, which will contribute to our objective of providing safe and healthy learning and working environments for its students and staff. This proactive approach supports a culture of social responsibility and demonstrates leading practices in the area of governance.

RECOMMENDATION:

THAT notwithstanding the provisions of P.007.FIN, Signing Authority and Spending Controls policy:

THAT the Chair (or designate) and Director (or designate) be given authority to award necessary contracts above the regular spending signing authority limits of \$500,000, up to a limit of \$2,500,000 per contract without prior Board approval, for the 1 July 2021 to 15 September 2021 period subject to the following conditions:

- i) The Chief Financial Officer (CFO) certify that the appropriate procurement policies have been followed and the amounts have been approved in the budget; and

ii) That staff will inform the Board in October 2021 of any contracts awarded under this temporary authority.

Michael Carson
Chief Financial Officer

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Ottawa-Carleton District School Board
 “Educating for Success. Inspiring Learning, Developing
 Well-Being and Building Social Responsibility”

Revised: 22 June 2021

Board Work Plan 2020-2021

Actions	Milestones	Time Frame	
		Start Date	Status
Culture of Innovation			
We will build a learning community where innovation and inquiry drive learning			
Professional Learning	Anti-Racism Training	16 February 2021	complete
	Board Retreat 2021 1. Applying an Equity Lens to Policy and Governance 2. Human Rights and Equity	(TBD)	
	Strategic Enterprise Risk Management (SERM)	4 May 2021	complete
	Governance - The Role of the Trustee	March 2021	complete
Culture of Caring			
We will advance equity and a sense of belonging to promote a safe and caring community			
Police Involvement in Schools Policy and Program Review	<ul style="list-style-type: none"> • Consultation with stakeholders • Regular status updates and monitoring progress • Review draft policy 	September 2020 June-September 2021	

Ottawa-Carleton District School Board
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 Well-Being and Building Social Responsibility"

	<ul style="list-style-type: none"> • Board approval of revised policy 	October 2021	
Human Rights Policy	<ul style="list-style-type: none"> • Consultation with stakeholders • Review draft policy • Board approval of new policy 	December 2020 October 2021	
Cyclical Policy Review Process	<ul style="list-style-type: none"> • Create a list of policies and a schedule for review 2021-2022 	June 2021	underway
Culture of Social Responsibility			
We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship			
Indigenous, Human Rights and Equity Roadmap	<ul style="list-style-type: none"> • Discussion at Committee of the Whole • Approval of additional resources for Indigenous students 	October 2020	ongoing
Applying Identity Based Data <ul style="list-style-type: none"> • Student Suspensions and Expulsions • Credit Accumulation • Achievement and Streaming 	<ul style="list-style-type: none"> • Discussions at Committee of the Whole with emphasis on influencing policies, procedures, resources and programs based on the data. 	November 2020 February 2021 June 2021	
Learning Support Services Operational Review	<ul style="list-style-type: none"> • Resume focus group sessions with stakeholders • Discussions at SEAC and Committee of the Whole • Board approval and next steps 	April 2021	
Safe Schools Policy Review	<ul style="list-style-type: none"> • Consultation with community • Board approval of revised policy 	November 2020 October 2021	
Advisory Committee Review	<ul style="list-style-type: none"> • Consultation with Advisory Committee Chairs and stakeholders • Review and update policies as required 	September 2021 November 2021	
Fiduciary			
We will be accountable to the Province of Ontario and our community and demonstrate leadership by ensuring effective stewardship of the board's resources			

Ottawa-Carleton District School Board
*"Educating for Success. Inspiring Learning, Developing
 Well-Being and Building Social Responsibility"*

Approval of Audited Financial Statements	<ul style="list-style-type: none"> ● Audit Committee approval ● Board approval 	November 2020	complete
2019-2023 Strategic Plan Update	Regular status updates and monitoring of strategic plan	November 2020	
Board Work Plan	<ul style="list-style-type: none"> ● Prepare draft plan ● Board approval ● Regular status updates and monitoring 	November 2020 Monthly Monitoring	
Director's Performance Evaluation/Planning	<ul style="list-style-type: none"> ● Ad Hoc Committee meeting (April 2021) to review job description and determine process ● Ad Hoc Committee meeting (June 2021) to review comprehensive Director evaluation questionnaire ● Conduct Comprehensive Director Evaluation ● Board Approval 	April 2021 June 2021 June-September 2021 November 2021	underway
Approval of 2021-2022 Budget	<ul style="list-style-type: none"> ● Set budget meeting schedule ● Board approval 	February 2021 May 2021 June 2021	complete
Academic Staffing Approval	Committee of the Whole and Board discussions Board approval	March 2021	complete
Electoral Zone Boundary Review	<ul style="list-style-type: none"> ● Initiate review and research options ● Community consultation ● Board approval 	January 2021 November 2021 February 2022	underway
Monitor the 2020-2021 Budget with consideration of COVID-19 impacts	Regular status updates and monitoring	Ongoing	
Appoint an Integrity Commissioner	<ul style="list-style-type: none"> ● Amend and re-issue Request for Proposal (RFP) ● Evaluate and select proponents 	April 2021	complete

Ottawa-Carleton District School Board
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Board Comprehensive Evaluation	<ul style="list-style-type: none"> ● Ad Hoc Committee meeting to determine process ● Prepare and distribute survey ● Evaluate results and use to inform 2021-2022 Plan 	April 2021 September 2021	postponed
Succession Planning	Regular in-camera updates	May 2021	ongoing

ANNUAL REPORT
**ADVISORY
COMMITTEE
ON EQUITY**



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Committee Members

Please refer to the membership chart 2020-2022 for a list of the members.

ACE Co-Chairs (Two-year term ending 30 November 2022)

Ayan Karshe (she/her)

Deepika Grover (she/her)

Activities and Achievements 2020-2021

Since ACE's annual report to the board for the 2018-2019 school year, the committee has strengthened its organizational structure, and provided relevant and meaningful feedback to trustees and staff with an enhanced focus on anti-oppression, and anti-racist perspectives and, where possible, an application of a trauma informed lens. The key changes made to membership and meeting structure in 2020-2021, prompted long time ACE member, Trustee Campbell, to remark on the increased member engagement and more "insightful" conversations throughout the year. He credited the active co-leadership of the co-chairs, coordinators, and committee members.

A sample of ACE's activities and achievements are as follows:

Governance

ACE met during the first and subsequent school shutdowns. Its intention was to be a bridge between the District and communities and to provide a space to centre critical conversations about the individual and intersecting inequities being unveiled by COVID-19 and their impacts on students, staff, families and community partners. In doing so, ACE seamlessly and successfully transitioned from meeting in-person to virtual meetings, during periods that ACE typically does not meet, namely the months of June to August.

- ACE co-chairs collaborated with Board Services to substantially revise the agenda structure, in order to create more space for in-depth conversation, participation, and engagement between ACE members, staff, and community partners.
- ACE tested its three tiered membership model. This model was developed to enable greater accessibility and engagement, as well as to establish a fluid mechanism to replace members in the event that priorities had changed due to family, work and other life commitments.

This new model, combined with the new virtual format and a newly structured agenda, contributed to enhanced consistency of ACE members' participation in meetings, noticeably higher quality discussions, and ensured that quorum was always easily met.

- Ms. Seema Lamba, ACE representative on the Committee of the Whole (COW), attended all meetings and contributed regularly on behalf of ACE members, in addition to delivering the COW report at ACE meetings.

Advice

- ACE's contribution was also essential in shaping the District's Indigenous, Equity and Human Rights Roadmap, Mental Health Strategy and the District's preparation for the review on police involvement in schools and human rights policy consultations;
- ACE offered critical feedback on the *Valuing Voices-Identity Matters! Student Survey*, including reports on student suspension rate and the analysis of disproportionality and disparity in Grade 10 credit accumulation;
- ACE demonstrated exemplary leadership and substantive revisions for Policy P. 146.HR. Equitable Recruitment, Hiring and Promotion Policy; and
- ACE worked to build awareness of the specific needs of different minoritized people and different communities newly attending the Canadian public school system and the role of various community partners in supporting them (i.e. OCISO, RAJO Project)

Plans for the 2021-2022 School Year

- Use the Indigenous, Equity, and Human Rights Roadmap to guide the work of ACE;
- Establish sub-committees aligned with forthcoming policy development and policy review processes, as well as emerging equity issues and, where/as necessary, propose recommendations for the COW;
- Co-develop inclusive approaches to enhance intersectional, equity and anti-racism analysis in the development and review of OCDSB's policies and to strengthen community engagement and feedback opportunities;
- Further center student and community voices within ACE meetings, sub-committees, and deliberations;

- Create space for ongoing conversations with staff regarding the implementation of the Indigenous, Equity, and Human Rights Roadmap's commitment to identify and address systemic barriers that impact student and staff success and well-being;
- Connect and collaborate with other OCDSB committees, councils, and advisory bodies where necessary; and
- Continue to be a demonstration of how to facilitate spaces for uncomfortable, necessary conversations, and support culturally-appropriate and responsive co-learning space within systems.

Attachments/Links

- Evidence of the committee's membership campaign
- ACE Membership Chart
- Minutes confirming the election of the co-chairs
- 2021-2022 ACE Meeting Schedule



**OTTAWA-CARLETON
DISTRICT SCHOOL BOARD**

Ottawa-Carleton District School Board seeking Community Representatives for the Advisory Committee on Equity



The Ottawa-Carleton District School Board (OCDSB) is seeking five (5) Community Representatives to serve on its Advisory Committee on Equity (ACE) for a two (2) year term, ending November 30, 2020.

We are seeking 3 individual members and 2 community members representing community associations, agencies, groups and organizations.

Community representatives play a critical role in identifying barriers and opportunities to equitable access, opportunities, and outcomes. This enables ACE to advise the Board of Trustees on fulfilling its commitment to provide an equitable and inclusive educational and work environment to support student and staff success and well-being.

ACE meets 6–8 times per year and its meetings are open to the public.

If you are interested and have...

- a strong interest and commitment to student achievement and well-being;
- knowledge and understanding of the link between equity and inclusive education;
- an enthusiastic approach and ability to motivate and support others;
- the ability to work effectively and collaboratively with representatives from various communities who may have diverse opinions and perspectives;
- the ability to think critically and strategically;
- the ability to exercise tact, diplomacy and respect for others; and,
- the ability and willingness to attend meetings during the academic year, and to serve a two (2) year term.

Then please tell us...

- Why are you interested in being a member of ACE;
- How do you identify yourself: First Nations, Metis or Inuit, Racialized communities such as African, Black or Caribbean origins, Lebanese, Chinese, South Asian; Faith Group; Person with Disabilities, a member of the 2SLGBTQ+ communities, a Newcomer (in Canada five years or less), Immigrant or Refugee or an ally to one or more equity seeking group.
- What knowledge, skills and experience do you bring to ACE in one or more of the following: a parent; two way engagement with equity seeking communities; equity and inclusive education, public education; public policy and/or communications; and,
- An indication of your commitment to serve a two (2) year term.
- If submitting your interest as a community organization, association or agency, please include a letter from the organization's Executive body.

**All applications must be submitted by 28 August 2019 to ace@ocdsb.ca
Please check our website www.ocdsb.ca for more details.**

Join a dedicated team committed to: *TOGETHER: WE CAN MAKE A DIFFERENCE*

ACE Accomplishments include:

- Drafting motions to advise Trustees to collect and disaggregate identity-based data and to ensure supports are in place for students who could potentially disengage, be suspended or expelled and subsequently leave school early (2016); to undertake a qualitative study to collect data on students, parents, staff and other stakeholders experiences of racism in the OCDSB to inform future strategies to address racism (2017); and to explore funding to support mental health through an equity lens especially for students who self-identify as First Nations, Inuit and Metis and for male students of African descent (2019);
- Providing a diversity, equity and inclusion lens on district priorities such as: the budget, exit outcomes, strategic plan, identity-based data collection, graduation rates and early school leavers and suspension rates; accommodation reviews, complaints' resolution policy, mental health strategy and ensuring OCDSB's hiring page include a statement about OCDSB's commitment to build a representative workforce;
- Recommending Islamophobia sessions in schools prior to the arrival of a large number of Syrian students to prepare and to support staff for the culture shift in their schools;
- Co-Founders of A Date with Diversity Learning Event and Community Forums which engages students, parents and staff on how to foster academic success and promote well-being; and,
- Establishing the Excellence in Equity Awards to recognize students, staff and community partners who are contributing to support the OCDSB to fulfill its commitment to build an equitable and inclusive learning and working culture.



OCDSB's Advisory Committee on Equity Membership Chart – 2020 - 2021

INDIVIDUAL - VOTING MEMBERS (4)	Alternates	Members at Large Members who able to participate in discussions and working groups, however, they are not eligible to vote	COMMUNITY GROUP MEMBERS – VOTING MEMBERS (7)	Non-Voting Members
<ul style="list-style-type: none"> Ayan Yusuf Karshe (co-chair) Nasrin Mirbagheri-Javanfar Bronwyn Funicello Deepika Grover (co-chair) 	<ul style="list-style-type: none"> (no designated alternate for Ayan) Seema Lamba Elizabeth Sweeney Carrie-Lynn Barkley 	<ul style="list-style-type: none"> Bob Dawson Edil Adan Ahmed June Girvan Yazhuo Zhang Breanna Pizzuto Megan Wills Said Mohammed Elaine Hayles 	<ul style="list-style-type: none"> Chandonette Johnson-Arowolo Jaku Konbit Maria Teresa Garcia Ottawa Community Immigrant Services Organization (OCISO) Kahmaria Pingue Parents 4 Diversity Ryan Doucette Young Leaders Advisory Council Larissa Silver Youth Services Bureau 	<p>Trustees:</p> <ul style="list-style-type: none"> Rob Campbell Justine Bell <p>Student Senate Representative Rotating student assignment</p> <p>Indigenous, Human Rights and Equity Division</p> <ul style="list-style-type: none"> Dorothy Baker, Superintendent of Instruction Jacqueline Lawrence, Diversity & Equity Coordinator Sue Rice, Instructional Coach <p>Federation representative(s):</p> <ul style="list-style-type: none"> David Wildman – Ottawa Carleton Elementary Occasional Teacher's Association (OCEOTA) <p>Post Secondary Representatives Professor Awad Ibrahim University of Ottawa</p>
			<p>(Membership on hold due to pandemic pressures):</p> <ul style="list-style-type: none"> Nicole Parsons Tungasuvvingat Inuit 	<p>Committee Representatives Sue Cowin, SEAC Inini McHugh, IEAC</p> <p>Board Services Team Leigh Fenton, Committee Coordinator</p> <p>Staff in attendance: Ken Mak Jeannine Bradley Rana Kais Laura Sosnow David Sutton</p>



ADVISORY COMMITTEE ON EQUITY REPORT

November 26, 2020

6:00 pm

Zoom Meeting

- Voting Members:** Ayan Yusuf Karshe, Nasrin Mirbagheri-Javanfar, Seema Lamba, Bronwyn Funciello, Nicki Dunlop, Carrie-Lynn Barkley, Deepika Grover, Elizabeth Sweeney, Chandonette Johnson-Arowolo (Jaku Konbit), Maria Teresa Garcia (Ottawa Community Immigrant Services), Ryan Doucette (Young Leaders Advisory Council), Kahmaria Pingue (Parents 4 Diversity), Larissa Silver (Youth Services Bureau)
- Non-Voting Members:** Rob Campbell (Trustee), Chris Ellis (Trustee), Lynn Scott (Trustee, ex officio), June Girvan, Yazhou Zhang, Ruth Sword, Megan Willis, Said Mohammed, Sonia Nadon-Campbell (Special Education Advisory Committee, Alternate), Inini McHugh (Indigenous Education Advisory Committee), David Wildman (Ottawa Carleton Elementary Occasional Teachers Association)
- Staff and Guests:** Justine Bell (Trustee), Donna Blackburn (Trustee), Dorothy Baker (Superintendent of Instruction), Mary-Jane Farrish (Superintendent of Instruction), Carolyn Tanner (Human Rights and Equity Advisor), Melissa Collins (System Principal, Equity), Colin Anderson (System Principal), Joan Oracheski (Manager, Research, Evaluation and Analytics Division), Nicole Guthrie (Manager, Board Services), Jacqueline Lawrence (Equity and Diversity Coordinator), Sue Rice (Equity Instructional Coach), Sharon Martinson (OCDSB Educator), Maxine Awedalla (Delegate), Kyrstin Dumont (Co-Chair National BIPOC LGBTQ2 Youth Mental Health Convention), Leigh Fenton (Board Coordinator)

1. Welcome

Acting Chair Deepika Grover called the meeting to order at 6:06 p.m. She acknowledged that the meeting was taking place on unceded Algonquin Territory. She expressed gratitude to the Algonquin people for the privilege to live and work on their land.

2. Approval of the Agenda

Moved by Nasrin Mirbagheri-Javanfar,

THAT the agenda be approved.

Carried

3. Community Voice (Delegations)

3.1 R. Maxine Adwella, Mental Health and Black, Indigenous and People of Colour (BIPOC) Students

Ms. Adwella, the Executive Director of National Collaboration for Youth Mental Health (NCYMH), introduced Ms. Kyrstin Dumont, the co-chair of the “National BIPOC LGBTQ2 Youth Mental Health Convention”, who will launch the virtual convention on 3 March 2021. Ms. Adwella encouraged OCDSB students and staff to attend the conference. Ms. Adwella’s delegation highlighted content for potential five-year workshops and training programs against racism and systematic discrimination, available to communities, corporations and educators through NCYMH.

4. Presentations

4.1 The Development of a Human Rights Policy (C. Tanner)

Human Rights and Equity Advisor Tanner reviewed a presentation on the development of a foundational human rights policy for the District. She noted that there are existing policies and procedures that address some aspects of human rights, such as anti-discrimination and harassment and some types of accommodation, however there are opportunities to strengthen the promotion and protection of human rights by developing a policy that will have primacy over other policies that will include recognition of fundamental human rights principles, define a human rights complaints mechanism, and define a process for accommodation requests. Her aim is to work in a collaborative way with students, parents and caregivers, employees, and community stakeholders to develop a transparent and accountable human rights policy and complaint procedure that serves the District’s stakeholders.

During the presentation and in response to questions, the following points were noted and recommendations made:

- Consultation may include virtual focus group meetings, written submissions, a public forum and an anonymous ThoughtExchange survey to create safe spaces to engage in conversation;
- Incorporate the human rights policy into the curriculum and define the language associated with the policy, for example, the words “equity”, “poverty” and “discrimination” are terms which merit definition;

- Consult with educator networks and community stakeholders in an open forum style, encouraging representatives from each organization to join the discussion. A group meeting format may provide additional feedback rather than meetings with individual groups;
- Ensure that mental health organizations are a part of the consultation groups;
- Visit community centres to listen to input from new Canadians;
- Consider developing a conceptual scope question to measure whether the intended policy would eliminate possible exclusion, lack of opportunity or imbalances in the right to education;
- Engage directly with students with complex disabilities. Seek feedback from students and families who are not members of organizations or affiliates and who may not otherwise be heard;
- Refer to the Ontario Human Rights Commission's recommendations on balancing competing rights for the express purpose of drafting policies and procedures; and
- Consult with the Aboriginal Coalition of Ottawa which represents all Indigenous organizations in the city. Each agency within the coalition could be approached for feedback.

4.2 Report 20-085, Annual Report on Student Suspensions (2019-2020) (M. Giroux)

Your committee had before it Report 20-085, presenting the annual report on student suspensions in 2019-2020.

Manager Oracheski reported that suspension data is reviewed annually. The Safe Schools strategy is built on promoting positive student behavior by building relationships, establishing a code of conduct, and ensuring bullying prevention initiatives are in place. The Safe Schools framework governs reporting requirements. The Anti-Racism Act and accompanying data standards governs the collection, analysis and reporting of identity based data, including the requirement to calculate disproportionality and, or, disparity indices.

Manager Oracheski noted that suspension information has been consistent over the past several years. For 2019-2020, the overall student suspension rate was 2.2%, measured from September 2019 to March 2020, at which time the province mandated the closure of schools due to COVID-19. Approximately 10% of suspensions were mandatory in nature and approximately two thirds of suspensions were single-day suspension. She highlighted that in all cases the disproportionality and disparity rates are higher for Indigenous students and students with special needs. Ongoing efforts are being made to create safe

spaces that promote student engagement, safety and a greater sense of belonging.

During the presentation and in response to questions, the following points were noted:

- Some school teams are trained to understand restorative justice approaches. Superintendent Farrish noted that in discretionary suspensions, progressive discipline is utilized to care, correct and support the student. Embarking upon a restorative justice practice requires knowledge of Indigenous circles of support and accountability;
- There is a need to be sensitive towards the complexity of self-identification for a racialized person. The way a student identifies is not necessarily the same way they are viewed by staff;
- It was suggested that a record of the number of sharing and healing circles that transpired with Indigenous students, prior to suspension, be included in future reports;
- A concern was expressed regarding the parallel increase in intermediate school suspensions alongside the typical increase in mental health challenges for students in grades seven and eight. As some of the suspensions may be based on mental health challenges, these students may benefit from mental health interventions rather than being suspended;
- Nearly 90% of suspensions issued to students in 2019-2020 were of a discretionary nature. System Principal Anderson noted that there are six broad categories of conduct outlined in subsection 306(1) of the Education Act where a principal shall consider suspension: a threat to inflict bodily harm to another person, possessing alcohol, cannabis or illegal drugs, being under the influence of alcohol or cannabis, swearing at a teacher or a person of authority, committing an act of vandalism that causes extensive damage to school property, and bullying, including cyber-bullying. He highlighted that the main reason for discretionary suspension was to uphold the safety of students and staff;
- The 10% of mandatory suspensions issued to students in 2019-2020, were related to possession or use of a weapon, committing assault requiring treatment by a medical practitioner, trafficking weapons, sexual assault, committing robbery, or supplying a minor with alcohol or cannabis, an unacceptable bullying risk to the safety of another person or any activity listed in subsection 306 (1) that was motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, or gender expression;

- Principals are required to use their discretion to consider the context of the behaviour, the circumstances of the individual student, potential biases, and whether the student will learn from the consequence;
- Concerns were expressed that students with Autism Spectrum Disorder (ASD) and other neurodevelopmental disorders, who regularly demonstrate severe tantrums and aggressive behaviours when irritable, are being suspended for these behaviours;
- Manager Oracheski explained that the Research, Evaluation and Analytics Division (READ) conducted the analysis of the data, and have benefitted from ongoing discussions with other research personnel from across the provinces undertaking the same type of analysis. A Technical Advisory Group (TAG) was assembled from the community, composed of people who have experienced anti-Black racism, anti-Indigeneity, anti-Semitism, Homophobia, Islamophobia, Transphobia, Poverty/Classism, and Ableism/Disabilities. TAG met on 6 November 2020 to provide guidance and feedback to support the analysis and reporting of demographic data collected under the Anti-Racism Act (2017), and in accordance with the Data Standards for the Identification and Monitoring of System Racism (2018), as they relate to identified outcomes (e.g., suspensions, achievement, and streaming);
- The suspension data has not been disaggregated by school site; and
- Additional reports will be generated from the data, such as credit accumulation, achievement streaming and sense of belonging.

Committee members agreed that suspension data be kept on the agenda as a standing item.

5. Matters for Action

5.1 ACE Committee Appointments

Superintendent Baker and Equity and Diversity Coordinator Lawrence explained the process for appointing members to the various positions.

a. Chair

Ms. Ayan Karshe nominated herself for the position of Chair.

The committee supported that notion that an ACE member may wish to stand as Co-chair. This collaborative seat could replace the requirement for an election of a Vice Chair.

Ms. Deepika Grover nominated herself for the position of Co-chair.

Ms. Karshe and Ms. Grover were declared the Co-chairs of ACE by consensus.

5.2 Community Involvement on Board Standing Committees

a. Committee of the Whole

Delegate Ms. Awedalla nominated herself for the position of Committee of the Whole representative for ACE. It was noted that committee representatives must be current members of ACE. A District-wide membership drive was initiated in the fall of 2019 and the orientation of new members was held on 27 August 2020. Ms. Awedalla requested that she be contacted following the meeting with information on ACE membership.

Ms. Nicki Dunlop nominated herself for the position of Committee of the Whole representative, by proxy, with the caveat that she would withdraw her nomination should a person of colour wish to hold the position independently.

Ms. Seema Lamba nominated herself for the position of Committee of the Whole representative.

With Ms. Lamba's consent, the committee was in support of electing Ms. Lamba for the position of Committee of the Whole representative and Ms. Dunlop as the alternate representative.

b. Committee of the Whole – Budget

Ms. Bronwyn Funicello nominated herself for the position of Committee of the Whole, Budget representative.

Ms. Funicello was declared Committee of the Whole, Budget representative by acclamation.

5.3 Ad Hoc Committee Appointments

a. The Advisory Committee on Extended Day and Childcare Programs

Ms. Nasrin Mirbagheri-Javanfar nominated herself for the position of The Advisory Committee on Extended Day and Childcare Programs representative.

Ms. Mirbagheri-Javanfar was declared The Advisory Committee on Extended Day and Childcare Programs representative by acclamation.

Equity and Diversity Coordinator Lawrence encouraged the members to consider striking a membership subcommittee. The item will appear on the 28 January 2021 meeting agenda for further discussion.

6. Reports

6.1 Superintendent's Report

Superintendent Baker announced that the *Valuing Staff Voices: Equity and Engagement Survey* will be undertaken in March 2021, led by a third party facilitator. The survey will be divided into two sections providing two different sets of data on identity within the organization, in addition to employee engagement

questions. Needs assessment sessions with staff occurred in October 2020, providing employees with the opportunity to have conversations about the topic of identity and engagement. Due to the level of interest in the sessions, an additional session has been scheduled for 1 December 2020. As part of the pre-survey work, a draft survey instrument was used in consultation with union executives and the leaders of employee affinity groups such as the Indigenous employee resource group, employees with learning disabilities, Black Educators Network, Rainbow Educators Network, Muslim Educators Network (MENO), and representatives from the Ontario Principals Council (OPC). Findings from the pre-survey discussions and the results from the upcoming survey will be used to develop a comprehensive action plan with focused responses on a system, department and school level.

Trustee Bell requested clarification on whether ACE can make a recommendation to the Board of Trustees to add an Indigenous voting member to ACE prior to the District's proposed advisory committee review. Trustee Ellis suggested that item be added to a future agenda for discussion. Ms. Hayles suggested that the topic be broadened to discuss the appointment of an Indigenous trustee to the Board of Trustees.

6.2 ACE Report, 29 October 2020

This item was deferred to the 28 January 2021 ACE meeting.

7. Standing Items

7.1 Update on District Review on Police Involvement in Schools

Human Rights and Equity Advisor Tanner provided a brief update on the District Review of Police Involvement in Schools:

- A call for proposals by facilitators was sent by invitation, with a closing date of 30 November 2020;
- Facilitators will be selected to support the process by mid-December 2020;
- Ayan Karshe, Kahmaria Pingue and Elizabeth Sweeney volunteered to sit as the ACE representative on the steering group for the Police Involvement in Schools;
- Two representatives from the Indigenous Education Advisory Council (IEAC) and one from the Special Education Advisory Committee (SEAC) are a part of the steering group;
- The inaugural meeting of the steering group will occur on 16 December 2020. Steering group exercises are to include a literature review and determining questions for the review participants; and

- Consultation and engagement with review participants is planned for January 2021.

Human Rights and Equity Advisor Tanner noted that many of the points raised in the ACE meeting of 29 October 2020, such as compulsory training for school resource officers, community safety services, and the engagement of police in schools, will be addressed in the literature review. She confirmed that the ACE representatives on the steering group will provide the update to this standing item on the ACE agenda going forward.

On the subject of inviting a police officer to present to ACE, as was suggested in the ACE meeting of 29 October 2020, Ms. Sweeney commented that this invitation was the suggestion of one member and would require further discussion to achieve consensus from the committee.

8. Information

There was no new information presented.

9. New Business or Event Announcements

Superintendent Baker recognized Elaine Hayles for her contribution as the Interim Chair of ACE for many years. Her dedication to ACE has been exemplary and her advocacy within the community, commendable. Her voice has been a true sense of change not only for the committee's work but for the work of the District.

10. Adjournment

The meeting adjourned the meeting at 8:38 pm.

Deepika Grover, Acting Chair, Advisory Committee on Equity

2021-2022 Advisory Committee on Equity Meeting Schedule

<u>Date</u>	<u>Location</u>	<u>Time</u>
Thursday, September 23, 2021	Zoom Meeting	6 - 8:30 pm
Thursday, October 28, 2021	Zoom Meeting	6 - 8:30 pm
Thursday, November 25, 2021	Zoom Meeting	6 - 8:30 pm
Thursday, January 27, 2022	TBD	6 - 8:30 pm
Thursday, March 24, 2022	TBD	6 - 8:30 pm
Thursday, May 26, 2022	TBD	6 - 8:30 pm

ANNUAL REPORT
**ALTERNATIVE
SCHOOLS ADVISORY
COMMITTEE**



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Committee Members

Ananda Kelly (Parent Member), Dennis Murphy (Parent Member), Shannon Smith (Superintendent of Instruction), Emily Addison (Parent Member), Carolyn Webb (Parent Member), Christine Boothby (Trustee), Sam Kazak (Parent Member), Gil F.G. Miranda (Parent Member), Maxime Champagne (Parent Member), Alastair Mullin (Parent Member)

Committee Chair

Ananda Kelly (Parent Member, Co-chair), Dennis Murphy (Parent Member, Co-chair)

Activities and Achievements 2020-2021

- In August, the Alternative Schools Advisory Committee (ASAC) advocated for the inclusion of the Alternative Program as an option in OCV. Initially, virtual school did not include an Alternative Program pathway, but ASAC's advocacy highlighted how the alternative tenet of multi-age groupings would enable enough students in an Alternative Program class to justify the program virtually.
- In November, ASAC gave a presentation and facilitated discussion of the seven tenets of the Alternative Program to school board trustees, school staff and parents. The presentation and discussion were done as a way to promote the benefits of the Alternative Program, especially to those not familiar with the program's core values, the seven tenets. It was also a means to hear examples of how each of the tenets are exemplified in OCDSB's different alternative schools.
- In March, ASAC solicited feedback from school staff and parent councils at OCDSB's six Alternative Program schools - Lady Evelyn Alternative, Churchill Alternative, Regina Alternative, Riverview Alternative, Summit Alternative and OCV Central-West. The feedback was gathered by means of a community conversation whereby seven questions were posed about the merits of the Alternative Program, what sets it apart from other programs and what can be done to promote and strengthen the program going forward. The seven questions asked were.
 1. Why is it important to have an alternative option in the OCDSB?
 2. What do alternative schools (the program) offer that other schools do not?
 3. What outcomes do you want for your child/children/students coming out of the Alternative Program?
 4. What makes a thriving alternative school?
 5. In your wildest dreams, what would an alternative model/school/classroom look like?
 6. What are the current impediments to alternative schools/teachers that the OCDSB could help remove?
 7. What support could the OCDSB offer to encourage thriving alternative schools?

Participation from both staff and parent councils was highly successful, with close to four hundred separate comments contributed in the community conversation.

In May, ASAC provided a slide presentation, summarizing the community conversation with school staff and parent council. All alternative school principals were in attendance for this presentation and each contributed their experience and perspective to the conversation. Also in attendance were Camille Williams-Taylor, OCDSB Director of Education; Shannon Smith, Superintendent of Instruction; Christine Boothby, School Board Trustee; and numerous parents. Presenters shared how the community feedback gathered aligns with the objectives, goals, and exit outcomes of the OCDSB's 2019-2023 Strategic Plan. Included in the findings were a number of actions that could be pursued to further strengthen the program. Please see the attached slide deck for highlights from OCDSB school councils and staff's community conversation about the Alternative Program.

Plans for the 2021-2022 School Year

ASAC expects that its work will be varied in 2021-2022. Much of the focus will be on taking what we learned from the community conversation this past spring and working to implement and support the OCDSB in implementing some of the recommendations that came forward from the community. These recommendations include:

- Actions to better promote the Alternative program.
- Improving communication among Alternative school communities.
- Increasing understanding of the Alternative tenets with staff and families who attend Alternative schools.
- Removing some of the specific impediments that teachers face in delivering the Alternative Program.
- Providing ongoing professional development specific to the Alternative model.

While we have seen a marked improvement in ASAC membership, it would be wonderful to have more participation. We have discussed how we would like to engage school staff more with ASAC as their voice is extremely valuable in terms of shaping the Alternative Program and school cultures. We also anticipate facilitating conversations across schools as we resume having each Alternative school 'host' one ASAC meeting per year. Even if the meetings are online, it will be an opportunity to feature the work of each Alternative school through virtual means.

Proposed 2021-2022 Meeting Schedule

- 25 October 2021
- 29 November 2021
- 24 January 2022
- 14 February 2022
- 25 April 2022
- 30 May 2022

Attachments/Links

[Slide deck](#) - Highlights from community conversations with OCDSB school councils and staff on the Alternative Program

OCDSB Alternative Schools Advisory Committee

Highlights from school council and staff input on the Alternative program

ASAC meeting - 31 May 2021



About the input that we collected:

- To inform ASAC's future work, we developed seven questions to ask our community through conversations at the school level. The questions were developed with input from the superintendent and trustee for the Alternative program.
- Alternative school staff and school councils were approached for input. Information was collected at the school level and then shared back with ASAC.
- We heard back from five school councils and staff from five schools. Future input with even more voices could be helpful.
- These slides highlight some of the key findings as identified by Emily Addison & Carolyn Webb - tasked to analyze what was shared by schools.
- Much of what we heard aligns with the objectives, goals, and exit outcomes of the OCDSB's 2019-2023 Strategic Plan.



Question 1: Why is it important to have an Alternative option in the OCDSB?



- **Not all students learn the same way. The Alternative program supports different ways of learning. Teachers work to support individual needs and meet students where they're at.**

“People learn in different ways. The alternative program acknowledges that, and finds ways to meet the needs and strengths of all students (not a cookie cutter approach)” [Lady Evelyn Council]

- **By taking the emphasis off of competition the Alternative program creates the space for self-directed learning and intrinsic motivation, emphasizes doing your best and encourages students to develop a love of learning.**

“It reserves a space for a less competitive, more collaborative approaches to learning” [Staff]

- **The Alternative program offers different kinds of learning opportunities: non-competitive; focus on the arts, social justice, environment, outdoor, play-based, critical thinking, student-led learning, and extracurricular activities.**

EXIT OUTCOMES — What we want for our graduates

CHARACTERISTICS

SKILLS



Question 1: Importance of Alternative option continued...

- The Alternative program is a good place to try out new approaches to learning.
- The Alternative program gives students lots of opportunities to connect with a mix of age groups and to share peer learning and support.
- The Alternative program's tenets are based on what are now considered best practice. This ensures that what is now considered best practice is the norm in alternative schools. Families can be reassured that their children are a part of a program that has best practice at its core.
- The program offers a diverse, accepting and innovative learning environment.



Question 2: What do Alternative schools (the program) offer that other schools do not?



- **Alternative schools have a child-centred approach to learning. They focus on cooperation and help students develop a love of learning and of doing their personal best. Students are supported to work together, to develop intrinsic motivation, to problem solve, innovate, and to challenge themselves.**

*“I believe that the alternative program puts a greater emphasis on social skills, collaborative learning and problem solving.”
[Churchill Council]*

“The emphasis on cooperation over competition is often not appreciated in regular programs. Teachers and administrators may say that cooperation is primary, but don’t realize how pervasive a presence inherent competition really is in their programs. Developing a culture of awareness within a school allows the feelings of respect, understanding, empathy, and natural curiosity to flourish... Cooperative learning happens best within a supportive community.” [Staff]



Question 2: What Alternative schools offer continued...

- **Alternative schools put an emphasis on community, connection, and family involvement. This connection happens both within the school and with the broader community. There is a feeling that the entire school community is working together to support the needs of students.**

“Emphasis on CONNECTION - Students connect with a wide variety of peers with multi-age groupings. Cross-curricular connections with integrated curriculum. Connect their school life with family and broader community.” [Regina Council]

“A high level of collaboration between teachers, parents, and community members in delivering meaningful and authentic learning experiences for students, both at school and in the wider community.” [Staff]



CULTURE OF CARING

We will advance equity and a sense of belonging to promote a safe and caring community.

Question 2: What Alternative schools offer continued...



- Alternative schools focus on the strengths of each student. They meet students where they're at and support all types of learners.
- The Alternative program offers an inclusive environment. Students develop a strong sense of empathy for each other and differences are accepted and celebrated.
- Students are encouraged to be leaders in their school community. Multi-age groupings allow students to both challenge themselves and mentor others with different strengths and needs.
- The Alternative tenets offer a learning environment that is based on best practices. They attract families and teachers who value these approaches to learning.

Question 3:

What outcomes do you want for your child / children / students coming out of the Alternative program?

- **A love of learning and a sense of intrinsic motivation.**

Innovative/
Creative

"A love of learning - where independent research and exploration is second nature and leads them to open doors and develop new skills without the need of external rewards or an adult telling them when and how to do each step." [Lady Evelyn Council]

"I want my children to come away from grade school with increased curiosity and desire to learn about everything - from themselves to their community to the world around them." [Churchill Council]

"To learn to appreciate the joy of learning and the importance of challenging themselves." [OCV Council]

"To enjoy learning, and be motivated to pursue interests on their own initiative." [Staff]



CULTURE OF INNOVATION

We will build a learning community where innovation and inquiry drive learning.

Question 3: Desired outcomes continued...

- **Self-confidence, a sense of value and self-worth and the feeling that they are being heard.**

“Self-confidence, Sense of value and worth.” [Summit Council]

- **A sense of self-awareness.**

“An understanding that there are many pathways to learning and a sense of the ways that work best for them.” [Staff]

- **Collaboration skills.**

“Collaboration, social skills are extremely high on my list and I think are highlighted much more in the alternative model through some of the tenets and their associated practices.” [Churchill Council]

- **Creative thinking skills.**

“We hope students to be innovative, adaptable and creative thinkers.” [Staff]



Question 3: Desired outcomes continued...

- **A sense of being socially responsible, a global and caring citizen.**

“Socially responsible - with an awareness of the experiences of others, and a wish to make choices that benefit others as much as themselves” [Lady Evelyn Council]

Globally Aware

Ethical
Decision-makers

- **A sense of empathy.**

“I want our children to appreciate their own and their friends' abilities and strengths and be ready to be friends with all the group instead of ignoring some students” [OCV Council]

- **A sense of being a positive member of a community.**



CULTURE OF SOCIAL RESPONSIBILITY

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Question 4: What makes a thriving Alternative school?



- Includes strong understanding of, valuing of, and commitment to the Alternative tenets by the Board leadership, school leadership, staff, parents, and students.

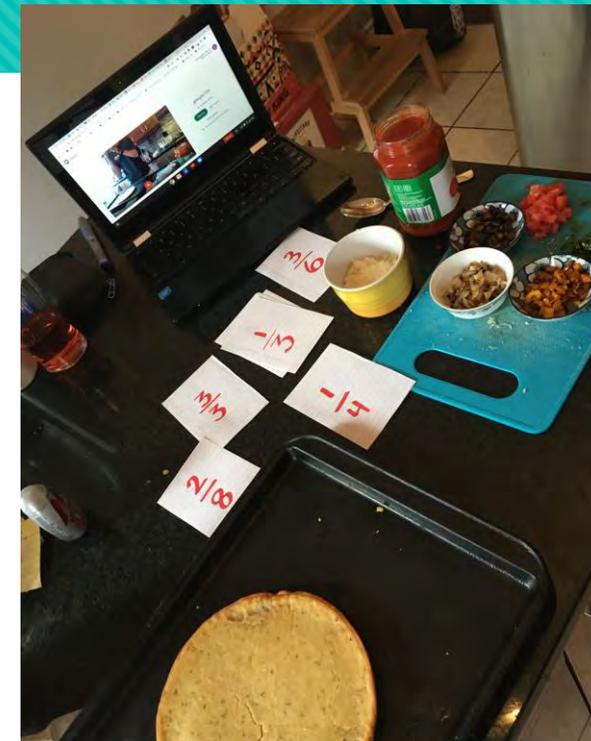
“A thriving alternative school is one where the 7 tenets are embraced as the foundation of everything the school does; from basic school policy to creating learning opportunities for children.” [Churchill Council]

- Involves much collaboration and a focus on community.
 - A focused effort on building community and school culture (e.g., school-wide activities focused on community).
 - Strong communication between school staff and parents.
 - Strong parental involvement.
 - Collaboration among staff.
 - Collaboration with the wider community – connections outside of school.
 - Collaboration with and among students (e.g., of different ages/stages of development).

Question 4:

What makes a thriving Alternative school continued...

- Focuses on intrinsic motivation and downplays grades (e.g., not providing grades on report cards unless requested; focus on cooperative games).
- Focuses on innovation in teaching (e.g. teachers are engaged in new teaching methods; encouraging collaboration across alternative schools and beyond to bring in new ideas that align with the alternative model).
- Other comments included:
 - Specific comments relating to the important role of teachers, school leadership, and the Board.
 - Curriculum-related characteristics (e.g., appreciation of and emphasis on the arts, environment/outdoors, social justice, and indigenous knowledge; more flexibility in how the curriculum is taught such as more integration).



Question 5:

In your wildest dreams, what would an Alternative model/school/classroom look like? (Thinking outside any obstacles.)

Overall, responses reflected the fact that staff and school councils want **strong implementation of the alternative tenets** (e.g., community engagement; innovation). Both parents and school staff identified opportunities to strengthen that implementation.



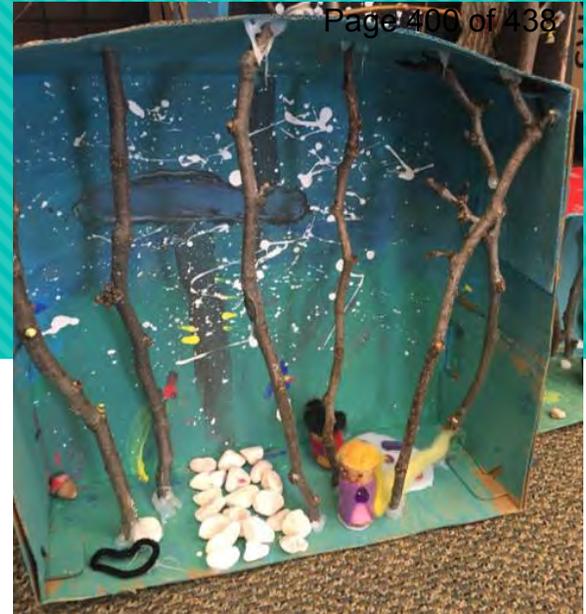
- The most common response was the wish for **more learning outside in nature** (e.g., students spending much of their day outside; holding classes in parks; having purposeful outdoor classrooms).

“For [our school], I envision a Forest school kind of model for learning. I would be at [outdoor location] SEVERAL times a week-if it were made possible (ratio of adults to students is a barrier). Where learning happens outdoors as much as possible. Classrooms that open to the outside.” [Staff]

- Staff and parents want **connections with community partners** (i.e., bringing the community into the school and going out into the community).

“Many members of the community visiting to share their expertise, also students having experiences outside of the school as much as possible (visiting local businesses to see what is involved; volunteering projects; exploring nature). [Regina Council]

Question 5: 'Wildest dreams' continued...



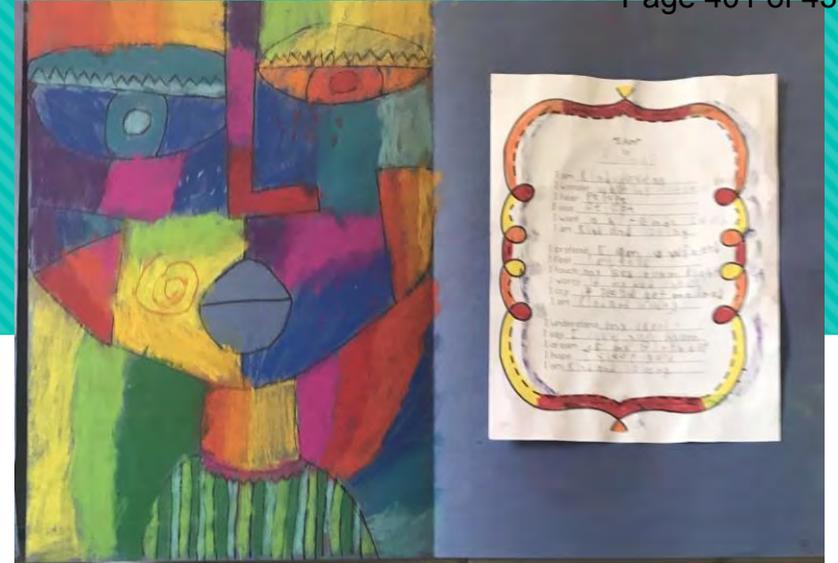
- **Student led learning with teachers in a facilitator role.**

“There would be resources available to allow students to run with ideas-to really embrace student-led learning.” [Staff]

- **Innovative approaches to the curriculum and learning (e.g., less-structured days/schedules that allow for more integration of subjects; more music and art; more freedom to pilot alternative teaching approaches; more experiential and hands-on learning).**

“Have pilot projects going on that can then be spread to other sites across the board when proven to be beneficial to students.” [Staff]

Question 5: 'Wildest dreams' continued...



- **Strong parent engagement.**
- **Different designs to learning spaces. In addition to more class-time outside/outdoor learning spaces, parents and staff wrote about standing desks, no desks, more collaborative workspaces, lots of plants, etc.**
- **More support for students and teachers (e.g., professional learning to support the model; greater involvement of OT and mental health professionals).**
- **Students who are curious, motivated to learn, and engaged.**
- **Even more ideas! More multi-aged groupings, support on the transition to high school, etc.**

Question 6:

What are the current impediments to Alternative schools/teachers that the OCDSB could help remove?

Lack of quality communication and promotion of the Alternative program.

- Virtually no information on the OCDSB website (e.g., no listing of schools & their catchment areas; not clear that all students in the Board are eligible to attend; no description of the value of the program and the benefits of an alternative education).
- Confusion between the elementary Alternative vs secondary Alternate program (e.g., when one searches in Google for 'OCDSB Alternative program', the Alternate program comes up as the first item listed).
- The need for better promotion of Alternative student success in high school and post-secondary education.
- Lack of knowledge among some Board staff resulting in lack of proper promotion of the program (e.g., messaging from other local principals; family reception centre).
- Lack of promotion generally as compared to other Board programs (e.g., French Immersion).
"I would like the board to promote the alternative program to the same extent that they promote the EFI and MFI programs. Many families do not understand what the alt program offers, and the FI message is given so much more loudly and clearly. We lose a lot of our students to FI, at G1 and G4 because of this." [Churchill Council]

The results of poor communication include that parents do not have enough information to make an informed decision as to whether to send their children to an Alternative school or not.

Question 6: Current impediments continued...

There was the perception that families choose the Alternative program for many different reasons.

- Closest school to home.
- Child is being bullied at another school.
- Parents looking for a strong English program and their local school has a small English program because so many families are selecting FI.
- Students with learning and/or behavioural exceptionalities struggling in another school.

Some comments suggested that *IF* the reasons for attending an Alternative school are different than for the Alternative model (e.g., tenets), there can be various consequences. For instance,

- Lower parent engagement.
- What teachers can offer in terms of program delivery.
- The overall perception of the program by the wider community in that it is for students with exceptionalities and therefore not an appropriate choice for all types of students.

“We receive many students who come to our program with the idea that it is an alternate program. Our tenets describe a profile of a student, yet more often than not, other school staff recommend that students struggling come to [our school] because we are a “special education program”. It would really help if the OCDSB would clarify to their central staff and admin/teaching staff what the alternative program is really about.” [Staff]

“Insufficient human resources to support students with exceptionalities or behavioural needs (who tend to gravitate to our program after not succeeding at other schools). It is almost impossible for the teacher to support these students while also creating and delivering learning opportunities that are more student-directed than in a traditional classroom.” [Staff]

Question 6: Current impediments continued...

Board and provincial impediments such as...

- **Rigid rules around timetabling that stifle innovative approaches.**
- **Limiting of team teaching.**
- **Strict standards on the reporting of student learning.**
“Provincial/board level standards, for example one philosophy is “reduced emphasis on grades”, yet we follow standard reporting styles (letter grades on report cards). Also student-directed learning is much more challenging when required to meet curriculum standards.” [Regina Council]
- **Rules/paperwork around field trips which limit the frequency of trips.**



Question 6: Current impediments continued...



There were a few comments that mentioned the following:

- Lack of the tenets being applied to the EDP programs.
- Challenges related to school administration (e.g., occasional principals that don't support the alternative approach).
- Teachers who don't understand or aren't committed to the model (e.g., some teachers haven't chosen to be at an alternative school and it may not be the best fit).
- Lack of FI options in Alternative schools.
- Lack of parental involvement.
- The lack of evolution in the alternative tenets/program as teaching practices have changed over the years.
- Location of the alternative schools (i.e., all centrally located making it challenging for students at the edges of the Board boundaries).
- Start times for some alternative schools being challenging for families.
- Lack of communication across Alternative schools to share ideas/best practices among staff and school councils.

Question 7:

What support could the OCDSB offer to encourage thriving Alternative schools?

Provide learning opportunities for teachers:

- **Ongoing professional development specific to the Alternative program (e.g., PD days; release time).**
“The alternative schools need release time to meet and ensure our programs align and support each other.” [Staff]
- **Provide an easy way for teachers across all Alternative schools to share ideas.**
“Easy way for staff of the alternative schools to communicate and share ideas (through Google group conference).” [Staff]
- **Share best practices from other jurisdictions and current research in ways that is easy for teachers to incorporate.**
- **Offer training to all teachers who join alternative schools to learn about the tenets and how they can be enacted (e.g., have an experienced alternative teacher as a mentor).**

Question 7: Support continued...



Hire staff who value, and are committed to the Alternative model.

“Hire teachers who have the energy to tailor lessons to the current class, who believe in alternative teaching methods.” [OCV Council]

Better promote the Alternative program and schools.

- **Share stories that feature the amazing things that alternative students are learning and doing.**
- **Improve the OCDSB Alternative web space (e.g., make it easier to find information; include photos and videos).**
- **Have other OCDSB schools offer information about the local Alternative school in their area so that parents who may be interested in the Alternative tenets can learn about the school more easily.**
- **Educate OCDSB staff members about the program so they can better communicate about it.**

“People at board level need to understand what ALTERNATIVE programming is and advertise it accordingly.” [Staff]

Question 7: Support continued...



Other possible supports include:

- Hire dedicated staff at the Board level to support the program as they have for other programs (e.g., outdoor education).
- Develop partnerships with organizations that align with the Alternative program (e.g., Museum of Nature).
- Remove some of the rigid rules and bureaucracy that place limits on the program (e.g., field trips; timetabling).

“It is very challenging to be innovative and creative within a large bureaucracy that applies the same lens to every site. Alternative sites struggle to offer an “alternative” when forced to conform to the status quo on every front.” [Staff]

“Rules and paperwork around field trips have sometimes limited our ability to offer rich and frequent experiential learning. We can work together to find a solution that protects students but allows us to provide rich experiences on a regular basis.” [Staff]

Questions and conversation



Culture of Innovation

- Graduation Rate
- Annual Certification Rate
- EQAO Results
- Achievement Gaps
- Parent, Student, Staff Experience



Culture of Caring



- School climate
- Employee engagement
- Student engagement
- Parent engagement

Culture of Social Responsibility

- Social Emotional Skills
- Leadership Diversity
- Disproportionality indices
- Environmental Stewardship



EXIT OUTCOMES — What we want for our graduates

CHARACTERISTICS

SKILLS

- | | | | | | | | | | |
|---------------|-------------------------|---------------|----------------|-----------|----------------------------|------------------|-------------------------|----------------------------|-------------------|
| Goal-oriented | Innovative/
Creative | Collaborative | Globally Aware | Resilient | Ethical
Decision-makers | Digitally Fluent | Academically
Diverse | Effective
Communicators | Critical Thinkers |
|---------------|-------------------------|---------------|----------------|-----------|----------------------------|------------------|-------------------------|----------------------------|-------------------|

ANNUAL REPORT
**ARTS ADVISORY
COMMITTEE**



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Arts Advisory Committee Members

1. Carl Bovell - Music Teacher, Instrumental Music Committee Representative
2. Harprit Boiteux - OCDSB Parent
3. Jennifer Boudewyn - Arts coach
4. Ingrid Dabringer - OCDSB Parent
5. Nancy Dean - OCDSB Parent and Chair
6. Susanna Donato - OCDSB Arts coach
7. Wendy Hough - Trustee
8. Meagan Miller - OCDSB Parent Minute Taker
9. Kelly Racicot - National Arts
10. Kristin Riddell - Principal OCDSB
11. Alejandro Salgado - MASC Representative
12. Olivia Simms - OCDSB Student
13. Shannon Smith - OCDSB Superintendent of Instruction

Committee Chair

Nancy Dean - Arts Advisory Committee Chair

Activities and Achievements 2020-2021

Activity	Achievement
Member recruitment	<ul style="list-style-type: none"> ● Increased engagement through addition of new members
Held 7 regular meetings	<ul style="list-style-type: none"> ● Discussed arts role during covid ● Developed a sub-committee to align ACA with OCDSB board document
Hosted guest speakers	<ul style="list-style-type: none"> ● XL - Cam Jones and Eric Hardie presented achievements ● Dr. Peter Gamwell revisited crucial role arts play during learning
Aligned ACA with OCDSB Strategic Plan, Human Rights Road Map and other documents	<ul style="list-style-type: none"> ● Created comparative document to assess ACA's role in supporting OCDSB strategic plan and Equity and human rights Road map ● Made recommendations based on comparative study of 4 key OCDSB documents
Developed recommendations report	<p>Proposed recommendations to the Board</p> <ul style="list-style-type: none"> ● Arts is an essential tool for a successful return to school and to the recovery from the pandemic. OCDSB needs to effectively support the Arts and place as a top priority. ● ACA be involved and assist in the development of the accountability structures for equity and well-being. ● Support the upscaling of implementation of Arts scope and sequence in Elementary. ● To ensure OCDSB's Strategic goal of promoting collaborative environments which foster innovation and creativity by hiring teachers with arts training and backgrounds. These types of experiences within teachers build capacity that is essential to student success.

- Arts is a language for student VOICE and when prioritized is the every realization of our Strategic Plan and of the Equity and Human Rights roadmap.

Plans for the 2021-2022 School Year

2021-2022

- Acknowledge and shed light on how ARTS can help schools recover, and it's importance to mental health and well-being.
- Align with Roadmap and engage in a formal membership recruitment to ensure diverse representation
- Formalize Advisory Committee status in support of amplifying student voices for well-being and equity
- Secure accountability in the Arts by developing and conducting survey on arts capacities to amplify student voices within the schools
- Build website in support of Arts Amplify Voices
- Distribute September ART-up! Guide and Arts Scope and Sequence to support the arts as an amplification tool for student voices
- Build partnerships with Community and other OCDB departments to be determined

2022-2023

- Recognition of arts as essential tool for 21st century competencies by OCDSB
- Evaluation of results from arts capacity survey
- Develop accountability framework to quantify representation of the arts, representation of minoritized voices, and the promotion of student well-being through the arts in OCDSB
- Development of programming and support strategy for students by Arts Coaches based on the findings of arts capacity in the schools
- Connect community leaders and industry leaders to build community-based equity strategy by and through the arts for 21st century competencies

2023-2024

- Allocate sufficient time and resources for the arts to be used as an essential tool for well-being, equity, and 21st century competencies
- Implementation of new Programming in support of Arts Amplify Voices by the Arts Coaches
- Establish pilot project to measure amplification of voice and fostering of engagement and connectedness through the arts
- Build partnerships with community leaders and industry to amplify minoritized voices through the arts

Proposed 2021-2022 Meeting Schedule

18 October 2021
8 November 2021
10 January 2022
7 February 2022
11 April 2022
9 May 2022

Attachments/Links

1. October Meeting Notes:

<https://docs.google.com/document/d/1FVJhoBLVuD2wPPRzXKfUHdReov1iWmAcSFxYrD7o7Dg/edit?usp=sharing> As all other voting members were in their first year in the committee, Nancy Dean acclaimed Chair. Meagan Miller agreed to provide notes.

2. Membership Campaign: With recognition that all who want to be involved in supporting the arts, there was no formal membership campaign with applications or nominations committee. All who wanted to be informed and involved were given the chance to do so. Member recruitment involved the following:
- a. Presentations at OCASC
 - b. Invitation to University Of Ottawa Education students via Michael Wilson
 - c. Invitation to past community representatives

The Policy requirements for membership were unknown to Chair until recently and therefore are now included in the plans for 2021-2022 year.

ANNUAL REPORT
**ADVISORY
COMMITTEE FOR
EXTENDED DAY
AND CHILDCARE
PROGRAMS**



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Committee Members

Lucas Malinowski (Parent Member), Laura Kelly (Parent Member), Terry Warner (Special Education Advisory Committee), Melanie Aqiqi (Parent Member), Kass Inglis (YMCA), Tanya Burger, Tammy Piche (OSSTF), Prince Duah (Superintendent of Instruction), Julie Cyr (Manager of Early Learning), Susan Baker Staff and Guests: Chris Ellis (Trustee), Blake Doucett (Ottawa-Carleton Assembly of School Councils), Nasrin Javanfar (Advisory Committee on Equity), Myriam Pepin (Children's Village), Orllie Gogolin (REKSAP Centres for Early Learning).

Committee Chair

Lucas Malinowski (Parent Member), Chair

Activities and Achievements 2020-2021

- The Committee provided ongoing advice to the Board on the management, delivery and implementation of the Extended Day Child Care programs during a time of great disruption and uncertainty;
- Responding to longstanding membership challenges, the Committee undertook a successful recruitment effort to bring in new parent members, as well secure representation engagement from other Advisory Committees at our meetings
- Advised the Board on changes to the fee structure in response to significantly reduced enrolment as a result of COVID and school closures
- Supported the Board on its development and launch of a new EDP Parent Handbook
- Advised the Board on the successful rollout of its new 'Digibot' online registration platform
- Supported the Board on its development of updated Vision and Mission statements for the Early Learning Department

Plans for the 2021-2022 School Year

Reflecting the significant disruption created by COVID-19 over the past year, the Committee expects much of its work over 2021-22 to focus on working with the Board on supporting sustainable Extended Day and Infant, Toddler and Preschool programs. Expected challenges include staff retention, significantly diminished enrolment and increased health and safety measures. Opportunities to explore are the OCDSB policies in regards to the Extended Day Program, the potential establishment of a Canada-Wide Early Learning and Child Care System, strategies to increase parent confidence post Covid-19 and to solidify our partnerships with our third party partners.

While we have seen a marked improvement in Committee membership, it is still precarious and at times struggles to achieve quorum. The Committee will continue efforts to recruit new members and form a solid foundation of engagement to support its activities in the future. Explore the current membership requirements in order to facilitate achieving quorum.

Proposed 2021-2022 Meeting Schedule

- September 2021
- 11 November 2021
- 27 January 2022
- 30 March 2022
- 25 May 2022

Attachments

27 January 2021 Minutes - Confirmation of the appointment of the Chair



Advisory Committee for Extended Day and Child Care Programs Report

**Wednesday, January 27, 2021, 7:00 pm
Zoom Meeting**

Members: Lucas Malinowski (Parent Member), Chris Ellis, Melanie Aqiqi (Parent Member), Tanya Burger, Orllie Gogolin (RESKAP), Tammy Piche (OSSTF), Prince Duah (Superintendent of Instruction), Julie Cyr (Manager of Early Learning)

Staff and Guests: Geraldine Taggart (Staff), Julie Cyr (Manager of Early Learning), Myriam Pepin (Children's Village, Non-voting member), Blake Doucett (Voting Member, OCASC), Melanie Goode (Non-voting member, REKSAP Centres for Early Learning), Nasrin Javanfar (Voting Member, Advisory Committee on Equity)

1. Call to Order

Chair Malinowski called the meeting to order at 7:07 p.m.

2. Welcome

Chair Malinowski welcomed everyone to the meeting and expressed his appreciation to all parents who are supporting their children while learning at home during the lockdown.

3. Approval of the Agenda

**Moved by Blake Doucett, seconded by Tanya Burger,
THAT the agenda be approved.**

Carried

4. Review of Committee Report

4.1 Report, 3 December 2020

Moved by Blake Doucett, seconded by Tanya Burger,

**THAT the report of the Advisory Committee for Extended Day and
Child Care Programs dated 3 December 2020 meeting be approved.**

Carried

5. Update from Prince Duah, Superintendent of Instruction

Superintendent Duah welcomed everyone to the meeting and advised that the District would be ready to resume in-school learning the day after the Province makes an announcement that it is safe to do so.

With respect to the appointment of a chair for the Committee, Superintendent Duah advised that the Board policy P.111.GOV Advisory Committee for Extended Day and Child Care programs provides for the annual appointment or reappointment of a chair. As the Committee had only one meeting last year, he suggested that Lucas Malinowski continue as Chair for consistency. The Committee noted that Mr. Malinowski is doing a great job and they would be pleased to have him stay on as Chair.

6. Update from Julie Cyr, Manager, Early Learning Department,

Manager Cyr advised that a modest increase in registration took place prior to the closure of in-class learning in January. She added that registration for September 2021 will commence soon and it is hoped that enrollment will continue to grow.

6.1 Closure

Manager Cyr advised that all Infant, Toddler and Preschool programs remained open during the January school closure, noting that Covid-19 transmission has been less than 2 percent in childcare centres in Ottawa. She expressed appreciation to all early years educators for their efforts to avoid transmission.

Manager Cyr acknowledged the difficulty for children and families to support working and learning from home. During the shut-down, the District has provided training to Early Learning Assistants (ELAs) who support Early Childhood Educators (ECEs) in their virtual classrooms. Parents are welcome to reach out to Early Learning Department staff and supervisors for additional support.

Being mindful of not inundating families with emails, Manager Cyr reported that the District communicates with families to provide the latest information on subsidies or the resumption of in-school learning.

In light on the ongoing closure, the District will credit or refund fees paid for January 2021 and let families know prior to withdrawing fees for February and March 2021.

Chair Malinowski requested that these fees be withdrawn each month rather than facing a double payment in March. It was suggested that parents be surveyed to determine their preference. Manager Cyr noted that the District has the ability to support individual families who experience difficulty with fee payments by offering extended payment plans.

6.2 Third Party Partner Emergency Child Care

In light of the provincial announcement with respect to online learning, Manager Cyr advised that the District and some of its third party providers have implemented free emergency child care for essential workers at a number of sites across the District. The province provides the funding to the City and the City Manager determines how it is distributed to child care providers who have requested that they be approved to provide this service. It is not yet known how much each provider will receive for staffing as the funding formula has not yet been announced. At the present time, none of the emergency sites are at capacity and spaces are available provided that there is staff available. Manager Cyr added that both the District and third party providers are still waiting for the funding promised for the first school closure last spring.

Many providers are continuing to pay salaries to their employees while not knowing what the financial impact will be. Ms. Pepin noted that three of their six sites are closed at the present time. As many of their workers with school-age children are staying home, it is necessary to staff the centres that remain open by pulling available staff from centres that are closed. If any of these workers contract COVID-19 when the centres re-open and staff return to their home locations, it may be necessary to close all six centres.

Ms Javanfar noted the difficulty many newcomer families have in learning about child care options and subsidies due to language difficulties. Manager Cyr advised that schools provide information about child care options to parents when they register their children for school. Multicultural Liaison Officers (MLOs) can also provide information. Information is also available on the District's website and families may call the Early Learning Department if they have questions.

Trustee Ellis advised that the Province sets the criteria for the provision of subsidies. It does not allow school boards to provide subsidies. He suggested that child care providers write to the Province, Members of Provincial Parliament (MPPs), and others to advocate for more subsidized child care spaces.

Manager Cyr noted that subsidies are managed through the City of Ottawa and they maintain a centralized waitlist with controls in place to ensure equity. The wait time for subsidies has decreased substantially in recent years.

Trustee Ellis noted that the OCDSB policy requires the District to provide child care at a school where there is a need for three or more children. Programs for less than 13 children are not cost-recovery. Ms. Pepin advised that the Children's Village usually has one or two spaces available for new registrations, but it is not viable for them to open a new

room and offer care for only three children. Ms. Gogolin and Ms. Good noted that REKSAP child care centres can expand if classroom space is available in schools and/or if it will be cost recovery.

In response to a query about enrolment projections when in-class learning resumes and/or for next year, Manager Cyr advised that the District currently has room for growth this year as the EDP program is overstaffed due to virtual learning and not all ELAs are back to work. Superintendent Duah added that the District anticipated an enrolment of 6,000 children in September 2020; however, actual enrolment is approximately 1,400 at the present time.

Trustee Ellis suggested that the Committee further discuss the financial aspects of providing child care at a future meeting.

Superintendent Duah and Manager Cyr expressed appreciation to third party operators and staff at the OCDSB who help support child care programs.

Committee members expressed their appreciation to the District and third party providers for providing care and support as well as a range of options for child care.

7. Extended Day Program and Infant, Toddler, Preschool Program Fees

Manager Cyr advised that the *Education Act* requires school boards to charge and collect fees for child care on a cost recovery basis. Over a number of years, the District acquired a surplus and there has been no increase to fees since 2017. The current fee for the EDP program is \$22.50 per day for morning and afternoon care. The fee for full-day care is \$35.00.

Current collective agreements call for salary increases this year. The District is overstaffed due to COVID-19 restrictions and material supply costs, including personal protective equipment, have increased substantially. At the same time, revenues have decreased due to the closure of sites due to the lockdown. The surplus has been depleted and there are now budget shortfalls which necessitate an increase in fees.

The District is seeking approval from the Board to increase EDP fees to \$23.00 for mornings and afternoons, and \$37.00 for full-day care. The proposed increase for the Infant, Toddler and Pre-school (ITP) program is 1.5 percent.

During discussion, the following points were noted:

- These proposed increases were discussed with the City of Ottawa so as not to compromise families who receive subsidies;
- The Ottawa Catholic School Board (OCSB) and OCSB have similar fee structures and both are proposing similar fee increases and will not be in competition with each other;

- Some school boards have reduced the number of their child care programs;
- The OCDSB has kept all programs opened and increased hours worked for Early Learning Assistants in order to maintain service to families and to support the rooms being ready to great children during the transition between school and EDP;
- Fee increases will commence in September 2021;
- Parents will be advised by email of the reasons for, and amount of fee increases before registration commences for September 2021;
- Information about fee increases will be posted on the District's website;
- The fee increases will be presented to the Committee of the Whole for approval on 9 February 2021. If approved, the recommendation will go forward to the Board for final approval on 23 February 2021;
- School boards are required to post child care fees on their website no later than May of each year;
- The District has agreements with the City of Ottawa and it is up to the City to amend their budgets to fully fund subsidies;
- Third party partners are in similar circumstances and will be increasing their fees to cover costs. Some operators may increase their fees in January and others may wait until June 2021;
- The federal government is funding 75 percent of the loss of revenue however school board run programs cannot access these funds. The provincial funding flows to the City who then distributes it to the child care providers. It is unknown if additional funding will be provided in March; and
- Manager Cyr noted that she sits on local committees at the City of Ottawa and College of Early Childhood Educators which provides opportunities to advocate for an overhaul of child care systems and higher funding from provincial and federal governments.

Trustee Ellis asked whether the Committee wished to take a position on the proposed fee increase before it is discussed at the Committee of the Whole on 9 February 2021.

The members agreed that the proposed increase in fees is justified for the following reasons:

- Current fees do not meet the demands of the programs;
- Programs are no longer operating on a cost-recovery basis;
- The accumulated surplus to absorb increased costs related to COVID-19 has been depleted;

- COVID-19 protocols are expected to continue for another year;
- The District recognizes the impact fee increases would have on families and there is a need to increase provincial and federal funding of child care programs;
- A survey of parents that was completed over two years ago revealed that a majority of parents felt that the fees were acceptable, which small percentages of parents felt they were either too low or too high;
- Asking the Board to delay their decision on fee increases would cause delays in getting the information out to parents. Registration for next year and projecting staffing requirements would also be postponed; and
- If fees are not increased, it may be necessary to eliminate some programs.

Trustee Ellis thanked the Committee for their input. He advised that the minutes of this meeting will be presented to the Committee of the Whole on 9 February 2021 to provide trustees with a summary of the discussion and the Committee's support for fee increases at this time.

8. New Business

There was no new business.

9. Adjournment

Moved by Melanie Aqiqi, seconded by Blake Doucett,

THAT the meeting adjourn at 9:09 p.m.

Carried

The next meeting will take place in March 2021.

Lucas Malinowski, Chair,
Advisory Committee for Extended
Day and Child Care Programs



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



ANNUAL REPORT
**INDIGENOUS
EDUCATION
ADVISORY
COUNCIL**



Activities and Achievements of IEAC in the 2020-2021 School Year

Notable Events

- The Elders, who support the IEAC meetings, co-wrote the Algonquin meeting protocols (April 2020)
- Review of the milestones within the Indigenous, Equity and Human Rights Roadmap (September 2020)
- Financial presentation about the increased funding directed at Indigenous learning and the funds specific to Indigenous students and mental health (December 2020)
- A motion came forth in the IEAC meeting of 21 January 2021 that the Board of Trustees write a letter to the Minister of Education to allow the Ottawa-Carleton District School Board to have an Indigenous Trustee. This letter was written by Board Chair Lynn Scott on 21 April 2021 and sent to the Minister of Education.

Appointments

- The appointment of IEAC representatives to sit at the Committee of the Whole and Committee of the Whole, Budget meetings (April 2021)
- The appointment of an Indigenous representative from the Special Education Advisory Committee (SEAC), SEAC Chair Sonia Nadon-Campbell, to observe IEAC and share news with SEAC (September 2020)
- The appointment of an IEAC representative to sit on the Steering Committee for a Review of Police Involvement in Schools (November 2020)

Consultations

- Review of Police Involvement in Schools (October 2020)
- Development of a Human Rights Policy (December 2020)
- Equitable Recruitment and Hiring Policy (January 2021)
- Code of Conduct Policy (May 2021)
- Safe Schools Policy - Emergency Preparedness and Response (May 2021)
- Safe Schools Policy - Managing Student Behaviour (May 2021)

Review of Indigenous Data

Council discussions focused on two reports stemming from the Identify-Based Data Collection - *Valuing Voices Survey*:

1. Annual Report on Student Suspensions (2019-2020) (December 2020)
2. Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation (April 2021)

ANNUAL REPORT
**PARENT
INVOLVEMENT
COMMITTEE**



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Committee Members

Abdulnaser Atef

Annette Dillon

Diana Mills

Jacque Samuels

Jaime Morse

Jennifer Hood

Malaka Hendela (OCASC Representative)

Martyn Reid (OCASC Representative)

Seyi Okuribido-Malcolm

Committee Chair and Vice Chair

Chair - Martyn Reid

Vice Chair - Diana Mills

Activities and Achievements 2020-2021

OCDSB Policies and Procedures

- The school council election procedure [PR.509.SCO School Council Elections, Constitution and By-laws](#) has been amended based on the PIC recommendation at its 21 September 2020 meeting. The amendment allowed parents whose children are attending a virtual school to continue participating on the school council of the school their child would attend in person, subject to certain conditions. The amendments also support online activities for school councils.
- Consultations on Human Rights Policy.

Committee Operations

- The Committee established its Membership Sub-committee to fill vacancies as a result of the expiry of a number of terms of office on 30 November 2019. The PIC membership renewal campaign resulted in the appointment of 5 new parent-members and 2 parent-members to the PIC waiting list, which was used to fill a vacancy that arose towards the end of the school year.
- The Committee updated its PIC By-Laws and Standing Rules on 13 January 2021 where it allowed parent members with a one-year term to run for chair where their term of office could be extended to a two-year term.
- A new communications plan for the Committee to be aligned with the District's.

Parents Reaching Out (PRO) Grants

The Parent Involvement Committee worked collaboratively with District staff throughout the brainstorming and planning for the allocation of Parent Reaching Out (PRO) 2020-2021 grants. The Committee advised the District with a number of barriers to parent engagement in this initiative, among which are the reporting requirements associated with PRO projects. The District, in response, adopted the School Council Speaker Nights where central staff contracted a number of speakers who were available to the school council to choose from. The PIC approved this model where parents were given control over their Speaker Nights with minimal reporting requirements. Staff took the lead on amalgamating the data

reported to the Ministry. Approximately 2000 parents participated in the School Council Speaker Nights that were hosted by over 80 schools councils in the District.

The committee believes that the 2022/23 school year will be similar to this year's PRO grant activity due to the current health restrictions in place. The committee is looking to be more pro active and will plan for the 2023/22 year with a more holistic approach to this grant and wider parent involvement activities.

Additional Activities

- Presentation by the Medical Officer of Health, Dr. Vera Etches, providing updates on COVID19 in Ottawa and its effects on our schools.
- Presentation on destreaming math for Gr 9 students.
- Discussion on Secondary Extracurricular Activities
- Presentation on Barriers to Engagement
- Approval of the PIC Work Plan
- Presentation on school council financial reporting

Chair comment: For some time the committee has lacked focus on what it wishes to be and on how the meetings would work. There are many excellent examples across the Province of committees who work closely with Trustees and Boards to ensure the parents' voice is heard. Our aim is to make sure here in Ottawa the parents can engage and involve themselves with their children's education to the fullest extent possible. This is especially true as we discover what the future will look like as we move out of the initial phase of the pandemic and have to return to some form of normal.

Plans for the 2021-2022 School Year

The work plan is intended to provide a medium term view of activities and covers two years. It does not mean emerging items can not be presented to the committee but the aim is to have structure to activity to ensure effort is not wasted.

The approved 2021-2022 PIC Work Plan follows.

Proposed 2021-2022 Meeting Schedule

- Wednesday, September 22, 2021
- Wednesday, October 13, 2021
- Wednesday, November 17, 2021
- Wednesday, January 12, 2022
- Wednesday, April 13, 2022
- Wednesday, May 11, 2021

Attachments/Links

[18 November 2020 minutes](#) (PIC membership confirmation)

[13 January 2021 minutes](#) (Election of chair and vice chair)

Parents Reaching Out (PRO) 2020-2021 budget:

The Ministry of Education has allocated \$39,986 in 2020-2021 Parents Reaching Out (PRO) grant funding to the OCDSB. This budget was originally planned to cover the fees of speakers who were either contracted by the District or some school councils. As the uptake of the school council choice of a Speaker Night was below anticipated, the unexpended funds were used to cover simultaneous interpretation and translation fees as requested by Ridgemont School Council for their Speaker Night.

Parent Involvement 2020-2021 budget (PINV):

The Parent Involvement Committee (PIC) annually receives \$90,000 as parent involvement budget. During the 2020-2021 budget process, the Board allocated an extra \$60,000 to support the work of PIC to ensure it meets its obligation of communicating with school councils and undertaking activities to help parents of pupils of the board support their children's learning at home and school. Of a total of \$150,000, \$500 goes out to each school for spending on parent engagement. The remaining balance of this budget is used to cover any costs associated with parent engagement, such as the District's Speaker Series.

OCDSB Parent Involvement Committee Work Plan

Supporting parent engagement in District processes and structures	Overcoming barriers to parent involvement	Enhancing the role and functioning of the committee	Advising the District on key initiatives
Removal of G9 Math streaming 2021/22 and future for changes in other streaming			
What does removal of G9 streaming 2021/22 and future “de-streaming” mean for parents.	Communicating changes and how to meet Min Edu intent.	First occasion for PIC to be collaborative with District and have tangible output	Advising the District on how to communicate changes in streaming to parents
PIC and communications with the parent community			
Helping parents have a voice with the District. <ul style="list-style-type: none"> ● School Councils ● Communities of Interest ● Individuals How can PIC help	Reaching out to all parents <ul style="list-style-type: none"> ● Marginalised groups ● Giving parents a voice who might not know how to or not confident to do so. 	Develop PIC comms plan	Ensure PIC comms plan complimentary to District plans
Helping parents be part of their children’s education			
Introducing parents to the education system. Supporting parent involvement	How to reach out to non-traditional parental groups/clusters to inform and engage	Using comms plan for engagement	
What does the future look like as COVID pandemic response develops			
Virtual schools – parent’s thoughts on new school year (21/22). How to support parents moving from Virtual to In Person or if Virtual remains.	What does this look like going forward		Provide parents voice to help District plan for 2022/23.

OCDSB Parent Involvement Committee Work Plan

Funding / resource support for parental engagement			
Reviewing new/revised Parental Engagement resources	Report on how technology can support parents' engagement	Audit / oversight of Parental Engagement spending	How can PIC support / advise on resource allocation by District
Standing items and District driven requests			
Pro Grant for 2022-2023.			
<ul style="list-style-type: none"> ● What does it look like? Feedback on current use. ● How can the Pro Grant support? ● Pro Grant distribution – looking ahead to next school year. 			
		Nominations and planning for Volunteer Appreciation and Community Recognition Awards	
			Human Right policy feedback
		New committee members and Chair elections	
		PIC member learning and training	

2020-21 Parents Reaching Out (PRO) Grant Final Report - PART B: Project Expenses

Expenses should be the cumulative total of all PRO Grant projects. For a reminder of ineligible expenses, please refer to PART A.

PRO GRANT SUMMARY	
District School Board / School Authority	
Total funding amount allocated	\$ 39,986.00
Total funding amount spent	\$ 39,986.00
Unallocated funds (if applicable)	\$ -
Total number of projects/events funded	

CULMULATIVE EXPENSES	COST (\$)	DESCRIPTION
<i>These costs should reflect the cumulative total of all project expenses</i>		
Interpretation	\$ 1,687.00	Remote Simultaneous Interpretation for
Translation	\$ 4,842.50	Translation into Nepali, and translated
Speaker Fee	\$ 4,237.50	Paul Davis Fee
Speaker Fee	\$ 19,200.00	Scientists in Schools Fee
Speaker Fee	\$ 4,000.00	Parents for Diversity Fee
Speaker Fee	\$ 500.00	Media Smarts Fee
Reimbursement of Speaker Fee for School Councils	\$ 5,519.00	School Councils who opted for hosting their own Speaker Night
ADMINISTRATIVE COSTS (MAX 10% of		
Item (please specify)		
Item (please specify)		
Other (Please Specify)		
Include additional items as needed		
TOTAL COSTS	\$ 39,986.00	

BUDGET REPORT For 100PINV00000 BUDE-INST-PARENT INVOLVEMENT
From 2021-1 To 2021-9

Account #	Description	Status	Precommitments	Commitments	Expenses	Total	Budget	Available	% Spent
100PINV00000	BUDE-INST-PARENT INVOLVEMENT		0.00	0.00	83,198.27	83,198.27	150,000.00	66,801.73	55.47

Expense Details For G/L Account # 100PINV00000

From 2021-1 To 2021-9

Opening Balance: 0.00

Invoices

Batch #	Date	Account #	Actual	Src	P.O./C.R. #	Vendor/AR Name	Amount
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2021-02-FA5-03-08	2020/10/05	100-PIN-V00000	Inv.#: 5914121	IE	P.O.#: 302210018657	NELSON EDUCATION LTD.	-162.60
2021-04-FA6-05-27	2020/12/03	100-PIN-V00000	Inv.#: 14511	IE		CHIN RADIO	437.88
2021-04-FA6-05-27	2020/12/03	100-PIN-V00000	Inv.#: 14511	IE		CHIN RADIO	-42.01
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2021-05-FA4-01-02	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ADRIENNE CLARKSON SCH COUNCIL	500.00
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2021-05-FA4-01-04	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		AGINCOURT ROAD SCHOOL COUNCIL	500.00
2021-05-FA4-01-05	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ALTA VISTA PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-06	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ARCH STREET SCH	500.00
2021-05-FA4-01-07	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		AVALON P.S. SCHOOL COUNCIL	500.00
2021-05-FA4-01-08	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		A.Y.JACKSON SCHOOL COUNCIL	500.00
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2021-05-FA4-01-12	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		BELL HIGH SCHOOL COUNCIL	500.00
2021-05-FA4-01-13	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		BELLS CORNERS PS SCH COUNCIL	500.00
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2021-05-FA4-01-20	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		CAIRINE WILSON SS SCH COUNCIL	500.00
2021-05-FA4-01-21	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		CAMBRIDGE ST COM ES SCH COUNCI	500.00
2021-05-FA4-01-22	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Canterbury High School Council	500.00

Batch #	Date	Account #	Actual	Src	P.O./C.R. #	Vendor/AR Name	Amount
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2021-05-FA4-01-28	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Centennial Public School Council	500.00
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2021-05-FA4-01-45	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Farley Mowat Public School Council	500.00
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Batch #	Date	Account #	Actual	Src	P.O./C.R. #	Vendor/AR Name	Amount
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2021-05-FA4-01-71	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		JOHN YOUNG ES SCH COUNCIL	500.00
2021-05-FA4-01-72	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		HIGHLANDS PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-73	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		KARS ON THE RIDEAU PS SCH COUN	500.00
2021-05-FA4-01-74	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		KATIMAVIK ES SCHOOL COUNCIL	500.00
2021-05-FA4-01-75	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		KNOXDALE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-76	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		LADY EVELYN ALT SCHOOL COUNCIL	500.00
2021-05-FA4-01-77	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		LAKEVIEW PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-78	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		LE PHARE ES SCHOOL COUNCIL	500.00
2021-05-FA4-01-79	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Lisgar Collegiate Institute Council	500.00
2021-05-FA4-01-80	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		LONGFIELDS-DAVIDSON HEIGHTS SS	500.00
2021-05-FA4-01-81	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		MANOR PARK PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-82	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		MANORDALE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-83	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Manotick Public School Council	500.00
2021-05-FA4-01-84	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		MAPLE RIDGE ES SCHOOL COUNCIL	500.00
2021-05-FA4-01-85	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		MARY HONEYWELL ES SCH COUNCIL	500.00
2021-05-FA4-01-86	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Meadowlands Public School Council	500.00
2021-05-FA4-01-87	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Merivale High School Council	500.00

Batch #	Date	Account #	Actual	Src	P.O./C.R. #	Vendor/AR Name	Amount
2021-05-FA4-01-88	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		METCALFE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-89	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		MUTCHMOR PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-90	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		NEPEAN HS SCHOOL COUNCIL	500.00
2021-05-FA4-01-91	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		NORTH GOWER PS SCH COUNCIL	500.00
2021-05-FA4-01-92	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ORLEANS WOOD ES SCH COUNCIL	500.00
2021-05-FA4-01-93	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		OSGOODE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-94	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Osgoode Township High School Council	500.00
2021-05-FA4-01-95	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Ottawa Technical Secondary School Council	500.00
2021-05-FA4-01-96	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		PINECREST SCH	500.00
2021-05-FA4-01-97	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		PLEASANT PARK PS SCH COUNCIL	500.00
2021-05-FA4-01-98	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		QUEEN ELIZABETH PS SCH COUNCIL	500.00
2021-05-FA4-01-99	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		QUEEN MARY SCH	500.00
2021-05-FA4-01-100	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		REGINA ST PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-101	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		RICHMOND PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-102	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Ridgemont High School Council	500.00
2021-05-FA4-01-103	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		RIVERVIEW ALT SCH COUNCIL	500.00
2021-05-FA4-01-104	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ROBERT BATEMAN PS SCH COUNCIL	500.00
2021-05-FA4-01-105	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Robert E Wilson Public School Council	500.00
2021-05-FA4-01-106	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Robert Hopkins Public School Council	500.00
2021-05-FA4-01-107	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ROBERTA BONDAR PS SCH COUNCIL	500.00
2021-05-FA4-01-108	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ROCH CARRIER ES SCH COUNCIL	500.00
2021-05-FA4-01-109	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		ROCKLIFFE PARK PS SCH COUNCIL	500.00
2021-05-FA4-01-110	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Roland Michener Public School Council	500.00
2021-05-FA4-01-111	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		SAWMILL CREEK ES SCH COUNCIL	500.00
2021-05-FA4-01-112	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		SEVERN AVENUE PS SCH COUNCIL	500.00
2021-05-FA4-01-113	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Sir Guy Carleton Secondary School Council	500.00
2021-05-FA4-01-114	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Sir Robert Borden High School Council	500.00
2021-05-FA4-01-115	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Sir Wilfred Laurier Secondary School Council	500.00
2021-05-FA4-01-116	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		SIR WINSTON CHURCH SCH COUNCI	500.00
2021-05-FA4-01-117	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		South Carleton High School Council	500.00
2021-05-FA4-01-118	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		SOUTH MARCH PS SCHOOL COUNCIL	500.00

Batch #	Date	Account #	Actual	Src	P.O./C.R. #	Vendor/AR Name	Amount
2021-05-FA4-01-119	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		STEPHEN LEACOCK PS SCH COUNCIL	500.00
2021-05-FA4-01-120	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		STEVE MACLEAN PS SCH COUNCIL	500.00
2021-05-FA4-01-121	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		STITTSVILLE PS SCH COUNCIL	500.00
2021-05-FA4-01-122	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Stonecrest Elementary School Council	500.00
2021-05-FA4-01-123	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		SUMMERSIDE PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-124	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		TERRY FOX ES SCH COUNCIL	500.00
2021-05-FA4-01-125	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		TRILLIUM ES SCH COUNCIL	500.00
2021-05-FA4-01-126	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		VIMY RIDGE SCHOOL COUNCIL	500.00
2021-05-FA4-01-127	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		VINCENT MASSEY PS SCH COUNCIL	500.00
2021-05-FA4-01-128	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Viscount Alexander Public School Council	500.00
2021-05-FA4-01-129	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		W. ERS JOHNSTON PS SCH COUNCIL	500.00
2021-05-FA4-01-130	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		W.E.GOWLING PS SCHOOL COUNCIL	500.00
2021-05-FA4-01-131	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		W.O.MITCHELL ES SCHOOL COUNCIL	500.00
2021-05-FA4-01-132	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		WEST CARLETON SS SCHOOL COUNCI	500.00
2021-05-FA4-01-133	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		WESTWIND SCHOOL COUNCIL	500.00
2021-05-FA4-01-134	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		WOODROFFE AVE PS SCHOOL COUNCI	500.00
2021-05-FA4-01-135	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		Woodroffe High School Council	500.00
2021-05-FA4-01-136	2021/01/20	100-PIN-V00000	Inv.#: JAN2021	IE		York Street Public School Council	500.00
2021-06-FA3-07-17	2021/02/16	100-PIN-V00000	Inv.#: 150280	IE		SPEAKERS' SPOTLIGHT	8,475.00
2021-06-FA3-07-17	2021/02/16	100-PIN-V00000	Inv.#: 150280	IE		SPEAKERS' SPOTLIGHT	-813.00
2021-06-FA6-04-04	2021/02/02	100-PIN-V00000	Inv.#: 2021-01-04	IE		CHENG MICHAEL	565.00
2021-06-FA6-04-04	2021/02/02	100-PIN-V00000	Inv.#: 2021-01-04	IE		CHENG MICHAEL	-54.20
2021-06-FA6-16-27	2021/02/19	100-PIN-V00000	Inv.#: 1219	IE		PDEXCO	5,085.00
2021-06-FA6-16-27	2021/02/19	100-PIN-V00000	Inv.#: 1219	IE		PDEXCO	-487.80
2021-09-FA2-08-39	2021/05/10	100-PIN-V00000	Inv.#: CPROCBCSE	IE		CRYSTAL BAY CENTRE SCH COUNCIL	500.00
							83,198.27

Journal Entries

Batch #	Date	Account #	Reference	Src	J.V.#	Reference2	Amount
						Total:	0.00

Total Expenses: 83,198.27