



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



NOTICE OF MEETING
Special Education Advisory Committee
Wednesday, 13 February 2019
Trustees' Committee Room
7:00 pm

COMMITTEE MEMBERS

Trustee Members:

Christine Boothby
Trustee, Zone 2

Rob Campbell
Trustee, Zone 5

Lyra Evans
Trustee, Zone 9

Member Association Representatives:

Association for Bright Children of Ontario,
Cathy Miedema, Member; Dragos Popa, Alternate

Down Syndrome Association,
Mark Wylie, Member;

Ontario Association for Families of Children with
Communication Disorders,
Ian Morris, Member; Sean Popal, Alternate

Easter Seals Ontario,
(Vacant)

Autism Ontario, Ottawa Chapter,
Katie Ralph, Member; Samantha Banning, Alternate

Learning Disabilities Association of Ottawa-Carleton,
Linda Barbetta, Member; Andrea Nelson, Alternate

Ottawa-Carleton Assembly of School Councils,
Donna Owen, Member; Safina Dewshi, Alternate

VOICE for deaf and hard of hearing children,
Jim Harris, Member; Terry Warner, Alternate

Community Representatives:

Rob Kirwan

Susan Cowin

Sonia Nadon-Campbell

ASSOCIATION REPRESENTATIVES (NON-VOTING):

Ottawa-Carleton Elementary Teachers' Federation,
Susan Gardner, Member; Wulf Heidecker, Alternate

Professional Student Services Personnel,
Nancy McLaren Kennedy, Member; Connie Allen,
Alternate

Ontario Secondary School Teachers' Federation,
Jean Trant (SSP), Member
Catherine Houlden (Teachers)
Kelly Granum (Occasional Teachers), Alternate

Council for Exceptional Children,
Vacant

Ottawa-Carleton Elementary Operations
Committee, Nancy Dlouhy

Ottawa-Carleton Secondary School Administrators'
Network, Kimberly Elmer, Member

Student Senate, Anna Dahlgren

STAFF:

Peter Symmonds, Superintendent of Learning Support Services

DISTRIBUTION:

All Board Members

Senior Administration

Auditor

ABOUT SPECIAL EDUCATION ADVISORY COMMITTEE:

- The Special Education Advisory Committee shall:
 - (a) make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of Special Education programs and services for exceptional pupils of the Board;
 - (b) participate in the Board's annual review of its Special Education Plan;
 - (c) participate in the Board's annual budget process as it relates to Special Education; and
 - (d) review the Board's financial statements related to Special Education.
- The Special Education Advisory Committee shall normally report to the Board through the Education Committee.
- The Special Education Advisory Committee usually meets on Wednesday evenings each month during the school year at 7:00 p.m. You may confirm dates and start times on the Board's web site.

SPECIAL EDUCATION ADVISORY COMMITTEE WEBSITE:

- You can find more information about the Special Education Advisory Committee, including SEAC newsletters, the SEAC handbook, IEP information, upcoming events, and useful resources on the SEAC page of the OCDSB website: <http://ocdsb.ca>

ABOUT THE SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA:

- The Ottawa-Carleton District School Board posts complete standing committee and Special Education Advisory Committee agendas and reports on the website on the Friday, at least ten days prior to the scheduling of the meeting.
- The draft agenda for Board meetings is posted on the web at least six business days prior to the respective meeting with the final agenda and related reports being posted on the Friday prior to the scheduled meeting.
- In most instances, staff names have been included on the agenda for contact purposes should you have any questions prior to the meeting.
- If you would like further information on this Agenda or how the Committee meeting works, please contact Nicole Guthrie, Committee Coordinator at (613) 596-8211, ext. 8643, or nicole.guthrie@ocdsb.ca

HOW TO APPEAR AS A DELEGATION:

- The following rules apply to members of the public who would like to address the Committee at a public meeting:
 - If registered by the Thursday prior to the meeting, providing a written submission, and a first appearance on the subject, (up to a 4 minute delegation); or
 - If registering prior to the start of the meeting using the sign-up sheet (up to a 2 minute delegation).
- To pre-register your delegation, you must submit a written statement to Nicole Guthrie on your issue by 4:00 pm on the Thursday prior to the release of the agenda package. Your written statement will be included in the agenda package. If you would like to pre-register, please contact Nicole Guthrie, Committee Coordinator, 613-596-8211 ext. 8643 or nicole.guthrie@ocdsb.ca
- At the beginning of each Committee meeting, a maximum of 20 minutes will be allotted for delegations.



SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, February 13, 2019, 7:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

		Pages
1.	Call to Order	5 mins
2.	Approval of the Agenda	
3.	Delegations	
4.	Member Information	
4.1	OAFCCD Presentation	20 mins
5.	Department Update	20 mins
5.1	Special Education Plan (Standards)	
a.	Early Identification Procedures and Intervention Strategies	1
6.	Review of Special Education Advisory Committee Reports	10 mins
6.1	5 December 2018	9
6.2	16 January 2019	25
6.3	Review of Long Range Agenda	37
6.4	Motion/Action Tracking Report, Business Arising	39
7.	Action/Discussion/Information Items	
7.1	Memo 19-025, Learning Support Services Operational Review of the Process for Identification, Needs Assessment and Placement	60 mins 41
8.	Committee Reports	5 mins
8.1	Advisory Committee on Equity	

8.2 Parent Involvement Committee

8.3 Board

8.4 Committee of the Whole

9. New Business

10. Adjournment

Early Identification Procedures and Intervention Strategies

Purpose of the Standard

To provide details of the Board's early identification procedures and intervention strategies to the Ministry and to the public

These procedures are a part of a continuous assessment and program planning process, which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following kindergarten, and should continue throughout the child's school life. Districts are therefore expected to provide a range of programs to assist students in meeting the curriculum expectations. These programs should include early identification of learning needs, appropriate teaching strategies, ongoing assessment, and communication with parent(s)/guardian(s) and students. ([Policy & Program Memorandum No.11.](#))

The OCDSB makes every effort to review the needs of all students as early as possible. Early and ongoing tiered intervention is recognized as contributing to the well-being of all children and their ability to reach their potential. Parent(s)/guardian(s) are an integral part of the process. It is the belief of the OCDSB that continuous assessment and planning should exist for students throughout the education process. Learning abilities and needs are identified as early as possible. Programming is designed to support the student's needs and to help the student achieve to their fullest potential.

Parent(s)/guardian(s) are encouraged to be involved in the education of their children from the beginning of the education process. They have a wealth of knowledge and valuable information that can assist in the education of their child. At kindergarten intake, parent(s)/guardian(s) have the opportunity to share with the teacher information regarding their child's areas of strengths, areas of needs and any relevant medical or other information.

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

Procedures and Practices

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

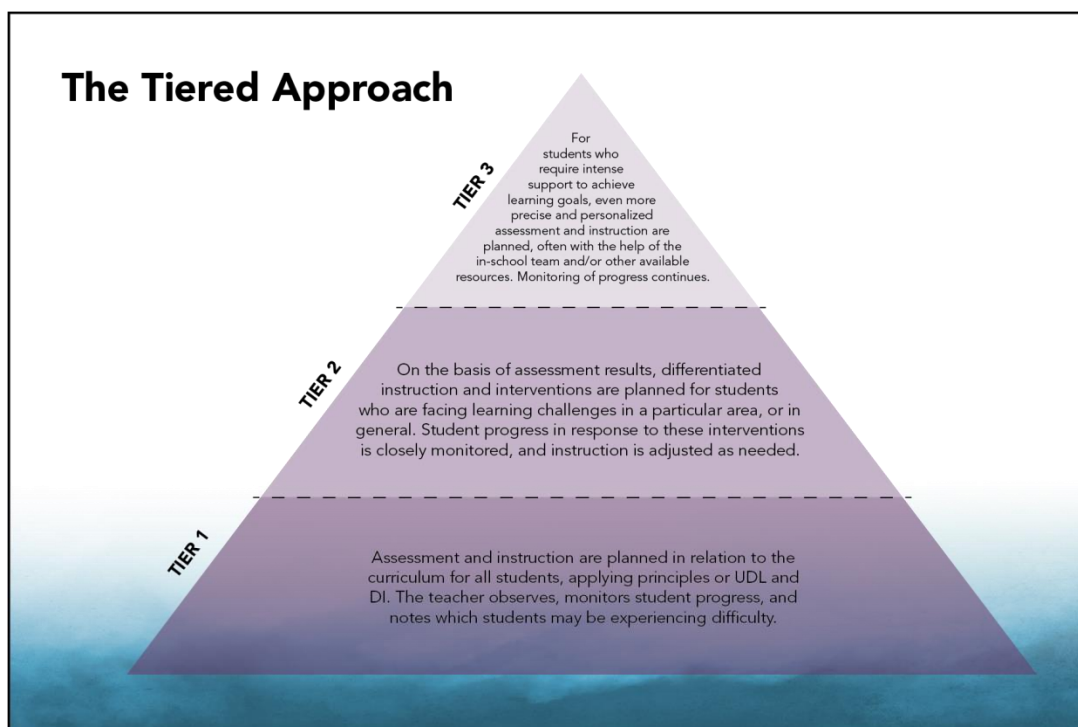


- ongoing assessments (observation checklists, inventories, portfolios, conferences, in-depth anecdotal records, formal/informal assessments)
- OSR – Communication of Learning, report card, previous testing, Kindergarten Intake Form

A Tiered Approach for Early Identification and Intervention

Assessment/Consultation/Intervention

The tiered approach is an extremely effective approach to assessment and intervention which sequentially increases the intensity of instructional interventions (Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013). It is a model that promotes and facilitates the early identification of students' learning abilities and needs.



Supports within Tier 1 – The Foundation

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



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

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

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

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

Final Notes

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

Early Learning Team

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



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

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

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

Reaching In... Reaching Out (RIRO)

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

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

ASD/DD Intake

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



Partnerships

Connections

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

Ontario Special Needs Strategy

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

The Special Needs Strategy seeks to:

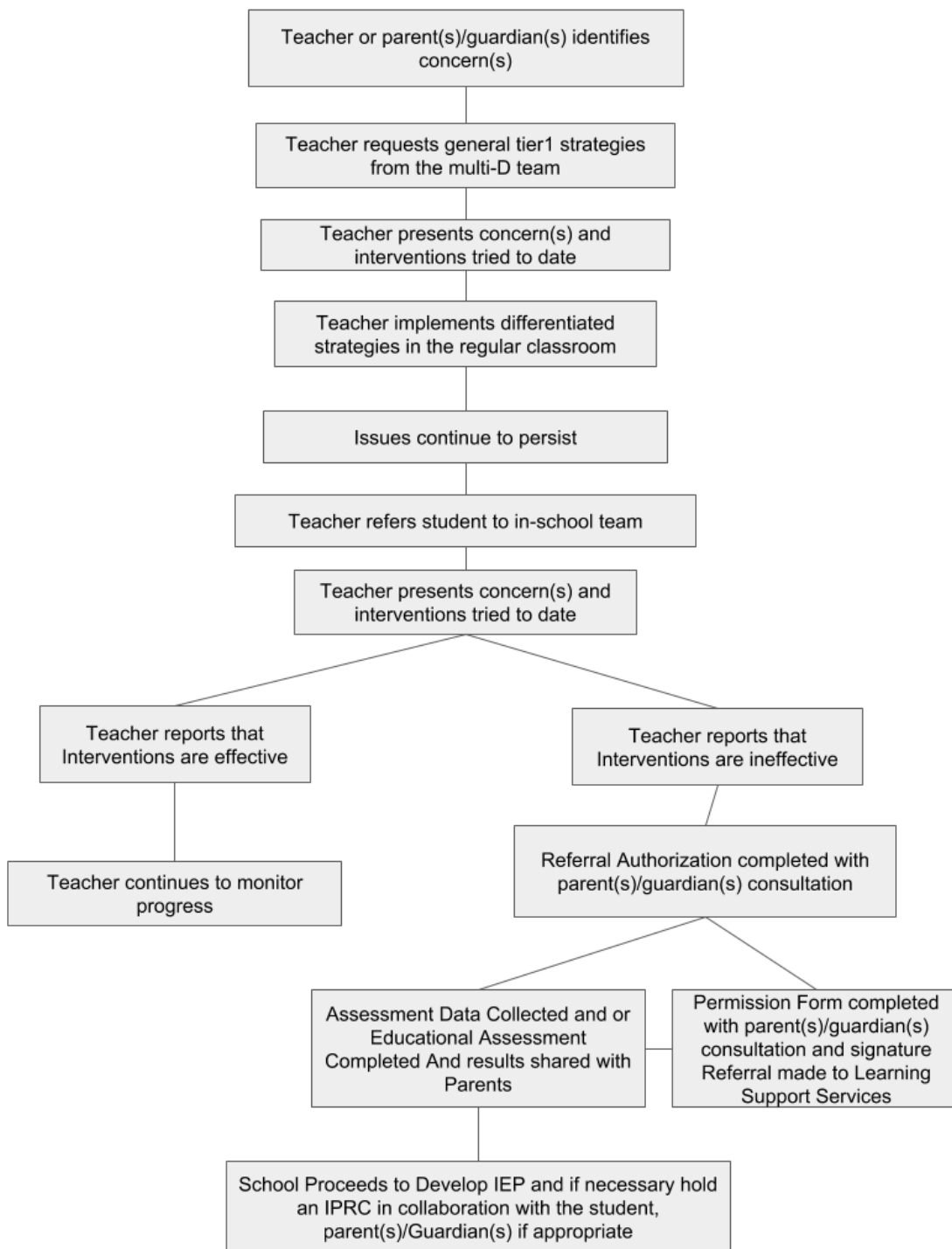
- put in place coordinated child- and family-centered service planning for children and youth with multiple and/or complex needs through Coordinated Service Planning (CSP); and
- develop local implementation plans for an integrated approach to the delivery of child and youth rehabilitation services (speech-language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

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

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



Tiered Intervention Overview





Release/Exchange of Information Authorization

School Year 2017/2018

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

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

To/From:

To/From:

Attention:

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

for the purpose of

Witness Signature

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

Date

Relationship

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

OCDSB371 Special Education/Learning Support Services: 20112012

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





Consent for Student Intervention

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

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

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

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

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

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

Date Principal

Date Special Education/Learning Support Services Department Consultant

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

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

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

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

OCDSB371 Special Education/Learning Support Services: 20112012

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





SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, December 5, 2018, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

Members: Rob Kirwan (Community Representative), Christine Boothby (Trustee), Rob Campbell (Trustee), Cathy Miedema (Association for Bright Children of Ontario), Samantha Banning (Autism Ontario, Ottawa Chapter, Alternate), Mark Wylie (Down Syndrome Association), Linda Barbetta (Learning Disabilities Association of Ottawa-Carleton), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Donna Owen (Ottawa-Carleton Assembly of School Councils), Safina Dewshi (Ottawa-Carleton Assembly of School Councils, Alternate), Susan Cowin (Community Representative), Sonia Nadon-Campbell (Community Representative), Susan Gardner (Ottawa-Carleton Elementary Teachers' Federation), Catherine Houlden (Ontario Secondary School Teachers' Federation (Teachers)), Jean Trant, Ontario Secondary School Teachers' Federation (SSP), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Kelly Granum, Ontario Secondary School Teachers' Federation (Occasional Teachers)

Staff and Guests: Michele Giroux (Executive Officer), Lynn Scott (Trustee), Donna Blackburn (Trustee), Chris Ellis (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services), Amy Hannah (Principal of Learning Support Services), Kevin Gardner (Manager of Financial Services), Nicole Guthrie (Board Committee/Coordinator).

1. Call to Order

Superintendent Symmonds called the meeting to order at 7:01 p.m

Trustee Blackburn indicated that she would be recording the meeting.

2. Approval of the Agenda

Moved by Rob Kirwan,

THAT the agenda be approved.

Superintendent Symmonds advised that item 5.1 Learning Disabilities Association of Ontario Presentation would be referred to the 13 February 2019 meeting.

Superintendent Symmonds recommended that item 6.2 c be removed as the committee had already discussed this standard. He also requested that items 7.2 and 7.3 be discussed after Member Information.

Moved by Mark Wylie,

THAT the agenda be approved, as amended.

Carried

3. Delegations

There were no delegations.

4. Committee Appointments

Superintendent Symmonds explained the process for appointing members to the various committee positions.

4.1 Chair

Sonia Nadon-Campbell nominated Rob Kirwan for the position of Chair.

Moved by Trustee Boothby,

THAT the nominations be closed.

Carried

Rob Kirwan was declared Chair of SEAC by acclamation.

At the request of Mr. Kirwan, Superintendent Symmonds remained in the Chair.

4.2 Vice-Chair

Chair Kirwan nominated Mark Wylie for the position of Vice-Chair.

Ian Morris nominated Linda Barbetta for the position of Vice-Chair

Moved by Trustee Boothby

THAT nominations be closed.

Carried

Following an election, Superintendent Symmonds declared Mark Wylie was Vice-Chair of SEAC.

4.3 Board

Linda Barbetta advised that she would attend Board meetings as an observer and report back any items of interest to the Committee. Rob Kirwan volunteered to be the alternate observer, if required.

4.4 Committee of the Whole

Mark Wylie self-nominated for the position of Committee of the Whole Representative.

Rob Kirwan self-nominated for the position of Committee of the Whole, Alternate.

Moved by Trustee Boothby,

THAT nominations be closed.

Carried

Mark Wylie and Rob Kirwan were declared the Committee of the Whole, Representative and Alternate respectively, for SEAC by acclamation.

4.5 Committee of the Whole, Budget

Donna Owen self-nominated for the position of Committee of the Whole, Budget, Representative.

Moved by Trustee Boothby,

THAT nominations be closed.

Carried

Donna Owen was declared the Committee of the Whole, Budget, Representative, for SEAC by acclamation.

Rob Kirwan added that he and Terry Warner would provide offline support to Ms. Owen, if required.

The committee agreed to seek an alternate at the 16 January 2019 meeting.

4.6 Parent Involvement Committee

Ian Morris self-nominated for the position of Parent Involvement Committee Representative.

Samantha Banning self-nominated for the position of Parent Involvement Committee, Alternate.

Moved by Rob Kirwan,

THAT nominations be closed.

Carried

Ian Morris and Samantha Banning were declared the Parent Involvement Committee, Representative and Alternate respectively, for SEAC by acclamation.

4.7 Advisory Committee on Equity

Sonia Nadon-Campbell self-nominated for the position of Advisory Committee on Equity Representative.

Susan Cowin self-nominated for the position of Advisory Committee on Equity Representative, Alternate.

Moved by Rob Kirwan,

THAT nominations be closed.

Carried

Sonia Nadon-Campbell and Susan Cowin were declared the Advisory Committee on Equity, Representative and Alternate respectively, for SEAC by acclamation.

Mr. Kirwan assumed the chair for the remainder of the meeting.

5. Members' Information

Mr. Morris advised that he and Joyce Mortimer from the Ontario Association for Families of Children with Communication Disorders (OAFCCD) would like to make a presentation to inform SEAC members on the role and function of the organization in February or March and requested that it be added to the long range agenda.

Mr. Morris advised that Committee Coordinator Guthrie had distributed the OAFCCD November 2018 newsletter and had a query regarding the use of a new term, Development Language Disorder (DLD). He noted that the term DLD is a new term to replace Specific Language Impairment (SLI). The newsletter indicates that there is a movement among Speech-Language Pathologists (S-LPs) in Ontario to use the term.

Ms. Houlden noted that Kimana Mar, international Special Olympian and OCDSB General Learning Program (GLP) student, will be attending SEAC in January to speak briefly about her experiences.

Manager Kay noted that Nancy McLaren Kennedy would be the new Professional Student Services Personnel (PSSP) representative.

Executive Officer Giroux informed the committee that questions were raised at the 3 December 2018 inaugural Board meeting regarding the appointment of trustees to SEAC, particularly the term length. Past practice has been for the

Board to appoint trustee representatives to SEAC annually which may be inconsistent with the Education Act. The Board moved to proceed with a one-year appointment at the inaugural meeting but will seek the input of legal counsel on the practice. Across the province, some boards appoint annually while others appoint for a four-year term. The new Chair of the Board, Lynn Scott, requested that the matter be brought to the attention of SEAC.

Ms. Barbetta noted that the York Region District School Board has a Declaration of Conflict of Interest as a longstanding agenda item. Executive Officer Giroux noted that trustees are required to disclose a conflict although it may not be expressly indicated on an agenda. The conflict of interest is not pecuniary and may be more of an issue with the perception of bias related to specific exceptionalities.

Mr. Wylie expressed the view that a one year term for trustees is not enough and that he would support an increase to the term length.

Trustee Campbell expressed the view that the role and function of trustees on all District advisory committees should be explored.

Executive Officer Giroux advised that the District has communicated with legal counsel and will report the findings to the Board in January 2019.

Mr. Morris expressed the view that it is important to have continuity among the trustee members to SEAC. He suggested a two-year term may be more advantageous and would allow for broader knowledge of SEAC at the Board level.

6. Action/Discussion/Information Items

6.1 Strategic Plan 2019-2023 - Community Conversation

Executive Officer Giroux advised that the District has begun the conversation on the 2019-2023 Strategic Plan. She noted that the District will be using Thoughtexchange, an online learning tool that allows parents, staff, students and community members to have a conversation about learning and well-being.

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

- Staff has presented and engaged with Ottawa-Carleton Assembly of School Councils (OCASC), the Advisory Committee on Equity, the Student Senate, the federation representatives and school principals seeking ideas and strategies on how best to reach communities and people who are traditionally less engaged in District consultations;
- The Thoughtexchange process encourages all participants to answer three open-ended questions- what the District does well; where the

District can improve; and what priorities are important to learning and well-being. Participants can also review thoughts that are shared by others and star the ideas that they like best. Participants may provide multiple thoughts and ideas, they can view other participant's ideas and rank or star those ideas. Participants may return and contribute to the process as often as they wish until the 17 December 2018 close;

- There are three separate conversations: parents and community members; staff; and students (grades 7-9). The conversations will also be separated by elementary and secondary panels. This will allow people with common interest and experiences to be involved in the conversation;
- Thoughexchange is available in English, French or Spanish. People may also participate by SMS text message in any language available in Google translate;
- The District had close to 13,500 participants in the last strategic plan process and anticipate an increase to 20,000 during the consultation for the 2019-2023 plan;
- All participants will receive an invitation and several reminder emails;
- SEAC members may participate as a community member on behalf of their organization. SEAC members with children in District schools can also participate as parents in the elementary and/or secondary panel conversation for as many schools as applicable;
- The District is working with Multi-Cultural Liaison Officers to help bridge communities and overcome some of the language barriers to engage with parent communities that traditionally do not participate;
- The data collected from the Thoughtexchange will be used to inform the focus groups and forums the District will host in January 2019. Conversations will also be held with strategic, community business partners;
- All of the feedback will be prioritized and will help inform trustees and senior staff as they prepare a draft plan for review in May of 2019 with the goal of Board approval in June 2019; and
- Chair Kirwan requested that SEAC be considered for participation as part of a focus group.

6.2 Finance Presentation (M. Carson, ext. 8207)

Manager of Financial Services Gardner made a presentation on the District's financial situation with respect to Special Education revenues and expenditures. The calculation of various grants was outlined, and clarification was provided pursuant to questions raised.

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

- The Ministry of Education is responsible for funding Ontario's elementary and secondary schools through the Grants for Student Needs (GSNs);
- Special Education revenues total approximately \$116.0 million for 2018-2019;
- The 2018-2019 approved budget for special education expenditures total \$122.0 million;
- The majority of the costs are for teaching staff, educational assistants and professional student services personnel (PSSP);
- There is a consistent pattern of under-funding within special education. The Ministry does not cover all of the special education costs incurred by the District. The District is able to cover the shortfall through other grants and revenues;
- The province has indicated that they will be reviewing the costs of all programs they fund and education is expected to be scrutinized. As a result, the 2019-2020 Budget may be challenging;
- The Local Priorities Funding (LPF), secured through extension agreements during contract negotiations, ends in August 2019. The LPF provided an additional \$4.0 million in funding to support special education with 50.50 full time equivalent (FTE) staff. Should the funding not be renewed it would have a significant impact on the budget and the support provided to special education students. Concerns about the potential loss of this funding have been conveyed to the Ministry;
- Orientation and Mobility Instruction staff increased by 0.5 FTE to 1.0 FTE for the 2018-2019 school year;
- In February 2017, a settlement was reached between the Ontario Secondary School Teachers' Federation (OSSTF) and the province as a remedy for the Ontario Superior Court ruling in April 2016 on the *Putting Students First Act, 2012* (PSFA). The ruling determined that the PSFA was a violation of s.2(d) (freedom of association) of the Canadian Charter of Rights and Freedom. The Ministry OSSTF remedy payment was received as a one-time payment during the 2017-2018 school year and is reflected in the 2017-2018 Revised Estimates. It was subsequently determined that the funding and related cost were not to be reported under the Special Education envelope;
- Recently completed financial reporting indicates that the District will end the year with a significant surplus. It is possible that some of the surplus will be available to assist in transitions depending on Ministry funding in 2019-2020;
- The District follows a standard reporting process with respect to its special education funding. Anecdotal evidence suggests that many other boards overspend in the area of special education;

- The District has a variety of revenue sources in addition to the GSNs. Many of these revenue sources are not specifically assigned and the District may direct these revenues to priority areas of need and program shortfalls;
- Superintendent Symmonds advised that special education funding might be considered as an area for additional SEAC and Board advocacy;
- Superintendent Symmonds noted that he would share the 2018-2019 Education Funding - A Guide to the Special Education Grant with members;
- Speech and language pathology staff have increased due to various Ministry funding initiatives. The new conservative government reviewed funding and moved money to the per-pupil allocation and reduced the Special Incidence Portion (SIP) allowing for enhanced flexibility. The government is looking to make further changes to funding in future years but there has been no indication on what funding areas will be impacted;
- Mr. Morris noted that some boards utilize Communication Disorder Assistants (CDAs) as initial support for students. He queried whether or not the District employs CDAs. Manager Kay noted that there is variability across the province and that the District currently does not utilize CDAs. She noted that the District may choose to investigate the benefits to the system through the use of CDAs;
- The revenue associated with the gain on long-term disability and the Employee Life and Health Trust (ELHT) is the result of a change in employee benefit plans and the related accounting treatment. The revenues have been partially assigned to special education to support related staffing costs;
- The amount of GSNs received by the District is based on total enrollment, the Ministry's statistical funding model is used to calculate allocations for the Special Education Per-Pupil Amount, the Differentiated Special Education Needs Amount, Behavioural Expertise Amount, SIP and the Specialized Equipment Amount. This funding model is well detailed on the Ministry website;
- Any proposed settlement stemming from recently publicized sexual assault lawsuits involving the District would not impact the Special Education budget;
- The gain on long-term disability and the ELHT amounts noted in grant revenues are proportional to the number of FTE staff listed in expenditures;
- LPF enabled the addition of 11.50 FTE learning support/resource teachers, 1.00 FTE learning support consultants and 3.00 FTE itinerant program behaviour specialists at the elementary panel. 5.00FTE learning support teachers at the secondary panel. LPF funding also supported the addition of 28.50 FTE educational

assistants as well as 1.50 FTE psychologist/social worker for a total of 50.50 FTE positions;

- The PSSP 1.50 FTE staff is divided between social work and psychology; and
- The benefit load for part-time staff is not related to the ELHT funding. It is for costs such as CPP premiums and vacation pay.

6.3 Consultation: Education in Ontario

Executive Officer Giroux noted that the Ministry of Education Consultation on Education is underway and that the deadline for submissions is 15 December 2018. The Ministry has provided parents with several ways to participate, telephone townhalls, an open submission form and an online survey.

Both the Board and the Parent Involvement Committee have prepared submissions to the consultation and will be sharing their responses on the District website. The Board and PIC have requested that the District make the parent community, including SEAC, aware of the consultation as the results may impact the work of the organizations represented at SEAC.

Executive Officer Giroux advised that PIC hosted a workshop at the Parent Conference and School Council Training Day on 3 November 2018 to collect parent input on each of the seven areas of the questionnaire. The PIC identified a need to provide an opportunity for District parents to submit input to the consultation.

Ms. Barbetta noted that the November 2018 LDAO SEAC Circular contained LDAO suggested points on each of the seven Ministry consultation areas. She indicated that she would share the points with the members to help inform their own submission.

Executive Officer Giroux noted that there is little evidence to suggest that responses made by organizations carry any more weight in the process than an individual response. She advised that it may be more advantageous for the SEAC members to make an individual submission based on experience with their child or their organization and the students it supports.

7. Department Update

Superintendent Symmonds advised that Vice-Principal of Learning Support Services (LSS) Jenny Dewan in has accepted a new position within the District. She will be the new Vice-Principal at Hopewell Avenue Public School. Superintendent Symmonds thanked Vice-Principal Dewan for her efforts and wished her well in her new post. He added that her replacement will be announced in January 2019.

LSS staff will be meeting on 6 December 2018 to discuss equity. The District is a diverse board and equity staff will be providing information to LSS staff to deepen their knowledge on the matter and discussing opportunities for staff to weave an equity lens into their work to support students and staff. This meeting is the beginning of a longer conversation with Curriculum Services to help guide the work of the District.

Superintendent Symmonds announced that the Indigenous Youth Symposium will be held on 11 January 2019 at the Confederation Education Centre. The Indigenous Youth Symposium provides an opportunity for Indigenous students to discuss their needs in classrooms, schools and the District.

7.1 Special Needs Strategy Update

Manager Kay noted that the province continues to work on the provincial implementation of Ontario's Special Needs Strategy (SNS). Manager Kay provided an update on the Coordinated Service Planning (CSP) and the Integrated Delivery of Rehabilitation Services (IR)

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

- CSP for children and youth with multiple and/or complex special needs and their families is well underway. The Children's Hospital of Eastern Ontario – Ottawa Children's Treatment Centre (CHEO-OCTC) is responsible for CSP in the Ottawa area. CSP is intended to decrease family stress by providing families with a single identifiable agency through which they can access CSP;
- The District provided training to all principals and vice-principals in the fall of 2018 to introduce to them the supports offered by all of the coordinating agencies and to ensure they understood their role as a valued partner in the delivery of CSP;
- The District can refer students into the service and provide assistance with family-centered goals;
- Superintendent Symmonds noted that there have been some communication challenges. Staff are working with the Ministry and local partners to ensure timely information is released and that all of the partners are informed;
- The Ministry is committed to ensuring seamless continuity for children and families;
- There are currently 44 children and youth accessing CSP in the Ottawa area, but they are not all OCDSB students. CHEO-OCTC and the District anticipates that this number will grow over time, however the service is only available for those families already accessing two or more services and whose children have multiple complex needs which represents only a small number of the total student population;

- The work on the IR did not progress as quickly as the partners had hoped. A full provincial plan was never attained. The province will move forward with the transition of the School Health Support program from the Ministry of Health to the Ministry of Children, Community and Social Services. Locally, the funding and accountability for the School Health Support program will transition from the Champlain Local Health Integration Network (LHIN) to CHEO-OCTC by January. The transition will not be felt by the students and families receiving the service, the District continues to follow the same process;
- Ms. Houlden stressed the importance of maintaining relationships between Occupational and Physical Therapy staff and students. She advised that the District should advocate to ensure the same staff are working with students after the transition. Manager Kay noted that the legal and governance piece is being explored at this time. The District will be engaged as a partner to help inform the implementation;
- Nursing support will remain with the Champlain LHIN;
- The District is a partner and a participant in the delivery of care for the students, and facilitating referrals is a part of the process. Parents and staff continue to work with the LHIN and therapists for a smooth plan of care;
- PPM 81 governs the provision of health services in school districts;
- Learning Support Teachers facilitate referrals and coordinate the work and the services through health support. Students can be referred by a teacher or the family can approach the school;
- Mr. Morris noted that OAFCCD have heard from parents who are still finding it difficult to navigate the system. Manager Kay noted that the IR did not meet their goals and that the inter-ministerial work did not continue this fall as planned. The province does plan to move forward with the transfer and the overall model is currently status quo. This is most apparent in speech language pathology where parallel systems are still in place. The District has long standing relationships with all of the providers and actively works to ensure all the services are complimentary;
- Mr. Morris expressed the view that as the SNS implementation continues it will be important for the District to be a powerful voice at the table. He added that the health system often leads, but that the in-school support staff does much of the critical work with students;
- In response to a query from Ms. Houlden regarding the inclusion of mental health in CSP, Manager Kay noted that while mental health is not currently an element of CSP, the Ministry of Children, Community and Social Services (MCCSS) has identified mental health as a priority and will be working on a similar model for coordinated delivery. The District has developed a district-wide framework for well-being, and a mental health strategy. Petra Duschner, Manager, Mental Health and Critical Services, manages the District's work on mental health; and

- The practice of Speech Language, Occupational Therapy, and Social Work is governed by the professional college. Often professional collaborations are required and staff are professionally obligated to ensure complementary and coordinated services. The District has structures in place to permit for the release and exchange of information based on parental consent.

7.2 Special Education Plan (Standards)

a. The Board's Special Education Advisory Committee (SEAC)

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

- The role of SEAC, SEAC meetings and composition of SEAC are specified in the standard;
- The names and email addresses of the members will be updated;
- In response to a query from Trustee Campbell regarding a standard definition of students with special education needs, Superintendent Symmonds noted that there is no standard definition. Any student who needs special education support and services receives it whether it be a suggested practice in the regular classroom, through a formal Identification, Placement, and Review Committee (IPRC) process or through an Individual Education Plan (IEP);
- Ms. Owen indicated that the Ministry document states that the plan "must also include a description of ways in which parents and other members of the public can make their views known to the SEAC" yet the plan does not reference how parents can provide their input. She added that if input is to be received through delegation, the plan must reference the process;
- Parents may also communicate concerns and viewpoints directly to the representatives; and
- There is no statutory requirement for the meetings to be held at 7:00 p.m.

b. Special Education Placements Provided by the OCDSB

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

- Principal Hannah advised that she has a regular team meeting with staff to review each of the sections of the Special Education Plan prior to each SEAC meeting and recognizes that the Special Education Placement section requires many updates;

- Some of the content and the definitions are created by the Ministry and as such there can be no modifications;
- All typos, grammatical and formatting issues will be addressed;
- The word "application" should be changed to "referral" to reflect current practice;
- Specialized class information will be updated to represent the 2018-2019 figures;
- The Behaviour Intervention Program (BIP) as outlined on folio 11 has increased to provide service at the secondary level at both Hillcrest High School and Canterbury High School;
- A secondary class was added to Deaf and Hard of Hearing at Woodroffe High School;
- Any duplicates have been noted and corrected;
- A correction to Special Education Classes for Autism (ASDP) to remove reference to Asperger syndrome but leave the acronym (ASDSCP);
- The description of the Storefront program on folio 29 is misplaced and should be moved to the General Learning Program (GLP) on folio 25;
- Updates on folio 32 related to Physical Disabilities will feature reference to the CHEO-OCTC as result of the changes to the SNS;
- In response to a request from Ms. Barbetta that the options for student placement in the regular classroom as outlined on folio 8 also include reference to placement by Identification, Placement and Review Committee (IPRC), staff agreed to make the addition;
- Staff will make revisions based on SEAC consultation feedback and the necessary data input corrections to reflect the school year. The entire Special Education Plan will be provided to SEAC for final review in May 2019;
- In response to a query from Ms. Owen regarding the difference between options for placement and school based support, Superintendent Symmonds noted that the five placements listed under Options for Student Placement are directed specifically by the Ministry. The District has added the three additional school-based supports as options for placement;
- Ms. Owen queried whether or not the reference to Educational Assistant (EA) on folio 9 should include the word behaviour. Principal Hannah noted that often behaviour is an element of safety needs. She noted that staff will specify the reasons for EA support;
- A parent may request an IPRC at any time. The principal may also initiate an IPRC;

- Trustee Campbell requested that the IPRC and application process be accurately described;
- The decision making body for student placement is the IPRC but the District has structured this with referral committees. The referral committee is comprised of central expertise who provide an interpretation of the evidence. Their recommendation and evidence is provided to the IPRC. The IPRC considers all of the relevant information before making a decision for placement;
- Principal Hannah advised that relevant sections of the IPRC standard could be added to this section to provide clarification;
- If the school offer is declined by the parent a referral committee may reconvene to review alternative options. Should the parents disagree with the IPRC the appeal process begins;
- The criteria for change in placement varies for each category and program. Any changes in placement are thought of and discussed by the school team and with the parents well in advance of an IPRC; and
- If a student withdraws from a placement the spot would be filled by another student who required the support. Re-admittance to the same program is an option but would be reviewed prior to the re-placement.

8. Review of Special Education Advisory Committee Report

8.1 14 November 2018

Moved by Linda Barbetta,

THAT the 17 November 2018 be received.

Ms. Owen requested that her comment regarding the inclusion of the overall goal of the special education involvement plan be added to the discussion on item 5.1 d. Staff Development.

Ms. Houlden requested that her comment regarding the Storefront Program be revised to read "She expressed concern about the stress both staff and students are under without a definitive plan or permanent location for the program."

Superintendent Symmonds provided clarification that the District maintains a month to month lease agreement with Morgaurd Properties for the Storefront space.

Moved by Linda Barbetta,

THAT the 17 November 2018 be received, as amended.

Carried

8.2 Review of Long Range Agenda

The long range agenda was provided for information.

In response to a query from Ms. Miedema on the status of the report with the outline and timeline of the operational review of the process for identification, needs assessment, and placement for all exceptionalities, Superintendent Symmonds advised that every effort will be made to ensure the report is reviewed by SEAC prior to issue to Committee of the Whole in February.

Ms. Miedema queried the timeline for the Pilot Project for Elementary Gifted Program Delivery, noting it is listed for presentation in December. Superintendent Symmonds advised that the date associated with this item be revised to "to be determined".

The members requested that the District Practice for Parental Communication be added as a discussion item for the 16 January 2018 meeting.

8.3 Motion/Action Tracking Report, Business Arising

The motion/action tracking report was provided for information.

9. Committee Reports

9.1 Advisory Committee on Equity

Trustee Olsen Harper had been the representative from SEAC to the Advisory Committee on Equity. Board Committee Coordinator Guthrie noted that the 29 November 2018 meeting of ACE featured a discussion on identity-based data collection.

9.2 Parent Involvement Committee

Ms. Nadon-Campbell reported that the Parent Involvement Committee (PIC) selected a Chair and Vice-Chair and discussed the PIC response to the Ministry Consultation at the 21 November 2018 meeting.

9.3 Board

There was no report from the Board meeting.

9.4 Committee of the Whole

There was no report from Committee of the Whole.

10. New Business

There was no new business.

11. Adjournment

The meeting adjourned at 10:27 p.m.

Rob Kirwan, Chair, Special Education Advisory Committee



SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, January 16, 2019, 7:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

- Members:** Rob Kirwan (Community Representative), Rob Campbell (Trustee), Christine Boothby (Trustee), Lyra Evans (Trustee), Cathy Miedema (Association for Bright Children), Dragos Popa (Association for Bright Children, Alternate), Katie Ralph (Autism Ontario, Ottawa Chapter), Mark Wylie (Down Syndrome Association), Linda Barbetta (Learning Disabilities Association of Ottawa-Carleton), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Donna Owen (Ottawa-Carleton Assembly of School Councils), Jim Harris (VOICE for deaf and hard of hearing children), Terry Warner (VOICE for deaf and hard of hearing children, Alternate), Sonia Nadon-Campbell (Community Representative), Susan Cowin (Community Representative), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Jean Trant (Ontario Secondary School Teachers' Federation, SSP), Kimberly Elmer (Ottawa-Carleton Secondary School Administrators' Network), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee), Nancy McLaren Kennedy (Professional Student Services Personnel)
- Staff and Guests:** Lynn Scott (Trustee), Michele Giroux (Executive Officer), Dorothy Baker (Superintendent of Curriculum Services), Peter Symmonds (Superintendent of Learning Support Services), Stacey Kay (Manager of Learning Support Services), Amy Hannah (Principal of Learning Support Services), Wendy Jewell (System Principal, Curriculum Services), Jenny Dewan (Vice Principal of Learning Support Services), Katrine Mallan (Manager of Board Services), Nicole Guthrie (Board Committee/Coordinator)

1. Call to Order

Chair Kirwan called the meeting to order at 7:03 p.m.

2. Approval of the Agenda

Moved by Christine Boothby,

That the agenda be approved.

Chair Kirwan requested the addition of two items under member information, a trustee-hosted special education forum and the District website.

Moved by Christine Boothby,

That the agenda be approved, as amended.

Carried

4. Member Information

4.1 Kimana Mar, OCDSB Student and Special Olympian

Ms. Mar, a student in the General Learning Program (GLP) at Sir Guy Carleton Secondary School, spoke to the committee about her experience in the GLP.

Ms. Mar explained that the GLP organized in 5 groups: A (all first-year students), B, C, D (a mix of all grades), and E the co-operative learning group which is comprised entirely of senior students, grade 12 plus. She noted that she is in the latter group and attends a regular co-op placement at Shopper's Drug Mart as well as classes at the school.

Ms. Mar noted that the GLP has helped her build confidence and taught her important life skills. She noted that many graduating students have secured paid employment as a result of their work placements.

Ms. Mar informed the committee that she is also a decorated Special Olympian and competes in level 4 gymnastics for Team Canada. She has had the opportunity to compete at the provincial, national and international level and will be traveling to Abu Dhabi to compete for Team Canada in March 2019.

In response to a query from Executive Officer Giroux regarding Kimana's elementary school experience, Ms. Mar noted that she has been an OCDSB student since kindergarten at Broadview Public School. She noted that when her younger sister began school at Broadview PS, school became a happy and memorable experience. The two walked to school together and had a ritual of waving to one another as they passed on the stairs each day. She made many friends at Broadview PS and her grade 8 year was a highlight of her academic career.

Ms. Mar explained that after transition meetings with Ms. Houlden, she chose to attend high school at Sir Guy Carleton SS rather than Nepean High School with her peers because she wanted a change and new experiences. She noted that she knew she had made the right decision

when at the end of her first month at the school she was awarded the student of the month.

Ms. Mar noted that she is able to pursue her athletics seriously thanks in part to funding she receives from Sports Canada and as a result is required to report on her training activities and setting weekly goals. She noted that she trains six days a week.

The committee members congratulated Ms. Mar on her many accomplishments and wished her success.

4.2 Trustee-Hosted Special Education Forum

Trustee Boothby advised that she and Trustee Ellis will host a Special Education Forum on 21 February 2019 at Sir Guy Carleton SS. The event will run from 6:30 p.m. to 8:30 p.m. and will feature an open house style forum where parents can attend and discuss their experiences.

Trustee Boothby explained that she anticipates the evening will also feature a resource fair of local associations and organizations to provide parents with information.

She noted that the forum is still in the planning phase and that she and Trustee Ellis will share more details as they become available. She encouraged the members to save the date and to pass along the date to others in their organization.

4.3 OCDSB website

Chair Kirwan noted that he had difficulty finding the SEAC page on the District's website and expressed the view that the contact information for the SEAC organizations and its members should be listed on the page.

5. Action/Discussion/Information Items

5.1 Report 18-113 Measurement Report on Learning

Your Committee had before it Report 18-113, providing an overview of student achievement for the 2017-2018 school year and the 2018-2019 Board Improvement Plan for Student Achievement and Well-Being (BIPSAW).

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

- Success has been made in recent years with a data support model which pairs Research, Evaluation, and Analytics Division (READ) staff with superintendents in an effort to build school teams' capacity to access, use, and interpret multiple sources of data;

- READ staff works with the school team to support their understanding of school data and provide support throughout the year as schools gather and analyze evidence of student learning and well-being;
- READ staff also work to support data analysis and interpretation at the District-level and based on that analysis, the team produces the Annual Student Achievement Report (ASAR);
- The ASAR measures progress in student learning across multiple sources of data, literacy, numeracy and pathways for all students as well as monitoring the outcomes for specific groups of students;
- The District reports specifically on students in special education, Indigenous, English Language Learners (ELL), low social economic status (SES) and gender;
- The READ team has focussed on the presentation of data to better interpret the story the data tells. The intersections of the identified groups allow senior staff to ask different questions of inquiry to better direct focus;
- The Education Quality and Accountability Office (EQAO) data for the 2017-2018 school year indicated that the District was the same as the provincial average in one area, above the provincial average in seven areas, and below the provincial average in two areas. The BIPSAW looks at the areas of decline in more detail and suggests specific strategies to address those areas;
- EQAO data also informs the District's progress towards narrowing achievement gaps for groups of students identified as underserved by the system;
- Significant gains have been made for students who self-identify as Indigenous and students with special education needs (excluding gifted). The widening of the achievement gaps for ELL and gender reinforces the need to identify and implement strategies to better support these students;
- In response to a query from Ms. Miedema regarding the data for special education and whether or not there is any differentiation between special education students who are identified through the Identification, Placement and Review Committee (IPRC) or those with an Individuation Education Plan (IEP), Superintendent Symmonds indicated that the EQAO data for special education students would be based on those with an IEP as the accommodations provided for students during EQAO testing are based on an IEP. He noted that a gifted, learning disabled (LD) student, who is provided with assistive technology would be counted in the special education category as a result of their IEP;
- The District analyses data beyond the EQAO results and explores contextual and attitudinal factors and their potential link to achievement outcomes. Differences in enjoyment of and confidence in mathematics were identified;

- Making mathematics enjoyable for students and finding ways to help students believe they are capable math learners will be important for narrowing gaps in mathematics;
- In response to a query from Trustee Lyra Evans regarding the time it takes for a student who is new to the District to become a part of the average in terms of standardized testing, Executive Officer Giroux advised that she would discuss the question with the READ team;
- Trends noted from the analysis of the data are presented within the executive summary as well as the co-hort analysis;
- The information on Indigenous students only factors those students who have self-identified. Credit accumulation for Indigenous students is also available within the ASAR data. One of the District's areas of success has been with Indigenous students where the gap is narrowing;
- The District is working on a plan for the collection of identity-based data which would apply to all students and would investigate issues of race, ethnicity and identity. The District's first step will be the collection of the data and to eventually report the information based on the Ministry standards. A report outlining the District's progress to date will be presented at the 4 February 2019 Committee of the Whole meeting. Based on the proposed data collection timeline, data collection will begin in the fall of 2019 and a detailed analysis of the data would not be available until 2021;
- The data support model endeavours to extract key segments of data which are of significant importance to inform strategies at the District level. It also serves to inform School Learning Plans (SLPs) to assist individual students;
- Smaller data sets are used by the school teams to guide professional development and focus on particular subject areas. The District strives to establish standards and parameters for the collection and assessment of data which permit focused interventions using common sets of data. At the school level, administrators can investigate specific learners with co-horts to inform SLPs;
- In the case of an inquiry for a specific LD learner, an administrator would have to review the data student by student and compare that to the IPRC information;
- In response to a query from Trustee Lyra Evans, Superintendent Symmonds noted that the District is on par with the provincial average for special education learners as a percentage of overall enrolment;
- The District does not have access to the data collected by other school districts and rarely compares to another specific school district. The District does a comparison to the provincial average in the ASAR;
- EQAO testing is curriculum based and is intended to ensure equity of access for public education in Ontario. Schools within the District are

not compared to others. EQAO data is not the sole information source;

- Ms. Houlden highlighted the continued need for and value of the inclusion of locally developed data within the ASAR. Executive Officer Giroux noted that the District has begun to focus on evaluating the success of its special education programs. The District received funding for a project at Crystal Bay Centre for Special Education and Clifford Bowey Public School as a result of a request for measures that were more appropriate for these schools;
- Executive Officer Giroux indicated that she would approach the READ Team with the request for locally developed statistics;
- The BIPSAW is informed by the quantitative and qualitative evidence of student learning and well-being taken from provincial, district and individual schools data sources;
- Learning support consultants (LSCs), multi-disciplinary team members and mathematics coaches are also assigned to the superintendency team;
- Concepts of number and problem-solving skills were identified as areas requiring intensive focus;
- The gap continues to widen for ELL students and strategies must be developed to address the concerns;
- The District has had success utilizing the evidence-based program MindMasters 2. MindMasters is a mental health promotion resource offered through the Children's Hospital of Eastern Ontario (CHEO) that helps children to develop social and emotional skills through relaxation, positive thinking and mindfulness;
- The District plans to build socio-emotional skills in the early years to specifically address: attachment, self-regulation and resilience. Collaborative problem solving is a strategy school teams are using to build these skills;
- The District is working with School Mental Health ASSIST on the concept of self-regulation along with other materials to support mental health and well-being;
- The District is building a collective understanding on the subject of self-regulation through learning modules;
- Schools are addressing the need for staff to build attachments or relationships with the student. Positive attachment enables the student to feel safe and comfortable in their learning environment;
- Many SLPs include student mentoring and peer support as an identified strategy to improve well-being;
- Indigenous students often require a member of their own community with whom to form an attachment. The Indigenous Education Advisory Council is discussing attachment and work has begun to ensure partnerships with the community at all school sites; and

- While the District focus is on mathematics and well-being, the focus for each school site may differ depending on the data. The SLP can match the student need with the educator need in order to best serve students.

5.2 Member Orientation

a. Committee Meeting Procedures: A guide to understanding the roles and responsibilities of SEAC at the OCDSB

Manager of Board Services, Katrine Mallan, provided an overview on the roles and responsibilities of SEAC at the OCDSB.

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

- Regulation 464/97 mandates each district school board to have a Special Education Advisory Committee (SEAC) and outlines the responsibilities of the committee providing clarity for the committee's role;
- SEAC members engage in collaborative and fulsome discussions with OCDSB staff in order to advise, advocate, and provide informed recommendations to the Board on matters that fall within its terms of reference;
- Policy P.019.GOV, Special Education Advisory Committee, outlines the details of the OCDSB SEAC;
- SEAC reports to the Board through the Committee of the Whole (COW);
- SEAC meeting reports are received and approved by the COW. After the receipt of the report, any trustee, including those not appointed to SEAC, may put a motion from SEAC on the floor for discussion by COW. If carried at COW, the motion is then recommended to the Board;
- The SEAC Chair is responsible for facilitating the meeting and maintaining a respectful atmosphere;
- The Ministry of Education has published a useful resource document for managing difficult discussions with regard to special education, *Shared Solutions: A guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs*;
- According to P.010.GOV, Community Involvement on Board Standing Committees, SEAC may appoint a member and an alternate to be a non-voting representative to the COW and the COW Budget;
- The SEAC representative is entitled to participate in the discussion and debate, but may not vote on or make amendments to motions;

- The District has no appointed Indigenous representatives;
- Ms. Nadon-Campbell noted that she will discuss the possibility of an Indigenous observer attending SEAC at the next meeting of the Indigenous Education Advisory Committee (IEAC); and
- The District is unique in its accommodation for a non-voting SEAC representative on COW and COW Budget.

b. Learning Support Services Department Overview

Superintendent Symmonds provided the following overview of the Learning Support Services Department:

- A vast majority of students with special education needs are supported in the regular classroom;
- Learning Support Services (LSS) is led by Superintendent Symmonds assisted by System Principal (Amy Hannah), System Vice-Principal (Jenny Dewan), Manager of Learning Support Services (Stacey Kay), Supervisor of Speech and Language Pathology (Maya Rattray), Manager of Mental Health and Critical Services (Petra Duschner), Supervisor of Psychology (Tim Hogan), and Supervisor of Social Work (Karthryn Langevin);
- The 1.0 FTE Board Certified Behaviour Analyst and the 1.0 FTE Applied Behavioural Analysis Coordinator positions are funded through the Ministry's Education Program Other (EPO) grants specifically for autism;
- The 3.0 FTE Social/Emotional Learning Teachers (SELTs) were added as a result of the extension agreements with the Federations, through Local Priorities Funding (LPF);
- The 11.0 FTE Blind Low Vision Itinerant Teachers are shared with the Ottawa Catholic School Board (OCSB) through a cost-sharing agreement;
- The LSS team and central support staff are also responsible for well-being. There are a total 29.5 FTE Psychologists to support the entire District;
- The Orientation and Mobility Specialist increased to 1.0 FTE in 2018-2019 has been an important addition to the LSS team and helps blind or low vision students to travel within and to and from school independently and safely;
- Learning Support Teachers (LSTs) and Learning Resource Teachers (LRTs) report to the school principal but are supported by the central LSS staff. LSS has input into the allocation of school-based supports. Specialized program class teachers are assigned to the school;

- LSS provides a range of programs, supports, and services for all exceptionalities from specialized class support to support in the regular classroom; and
- The PAAC on SEAC Resource Guide(2016) is a valuable resource for SEAC members and includes information on effective meetings, meeting members needs, and setting annual goals. The PAAC on SEAC website has links to training videos which members may watch for additional information and learning.

5.3 Memo 19-001, Western Area Accommodation Review - Specialized Program Class Relocations

Your committee had before it Memo 19-001 to provide information on specialized program class relocations as a result of the Western Area Accommodation Review.

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

- The District is moving into the final phase of the Western Area Accommodation Review and several specialized program classes required relocation as a result;
- Class openings include an intermediate Behaviour Intervention Program (BIP) at Glen Cairn Public School and a primary/junior BIP at Sir Winston Churchill Public School;
- Class closings include the junior/intermediate BIP at J.H. Putnam PS and the junior BIP at John Young Elementary School;
- DSP and BIP congregated classes present a heavy load on a school. Therefore, their placement requires careful consideration;
- In response to a query from Trustee Boothby regarding the reduction of transitions by moving specialized programs to high schools with grades 7-12, Superintendent Symmonds noted that there is currently no BIP at a 7-12 school. There are many other specialized program classes at secondary schools and it can be problematic to have too many specialized program classes at one location. The placement of specialized program classes at the secondary level is a challenge due to accessibility. Students who require specialized program placement often require additional transitions as a result of the placement. LSS are mindful of the issue and work to minimize, where possible, the impact of the transitions;
- The utilization rate of secondary schools with grades 7-12 sites is generally high and many elementary level specialized program classes will be aging into secondary. Finding a location for the specialized program class cohorts as they age out of elementary is challenging;

- Class openings and closings are carefully considered by LSS with assistance from the Planning Department. Glen Cairn PS and Sir Winston Churchill PS have the space necessary to accommodate the students;
- The majority of the students in the BIP at John Young ES were in grade 6 and would have naturally transitioned. The shift precipitated the need for an additional intermediate site in the far west zone to accommodate the J.H. Putnam PS students, the John Young ES cohort and new and future students. All of the impacted students will be informed of the transition and their placement.

6. Department Update

Superintendent Symmonds advised that LSS hosted a department meeting, with a focus on equity in December 2018. LSS advocates for and works toward meeting the needs of all District special education students with a goal of equitable outcomes and services.

The LSS team participated in activities led by the Culturally Responsive & Relevant Pedagogy team from Curriculum Services to examine equity and what it means to the department and how it impacts the daily work.

Superintendent Symmonds noted that LSS is currently reviewing the Quality Program Indicators (QPI) document and it will be presented for discussion by SEAC at an upcoming meeting.

Superintendent Symmonds advised that SEAC will have an opportunity to provide ideas and suggestions for the operational review at the 13 February 2019 SEAC meeting to help inform the report that will be presented to the COW in early March.

6.1 Special Education Plan (Standards)

a. The Board's Consultation Process

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

- The revised text will include language to reference the latest version of the QPI document;
- The QPI document will be structured using the same elements of the professional learning cycle highlighted in the BIPSAW. The QPI document will be divided by exceptionality and will feature best practices, resources, tools and tips for school staff;
- LSS envision the District's QPI document to be housed online and continually updated and added to;

- The original QPI document, created in 2014, was only for specialized program classes. The revised QPI document will reflect all exceptionalities;
- The Special Education Plan is a Ministry requirement. The Special Education Report, while also required, is a general, abridged version of what may be included in the plan and an overview of the program and services offered by the District. Both the report and the plan are due this year. The report may include links to the plan. A review of the plan must be completed first as informs the report; and
- Trustee Boothby commented that the language of the standard ought be revised to be more readily understood by parents.

b. Early Identification Procedures and Intervention Strategies

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

- Early identification procedures and strategies ensure that the necessary supports and services are available to students at all levels. Issues may present at any age or stage and if identified early enough the trajectory of student success can be altered. Early identification impacts the allocation of appropriate resources and responses;
- Support within the system evolves and changes as the LSS continue to learn how to best support the needs; and
- Reference to the Ontario Special Needs Strategy will be removed.

7. Adjournment

A motion to continue the meeting past 10:30 p.m. was defeated. The meeting adjourned at 10:31 p.m.

At adjournment, the following items remained as unfinished business:

- Special Education Plan (Standards)
 - Early Identification Procedures and Intervention Strategies
- Review of Special Education Advisory Committee Report
- Committee Reports

Rob Kirwan, Chair, Special Education Advisory Committee



SPECIAL EDUCATION ADVISORY COMMITTEE

Long Range Agenda **2018-2019**

1. LD Program Review and Update (ongoing)
2. Pilot Project for Elementary Gifted Program Delivery (March)
3. Implementation of the Exit Outcomes (Ongoing)
4. The role of the Early Childhood Educator (TBD)
5. VOICE suggestions for improving in classroom supports for deaf hard of hearing students (TBD)
6. LDAO-C presentation (March)
7. OAFCCD Presentation (February)
8. Operational Review (February)
9. Storefront Update (TBD)
10. 2019-2020 Budget (March)
11. Funding Extended Day Program (EDP) Special Education students (April)
12. Restorative Communication Exercise (March)
13. External Consultation Qualifications (March)

MOTION/ACTION TRACKING REPORT

	Meeting Date	Motion/Action	Action Agents	Requester	Reference/Date	Completed
1	09 March 2016	Monitoring data from the LD program be shared with SEAC, when available	P. Symmonds, A. Hannah	C. Ellis	Ongoing	
2	18 May 2016	Share Special Needs Strategy program guidelines when available, for an opportunity to provide formal support, at the will of the Committee	P. Symmonds	C. Ellis	Manager Kay to provide an update at an upcoming meeting.	No
3	15 November 2017	Amend the SEAC page of the website to include links to minutes, agendas and committee member information.	Board Services	D. Owen	Update after the 3 December 2018 Board meeting.	Yes
4	15 November 2017 16 January 2019	ASAR to utilize and highlight locally developed statistics	READ and Curriculum Services	C. Houlden	ASAR and BIPSAW will be discussed at an upcoming meeting of SEAC.	No
5	09 May 2018	EQAO Data on Gifted Students	READ and LSS	Mr. Popa	Superintendent Symmonds to approach the READ team with a request for EQAO data for gifted students.	No



MEMORANDUM

Memo No. 19-025

TO: Special Education Advisory Committee (SEAC)

FROM: Camille Williams-Taylor, Director of Education
Peter Symmonds, Superintendent of Learning Support Services

DATE: 1 February 2019

RE: **Learning Support Services Operational Review of the Process for Identification, Needs Assessment and Placement**

The purpose of this memorandum is to provide context to support a SEAC discussion to inform the Learning Support Services (LSS) Operational Review of the process for identification, needs assessment and placement. The full report will be presented to Committee of the Whole (COW) on 5 MAR 2019.

CONTEXT:

On 30 October 2018, the Board passed the following motion:

THAT staff be directed to undertake an operational review of 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;

THAT a report be provided to the Board no later than February 2019, with a proposed outline and timeline for the operational review, and an update on any changes in practice introduced in the wake of the discussion of this motion; and,

THAT staff produce a series of updates, beginning no later than the end of October 2019, detailing the number of applications and the number of children receiving assessments and placements in all congregated programs, by exceptionality, at both the elementary and secondary levels, and details of waitlists for all congregated programs by geographic zone.

The motion emerged from COW and SEAC discussions identifying the need to:

- improve parent/guardian understanding of the Identification, Placement, Review Committee (IPRC) process, specifically related to identification and placement;

- ensure consistency of practice with respect to use of the IPRC as it relates to placement across schools in the district; and
- provide greater clarity and improved communication of practices regarding assessment of student needs and the tiered approach to intervention.

KEY CONSIDERATIONS:

The LSS Operational Review of the process for identification needs assessment, and placement for all exceptionalities is an opportunity to further the District's commitment to continued growth and operational improvement. In order to ensure that the operational review of the process for identification, needs assessment and placement provides meaningful, relevant feedback that can be translated into future work plans, a clear scope of the work is required. In the context of this work, a "clear scope" means a defined purpose with clear focus for inquiry informed by specific guiding questions. Importantly, however, a clearly defined scope for this operational review does not limit the District's opportunity to explore further areas for improvement in the future.

In order to objectively and efficiently accomplish this review, the District will contract external consultant to complete this work. In addition to providing expertise in the area of operational practices and processes, an external consultant will be able to advise on effective methodology to best achieve the goals of this operational review. In order for an external consultant to undertake this work effectively, a clearly defined scope is required.

LSS Operational Review Proposed Timelines

The following timelines and actions are presented for input in advance of the LSS Operational Review of the process for identification, needs assessment and placement:

Dates	Actions
13 February 2019	SEAC <ul style="list-style-type: none"> • define the deliverables expected upon completion of the Review • to provide input regarding the goals and scope of work related to the process of identification, needs assessment, and placement for all exceptionalities
5 March 2019	COW <ul style="list-style-type: none"> • Approval of the scope of work and plan for the LSS Operational Review of the process for identification, needs assessment and placement
6 March 2019	SEAC

	<ul style="list-style-type: none"> to provide input on the qualifications/criteria for selection of external consultant
26 March 2019	Board approval of the motion from previous COW discussion
March to May 2019	Request for Proposal (RFP) including defined scope of work and project mandate to select external consultant
Summer 2019	Finalize review methods with the external consultant for Operational Review of the process for identification, needs assessment and placement
September 2019	Update report to SEAC on the progress of the Operational Review of the process for identification, needs assessment and placement
Fall 2019	Complete Review activities
Winter/Spring 2020	<ul style="list-style-type: none"> Final report of consultant presented to SEAC Final report to SEAC and COW (including final report of the external consultant) on the outcome of the LSS Operational Review related to the process for identification, needs assessment and placement for all exceptionalities with recommendations for next steps

N.B.: An updated timeline will be provided following the selection of the external consultant.

Scope of Work to Inform the LSS Operational Review

A critical component to ensuring that the LSS Operational Review provides value to informing the district practice with respect to identification, needs assessment and placement for all exceptionalities is to clearly define and narrow the scope of work associated with each component.

At the SEAC meeting on 13 February 2019, committee members will be invited to engage in a discussion to identify the key goals and deliverables that would be the desired outcome of the Operational Review of the process for identification, needs assessment and placement. The Committee will be asked to identify specific deliverables via consensus for each of the following:

Identification:

Needs Assessment:

Placement:

STRATEGIC LINKS:

The LSS Operational Review of the process for identification, needs assessment and placement for all exceptionalities is aligned with the OCDSB 2015-2019 Strategic Plan in the areas of Learning (i.e., improve and increase access to the educational pathways for every student) and Engagement (i.e., develop strategies to enhance communication and dialogue with and among staff, students, families).

cc Trustees
 Manager Board Services
 Corporate Records