

## BOARD PUBLIC AGENDA

**Tuesday, September 28, 2021, 7:00 pm  
Zoom Meeting**

	Pages
1. Call to Order -- Chair of the Board	
2. Approval of the Agenda	
3. Delegations	
3.1. Miriam Abdella, re Rideau Students' Union	4 mins      1
3.2. Laura Lynne Churchill, re Allowing Students to Play Wind Instruments Inside Schools	2 mins      3
3.3. Henriette Riegel, re Reinstatement of Band, Choir and Ensembles in Schools	2 mins      5
3.4. Michael O'Connor, re Allowing Students to Play Wind Instruments Inside Schools	2 mins      7
3.5. Doug Hume, re Reinstatement of Full Band, Choir, Vocal and Instrumental Music Classes	2 mins      9
4. Report from the Board (In Camera)	
5. Briefing from the Chair of the Board	
6. Briefing from the Director	
7. COVID-19 Update	
8. Matters for Action	
8.1. Confirmation of Board Minutes:	
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c.	Special Board, 31 August 2021	199
d.	Extraordinary Board Meeting, 1 September 2021	203
8.2.	Business Arising from Board Minutes	
8.3.	Receipt of Committee of the Whole Reports	
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	<i>Recommendation dealt with at the 24 August 2021 Special Board</i>	
b.	Special Committee of the Whole, 31 August 2021	214
	<i>Recommendations Dealt with at the 31 August 2021 Special Board meeting and the Extraordinary Board meeting of 1 September 2021</i>	
c.	14 September 2021	232
	<i>Recommendations</i>	
a.	Westwind-Fernbank-Approval of Interim Accommodation Measures	
b.	Approval to Proceed with a Selection Process for a Supervisory Officer and Confirmation of Selection Committee	
c.	Access to School Board Property	
d.	Advocating for the Addition of the COVID-19 Vaccination to Compulsory Vaccine List	
8.4.	Non-Consent Items	
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9.2.	Report from OPSBA Representatives (if required)	
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10.	Board Work Plan	277
11.	Matters for Information	

12. New Business -- Information and Inquiries
13. Adjournment



# Creating a Culture...

## of Innovation, Caring and Social Responsibility.



### 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.

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

### Contact Information

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Jan

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### Delegation issue information

Fields marked with an \* are required

Meeting Type: \*

Board

Meeting Date: \*

9/28/2021



**Please provide a brief summary of main points for the issue/concern: \***

The Rideau Students' Union is a local advocate group that represents high school students in local, provincial and federal affairs which interest them. We aim to use collective power to push for a better society for all. With this delegation, we hope to be able to introduce the Union to the Board of Trustees and allow for future collaboration.

**Recommendation(s) for resolution of issue: \***

No recommended resolution in specific

**Date: \***

7/21/2021

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### Contact Information

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Laura Lynne

Last Name: \*

Churchill

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### Delegation issue information

Fields marked with an \* are required

Meeting Type: \*

Board

Meeting Date: \*

9/28/2021

**Please provide a brief summary of main points for the issue/concern: \***

As a parent of a student in the Winds programme at Canterbury High School, I am asking the board to prioritize the re-introduction of curriculum activities, particularly the playing on wind instruments inside the school, before the introduction of extra-curricular activities. I appreciate that extra-curricular activities are an important element of mental health for many students; however, I find it unreasonable that extra-curricular activities are being re-introduced before all of the curriculum that can be done safely (as per the Ministry of Education guidelines). By not allowing winds students to play in school, you are creating inequality between the three music disciplines taught at Canterbury.

I am not saying that sports should not be re-introduced; I simply want the board to prioritize the introduction of in school instruction ahead of the extra-curricular activities.

**Recommendation(s) for resolution of issue: \***

Allow students to play wind instruments in school, using appropriate Personal Protective Equipment, consistent with the Ministry of Education guidelines.

**Date: \***

9/27/2021

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### Contact Information

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Henriette

Last Name: \*

Riegel

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### Delegation issue information

Fields marked with an \* are required

Meeting Type: \*

Committee of the Whole

Meeting Date: \*

9/28/2021

**Please provide a brief summary of main points for the issue/concern: \***

As a parent of a child at Nepean High School, I am concerned about the fact that the three other school boards in Ottawa, as well as those in Gatineau and many across Ontario and Canada, are offering in-person band, choir and ensemble classes, and the OCSB has not allowed this. Research has shown that, with the correct measures in place, these activities are safe. Additionally, the vaccination rates in Ottawa for youth aged 12-17 are very high. My daughter has just started high school, and has missed out on a year and a half of school band and music classes, including a trip to Calgary with her school band to compete on the national stage. Ensemble playing has very positive effects on school performance and social cohesion, and my daughter and many other children desperately need this after so much time away from any group activities. If school sports are considered safe by the OCSB, then there really is no reason that kids cannot participate in music following protocols that research has shown to be safe at preventing the spread of the coronavirus.

**Recommendation(s) for resolution of issue: \***

I recommend that the OCSB reinstate band, choir and other musical ensembles in schools, provided that the recommended protocols are in place.

**Date: \***

9/27/2021

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### Contact Information

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### Delegation issue information

Fields marked with an \* are required

Meeting Type: \*

Board

Meeting Date: \*

9/28/2021

**Please provide a brief summary of main points for the issue/concern: \***

Board policy prevents high school students from playing wind instruments indoors. There are no opportunities for exceptions even when mitigation such as physical distancing indoors. The policy is completely out of step with other school and community activities. For example, choirs are allowed to assemble and sports (including basketball and hockey, where opposing players are literally touching each other and breathing directly in each others' faces) have resumed. Current policy is not in keeping with local public health guidelines, practices in other boards, provincial Ministry of Education guidelines, community activities. Consequently, students in wind instrument educational programs, who have already lost almost 18 months of meaningful practical educational experience, continue to lose out on their education and critical social development. Most importantly, many of these highly motivated and talented students have lost hope of any chance of a return to play, which has been devastating psychologically. This will negatively impact Board music programs and their associated schools for years to come. Students, parents, and educators deserve a valid scientific explanation for the Board's stance that is in keeping with other school, community, and public practices; otherwise a change in policy should be immediately enacted.

**Recommendation(s) for resolution of issue: \***

Lift the ban on playing wind instruments immediately. If the Board feels it is necessary out of an abundance of caution, consider requiring students to be fully immunized against SARS-COV2 and/or for instrument covers to be placed over the bell of each instrument when players are spaced <2 m apart.

**Date: \***

9/28/2021

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### Contact Information

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### Delegation issue information

Fields marked with an \* are required

Meeting Type: \*

Committee of the Whole

Meeting Date: \*

10/12/2021



**Please provide a brief summary of main points for the issue/concern: \***

I would like to present arguments for a safe way that we can return our high schools to fuller band, choir, vocal, and instrumental music classes.

**Recommendation(s) for resolution of issue: \***

Research in Canada and other countries shows that we can return to playing instruments together inside. I plan to present the latest research that will bear this out.

**Date: \***

9/28/2021

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## **BOARD PUBLIC MINUTES**

**Tuesday, June 22, 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), 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), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Karyn Carty Ostafichuk, (Manager of Planning), Richard Sinclair (Manager of Legal Services and Labour Relations), Julie Cyr (Manager, Early Learning), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Amy Hannah (Principal, Learning Support Services), Janet MacDonald (Planner), Marc Labelle (Planner), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board Coordinator), Darren Gatley, Michael Guilbault (AV Technician)

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

Chair Scott called the public meeting to order at 7:04 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**

Trustee Schwartz requested that debate be ended to ensure that appropriate time is allotted to address the fulsome agenda without the addition of any new items.

**Moved by Trustee Penny, seconded by Trustee Schwartz,**

**THAT debate on the agenda be closed.**

**Carried**

**Moved by Trustee Hough, seconded by Trustee Campbell,**

**THAT the agenda be approved.**

**Carried**

3. Presentation to Dorothy Baker

Chair Scott recognized Superintendent Dorothy Baker, leader of the Indigenous Education, Equity and English Language Learning Team, staff liaison to the Advisory Committee on Equity (ACE), and Indigenous Education Advisory Council (IEAC). Chair Scott noted that Superintendent Baker has worked to advance human rights, equity, and inclusion in OCDSB policies and practices. Chair Scott added that Superintendent Baker has furthered many relationships with community partners, promoted students' mental health and well-being, and has fought against racism and marginalization.

Director Williams-Taylor noted that Superintendent Baker has exemplified humility, service, courage, and grace as a senior leader of OCDSB. She noted that Superintendent Baker has provided her time and talent for the outcomes of all students and has supported equality opportunities and care for students that have barriers to their own potential. Director Williams-Taylor added that Superintendent Baker's care for colleagues and staff is another hallmark to her leadership as she reminds staff that positive outcomes for students are inextricably tied to the sense of efficacy and well-being of staff that engage with students. On behalf of the senior team and OCDSB, Director Williams-Taylor thanked Superintendent Baker for her years of service.

Superintendent Baker thanked the District and noted that it was her honour to work with all those involved. She drew attention to the 2019-2023 Strategic Plan and the work that it encompasses. She added that centering relationships with students, staff, families, and the community is the root of the work that the District undertakes.

4. Student Trustee Report

Student Trustees Liu and Chen introduced the Bi-Annual student trustee report, which highlighted their accomplishments to date and future plans.

In response to a request from Trustee Bell, Executive Officer Giroux noted that staff will work with the administrative team that supports the Student Senate to best determine the method for providing student senate meeting notes to trustees, starting in the fall of 2021.

5. Presentation to Student Trustees 2020-2021

Chair Scott noted that Student Trustee's Chen and Liu had many accomplishments for the 2020-2021 school year and elevated student voice in Board discussions. She noted that the student trustees improved communications with students and led initiatives such as the menstrual equity (ME) project, a school spirit initiative, and a peer tutoring initiative.

Chair Scott advised that Student Trustee Liu is graduating from Colonel By Secondary School and will be attending Yale University in September 2021 and that Student Trustee Chen will be returning for another term as student trustee in September 2021. Chair Scott noted that Student Trustee's Chen and Liu will receive a honourarium and an award commemorating their service as student trustees for 2020-2021.

6. 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 Jennekens

**Seconded by** Trustee Penny

**THAT staff proceed as directed in Board in Camera with respect to a Financial Matter.**

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)**

**Moved by** Trustee Blackburn

**Seconded by** Trustee Penny

**THAT the tentative settlement between the Ottawa-Carleton District School Board and the Ontario Secondary School Teachers' Federation, Professional Educators and Child Care Staff, which will form a collective agreement dated 1 September 2019 to 31 August 2022, be ratified.**

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)**

**Moved by** Trustee Boothby

**Seconded by** Trustee Penny

**THAT the tentative settlement between the Ottawa-Carleton District School Board and Ontario Secondary School Teachers' Federation Bargaining Unit which will form a collective agreement dated 1 September 2019 to 31 August 2022, be ratified.**

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)**

**Moved by** Trustee Boothby

**Seconded by** Trustee Penny

**THAT staff proceed as directed in Board in Camera with respect to a Human Resources Matter.**

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)**

**Moved by** Trustee Blackburn

**Seconded by** Trustee Penny

**THAT staff proceed as directed in Board in Camera with respect to a Human Resources matter.**

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)**

**Moved by** Trustee Boothby

**Seconded by** Trustee Penny

**THAT staff proceed as directed in Board in Camera with respect to a Human Resources matter.**

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)

### 7. Delegations (Oral)

#### 7.1 Drew Klein, re Return to School in September

Mr. Klein suggested that schools be fully reopened to counter the generational academic and social regression that students have endured over the COVID-19 pandemic. He expressed the view that the COVID-19 pandemic is over and that schools should return to the normalcy seen before the pandemic occurred. He suggested that unless there is a large outbreak, schools should not close as this is not an effective strategy. He suggested that the District should address those who believe that school closures and lockdowns are reasonable measures for COVID-19 containment.

Mr. Klein suggested that cohorting has negative impacts on students as it promotes segregation and that the virtual platform and quadmester model is challenging. He added that masks should be optional and only be used in close proximity situations and that students should stay home if feeling unwell. He asked that families and trustees advocate to local and provincial public health authorities, the Ministry, and the unions for a return to normalcy.

In response to a query from Trustee Fisher, Mr. Klein noted that his suggestions were based on research from medical journals. He added that the World Health Organization (WHO) suggested that those under 18 should not receive the vaccine and offered to share his research with trustees.

Trustee Ellis requested permission to correct a statement regarding Mr. Klein's account that the World Health Organization (WHO) did not recommend that youth under 18 be vaccinated. Trustee Ellis noted that the WHO's website indicated that "children and adolescents tend to have a milder disease when compared to adults and unless they are part of a group at higher risk for severe COVID-19 symptoms, it is less urgent to vaccinate them than older people. More evidence is needed on the use of COVID-19 vaccines in children to be able to make general recommendations on vaccinating children against COVID-19". Trustee Ellis noted that although he was not familiar with the article that Mr. Klein referred to, he welcomed him to provide this information to support his statement.

#### 7.2 Joanne Doucette, re Return to School in September

Ms. Doucette, a parent of two secondary school students and a social worker with over 20 years of experience in the field of mental health, expressed concern on the impact that school closures have had on

students. She noted that the Children's Hospital of Eastern Ontario (CHEO) and other pediatric institutions have expressed concern and confirmed that, although kids and teens have not suffered severely with COVID-19, statistical increases of attempted and successful suicides have occurred. Eating disorders, mental health issues including anxiety and depression, students at home with abusive parents and/or witnessing domestic violence are occurring without having the safety of school or access to available in-person mental health resources. She suggested that students with special education needs and those who are from marginalized communities are experiencing a larger gap in learning achievement which may have negative long term effects. Ms. Doucette noted that Quebec and British Columbia have alternate models without cohorting or quadesters while resuming extracurricular activities. She recognized that the District is waiting for further instruction from the Ministry; however, she urged trustees to be courageous and use their leadership to challenge what does not protect the vulnerable in society. She added that not returning students to a normal school year can cause irreversible damage.

### 7.3 Michelle Ward, re Return to School in September

Ms. Ward, a pediatrician at the Children's Hospital of Eastern Ontario (CHEO), an associate professor at the University of Ottawa and the parent of two secondary school students, has engaged first-hand with students and families that have experienced negative circumstances during the COVID-19 pandemic. She noted that admissions to hospital for suicide attempts, substance use disorders, and eating disorder rates have doubled and 70% of youth aged 6 to 18 report a worsening of their mental health. She noted that the cross-sectoral committees that she belongs to indicate that there are dozens of students that have been lost to the education system during the 2020-2021 school year. Ms. Ward urged the Board to plan for a full return to school, with clubs and athletics. She urged the District to use metrics when planning, clearly communicate planning decisions to parents, and to enlist aid from outside experts for consultation in child health and COVID-19, many of which are parents within the District. She suggested that the District could have a phased reopening plan congruent to the four phase COVID-19 reopening plan for Ontario.

In response to a query from Trustee Bell, Ms. Ward indicated that she and other parents would like to receive more information regarding the District's plans to address gaps in student mental health and education.

In response to a query from Trustee Fisher, Ms. Ward suggested that the District should urge Ottawa Public Health (OPH) and the Ministry to provide information such as what vaccination levels would be required to return to normal or any other milestone requirements acceptable from a health perspective in order to assist with planning. She added that the

District should hold those accountable who provide this information in order to make better decisions.

8. Delegations (Written)

8.1 Larry Gauthier, re Crisis Response and Student Safety

Larry Gauthier, a social worker who worked for the District, expressed the view that the introduction of the School Resource Officer (SRO) program initiated a more “heavy handed” approach to discipline and that school administrators were increasingly more dependent on SRO’s in dealing with at-risk students. He recalled instances of negative impacts that SRO’s had on students and families which further alienated those who had existing problematic relationships with schools. He added that there is an opportunity to fund an alternative crisis team to assist the OCDSB in responding to the situations that involve student safety.

9. Briefing from the Chair of the Board

Chair Scott congratulated the recipients and nominees for the Community Recognition Awards. She expressed her thanks for the contributions of community members, parents, and businesses.

Chair Scott announced the following recipients:

- Karen Bridge, Chair’s Award;
- Dr. Aliaa Dakroury, Excellence in Equity Community Award;
- Carolyn Kropp, Distinguished School Council Award;
- Kahmaria Pingue, Community Partnership Award;
- Jacquie Samuels, OCDSB Community Award; and
- Robert Weir, Volunteer of the Year Award.

Chair Scott encouraged the community to read more about the recipients and nominees on the District website.

Chair Scott announced the recipients of two scholarships from the Ontario Public School Boards' Association (OPSBA). Luna Flores from Sir Wilfred Laurier Secondary School is the recipient for the 2020-2021 Eastern Region Public Property Assessment Network Scholarship. In addition, Student Trustee Joy Liu joins a student from the Toronto District School Board (TDSB) in winning the Ontario Public Student Trustee Leadership Scholarship. The intent of this scholarship is to recognize outstanding achievement for a graduating student. The award highlighted Trustee Liu’s efforts with the ME project to fund free menstrual products in OCDSB schools.

10. Briefing from the Director



Director Williams-Taylor reported that the 2020-2021 school year has shown students across this District working incredibly hard under challenging circumstances. Students have shown innovation, creativity, caring and compassion. Director Williams-Taylor noted that students have raised their voices on important issues, including Indigenous rights, climate change, equity, human rights, mental health and well-being. Director Williams-Taylor expressed her thanks to all students and recognized their strength, perseverance, and motivation.

Director Williams-Taylor noted that in early June 2021, staff announced the recipients of the 2021 Student Recognition Awards. She noted that the recognition awards celebrate excellence in student leadership. Students are chosen by their principals and/or vice-principals for their demonstration of initiative, supported by the will to succeed, the dedication to finish what they started, and the commitment to achieve their personal best. Director Williams-Taylor encouraged the community to visit the District website to learn more about the recipients of the Student Recognition Awards and recipients and nominees for the Excellence in Equity Student Recognition Awards. She added that each of these students has made a difference in supporting their peers and school community as a whole. Director Williams-Taylor thanked the students for their contribution on behalf of the OCDSB.

Director Williams-Taylor reported that helping young people identify and manage stress is key to building essential life skills, and to promote positive social and emotional development. She noted that OCDSB mental health professionals will be leading a special program over the summer of 2021 for students in grades 7 to 9 to learn more about how to manage stress and build resilience and positive coping skills. More information is available on the District website.

Director Williams-Taylor noted that the inaugural Somali Heritage Week in Ontario will occur from 25 June 2021 to 1 July 2021. The Somali community enriches school communities and the city through partnership, leadership, and influence. Somali Heritage Week allows the community to focus on the contributions and lived experiences of Somali people locally, nationally, and globally.

#### 11. COVID-19 Update

Director Williams-Taylor reported that COVID-19 continues to play an active role in planning for September 2021.

Director Williams-Taylor reported that as of 22 June 2021, the City of Ottawa announced the following:

- A record 17,549 vaccine doses were administered 21 June 2021 in Ottawa;
- 77% of residents 18 and older have received a first vaccine dose and 21% second vaccine doses; and

- 75% of residents 12 and older have received a first vaccine dose and 20% second vaccine dose.

Director Williams-Taylor noted that these are important milestones in building community immunity in Ottawa and helping the community get back to school for September 2021. The District continues to work in partnership with Ottawa Public Health (OPH) to promote awareness of vaccine availability and to provide spaces for vaccine clinics as required. Information about vaccines, eligibility, accelerated timelines and more is available on the OPH website.

Director Williams-Taylor noted that the OCDSB continues to monitor COVID-19 restrictions and to work with organizations and groups interested in booking facility permits over the summer. Permits are made available within the parameters of COVID-19 restrictions, space availability, and construction in schools. Additional information may be obtained by contacting Community Use of Schools.

Director Williams-Taylor noted that staff continue to plan for September 2021 and look forward to a return to in-person learning. For elementary schools, the plans are similar to what was in place during the 2020-2021 school year, with resumption of activities in accordance with public health directives. Secondary schools will be moving away from the quadmester model for most schools.

Secondary schools will be organized using a modified semester model for the 2021-2022 school year and will offer 300 minutes of direct in-person instruction daily with a lunch break. There will be two in-person classes a day of 150 minutes each. At this time, staff are planning for classes to rotate week-over-week throughout the first semester, for example, classes A and B one week with classes C and D the following, then repeat.

Director Williams-Taylor noted that Colonel By Secondary School and Merivale High School will have the same instructional days as semestered schools but will be organized on a yearlong model to align with the International Baccalaureate Program, with classes rotating on a week over week basis on a four week cycle instead of the two week cycle in semestered schools. She noted that the Province has clarified that secondary schools may only organize at this time using a two class a day model. Should that direction change and allow a return to four classes daily, these models would allow that to occur more quickly than quadmestering or octomestering. Director Williams-Taylor noted that the Province has informed the District to expect guidance on re-opening by August 2021 and staff will refine plans based on that information. Information will be shared with trustees, students, staff and families later in the summer. She added that if the District is informed to move to a full semester four course model before 1 February 2022, this model allows the District to transition to in-person more effectively.

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

- Non-semestered schools prior to the pandemic would have eight courses per day for the entire school year. The current model will retain the eight course model with two courses occurring per day which complies with the Ministry's expectations. This model allows for flexibility and seamless transition to the full eight courses per day regular model if there is an opportunity to do so;
- Students are expected to return in September 2021 in full class sizes as determined by the collective agreements. A midsummer announcement from the Ministry will determine if there will be a return to the A and B cohort structure and the District has planned to accommodate for both options;
- Provincial guidelines are restrictive and outline which decisions OPH and school boards can make. Indicators for what parameters must be met to reduce restrictions would need to be determined by the Ministry;
- Ministry guidance documents are made public and links to these are on the District website. Data that guides decision making regarding health restrictions can be found on health platforms such as OPH and Ministry of Health websites;
- If the Ministry midsummer update provides a substantial departure from what has been considered in planning for September 2021, staff will consider what will be required and request that the Board meet as needed to make decisions before the start of the 2021-2022 school year;
- The District has been working on developing a plan to address student mental health for September 2021 and has worked closely with School Mental Health Ontario. Support for students regarding stress management and coping, are provided with mental health professionals continuing to offer services over the summer. Transition programs and reengagement strategies will also be available over the summer to provide a proper frame of mind for students to return to school in September 2021. School mental health supports are working on providing an educator resource roadmap to support educators and school based staff for student reengagement. A parent/family resource, With Care, supports families by identifying early signs of mental health concerns in children. Staff have also recognized that the pandemic has had different impacts on different communities across Ottawa and will incorporate this work into future plans. The Ministry has provided three professional learning days at the beginning of the year to prepare staff for the upcoming school year;
- The Learning Support Services (LSS), Program and Learning K to 12, and Equity, Indigenous and Human Rights departments are working together in supporting professional learning for educators. Learning intervention and learning recovery has been considered by these departments in creating diagnostic assessments in literacy and numeracy to identify key skills, content, and learning to be successful for a students' current grade of

learning. Educators will be working together with coaches in assessments and learning diagnostics to determine areas of focus and next steps. A common scoping sequence has been created for all curricular areas up to grade 8 and scoping sequences are also being worked on for secondary grade levels. These measures will aid in assessing and monitoring student needs in addressing gaps;

- The District has developed a re engagement strategy for students who disengaged from school over the 2020-2021 school year through funding from the Ministry and reallocating District resources;
- The Ministry provided \$685,000 in funding for student reengagement and the District further augmented the funding with an additional \$1.0 million to effectively reengage students. The eight secondary schools with higher marginalized student populations referred to as the "G8" will be the primary focus of this re engagement strategy;
- OPH adheres to guidelines determined by the Ministry of Health in the same manner that the District follows guidelines from the Ministry of Education. OPH and the District work together within these guidelines when determining plans for reopening schools in September 2021;
- The District is anticipating further guidelines at the Ministry midsummer update regarding reengagement of Daily Physical Activity (DPA) and the arts;
- Elementary students in the Ottawa-Carleton Virtual (OCV) school will have daily 20 minutes of synchronous, moderate to vigorous, DPA. 100% of DPA requirements will be in place up to grade 8 in addition to the physical education curriculum, and secondary students will adhere to their physical activity requirements;
- Trustee Fisher expressed interest in returning to the Board Room for meetings in September 2021 as there is value in in-person engagement;
- Virtual meetings have provided opportunities for increased community participation and although there is no timeline established, staff expect a hybrid meeting format of virtual and in-person to occur in the future; and
- The Board Room has more physical space than other meeting rooms at 133 Greenbank; however, these rooms will need to be outfitted with cameras and other measures before any type of in-person meetings can occur. Staff are working with architectural teams to plan for space requirements.

\*\*\*Following a break at 9:17 pm the meeting was called to order at 9:25 p.m.\*\*\*

## 12. Matters for Action

### 12.1 Confirmation of Board Minutes:

#### 12.1.a Board, 25 May 2021

**Moved by Trustee Hough, seconded by Trustee Lyra Evans,  
THAT the 25 May 2021 Board minutes be confirmed.**

**Carried**

12.1.b Special Board, 15 June 2021

**Moved by Trustee Campbell, seconded by Trustee Jennekens,  
THAT the 15 June 2021 Special Board minutes be confirmed.**

**Carried**

12.2 Business Arising from Board Minutes

There was no business arising from the 25 May 2021 Board minutes.

12.3 Receipt of Committee of the Whole Reports

12.3.a Committee of the Whole, 8 June 2021

**Moved by Trustee Penny, Seconded by Trustee Schwartz,  
THAT the Committee of the Whole report, dated 8 June 2021,  
be received.**

**Carried**

12.3.b Committee of the Whole, 14 June 2021 Continuation of Committee  
of the Whole 8 June 2021

**Moved by Trustee Penny, seconded by Trustee Lyra Evans,  
THAT the Committee of the Whole report, dated 14 June 2021,  
Continuation of Committee of the Whole 8 June 2021, be  
received.**

**Carried**

12.4 Receipt of Special Committee of the Whole Report, 14 June 2021

**Moved by Trustee Penny, seconded by Trustee Lyra Evans,  
THAT the Special Committee of the Whole report dated 14 June 2021,  
be received.**

**Carried**

12.4.a Suspension of the School Resource Officer Program

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

Moved by Trustee Lyra Evans, seconded by Trustee Penny,

- A. THAT the Ottawa-Carleton District School Board immediately and completely end its 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;
- 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.
- 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;

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

Trustee Lyra Evans requested that section D of the motion be debated separately.

Trustee Lyra Evans noted that the District must be accountable to community needs and requirements. She noted that there have been negative impacts on those affected by the School Resource Officer (SRO) program and that the District should apologize to those impacted. She added that the District should promote alternative options and build a better system.

Trustee Schwartz requested that trustees vote on the individual sections of the motion.

**Moved by Trustee Penny, seconded by Trustee Schwartz,**

**THAT the Board adopt the rules of committee.**

**Carried**

An amendment moved by Trustee Penny,

THAT in section A of the motion, “immediately and completely end” be replaced with “suspend”.

In introducing the amendment, Trustee Penny noted that completely ending the SRO program would remove millions in funding and student services that could not be refunded in the future. He suggested that the District work with Ottawa Police Services (OPS) and racialized communities to reinvent the program in order to better serve the community. He recognized that the SRO program has negatively impacted racialized communities and that the program needs to be reviewed and noted that permanently ending the relationship with OPH could do more long term harm as there would be little opportunity for OPH to conduct school based community building with at-risk students. He added that access to the Diversion Program and the Jasmine Crescent Initiative would be ended if the SRO program funding were to be terminated and that in-school student conviction rates could significantly increase when not dealt with by an SRO. He noted that the SRO program needs to be reevaluated in context of the upcoming fulsome policies reviews and that ending the SRO program too quickly without considering other options could be counterproductive.

Trustee Lyra Evans expressed concern that there is a lack of trust between marginalized communities and the police. She noted that police need to rebuild trust in the community and not in schools as it could affect the mental health of students.

Trustees speaking in favour of the amendment noted that there is value in “keeping all doors open” in the community, and although the current SRO program has been harmful, the District, community, and OPS need to work together to improve the program and to build relationships and trust.

Trustees speaking against the amendment drew attention to the Human Rights and Equity Advisor’s (HREA)’s report, Policy and Practice Review of Police Involvement in Schools and delegations from the community that have suggested ending the SRO program.

Members noted that SRO’s play an important role in supporting and evaluating lockdown drills for student safety. Staff noted that SRO’s aid in preparing students and staff for emergency measures by devising plans and practices, whereas patrol officers may not be willing or able to do this.

Trustee Blackburn recalled her experience as a social worker and her work in the Young Offenders Program and the effectiveness of diversion programs which rely heavily on relationships. She suggested that apprehensions between students and police should be discussed between the two parties to amend and improve the relationship.

Trustee Ellis quoted, for the record, a segment of the written delegation from Larry Gauthier “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. 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 SROs, 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.” Trustee Ellis expressed the view that students view staff as allies of the police and that the District should send a



clear message to the police that they are failing to make the positive impacts that the SRO program was supposed to do.

Trustees speaking against the amendment noted that not completely ending the SRO program could be viewed as backtracking on the commitment to marginalized communities in recognizing their various traumas. Members suggested that the Board needs to be firm in their decision to end the SRO program and not only suspend it in order to demonstrate the District's commitment to the community.

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

Trustee Campbell noted that if the SRO program were to be ended, OPS would still participate in youth engagement within the community. He suggested that nothing is compromised regarding student safety as each mandatory provision for police intervention such as drugs, injury, or threat will continue to be answered by the police.

Trustee Jennekens pointed out that the Policy and Practice Review of Police Involvement in Schools report indicated that the SRO program has compromised students' mental well-being and academic success.

Trustee Blackburn recalled an Indigenous Education Advisory Council (IEAC) meeting where Algonquin Elder Albert Dumont stated that if there are issues between students and police, that they need to sit and discuss their concerns. Trustee Blackburn noted that she has not received a single complaint regarding the SRO program in her zone over her 10 years as a trustee. She expressed concern that the Board has not had feedback from families of students with special education needs as the SRO's have built critical relationships and trust with these students and are able to more effectively serve them in situations such as safely returning them to school when they leave.

**Moved by Trustee Hough,**

**THAT debate be closed,**

**Carried**

Trustee Schwartz called point of order as she was not ready to vote and had remaining questions.

Trustee Penny expressed concern that OPS may not want to re-engage with the District if the SRO program is ended. He noted that if the SRO program is ended, that at risk students encountering

patrol officers could lead to higher rates of arrest instead of engagement as the SRO relationships with these students would be ended. He noted that the Policy and Practice Review of Police Involvement in Schools report only provided the perspective of those negatively affected by the program and that there were voices that were not included. He noted that the program could be rebuilt with proper funding; however, the removal of the program could end the funding that the District would have access to. He added that the SRO program should be suspended, rebuilt with the community and OPS, and once consultations have occurred, to reintroduce the program when all parties are content with the revision.

Student Trustee Liu requested a recorded vote for the amendment.

An amendment moved by Trustee Penny,

THAT in section A of the motion, “immediately and completely end” be replaced with “suspend”.

FOR: Trustees Blackburn, Penny (2)

AGAINST: Trustees Boothby, Hough, Campbell, Ellis, Jennekens, Lyra Evans, Bell, Fisher, Chen, Liu (9)

ABSTENTIONS: Trustee Schwartz (1)

Defeated

**Moved by Trustee Ellis,**

**THAT a continuation of the Board meeting of 22 June 2021 be scheduled for 24 June 2021 to continue the discussion on the recommendation of 14 June 2021 Special Committee of the Whole.**

**Carried**

#### 12.5 Receipt of Committee of the Whole Budget Reports

**Moved by Trustee Schwartz, seconded by Trustee Hough,**

**THAT the Committee of the Whole Budget reports dated 26 May 2021, 1 June 2021, 9 June 2021, and 15 June 2021, be received.**

**Carried**

12.5.a 26 May 2021

12.5.b 1 June 2021

12.5.c 9 June 2021

12.5.d 15 June 2021

12.6 Report 21-051, New Half Moon Bay Elementary School-Approval of Grade, Program Offering and Attendance Boundary (M. Carson)

Your committee had before it Report 21-051 seeking 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.

Manager of Planning Carty-Ostafichuk introduced the report and noted that when the Board approved the boundary for the first Half Moon Bay Public School, the boundary was intentionally designed to accommodate Half Moon Bay Elementary School. She noted that there were three meetings with the working group that included Half Moon Bay Public School, Cedarview Middle School, and community associations involved in the area. She noted that these consultations provided feedback and the boundary was altered slightly as a result of the consultations. She added that the community expressed interest in intermediate programming and Middle French Immersion (MFI), and although staff has no objection to these requests in the future, staff currently does not see the required critical mass student population to offer robust programming at this time.

Moved by Trustee Blackburn, seconded by Trustee Bell,

- 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.

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

- Staff is closely monitoring student populations in the Half Moon Bay area schools for future programming decisions;
- Half Moon Bay Public School has 674 pupil places and staff expect similar numbers for the new Half Moon Bay elementary school which would provide the critical mass necessary for a dual track program. A recent study of school feeding patterns in the Barrhaven area indicate that there is not yet a critical mass of students to support a third MFI program in the area; and

- Staff do not expect double or triple split grade English classes at this time and that current programming is robust. Staff will continue to monitor and revisit programming needs as required.

**Moved by** Trustee Blackburn

**Seconded by** Trustee Bell

- 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. (Attached as Appendix A)**
- B. **THAT, a revised attendance boundary for Half Moon Bay Public School be approved as per Appendix C of Report No. 21-051.(Attached as Appendix A)**

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)**

**12.7 Report 21-054, Special Education Plan 2020-2021 and Special Education Report 2021 (P. Symmonds)**

Your committee had before it Report 21-054, seeking approval of the Special Education Plan 2020-2021 and the Special Education Report 2021.

System Principal Hannah introduced the report and noted that after consultation with the Special Education Advisory Committee (SEAC), a modified review process for the Special Education Plan was undertaken, including changes in consultations and opportunities for independent review, virtual learning platforms, staffing positions created for reporting staffing information, professional development opportunities, and transportation standard changes.

**Moved by** Trustee Boothby

**Seconded by** Trustee Schwartz

- A. **THAT the 2020-2021 Special Education Plan, attached as Appendix A to Report No. 21-054, be approved; (Attached as Appendix B) and**
- B. **THAT the 2021 Special Education Report, attached as Appendix B to Report No. 21-054,(Attached as Appendix C) be approved.**

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)**

12.8 Report 21-053, Approval for the Chair and the Director to Approve Contracts for the Summer Period (M. Carson)

Your committee had before it Report 21-053, seeking 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, existing policy, P.007.FIN, Signing Authority and Spending Controls policy.

Chief Financial Officer (CFO) Carson introduced the report and noted that he and Sandra Lloyd, Manager of Supply Chain and Risk Management discussed the possibility of entering into contracts beyond the standard signing authority. He noted that a similar request was put forth in the past for significant projects following a western district area review and that this report follows the same model. He added that this request is to assist with the significant facilities work that the District will undertake over the summer and fall of 2021 and to address volatile pricing and supply availability issues.

Moved by Trustee Blackburn, seconded by Trustee Schwartz,

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.

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

- Staff predicted that the total amount expected to be spent would be between \$5-8 million; and
- If a cap were to be placed on the total funds spent, staff would be required to identify any over expenditure early in the process to allow for a Special Board meeting, to seek approval on any over expenditure and establish a new cap for future contracts.

**Moved by** Trustee Blackburn

**Seconded by** Trustee Schwartz

**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.**

For (11): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

Abstain (1): Trustee Bell

**Carried (11 to 0)**

### 13. Adjournment

The meeting adjourned at 11:06 p.m.

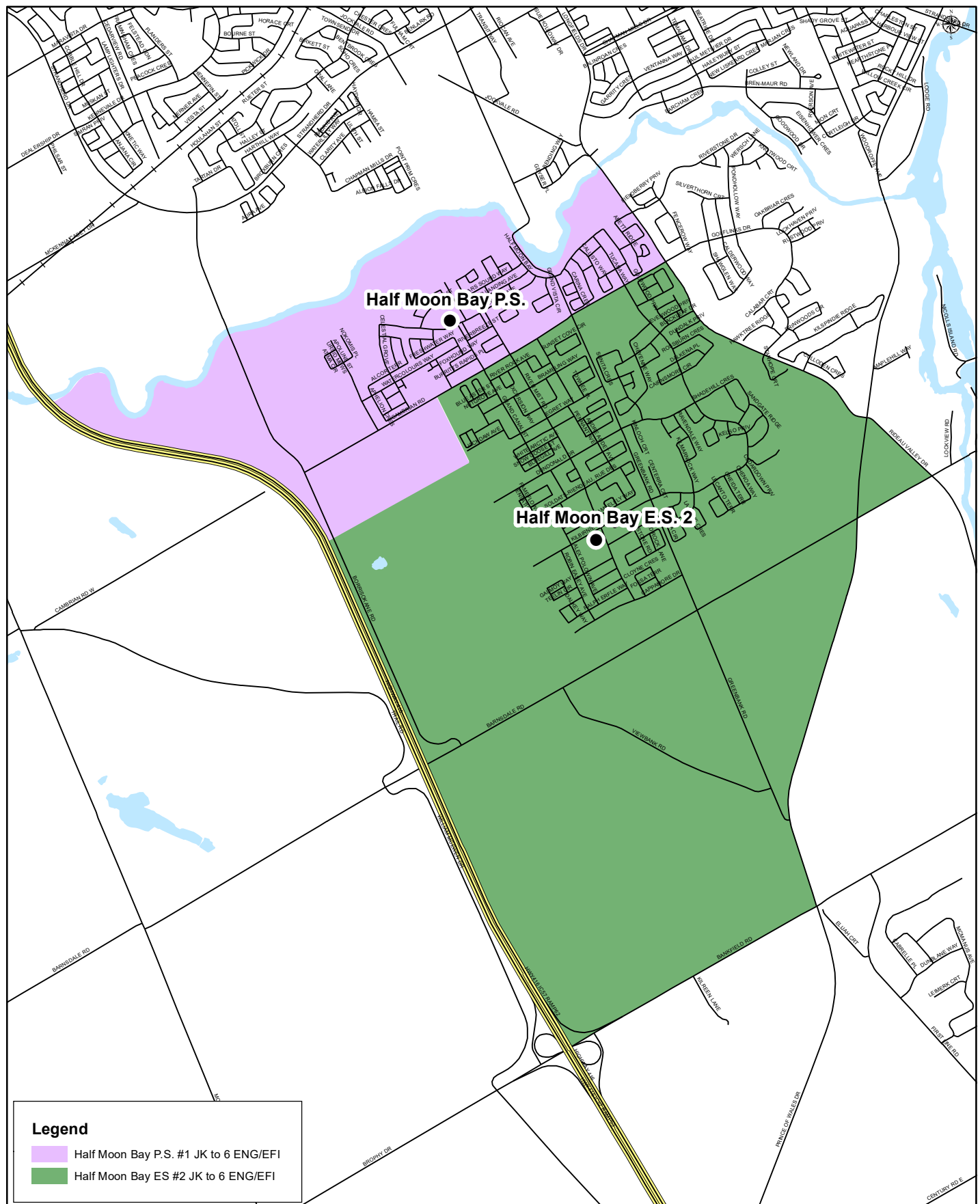
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Lynn Scott, Chair of the Board



# Recommended Option A Junior Kindergarten to Grade 6

## English Program with Core French and Early French Immersion Attendance Boundary



# 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

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.

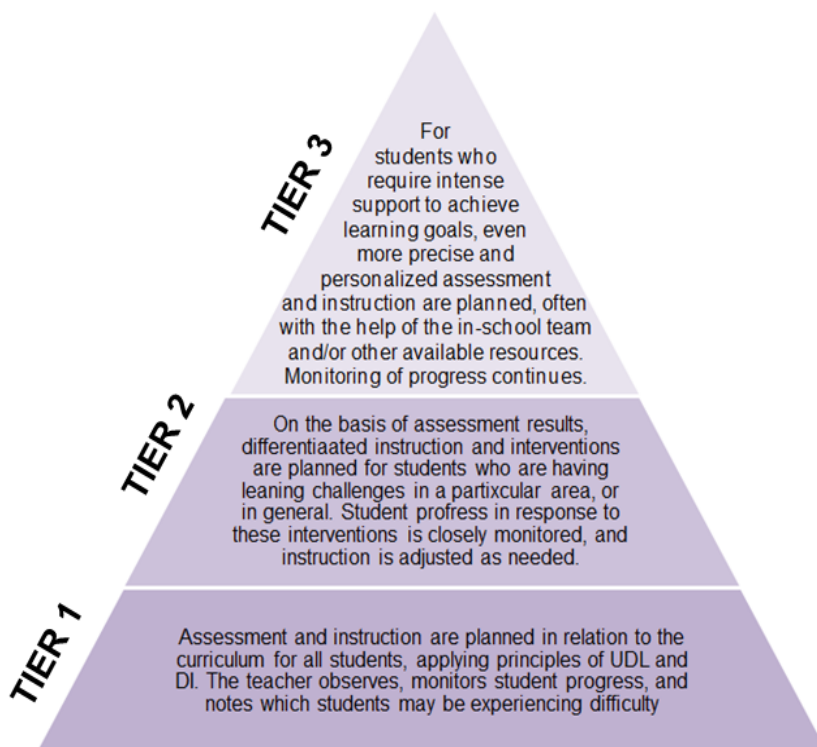
During the 2020-2021 school year, all districts in the province of Ontario have been required to offer both in-person learning and virtual learning options. The overview of related information can be found in [Policy/Program Memorandum No. 164](#). Beginning in September 2020, OCDSB special education 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"> <li>• Classroom Teacher</li> <li>• Parent(s)/guardian(s)</li> <li>• Educational Assistant (EA)</li> <li>• Early Childhood Educator (ECE)</li> <li>• Learning Support Teacher (LST)</li> <li>• Learning Resource Teacher (LRT) (elementary only)</li> <li>• Principal/Vice-Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Support Consultant (LSC)</li> <li>• Psychologist/Psychological Associate</li> <li>• Social Worker</li> <li>• Speech-Language Pathologist</li> <li>• Autism Spectrum Disorder Team</li> <li>• BCBA (Board Certified Behaviour Analyst)</li> <li>• Behavior Support Team</li> <li>• Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing</li> <li>• SELT (Social / Emotional Learning Teacher)</li> <li>• Early Learning Team</li> <li>• ITAT (Itinerant Teacher of Assistive Technology)</li> <li>• Itinerant Emergency Educational Assistant</li> <li>• Itinerant Educational Assistant</li> <li>• System Principals</li> <li>• System Managers</li> <li>• Supervisors of Speech-Language Pathology, Psychology, and Social Work</li> </ul>	<ul style="list-style-type: none"> <li>• Community Agencies</li> <li>• Education and Community Partnership Program (ECP)</li> <li>• Home &amp; Community Care Support Services Champlain</li> <li>• Hospitals</li> <li>• Demonstration/ Provincial Schools</li> </ul>





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"> <li>To provide an overview of initial observations of the student's learning;</li> <li>To provide educators with data to inform program planning.</li> </ul>
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"> <li>To provide evidence of learning that will be shared with parents / guardians throughout the year;</li> <li>To provide educators with data to inform intentional and purposeful programming.</li> </ul>
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)
<b>Nursing</b>	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
<b>Nutrition</b>	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
<b>Physiotherapy (PT)</b>	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)
<b>Occupational Therapy (OT)</b>	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 <a href="#">Application Form</a>	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





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)
<b>Occupational Therapy (OT)</b> (Continued)				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.	
<b>Speech and Language Assessment (Consultation, screening, informal and formal assessments)</b>	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
<b>Speech and Language Tiered Intervention</b>	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
<b>Speech and Language Support in Specific Specialized Program Classes</b>	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





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)
<b>Articulation (mild): Parent Articulation Training Program (PAT-P)</b>	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
<b>Articulation (moderate to severe), motor speech, fluency, voice, resonance</b>	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 <a href="#">School Health Professional Services Form</a> 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
<b>Administration of Prescribed Medications</b>	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)
<b>Catheterization</b>	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
<b>Suctioning shallow deep</b>	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
<b>Lifting and Positioning</b>	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
<b>Assistance with Mobility</b>	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)
<b>Feeding</b>	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
<b>Toileting</b>	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
<b>Medical Dressing</b>	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><b>Short Term needs</b>  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><b>Moderate term needs</b>  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><b>Complex/Early Intervention</b>  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><b>Complex/Long Term Needs</b></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
<b>Short Term</b> 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	<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
<b>Rehabilitation/Chronic</b> 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	<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
<b>Complex/Long term Needs</b> 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	<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

\* 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
<b>Moderate to severe articulation/phonological disorder</b>  <b>Moderate –</b> 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)  <b>Severe –</b> more than 6 sound errors, processes involved, intelligibility is severely reduced	Must have SLP referral and assessment Must have current SLP report (within last 12 months)	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
<b>Complex/Medically Fragile DE children only</b>  DE children ONLY where model is different & SLP is addressing language development and/or swallowing risks		Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop



Conditions/Service Need	Eligibility criteria	Role of SLP/Model of Service
<b>Motor Speech Disorder</b>  <u>Mild- Moderate</u> -3-6 sound errors, processes may be involved, errors are inconsistent over repeated trials, intelligibility is noticeably reduced  <u>Severe</u> – more than 6 sounds errors are noted, processes may be involved, errors are inconsistent over repeated trials, intelligibility is severely reduced  <u>Profound</u> - Efforts to speak/vocalize but limited sound system Oral motor difficulties must impact intelligibility or contribute to feeding and/or swallowing difficulties	Must have SLP referral and assessment Must have current SLP report (within last 12 months); neurology report if available	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
<b>Fluency disorder</b> Dysfluent in first language Tension Secondary behaviours – avoiding words/avoidance of situations Effortful speech, struggle Demonstration of social +/- vocational limitation (s) as result of fluency disorder	Must have SLP referral and assessment Must have current SLP report (within last 12 months) Client motivation – key with referral	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
<b>Voice / Resonance disorder</b> 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	ENT report required Eligibility for ongoing services – expectation of clinical changes in first 3 months – if not, service not continued and client referred for more appropriate intervention Report from cleft palate team, if involved	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop



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

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





## 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
<b>Behavioural</b>	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.
<b>Communicational</b>	Autism	A severe learning disorder that is characterized by disturbances in: <ul style="list-style-type: none"> <li>• rate of educational development;</li> <li>• ability to relate to the environment;</li> <li>• mobility;</li> <li>• perception, speech, and language;</li> </ul> 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.





Category	Exceptionality	Definition
<b>Communicational</b> (Continued)	Language Impairment	<p>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:</p> <ul style="list-style-type: none"> <li>a) involve one or more of the form, content, and function of language in communication</li> <li>b) include one or more of the following: <ul style="list-style-type: none"> <li>• language delay</li> <li>• dysfluency</li> <li>• voice and articulation development, which may or may not be organically or functionally based.</li> </ul> </li> </ul>
	Speech Impairment	<p>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.</p>
	Learning Disability	<p>One of a number neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:</p> <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"> <li>a. results in: <ul style="list-style-type: none"> <li>• academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or</li> </ul> </li> </ul>





Category	Exceptionality	Definition
<b>Communicational</b> (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"> <li>• 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;</li> <li>• 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);</li> <li>• 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;</li> <li>• 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.</li> </ul>
<b>Intellectual</b>	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.





Category	Exceptionality	Definition
<b>Intellectual</b>	Mild Intellectual Disability	A learning disorder characterized by: <ul style="list-style-type: none"> <li>a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;</li> <li>b. an inability to profit educationally within a regular class because of slow intellectual development;</li> <li>c. a potential for academic learning, independent social adjustment, and economic self-support.</li> </ul>
	Developmental Disability	A severe learning disorder characterized by: <ul style="list-style-type: none"> <li>a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;</li> <li>b. an ability to profit from a special education program that is designed to accommodate slow intellectual development;</li> <li>c. a limited potential for academic learning, independent social adjustment, and economic self-support.</li> </ul>
<b>Physical</b>	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.





Category	Exceptionality	Definition
<b>Multiple</b>	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**

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

#### **Admissions Criteria**

- evidence of significant learning difficulties with impairment in reading, and/or writing, and/or mathematics which has not responded to targeted interventions
- 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

**Secondary:** requires accommodations and/or modifications in academic areas that rely on reading, and/or writing, and/or written expression and/or mathematics and is able to work towards credit bearing, grade level curriculum expectations when using individualized accommodations

#### **Criteria for Change in Placement**

- current assessments indicate student no longer meets learning disabilities program admission criteria
- 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**

- 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

- 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

- very superior intellectual ability as measured on a psychological assessment

#### Criteria for Change in Placement

- has academic and/or social needs that could be met more successfully within a different classroom setting
- no longer benefiting or requiring a specialized placement
- evidence of ongoing successful integration

#### Available Resources

- 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:

- 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

### Special Education Class for Students with Developmental Disabilities (Semi-Integrated) (DDP) (10 elementary classes, 96 secondary sections)

#### Placements

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

#### Admissions Criteria

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

#### Criteria for Change in Placement

- has social and/or academic needs which can be met more successfully within another placement
- no longer benefiting from specialized placement
- evidence of on-going successful integration

#### Available Resources

- 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)**

<b>Placements</b>
<ul style="list-style-type: none"> <li>• specialized schools with classes at the following levels: kindergarten, primary, junior, intermediate and senior</li> <li>• up to eight students per class</li> </ul>
<b>Admissions Criteria</b>
<ul style="list-style-type: none"> <li>• moderate to severe delays in intellectual ability as measured on a psychological assessment</li> <li>• serious delays in academic progress</li> <li>• moderate to severe delays in adaptive functioning</li> </ul>
<b>Criteria for Change in Placement</b>
<ul style="list-style-type: none"> <li>• has social and/or academic needs which can be met more successfully within another placement</li> <li>• no longer benefiting from specialized placement</li> <li>• evidence of ongoing successful integration</li> </ul>
<b>Available Resources</b>
<ul style="list-style-type: none"> <li>• one teacher with special education qualifications (Part I)</li> <li>• educational assistants</li> <li>• Learning Support Services personnel provide assessment and consultative services to the special education teacher</li> </ul>

### **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.

<b>Placements</b>
<ul style="list-style-type: none"> <li>regular classroom with specialized support</li> </ul>
<b>Admissions Criteria</b>
<ul style="list-style-type: none"> <li>20/70 or worse in best eye with best correction as determined by an ophthalmological/optometry report</li> </ul>
<b>Range of Support</b>
<ul style="list-style-type: none"> <li>blind students generally receive up to 50 per cent itinerant support depending on needs (e.g., braille, tactile and adaptive program)</li> <li>blind students usually require more intensive support</li> <li>low vision support is individualized (from itinerant 1–2 times a week to monitoring visits 2–4 times a year)</li> </ul>
<b>Available Resources</b>
<ul style="list-style-type: none"> <li>teacher with specialized qualification in Blind/Low Vision. May also have certification to teach orientation and mobility</li> <li>orientation and mobility instructor</li> <li>classroom teacher</li> <li>Educational assistants allocated based on student's needs</li> <li>Learning Support Services personnel provide assessment and consultative services to the special education teacher</li> <li>specialized equipment as needed</li> </ul>

### 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

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

#### Admissions Criteria

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

#### Criteria for Change in Placement

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

#### Available Resources

- 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





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#### Criteria for Change in Placement

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

#### Available Resources

- 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: _____
<b>REASON FOR DEVELOPING THE IEP</b> <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	
<b>STUDENT PROFILE</b> 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: _____	
<b>Special Education Placement:</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Regular class with indirect support  <input type="checkbox"/> Regular class with withdrawal assistance  <input type="checkbox"/> Special education class full time             </div> <div style="width: 45%;"> <input type="checkbox"/> Regular class with resource assistance  <input type="checkbox"/> Special education class with partial integration             </div> </div>	
<b>Reason for Placement:</b> Program: _____	

Page 1





<b>IEP Cover Page</b>	
Name: _____	DOB: _____
Grade: _____	Student OEN: _____
<b>Exceptionality Definitions</b>	
Exceptionality	Ministry of Education Definition

Page 2

<b>Assessments</b>			
Name: _____		DOB: _____	
Grade: _____		Student OEN: _____	
<b>ASSESSMENT DATA</b> 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 (list below) <input type="checkbox"/> No			

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Courses and Accommodations		
Name: _____	DOB: _____	
Grade: _____	Student OEN: _____	
<b>SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES</b> <i>Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)</i>		
1. _____	<input type="checkbox"/> MOD	<input type="checkbox"/> AC
<b>Elementary Program Exemptions or Secondary School Compulsory Course Substitutions</b> <input type="checkbox"/> Yes (provide educational rationale) <input type="checkbox"/> No		
Complete for secondary students only: <b>Student is currently working towards attainment of the:</b> <input type="checkbox"/> Ontario Secondary School Diploma <input type="checkbox"/> Ontario Secondary School Certificate <input type="checkbox"/> Certificate of Accomplishment		
<b>ACCOMMODATIONS</b> (Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)		
<b>Instructional Accommodations</b>	<b>Environmental Accommodations</b>	<b>Assessment Accommodations</b>
<b>Individualized Equipment</b> <input type="checkbox"/> Yes (list below) <input type="checkbox"/> No <b>SEA Status:</b> _____		
<b>PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)</b> Provincial assessments applicable to the student in the current school year: _____		
<b>Accommodations:</b> <input type="checkbox"/> Yes (list below) <input type="checkbox"/> No		
<b>Exemptions:</b> <input type="checkbox"/> Yes (provide explanatory statement from relevant EQAO document) <input type="checkbox"/> No		
<b>Deferred:</b> <input type="checkbox"/> Yes (provide explanatory statement from relevant EQAO document) <input type="checkbox"/> No		

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Special Education Program:		
Name: _____	DOB: _____	
Grade: _____	Student OEN: _____	
To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations		
Teacher: _____	Subject/Course/Alternative Program: _____	
Current Level of Achievement: _____	Level of Achievement for Alternative Program: _____	
Prerequisite course (if applicable) _____		
Letter grade/Mark _____		
Curriculum grade level (last June) _____		
Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.		
<b>Learning Expectations</b> <small>(Listed are the modified/alternative expectations outlining knowledge and/or skills to be assessed by reporting period.)</small>	<b>Teaching Strategies</b> <small>(Listed are the teaching strategies that are particular to the student and specific to the learning expectations.)</small>	<b>Assessment Methods</b> <small>(Identified are the assessment methods to be used for each learning expectation.)</small>
Term 1		

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Transition			
Name: _____		DOB: _____	
Grade: _____		Student OEN: _____	
<b>Transition Goals: Activity to Activity</b>			
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			
<b>Transition Goals: Change in Grade Level</b>			
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			
<b>Transition Goals: Setting to Setting</b>			
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			

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Human Resources & IEP Team				
Name: _____		DOB: _____		
Grade: _____		Student OEN: _____		
<b>HUMAN RESOURCES (teaching/non-teaching)</b>				
Service	Provider	Initiation Date	Frequency	Location(s)
<b>EVALUATION</b>				
Reporting Dates:				
Reporting Format				
<input type="checkbox"/> Provincial Report Card (required unless student's program comprises alternative expectations only)				
<input type="checkbox"/> Alternative Report				
<b>IEP TEAM</b>				
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 (indicate parent/student consultation or staff review)	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 _____	

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### 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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<b>IEP Summary Layout</b> <small>CONFIDENTIAL (For teacher/school use only)</small>		
<b>STUDENT PROFILE</b>		
Student: _____	ID: _____	OEN: _____
Gender: _____	DOB: _____	Grade: _____
School: _____	Homeroom: _____	
Principal: _____		
Most Recent IPRC Date: _____		Date Annual Review Waived by Parent/Guardian: _____
Exceptionality 1: _____	Exceptionality 2: _____	
Placement Decision	Recommended Program	
<b>STUDENT STRENGTHS AND NEEDS</b>		
Areas of Strength	Areas of Need	
<b>ACCOMMODATIONS</b> <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
<b>PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)</b> Provincial assessments applicable to the student in the current school year:		
<b>Accommodations:</b>		
<b>Modified Subjects:</b>		
<b>Comments:</b>		
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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.

<b>Strengths</b>	
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
<b>Needs</b>	
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
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### 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
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### 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"> <li>• Anxiety/stress reducers</li> <li>• Ability grouping</li> <li>• Assistive technology</li> <li>• Audio texts</li> <li>• Augmentative and alternative communications systems</li> <li>• Buddy/peer tutoring</li> <li>• Carry and match system</li> <li>• Close-ended activities</li> <li>• Colour cues</li> <li>• Computer options</li> </ul> | <ul style="list-style-type: none"> <li>• Concrete/hands-on materials</li> <li>• Contracts</li> <li>• Creative thinking tasks</li> <li>• Critical thinking tasks</li> <li>• Differentiated tasks</li> <li>• Gesture cues</li> <li>• Graphic organizers</li> <li>• High structure</li> <li>• Increased challenge through higher level thinking skills</li> <li>• Large-size font</li> </ul> |
|---|---|







### Instructional (*Continued*)

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Leveled breaks</li> <li>• Manipulatives</li> <li>• Memory aids</li> <li>• Dramatizing information</li> <li>• Duplicated notes</li> <li>• Extra time for processing</li> <li>• Fading prompts</li> <li>• First/Then</li> <li>• Forward/backward chaining</li> <li>• Functional tasks</li> <li>• Mind maps</li> <li>• More frequent breaks</li> <li>• Multi-sensory presentations</li> <li>• Non-verbal signals</li> <li>• Prompts to return student's attention to task</li> <li>• Note-taking assistance</li> <li>• Organization coaching</li> <li>• Partnering</li> <li>• Positive reinforcement</li> <li>• Pre-cueing</li> <li>• Preferred activities/items/topics</li> <li>• Product differentiation</li> <li>• Prompting (verbal, visual)</li> <li>• Prompting/modeling/redirection/fading</li> </ul> | <ul style="list-style-type: none"> <li>• Provide choice</li> <li>• Reduced/simplified language</li> <li>• Reduced/uncluttered format</li> <li>• Reduction in the number of tasks used to practice a concept or skill</li> <li>• Rehearsal strategies</li> <li>• Reinforcement incentives</li> <li>• Repetition of information</li> <li>• Rewording/rephrasing of information</li> <li>• Sensory diet</li> <li>• Sensory objects/manipulative/toys</li> <li>• Shaping</li> <li>• Shaping/chaining</li> <li>• Small sequential steps</li> <li>• Social Narratives</li> <li>• Social skills coaching</li> <li>• Spatially cued formats</li> <li>• Tactile tracing strategies</li> <li>• Time-management aids</li> <li>• Tracking sheets</li> <li>• Verbal cues</li> <li>• Visual cueing</li> <li>• Visual supports/schedules</li> <li>• Word-retrieval prompts</li> </ul> |
|--|--|





## Environmental

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Acoustic treatment of workspace</li> <li>• Alternative work space</li> <li>• Area of individual leisure and social leisure</li> <li>• Assistive devices or adaptive equipment</li> <li>• Consistent classroom rules and routines</li> <li>• Minimizing of background noise</li> <li>• Hush ups</li> <li>• Minimal visual distractions</li> <li>• Office/work system</li> <li>• Predictable environment</li> <li>• Preparation for transitions</li> </ul> | <ul style="list-style-type: none"> <li>• Proximity to instructor</li> <li>• Quiet setting</li> <li>• Reduction of audio/visual stimuli</li> <li>• Sensory equipment</li> <li>• Sensory room</li> <li>• Special lighting</li> <li>• Strategic seating</li> <li>• Structured learning environment</li> <li>• Study carrel</li> <li>• Use of headphones</li> <li>• Visual supports</li> </ul> |
|---|--|

## Assessment

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Alternate products</li> <li>• Alternative settings</li> <li>• Alternative work location</li> <li>• Alternative work space</li> <li>• Alternative time to write tests</li> <li>• Assessing over multiple sessions</li> <li>• Assessment embedded in regular programming</li> <li>• Assessment paired with reinforcement</li> <li>• Assistive devices or adaptive equipment</li> <li>• Assistive technology software</li> <li>• Audio version</li> <li>• Augmentative and alternative communications systems</li> <li>• Braille</li> <li>• Breaks</li> <li>• Check for understanding of instructions</li> <li>• Checklists</li> <li>• Chunk time of assessment</li> <li>• Cloze</li> <li>• Colour contrasted materials</li> <li>• Colour cues</li> <li>• Computer options</li> </ul> | <ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Covered overlays</li> <li>• Daily logs</li> <li>• Dark lined paper</li> <li>• Demonstration of task</li> <li>• Enlarged worksheets</li> <li>• Extended time limits</li> <li>• Extra time for processing</li> <li>• Frequent breaks</li> <li>• Highlight key information on test</li> <li>• Intermittent reinforcement during assessment</li> <li>• Interpreter</li> <li>• Large print</li> <li>• Large-size font</li> <li>• Learning goals checklist (individualized)</li> <li>• Lighting</li> <li>• Manipulatives</li> <li>• Matching</li> <li>• Memory aids</li> <li>• Multiple choice</li> <li>• Oral responses</li> <li>• Performance-based tasks</li> </ul> |
|---|---|





### Assessment *(Continued)*

<ul style="list-style-type: none"> <li>• Product differentiation</li> <li>• Prompts for time management</li> <li>• Reduce quantity of test items</li> <li>• Reduced/uncluttered format</li> <li>• Reduction in the number of tasks used to assess a concept or skill</li> <li>• Rubric (individualized)</li> <li>• Scribing</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment checklist</li> <li>• Signing EA Sound cues to help retrieval</li> <li>• Success criteria checklist (individualized)</li> <li>• Tactile assessments</li> <li>• Uncluttered format</li> <li>• Verbatim scribing</li> <li>• Visual supports</li> </ul> <p>Work samples</p>
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### Human Resources

<p>Spec Ed Teacher ITD/HH ITB/LV Teacher Learning Resource Teacher Learning Support Teacher Student Success Teacher Educational Assistant(s)</p>	<p>Social Worker Speech/Language Pathologist Physiotherapist Psychologist Psychological Associate Psychoeducational Consultant Occupational Therapist Board Certified Behaviour Analyst</p>
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### Human Resources Service Type

<p>Direct Instruction Instructional Support Consultation Reading Instruction</p>	<p>Resource Support Personal Care Behaviour Support Technical Support</p>
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### 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>
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### Transition Plan Actions (Including ASD Transitions)

<ul style="list-style-type: none"> <li>• Agenda</li> <li>• Agenda/Calendar</li> <li>• Agenda/Shared Calendars</li> <li>• Allow Early/Late Class Dismissal to Travel Halls When Less Congested</li> <li>• Alternative Settings</li> <li>• Apply learning styles information to current courses</li> <li>• Apprenticeship Program</li> <li>• Attend a college or university information session</li> <li>• Attend information session for high school</li> <li>• Body/Sensory Breaks</li> <li>• Calendars</li> <li>• Checklists</li> <li>• Choice Boards</li> <li>• Communication Books(s)</li> <li>• Complete college applications</li> <li>• Complete option sheet in consultation with teachers and high school Special Education Dept.</li> <li>• Complete university applications</li> <li>• Designate Resource Space for Equipment/Materials</li> <li>• Environment Adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a coordinated plan</li> <li>• Develop parent/student knowledge of post-school options</li> <li>• Develop resume</li> <li>• Develop workplace communication skills and behaviour skills</li> <li>• Establish community links re: housing and supported employment</li> <li>• Establish link with student in college/university in relevant program</li> <li>• Examine opportunities within the community (e.g. workshops, courses)</li> <li>• Expand work experience</li> <li>• Expand volunteer opportunities</li> <li>• First-then board</li> <li>• FM System - transfer and training</li> <li>• Home base/safe place</li> <li>• Home/school communication books</li> <li>• Gather information from the secondary school Special Education Dept. re: special education services</li> <li>• Gather specific information about colleges/universities and special needs departments</li> <li>• In-school meeting(s)</li> <li>• Initiate college visits/tours</li> </ul>
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### Transition Plan Actions (Including ASD Transitions) *(Continued)*

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Initiate job shadowing</li> <li>• Initiate part-time work</li> <li>• Initiate post-secondary research</li> <li>• Initiate post-secondary visits/tours</li> <li>• Initiate summer work</li> <li>• Initiate supported employment</li> <li>• Initiate university visits/tours</li> <li>• Investigate Ontario Youth</li> <li>• Investigate continuing and adult education</li> <li>• Learn to use OC Transportation Independently</li> <li>• Learn to use Transportation Independently</li> <li>• Model/Practice Desired Behaviour</li> <li>• Non-verbal cues</li> <li>• Organizational Aids</li> <li>• Orientation and mobility supports/training</li> <li>• Participate in IPRC review</li> <li>• Participate in a career fair</li> <li>• Participate in a high school tour/visit</li> <li>• Participate in a work placement visit</li> <li>• Participate in co-op experience</li> <li>• Participate in development of IEP</li> <li>• Participate in mentor program at college or university</li> </ul> | <ul style="list-style-type: none"> <li>• Participate in school-work program</li> <li>• Participate in work experience</li> <li>• Peer Assistance</li> <li>• Plan Course Selection</li> <li>• Positive Reinforcement</li> <li>• Power Card</li> <li>• Preferred Activity</li> <li>• Quiet/Calming Area</li> <li>• Relaxation Strategies</li> <li>• Review career selection activities (CHOICES, etc.)</li> <li>• Review learning styles inventory</li> <li>• Review occupation information</li> <li>• Role Play</li> <li>• Shared School Information (All About Me Booklet) Social Narratives</li> <li>• Review course options</li> <li>• Social Scripts</li> <li>• Social Skills Coaching</li> <li>• Specific Plan for Meeting</li> <li>• Communication Needs</li> <li>• Stories for Social Understanding</li> <li>• Student Meets Receiving Teacher(s)</li> </ul> |
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## Provincial and Demonstration Schools in Ontario

### ***Purpose of the Standard***

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

### **Provincial/Demonstration Schools**

Provincial Schools and Provincial Demonstration Schools are operated by the Ministry of Education and are accessed through an application process that is initiated collaboratively between parents/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







### **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;





- 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
<b>1.0 Teachers of Exceptional Students</b>			
<b>*1.1</b> Learning Support Teacher / Learning Resource Teacher	Special Education Part 3 (Specialist)	258	33.33
<b>1.2</b> Teachers of Specialized Classes	Minimum of Special Education Part 1	152	103
<b>2.0 Other Special Education Teachers</b>			
<b>2.1</b> Itinerant Teachers of Blind / Low Vision	Minimum of Special Education Part 1, AQ -Teaching Students who are Blind	9.8	0
<b>2.1</b> Itinerant Teachers of the Deaf and Hard of Hearing	Minimum of Special Education Part 1, AQ - Deaf Education	11.3	0
<b>2.1</b> Itinerant Teachers of Social /Emotional Learning	Special Education Part 3 (Specialist)	3.0	0
<b>2.1</b> Itinerant Teachers of Assistive Technology	Special Education Part 3 (Specialist)	4.0	2.0
<b>2.4</b> 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
<b>**</b> 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
<b>3.0 Educational Assistants in Special Education</b>		
<b>3.1</b> Educational Assistants	Developmental Service Worker (DSW), Child and Youth Worker(CYW) diploma or an equivalent program	813.00
<b>4.0 Other Professional Resource Staff</b>		
<b>4.1</b> 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
<b>4.2</b> Speech-Language Pathologists	Masters in Speech-Language Pathology, registration with CASLPO	29.0
<b>4.3</b> Social Workers	Master of Social Work and registered with The Ontario College of Social Workers and Social Service Workers	29.7
<b>4.9 Subtotal</b>		88.6
<b>5.0 Paraprofessional Resource Staff</b>		
<b>5.1</b> Orientation and Mobility Personnel	Orientation and Mobility Specialist	1.0
<b>5.4</b> 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
<b>5.7 Subtotal</b>		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
<b>Total</b>	<b>\$354,748.45</b>

<sup>1</sup>\*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.





### **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.

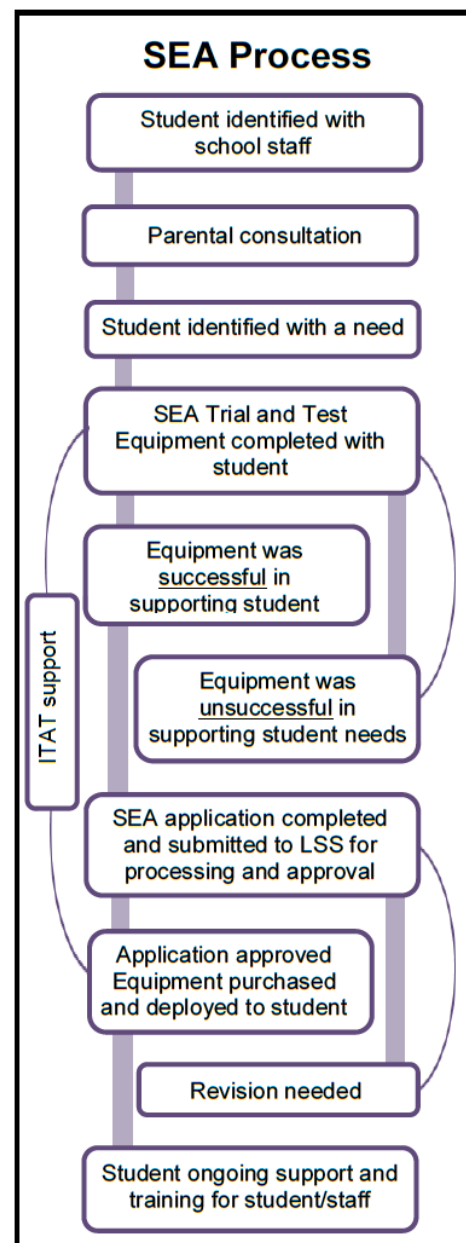
### Determination of Need

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:

<b>Claim Types</b>	<b>Number of students</b>	<b>Dollar Amount Spent</b>
<b>Computer (PPA)</b>		
Computers and support components (PPA)	825	\$1, 452, 366.55
Training	N/A	\$787, 843.89
Technician	N/A	\$150,005
<b>Total</b>		<b>\$2,390,215.44</b>
<b>Non Computer (Claims)</b>		
Number of students Below \$800	111	\$ 140 635.61
Number of students Above \$800	125	\$ 334,061.16
<b>Total</b>		<b>\$ 474 696.77</b>





## 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:

<b>2006/2007</b>	<b>\$</b>	<b>483 000.00</b>	<b>2014/2015</b>	<b>\$</b>	<b>1 155 182.00</b>
<b>2007/2008</b>	<b>\$</b>	<b>948 902.00</b>	<b>2015/2016</b>	<b>\$</b>	<b>1 091 119.00</b>
<b>2008/2009</b>	<b>\$</b>	<b>1 077 588.00</b>	<b>2016/2017</b>	<b>\$</b>	<b>1 011 038.00</b>
<b>2009/2010</b>	<b>\$</b>	<b>703 488.00</b>	<b>2017/2018</b>	<b>\$</b>	<b>974 023.00</b>
<b>2010/2011</b>	<b>\$</b>	<b>1 576 416.00</b>	<b>2018/2019</b>	<b>\$</b>	<b>1 600 000.00</b>
<b>2011/2012</b>	<b>\$</b>	<b>764 984.00</b>	<b>2019/2020</b>	<b>\$</b>	<b>1,564,911.00</b>
<b>2012/2013</b>	<b>\$</b>	<b>728 577.00</b>	<b>2020/2021</b>	<b>\$</b>	<b>4,600,000.00</b>
<b>2013/2014</b>	<b>\$</b>	<b>542 988.00</b>			





## 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. 019.GOV\*](#). This can be located on our website at [www.ocdsb.ca](http://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	<a href="mailto:christine.boothby@ocdsb.ca">christine.boothby@ocdsb.ca</a>	613-809-4929
Rob Campbell, Trustee, Zone 5	<a href="mailto:rob.campbell@ocdsb.ca">rob.campbell@ocdsb.ca</a>	613-808-8190
Chris Ellis, Trustee, Zone 6	<a href="mailto:chris.ellis@ocdsb.ca">chris.ellis@ocdsb.ca</a>	613-818-7350

### **MEMBER ASSOCIATION REPRESENTATIVES**

#### **Association for Bright Children of Ontario (ABC)**

*Cathy Miedema* (Member) [cathymiedema@gmail.com](mailto:cathymiedema@gmail.com)

#### **Autism Ontario, Ottawa Chapter**

*Katie Ralph* (Member) [kralp059@uottawa.ca](mailto:kralp059@uottawa.ca)

*Katherine Kacew* (Alternate) [kat.kacew@gmail.com](mailto:kat.kacew@gmail.com)







### **Down Syndrome Association**

*Mark Wylie (Member)*

[mwylie@sympatico.ca](mailto:mwylie@sympatico.ca)

### **Learning Disabilities Association of Ottawa-Carleton (LDAO)**

*Dr. Maggie Mamen (Member)*

[mmamen@rogers.com](mailto:mmamen@rogers.com)

*Marianne Long (Alternate)*

[execdirector@ldaottawa.com](mailto:execdirector@ldaottawa.com)

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

*Ian Morris (Member)*

[ian.morris6655@gmail.com](mailto:ian.morris6655@gmail.com)

*Sean Popal (Alternate)*

[sean.popal@gmail.com](mailto:sean.popal@gmail.com)

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

*Safina Dewshi (Member)*

[safina.dewshi@gmail.com](mailto:safina.dewshi@gmail.com)

*Michelle Berry (Alternate)*

[michelle.berry@hotmail.ca](mailto:michelle.berry@hotmail.ca)

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

*Jim Harris (Member)*

[jimharris678@gmail.com](mailto:jimharris678@gmail.com)

*Terry Warner (Alternate)*

[terry.warner@sympatico.ca](mailto:terry.warner@sympatico.ca)

### **VIEWS for the Visually Impaired**

*Lisa Paterick (Member)*

[shafifamily1@hotmail.com](mailto:shafifamily1@hotmail.com)

*Johnna MacCormick (Alternate Member)*

[tedandjohnna@me.com](mailto:tedandjohnna@me.com)

### **Easter Seals Ontario**

*Nicole Ullmark (Member)*

[nicole.ullmark@gmail.com](mailto:nicole.ullmark@gmail.com)





## **COMMUNITY REPRESENTATIVES**

*Susan Cowin*

sue.cowin@gmail.com

*Sonia Campbell-Nadon*

snadon28@hotmail.com

*Amy Wellings*

wellingsamy@gmail.com

## **ASSOCIATION REPRESENTATIVES (NON-VOTING)**

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

*Susan Gardner (Member)*

susan.gardner@ocdsb.ca

*Jennifer Titley (Alternate)*

Jennifer.Titley@ocetfo.org

### **Professional Student Services Personnel**

*Connie Allen (Member)*

connie.allen@ocdsb.ca

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

*Jean Trant (Member), SSP*

jean.trant@ocdsb.ca

*Catherine Houlden (Member), Teachers*

catherine.houlden@ocdsb.ca

*Andrew Winchester (Alternate), Teachers*

andrew.winchester@ocdsb.ca

*Kelly Granum (Alternate), Occasional Teachers*

kelly.granum@ocdsb.ca

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

*Nancy Dlouhy (Member)*

nancy.dlouhy@ocdsb.ca

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

*Kimberly Elmer (Member)*

kimberly.elmer@ocdsb.ca





### Staff Normally in Attendance at SEAC Meetings:

<i>Peter Symmonds</i> Superintendent, Learning Support Services	613-596-8254	<a href="mailto:peter.symmonds@ocdsb.ca">peter.symmonds@ocdsb.ca</a>
<i>Amy Hannah</i> System Principal, Learning Support Services	613-596-8111	<a href="mailto:amy.hannah@ocdsb.ca">amy.hannah@ocdsb.ca</a>
<i>Christine Kessler</i> System Principal, Learning Support Services	613-596-8111	<a href="mailto:christine.kessler@ocdsb.ca">christine.kessler@ocdsb.ca</a>
<i>Stacey Kay</i> Manager of Learning Support Services	613-596-8136	<a href="mailto:stacey.kay@ocdsb.ca">stacey.kay@ocdsb.ca</a>
<i>Dr. Petra Duschner</i> Manager, Mental Health and Critical Services	613-596-8136	<a href="mailto:petra.duschner@ocdsb.ca">petra.duschner@ocdsb.ca</a>





## 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
<b>Preschool nursery program</b>	<ul style="list-style-type: none"> <li>• Liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment;</li> <li>• Consultation with parent(s)/guardian(s) is an integral part of the process;</li> <li>• Completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s).</li> </ul>
<b>Preschool programs for students who are Deaf</b>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• consultation with parent(s)/guardian(s) is an integral part of the process;</li> <li>• completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s);</li> <li>• 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.</li> </ul>
<b>Preschool speech and language program</b>	<p><b>Preschool Speech/Language Initiative (First Words)</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• First Words and the OCDSB collaborated on a transition policy that results in a smooth and timely transfer, and informs</li> </ul>





Programs and Services	Description
<b>Preschool speech and language program</b> <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"> <li>• The transition policy enables speech-language pathologists to discuss the continuing speech and language needs of students for educational planning.</li> </ul>
<b>Family Reception Centre (FRC)</b>	<ul style="list-style-type: none"> <li>• Schools may refer students to the Family Reception Centre (FRC) for assistance to determine a student's current stage of English-language acquisition;</li> <li>• 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;</li> <li>• Learning Support Services ESL/ELD liaison consults with the FRC on an as-needed basis regarding ESL/ELD students with special education needs.</li> </ul>
<b>Ministry of Health</b>	<p><b>Home and Community Care Support Services Champlain</b></p> <ul style="list-style-type: none"> <li>• 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);</li> <li>• 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.</li> </ul>





Programs and Services	Description
CHEO	<p><b>CHEO School</b></p> <ul style="list-style-type: none"> <li>• Short-term early intervention educational and therapy program for kindergarten students with complex physical needs;</li> <li>• 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;</li> <li>• Through a consultative model of service, liaison teachers work with school staff to transition children and youth with physical disabilities to schools.</li> </ul> <p><b>Development and Rehabilitation</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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);</li> <li>• share relevant information with OCDSB staff.</li> </ul> <p><b>School-based Rehabilitation Services</b></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"> <li>• 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</li> </ul> <p><b>Coordinated Service Planning</b></p> <ul style="list-style-type: none"> <li>• Supports children and youth with multiple and/or complex special needs who require services from multiple agencies (e.g., medical, educational, developmental, social services)</li> <li>• CSP is a process to support families that are struggling to navigate and coordinate multiple services to ensure the best</li> </ul>







Programs and Services	Description
<b>CHEO</b> <i>(continued)</i>	<p>plan of care for their child/youth</p> <ul style="list-style-type: none"> <li>• referrals can be initiated by the family, school team, medical team or other community agency with parent/guardian consent</li> </ul>
<b>Ministry of Children, Community and Social Services</b>	<p><b>Education and Community Partnership Program</b></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"> <li>• Children's Hospital of Eastern Ontario - Steps to Success (K to 8)</li> <li>• Crossroads Children's Centre</li> <li>• Roberts/Smart Centre</li> <li>• The Ottawa Royal Hospital</li> <li>• Children's Hospital of Eastern Ontario, Psychiatry</li> <li>• Back-On-Track</li> </ul> <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><b>The Coordinated Referral Committee is the centralized access point for all school referrals</b></p> <ul style="list-style-type: none"> <li>• Committee members include representatives from all treatment programs in the Ottawa-Carleton region and a special education contact from each local board of education;</li> <li>• admission to the program is determined by the clinical partners based on information provided and based on its own assessment;</li> <li>• the clinical partners are responsible for contacting schools and sharing the recommendation</li> </ul>





Programs and Services	Description
<b>Ministry of Children, Community and Social Services</b> <i>(continued)</i>	<p>parent(s)/guardian(s) and deciding the date of admission and demission;</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
	<p><b>Post 21 Programs for Students with Developmental Disabilities</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>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.</li> </ul>





OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



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# DRAFT

## 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

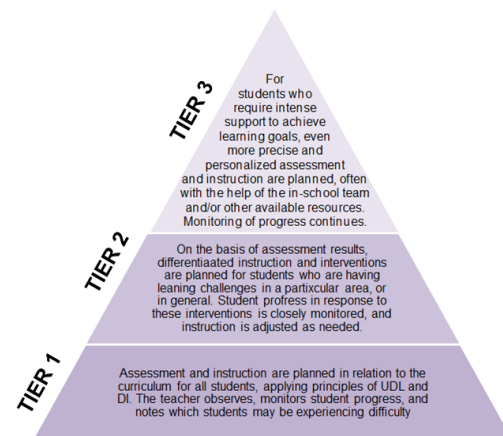
The student is placed by the IPRC in a special education class where the student–teacher ratio conforms to *Ontario Regulation 298, section 31*, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.

### 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 (ECPP)
- 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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## **SPECIAL BOARD PUBLIC MINUTES**

**Tuesday, August 24, 2021  
Zoom Meeting**

Trustees Present: Lynn Scott, Keith Penny, Donna Blackburn, Rob Campbell, Chris Ellis, Justine Bell, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Sandra Schwartz, AmaturRaheem Salam-Alada (Student Trustee), Charles Chen (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), 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 Program and Learning K-12), Reg Lavergne, Superintendent of Instruction, Karyn Carty Ostafichuk, (Manager of Planning), Richard Sinclair (Manager of Legal Services and Labour Relations), Stacey Kay (Manager of Learning Support Services), Sandy Owens (Manager, Business & Learning Technologies), Nicole Guthrie (Manager of Board Services), Michael Guilbault (Central AV Technician), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 10:25 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 Schwartz,**

**THAT the agenda be approved.**

**Carried**

3. Report from In Camera Special Committee of the Whole, 24 August 2021

**Moved by** Trustee Lyra Evans

**Seconded by** Trustee Penny

**THAT the Board authorizes staff to prepare a memorandum for public consumption summarizing the legal opinion received on 19 August 2021.**

For (11): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, Trustee Jennekens, and Trustee Schwartz

**Carried (11 to 0)**

4. Adjournment

The meeting adjourned at 10:30 p.m.

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Lynn Scott, Chair of the Board



## **SPECIAL BOARD PUBLIC MINUTES**

**Tuesday, August 31, 2021  
Zoom Meeting**

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

Staff Present: AmaturRaheem Salam-Alada (Student Trustee), Charles Chen (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), Carolyn Tanner (Human Rights and Equity Advisor), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (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), Reg Lavergne, Superintendent of Instruction, Stacey Kay (Manager of Learning Support Services), Sandy Owens (Manager, Business & Learning Technologies), Nicole Guthrie (Manager of Board Services), Michael Guilbault (Central AV Technician), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 10:37 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 Blackburn,**

**THAT the agenda be approved**

**Carried**

3. Report from Special Committee of the Whole, 31 August 2021



Vice-Chair Penny reported that the Board met at the Committee of the Whole earlier this evening and reports and recommends as follows:

3.a Mandatory Masking for Students in Kindergarten Classes (Trustee Lyra Evans)

**Moved by** Trustee Lyra Evans

**Seconded by** Trustee Penny

**THAT the OCDSB extend the existing mandatory masking mandate to include students in all kindergarten classes.**

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

Abstain (1): Trustee Blackburn

**Carried (10 to 0)**

3.b Amendments to Policy P.067.SCO, Volunteers (Trustee Lyra Evans)

**Moved by** Trustee Lyra Evans

**Seconded by** Trustee Penny

**THAT any volunteer, such as a coach, chaperone for field trips, or similar capacity in proximal contact with students or staff must provide proof of full vaccination against the COVID 19 virus before acting in said capacity for the 2021-2022 school year.**

For (11): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Jennekens, and Trustee Schwartz

**Carried (11 to 0)**

4. Non-Consent Item

4.1 Mandatory Vaccinations for Staff (Trustee Lyra Evans)

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

Moved by Trustee Lyra Evans seconded by Trustee Penny

- A. THAT the Staff work collaboratively with Ottawa Public Health (OPH) and Ottawa-Carleton District School Board (OCDSB) employee groups to develop a strategy and protocol to require staff be “fully vaccinated” against COVID-19. This can include a multi-pronged approach that

takes into consideration and mitigates as much as possible the operational risks arising from the strategy and protocol, to ensure OCDSB workplaces remain as safe as possible for students and staff;

- B. THAT in developing and implementing the protocol and strategy the OCDSB will comply with its human rights obligations and accommodate employees who are legally entitled to accommodation; and
- C. THAT the finalized COVID-19 mandatory employee vaccination protocol and strategy be implemented by 30 September 2021 with the first shot taking place by 20 November 2021 with the second shot if necessary as soon as medically allowed and available.

In her introduction, Trustee Lyra Evans expressed the view that it was important to protect all children who are unable to be vaccinated by vaccinating all eligible staff.

An amendment moved by Trustee Fisher,

THAT part C be revised as follows:

THAT the finalized COVID-19 mandatory employee vaccination protocol and strategy be implemented by 30 September 2021 with the first shot taking place by 30 September 2021 with the second shot if necessary as soon as medically allowed and available.

Trustee Fisher noted a concern on vaccination timelines in the motion, highlighting that as the motion currently stands, the full vaccination status for staff will not be completed until the second semester of the 2021-2022 school year.

Superintendent McCoy indicated that the date could be changed to implement the vaccine strategy.

Trustee Fisher commented that the end of September coincides with the date that many other major government sectors have set for the implementation of vaccination policies.

Manager Sinclair advised that a reasonable exercise of management rights is to notify employees about the requirement that is being implemented and to give them adequate knowledge of, and an opportunity to comply with, that directive.

Trustee Penny expressed concern with the timeline. He highlighted that presently staff are focusing on preparing to deliver the best possible school experience for the students. Pressure on employees to comply with a new directive, quickly, may place emphasis away from the student experience upon returning to school.

Many trustees expressed the view that in order to navigate the fourth wave of COVID-19 safely, securing measures in place as soon as possible is imperative.

Trustee Schwartz suggested that dates be removed from the motion and to ask staff to ensure that the strategy sets dates for employees to receive vaccinations as soon as possible. Staff can then set dates based on the examination of the development of the strategy.

*An amendment moved by Trustee Fisher,*

*THAT part C be revised as follows:*

*THAT the finalized COVID-19 mandatory employee vaccination protocol and strategy be implemented by 30 September 2021 with the first shot taking place by 30 September 2021 with the second shot if necessary as soon as medically allowed and available.*

*Carried*

\*\*\*The 11:00 p.m. vote did not obtain the required unanimous consent to continue the meeting\*\*\*

5. Adjournment

The meeting adjourned at 11:05 p.m.

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Lynn Scott, Chair of the Board



## EXTRAORDINARY BOARD PUBLIC MINUTES

Wednesday, September 1, 2021

6:00 pm

Zoom Meeting

Trustees Present: Lynn Scott, Keith Penny, Donna Blackburn, Christine Boothby, Rob Campbell, Chris Ellis, Justine Bell, Lyra Evans, Mark Fisher, Wendy Hough, Sandra Schwartz, AmaturRaheem Salam-Alada (Student Trustee), Charles Chen (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), Prince Duah (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Nadia Towaij (Superintendent of Program and Learning K-12), Richard Sinclair (Manager of Legal Services and Labour Relations), Sandy Owens (Manager, Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager of Board Services), Michael Guilbault (Central AV Technician), Leigh Fenton (Board/Committee Coordinator)

1. Call to Order -- Chair of the Board

Chair Scott called the public meeting to order at 6:01 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

Chair Scott noted that in an extraordinary board meeting additional items may not be added to the agenda.

**Moved by Trustee Schwartz, seconded by Trustee Lyra Evans,**

**THAT the agenda be approved.**

3. Report from Committee of the Whole, 31 August 2021

Chair Scott reported that the Committee of the Whole met on 31 August 2021 and reports as follows:

Moved by Trustee Lyra Evans, seconded by Trustee Penny,

- A. THAT the Staff work collaboratively with Ottawa Public Health (OPH) and Ottawa-Carleton District School Board (OCDSB) employee groups to develop a strategy and protocol to require staff be “fully vaccinated” against COVID-19. This can include a multi-pronged approach that takes into consideration and mitigates as much as possible the operational risks arising from the strategy and protocol, to ensure OCDSB workplaces remain as safe as possible for students and staff;
- B. THAT in developing and implementing the protocol and strategy the OCDSB will comply with its human rights obligations and accommodate employees who are legally entitled to accommodation; and
- C. THAT the finalized COVID-19 mandatory employee vaccination protocol and strategy be implemented by 30 September 2021 with the first shot taking place by 30 September 2021 with the second shot if necessary as soon as medically allowed and available.

In introducing the motion Trustee Lyra Evans stated that it is important that all students are protected by implementing a mandatory vaccination policy for staff.

Trustee Schwartz sought clarification from staff on whether unvaccinated staff will be removed from classrooms before a protocol is drafted using the 30 September 2021 deadline proposed in the motion. Superintendent McCoy responded that at this time all school boards are required by the Ministry of Education to implement the vaccine status reporting regulation. By 15 September 2021, all school boards in Ontario are required to post on their websites non-identifying data indicating the percentage of staff across the school board who have not been fully vaccinated. Completing an attestation is mandatory for employees in accordance with the direction from the Ministry. Staff members who indicate that they are unvaccinated will be subject to frequent rapid antigen testing. Superintendent McCoy commented that unvaccinated staff will not be subject to employment restrictions pending the development of the protocol.

Trustee Schwartz inquired about plans to address employees who choose not to participate in the COVID-19 immunization program. Director Williams-Taylor noted that with the antigen testing protocols in place at the launch of the school year, the active risk of the transmission of COVID-19 is considerably diminished in school buildings. Further operational guidance from the Ministry is expected and an additional memo was released on 1 September 2021 on the details for the re-opening of schools. She noted that unvaccinated staff, due to medical, religious or creed-based reasoning, will be exempt from the requirement to be vaccinated; however those staff members will be required to undergo regular testing for the COVID-19 virus.

Trustee Hough expressed the view that it has been an egregious abdication of responsibility on the part of the provincial government for not making choices on behalf of every student in Ontario. She noted her dissatisfaction that decisions on public health have been deferred to school board trustees.

Trustee Penny assumed the Chair.

Trustee Scott queried the likelihood of implementation for the protocol outlined in parts A and B of the motion by the determined date of 30 September 2021. Superintendent McCoy responded that staff has begun work on the vaccination attestation protocol. She noted that the timeline is reasonable to ensure completion of the protocol. At any time, should more time be required trustees will be advised. Superintendent McCoy added that an indication as to the magnitude of the task will present itself once the District becomes aware of the proportion of staff that is unvaccinated.

Trustee Scott resumed the Chair position.

**Moved by** Trustee Lyra Evans

**Seconded by** Trustee Penny

**A. THAT the Staff work collaboratively with Ottawa Public Health (OPH) and Ottawa-Carleton District School Board (OCDSB) employee groups to develop a strategy and protocol to require staff be “fully vaccinated” against COVID-19. This can include a multi-pronged approach that takes into consideration and mitigates as much as possible the operational risks arising from the strategy and protocol, to ensure OCDSB workplaces remain as safe as possible for students and staff;**

**B. THAT in developing and implementing the protocol and strategy the OCDSB will comply with its human rights obligations and accommodate employees who are legally entitled to accommodation.**

**C. THAT the finalized COVID-19 mandatory employee vaccination protocol and strategy be implemented by 30 September 2021 with the first shot taking place by 30 September 2021 with the second shot if necessary as soon as medically allowed and available.**

For (11): Trustee Scott, Trustee Penny, Trustee Blackburn, Trustee Boothby, Trustee Campbell, Trustee Ellis, Trustee Bell, Trustee Lyra Evans, Trustee Fisher, Trustee Hough, and Trustee Schwartz

**Carried (11 to 0)**

#### 4. Adjournment

The meeting adjourned at 6:27 p.m.

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Lynn Scott, Chair of the Board





## SPECIAL COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, August 24, 2021, 7:00 p.m.  
Zoom Meeting**

- Trustees Present: Justine Bell, Donna Blackburn, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, AmaturRaheem Salam-Alada (Student Trustee), Charles Chen (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), Susan MacDonald, 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), Reg Lavergne, Superintendent of Instruction, Carolyn Tanner (Human Rights and Equity Advisor), Stacey Kay (Manager of Learning Support Services), Karyn Carty Ostafichuk (Manager of Planning), Sandra Owens (Manager of Business & Learning Technologies), Richard Sinclair (Manager of Legal Services and Labour Relations), Nicole Guthrie (Manager of Board Services), Michael Guilbault (Central AV Technician), Leigh Fenton (Board/Committee Coordinator)
- Non-Voting Representatives Present: Christine Moulaison (OCASC), Christine Lanos (OCEOC), Steve Spidell (OCSSAN), Susan Gardner (ETFO), Stephanie Kirkey (OSSTF), Kelly Granum (OSSTF-Secondary Occasional Teachers), Pat Dion (OCEOTA), Melodie Gondek (OSSTF-District 25), Sonia Nadon-Campbell (SEAC), Seema Lamba (ACE) Lili Miller (IEAC)

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

Vice-Chair Penny called the meeting to order at 7:10 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 Schwartz,**

**THAT the agenda be approved with the following amendments:**

**A. THAT the agenda be amended to move item 4.2, COVID-19 Update, to become item 3.0 and to move item 3.0, Delegations, to become item 4.0; and**

**B. THAT the Board resolves to an in camera session following item 4.0, Delegations.**

**Carried, as amended.**

3. COVID-19 Update

3.1 Update from Ottawa Public Health (OPH) (Dr. Brent Moloughney et al)

Dr. Brent Moloughney, Deputy Minister of Health for Ottawa Public Health (OPH), provided an oral presentation on COVID-19 and the re-opening of schools for the 2021-2022 school year. Representatives from OPH present were Manager of the School Health Branch, Marino Francispillai, and Dr. Michelle Foote, Associate Medical Officer of Health.

Dr. Moloughney stated that parents and staff can feel comfortable and confident about a return to in-person learning. He attributed the low-transmission rates of the COVID-19 virus to a high vaccination rate in Ottawa. He acknowledged that infection rates in the city are slowly rising due to the highly transmissible delta variant. He encouraged families to get vaccinated as they become eligible; age 12 and over, citing that the risk of hospitalization due to a COVID-19 infection becomes lower when vaccinated. He noted that those who are vaccinated have a 20% lower risk of contracting the virus when comparing rates of the fully vaccinated population versus the unvaccinated population in Ottawa. He advised that higher vaccination rates in the community help children and others who are unable to be vaccinated.

Dr. Moloughney highlighted that for 2021-2022 school year when a vaccinated student or staff member has been exposed to a positive case of COVID-19 in the classroom and does not exhibit symptoms, they will not be required to self-isolate. To facilitate access to vaccinations, four large community clinics have opened and are accepting walk-ins. In addition, community vaccination hubs are now located in communities that have lower vaccination rates. As schools re-open, public health nurses will be available in schools to educate and promote the benefits of becoming vaccinated.

Dr. Moloughney underscored the continued necessity for layers of protective measures in schools, advising that these measures may be adjusted over time. Students in grades 1 to 12 are required to wear masks and Kindergarten students are strongly encouraged to wear masks. Practicing good hand hygiene is important to stop the spread of the virus. Physical distancing is considered an important safety measure. Students

and staff must continue daily self-screening before entering school buildings. The OPH screening tool is available online. The province will be updating their screening tool and OPH plans to align their screening tool with the provincial tool. Dr. Moloughney noted that COVID-19 testing partners have greater capacity and can provide faster results in September 2021 as compared to September 2020. He noted that a pilot program ran in the summer with special education day camp students using home testing kits. At this time OPH is working with the Children's Hospital of Eastern Ontario (CHEO) to integrate home testing kits in 80 schools over the region.

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

- OPH supports masking in the Kindergarten age group considering children in this age group, who are not eligible for the vaccination, tend to visit with one another in close proximity and do not always practice a good standard of hand hygiene;
- OPH is generally supportive of any policy that provides for the vaccination of adults and staff who interact with students. Dr. Moloughney reflected that each employer must consider their own structure and implementation;
- Dr. Moloughney stressed that in the case of mandatory vaccinations for all eligible students, the province is the policy leader through the *Immunization of School Pupils Act*. It would be helpful to OPH to acquire information on the location of schools with lower vaccination rates to be able to provide additional resources promoting the benefits of vaccination. He noted that there are potential inequities in vaccine accessibility for all communities;
- OPH is prepared to bring mobile vaccination programs to the schools; however an education program about the benefits of the COVID-19 vaccinations is required as a preliminary step;
- Dr. Moloughney stated that in medical practice, providing information for youth to help them arrive at better decisions is common practice;
- In response to a query by Trustee Lyra Evans, Mr. Francispillai stated, in his opinion, as health care professionals, nurses can assess whether a student is competent to make their own medical decisions;
- When transmission rates are higher in the community, there is a greater risk of infections in schools. The current delta variant is more transmissible than last year's Alpha variant;
- OHP is constantly assessing the risk variables and making adjustments as needed for the protective measures to keep the school

community safe. OHP is in partnership with thirty-four other health units to find ways to streamline the approach;

- The National Advisory Committee on Immunization (NACI) clinical trial findings suggests that the Pfizer-BioNTech and Moderna mRNA vaccines provide very good protection against symptomatic COVID-19 infection and have a favourable benefit versus risk profile in adolescents 12 years of age and older;
- In Canada, citizens who have had two doses of the approved vaccinations are to be considered fully vaccinated;
- Since March 2020, OPH and members of the senior administration of all four school boards have met on a weekly basis to assess the measures in place to keep the school community safe. Communication about COVID-19 protocols to parents and caregivers are multi-pronged and continuous;
- OPH becomes involved in the role of the testing process at schools when a positive case has been disclosed and through contact tracing, any vaccinated or unvaccinated high-risk contacts are required to be tested if symptoms of COVID-19 are present. OPH is responsible for managing COVID-19 cases, including providing guidance to schools on confirming and controlling outbreaks;
- Dr. Moloughney noted that any employee policy that pertains to self-testing should weigh the legitimacy of test results such as the efficacy of self-administration, following the manufacturer's instruction for use, proof by photograph including a date stamp, etcetera;
- Dr. Moloughney attested to the fact that with the rapid antigen tests, Panbio, used in long term care facilities, measured the virus with accuracy approximately 50% of the time. He anticipated that this same testing tool will be used in schools and other settings;
- Dr. Moloughney reported that from a medical standpoint, an exemption should be granted to those likely to experience an anaphylaxis reaction to the vaccination;
- Dr. Moloughney noted that high efficiency particulate air (HEPA) filters are an improvement to ventilation within buildings; however most viral transmission comes from close interactions between people;
- OPH will be providing added recommendations to local school boards before the launch of the 2021-2022 school year;
- The Ottawa-Carleton Assembly of School Councils (OCASC) offered to assist in distributing communication to parents. Mr. Francispillai maintained that OPH nurses are involved in engaging youth in every

community. Community hubs have been critical as nurses are trusted professionals working with specific neighbourhoods;

- In Ottawa there have been cases of mild COVID-19 infections in people who have been vaccinated; and
- The District's COVID-19 dashboard was updated in the 2020-2021 school year in accordance with the Ministry guidelines.

#### 4. Delegations

##### 4.1 Jennifer Salahub, re Ottawa-Carleton District School Board Return to School Plan

Ms. Salahub, expressed concern about the province's guidance to plan for unmasked indoor activities in schools

She inquired about the opportunity for families to change their decisions from in-person learning back into the Ottawa-Carleton Virtual (OCV) campus. She requested further information on the District's implementation of the province's guidance on the re-opening of schools and suggested no return to singing and wind instruments in school.

Trustee Scott confirmed with staff that some topics raised by Ms. Salahub will be addressed in the planning forward update.

##### 4.2 James Graham, re Trustee Notice of Motions

Mr. Graham voiced his concern over the motions put forward by Trustee Lyra Evans. He contended that these motions fail to provide appropriate accommodation to individuals who remain unvaccinated. He noted his concern that policies cannot be crafted without considering tangible data. He presented charts on a compilation of findings which studied the infection rates of COVID -19, highlighting that young children are not becoming severely ill with Covid-19. He refuted the claim that administering vaccinations will protect children. He stressed that the student body, aged 18 and under, are best served when not vaccinated, in order to build natural immunity. Children who get infected typically show no symptoms or do not get particularly ill.

Mr. Graham stated that there is no data to support mask wearing for Kindergarten aged children. He requested that the committee consider the ramifications of Trustee Lyra Evans' motion campaigning to empower students to make informed medical decisions related to the COVID-19 vaccine. He expressed the view that this policy will cause unnecessary harm to the students, parents and staff. He proposed that schools improve education around self-assessment and self-protection. He proposed providing support to students, staff and parents on how to cope with situations where they should remain at home until all symptoms are resolved.

4.3 Sharon Brez, re Use of Schools as Voting Sites

Ms. Brez advised that the schools should not be used for polling stations, citing the prevalence of the COVID-19 delta variant is increasing. She noted her concern that it may be a challenge to clean exposed surfaces at entrances, in gyms, hallways and washrooms before classes resume. She expressed the opinion that alternate venues for voting should be encouraged, despite short timelines. New Brunswick and Manitoba have decided not to use schools as polling stations during the pandemic.

Trustee Schwartz sought clarity from staff on the ability of the District to opt out of using schools for voting sites. She requested that Director Williams-Taylor provide an update on the matter during the staff report.

4.4 Greg Macdougall, re COVID-19 Safety Approaches for the 2021-2022 School Year

Mr. Macdougall expressed concern with adequate ventilation in school buildings. He noted his objection to the mandatory vaccination of staff and students. He recommended that no decision be made until the trustees are able to communicate an understanding of the major concerns around vaccine mandates, including people's rights, longer-term thinking around antibodies, boosters, and variants.

4.5 Jennifer Robertson, re Mandatory Vaccinations of Students and Mandatory Masking of Kindergarten Students

Ms. Robertson, a registered nurse, noted that it is a legal requirement under the professional nursing license to advocate for patients when a health intervention by the medical team is not consistent with best practice and the best information available. She expressed the opinion that COVID-19 vaccinations remain in the clinical trial phase and the medical community may not be certain of the risks associated with vaccines. She advised that nearly 100% of children who have contracted COVID-19 in Canada have recovered. There is no significant data that suggests cloth and paper masks are effective. The Government of Ontario website states that face coverings do not stop the transmission of COVID-19.

Trustee Bell drew attention to the rules in place on social media and other online platforms when raising the subject of COVID-19 vaccinations. She queried the District's protocol on "fact-checking" the statements made by delegates, based on the truthfulness and bias of the information presented.

4.6 Pamela Bowles, re Removal of the Requirement to Use Masks in Elementary Schools

Ms. Bowles did not appear for the delegation.

4.7 Carolyn Moffat, re Concern Regarding Unmasked Activities During School Hours

Ms. Moffat spoke in favour of mandatory vaccinations for both students and staff entering school property. She expressed the view that kindergarten students should be required to wear masks and expressed concern about unmasked activities at school, particular at meal times.

Ms. Moffat requested more information on the District's plan in preparation for an influx of students from the Ottawa-Carleton Virtual (OCV) school.

Trustee Campbell urged staff to review the procedure on delegations to ensure the public feels safe speaking about their varying narratives at OCDSB public meetings.

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The Committee resolved in camera at 9:03 pm.

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Chair Penny called the public meeting to order at 10:21 pm.

**Moved by Trustee Lyra Evans,**

**THAT the meeting be adjourned.**

**Carried**

5. Adjournment

The meeting adjourned at 10:24 p.m.

At the time of adjournment the following items had not been dealt with:

4.3 Staff Update

5.1 Memo No. 21-094, COVID-19 Vaccination Disclosure Policy

5.2 Notice of Motion re Mandatory Vaccines for Staff

5.3 Notice of Motion re Amendments to Policy P.067.SCO, Volunteers

5.4 Notice of Motion re Access to School Board Property

5.5 Notice of Motion re Mandatory Masking for Students in Kindergarten Classes

5.6 Notice of Motion re Empowering Young People to Take Action for Their Own Health

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Keith Penny, Chair





## **SPECIAL COMMITTEE OF THE WHOLE PUBLIC REPORT**

**Tuesday, August 31, 2021, 6:00 p.m.  
Zoom Meeting**

**Trustees Present:** Justine Bell, Donna Blackburn (Trustee), Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, AmaturRaheem Salam-Alada, (Student Trustee) , Charles Chen (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), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Reg Lavergne, 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), Richard Sinclair (Manager of Legal Services and Labour Relations), Daniel Bradley (Manager, Physical Facilities/Design & Construction), Nicole Guthrie (Manager of Board Services), Michael Guilbault (Central AV Technician), Leigh Fenton (Board/Committee Coordinator)

**Non-Voting Representatives Present:** Christine Moulaison (OCASC), Christine Lanos (OCEOC), Steve Spidell (OCSSAN), Susan Gardner (ETFO), Stephanie Kirkey (OSSTF), Kelly Granum (OSSTF-Secondary Occasional Teachers), Pat Dixon (OCEOTA), Melodie Gondek (OSSTF-District 25), Sonia Nadon-Campbell (SEAC), Seema Lamba (ACE) Lili Miller (IEAC)

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

Vice-Chair Penny called the meeting to order at 6:01 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 Jennekens,**

**THAT the agenda be approved.**

**Carried**

3. Delegations (Written)

Chair Penny advised that a number of written delegations were received and are attached to the agenda for trustees to review. He thanked the community for their thoughtful submissions.

4. COVID-19 Update

4.1 Introductory Remarks (Director Williams-Taylor)

Director Williams-Taylor shared a PowerPoint presentation on preparing to re-open schools. She focused on the introductory paragraph of the Indigenous, Equity and Human Rights Roadmap (The Roadmap) which outlines that leveraging the strength of each student's individual and intersecting identities is the mainstay of the District's work. She maintained that staff is cognizant of the impacts each decision has on a variety of students and their lived experiences. She noted that it is her experience that when students become centered in conversations about education, educators become better at ensuring that all communities become relevant to the discussion.

Director Williams-Taylor noted that in June 2021 staff provided an overview of back-to-school plans. Much of the approach was supported and enhanced by guidance from the Ministry of Education and Ottawa Public Health (OPH). The District has targeted a prudent and sustained return to the re-opening of schools. Prudence is a core message in conversations between school boards and Ottawa Public Health (OPH). The commitment to prudence ensures that all decisions in re-opening are carefully considered. The priority for operational practices is to foster a sustained model for in-person instruction and enhance the experience of students. Key considerations in the plans were responsibility, risk and cost. Director Williams-Taylor reflected upon the critical role of information and the varying public opinions about managing viral outbreaks. She emphasized that the District has a responsibility to the school community to uphold the principle of "do no harm". The parameters of the Ministry guidance, along with the decisions made by trustees, includes planning to mitigate the impact on those who are disproportionately disadvantaged. Director Williams-Taylor noted a correlation between those who do have the opportunity to make their voices present and whose voices are absent, for a variety of reasons, including different experiences, barriers, realities, and perspectives. It is the District's responsibility to seek input from people who are not heard.

Director Williams-Taylor advised that though legal parameters dictate that one action is permissible by law, the decision will remain to do what is right. It is important to ensure that decisions are made to maximize student learning experiences ensuring all students, particularly the most vulnerable, are well-served by decisions. A Ministry directive was released on 18 August 2021 pertaining to the immunization disclosure policies for school boards. The District has undertaken the work of the infrastructure for disclosure reporting. The date for immunization disclosure by all staff is 7 September 2021.

For the 2021-2022 school year, families can expect a continued focus on student learning and engagement. Supporting the mental health and well-being of all learners is critical and these initiatives are supported with guidance and support from the Ministry. Director Williams-Taylor advised that a safe and sustained return to classrooms for students is the District's priority and that staff were looking forward to receiving students. Ottawa-Carleton Virtual (OCV) School is operating with a smaller percentage of students enrolled.

#### 4.2 Staff Update

Associate-Director Reynolds reviewed the plans for a prudent and sustained return to school, hopeful that the restrictions will lessen once the risks of infection diminishes in the city. For the purposes of contract tracing, elementary school students will stay in their designated cohorts. Rules for student interactions will be the same as they were in March 2021, with layered elements of protection such as masking, distancing, classroom lunch breaks, and hand hygiene. In response to concerns over the compression of learning in the quadesters of the 2020-2021 school year, secondary school students will enter a modified semester with two courses per day.

Associate-Director Reynolds reported that currently 73% of people 12-17 years of age in Ottawa are fully vaccinated. All staff will wear personal protective equipment (PPE) and surgical grade masks where distancing cannot be maintained. One hundred and twenty schools received ventilation upgrades and received portable high-efficiency particulate absorbing (HEPA) filters. The school community will be reminded to continue the OPH daily screening protocols.

Associate-Director Reynolds advised that students who are fully vaccinated and come into close contact with a confirmed case of COVID-19 will not be required to self-isolate unless they exhibit symptoms. At this time, restrictions on visiting and volunteering at the school remain in place. All meet-the-teacher events and school council meetings will be held virtually. For student intake or transitions, meetings will be held in small in-person groups, where necessary. Assemblies will be held virtually or outdoors, weather permitting. Vocal music will be allowed indoors with masks. Cleaning protocols are required for the use of musical instruments

for secondary students, as the instruments are loaned to the students by the school. Currently OPH is not advising the use of woodwind and brass instruments in schools. Many schools were able to run virtual extracurricular activities, like e-sports, last year. The District is planning to return to sports, clubs and interest activities later in the fall and are in conversations to determine which sports can occur and when. School bus transportation regulations remain unchanged with masking on vehicles and a diligent effort to keep a record of passengers sharing seats.

Associate-Director Reynolds noted that students receiving special education supports and services in the regular program will be served with their regular, cohorted, in-person class. Students in partially integrated classrooms, for example, the Learning Disabilities Specialized Intervention Program (LD SIP) and fully self-contained specialized program classes (SPC) for example, Autism Spectrum Disorder (ASD) and Gifted Students will be cohorted along with the rest of their in-person classes. Students who would have been supported through a SPC but opted for remote learning will be supported as part of a regular virtual classroom.

Associate-Director Reynolds advised that a continuity of mental health supports were provided over the summer, including transition support for students returning to school. Mental health staff will be connecting with students on their existing caseloads and collaborating with school administration teams if new and emerging needs are identified. To nurture the priority on mental health and well-being of students, increased numbers of professional staff were recruited to provide mental health support in the fall. He stated that a percentage of students rely on receiving some nutrition that is offered through the school food programs. The District is working with the Ottawa Network for Education (ONFE) to resume breakfast programs and other food supplies for students.

Associate-Director Reynolds reported that the OCDSB Extended Day Program (EDP) has enrolled 2700 students. These programs follow the Ministry's guidelines for Before and After School Programs. The District collaborates in communication to parents about guidelines for EDP care.

Communication with the school community has been extensive since the pandemic, the beginning after the provincial shutdown of schools in March 2020. On 9 August 2021 the District commenced the Back to School Campaign. Other communication with the public on the re-opening of schools has occurred on the District website and through the Special Committee of the Whole meeting on 24 August 2021. Principals have received updates both in writing and through a virtual meeting. Teachers will continue to update families until the beginning of school on 9 September 2021.

In response to questions, the following points were noted:

- Superintendent Symmonds reported that additional Learning Support Teachers (LST) in the secondary panel and Learning Resource Teachers (LRT) in the elementary panel have been allocated for special education supports for the OCV. The hybrid model of in-person teachers supporting both virtual and in-person instruction simultaneously was discontinued after the trial period in 2020-2021 school year;
- Chief Financial Officer (CFO) Carson noted that following provincial guidelines, the upgrades on the air filtration systems to HEPA filters, have been completed. New projects underway include installing additional filtration in the central systems, ultra violet filtration systems and improving localized ventilation in the school. The new upgrades on mechanical ventilation systems will be in place before the re-opening of schools;
- Director Williams-Taylor noted the extensive preparation undertaken by educators in classrooms around creating the conditions for a safe return to class and to enhance the psycho-emotional safety for students in classrooms. For considerations of well-being and continuity of learning, it is a priority to keep school buildings open for the virtue of students seeing their teachers and peers who care about them;
- Superintendent Symmonds stated that educators are the first level of support to create a welcoming environment for the students. Through the budget process in the 2020-2021 school year, the following professionals were added to Learning Support Services (LSS): 6.0 full time equivalent (FTE) itinerant educational assistants (IEA), 2.0 FTE social workers, 1.0 FTE psychologist, 1.0 FTE speech language pathologist. Identity-specific social workers will be available to support students across the District. Three professional development (PD) days are scheduled for the opening of the 2021-2022 school year. The focus will be on the mental health and well-being of the staff and students, in addition to upholding human rights and equity.
- Associate-Director Reynolds advised that in-person extracurricular activities have been suspended; however the administration is optimistic that there will be a return to some in-person extracurricular activities as the viral transmission risks diminish. Following provincial guidelines, students may socialize in two different cohorts per day. In-person clubs would be considered another cohort. OPH has recommended that high-contact sports be postponed. He maintained that in the current climate, he was unable to provide a timeline for in-person extracurricular activities to resume.
- Associate-Director Reynolds noted that once data is collected on the vaccination status of all staff and class lists are released, the OPH can begin to assemble a high risk contact list. Health card numbers assist

OPH to determine who has been vaccinated. With this information, procedure can be followed on the requirements for unvaccinated people to self-isolate when they come in contact with a high-risk individual who has been exposed to COVID-19. Vaccinated people will only be required to self-isolate should they exhibit symptoms of becoming sick with the virus;

- Ms. Moulaison offered the support of OCASC to assist with re-opening food programs for students;
- CFO Carson confirmed that Elections Canada will be using 12 OCDSB secondary schools and 1 elementary school as polling places. As per OPH recommendations, the voters and elections staff will be using separate washrooms, building entrances and hand washing stations;
- Associate-Director Reynolds shared that for those students who are facing an extended absence from school due to COVID-19, all teachers are prepared to send class work home for completion and provide remote support. When students engage in learning remotely, they will be credited with attending. If a student requires technology resources, families can connect with their designated school to acquire technology;
- The District is adopting the modified semester schedule for secondary students and program delivery strategies will be modified. The new model bypasses the compression of courses and focuses on a spiraling of curriculum, a design in which key concepts are presented repeatedly throughout the curriculum;
- The course schedule for International Baccalaureate (IB) students will be released this week;
- The ventilation dashboard will be posted on the District website on 1 September 2021;
- Associate-Director Reynolds confirmed that parents and guardians may take their children out of school for lunch breaks;
- CFO Carson explained that for enhanced cleaning measures in schools, the Ministry has provided no further requirements to the current practices in place. He noted that the emergency cleaning staff teams have been recruited to be available for the launch of the 2021-2022 school year;
- Superintendent Towaij confirmed that the District did offer the full Ontario Arts Curriculum, including music, in the 2020-2021 school year. At the OCDSB, instruction occurred in instrumental music, which was not a part of the requirement in the Ontario curriculum for elementary students. A common scope and sequence from grades 1 through 8 was led by two arts coaches. For the 2021-2022 school

year, under the Ministry guidance, two metre distancing parameters governs instrumental music. Given the size of the classrooms, there is no opportunity to adequately distance the students. In addition to the space considerations, all instruments provided for the music programs are loaned to the students by the District and there is not a safe way to clean the instrument to share among students during consecutive class lessons. Once the student begins in grade nine, they will have access to the music program without having any prerequisite courses. At this time there are certain instruments that will be restricted, such as the woodwind and brass instruments. She noted that she and Associate-Director Reynolds are in the process of reviewing the curriculum adaptations at the secondary level;

- Director Williams-Taylor noted that should trustees decide that vaccinations are mandatory for staff, unless there is an adequate amount of time afforded to make these adjustments, the District may experience a shortage of teachers. The shortage of French and Technology teachers is an ongoing pressure. There is an operational impact for students when the delivery of consistent education is compromised. Superintendent McCoy noted that through the immunization disclosure policy, the District will acquire the data to determine if further measures are necessary. Unvaccinated staff will be subject to rapid antigen testing;
- CFO Carson confirmed that air quality results will not be published for the school sites. With the upgrades to the ventilation systems, a total of 5 to 6 air changes/hour (ACH) is standard;
- Superintendent McCoy confirmed that the PPE protocols in place at the District align with the guidelines from the Ministry of Education and the Ministry of Labour. The use of medical grade masks and eye goggles have been effective in circumstances where an educator is working in close proximity with a student. Regarding the respirators or N95 masks, she noted that staff were advised that they are only required where there are aerosol generating procedures. These procedures would be medical in nature and therefore not in District schools;
- Associate-Director Reynolds recalled that in the 2020-2021 school year, the City of Ottawa reported hundreds of new cases a week at a time when vaccinations were not available. During these times there were no identified transmissions from staff to student or student to staff. Approximately 80% of the District workforce is now vaccinated.
- Executive Officer Giroux noted that District staff attend weekly meetings with OPH. Present are infectious disease experts who receive regular updates from epidemiologists. There is careful monitoring of the data emerging on the delta variant within the medical



profession. The analysis of the distribution, patterns and determinants of the delta variant are not forecasted by school board colleagues. The health professionals make recommendations to school boards about the safe return to in-person learning; and

Associate-Director Reynolds mentioned that he would follow-up with OPH on how vaccines may be delivered to some students with special education needs who are unable to withstand time in a line waiting for a vaccination.

## 5. Matters for Action:

### 5.1 Vaccination Policy

#### a. Memo No. 21-094, COVID-19 Vaccination Disclosure Policy (B. Reynolds, M. Giroux, J. McCoy)

Your Committee had before it Memo No. 21-094, COVID-19 Vaccination Disclosure Policy, outlining that on 17 August 2021, the Government of Ontario will implement an immunization disclosure policy for all publicly funded school board employees, staff in private schools and licensed child care settings and other individuals regularly in these settings, for the 2021-2022 school year. Regular rapid antigen testing requirements will be in place for staff who are not fully vaccinated against COVID-19. Individuals who do not intend to be vaccinated, without a documented medical or religious/creed reason, will be required to participate in an educational session about the benefits of COVID-19 vaccination. A guidance document pertaining to the collection of vaccination data and reporting processes was provided by the Ministry of Education on 20 August 2021.

Superintendent McCoy reviewed implementation planning and key dates, highlighting that plans are underway to develop an electronic attestation and proof of vaccine application using a licensed software tool which is already in place within the District. She suggested that the testing protocols and education program may be incorporated into a policy/program memorandum (PPM).

Executive Officer Giroux reported that the Ministry established a fairly significant task in a very short time frame. From the outset, the decision was made to prioritize the attestation process for employees. Information about other groups of people, not directly employed by the District, have some additional complexities in terms of how the information is collected and the legislation that governs it.

Superintendent McCoy explained that the directive from the province includes 'employees'. Under that category are all District employees, permanent and casual, students from programs, who

are working in schools on a co-op or practicum, trustees, volunteers and student teacher candidates from faculties of education.

b. Memo 21-097, Mandatory COVID-19 Vaccine Policy Legal Opinion

Your committee had before it Memo 21-097 pertaining to a legal opinion with respect to the legal authority for mandatory vaccine policies for students and staff.

Manager Sinclair noted that with respect to the issue of mandatory vaccination policy for staff, counsel expressed the view that the District had the legal authority to require staff to be vaccinated to attend the workplace. The legal opinion also expressed the view that the District has the legal authority to implement a mandatory vaccine policy for eligible students under *the Education Act*, reasonable accommodations pursuant to the Human Rights Code are provided. Counsel did not recommend proceeding in this way as there was a higher level of risk due to the fact that children and youth have the right to attend a public school in Ontario. In addition, COVID-19 is not currently listed as a designated disease under the Immunization of School Pupils Act, and there is some risk that a court could determine that mandatory vaccination for students is the purview of the government rather than school boards.

Manager Sinclair stated that there is a risk to imposing a mandatory vaccine policy, particularly for students, but also for staff, which engages the Canadian Charter of Rights and Freedoms. The District has identified the risk and placed it on a spectrum. If the risk is great, or if mitigated the risk is not as high, parameters may be given around that specific risk. He highlighted that in the view of the author of the legal opinion, when risk is placed on a spectrum, the risk with respect to mandatory vaccines for students is greater than the risk of mandatory vaccines for staff.

c. Notice of Motion re Mandatory Vaccinations for Staff (Trustee Lyra Evans)

Moved by Trustee Lyra Evans,

1. THAT the Director work collaboratively with Ottawa Public Health (OPH), local health partners, and Ottawa-Carleton District School Board (OCDSB) employee groups to develop a strategy and protocol to require COVID-19 vaccination for staff, which can include a multi-pronged approach involving education and incentivization, to ensure OCDSB workplaces remain as safe as possible for students and staff alike;

2. THAT staff who are unable to receive vaccinations for medical reasons be prioritized for teaching and working in the virtual learning environment; and
3. THAT the finalized COVID-19 vaccination protocol and strategy be implemented prior to school re-opening in September 2021.

In introducing the motion, Trustee Lyra Evans, expressed the view that the board of trustees has a responsibility to students, staff and the community at large to ensure that the students who cannot be vaccinated are protected.

Trustee Campbell highlighted that, when compared the Ministry direction, there is a variance by omission of an objection to the vaccination due to religious or conscientious objector reasons. He noted another substantial difference in the Ministry's proposal for regular COVID-19 testing of an unvaccinated staff member. Manager Sinclair agreed that Trustee Campbell presented an accurate representation of the motion with respect to the issue of not providing exemptions or accommodations for those with religious or creed-based restrictions. He recalled that the Ontario Human Rights Code (OHRC) prevails over other legislation and other decisions by organizations and institutions and therefore the motion does not preclude or prevent the District from having to deal with creed or religious based exemptions. The District would be required to consider any request for accommodation in accordance with its obligations under the OHRC.

In response to questions and during discussion, the following points were noted:

- Executive Officer Giroux stated that should the Board proceed with the motion, it would not supersede the District's obligations to the Ministry on the employee immunization status disclosure. She noted that the District has yet to operationalize the directive mandated by the Ministry and that staff could give consideration to a timeframe;
- Manager Sinclair clarified that the writing of the motion applies to OCDSB staff and not the organizations that are affiliated with the District;
- Superintendent McCoy noted that the motion calls for more progressive steps than the Ministry's direction. It could potentially require that unvaccinated staff be placed on a leave without pay or looking at alternative placements. She noted that OCV is fully staffed at this time;
- On 17 August 2021 at Elementary Teachers' Federation of Ontario (ETFO) 2021 Annual Meeting, delegates voted in favour

of a policy statement calling on the government to ensure appropriate measures are in place for a safe return to school, including the mandatory vaccination of school staff, with provisions for exceptions;

- On 18 August 2021 the Ontario Secondary School Teachers' Federation (OSSTF) issued a statement supporting that Ontario's education unions representing teachers, education support workers, and other school staff support mandatory vaccinations in schools;
- Superintendent McCoy noted that the District would need to have further conversations with the federations to look at what is reasonable and feasible in the way of accommodation to implement the motion in accordance with contractual obligations;
- Manager Sinclair advised that the expectation from OHRC and the Human Rights Tribunal of Ontario (the "Tribunal") would be that accommodations for unvaccinated staff be considered on a case-by-case basis; and
- Superintendent McCoy advised that as work is being done to complete the Ministry direction on immunization disclosure by 7 September 2021 and the initiative is consuming a high number of staff resources. She anticipates that there will be significant work to follow-up with staff who have not responded. The authorized interval of 4 weeks to become fully-vaccinated, makes the timeframe in the motion not

*An amendment to moved by Trustee Ellis,*

*THAT section C be revised as follows:*

*"THAT the finalized COVID-19 mandatory employee vaccination protocol and strategy be implemented by 30 September 2021 with first vaccination to be administered by 20 November 2021 and the second vaccination shot, if necessary, within 45 days".*

In introducing his motion, Trustee Ellis noted that additional time to ensure that strategies are in place would be helpful to staff.

*A sub-amendment moved by Trustee Boothby,*

*THAT section C be revised as follows:*

*THAT the finalized COVID-19 mandatory employee vaccination protocol and strategy be implemented by 30 September 2021 with the first shot taking place by 20 November 2021 with the second shot if necessary 45 days later or as soon as medically allowed and available.*

*Carried, friendly*

Trustee Fisher sought clarification from staff on the language referring protocols and strategies rather than the usual reference to policies and procedures. Executive Officer Giroux noted that in this case a reference to protocols and strategies is preferred as the implementation will be presented as a directive rather than a formal document.

*An amendment moved by Trustee Schwartz,*

*THAT part B of the motion be revised as follows:*

*“THAT the OCDSB will comply with its human rights obligations and accommodate employees who are legally entitled to accommodation.”*

Trustee Schwartz explained that it is incumbent on the employer to comply with the human rights and obligations of the OHRC and to provide accommodations to employees who are legally entitled to accommodation.

Trustee Lyra Evans sought clarification from staff on the understanding of the religious exemption as it relates to conscientious objection versus creed or religious-based exemptions.

Manager Sinclair stated that OHRC identified creed as a protected ground that has been interpreted and understood to include religion. Conscientious objection is vague, from a human rights perspective, is not specifically a protected ground and would need to be related to a religious or creed-based need or restriction.

Trustee Lyra Evans queried the viability of including wording that would require evidence by a recognized faith leader attesting to both that vaccinations are against their practice religion, and that this person is an active member of their congregation. Manager Sinclair responded that due to variations on congregation in the way that it is understood in the traditional sense, there would need to be flexibility in terms of required evidence. He added that providing evidence of the need for that accommodation is lawful.

*A sub amendment moved by Trustee Scott*

*THAT section B be revised as follows:*

*“THAT in developing and implementing the protocol and strategy the OCDSB will comply with its human rights obligations and accommodate employees who are legally entitled to entitled accommodations.”*

*Carried, friendly*

A sub amendment by Trustee Campbell,

THAT section B be revised as follows:

“THAT in developing and implementing the protocol and strategy the OCDSB will comply with its human rights obligations and accommodate employees who are legally entitled to accommodations based as appropriate on the Ontario Human Rights Code's policy on preventing discrimination based on creed”

Trustee Campbell stated that the OHRC provides guidance to public organizations through a policy on preventing discrimination based on creed. The policy has five criteria which describe ways people face discrimination. He noted that it is helpful to make reference to the OHRC's policy for precision and clarity on ways creed discrimination can take place.

Manager Sinclair confirmed that a reference to the OHRC may provide the clarity being sought as the policies within the code do not have the force of law.

Defeated

*An amendment moved by Trustee Fisher,*

*THAT part A be revised as follows:*

*“THAT Staff work collaboratively with Ottawa Public Health (OPH) and Ottawa-Carleton District School Board (OCDSB) employee groups to develop a strategy and protocol to require staff be “fully vaccinated” against COVID-19. This can include a multi-pronged approach that takes into consideration and mitigates as much as possible the operational risks arising from the strategy and protocol, to ensure OCDSB workplaces remain as safe as possible for students and staff”*

Trustee Fisher suggested using the word "staff" instead of the Director as the staff will be undertaking the work. He suggested removing "local health partners" to narrow the scope to OPH and OCDSB employee groups as it is unclear who is to be engaged in local health partners. He suggested using the words fully vaccinated against COVID-19 to be consistent with Toronto District School Board's (TDSB) directive. He suggested using the words "multi-pronged approach" to illustrate that the approach could take into consideration and mitigate as much as possible the operational risks that may arise from implementing the protocol and strategy.

*Carried, friendly*

*An amendment moved by Trustee Scott*

*That Part C be revised as follows:*

*“THAT the finalized COVID-19 mandatory employee vaccination protocol and strategy be implemented by 30 September 2021 with the first shot taking place by 20 November 2021 with the second shot if necessary as soon as medically allowed and available.”*

*Carried, friendly*

Trustee Lyra Evans noted that the motion reads far differently than it did when she originally moved it; however she agreed that the spirit of the motion remains and expressed the view that if passed, the schools will be safer for the students.

**Moved by** Trustee Lyra Evans

- A. THAT the Staff work collaboratively with Ottawa Public Health (OPH) and Ottawa-Carleton District School Board (OCDSB) employee groups to develop a strategy and protocol to require staff be “fully vaccinated” against COVID-19. This can include a multi-pronged approach that takes into consideration and mitigates as much as possible the operational risks arising from the strategy and protocol, to ensure OCDSB workplaces remain as safe as possible for students and staff;**
- B. THAT in developing and implementing the protocol and strategy the OCDSB will comply with its human rights obligations and accommodate employees who are legally entitled to accommodation; and**
- C. THAT the finalized COVID-19 mandatory employee vaccination protocol and strategy be implemented by 30 September 2021 with the first shot taking place by 20 November 2021 with the second shot if necessary as soon as medically allowed and available.**

**Carried**

*Moved by Trustee Lyra Evans,*

*That the motions on the agenda be re-ordered to reflect the following order: 5.4. Mandatory Masking for Students in Kindergarten Classes, 5.2 Amendments to Policy P.067.SCO, Volunteers, 5.3 Access to School Board Property and 5.1.d Request for Vaccine Requirement for Eligible Students.*

*Carried, friendly*

- 5.2 Notice of Motion re Mandatory Masking for Students in Kindergarten Classes (Trustee Lyra Evans)



During her explanation of changes to the directives for masking by Ottawa Public Health, Director Williams-Taylor noted OPH is in favour of masking for kindergarten students and that the other three coterminous school boards in the region have implemented mandatory masking for Kindergarten students. She added that staff would like to advance the proposition of mandatory masking for kindergarten students as an operational directive.

Moved by Trustee Lyra Evans,

THAT the OCDSB extend the existing mandatory masking mandate to include students in all kindergarten classes.

**Moved by Trustee Blackburn to end debate,**

**Carried**

**Moved by Trustee Lyra Evans**

**THAT the OCDSB extend the existing mandatory masking mandate to include students in all kindergarten classes.**

**Carried**

5.3 Notice of Motion re Amendments to Policy P.067.SCO, Volunteers (Trustee Lyra Evans)

Moved by Trustee Lyra Evans,

THAT a new clause that reads "Any volunteer, such as a coach, chaperone for field trips, or similar capacity in proximal contact with students or staff must provide proof of full vaccination against the COVID-19 virus before acting in said capacity" be added to section 3.0 of Policy P.067.SCO, Volunteers.

In her introduction, Trustee Lyra Evans maintained that as the District will require staff to be fully vaccinated, volunteers will need to fall under the same requirement.

During discussion the following points were noted:

- Manager Sinclair indicated that from a legal perspective, the motion does not raise any serious concerns;
- Executive Officer Giroux noted that should numerous COVID-19 specific directives come from the Board of Trustees, an effective approach may be to assemble all directives in one COVID-19 protocol document or a series of documents for reference;

- Ms. Moulaison affirmed that the Ottawa-Carleton Assembly of School Councils (OCASC) was in support of volunteers providing proof of vaccination;
- Manager Sinclair noted that the District is diligent about upholding human rights obligations of all;
- Trustee Scott and Trustee Boothby noted their concern in enshrining changes to Policy P.067.SCO, Volunteers, unless there was a defined time limit to the directive.

*An amendment moved by Trustee Boothby,*

*THAT the words, "a new clause that reads" and the words "be added to section 3.0 of Policy P.067.SCO, Volunteers" be deleted and the words "for the 2021-2022 school year" be added.*

*Carried, friendly*

Trustee Lyra Evans established that the original motion was intentionally written to aid principals in referencing the policy in support of their decisions.

From an implementation point of view, Director Williams-Taylor noted that additional directives are likely to come from both the Ministry and health advisory bodies regarding COVID-19 protocols. She noted the potential to combine the motion on the floor and the notice of motion regarding the access to school board property. She advised that there may be value in considering this is a motion in strategy or protocol as there are risks when embedding situational clauses in board policies.

**Moved by Trustee Lyra Evans**

**THAT any volunteer, such as a coach, chaperone for field trips, or similar capacity in proximal contact with students or staff must provide proof of full vaccination against the COVID 19 virus before acting in said capacity for the 2021-2022 school year.**

**Carried**

#### **5.4 Notice of Motion re Access to School Board Property (Trustee Lyra Evans)**

Moved by Trustee Lyra Evans,

THAT policy P.032.SCO, Safe Schools be amended such that:

- i. Section 4.18 be amended to read "Subject to subsections 4.19 to 4.22, the following persons shall be permitted on school/Board premises";
- and

- ii. A new clause that reads “Persons from sections b, d, e, f, and g of 4.18 shall only be allowed on school/Board property provided they are fully vaccinated against the COVID-19 virus and provide said proof upon request” be added to section 4.0.

In introducing the motion, Trustee Lyra Evans noted that the requirements around this motion are less stringent as parents will be required to have access to their children; however the intent of the motion is to set an expectation that those on school premises will be vaccinated.

An amendment moved by Trustee Boothby,

THAT staff revise the wording of Notice of Motion, Access to School Property and present the revised notice of motion to the Board meeting.

Trustee Scott urged staff to consider whether this motion would encompass school property or school buildings.

*A sub-amendment moved by Trustee Scott,*

*THAT “the Board” be changed to “the Committee of the Whole meeting of 14 September 2021.*

*Carried*

Trustee Lyra Evans noted her concern about the deferring the notice of motion to a future meeting and it not coming into effect until the end of September 2021. She noted her preference for presenting a revised version to the Special Board of 31 August 2021.

Executive Officer Giroux advised the motion would include contractors.

Trustee Blackburn noted her support of deferring the item and requested that staff examine the motion with respect to the Ottawa Student Transportation Authority (OSTA).

\* \* \* The 10:30 p.m. vote did not obtain the required 2/3 majority to continue the meeting \* \* \*

## 6. Adjournment

The meeting adjourned at 10:35 p.m.

At the time of adjournment the following items had not been dealt with:

5.1.d Notice of Motion re Request for Vaccine Requirement for Eligible Students (Trustee Lyra Evans)

5.5 Notice of Motion re Empowering Young People to Take Action for Their Own Health (Trustee Lyra Evans)

5.6 Notice of Motion re Letter to the Ministry Advocating the Addition of COVID-19 Vaccination to the List of Compulsory Vaccines (Trustee Campbell)

5.7 Notice of Motion re Use of Health Canada Approved Respirators (Trustee Bell)

6. OSTA Update

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Keith Penny, Chair



## COMMITTEE OF THE WHOLE PUBLIC REPORT

**Tuesday, September 14, 2021, 7:00 p.m.**  
**Zoom Meeting**

- Trustees Present:** Justine Bell, Donna Blackburn , Christine Boothby, Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher, Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, Lynn Scott, AmaturRaheem Salam-Alada, (Student Trustee) , Charles Chen (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), Shannon Smith (Superintendent of Instruction), Prince Duah (Superintendent of Instruction), Mary Jane Farrish (Superintendent of Instruction), Reg Lavergne, (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Susan MacDonald, (Superintendent of Instruction), Peter Symmonds (Superintendent of Learning Support Services), Carolyn Tanner (Human Rights and Equity Advisor), Stacey Kay (Manager of Learning Support Services), Karyn Carty Ostafichuk (Manager of Planning), 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), Michael Guilbault (Central AV Technical Specialist), Leigh Fenton (Board/Committee Coordinator)
- Non-Voting Representatives Present:** Christine Moulaison (OCASC), Christine Lanos (OCEOC), Steve Spidell (OCSSAN), Susan Gardner (ETFO), Stephanie Kirkey (OSSTF), Kelly Granum (OSSTF-Secondary Occasional Teachers), Pat Dixon (OCEOTA), Melodie Gondek (OSSTF-District 25), Seema Lamba (ACE) Lili Miller (IEAC)

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

Vice-Chair Penny called the meeting to order at 7:01 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 Lyra Evans,

THAT the agenda be approved.

Moved by Trustee Lyra Evans,

THAT the agenda be amended to move item 8.3 to follow item 8.6.

Defeated

**Moved by Trustee Lyra Evans,**

**THAT the agenda be approved.**

**Carried**

### 3. Delegations (Oral)

#### 3.1 Sara-Lynn Levine/Cantor Jason Green, re Antisemitism

Ms. Levine and Cantor Green expressed concern that the Jewish community has experienced a rise in antisemitic behaviour. Cantor Green announced that Jewish children are experiencing harm in schools. They requested that the following be adopted by the District:

- Formal discipline of any OCDSB faculty or staff who publicly engage in hate speech online. This discipline would include a warning, personnel notice and education and training for the offender up to and including disciplinary action, suspension and termination;
- Adding specific language regarding "antisemitism" to the Indigenous, Equity and Human Rights Roadmap;
- Mandatory teacher training with comprehensive and accurate information to tackle antisemitism from acknowledged and respected subject matter experts;
- Ensuring a safe space for all Jewish students and staff;
- Jewish representation in equity roles and committees within the Board;
- Mandatory training on antisemitism related to the International Holocaust Remembrance Alliance (IHRA) definition for all OCDSB employees (i.e. Administration, Teachers, EA's, ECE's);
- Celebrate Jewish History Month, in a similar manner to others; and
- To issue a clear and unequivocal statement against antisemitism, in all forms.

Ms. Gardner noted that, at the annual meeting of Ottawa-Carleton Elementary Teachers Federation of Ontario (OCETFO), delegates supported the formation of a new task force to examine issues of antisemitism. She encouraged the District to take action to address all

other forms of discrimination that impact school communities. Ms. Levine confirmed that the Jewish community is beginning to track anecdotal instances of discrimination and will provide a tracking document to school boards moving forward.

### 3.2 Shira Waldman, re Antisemitism

Ms. Waldman indicated that her children have been experiencing antisemitism at school and are hesitant to disclose their Jewish and Israeli identity. Her recommendations to combating antisemitism included broader life skills training such as digital citizenship, defining hate speech, and how to criticize government policy without spreading hate. She suggested educating the children on media literacy and guidance on how to fact-check sources, changing technology contracts to guard against online bullying, and implementing professional development for teachers on diffusing antisemitism in the classroom.

### 3.3 Talia Freedhoff, re Antisemitism

Ms. Freedhoff, a student at Sir Robert Borden High School, attested to having witnessed and experienced antisemitism from both peers and teachers within the school board. She noted that the rise of antisemitism in the recent months has reinforced the need for increased education and awareness for students, faculty, and the OCDSB community as a whole.

Her recommendations for the resolution of the issue were as follows:

- Increased education for both students and staff within the OCDSB on antisemitism, improved Holocaust education, and a focus on how to recognize and address antisemitism both within and outside of the classroom;
- Mandatory staff training and workshops regarding antisemitism in order to ensure that teachers are equipped to confront and correct incidents in the school;
- The adaptation of the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism by the OCDSB; and
- Enforced measures that prohibit antisemitism in the classroom.

Trustee Scott asked Ms. Freedhoff for suggestions on ways teachers could improve in advocating for Jewish students. Ms. Freedhoff wished that all teachers could identify antisemitism and were able to address discrimination without a student having to request that it be addressed.

### 3.4 Lisa Lawr, re COVID-19 Health Concerns and the Return of Extra Curricular Activities

Ms. Lawr presented her delegation on re-introducing extracurricular activities, along with suggestions for improved safety amidst COVID-19



concerns. She highlighted that at the Toronto District School Board (TDSB) extracurricular activities are permitted and the infection rates in Toronto are higher than in Ottawa. She expressed the view that truncating extracurricular activities diminishes the lives of healthy children and deprives them of their potential.

Director Williams-Taylor agreed that extracurricular activities are a vital part of the school experience for physical and mental health and well-being. She noted that every year, extracurricular activities do not begin upon the opening of schools and typically occur later in the fall. After consulting with local health partners and other area school boards, it has been determined that the safe operation of in-person extracurricular activities requires consideration of cohorting, group transportation and volunteers.

### 3.5 Steven McRoberts, re Mandatory COVID-19 Vaccinations for Students and Adding to the Mandatory Vaccine List

Mr. McRoberts expressed his opposition to the motion by Trustee Lyra Evans to request vaccine requirements for eligible students. He spoke in opposition of the motion by Trustee Campbell to advocate for the addition of COVID-19 vaccinations to the list of compulsory vaccines. He and his family are vaccinated with all approved vaccinations under the *Immunization of School Pupils Act* (IPSA). They requested families have the choice to vaccinate later. Should vaccines become mandatory within the OCDSB, they will remove their children from the District. To support his stance, he noted that messenger ribonucleic acid (mRNA) vaccines are approved for emergency and temporary use in children in the US and Canada. He noted that the long-term data on the effects of the experimental vaccination has yet to be collected. The World Health Organization (WHO) has reported that children and adolescents tend to have milder infections compared to adults. Unless specific children are part of a group at higher risk of severe COVID-19, it is less urgent to vaccinate them.

In response to a query from Trustee Ellis, Mr. McRoberts responded that he would feel more confident about vaccinating youth when the emergency measures issued by the Food and Drug Administration (FDA) are lifted and the temporary measures for vaccination use from Health Canada are removed.

Mr. McRoberts advised that with the protective measures in place in schools, he is not concerned about their children becoming infected with the COVID-19 virus.

### 3.6 Maria Kurylo, re COVID-19 Vaccinations

Ms. Kurylo expressed her opposition to the motion by Trustee Lyra Evans to request vaccine requirements for eligible students. She urged the

trustees to wait for more clinical evidence on the long term effects and possible impact of the vaccination before proceeding to mandate the administering of a medical procedure which is still in a clinical trial phase. She reminded trustees that the District must demonstrate where it derives its authority to override the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code, which outlines that all children have the right to an education without discrimination. She stated that any decision the District takes with respect to mandating experimental medical procedure is in direct violation of the Nuremberg Code, 1947. She noted that COVID-19 vaccines are currently in clinical trial phase until 2022-2023 and are only being administered under temporary emergency measures.

In accordance with Section 11.3 b) of the OCDSB Bylaws and Standing Rules she asked that the answers to the following questions be publicly disclosed in writing by Sept 27th, 2021:

1. From where does the Board derive the authority to mandate a medical procedure that is still in clinical trial phase and is only being administered as a result of emergency measures;
2. From where does the Board derive the authority to override the Canadian Bill of Rights, the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code, which outlines that all children have the right to an education without discrimination;
3. To publicly disclose the supporting scientific evidence (not political policies) behind any decision the Board makes regarding health protocols (masking, testing, hand-sanitizing and mandated SARS-Cov2 experimental vaccines) for the public school system;
4. To demonstrate that the supporting documentation provided with her delegation submission has been received and reviewed by all Board Members prior to voting;
5. To provide proof of receipt of the open letter sent 13 September 2021 by Associate Professor of viral immunology, Dr. Byram W. Bridle, to the Board of Trustees requesting a delay on the formal vote requiring mandatory vaccination until he has had a chance to confer with the Board;
6. The School Board is reminded that any decisions it takes with respect to mandating experimental medical procedures is in direct violation of the Nuremberg Code, 1947; and
7. She asked that the Board demonstrate that it understands the legal implications if it chooses to mandate experimental vaccines related to SARS-Cov2 - that all members of the Board and all of its employees,

schools, principles, teachers and staff may be held legally and financially liable.

In response to a statement from Trustee Ellis, Ms. Kurylo stated that the vaccinations are under clinical trial status until 2022-2023 and therefore all COVID-19 vaccinations are experimental.

In response to a question from Student Trustee Salam-Alada, Ms. Kurylo noted that vaccinations do not block the transmission of the COVID-19 virus and stated that she is confident to send her unvaccinated children to school to participate in extracurricular activities.

Trustee Ellis noted that there is a reference in Ms. Kurylo's written delegation to the Vaccine Adverse Event Reporting System (VAERS) database in a way that it is not meant to be used. VAERS is simply a reporting and collection tool where the data is then confirmed through other means.

### 3.7 James Graham, re Vaccinations for Eligible Students

Mr. Graham expressed his concern with the notice of motion by Trustee Lyra Evans on mandatory vaccines for eligible students. He stated informed consent is a rule of law for any medical practice. Given that science and the medical community must operate under the guiding principles of objective, unbiased inquiry, open conversation, and debate of conflicting views, he argued that parents and guardians are not being given the opportunity to have informed consent. The United Nations Declaration of Human Rights and the United Nations Educational, Scientific and Cultural Organization (UNESCO) Universal Declaration of Bioethics gives Canadian citizens the right to consent to any medical intervention after being fully informed about intention risks and benefits. He urged trustees to vote against any motion which requires new vaccination requirements until concrete evidence appears on the benefits and risks to avoid any undue harm to the students and staff.

### 3.8 Drew Klein, re Vaccination Risks for Children

Mr. Klein expressed his disapproval of the notice of motion by Trustee Lyra Evans which requests a mandatory vaccine requirement for eligible students.

He noted that there have not been any COVID-19 related deaths in school-aged children in Ottawa. There have not been any long term studies to show the safety and efficacy of the COVID-19 vaccination. He contended that children have the right to a normal education, the right to bodily autonomy and informed consent and the right to not be coerced into any medical intervention for fear of reprisal. He maintained that parents have the right to make decisions on behalf of their children. He advised that school board trustees do not have the right to overturn the decisions made by families.

4. Delegations (Written)

Chair Penny advised that a number of written delegations were received and are attached to the agenda for trustees to review. He thanked the community for their thoughtful submissions.

5. Briefing from the Chair of the Board

Chair Scott addressed the subject of antisemitism in OCDSB schools, noting that it was deeply troubling to hear delegations express their fears about safety at school and experiencing hatred because of their faith. She noted that a statement from the District on antisemitism was shared with families and students. She shared a message, on behalf of trustees, condemning all forms of antisemitism, racism, discrimination and hate.

Chair Scott recognized the very special time of year for the Jewish community. Rosh Hashanah was last week and Yom Kippur begins Wednesday evening. She shared best wishes to all families who are marking these important days.

Chair Scott thanked all staff in the District for their work in getting schools ready to receive students. She noted that adjustments in transportation continue as the District works to finalize classes and is working with the Ottawa Student Transportation Authority (OSTA) to manage route cancellations.

Chair Scott thanked families for entrusting their children to the OCDSB each school day. She acknowledged the daily challenges that families are currently facing to ensure their children arrive at school sites. She advised that staff are working diligently to resolve transportation issues.

Chair Scott commended families for going above and beyond to support their children's learning and the Board is proud to receive the very best students.

6. Briefing from the Director

Director Williams-Taylor thanked all staff who helped bring the students back to school.

Director Williams-Taylor advised that September 30th will mark the National Day for Truth and Reconciliation and Orange Shirt Day. This is a day to reflect on Canada's shameful legacy of residential schools in an age-appropriate manner. She reflected that, while the trauma and tragedy is very real, it is important to emphasize the strength, beauty and brilliance of Indigenous knowledge and culture. The lessons of this day will continue throughout the year.

Director Williams-Taylor noted that the OCDSB Virtual Night School Program for Fall 2021 is open for registration. Information can be found on the District website.

Director Williams-Taylor advised that OSTA continues to face bus driver shortages and has cancelled some routes. Families are reminded to register for the OSTA parent portal to receive notices of change or cancellations. She asked

that drivers slow down and be extra vigilant around school sites and that families review traffic safety with children.

In response to a query about the plan for the National Day for Truth and Reconciliation and Orange Shirt Day, Superintendent Smith reported that the Indigenous Education Team is working with colleagues across the District to ensure that the learning continues throughout the year on Truth and Reconciliation and the harmful impacts and ongoing legacy of residential schools. Communication to the District will be very clear that 30 September is a day of reflection and learning. There will be collaboration between the Indigenous Education Team and District staff. Guidance will be provided to staff on the selection and curating of resources to be used. Superintendent Smith noted that 30 September is a day that Indigenous students may access leave related to days of significance and holy days.

In response to a query about music programs, Associate Director Reynolds advised that the music program is being taught with recommended restrictions on woodwind and brass instruments in indoor spaces. Staff continue to work with Ottawa Public Health (OPH) on this issue. Associate Director Reynolds noted that band classes are operating and some have virtual components. He advised that courses can be completed and credits obtained online.

## 7. COVID-19 Update

Director Williams-Taylor and Associate Director Reynolds provided an update on COVID-19 and the reopening of District schools. It was noted that opening of schools was done under the guidance of the Ministry of Education, Ottawa Public Health (OPH) and public health partners.

The following topics were highlighted:

- Updated OPH procedures are online and available to the public;
- OCDSB COVID-19 Dashboard is published daily on the District website;
- There are currently eight active cases of COVID-19 in District schools;
- The Vaccination Attestation Form for staff was launched prior to the beginning of the school year. Human Resources staff are following-up with those who did not submit a form;
- In accordance with the Ministry requirements for the Immunization Disclosure Policy, staff who remain unvaccinated, with or without a medical exemption, will be subject to regular testing and those without a medical exemption will participate in an educational program. Test kits and requirements are being distributed;
- A regular visitor attestation vaccination form is being launched;
- Testing options for staff and visitors include: assessment centers, take home kits (PCR), testing for non-vaccinated (rapid antigen) twice a week, high

school test for targeted surveillance. The OCDSB is not a participating school board in the pilot project;

- The Ministry released guidance on medical mask wearing and is working to update the COVID-19: Health Safety and Operational Guidance for Schools 2021-2022;
- The District website features school-specific information on ventilation, including a standardized school Ventilation Measures Report.

In response to questions the following points were noted:

- Masking in any indoor interscholastic sport is mandatory;
- During periods of active eating over the lunch break, students are required to unmask. In secondary schools, students can eat their lunches outdoors, weather permitting;
- There have been multiple changes and cancellations to transportation services for students in the region. The Ottawa Student Transportation Authority (OSTA) continues to work on managing routes. Families must access the portal to find out about changes;
- A District decision was made to not issue Community Use of Schools (CUS) permits in September 2021. There will be restrictions on the number of groups in a building to allow for proper cleaning regimes due to COVID-19 protocols. This District is giving priority to youth groups rather than adult groups; and
- One cohort at a time has access to play structures.

## 8. Matters for Action:

### 8.1 Report 21-065, Westwind Public School - Fernbank Area Elementary Interim Accommodation Measure #2 (M. Carson)

Your committee had before it Report 21-065 seeking approval of a second temporary elementary school attendance boundary redirection of new students moving in to the Fernbank area, west of Terry Fox Drive and east of Robert Grant Avenue in Stittsville (interim Westwind Public School boundary area), who will be directed to the new Fernbank elementary school upon its opening.

Chief Financial Officer (CFO) Carson noted that growth continues in the Fernbank area. He advised that the approval for a new school in the Fernbank area was not provided in time to be ready to receive students in the fall of 2021. CFO Carson advised that it is necessary to relieve enrolment pressure at John Young Elementary School (ES) and Westwind Public School (PS), the two schools that receive students from the Fernbank area.

Manager Carty Ostafichuk presented Report 21-055 and outlined the recommendations within the report. She noted that funding for the new Fernbank elementary school was announced in June 2021 and staff look forward to being able to relieve enrolment pressure at existing area schools.

Moved by Trustee Scott,

- A. THAT future students moving into the Fernbank elementary school (k-6) attendance area, who are in kindergarten (year 1) through grade 6 be directed to Stittsville Public School as of 4 October 2021, subject to sibling provisions outlined in Recommendations B and C to Report 21-065;
- B. THAT incoming year 1 kindergarten (4 October 2021 and beyond while the redirection is in effect) students who reside within the new Fernbank elementary school (k-6) attendance area, but who had older sibling(s) in grades 1, 2, 3, 4, or 5 (2019-2020) attending John Young Elementary School be provided a one-time option to attend at John Young Elementary School;
- C. THAT incoming year 1 kindergarten (4 October 2021 and beyond while the redirection is in effect) students who reside within the new Fernbank elementary school (k-6) attendance area, but who currently (2021-2022) have older sibling(s) in year 1 kindergarten, year 2 kindergarten, grade 1, 2, 3, 4 or 5 attending Westwind Public School be provided a one-time option to attend Westwind Public School;
- D. THAT Recommendations A through C to Report 21-065 shall remain in effect until such time as the new Fernbank elementary school is opened or until other accommodation measures are approved;
- E. THAT upon the opening of the new Fernbank elementary school all of the students who reside within the Fernbank elementary school attendance boundary and are enrolled at John Young Elementary School, Westwind Public School or Stittsville Public School, move in a block (year 1 kindergarten through grade 5) to the new Fernbank elementary school; and
- F. THAT the only exception to the redirection outlined in Recommendation E to Report 21-065 shall be those students entering grade 6 and their younger siblings who are attending John Young ES or Westwind Public School, having exercised a one-time option to remain.

Trustee Scott acknowledged that the growth in the Fernbank area has been challenging.

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



- Manager Carty Ostafichuk advised that John Young ES has a utilization rate (120%) than staff would prefer, but the growth at the school has stabilized. Westwind PS has a utilization rate of 150%;
- Manager Carty Ostafichuk noted that discussions have occurred with families in the Fernbank area, who are registered in Kindergarten classes at Westwind PS, about voluntarily moving their children to Stittsville PS. Staff are contemplating this as an option but the movement of students would be limited. Manager Ostafichuk noted that it would be staff's desire to provide transportation to all eligible students in the Fernbank area but that is a challenge due to the driver shortages OSTA is experiencing in the west end of the City; and
- The Extended Day Program (EDP), a third-party provider at Stittsville PS will, as much as possible, accommodate new students coming to the school.

Trustee Scott advised that the start of construction on the new Fernbank elementary school is imminent and she hoped the school would be ready to receive students in September of 2022. She advised that the measures recommended in Report 21-065 would be temporary until the new school is opened. Trustee Scott noted the community concern about the overcrowding at Westwind PS and she urged her fellow trustees to support the recommendation.

**Moved by** Trustee Scott

- A. **THAT future students moving into the Fernbank elementary school (k-6) attendance area, who are in kindergarten (year 1) through grade 6 be directed to Stittsville Public School as of 4 October 2021, subject to sibling provisions outlined in Recommendations B and C to Report 21-065;**
- B. **THAT incoming year 1 kindergarten (4 October 2021 and beyond while the redirection is in effect) students who reside within the new Fernbank elementary school (k-6) attendance area, but who had older sibling(s) in grades 1, 2, 3, 4, or 5 (2019-2020) attending John Young Elementary School be provided a one-time option to attend at John Young Elementary School;**
- C. **THAT incoming year 1 kindergarten (4 October 2021 and beyond while the redirection is in effect) students who reside within the new Fernbank elementary school (k-6) attendance area, but who currently (2021-2022) have older sibling(s) in year 1 kindergarten, year 2 kindergarten, grade 1, 2, 3, 4 or 5 attending Westwind Public School be provided a one-time option to attend Westwind Public School;**
- D. **THAT Recommendations A through C to Report 21-065 shall remain in effect until such time as the new Fernbank elementary**

**school is opened or until other accommodation measures are approved;**

- E. THAT upon the opening of the new Fernbank elementary school all of the students who reside within the Fernbank elementary school attendance boundary and are enrolled at John Young Elementary School, Westwind Public School or Stittsville Public School, move in a block (year 1 kindergarten through grade 5) to the new Fernbank elementary school; and**
- F. THAT the only exception to the redirection outlined in Recommendation E to Report 21-065 shall be those students entering grade 6 and their younger siblings who are attending John Young Elementary school or Westwind Public School, having exercised a one-time option to remain.**

**Carried**

## **8.2 Report 21-069, Supervisory Officer Selection Process (J.McCoy)**

Your committee had before it Report 21-069 seeking approval to proceed with a selection process for a supervisory officer position as provided for in the Ottawa-Carleton District School Board (OCDSB) Policy P.087. HR, Selection of Supervisory Officers.

Director Williams-Taylor advised that a vacancy has been created as a result of Superintendent Eric Hardie accepting a new role in another school board. Director Williams-Taylor noted that if the recommendation presented in Report 21-069 is approved, in principle, staff would like to proceed with posting the vacancy on 15 September 2021. The Director did acknowledge that there would be a need to establish a selection committee with trustees as advisors. The trustee advisors will be selected at the Board Meeting of 28 September 2021.

Moved by Trustee Campbell,

- A. THAT the Board authorizes staff to proceed with initiating the supervisory officer selection process, including a job posting, as outlined in Appendix A to Report 21-069 Policy P.087. HR, Selection of Supervisory Officers, effective immediately.**
- B. THAT the Board confirm the continuation of the trustee members of the selection committee appointed by the Board for the most recent selection process.**

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

- Policy P.146.HR, Equitable Recruitment and Hiring and Promotion would apply to the selection of a supervisory officer;
- Director Williams-Taylor noted that staff had commenced a discussion about the hiring process and that a third party would be engaged to undertake the selection process and to provide guidance to staff to align the selection with the directives outlined in Policy P.146.HR;
- Director Williams-Taylor advised that there are explicit qualifications for a supervisor officer, as outlined in *The Education Act*. She noted that staff are providing flexibility for candidates by stating that the position does not require the supervisory officer qualification to fill the role but that the candidate must be in a position to undertake the qualification process. It is anticipated that this flexibility will open the field to additional candidates;
- Staff have commenced outreach, through the search firm, to organizations that engage with people in other school districts that are in the supervisory officer program training or individuals who are in a position to receive the training program; and
- It is hoped that the measures that have been implemented will help to draw a diverse pool of candidates;
- Director Williams-Taylor advised that there are initiatives being discussed within the District and also in a provincial group, of which she is a member, to examine ways to mentor members of under represented groups to be able to fill positions, such as supervisory officers;
- Director Williams-Taylor reported that the selection committee is composed of three members of the senior team with herself as Chair of the committee. The Chair of the Board and two other trustees participate as advisors. There have been varying degrees of representation in previous committees. The representation from senior staff has rotated providing an opportunity to build capacity in mentorship. Director Williams-Taylor confirmed that selection committee members will have training for biases; and
- Trustee Boothby advised that she was a member of the last selection committee and will be unable to participate in the upcoming selection process.

An amendment moved by Trustee Scott,

*That Part B of the motion be revised to read as follows”*

*THAT the Board confirm the trustee members of the selection committee at its next Board meeting.*

*Carried, friendly*

Moved by Trustee Campbell

- A. **THAT the Board authorizes staff to proceed with initiating the supervisory officer selection process, including a job posting, as outlined in Appendix A to Report 21-069 Policy P.087. HR, Selection of Supervisory Officers, effective immediately.(Attached as Appendix A)**
- B. **THAT the Board confirm the trustee members of the selection committee at its next Board meeting.**

Carried

8.3 Notice of Motion re Request for Vaccine Requirement for Eligible Students (Trustee Lyra Evans)

Moved by Trustee Lyra Evans,

THAT eligible students be required to be partially vaccinated against the COVID-19 virus or provide proof of a medical exemption as of 30 September 2021 and be fully vaccinated as of 20 November 2021 to continue to attend in person classes. Any student who is not vaccinated against the COVID-19 virus after this date will be re enrolled in the virtual school.

In introducing the motion, Trustee Lyra Evans advised that she moved the motion recognizing that Ottawa has a significant population of students under 12 years of age who are unable to participate in the vaccination program. The Ottawa region also has a disproportionate number of students who are immunocompromised, compared to most school boards in the province, because the Children's Hospital of Eastern Ontario (CHEO) is located in the city. Many families move to Ottawa when their children have complex medical needs. She noted that COVID-19 may have a low death rate amongst students; however, she expressed the view that with comorbid conditions, the risk of contracting the virus is elevated. She reminded the committee that a legal opinion was sought, the summary of which has been released to the public, which discloses how the District has the legal authority to implement such a policy and makes reference to the responsibility in loco parentis. Trustee Lyra Evans reported that she does not believe that the province of Ontario will act to mandate vaccines, nor amend the *Immunization of School Pupils Act (ISPA)* to include the COVID-19 vaccine. She believes that mandating the vaccines will be a decision for trustees to make.

Trustee Fisher noted the following factors were influencing his views on the motion: the key component of educating the population on the benefits of the vaccine, the limitations provided in the legal opinion, that children do

have a right to attend school under *The Education Act*, health experts have indicated that the ISPA is governed by the province of Ontario, and the Ontario human rights laws balance rights to non-discrimination and civil liberties with respect to public health and safety, and they provide limitations when there are serious pandemics in terms of how rights are protected.

Trustee Schwartz contributed that she believes that parents should have the option to vaccinate their children, and also believes that the population should be vaccinated as fully as possible.

Student Trustee Chen shared that his main concern was that the motion was preventing unvaccinated students from attending school in person. He stated that the students may not be vaccinated for a variety of reasons, including their parents' hesitation.

Within the purview of the Ottawa-Carleton District School Board By-laws and Standing Rules (the bylaws), Student Trustee Chen advised that he and Student Trustee Salam-Alada have collaborated to suggest the following amendment: THAT students eligible for COVID-19 vaccination who are not fully vaccinated against COVID-19 by 20 November 2021 be required to undergo regular testing for COVID-19. Student Trustee Chen highlighted that this suggestion for an amendment was a compromise between keeping students safe while appreciating the complexities of vaccinating 12 to 17 year old students.

Student Trustee Salam-Alada voiced her support for educating and encouraging students to participate in the COVID-19 vaccination program. If students are unable to be vaccinated they should undergo regular testing.

Trustee Scott indicated her preference to make a clear decision on mandatory vaccinations for students and did not intend to move the suggested motion by the student trustees. She noted that it is premature to be making a decision to mandate vaccinations for eligible students. She expressed concern about the equity issues that would be associated with the directive in terms of a student's ability to learn effectively online, as opposed to attending school in-person. She drew attention to the fact that the COVID-19 vaccination is different from other vaccinations currently covered under the ISPA. It is not known yet how many or how often booster doses of the COVID-19 vaccinations will need to be administered. Without having an understanding of where the vaccination fits into the scheme of vaccination protocols for disease in general, she noted her reluctance to vote in favour of mandating vaccinations for students or directing the unvaccinated students into Ottawa-Carleton Virtual School (OCV).

Trustee Campbell spoke against the motion noting that he had heard Dr. Brent Moloughney, Deputy Minister of Health for Ottawa Public Health

(OPH), in the Committee of the Whole meeting on 24 August 2021, advise that OPH would discourage the vaccination of students. Dr. Moloughney mentioned the legal primacy of the IPSA. Dr. Moloughney raised an equity concern where, should school boards delve too far into the matter, it may impair OPHs effort to develop relationships with communities and families.

Trustee Hough noted that the vaccination rate amongst children 12 -18 years old in Ottawa is 90%.and contemplated why the remainder were not vaccinated, suggesting that there could be equity issues involved in the reasoning.

An amendment moved by Trustee Hough,

THAT students eligible for COVID-19 vaccination who are not fully vaccinated against COVID-19 by 20 November 2021 be required to undergo regular testing for COVID-19.

Chair Penny ruled the motion to be out of order on the basis that all amendments must be in the spirit of the original motion per the language in the bylaws.

Trustee Ellis spoke in favour of the motion, noting that some parents may not feel comfortable with their vaccinated children being sent to school with unvaccinated children.

Trustee Boothby observed that school boards are tasked to educate and protect the well-being of students. She reflected that sending students into an on-line learning environment may be limiting children's opportunities for education and potentially the well-being of some students who struggle with remote learning.

Trustee Scott assumed the Chair.

Trustee Penny spoke against the motion noting that the directive does not give staff the ability to accommodate those who may need accommodations, He expressed the opinion that it is prejudicial towards underrepresented students, there may be exposure to legal risks and that the tone of the motion is far too punitive.

Chair Penny resumed the Chair.

**Moved by Trustee Blackburn**

**THAT the debate be ended.**

**Carried**

Trustee Lyra Evans submitted that the directive in the motion stands to ensure that schools remain open for a longer period and reduce the cases of COVID-19 in schools. She urged her fellow colleagues to see the equity lens of the immunocompromised people who may be further protected by vaccinating students through a mandatory practice.

In response to a request from Trustee Ellis to have a recorded vote, Chair Penny ruled that the OCDSB Bylaws and Standing Rules state in Rules of Committee under section 12.15 (a) iv. that "votes shall not be recorded in committee, except by request of trustee at Committee of the Whole, Budget".

Trustee Ellis noted his preference that the vote be recorded to provide transparency to the public and requested that the virtual screen display voters in "the gallery view" when the question is called on the motion.

**Moved by** Trustee Lyra Evans

THAT eligible students be required to be partially vaccinated against the COVID-19 virus or provide proof of a medical exemption as of 30 September 2021 and be fully vaccinated as of 20 November 2021 to continue to attend in person classes. Any student who is not vaccinated against the COVID-19 virus after this date will be re-enrolled in the virtual school.

**Defeated**

Ms. Miller objected to a statement that Chair Penny uttered when speaking to the motion.

Chair Penny apologized to the committee.

#### 8.4 Notice of Motion re Access to School Board Property (Trustee Lyra Evans)

Moved by Trustee Lyra Evans,

THAT policy P.032.SCO, Safe Schools be amended such that:

- A. Section 4.18 be amended to read "Subject to subsections 4.19 to 4.22, the following persons shall be permitted on school/Board premises"; and
- B. A new clause that reads "Persons from sections b, d, e, f, and g of 4.18 shall only be allowed on school/Board property provided they are fully vaccinated against the COVID-19 virus and provide said proof upon request" be added to section 4.0.

Trustee Lyra Evans noted the intent of the motion was to protect vulnerable students who cannot be vaccinated, by ensuring visitors to the school have the approved COVID-19 vaccination.

An amendment moved by Trustee Campbell,

That the motion be revised to read as follows:

THAT staff develop and implement by 30 October 2021, for as long as Ontario's COVID-19 immunization disclosure policy for the education sector continues to apply, a COVID-19 mandatory vaccination protocol and strategy, of a nature similar to that directed by the Board for its employees at its meeting of 1 September 2021, which would broadly require mandatory COVID-19 vaccination, subject to such extraordinary individual exemptions as may be granted by authorized staff, for the following individuals regularly attending school premises in order to work directly in-person with either staff or students:

- students on educational placement, including professional services students on a placement / work-integrated learning visit,
- volunteers,
- those who provide professional services to children at school
- visitors, including third-party contractors

Trustee Campbell contended that there should not be temporary changes in policy. The substitution amendment binds staff and visitors to the same rule. He noted that in the proposed amendment, the same groups of people that are included within the Ministry guidance on the immunization status disclosure policy. The revised wording focuses on the protection of staff and students in terms of regulations for those people actively visiting schools, but would not include parents, guardians or contractors working on weekends or nights when the school community is not present.

Superintendent McCoy confirmed that the proposed amendment is not inconsistent with the approved recommendation from the 31 August 2021 Board meeting concerning the now mandatory protocol which reads that any volunteer must provide proof of full vaccination against the COVID-19 virus.

A sub-amendment moved by Trustee Lyra Evans,

THAT“ staff develop and implement by 30 October 2021” be replaced with “staff develop and implement by 30 September 2021”

Trustee Lyra Evans highlighted that all staff are expected to be vaccinated by 30 September 2021 and the same expectations should be applied to the defined list of individuals.

Superintendent McCoy commented that given that there would be additional operational requirements for staff, the flexibility of a later timeline would be appreciated.

Trustee Ellis requested that all votes at the Committee of the Whole be conducted in gallery view for the public.



Trustee Scott noted that the people contained within the defined list are not necessarily in regular contact with the school community and the District does not hold their records as it does for staff and she maintained that this was sufficient reason to leave the date at 30 October 2021.

A sub-amendment moved by Trustee Lyra Evans,

THAT “staff develop and implement by 30 October 2021” be replaced with “staff develop and implement by 30 September 2021”

Defeated

CFO Carson reported that renovation work is being sequestered away from students and contractors would not necessarily meet that definition of regularly attending school premises in order to work directly in-person with either staff or students. He noted that the construction industry is encouraging all trades people to become fully vaccinated.

CFO Carson explained the necessity to review the applicability of third party childcare operators in the context of the proposed motion; however they are licensed under the Ministry of Education and are subject to the guidelines outlined in the immunization status disclosure policy.

Director Williams-Taylor emphasized that directives have come from the Chief Medical Officer of Health and the Ministry of Education on protocols for bus drivers. The Ottawa Student Transportation Authority (OSTA) is working with bus operators on compliance expectations.

Trustee Lyra Evans remarked that the trustee votes are not being recorded on YouTube and voting hands may not be evident in the gallery view. She recommended the use of a voice vote.. Trustee Schwartz requested that the matter be discussed in agenda planning.

Speaking to the amendment, Trustee Campbell maintained that motions that supersede Ministry directives or other guiding regulation are precarious. He has sought to limit the individuals in the bulleted list to those who are not regular attendees on school premises.

*An amendment moved by Trustee Campbell,*

*THAT staff develop and implement by 30 October 2021, for as long as Ontario's COVID-19 immunization disclosure policy for the education sector continues to apply, a COVID-19 mandatory vaccination protocol and strategy, of a nature similar to that directed by the Board for its employees at its meeting of 1 September 2021, which would broadly require mandatory COVID-19 vaccination, subject to such extraordinary individual exemptions as may be granted by authorized staff, for the following individuals regularly attending school premises in order to work directly in-person with either staff or students:*

- *students on educational placement, including professional services students on a placement / work-integrated learning visit,*
- *volunteers,*
- *those who provide professional services to children at school*
- *visitors, including third-party contractors*

#### *Carried*

Trustee Scott queried the difference between the directives contained in the motion and the expectation under the Ministry directive around vaccination and rapid testing.

Superintendent McCoy responded that in order to operationalize this directive, there would need to be an addition to the current disclosure requirements and assembly of a test station, asking non-employee groups to disclose their vaccination status and barring them from access to the premises unless they were able to attest that they were fully vaccinated and provide the appropriate proof of vaccination.

Trustee Scott expressed concern that the directive may compromise services to students. Superintendent McCoy noted that considerations would need to be extended to groups under the Ontario Human Rights Code (OHRC). The District is a service provider and has certain obligations as an organization. She highlighted that the motion does make reference to extraordinary individual exemptions, as may be granted by authorized staff, which provides for staff discretion to allow access under certain conditions, depending on the circumstances, depending on the hardship, either in terms of the impact on our students or staff or on those categories of individuals who are covered by this motion.

**Moved by** Trustee Lyra Evans

**THAT staff develop and implement by 30 October 2021, for as long as Ontario's COVID-19 immunization disclosure policy for the education sector continues to apply, a COVID-19 mandatory vaccination protocol and strategy, of a nature similar to that directed by the Board for its employees at its meeting of 1 September 2021, which would broadly require mandatory COVID-19 vaccination, subject to such extraordinary individual exemptions as may be granted by authorized staff, for the following individuals regularly attending school premises in order to work directly in-person with either staff or students:**

- **students on educational placement, including professional services students on a placement / work-integrated learning visit,**
- **volunteers,**

- those who provide professional services to children at school
- visitors, including third-party contractors

**Carried**

\* \* \* The 10:30 p.m. vote did obtain the required 2/3 majority to continue the meeting \* \* \*

8.5 Notice of Motion re Letter to the Ministry Advocating the Addition of COVID-19 Vaccination to List of Compulsory Vaccines (Trustee Campbell)

Moved by Trustee Campbell,

THAT the Chair write a public letter to the Minister of Education to advocate for an evaluation by provincial health authorities as to the wisdom of

- A. adding the COVID-19 vaccination to the list of compulsory vaccinations for all eligible students; and/or
- B. the provision of provincial direction to school boards requiring a COVID-19 vaccination disclosure policy for eligible students

Trustee Campbell noted that the motion would bring the District into alignment with the public statements and declarations of other school boards. He clarified that the list he was referring to was the ISPA list. He is suggesting that the Chair of the Board write a letter to the Minister of Education to ask provincial health authorities to evaluate whether the approved COVID-19 vaccinations should or should not be added to the list. His intent was to refer the question to competent medical authorities.

*An amendment moved by Trustee Lyra Evans,*

*THAT the “Minister of Education” be amended to “the Ministers of Education and Health”.*

*Carried, friendly*

Trustee Fisher noted that sound health advice comes from numerous sources, such as the Science Advisory Table, which is not a provincial health authority. He suggested adding the words " and experts" after provincial health authorities.

*A sub-amendment moved by Trustee Fisher,*

*That the words “and experts” be added after “provincial health authorities”.*

*Carried, friendly*

Trustee Scott requested that separate votes be taken for Parts A and B of the motion.

Trustee Scott raised concerns about the potential for stigmatizing students who are unvaccinated and the capacity to safeguard health information, which is not currently part of the District's regular data collection on students.

Trustee Campbell noted his concern about the vaccinations of students and for this reason, he did not propose that mandatory vaccinations be endorsed for students but has sought the considerations of health experts.

Student Trustee Salam-Alada requested a non-binding recorded vote.

In response to a request by Trustee Ellis, staff agreed to provide information on the procedure for recorded votes for both trustees and student trustees.

**Moved by Trustee Campbell**

**THAT the Chair write a public letter to the Ministers of Education and Health to advocate for an evaluation by provincial health authorities and experts as to the wisdom of**

**A. adding the COVID-19 vaccination to the list of compulsory vaccinations for all eligible students, and/or**

**Carried**

B. the provision of provincial direction to school boards requiring a COVID-19 vaccination disclosure policy for eligible students.

Defeated

A non-binding recorded vote was held on part A of the motion and the motion was carried unanimously by those present:

For: (13) Trustees Scott, Boothby, Blackburn, Hough, Campbell, Ellis, Jennekens, Lyra Evans, Fisher, Schwartz, Penny, Student Trustee Salam-Alada, Student Trustee Chen

Against: (0)

Abstain:(0)

A non-binding recorded vote was held for part B of the motion and the motion was defeated by those present:

For: (4) Boothby, Campbell, Ellis, Lyra Evans, Salam-Alada, Chen

Against: (7) Scott, Blackburn, Hough, Jennekens, Fisher, Schwartz, Penny

Abstain: (0)

In summary, the following motion was approved:

**Moved by** Trustee Campbell

**THAT the Chair write a public letter to the Ministers of Education and Health to advocate for an evaluation by provincial health authorities and experts as to the wisdom of adding the COVID-19 vaccination to the list of compulsory vaccinations for all eligible students.**

**Carried**

8.6 Notice of Motion re Empowering Young People to Take Action for Their Own Health (Trustee Lyra Evans)

Moved by Trustee Lyra Evans,

- A. THAT the Director work with Ottawa Public Health to create and deliver an education campaign to empower students to make informed medical decisions related to the COVID-19 vaccine; and
- B. THAT the Ottawa-Carleton District School Board work with Ottawa Public Health towards a goal of ensuring every eligible student has the opportunity to get fully vaccinated through a school-based clinic should they not already be vaccinated.

In her introduction Trustee Lyra Evans stated that it was important to teach young people about the efficacy of vaccines, their role in society and how herd immunity protects those who are immunocompromised, helping them to understand the existing case law in Ontario, ensuring that they understand their capabilities of making their own medical decisions when they feel competent and a medical practitioner feels they are competent to make those decisions themselves.

Trustee Lyra Evans noted that the District is considered an expert in education and an expert in helping people understand the material that is being taught. She suggested that a collaboration between the District and OPH to communicate their shared specialties, may assist in an education plan deliverable to the students.

Trustee Campbell noted that the motion was exclusively focused on students, as opposed to families, communities and staff. He commented that there was an opportunity to broaden the motion to include all aforementioned categories.

Executive Officer Giroux advised that the coterminous boards and OPH meet weekly, both as COVID-19 leads and communication professionals.

The two organizations share messaging and strategies on communication and weekly generate messaging strategies for the community at large, for parents, and, in particular, for students. She queried whether the motion proposes an expansion on the communications system currently in place.

Trustee Lyra Evans elaborated that it was her intent to ensure that every student had briefings in classrooms about the impacts of health decisions with targeted teaching towards the student population.

Associate Director Reynolds confirmed that all vaccination education programs are developed by OPH and he expressed a reservation that the motion may infringe on the work of OPH.

Executive Officer Giroux shared that the Ministry has provided an educational program video for implementation. At this time the District is determining the video rollout and how to track the completion of the program by employees.

Director Williams-Taylor expressed the opinion that the intent of the motion is that instruction that occurs in classrooms and is about not only the value of the vaccine, but their capacity, as students who are 12 and over to make the decision to access the vaccine and that instruction is guided by materials that are developed in partnership with OPH.

Director Williams-Taylor advised that the curriculum that is delivered in classrooms is guided by policy. She noted her concern about the District's capacity for educators to deliver material that is outside of the curriculum. Director Williams-Taylor cautioned that an education campaign about informed medical decisions would fall under the jurisdiction of health care professionals.

**Moved by Trustee Scott,**

**THAT the Committee of the Whole meeting of 14 September 2021 continue past 11:00 p.m. to complete the item on the floor.**

**Defeated**

## 9. Adjournment

The meeting adjourned at 11:06 p.m.

At the time of adjournment the following items had not been dealt with:

8.6 Notice of Motion re Empowering Young People to Take Action for Their Own Health (Trustee Lyra Evans)

8.7 Notice of Motion re Use of Health Canada Approved Respirators (Trustee Bell)

9. Report from Statutory and Other Committees

9.1 Advisory Committee on Equity, 27 May 2021

9.2 Special Education Advisory Committee, 2 June 2021

- 10. Information Items
- 10.1 Report from OPSBA
- 10.2 New Ministry Initiatives Update
- 10.3 OSTA Update

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Keith Penny, Chair



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**POLICY P.087.HR****TITLE: SELECTION OF SUPERVISORY OFFICERS****Date issued: 18 February 2005****Last Revised: 25 November 2014****Authorization: Board 25 November 2014**

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**1.0 OBJECTIVE**

To demonstrate the Board's commitment to providing exemplary leadership for the Ottawa-Carleton District School Board through the selection of supervisory officers.

**2.0 DEFINITIONS**

In this policy,

2.1 **Board** refers to the Board of Trustees of the Ottawa Carleton District School Board.

2.2 **District** refers to the Ottawa Carleton District School Board.

**3.0 POLICY**

3.1 The Board is committed to providing the District with vibrant and meaningful leadership and demonstrates this commitment through the selection of supervisory officers who have the skills, knowledge and values to create and promote a high performance organization and optimum conditions for student success.

3.2 The selection of supervisory officers shall be fair, equitable, and transparent, and shall incorporate clearly identified supervisory officer selection criteria that demonstrate proven leadership qualities, a commitment to excellence in public education, and a commitment to fulfilling the mission, goals, objectives and policies of the Board.

3.3 The Board shall establish an ad hoc Selection Committee whose mandate shall be to recommend the selection of supervisory officers. Membership shall include:

- a) three members of the Board:
  - i. The Chair or designate; and
  - ii. Two other trustees selected by the Board.



- b) and three members of senior staff:
  - i. The Director of Education; and
  - ii. Two others selected by the Director of Education.
- 3.4 Finalist candidates shall be required to provide professional references who can speak to their professional competencies, skills and personal attributes. References should be drawn from a variety of sources which might include supervisors, subordinates, peers, trustees, parents, and community members, as appropriate.
- 3.5 The Selection Committee will be responsible for submitting recommendations on appointments to supervisory officer positions to the Board for approval.

## **4.0 SPECIFIC DIRECTIVES**

- 4.1 The Director of Education shall issue such procedures as may be necessary to implement this policy.

## **5.0 REFERENCE DOCUMENTS**

*The Education Act*, 1998, PART XI s. 283 (2), 278, 279, 284, 285, 286  
*Ontario Regulation 309*, PART I Qualifications of Supervisory Officers  
*Municipal Freedom of Information and Protection of Privacy Act*  
*Ontario Human Rights Code*  
 Board Policy P.006.HR: Delegation of Authority – Human Resources  
 Board Procedure PR.641.HR: Selection of Supervisory Officers  
 Ottawa-Carleton District School Board Mission Statement



TO: Chair and Members  
of the Board

DATE: 14 SEPTEMBER 2021

## RE: AMENDMENT TO THE OTTAWA-CARLETON DISTRICT SCHOOL BOARD (OCDSB) BY-LAWS AND STANDING RULES, SECTION 12.5, ADJOURNMENT

Trustee Lyra Evans has given notice that she will move as follows at the Board meeting of 28 September 2021 in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

*Whereas* two weeks' notice in writing has been given to all Board members through the inclusion of this notice as part of the Board meeting agenda of 28 September 2021 and via electronic mail;

BE IT RESOLVED THAT

Section 12.5 of the Board's By-laws and Standing Rules be amended to reflect the following changes:

- A. "(a) At 10:30 p.m., the Chair shall interrupt any item under discussion to call a vote on whether to continue the meeting. The vote is subject to limited debate on whether to continue the meeting, which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless **a majority** of those Board members present for the vote cast a vote in favour of continuing the meeting.";
- B. "(b) At 11:00 p.m., the Chair shall interrupt any item under discussion for Board members to vote on whether to continue the meeting past 11:00 p.m. Board members will vote to continue the meeting, which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless **two-thirds** of those Board members present for the vote cast a vote in favour of continuing the meeting.";  
and
- C. "(c) At 12:00 a.m., the Chair shall interrupt any item under discussion for Board members to vote on whether to continue the meeting past 12:00 a.m. Board members will vote to continue the meeting, which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless

**there is unanimous consent from those Board members present to continue.”**

\*the items noted in bold have been amended/added as follows:

- in part (a) “two thirds” to “a majority”,
- in part (b) “unless there is unanimous consent from” to “two-thirds of”
- addition of a new section (c)”\*

Camille Williams-Taylor  
Director of Education and  
Secretary of the Board

Michèle Giroux  
Executive Officer  
Corporate Services

*Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board’s By-laws and Standing Rules.*



TO: Chair and Members  
of the Board

DATE: 14 SEPTEMBER 2021

**RE: AMENDMENT TO THE OTTAWA-CARLETON DISTRICT SCHOOL  
BOARD (OCDSB) BY-LAWS AND STANDING RULES, SECTION 12.5,  
ADJOURNMENT**

Trustee Rob Campbell has given notice that he will move as follows at the Board meeting of 28 September 2021 in keeping with section 13.1 of the Board's By-Laws and Standing Rules:

*Whereas* two weeks' notice in writing has been given to all Board members through the inclusion of this notice as part of the Board meeting agenda of 28 September 2021 and via electronic mail;

BE IT RESOLVED THAT

Section 12.5 of the Board's By-laws & Standing Rules be amended to reflect the following changes:

- A. **"(a) In the absence of an approved motion to continue debate past 10:30 p.m. by the majority required by this clause,** at 10:30 p.m., the Chair shall interrupt any item under discussion to call a vote on whether to continue the meeting. The vote is subject to limited debate on whether to continue the meeting, which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless a two-thirds of those Board members present for the vote cast a vote in favour of continuing the meeting."; and
- B. **"(b) In the absence of an approved motion to continue debate to a certain time by the majorities required by this clause,** at 11:00 p.m., **and at every half hour thereafter,** the Chair shall interrupt any item under discussion for Board members to vote on whether to continue the meeting **past that hour,** which may limit the continuation to the item under discussion, or may specify additional agenda items, or a time for adjournment. The meeting will adjourn unless **three-quarters** of those Board members present for the vote cast a vote in favour of continuing the meeting, **and where the number of those in favour must also constitute at least a simple majority of all Trustees elected or appointed.**"

\*the items noted in bold have been amended through addition as follows:

- in part (a) addition of “In the absence of an approved motion to continue debate past 10:30 p.m. by the majority required by this clause,”
- in part (b) addition of “In the absence of an approved motion to continue debate to a certain time by the majorities required by this clause,” “, and at every half hour thereafter,” “three-quarters”, and “and where the number of those in favour must also constitute at least a simple majority of all Trustees elected or appointed.”

Camille Williams-Taylor  
Director of Education and  
Secretary of the Board

Michèle Giroux  
Executive Officer  
Corporate Services

*Signatures on this Notice of Motion confirm that the Notice was submitted in accordance with Section 12.9 of the Board's By-laws and Standing Rules.*



**Board  
Report No. 21-070**

**28 September 2021**

## **Electoral Zone Boundary Review Update**

**Key Contact: Michele Giroux, Executive Officer, Corporate Services, 613-596-8287**

### **PURPOSE:**

1. To provide information on the progress and next steps in the comprehensive review of electoral zone boundaries in advance of the 2022 municipal election.

### **STRATEGIC LINKS:**

2. Conducting an electoral zone boundary review is consistent with the Culture of Social Responsibility objective of the 2019-2023 Strategic Plan by modelling responsible and ethical leadership and accountability. Decisions related to the composition and area of jurisdiction are a part of the Board's legislative requirements. Through analysis and revision to the zone structure, the Board will support effective governance practices and decision making by ensuring effective representation for its school populations and communities.

### **CONTEXT:**

3. Trustee Determination and Distribution  
The rules governing the number and distribution of trustee positions are found in section 58.1 of the *Education Act*, and in *Ontario Regulation 412/00 – Elections to and Representation on District School Boards*. Before each general election, the Board must determine the number of trustee positions on the board and distribute those positions across its area of jurisdiction. This process is known as trustee determination and distribution.

By 31 March 2022 the Board must complete a report on the determination and distribution of its members and, by 3 April 2022, submit the report to:

- the Ministry of Education;
- the Clerk of the City of Ottawa; and
- the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

#### 4. City of Ottawa Ward Boundary Review

The City of Ottawa (the City) recently completed a comprehensive review of its ward boundary configuration and has adopted a new ward structure that will be used for the next three municipal elections. The Ottawa-Carleton District School Board (OCDSB) must adjust its trustee zone boundaries to align with the City's 24 new wards.

A copy of the recommended boundaries final report is available on the City of Ottawa's website." On 27 January 2021, Council enacted [By-law No. 2021-3](#), entitled, "A by-law of the City of Ottawa to establish ward boundaries and Council composition."

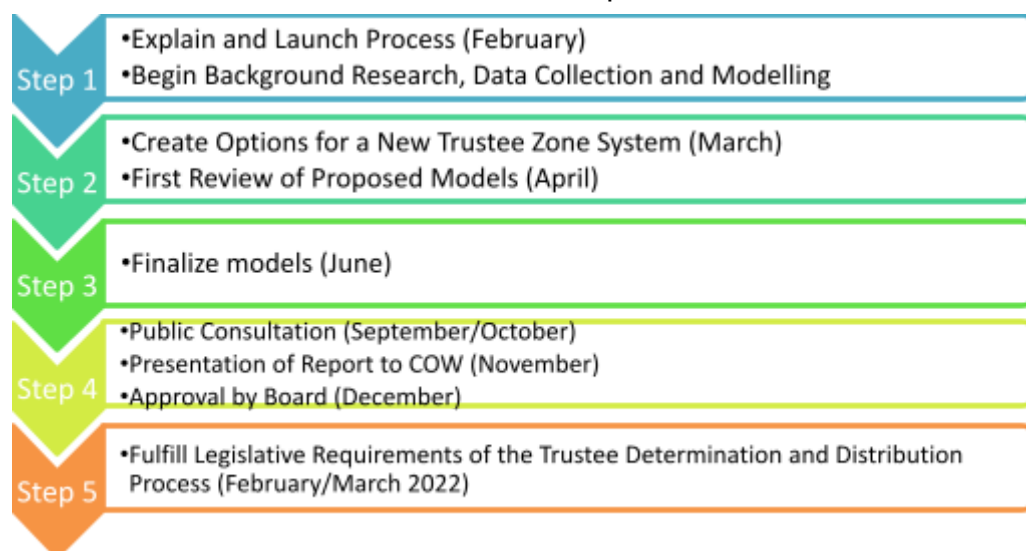
Following Council's approval of By-law No. 2021-3, there was a 45-day statutory period in which notices of appeal could be filed with the City setting out the objections to the by-law and the reasons in support of the objections. The appeal period ended on 15 March 2021. The City received two notices of appeal during the appeal period.

During its meeting on 14 April 2021, City Council approved a motion directing its Legal Services team to seek specific boundary modifications from the Local Planning Appeal Tribunal (LPAT) related to By-law No. 2021-3, as a potential settlement to the two ward boundary appeals.

The Ontario Land Tribunal considered the Ottawa ward boundary By-law in July 2021 and in a statement made on 2 September 2021 approved the changes modifying the By-law to include the specific ward boundary modifications approved by Council on 14 April 2021. The changes are minimal in terms of the impact on the data used in the preparation of the four models outlined in this report and currently available online. The changes would only be perceptible within the individual trustee maps. The shape files will be updated prior to the final report to the Committee of the Whole.

#### 5. Electoral Zone Boundary Review

At the Special Committee of the Whole meeting on 2 February 2021, the Board discussed Report 21-016, Electoral Zone Boundary Review. The report outlined the plan for the comprehensive review of electoral zone boundaries to align with the City of Ottawa's revised ward boundaries and provided a timeline for the work required leading up to the trustee determination and distribution process that must occur in early 2022.



## KEY CONSIDERATIONS:

### 6. Current Zone Boundaries

Currently, the OCDSB has 12 electoral zones. There are some large variations in electoral population and there are some geographic configurations which could be better aligned. The current zone boundaries do not align with the new ward boundaries and therefore need to be adjusted. The review presents an opportunity to address some of the traditional large variations in electoral population and some geographic issues which create variances in electoral representation by population. These are issues that may be remedied through this review.

The OCDSB has some flexibility in determining its zone boundaries in three areas: the weight it gives to elector parity; the capacity to represent (workload); and, important aspects of the education system, such as the number of schools and communities of interest.

Another element that must be considered with this work is longevity. The City anticipates the revised ward structure will be used for at least three municipal elections (2022, 2026 and 2030) and, perhaps, a fourth in 2034. The Board should also plan for the long term use of any revised model.

### 7. Number of Elected Trustees

The OCDSB has 12 elected trustees. The number of trustees is established by a formula outlined in *the Education Act* (section 58.1) and Ontario Regulation (O.Reg) 412/00. Based on the data currently available, the OCDSB cannot increase the number of trustees above 12. The Board may reduce the number of elected trustees below the number provided for in *the Education Act* and O. Reg. 412/00, but not below the minimum number of five members. This can be done only by a resolution of the Board. If a school board chooses to exercise this option, the resolution must be passed before 31 March of an election year.

### 8. Preliminary Models

After considering many possible variations, staff developed four electoral zone models, attached as Appendix A for discussion. These can be described as follows:

#### Model 1 – Modified Status Quo

This model reflects the existing electoral zone boundaries with minor modifications to meet the City's new ward structure. This option maintains 12 zones which closely resemble the current configuration. This option has several wide variances in both the electoral quotient (EQ) (from 1.31 to 0.63) and the number of schools per zone (16 to 7).

Issues to consider with the modified status quo include:

- Significant growth is projected in modified Zone 3, particularly in approved ward (AW) 9 due to the development in the Half Moon Bay and Barrhaven West areas, which will further increase the total EQ by the 2034 election;



- The population projections for modified Zones 4 and 5 are relatively stable with no planned growth; and
- The population of Modified Zone 10 will also increase significantly due to the anticipated infill condominium and public housing developments planned for Hintonburg, Lebreton and Kitchissippi.

### Model 2 – Urban Core

This model builds on the status quo with some changes to further reduce the variances in the EQ. This model presents the most balanced approach of the four and maintains some of the current ward pairings. Notable elements include:

- Bay ward remains independent with no major growth planned;
- Somerset-Kitchissippi continue to be paired but will see significant population increases by the 2034 election owing to the anticipated infill condominium and public housing developments planned for Hintonburg, Lebreton and Kitchissippi;
- Combines Orleans and Cumberland and accommodates the future growth planned for the Orleans area; and
- Combines College/Knoxdale/Merivale.

### Model 3 – Suburban Hubs

This model reflects the growth in different parts of the City and features changes to several traditional alignments, in particular:

- Kanata North is combined with West Carleton and can accommodate the planned future growth of the Kanata North ward;
- Kanata South is combined with the new Stittsville ward and can accommodate the planned future growth of Stittsville ward;
- There is a large rural ward at the south, combining Rideau-Goulbourn and Osgoode which has a lower electoral quotient, but long term growth potential;
- Bay ward is combined with Kitchissippi;
- Somerset is combined with Capital;
- College and Knoxdale Merivale are combined; and
- Riverside South/Findlay Creek is independent and relatively small, but significant growth is planned for this area.

### Model 4 – Rural Hub

This model changes several traditional alignments and creates a large rural hub by combining Rideau-Goulbourn, Osgoode and Cumberland. Other notable pairings include:

- Kanata South is combined with the new Stittsville ward;
- Bay ward is combined with Kitchissippi;
- Somerset is combined with Capital; and
- College and Knoxdale/Merivale are combined.

Each of the models and the related background details provided in Appendix A, help to illustrate the complexities associated with the trustee distribution and determination process.

All of the preliminary models are based on 12 trustees. Staff did develop a zone model with 11 trustees, however, in the absence of any discussion by the Board about a

reduction in the number of trustees, staff did not feel it was appropriate to include that in the posting for public consultation in June.

The Board has the authority to reduce the number of trustees and this could help to address some of the challenges with the EQ, there are a number of additional factors that would need to be examined should the Board wish to explore this approach. These include amendments to the OCDSB Bylaws and Standing Rules, voting, quorum, increases to trustee workload, and trustee honoraria.

## RESOURCE IMPLICATIONS:

9. The cost of conducting the review will be managed within existing departmental budgets.

## COMMUNICATION/CONSULTATION ISSUES:

10. In accordance with the timelines established in February 2021, staff shared the preliminary zone models with trustees and posted the models on the [consultation page](#) of the Board's website in July 2021 with an accompanying [District News story](#) to promote awareness. The materials were developed in a toolkit style to ensure that interested individuals would have access to the legislative requirements, the decision-making process, the criteria considered in developing zone boundaries, electoral population data and maps of the current and preliminary zone models. In addition, information was included in the first school council newsletter issued on 17 September 2021. The public has been invited to share their comments via email to [electoralzoneboundary@ocdsb.ca](mailto:electoralzoneboundary@ocdsb.ca). At the time of writing, staff has received feedback from one trustee.
11. Following the Board discussion on the preliminary models, staff will make any necessary modifications and proceed with additional opportunities for public feedback. These include:
  - **Printed Maps and Explanatory Webtext**  
Building on the information contained in the Electoral Zone Boundary Toolkit, a small number of printed toolkits, including maps will be generated and made available to individuals on request.
  - **Narrated Video Presentation of Preliminary Zone Models**  
The Toolkit will be enhanced to include a narrated video presentation about the process, the requirements and the maps. This model has been used with success by the Planning department in several of its recent reviews and allows for a presentation which can be observed on more than one occasion and at the user's preferred time and date. This will be added to the District Website and promoted in social media and in stakeholder communications.
  - **Direct Invitation for Feedback to Key Stakeholders**

To create awareness and invite feedback, key stakeholders including OCDSB advisory committees, OCASC, school councils, the Federations and community groups/members who are registered for updates on District communications will receive an email explaining the process, providing links to the Toolkit and the narrated video, and information about how to share feedback or get responses to questions. Staff will respond to individual questions and prepare a frequently asked questions (FAQs) area on the web page with responses to common questions received.

- **Virtual Town Hall Meeting**

A virtual town hall meeting will be scheduled for Tuesday, 2 November 2021. Any interested persons or groups will be able to watch the video and ask questions of staff. The town hall will use the narrated video presentation and toolkit resources for background. Participants can register in advance and/or ask questions via the chat or voice.

## 12. Next Steps

This method of feedback offers an extended period for input, increased opportunities for engagement and allows staff to consider input and ideas as we move through the process. A summary of the feedback will be developed for trustees and will inform any recommendations in the final report which will be presented to the Committee of the Whole in December 2021.

## QUESTIONS FOR DISCUSSION:

1. Is there a preferred model which best balances electoral representation and geography?
2. Are there variations or modifications to these models which might enhance representation?
3. Is there sufficient interest on the Board to warrant examining models with a reduced number of trustee positions?

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Michele Giroux  
Executive Officer, Corporate Services

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Camille Williams-Taylor  
Director of Education and  
Secretary of the Board

## APPENDICES

Appendix A – Preliminary Electoral Zone Models

## Preliminary Model 1 – Modified Status Quo

This model reflects the existing electoral zone boundaries with minor modifications to meet the City's new ward structure. This option maintains 12 zones which closely resemble the current configuration. This option has several wide variances in both the EQ (from 1.31 to 0.63) and the number of schools per zone (16 to 7).

Issues to consider with the modified status quo include:

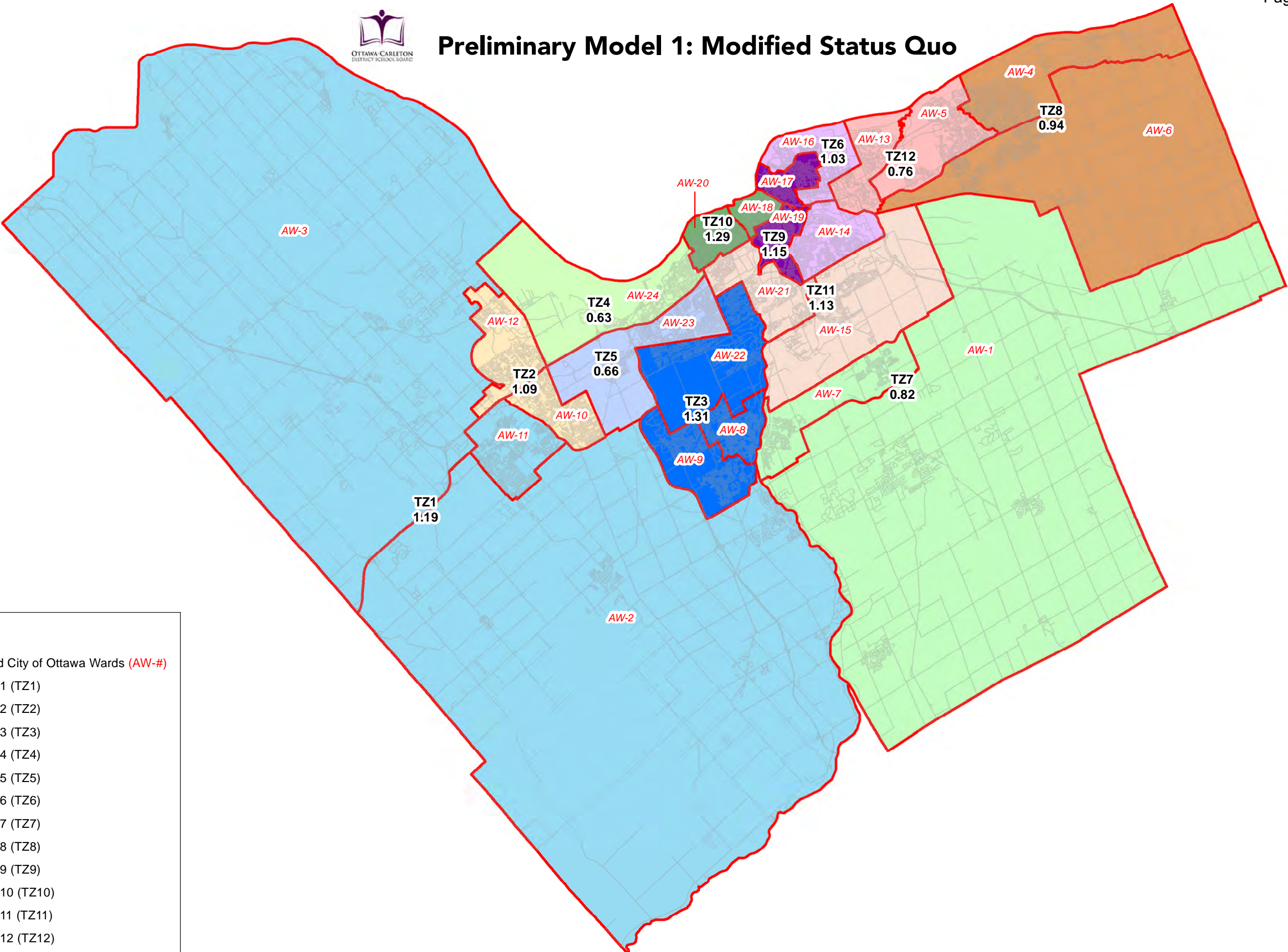
- Significant growth is projected in modified Zone 3, particularly in approved ward (AW) 9 due to the development in the Half Moon Bay and Barrhaven West areas, which will further increase the total EQ by the 2034 election;
- The population projections for modified Zones 4 and 5 are relatively stable with no planned growth; and
- The population of Modified Zone 10 will also increase significantly due to the anticipated infill condominium and public housing developments planned for Hintonburg, Lebreton and Kitchissippi.

Zone	Approved Ward #	Forecast Population for Election Year 2022	Total Schools	PEG Update (March 2021)	Electoral Quotient (EQ)
1	AW 2, 3, 11	99,310	11	60,457	1.19
2	AW 10, 12	102,660	15	55,274	1.09
3	AW 8, 9, 22	142,760	16	66,383	1.31
4	AW 24	55,590	8	32,250	0.63
5	AW 23	53,520	8	33,484	0.66
6	AW 14, 16	89,170	16	52,252	1.03
7	AW 1, 7	67,800	7	41,690	0.82
8	AW 4, 6	98,370	8	47,600	0.94
9	AW 17, 19	90,920	8	58,386	1.15
10	AW 18, 20	90,930	16	65,373	1.29
11	AW 15, 21	99,970	12	57,543	1.13
12	AW 5, 13	89,120	15	38,856	0.76
<b>TOTAL</b>		<b>1,080,120</b>	<b>140</b>	<b>609,548</b>	<b>12</b>





# Preliminary Model 1: Modified Status Quo



**Legend**

New Approved City of Ottawa Wards (AW-#)

Trustee Zone 1 (TZ1)

Trustee Zone 2 (TZ2)

Trustee Zone 3 (TZ3)

Trustee Zone 4 (TZ4)

Trustee Zone 5 (TZ5)

Trustee Zone 6 (TZ6)

Trustee Zone 7 (TZ7)

Trustee Zone 8 (TZ8)

Trustee Zone 9 (TZ9)

Trustee Zone 10 (TZ10)

Trustee Zone 11 (TZ11)

Trustee Zone 12 (TZ12)

## Preliminary Model 2 – Urban Core

This model builds on the status quo with some changes to further reduce the variances in the EQ. This model presents the most balanced approach of the four and maintains some of the current ward pairings. Notable elements include:

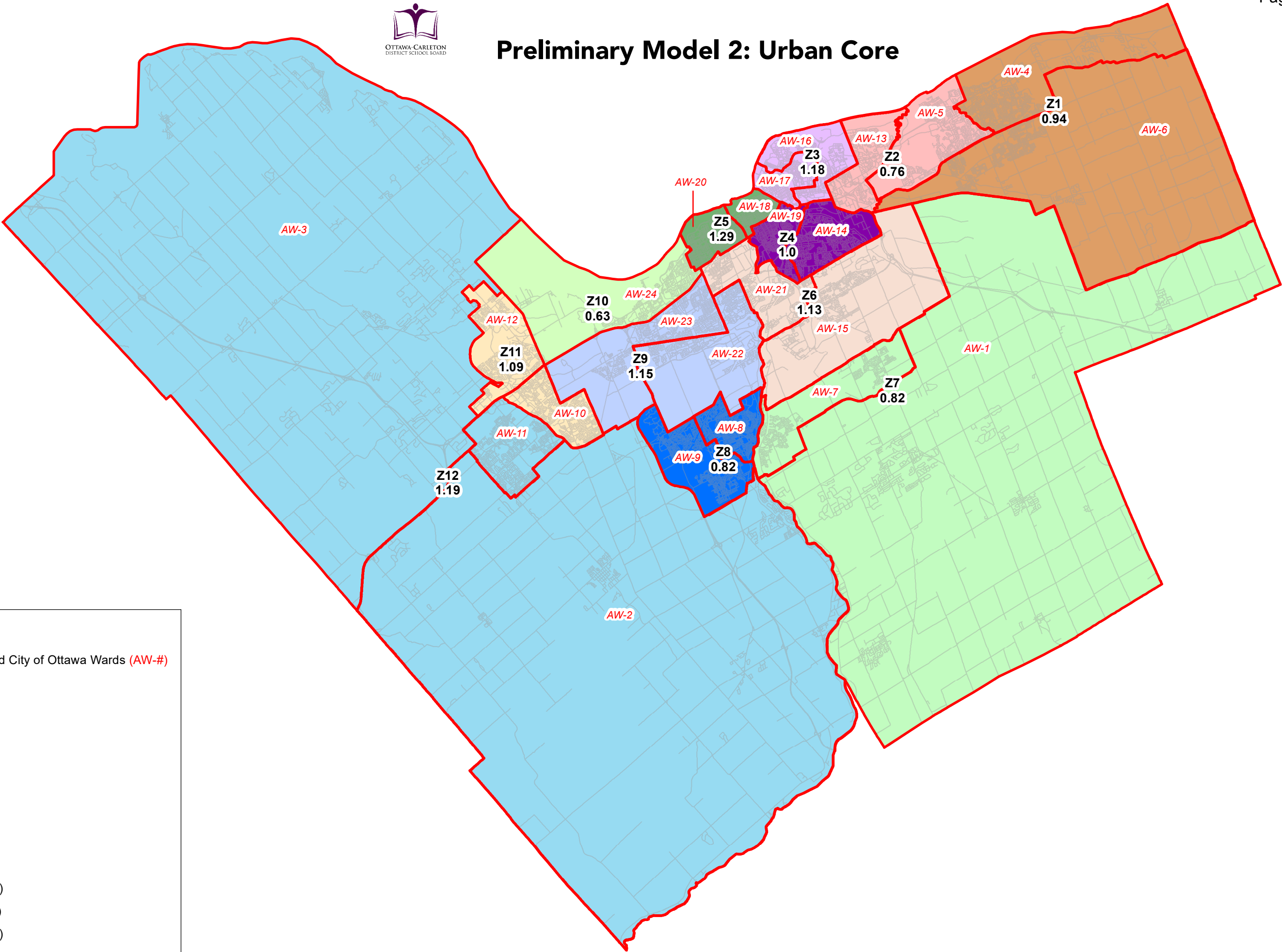
- Bay ward remains independent with no major growth planned;
- Somerset-Kitchissippi continue to be paired but will see significant population increases by the 2034 election owing to the anticipated infill condominium and public housing developments planned for Hintonburg, Lebreton and Kitchissippi;
- Combines Orleans and Cumberland and accommodates the future growth planned for the Orleans area; and
- Combines College/Knoxdale/Merivale.

Zone Area	Approved Ward #	Forecast Population for Election Year 2022	Total Schools	PEG Update (March 2021)	Electoral Quotient (EQ)
Orleans/Cumberland	AW 4, 6	98,370	8	47,600	0.94
Gloucester North	AW 5, 13	89,120	15	38,856	0.76
Rideau/Vanier/Rockcliffe	AW 16, 17	90,050	8	54,031	1.07
Capital/Alta-Vista	AW 14, 19	90,040	16	56,607	1.11
Kitchissippi-Somerset	AW 18, 20	90,930	16	65,373	1.29
River/Gloucester	AW 15, 21	99,970	12	57,543	1.13
Riverside South/Osgoode	AW 1, 7	67,800	7	41,690	0.82
Barrhaven	AW 8, 9	99,820	11	41,684	0.82
College/Knoxdale/Merivale	AW 22, 23	96,460	13	58,183	1.15
Bay	AW 24	55,590	8	32,250	0.63
Kanata	AW 10, 12	102,660	15	55,274	1.09
Stittsville/Goulbourn, West Carleton	AW 2, 3, 11	99,310	11	60,457	1.19
<b>TOTAL</b>		<b>1,080,120.00</b>	<b>140</b>	<b>609,548</b>	<b>12</b>





# Preliminary Model 2: Urban Core



**Legend**

- New Approved City of Ottawa Wards (AW-#)
- Zone1 (Z1)
- Zone 2 (Z2)
- Zone 3 (Z3)
- Zone 4 (Z4)
- Zone 5 (Z5)
- Zone 6 (Z6)
- Zone 7 (Z7)
- Zone 8 (Z8)
- Zone 9 (Z9)
- Zone 10 (Z10)
- Zone 11 (Z11)
- Zone 12 (Z12)

## Preliminary Model 3 – Suburban Hubs

This model reflects the growth in different parts of the City and features changes to several traditional alignments, in particular:

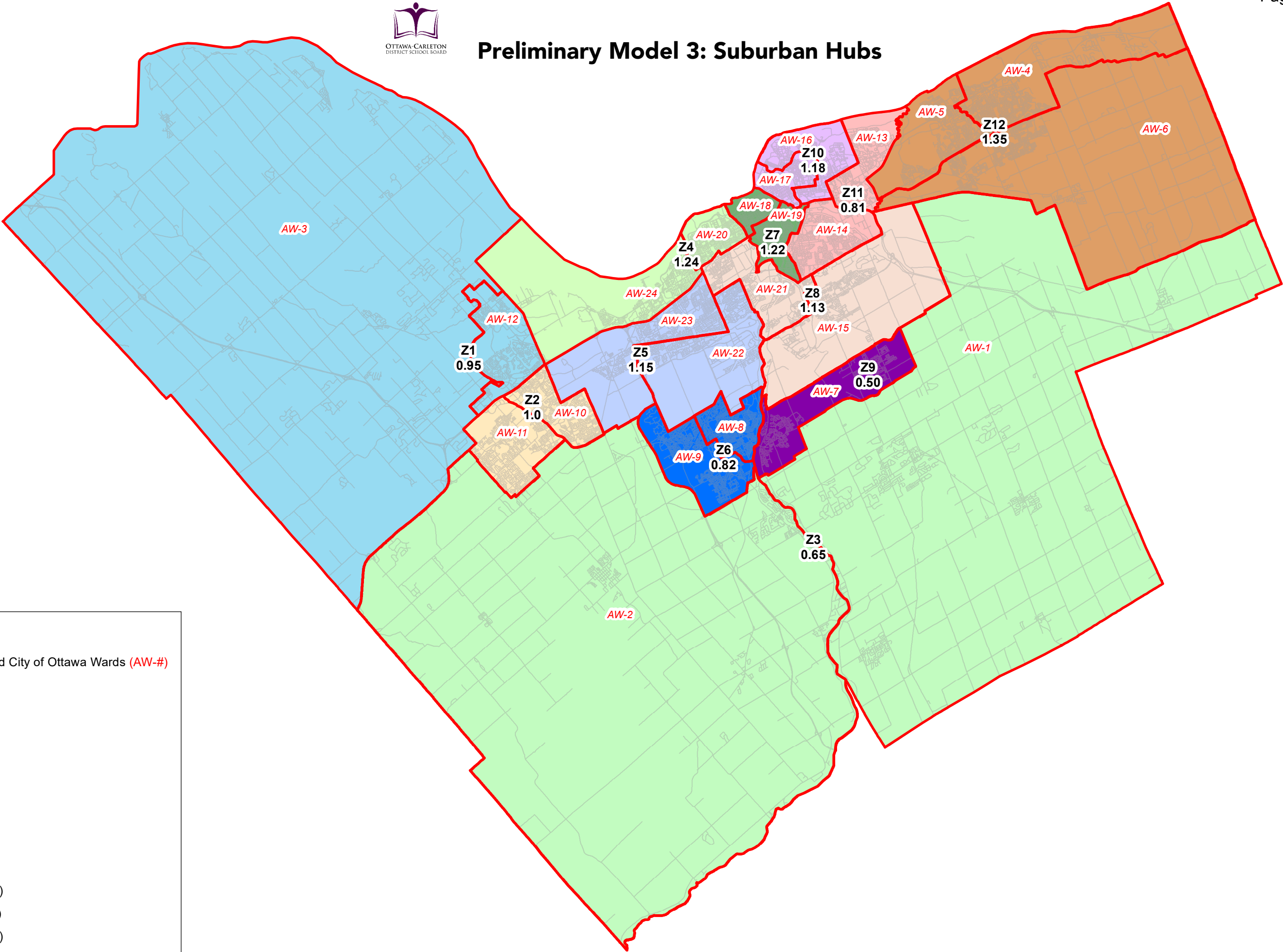
- Kanata North is combined with West Carleton and can accommodate the planned future growth of the Kanata North ward;
- Kanata South is combined with the new Stittsville ward and can accommodate the planned future growth of Stittsville ward;
- There is a large rural ward at the south, combining Rideau-Goulbourn and Osgoode which has a lower electoral quotient, but long term growth potential;
- Bay ward is combined with Kitchissippi;
- Somerset is combined with Capital;
- College and Knoxdale Merivale are combined; and
- Riverside South/Findlay Creek is independent and relatively small, but significant growth is planned for this area.

Zone Area	Approved Ward #	Forecast Population for Election Year 2022	Total Schools	PEG Update (March 2021)	Electoral Quotient (EQ)
West Carleton/N.Kanata	AW 3, 12	76,610	10	47,971	0.95
S.Kanata/Stittsville	AW 10, 11	95,950	12	51,027	1.0
Osgoode/South Carleton	AW 1, 2	60,950	9	33,002	0.65
Bay/Kitchissippi	AW 20, 24	97,920	16	63,103	1.24
College/Knoxdale/Merivale	AW 22, 23	96,460	13	58,183	1.15
Barrhaven/Chapman Mills/Half Moon	AW 8, 9	99,820	11	41,684	0.82
Riverside South/Findlay Creek	AW 7	36,260	2	25,421	0.50
Alta Vista/Blair	AW 13, 14	85,280	17	46,893	0.81
Ottawa/Vanier/ Rockcliffe	AW 16, 17	90,050	8	54,031	1.07
River/Gloucester	AW 15, 21	99,970	12	57,543	1.13
Somerset/Capital	AW 18, 19	90,700	13	62,035	1.22
Innes/Orleans/Cumberland	AW 4, 5, 6	150,150	17	68,655	1.35
<b>TOTAL</b>		<b>1,080,120.00</b>	<b>140</b>	<b>609,548</b>	<b>12</b>





# Preliminary Model 3: Suburban Hubs



## Legend

- New Approved City of Ottawa Wards (AW-#)
- Zone 1 (Z1)
- Zone 2 (Z2)
- Zone 3 (Z3)
- Zone 4 (Z4)
- Zone 5 (Z5)
- Zone 6 (Z6)
- Zone 7 (Z7)
- Zone 8 (Z8)
- Zone 9 (Z9)
- Zone 10 (Z10)
- Zone 11 (Z11)
- Zone 12 (Z12)

## Preliminary Model 4 – Rural Hub

This model changes several traditional alignments and creates a large rural hub by combining Osgoode/Rideau-Goulbourn/Cumberland. Other notable pairings include:

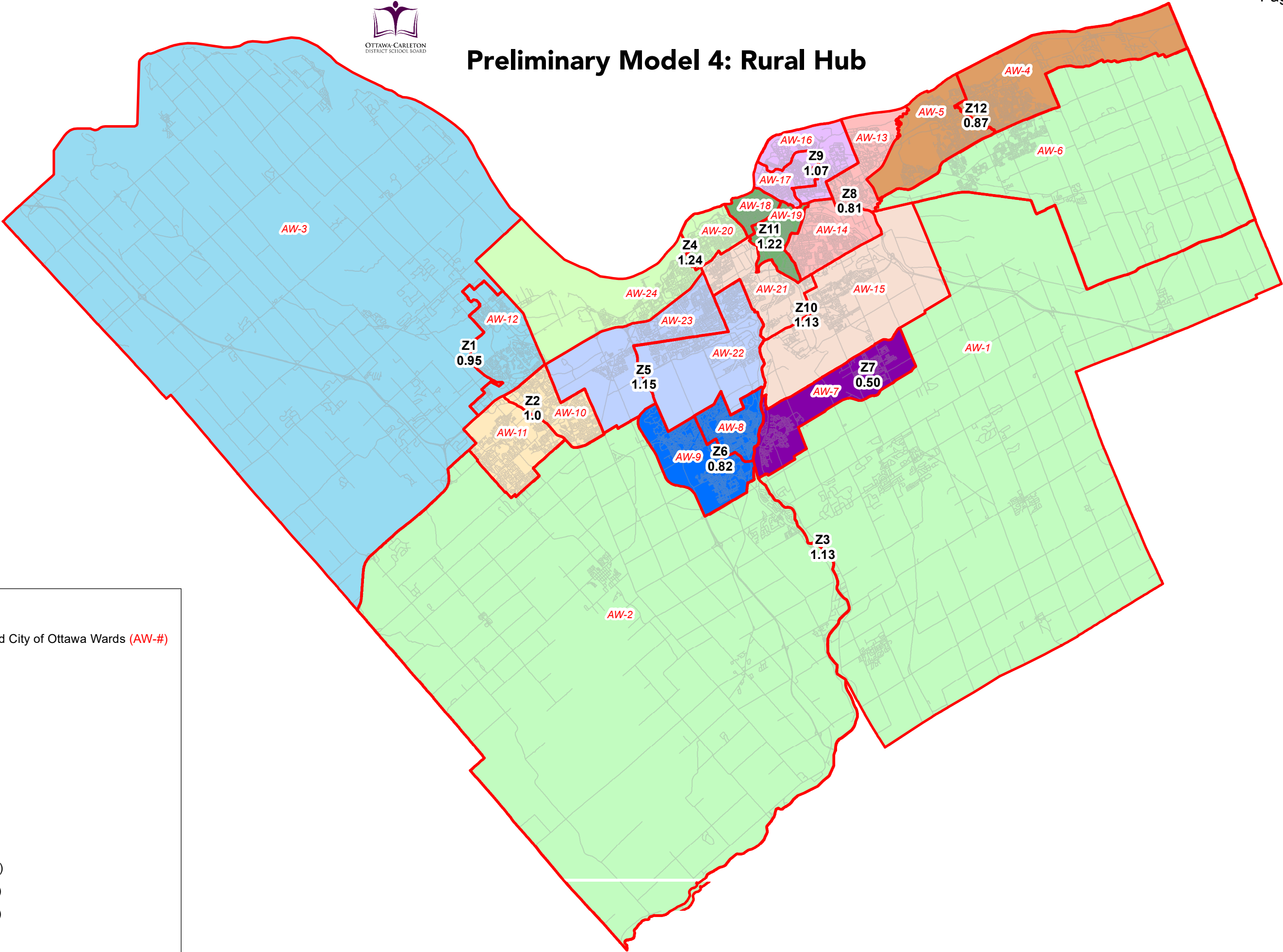
- Kanata South is combined with the new Stittsville ward;

- Bay ward is combined with Kitchissippi;
- Somerset is combined with Capital; and
- College and Knoxdale/Merivale are combined.

Zone Area	Approved Ward #	Forecast Population for Election Year 2022	Total Schools	PEG Update (March 2021)	Electoral Quotient (EQ)
N.Kanata/West Carleton	AW 3, 12	76,610	10	47,971	0.95
S.Kanata/Stittsville	AW 10, 11	95,950	12	51,027	1.0
Osgoode/South Carleton/Cumberland	AW 1, 2, 6	111,910	12	57,259	1.13
Bay/Kitchissippi	AW 20, 24	97,920	16	63,103	1.24
College/Knoxdale/Merivale	AW 22, 23	96,460	13	58,183	1.15
Barrhaven/Chapman Mills/Half Moon	AW 8, 9	99,820	11	41,684	0.82
Riverside South/Findlay Creek	AW 7	36,260	2	25,421	0.50
Alta Vista/Blair	AW 13,14	85,280	17	46,893	0.81
Ottawa/Vanier/ Rockcliffe	AW 16,17	90,050	8	54,031	1.07
River/Gloucester	AW 15, 21	99,970	12	57,543	1.13
Somerset/Capital	AW 18, 19	90,700	13	62,035	1.22
Innes/Orleans	AW 4,5	99,190	14	44,398	0.87
<b>TOTAL</b>		<b>1,080,120.00</b>	<b>140</b>	<b>609,548</b>	<b>12</b>



# Preliminary Model 4: Rural Hub



## Legend

- New Approved City of Ottawa Wards (AW-#)
- Zone 1 (Z1)
- Zone 2 (Z2)
- Zone 3 (Z3)
- Zone 4 (Z4)
- Zone 5 (Z5)
- Zone 6 (Z6)
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- Zone 9 (Z9)
- Zone 10 (Z10)
- Zone 11 (Z11)
- Zone 12 (Z12)

Revised: 17 September 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"><li>• Consultation with stakeholders</li><li>• Regular status updates and monitoring progress</li><li>• Review draft policy</li><li>• Board approval of revised policy</li></ul>	September 2020 June 2021	complete complete
Human Rights Policy	<ul style="list-style-type: none"><li>• Consultation with stakeholders</li><li>• Review draft policy</li><li>• Board approval of new policy</li></ul>	December 2020 January 2022	complete
Cyclical Policy Review Process	<ul style="list-style-type: none"><li>• Create a list of policies and a schedule for review</li></ul>	October 2021	underway



Ottawa-Carleton District School Board  
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	2021-2022		
<b>Culture of Social Responsibility</b> 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"> <li>• Discussion at Committee of the Whole</li> <li>• Approval of additional resources for Indigenous students</li> </ul>	October 2020	<b>ongoing</b>
Applying Identity Based Data <ul style="list-style-type: none"> <li>• Student Suspensions and Expulsions</li> <li>• Credit Accumulation</li> <li>• Achievement and Streaming</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions at Committee of the Whole with emphasis on influencing policies, procedures, resources and programs based on the data.</li> </ul>	November 2020 February 2021 October 2021	<b>complete</b> <b>complete</b>
Learning Support Services Operational Review	<ul style="list-style-type: none"> <li>• Resume focus group sessions with stakeholders</li> <li>• Discussions at SEAC and Committee of the Whole</li> <li>• Board approval and next steps</li> </ul>	April 2021	
Safe Schools Policy Review	<ul style="list-style-type: none"> <li>• Consultation with community</li> <li>• Board approval of revised policy</li> </ul>	November 2020 October 2021	<b>complete</b>
Advisory Committee Review	<ul style="list-style-type: none"> <li>• Consultation with Advisory Committee Chairs and stakeholders</li> <li>• Review and update policies as required</li> </ul>		<b>TDB</b>
<b>Fiduciary</b> We will be accountable to the Province of Ontario and our community and demonstrate leadership by ensuring effective stewardship of the board's resources			
Approval of Audited Financial Statements	<ul style="list-style-type: none"> <li>• Audit Committee approval</li> <li>• Board approval</li> </ul>	November 2020	<b>complete</b>
2019-2023 Strategic Plan Update	Regular status updates and monitoring of strategic plan	November 2021	<b>underway</b>
Board Work Plan	<ul style="list-style-type: none"> <li>• Prepare draft plan</li> <li>• Board approval</li> <li>• Regular status updates and monitoring</li> </ul>	November 2020 Monthly Monitoring	<b>ongoing</b>
Director's Performance Evaluation/Planning	<ul style="list-style-type: none"> <li>• Ad Hoc Committee meeting (April 2021) to review job description and determine process</li> <li>• Ad Hoc Committee meeting (June 2021) to review comprehensive Director evaluation questionnaire</li> </ul>	April 2021 June 2021	<b>underway</b>

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	<ul style="list-style-type: none"> <li>• Conduct Comprehensive Director Evaluation</li> <li>• Board Approval</li> </ul>	June-September 2021 November 2021	
Approval of 2021-2022 Budget	<ul style="list-style-type: none"> <li>• Set budget meeting schedule</li> <li>• Board approval</li> </ul>	February 2021 May 2021 June 2021	<b>complete</b>
Academic Staffing Approval	Committee of the Whole and Board discussions Board approval	March 2021	<b>complete</b>
Electoral Zone Boundary Review	<ul style="list-style-type: none"> <li>• Initiate review and research options</li> <li>• Community consultation</li> <li>• Board approval</li> </ul>	January 2021 November 2021 February 2022	<b>underway</b>
Monitor the 2020-2021 Budget with consideration of COVID-19 impacts	Regular status updates and monitoring	ongoing	<b>ongoing</b>
Appoint an Integrity Commissioner	<ul style="list-style-type: none"> <li>• Amend and re-issue Request for Proposal (RFP)</li> <li>• Evaluate and select proponents</li> </ul>	April 2021	<b>complete</b>
Board Comprehensive Evaluation	<ul style="list-style-type: none"> <li>• Ad Hoc Committee meeting to determine process</li> <li>• Prepare and distribute survey</li> <li>• Evaluate results and use to inform 2021-2022 Plan</li> </ul>	April 2021 September 2021	<b>postponed</b>
Succession Planning	Regular in-camera updates	May 2021	<b>ongoing</b>